ORANGE COAST COLLEGE

INSTITUTIONAL SELF-EVALUATION REPORT

December 2018

YEARS
70
1947 ORANGE COAST COLLEGE 2017

Serving our community for 70 years

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Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626

to

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

December 2018

Certification

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

From: Dr. Dennis R. Harkins, President
         Orange Coast College
         2701 Fairview Road
         Costa Mesa, California 92626

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____

Dr. Dennis R. Harkins, President

_____

Mary L. Hornbuckle, Board of Trustees, President, Coast Community College District

_____

Dr. John Weispfenning, Chancellor, Coast Community College District

_____

Kevin Ballinger, Vice President of Instruction
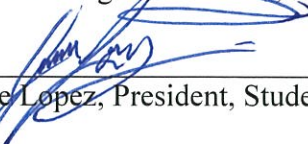Co-Chair, Accreditation Coordinating Committee, Accreditation Liaison Officer

_____

Georgie Monahan, Faculty, Co-Chair Accreditation Coordinating Committee

_____

Loren Sachs, President, Academic Senate

_____

Andrea Rangno, President, Classified Senate

_____

Jesse Lopez, President, Student Government

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Introduction

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A. Introduction

Orange Coast College (OCC) is one of the nation's largest and finest community colleges, enrolling more than 22,000 credit and non-credit students each semester, with an additional 3,000 students enrolled in community education and the College sailing program. OCC boasts exceptional facilities and the latest in technology, including one of the nation's largest and most acclaimed public nautical programs. The College offers academic and career programs with more than 120 degrees and 150 certificates in 72 majors. Nearly half the students on campus are enrolled in one of OCC's Career and Technical Education (CTE) programs. OCC also boasts 1,300 international students representing more than 75 countries.

OCC ranks first of nine community colleges in Orange County in the number of combined transfers to the University of California (UC) and California State University (CSU) systems. Over the past decade, thousands of OCC students have transferred to UC and CSU campuses. Additionally, many Coast students go on to transfer to private colleges and universities within California and across the nation.

College History

OCC is the third community college established in Orange County, California, and the first located along the beautiful "Orange Coast."

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

In 1958, the voters of the District established the five trustee election areas in effect today. Each trustee is required to be a resident of the area he or she represents. Trustees are elected at large for a period of four years; the specifics of the election process are described in Standard IV.C.4. A non-voting student trustee is included on the Board each year.

College land along Harbor Boulevard was sold in the early 1960s to purchase property in Huntington Beach for the site of the District's second campus, Golden West College, which

opened in 1966. The third District campus, Coastline Community College, opened in the fall of 1976. The District was officially renamed the Coast Community College District on Dec. 1, 1970.

OCC was initially accredited in 1952. The last time the College underwent a comprehensive review was in 2013. The College and its instructional programs are also approved by the Board of Governors of the California Community Colleges and by the State Department of Education for training veterans.

Major Developments

In November 2012, voters approved Measure M, a $698 million general obligation bond, which will fund the next generation of major construction and renovation projects for the District and its three Colleges. This bond continued the expansion of updating OCC's infrastructure, renovating classrooms, and new building development, which started with the Measure C bond that was approved by voters in 2002.

College Vision, Mission, and Goals

Through the College's strategic planning process, OCC's vision, mission, values, and goals are regularly reflected upon and reviewed through a comprehensive campus dialogue.

Vision Statement

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

OCC Mission Statement

OCC serves the educational needs of our 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 transfers, certificates in CTE, basic skills, and workforce development to enable lifelong learning. The College promotes student learning and development through fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry.

Institutional Commitment

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

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

College Values (CLASS)
The College's core values have remained consistent over 70 years; the College continues to serve its community with innovative learning opportunities accessible to all and achieved through exceptional stewardship and sustainability. The five College values were derived from campus dialogue, reviewing Program Review plans, goals, and strategies and analysis discussed at the campus planning retreats held in 2007-2008. In 2010-2011, a number of campus wide forums contributed to updating the Educational Master Plan (EMP) and the values were re-affirmed. During development of the College's 2016-2021 EMP, extensive campus dialogue led to combining two existing values ("Sustainability" and "Stewardship") and was replaced by "Student and Employee Engagement" to reflect the College's commitment to engaging its student and employees. The College values are: Community, Learning, Access, Stewardship, and Student and Employee Engagement (INT1 p.6).

OCC Strategic Goals
The 2016-2021 EMP sets forth the College Goals; for every college value there is a corresponding goal, with a set of specific objectives. These values and goals continue to guide the College's planning process in its Planning Councils and campus wide through the Annual Planning Process and Program Review. In addition to the values, OCC's college goals support the Coast Community College District's Strategic Goals. The College Goals and their alignment with the District's Goals are outlined in the table below.

	Coast Community College District Strategic Goals			
Orange Coast College Strategic Goals 2016-2021	Goal Area 1: Student Learning and Achievement	Goal Area 2: Stewardship of Resources	Goal Area 3: Community Engagement and Partnerships	Goal Area 4: Workplace Engagement & Satisfaction and Effectiveness of District wide Participatory Governance
Goal 1: COMMUNITY: Foster a culture that serves, engages and connects the campus to the local and global community.			✓	
Goal 2: LEARNING: Assure students receive a quality education with academic support to become self-directed and successful lifelong learners.	✓			
Goal 3: ACCESS: Create equitable access through effective and innovative pathways and programs.	✓			
Goal 4: STEWARDSHIP: Sustain and improve programs, physical and human resources, and infrastructure though processes that ensure accountability, continuous improvement and long-term viability.		✓		
Goal 5: STUDENT & EMPLOYEE ENGAGEMENT: Promote active and collaborative participation leading to meaningful connections among people, places and ideas within the College.				✓

College Priorities

Through the College's planning process, five priorities organically emerged to further focus the college and departmental strategies.

1. A Culture of Meaningful Engagement
2. Incorporate Equity and Diversity
3. Access to Success
4. Develop a Holistic Framework for Student Development
5. Provide an Infrastructure to Support Services and Learning

Institutional Student Learning Outcomes (ISLOs)
The College has four core Institutional Learning Outcomes; all students who obtain an associate degree at OCC develop these critical skills. The College's ISLOs are published in the catalog: Communication, Thinking Skills, Social and Global Awareness, and Personal Development and Responsibility (INT2 p.6). Students receiving a certificate of achievement or specialization will demonstrate competency in one or more of these four core outcome areas. ISLOs are aligned with Program Student Learning Outcomes (PSLOs) and Course Student Learning Outcomes (CSLOs).

Key Campus Documents
Additional information that is important to the college can be found in

- Board Policy (BP) and Administrative Procedures (AP) (INT3)
- Decision Making Guide (DMG) (INT4)
- College Master Calendar (INT5)
- College Website (INT6)
- College Catalog (INT2)
- Faculty Handbook (INT7)
- The OCC Atlas (INT8)
- Student Success Scorecard (INT9)
- DataMart (INT10)
- District Institutional Effectiveness report (INT11)

Continuous Improvement Processes

The DMG outlines the College's planning process and how Comprehensive Program Review and Student Learning Outcome (SLO)/Administrative Unit Outcome (AUO) assessment relate to the mission and vision and are the basis for the College's planning process (INT4).

College Planning and Resource Allocation
Each of the College wings (Institutional Advancement and Effectiveness, Instruction, Student Services, and Administrative Services) develops a three-year strategic plan (called a Wing Plan) describing each department's/program's strategies/initiatives and expected outcomes, which are tied to college strategic goals and objectives (INT12). Every department and program identifies how its initiatives relate to the Master Plan when they develop their planning strategies; these initiatives may also originate from SLO/AUO outcomes assessment or departmental operation needs and compliance mandates.

Resource needs arising from the wings' three-year strategic plans are documented in the Annual Resource Requests (ARRs). ARRs include facilities, technology, equipment, professional development, supplies, human resources (not including full-time faculty), and an "other" category. ARRs are reviewed annually and prioritized by the following:

- Departments/Divisions
- Wing Planning Councils
- Campus wide integration by the OCC President's Cabinet

The College's main planning council, College Council, oversees these processes and provides feedback and endorsement to the president before the prioritizations are finalized.

Program Review

The purpose of Program Review is continuous program improvement. All campus departments conduct a Comprehensive Program Review every six years, and a Midterm Program Review (MPR) every three years, in order to review their role in achieving the College's mission, understand their program's strengths, identify key areas for improvement and create a workable plan for achieving the desired improvements and outcomes. The three-year strategic plans that result from this process are integrated into the appropriate wing plans, directly link to the EMP, and are reviewed annually. Program Review also produces department level plans that improve or enhance a department/program, but may not be explicitly linked to the master plan. The Program Review process results in campus wide planning driven by data analysis and guided by the College's goals for effective decision-making.

Integration of SLOs and AUOs Assessment

SLOs are developed and assessed for all courses, instructional programs and some student services programs. AUOs are developed for all campus support services and administrative departments. Each department is responsible for the implementation of their course and program SLO or AUO assessment. The College's Institutional SLOs are directly linked to General Education Outcomes. The faculty assessment and improvement coordinator in consultation with the faculty are responsible for the ISLO/General Education (GE) outcomes assessment. Learning
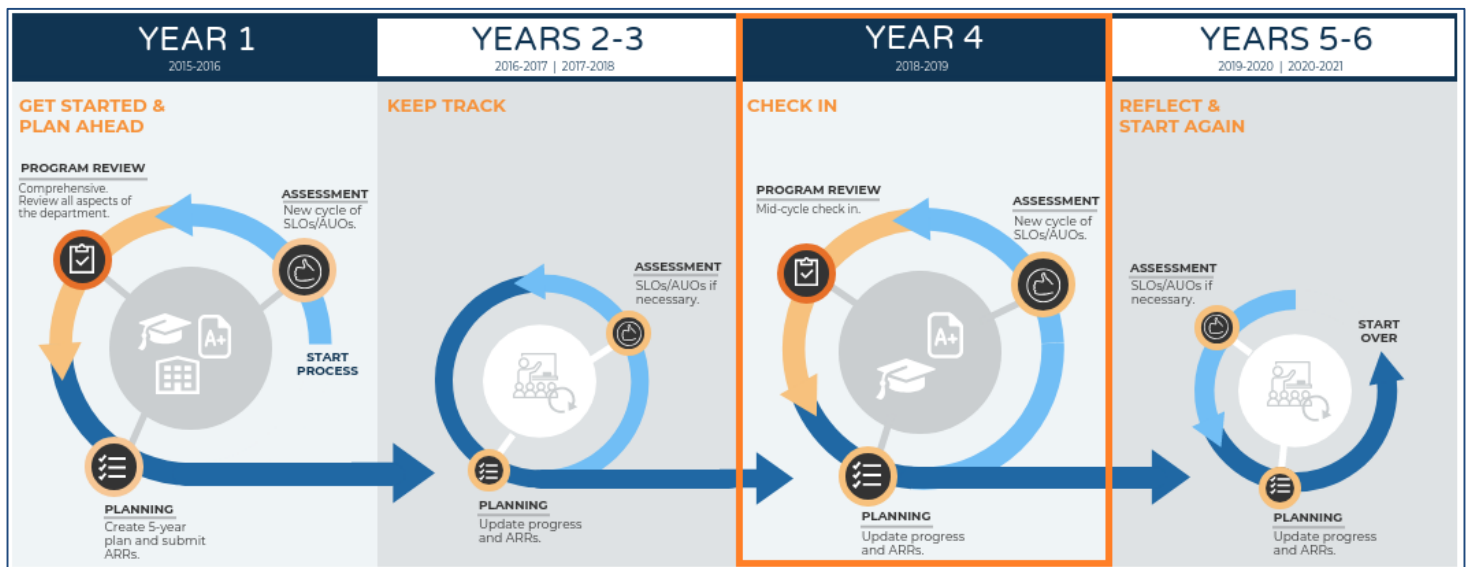
outcome plans and assessment results are synthesized and documented in the Comprehensive Program Review. Results of assessments are reported annually and used to make improvements in programs and services.

Student Enrollment Data

The Office of Institutional Effectiveness provides an annual compilation of institutional effectiveness measures in the *OCC Atlas*, available on the College's public website (INT8). These measures present information about OCC's students and the surrounding community and include environment and access, student and enrollment trends, student outcomes, student equity outcomes and employee data. The District also produces an annual Institutional Effectiveness Report to examine institutional strengths and identify areas for improvement. The report includes the following topic areas: Student Learning, Achievement and Development; Student Outreach and Responsiveness to the Community; Faculty, Staff and Administrators/Managers; and Fiscal Support. More detailed data to guide the institution, departments and programs is provided by the Office of Institutional Effectiveness through data dashboards, static reports, or on-demand reports (INT13).

Fall Headcount and Seat Count. Fall headcount increased 4.1% from 2012 to 2017, from 21,411 to 22,292. Seat count increased 1.6% from 2012 to 2017, from 64,166 to 65,179.

Figure 1. OCC Headcount and Seat Count, Fall Terms
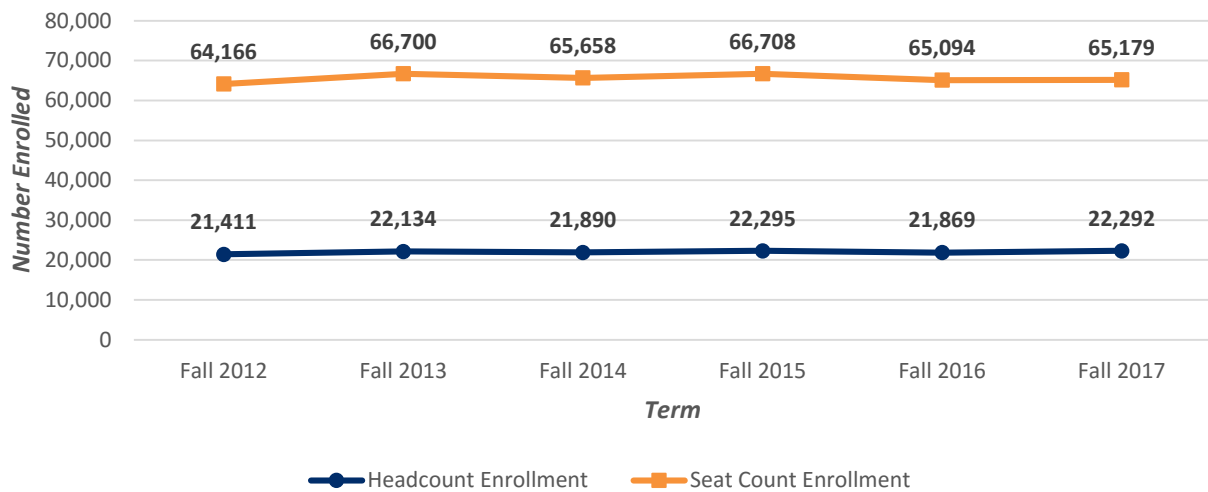
Source: OCC Atlas

Total Full-time Equivalent Students (FTES) Enrolled. OCC credit FTES generated (resident and non-resident FTES combined) has fluctuated over the past six years. As the state budget decline began reversing in 2013-14, FTES began increasing. In 2017-2018, FTES increased slightly by 1.2% for Fall and Spring terms from the prior year.

Figure 2. OCC Credit FTES Generated within the Fiscal Years: 2012/2013-2017/18
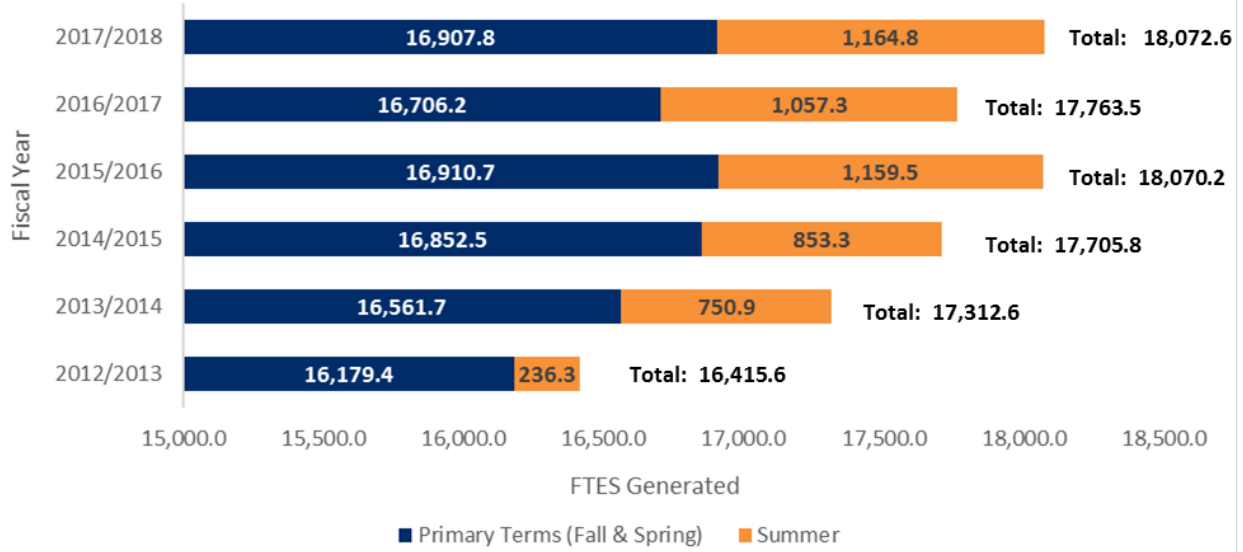
Source: OCC Atlas

Enrollment by District Boundaries. Based on physical residency (where students actually live while attending OCC), about half of the College's students live in cities within district boundaries. Within district students have declined slightly from 50.7% in Fall 2012 to 50.3% in Fall 2017.

Figure OCC Student Enrollment by District Boundaries (Zip Codes)
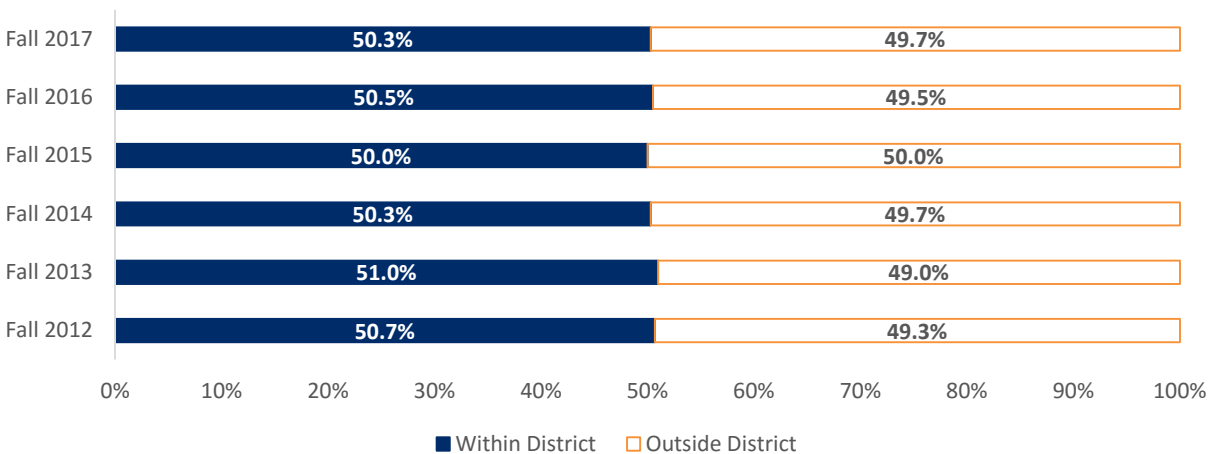
Source: OCC MIS Census Data, Fall 2012-Fall 2017

Note: Within district data includes the following cities: Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, Sunset Beach, and Westminster

Student Enrollment by Session Type. OCC students take courses at a wide variety of times and formats. Students taking only day classes has consistently accounted for the largest student group from Fall 2012 (41.0%) to Fall 2017 (44.4%).

Figure Student Enrollment by Session Type
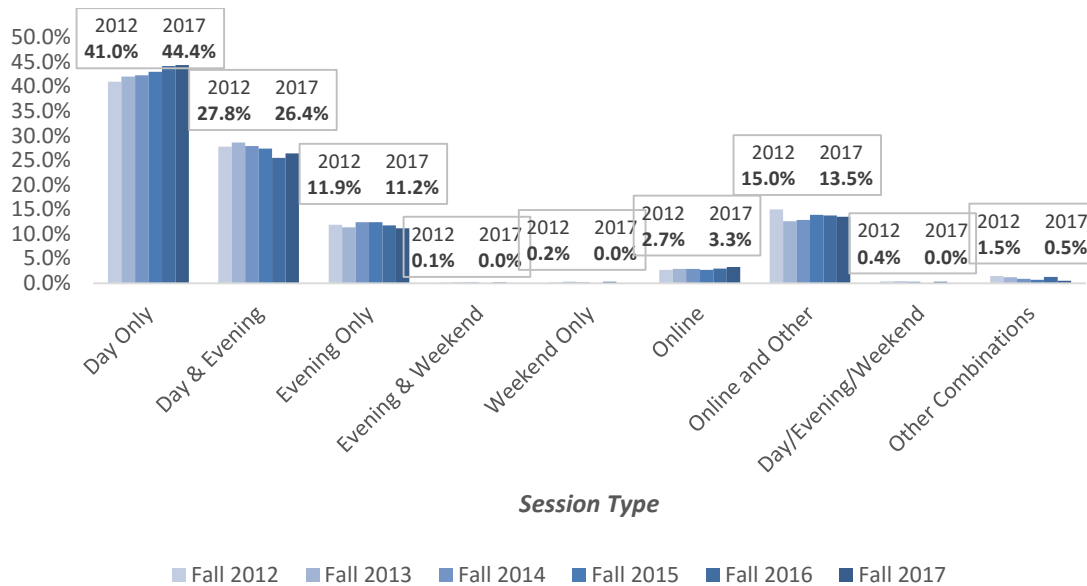
Source: OCC Atlas

Labor Market Data

Orange County Labor Market Trends. As of 2016, Orange County's largest industries in terms of number of employees were Health Care and Social Assistance, Accommodation and Food Services, Manufacturing and Retail Trade, each employing between approximately 150,000 and 170,000 people annually. The figure below displays the number of employees by Orange County industry over an eight-year period from 2009 to 2016.

Orange County Average Annual Industry Employment, 2009-2016
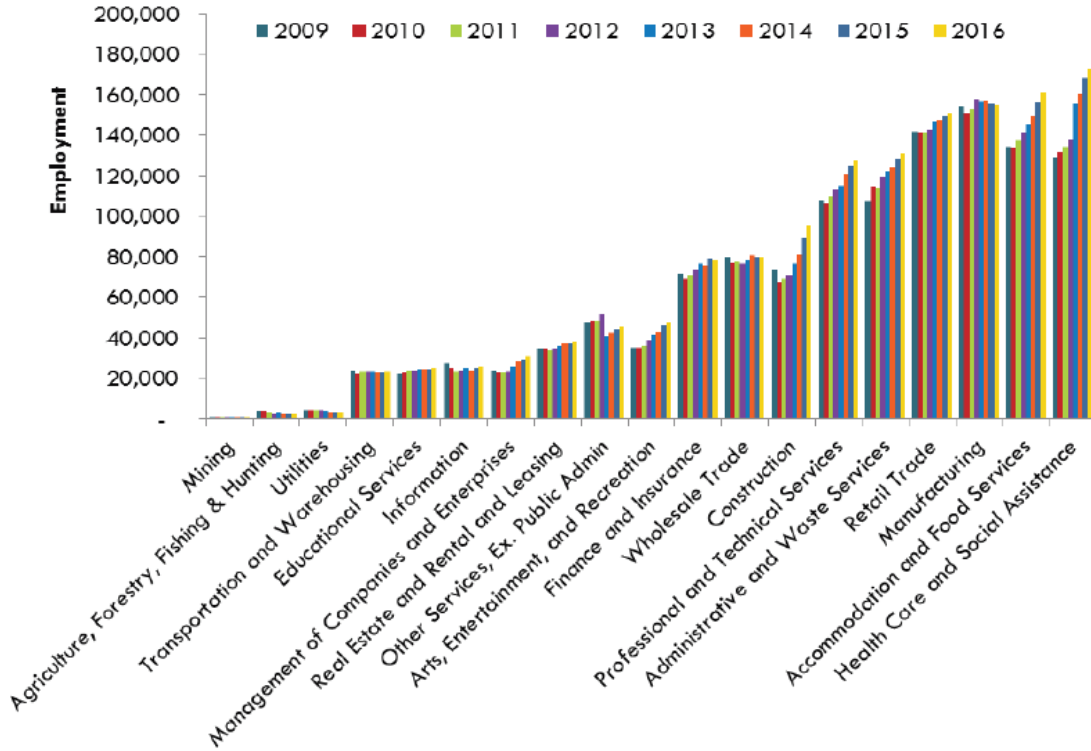
Source: California Employment Development Department, May 2017

The figure below presents the average salaries of the projected fastest growing occupations in Orange County in terms of percent growth between 2014 and 2024. Labor market projections indicate that the county's fastest growing occupations include Web Developers (48.9% growth), Floor Layers (45.2% growth), and Operations Research Analysts (42.2% growth) (State of California, Employment Development Department, 2014-2024 Local employment Projections Highlights) (INT14).

Average Salaries of the Projected Fastest-Growing Occupations in Orange County
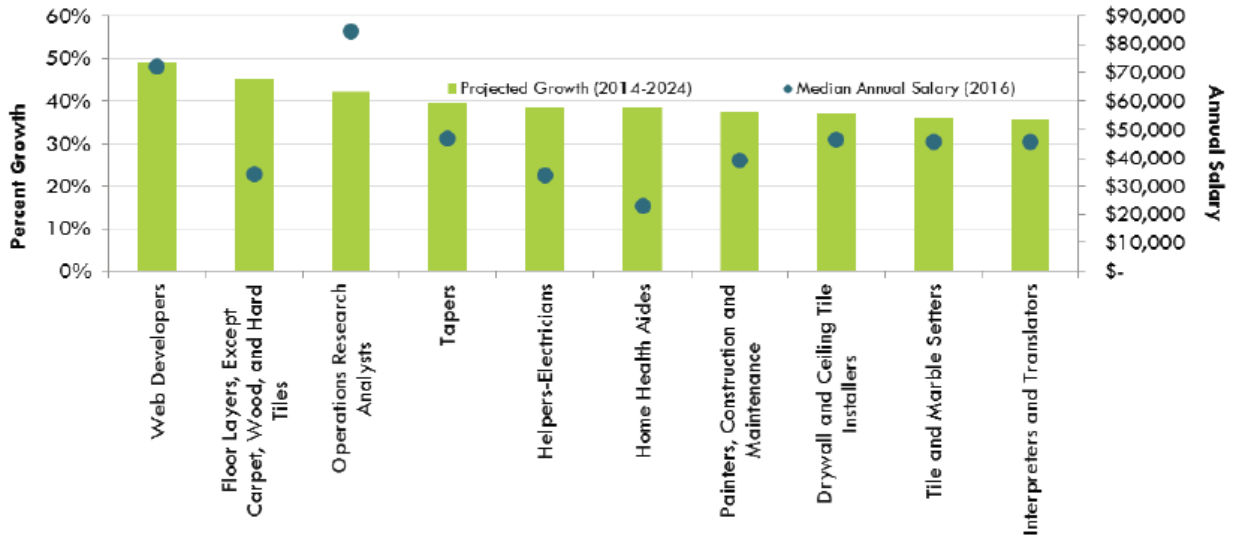
Source: California Employment Development Department, December 2016

A somewhat different set of industries are expected to add the most numbers of jobs by 2024 in Orange County. The figure below presents the average salaries of the fastest growing occupations in Orange County in terms of absolute growth between 2014 and 2024. The industries projected to add the most jobs include Food Preparation (8,490 jobs added by 2024) and Serving Workers and Personal Care Aides (7,560 jobs added by 2024).

Fastest Growing Occupations in Orange County by Absolute Growth and Current Salaries
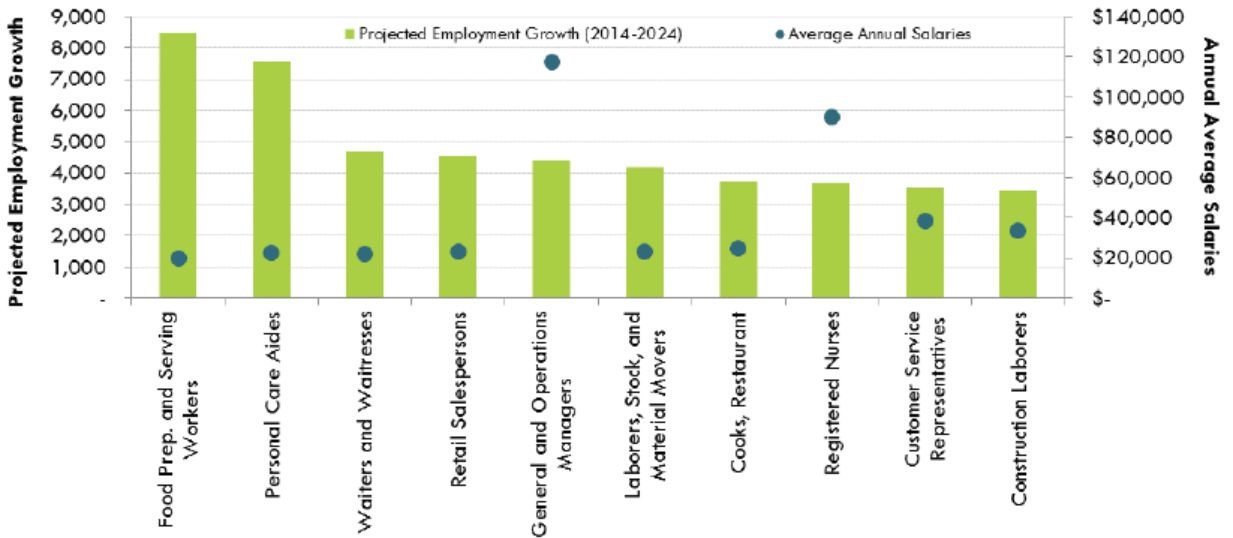
Source: California Employment Development Department, December 2016

Job placement rate trends for students completing certificate programs and CTE degrees are presented in the figure below. The institution set standard is set at the State's set rate. The 2015 job placement rate represents the 2018-19 planning year data provided by the State based on the 2015-16 student cohort who are tracked four quarters after the cohort year.

Job placement rates in programs for which students completing certificate programs and CTE (career-technical education) degrees: 10 or more completers				
Program	**Institution Set Standard (%)**	**2015 Job Placement Rate (%)**	**2014 Job Placement Rate (%)**	**2013 Job Placement Rate (%)**
Horticulture	75%	75.00%	50.00%	58.33%
Architecture and Architectural Technology	75%	59.26%	47.37%	65.52%
Applied Photography / Commercial Music	75%	61.54%	74.29%	51.43%
Digital Media	75%	100.00%	100.00%	100.00%
Computer Software Development	75%	100.00%	25.00%	0.00%
Electronics and Electric Technology	75%	78.57%	70.59%	54.55%
Environmental Control Technology	75%	78.79%	77.55%	68.85%
CNC Machine Operator / CNC Machine Programmer / Machinist / Welding Technology	75%	70.21%	57.50%	61.22%
Nutrition, Foods, and Culinary Arts / Dietetic Services and Management / Culinary Arts / Dietetic Technology	75%	84.79%	61.33%	75.00%
Child Development/Early Care and Education (Preschool Teacher / Early Childhood administration / Infant Toddler)	75%	93.75%	64.10%	61.76%
Fashion (Apparel Construction / Design / Fashion Production / Product Development / Fashion Merchandising)	75%	62.50%	67.65%	65.96%
Construction Crafts Technology	75%	70.59%	50.00%	64.29%
Aeronautical and Aviation Technology (Airframe & Powerplant / Airframe / Powerplant)	75%	76.92%	54.17%	48.15%
Aviation and Airport Management and Services (Airline and Travel Careers / Aviation Pilot Training / Aviation Science / Corporate/Contract Flight Attendant)	75%	62.50%	73.68%	69.23%
Commercial Art / Interior Design and Merchandising (Narrative Illustration / Interior Design	75%	67.44%	56.41%	61.54%
Health Occupations, General	75%	58.33%	63.16%	54.55%
Speech/Language Pathology and Audiology	75%	66.67%	61.90%	72.22%
Dental Occupations	75%	96.15%	70.59%	70.37%
Medical Assisting	75%	77.78%	71.43%	76.19%

Cardiovascular Technician / Diagnostic Medical Sonography / Electro-Neurodiagnostic Technology / Electrocardiography / Radiologic Technology / Respiratory Care/Therapy / Emergency Medical Services	75%	72.06%	58.77%	67.88%
Business Administration / Management	75%	76.12%	57.14%	59.09%
Accounting	75%	72.55%	59.18%	63.13%
Hospitality (Meeting & Event Management / Restaurant / Restaurant Supervision / Human Resource Management / Front Office Specialist / Room Operations Specialist / Catering / Sales and Marketing Specialist)	75%	77.78%	77.14%	77.27%
Travel Services and Tourism (Travel and Tourism / Cruise Specialist / Travel Agency Specialist / Tour Escorting and Management / Destination management)	75%	50.00%	0.00%	0.00%

Source: ACCJC 2018 Annual Report

Demographic Data

Ethnic Distribution of Students

Students identifying as Hispanic/Latino, White/Non-Hispanic, and Asian/Pacific Islander accounted for 89.6% of the College's population in Fall 2017. This has remained consistent for the last five years.

	Fall 2012	**Fall 2017**	**Percent Change**
American Indian or Alaska Native	0.3%	0.2%	**-0.1%**
Asian/Pacific Islander	22.2%	22.8%	**0.6%**
Black or African American	1.5%	1.7%	**0.2%**
Hispanic/Latino	30.5%	34.8%	**4.3%**
Two or More Races*	3.6%	4.4%	**0.8%**
White/Non-Hispanic	35.6%	32.0%	**-3.6%**
Unknown/Other	6.3%	4.1%	**-2.2%**
Total Headcounts	**21,411**	**22,292**	**881**

Source: OCC Atlas

Age

OCC is a college of young adults. The largest group by age are those students under 21 (49.2% in Fall 2017), which has increased 4% since 2012 (45.2%).

OCC Students by Age Group at First Census
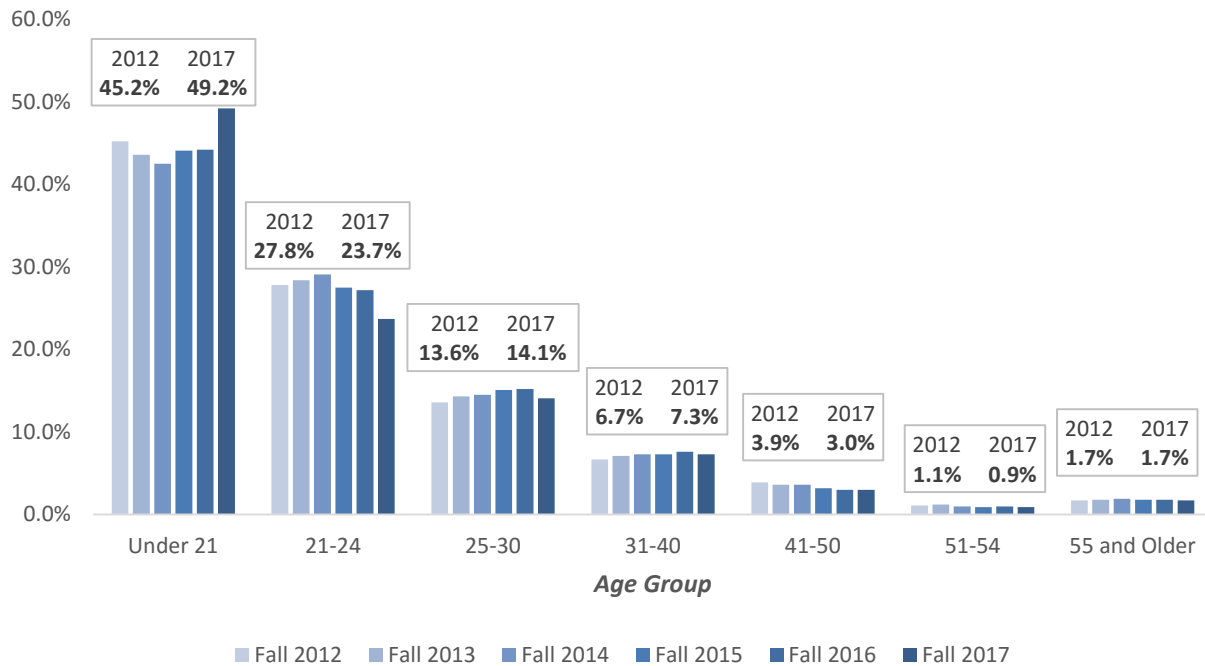
Source: OCC Atlas

Gender

The OCC student population has slightly more males than females (51.1% in Fall 2017), which has been a consistent trend over the past six years.

Source: OCC Atlas - OCC Students by Gender
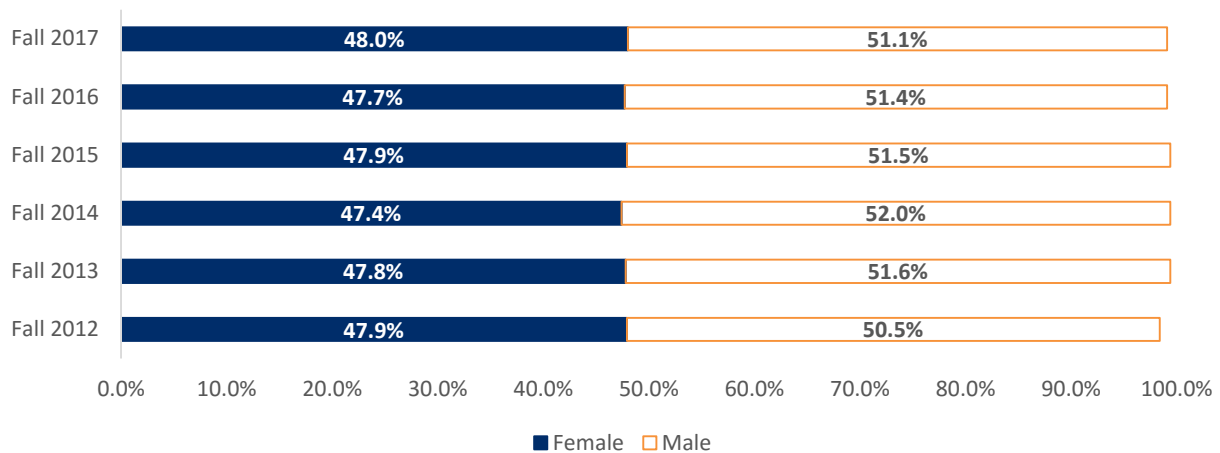
Source: OCC Atlas. Note: Percentages may not add up to 100% because unknown students were omitted.

Residency Status

OCC students are about evenly split between those whose legal residence is within the Coast Community College District (CCCD) (46.6%) and those outside of it (45.5%). The percentage of

residents (within and outside of the District) has decreased 1-2% over the past six years, while the percentage of non US citizens (mostly international students on F-1 visas) has increased by 2.7%.

Figure 3. OCC Student Enrollment by Legal Residency Status
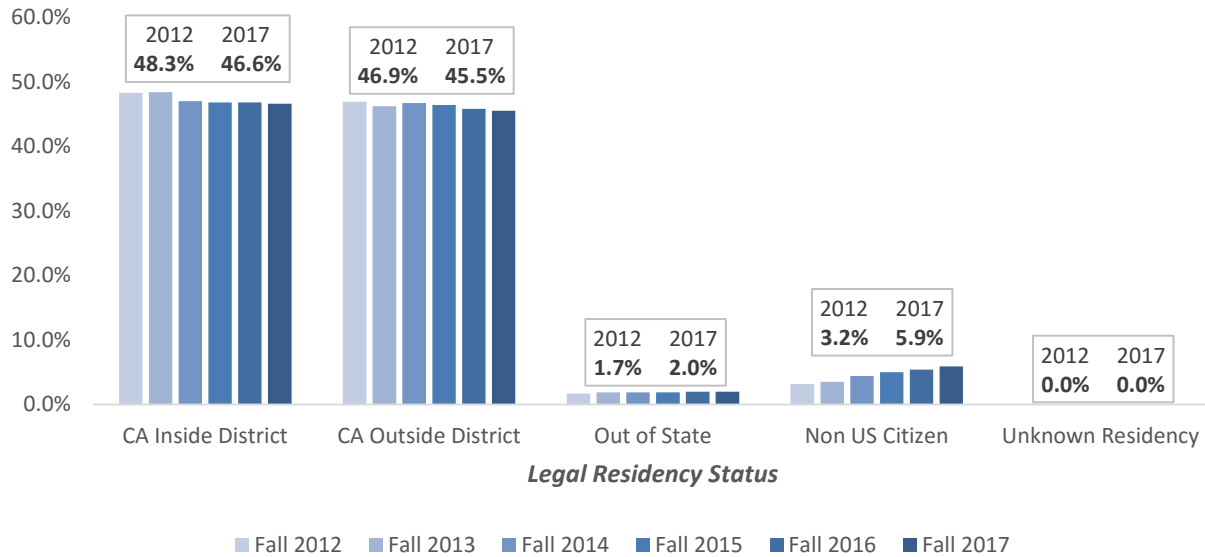
Citizenship

U.S. Citizens account for the majority of students enrolled, although over the past six years their percentage has decreased from 85.5 to 81.6%. Due to the College's internationalization efforts, the percent of international students on student visas has increased 4.5% over the same time period and stood at 8.1% in Fall 2017.

OCC Students by Citizenship Status
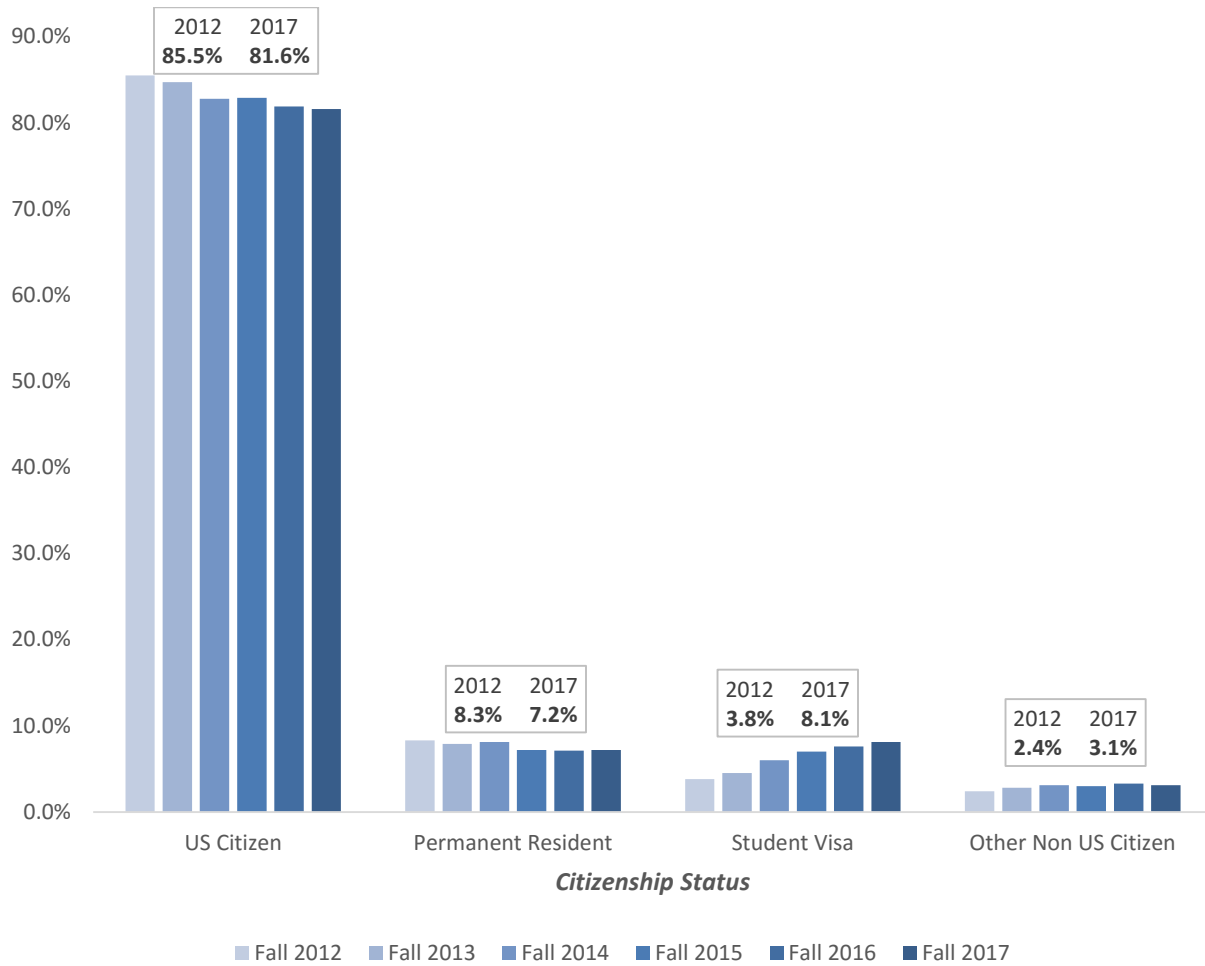
Source: OCC Atlas

Student Financial Aid
Approximately 49% of OCC students received financial aid in 2017-18. Over the last six years, the percent of students receiving financial aid ranged from 46.2% (in 2012-13) to 50.2% (in 2014-15).

Comparison of Students by Financial Aid Status

Year	Percent of Financial Aid	Percent of Non Financial Aid
2017 / 2018	48.5%	51.5%
2016 / 2017	47.9%	52.1%
2015 / 2016	49.6%	50.4%
2014 / 2015	50.2%	49.8%
2013 / 2014	48.0%	52.0%
2012 / 2013	46.2%	53.8%

■ Percent of Financial Aid   ■ Percent of Non Financial Aid
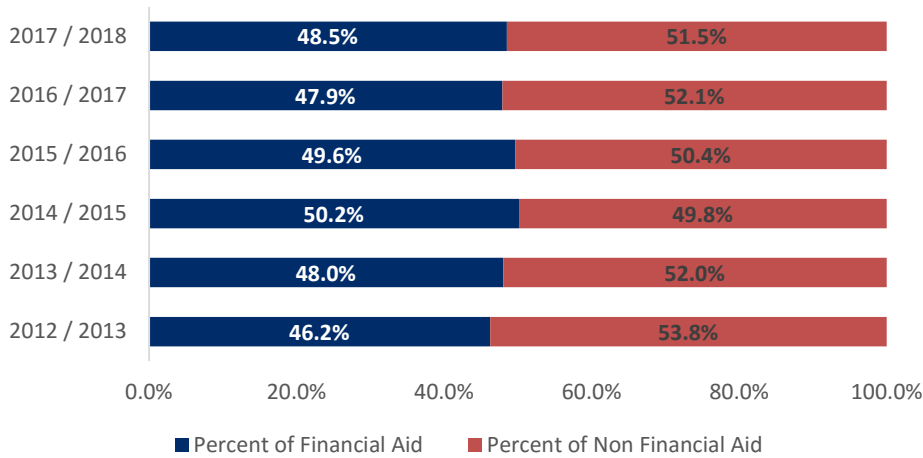
Employee Demographic Data

Employee Trends

The number of OCC employees has increased 25.5% in the last six years from 929 in Fall 2012 to 1,166 in Fall 2017. Faculty comprise the greatest percentage of employees as of Fall 2017 (23% full-time and 45% part-time faculty), followed by classified professionals (28%), and administrators/managers (4%). Detailed demographics of employees can be found on pages 59-70 of the College Atlas (INT8).

OCC Staff Employment Trends Fall 2012 - Fall 2017

■ Fall 2012   ■ Fall 2013   ■ Fall 2014   ■ Fall 2015   ■ Fall 2016   ■ Fall 2017
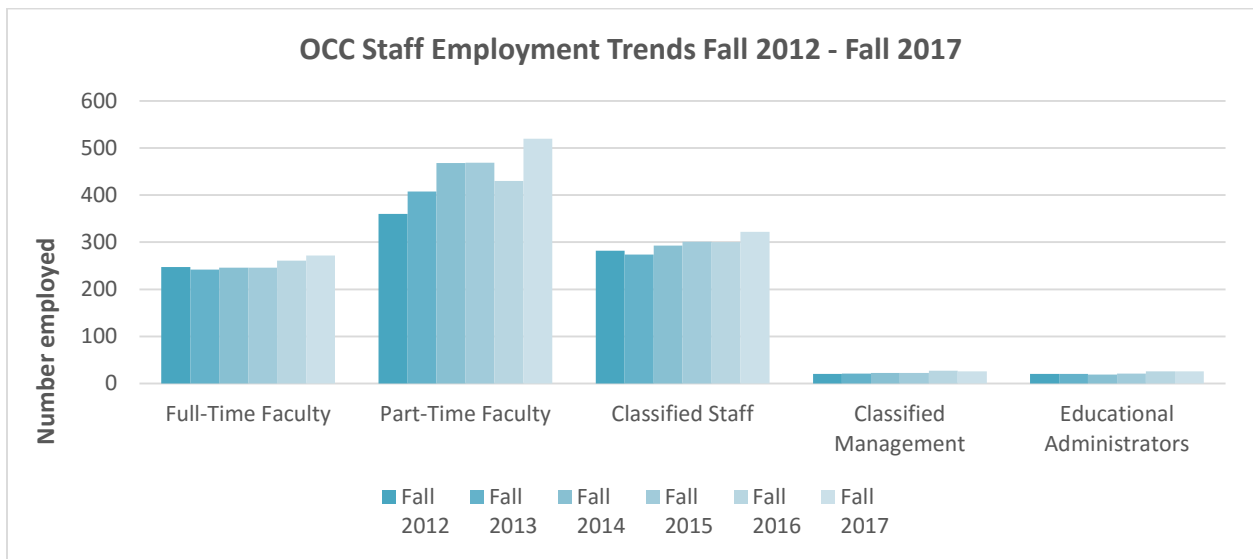
Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	# Change (2012 to 2017)	% Change (2008 to 2017)
Full-Time Faculty	247	242	246	246	261	272	25	10.1%
Part-Time Faculty	360	408	468	469	430	520	160	44.4%
Classified Staff	282	274	293	301	300	322	40	14.2%
Classified Management	20	21	22	22	27	26	6	30.0%
Educational Administrators	20	20	19	21	26	26	6	30.0%
Total Headcount	929	965	1,048	1,059	1,044	1,166	237	25.5%

Source: OCC Atlas

Orange County Demographic and Socio-Economic Trends

The Coast Community College District service area includes the following cities: Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, Sunset Beach, and Westminster. However, a large percentage of OCC students reside within Orange County, but out of district. As of Fall 2017, 89.4% of OCC students resided within Orange County, and 39.1% of those resided outside of district boundaries. Therefore, socio-economic and demographic data are provided for the broader area of Orange County to better represent the population of enrolled students.

Median household income levels and educational attainment for Orange County continue to rise. The median household income for Orange County residents in 2016 was $81,837, approximately 17% higher than the state median and approximately 30% higher than the national median household income (INT15).

Orange County Median Household Income Distribution, 2016
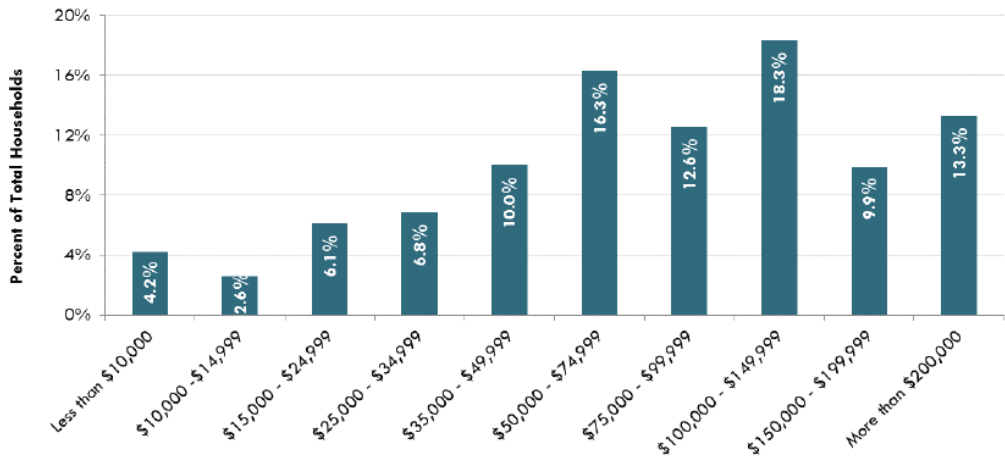
Source: U.S. Census Bureau, American Community Survey, September 2017

Educational attainment in Orange County is also relatively high. As of 2016, 47.7% of residents had a postsecondary degree and an additional 20% had attended some college without completing a degree.

Orange County Educational Attainment

Less than 9th grade
9th to 12th grade, no diploma
High school graduate
Some college, no degree
Associate's degree
Bachelor's degree
Graduate or professional degree
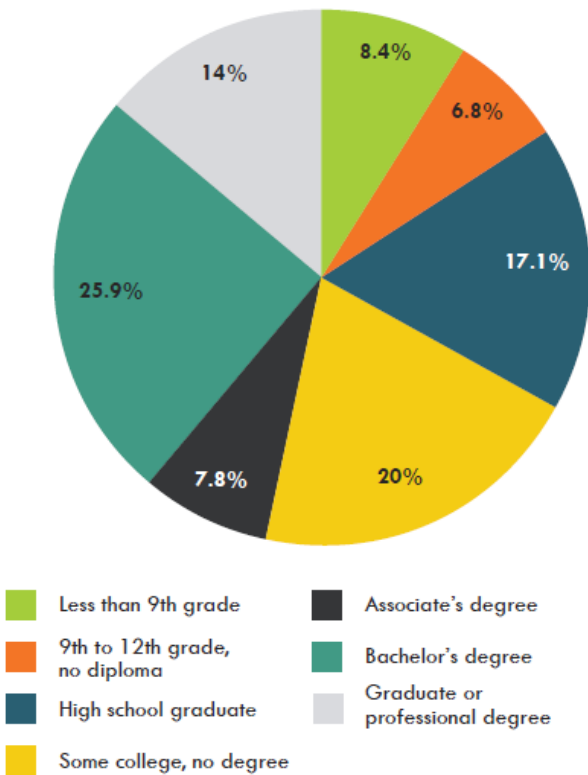
Source: U.S. Census Bureau, American Community Survey, September 2017

In regards to ethnic distribution, OCC's student population has been diversifying faster than the District service area. In Fall 2017, OCC's student population was more diverse than the adult population in the District's service area. In particular, OCC has a higher percentage of Hispanic students and a lower percentage of White students. The growing number of out-of-district students attending OCC could be contributing to this disparity.

Comparison of Ethnic Distribution of CCCD Service Area and OCC Enrollment Adult Population (18 and Up)

Ethnic Group	OCC Fall 2017	Adult Population CCCD Service Area
Hispanic...	34.8%	29.4%
White	32.0%	48.1%
Asian / Pacific...	22.8%	18.8%
Unknown...	4.2%	0.0%
Identified by...	4.4%	1.8%
Black or...	1.7%	1.5%
American Indian or ...	0.3%	0.2%
Other	0.0%	0.2%
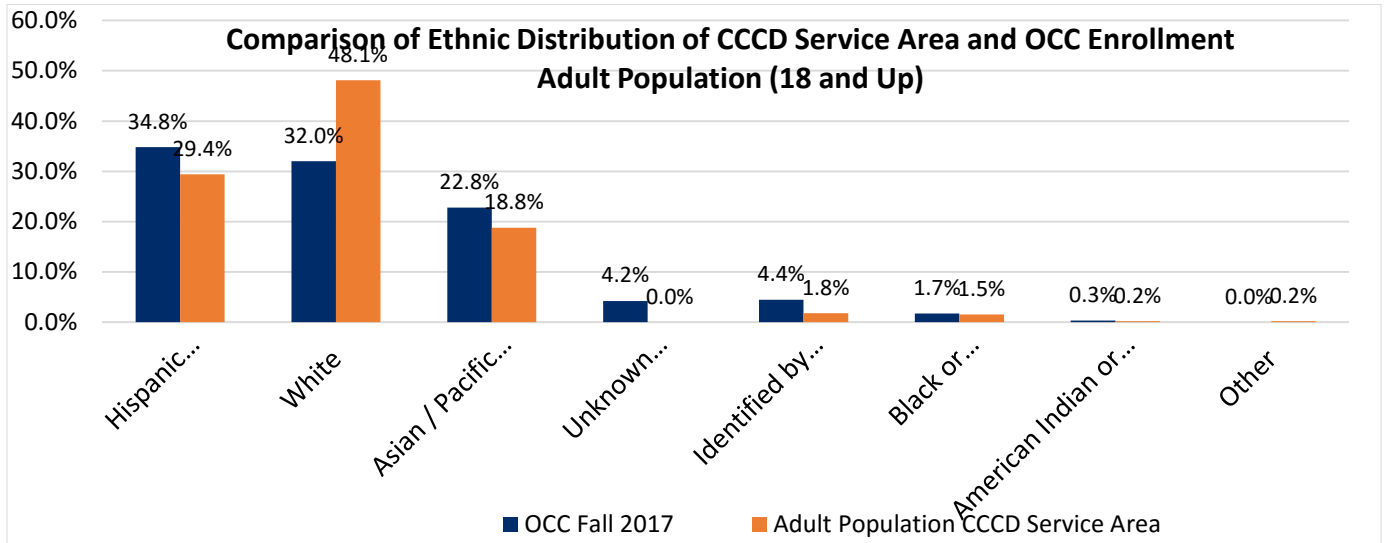
Projected demographic trends for Orange County indicate that residents are aging and becoming more ethnically diverse. The charts below show the projections by age and ethnicity into 2060. Orange County residents age 65 or older are projected to make up approximately 30% of the population, and Hispanic and Multi-Race residents are projected to represent approximately 50% of the population by 2060.

Projected Components of Population by Age in Orange County, 2010, 2015, and 2060
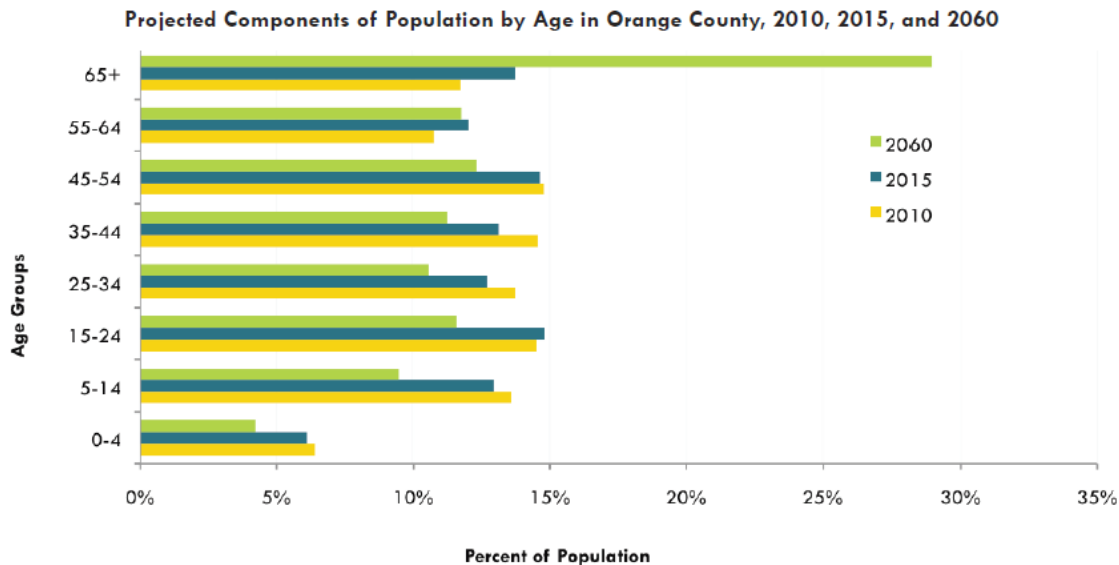
Source: California Department of Finance, Demographic Research Unit, March 2017

Projected Components of Population by Ethnicity in Orange County, 2010, 2015, 2060

Source: California Department of Finance,
Demographic Research Unit, March 2017

Percent of Population

Orange County's aging population also has an impact on projections of K-12 enrollment rates. The chart below illustrates the projected decline in Orange County K-12 enrollments by approximately -8% between 2017-18 and 2025-26. In addition to declining enrollments, the percentage of Orange County high school graduates that were eligible for entrance into the University of California and California State University systems has increased in the last three years from 50.4% in 2014-15 to 52.0% in 2016-17 and was 5.2% higher than the state average in 2016-17 (INT16).

Current and Projected Future Orange County K-12 Enrollment, 2015-2026
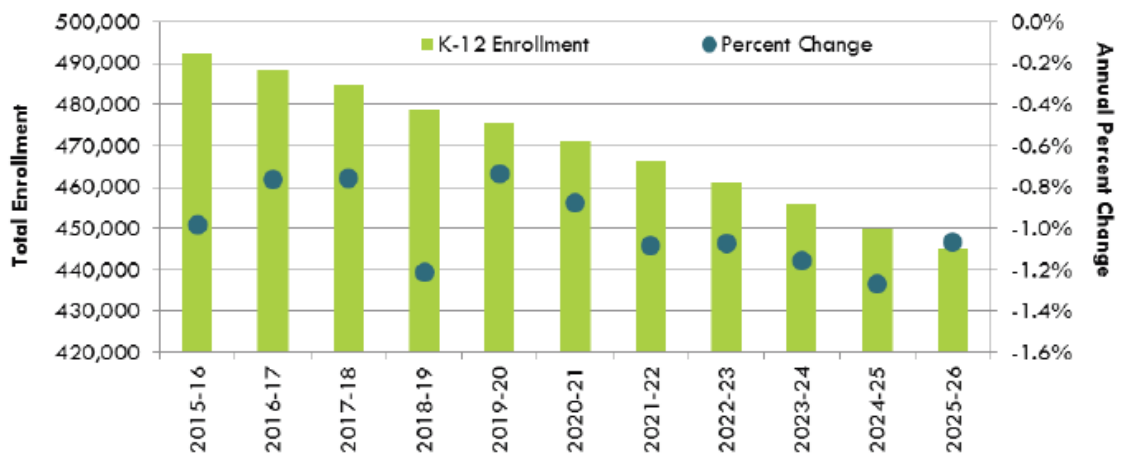
Source: California Department of Finance, Demographic Research Unit, December 2016

Sites

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

OCC has one off campus site with 1.47 acres and 300 linear feet on Newport Bay. Leased rent free from the County of Orange to the District for the purpose of "promoting the development of facilities and services needed by the public" and "operating a sailing and rowing facility for the advancement of marine oriented educational-athletic and recreational programs," the Sailing Center was leased without any improvements to the land. Today the facility and its programs are models for other community boating programs across the country. The facility is managed by OCC's Marine Program and supports the for-credit Professional Mariner program, sailing and aquatic kinesiology courses, and athletic competition in Crew.

Map

The College offers an interactive map for the main campus and the Sailing Center (INT17, INT18). Below is the simplified, printable map (INT19).

ORANGE COAST COLLEGE CAMPUS MAP

2701 Fairview Rd. Costa Mesa CA 92626 • 714-432-0202

Legend:
- ▲ EMERGENCY PHONE (Red Box Blue Light)
- ● CHARGING STATION
- ■ PARKING PERMITS
- ● GENDER NEUTRAL RESTROOM

Map labels:

ADAMS AVE.
FAIRVIEW RD.
Coast Community College District Offices
Soccer Field
Baseball Field
Softball Field
121 Recycling Center
Ronnenberg Center
MONITOR WAY
Lot G
Adams Lot
Fitness Complex
183
Construction Zone
Tennis
LeBard Stadium
Track & Field
Track Storage
Construction Zone
Dick Tucker Field
Weight Room 157
Men's Locker 96
Handball 97
Field House 110
Game On
Horticulture Garden Lab
Horticulture Tree Arboretum
Information Tech 156
Horticulture Gardens
Gym 91
Dance
Pools
Women's Locker 92
Student Health Center 89
Watson Hall 87
ENROLLMENT CENTER Admissions, Records, Counseling & Financial Aid
Lot A PIRATE WAY
N
Construction Technology
Technology Center 114
Tech Annex 171 172
115
116
Chemistry 69
Literature & Languages 70
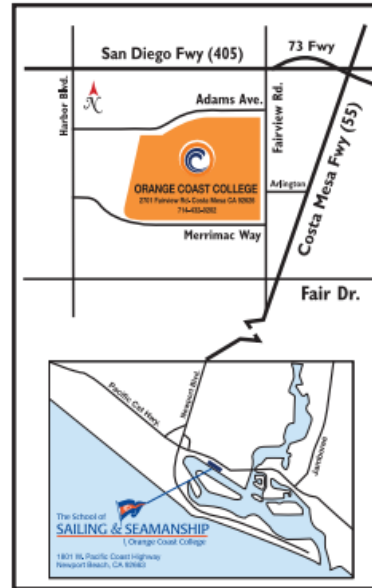Horticulture
64
Mathematics Business & Computing Center 74
144
Biological Sci. 45
Allied Health Sci. 44
Science Hall 40
Coast Snack Shack
Bursar's Office
Writers Row 71
73 Clark Center
Social & Behavioral Sciences 80 83
81
150
89
Skill Center 47
Welding Technology
41
42
48
Aviation Technology
Receiving
Maintenance & Operations 155
Lewis Center for Applied Sciences
Special Services
Bookstore
Forum Main Quad
Student Center 86
ASOCC
Admin. 1
Construction Zone
FAIRVIEW RD.
Fall 2018
Lot E Merrimac Lot
Library 182
Early Childhood Lab School 146
Children's Center 152
Frank M. Doyle Arts Pavilion
180
Starbucks
Arts Center 158
Fine Arts Lect. Halls 5
Music 4
Moore Theater 2
Drama Lab/Studio
Hot Dog Cart
Faculty House
ARLINGTON DR.
Construction Zone
Campus Public Safety
Lot D
Lot C
MERRIMAC WAY
Additional parking at Fairgrounds lot →

Inset maps:
San Diego Fwy (405)
73 Fwy
Adams Ave.
Harbor Blvd.
Fairview Rd.
Costa Mesa Fwy (55)
Arlington
ORANGE COAST COLLEGE 2701 Fairview Rd. Costa Mesa CA 92626 714-432-0202
Merrimac Way
Fair Dr.

The School of SAILING & SEAMANSHIP / Orange Coast College
1801 W. Pacific Coast Highway Newport Beach, CA 92663
Pacific Cst Hwy
Newport Blvd.

Directory:

Administration	(1)
Admissions, Counseling & Student Records	(87)
Adult Education	(150)
Allied Health Sciences	(44)
Arts Center	(158)
Assessment Center	(87)
Associated Students of OCC (ASOCC)	(86)
Athletics	(91)
Aviation Technology	(48)
Biological Sciences	(45)
Bookstore & Warehouse	(83 & 144)
Bursar's Office	(73)
Business Education	(74)
Cafeteria (Student Center Café)	(86)
CalWORKS	(87)
Campus Public Safety (Parking)	(147)
Captain's Table Restaurant	(86)
Career Education	(87)
Chemistry	(69)
Children's Center	(152)
Clark Center	(73)
Classrooms & Labs	(7, 8, 9 & 150)
Community Education	(73)
Computing Center	(74)
Construction Technology	(116)
Consumer Sciences & Design	(43)
Consumer & Health Sciences Division	(43)
Counseling	(87)
Counseling Division	(87)
Dance	(91, 158)

Dennis Kelly Aquarium	(42)
Dick Tucker Field	(LeBard Stadium)
Disabled Students Center	(10)
Drama Lab/Studio	(2)
Early Childhood Lab School	(146)
Eclectic Café	(86)
Enrollment Center	(87)
EOPS	(87)
Exercise Science (Fitness Complex)	(11)
Field House	(110)
Financial Aid	(87)
Fine Arts Lecture Halls	(5)
Fitness Complex	(183)
Food Services (Cafeteria)	(86)
Forum Lecture Hall (Giles Brown)	(80)
Frank M. Doyle Arts Pavilion	(180)
Garrison Honors Center	(13)
Global Engagement Center	(14)
Gymnasium	(91)
Handball Courts	(97)
Health Center (Student)	(89)
Horticulture	(64)
Information Technology	(156)
International Admissions & Student Services	(14)
Job Placement	(87)
Journalism	(72)
Kinesiology & Athletics Division	(91)
Language Institute	(12)
Learning Center (Special Services)	(10)
Legacy Hall	(12)

Lewis Center for Applied Sciences	(42)
Library	(182)
Literature & Languages	(70)
Literature & Languages Division	(70)
Mailroom	(73)
Maintenance & Operations	(155)
Marketing & Public Relations	(73)
Math Lecture Halls 1 & 2	(41)
Mathematic, Business & Computing Center	(74)
Mathematics & Sciences Division	(42)
Media Center (Library)	(182)
Men's Locker Room	(96)
Mother's Room	(1 & 70)
Multicultural Center	(14)
Music	(4)
Parking (Campus Public Safety)	(147)
Photography Lab (Arts Center)	(158)
Digital Photography Lab (Fine Arts)	(5)
Pirates' Cove	(72)
Pools (Aquatics)	(Gym Area, 91)
Receiving	(155)
Recycling Center	(121)
Re-Entry	(87)
Reprographics	(73)
Ronnenberg Center	(121)
Science Hall	(40)
Skill Center	(47 & 48)
Snack Bars	
Coast Snack Shack	(Lit & Lang Quad)
Game On	(LeBard Stadium)
Hot Dog Cart	(Arts Center Quad)
Starbucks	(181)
Social & Behavioral Sciences	(80 & 81)
Social & Behavioral Sciences Division	(81)
Social Science Lab	(83)
Special Services	(10)
Sports Medicine	(183)
Student Center	(86)
Student Center Café	(86)
Student Equity	(87)
Student Health Center	(89)
Student Records	(87)
Student Services	(87)
Student Success Center	(7 & 8)
Study Abroad	(14)
Swap Meet Office	(110)
Technology Annex	(115)
Technology Division	(114)
Technology Center	(114-116, 171)
Theatre (Robert B. Moore)	(2)
Transfer Center	(87)
Veterans Resource Center"(VRC)	(86)
Veterans Services	(87)
Visual & Performing Arts Division	(158)
Watson Hall	(87)
Web Services Training	(156)
Weight Room	(157)
Welcome/Info Center	(87)
Welding Technology	(47)
Women's Locker Room	(92)
Writers Row	(71)
Writing/Reading Center	(8)

Specialized Programmatic Accreditation and Approvals

In addition, OCC offers programs that are accredited or approved by recognized external and accrediting agencies:

- Accreditation Council for Education in Nutrition and Dietetics (ACEND);
- American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC);
- California State Department of Public Health (CDPH) Dietary Services Supervisor
- California State Department of Public Health – Radiologic Health Branch
- California Certifying Medical Assistants Association (CCBMAA)
- California Department of Consumer Affairs - Dental Board of California (DBC)
- California Department of Consumer Affairs - Speech-Language Pathology and Audiology Board
- Commission on Dental Accreditation (CODA);
- Commission on English Language Program Accreditation (CEA);
- Commission on Accreditation of Allied Health Education Programs (CAAHEP);
- Committee on Accreditation for Neurodiagnostic Technology (CoA-NDT);
- Committee on Accreditation for Polysomnography Technology (CoA-PSG);
- Commission on Accreditation for Respiratory Care (CoA-RC)
- County of Orange Health Care Disaster Management Agency — National Association of Emergency Medical Technicians
- Federal Aviation Administration (FAA) – Maintenance Schools; US Department of Transportation
- Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT);
- Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS);
- Joint Review Committee on Education in Radiologic Technology (JRCERT); (INT20)

B. Presentation of Student Achievement Data and Institution-set Standards

OCC has developed a set of college wide core indicators supporting each of the five college goals. These indicators are discussed and monitored annually. For each core indicator, OCC has established institution-set standards consisting of strategic multi-year performance goals and a "floor" that represents 80% of the indicator's three-year average unless otherwise indicated. The floor is monitored as a base level of performance.

Core Indicator – Community Engagement. CCCD Self-Assessment of Community Engagement Rubric conducted every two years. The rubric values range from one to three. Community Engagement (CE), Strategic Planning (SP), Evaluation and Assessment (EA), Faculty Knowledge and Awareness (FA), Faculty Involvement and Support (FI), Student Awareness (SA), Student Opportunities (SO), Community Awareness and Understanding (CA), and Community Involvement (CI).
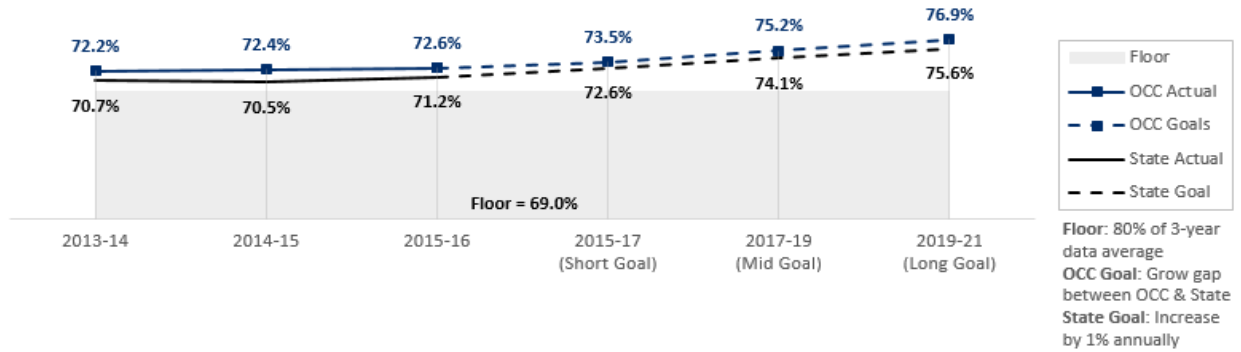
Community Engagement Ratings
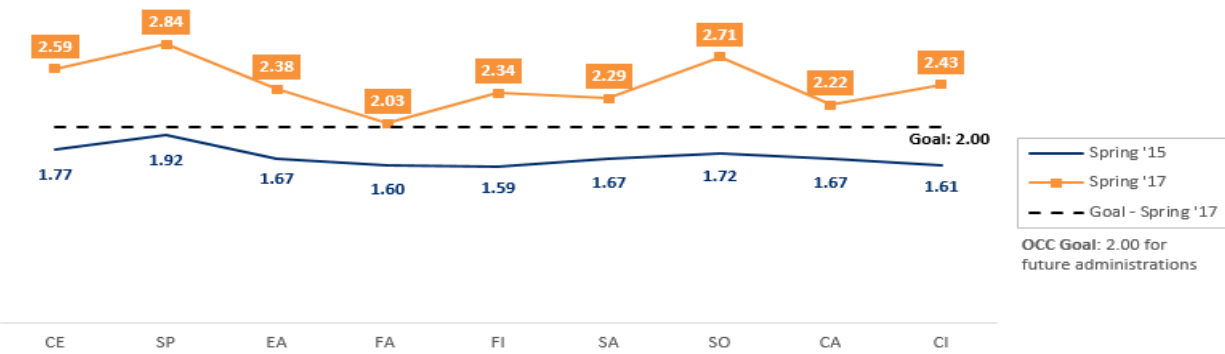
Source: OCC Educational Master Plan 2016-2021

Core Indicator – Successful Course Completion. Percentage of fall term credit course enrollments where student earned a grade of C or better.
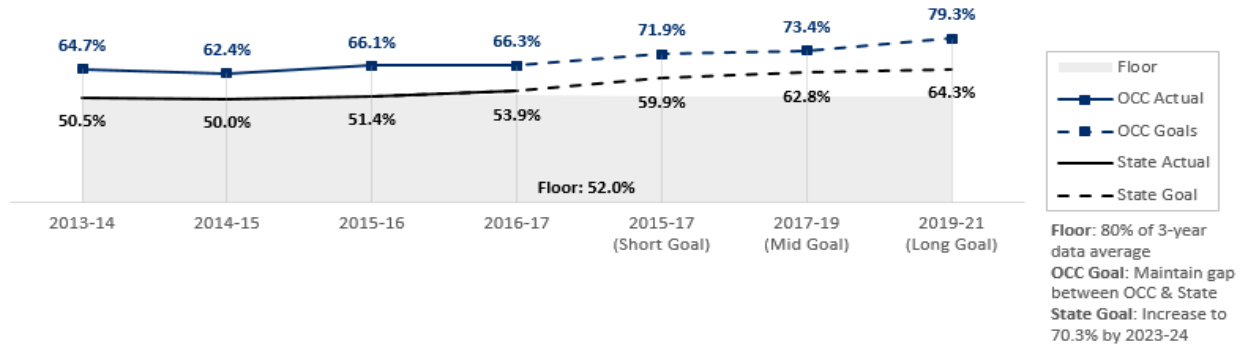
Figure 4. Successful Course Completion Rate

Source: OCC Educational Master Plan 2016-2021

Core Indicator – CTE Completion. Percentage of students tracked for six years who started first time and completed more than eight units in courses classified as CTE in a single discipline and completed a degree, certificate, or transferred.
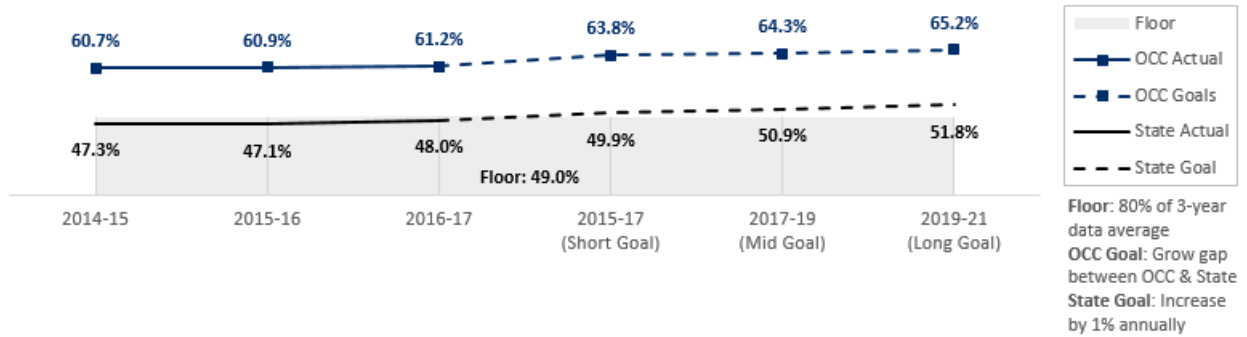
CTE Completion Rate

Source: OCC Educational Master Plan 2016-2021

Core Indicator – 6-Year Completion Rate. The following figures present the six-year completion rate. This metric represents the percentage of degree, certificate and/or transfer-seeking students starting first time tracked for six years who completed a degree, certificate or transfer-related outcomes.

Overall Rate: Student attempted any level of math or English in the first three years.
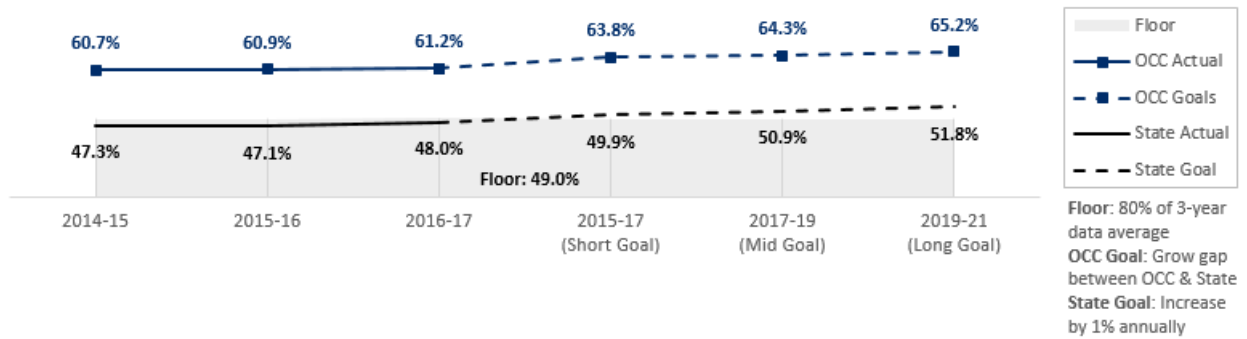
Completion Rate, Overall

Source: OCC Educational Master Plan 2016-2021

College-Prepared: Students' lowest course attempted in math and/or English was college level.
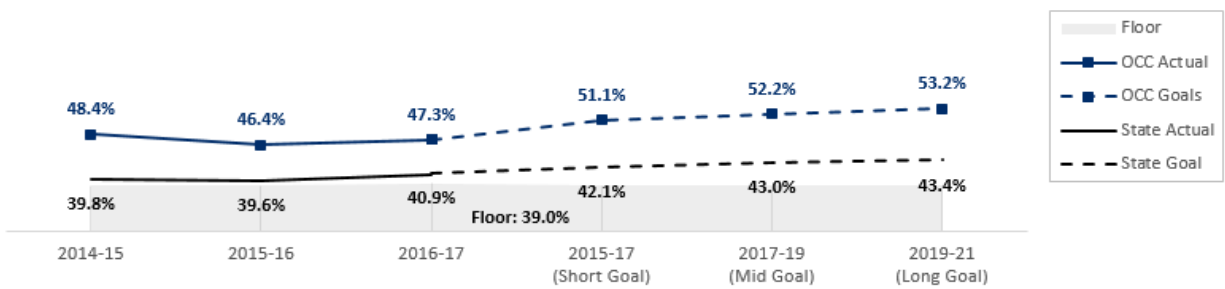
Figure 5. Completion Rate for College-Prepared Students

Source: OCC Educational Master Plan 2016-2021

Unprepared for College: Students' lowest course attempted in math and/or English was pre-collegiate level.

Completion Rate for Students Unprepared for College

Source: OCC Educational Master Plan 2016-2021

Annual Course Completion Rate – Overall and Online Courses. OCC students who take online courses are somewhat less likely to be successful (70.7%) than those who take traditional (74.0%) or hybrid (73.1%) courses. However, the success rates for online courses increased by 3.2% over the past six years, perhaps due to professor's increasing experience with offering instruction in this format.

Figure 6. OCC Success Rates by Modality

2012 **74.7%** 2017 **74.0%**

2012 **67.5%** 2017 **70.7%**

2012 **60.8%** 2017 **73.1%**

Traditional Online Hybrid

Modality

■ 2011/2012 ■ 2012/2013 ■ 2013/2014 ■ 2014/2015 ■ 2015/2016 ■ 2016/2017
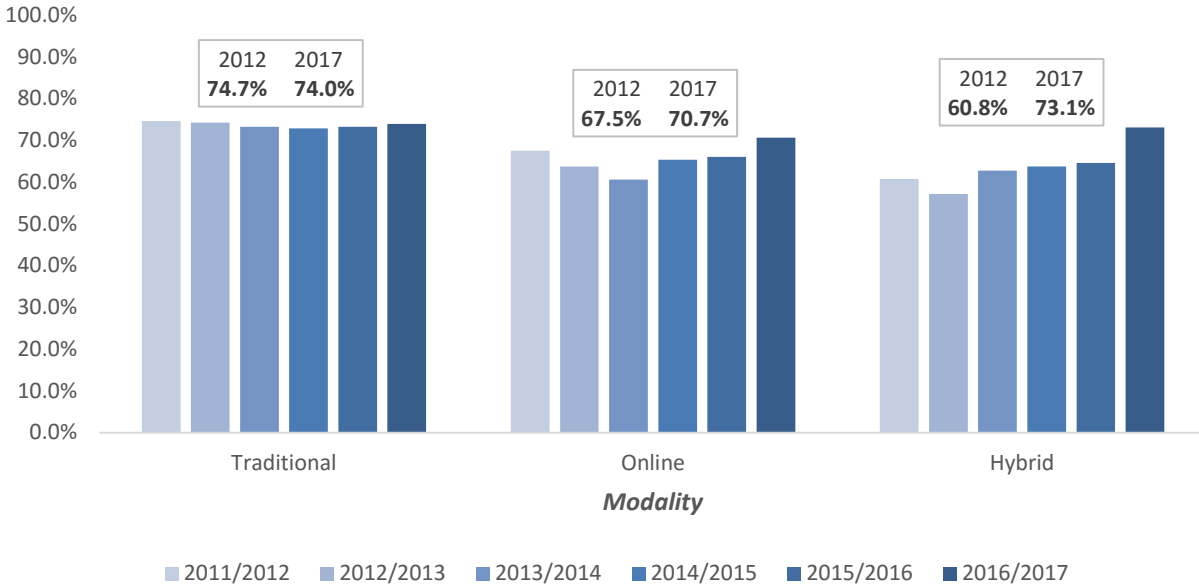
Source: OCC Atlas

Core Indicator –Degrees. Completion of degrees: Number of annual associate degrees completed.
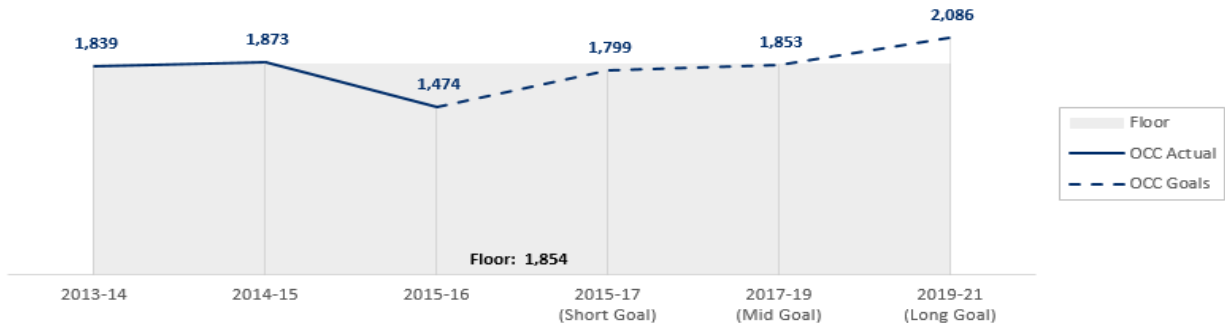
Number of Degrees Completed
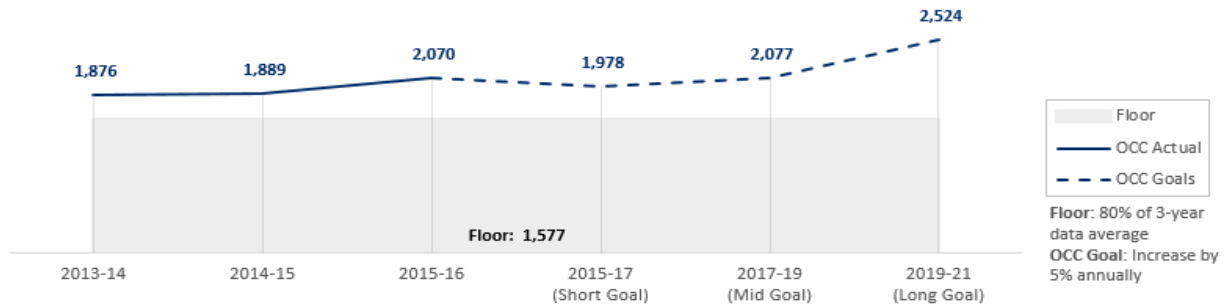
Source: OCC Educational Master Plan 2016-2021

Core Indicator –Transfers. Number of students who transfer to four-year institutions: Number of students who transfer to a four-year institution, including CSU, UC, or private university.

Number of Students Who Transferred to a 4-year Institution

Source: OCC Educational Master Plan 2016-2021

Core Indicator – Certificates. Completion of certificates: Number of annual Chancellor's Office-approved certificates completed.

Number of Completed Certificates
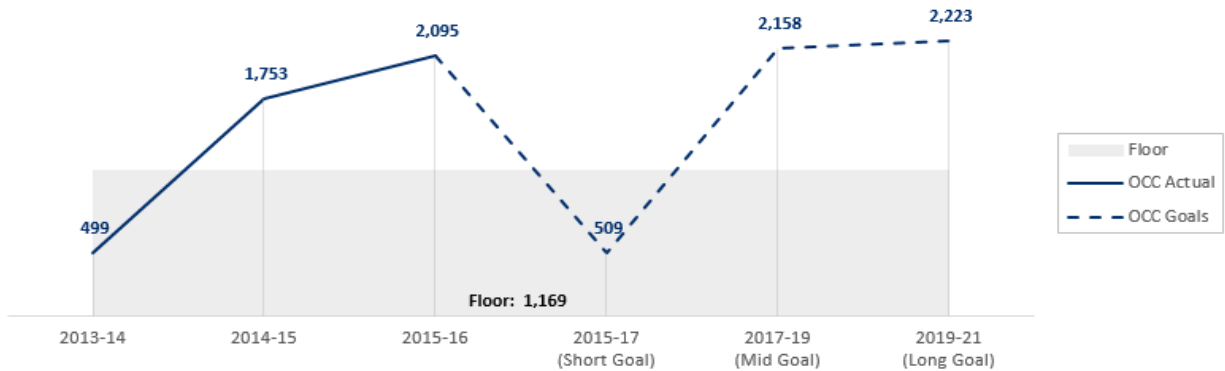
Source: OCC Educational Master Plan 2016-2021

Core Indicator – Basic Skills Progression. Math Remedial Rate: Percentage of credit students tracked for six years who started below transfer level in math and completed a college-level transfer course in math.

Basic Skills Math Progression
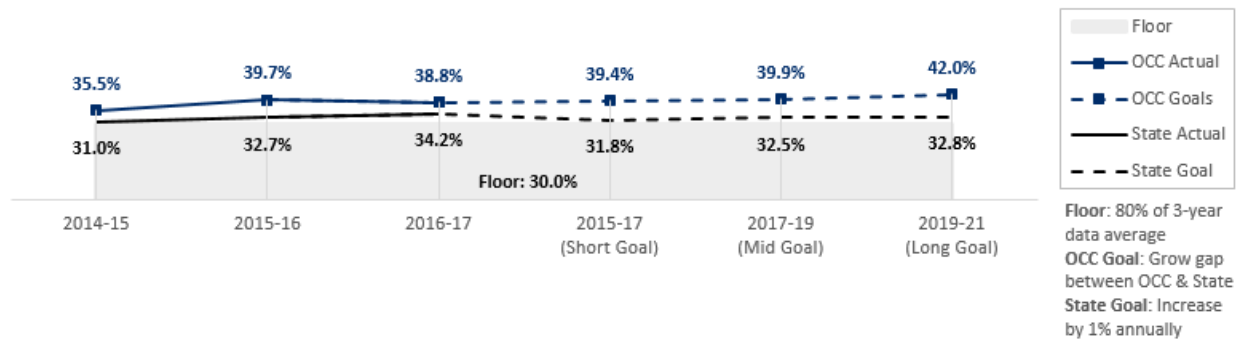
English Remedial Rate: Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English

Figure 7. Basic Skills English Progression

English as a Second Language (ESL) Remedial Rate: *Percentage of credit students tracked for six years who started below transfer level in ESL and completed a college-level transfer course in ESL*

Core Indicator – Accreditation Status. Long-term viability of the College is linked to reaffirmation of regional accreditation.

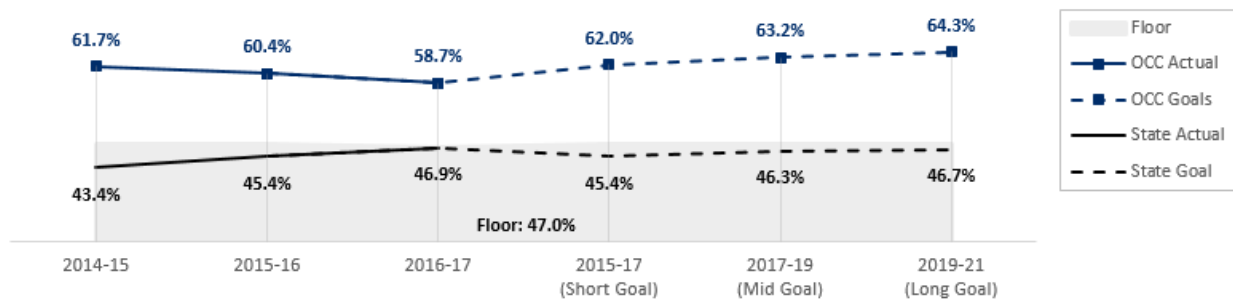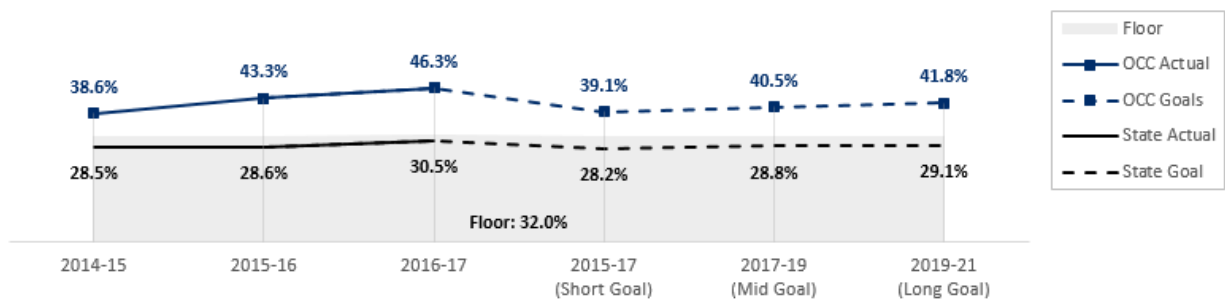| Feb 2013	July 2013	Feb 2014	July 2014	Feb 2015	1-Year Goal	6-Year Goal
FA-N	FA-W	FA-W	FA-SR/RA	FA-N	FA-N	FA-N
Fully accredited - no action	Fully accredited - warning	Fully accredited - warning	Fully accredited - sanction removed & reaffirmed	Fully accredited - no action	Fully accredited - no action	Fully accredited - no action

Core Indicator – Student Engagement. The Community College Survey of Student Engagement (CCSSE) gathers feedback every two years about OCC students' level of engagement as a measure of institutional quality. The survey focuses on five benchmark areas: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners. Survey values nationally normed at 50.

Student Engagement Ratings
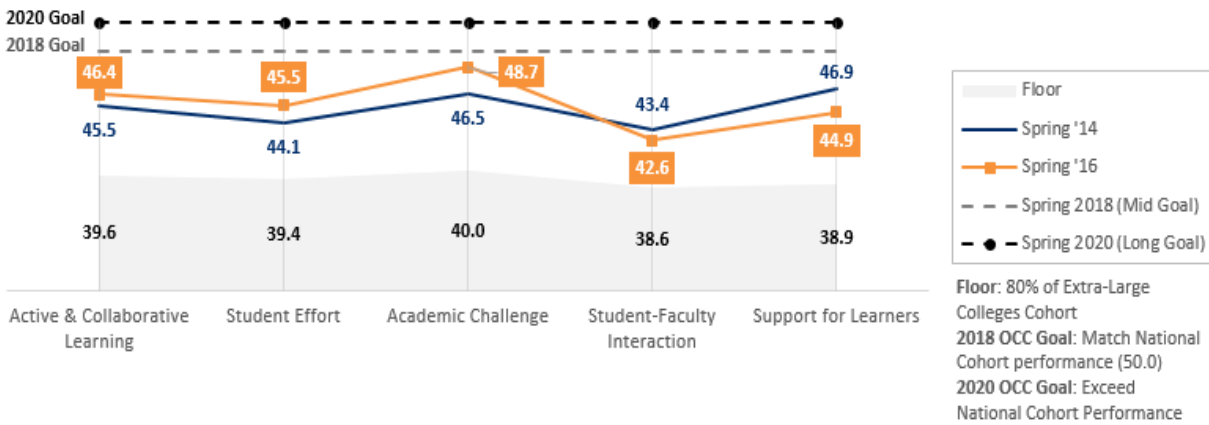
Source: OCC Educational Master Plan 2016-2021

Core Indicator – Employee Satisfaction. Personal Assessment of the Campus Environment: The Personal Assessment of College Environment (PACE) survey measures employee satisfaction in four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. The survey is conducted every two years. Climate factors are rated on a scale of one to five with higher numbers being more favorable.

Figure 8. Employee Satisfaction Ratings
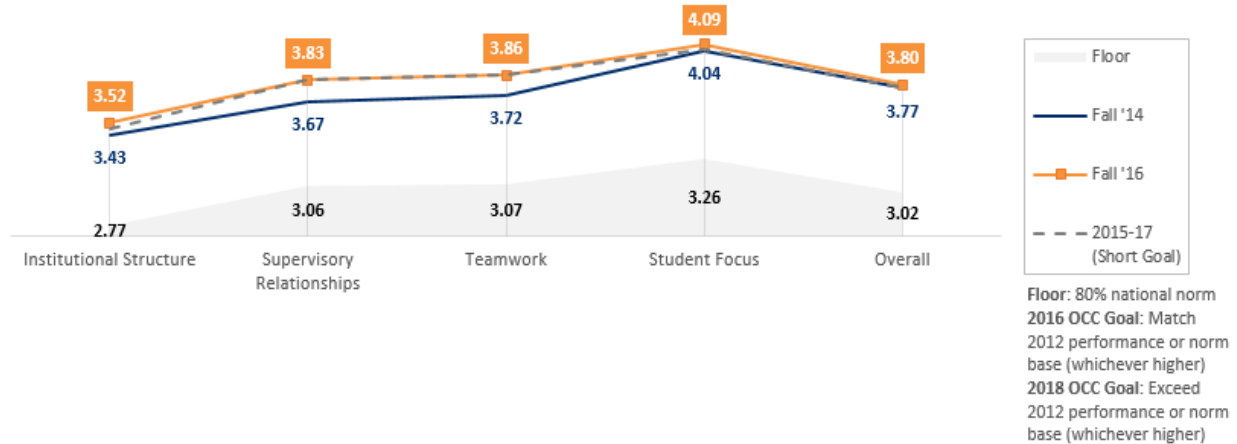
Source: OCC Educational Master Plan 2016-2021

Student Equity Outcomes. OCC is committed to examining equity from a multi-dimensional approach and is moving toward using intersectional analyses to identify and address individual student learning needs.

Through the statewide Student Equity Planning initiative, the College analyzed achievement data for subpopulations of historically underrepresented student groups in higher education to ensure they have an equal opportunity for access, success, and transfer (INT21). These "success indicators" identify and measure areas of potential issues of equal opportunity and disproportionate impact. Student achievement data were analyzed by gender, age, ethnicity, disability, economic disadvantage, veteran status, and foster youth status to determine disproportionate impact.

In order to assess equity within each indicator, a disproportionate impact analysis was conducted. Disproportionate Impact was defined as a success or completion rate less than 80% that of a reference group (or overall group) rate.

The results of the analyses are visually summarized in the Student Equity Dashboard (presented on the following page) for easy identification of impact across and within indicators and subpopulations.

The College updates this data annually which supports the college's EMP objective to reduce achievement gaps among equity groups. Efforts to increase access and reduce gaps are outlined in the college's student equity plan and is integrated at the department level in Program Review.

Figure Student Equity Dashboard- 2017-2018

SUCCESS INDICATOR	Gender	Ethnicity	DSPS	Low Income	Veteran	Foster Youth
ACCESS		White			Veteran	
COURSE COMPLETION		Am. Indian/ Natv Alaskan				
		Black				
		Pacific Islander				
		Hispanic				
TRANSFER-LEVEL MATH COMPLETION		Black				
		Hispanic				
TRANSFER-LEVEL ENGLISH COMPLETION	Male	Black				
		Hispanic				
DEGREE & CERTIFICATE COMPLETION	Female	Am. Indian/ Natv Alaskan	Disabled			
		Black				
		Hispanic				
		Multi-Ethnic				
TRANSFER		Black	Disabled			
		Hispanic				

LEGEND	
EQUITY GAP	Disproportionate impact found for groups listed
NO EQUITY GAP	No disproportionate impact found
NOT CALCULATED	Data not available or cohort too small

Source: OCC Atlas

C. Organization of the Self-Evaluation Process

In Fall 2016, President Dennis Harkins in consultation with the Accreditation Coordinating Committee (ACC), President's Cabinet, and College Council approved the formation of 12 ISER writing teams organized around the ACCJC Standards. Each writing team consisted of at least one faculty member, classified employee, and manager, and was assigned a major campus committee(s) to discuss evidence, review drafts, and offer feedback.

The College and District formed two additional, District wide writing teams to respond to Standard IV.C. and IV.D. (INT22). The District teams consisted of representatives from each college; OCC's representation included the Director of Institutional Research, the Academic Senate president, the faculty co-chair from the campus ACC and an academic dean.

The official launch of the campus writing teams began with an informational lunch meeting on May 22, 2017. In this meeting, the writing teams were briefed on the standards, and the ACCJC resources. On September 22, 2017 an ISER training meeting took place to discuss format, timeline, the Portal site, and use of shared files. The teams were reminded of their assigned campus committees for feedback and review of drafts and how to utilize committee members for assistance. Timelines for Fall submissions were given. The Accreditation Liaison Officer (ALO), College president, and various campus committees read the Fall 2017 and early Spring 2018 drafts and provided feedback to the writing teams. In October 2017, the Academic Senate in conjunction with the California Federation of Teachers had an open session meeting to discuss the (INT23) the settlement agreement AFT v. ACCJC (INT24).

In February 2018, the College and District hosted its accreditation liaison, Dr. Steven Reynolds. Dr. Reynolds attended open forums, answering any questions from campus constituents and writing teams.

In addition, the first draft of the ISER was released to the campus on May 15, 2018 with a request for review for accuracy and a method for providing feedback. A second draft was released to the campus at the beginning of the Fall 2018 semester in August and discussed in the general session of opening day as well as a break-out workshop during campus Flex Day in August. A third draft was released to the campus in October as well as on the public web page. The draft of the ISER was also presented to the Student Senate on September 21, 2018 for their feedback and students' voice. The Board of Trustees reviewed Standards IV.C. and IV.D. in April 2018, and full drafts of the ISER in August and October 2018. The Office of Instruction staff, the ISER Writer, and the campus ALO, edited the ISER to present the document in one voice, refine and catalog evidence, and format the report.

A summary of key dates for the writing and vetting of the ISER are as follows.

Timeline

Color Coding:

Campus Discussion	Writing Teams	Feedback/Endorsement	ACC

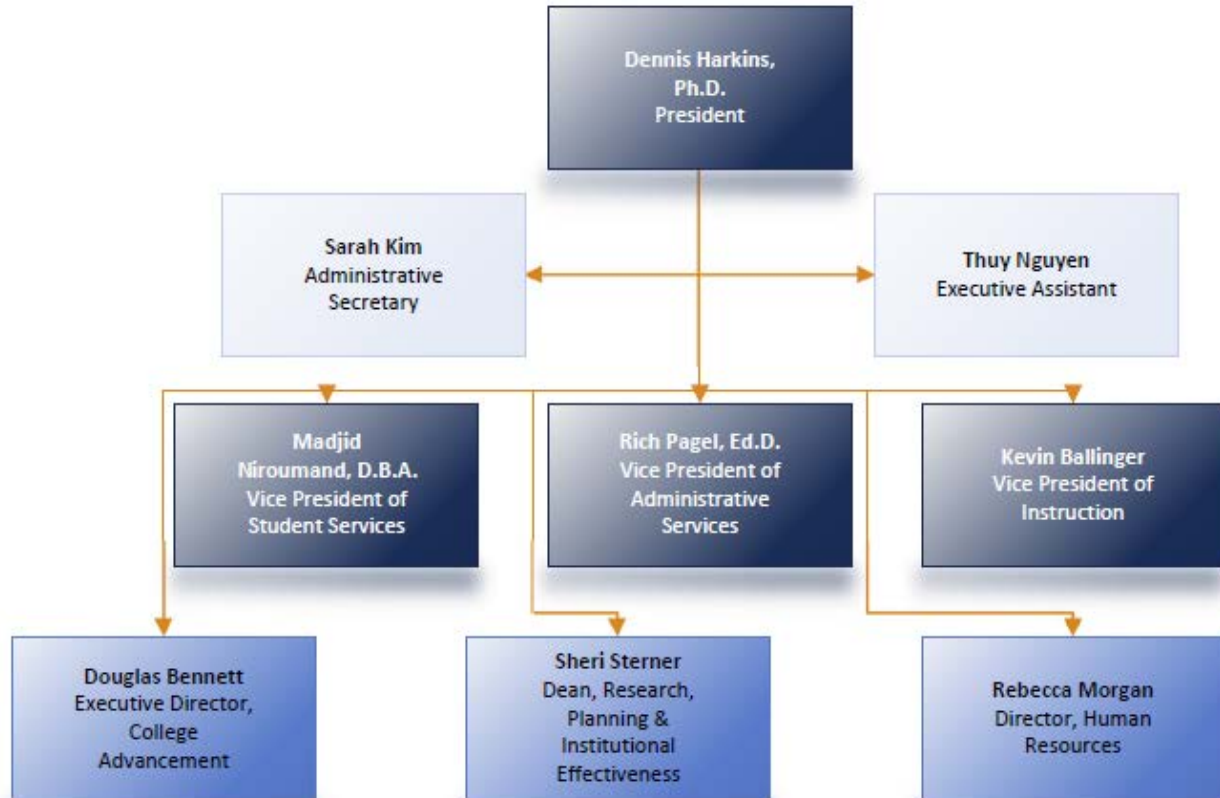| Date	Event
Spring 2016	
May 17, 2016	College Council endorsed the timeline and standard's writing teams (INT25).
Spring 2017	
Spring 2017	Accreditation is a standing agenda item at College Council.(INT26)
Spring 2017	ACC discusses ISER "Writer" and releases call to campus for anyone interested (INT27).
Spring 2017	ACC begins with review of standards and "guide to evaluating" ACCJC documents.
May 2017	Team leads are assigned and an informational lunch meeting is held (INT28, INT29).
Summer 2017	Teams begin reviewing ACCJC documents.
Fall 2017	
Fall 2017	Accreditation is a standing agenda item at College Council.
Fall 2017	Flex Session on Accreditation (INT30, INT31).
Fall 2017	ACC endorsed continuation of Writing teams working with key standing committees and the composition of writing teams to include an administrator, faculty and classified employee (INT27)
Fall 2017	Accreditation is a standing agenda item at College Council.

September 22, 2017	Writing team leads training and launch of writing. Timelines for drafts established (INT28, INT29).
October/November/December	Drafts Submitted.
December/January	Feedback given on each draft submission
Spring 2018	
Spring 2018	Accreditation is a standing agenda item at College Council.
February 5, 2018	Writing team leads training/meeting. Additional deadlines and recommendations set in March and April.
February 6, 2018	Academic Senate review of Standard IV (INT32).
Spring 2018	ACC announces ISER Writer (INT33).
February 26, 2018	ACCJC Liaison Dr. Steven Reynolds visits campus and holds meetings with executive team, ACC, and Writing Teams. Open campus meeting as well for Q and A.
	QFE topic discussed (INT34, INT35).
April 18, 2018	Standards IV.C. and IV.D. reviewed by Board of Trustees.
May 15, 2018	The first rough draft was provided to the campus for review and feedback (INT36).
July 9, 2018	Draft sent to Board of Trustees (BOT) for BOT Study Session 8/1/18.
August 1, 2018	Board of Trustees reviewed a draft of the campus ISER (2nd draft) (INT37).
Fall 2018	
Fall 2018	Accreditation is a standing agenda item at College Council and Academic Senate.
August 24, 2018	Flex Session on Accreditation (INT38 p.5).

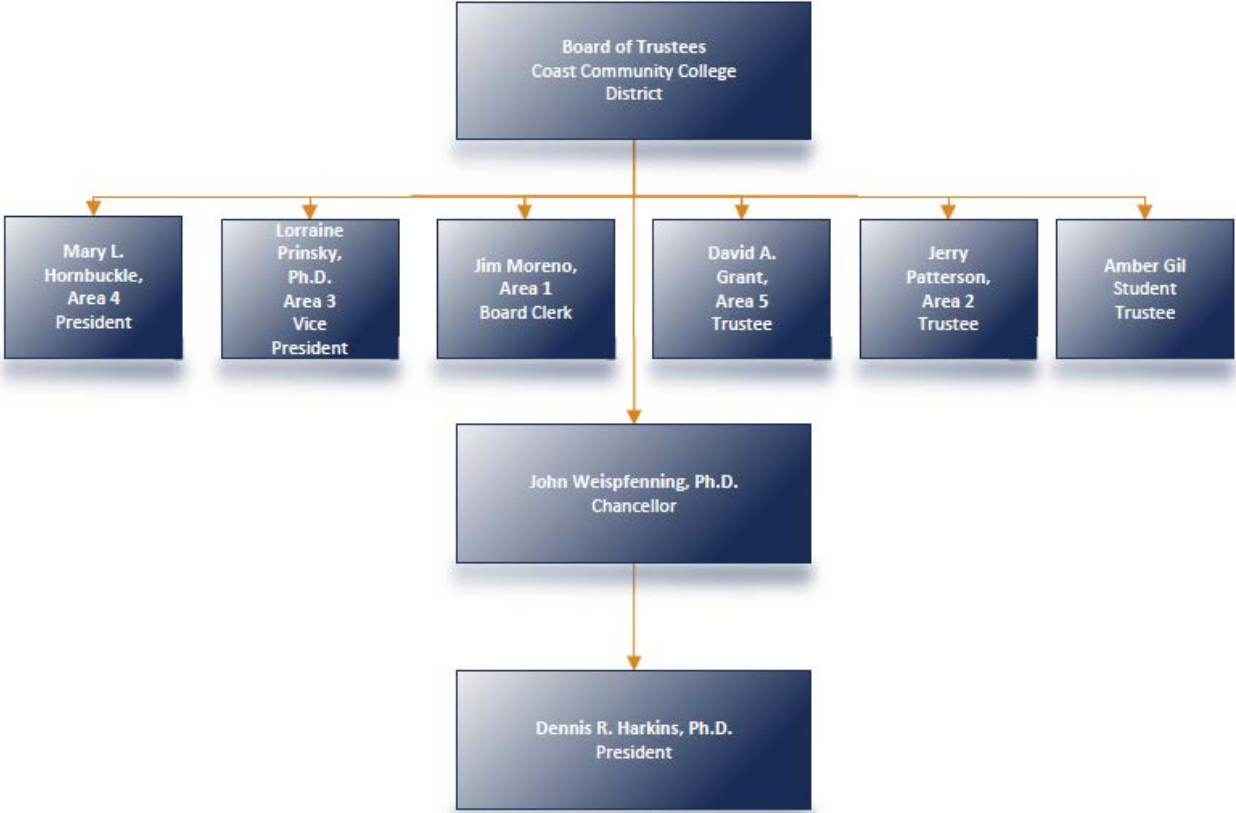|	
August 23, 2018	The ISER with edits from the summer was provided to the campus and discussed at opening day on August 24, 2018 (3rd draft).
September 20, 2018	BOT reviewed a draft of the campus ISER (3rd draft) (INT39).
September 20, 2018	Campus Forum: Standard I & II review (INT40).
October 4, 2018	A new draft of the ISER was distributed to the campus and posted on the public web page for review (4th draft). On October 17, 2018 the BOT discussed this draft.
October 11, 2018	Campus Forum: Standard III and IV review
October 17, 2018	BOT reviewed a draft of the campus ISER (4th draft) (INT41).
October 18, 2018	Campus Forum: Introduction and QFE review
Fall 2018 - Future Dates	
November 13, 2018	ISER sent to campus, published on public web page, and sent to BOT review and endorsement (Final Draft).
November 13, 2018	Academic Senate Endorsement
November 14, 2018	Classified Senate Endorsement
November 16, 2018	ASOCC – Student Senate Endorsement
November 20, 2018	College Council Endorsement
November 20, 2018	Presentation of ISER to the Board of Trustees (Final Draft).

D. Organizational Information

OCC is organized into four wings under the management of the president and three vice presidents: the vice president of instruction, the vice president of student services, and the vice president of administrative services. College committees, important components of governance structure, are composed of representatives from faculty, classified employees, students, and administration (INT42).

President's Direct Reports

Board of Trustees

Board of Trustees
Coast Community College District

Mary L. Hornbuckle, Area 4 President

Lorraine Prinsky, Ph.D. Area 3 Vice President

Jim Moreno, Area 1 Board Clerk

David A. Grant, Area 5 Trustee

Jerry Patterson, Area 2 Trustee

Amber Gil Student Trustee

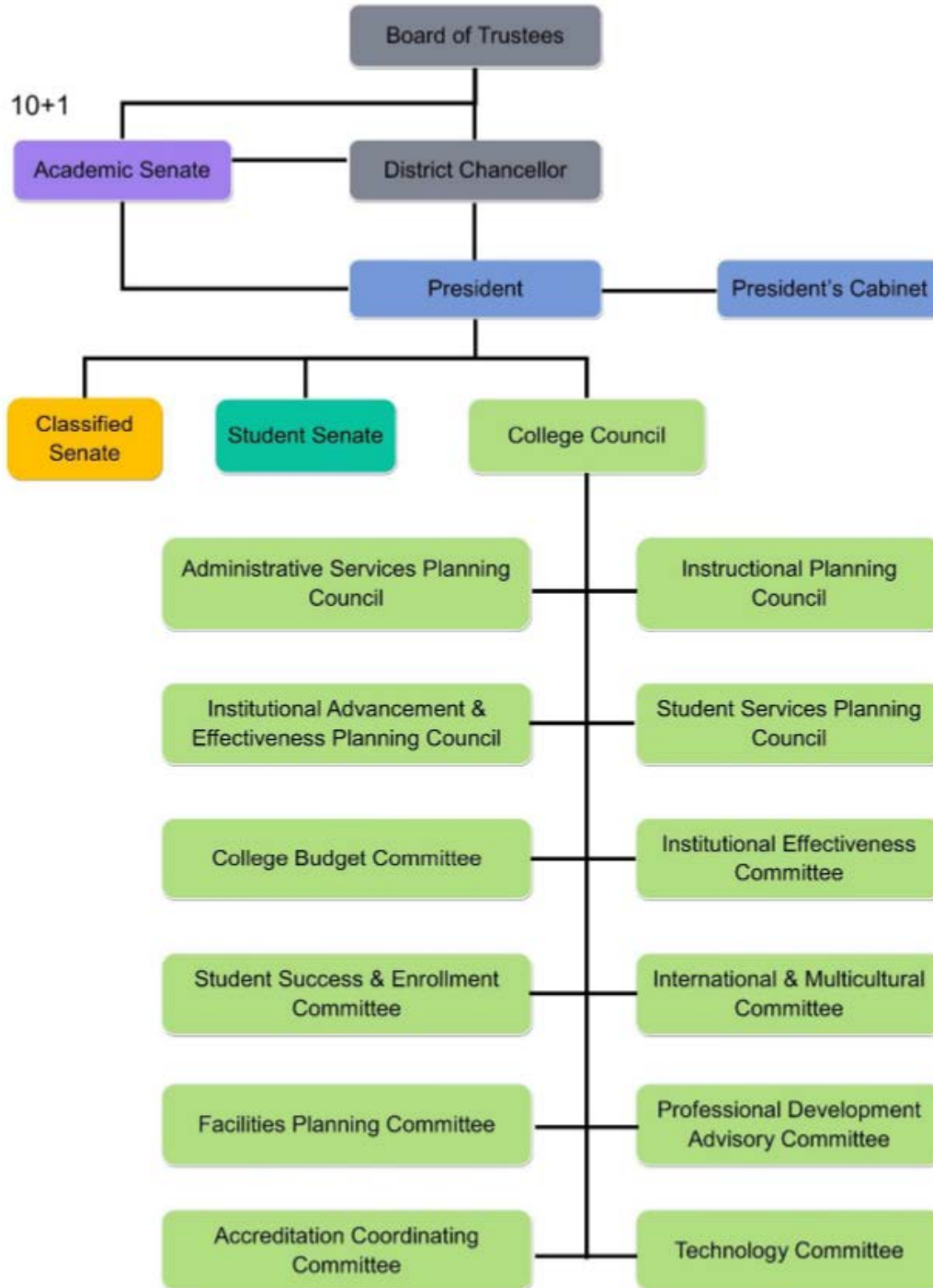John Weispfenning, Ph.D. Chancellor
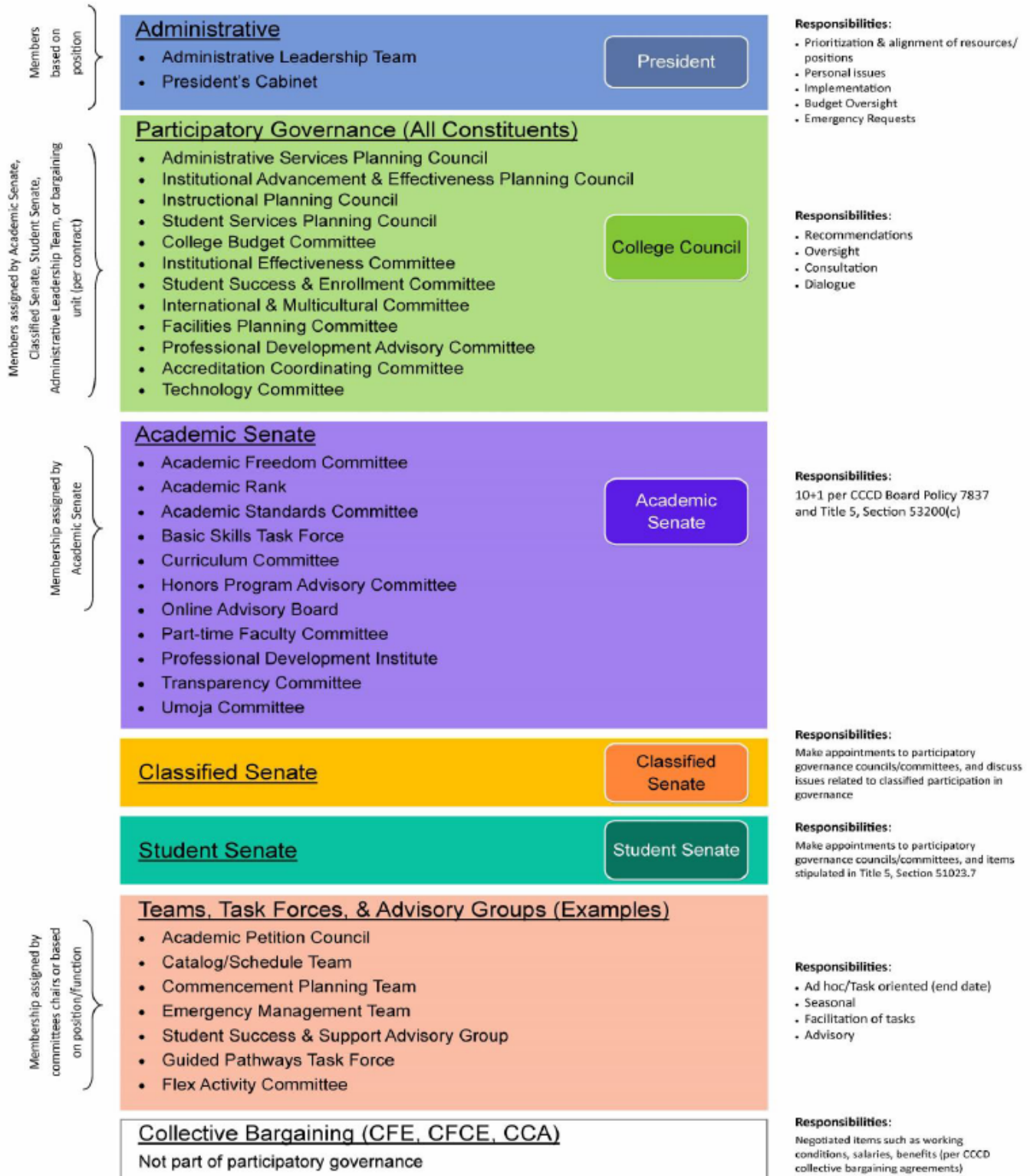
Dennis R. Harkins, Ph.D. President

Planning Committee Structure

The diagram below represents the College's planning committee structure, which is not the same as the College's administrative structure. The planning councils are directly aligned with the administrative structure whereas the other planning committees represent focused campus wide planning areas. The committees are color-coded based on their governance classification (specified on the next page).

Governance and Operating Structure

The diagram below represents the College's governance structure. It identifies how members are assigned to councils/committees and the type of responsibilities for each group.

Members based on position

Administrative
- Administrative Leadership Team
- President's Cabinet

President

Responsibilities:
- Prioritization & alignment of resources/positions
- Personal issues
- Implementation
- Budget Oversight
- Emergency Requests

Members assigned by Academic Senate, Classified Senate, Student Senate, Administrative Leadership Team, or bargaining unit (per contract)

Participatory Governance (All Constituents)
- Administrative Services Planning Council
- Institutional Advancement & Effectiveness Planning Council
- Instructional Planning Council
- Student Services Planning Council
- College Budget Committee
- Institutional Effectiveness Committee
- Student Success & Enrollment Committee
- International & Multicultural Committee
- Facilities Planning Committee
- Professional Development Advisory Committee
- Accreditation Coordinating Committee
- Technology Committee

College Council

Responsibilities:
- Recommendations
- Oversight
- Consultation
- Dialogue

Membership assigned by Academic Senate

Academic Senate
- Academic Freedom Committee
- Academic Rank
- Academic Standards Committee
- Basic Skills Task Force
- Curriculum Committee
- Honors Program Advisory Committee
- Online Advisory Board
- Part-time Faculty Committee
- Professional Development Institute
- Transparency Committee
- Umoja Committee

Academic Senate

Responsibilities:
10+1 per CCCD Board Policy 7837 and Title 5, Section 53200(c)

Classified Senate

Classified Senate

Responsibilities:
Make appointments to participatory governance councils/committees, and discuss issues related to classified participation in governance

Student Senate

Student Senate

Responsibilities:
Make appointments to participatory governance councils/committees, and items stipulated in Title 5, Section 51023.7

Membership assigned by committees chairs or based on position/function

Teams, Task Forces, & Advisory Groups (Examples)
- Academic Petition Council
- Catalog/Schedule Team
- Commencement Planning Team
- Emergency Management Team
- Student Success & Support Advisory Group
- Guided Pathways Task Force
- Flex Activity Committee

Responsibilities:
- Ad hoc/Task oriented (end date)
- Seasonal
- Facilitation of tasks
- Advisory

Collective Bargaining (CFE, CFCE, CCA)
Not part of participatory governance

Responsibilities:
Negotiated items such as working conditions, salaries, benefits (per CCCD collective bargaining agreements)

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

OCC is authorized to operate as an educational institution and is under the oversight of a duly elected Board of Trustees of the Coast Community Colleges. The College's mission is consistent with the legal authority (Ed Code 79702) and the California Education Code comprehensive mission statement for public elementary, secondary, Community Colleges, California State Universities, and Universities of California. The specific section of Ed Code that defines the primary and secondary missions of the California Community Colleges is 66010.4 (ER1). The College is regulated by the California Community Colleges Board of Governors.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

OCC is operational with students actively pursuing associate degrees and certificates within its published mission. Annually there are approximately 22,000 unduplicated students attending both full and part time. The College has maintained active enrollments and issuances of degrees and certificates for more than 70 years without interruption.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

OCC offers four types of two-year associate degrees (Associate in Arts, Associate in Science, Associate in Arts for Transfer, and Associate in Science for Transfer) with three types of general education patterns (Option 1, Option 2 – CSU, and Option 3 – IGETC). In addition, the College offers two types of credit certificates (Achievement and Specialization) as well as two types of non-credit certificates (completion and competency). A summary listing of all degrees and certificates can be found in the College Catalog (ER2 p. 56-62). The majority of course offerings lead to degrees or certificates.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board

The College president was selected according to District procedures and confirmed by the Coast Board of Trustees in Fall 2009. The president's primary responsibility is to OCC, the fulfillment of the College published mission, and the adherence to federal, state, and local mandates and Board Policies (BPs). Neither the District chancellor nor the College president serves on the governing board. The College agrees to inform the Commission immediately when there is a change in the institution chief executive officer. Standard IV.B describes the authorities of the College president.

Eligibility Requirement 5: Financial Accountability

The CCCD undergoes an external audit by an independent auditor (Clifton Larson Allen LLP) every September. The audit, in addition to the District's functions, includes the institution's financial operations of Foundation, Auxiliary, and Enterprises. Last year's report concluded no findings for the College's financial operation (ER3).

Because of the scale of Title IV operation at the District, the external audit also includes a complete review of Title IV financial operational adherence to federal and state compliance each year. Last year, there were no findings for the College's Title IV financial operation. The results of this year's report have not yet been published.

The District, in collaboration with the institution completes and submits the Fiscal Operations Report and Application to Participate (FISAP) each year in compliance with federal guidelines. In addition, the College went through a federal Program Review Audit by the United States Department of Education (USDE) in Fall 2015. The College has addressed all the recommendations by the USDE in a letter dated October 11, 2018, the USDE considered the Program Review closed. OCC maintains good standing with federal requirements and continues to disburse state and federal funds to qualifying students.

F. Certification of Continued Institutional Compliance with Commission Policies

OCC certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of

Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

There are two links from the main College web page that place information about accreditation within one click (ER4). Further, on the accreditation tab, there is a direct link to the ACCJC complaint process which includes complaints against member institutions, the commission or third party comments/complaints (ER5)

The process of writing, discussing, and vetting the ISER is discussed in section C, above. At least four public sessions of the Coast Colleges Board of Trustees, the Institutional Self Evaluation and discussion of the site visit were held in 2018 (April, August, October, and November). The campus held several events including Flex Day sessions and forums. The draft of the ISER was available at each of the above mentioned BOT meetings and linked on the campus website as of October, 4, 2018. Notification of an Evaluation Site Visit and Third Party Comments were solicited after the BOT endorsement of the ISER on November 20, 2018.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a) (1) (i); 602.17(f); 602.19 (a-e).

OCC defines elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. The College regularly updates and publishes the OCC Atlas, a college fact book, which documents long-term data trends for student achievement outcomes (ER6). Course completion is included as one of these elements of student achievement. Other elements of student achievement performance include grade distribution, grade point average by enrollment status, success and retention rates, success rates by course type, student academic standing, degree and certificates awarded and transfers to four year institutions. In addition, the College provides a link to the California Student Success Scorecard on its main webpage which provides success data for remedial and ESL, transfer level achievement, completion metrics (persistence, 30 units, degree/transfer) and CTE metrics for completion and earnings (ER7). Lastly, specific college wide indicators are disaggregated by equity groups (e.g., gender, ethnicity, disability status, income status, veteran status, and foster youth status) on an annual basis for critical student achievement measures, such as course completion, transfer-level math completion, transfer-level English completion, degree and certificate completion, and transfer.

Many of the College's student achievement performance metrics are part of the college wide core indicator system supporting the EMP. For each of the College goal areas (Community, Learning, Access, Stewardship, and Student and Employee Engagement), a set of indicators with institution set standards have been established. Student achievement performance metrics fall

under the College's Learning or Access goals. Under Learning, course completion, CTE completion, degrees, certificates, transfers, six-year completion rates, pre-collegiate course progression, persistence, completion of 30 units, CTE licensure rates, and CTE job placement rates, are indicators with institution set standards with floor and aspirational targets. Under Access, basic skills progression for math, English, and ESL are indicators with institution set standards with floor and aspirational targets. Although not a standard student achievement measure, the College also measures student engagement using the CCSSE for its Student and Employee Engagement goal, which collects perceptions about critical areas such as active and collaborative learning, student effort, academic challenge, student – faculty interaction, and support for learners. Institution set standards with floor and aspirational targets have been set.

OCC has defined program level outcomes for each program in the College Catalog. Each program evaluates the defined outcomes at a minimum once every three years. Further, these outcomes, as well as job placement rates for program completers, are a standing agenda at CTE programs' annual industry advisory committees. The programs in fields where licensure is required, the licensure examination passage rates for program completers (ER8).

OCC publishes its institution-set standards in the EMP under "core indicators" for each of the College Goals in an abbreviated form (ER9 p.6-14). The Core Indicator and Institution Set Standard Report expands beyond the indicators outlined in the EMP document and is posted publically on the College's website. As part of the College's core indicators, specialized accredited programs set and report program set standards for their licensure pass rates, which are also publically posted on the website. Also part of the College's core indicators are employment rates for CTE programs with institution set standards that are also publicly posted on the website. The results are reported regularly across the campus; and discussed in detail at College Council and other relevant participatory governance groups for institution wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. Lastly, many of these student achievement performance core indicators are disaggregated by program or special population and addressed in Program Review.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a) (1) (viii); 602.24(e), (f); 668.2; 668.9.

Credit hour and degree program lengths are described under Standard II.A.4, 5, 6, and 9, and the assignment of credit is established by BP/AP 4020, ACCJC Commission Policy, and California Education Code. The credit criteria are equally applied in courses of varying types and delivery methods (lecture, lab, internship/clinical experience, and onsite/distance education).

Tuition and fees are discussed in [Standard I.C.6](#). They are consistent across the campus and can be found in the catalog and on the College's website ([ER02](#), [ER10](#)).

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

OCC publishes criteria for accepting transfer of credit in the Catalog and on the public web site ([ER11](#)). These include credit from other accredited institutions, military study, Advanced Placement, International Baccalaureate, College Level Examination Program, Technical placement (TAP) as well as a process for challenge with the College Academic Petition Council. Additional detail on the College transfer credit can be found in [Standard II.A.10.](#)

Distance Education and Correspondence Education
Regulation citations: 602.16(a) (1) (IV), (VI); 602.17(g); 668.38.

OCC follows BP 4020 and AP 4105 for defining and classifying a course as offered by distance education in alignment with USDE definitions. There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade). Separate distance education course addendum are evaluated and approved by the College Curriculum Committee, consistent with our Academic Senate approved Distance Education Guidelines ([see Standard II.A.1](#))

OCC has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education by issuance of a secure login and passcode for authentication to Canvas Course Management System (CMS). Students use the secure MyOCC Portal to access their online classrooms, student records, and other sensitive information. The technology infrastructure is sufficient to maintain and sustain the distance education offerings using the Canvas CMS ([described in III.C.).](#)

Student Complaints
Regulation citations: 602.16(a) (1) (ix); 668.43.

OCC provides easy options for students to submit a complaint. The complaint process is listed under both Student Services and Consumer Information ([ER12](#), [ER13](#)). Students may complete online fillable forms for student conduct, Title IX and service complaints. Once submitted, the incident is forwarded to the designated administrator for review and appropriate action. Discrimination complaints require submission of a hard copy complaint form. The Grade Grievance Officer follows the steps outlined in the Grade Grievance Process when students submit a grievance. Student complaint files are maintained for at least six years.

A sample of additional specialized accreditation agencies complaint sites can be found at the following College web pages:

- [Cardiovascular Technology](#) (JRC-CVT)
- [Dental Assisting](#) (CODA)
- [Dietetic Technician Registered](#) (ACEND)
- [Radiologic Technology –](#) Diagnostic (JRCERT)
- [Respiratory Care](#) (COARC)

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a) (1)) (vii); 668.6.

OCC complies with student consumer information regulations and has designated an administrator to routinely evaluate and update information. Information is delivered in writing and on the website in accordance with delivery requirements. More detail is included in [Standard I.C](#).

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

The Institution undergoes an external audit every year that includes compliance with Title IV financial operation. The District, in collaboration with the institution completes and submits the Fiscal Operations Report and Application to Participate (FISAP) each year in compliance with federal guidelines. The College is current with authorization to receive and disburse Title IV funds to its qualifying students. The College went through a Federal Program Review Audit by the USDE and incorporated the recommendations as a result of this audit. The College maintains its compliance with Title IV and a letter issued by the USDE on October 11, 2018 considered the Program Review officially closed.

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ORANGE COAST COLLEGE

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

YEARS
70
ORANGE COAST COLLEGE
1947 2017

Serving our community for 70 years

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Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Executive Summary

The mission at OCC defines the purpose of the College as one that focuses on enriching student lives through degree attainment, transfer to four-year colleges, CTE, basic skills, workforce development and lifelong learning. The College relies on data to ensure that the mission is effective and that programs and services on campus align with the mission. Program Review, planning, and ARRs ensure that the mission guides decision making and resource allocation on campus, and that the College uses student achievement data and outcomes assessment data to ensure the quality of programs and services. The College strives to demonstrate integrity and transparency in all policies, actions and communications. SLOs are published in the class schedule and on course syllabi; key documents on campus like the Decision Making Guide (DMG), the Catalog, and the EMP are published on the college website ensuring that they are highly visible to the public, and are regularly reviewed, to ensure their accuracy to the public. CCCD BP sets forth the codes of conduct for students and employees, the delegation of power from the Board to District and College executives, and the consequences of not adhering to the policies – ensuring that the environment of OCC is collegial, honest, ethical, and fair.

I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Mission Statement is the college's "declaration of purpose," and it addresses the college's commitment to the academic goals of its diverse local and global student population, establishing student learning and achievement as the basis for institutional planning (I.A.1-1 p. 5). Specifically, the Mission Statement addresses key educational objectives for the College diverse student population: academic degrees, college transfers, certificates in CTE, basic skills, and workforce development. The Coast Community Colleges Board of Trustees has approved the College Mission (I.A.1-2). The mission is consistent with legal authority, including the Comprehensive Mission Statement for public elementary, secondary, Community Colleges, California State Universities, and Universities of California as set forth in California Education Code (I.A.1-3).

The College's five core values, Community, Learning, Access, Stewardship, and Student and Employee Engagement – recognized college wide by the acronym CLASS, flow from the College Vision and Mission. The EMP is designed around these values; each value has a goal statement with corresponding objectives, all of which ensure that all plans, decisions, and actions further the mission (I.A.1-1 pp. 4-14, I.A.1-4 pp. 5-7).

The mission defines the college's intended student population as both the "local and global" community; the mission emphasizes the importance of an "equitable campus climate," (I.A.1-5). The Campus serves its intended student population – from recent high school graduates seeking a degree or transfer to universities, to international students, online students, CTE students seeking certification, to the "lifelong learner" returning to college to fulfill

Orange Coast College Strategic Goals 2016-2021

Goal 1: COMMUNITY: Foster a culture that serves, engages and connects the campus to the local and global community.

Goal 2: LEARNING: Ensure students receive a quality education to become self-directed and successful lifelong learners.

Goal 3: ACCESS: Create equitable access through effective and innovative pathways and programs that result in increased student success.

Goal 4: STEWARDSHIP: Sustain, improve and create programs, physical and human resources, and infrastructure through processes that ensure accountability, continuous improvement, and long-term viability.

Goal 5: STUDENT & EMPLOYEE ENGAGEMENT: Promote active and collaborative participation leading to meaningful connections among people, places and ideas within the College.

intellectual curiosity – all career and education goals are welcome (I.A.1-6, I.A.1-7, I.A.1-8, I.A.1-9). In addition, OCC's student population is diverse– the College is committed to an "equitable campus," and is more diverse than the community it serves in the majority of state-defined Student Equity target populations (I.A.1-10 pp. 9, 21, I.A.1-11 p. 17).

The mission states that Orange Coast offers "academic degrees" and "certificates in CTE, basic skills, and workforce development," (I.A.1-4 pp.56-62). This statement encompasses all the credentials that OCC offers:

- Non-credit Certificates of Completion
- Non-credit Certificates of Competency
- Certificates of Specialization
- Certificates of Achievement
- Associate of Arts degrees
- Associate of Science degrees
- Associate Degrees for Transfer (AD-T)

The mission demonstrates a strong commitment to student learning and achievement, stating that OCC "promotes student learning and development through fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry." In addition, "Learning" is one of the five college values, specifically to "ensure students receive a quality education to become self-directed and successful lifelong learners," (I.A.1-1 p.7). This ensures that the campus commitment to student learning and achievement is at the forefront of decision making and planning efforts (I.A.1-12 p.7). OCC also has a robust system to measure and evaluate the achievement of its students (Standard I B and C to follow) (I.A.1-10 p.47, I.A.1-13).

Analysis and Evaluation

The College's Mission is sufficient to inform campus constituents and the public of its intended population, the credentials it offers, and its commitment to student learning and achievement. The OCC EMP sets forth values, goals and objectives, and priorities that further illuminate the intent of the mission and provide specific direction for the College which is

operationalized in the College's integrated planning process. The mission of OCC is clear and concise, and has sufficient detail to make it a useful guide in decision making.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

OCC uses data to measure how effectively it accomplishes its mission. The following are some examples of measuring effectiveness of accomplishing the mission: 1.) Program Review, 2.)

OCC CLIMATE FACTOR TRENDS, 2009-2016

Legend: 2009, 2012, 2014, 2016

Categories: INSTITUTIONAL STRUCTURE, STUDENT FOCUS, SUPERVISORY RELATIONSHIPS, TEAMWORK, OVERALL

Mapping of values/goals in planning, 3.) Course/Program/AUO Assessments, 4.) regularly occurring surveys, such as the CCSSE and the PACE survey, 5) Publication and tracking of achievement data (I.A.1-10 pp. 39-53, I.A.2-1, I.A.2-2, I.A.2-3, I.A.2-4, I.A.2-5, I.A.2-6, I.A.2-7).
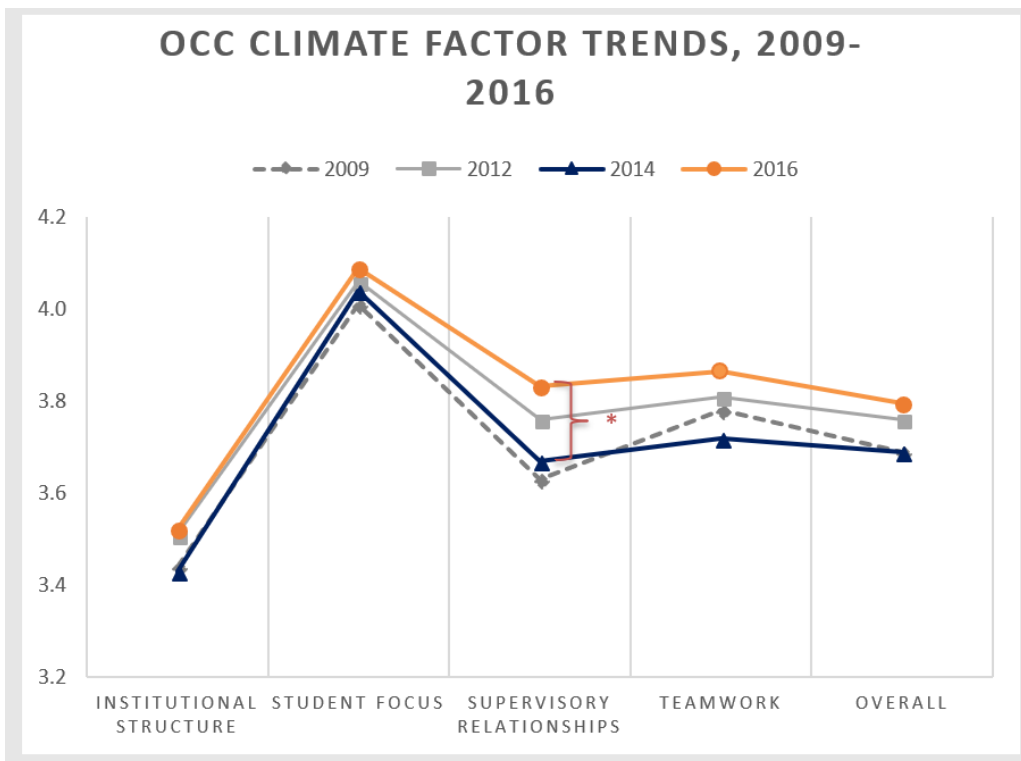
As described in I.B. and I.C., during OCC's systematic evaluation under Program Review and Outcome Assessments, the College evaluates components of its mission and CLASS goals. For student populations, the College evaluates institutional access data and analyzes equity groups for disproportionate impact and achievement gaps (I.A.1-10 p.55). Achievement data for completion and momentum points (persistence, 30 units, remediation and transfer level completion) are evaluated for degrees and certificates. In addition, for the primary missions of transfer and employment, the College evaluates transfer rates, success after transfer, employment and, if applicable, the licensure or industry external certification rates.

The PACE is a survey that the National Institute for Leadership and Institutional Effectiveness (NILIE) develops and administers to employees (I.A.2-5, I.A.2-7, I.A.2-8). At OCC, the PACE is administered every two years (I.A.1-1 p.14). The most recent PACE survey found that OCC

exceeded its goal to either match its performance in 2012, or the norm base, whichever was higher – it exceeded both standards (I.A.2-5). The most recent PACE survey found that overall, OCC has a positive and collaborative climate; student focus was the strongest climate factor (I.A.2-5). Ratings had improved in ¾ of the factors and supervisory relationships scored statistically significantly higher than they had in the previous survey year (I.A.2-5, I.A.2-8). The graph above was from the PACE survey in Fall 2016, and reflects a notable drop in 2014; the campus retreats to revise the goals and mission occurred in the 2015-16 academic year, along with campus forums (I.A.2-9, I.A.2-10). This lead to the development of the Student and Employee Engagement College values, goals, and objectives that are reflected in the current EMP (I.A.1-1, I.A.2-8).

The CCSSE is another way the College ensures it is meeting the mission as it relates to student needs. The CCSSE is administered every two years and monitors the College's progress on four critical areas linked to the College's mission: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The College has institution set standards for performance (meet national benchmarks) and evaluates itself compared to those as well as its own past performance. College Council discusses CCSSE survey results as do a variety of other bodies and events on campus including Planning Councils, Academic Senate, and Flex Day sessions (I.A.2-4, I.A.2-11, I.A.2-12).

Program Review uses data and analysis of that data to direct goals at the program and department level, which then, through the annual planning process, direct institutional priorities to meet the educational needs of students each year. Every department on campus completes Comprehensive Program Review every six years with annual planning updates (I.A.1-12 pg.18). A midterm update is conducted after three years to ensure the program is on track with its planning goals and analyzes relevant outcomes assessment and student achievement data to revise or add new planning strategies for program improvement.

Task	2013-2019 Cycle						2019-2026 Cycle						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
District-Wide Strategic Plan	Update			Update			Update			Update			
College Master Plans		Update			Update			Update			Update		
Program Review			CPR Write Reports			MPR Write Reports			CPR Write Reports			MPR Write Reports	
ISLOs			Assess	Close the Loop	Assess	Close the Loop	Assess	Close the Loop	Assess	Close the Loop	Assess	Close the Loop	Assess
PSLOs						Assess & Close the Loop			Assess & Close the Loop			Assess & Close the Loop	
CSLOs & AUOs		End Cycle	Begin Cycle		End Cycle	Begin Cycle		End Cycle	Begin Cyce			End Cycle	Begin Cycle
Planning Strategies (3-Year Plan)						Extend plan		Develop Plan				Extend Plan	
Annual Planning Updates & Prioritize Resource Requests	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize	Update & Prioritize
Biennial Review of Career Education Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs	Review Select Programs
Comprehensive Evaluation of Processes	Evaluate	Discuss & Revise		Full Evaluation	Discuss & Revise		Interim Evaluation	Discuss & Revise (as needed)		Full Evaluation	Discuss & Revise		Interim Evaluation
Accreditation Mid-Term Report			Write							Write			
Accreditation Self-Evaluation				Plan	Write	Submit					Plan	Write	Submit
Accreditation Team Visit						Visit							Visit

During Program Review, the departments review and revise their department mission, which relates back to the mission of the College itself. The specific instruction provides that each department should "Describe the aspects of your work that are central to the College's Mission," and includes the text of the current mission (I.A.2-1, I.A.2-13 p.4, I.A.2-14, I.A.2-15). This ensures that every single instructional program on campus aligns with the mission. In addition, there is an opportunity to discuss the "Program Alignment to Mission," as discussed in I.A.3 below. Data gathered for and analyzed in Program Review and the District wide Master Planning process ensures that the College Mission directs institutional priorities in meeting the educational needs of students (I.A.2-1, I.A.2-16).

Finally, the mission review process affords an opportunity to all campus constituents to review how well the mission itself is functioning, and whether changes are needed. This review takes place at College Council, where all constituencies -students, faculty, staff, and administrators – are represented and provide feedback on the mission. This process is discussed more fully in

Standard I.A.4. One example of using the mission and goals to direct institutional priorities was a presentation to College Council regarding the relationship of Guided Pathways to the EMP (I.A.2-17). As a result of this presentation, the Council supported focusing the QFE around the EMP and new related California state initiatives Guided Pathways, College Promise (AB 19), and Improving Math/English Completion and Placement (AB 705). Please see the QFE for more detail.

In addition, the District Master Planning process includes a three-year strategic plan, which is organized around the District's four core goal areas, which align with the mission and CLASS goals of OCC (I.A.1-2 p.14, I.A.2-18, I.A.2-19 p.8, I.A.2-20).

The District's Strategic Plan analyzes specific measures in each of the above areas for each college, including student success and learning. This ensures that each college is effective and "achieving the District wide strategic goals and objectives" (I.A.2-18 p. 1). Each college's data is represented in the District plan, with each college having an opportunity to provide their data and input before the District Consultation Council (DCC) submits the plan's recommendations to the chancellor and Board of Trustees (I.A.2-18). Additional detail about District wide Planning is provided in I.B.9.

Analysis and Evaluation
The institution uses data to determine how effectively it is accomplishing its mission. One aspect of the mission – Student and Employee Engagement - is measured with the PACE and CCSSE surveys, which found that the College had effective engagement in key areas. The campus comprehensive Program Review, conducted in year one of the six year cycle, gives every department on campus a chance to reflect on, and ensure that, the work of the department is in alignment with the mission. All programs have elements requiring alignment to the mission and goals. In Spring 2018, the College reviewed its Planning progress at College Council and found that it was making significant progress on its strategies, and also got to see how all strategies campus wide link to the CLASS goals, and mission (I.A.2-21, I.A.2-22, I.A.2-23, I.A.2-24, I.A.2-25).

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

During program review, 75 programs could map their mission to any combination of the 5 areas: transfer, CTE, basic skills, workforce development (WD), and/or life-long learning (LL). A total of 64 programs were required to map their programs and it was option for an additional 11 hybrid programs (9 of the 11 hybrids completed this task)[1]. Therefore, a total of 73 programs mapped to missions. The following table provides an overall view of which divisions' mission alignment rate was above or below the overall rate for each of the 5 mission areas. An additional mission area, academic degrees, was not mapped. It was determined that all instructional programs align with this area.

Legend

The programs' mission alignment rate was *above* the overall mission alignment rate	The programs' mission alignment Rate was *below* the overall mission alignment rate

MISSION AREA

DIVISION	Transfer	CTE	Basic Skills	WD	LL
Overall (73 programs)	99%	66%	19%	51%	97%
Business & Computing (9 programs)	100%	100%	11%	100%	100%
Consumer & Health Sciences (9 programs)	100%	100%	11%	78%	100%
Kinesiology & Athletics (3 programs)	100%	33%	0%	33%	100%
Library & Learning Support (3 programs)	100%	33%	33%	0%	67%
Literature & Languages (5 programs)	100%	20%	40%	0%	100%
Math & Science (10 programs)	90%	60%	20%	20%	90%
Social & Behavioral Sciences (12 programs)	100%	25%	0%	17%	100%
Technology (8 programs)	100%	100%	63%	100%	100%
Visual & Performing Arts (11 programs)	100%	73%	0%	64%	100%
VP (1 programs)	100%	100%	0%	100%	100%
Counseling (2 programs)	100%	50%	100%	0%	100%

[1] All percent calculations relating to program alignment to a mission only included hybrid programs if the program completed the optional mapping task. Online Instruction and Counseling (General) were hybrid programs and did not complete this task, so they are not reflected in the data.

Evidence of Meeting the Standard Orange Coast ensures that instructional programs and services are aligned with the mission through Program Review and Planning. These processes will be fully discussed in Standards I.B and I.C.; the discussion of them here is limited to the ways they ensure that the College's programs and services properly align with the mission.

One component of Program Review requires an analysis of "Relevancy" to the mission. The chart above is a summary of how instructional programs and key support services, including the Library and Counseling, align with the mission. Additional detail specific to the mission areas of Transfer, CTE, Basic Skills, Workforce Development and Lifelong Learning is available (I.A.3-1). Support programs also discuss how they align with specific principles related to the mission including "diversity, campus climate, student success, campus processes, peer support, etc." in a narrative based field in Comprehensive Program Review (I.A.3-2).

While Program Review measures how effective each department is at aligning with the college mission, Planning ensures that every year, each department reviews their planning

strategies, and that these strategies also align with the mission (I.A.3-3, I.A.3-4). Every strategy is "mapped" to one of the College Goals, priorities, or deemed to be a departmental goal, so that every program understands how the mission guides its efforts and how its strategies align with the mission (I.A.2-13, I.A.3-1 I.A.3-3, I.A.3-4, I.A.3-5). Then, as needs arise to move the strategies forward (equipment, technology, facilities, human resources, staff development and supplies/other), they can also be entered into TracDat as ARRs. Each ARR is linked to a specific strategy, and therefore, also maps to the College Goals.

ARRs are then discussed and prioritized in the relevant wing's Planning Council (I.A.1-12 pg.14, I.A.3-6, I.A.3-7, I.A.3-8). Next, the President's Cabinet reviews the prioritized items and prioritizes them at the college wide level. Finally, College Council reviews the final recommendation of the priorities for approval (I.A.1-12 pg.14). Throughout this process, the strategies and rationale are listed next to the requests so that committees and councils can take the impact on the goals into consideration as they prioritize (I.A.3-6). These procedures ensure that the mission drives decisions and resource allocation (I.A.3-9, I.A.3-10, I.A.3-11).

Annually, after planning updates are complete, College Council views and discusses the progress towards the College Goals based on these plans. Currently, this information is housed and reported through TracDat dashboards and reports, and can include more detail including the extent to which all strategies are keeping pace with their proposed timelines, and for those that have fallen behind, the reason for those delays (I.A.2-22, I.A.3-12). This has provided a more complex discussion about the common causes for such delays campus wide (I.A.3-13). Prior to this, College Council manually combined plans into an integration document that showed the extent to which the plans and goals were completed with trend analysis (I.A.3-14).

The mission informs the institutional goals of the college; this is best explained in the college's EMP. The EMP is the product of the participatory governance structure on campus and aligns with the strategic planning processes. The EMP was developed and organized around the College's values which flow from the College Mission itself, and represent "enduring beliefs or principles that the College's individuals hold in common and endeavor to put into action." The EMP is comprised of the goals and their objectives and is further supported by core data indicators that reveal how the College is meeting the charges of its mission (I.A.1.-1 pp.6-14). In addition, the EMP ensures that the District's strategic goals and the College's strategic goals align (I.A.1-1 pg. 3-4, 7-14).

All major projects and developments occur through the College and District wide planning processes, which are linked to the College Mission. For example, the District's Vision 2020 Facilities Master Plan bridges feasibility studies, the findings of the OCC Facilities Planning Committee, and the guidance of the mission and values. The plan sets out objectives related to each of the "CLASS" goals, to ensure that all facilities efforts align with the mission. These objectives are fully realized in the plan, which explains the projects planned for the decade that the plan covers. Several projects have just been completed – the Recycling Center renovation, adding solar panels to parking lot canopies and the repurposing of the Business Education building all tie into the plan's objectives to "provide modern teaching and learning facilities" and "support environmentally responsible practices to change behavior in the campus community

and beyond," echoing OCC's goals about Learning and Stewardship, respectively. Future building, including Student Housing, Adaptive PE/Gym/Pool Complex, a Planetarium and Student Union, will continue to further these goals, and others (I.A.2-19 pg. 7-9).

The mission also informs institutional goals that are realized through the integrated Program Review/Planning process. During Program Review, programs uncover their strengths and areas of growth. The reflection of the program's alignment with the mission as well as improvement strategies move the program and the campus forward, in alignment with the mission. The program can then request resources through the ARR process discussed above.

Most of the College's funding sources are used this way – from General Fund, to several grants and categorical funding including State-Funded Equipment, Restricted Lottery, Perkins and Strong Workforce. All of these funding sources use this one process that flows from the mission via alignment with planning strategies and the College Goals and priorities (I.A.3-7, I.A.3-10, I.A.3-11, I.A.3-15, I.A.3-16).

Analysis and Evaluation
The mission is the cornerstone of the College. All programs and services analyze the ways that they align with the mission, and in future planning efforts, develop strategies and ask for resources that relate to those parts of the mission that are relevant to them. The resources are prioritized, and funding allocated, through a process that allows decision-makers to recall the ways that each request furthers the mission. Goals for student learning and achievement as well as district wide decisions and developments all align with the campus' mission.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard
The mission is widely published at Orange Coast; OCC's Mission Statement appears on the College website, in the College Catalog, the EMP, and other college publications (I.A.1-1 pg. 5, I.A.1-4, I.A.1-5, I.A.1-12 pg.5). There is a link to the mission in the footer of the OCC website, so that regardless of the department or program site, the mission is only ever one click away (I.A.4-1). The mission is also prominently displayed in selected buildings on campus, including larger rooms where many of the College's Shared Governance Committees routinely meet like Administration 108 and Legacy Hall 101.

After each review of the Mission Statement, the Board of Trustees approves the revised statement. The most recent approval followed the extensive review during Fall 2014-Spring 2016. College Council approved the mission statement, followed by the Board the next semester in May 18, 2016 (I.A.1-2, I.A.4-2).

The Mission Statement has a regular review cycle, which the college explains in the DMG (I.A.1-12 pg. 18). The review cycle takes place every three years:

3 Year Cycle			
Review College Missions/Visions/Values	Update Educational Master Plan (College Objectives where applicable)	Midterm Program Review SLO/AUO Assessment	Wing Plans

The most recent review began in 2014-15 (I.A.4-3, I.A.4-4). The review started with a survey called the "OCC Lookout," which surveyed all employees (I.A.4-5). College Council members reviewed the survey results and gathered feedback from their constituent groups and planning councils (I.A.4-3). College Council decided to do a final review of the Mission after the values and goals had been reviewed (I.A.4-4).

For the College Values (CLASS) revisions, College Council agreed on the specifics of the review process: eight groups of six-to-eight stakeholders would work through a five-step process to determine their final recommendations of what the final set of objectives should be for the College (I.A.4.6).

These discussions took place at two retreats – the Objectives Development Conference and the Operationalizing Objectives Retreat, which included participants from all constituency groups (I.A.4-7, I.A.4-8). In addition, there were two campus wide forums. The results of the forums and retreats were consolidated into a presentation to College Council (I.A.4-6, I.A.4-9). A final campus wide survey for feedback on the values and objectives was distributed in May 2015 (I.A.4-10, I.A.4-11, I.A.4-12).

This Review of the values then culminated in a final review of the OCC Mission. The Planning Councils and College Council reviewed and submitted the EMP with the new goals to both College Council and the Board of Trustees in May 2016 (I.A.1-2).

It is noteworthy that the last time OCC reviewed the mission, the process resulted in only one minor change to the mission. However, the College recommended and approved changes to the CLASS values and the objectives, which help to expand on the College's Mission, and the campus identified "first three year priorities" (I.A.1-1 pg.15). In its most recent review, the mission was revised to address the importance of an equitable campus climate, which aligns to the value addition of student and employee engagement as well as equitable access and achievements in the new college objectives. The change is emphasized below:

> Orange Coast College serves the educational needs of our 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 transfers, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning. The college promotes student learning and development through fostering a respectful, supportive, participatory, ***and equitable*** campus climate of student engagement and academic inquiry.

At the time of the change to the mission, the Student Equity program was newly formed and the campus was expanding its set of equity metrics and equity groups using disproportionate impact analysis (I.A.4-13, I.A.4-14, I.A.4-15, I.A.4-16, I.A.4-17). The change to the mission statement arose out of the campus recognizing the need to be proactive about equity. Since then, the Student Equity plan was finalized and has identified all areas of disproportionate impact on campus, and as well as defined a plan to address those achievement gaps, which relates directly to the college objective or reducing achievement gaps (I.A.1-1 p.10, I.A.4-14, I.A.4-15). This is a prime example of how the college adjusts its mission as new initiatives and information becomes available, and then works in furtherance of that mission.

Analysis and Evaluation
The College Mission is published online, in key documents, and in key campus locations where shared governance committees meet, ensuring that it is visible both to the public and where internal decision-making occurs. There is an agreed upon and published process for the review of the mission, which occurs every three years. The review process is a broad-based review conducted within the College's participatory governance committees and councils. The visibility and centrality of the mission is a strength of the College.

I.B. Assuring Academic Quality and Institutional Effectiveness
Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
The college is engaged in sustained substantive and collegial dialogue about SLOs/AUOs at the department, division and wing levels. At the department level, faculty discuss assessment results from CSLOs within their department and document the discussion and resulting plans for improvement in "closing the loop." (I.B.1-1, I.B.1-2, I.B.1-3) Guided by the analysis of quantitative data, dialogue about each program's performance is also embedded in the Program Review process, along with a collective analysis of SLO assessment (I.B.1-4 p.32). Division-level discussions of student learning and achievement are often facilitated by the faculty Assessment and Improvement Coordinators (SLO Coordinators) and involve procedures for documenting SLO assessment as well as use of results and plans for improvement (I.B.1-5). At the wing level, one of the SLO coordinators sits on the Instructional Planning Council and can provide both informal and formal, agendized updates (I.B.1-6; I.B.1-7, I.B.1-8). This representation also helps with organizing the wing to complete SLO assessment on cycle, and assisted in the migration to the new TracDat database for SLO assessment (I.B.1-9).

Student equity dialogue is incorporated into discussions of student learning and achievement and has become institutionalized across the campus in recent years. The College is equity focused, starting from employee onboarding (I.B.1-10) and continuing through workshops (I.B.1-11, I.B.1-12, I.B.1-13) and ongoing professional development (I.B.1-14, I.B.1-15). Program Review guidelines also include an analysis of student success and retention by equity groups (I.B.1-4 p.32), which is completed by faculty teams within departments. The College has an equity plan that Senates and participatory governance committees have endorsed (I.A.4-15).

OCC demonstrates a sustained, substantive and collegial dialogue about academic quality on campus. Academic quality at Orange Coast is defined as the quality of Curriculum, the robustness and connectedness of that Curriculum to achievement (as demonstrated through SLO assessment processes) and the preparation of the College's students for transfer and employment. These conversations take place

- Curriculum Committee
- CTE Advisory Committees
- Department Meetings
- Online Advisory Board
- Basic Skills Committee

- Planning - in the writing and discussion of planning strategies across campus (I.B.1-16, 1.B.1-17, I.B.1-18, I.B.1-19, I.B.1-20, I.B.1-21, I.B.1-22, I.B.1-23)

Orange Coast demonstrates a sustained, substantive and collegial dialogue about Institutional Effectiveness at the Institutional Effectiveness Committee (IEC), but also integrates these conversations into participatory governance across campus. The IEC is "responsible for evaluation of college wide planning processes…" (I.A.1-12 p.37). The work of the IEC and the Institutional Effectiveness department provides the necessary data output for the College's three Planning Councils to engage in discussion about institutional effectiveness and continuous improvement (I.B.1-24, I.B.1-25, I.B.1-26, I.B.1-27). These conversations then roll up into conversations at College Council (I.B.1-28). Discussions about institutional effectiveness also occur at Academic Senate (I.B.1-29, I.B.1-30, I.B.1-31, I.B.1-32, I.B.1-33).

The institution demonstrates a sustained, substantive and collegial dialogue about continuous improvement of student learning and achievement. Dialogue occurs in departments, divisions, Academic Senate meetings, committees and forums. Discussions at the Academic Senate are focused on the overarching continuous improvement processes and their impact on academic quality and improvement, while the details and outcomes of these processes are discussed at the individual department levels (I.B.1-29, I.B.1-34). Certain campus committees also discuss continuous improvement of student learning and achievement from the process viewpoint as well as the individual student outcomes evaluation viewpoint (I.B.1-35, I.B.1-36). The campus hosts targeted forums to discuss SLOs (I.B.1-37, I.B.1-38).

Dialogue occurs at the college level during College Council meetings. This body discusses all the continuous improvement processes, monitors progress on each process across the campus, and gets status updates on improvements to academic quality as a result of these processes (I.B.1-28, I.B.1-39).

Analysis and Evaluation

The College is engaged in sustained, substantive, and collegial dialogue about SLOs, student equity, academic quality, institutional effectiveness and continuous improvement. The developed participatory governance on campus helps to create a tiered structure where conversations originate in departments, roll into the wing level planning councils, and then resolve at College Council. The president communicates College Council's decisions to all users, so that the originators of requests and ideas are informed of the outcomes (I.B.1-40). Committee representatives also share College Council discussions and decisions with their constituent groups via the College Council summaries.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
The college defines and assesses SLOs in instructional programs through CSLOs and PSLOs. CSLOs and PSLOs are developed and assessed for all courses, instructional programs, and some student services programs. Most Learning Support Services use Administrative Unit Outcomes (AUOs) ([I.B.2-1](#), [I.B.2-2](#), [I.B.2-3](#), [I.B.2-4](#), [I.B.2-5](#)). At the highest level, the College's ISLOs have been defined and are directly linked to General Education Outcomes ([I.A.1-4 p. 6](#)).

Each department is responsible for the implementation and documentation of their **CSLO or AUO assessment** ([I.B.2-6](#), [I.B.2-7](#), [I.B.2-8](#)). The Academic Senate also established an institutional criterion for SLO assessment. For each CSLO and PSLO, departments compute the percentage of students across the course who passed the CSLO or across the program who passed the PSLO to determine if the outcome was 1) fully achieved (80-100% of students assessed met departmental criteria), 2) partially achieved (60-79% of students), or 3) not achieved (0-59% of students). This criterion represents the percentage of students assessed who met the departmental criteria for each CSLO or PSLO ([I.B.2-9](#)).

PSLOs are assessed through mapping of CSLOs. Faculty first identify which CSLOs are related to their PSLOs, including the level of each course (i.e., Introduced, Practiced, or Developed) ([I.B.2-10](#), [I.B.2-11](#)). Then, the related CSLO results are aggregated up to the PSLO level ([I.B.2-12](#), [I.B.2-13](#), [I.B.2-14](#), [I.B.2-15](#)). Departments complete their CSLO and PSLO assessments at least once during a three-year cycle. The most recent assessment cycles, and their assessment results can be found in the table below:

Cycle	Term	Results
First Assessment Cycle	Fall 2009 – Spring 2012	100% of CSLOs were assessed
Second Assessment Cycle	Fall 2012 – Spring 2015	81.3% of CSLOs were assessed
Third Assessment Cycle	Fall 2015 – Spring 2018	98.3%
Fourth Assessment Cycle	Fall 2018 – Spring 2021	Currently underway

([I.B.2-4](#), [I.B.2-16](#), [I.B.2-17](#), [I.B.2-18](#)).

The two faculty SLO Coordinators, in consultation with the faculty, are responsible for the ISLO outcomes assessment. Two methods are used to assess ISLOs: 1) an indirect method using items from the CCSSE results to inform progress toward achieving ISLOs ([I.B. 2-19](#)) and 2) a direct method using Educational Testing Services (ETS)'s HEIghten assessment to assess student competency ([I.B.2-20](#), [I.B.2-21](#)).

Learning outcome plans and assessment results are also synthesized and documented in the College's Comprehensive Program Review. The synthesis allows departments to summarize outcome trends across courses or areas of a department to inform strategic planning (I.B.1-4 p.32; I.B.2-22 p. 6).

Analysis and Evaluation
The College has a clear, systematic process to assess SLOs and AUOs campus wide, which is supported by two faculty assessment and improvement coordinators, the Institutional Effectiveness department, and the IEC. The OCC Portal website serves as a repository of SLO/AUO updates and progress as well as the log-in access site to the TracDat SLO database. Data dashboards update daily to show the progress and improvements (I.B.2-4, I.B.2-18, I.B.2-23, I.B.2-24).

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
The college establishes institution set standards for student achievement in a comprehensive "Core Indicator" system that is integrated into the EMP (I.A.1-1 pp. 6-14). The system was designed to link to the College and District EMPs, but also to address state and federal regulatory systems. The indicator system includes standards at the short, mid, and high ranges as well as a floor standard in order to better inform progress on performance goals.

Ultimately, the core indicators are used to assess whether or not the campus is achieving its EMP goals. OCC's core indicators are the critical outcomes that illustrate the College's progress towards meeting its goals. For each core indicator, OCC has established institution-set standards consisting of strategic multi-year performance goals and a "floor" that represents 80% of the indicator's three-year average (unless otherwise indicated). The floor is monitored as a base level of performance. The institution-set standards were developed through collegiate dialogue in College Council. They are reviewed, discussed and updated annually in relevant participatory governance councils (I.B.3-1).

The institution set standards are appropriate to the College mission. The mission highlights key educational areas of focus for the college, including transfer, CTE, Basic Skills, Workforce Development and Lifelong Learning (Mission). Correspondingly, there are institution set standards for degrees, certificates, completion, transfer, basic skills progression, and student engagement (I.A.1-1 p. 6-14). Some standards are also set at the program level; this is especially true for CTE programs. CTE programs that have graduates who participate in certification or licensure examinations compare the OCC program graduate results to the National or State set standard. The Institutional Set Standard is at or higher than the National or State set standards

(I.B.3-2). The institution-set standards core indicator system is assessed and discussed annually at College Council alongside progress reports of accomplishment of the EMP, in the pursuit of continuous improvement. (I.B.3-3). Progress on meeting the standards is discussed annually at College Council (I.B.3-4, I.B.3-5). Adjustments are made to mid or long-range goals, when necessary to reflect changes in process or data. For example, the College adjusted its goal for certificate completion to be higher in order to account for the creation of a new general education certificate, which increased the completion numbers. When the EMP is revised for the next five-year cycle, the college will review the status of its goals and set new standards in the Core Indicators.

The institution set standards are widely published, as they are incorporated into the EMP. This includes the EMP's own link on the Office of the President page of the College Website and the College Catalog (I.A.1-4 p.5, I.B.3-6). Hard copies of the EMP are available on campus in the President's Office. Program level standards for licensure are publicly posted on the website and updated annually (I.B.3-1, I.B.3-2).

Analysis and Evaluation
OCC uses a system of Core Indicators for its Institution Set Standards, which is fully integrated into an easy-to-read EMP. The Core Indicators are assessed, revised, and revisited at least every five years. The EMP is published on the College Website and linked in the College Catalog for public review.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
Both instructional and support services departments analyze assessment data on a three-year cycle through the SLO or AUO assessment process. These processes are focused on individual course or departmental outcomes leading to improvement in student learning and achievement (I.B.2-6 p.6, I.B.2-7 p.3). The assessment results are then analyzed at an aggregate level during comprehensive Program Review. Comprehensive Program Review guidelines require departments to conduct a synthesis of assessment results across the department to identify broader trends (I.B.1-4 p.32, I.B.2-14). MPR requires all departments to address any CSLOs/AUOs that were not assessed during the prior cycle with a plan to remedy any missing outcomes assessment. This process also requires departments to discuss the findings of the outcomes assessment and what changes are necessary to make these improvements. CSLO/AUOs that impact planning are also reported (I.B.4-1, I.B.4-2, I.B.4-3).

The institution organizes its institutional processes to support student learning and student achievement. The College's processes are organized to support student learning and achievement; the CPR process results in three-year strategic plans driven by data analysis and

guided by the college's goals for effective decision-making (I.B.4-4 p.5, I.B.1-22). Annually, departments review updated data and update or modify planning strategies based on the results. Resources needed to accomplish these strategies are also requested on an annual basis through the campus ARR process (I.A.1-12 p.18, I.B.4-5 p. 9, 15).

Analysis and Evaluation
Through the Comprehensive Program Review process and the three-year outcomes assessment cycle, OCC ensures that every department - instructional or support services, supports student learning and achievement by measuring and achieving its SLOs/AUOs.

Institutional Effectiveness

1.B.5. The institution assesses accomplishment of its mission through Program Review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
The institution assesses accomplishment of its mission through Program Review and evaluation of goals and objectives. All campus departments conduct a CPR every six years in order to review their role in achieving the college's mission, understand their program's strengths, identify key areas for improvement and create a workable plan for achieving the desired improvements and outcomes. To keep them connected to their Program Review, all departments will do a MPR in year three to evaluate their progress. The midterm review was initiated in Fall 2018, after having received feedback from the campus that more time was needed to "live our plans" (I.B.1-31 p.7, I.B.5-1, I.B.5-2, I.B.5-3). The midterm is a "check in" point, where department leads will reflect on their progress, including the department status (progress made, external factors, and future plans), SLO/AUO assessment review, data analysis (course completion, degree and certificate completion, post-OCC outcomes), and accomplishments/commendations (I.B.4-1, I.B.4-2).

Comprehensive Program Review includes a self-evaluation of a department's alignment to and support of the College Mission (I.B.5-4, I.B.1-4 p.9, I.B.2-6 p.1). After completion of CPR, departments create three-year strategic plans and map these strategies to the College's EMP objectives (I.A.1-1 p.6, I.B.4-3). The strategies to EMP mapping are analyzed and discussed on an annual basis at the College Council (I.B.5-5, I.B.3-3), to review progress on meeting the College goals. A qualitative trend analysis of wing wide planning is conducted after all three-year strategies are created to identify the main projects and activities in each wing that will be areas of impact over the next three-years (I.B.5-6, I.B.5-7, I.B.5-8, I.B.5-9, I.B.5-10, I.B.5-11).

If, in the analysis of Program Review, there are concerns in a specific program about enrollment, labor market demand, faculty availability, and/or facility and equipment costs and availability, or misalignment with the College mission or purpose, that program may go through the Program Viability Review Process (I.B.5-12). The purpose of the process is to determine the vitality and continued viability of a program in response to concerns identified during Program Review or in response to significant changes. It provides an opportunity to gather more data in response to the concerns and may lead to program improvement or possible elimination or suspension of the program.

Instructional Program Review also includes a robust analysis of SLOs and achievement data, including how they relate to the mission. Departments analyze and discuss four-year data trends in enrollment, success, retention, degree and certificate completion, and access. The Office of Institutional Effectiveness conducts a first-level trend analysis of all achievement data and then faculty provide context on the factors that contributed to the trends and discuss any success or barriers for the students. CTE programs also analyze outcomes related to labor market demand and employment outcomes (I.B.5-13, I.B.5-14, I.B.5-15, I.B.5-16, I.B.5-17, I.B.5-18, I.B.5-19).

Support services departments also conduct Program Review in a parallel process to Instructional Program Review. These departments also evaluate their accomplishment of goals and objectives through a variety of assessment methods, including campus wide student surveys (I.B.1-33), departmental-specific point of service surveys (I.B.5-20), and employee surveys (I.B.5-21, I.B.5-22). The analysis of SLOs in Program Review is discussed above in Standard I.B.4.

Within the CSLO and CPR analyses, data are disaggregated by mode of delivery (e.g., online, traditional, hybrid) lecture size, and program to evaluate if students are receiving the same quality of instruction throughout all session types (I.B.2-6 p.5, I.B.5-12 p.3, pp. 8-15, I.B.5-13 p. 2, pp.8-15). SLOs assessment data are analyzed by course modality (online, traditional, or hybrid) to determine if students are achieving outcomes at similar rates (I.B.2-17). Based on the disaggregated results, faculty develop plans for improvement that may specifically address traditional versus online modes of delivery (I.B.5-23) Course SLO data are also aggregated to the Program SLO level and analyzed by course modality (I.B.5-24). This view of the data provides faculty with information about how well students are achieving outcomes by modality for the whole program, across a range of courses. In CPR, course success rates are evaluated by mode of delivery to evaluate observed differences. After analysis of both course success rates in CPR and CSLO assessment data by mode of delivery, departments can develop planning strategies and request any resources needed to complete these strategies in the annual planning process. Last, the online instruction department is part of the Program Review process and evaluate campus wide trends in success rates by mode of delivery (I.B.5-25).

Analysis and Evaluation

The college assesses the accomplishment of its mission through CPR and through the analysis of SLOs and achievement data. The college's mission to lead students to academic degrees, college transfers, certificates, basic skills achievement and workforce development are measured and evaluated in Program Review. The campus ensures that students receive the same quality of education regardless of mode of delivery through the CSLO and Program Review analyses. When gaps by modality are found in student achievement or learning outcomes, departments address them in the "Closing the Loop" sections of their CSLO analysis, and in Program Review, where they can then create planning strategies to mitigate them.

1.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The institution disaggregates and analyzes learning outcomes and achievement for student subpopulations. Program Review data are disaggregated by student demographics (gender, age, ethnicity, disability, economic disadvantage, veteran, and foster youth) to determine if students from different groups access education and achieve outcomes at similar rates (I.B.1-4 pp. 31-32, I.B.5-14 p. 3, pp. 8-11, pp. 16-27, I.B.5-15,I.B. 5-17). Support services programs that serve these student populations also incorporate disaggregated data into their Program Reviews (I.B.6-1). Success and retention data are also analyzed by course session type (e.g., day, evening, online, hybrid, etc.) and large lecture factor (e.g., less than 55 students in a course, between 55-119 students in a course, etc.) to determine if students achieve differently in different contexts for instruction. (I.B.5-14 pp. 2-3 pp. 8-15).

Through the statewide Student Equity Planning initiative, the College analyzed achievement data for subpopulations of historically underrepresented student groups in higher education to ensure they have an equal opportunity for access, success, and transfer. Student achievement data were analyzed by gender, age, ethnicity, disability, economic disadvantage, veteran status, and foster youth status to determine disproportionate impact. Goals and activities to address populations experiencing disproportionate impact were developed by a planning committee to redress the impact (I.A.4-15). The College also disaggregates CSLO and PSLO data by modality (traditional, hybrid, and online) to determine if subpopulations of students are achieving SLOs at different rates (I.B.6-2, I.B.6-3). When data indicate that students have different rates of success by modality, departments discuss the differences and make plans to mitigate the gaps for each modality (I.B.1-34 p.3, I.B.6-4 p.7).

When the institution identifies performance gaps, it implements strategies which may include allocation or reallocation of resources to mitigate those gaps. During Program

Review, departments create planning strategies to address any performance gaps and request resources for those strategies, when needed (I.B.4-4 p.3). On an annual basis, departments describe the progress made on achieving each planning strategy and have an opportunity to add new planning strategies based on outcomes assessment and to put in ARRs to complete these strategies outside of a Program Review year. The College has integrated equity into its hiring process, EEO (Equal Employment Opportunity) training, and Tenure Track Faculty Academy (TTFA); these areas are discussed in Standard III.A. The College's student equity plan contains strategies to reduce achievement gaps that have been vetted campus wide (I.A.4-15).

OCC evaluates the efficacy of the strategies it implements in Program Review and Planning to mitigate performance gaps. Each year, departments have an opportunity to review their strategies, revise them, archive those strategies that no longer work, and implement new strategies. All strategies are linked to the data findings in Comprehensive Program Review or outcomes assessment, so the annual planning updates ensure that all departments are connected with their Program Review and the drive towards greater effectiveness as they develop, revise, and update strategies.

Analysis and Evaluation
The college disaggregates SLO and achievement data for subpopulations of students in the Student Equity plan, Perkins plan, and in departmental Program Review. Where performance gaps are found, they are addressed through departmental strategies.

1.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The institution regularly evaluates its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of the mission. The Office of Institutional Effectiveness in collaboration with the IEC conducts a comprehensive evaluation of the college's Program Review, learning outcomes assessment (SLO/AUO), and planning (including resource request) processes on a three-year cycle (2012-13 and 2016-17). Within each of the continuous improvement processes, six major areas are explored:

1. Process and structure
2. Support for/barriers to process
3. Timeframe
4. Communication
5. Impact

6. TracDat database

The evaluation is a mixed methods approach, incorporating focus groups with each of the four wing planning councils and a campus wide perception and opinion survey (I.B.7-1, I.B.7-2, I.B.7-3).

A series of themes about the Program Review, SLO/AUO assessment, and planning processes emerge from the evaluation results each year. The themes are based on a qualitative analysis of the Planning Council discussions as well as quantitative results from the surveys (I.B.1-30 pp. 3-5, I.B.1-31 pp.2-3). Recommendations for improvements to the processes were developed based on the themes identified in the evaluation (I.B.7-4). The recommendations were developed by the Office of Institutional Effectiveness and were then reviewed and revised based on discussions with the IEC, the Academic Senate, and College Council (I.B.1-20, I.B.1-35, I.B.7-5, I.B.7-6, I.B.7-7, I.B.7-8, I.B.7-9).

The College conducts also a regular review of its mission every three years and of its EMP every six years with a mid-term check in (I.A.1-12 p. 18). In 2015, the College conducted a two-stage retreat with representatives from all campus constituent groups to evaluate and update the college objectives outlined in the EMP (I.B.7-10). Constituent groups analyzed emerging trends, planning assumptions and Program Review data, which served as a foundation to a common ground approach analyzing strengths, weaknesses, opportunities, threats, and future visioning.

Every three years, the College also evaluates how well each of its participatory governance committees are working (I.B.7-11). The self-evaluation process utilizes evidence internally from the committee and externally from its constituent base to facilitate dialogue within the committee. Each committee uses the Eight Factor Model of Committee Effectiveness as the framework for their self-evaluation to diagnose the strengths and weaknesses of their committee, improve the way the committee functions as a group, and improve the results the committee achieves. Based on both the internal and external feedback, each committee conducts a gap analysis, identifies strengths and areas for improvement, and develops an action plan (I.B.7-11 pp.5-7, I.B.7-12, I.B.7-13).

Analysis and Evaluation
Every three years, the college evaluates its institutional effectiveness policies and practices campus wide in an effort to solicit feedback and continuously improve them. The findings are shared across campus at key committees including the Academic Senate, IEC, and College Council. The mission and EMP are also reviewed on a regular cycle. Most recently, from this evaluation, a decision was made to change the cycle of Comprehensive Program Review from a three-year cycle to a six-year cycle with a 3-year midterm update. This is an example of changes to the practices to better support academic quality and accomplishment of the mission.

1.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The institution sets key priorities based on the results of its assessment and evaluation activities, which it communicates through:

EMP and College Core Indicators. The EMP, including the College goals, was the culmination of all of the College's assessment and evaluation activities and provides campus direction for planning. The goals and objectives outlined in the EMP were developed based on an in-depth analysis of a variety of student and employee data related to outcomes, achievement, and satisfaction with programs and services (I.A.1-1). Representatives from all constituent groups reviewed and discussed the data and collaborated to develop the strategic direction of the College (I.B.8-1). Individual departments link their planning strategies to the EMP goals and objectives and provide progress reports based on updated assessment and evaluation data on an annual basis (I.B.3-3, I.B.4-4 p.9, I.B.8-2). The EMP also contains the College core indicators, which the institution uses as a measure of its strengths and weaknesses in relation to achieving College goals. The core indicators are discussed annually in relevant participatory governance groups at the college. Additionally, many of the college's core indicators are included in the CCCD's Strategic Plan, which is updated annually, and discussed/ presented to the Board of Trustees. Additionally, the college's core indicators and institutional set standards are posted publically on the college's website (I.B.3-1).

In addition to the EMP goals and objectives, the college developed College Priorities, which are cross-wing strategies designed to help the campus achieve the goals outlined in the EMP (I.B.4-5 pp. 17-20). The priorities were developed during a one-day workshop with representatives from all constituent groups (I.B.8-3, I.B.8-4). They were designed to be more practical steps to help the College achieve its goals and objectives. The group developed a plan, factors to maximize completion, and anticipated results. After the initiatives were developed, they were presented in campus forums with an online feedback form to guide revision and implementation (I.B.8-5).

Program Review Discussion. Program Review is the starting point for communication on assessment and evaluation results at the department level. Departments gather evidence about their effectiveness through SLOs and achievement data as well as survey results. Department teams discuss and analyze these data and use them to develop the planning strategies to improve programs and processes (I.B.1-4 p.32, I.B.2-6).

SLO Dashboards. The SLO Dashboards are a key way that SLO assessment is communicated internally across the campus; they also provide a snapshot of how complete the assessment is in a

current cycle (I.B.2-17). It allows deans and department faculty to see, at a glance, which areas need to be addressed before the cycle's end (I.B.2-18).

OCC Atlas. The OCC Atlas is also a fundamental document that communicates broader assessment results to all campus constituents (I.A.1-10). It is updated annually and made publicly available on the College's public website. The Atlas provides a broad-based summary of community, demographic, enrollment, and student performance trends over a 10-year period.

Other Plans (i.e. Student Equity, Guided Pathways, etc.). The College has also created a number of campus wide plans to support student success, which were developed using a broad-based review of assessment and evaluation data, namely the Student Equity and Guided Pathways plans (I.A.4-15, I.B.8-6, I.B.8-7). These plans were developed and discussed in collaboration with campus constituents, who agreed on the priorities and related activities outlined in the plans (I.B.8-8, I.B.8-9, I.B.8-10)

The institution has a shared understanding of its strengths and weaknesses. This shared understanding is perhaps most recognized in the keynotes at Flex Day (formerly Focus Day), where all campus constituents are encouraged to participate in staff development, and gather together to hear from the college's Administration about the opportunities and challenges that lie ahead in the upcoming year (I.B.1-15). Additionally, there are a number of open breakout sessions that relate to use of outcomes assessment and institutional data, such as the CCSSE.

In addition, the college's robust Program Review and Planning process ensures that at department and division levels, each area is candid and aware of its strengths and weaknesses. Planning Councils of each wing and College Council, ensure that data is reviewed from a higher vantage point, in the context of the college's goals, objectives and EMP and plays a key role in decision making (I.B.3-3, I.B.8-2, I.B.8-11).

Analysis and Evaluation

The college uses the results of its assessment and evaluation activities to set priorities and communicate the results campus wide via key documents that are widely distributed, discussed, and published. Dialogue occurs at the department, division, wing and college-level. The College's discussion about its progress towards its goals and core indicators allows the College to assess its planning efforts to determine if additional efforts or resources are needed to make progress. The college's Keynote Flex Day presentations offer a chance for the campus to come together to address new challenges and initiatives together, and celebrate success and achievement.

1.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates Program Review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of

institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The institution engages in continuous, broad based, systematic evaluation and planning; the institution integrates Program Review, planning and resource allocation into a comprehensive process. OCC's DMG outlines the college's planning process and how comprehensive Program Review and SLO/AUO assessment relate to the mission and vision -- these are the basis for the college's planning process. Comprehensive Program Review and Planning both occur in TracDat. All campus departments conduct a Comprehensive Program Review every six years to review their role in achieving the college's mission, understand their program's strengths, identify key areas for improvement, and create a workable plan for achieving the desired improvements and outcomes. To keep them connected to their Program Review, all departments do a MPR in year four to evaluate their progress. Program Review culminates in planning goals designed to enhance aspects of the program or student learning. Resources are requested annually to help achieve these goals through the ARR process. SLO/AUO assessment is conducted on a three-year cycle and also culminates in planning goals and resource requests, as appropriate. (I.A.1-12 pp. 14-16, I.B.9-1, I.B.9-2 p.1, I.B.9-3 p.1).

Resource needs arising from the three-year strategic plans are documented in ARRs. ARRs include facilities, technology, equipment, professional development, supplies, human resources (not including full-time faculty), and an "other" category. ARRs are reviewed annually and prioritized by the following bodies: Departments/Divisions, Wing Planning Councils, and campus wide integration by the OCC President's Cabinet. The college's main planning council, College Council, oversees the resource request process and provides feedback and endorsement to the president before the prioritizations are finalized (I.A.1-12 p.18).

Recently, funding prioritization for other initiatives has also been incorporated into the ARR process. Funding for State Funded Equipment, Restricted Lottery, Perkins and the CTE Strong Workforce grant has been distributed based on the justification and prioritization documented in the ARR process (I.B.1-12, I.B.9-4, I.B.9-5).

This process leads to the accomplishment of its mission and improvement of institutional effectiveness and academic quality. The College works to accomplish its mission from both the micro (departmental) and macro (campus wide) levels. At the micro level, individual departments develop planning strategies and ask for resources to accomplish them and tie them (where appropriate) to the College goals and priorities. Through the College planning process, departments indicate if their departmental strategies relate to the college goals or priorities (I.B.9-6). Departments also get resources to accomplish their strategies tied to the college goals through the campus ARR process (I.B.1-32). At the macro level, the campus develops campus

wide plans, such as the Student Equity Plan and Guided Pathways to accomplish its mission (I.A.4-15, I.B.8-7).

Institutional planning addresses short and long range needs for educational programs and services, and for human, physical, technology and financial resources. **To address long-range needs,** each of the college wings (Institutional Advancement and Effectiveness, Instruction, Student Services, and Administrative Services) develop a three-year strategic plan (a "Wing Plan") based on trends from departmental strategies/initiatives and expected outcomes within the wing. The departmental planning strategies, which are tied to college strategic goals and objectives are initially identified during Comprehensive Program Review, but may also originate from SLO/AUO outcomes assessment or departmental operation needs and compliance mandates (I.B.4-3, I.B.5-6 p.2, I.B.9-7).

To address short-range needs, departments complete an Annual Planning Update, which involves evaluating strategic plans and milestones for progress made. Updates may include new resource requests as well as new planning strategies (I.B.4-4 p.2). Departments may also request resources that occur unexpectedly outside of the College's formal planning and resource allocation process through the Beyond the Scope of the Budget (BSB) process (I.A.1-12 p. 15 and 19). These are requests that cannot wait until the next budget cycle to be fulfilled and are routed through the department manager, the vice president, and finally the President's Cabinet if no funds are available in existing budgets.

Analysis and Evaluation

The college has a strong process for Program Review, Outcomes Assessment, Planning, and Resource Allocation that is integrated, with Program Review and outcomes assessment as a basis for Planning Strategies, and Planning Strategies as a basis for resource allocation requests (ARRs). Resource allocation is inclusive of request areas for Equipment, Technology, Supplies/Other, Staff Development, Human Resources, and Facilities. Additionally, planning strategies that arise outside of a Program Review year, SLO/AUO assessment of other compelling needs can be added through the Annual Planning Update process. The College has instituted a formal process, the BSB process, to address critical needs that arise outside of the formal evaluation and planning processes.

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all its accreditors. (ER 20)

Evidence of Meeting the Standard

The mission statement is clear, accurate, and available to students and the public. The College Mission Statement is discussed in depth in Standard IA. The availability of the mission is discussed in I.A.4.; the descriptive quality and clarity of the mission is discussed in I.A.1.

SLOs are clear, accurate, and available to students and the public. SLOs for each **program** and the institution are presented to the public in the College Catalog (I.A.1-4 pp. 63-163). SLOs for each **course** are presented to the public in the Class Schedule (online) and the College's Course Outlines of Record (found in CurricUNET) also include SLOs for each course (I.C.1-1, I.C.1-2). The Coast Federation of Educators (CFE) Contract also requires SLO's to be listed on every syllabus; this is echoed in the Faculty Handbook (I.C.1-3 pp.45-46, 109-122, I.C.1-4 pp. 14).

Assessment and achievement of these outcomes are recorded in TracDat, which is currently available to faculty and administrators (I.A.3-5, I.C.1-5). Department chairs, deans, two faculty Assessment and Improvement Coordinators, and the Institutional Effectiveness department annually track this progress and provide support and guidance to faculty and programs (I.C.1-6). In addition, the status of each "cycle" can be found on SLO Dashboards – organized by course and by department. These dashboards are available on the Institutional Effectiveness portal site. (I.B.2-17).

Educational Programs are clear, accurate, and available to students and the public.
All Educational Programs are outlined in the College Catalog (I.A.1-4 pp. 56-163). Program options are fully mapped for students. The process by which the Catalog is updated to ensure accuracy is discussed within this standard, below.

Information about Student Support Services is clear, accurate, and available to students and the public. Student Support Services are fully discussed in II.C. The College organizes its website with all services listed in the main home page navigation (I.C.1-7). The web site clearly breaks out services into programs, resources and information for students to easily find what they need (I.C.1-8). Support services are also included in the front section of the Catalog – under Student Services and Co-Curriculum Programs (I.A.1-4 pp.16-24). In addition, the College's Answer Center offers students one number to speak to a live person during business hours, and to be connected with the services or programs they need, and online students receive direct support of a 24/7 help service and OCC staff available during business hours (I.C.1-9).

Accreditation status is clear, accurate, and available to students and the public. The College posts its accreditation status on the College website and in the College Catalog (I.A.1-4 p. 3, I.C.1-10). The Accreditation page of the website is one click from the main page, under "About

OCC" and also in the footer of the website, ensuring it is one click away from all pages (I.C.1-11). This page specifies the Accreditation bodies for the College and specific instructional programs approved by the Board of Governors, and provides copies of self-evaluation reports, substantive change documents, mid-term reports, follow-up reports, and site visit reports.

The College Catalog lists accreditors of specific programs as well as the status of the College itself (I.A.1-4 p.3). The advisors and major clinical affiliates of the College's Allied Health programs are also provided in the Catalog (I.A.1-4 p.3, 263).

Analysis and Evaluation
By creating policies and procedures of review for all campus documents, OCC assures the clarity, accuracy, and integrity of information provided to students and prospective students. The campus is careful to maintain its website as a source of information to students and the public to access the catalog, learn about student achievement on campus, and verify the accreditation of the College and its programs.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20).

Evidence of Meeting the Standard
The College provides the catalog on the college website for students and prospective students. The current catalog is posted online. Print versions of the Catalog are provided to program directors, counselors, deans, and division/program offices. The online version of the catalog is located on the College website in PDF format, which provides searchable options for ease of use and location of information (I.A.1-4, I.C.2-1).

The catalog contains precise, accurate, and current information on all facts, requirements, policies and procedures required by ER 20; all required elements are included in the catalog on the following pages:
1. **General Information**
   - Official Name - Cover
   - Address(es) – Pages iii, Back Cover
   - Telephone Number(s) – Page iii
   - Website Address Institution – Page iii
   - Educational Mission – Page 3
   - Representation of accredited status with ACCJC, and with programmatic accreditors if any – Pages 3, 247
   - Course, Program, and Degree Offerings – Pages 56-237
   - Student Learning Outcomes for Programs and Degrees – Pages 63-154
   - Academic Calendar and Program Length – Pages 2, 59-154
   - Academic Freedom Statement – Page 26
   - Available Student Financial Aid – Pages 18-20
   - Available Learning Resources – Pages 13-21
   - Names and Degrees of Administrators and Faculty – Pages 254-262

- Names of Governing Board Members – Page 262

2. **Requirements**
   - Admissions – Pages 7-8
   - Student Tuition, Fees, and Other Financial Obligations – Pages 11-12
   - Degrees, Certificates, Graduation and Transfer - Pages 59-154

3. **Major Policies and Procedures Affecting Students**
   - Academic Regulations, including Academic Honesty – Pages 22-36
   - Nondiscrimination – Page 32
   - Acceptance and Transfer of Credits – Page 7
   - Transcripts – Pages 7, 10-11, 32, 40
   - Grievance and Complaint Procedures – Pages 31, 34
   - Sexual Harassment – Pages 34-35
   - Refund of Fees – Page 12

4. **Locations or Publications Where Other Policies may be Found**

Additional requirements and policies affecting staff and students (including the Student Code of Conduct) can be found on the District BPs Website, where all BPs and APs are listed in numerical order (I.C.2-2)

In addition, **Distance Education** processes are explained in detail in the Catalog (I.A.1-4 p.37). The College's online schedule of classes provides list of all distance education classes offered. In the schedule, students have the option to search by "online classes only" which shows all online courses offered for a given term (I.C.2-3).

The College does not offer **Continuing Education** classes.

The college ensures that the Catalog is accurate through annual, established protocols.
- **The bulk of the catalog is the college Curriculum – which is reviewed throughout the year**. AP 4020 states that the Academic Senate will establish processes for curriculum review, which will be carried out by the Curriculum Committee at each college (I.C.2-4). The Office of Instruction is responsible for facilitating the process of curriculum revision, development, moving recommendations of curriculum changes to the Board of Trustees for approval, and ensuring that curriculum records are accurate and accessible. Changes are made on an annual basis through the Curriculum Committee; the Staff Specialist in the Office of Instruction then makes those changes in the Catalog file, ensuring that all changes are represented in the future version of the Catalog (I.C.2-5, I.C.2-6).
- **The rest of the Catalog information is reviewed annually**. Each year, the Office of Instruction sends out a call to all content experts and administrators across campus to edit the Catalog. In March, all vice presidents have an opportunity to review their wing's content. By May, the feedback is entered into the Catalog file, along with any changes or updates to the curriculum that came through the Curriculum Committee, and Office of Instruction staff and the vice president of Instruction do a final review of the entire document (I.C.2-7).

Analysis and Evaluation
OCC provides its catalog to the public online. The Catalog contains all fundamental information for students and the public to properly evaluate the College and its programs and services. The College carefully and regularly reviews the Catalog to ensure its accuracy and integrity.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public (ER 19)

Evidence of Meeting the Standard
The College collects, compiles, and views data on student achievement in learning through several technology tools, including Institutional Effectiveness office data and dashboards, ARGOS, Student Success Scorecard, State DataMart, and the CCSSE survey. Advisory committees within CTE programs review, discuss, and suggest strategies for academic improvement which benefit current and prospective students. Program performance data related to student success is posted on the website, organized into the divisions and department sites (I.C.3-1, I.C.3-2). Program Review dashboards and pivot tables, located on the Portal under the Institutional Effectiveness website, present outcome and student achievement data for each program offered within the academic divisions. Faculty, staff and managers also utilize ARGOS reports and data cubes to assess outcome and achievement measures.

The statewide Student Success Scorecard projects student success based on aggregate measures in remedial/ESL coursework, transfer level achievement, persistence and degree transfer rates, in addition to wage gains and employment (I.C.3-3, I.C.3-4) and is posted publically on the College's website. Similarly, the DataMart on California Community Colleges Chancellor's Office (CCCCO) website is public and provides specific information related to similar student achievement metrics including degrees earned and percentages of transfer that are disaggregated by student populations or programs (I.C.3-5). The District Institutional Effectiveness Report provides data that compares OCC's student success and completion rates, and persistence rates across all district colleges and the statewide average (I.A.1-10, I.A.1-13, I.C.3-6 p.11, 15). This report is made available as a public document and is formally presented and discussed with the Board of Trustees annually.

The **OCC Atlas** is a compilation of student demographic, student achievement, and other institutional data that align with College Goals, including degree completion rates, performance in basic skills math and English, and CTE success rates (I.A.1-10 pp.41-55). The **Student Success Scorecard** projects student success based on remedial/ESL coursework, transfer level achievement, persistence and degree transfer rates (I.A.1-13). Finally, CCCCO **DataMart** provides specific information related to student achievement metrics including degrees earned and percentage of transfer. Critical data from these sources are integrated into the College's core indicator system, which outlines indicators and their institution set standards for performance (I.C.3-5). Selected student achievement data is featured periodically in an annual report published from the President's Office (I.C.3-7, I.C.3-8)

The College makes determinations regarding the meaning of this data primarily in the EMP, and College Atlas. The EMP includes core indicators and how they align with College Goals, including completion rates, transfer, and levels of student engagement (I.A.1-1 pp.6-14). Regular review of these indicators against their institution set standards helps the college gauge the progress it is making towards its goals. The annual "OCC Atlas" provides a narrative trend analysis for data, and outlines achievement in several categories, including degree and certificate completion rates, performance in basic skills math and English, and CTE success rates (I.A.1-10 pp. 39-53).

Student learning is **assessed** through SLOs that are tracked in TracDat at three levels – the course, program, and institutional level – and is contextualized in the "closing the loop" process. The IEC has created a definition of SLOs and authentic assessment and has disseminated that definition through Academic Senate, College Council, and the Planning Councils (I.C.3-9, I.B.1-28, I.B.8-8). The work on SLO assessment is integrated into the Program Review, Planning, and resource request processes. Outcomes data is used to drive resource requests through the ARR process (I.A.1-12 p. 17, I.C.3-10 pp. 6-8).

At the **course** level, faculty review data on student learning during a three-year cycle where data is collected, assessed, and reviewed (I.B.6-4, I.C.3-11). Results of student learning assessment data are used to inform discussion on program improvement primarily through the Program Review processes at the department and division level, and in Wing Planning Councils and College Council when integrated into planning strategies and resource allocation (I.B.1-5, I.A.4-11, I.B.7-4). Outcomes data is also used to inform student services programming and categorical programs. Disabled Student Programs and Services (DSPS), Puente, and similar programs track student learning or support services data, discuss the implications regarding progress of students within these programs, and specify appropriate interventions to support student learning (I.B.6-1).

Program outcome assessment is based on student performance in specific course outcomes that are then mapped to program outcomes. Departments and divisions discuss SLOs data and their related impact on course development, pedagogy, and assessment methods (I.B.1-31, I.C.3-13). Program Outcomes are measured through data collected from course outcomes and mapped to program outcomes identified by department chairs. The Program Review and PSLO dashboards serve as tools for analyzing program specific SLOs for each program while ARGOS reports, data cubes and Institutional Effectiveness dashboards serve as tools for analyzing program specific student achievement outcomes.

Specific questions embedded within the CCSSE instrument are used as an indirect **ISLOs measure.** Each question is reviewed on the CCSSE to see whether it measures any of the ISLOs, generating a map of the survey instrument (I.B.2-19). Student Engagement, another critical element of the CCSSE instrument is highlighted and assessed. Results and benchmarks are identified to track growth and progress. Direct measures of ISLOs are in progress using the ETS HEIghten Assessments on students who are close to graduating from OCC.

The college uses student achievement and student learning data to communicate its academic quality to students, prospective students, and the public. The College publishes data and trend analysis in its "Atlas" which is publicly available. The College Core Indicators align with the EMP and are available online (I.A.1-1, I.B.3-1). Student success scorecard data is available on the main college website (I.C.3-14). Additionally, the CTE license and program set standards for assessing progress are posted publically on the Web (I.B.3-2, I.C.3-2). The results of PSLO assessment are also publically posted (I.C.3-15). While TracDat, the database in which the SLOs are entered, assessment is tracked, and mapping to institutional learning outcomes takes place is not a public site, dashboards of results are made available on the Portal. Reports can be downloaded from TracDat and made available upon request as well. Internal stakeholders, including the faculty and administrators that complete and review the work on SLOs, have access to TracDat. External stakeholders like advisory councils will review and discuss the impacts of outcome results, and how that informs programming (I.C.3-1).

Analysis and Evaluation
OCC communicates matters of academic quality to the public via documented assessment of student learning and evaluation of student achievement. The College's academic reputation is respected in the local communities and across the state. The College has robust processes in place to assess and evaluate its planning and student achievement and makes this information public.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
Certificates and degrees are clearly described in the Catalog – including purpose, content, course requirements and expected learning outcomes. The degrees and certificates offered, as well as their course requirements, are fully explained in the Catalog; this is also discussed further in Standard II.A. The College offers two "local" degrees – an Associate in Science and an Associate in Arts – as well as two Associate Degrees for transfer (I.A.1-4 pp. 43-49). Each degree includes its **purpose, content, and course requirements**. The list of available degrees and certificates is indexed in a table (I.A.1-4 pp.56-62). The Catalog also includes detailed descriptions of each certificate and degree, including individual **program learning outcomes**, job prospects upon completion, and specific courses and unit totals to complete (I.A.1-4 pp. 63-163).

Analysis and Evaluation
OCC clearly defines the purpose, content, requirements, and expected outcomes of its degrees, certificates, programs, and courses in the Catalog, which is accessible to the public online.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representatives of its mission, programs, and services.

Evidence of Meeting the Standard
The institution reviews and evaluates its policies, procedures, and publications on a regular basis, assuring integrity of information. This is fully discussed in Standard IV.A.7. The College reviews its website, catalog, and schedule of classes every year to verify accuracy (I.C.2-6, I.C.5-1). The IEC facilitates the review and updating of the EMP and college goals, which are ultimately approved by College Council. BPs are also revised regularly; this is discussed in Standard IV.C.7. (I.B.7-4, I.C.5-2, I.C.5-3, I.C.5-4).

Analysis and Evaluation
OCC follows established procedures to review its institutional policies, procedures, and publications and ensures their accuracy, integrity, and efficacy. The College employs a model of review that compares and contrasts performance measures within the College (I.A.1-10), District institutional comparisons (I.C.5-5), Student Success Scorecard (I.A.1-13), and national comparisons (I.C.5-6).

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

The college publishes information on the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. Fees and expenses are listed in the Catalog and College website and include enrollment fees, parking, health service fee, services charges, and non-resident fees (I.A.1-4 pp. 13-14). The total cost of attendance, which includes enrollment fees, tuition, books and supplies, room and board, transportation, and miscellaneous personal expenses, is published on the "Cost of Attendance" page from the Financial Aid home page and is also published on the District website, and frequently on program web sites (I.C.6-1, I.C.6-2, I.C.6-3, I.C.6-4). In addition, the College Bookstore's web page provides search functionality for students to price check their textbooks (I.C.6-5).

The Institutional Effectiveness office provides an annual "Gainful Employment" update for CTE programs that includes the cost associated with attending OCC for specific programs and the average debt accumulated by students in specific programs (I.C.3-3). These are posted publically on the main page of each program's website.

Analysis and Evaluation
OCC provides current and prospective students with information regarding the average total cost of education, which includes tuition, fees, textbooks, and all other required expenses.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (ER 13).

Evidence of Meeting the Standard
The definition of, and college commitment to, Academic Freedom can be found in BP, which specifies the faculty member's right to create and use instructional materials that may be thought-provoking or controversial when relevant to the courses they teach – demonstrating the campus' commitment to the free pursuit and dissemination of knowledge. BP clarifies that "these rights notwithstanding, Academic Freedom is to be practiced within the parameters of commonly recognized standards of teaching, professional conduct, and applicable policies and laws." BP further states that faculty are expected to use sound judgment in these matters (I.C.7-1). BPs are published online and regularly reviewed, a process discussed in Standard IV.C.7 (I.C.2-2, I.C.5-2). All BPs are easy to find on the **Coast Community College District web site** under "Board of Trustees" and "Board Policies;" a link to the Board of Trustees page is available in the footer of the OCC website (I.C.2-2, I.C.7-2). Academic Freedom is presented in the **CFE Contract** and **Catalog** which reinforce the language from BP (I.A.1-4 p. 26, I.C.1-3 p. 8, I.C.7-1).

The institution's policy presents its support for an atmosphere in which intellectual freedom exists for all constituencies. Academic freedom is a valued concept at the College, and it is regularly discussed. Within the past three years, it has been discussed in the Academic Senate and College Council (I.C.7-3, I.C.7-4). Academic Freedom was a topic presented at an all-campus Flex Day in Spring 2017 (I.C.7-5). The keynote presentation was "The Difference between Academic Freedom and Freedom of Expression," and was recently part of the keynote address during the Spring 2017 Flex Day activities (I.C.7-6).

Analysis and Evaluation
The Coast Community College District publishes BPs and APs on the Coast District website. Elements related to these policies are discussed and analyzed across various shared governance committees, and academic freedom is frequently discussed amongst college constituents. Policies associated with academic freedom and student codes of conduct are presented in the Faculty Handbook and course syllabi. These policies outline the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
The College has clear policies and procedures in place for all constituency groups that promote honesty, responsibility and academic integrity. The college provides the board-approved policies on academic honesty and student behavior to all **students and prospective students** in the Catalog, BP and AP, the Student Code of Conduct, and in student orientations (I.A.1-4 p.26, I.C.8-1, I.C.8-2, I.C.8-3, I.C.8-4).

The Catalog references BP/AP 5500 Student Code of Conduct and the CFE faculty union contract (I.A.1-4 pp. 20- 21 26-27, 34-35, 39-40, I.C.1-3 p. 16). There is also a link to the

Student Code of Conduct on the College website (I.C.8-3). Outlined in the APs are the procedures for due process (2.1), disclaimer on student rights (2.2), special requests/accommodations (2.3), role of legal counsel (2.4), student's right to review records (2.5), etc. (I.C.8-1). The policies are also published on the OCC website in Appendix B of the Student Code of Conduct (I.C.2-2, I.C.8.1). During student orientations, students are presented with information related to student academic honesty and student conduct/behavior (I.C.8-4, I.C.8-5). Section III of AP 5500 explains the student discipline process, in the event that a student violates the Code of Conduct (I.C.8-1).

Faculty have clear responsibilities under BP/AP 5500 Student Code of Conduct. The Dean of Students takes proactive measures to work with division Deans and Faculty to avoid any forms of academic dishonesty. The Dean of Students works closely with faculty and staff regarding students exhibiting disruptive and distressful behaviors. Presentations are given to division and departments, Flex Day, senate meetings, new faculty/staff orientations and various council meetings on prevention strategies and intervention best practices (I.C.8-6, I.C.8-7).

The OCC Faculty Handbook defines academic dishonesty, lists examples of academic dishonesty, and outlines procedures for responding to alleged incidences (I.C.1-4). The handbook and the CFE contract stipulate that course syllabi must include information related to academic honesty and student conduct (I.C.1-3 p.46, I.C.8-8). Academic Dishonesty is described in the Faculty Handbook and College Catalog; BP/AP 5500 is referenced in that section (I.A.1-4 p. 26, pp.68-70, I.C.8-1, I.C.8-2).

All campus staff have easy access to the Behavioral Assessment Team (BAT), the internal campus behavioral reporting system that respond to incidents of academic dishonesty. Any campus staff member can report a problem to the BAT by clicking an icon on their campus computer. Also, all staff is held to the standard set forth in BP 3050, Professional Ethics, requiring civility, honesty and accountability (I.C.8-9, I.C.8-10, I.C.8-11).

Analysis and Evaluation
OCC has established and published clear policies and procedures online, in the Catalog, and in course syllabi that promote a culture of honesty, responsibility and academic integrity. The publications clearly define student behavior, academic honesty and the consequences of academic dishonesty. Students, faculty, and administrators are expected to follow and uphold BP/AP 5500.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
Faculty distinguish between personal convictions and professionally accepted views, presenting information fairly and objectively. Faculty follow the Course Outline of Record for each class they teach, which clearly defines the content of the course (I.C.9-1). However, BP defines academic freedom and the right of faculty to create and use instructional materials that

may be thought-provoking or controversial when relevant to the courses they teach. The policy clarifies that "these rights notwithstanding, Academic Freedom is to be practiced within the parameters of commonly recognized standards of teaching, professional conduct, and applicable policies and laws." BP further states that faculty are expected to use sound judgment in these matters (I.C.7-1). The CFE Contract reinforces this policy in section 8.5.d (3) where expectations of performance standards including "excellence in teaching" are enumerated (I.C.1-3).

In addition to BP, the CFE Contract and Faculty Handbook highlight the responsibility of faculty to distinguish between personal conviction and professionally-accepted views (I.C.1-3 p.7, I.C.1-4 pp. 36-37). In section 6.1.c. of the CFE Contract, faculty are informed of their obligation to "exercise critical self-discipline and sound judgment in using, extending, and transmitting knowledge" (I.C.1-3 p.15).

Analysis and Evaluation
OCC faculty distinguish between personal conviction and professionally accepted views in their disciplines. They present content defined in course outlines fairly and objectively within the parameters of commonly recognized standards of teaching, professional conduct, and applicable policies and laws, while exercising critical self-discipline and sound judgment.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard
The College does not seek to instill any world view or specific beliefs. OCC students, faculty, staff, and administrators are, however, required to operate under a set of BPs and APs related to professionalism. The **Faculty** Handbook outlines expectations of faculty toward students and lists examples of appropriate respect for students, colleagues, and the teaching profession (I.C.1-4 pp. 36-37). The faculty union contracts also specify expectations of behavior, which are reinforced by BP (I.C.7-1). **Staff** have their own union contracts, and are governed by the same BP (I.C.10-1 p.19). Expectations placed on **students** are most thoroughly described in the Student Code of Conduct, but the College Catalog includes some of the same content (I.A.1-4 p. 26, I.C.8-1, I.C.8-2). Administrators have no union contract, but are nevertheless governed by the same BP as all other employees.

The union contracts for **all constituents** state the importance of maintaining environments that are free of harassment and bullying (I.C.1-3 p. 63, I.C.10-1 p. 81, I.C.10-2). Policies and procedures are regularly reviewed and amended in adherence to federal and state laws and regulations including Title IX, Office of Civil Rights, and Americans with Disabilities Act. The College has also undertaken campus wide training on harassment and sexual harassment through the Keenan Colleges professional development videos; all campus constituents are required to complete this training (I.C.10-3).

Analysis and Evaluation
OCC requires conformity to specific codes of conduct of staff, faculty, administrators, and students which are clearly communicated in respective handbooks and contracts. These policies on codes of conduct are routinely reviewed and amended, and are reinforced through campus wide training. OCC does not seek to instill specific beliefs or worldviews.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
As OCC does not operate in foreign locations, this standard does not apply to the College. The College does not currently offer any classes overseas for non-US Nationals, nor does the College promote distance education in foreign locations.

Analysis and Evaluation
None required.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
OCC has continually met all accrediting eligibility requirements and commission standards, and has consistently agreed to comply with them. The current accreditation status of the College and any programs that require separate accreditation is explicitly stated on the College website and in each year's Catalog (I.C.1-10, I.A.1-4 p. 3). The website includes links to all substantive changes for online education, mid-term reports, ACCJC action letters, follow up reports, commission letters, site visit reports, and other Accreditation documents, timelines, and reference dating back to 2012. The College has certified its continued compliance with all Eligibility Requirements in this document; See Introduction.

Analysis and Evaluation
OCC has consistently complied with and met all Eligibility Requirements and communicates matters of education quality to the public. The College has published Accreditation Standards and status of accreditation, as well as relevant data illuminating the quality of education provided on its website. The status of input from reporting, team visits, and prior approval of substantive changes is well documented and available on the website. The college discloses information required by the Commission to carry out its accrediting responsibilities (ER 21).

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
OCC demonstrates continuous compliance with all external regulatory agencies monitoring the success and progress of the College and specific accredited programs. The College complies with all ACCJC requirements and regulations, all mandates from the CCCCO, and with federal and state mandates. Some specific policies strengthen honesty and integrity with outside agencies; the Board and Academic Senates comply with the Brown Act and large contracts require a public bidding process (I.C.13-1, I.C.13-2).

OCC has regular and consistent communication with ACCJC. Faculty, staff, and administrators participate in accreditation workshops, serve as external reviewers, and publish all relevant documents related to the College's accreditation status on the website (I.C.13-3, I.C.1-10). The College is in good standing with all accrediting agencies and is currently fully accredited by ACCJC and 10 additional accrediting bodies (I.C.1-10).

The accreditation status of the College is published on its website and has been consistently communicated to the Commission, students, and outside constituent groups.

Analysis and Evaluation
As presented, the College actively advocates and demonstrates honesty and integrity in its relationships with external agencies like ACCJC, including compliance with regulations and statutes with its accreditors. The College publishes its accreditation status online for all constituent groups to review, and adjustments or changes are presented with specific dates included. (ER 21)

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
The College's commitment to high quality education, student achievement and student learning are paramount to any other objective. OCC does not respond to a parent organization, and does not have external interest with outside investors. The College has no outside group who hold external interest to whom the College must respond to. The quality of programs, student success and achievement, and student learning is not connected with a group of investors, a parent organization, or outside group with financial connection to the college. Rather, OCC sets its own mission under the purview of the CCCD Board of Trustees and commitment as an institution (I.A.1-5).

Analysis and Evaluation

The college is not beholden to any outside investors, parent organizations, or any external group, and is fully responsible for its own vision as an institution.

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Standard II

Student Learning Programs and Support Services

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Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Executive Summary

OCC's Student Learning Programs and Support Services align with the campus mission to serve the educational needs of the community, to empower students to achieve, and to enable lifelong learning. Instructional programs are assessed through SLOs, while support service areas assess their work through AUOs. Both are assessed on three year cycles. The College also assesses the effectiveness of its programs through Comprehensive and Midterm Program Reviews, creating a culture of continuous improvement. The college provides degrees and certificates including associate degrees, transfer degrees, vocational training certificates and workforce development. All instructional programs contain general education to ensure that students have a breadth of knowledge, and to support the campus mission. Faculty drive the campus curriculum process, which ensures the quality and rigor of all courses. The support services offered vary in modality, times offered, and – like the students the College serves – are diverse, to promote equitable outcomes in education.

II. A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard
All instructional programs are offered in fields of study consistent with the institution's mission. The mission of OCC informs the public that OCC "provide high quality and innovative programs and services leading to academic degrees, college transfers, certificates in CTE, basic skills, and workforce development to enable lifelong learning" (I.A.1-5). In accordance with

California Law (II.A.1-1), the College's Curriculum Committee approves all courses and programs, and verifies their alignment with the mission. The mission is listed in the curriculum committee handbook as a tool to ensure that as courses and programs are developed, they remain aligned with the mission of the College. Moreover, the Curriculum Committee considers the mission of the College when reviewing proposals for new course and programs, regardless of location or delivery modality (I.C.2-7 p. 5, 23, 29, 41).

The College ensures all instructional programs are appropriate to higher education, relying on Comprehensive Program Review, Program Viability, and the Curriculum Committee's Tech Review. Comprehensive Program Review is conducted every six years (I.A.1-12 p.14). During this process, faculty have an opportunity to review how their program meets expectations and reflect on changes and updates that could make their programs more current and appropriate.

If a program is found to be outdated or irrelevant through the Program Review process, this finding could trigger Program Viability. Program Viability is used to "determine the vitality and continued viability of a program in response to concerns identified during Program Review or in response to significant changes in enrollment, labor market demand, faculty availability, and/or facility and equipment costs and availability" or for programs that are "not aligned with college vision or purpose" (I.B.5-12). Before a program may be discontinued or terminated, this process shall occur, in compliance with Education Code. (I.C.2-7 p.42)

All instructional programs culminate in student attainment of identified learning outcomes, achievement of degrees, certificates, employment or transfer to other higher education programs. All courses and programs have identified SLOs, with course learning outcomes supporting the achievement of program-level outcomes (I.C.1-1, I.C.3-9, I.C.2-7 p. 24, 34). Assessment results inform both Program Review and instructional-unit decisions about instructional modalities and methodologies, as well as modifications to future assessment vehicles.

Student achievement data is carefully monitored to assess whether students are progressing to complete degrees, certificates, gain employment and transfer to four-year institutions. The OCC Atlas compiles data about student success, basic skills and CTE completion, and persistence rates for a public audience, to keep student achievement data at the forefront of the College's work (I.A.1-10, I.A.1-13).

The Curriculum Committee and BP ensures that the courses with a **Distance Education** modality maintain the same standards as the face-to-face courses (II.A.1-2). The Faculty Online Coordinator for the College individually reviews each distance education course addendum for regular and effective contact and the Curriculum Committee reviews and approves each course addendum to ensure it meets the course standards in the Program and Course Approval

Handbook and to ensure appropriate rigor (I.C.2-7 p. 46-48, II.A.1-1, II.A.1-3, II.A.1-4, II.A.1-5).

Analysis and Evaluation

The Curriculum Committee approves all courses and programs and ensures they align with the campus mission. There are numerous processes in place to ensure that all instructional programs are appropriate to higher education. During comprehensive Program Review, discipline faculty evaluate courses and programs to assure currency and relevance. Courses that are obsolete are suspended or retired. Programs that are no longer appropriate go through the College's Program Viability process. Online classes are held to the same requirements as all others, ensuring the appropriateness of courses and student achievement regardless of delivery method.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Faculty, including both full and part time, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. OCC approves courses locally, which the state chapters. Instructors teach material that aligns with the approved Course Outline of Record (COR). All faculty are engaged in the development of content and methods of instruction on campus through participation in department and division meetings, "Closing the Loop" discussions of SLOs (memorialized in the TracDat database), and faculty evaluations. Department and division meetings offer all faculty the opportunity to discuss new or revised standards and expectations (I.B.1-2, I.B.1-3, I.B.1-5, I.B.2-18, I.B.5-23, II.A.2-1).

Faculty evaluations are discussed in section III.A.5 and III.A.8. All faculty are evaluated to ensure that from the perspective of their peers and their administrative supervisor, they have knowledge of the subject that they are teaching and an ability to present ideas, are using techniques that stimulate thinking, encourage students, and more (II.A.2-2). Specifically, evaluation materials ask whether the "instructional content follows the course outline of record" and the Distance Learning Faculty Evaluation Report inquires about the "instructor's adaptability of teaching methods to learning needs of students" (I.C.1-3 pp.106-114, II.A.2-2, II.A.2-3). This ensures that what faculty teach complies with generally accepted academic and professional standards, and that the course content matches the Course Outline of Record (I.C.2-7 pp. 29-30).

Faculty and others responsible continuously improve instructional courses, programs, and services through systematic evaluation to assure currency, improve teaching and learning strategies and promote student success. Continuous improvement is discussed thoroughly in standard I.B.; it is discussed as it relates to curriculum in II.A.16.

Analysis and Evaluation

Discussions occur across campus to ensure that instruction is rigorous and appropriate for higher education. These discussions happen at division/department meetings, during SLO Assessment, and pursuant to the evaluation of faculty. All of these discussions afford faculty an opportunity to discuss, with one another and the administration, how they can improve course content and methods of instruction. Program Review also provides meaningful direction for systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. CTE programs are reviewed biannually with input from industry (II.A.2-4, II.A.2-5).

II.A.3. The institution identified and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard
Faculty create CSLOs for their courses, which the Curriculum Committee approves; these CSLOs are available in multiple places, namely the official COR and all course syllabi (I.C.1-2, I.C.1-3 pp. 104,107,114-117, I.C.1-4 p.14, I.C.8-8, I.C.9-1). All CSLO assessment reporting takes place within TracDat (I.B.1-2, I.C.2-7 p.24, II.A.3-1, II.A.3-2). **CSLOs are assessed in a regular three-year cycle as outlined in the DMG**. CSLO assessment data are collected by course modality: traditional, hybrid, or online (I.A.1-12 p.18).

All certificates and degrees have program SLOs (PSLO). The College has adopted a mapping method for assessing PSLOs (I.B.1-34, I.B.2-12). Faculty can choose other methods such as an external examination or capstone project, if desired (II.A.3-2). In Fall 2018, the college completed its second PSLO assessment (I.B.2-10, I.B.2-11, II.A.3-3).

Curriculum review occurs every six years, as part of comprehensive Program Review and every two years for CTE biennial review (II.A.3-4, II.A.3-5). Community Advisory committees also review CTE curriculum each year. All courses and programs are examined to assure they support student outcomes. Faculty are given a list of courses not offered in the last three years, and courses not offered since the last Program Review are either retired, suspended, or revised for offering (II.A.3-6, II.A.3-7, II.A.3-8).

In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. The College has institutionalized the requirement that all students receive a syllabus that includes the CSLOs for the course (I.C.1-3 p. 44). Each division office maintains a syllabus repository for all sections offered each semester, and all division offices assess the percent of syllabi on file as a Key Performance Indicator of their AUO regarding Effectiveness (I.C.8-8, II.A.3-9, II.A.3-10, II.A.3-11). Faculty can choose to post their syllabus on MyOCC account so that students can view it in the class schedule or in Canvas, which provides a more elaborate syllabus tool (I.C.1-4 p. 14, II.A.3-12, II.A.3-13, II.A.3-14).

Analysis and Evaluation

Over the past 10 years, the College has worked to ensure that every course and program has meaningful SLOs. These outcomes are visible; CSLOs are listed for every section on the class schedule, and the Catalog lists all Program SLOs. CSLOs are evaluated for online and face-to-face courses to assure equivalency of experiences. Faculty make students aware of CSLOs by listing them on their course syllabi, with additional reinforcement during class sessions. Program mapping provides additional review of how CSLOs support PSLOs.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard
The College distinguishes pre-collegiate level curriculum from college-level/transferable curriculum. OCC offers pre-collegiate level courses in English, math, ESL and other areas; any courses that number below A100 are considered to be below college-level (I.C.2-7 p. 21). All noncredit courses have an "N" suffix to clearly identify them; all noncredit course descriptions in the catalog begin with the phrase, "This noncredit course…" (II.A.4-1, I.A.1-4 p.5, 164, 165).

Course sequences are represented graphically and available as a handout in the Assessment Center (II.A.4-2). Courses also are typically listed in the correct sequence order in the catalog for programs (I.A.1-4 p. 63). The counseling department is available to assist students with their individual course sequencing.

The College has begun to develop noncredit courses to support students developing skills to be successful in college level English, math and ESL. Math faculty created a math basic skills certificate of completion, and ESL currently has five certificates available (I.A.1-4 p. 161-163). Discipline faculty developed the courses, with approval from the Curriculum Committee using the same curricular process credit courses use.

The institution directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. Learning Support programs are discussed

in Standard II.B. Support programs specifically geared towards students in Basic Skills courses include

- **Supplemental Instruction Program:** The Student Success and Support Program (SSSP) funds this program, which provides group study sessions that teach learning skills and course subject matter. (II.A.4.3, II.A.4-4)
- **DSPS Learning Center:** are recommended for Basic Skills "courses" (remedial tutoring) in: English, math, spelling and writing. (II.A.4-5)
- **Algebra Non-Credit Courses:** The noncredit Math A001N and A002 are algebra boot camp classes (I.A.1-4 p. 163).
- **Math Jam:** The SSSP also funds Math Jam, which offers students a chance to prepare for their math placement test so that they can place closer or directly into college-level math (II.A.4-6, II.A.4-7).
- **Math Large Lecture Study Sessions for Basic Skills Students:** Math study sessions are linked to certain Basic Skills course sections, in particular Math A008 (linked to Math A009N) and A010 (linked to A011N) (II.A.4-8).
- **Self-Paced Math:** The Self-Paced Math Lab is open Monday through Saturday allowing students to attend orientations, schedule class study hours, attend help sessions, and take tests. Instructors and lab assistants are available in an open lab setting to provide instruction, personalized assistance, and develop individualized study plans. To facilitate learning, various resources are available such as written materials, tutoring, video lectures, computer tutorials, group study, and practice quizzes.

The SSC also provides additional learning support, tutoring and workshops for basic skills development. This support is discussed in Standard II.B. (II.A.4-9).

Analysis and Evaluation
The College distinguishes its new Non-Credit/Pre-Collegiate courses and programs from Credit courses in the Catalog and online. The College is proud that faculty-driven initiatives for student success are more active now than ever: Guided Pathways, Student Success Initiatives, and Non-Credit pre-collegiate courses were recently introduced and faculty are eagerly developing new curriculum and new procedures. See QFE.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester units or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard
Degrees and programs are appropriate in terms of length, breadth, depth, rigor, sequencing, time to completion and synthesis of learning. The Curriculum Committee verifies that all degrees and certificates meet the requirements set forth by Title 5. All degrees include the appropriate GE pattern, a core of fundamental courses, and a list of appropriate electives for the discipline (I.C.2-7 pp. 34, 36, 41, 43-45, I.A.1-4 pp. 43-49). In CTE, the committee ensures that programs adhere to community advisory committees' recommendations and external agencies' requirements. This structure assures rigor, breadth and depth.

Degrees and certificates are effectively sequenced, where appropriate, to ensure student success in achieving program outcomes (II.A.5-1, II.A.5-2, II.A.5-3, II.A.5-4). The curriculum review process in Program Review establishes that courses are offered with sufficient frequency to allow timely completion (II.A.3-4, II.A.3-5, II.A.3-6). CSLO synthesis occurs during Program Review, and CSLOs are mapped to program SLOs via an ongoing mapping project (I.B.2-12, II.A.5-5).

The institution ensures that minimum degree requirements are 60 semester units or equivalent at the associate level. The Curriculum Committee approves all certificates and degrees. All associate degrees, including degrees for transfer, meet the minimum requirement of 60 units, including a minimum of 18 units of general education (I.A.1-4 pp.43-49). The mapping of CSLOs to PSLOs helped faculty identify gaps in a program's curriculum related to SLO development (I.B.2-12, II.A.5-5). The College does not offer baccalaureate degrees (II.A.5-6, II.A.5-7, II.A.5-8, II.A.5-9).

Analysis and Evaluation

The College has established procedures for ensuring that its programs are of the appropriate breadth, depth, and rigor and require that students achieve discipline-specific outcomes appropriate to the associate degree level, or to relevant career competencies.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
OCC guides students to the timely completion of their programs through scheduling efforts, course sequencing, and cohort-based programs. The College schedules classes according to student needs and program pathways, allowing students to complete programs by the semester sequencing in the College Catalog (I.A.1-4). The College has adopted "year-ahead" scheduling, so that the schedules are based on previous enrollment figures and are available to students well in advance of their registration dates for planning purposes (II.A.6-1). Many sections of popular and general education courses are offered each semester at different times and in different modalities (i.e. traditional, distance education/online, arranged hours, hybrid). Classes are

scheduled based on student needs at the department level. Current semester enrollment, target number of sections, time and day of the week and modality are discussed during schedule development (II.A.6-2).

Degrees are "sequenced" in CurricUNET and the Course Catalog, so that students can see the pattern of courses they will need to take to earn their degree (I.A.1-4 pg. 6, I.C.9-1). Counselors map the student's specific plan, including the classes they will choose to satisfy each requirement in DegreeWorks, which allows students to log in and view their progress at any time (II.A.6-3).

Where appropriate, the College offers programs that progress in a cohort. Allied Health programs admit students to a cohort based program where students know that once they start a program, all the courses will be provided in a specific length (II.A.6-4).

The College relies on evidence to ensure that students make timely progress on their degrees and certificates. The College reviews enrollment data, disaggregating data by disproportionate impact groups, and student success data in regards to scheduling (II.A.6-5, II.A.6-6). The College also references the Student Success Scorecard, which includes a "Degree/Transfer" measure of first time students that complete a degree, certificate or transfer within six years (I.A.1-13). This evidence is useful in discussions at forums and committees. For instance, a Scheduler's Forum meets typically each semester, comprised of faculty schedulers, deans, staff and the vice president of instruction to discuss scheduling matters and ensure that the schedule is meeting students' needs (II.A.6-6). There are written Scheduler's Rules and a handbook to guide scheduling practices (II.A.6-7, II.A.6-8). Finally, the Student Success and Enrollment Committee (SSEC) meets monthly during the two primary semesters to review enrollment data and ensure that the College is guiding students towards their goals.

Analysis and Evaluation
Through the curriculum process, OCC ensures that courses are sequenced within programs to ensure that students have a streamlined path and are able to obtain their educational goals in a timely manner. The course offerings and modalities are vetted in regards to student enrollment data during schedule development each semester. See QFE.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College ensures equity in success for its students in its approach to its

- **Course Delivery Modes:** The College offers courses in many modes: face-to-face, large lecture and small lecture, labs, hybrid, internships, clinical practice, and online formats. Courses are offered in the day, evening, and on weekends (I.C.2-3). All courses have a

Canvas "shell" that can be used to post supplemental materials for traditional courses (II.A.7-1, II.A.7-2). This provides a variety of modalities to serve traditional and nontraditional students with different learning styles. It is within the faculty purview to determine the appropriate mode of delivery (I.C.2-4, II.A.7-3). The delivery modes of courses are assessed during Comprehensive Program Review and PSLO assessment (II.A.3-2 II.A.7-4, II.A.7-5). "Closing the Loop" in CSLO assessment also offers faculty an opportunity to assess the delivery mode of the course and how it impacts student performance. Unsatisfactory outcomes prompt faculty to consider if current delivery modes are appropriate (II.A.7-4, II.A.7-5, II.A.7-6, II.A.7-7).

- **Teaching Methodologies:** The College ensures that teaching methodologies are equitable in faculty evaluations (discussed in Standards III.A.5; III.A.8), and offers faculty the opportunity to receive staff development regarding equity, with the Student Equity program funding faculty initiatives on campus, and also hosting equity-based staff development throughout the year and on the two mandatory Flex Days each year (see also standard III.A.14 for more about the professional development available to faculty) (I.B.1-10, I.B.1-14, II.A.7-8, II.A.7-9, II.A.7-10).
- **Learning Support Services:** Learning Support Services, and their effectiveness, is discussed more broadly in Standard II.B. The Student Equity program is the primary area on campus that ensures that disproportionate impact is remediated and that the College's diverse students are properly supported (II.A.7-11).

In addition, Distance Education at OCC is offered through Canvas, by instructors that have been trained to teach online (II.A.7-12). All of the same curricular policies explained above apply to distance education as apply to on-campus courses (II.A.7-3). The Online Advisory Board (OAB) works to ensure student success in online courses:

> The Online Advisory Board Committee is an inter-disciplinary group, dedicated to supporting quality distance learning at Orange Coast College. Through collaboration among campus divisions, it facilitates students' success for articulated courses, certificates, and degree programs offered via distance learning, and oversees a peer-based approach to quality assurance and continuous improvement in online education by promoting excellence in Web-based learning in the physical as well as in the virtual classroom (II.A.7-13).

Accordingly, online classes are also consistent with the College's mission, are appropriate to higher education, and culminate in student achievement.

Analysis and Evaluation
The College ensures equity in success for its students through the integration of the Student Equity program into College events and activities and faculty professional development. In addition, Comprehensive Program Review offers every department an opportunity to consider its success and find achievement gaps to address, and faculty evaluations provide an opportunity for

faculty to get feedback about their teaching style and content, including how it relates to the success of diverse students.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard
The College does not use any department wide course or program examinations or assessment of prior learning.

Analysis and Evaluation
None required.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard
Course level learning outcomes, through their relationship with course objectives, are the basis for awarding credit. CSLOs reflect the skills, knowledge, or dispositions that students acquire as a result of meeting course objectives. Course objectives are often used as a formative assessment through quizzes, assignments, or other student work. CSLOs capture multiple course objectives. SLO assessments are listed in TracDat (II.A.9-1).

PSLOs reflect the skills, knowledge, or dispositions that students acquire as the result of completing the courses in the program. CSLOs are mapped to PSLOs to assure students have an adequate opportunity to practice and develop necessary competencies to meet program outcomes. The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates (I.B.2-12).

The College awards credits consistent with accepted norms in higher education. Per Title 5, a unit of credit is awarded for 54 hours of student work. This is outlined in BP/AP 4020 (I.C.2-4, II.A.5-7). The Curriculum Handbook outlines how faculty are to calculate units of credit based on class work (I.C.2-7 p. 24, II.A.1-5).

OCC does not offer courses based on clock hours.

Analysis and Evaluation
The College awards course credit based on the achievement of CSLOs and degrees based on achievement of PSLOs. These credits are consistent with the generally accepted norms in higher education, and comply with BP and Title 5. The College does not offer courses based on clock hours.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard
The College publishes clear transfer-of-credit policies to facilitate student mobility without penalty. The College has clear policies on the transfer of its credits to other institutions in the Catalog and online, and the Transfer Center offers information and advice on student transfer (I.A.1-4 pp. 46-53, II.A.10-1, II.A.10-2). In addition, the Transfer Center web site directs students to Assist.org, where course equivalencies between the CSU and UC systems, as well as other California Community Colleges, are explained (II.A.10-3). OCC also accepts transfer credit from other colleges, following procedures outlined in the Catalog. If a student wishes to transfer credit from a non-articulated course or school or wishes to have a substitution or waiver, an Academic Petition can be filed with the assistance of a Counselor (I.A.1-4 p. 8, II.A.10-4).

Course equivalency determinations take into account whether the expected learning outcomes for transferred courses are comparable to those at the College. When new courses are developed through the curriculum process, the articulation officer submits them annually for evaluation of UC/CSU transferability and IGETC/GE approval. Courses that have already been approved for UC/CSU and GE are evaluated every five years by the CSU and UC systems. The CSU and UC systems review courses approved for major preparation every five years through C-ID and major prep course audit, respectively (II.A.10-5). In addition, the College participates in a District wide curriculum alignment task force, to ensure alignment of curriculum and transfer of credit into and within the District (II.A.10-6).

Articulation agreements between the College and the CSU and UC systems exist and are published for easy use by students and their counselors on ASSIST.org. The College has strong articulation with its CSU and UC "feeder schools" (CSUF, CSULB, San Diego State, CSUDH, UCI, UCLA, UCSD, UCR, and UCSB) as well as its private "feeder schools" (USC, Chapman, Loyola Marymount, and Loma Linda University) (II.A.10-7). Information about these articulation agreements is available to students on the Transfer Center website (II.A.10-1).

All of the equivalent courses at OCC of their equivalency (II.A.10-2). The "Degree with a Guarantee" website helps keep students on track from high school, to community college to the CSU system. Finally, OCC's transfer center website explains transfer of classes as elective units, GE, and major preparation.

The College offers a total of 28 Associates Degrees for Transfer. These are published for students in the Catalog and online on the Transfer Center website under "ADT" (I.A.1-4 p.5, II.A.10-7, II.A.10-8).

Analysis and Evaluation

The Curriculum Committee, Transfer Center and Articulation Officer ensure the articulation of the College's transfer courses. Course transfer status is published in the catalog and promulgated by the Transfer Center. The College participates in a District wide task force to ensure transferability into and within the District.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College has developed ISLOs that include statements addressing competency in communication, critical thinking, analytical reasoning, quantitative literacy, society and the arts, ethical reasoning, diverse perspectives, and personal development (ISLO). The ISLOs were developed through a collaborative process that was led by the faculty and vetted with other campus constituents (I.B.2-19, II.A.11-1). They were endorsed by College Council in Spring of 2012 (II.A.11-2).

ISLOs have been assessed indirectly via CCSSE survey questions and directly via ETS' HEIghten Assessments (I.A.2-4, I.B.2-20, I.B.2-21, II.A.11-3). A mapping of these assessment methods resulted in recommended revisions to technology, and the ISLO statements were reviewed during the 2017-18 academic year (II.A.11-4). Revisions are currently being vetted with the appropriate participatory governance committees, and are slated to be implemented in the Fall of 2019.

Analysis and Evaluation

The College has integrated communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives into its ISLOs, which are assessed by direct and indirect methods for continuous improvement. The ISLOs are listed in the College Catalog for the public to view, and the ISLOs are regularly reviewed and revised.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

All degree programs must include a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The graduation requirement for an associate degree includes general education coursework. The College has two local general education patterns, one for the Associate of Arts degree and one for the Associate of Science degree, which follow the requirements outlined in Title 5. The Catalog outlines the specific requirements of each GE pattern (I.A.1-4 pp. 45-46).

The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon SLOs and competencies appropriate to the degree level. The College has GE SLOs that align with the local GE patterns and are mapped to the ISLOs (I.A.1-4 pp. 48-49, II.A.12-1, II.A.12-2, II.A.12-3). The GE SLOs are listed in the College Catalog and are used to guide the placement of additional courses (I.C.2-7 pp. 38-40). Faculty propose courses for inclusion, and the Curriculum Committee determines if the requests are appropriate. The Curriculum Committee's GE philosophy is outlined in the Curriculum Committee Handbook (I.C.2-7 pp. 37-38.)

In the table below, the College's ISLOs are mapped to this standard:

II.A.12 Standard Language	Related ISLO at OCC
"a student's preparation for and acceptance of responsible **participation in civil society**"	**English Language and Analytical Thinking:** Students will be able to read, write, listen, and speak competently while demonstrating critical/analytical thinking skills.
"a broad comprehension of the development of knowledge, practice, and interpretive approaches in the **arts and humanities, the sciences, mathematics, and social sciences**"	**Arts and Humanities:** Students will develop skill sets associated with the arts and humanities by analyzing aesthetic qualities, evaluating and developing rational arguments, identifying cultural and historical influences, and engaging in artistic expression.
	Physical and Biological Sciences, Scientific Inquiry, Life Science: Students will apply critical thinking skills concerning the causes and effects of natural phenomena and will become familiar with the rational approach that researchers use to analyze data and formulate logical conclusions.

	Social and Behavioral Sciences: Students will use the theoretical and methodological principles of the social and behavioral sciences to explain and evaluate institutions, groups, and individuals across social, economic, and global contexts of historical periods.
"skills for **lifelong learning** and application of learning"	**Life Skills, Life-long Learning and Self-Development:** Students will develop and demonstrate the life skills of interpersonal relationships, self-understanding and management, and decision making for professional success and personal well-being.

Analysis and Evaluation

Faculty propose inclusion of courses into the general education patterns, and all students who complete an associate degree complete a comprehensive pattern of general education courses. The GE SLOs reflect students' preparation for civic engagement and lifelong learning.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
All degree programs at OCC focus upon at least one clearly identified field of study (II.A.5-8). These fields of study are determined by transfer requirements, or the requirements of job preparation, job-skill enhancement, and/or career readiness (I.A.1-4 pp. 59-154).

All degrees include courses with content related to key theories and practices that are appropriate to the major. To assure that courses support the defined PSLOs of each degree, CSLOs are mapped to program-level outcomes, and the degree to which a course support the PSLO is designated as introduce, practiced, or developed (II.A.13-1). The program maps are evaluated to assure all program courses support a PSLO, and that there are sufficient opportunities for students to identify, practice, and develop the outcome. (II.A.13-2). Where appropriate, "capstone" courses are identified, to assure that successful completion of a program results in mastery of core competencies related to the field of study (II.A.3-8, II.A.5-3, I.B.2-12, I.C.2-7 pp.14-17, II.A.13-2, II.A.13-3, II.A.13-4, II.A.13-5, II.A.13-6, II.A.13-7, II.A.13-8).

Analysis and Evaluation

OCC assures that its degree programs are focused on one field of study, that "core" courses are identified for each degree, and that where appropriate, "capstone" courses are included to assure career readiness, or mastery of requisite skills.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

OCC determines competency levels and measurable SLOs based on faculty expertise, input from industry representatives, and recommendations from advisory boards (II.A.14-1). This expertise and input is gathered at annual CTE program advisory meetings and faculty attended regional consortium CTE Meetings. The CTE advisory committees are comprised of faculty and industry representatives (II.A.2-5, II.A.14-2). Each year, the advisory committees meet to discuss the needs and trends of the industry and what students must be able to do upon completion of different CTE based degrees and programs. Meetings rely on standardized agenda items, that include PSLOs, licensure rates (if applicable), and employment trends, with all meeting minutes available in a repository on the OCC Portal (I.B.3-2, II.A.2-5, II.A.3-6). CSLOs make students aware of this expectation.

OCC verifies and maintains currency of employment opportunities and other external factors in all of its career technical disciplines. The process for accomplishing this is a cross-campus effort - Annual CTE departmental advisory meetings, faculty attended regional consortium CTE meetings, OCC Career Center, OCC Internship Office (II.A.14-1, II.A.14-3, II.A.14-4, II.A.14-5). OCC also monitors CTE students' success broadly in the EMP for CTE certificate and degree completion, and progression with successful course completion, using the State Scorecard measures (I.A.1-1 p.7-9). The Student Success Scorecard measure for median earnings change without a degree or certificate is also monitored closely, and those discussions take place during comprehensive Program Review and at annual Advisory Committee meetings (I.A.1-13). Finally, a Federal Gainful Employment statement is on the web site of every certificate program, as required by federal requirements (II.A.14-6).

Analysis and Evaluation

The College develops CTE certificates and degrees to help students be professionally competent and, where necessary, to prepare students to earn the relevant license or certification. The College allows faculty experts and advisory boards that include industry professionals to help determine these standards.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College has established procedures regarding Program Viability and discontinuance (I.C.2-7 p. 42). The discontinuance process includes procedures to provide enrolled students a path to complete their education in a timely manner with a minimum of disruption (I.B.5-12). In the event of program discontinuance, academic deans communicate this procedure to students, and counselors work with students to revise their educational plans to assure their timely completion (II.A.15-1). Additionally, when programs are discontinued through the curriculum process for obsolescence, the Curriculum Committee requires faculty to present a plan that describes how they will assure students who are currently are in the program will be able to complete their educational plan (I.C.2-7 p. 42).

Analysis and Evaluation

The College has an Academic Senate-approved procedure in place for Program Viability. The viability process can have multiple outcomes that range from strategies to improve a program to a recommendation for discontinuance. Program discontinuance, as an outcome of viability or curricular processes is discussed at the time a proposal is brought to the Curriculum Committee and insures students can complete their program as the discontinuance is underway.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Every six years, the College as a whole undergoes comprehensive Program Review, with a mid-term review in year four, and annual planning updates. The criteria used in Program Review include curriculum relevance, appropriateness and achievement of SLOs, currency and planning for the future (II.A.16-1). Faculty engaged in Program Review receive preliminary data analysis from the institutional effectiveness office. Faculty review the analysis in the context of their program and compare and contrast it to goals set forth in the prior Program Review. The data is also used to assess the student achievement of learning outcomes for the programs. Part of the Program Review is dedicated to planning for the future, where new goals are set.

In addition to Program Review, CTE Programs are evaluated for continuous improvement during Biennial Reviews (assessing labor market demand, unnecessary regional duplication and

program effectiveness), via Advisory Committees, and Program Accreditations ([II.A.14-3](#), [II.A.16-2](#)).

Analysis and Evaluation

Program Review provides meaningful direction for continuous improvement of courses and programs and is fully described in Standard I.B. All Program Review and SLO Assessment is conducted within the same database – TracDat.

Improvement Plan: **Syllabus Collection**

The College is in the process of standardizing syllabus collection. The College has created an AUO for syllabi collection for each division office to better measure and track the collection of syllabi, however, the College has not settled on one, standard repository for collecting syllabi and locating historical syllabi for transfer students ([II.A.16-3](#)). The variance of collection and organization methods across divisions is a recognized area of improvement for the College.

II. B.   Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections (quantity, currency, depth, and variety), tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard
Learning Support Services provide services that are sufficient in quantity, depth, and variety to support student learning and achievement:

<u>Libraries</u>
The Library an 88,000 square-foot facility with ample study space, a computer lab, two classrooms, 10 study rooms, four media viewing rooms, a book scanner, more than 110,000 books, 24,000 e-books, 53 periodical titles, 3,000 audiovisual materials, 40,000 streaming videos, course reserves (including online textbooks), an archival collection, and 57 databases (II.B.1-1, II.B.1-2, II.B.1-3, II.B.1-4). The Library offers early morning, evening, and weekend hours to students with extended hours (II.B.1-5). The Library's Media Center provides instructional videos, DVDs, and instructor reserve materials for student and staff use. The media collection consists of more than 3,000 general use items and more than 400 reserve items (II.B.1-6).

The Library is part of the Cal-West Consortium, which allows the Library to share its automation system and to open the collections of the OCC, Golden West College, Fullerton College, and Cypress College libraries to all faculty and students of these institutions (II.B.1-7).
The Library has five full-time librarians, seven part-time librarians, six full-time classified staff, and three hourly workers (II.B.1-8). The Dean of Library and Learning Support is responsible for the Library, student success, online learning, large lecture, and the Garrison Honors Center. This division shows a commitment to improving learning support services on campus.

Librarians staff both the in person and online reference desks during all hours the Library's operating hours. Librarians teach and guide students in using the numerous print and electronic collections available at the Library and remotely (II.B.1-9). This instruction is in addition to the many library lectures, workshops, and the transferable, two-unit class titled "Library Research and Information Competency" (Library A100), designed to teach and develop library research skills (II.B.1-10). Reference assistance also is available online through the Ask-A-Librarian

service, and a chat feature on every page of the Library website (II.B.1-11). Instructional handouts and research guides are available on the Library's webpage, at the Reference Desk, and in all Library classes and workshops; this ensures that regardless of distance, students have access to the support services the Library has to offer (II.B.1-12).

Library lectures are provided as a supplement to other courses, and help students develop information competency skills (II.B.1-9, II.B.1-10). The lectures include teaching library and information research skills using print and electronic resources, introducing the Library's services and resources, finding scholarly (peer-reviewed) journals, searching discipline-specific and advanced electronic resources, web research, evaluating search results for credible resources, citing sources in either MLA or APA styles, and avoiding plagiarism (II.B.1-13). Professors may request library lectures for their students on library resources or specialized lectures focused on course or assignment-specific information and resources (II.B.1-14). In 2017-18, the librarians taught 172 library lectures, reaching 5,579 students. The Library also offered 19 hour-long workshops each semester that any student could attend. (II.B.1-9). These workshops covered the same materials as the lectures. In the academic year 2107-18, 419 students attended these workshops (II.B.1-15).

Access to the Library for online students is essential for student success. Students, faculty, and staff have remote access to the Library's online collection through the Library webpage. Online services are designed to provide support when a librarian is not accessible, including "Ask A Librarian" email reference, research guides and videos, a Frequently Asked Questions (FAQ) web page, student fine review, and checkout renewal (II.B.1-11, II.B.1-12). The Instructional Design Librarian works directly with faculty to integrate library resources into their online classes in Canvas and sits on the Online Advisory Board to further support online students (II.B.1-16).

The Nautical Library is open to the public at OCC's School of Sailing and Seamanship, located in Newport Beach, where the College offers community education, crew, athletics, kinesiology, and sailing classes. The Newport Beach campus maintains a library collection on topics relevant to marine studies, recreational boating, and related topics (II.B.1-17). The shelves contain a few thousand titles and are open to the public. Anyone may read in the reading room or approach the campus service desk to check out the book for the duration of their need. A record is kept and regularly reviewed to determine any "overdue" titles and users are notified of overly long usage of an individual title. The staff have computerized access to the collection and can search the collection by author, title, or subject. The Nautical Library is sufficient for the needs of the community.

Computer Labs

The Library Computer Lab is open to all OCC students and includes both PC and Apple systems. The lab contains 40 computers, with an additional 39 available for students when the Library classroom is not in use (II.B.1-18). All computers include software programs for word processing, office applications, and Internet accessibility. The lab includes two scanning stations and three printing stations, with one color printer (II.B.1-19). Wireless printing is available (II.B.1-20).

The **Mathematics, Business and Computing Center (MBCC)** has 160 Virtual Desktop Infrastructure (VDI) workstations. Ten computer classrooms with 40 PCs each are available for instructional use; students are permitted to use them when no classes are present (II.B.1-21). Additionally, GoPrint printing has been implemented; four printers are available in the Computing Center, with one color printer for student use. Approximately 4000 students log in each week (II.B.1-22).

MBCC also offers headphones, calculators, USB drives, optical drives, HDMI and VGA cables, and a USB camera with microphone to support students (II.B.1-23). Staff have access to wireless lapel and handheld microphones and laser pointers for presentations. The Computing Center also keeps a selective collection of textbooks for primary computer classes.

In the Spring of 2018, the Computing Center coordinated with the Library to develop a standard opening hour, as well as consistent extended days during finals week for students. The new hours are 7:30 a.m. - 10:00 p.m. Monday through Thursday and 7:30 a.m.- 4:45 p.m. on Friday. During finals week the Computing Center remained open until midnight each school day (II.B.1-24). The Computing Center is staffed by one full-time 12-month staff, three full-time 10-month staff and additional federal work study students hired as needed to meet demand (II.B.1-25).

VPA Mac Labs. The College's art department offers three supervised Mac computer labs with 75 total workstations available to students when not in use for classroom activities. The labs are open as early as 8:30 a.m. and stay open as late as 10:20 p.m. (II.B.1-26). The labs provide large format high definition color photo printers and scanners. Computer peripheral equipment for in house use such as DVD drives, drawing tablets, and headphones also are provided. The labs also loan equipment for course related projects to students including digital cameras, lighting kits, and tripods. The labs provide software compatible with that used in class and necessary to complete assignments in graphic design, UX web and UX animation (II.B.1-27).

Other Learning Centers and Services

The Student Success Center (SSC) provides tutoring services to more than 3,000 individual students who visit the SSC over 20,000 times each semester. (II.B.1-28) The department's mission is to provide a unified source of exemplary programs for student learning, and to assist and engage students in achieving their academic and personal goals by providing support, access, and outreach. The SSC was designed to enhance student progress and increase achievement rates, persistence rates, and course completion rates for general and Basic Skills courses, which are the entry point for many minority and low-income students (II.B.1-29, II.B.1-30, II.B.1-31, II.B.1-32).

To accomplish this mission, SSC provides many levels of support for students who need assistance.

- Peer tutors are trained through on-campus workshops at OCC. Drop-in tutoring is available for all subjects, although the most advanced subjects may require students to verify when tutors in the subject area will be available (II.B.1-33, II.B.1-34).

- One-on-one appointments are available for students enrolled in basic skills classes, and historically disproportionately impacted groups which include, but are not limited to, DSPS, Extended Opportunity Programs and Services (EOPS), Equity, UMOJA, PUENTE, Veterans, Providing Resources to Encourage Student-Athlete Success (PRESS) and Guardian Scholars. (II.B.1-35)

- Study groups can be created at the request of faculty or groups of at least five students (II.B.1-36).

- Workshops and seminars are offered throughout the school year to support students (II.B.1-37, II.B.1-38, II.B.1-39)

- Online tutoring is available 24/7 in every Canvas course. The College contracts with BrainFuse to provide bachelors or graduate level tutors to work with students (II.B.1-40, II.B.1-41).

The SSC offers tutoring during evening and weekend hours of the primary semesters (fall, spring, summer) and extends its hours during finals week (II.B.1-24, II.B.1-29).

The Center has 52 computers for SSC students to use with software including ALEKS and MyMathLabs (II.B.1-42). A collection of the most commonly used textbooks are kept in the SSC for students and tutors.

The Garrison Honors Center offers over 5000 square feet of space for staff offices, group study, workshops, and meetings in support of the Honors Program and the 16 honors societies on campus. The mission of the OCC Honors Program is to create a growing community of scholars in which highly motivated students and faculty engage in enriched academic experiences, and students enjoy enhanced scholarship and transfer opportunities (II.B.1-43). Any student may enroll in honors courses at OCC. Students who wish to enroll in the Honors Program must meet specified criteria (II.B.1-43, I.A.1-4 p. 20-21). The Garrison Honors Center offers enrollment in the Honors Program as well as membership in sixteen H**onors Societies**. The Honors Program offers specialized **honors counseling** (II.B.1-44, II.B.1-45). There are two Transfer Center Counselors who are also Honors Specialists**.**

PRESS is designed to support student athletes. In PRESS, athletes attend study hall monitored by their coaches. In the 2016-2017 academic year, the PRESS pilot project offered 383 study hall hours. During those hours, one-on-one on-site tutoring, faculty supervised study hall, tablet computers, and study supplies were offered. The pilot also included monthly workshops on study skills and time management and access to a full-time academic counselor (II.B.1-46, II.B.1-47).

PRESS demonstrates a high participation rate, and positive results. As a group, student athletes participating in PRESS show a 12.07% increase in GPA compared to their peers that do not participate in the program. Funding to support PRESS has been provided by the SSSP. The Student Success Collaborative has been an advisory task force which has recommended project funding for both SSSP and Student Equity. (II.B.1-47).

Equity Labs provide services and support to students, as determined by application and evaluation (II.B.1-48, II.B.1-49). In addition to services like transportation grants, meal programs, and assistance with textbooks, the Equity Lab provides workshops on college survival skills, and basic academic skills. Life coaching is available as well as a place to study and/or use computers with limited free printing provided. During limited hours each week (during Fall 2017 hours were Tuesdays from 11:00 a.m.-2:00 p.m.) tutoring is available on site, and assistance in finding support at the SSC for both tutoring and writing center services is always available. Students who qualify for Board of Governors grants (now California Promise) are eligible. To remain eligible for services and support, students are required to participate in multiple engagements (activities such as tutoring) each semester. Providing assistance in a community environment has demonstrated increased student-athletes participation and accountability (I.B.6-1, II.B.1-50).

The Veterans Resource Center (VRC) provides a space for veterans to meet, discuss life, and work together towards their college goals (II.B.1-51). The VRC is open for student use during regular work hours and the lounge remains open until 7pm in the evenings. The VRC provides a

full-time counselor who has a full schedule of appointments, primarily academic, but the Center partners with the Student Health Center (SHC) on campus to support emotional needs as well (II.B.1-52). The SHC provides a veteran specific weekly Drop Zone for veterans to talk about issues with professional and peer support staff (II.B.1-53). The VRC has recently upgraded a part-time staff position to full-time to manage the schedule of activities of workshops, group support events, and social engagements such as BBQs and the Resource Fair at which time the College provides information about additional services available to veterans and all students on campus. The VRC includes a computer lab with opportunity to work online and print, as well as study space (II.B.1-51).

The DSPS is established with the primary goal to take all necessary steps to ensure that no OCC student with a verified disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in an education program because of the absence of auxiliary aids or academic accommodations (II.B.1-54). Students who self-identify to receive services from DSPS are assessed by faculty counselors and an accommodation plan is developed (II.B.1-55). That plan is shared with faculty each semester as needed to validate the accommodation for and facilitate the success of each student. DSPS is housed in its own building with alcoves for studying, areas with computers and software for specialized and adaptive needs with additional licenses for use off-campus by certified students (II.B.1-56). DSPS supports an average of 700-800 students per semester.

Analysis and Evaluation
The College has increased and diversified the learning support available in recent years with additional programs like PRESS and Equity Labs, designed to address student groups with achievement gaps. The Garrison Honors Center provides a dedicated space for the campus Honors Program, which addresses gaps in rigor.

II.B.2. 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.

Evidence of Meeting the Standard
OCC relies on the expertise of faculty and librarians, as well as other learning support professionals, to select and maintain educational equipment and materials. Librarians are assigned multiple subject areas in the collection in which they have expertise or interest. Purchase decisions are made in accordance with the Library's Selection and Acquisition Policy and book buying assignments, which are available to all faculty on the OCC website and the OCC Portal, respectively (II.B.2-1, II.B.2-2, II.B.2-3).

The Acquisitions and Instructional Design Librarians collaborate on the administration of eBook purchases, with all librarians selecting eBooks for their specific subject area. Classroom faculty provide input through multiple avenues. Each librarian is assigned as a liaison to specific disciplines, where they work with faculty in that discipline. Priority is given to faculty requests for materials. Librarians solicit input from faculty through individual contact, online forms, surveys, and campus dialogue. One example of this is the online material request form (II.B.2-3, II.B.2-4, II.B.2-5). The form on the Library's website allows requests for material be added to the Library collection. Additional collections are maintained as follows:

- The Library maintains a textbook **reserve collection** and the textbooks for this collection are chosen by the Public Services Librarian, based on common titles (II.B.2-6). Faculty and student requests for the collection are also considered for purchase.
- The Media Center maintains the Library's **media collection** and media reserves, and its staff also monitors the Computer Lab. The Public Services Librarian is responsible for physical media material acquisition (currently DVDs). This collection is primarily funded by the Friends of the Library. Material is chosen almost entirely based upon faculty and student requests.
- The Instructional Design Librarian is responsible for coordinating the selection and renewal of **online resources** such as databases and other online supplementary programs. The Instructional Design Librarian works with the other faculty librarians, as well as classroom faculty, to evaluate databases for new and continuing subscriptions (II.B.2-7, II.B.2-8). Databases are chosen based upon reviews, curriculum, faculty request, collection gaps, and price (II.B.2-7, II.B.2-8). Recognizing an increased need for online and electronic resources, the Library has greatly expanded its database collection in recent years, adding such resources as Kanopy, Oxford English Dictionary Online, Academic Search Ultimate, and Nature archives. Every semester, the librarians review the usage statistics of the current online resources and decide whether to maintain or discontinue subscriptions up for renewal (II.B.2-9). Faculty and other stakeholders are consulted as appropriate (II.B.2-2). Since the last self-study, the Library has implemented streaming media into its collection through subscriptions to Films on Demand and Kanopy (II.B.1-2). This was often requested by faculty and has proved to be a popular service. The films can be embedded into Canvas, shown in class, or watched online 24/7 anywhere by faculty, staff, and students.

Educational equipment is selected and maintained using processes described in Standard III.B, Physical Resources (I.A.1-12). The campus ARR process, allows for all instructional equipment requests to be ranked and for State Funded Equipment and other categorical funds to be assigned to the requests in the order of need on campus and endorsed by College Council and the president (II.B.2-10). The maintenance of equipment is budgeted for in budget development,

and when equipment fails unexpectedly, there is an Equipment Repair Fund set aside to cover the cost of repair, and sometimes, replacement (II.B.2-11).

 The selection and maintenance of educational equipment and materials supports student learning and enhances the achievement of the mission. The campus' mission is in part to develop lifelong learners, with information literacy and support students in achieving their "academic degrees, college transfers, certificates, basic skills, and workforce development" (Mission). The College's CLASS goals of Learning and Access are supported directly by the Library, which makes it possible for online students to research and access scholarly sources, and teaches them the information literacy and critical thinking necessary for lifelong learning. The educational resources and equipment available supports student success, in furtherance of the College mission. The Library's own mission, which is a complement to the College mission, is available on the OCC Website (II.B.2-12).

Analysis and Evaluation
The College has a clear and public acquisitions policy that relies on the expertise of faculty, including division faculty (including librarians), in the selection of learning materials. Changes to curriculum trigger librarian liaisons to reach out to division faculty, keeping shelves current. Students and community members can recommend selections. The College keeps textbooks on reserve and has recently added significant online and electronic databases and books, available to students online and on campus. The College also has a clear process for requesting new, and maintaining existing, educational equipment.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Libraries
The Library assesses its adequacy through participation in the College's Program Review and SLO/AUO processes. See Standard I.B.

The Acquisitions Policy also ensures that the Library meets students' needs. The policy details the criteria by which materials are selected; the main criteria of material acquisition is alignment with college curriculum (II.B.3-1). Other materials are collected based on request, lifelong learning, or other factors (II.B.2-2). In addition, librarians regularly review and deselect materials in their assigned collection development areas.

Every semester, the librarians review statistics from the Library databases to ensure the adequate use of resources. If a database has low use, it is evaluated for usefulness, curriculum alignment, faculty recommendation, and price. If the database is deemed no longer appropriate for the collection, the subscription is discontinued. The librarian in charge of database acquisition regularly communicates with faculty regarding new subscriptions and requests. Librarians evaluate periodical subscriptions every year; subscriptions with low use or relevance are discontinued (II.B.2-9).

In addition to the SLO assessment and Program Review processes, the Library maintains and reviews statistics on service and resource usage and uses this data to improve services. Some of the statistics the Library keeps include database usage, gate counts, cataloging counts, Library lecture counts, reference desk statistics, and circulation statistics. These numbers are included in AUOs and Program Review and are reported to appropriate agencies when requested (II.B.3-1, II.B.3-2).

The Library's SLO and AUO processes ensure that its work contributes to the attainment of SLOs. The Library documents results from its SLO and AUO assessment processes in TracDat, after the results of assessment are discussed at librarian department meetings. As part of the AUO process, both students and employees (including faculty) are surveyed about the Library. The Library also has related questions in the CCSSE survey administered campus wide (II.B.3-3, II.B.3-4, II.B.3-5, II.B.3-6, II.B.3-7, I.A.2-4).

Library assessment data is used to assist in purchasing decisions, build support for funding requests, monitor staffing levels, and analyze use of library services (II.B.3-8). For example, when the Library sought to purchase new computers, it selected Apple systems, based on student survey results and the popularity of Apple systems on campus (II.B.3-6). A formal request for funding was completed through the ARR process, and the project was funded (II.B.2-10). The computers were added in the Spring of 2014. A comparison of the CCSSE results between 2014 and 2016 showed a marked increase in satisfaction with the Library's computer lab (I.A.2-4 p. 39). Survey data also showed that students would like the Library to be open longer (II.B.3-7). Accordingly, the Library changed its Monday – Friday opening time from 8 a.m. to 7:30 a.m. (II.B.3-9).

Computer Labs
The **MBCC** participates in the College's Program Review and AUO assessment processes to evaluate its effectiveness. The 2016 Program Review of the MBCC shows that the department fulfills its stated mission, "to assist OCC students, faculty, and staff in gaining access to, and utilizing computer technology on campus, by making available to them, through the Division of

Business and Computing, a student-friendly, clean, safe, and comprehensive computing environment that enhances their ability to learn and achieve academic success" ([II.B.1-21](#)).

Other Learning Centers and Services
The SSC also evaluates its services to assure their adequacy in meeting students' needs.
Students who use the SSC report high levels of satisfaction. The College regularly evaluates program activities and outcomes. In the Fall of 2017, as is common every semester, the SSC initiated seven student surveys to evaluate the quality of services provided. Those surveys cumulatively revealed:

- 49.4% of students would have dropped their class (or failed) without tutoring
- 98.7% of students would recommend the SSC services to friends
- 98% of students believe they improved the skills for future assignments
- 92.0% of students could work more independently on future assignments
- 54.8% of students came to the SSC because of a faculty referral

Students gave an "excellent" evaluation with high consistency to the following characteristics of their tutors:

- Professionalism
- Patience
- Friendliness
- Helpfulness
- Knowledge of subject
- Ability to answer questions
- Encouragement
- Engaging student into discussion
- Overall rating

The process of review does not end with voluntary student surveys. It includes the annual AUO review in concert with the College wide continuous review and improvement plan. Trends indicate that students who received services from the SSC regularly had higher success and retention rates than students who did not. The differences were statistically significant for several English and math basic skill courses, several non-basic skills math and English courses, as well as accounting, and history courses. ([II.B.3-10](#), [II.B.3-11](#)). In addition, the Success Center tracks and reaches out to students of all equity groups ([II.B.1-31](#)).

The SSC student surveys are taken every spring which evaluate student satisfaction with facilities, services, and resources made available by the SSC. In response to feedback, the **SSC** extended its hours during finals week, and participates in the campus wide survey managed by the Office of the Vice President of Student Services ([II.B.1-29](#), [II.B.3-12](#)).

The Honors Program is evaluated by examining how enrollment in the program correlates with student success measures like enrollment at the College, the raw number of students enrolling in honors classes each year, TAP transfer certifications completed each spring, transcript reviews for UC transfers, and the number of honors courses added to the catalog each year (II.B.3-13). Though not all targets of success were met, each key performance indicator was reviewed and steps taken to improve the process (II.B.3-14).

The PRESS program is very new on campus, and therefore, has had limited opportunity for evaluation of its success. The Year End Report in June 2016 assessed the activities of the PRESS program. Student-athletes identified their goals as earning a higher GPA, passing a challenging class, successful transfer and improving time management (II.B.1-46). PRESS activities supported these student-athletes by increasing opportunities for student academic achievement and offering workshops that support academic success (II.B.3-15). Student testimonials attest to the thoughtful design and helpfulness of the services provided through the PRESS program (II.B.1-46).

Academic performance data indicates that the PRESS program has an important role in the academic success of student athletes. Areas of assessment included exposure to tools and resources that are otherwise inaccessible, the identification of a personal study goal, duration and persistence of study habits, accomplishments and testimonials of impact of the PRESS program. The average team GPA increased 5.0% in Women's Basketball and 25% in Women's Volleyball. This year's accumulative GPA of 3.26 was the highest for Men's Volleyball in at least 15 years (II.B.1-46).

A survey of PRESS participants is planned for each semester to gain continuous data for evaluation and comparison to other students. The PRESS program will be using the AccuTrack software (the same software used in the SSC and other areas on campus) to standardize data and evaluation procedures. The data will be collated and analyzed by the Institutional Effectiveness department in future semesters for ongoing consistency and relevance (E=Press Year End Report). (II.B.1-46)

Similarly, **the Equity Lab** is less than two years old, and the emphasis thus far has been on developing services and staff to support to mission. Comprehensive evaluation of the services has not yet taken place. **The Equity Lab** has written its departmental AUOs and evaluated them in the most recent college wide cycle in Spring 2018 (II.B.3-16, II.B.3-17, II.B.3-18, II.B.3-19). There are questions in the College wide student satisfaction survey that could be relevant to the Equity Lab services. In the **Veterans Resource Center** many activities are determined by

participants. Currently, the Center relies on the general campus survey of student services through the Office of the Vice President of Student Services for evaluation (II.B.3-20).

The **DSPS** underwent a Program Review in 2015-2016. There was a slight decrease (7%) in the number of students served, but service requests and accommodations were 16% greater than previous years. In **DSPS,** 88% of students enrolled in LRNG 001AD received credit for the course, demonstrating a high success rate. According to DSPS counselor data, transfer and graduation rates are on par with that of the general population at OCC (II.B.1-54 p. 5).

Analysis and Evaluation
The College's mature Program Review and AUO/SLO assessment processes ensure that all services are regularly evaluated. Services that wish to collect additional data add surveys and other evaluation metrics to better capture the full picture of effectiveness. Services make decisions about future goals and support to be offered based on the improvement areas and this data. The evaluations show that learning support services are effective in supporting students. While the CCSSE identified the use of services in the SSC as an area of improvement, the College may also need to look at the CCSSE survey instrument itself to ensure that the questions asked in the report are specific enough to make the results meaningful.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard
 The College relies on some third-parties for learning support services on campus:
- **The Library** maintains the **Voyager library automation software** (responsible for maintaining all transaction records between the Library and students) and 57 resource databases that are available for student research. With Voyager, the Library participates in a joint venture with four other libraries in the Coast Community College District and the libraries in the North Orange County College District in the Cal-West Consortium (II.B.4-1). The consortium provides the five libraries with cost savings to purchase and maintain the Ex Libris Voyager library system (II.B.4-2). The Cal-West Consortium allows the Library to effectively share resources, services, and collections with other colleges in the Consortium, benefiting students and faculty and saving the College from hiring additional staff and the expense of each college independently purchasing the software.

- The Library also uses **Yankee Book Peddler** and GOBI software in the process of acquiring new titles for the collection.
- **Brainfuse Tutoring**, discussed above, is another example of a third-party contract used to provide 24/7 tutoring support within the Canvas classroom environment (II.B.4-3).
- **Online Education Initiative (OEI):** CVC-OEI agreement will provide additional online resources such as the "Quest for Success" online course readiness self-assessment, Cranium Café online counseling, Vericite originality verification, Proctorio proctored online testing, NetTutor online tutoring and POCR Peer Online Course Review (II.B.4-4 p. 6).

All contracts are formal and follow the College's well-defined contract policies and procedures for products and services (II.B.4-5). The departments that provide student support and services must use this process to initiate or maintain outside vendor relationships. All external relationships have received approval from each impacted department, division, the president and District Board of Trustees before implementation (II.B.4-6). All contracts are kept at the District office.

Resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The consortium functions smoothly, and all of the Library's systems needs are met effectively through the consortium. Research databases are often purchased through a membership in the Council of Chief Librarians through its venture with the Community College League of California in a joint purchasing agreement with a large variety of vendors which allows each college to preview, purchase, and maintain electronic resources and online databases at a reduced price (II.B.2-9). The State of California also has a statewide purchasing agreement on a recurring contractual basis with Ebsco to provide a group of databases to all community college libraries statewide at no charge to the Colleges. OCC takes advantage of the statewide purchase, and the Council of Chief Librarians discounts.

The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement.
The Library maintains a contract with 3M Corporation to maintain the security of the Library collection with magnetic strips in each title, and a gate that detects any magnetic materials exiting the building. At circulation, each magnetized item is de-magnetized for the duration of the loan. Any item not processed at the circulation desk will set off the security alarm at the exit of the Library.

Other contracts with electronic services like Regroup, Early Alert, and Brainfuse, integrate into the campus' existing IT structures. Students access messages through their campus email account, and Canvas classrooms, all of which IT secures (See standard III.C.). Student

information is always safeguarded in accordance with Family Educational Rights and Privacy Act of 1974 (FERPA) (See standard III.C.).

The College evaluates these services through the Program Review process used to evaluate departments and programs and through Student Surveys. The regular evaluation process of all departments is discussed in Standard I.B.; this includes the evaluation of specific services. Many departments also solicit feedback directly from students, as discussed in II.B.3., above.

Analysis and Evaluation

The College collaborates with the Cal West Consortium and several education support software services to provide expansive library, tutoring, and other learning support services to students. The College retains responsibility for the reliability and security of these services. The Library incorporates the evaluation of the contracted services into its existing evaluation processes of Program Review and student surveys.

II. C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard
OCC has a robust student support structure that includes admissions and records, registration and enrollment services, assessment center, bookstore, childcare, counseling, disabled services, financial aid, equity services, student health, scholarships, international student services, Title IX office, veteran's support and more.

The institution regularly evaluates the quality of student support services to ensure they support learning. Each department conducts evaluations through a comprehensive Program Review process every six years (II.C.1-1). Program effectiveness has been addressed through the creation of AUOs, to address the effectiveness of programs. Programs in Student Services address the following areas when evaluating their quality and operation: (a) Size and Scope, (b) Effectiveness, and (c) Efficiency. Each program evaluates itself against Key Performance Indicators that are established in each area. After evaluation and assessment, each program closes the loop, planning strategies that best enhance the quality of the program. Each year, planning strategies are updated (as necessary) to include resource requests, allowing new developments to link directly to planning strategies (II.C.1-2).

In addition to Program Review and AUO assessment, Student Services Programs conduct student satisfaction surveys. Programs then analyze students' feedback to either make modifications to their planning strategies or revisit their AUOs (II.C.1-3, II.C.1-4, II.C.1-5, II.C.1-6, II.C.1-7, II.C.1-8, II.C.1-9, II.C.1-10). The College also conducts surveys to better address the needs of students that might reside outside of just one department. For example, in the Spring of 2018, the College implemented a survey to determine the reasons why students drop courses. The results will be discussed to identify methods through which the College can increase retention (I.A.2-4). The College also uses the CCSSE to measure students' level of engagement in the classroom environment as well as from a student services perspective. More examples related to program improvement as a result of surveys and student feedback are reflected in II.C.2.

Both counseling courses and services are regularly evaluated. Counseling Courses also support student learning; these courses follow the same SLOs as other courses. The results of these evaluations demonstrate that the College's student support services support student learning

(II.C.1-11). The assessment of counseling services is performed by two primary methods. First is Program Review; all counseling programs participate in Program Review on a six-year cycle and annual assessment of PSLOs and AUOs (I.B.5-23). The second assessment is individual evaluations of counseling faculty; all newly hired tenure-track faculty, including counseling faculty, go through a four-year evaluation process according to state and contractual standards. Tenured counselors are evaluated every two years while part-time faculty members are evaluated on an annual basis. These individual evaluations include anonymous student surveys and ensure quality advisement to students.

The institution also supports student learning through the following services:
- Online and in-person orientations (II.C.1-12, II.C.1-13, II.C.1-14, II.C.1-15)
- Educational activities, financial literacy and workshops (II.C.1-16, II.C.1-17)
- Associated Students events and leadership development opportunities (II.C.1-18, II.C.1-19)
- Counseling, computing labs, library, and tutorial services (II.B.1-34, II.B.2-12, II.C.1-20, II.C.1-21)
- Cultural events and activities to celebrate diversity and culture (II.C.1-22, II.C.1-23)
- Peer mentoring (II.C.1-24)
- Health education (II.C.1-25)

Student support services enhance accomplishment of the mission. AUOs are established consistent with the mission of the College for each program. Strategies that are developed for program enhancement support the values and the overall mission of the College. The Student Services Planning Council (SSPC) reviews goals and strategies under each Department's Program Review within Student Services to determine how strategies align with the mission of the institution (II.C.1-26, II.C.1-27). SSPC is a participatory governance committee which includes program representation in addition to representation from different constituent groups to discuss and review the overall planning and effectiveness of student services programs (I.A.1-12 p.42). For example, in last year's goal setting session, SSPC members discussed all strategies within various programs and determined the overarching goals that tie into the College's mission and values and how such strategies support the overall mission, goals, and values of the institution (II.C.1-28).

To support online students, services are available via different modalities (II.C.1-29). For example, students can find critical information on the OCC website, including online application, registration, and courses. MyOCC, the institution's online student portal, provides access to many services including registration, student records/grades, transcript processing, online course websites, financial aid status and document processing, graduation application, student account payments, online virtual library, and more (II.C.1-15, II.C.1-29,

II.C.1-30, II.C.1-31, II.C.1-32). The Counseling Division conducts interactions electronically as needed such as email and assistance via telephone. DegreeWorks, an educational planning module, is available and accessible to students online (II.A.6-3). The College Catalog, schedule of classes and student orientation are online (I.A.1-4, I.C.2-3, II.A.6-3, II.C.1-15). Bookstore information and purchasing is linked to the course schedule, so students can purchase their textbooks from the OCC Bookstore online (II.C.1-33). Financial Aid information is available via videos and online modules (II.C.1-30, II.C.1-34, II.C.1-35). To assist students who are on campus in the evening, the College now offers services including financial aid, enrollment, and counseling until 8 p.m. (II.C.1-36).

Analysis and Evaluation
The College's student support services further the College mission, as all planning strategies are mapped to the College goals. Ongoing discussion at the SSPC ensures that program leads and campus constituents understand this link. Services provided to students on campus have online/remote counterparts, and evening services are offered to assist evening students. All services are regularly evaluated through the College's continuous improvement process, and through student surveys to collect feedback from students themselves.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Student services programs have identified AUOs to guide program improvements. The outcomes are reviewed annually to identify strategies to reduce gaps in KPIs the following year (II.C.1-1).

The institution uses assessment data to continuously improve student support programs and services. Programs discuss strategies based on their assessment as documented in Program Review (II.C.2-1). In addition to AUOs and identification of efforts to reach KPIs, student services programs conduct student satisfaction surveys to improve programs based on student feedback. In addition to program specific surveys, the College also conducts additional overarching surveys to address more global issues. The survey results for each student services program were positive (II.C.1-3, II.C.1-4. II.C.1-5, II.C.1-6, II.C.1-7, II.C.1-8, II.C.1-9, II.C.1-10). However, some programs have enhanced services as a result of student

feedback received. Below are some examples that demonstrate program level and campus level changes in response to student feedback.

Program Level Examples:
- The Assessment Center adjusted its hours to mirror Enrollment Services hours (II.C.2-2, II.C.2-3)
- EOPS Program enhanced and updated its website (II.C.2-4)
- Student Equity Program adjusted its hours and provided additional information on its website (II.A.7-11)
- SHC improved their website and added an FAQ (II.C.2-5)
- Enrollment Services is simplifying its web content, enhancement of the layout of Student Services pages to ease navigation, targeting admissions content pathways based on student status, and an imminent College wide website redesign. (II.C.2-2)
- Financial Aid implemented "QLess," enabling students to place themselves into a virtual line or queue. The department has also implemented Campus Logic, an online system that allows students to submit supplemental and verification documents online, facilitates student communications, and simplifies the student financial aid process. (II.C.1-30)
- GEC increased the service hours for status-related advising. The center also enhanced group counseling by increasing staff support at each session, allowing more new students to participate and enhancing the experience of all participants. (I.A.1-7)
- The Title IX and Student Relations Office produces an annual report in accordance to Coast Community College District AP 5910 Student Misconduct. The results of this report directly influence prevention, education and training efforts for the following academic year. OCC also used the CCSSE survey to assess and learn more about students' experience in relation to sex and gender-based discrimination and harassment. The Title IX and Student Relations Office will utilize this information to build additional surveys that it will use to improve its services (I.B.1-33, II.C.2-6, II.C.2-7).

Campus Level Examples:
- OCC's Pirate's Cove food pantry and closet, was expanded as a result of the California Mental Health Services Authority (CalMHSA) Student Mental Health Survey Report (which reflected 36% of students were experiencing food insecurity) (II.C.2-8 p.8).
- The CalMHSA survey also revealed the prevalence of students in need of mental health services, hence the College's decision to apply for a mental health grant to increase services and staffing in this area (II.C.2-8 p.10).
- The College conducted a "Drop Survey" to assist with the implementation of the College Promise Program (II.C.2-9). The College surveyed each student who dropped a class after the start of the semester. While personal reasons were the number one factor for drops (40.3%), about 10% of students dropped the course because of the cost of the

course (6.3%) or financial aid (4.1%). This helped establish criteria for the College's Promise Program (first time college students, enrolled in 15 units, not receiving a promise grant [formerly known as BOG], and California residency) (II.B.1-50).

- The Enrollment Center now offers extended hours for certain student services on Wednesdays and Thursdays until 8:00 p.m. and on the first Saturday of each semester to assist students who only attend weekend or evening courses. Similarly, respondents provided feedback about and lack of available parking spots; because of this, in the Fall of 2018 the number of visitor parking spaces near the Enrollment Center was increased from 22 to 70 spots and the allotted time for each slot was increased from 20 minutes to 45 minutes (II.C.1-29, II.C.2-2).

- Changes were made to the College's financial aid protocols and systems as a result of the federal Program Review audit by the USDE. OCC's financial aid office switched systems from PowerFaids to Banner, added additional internal audits, and the College established new processes to ensure verification of students who were "no shows" (II.C.2-10, II.C.2-11).

- As a result of an ongoing discussion and various studies including Housing and College Village Development Plan Report that reflected the feedback of 80 focus groups and more than 2,750 survey responses, the campus community showed a strong interest in building campus housing. Ground breaking for OCC student housing with 812 beds took place in October 2018, with an expected completion date of the Fall of 2020 (II.C.2-12).

Analysis and Evaluation

The College offers appropriate student services and programs to achieve its stated AUOs. In addition, the College collects feedback from students, and responds to this feedback, addressing student concerns in its plans for continuous improvement.

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College assesses the needs of various student populations through comprehensive evaluation and committee work (II.C.1-1 p. 31). The College implemented its SSSP plan, Student Equity Plan, and Basic Skills Initiative (BSI) plan through campus wide inclusive and collaborative processes (II.C.3-1). Student Equity planning collaborates with the Basic Skills Initiative to address achievement gaps across student demographic groups (I.A.4-13). Efforts include setting goals to increase success rates for students who begin English and math below college freshman levels for disproportionately impacted groups (II.B.1-37); these students require direct assistance

to ensure the College narrows the achievement gap. Some of these services include: textbook service, counseling, bus passes, laptop loans, peer mentoring, and co-curricular events (II.C.3-2).

The College provides appropriate, comprehensive, equitable and reliable services to its students.   The College provides specialized support to students who are disproportionally impacted to eliminate student equity gaps. For example, a laptop lending program, a peer mentoring program, and additional tutoring are a few of such services. International Center provides comprehensive admissions, counseling, orientation and advising services to all international students (I.A.1-7, II.C.1-12, II.C.3-3, II.C.3-4). EOPS, DSPS, Guardian Scholars, Veterans, and Equity Program provide similar comprehensive services to students (I.A.1-11, II.C.3-5). The College hired an additional counseling position to provide more dedicated comprehensive services to financial aid students who needed to see a counselor specifically related to their appeals or financial aid cases.

The College has also utilized technology to make sure students not only have access to staff but receive the support they need via technology. For example, the new OCC mobile application provides information in a different mode to support student access. Students also engage with one another students through its platform (II.C.3-6).

Student services information is accessible to **Distance Education** students remotely, through the OCC website, the Answer Center (phone call center), electronic communication and social media (email, the OCC App for smart phones and tablets, social media sites, text messaging) etc. (I.C.1-8, I.C.1-9, II.C.3-6). The College, as a result of student needs, now offers extended hours in the evening to help students and faculty who may only be on campus during evening hours (II.C.1-29, II.C.1-36). A number of other services are also available online (e.g., DegreeWorks), as well as electronic communication to faculty, counselors and staff, catalog, orientation, registration, admissions, online tutorial services, online access to the Library, and instructional support via Canvas (I.A.1-4, II.B.1-2, II.A.6-3, II.C.2-2, II.C.3-5, II.C.3-6, II.C.3-7, II.C-3-8).

The College also enhanced its complaint process by making reporting simpler for all students. When off campus, students can simply complete and submit a complaint form online. In additions the College has and "incident reporting" icon on all desktops and uses the Maxient system to allow faculty and staff to report concerning issues, Title IX cases, complaints, etc. while on campus. When off campus, faculty and staff can use the secure portal hyperlink from the main portal page under "hot links" – Incident Reporting to make reports (II.C.3-9, II.C.3-10, II.C.3-11).

Analysis and Evaluation

The College ensures equitable, appropriate, comprehensive, and reliable access to services. The College assesses the needs of diverse student populations, including those identified by the Student Equity Program, to eliminate achievement gaps. Extended services for special populations are available to remediate those gaps including EOPS, DSPS, Guardian Scholars, Veterans, and the Equity Program. Specialized counselors for specific programs are available to provide support tailored to these specific students. The College also ensures that distance education students have online equivalents of on-site support from tutoring, to counseling, to orientation, and the classroom itself.

> **II.C.4.** Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

A wide variety of meaningful co-curricular events, activities and athletic programs are available to support students in the achievement of their goals. There are 25 athletic teams (13 Women's and 12 Men's teams) and more than 70 different clubs/organizations including cultural, religious, vocational, performance, recreational, volunteer opportunities and academic/scholastic. The Associated Students of Orange Coast College (ASOCC) office coordinates opportunities for students to be involved with leadership opportunities on campus or in the community and provides financial support to more than 40 different programs with respect to their extra and co-curricular activities (II.C.4-1, II.C.4-2, II.C.4-3).

The institution ensures that co-curricular and athletics programs align with the College Mission and contribute to the social and cultural dimensions of the educational experience of its students through Program Review, committee discussions, and the learning outcomes that are tied to the ISLOs. Some examples include:

- **The ASOCC Program** is responsible for engaging students in co-curricular and extra-curricular activities. Co-curricular and extra-curricular involvement through the ASOCC Program includes student government, student clubs and organizations, on-campus events and activities, and the funding of student activities. The 2016-2017 student government facilitated the direct involvement of 91 students in the participatory governance of the campus (II.C.4-4).

ASOCC regularly evaluates its effectiveness both via Program Review and Student Surveys. At the end of each semester, the Associated Students of OCC (ASOCC) Program will release a Student Club and Organization Satisfaction Survey to all club officers of the 70+ student clubs and organizations at OCC. During outreach to the student club and organization officers, the ASOCC Program encourages student clubs and organizations to forward the survey to its membership. During the months of December and May, the ASOCC Program will also conducts a Student Club and Organization Satisfaction Survey for advisors (II.C.1-9, II.C.4-4, II.C.4-5).

The ASOCC also regularly assesses two PSLOs in order to gauge student learning and development. The outcomes ensure that student government officers can demonstrate leadership skills and fulfill their own self-identified development goals (II.C.4-4).

- **The Athletic department** assesses its appropriateness in relation to its mission through its Orange Empire Conference (OEC) Program Review in addition to aligning with the campus mission in its OCC Program Review process (II.C.4-6, II.C.4-7)

  Athletics has created checkpoints to monitor and verify the eligibility status of students, including regularly review of student athletes' scholastic eligibility by the eligibility specialist who monitors individual student athlete academic standing on a weekly basis, checks and balances on Form 1 with equipment managers, athletic trainers, counseling, eligibility specialist clearance, and verification of all documents by the athletic director. The Department provides extensive tutoring and support of student athletes through the PRESS Program (Providing Resources to Encourage Student-Athlete Success). The program provides training in study skills, time management, and strategies for classroom success.

  The OEC Program Review outlines program goals, resource requirements, and student athlete achievements in retention, grade point averages, and success in athletic performance. The mission and goals of OCC's athletic department align with the College mission, which ties both Program Reviews to the College mission (II.C.4-6, II.C.4-7).

- **Culinary Arts** faculty members determined in their Program Review that participation in the HFT would benefit both students and the program because of

involvement in the HFT Competitions. Further, the Hot Food Team students have experienced significant benefits in terms of finding well-paying jobs, with some later becoming instructors at OCC and other schools; thus providing a direct link to the College mission (II.C.4-8, II.C.4-9).

- **Study Abroad** programs provide additional co-curricular field trips which enhance the cultural sensitivity and knowledge of students (II.C.4-10). Creating global citizens and increasing cultural sensitivity (through equity) is linked to the College mission (I.A.1-5). Related to this topic, the Multicultural Center hosts many activities and events in partnership with other campus offices such as the Equity Program (II.C.4-11).

Athletic and Co-curricular programs are conducted with sound educational policy and standards of integrity. The College regularly revisits important documents that provide guidance to these activities. For example, the College recently updated its Student Club Handbook – a process that involved various committees, groups, and individuals is being conducted in order to enhance this document, with the primary goal being ensuring that student clubs adhere to policies, and with student success and the College mission as driving factors (II.C.4-12, II.C.4-4).

The Coast Community College District developed the following BPs which outline athletics and co-curricular programs that are appropriate to the District's mission and students. These policies and procedures ensure the effectiveness of athletics and co-curricular programs, and connect with the Program Review processes described above (II.C.4-1, II.C.4-2, II.C.4-13, II.C.4-14, II.C.4-15, II.C.4-16, II.C.4-17).

All co-curricular programs on campus are managed responsibly, including their finances. Mechanisms include monitoring the budgetary processes and tracking expenditures, documenting expenses through the EADA Federal process, and regular and effective evaluation of the facilities and equipment through an internal monitoring process and the ARR campus process.

- The **ASOCC's** Financial Committee meetings ensure that allocated funding is spent appropriately, in addition to looking at the previous years' spending. Monies spent in the current year go through the Bursar's Office to ensure that proper accounts are charged and all documentation for spending is in accordance with their requirements (II.C.4-18).

- **The ASOCC Program** developed policies and procedures to ensure effective operations including a Student Club and Organization Handbook, Policies and Procedures, and

Constitution and Bylaws (II.C.4-12, II.C.4-17). Through the ASOCC annual budget process, the ASOCC Program funds more than 29 campus programs and services (II.C.4-18). The student government funds events and activities via its One-Time Funding Request process as outlined in the Student Government Orange Coast College (SGOCC) Policies and Procedures during the academic year (II.C.4-12).

- **Athletics** To ensure a working knowledge of regulations related to rules and misconduct in athletics, an annual in service training for coaches extensively covers California Community College Athletic Association (CCCAA) Bylaws 1-3 (eligibility, recruitment, contest and seasons of sport). Student athletes and coaches of each team are also required to attend mandatory eligibility meetings where policies and procedures related to guidelines within the Athletic Department, OEC and CCCAA are discussed. These meetings also create the forum to discuss key elements of Title IX, social media, and sexual misconduct. The Student Athlete Handbook reinforces the topics covered in the eligibility meetings and participants deliberate on a range of subjects including the mission of athletics on behalf of the student athlete at OCC. This statement outlines dispositions and expectations of behavior. Handbook information also includes athletic advising, rules and standards of conduct. Matters related to sexual harassment, academic integrity, and social media guidelines are presented in the handbook in addition to being reinforced at the annual eligibility meetings. (II.C.4-6, II.C.4-7, II.C.4-19).

  The athletic department's Division Handbook strengthens and communicates department guidelines and procedures. Central within this handbook are statements concerning ethical conduct, non-discrimination policies, social media, harassment, and hazing. Mandatory Title IX training is presented along with rules on reporting violations and CCCAA infractions. Emergency action plan and variables related to risk management are also prominent (II.C.4-19).

Analysis and Evaluation

The College offers co-curricular programs and athletics in furtherance of the mission, promoting an inclusive college environment and student engagement and contribute to the social and cultural dimensions of the educational experience of its students (I.A.1-1 p. 6, 13). These programs are governed by relevant BPs and APs, and are evaluated through the campus's Program Review process and additional, external Program Review for athletics. The College maintains responsibility for these programs and oversight of their finances.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they

understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling and advising programs are intended to help students identify their academic and personal goals, understand the requirements related to their programs of study, and receive timely, useful, and accurate information about relevant academic requirements. This includes graduation and transfer policies as well as counseling in specialized areas. For example, the College provides comprehensive counseling services in DSPS, EOPS, Guardian Scholars, Veterans, CalWORKs, Athletics, Equity Program, TOP, Puente, Financial Aid, Allied Health, International Programs, Transfer Services, and CTE. These services provide students with a clear path towards their goal (II.C.3-5).

Counseling services at OCC are comprehensive and thorough in all campus programs and departments which provide academic advisement and guidance. These services assist students in identifying and creating pathways for personal development, career choices, and educational goals. Professionally trained counselors are available to assist students with the following:

- Telephone counseling and email correspondence (II.C.5-1)
- Educational planning (II.C.5-2)
- DegreeWorks (electronic Student Education Plan [SEP]) (II.A.6-3)
- One-on-One Counseling (II.C.5-1)
- Orientation sessions, college preparation workshops, probation (II.C.1-14, II.C.1-15, II.C.5-3, II.C.5-4, II.C.5-5, II.C.5-6)
- Counseling classes (II.C.5-7)
- Support groups (II.C.3-2, II.C.5-8)
- PUENTE Project (II.C.5-9)
- Referral services (II.C.5-10)
- Transfer services and workshops (II.C.5-11)
- Study skills and personal development workshops (II.C.3-5, II.C.5-12)
- Transfer Opportunity Program (TOP) (II.C.5-13)
- Academic Improvement Movement (AIM)(II.C.5-14)
- Academic probation counseling (II.C.5-5, II.C.5-14)
- Follow-up services (II.C.5-15)

In response to Program Review which identified a need for additional counselors, the College hired full-time international, financial aid, DSPS and EOPS counselors and several part-time counselors to track and improve student success. General counselors are available to help

students with academic planning and follow up services, and, when necessary, partner with other services to refer students to health services, tutoring, financial aid and more.

- o **EOPS Counseling** uses an online education plan format in conjunction with the college wide DegreeWorks software. This EOPS OLEP (Online Education Plan) offers students an alternative comprehensive view of courses needed to reach their educational goal. Student access is located in the EOPS website and available for students to view their progress (II.C.5-16). To monitor students' academic progress through a semester, many programs require their students to submit an Academic Progress Report (APR) (II.C.5-13).
- o **Financial Aid Counseling** assists students with their progress and plan and assists students in cases of financial aid appeals and warnings (II.C.5-17).
- o **DSPS Counseling** assists and responds to the needs of students who are registered with DSPS (II.C.5-18, II.C.5-19).
- o **International Students:** Assists international students with academic planning as well as issues that might impact their student visa status (II.C.3-3, II.C.5-20, II.C.5-21, II.C.5-22).

The institution prepares faculty and other personnel responsible for the advising function. The College ensures that, as faculty members, all counselors meet minimum qualifications, are offered staff development opportunities, and are evaluated (see Standard III.A.2, 5, 14). New counselors are assigned to a senior counselor as their mentor (II.C.5-23). They are also encouraged to attend UC and CSU counselor conferences, to get involved with student activities and advise student clubs, to join committees within the division, and to serve on campus wide committees (II.C.5-24, II.C.5-25). All counselors participate in a case study session every week to discuss various updates and changes within their professional fields (II.C.5-26). All categorical counselors attend conferences related to their field (II.C.5-27, II.C.5-28, II.C.5-29, II.C.5-30).

The College also ensures that counselors have the technical expertise needed to advise students. Beginning in the Summer of 2014, Counseling Services implemented Degree Works (electronic SEPs) for students. All counselors have been trained in DegreeWorks, which allows the student program of study to be identified and the SEP to be reviewed, with class choices for each semester (II.A.6-3).

Faculty and staff in specialized programs (EOPS, CARE, CalWORKs, Guardian Scholars, Financial Aid, DSPS, Umoja, Puente, and Veterans) are mandated to provide over and above services to their students (II.B.1-51, II.C.1-34, II.C.5-8, II.C.5-9, II.C.5-18, II.C.5-31, II.C.5-32, II.C.5-33, II.C.5-34, II.C.5-35, II.C.5-36). This includes personal counseling for non-curricular issues and referrals to community partners, non-profits, and government agencies. In addition,

these counselors attend conferences specific to their students' population and demographics (II.C.5-32). Their training often includes sensitivity, trauma awareness, and diverse/multicultural approaches to higher education (II.C.5-37, II.C.5-38). These trainings are provided by professional organizations and the CCCCO (II.C.5-39).

Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study, and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. The College communicates these requirements to students in the following ways:

- **Freshman Priority Registration (FPR):** FPR has offered "Pirate Registration" and Navigate OCC. In the Summer of 2017, the College conducted an in-person New Student Orientation, and in the Summer of 2018, the College offered "Pirate Registration to help students register in person (II.C.1-14, II.C.5-40, II.C.5-41, II.C.5-42, II.C.5-43). The campus has offered Navigate OCC to help students get acclimated to the campus the week before school starts since 2015. As the Freshman Priority Registration program continues to develop on campus, services will be modified to best support students (II.C.5-41, II.C.5-44).
- **Online Orientation:** An online orientation is available for students in MyOCC (II.C.1-15).
- **Program-Specific Counseling and Orientations:** Specific programs provide counseling and orientations about their requirements to students directly. For example, the Global Engagement Center (GEC), like several other student services programs, is proactive in ensuring that international students receive counseling when they first arrive and on an on-going basis. When students first arrive they are required to sign up for group counseling and international student orientation (II.C.5-21, II.C.5-42). The group counseling sessions are to assist students in planning their first semester schedule at OCC and to help them understand the U.S. higher education system. The international student orientation will further emphasizes the need for counseling and explains how students can receive guidance going forward. In addition, the students are given information about how to maintain status in the U.S., how to be academically successful, academic integrity, and Title IX (II.C.3-3, II.C.5-37, II.C.5-43). The GEC offers mandatory workshops for international students who are on academic probation (II.C.5-37).

  Another example of program specific orientation is in the cohort based allied health programs. Allied Health uses a counseling course (Al H 010 - .5u) to provide a broad overview of occupational opportunities. Since these programs are impacted, this course provides information about application process, waitlist information, prerequisite and pathway structures, and information about clinical training (II.C.5-44).

- **Catalog:** The Catalog is updated annually, and posted online in PDF and as a Viewbook, giving all students access to course descriptions and degree requirements. The editing process of the Catalog is discussed in Standard I.C.2. (I.A.1-4)

Analysis and Evaluation

The College offers counseling to suit the diverse needs of its students in classes, workshops, and one-on-one settings. The College leverages technology to allow students to view their SEPs online at any time. Qualified counselors are hired, assigned mentors, have access to staff development and regularly evaluated to ensure the quality of service. Students have multiple options to complete their orientations, which suits different students learning preferences.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The institution has adopted and adheres to admission policies consistent with its mission.

The District has established BP related to Admissions and Concurrent Enrollment (BP 5010). Such policies are consistent with the mission of the College and specify the qualifications and the requirements individuals must meet for admission (II.C.6-1). This is also specified for non-residents and students under various visa classifications (II.C.6-2). The Admissions Office communicates the status of application and admission to all prospective students who apply to the College (II.C.6-3). This includes residency determination to ensure students have an opportunity to clarify their status (II.C.6-4).

Admission policies can also be specific to program:

The College follows clear admission policies and protocol, which are transparent to students:
- **General Admission:** The College's admissions policies are consistent with its mission as a community college and are outlined in BP 5010. Admission, degree and certificate requirements and academic policies procedures are disseminated online on the OCC website, District website, and in the College Catalog (updated annually) (I.A.1-4, II.C.6-5, II.C.6-6, II.C.6-7).
- **Support Programs (EOPS, DSPS, etc.):** Admission to specialized programs on campus are also communicated to individual students. For example, students who are admitted to EOPS, DSPS, international students and some of the Allied Health programs are directly contacted through published materials and admissions requirements (II.C.6-8, II.C.6-9).
- **Academic Programs:** Qualifications for specific programs such as course pre-requisites, grades, and other qualifications are specified for particular groups of students as well as

particular academic majors such as Allied Health majors. These are publicized on the OCC website, catalog, and administrative and district BPs (I.C.2-2, II.C.6-10, II.C.6-11).

- **International Student Admission:** International (F-1 Visa) student application requirements are publicized on the website and in promotional materials. OCC staff guides international students to submit required documentation regarding their finances, immigration status documents, English proficiency, and academic history to complete the requirements for admission (II.C.6-2). Pre-arrival course selection information is provided and students are guided in selecting the appropriate educational program for their goals (II.C.6-12, II.C.6-13).

The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. All degree, certificate, and transfer pathways are defined in the College Catalog. Students are encouraged to meet with a counselor to discuss their educational goals and create an educational plan (II.C.6-14). Students who have abbreviated plans or have no educational plan are contacted and encouraged to meet with a counselor. In addition to catalog and online resources, such information is delivered via in-person counseling appointments as well as the information provided in new student orientation (II.C.3-4) The College has increased its efforts to provide just-in-time counseling sessions to new students and provide educational plan workshops to all students. Some of these efforts include Educational Plan weeks during the semester in which students can stop by a counseling table in the middle of the campus to complete an education plan (II.C.6-14 , II.C.6-15, II.C.6-16).

OCC advises students of pathways to obtain their academic goals for degree and certificate completion, transfer requirements and the transfer process. The Counseling Division has also assigned an outreach counselor who visits high schools and provides educational guidance. The College recently added Navigate OCC, an orientation program for new domestic and international students, in addition to the online orientation program (II.C.1-14, II.C.1-15, II.C.5-41, II.C.5-43). At Navigate OCC, new students are advised of College policies, procedures and specific educational pathways offered (II.C.6-17). Specialized orientations are provided for students enrolling in particular programs such as EOPS, CalWORKs, DSPS, Athletics, TRIO, international students, non- credit ESL and veterans (II.C.3-3, II.C.3-5). These program orientations cover both college information, as well as specific program services and requirements.

Newly accepted international students are provided with a website and welcome video which provides an overview guide of important steps students need to take for successful preparation and arrival to the United States, matriculation at OCC and education pathways (II.C.6-18, II.C.6-19, II.C.6-20). After arrival, international students attend a mandatory orientation which includes breakout sessions on counseling, transfer and immigration requirements (II.C.5-42).

These include F-1 visa as well as Homeland Security requirements and academic counseling on the community college system and transfer pathways and degree, certificate and transfer requirements.

OCC has instituted DegreeWorks, an electronic education plan system to improve students' ability to plan schedules and increase degree completion. All credit students are required to obtain an SEP in order to receive priority registration (II.C.6-15). Students are able to view their academic plans and pathways 24/7 and "what if" degree change scenarios and degree audit features on DegreeWorks through their online MyOCC portal (II.A.6-3). Orientations and counseling events are available as are one-on-one counseling appointments.

A designated Transfer Center is available to all students and provides advising, assistance with applications, workshops and facilitates tours and meetings with transfer institution admissions representatives (II.A.10-1).

Not-for-credit ESL students are also guided to academic advisors and Global Engagement Center staff to discuss their options for further education as a first step to college transition (II.C.6-13). Other students are referred to counseling or to the career/internship center for employment options. OCC has increased its communications with automated notifications to students regarding application deadlines, workshops and academic planning (II.C.6-3). This includes contacting students who apply but do not register, continuing students who miss their registration appointments, and those who could benefit from full-time enrollment status, i.e., financial aid students receiving additional grants.

Analysis and Evaluation
The College adheres to admission policies consistent with its mission, which are set forth in board and campus policies. The College defines clear pathways in the Catalog and provides robust counseling services to students to help them reach their educational and career goals. The campus is actively engaged in developing a more comprehensive Guided Pathways program (see QFE).

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
The CCCD has established BPs related to admissions and assessment practices which are reviewed and updated at regular intervals (II.C.7-1) In addition, OCC adheres to the following regulations and guidelines:

- When widely using test instruments, the assessment instruments used in the placement of students were approved by the CCCCO
- Assessment instruments were evaluated to meet the standards as related to content validity, criterion, minimization of bias, reliability and disproportionate impact following the guidance in the 'Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges'
- Course placement recommendations are based on multiple measures.
- Placement instruments have been used for which they were developed and available to all students and policies related to testing, preparation, retesting, etc. have been communicated to students (II.C.7-2).

The College uses the following approved placement testing instruments for English, English as a Second Language, mathematics, and chemistry:
- **English**: Accuplacer tests students in reading comprehension and sentence structure
- **ESL**: Accuplacer tests students in sentence structure, grammar, and listening
- **Math**: MDTP tests students on four levels of mathematics
- **Chemistry**: California Chemistry Diagnostic Test 1989 can place students in Chemistry A180 rather than beginning in Chemistry A130.

The Office of Institutional Effectiveness (OIE) regularly reviews and evaluates the College's testing instruments. Consequential validity analyses were conducted in 2012 for the "DTLS English placement test." Data from 2012-2015 were used to conduct disproportionate impact analyses in the Student Success and Support Plan (II.C.7.3). After the analyses, the College moved towards adopting the electronic Accuplacer English placement test. In December of 2016, the "Compass ESL" was discontinued and no longer available as a placement test instrument. At that time, the Office of Institutional Effectiveness, Assessment Center staff, and ESL faculty worked to adopt the Accuplacer ESL placement test. As such, analyses for ESL are ongoing; data was collected during the Spring of 2017, Fall of 2017, and Spring of 2018. Accuplacer is one of the approved assessment testing instruments approved by the Chancellor's Office (II.C.7-4). Math testing instrument was last validated in 2012 and included in the SSSP plan (II.C.7-3). For chemistry, consequential validity was conducted in the Fall of 2014 and Spring of 2015 (II.C.7-5). Disproportionate impact analysis was conducted in the Spring of 2017 (II.C.7-6). The report for approval was submitted in 2017 and the College received full approval. The College schedules these studies every 3-4 years.

Students have also been able to use alternative measures for placement, such as Advanced Placement (AP) scores, Early Assessment Program (EAP) scores, and other placement test scores from accredited community colleges, and other college course work – successfully completing an equivalent course at accredited colleges or universities (II.C.7-7). BP and AP 4235 Credit by

Examination provides for awarding of credit by satisfactory completion of an examination administered by a college in the Coast Community College District in lieu of completion of a course listed in the College catalog in accordance with Title 5, Section 55050(c). In addition, the Colleges in the District have aligned the student assessment scores and placement results and use the same placement tests for ESL, English and math (II.C.7-8). The Colleges accept placement results from any regionally accredited college or university (II.C.7-3 pp. 16-17). The latest information regarding testing policies can be found on the Assessment Center's website (II.C.2-3).

The College has planned and changed its approach regarding placement as AB 705 legislation, was passed and signed into law in October of 2017 (II.C.7-9). As a result, the College changed the processes and uses of assessment instruments for the purposes of placement. AB 705 made it mandatory for the College to use high school coursework, grades, and GPA as the primary indicators for placement into English, ESL, and math courses. The Office of Institutional Effectiveness, Assessment Center and faculty from English, ESL, and math departments met to approve a placement model that was based on the Multiple Measures Assessment using high school data for placement. The English and math departments have worked to adopt placement models that use high school coursework, grades, and GPA for course placement in math and English (II.C.7-10).

Additional guidance from the CCCCO related to AB 705 clarifies the College's obligation in order to meet compliance of the law (II.C.7-11). The guidance calls for the College to provide students access to transfer level courses and not place them into remedial courses. Moreover, students should be advised on the level of support they would need in order to succeed in the transfer level course. These support recommendations are based on high school coursework, grades, and GPA. As a result of these changes, faculty in the English, ESL, and math departments are redesigning their sequences in order to address the additional support needed to ensure student success. In addition, both Departments are finalizing their Guided Self-Placement for students who may not have high school information available. The College is on pace to implement AB 705 recommendations by the Fall 2019 semester. See QFE.

Admissions practices and requirements are reviewed on a regular basis to stay current with federal and college standards and to stay current with best practices of higher education. The College's equity plan identifies disproportionate groups and strategies are being implemented to increase access through programs by Equity DSPS, SSSP, EOPS and foster youth (II.C.7-10). International student admissions policies were recently reviewed and updated (I.A.1-7). Admissions policies are evaluated on schedule with all BPs (discussed in Standard IV.C.7.).

Analysis and Evaluation

With the implementation of California Law AB705 in progress, OCC is in a time of transformation. Prior to the Fall of 2018, existing placement tests were evaluated for consistency, effectiveness, and to ensure they were unbiased. New methods of placement are in development with faculty taking a lead role in the upcoming curricular changes. The College is open admission and its policies on admission are regularly reviewed.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially, with provision or secure backup of all files, regardless of the form in which those files are maintained. The College adheres to Title 5 regulations, CCCD BPs 5040 and 3310, CCCD AP 3310, and The Family Educational Rights and Privacy Act regulations that define student records and the way they are maintained. The institution publishes and follows established policies for release of student records, including FERPA, HIPAA and Federal Financial Aid Regulations (II.C.1-34, II.C.8-1, II.C.8-2, II.C.8-3, II.C.8-4).

The College and District IT department maintain strict protocol to ensure confidentiality and security of student information that can be highly sensitive in nature. All new employees, regardless of employee classification or role, are required to complete the District's FERPA Compliance Form (II.C.8-5). Every staff member must complete a request form to gain access to systems that contain student records, including systems such as Banner and Banner's Document Management System (BDMS) (II.C.8-6). Access rights to student information systems, including Banner, Campus Logic, PowerFAIDS, SARS, BDMS, Maxient, DegreeWorks, and Argos, are granted according to job classification and the needs of the College. Access controls require multiple management authorizations prior to user account provisioning.

The IT department ensures all staff computers are protected with the most current security software including network login passwords. Banner and BDMS systems have auto-timeout functions to prevent unauthorized access. Only authorized personnel are allowed in rooms where Class 1 hard-copy records are stored. Access is controlled through the use of electronically-locked doors, physical barriers and locked cabinets

Departments also provide safeguards specific to their space and record type:
- **Counseling:** The Counseling Division maintains an established process to keep student records and information permanently and confidentially. These processes apply to

information shared when making a counseling appointment, counseling appointment records, academic forms, and other student information and records. Counselors record meeting notes and MIS-codes into SARS Anywhere. SARS Anywhere retains these electronic appointment records indefinitely. SARS communicates with BANNER to record the appointment coding (II.C.8-7, II.C.8-8, II.C.8-9). BANNER maintains these records according to District procedure (II.C.8-1). In addition, counselors use DegreeWorks to build SEPs. The District archives student records in DegreeWorks with no activity for one year (II.C.8-7). Archived records are retained indefinitely.

- **Student Health Center:** At the SHC, patient charts are locked in a filing cabinet in the front office which is locked and alarmed. The SHC maintains paper charts; medical charts are shredded after seven years, and mental health charts are shredded after 10 years. Mental Health Services uses a web based service called Theranest to electronically store client information and progress notes. Theranest is HIPAA compliant and adheres to all federal and state laws regarding confidentiality (II.C.8-10, II.C.8-11). The SHC follows HIPAA requirements in communications, documentation and storage which protect patient health information (II.C.8-10, II.C.8-12).   The SHC utilizes an electronic patient intake and appointment system called MedPro (point and click) that pulls student data from Banner (II.C.8-13).

  The Mental Health Services treatment consents discusses confidentiality and how to request records, and students sign off on this document before obtaining counseling (II.C.8-14). The Medical History intake form explains the parameters pertaining to the release of confidential information, this is also reviewed by the healthcare provider and signed by the students accessing care in the medical clinic (II.C.8-15).

- **Financial Aid Office:** The OCC Financial Aid Office adheres to the statutory requirement of the 1988 HEA amendments and student Assistance General Provision, Final Rule that require Title IV institutions to maintain and retain student records (II.C.8-16). Generally, these records are and must be retained for three years from the end of the award year (II.C.8-17). All student records are retained digitally in BDMS, PowerFAIDS, and Banner systems. All student files and documentation are kept in Banner and both systems index the student record into BDMS. Only appropriate staff have access to students' electronic records in BDMS, Banner and PowerFAIDS (II.C.8-18, II.C.8-19). In addition, the institution follows Consumer Information guidelines which includes notification of FERPA to all students (II.C.8-20).

- **Enrollment Center:** In Enrollment Services, student records are scanned and entered into the Enrollment Center BDMS records management system. The Enrollment Center

will then classifies these records as Class 1 Permanent, Class 2 Optional, or Class 3 Disposable. Prior to the destruction of a record under any classification, the District or College lists all records to be considered for destruction on a "Records Destruction Log" form (II.C.8-2) The chancellor, Chief Business Officer, and the College president, or their designees, shall submit to the Governing Board a list of records recommended for destruction and shall certify that no records are included in the list which are in conflict with Title 5, Records Retention and Destruction Regulations (II.C.8-1). Records stored on alternate media may be retained in lieu of the record itself. This would require the alternate media contain accurate detail, copies of signatures, and have a dated certification. These records should be readily accessible and permanently preserved (for Class 1). Class 1 originals in paper form may be destroyed after the hard copy is scanned or imaged (II.C.8-2).

- **Allied Health Office:** In the Consumer and Health Sciences Division office the Allied Health programs have a secure locked room to maintain student records related to program and clinical records and clearances. Each program has programmatic accreditation requirements that are met with a standard period of time to maintain records.

- **Student Conduct, Title IX, Behavioral Intervention Team, and Student Complaints:** The Dean of Students Office and the Title IX and Student Relations Office utilize the Maxient database to maintain student behavior records securely and confidentially (II.C.3-8). The privacy of records is held in accordance with the Family Educational Rights and Privacy Act (FERPA) (II.C.8-4). Employee users in Maxient are trained how to share information in a FERPA-compliant manner. Employee users in Maxient are assigned an access level. Access levels delineate the screens the user can see and the actions they can conduct in Maxient. Certain student behavior records are assigned an access restriction. Access restrictions keep certain sensitive cases private and out of sight to Maxient users unless they are part of the designated group assigned to these particular student behavior records.

The institution has provisions for secure backup of all files, regardless of the forms in which those files are maintained. The District IT department maintains the College's information systems and technical security. The department's back up and security procedures are discussed in Standard III.C.3.

Non-electronic Class 1 paper records dated pre-1989, other than academic transcripts, are maintained in microfilm form located at the College, with backup microfilms at Golden West

College. Non-electronic academic transcripts dated pre-1989 are stored in an electronic image format in BDMS, with backup hard copies stored offsite with a contracted vendor.

The institution publishes and follows established policies for release of student records.
The College complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), which gives the student the right to see the official school record and restricts distribution of those records. In accordance with BP 5040 and AP 5040, students must provide written consent to release non-directory information to third parties not identified (II.C.8-14, II.C.8-15). Using personal usernames and passwords, students may access their own records electronically via MyOCC (II.C.8-21). The institution publishes and follows established policies for the release of student records and it informs students of confidentiality of records and FERPA regulations on an annual basis. FERPA regulations/policies are published in the catalog and on the College's website (I.A.1-4 p.34, II.C.8-4). In addition, the institution follows Consumer Information guidelines which includes notification of FERPA to all students (II.C.8-16).

Analysis and Evaluation
The College maintains records permanently, securely, and confidentially and follows all guidelines and regulations pertaining to record-keeping. OCC publishes and follows established policies for the release of student records and informs students of confidentiality of records and FERPA regulations on an annual basis (II.C.8-4). FERPA regulations/policies are published in the Catalog, on the website, and are emailed to students (I.A.1-4, II.C.8-4).

ORANGE COAST COLLEGE
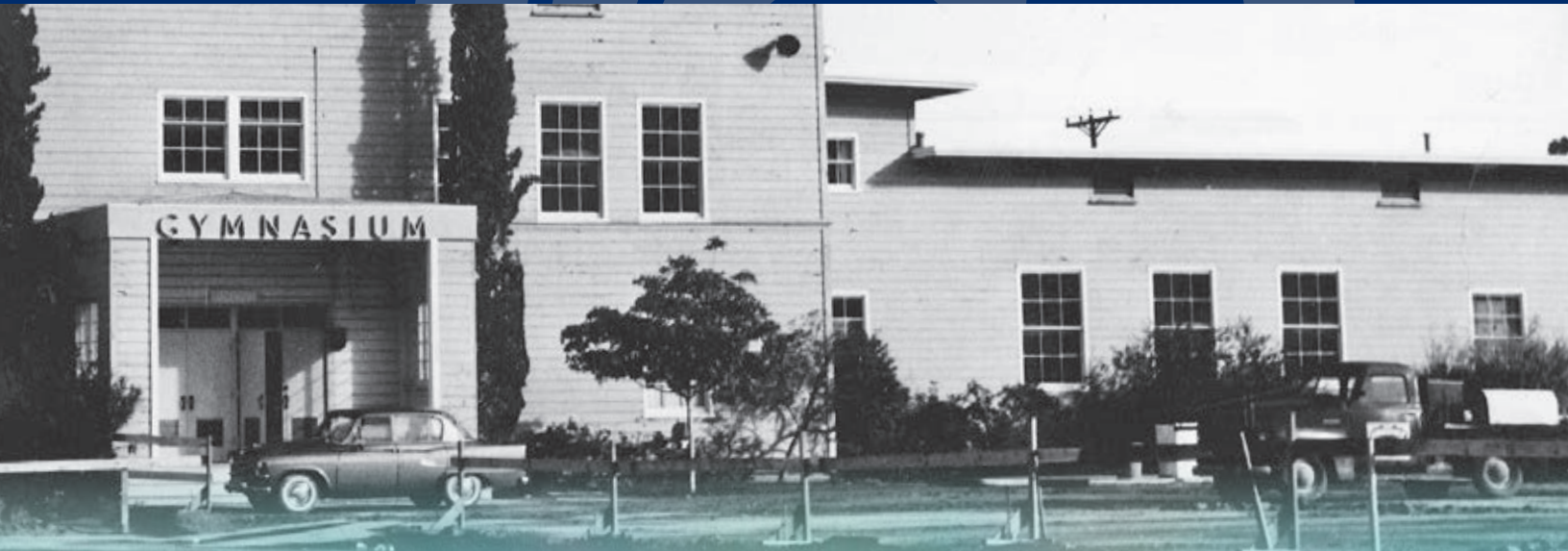
Standard III

Resources

70 YEARS
ORANGE COAST COLLEGE
1947 2017

Serving our community for 70 years

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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Executive Summary

The College works effectively with the District office to secure funding for operational resources. The District makes initial allocations to the College, however, the College ultimately decides, through participatory governance, how to fund new resource needs across the campus in Human Resources, Equipment, Facilities, Technology, Staff Development, and Supplies. All employees meet minimum qualifications or equivalency, have access to staff development, undergo regular evaluations, and conduct themselves ethically, according to BP. Campus facilities are safe, secure, and scheduled efficiently to benefit students, faculty, and staff. Technology training and support is available to all campus constituents; online technical support ensures that all issues are logged and remediated. All campus constituents must follow best practices for data security and privacy as well as appropriate use policies. Finally, the College allocates financial resources to benefit student learning programs and services in accordance with the transparent processes described in the campus DMG. The College prioritizes budget planning and ARRs through participatory governance processes. Financial reports are available to employees on demand and appear on Board Meeting agendas for discussion and transparency. Internal and external auditors ensure the stability and fiscal responsibility of the College.

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard
The institution assures the integrity and quality of its programs and services by recruiting, selecting, and employing qualified administrators, faculty and staff. BP and AP are the foundation of the practices that make this possible (III.A.1-1, III.A.1-2, III.A.1-3, III.A.1-4, III.A.1-5, III.A.1-6, III.A.1-7, III.A.1-8, III.A.1-9). Qualified applicants have the appropriate

education, training, and experience to provide and support the programs and services related to their position, as defined in BP for the position (explained in Standards III.A.2-3 below).

Recruitment and selection of employees are in strict compliance with California and federal legislation (III.A.1-1). Moreover, the institution seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment (III.A.1-1, III.A.1-10). The selection process is based on a combination of education and experience, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria (III.A.1-1). All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, are: (1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students; (2) Based solely on job-related criteria; and (3) Designed to avoid an adverse impact (III.A.1-11, III.A.1-12). Strict adherence to these policies and procedures is meant to ensure selection of employees who are "dedicated to providing educational experiences, intellectual insights, and exemplary support services necessary to optimize student potential and facilitate achievement of individual goals for the success of the educational community" (III.A.1-1, p.1).

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population.
As described above, minimum qualifications for all positions are stated on job postings that are advertised on the District's employment website and other advertising areas such as Diverse Issues in Higher Education (III.A.1-3, III.A.1-4, III.A.1-5, III.A.1-6, III.A.1-7, III.A.1-13).   All open positions are widely advertised (III.A.1-11, III.A.1-14, III.A.1-15).

The standard hiring processes includes the following steps:
1. **Search Committees are formed** using standard processes in BP and AP.
2. **The Search Committees review the job descriptions** and agree on supplements to the standard application system (i.e. resume, CV, transcripts, letters). Committee members agree on screening and interviewing criteria/questions.
3. Two to three members of the **Search Committees review application submissions for minimum qualifications** (all Committee processes are done in a secure applicant tracking system "Neogov"). This is considered Level One Screening.
4. **All Committee members score the remaining application submissions.** This is considered Level Two Screening. After Level Two Screening, the Committee meets to determine the number of applicants to interview based on scores.
5. **During First Interviews, all Committee members rate the candidates** and agree on final interview applicants.
6. **Final interviews are conducted.**
7. **Recommendations for reference checks and an initial offering of a position** follow the final interviews. All offers at this point in the process are contingent on Board of Trustee appointment.

Careful screening and a consistent approach with training for each committee about maintaining confidentiality, and assuring that conflicts of interest are addressed helps to ensures the quality of the process. In addition, committees are formed with individuals from the departments and broad constituency representation. At the end of the process, thorough reference checks verify that the selected candidate is qualified (III.A.1-12).

Job Descriptions for all positions are related to the mission and goals and outline position duties, responsibilities and authority and relate to the institutional mission (III.A.1-13, III.A.1-16). Beginning in December 2015, the District engaged in a classification and compensation study to evaluate Classified Management, Confidential, and Classified staff positions (III.A.1-16). The principal consultant for the study facilitated several work sessions consisting of interviews of classified staff and their supervisors and workshops prior to conducting an extensive analysis which considered key job factors, such as:
- organization structure
- current job descriptions
- employee worksheets
- supervisory interviews
- individual/group site visits

The evaluation included key measures such as mental, physical, social, performance environment, and accountability (III.A.1-17). The study resulted in new job descriptions and titles consistent with minimum qualifications and job requirements.

In September 2017, a cross-constituent group of faculty, staff and administrators attended the USC Rossier Center for Urban Education Institute for Equity in Faculty Hiring at Community Colleges. The institute offered attendees practical assistance in developing a set of practices and processes to embed equity into faculty hiring procedures. As a result, the College edited the job announcement template for faculty positions to reflect an equity minded and inclusive tone and reference the mission of the institution including its commitment to diversity (III.A.1-13).

Analysis and Evaluation
With the recent classification and compensation study came the revision of job descriptions, which provided an update of all duties, compensation, job titles and career ladders for staff (classified and confidential) and classified management employees. This was the first classification and compensation study that has been fully implemented. Additionally, the College participated in an equity in hiring institute which helped the College ensure a stronger alignment of faculty positions to the mission and the College's commitment to diversity.

These updates better reflect what each employee does and how it relates to the College. In addition, the College uses a fair and transparent process for hiring all positions. This process, with its representative hiring committees and thorough, equitable, vetting of candidates, ensures that qualified and diverse candidates are selected for positions at the College.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. To be selected to teach at the College, faculty must meet minimum qualifications, or the equivalency of the minimum qualifications (III.A.1-8, p.1). The College uses a robust, District wide, Minimum Qualifications/Equivalency (MQ/EQ) process to assure this (III.A.1-8, III.A.1-9 p.5-6). The Office of Instruction, in accordance with the HR department and Academic Senate, is responsible for keeping up hundreds of discipline-based MQ/EQ committees (III.A.1-9 p.6, III.A.2-01, III.A.2-2). The MQ/EQ committees are organized by discipline and comprised of faculty from the relevant discipline within each college in the District, to make the determination of equivalency. This ensures a fair process, as three individual faculty subject matter experts each get one vote. The Equivalency Oversight Committee (EqOC) is responsible for oversight (III.A.1-9, p.3-4).

The Faculty job announcement template ensures that the search committee screens for both knowledge and skills that are appropriate for the position (III.A.1-13). "The Search Committee will review and approve the job description previously developed through the Program Review process," after which, the EEO Coordinator will notify them of "any recommended changes prior to advertisement" (III.A.1-5, p.3). The Search Committee chair "reserves the right to return the job description to the appropriate committee for approval," with responsibility for final approval resting with the College president. Search Committees for faculty are comprised of three full-time discipline faculty, the discipline administrator, and in rare circumstances, an additional member (District or non-District, full-time or part-time, faculty, administrators, classified staff, students, or members of the community) (III.A.1-5). This ensures that experts in the discipline subject matter thoroughly review the job description before it is finalized, and that all applicants are screened for the requisite skills and knowledge required.

The job announcement template and BP ensure that search committees screen for appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities and potential to contribute to the mission (III.A.1-13, III.A.2-3).

There are two BPs that pertain to the qualifications of faculty:
- **AP 7120C– Faculty Hiring:** "All job descriptions for faculty positions in the District shall include the Minimum Qualifications set by the state…[and] education and/or experience equivalent to the Minimum Qualifications…" (III.A.1-5 p.3). Additional detail is described in III.A.2.
- **AP 7902 - Faculty Service Areas, Minimum Qualifications and Equivalency:** Applicants and newly hired personnel are required to submit transcripts so that the minimum qualifications can be verified (III.A. 1-9, p.8). "The Minimum Qualifications

for Faculty and Administrators in California Community Colleges" and BP determine the Minimum Qualifications for each faculty position (III.A.1-9, III.A.2-2).   In accordance with Education Code Section 87359 and Section 53430 of the California Code of Regulations, Title 5, the District may grant equivalency for a discipline to those applicants who provide conclusive evidence of equivalency to the published minimum qualifications (III.A.2-2).

All faculty job descriptions state as a condition of employment that faculty will participate in curriculum development, implementation, and evaluation and will participate in and develop programs to measure student performance (III.A.1-13, III.A.2-3). In 2017-18, a new equity-centered job announcement template was introduced and includes the following statement:

> *The [DEPARTMENT] shares OCC's unwavering commitment to equitable outcomes; inclusive practices; and rich racial, ethnic, and socioeconomic diversity. Ideal candidates for this position share OCC's devotion to educating and improving the lives of our representative student, employee, and community populations* (III.A.1-13).

Analysis and Evaluation
Those hired to become faculty at OCC are qualified to teach in their subject matter in accordance with the CCCCO minimum guidelines, and, when necessary, as determined by district faculty within the discipline through the equivalency evaluation policy. Search committees rank the desirable qualifications to ensure the College interviews the best candidates. The job announcement template is designed to collect information about professional experience, discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the College through teaching. Beyond the template, Search Committees may add desirable qualifications such as subject matter expertise, licensure, or job experience. A key area of the College mission is the fostering of an "equitable campus climate," which the job description addresses specifically.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
The College ensures that administrators are qualified for their positions through the creation of job descriptions that properly reflect the necessary skills and knowledge the candidate needs, and through careful screening by an appropriate search committee (described in III.A.1 above). The specific make up of a search committee is dependent on the position and can be found in BP and AP, and the State Chancellor's Office's Minimum Qualifications:

- **President: AP 7120A – Recruitment and Selection for Executive Management.** "The Vice Chancellor of Human Resources will draft job descriptions that set minimum qualifications based on state law and list additional desirable qualifications…".. The Search Committee make-up is also set in BP (III.A.1-3 p. 1-2).

- **Administrators (includes Vice Presidents, Deans, Educational Administrators, and Classified Managers): AP 7120B – Recruitment and Selection for *Management* Employees.** Job Descriptions include "the minimum qualifications for the position including any job specific requirements mandated by law…" and will "statements relating to assessing sensitivity to diversity as prescribed by Title 5 and the 'Minimum Qualifications for Faculty and Administrators,' published by the State Chancellor's Office." (III.A.1-4)

Analysis and Evaluation
Between the development of the job descriptions, which reflects all state and local policies, the careful review of search committees, and the interview process, only qualified candidates who can sustain institutional effectiveness and academic quality in their administrator, classified, and confidential positions will be offered a position at the College.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
All candidates applying for faculty positions must possess the minimum qualifications for their discipline as outlined in the State Chancellor's Office Publication "The Minimum Qualifications for Faculty and Administrators in California Community Colleges," including the requirement that degrees earned are recognized by U.S. accrediting agencies (III.A.1-8, III.A.2-2 p.60).   To complete the hiring process, faculty must provide documentation that they meet the minimum qualifications by providing official college transcripts (IIII.A.1-11, III.A.2-2).

Degrees from non-U.S. institutions are recognized only if equivalence has been established.
Applicants who are applying for faculty and/or academic administrator positions and are submitting foreign transcripts must complete an equivalency application (III.A.1-11). Additionally, any foreign transcripts must be accompanied by a U.S. evaluation and translation from a National Association of Credential Evaluation Services member organization (NACES). Candidates not providing either (a) a completed equivalency form found to be equivalent to the minimum qualifications upon review by either the MQ/EQ committee (for faculty) or the search committee (for administrators and staff), or (b) a NACES-evaluated transcript determined by NACES to be "equivalent" to the required education, are disqualified from meeting minimum qualifications and removed from the applicant pool by the District Office of Human Resources (III.A.1-9 p.6.)

Analysis and Evaluation
Only candidates with the degrees listed in the job posting, or those that meet equivalency can continue in the employment process to interviews. The early screening levels also include screening for education; foreign degrees are screened for validity.

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
All evaluations are formal, timely, documented, and occur at regular intervals (III.A.5-1, III.A.5-2). All employees have a set of evaluation forms and procedures. All evaluation processes are described in the union contract of the bargaining unit, or written policy:

- **Classified Employees** are evaluated per the Coast Federation of Classified Employees (CFCE) Contract (I.C.10-1 p. 20-23). New Classified Employees are probationary for the first six months. During that time, they will be evaluated at the three and five month intervals. At the six month mark, Classified employees are "permanent" and will thereafter be evaluated annually.
- **Full-Time Faculty and Part-Time Faculty with a load over 50%** CFE Contract (I.C.1-3 p.10-24). The specifics of the evaluation process depend on whether the faculty is
  "Regular," "Tenure-Track," "Temporary," "Categorical", or "Part-Time."
- **Part-Time Faculty Under 50% load** are evaluated once every six semesters. CTA Contract (I.C.10-2 p. 12-15).
- **Educational Administrators** shall be evaluated no less than once every two years according to written review process (III.A.5-3)
- **Classified Management** are evaluated no less than once every two years and according to written procedures (III.A.5-4).
- **Confidential Employees** shall be evaluated in accordance with the processes established by the District through the meet and confer process (III.A.5-2).

The Office of Instruction tracks all regular, tenure track, temporary, and part-time faculty evaluations and ensures that all processes are followed and documented (III.A.5-5, III.A.5-6). Regular training for tenure-track faculty evaluation occurs each Fall (III.A.5-7, III.A.5-8). In addition, academic deans initial faculty evaluations to ensure consistency of the process and follow-up if necessary.

Classified, confidential and management evaluations become a component of a managers' annual evaluation and goal setting review. All direct report evaluations are documented at each management evaluation. All classified, confidential and management evaluations are reviewed by the Campus Office of Human Resources for consistency and follow-up if necessary. The District Office of Human Resources tracks all completed evaluations through the human resources management system (Banner) which updates the supervisor's MyOCC site with information indicating the status of reviews that need to be completed in the "Employee Review" tab.

Analysis and Evaluation
All evaluations are conducted using prescribed forms negotiated by each employee group's collective bargaining agreements. Human Resources staff file completed evaluations and track them in the institution's human resources management system (Banner). Employees not meeting evaluation criteria are recommended for performance improvement plans. These plans are specific, contain measurable or clearly defined objectives and a timeline for improvement.

III.A.6. Effective January 2018, Standard III.A.6 is no longer applicable.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard
The institution maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services. At present, Fall 2018, there are 269 full-time faculty at OCC. The College has a process by which it establishes the number of full-time faculty to be hired each year, which begins with the FON. The FON is determined based on the California Code of Regulations (CCR) Title 5 section 51025, which requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit of Full-Time Equivalent Students (FTES). Each September, the CCCCO provides the advanced FON for next Fall semester (III.A.7-1). Each year, the Coast Board of Trustees determines the adequacy of funding for the current fiscal year (I.A.2-20).

The Board of Trustees' District wide Strategic Plan for 2018-21 is to maintain 2% over FON (I.A.2-18, III.A.7-2 p.15). In Fall 2017, for example, the Board recommended that the District hire all full-time faculty replacements of full-time faculty separations and maintain the strategic plan of +2% over FON (III.A.7-3). Campus fiscal then has an opportunity to ensure that the necessary budget lines are available to fund the new faculty positions during "position control" (III.A.7-4). The vice president of administrative services then discusses with the vice president of instruction and the president, who ultimately decides on the number of faculty that will be hired for the year.

As described in the DMG, each Fall, the campus prioritizes faculty requests using a mutually agreed upon process (between Academic Senate and the president) (III.A.7-5 p. 10, 12). Departments submit requests for faculty hiring based on the needs they identified in their Program Review. The Instructional Planning Council's (IPC) Faculty Hiring Sub-Committee reviews these requests and rates them, first upon the written requests, following a rubric and using a standard set of data (III.A.7-5 p. 26-27, III.A.7-6, III.A.7-7, III.A.7-8). Then, there are oral presentations about each of the positions, and a second rating (III.A.7-5 p. 12). The Office of Institutional Effectiveness provides a full break down of the data of the final ranking to the committee, which it has an opportunity to endorse (III.A.7-9, III.A.7-10). Final prioritization is

presented to the Academic Senate for endorsement (III.A.7-11 p.3). College Council reviews and recommends final prioritization to the president (III.A.7-12). The president makes the final decision and communicates decision campus wide (III.A.7-5 p.12, III.A.7-13).

This process ensures that the needs of the College are met each year. Part-time faculty are hired as needed to teach courses after full-time faculty have been assigned base loads and overloads. Deans and Schedulers monitor the class schedule, adding classes in areas that fill (III.A.7-14). This ensures that full-time faculty cover many classes, and that sufficient part-time faculty can be used to cover the remainder.

The institution maintains a sufficient number of qualified faculty to achieve institutional mission and purposes. Faculty teach assigned courses in the general education patterns, CTE programs, and major requirements. An analysis of certificates and degrees awarded and class scheduling is a component of comprehensive and mid-term Program Review (I.A.2-13, III.A.7-15). In addition, faculty (including librarians, counselors and SSC faculty) complete many mission critical functions outside of course load. Faculty with release time assignments complete many governance, program, administrative, and leadership functions. Department Chairs, Schedulers, and Faculty Coordinators are examples of additional duties that faculty can choose to take on for a stipend payment above their usual compensation, or through classroom release time to complete the duties required (I.C.1-3 p.26). At present the College has 62 Department Chair and Scheduler positions and 12 Coordinators (III.A.7-16). These positions ensure that the College has faculty support in all areas where faculty have an interest to support the College mission and goals.

Analysis and Evaluation
The College has a process in place to determine the number of faculty to be hired each year, and a participatory process to determine the departments that receive full-time faculty hires. The division deans and schedulers carefully monitor the schedules, ensuring that there is sufficient faculty (full and part-time) to support course demand. Finally, additional assignments are available to ensure that programs, services, and the mission is supported.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard
The College provides for the orientation, oversight, evaluation, and professional development of part-time faculty.

Orientation. New employee orientation is offered at the beginning of the Fall and Spring semesters. All new employees including part-time faculty are encouraged to attend to learn more about the institution while meeting their colleagues and peers. Over fifteen topics are covered including breakout sessions on technology, teaching and learning, participatory governance, a campus tour, SLOs, Program Review and campus safety (III.A.8-1, III.A.8-2, III.A.8-3).

Orientation also includes a session on student equity (III.A.8-4). The District offers a monthly health and welfare orientation (III.A.8-5). In addition, each division offers specific onboarding and orientation (III.A.8-6).

Evaluation. As described in A.II.5 above, each part-time faculty member is evaluated following the contract negotiated process (I.C.1-3, I.C.10-2). The Office of Instruction coordinates and tracks this process each semester.

Oversight. There is sufficient oversight of all part-time faculty. The evaluation process ensures they are effective (I.C.10-2 p.12, III.A.5-5). Division offices and deans are available to assist them during regular business hours. They can also reach out to department chairs for guidance from their fellow faculty. Division deans and department chairs can secure funding to offer workshops designed to include part-time faculty and compensate them for their attendance (III.A.8-7, III.A.8-8).

Professional Development. Details about funds available to part-time faculty for their professional development (primarily California Teachers Association [CTA], Professional Development Advisory Committee [PDAC], and Professional Development Institute [PDI] funding) and other opportunities (Flex Day and Lynda.com) can be found in Standard III.A.14.

OCC provides opportunities that integrate part-time faculty into the life of the institution. The College provides all employees with professional development opportunities consistent with the institutional mission. Part-time faculty are paid participants in Flex Day (where they can attend sessions for their own development or lead sessions for the development of others), division meetings, and can participate in SLO meetings (I.C.10-2 p.20, III.A.8-9). Part-time faculty are represented in the Academic Senate (III.A.8-10). Part-time faculty are eligible to serve as department chairs and program coordinators (I.C.1-3 p.26). They can serve as advisors to student clubs and honors societies (II.C.4-16 p.10). In these ways, part-time faculty are fully integrated into the life of the institution.

Analysis and Evaluation
There are specific procedures for part-time faculty's evaluations, and part-time faculty are encouraged to participate in professional development and campus life. There is sufficient oversight and guidance provided to part-time faculty from their Department Chairs and Deans. In these ways, part-time faculty are fully integrated into the life of the campus.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
The educational needs of the College are primarily met with sufficient faculty (discussed in III.A.7, above). The administrative, physical, and technological needs of the College are primarily met through the departments of maintenance and operations, administrative services,

and information technology and the related administrators and staff. The current organization of the College in these areas is best illustrated in the org chart (III.A.9-1, III.A.9-2).

New positions are identified as needs in Program Review. Campus departments conduct their CPR every six years in order to review their role in achieving the College's mission, understand their program's strengths, identify key areas for improvement and create a workable plan for achieving desired improvements and outcomes (I.A.3-6). Out of this analysis, their planning strategies are developed (I.A.1-12 p.14). In addition, they can request new human resources needs in their ARRs, which will then be prioritized according to the campus wide process (I.A.1-12 p.14). This ensures that if additional personnel are needed in order to make the campus more effective or relevant to the mission, these positions can be prioritized and hired.

When hiring staff, search committees for confidential/classified positions include a proportionate number of confidential/classified employees to other committee representatives, meaning no one constituent group shall have a greater number of representatives than classified employees (III.A.1-6, III.A.1-7, I.C.10-1 p. 24). The Search Committees shall not include hourly staff and shall not normally include probationary staff. Selection of confidential/classified employees to the Search Committee shall be based on their knowledge of the requirements for the open position. The minimum qualifications for Classified and Confidential Employees will include "the minimum qualifications for the position including any job specific requirements mandated by law" (III.A.1-6 p.2, III.A.1-7 p.2).

Minimum qualifications for classified and confidential staff vary by position, and are determined by the District approved job specification and any legal requirements (III.A.1-16) Search committees screen for the minimum qualifications in the first level of screening, excluding applicants that do not meet the required criteria from the pool (III.A.1-6, III.A.1-7). This ensures that only qualified applicants move forward to the interview process.

Analysis and Evaluation
The campus ensures that there is enough staff to support educational, technological, physical and administrative operations primarily through Program Review analysis, which generates human resource requests each year.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard
As discussed above, the College uses the Program Review and subsequent planning and human resource requests to drive hiring of additional positions for classified staff and administrators. There are currently 54 managers campus wide that support instruction and support services (III.A.9-2). Each year, additional managers may be requested through the ARR process, based on Program Review. For example, the need for the Dean of Library and Learning Support was

hired in 2017, which reorganized key learning support departments (large group instruction, instructional innovation/online learning, Library, SSC/tutoring, and Basic Skills) under one dean (III.A.9-2). This was in response to the recognized need in Program Review for a dean dedicated to this instructional area, to support student success initiatives and instruction (III.A.10-1).

Analysis and Evaluation
The Program Review and Planning processes ensure that the campus has all of the administrators that it needs to support its mission and purposes.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair, and equitably and consistently administered.

Evidence of Meeting the Standard
The Board adopts written policies to convey its expectations and communicate Board philosophy and practice to the students and the public. Policies are authorized by law or determined by the Board to be necessary and appropriate for the effective operation of the District (III.A.11-1, III.A.11-2, III.A.11-3). BPs are the governing laws of the District and are binding to the extent that they do not conflict with federal or state laws and are consistent with the District's collective bargaining agreements (III.A.11-2, III.A.11-3). BPs are written clearly, in a standard format, and include language that comports with accreditation standards. All District employees are expected to know and observe provisions of law and BPs pertinent to their job responsibilities.   The chancellor or designee is responsible for the review of all BPs that are not specific to the operations of the Board (III.A.11-2, III.A.11-3). All BPs are reviewed every four years to ensure compliance with law, accreditation standards, and best practices through the DCC.   The DCC Board Policy and Administrative Procedure Subcommittee DCCBPAP) reviews and revises, as needed, and develops new BPs and APs, as needed (III.A.11-2, III.A.11-3). It ensures that the four-year review and revision schedule for BPs and APs is on track (III.A.11-4).

All BPs and APs are public and available at the District website (III.A.11-5). Copies of all BPs and APs are readily available through the Board Office to Board members, District employees, students, and the public (III.A.11-2).

The BPs are fair, and consistently and equitably administered. All employee relations issues including non-adherence to BPs and Procedures are reported to and reviewed by Campus Human Resources Director and Employee Relations Manager (II.C.3-8).   Infractions requiring disciplinary action are approved at the District Office of Human Resources to ensure equitable treatment among all employees (III.A.11-6, III.A.11-7).

Analysis and Evaluation
The district publicly posts all BPs and APs, and furnishes hard copies on request. Hard copies can be requested through the Board Office (III.A.11-2). The College adheres to all BPs.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The institution is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and that provide equal consideration for all qualified candidates (III.A.1-10, III.A.1-12). Trained EEO Recruitment Coordinators facilitate all hiring search committees (III.A.1-1, III.A.1-2, III.A.1-3, III.A.1-4, III.A.1-5, III.A.1-6, III.A.1-7). They provide hiring search committees with EEO training, EEO data, and ensure there is no adverse impact on underrepresented groups when setting cut scores (III.A.1-12, III.A.2-4). In addition, search/selection committees are encouraged to include members from monitored groups based on current student, faculty and staff diversity data. The EEO Recruitment Coordinators approve the makeup of search/selection committees. Before a person can serve on a search/selection committee, they must receive equal employment opportunity and diversity training (III.A.1-12 III.A.12-1, III.A.12-2). All screening materials must be approved by the EEO Recruitment Coordinator for compliance with equal employment opportunity principles.

When possible, every effort will be made, within the limits allowed by federal and state law, to ensure search/selection committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications (III.A.1-12).

In addition, the College offers a variety of professional development activities focused on diversity and inclusion (III.A.12-3 p.8-11). Notable activities include Autism Ally Training, Veterans Ally Training, Safe Zone LGBT Training, and Equity in Faculty Hiring (III.A.12-4). These activities offer an opportunity for staff to learn more about diverse groups on campus and how to better support them.

The institution regularly assesses its record in employment equity and diversity consistent with its mission. The District Office of Human Resources annually surveys the district's workforce composition and monitors applicants for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented (III.A.1-12). Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/ African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

The institution has representation on the District wide Equity and Equal Employment Opportunity Advisory Committee (EEOAC) (III.A.1-12 p.10). The EEEOAC was formed to assess institutional policies and practices and the impact on hiring and retention, with a focus on

equity and inclusion, per the District EEO Plan. The committee charge is to implement the District's EEO Plan, ensure alignment of institutional practices, procedures, and policies with instructional programs and services and attend to the diverse needs of the community and students served by the institution and District (III.A.12-5).

Any violations of the District's EEO Plan or any non-adherence to BPs and Procedures are reported to and reviewed by Campus Human Resources Director and Employee Relations Manager (III.A.12-1 p.11, II.C.3-8). Infractions requiring disciplinary action are approved at the District Office of Human Resources to ensure equitable treatment among all employees (III.A.11-6, III.A.11-7).

Analysis and Evaluation
The District and college monitor equal employment opportunity and diversity efforts to ensure that the recruitment, screening, selection, hiring, and promotional processes are in accordance with the EEO policies and principles. Both are committed to the implementation of an EEO Plan developed according to Title 5 and adopted by the Board. The intent is to overcome all forms of institutional and/or personal exclusion or discrimination within the District (III.A.1-12 p.7-8). In addition, the College supports its diverse personnel by offering training and staff development that fosters equity and inclusivity.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
The District has a Code of Professional Ethics that sets clear ethical expectations to guide and inspire professional excellence. The conduct of District employees as "public employees" shall be worthy of the respect and confidence of the community the District serves (III.A.13-1, III.A.13-2). Employees are expected to avoid conduct which is in violation of the public trust or which creates a justifiable impression among the community that such trust is being violated. All District employees are expected to exhibit openness and reliability as educational leaders, and to address issues and people without prejudice. Further, all District employees are expected to do everything possible to demonstrate a commitment to excellence in education without compromising ethical behavior (III.A.13-1, III.A.13-2).

Processes and procedures are in place to address reported ethical violations. The District Office of Human Resources investigates all reports of ethical violations. Any disciplinary actions taken are in accordance with applicable law, sound human resource practices, and collective bargaining agreements (III.A.13-2).

Analysis and Evaluation
The District has a clear code of professional ethics that applies to all personnel, as well as clear consequences for the violation of those ethics. The District applies the code fairly to all employees.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
The institution plans for and provides all personnel with appropriate opportunities for continued professional development. The institution provides rich and meaningful ongoing opportunities for professional growth that contribute to a workforce that is high-performing and highly qualified, resulting in students who are able to achieve their educational goals. Opportunities fall into two categories – those available to all employees, and opportunities and funding specific to constituency group.

Opportunities and Funding Available to All Constituency Groups:
PDAC. Professional Development funding is available through funding sources based on constituencies, with all constituencies eligible to apply to PDAC for funding to develop campus wide activities open to all constituent groups (III.A.14-1, III.A.14-2). The institution provides funds in the amount of $100,000 annually to PDAC. The primary mission of PDAC is "To prioritize, communicate, and provide resources for inclusive and equitable learning opportunities; encourage the importance of life-long learning; and recognize the value of individuals leading college wide success". In concert with campus constituencies, PDAC advises and consults on the creation and review of plans, coordinates, oversees, and assists with the professional development activities of the institution. The committee continually seeks innovative ways to enrich the lives of the campus community and does this by supporting the achievement of college goals, meeting or exceeding professional development standards for accreditation, and promoting excellence in instruction and effective student support services by recognizing outstanding employees. The committee has membership from all campus constituent groups (III.A.14-1). Every other year, the committee conducts a campus wide needs assessment to identify gaps and provide programs to fill those gaps (III.A.14-3).

Flex Days. The College has instituted two annual Flex Days (Fall and Spring) to provide time for faculty and staff to participate in professional development activities in accordance with Title 5, section 55720 (I.C.1-3 p.64, III.A.14-4, III.A.14-5). The day is mandatory for full-time faculty. Part-time faculty who would normally teach on Flex Day are obligated to attend and complete the same total hours of activities on Flex Day that they would normally teach. Part-time faculty with no teaching obligation on Flex Day who attend are paid up to a maximum of three (3) hours (III.A.14-6). Managers are encouraged to schedule staff and services in a way that enables Classified staff to attend.

Opportunities and Funding Specific to Constituency Groups
The following funding sources are available to specific constituency groups:

- **Faculty**
  - **PDI (Full and Part-Time Faculty):** PDI is an Academic Senate committee and is run by faculty for faculty professional development activities based on the collective bargaining agreement. Each fiscal year, the District provides funds for PDI (I.C.1-3 p.75). Any funds left over at the end of the year will be rolled in to the next year's PDI fund. The fund pays the cost, or a portion of the cost, of attending professional meetings or conferences, or taking classes, such as registration fees, meal and lodging expenses, and travel expenses. The fund amounts to the sum equivalent to $217.36 times the number of full-time faculty member positions and $108.68 times the number of part-time faculty member positions based upon the adopted budget each year. For each subsequent year, the above funding will be increased by the percentage salary increase provided to the Faculty. Four-fifths (4/5) of the fund will be allocated to each institute within the District (I.C.1-3 p.76, III.A.14-7, III.A.14-8).
  - **CTA (Part-Time Faculty Only)**: Through Coast Community Colleges Association (CCA), the District has established a Professional Development Fund for part-time faculty in the amount of $15,000 per semester. The fund is allocated to the institution based on the number of part-time faculty employed at census in the Fall semester (I.C.10-2 p.20). Part-time faculty shall write CSLOs and PSLOs for their courses, and will be paid their usual non-instructional rate for the number of hours agreed upon by the Dean and the faculty member (I.C.10-2 p.21). Funds may also be utilized for registration and reasonable approved expenses for travel and lodging for professional meetings and conferences related to the District's education program and the part-time faculty member's professional growth. Professional Development funds are limited to two applications per person/per semester not to exceed $700 per application (I.C.10-2 p.20).
  - **TTFA:** The institution also provides a Tenure Track Faculty Academy. TTFA is designed to provide two years of orientation to tenure-track faculty as well as resources and skills for excellence in the performance of their responsibilities (III.A.14-9, III.A.14-10, III.A.14-11). Topics include teaching and learning; services and resources; and campus policies and procedures.
- **Classified Staff:** The Classified Professional Development committee develops and plans professional development workshops and activities for classified staff. The District funds the committee in the amount of $100,000 per fiscal year. Funds budgeted but not expended in one fiscal year will be carried over for use in the following fiscal year (I.C.10-1 p.62). The District provides classified employees the opportunity to expand their knowledge and increase their skills through the following professional growth activities:
  - District Course Reimbursement for Professional or Personal Growth
  - Professional Development for Purposes of Job Enhancement and Academic Growth
  - Professional Growth Leave
  - Job Training Program
- **Management:** The District has established a professional development program through the Coast District Management Association (CDMA). CDMA represents all

management-level personnel, including educational administrators and classified managers. CDMA provides funds for educational advancement including tools and resources that contribute to professional growth and development of the management team as well as workshops and trainings (III.A.14-12).

This professional development is consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. All employees are encouraged to participate and engage in activities that help them become more effective in their role, provide the highest quality instruction and services for the students, and address the ever-changing professional development needs over the course of their employment with the College (III.A.14-13, III.A.14-14). The College mission includes "serves the educational needs of the diverse local and global community" (I.A.1-5). The final goal of the campus is Student and Employee Engagement. The College recognizes that professional development is critical to all employee's engagement, and to the quality of instruction offered to students.

Personnel seeking professional development can also request funding through the ARR process. These requests are linked to Program Review findings and planning strategies. In this way, additional funding can be allocated to professional development activities that further the mission and were highly ranked in the wing and college prioritization processes. At the time of this writing, the College is investigating new ways to allocate staff development funding towards ARRs (III.A.14-15).

The institution systematically evaluates its professional development programs and uses the results of these evaluations as a basis for improvement; this is executed in concert with the PDAC, PDI, the Classified Professional Development Committee, and the CDMA. The evaluations occur every other year in the Spring semester and after each professional development opportunity held on campus (III.A.14-2, III.A.14-16, III.A.14-17). This ensures that the opportunities approved for funding and offered through the College answer a need of the College.

Analysis and Evaluation
The College offers local programming and funds outside opportunities for faculty, staff, and administrators to learn new skills and build on existing talent. Recently, the College further committed to measuring, improving and monitoring professional development with the purchase of Cornerstone, a talent management software, which was implemented in Fall 2018. The College is committed to providing the development opportunities for its staff that allow it to better achieve its mission of excellence in teaching and engaged employees (III.A.14-18, III.A.14-19).

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

OCC ensures the security and confidentiality of personnel records. There is only one official personnel file for each employee, which is maintained at the District Office of Human Resources. The personnel file includes, but is not limited to, records of employment with the District and records of professional evaluation. In addition, such records as educational advancement and pertinent work experience as provided by each employee is part of the official District file. The material in the official District personnel file shall be considered and used as the only official personnel record of the District in any proceeding affecting the status of the employee's employment with the District (I.C.1-3 p. 8, I.C.10-1, p.18).

The personnel file is kept in a locked file room in the Office of Human Resources at the District Office. The contents of all personnel files are kept in the strictest confidence. The District shall restrict access to employee personnel files to staff in the Office of Human Resources, Payroll, Benefits, and Risk Services as deemed necessary for the proper administration of the District's business or the supervision of the employee. Any other requests for employee personnel information, including the review of an employee's personnel file by any administrator, manager, or supervisor, must be approved by the vice chancellor of human resources or designee. The employee shall be notified of access for non-routine matters. When a personnel file is opened for other than routine purposes, a file utilization form shall show the name of the person opening the file, the date, and the purpose (I.C.10-1 p.18). All applicable Federal and California state laws governing the rights to privacy and confidentiality are followed in maintaining the personnel files (I.C.1-3 p. 8, I.C.10-1, p.18).

Access to electronic personnel records such as those maintained in NeoGov Applicant Tracking System and in Banner is limited to employees with a "need to know." For example, human resources staff, hiring managers, and other employees may need limited access to such records to fulfill their job duties. Forms for Banner Access must be completed and signed by campus and district administrators for the appropriate access level (III.A.15-1, III.A.15-2, III.A.15-3).

Each employee has access to his/her personnel records in accordance with law.
Employees have the right to examine any material(s) in their personnel file with the exception of documents excluded by law. Employees can make an appointment, during normal working hours and without loss of pay, to inspect their own personnel files. Employees have the right to copies of materials within their personnel file and the actual cost of such duplication is paid by the employee. In the event of disciplinary action against the employee, the district will provide a copy of any or all material in the file, at its own expense, upon the request of the employee (I.C.1-3 p. 8, I.C.10-1, p.18).

Analysis and Evaluation
The College ensures the security of all employee records by keeping just one official file, and limiting the access of electronic records to just those employees that require it, subject to administrative approval. Any employee can access their own personnel file upon request.

Improvement Plan: **Staff Development Funding for ARRs**

Determining an equitable way to fund staff development needs from the College's ARRs across the wings is a recognized area of improvement for the College. This topic will be discussed at College Council in early November, 2018 in the hopes of furthering the dialogue and finding an appropriate solution.

III. B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. OCC's main campus is 166-acres with nearly 80 buildings and 84 program areas located in Costa Mesa, CA. OCC has grown into one of the nation's largest community colleges, enrolling more than 25,000 students each semester. The physical resources support more than 135 academic and career programs. Support service areas are discussed in Standard II.B., and include Library, computing center, tutorial center, Disabled Students Program and Services, Counseling, Admissions and Records, the Bursar's Office, and Food Services. Cultural centers include the 1,000 seat Robert B. Moore Theater, the Multicultural Center, the Garrison Honor's Center, Frank M. Doyle Arts Pavilion, and a Planetarium (opening soon). In the last 10 years, the next 10 years; OCC will spend nearly $1 Billion in facility improvements with the combination of two local bonds, State Bonds, and Campus Foundation Efforts (III.B.1-1, III.B.1-2, III.B.1-3, I.A.2-16).

OCC has one off campus site with 1.47 acres and 300 linear feet on Newport Bay. Leased rent free from the County of Orange to the District for the purpose of "promoting the development of facilities and services needed by the public" and "operating a sailing and rowing facility for the advancement of marine oriented educational-athletic and recreational programs." The Sailing Center was leased without any improvements to the land. Today the facility and its programs are models for other community boating programs across the country. The facility is managed by OCC Marine Program and supports the credit Professional Mariner program, sailing and aquatic kinesiology courses, and athletic competition in Crew (III.B.1-4). The credit and not-for-credit courses are supported with a nautical library, wireless internet, computer access, faculty offices, and staff to support student needs. This facility also has a large community program for not-for-credit classes to support the needs of the local marine community (III.B.1-5).

Physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. OCC works diligently to ensure that the campus is safe and secure. There is a Safety Concern and Recommendation form for students, staff and visitors to report any safety conditions on campus (III.B.1-6). This form is available on the OCC Portal, as is the Student/Non-Student Accident/Incident Report, which is to be filled out by all employees that witness an injury on campus (III.B.1-7). All buildings that are constructed on campus costing upwards of $161,000 must be certified by the Division of the State Architect of California, which imposes rigorous safety requirements (III.B.1-8, III.B.1-9).

Safety Teams and Committees. The Campus Public Safety convenes a committee to review and address concerns each semester; the minutes are published on the OCC Portal (III.B.1-10). The committee publishes crime statistics in the Crime Statistics Brochure and Annual Security Report which are available on the Campus Safety page of the College website (III.B.1-11, III.B.1-12).

The Emergency Operations Task Force is responsible for reviewing campus safety procedures and providing training to prevent and manage emergencies. It holds monthly meetings, the minutes from which are posted on the OCC Portal (III.B.1-13). It publishes the Campus Emergency Operations handbook (III.B.1-14) and the Emergency Notification Plan, both of which are available online (III.B.1-15).

Emergency Notifications. In the event of an emergency, campus constituents are notified using a system called the Regroup Mass Notification System. The system provides text messaging to constituents via cell phones. A letter from the president to the campus details how the system works (III.B.1-16).

Safety Precautions. To enhance security, the campus has installed LED lighting. Kiosks that have lighting have also been installed. Some of the kiosks have intercoms that connect a user directly to Campus Safety. Classrooms are also equipped with emergency phones. Defibrillators can be found at various locations on campus. Campus Safety officers who travel the campus also carry them in their vehicles (III.B.1-17). Fire alarms and extinguishers are annually inspected by an outside vendor. The College is also adopting a computer-based system so that Campus Safety is automatically notified when a fire alarm goes off (III.B.1-18).

Inspections. Keenan and Associates, the Coast Community College District insurance carrier, and Maintenance and Operations, regularly inspects campus buildings to ensure their safety. Maintenance and Operations also performs an annual review of facilities with the goal of making sure that they are compliant with the Americans with Disabilities Act. Recognizing the importance of the issue, the district has created an Americans with Disabilities Act (ADA) Transition Plan (III.B.1-19). It details how every building is compliant and those that are proposed or underway will be compliant. For every project, there is a budget statement that includes costs and expenditures.

The Orange Coast Sailing Center is a satellite facility on the Newport Beach Harbor that meets all of the appropriate standards regarding safety and security. Some of the measures taken involve training in first aid as well as the use of life jackets and fire extinguishers. Additional lighting and cameras have been installed, and staff are trained in locking doors. The Sailing Center is fully ADA compliant, including the docks, restrooms and classrooms. Compliance has been achieved primarily though improvements from 2000 to 2018, including the installation of an elevator serving all three levels, the addition of ADA parking next to the elevator on the

ground floor, and the installation of an 80-foot long ADA gangway providing access to all of the docks.

Analysis and Evaluation

OCC has sufficient facilities and up to date technology. The physical resources support more than 135 academic and career programs and student support service areas. Adequate procedures are in place to ensure safety and security. Enhanced communication is necessary in order to guarantee that all campus constituents are aware of security measures such as Regroup. Aided by the ADA Transition Plan, which was commissioned and adopted by the district, the College has made great strides in providing accommodations for the disabled. The College has also improved campus lighting.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

To provide the quality necessary for programs and services, the College plans new buildings, upgrades, and additions to its land, and ensures facilities are utilized effectively in two key planning documents – the EMP and Facilities Master Plan (III.B.2-1, III.B.2-2).

Land. In addition to the two plans above, the College also assures the continuing quality of its land through compliance with the California Environmental Quality Act (CEQA) (III.B.2-3). The College's CEQA report evaluates parking, traffic circulation, building placement, and pedestrian access in accordance with California law (III.B.2-4). In the last few years, the College has sought to acquire the land near the Newport Center to add to the Sailing Center facilities (III.B.2-5, III.B.2-6).

Facilities. The EMP and Facilities Master Plan documents comprise Vision 2020. Because capitol planning occurs in ten-year cycles, both documents will comprise the next major initiative, Vision 2030 (I.A.1-1). The EMP includes a five-year strategy going forward; a history of the plan's development; strategic themes for the decade to come at the time the plan was written; and a six-year review with annual progress reports.

The Facilities Master Plan was most recently revised in 2015. The plan addresses four specific studies that were conducted prior to the 2015 revision. They were the Public Private Ventures Feasibility Study in 2013; the Residential Housing Feasibility Study in 2014; and two studies from 2015, the OCC Village Feasibility and the Historical Structures Report and Alternatives.

Another key planning document is the Space Inventory Report. For 2016-2017, the last year for which data is available, the College had 707,262 Assignable Square Feet (ASF) and 1,002,243 Outside Gross Square Feet (OGSF). The report also contains the ASF by Room Group Use. Most of the document consists of the Room Detail Report in which the purpose of each space is clearly visible (III.B.2-7, III.B.2-8).

The Facilities Planning Committee plays a key role in planning for the campus (III.B.2-9, III.B.2-10). It is a shared governance committee consisting of over 20 members drawn from each of the College's four wings. It reviews facilities planning documents and makes recommendations to the president.

In the last year, a major focus has been planning for the west side of campus (Horticulture, Technology and Skill Center areas) and planning for performing arts (including needs for dance) and the need to modernize the College's Chemistry labs (III.B.2-5, III.B.2-9). The west side of campus is also the site of future student housing. The facility needs emerged as a result of ARRs indicating the need for new and/or improved facilities that will support student learning by providing job training in high-demand fields, including Heating, Ventilation, Air Conditioning and Refrigeration (HVACR), Dance Department, and Chemistry.

With the opening of the MBCC building in 2015, another focus has been the repurposing of the area formerly known as Business Education. The area has been repurposed to include the Garrison Honors Center, the Global Engagement Center and the Multicultural Center.

The Sailing Center maintains and upgrades its facilities using several key methods. Staff members and the County of Orange perform periodic inspections. The Center also uses student and customer questionnaires to evaluate facilities and identify areas where improvements are needed.

Vision 2020 ensures that the College's facilities plans further the mission and support the quality programs and services of the College. Much of the Facilities Master Plan contains objectives. Each objective relates to the College values: Community, Learning – Quality Education, Access, Stewardship and Student and Employee Engagement, or "CLASS." The objectives not only inform the values but are organized around them as well. Each value is accompanied by three-to-five objectives. Later in the document, there are two additional objectives under a sixth category, Other/Non-Mission Critical. One of the objectives is Improved Total Cost of Ownership or TCO, which is discussed later in this report under III.B.4.

Equipment. Equipment related to new and renovation of buildings is updated as each building comes online. For example, in the MBCC building (computers, VDI,) office computers, classroom technology, standard presentation technology podiums, student desks/chairs are all replaced. Infrastructure equipment (air conditioning units, classroom furniture) are repaired and replaced using a facilities condition index, and scheduled maintenance plan (III.B.2-11). Computer

technology (for offices, labs) are on a replacement cycle (See Standard III.C.). For other equipment needs, the comprehensive Program Review has a section for analysis, and annual plans are revised with an opportunity for ARRs.

Analysis and Evaluation

Physical resource planning is effective because of the reliance upon several key documents. Foremost are the EMP and Facilities Master Plan, which have comprised Vision 2020 and will comprise Vision 2030, Program Review, and ARRs. The campus has an active Facilities Committee with dialogue of campus needs, priority setting and trend analysis of facility requests in the ARR process.

Major capital planning occurs in ten-year cycles, ensuring that it is long-range; the thoroughness of both documents and their level of integration ensures that planning is also thorough and efficient. Many of the goals for Vision 2020 have already been initiated, planned or completed due to the passage of two local bonds and the addition of State funds (Measure C, M, Proposition 1-D). The District is hiring architects to assist the Colleges with Vision 2030, and this be of major importance in the next few years.

III.B.3. To assure the feasibility and effectiveness of its physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

OCC makes every effort to utilize its facilities in the most efficient manner possible. Maintenance and Operations creates the Scheduled/Deferred Maintenance Priority List using information from a variety of sources (III.B.2-11). One important source are the work orders that are regularly submitted across campus that arise when individuals feel an area is in need of service (III.B.3-1). Maintenance and Operations reviews these work orders to determine which facilities appear frequently and therefore may be more in need of an upgrade or replacement.

In compiling the list, Maintenance and Operations also relies on its own annual inspection of facilities. The State Chancellor's Office sends a team to the campus to perform building inspections every five years. Its findings are compiled in the Facility Condition Index (III.B.3-2). This report includes information for every building on campus. It includes the Gross Area Square Feet, when each facility was built, when it was last renovated, and its cost per square foot. It also includes the total current repair cost and, lastly, the replacement value. The Facility Condition Index is another data set that Maintenance and Operations uses in order to create the Scheduled/Deferred Maintenance Priority List (III.B.2-11). After the list is created, the Facilities Committee, the Administrative Services Wing and the President's Cabinet review it.

On the Scheduled/Deferred Maintenance Priority List, items are related to specific categories, such as Exterior, Mechanical, Roof, Utility and Other. Projected costs for improvements are

included. Given the size of the campus, in a typical year the list can include upwards of 30 items with projected costs totaling approximately $10 million.

Campus constituents can also request facilities upgrades using the ARR process (I.A.3-11). The process is an essential tool for the College's upgrades to and maintenance of its facilities. In 2017-2018, there were 63 ARRs focused specifically related to facilities. Thirteen have been funded or funding is pending. Of the remainder, five were already in process, meaning that the need was identified in a previous year and the upgrades were already taking place. An additional fifteen were incorporated into larger renovations and existing projects. In that year, the College funded nearly $2.7 million towards the College's ARRs. Of that amount, $200,000 has been dedicated for facilities upgrades following a recommendation by the College Budget Committee (CBC). Additional information about how ARRs are submitted, prioritized, and funded campus wide can be found in Standard IV.A.

Maintenance and Operations reviews work orders submitted from across campus with an eye toward determining which areas are particularly in need of improvements. In addition to schedule/deferred maintenance, the department submits its own ARRs for equipment items that need to be replaced. The department has a line item in the general fund for repairs.

The College uses other software programs and documents to assure efficient facility utilization. Constituents can reserve rooms online using 25Live (III.B.3-3). Key documents guide faculty schedulers and deans to ensure effective use (III.B.3-4). The "heat map" found in the former document indicates which hours of the day have the heaviest room usage (III.B.3-5, III.B.3-6).

Analysis and Evaluation

As mentioned in Standard III.B.2., spaces are utilized efficiently and in accordance with the goals in the EMP. Facilities have multiple evaluators, which ensures that problems are identified and rectified. The ARR process has given campus constituents a direct role in suggesting facilities needs and improvements. The Facilities Committee is comprised of constituents from across campus, and the important role that it plays in evaluating facilities also ensures campus wide participation.

The Department of Maintenance and Operations compiles the Scheduled/Deferred Maintenance Priority List using work orders in addition to visual inspections. Again, the reliance upon work orders allows for campus participation. It also helps identify problems, and the list is reviewed by the Facilities Committee and the President's Cabinet in a manner that is transparent and inclusive.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
At OCC, long-range capital plans support the College mission and goals and reflect Total Cost of Ownership (TCO) projections. Capital plans are funded through a variety of sources including the general fund; ancillary accounts; Measure M; and Proposition 39.

The Capital Finance Plan—also known as the "Surf Report"—contains information about how the College and the district plan to use Measure M funds to finance the goals in the Facilities Master Plan (III.B.2-1, III.B.4-1). Measure M has been a major source of funds for facilities improvements. It includes $60 million in for long-term maintenance that is guaranteed until 2036.

To ensure transparency and accountability, the Surf Report is continually reviewed by different entities, including the Facilities Committee, the Administrative Services wing and the President's Cabinet. The document is also available for any college constituent to review on the OCC Portal (III.B.2-4, III.B.4-2).

Because the district believes that TCO is essential to sustainability, the district and campus develop TCO guidelines in accordance with policies that have been established by the Board of Trustees. Specifically, AP 3251 addresses Total Cost of Ownership. The procedure defines the concept, then discusses it in relation to facilities and technology. It concludes by saying:

> The District will endeavor to full value from its operations and maintenance resources by performing a cost-benefit analysis on facilities maintenance and operations activities.

> The District will create and adopt a TCO framework and recommendations and consider TCO cost projections in the planning and implementation of long-range capital projects, including those from bond measures.

In a presentation to the Facilities Committee in September 2017, the Senior Director for Facilities, Planning and Construction provided an overview of AP 3251, specifically detailing how the TCO plan will include three essential management areas: Operations, Capital Asset and Project Delivery (III.B.4-3, III.B.4-4).

The Technology Plan has a section entitled Guiding Principles and College Values which also identifies TCO as an important guiding principle. The Executive Summary and Infrastructure section in the Technology Plan address it as well. The College's embrace of TCO is linked to its values. As mentioned earlier, the Facilities Master Plan contains objectives using the CLASS acronym. TCO appears as an objective under Stewardship, which is the fourth value (III.B.4-5).

Analysis and Evaluation

The College and district maintain sufficient capital outlay for facilities. Since the last accreditation cycle, Measure M has been a vital source of funding. Due to increases in construction costs, all of the remaining projects in Measure M cannot be funded. A major challenge in the next few years will be to determine which projects will receive funding. A new bond measure will also be necessary.

By its very definition, TCO helps plan for long-term costs. With maintenance funding in Measure M guaranteed until 2036, TCO ensures that buildings on campus will be operational for many years to come.

III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

OCC's technology services, professional support, facilities, hardware and software are appropriate and adequate to support the College. Campus wide, OCC has more than 1,700 computers in academic labs, 1,600 computers in offices, labs, classrooms and for general use, 275 tablets, and 475 printers campus wide (III.C.1-1,III.C.1-2). Nine IT User Support Technicians and Analysts maintain these systems and the inventory list (III.C.1-3).

Management and Operational Functions. Technology resources are appropriate and adequate for management and operational functions. Every full-time staff member has access to a standard-issue computer with the District's standard software and any additional software required to complete their day-to-day work (i.e. Microsoft Dynamics Great Plains for financial staff) (III.C.1-4). Part-time staff and hourly employees have access to desktops and/or VDI stations (III.C.1-5). Every employee has access to the OCC Portal, the central depository for internal information sharing campus wide; the site is only available to campus employees (II.C.3-11). In addition, all users have access to a dashboard in MyOCC, which serves as a repository for their personal employee (time card reporting, Banner, Purchasing, etc.), student (Registration, Financial Aid, Records, etc.), and faculty information (Rosters, Waitlist, Class Schedule, etc.) (III.C.1-6).

When faculty and staff log in to a campus computer, they can easily find a shortcut to the online IT Support Desk on the desktop. The IT Support Desk software is called Footprints (III.C.1-7). Faculty and staff can easily submit a request for assistance, installation, or repair of hardware, software, or classroom equipment using this system. Many types of software are available for faculty and staff upon request; the vice chancellor of educational services and technology maintains a full list of software and subscriptions district wide (III.C.1-8). For faculty who need assistance during class, a phone is available in all classrooms so they can call for assistance; phone numbers for Public Safety, IT, and Maintenance and Operations are listed next to classroom phones (III.B.1-14).

Academic Programs, Teaching and Learning. Technology supports teaching and learning at Orange Coast. Labs are available throughout campus, both for formal instruction and as a resource to students. Labs that are open to students include The Computing Center (140 VDI computers and 20 MACs), and the Library (28 VDI computers and 21 Macs). Both Open Labs

utilize a Pay-for-Print system for black/white and color printing, as well as a copier. There are also classrooms that are used as open labs when there are no classes scheduled, including six classrooms (40 PC stations in each), a library classroom (39 VDI stations), and six computer study rooms that students can reserve (III.C.1-2).

In addition, there are 34 academic labs with more than 20 stations each, and 41 other labs with fewer than 20 stations. These labs are equipped for specialized purposes on campus, including AutoCad, Drafting, Interior Design, Fashion, Radiology, Dental, Biology, Physics and Engineering, Film and Video, Geographical Information Systems, Computer Science, and many more; the number of specialized facilities is also part of the AUO measures for division offices (III.C.1-9).

Every classroom, of which there are more than 200, is equipped with a lecture station/audio-visual cart which includes a computer, projector, DVD player, digi-cam, and network accessibility (III.C.1-10). Carts are standardized so faculty can easily move from room to room and know how to operate the equipment. In addition, all class sections have an online classroom (in Canvas) available to them. This includes added features such as attendance tracking, grading support, plagiarism software, and much more.

Every full-time faculty and counselor has an opportunity to select their computer from a list of District-supported systems when they are initially hired, when their computer is due to be replaced, or if they are relocating to a new building (III.C.1-11). All systems include the District's standard software and curriculum-based software for their discipline, by request (III.C.1-8). All faculty have access to a printer; efforts are under way to ensure that every full-time faculty office includes a printer (III.C.1-1). Faculty will have additional access to software and applications as necessary for their discipline, such as AutoCad, Dentrix, or Adobe Photoshop. For instance, Counselors have DegreeWorks, Education Planners, Transcripts, and eSARS appointment scheduling (III.C.1-12).

Support Services. Student Services departments (i.e. Financial Aid, DSPS, EOPS, CalWorks, Transfer Center, Career Center, Veteran's Resource Center) have computers available for student use with online software relevant to the department needs. The Enrollment Center and Counseling have 24 Kiosk stations for students to apply for college, add/drop classes, and build/review their Education Plan, schedule appointments and many other student services related functions there are also two kiosks in the Bookstore for students to reference their class schedule when purchasing books, although most students now use the OohLaLa mobile app (III.C.1-13).

All students can opt-in to receive text message or email alerts from the campus Regroup system (III.C.1-14). The Colleges have agreed to limit their use of ReGroup (ex: Emergency notifications, Drop for Non-Payment reminders and notifications, Registration appointment

assignments). Faculty and staff can also opt-in to receive notifications about campus and district wide issues using this platform (III.C.1-15). One example of Regroup at work is the Great Shake Out, the campus' annual earth quake drill. During the drill, faculty and staff who have signed up will receive a text message when Campus Public Safety initiates a Regroup post (III.C.1-16, III.C.1-17).

Analysis and Evaluation
The College provides many options to faculty, staff, and students, in terms of systems to use to complete work, as well as systems, software, and applications that can provide a more dynamic learning environment. In 2016, District IT issued a survey to measure satisfaction with services provided. The survey showed a majority of employees believe that any technology support the College provides is designed to meet the needs of learning, teaching, communication, research, and operational systems (III.C.1-18).

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
The institution *continuously plans for technology* to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. As with all planning, Technology Planning is explained in the DMG. The DMG describes the role of "Resource Plans" – like the campus Technology Plan, Facilities Master Plan and Enrollment Management Plan – as specific plans, developed in focused areas that help to complete the EMP of the College (I.A.1-12 p. 14). It is the responsibility of administrators, with the assistance of the Technology Committee, to take the District's Strategic Technology Plan into account when developing the campus plan (I.A.1-12 p. 14, 37). The Technology Committee has an annual agenda guideline in the DMG assigned to them to revise the plan each Spring (I.A.1-12 p. 45).

DCC and the District Strategic Plan. On the other hand, the DCC is the "district wide participatory governance group with the responsibility for district wide technology planning and evaluation" (III.C.2-1 p.5). DCC makes recommendations to the chancellor on policy matters, district wide planning concepts, the strategic framework for integration of planning and resource development, and other matters of the District. The DCC Technology Subcommittee (DCCTS) is a standing subcommittee of the DCC (III.C.2-1). It is chaired by the vice chancellor of educational services and technology and one of the faculty co-chairs of a College Technology Committee (III.C.2-2 p.5). The DCCTS has primary responsibility for developing and providing oversight for implementing an overall district wide information technology strategic plan, informed and coordinated with the College plans (bi-directional), and maintaining an ongoing implementation effort aimed at achieving the goals of the plan. The DCCTS developed the first District wide strategic technology plan. The College revises the plan every three years. The most recent District wide Technology Plan

was completed in September 2016, with the next revision due in Fall 2018 (III.C.2-1). The implementation of the District Strategic Technology Plan is well underway and the DCCTS regularly discusses the status of implementation (III.C.2-3). Subsequently, the Colleges updates and reconciles their Technology Plans with the district plan while still reflecting local technology needs such as updating student services applications, new and/or upgraded academic labs, application streaming, and moving the data center to the cloud (II.C.2-4).

The Integration of the Campus and District Strategic Technology Plans. The Campus Technology Plan (III.B.4-5) and the District Technology Plan are developed in a way that reflects this "bi-directional flow of information," (III.C.2-1 p.5). The plans mirror one another in their structure – including mission, identifying key technology issues and trends, providing an overview of the planning process, and clarifying strategic guiding principles and objectives (III.C.2-4). The District plan also includes a crosswalk of strategic objectives in existing college technology plans, district initiatives, and regulatory and legal requirements (III.C.2-1 p.11). The two plans create clear targets for the Colleges and District to meet in their "Strategic Guiding Principles and Objectives" sections. Objectives in both plans are centered on the following Strategic Guiding Principles:

- **Guiding Principle 1.** Prioritize and maximize the utilization of technologies that advance teaching, learning and student support district wide, are customer focused and driven by the needs of and consultation with students, faculty, and staff.
- **Guiding Principle 2.** Maintain college wide, at the minimum, appropriate state of the market level for all IT related services and resources.
- **Guiding Principle 3.** Take advantage of cloud-based computing options that will improve teaching, learning, productivity and/or functionality. Standardize and improve technologies where feasible, cost-effective, scalable, and desirable. When available, consider systems made available through state initiatives (e.g., online orientation, student portal).
- **Guiding Principle 4.** Maximize optimization for mobile computing.
- **Guiding Principle 5.** Consider total-cost-of-ownership when making investments in new technological resources.
- **Guiding Principle 6.** Implement and maintain structures and systems that provide for security of data, information and information technology assets.

The corresponding objectives include, where appropriate, deadlines for each objective to be completed (III.B.4-5 p. 6-11, III.C.2-1 p. 6-11). For example, in the campus plan, Objective 2.5. states "By June 2018, analyze and determine an Enterprise Voice over Internet Protocol (VoIP) strategy," and Objective 3.4 states "By June 2018, implement an identity management system with the benefit of achieving a unified Single Sign-On for all applications" (III.C.2-1 p.8, III.C.2-5, III.B.4-5 p. 8). Objective 2.5 was completed by the start of the Fall 2018 semester; the first

phase of Objective 3.4 was implemented in March of 2018, with additional applications to be added if the software supports it (such as Google for Education).

It is the role of the **Technology Committee** and the DCCTS to be sure that all campus Technology comports with these plans. The structure of the Shared Governance committees themselves works to ensure this. The District Technology Strategic Plan Representatives from the College serve on the DCCTS, District wide Canvas Implementation and Coordination Workgroups, and District wide Banner 9 Implementation Teams (III.C.2-6, III.C.2-7). On campus, there are Technology Committee representatives on other, major, Shared Governance Committees, including CBC and College Council (I.A.1-12, p.33-34). The campus Technology Committee has broad campus representation, and that the DCCTS includes representation from the campus and the district.

Next, the work of these committees also ensures that all campus technology comports with the plans. At the College level, this occurs through the annual update of the Technology plan (III.C.2-8). In the purchasing of Technology, the IT department is responsible for obtaining quotes on new computers, printers, and other commonly ordered technology for departments to ensure only standardized, supported technology is purchased (III.B.4-5 p.8). The ARR process, used to request new technology resources, also requires review from the Technology Committee before requests are funded, and once funded, the IT department will assist in ordering supported, consistent, technology (I.A.1-12 p.44). The ARR process is discussed further below.

"Regular" Campus Planning Efforts. While the bulk of Technology planning occurs in the District and Campus Technology Strategic Plans, technology also has a place in the Program Review and Planning cycles of the College. These processes are discussed in Standard II.B. Allowing departments and programs to request Technology ARRs integrates technology planning into the College's broader planning efforts, and ensures that shared governance has a role in future technology on campus. More information about how the campus Technology Committee vets Technology ARRs is included below, in the discussion of technology upgrades (I.A.1-12 p. 20, III.C.2-10).

The institution continuously updates technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. In addition to planned upgrades, set in the objectives of the Technology Plans discussed above, technology upgrades also happen due to (1.) receiving feedback about existing technology through surveys to employees, (2.) campus dialogue, and (3.) ARRs. There is also a new tool in the works to empower staff to request upgrades in Technology.

Surveys. The IT department surveys students, faculty, and staff every other year to evaluate their experience with the different technology services used on campus, from wireless infrastructure to the learning management system. Many of the project requests in the District wide Strategic Technology Plan come from these annual technology surveys (III.C.2-11, III.C.2-12). In the

most recent District wide Strategic Technology Plan, the following actions were initiated, in response to feedback received from the surveys:

1. The District evaluated and selected a new Learning Management System (LMS). Canvas was chosen in a district wide process to replace Blackboard (III.C.2-13).
2. The District adopted VDI workstations in academic labs as opposed to standard PCs for faster access in academic labs (III.C.2-14).
3. The OCC Wireless network was upgraded campus wide in 2016-2017, adding more than 600 additional wireless access points (III.C.2-15).
4. Single Sign-On functionality was introduced for faculty, staff, and students (III.C.2-16).
5. A new on-boarding process was introduced to allow newly hired faculty and staff to get their network and e-mail accounts, phone, campus mailbox, and computer, automatically assigned and added to the correct electronic distribution lists (III.C.2-17).
6. The 2016 survey found that 50% of students were "interested" or "very interested" in wireless printing on campus. Within the year, wireless printing was made available on campus, for Macs and PCs. Based on feedback from faculty and staff, beginning in the Fall of 2017, the system was further improved to accommodate wireless printing for all devices (III.C.2-11, III.C.2-12).

Campus Dialogue. Discussions at various committees on campus and at the district can result in technology upgrades. For example, DegreeWorks, software to assist students in educational planning, was implemented district wide in June 2013 after district wide dialogue about student needs (III.C.2-18, III.C.2-19). What started out as a discussion at Enrollment Management Committee, ended up with a material change to the District and Campus Technology plans. Another example is the implementation of College Scheduler, a schedule building tool available to students during registration in MyOCC. The schedule planner was implemented district wide in June 2016 as a result of discussions in the standing meeting of the vice presidents and the vice chancellor of educational services and technology (III.C.2-20). The three colleges agreed that the software would better serve students and make it easier for them to effectively schedule their classes and meet their educational goals.

Similarly, the vice chancellor of educational services and technology established a district wide learning management system (LMS) taskforce in 2014, to evaluate LMSs from a district wide perspective and make a recommendation regarding the LMS to be used (III.C.2-21). At the time, two of the colleges in the district were using BlackBoard and one was using a home grown system. The taskforce conducted an extensive review and evaluation which led to the selection of Canvas as the LMS for all three colleges in the district (III.C.2-22). This decision was made before the State Online Education Initiative decided to select Canvas for use by all community colleges in California (III.C.2-23).

The taskforce still meets as the District wide Canvas Implementation and Coordination Workgroup, which meets monthly to coordinate all aspects of the implementation and continues to meet to discuss and coordinate various functional and technical aspects and implementation of new functionality for Canvas (III.C.2-6, III.C.2-24).

As one final example of a key upgrade that originated from campus dialogue, the Banner 9 Transformation Project is currently underway. The Banner Transformation Project is comprised of multiple functional groups; there is also a Banner Financial Aid Task Force to ensure the integration of Financial Aid technology with Banner (III.C.2-25, III.C.2-26). Banner Transformation encompasses two upgrades – an upgrade of storage into the cloud and a transition from Banner 8 to Banner 9, which is web-based and has more functionality than previous versions (III.C.2-27). The acceptance of these upgrades was carefully vetted across the district with all campuses, all constituents and power-users present to hear from Banner personnel about the product, and weigh in during "Discovery Week" (III.C.2-28, III.C.2-29).

ARRs. ARRs are one of the most straightforward ways for faculty, staff, and administrators on campus to request the technology they need in order to improve their office or classroom. Standard I.B. explains how ARRs fit into the larger planning process. After prioritization, the Technology Committee reviews them, asking whether the items are:

- Standardized products that IT recommends and supports
- Specialized equipment particular to a discipline, practice, or range of activities (livestreaming in Film/Video, for example) that require service and support from faculty or staff within the division or a vendor-supplied technician
- None of the Above

The Technology Committee then sends their recommendations to President's Cabinet.

The committee will also identify emerging technology trends, and potential issues with a request in terms of the network, infrastructure, or security concerns (III.C.2-30). IT and the requestor determine goals and target dates for implementation and/or acquisition. Then, IT staff work with the faculty to gather their requirements, implement, upgrade, and test the new developments (III.C.2-29).

Future Developments to Request Upgrades. District Information Services (DIS) has developed a tool for submitting and tracking IT project requests using the Automated IT Project Request via isprojects.cccd.edu (III.C.2-31, III.C.2-32). This tool was deployed July 2018, and allows any employee to submit an IT project, via the OCC Technology Committee. Any faculty/staff member can review the project titles and detailed descriptions. Each project will be evaluated, scored and ranked using a standardized matrix (III.C.2-33). A district wide group with representation from the three colleges and the District Office will log in to the isprojectsd.cccd.edu webpage to review, score and prioritize all projects district wide (III.C.2-31, III.C.2-32, III.C.2-33).

The institution *continuously replaces technology* to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. The College IT department works to ensure that technology is adequate. To ensure that outdated technology is timely replaced, the College has one main mechanism: the Replacement

Cycle. As a fail-safe, should technology fail before it is officially due for replacement, there is the Equipment Repair form, which allow for repair or replacement outside of scheduled times and beyond the adopted budget (II.B.2-11). If a technician has had to repair a system several times, and determines that it would be more efficient to replace it, the technician can make that recommendation to the Director of Academic and User Support and assist with ordering a replacement.

Campus Inventory/Replacement Cycle. The campus inventory list is used as one of the tools for determining which ARRs are in greatest need of updated equipment. Inventory is maintained via Lansweeper network management software and spreadsheets which provide detailed information on computer type and model, date installed, lab specific notes, and warranty (III.C.2-34). As a matter of course, no ARR needs to be submitted for computers, printers, and other commonly used items (I.C.3-10 p. 6). Rather, faculty and staff computers are refreshed based on expired warranties, equipment failures, and usage (III.C.2-34).

Recently, the District completed a technical inventory of every piece of equipment and telecommunication in every room of the campus, to determine its operating capacity, growth, and end-of-life. Phase II of this inventory project will provide an equipment replacement cycle for the next 10 years, and Phase III will provide cost estimates of that cycle (III.C.2-35). Even without the official replacement cycle in place, the IT department has used warranty records to track systems that need to be replaced (III.C.2-34). Last year, this resulted in upgrades to two major labs on campus – Photography and Film (III.C.2-34).

Equipment Repair. The Equipment Repair form can be submitted and decided upon within one week's time, allowing a quick turn-around for programs and service areas whose equipment has failed. The College has established a "Repair Fund" for purposes such as these (I.A.1-12 p. 52). The President's Cabinet discusses any Equipment Repair forms that may be pending each week (II.B.2-11).

Analysis and Evaluation
The College has a variety of processes in place to ensure that the district and college plan in regards to technology. These plans are bi-directional and flexible enough to include upgrades that occur as a result of discussions on campus and at the district of problems with technological solutions. Upgrades can be requested at the user level through ARRs, and met, or, carefully planned for at the administrator level. The College is proud to introduce its Replacement Cycle, in response to requests in the survey process, which will make replacements more systematic, and provide better continuity. The College maintains its Equipment Repair process as an option for unforeseen issues with technology. Finally, the College was pleased to find that a majority of employees believe that the College replaces and maintains technological equipment on a previously determined bases to ensure that program/unit needs are met (III.C.1-18).

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College and district assure that technology resources are secure and reliable through clear back-up procedures, and security evaluations:

- **Servers.** District IT maintains a district wide backup procedure for all servers (III.C.3-1). Servers are backed up nightly and are connected to an emergency power supply in case of extended or intermittent outages (III.C.3-2).

- **Files and Applications.** Each week, backup tapes are moved to Golden West College for protective storage. Off-site backup tape storage is the primary means of ensuring reliability and disaster recovery for files and applications. E-mail correspondence older than six months resides in an email archive (Dell Archive Manager) that faculty and staff can search (III.C.3-3). The current architecture, using fully capable desktop computers for lecture stations with (predominantly) locally loaded software, allows for the continuation of basic instructional computing capabilities in the event of a College data center disaster.

- **Online Classes.** Canvas classrooms are cloud-based, and as such are maintained by the software company Infrastructure, which guarantees 99.9% uptime and automated backup support (III.C.3-2).

- **Security Analyses.** Privacy and IT security are evaluated on an ongoing basis by technical staff, including a dedicated IT Security Analyst. As appropriate, new and existing systems are evaluated to ensure compliance requirements are met for the following:
    - **PCI**: Payment Card Industry requirements for the secure control of identity information
    - **GLBA**: Gramm-Leach-Bliley Act, also known as the Financial Services Modernization Act of 1999
    - **FERPA**: Federal Educational Rights and Privacy Act
    - **HIPAA**: Health Insurance Portability and Accountability Act

In addition to security appliances installed and maintained by the District's Information Technology Department, the College has adopted a "defense in depth" strategy that involves the coordinated use of multiple security countermeasures to protect the integrity of the information assets of the College. Log files are automatically generated to record attempted network intrusions, successful log ins and log outs, and other security events that may indicate a failed or successful breach of IT Security.

Quarterly maintenance, preventative maintenance, and frequent intrusion detection tests are used to maintain and verify the robustness and security of the College's infrastructure. The infrastructure team reviews reports from this process within IT to ensure that a holistic view is maintained. The infrastructure team then makes recommendations to IT management which, depending on the severity of the issue, initiates immediate corrective action or improvements within the IT Department's Program Review process (III.C.3-4). This has prevented serious outages and loss of data.

OCC assures that technology resources are in all locations where classes are offered. The College operates one off campus location. The OCC Sailing Center on Coast Highway in Newport Beach uses the College technology resources for maintenance, repair and installation of all computer related technology. At the Sailing Center, each classroom has the same podium technology as those on the main campus and the site has WiFi access. There has been some issues with the speed of transmission, however the College is currently planning on a facility expansion across the highway connected with a bridge. This will also increase the internet connection speed.

Analysis and Evaluation
The College ensures the reliability and security of technology. Security measures meet legal and regulatory standards; applications and files are secured through a nightly back up, which is kept at one of the Colleges in the District. Log files are maintained, and regular maintenance is conducted. These efforts ensure that, if an event occurred, the College's technology resources could be restored.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
The College offers both training and IT support to help all constituents effectively use technology related to program services and institutional operations.

Faculty and Staff

Training. The following are resources offered through the Staff Development department:
- **Lynda.Com:** In 2014, the District acquired a license for Lynda.com, available to all employees at no charge. Lynda.com is a training portal with courses on many types of software from standard office software to creative applications such as graphics and 3D modeling, and skills related to professional development (III.C.4-1). Requests for training opportunities have also been identified in faculty and staff surveys and through the DIT Service Request system (III.C.1-18, III.C.2-32).
- **Flex Days:** The College has two staff development Flex Days each year, where additional technology training opportunities are available (III.A.14-4, III.A.14-5, III.C.4-2). During Flex Days, technology training is primarily peer-to-peer instruction to all campus and District employees on selected topics identified by faculty and staff as relevant and useful (I.B.1-14).
- **Conference and Off-Site Training:** Professional Development is discussed in Standard III.A.14. Using the professional development funding available, employees may be trained on software by experts outside of the College environment.
- **LMS/Canvas Support.** The Instructional Innovation Center (IIC) provides faculty with technology support and training in the use of Canvas for teaching; and accessibility compliance for online learning materials (III.C.4-3, III.C.4-4). Canvas

workshops and one-on-one training are available year round, as well as extensive online training videos, checklists and tutorials (III.C.4-5). Faculty are encouraged to complete Canvas training via the Strategies Teaching and Learning Online (STLO) class or to provide evidence of skills in use of Canvas prior to teaching (II.A.7-12). The focus of the STLO is teaching online using Canvas. The STLO is the most comprehensive training that faculty receives in using teaching and learning online within the Canvas environment. The online workshop better acquaints faculty with different Canvas tools as a learner and teacher. The IIC offers multiple workshops throughout the year and on Flex Days for faculty to receive training in person. In Fall 2016 and Spring 2017, the District provided paid Canvas training to interested faculty (III.C.4-6).

In addition, departments are encouraged to create their own learning documents and content. The Help Desk has a number of documents to assist end users with commonly asked questions. (III.C.4-7). Purchasing has created a Purchasing Handbook, the Office of Instruction has a Faculty Handbook which is updated annually and CurricUNET videos (I.C.1-4, III.C.4-8, III.C.4-9). Human Resources has created an Electronic Personnel Action Form (EPAF) training class and manual (III.C.4-10, III.C.4-11, III.C.4-12). These technology help guides were created by non-IT personnel who are experts in the software.

Technology Support. The Footprints Help Desk Ticketing system tracks all service requests and incidents for all areas of DIT including Applications, Infrastructure, and End User Support (III.C.1-7). There is a link on every desktop, to ensure that all staff can easily locate the service. Tickets are assigned to teams which have the necessary skills for each request.   If a classroom is out-of-service, the campus IT staff are contacted immediately by radio and can be in the classroom within 10 minutes (III.C.4-13). All other calls are created as requests/incidents are automatically assigned and prioritized based on issue and location. Global service requests are created when numerous users have the same issue showing it might not be a computer problem but rather a network issue (III.C.4-14).

Students
Like faculty and staff, students have training and support for their related technology available to them.

Training. Students can access videos, handouts, and tutorials on how to use Canvas (III.C.4-15). Additionally, students can get help at the SSC, Disabled Students Programs and Services, and the Instructional Innovation Center (II.B.1-29, II.A.4-5, III.C.4-5). The Answer Center staff on the first floor of Watson Hall has computers available to guide students through registration, finding their course schedules, payment of fees and many other questions students might have. Students will soon have access to "Quest for Success," an online self-assessment tool to help them determine if they are prepared to take an online class.

Support. All requests for service or technical problems to be carefully logged and addressed. Students can find many answers online, or may call or visit support programs for direct assistance.

Analysis and Evaluation
The College offers both training and technical support to all campus constituents. Employees have numerous on-site training manuals and opportunities and may choose to request funding for more extensive training off site. The technical support system allows all requests for service or technical problems to be carefully logged and addressed. Students can find many answers online, or may call or visit support programs for direct assistance.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
All faculty, staff, and students must follow the District's BPs and APs, (BP/AP) relate to the appropriate use of technology:

- BP/AP 3720: Computer and Network Use - covers issues of privacy interests, district rights, user rights, user responsibilities, and enforcement (III.C.5-1, III.C.5-2)
- BP/AP 3901: Electronic Information Security - articulates the extent to which information must be secured, as well as addresses the privacy rights of employees and students (III.C.5-3, III.C.5-4).
- BP/AP 6200: Budget Preparation; BP/AP 6300 Fiscal Management; and AP 3251, Total Cost of Ownership - guides the purchase of technology equipment and software (III.B.4-4 III.C.5-5, III.C.5-6, III.C.5-7, III.C.5-8).
- AP 4105: Distance Education – covers distance education issues (III.C.5-9).

Students are also governed by the Student Code of Conduct, published on the BPs web site, in the OCC Catalog, and on the OCC website (I.A.1-4 p. 39, I.C.8-1, I.C.8-2, I.C.8-3).

Faculty and staff must sign
- **Sign a FERPA agreement**, explaining the records that are protected information, and the responsibilities they have as to those records (II.C.8-14). FERPA is also covered thoroughly in the Faculty Handbook (I.C.1-04).
- **A Banner Form**, which requires multiple signatures from heads of multiple departments at the campus and district (III.A.15-3). This form ensures that every employee has exactly and only the access they need.

These policies and procedures ensure that technology is appropriately used on campus and that users are aware and committed to this appropriate use.

Analysis and Evaluation
The acceptable use of technology is defined in BP and made clear to employees during the onboarding process. Students are made aware of these policies through the Student Code of Conduct, which is echoed in course syllabi and the Faculty Handbook. These policies and processes help to ensure the integrity of teaching and learning.

III.D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

CCCD BP recognizes that "certain principles, when present and followed, promote an environment for growth, productivity, self-actualization, and progress" (III.D.1-1). BP requires that the annual budget support the District's Master and Educational plans, and sets the standard for the Colleges' reserve:

> The District's annual Adopted Budget shall include an unappropriated reserve of a minimum of 10% of prior year unrestricted general fund expenditures consisting of a minimum of a 5% Reserve for Contingencies and a minimum of 5% Ancillary Reserve. The components of the reserve are specified in greater detail in AP 6305. No appropriation shall be made from the Reserve for Contingencies without a two-third vote of the Board of Trustees. (III.D.1-2).

In addition, budget projections shall address long term goals and commitments (III.D.1-2).

The District Consultation Council Budget Subcommittee (DCCBS) is responsible for the district wide Strategic Fiscal Plan, which includes the goals of the district in regards to the budget:
- Goal 1: The District will prioritize student access and success by allocating resources to valuable faculty, staff and administrators while also allocating funds towards programs that support student enrollment and retention.
- Goal 2: The District is dedicated to meeting all Long and Short Term Financial Obligations.
- Goal 3: The District will proactively Budget for Ongoing Costs to Ensure Financial Stability in the Oncoming Fiscal Years (III.D.1-3 p. 5, 7).

The plan includes detailed data about the way that the College (and its sister schools) meet each of these goals (III.D.1-3 p. 16-34).

Financial resources are sufficient to improve institutional effectiveness. The College has sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness. As part of a multi-college district, the College receives an annual allocation from the District based on a budget allocation model (III.D.1-4 p.51-56, p.114-115). This model allocates revenue to the three colleges and then assesses each campus' amounts to cover projected costs of District services and district wide expenses. The College receives 52.11% of available District resources and then is assessed a percentage of the District and

district wide expenditures. In the 2017-2018 fiscal year these assessments totaled $23,837,829. The College's adopted budget allocation for the 2017-2018 fiscal year was $83,700,758, which includes $9,610,954 in dedicated revenue (III.D.1-4 p.114). College-dedicated revenues are those generated at the campus level and the College decides how to allocate the funds. Examples of these dedicated revenue include international and domestic non-resident tuition, facility rentals, transcript fees, and parking fines and other local revenue. OCC utilizes these funds to augment the Campus operating budget annually.

On an annual basis, and consistent with the DMG (I.A.1-12 p.19) the College Business Services distributes budget development worksheets to each of the campus managers allowing the managers an opportunity to propose adjustments to their budgets, as they deem appropriate. Because of the District's allocation model, recent fiscal years has limited managers in the adjustments they can make, but they are still provided the opportunity for input on their own budgets (III.D.1-5).

In addition to general fund and dedicated revenues, OCC has several categorical programs and grants (III.D.1-6) that enable those programs to expand their services and build more robust programs to better serve the needs of its students.
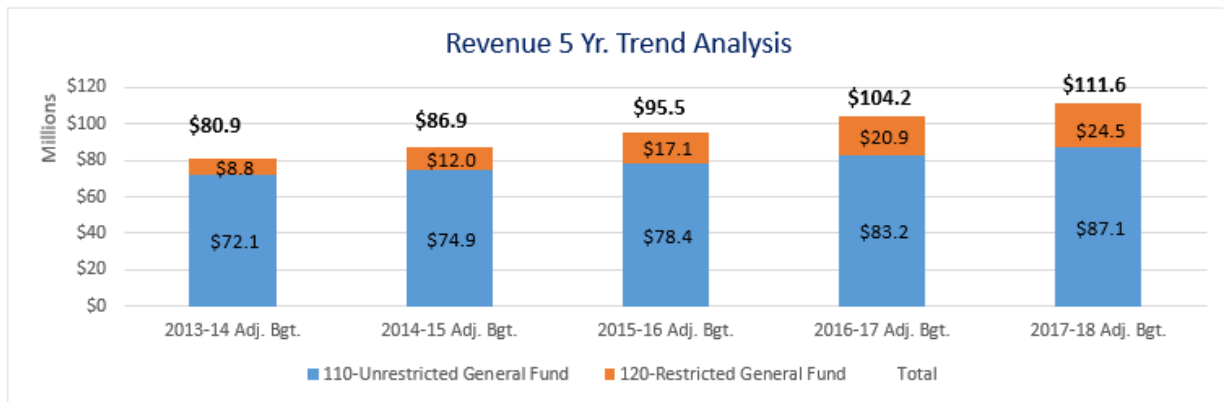
Another source of revenue for the College is the District's general obligation bond, Measure M. These funds are enabling OCC to make significant improvements to its facilities (III.B.4-1). The College works diligently to leverage funds from the state and local sources allowing for additional enhancements to the College. The College has received $31,221,000 in matching funds from the state to build a new Language/Social Science building and is in the queue to receive additional matching funds to build a new Chemistry facility.

For the last several years the College has a positive ending balance:

Unrestricted General Fund 110%

Fiscal Year	Begin Fund Balance	Adjusted Revenue	Expenditures	Ending Balance	%
2017-18	5,427,377	87,130,977	89,615,583	2,942,771	3.18%
2016-17	4,992,821	83,214,716	82,780,160	5,427,377	6.15%
2015-16	5,567,831	78,402,027	78,977,037	4,992,821	5.95%
2014-15	7,997,857	74,931,653	77,361,679	5,567,831	6.71%
2013-14	5,601,511	72,087,114	69,690,768	7,997,857	10.29%
2012-13	2,531,597	74,608,912	71,538,998	5,601,511	7.26%
2011-12	2,502,942	74,250,255	74,221,600	2,531,597	3.30%

Ending balance funds are largely reallocated to fund ARRs identified during the campus continuous improvement process. The 2017-2018 ARR process marks the 11th complete cycle of the OCC Annual Resource Allocation process. Each year the process has been refined to become an increasingly valuable, sustainable avenue for promoting Institutional Effectiveness. This past year the CBC recommended an allocation to College Council $500,000 to fund ARRs (III.D.1-7, III.A.7-13). By the Campus prioritizing ARRs through Program Review by Wing and the ratification by College Council every program and department has a chance to request the resources they need. (I.A.1-12 p.20).

In addition to the ARR process, the Campus' other main processes to ensure financial resources are available for institutional effectiveness, are Program Review and Planning (I.A.1-12 p.13). Through these two processes, the Campus' goal to develop, maintain, and enhance programs and services are met and the most compelling needs of the campus are addressed first. In the event of an emergency repair or expense, the College also has BSB and Equipment Repair processes (III.D.1-8, III.D.1-9). These forms are on the OCC Portal, and requests reviewed at President's Cabinet on a weekly basis. This ensures funding for pressing and unplanned expenses or repairs (I.A.1-12 p. 21).

The District Board has adopted BP and AP 6400, which outlines the Board's expectations related to the external audit (III.D.1-10, III.D.1-11). In addition, BP and AP 7700 is the whistleblower protection for employees that report any type of alleged fraud, waste, or abuse (III.D.1-12, III.D.1-13). Ensuring the College's commitment to the policy and the integrity of the College's financial operations, the District hires an external auditor each year to review the College and District's financial records and ensure appropriate processes and checks and balances are in place to demonstrate this integrity (III.D.1-14). For example, of this commitment, each purchase requires approvals at several levels. This demonstrates checks and balances for all expenditures (III.D.1-15 p.12). In addition, the District has a full-time management employee that serves as the Internal Auditor for the District. This position is tasked with working with the campuses and District personnel to identify potential areas of concern and respond to and investigate any concerns that come to her attention.

The external audit, pursuant to BP/AP 6400, is conducted annually. Due to the large scale of Title IV operation district wide, the external audit includes a review of Financial Aid. In the last year's report, there were no external audit findings related to Title IV. The College has not received its official external audit report for the 2018 audit at the time of this writing (III.D.1-10, III.D.1-11, III.D.1-14 p.87).

Analysis and Evaluation
The established CCCD BPs and APs related to budget preparation, budget management, and audit demonstrate a commitment to fiscal oversight and auditing requirements needed to maintain title IV eligibility. OCC maintains a well-established and published budgeting process described in the DMG that includes a budget development cycle, Program Review process that includes evaluation of a program level budget, program level strategic planning and annual updates with resource requests (I.A.1-12 p.19-20). The Program Review and resource prioritization processes demonstrate the College's commitment to sufficient financial resources for ongoing program and service improvement. The process is reviewed regularly and adjusted as needed, which allows for ongoing and continued improvement in the processes. In addition, the College has processes for unanticipated needs, the BSB and Equipment Repair forms. The College/District does not operate in deficit, but has a commitment to standards of operational reserve (III.D.1-14 p. 68).

> **III.D.2.** The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard
The College Mission Statement, Vision, and Goals are the foundation for all institution wide planning; the DMG and EMP fully explain the institutional and financial planning processes (I.A.1-12 pp.13-15). Institutional planning and financial resource planning are mission-based and the responsibility of College Council and the CBC. Each year, College Council and CBC review the institutions' mission and formulate goals as part of their annual agenda guidelines (I.A.1-12 pp. 33-34) each Fall. The output of this review is used to inform the College planning processes for the year (III.D.2-1). The annual planning updates and ARR process links decisions to the College's mission and goals during each prioritization. The final ARRs approved for funding are then posted onto the OCC Portal (I.A.3-10).

College Council and the CBC receive regular financial reports from the vice president of administrative services (III.D.2-2). State, District, and College financial data are used to develop the planning assumptions document. The district's Vision 2020 document outlines and provides the process for future fiscal planning needs of the College (III.D.2-3).
During the strategic planning process, the committee develops specific goals and outcomes to be attained and links them to the strategic financial plan of the district (III.D.1-3).

The Governor issues the first iteration of the Budget for the upcoming year in January and the campus kicks off its planning process in the first months of the Spring Semester with the distribution of Budget Development worksheets to managers (III.D.2-4). In March, managers submit their unit budget worksheets to the Business office and the data is compiled to form a preliminary budget (I.A.1-12 p.19). At the time of the State budget May revise, a tentative revenue allocation is received from the District and a Tentative Budget the next fiscal year is completed (III.D.2-5 p.8). In June, the Board of Trustees approves the tentative budget for the next fiscal year and then in September adopts the formal final budget (III.D.2-6 p.5).

Financial planning supports all institutional planning. In the Fall, all institutional wings submit their prioritized ARRs including equipment, technology, staff development, and human resources needs, (ARR's exclude faculty hiring requests - see Standard III.A.7-8). The College processes include the following steps:

1. In September-October, CBC reviews the prior year expenditures summary and makes recommendations to College Council for one-time funding for the next year (III.D.2-1).
2. Each college wing planning council prioritizes ARR's.
3. The President's Cabinet reviews all wing prioritizations and, if applicable, committee trends (III.D.2-7 Technology and Facility Committees ARR).
4. Prior to the end of the Fall semester, College Council reviews prioritized ARRs and makes-recommendations to the president regarding funding (III.D.2-8 p. 4, III.D.2-9).
5. In December, the approved funding requests are processed (III.D. 2-9 and III.A.7-13).

Financial planning between the College and district are also interconnected. In the Fall semester, both College Council and the CBC review the final annual budget presented by the vice chancellor of administrative services (III.D.2-10). Part of this presentation includes reviewing state allocations, dedicated revenues, categorical funding, faculty and staff hiring priorities, as well as other one-time expenditures. The committees also review the College's largest future obligations which include Public Employees Retirement System/State Teachers Retirement System (PERS/STRS) liabilities, increasing health care costs, and pension liabilities.

The timeline below from the DMG provides an overview of the processes explained above (I.A.1-12 p.19):

Annual Budget Review and Development Process Timeline (Chronological)

All deadlines are campus deadlines. Each wing may create their own deadline.

October
- College Budget Committee makes recommendations for one one-time funding for the next year
- Hiring Prioritization (faculty) from Instructional Planning Council for next year
- ARRs prioritized by Wing Planning Council, priorities integrated by Executive Team and reviewed by College Council

September
- ARRs are finalized for next fiscal year (Annual Technology, Equipment Facilities, Staff)
- Wing Prioritization for on-going funding (third request of one-time funding) submitted to Budget Committee for next year
- Program Review begins
- College Budget Committee reviews prior year expenditure summary
- Board of Trustees approved Adopted Budget for current year
- Budget Development Review begins

November
- President/District decides number of full-time faculty to hire next year
- ARR priorities finalized for next year one-time and next fiscal year funding
- College Budget Committee makes recommendations to President regarding one-time funding requests for next year
- College Budget Committee evaluates process and makes recommendations for improvement
- District develop assumptions for next fiscal year budget

August
- Adopted Budget prepared for Board of Trustees approval for current year

July
- President makes final recommendations on budget allocation (Adopted) for new year
- State Budget due for new year

December
- One-time funding requests are processed for next year

June
- Board of Trustees approves Tentative Budget for next fiscal year

January
- Governor releases proposed State Budget

May
- Governor releases Budget May Revision
- Fiscal Services processes Budget Worksheets
- Review of Wing Planning (one year out) with College Council
- Tentative Budget due for next fiscal year

February
- Fiscal Services distributes Budget Development sheets to managers
- Fiscal Services budgets new positions (faculty)
- Spring Training
- On-going funding recommendations are made to President
- Program Review completed

April
- Preliminary development of ARRs for one year out
- Appropriate Vice President reviews budget worksheets and new one-time funding requests for next year

March
- Program Review and Wing Planning updates/alignment for one year out
- Budget Committee review Preliminary Tentative Budget based on Budget Review and Revenue Estimates
- Budget Worksheets are due
- Fiscal Services prepares Tentative Budget

To ensure sound financial practices and financial stability the College adheres to BPs and APs

- BP/AP 6200 Budget Preparation ([III.D.2-11](#), [III.D.2-12](#))
- BP/AP 6250 Budget Management ([III.D.2-13](#), [III.D.2-14](#))
- BP/AP 6300 Fiscal Management ([III.C.5-7](#), [III.C.5-8](#))
- AP 6305 Reserves ([III.D.1-2](#))
- AP 6902 Receipt and Cash Handling ([III.D.2-15](#))
- BP/AP 6310 Accounting ([III.D.2-16](#), [III.D.2-17](#))
- BP/AP 6315 Warrants ([III.D.2-18](#), [III.D.2-19](#))
- BP/AP 6320 Investments ([III.D.2-20](#), [III.D.2-21](#))
- BP/AP 6400 Audit ([III.D.1-10](#), [III.D.1-11)](#)

The results of the external audit demonstrate that the management and staff of the College and the District follow these policies and procedures ([III.D.1-14](#)). Accordingly, the external auditors expressed an unmodified opinion for the District for 2016-2017.

Fiscal Services disseminates financial information in a timely manner, disseminating regular updates to the College Budget Committee, and the Director of Business Services provides standard monthly reports for review by managers on the College shared drives ([III.D.2-22](#)). In addition, customizable reports are available on demand through an ERP reporting tool. Training opportunities on how to use the tool are available upon request to the Director of Business Services or by accessing documentation posted on the District Navigator site [(III.D.2-23).](#) The Director of Business Services has provided training to the Division Deans and Division Coordinators to help them make use of this tool, as well as administrative managers and others as requested ([III.D.2-24](#), [III.D.2-25](#), [III.D.2-26](#)).

Analysis and Evaluation

The College's financial planning is integrated with the Program Review process which is directly tied to the College's mission and goals. The District BPs and APs as well as the internal and external audit processes ensure sound financial processes. From the Board of Trustees open meetings and budget study sessions to the College level planning councils and committees, financial information is disseminated throughout the institution in a timely manner through updates from the vice president of administrative services, the college director of business services, to the results of funding from the College president. The College's Portal site publishes the agenda and minutes of key budget related decisions including the beyond the scope decisions ([III.D.2-27](#)).

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard
OCC clearly defines and follows guidelines and processes for financial planning and budget development as described in the DMG (I.A.1-12 pp 14-21, 23-24). The budget development process is described in section III.D.2., above.

Through Committee discussion and campus Program Review, all constituencies have an opportunity to participate in the development of campus budgets. The DMG lists the constituencies of each major committee that has a role in budget related decisions. Examples include the College Budget Committee, College Council and the Facilities Committee (I.A.1-12 pp.33-35). In addition, the Academic Senate periodically has budget presentations by the vice president of administrative services and District vice chancellor of administrative services (III.D.3-1, III.D.3-2). Further, on Flex Days, the campus general session typically have a brief budget update and more in depth discussion available in other sessions (III.D.3-3). In May, the College Budget Committee, which is constituent-based, receives an update on the State budget May Revise distributed by the Governor's office and important considerations for the current budget cycle (III.D.3-4). This conversation and review of current information allows for constituent representatives to ask questions and report back to their respective groups. This same process is followed on adopted budgets to provide an update to the committee. This timeline and process are also laid out in the District Strategic Fiscal Plan, which is available on the District Site (III.D.1-3 p. 9, III.D.3-5).

The College's Program Review process allows for participation in the prioritization process across all four executive levels. Through the Program Review process, departments have the opportunity to submit resource requests to help address needs within their department or program. These requests can be for one-time expenses only and are tied to the College's goals. The Office of Research, Planning, and Institutional Effectiveness gathers the data from those requests and routes to the appropriate wing (President, Administration, Student Services, Instruction) for review and prioritization (I.A.3-7).

Analysis and Evaluation
With established processes for budget planning and development and participatory governance committees, all constituents are provided the opportunity to participate in the financial planning and budget development process and provide feedback. The College DMG describes the constituencies for each major committee and these include students, classified, faculty, and management. In addition to budget development, campus plans are shared widely through respective constituent based committees to gain feedback and input.

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

As the College develops its planning documents, the financial impact of these plans is considered. The College receives financial presentations from the vice chancellor of finance and administrative services and the College director of business services regularly throughout the year. These presentations outline the short and long-term financial forecast for the District and for the College, to provide information for institutional planning and reflect the Board of Trustees Study sessions and Board budget adoption processes. (III.D.4-1). These plans are all reviewed by the College Budget Committee before being adopted by the College (III.D.4-2).

The College has been fortunate in having general obligation bond funds which have greatly assisted the College in paying for the current 2020 Facilities Master Plan and Technology Master Plan (projects funded by local bonds Measures C and M). As the College nears the completion of projects identified in the 2020 Master plan, new financial assessments will be established and incorporated to develop new Facilities and Technology Master Plans for 2030. These two planning documents will inform and support the College's Strategic Master Plan (I.A.2-16, I.A.2-18).

The College has developed entrepreneurial endeavors and contracts that provide additional services and resources to the campus to help defray costs. Among others these include facility rentals, Recycling Center, Swap Meet, School of Sailing and Seamanship, IEC @ OCC Language School, Barnes & Noble, and Starbucks. These endeavors provide a financial resource to the College, and are used to enhance services to students.

The campus expenditure trends and requirements are reviewed monthly by the College Budget Committee (III.D.4-3). These discussions provide the College with a timely opportunity to adjust spending as necessary to ensure it is spending within the budget. College Council also receives summary information from College Budget and BSB's are posted to College Council meeting portal page (III.D.4-4).

Analysis and Evaluation

The College's planning incorporates and reflects a realistic assessment of financial resources available as well as the ability to develop entrepreneurial endeavors and partnerships that not only serve the needs of the campus but also provide a revenue source to support the mission and goals of the College.

Financial resources are reviewed regularly at the District and campus level and that information is shared widely with constituent groups. The District Office makes every effort to project revenue and expense patterns, however, with the state of California providing budgets on an annual basis, assumptions must be made and then modified as more information is received.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

To assure financial integrity and responsible use of resources, the District conducts annual internal and external audits. Cash flow, reserves, strategies for risk management, and plans for financial emergencies are appropriate to fulfillment of the College mission, as are oversight of management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets. At the campus level, there have been no negative findings for general or auxiliary funds, indicating that sufficient and appropriate internal control structures are in place. Should a situation arise, the College would engage the assistance of the Director, Internal Audit at the District office to assist in rectifying any such issues. At the District level, the District reviews and provides a written response to the annual auditor's findings report to address any areas that need attention and what actions will be taken (III.D.1-14). Together, these processes allow for periodic analysis of and improvements to College processes.

In addition to the external and internal audits, Program Review ensures all financial resources are used in a manner consistent with the mission and goals of the College, **and financial management practices are regularly evaluated** (III.C.5-7, III.C.5-8). Fiscal Services also participates in the campus wide continuous improvement process, where it has an opportunity to identify areas of improvement, become more effective, and align with the campus mission (I.A.1-12 p.22; I.A.3-5, III.D.5-1).

The processes by which Fiscal Services communicates information for decision making is fully discussed in III.D.2, and outlined in the College DMG. Financial reports for general funds are accessible from both Banner and Argos, and readily available to all end users for tracking, monitoring, and reconciling purposes. Prepopulated reports are also available on the campus shared drive on a monthly basis (III.D.2-22). Financial information is also available to designated end users for all auxiliary operations from Microsoft Dynamics GP.

Analysis and Evaluation
The College assures financial integrity and the responsible use of its financial resources by widely disseminating budget decisions. The College relies on internal and external audits and widely disseminates dependable and timely information through Banner, Argos, and Microsoft Dynamics GP for sound financial decision-making. The College regularly evaluates its financial management practices and uses the results to improve internal control systems.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Financial documents and reports have a high degree of credibility and accuracy. District and College financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services. The

District's audited financial statements are presented according to the standards of Governmental Accounting Standards Board (GASB) Statements No. 34 and 35 using the Business Type Activity (BTA) model. The CCCCO, through its Fiscal and Accountability Standards Committee, recommends that all Community College Districts use the reporting standards under the BTA model (III.D.6-1 p.1-8, III.D.6-2).

In addition, the audit also covers Measure M, a $698 Million General Obligation Bond passed in November 2012. To date the District has issued the following bonds - Series 2013A-$198 million; Series 2013B-$10 million; Series 2016C-$30 million; Series 2017D-$280 million; and Series 2017E-$20 million. These annual audit reports are presented to the Board's Audit and Budget Committee, to the Citizens Oversight Committee, to the District Foundation Board of Directors, and ultimately to the Board of Trustees for final review and approval (III.D.6-3).

The College's annual planning process derives from the Program Review process:

1. Budget review is a component of all departments' Program Review.
2. Program Review asks for analysis of program effectiveness with resource analysis of staffing, technology, professional development, equipment needs, facilities, and supplies.
3. Program Review includes a prompt for planning notes, which leads to strategic planning. All planning elements are mapped to the College mission via the College goals.
4. The planning elements are to be updated each year, with an opportunity for ARRs.

This process ensures that all ARRs align with the mission and strategies of the College and that appropriate financial resources fund student programs and services. The ARR process allows departments/divisions to submit resource requests to support their programs (I.A.3-5).

Additional State categorical funding comes to the College to supplement programs and services such as the Basic Skills Initiative, SSSP and Student Equity. These have allowed for expanded student support services (III.D.6-4, III.D.6-5, III.D.6-6).

The State also has the District report on its compliance with the 50% law (50% of all spending must be on direct instructional expenses) and the FON (which sets a baseline number of full-time faculty based on FTES enrollment). Compliance with these standards helps to ensure that sufficient allocations are made to support instructional programs of the College. The District local bond, Measure M has provided much needed funding for technology and facility improvements enhancing Institutional effectiveness (III.D.6-7, III.B.4-1).

The external audit provides an objective, third party review of the District's finances providing a high degree of credibility and reassurance to the Board and the District community at large. Past audit reports reflect no material findings for the College for both general and auxiliary funds (III.D.6-8).

Analysis and Evaluation
The annual audit demonstrates the credibility of control measures for the processes followed and compliance with all applicable regulations as they relate to appropriate spending. The College's Program Review, strategic planning, annual updates, and ARR processes allow for departments to request additional funding, when needed, to enhance their programs. With designated funding for student services, general obligation funds available for technology and facilities, and the fact

that the District complies with FON and the 50% law, the College demonstrates its support of instruction and student programs and services.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

External audit reports over the last several years have consistently indicated the College does an appropriate job of managing and accounting for its finances according to accepted standard accounting practices and demonstrates fiscal responsibility in all General Fund and ancillary accounts.

The most recent external audit was completed in November 2017, for the fiscal year ending June 30, 2017. There were two compliance findings by the external auditor at the District for that period related to 1) Reconciling and Year-end Closing Procedures and 2) Internal Controls and Segregation of duties (Human Resources and Payroll). The audit findings and responses have also been covered in the District's Audit and Budget committee minutes (III.D.7-1). The District has addressed both findings with updates to its standard processes, which were detailed in their response to the external auditors (III.D.7-2 p.81, III.D.1-14, III.D.6-7).

Analysis and Evaluation
The College's responses to external audit findings are comprehensive, timely, and communicated appropriately. In the most recent audit, the two findings were addressed by the District Audit and Budget Committee in a timely manner.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
The College's internal control systems are evaluated and assessed for validity and effectiveness annually through the external audit process. The College uses the District wide Banner system to track and report all General Fund expenditures and restricted Federal and State grants. The maintenance of the hardware and software and report-writing capabilities is maintained by the District Information Systems Department. All financial transactions are subject to established electronic approval queues, starting at the departmental level with a final review by Business Services to validate the transactions are legitimate and are within budget.

All ancillary financial transactions and reports, including joint ventures and for profit endeavors, along with the College Foundation, are performed at the College level within the Business Services Department. The Microsoft Dynamics GP financial software package, which is an industry standard is utilized to process and track all ancillary transactions. Although this system is not integrated with the Banner system and is independently operated at each College, the same District financial guidelines and BPs used to govern District controlled monies are applied to ancillary money transactions (III.D.8-1).

The College's finances fall within the scope of the annual District audit. Based on the last audit report, there were no findings of any weaknesses in the Colleges' internal control systems; the District office responded to findings identified at their location (III.D.7-2).

In addition to the external audit, Business Services staff members perform annual audits of cash and cash equivalent resources and provide training as needed for campus events and cash heavy operations. Processes and procedures are detailed in the Bursar Manual posted on the Campus website (III.D.8-2).

Analysis and Evaluation
The College's financial and internal control systems are evaluated and assessed for validity and effectiveness during the external and internal audits, and the results of these assessments are used for improvement; examples of this can be found on the District's completed projects page (III.D.8-3). One specific OCC project that implemented changes after an external audit was the OCC Recycling Center (III.D.8-4).

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
The College has sufficient cash flow arrangements and reserves to maintain stability, and support strategies for appropriate risk management. The Coast Community College District 2017–18 Final Adopted Budget, consistent with BP 6200, includes an unappropriated reserve of 10% of prior year unrestricted general fund expenditure consisting of a 5% Reserve for Contingencies, pursuant to Title 5, Section 58307, and a 5% Ancillary Reserve. Embedded in Fund Balance are other designated and undesignated amounts. Total Beginning Fund Balance was $40.8 million, or approximately 18.6% of prior year unrestricted general fund expenses, and included a District wide balance of $31.3 Million (III.D.9-1 p.3). The District has also established a $71.6 million balance in the JPA Trust to cover OPEB liabilities.

In addition, the College has access to the ending balance it generates individually as prescribed by the District Budget Allocation model (III.D.9-1 p.113). Over the past five years, the College has had an ending balance of between $5.4 million and $7.9 million in unrestricted general fund monies, which is distributed according to College identified priorities (III.C.5-6, III.C.5-8).

The College implements appropriate strategies for risk management, and contingency plans to meet financial emergencies and unforeseen occurrences. The District purchases $5 million of primary comprehensive general liability insurance of as well as property insurance covering loss by fire and theft through the Statewide Association of Community Colleges (SWACC) Joint Powers Association. The District also purchases $20 million of excess liability coverage through the Schools Association for Excess Risk (SAVER). Business Interruption coverage is included in the aforementioned coverage (III.D.9-2). The vice chancellor of administrative services in conjunction with each College's vice president of administrative services administer the district and college's risk services activities.

Per the latest Coast District Audit Report, the District maintains a higher percentage cash reserve than is required by the State Chancellor's Office and maintains adequate cash flow arrangements. The year-end balances have been positive for the last several years, and since authorizations to spend the balance are not made until well into the next fiscal year, the ending balance provides some cushion for unforeseen circumstances. The College has established a reserve and continues to be fiscally responsible by setting aside a contingency fund that has been accumulated over the years in anticipation of unexpected and unforeseen emergencies (III.D.9-3, III.D.9-4).

The Budget Committee reviews the ending balance and makes recommendations on the unallocated ending balance based on the funding priorities set forth by College Council as a direct result of the Program Review outcomes campus planning priorities (III.D.1-7). These recommendations are then forwarded to College Council to be forwarded to the president and can only be spent with the president's authorization and approval. Beyond these measures, however, the College relies upon the District reserve and District risk management policies for catastrophic expenses.

Analysis and Evaluation
The College and Coast District have sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. The District maintains a reserve and a trust to cover liabilities. In addition, the College utilizes its ending balance to fund annual resources requests.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
Administrative Services has processes in place for oversight of all College finances. Expenditures are reviewed monthly and results distributed to the appropriate managers (III.D.2-22). College wide summaries, such as year-end projections, are reviewed regularly with the College Budget committee (III.D.10-1).

General Audit and Oversight: Business Services facilitates and participates in the annual planning and budgeting process. As part of that process, business services and procedures are reviewed for compliance with standards of accuracy and efficiency. The College's finances fall within the scope of the annual District audit, which examines the financial operations of financial aid, grants, externally funded programs, contractual relationships, ancillary organizations, the College Foundation, and institutional investments and assets (III.D.1-14).

The vice president of administrative services is responsible for the financial oversight of all College funds, including ancillary operations and is supported by the College's Director of Business Services and the Business Services staff.

The College uses the District wide Banner system to track and report all General Fund expenditures, including all restricted Federal and State grants. The maintenance of the hardware and software and report-writing capabilities is managed by the District Information Systems Department. All financial transactions are subject to established electronic approval queues starting at the departmental level with final review by the Business Services Department, which validates the transactions are legitimate and are within budget (III.D.1-15).

Auxiliary Operations: All ancillary financial transactions and reports, including externally funded programs, contract education, College Foundation and Enterprise Corporation, are performed at the College level within the Business Services Department. Microsoft Dynamics GP financial software package is used by the College and her sister schools to process and track all ancillary transactions. The same District financial guidelines and BPs used to govern General Fund monies are equally applied to ancillary money transactions. At this time, College ancillary surplus monies are not held by an outside fiscal agent but reside within the operating accounts. Responses to an RFP for Banking services are presently under review to increase returns on these funds following established District guidelines and practices (III.D.10-2, III.D.10-3).

Ancillary and auxiliary operations are included in the annual audit of General Funds and the Financial Aid Department receives an annual external audit for compliance with Title IV regulations. Any findings or recommendations are reported to the Board of Trustees, and corrective actions are implemented immediately to assure compliance with federal and state regulations.

Foundation Operations: The College Foundation has its own Board of Directors and Finance Committee to oversee the finances of its operation. The Foundation Board of Directors and Finance Committee meet on a quarterly basis. Financials, including investment activities, are presented at these meetings to the Finance Committee for review. The independent audit reports, prepared by the external auditors, are presented to both the District Board of Trustees and the Foundation Board of Directors for their review annually. Since the last accreditation visit, there have been no negative audit findings with any auxiliary operations (III.D.10-4).

Local Bond: In November 2012, the District passed a General Obligation Bond for $698 million for specific facilities projects. The Citizens' Oversight Committee was formed and holds regular meetings to monitor the progress of the construction projects as well as reviewing the financials related to these specific projects. Annual audit reports are also prepared by the external auditor, and these reports are presented to both the District Board of Trustees and the Citizens' Oversight Committee (III.D.10-5).

Financial Aid: The College went through a Program Review Audit by the USDE in Fall 2015. The College responded to the findings and the recommendations received from the USDE (III.D.10-6). The College has enhanced its processes by utilizing additional technology and reorganization of Financial Aid (III.D.10-7). The College maintains compliance with Title IV regulations and has continued its disbursement of financial aid.

Business Services also rely on funding agencies (The USDE, California Student Aid Commission, CCCCO) to ensure effective oversight of financial aid, grants, externally funded programs, and contractual relationships. The Financial Aid department must submit to the DOE the amount of financial aid paid to students throughout the year and, in addition, it must submit the Fiscal Operation Report and Application to Participate (FISAP) report each September (III.D.10-8). Cal Grant program reconciliation is performed with the California Student Aid Commission every year to ensure adequate awarding and payment per student.

In addition to FISAP and Cal Grant program, the Student Services wing and Business Services must submit the Board Financial Assistance Program year-end report to the CCCCO (III.D.10-9). This report ensures the correct use of allocated financial aid operational funding. Additional reports submitted to the CCCCO for oversight are those for SSSP, SE, BSI, DSPS, EOPS, CARE, and CalWORKs (III.D.6-4, III.D.6-5, III.D.6-6, III.D.10-10, III.D.10-11, III.D.10-12).

Grants: Prior to submitting a grant on behalf of the College, the signature page must be signed by College and District personnel giving the grant writer authorization to submit the grant. Prior to accepting the grant, the Board of Trustees must approve the acceptance of the grant and the District must set up the budgets according to the work plan. Several grants, have oversight with additional resources from the office of Career Services.

Once the budgets are in place, the project director, in conjunction with the campus Business Services Office or the District's Grants Office must submit requests for expenditure for review, to ensure compliance with the grant.

Institutional Assets: The District recently hired an external consultant to do a complete asset inventory of each of the three colleges and the District (III.D.10-13). New protocols are being developed to monitor and track all College assets. The College intends to schedule asset inventory on an ongoing, bi-annual basis moving forward.

Contractual Relationships: Standard district contracts and agreements for routine business are published on the District (III.D.10-14). All non-standard agreements are reviewed by general counsel for the District, and approved by the Board of Trustees. Prior to getting on the Board agenda, the College administration reviews and submits the contracts for approval. General Counsel ensures that all legal requirements and appropriate safeguards are included in the contract to reduce risk to the District. The College's executive team reviews the contract to ensure that the proposal is in line with the College mission (III.D.10-15).

Categorical Funds: The tracking of the expenditures of categorical funds are monitored in the same manner by the Business Services Office. On a monthly basis, the Business Services Office provides an up-to-date summary of the fund, the budget amount and the amount spent to date to the College Budget Committee and Managers to ensure that spending is on track (III.D.3-4, III.D.2-21).

Analysis and Evaluation
The College practices effective oversight of finances, including management of financial aid,

grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The District supports many of the campus operations with standard contracts and oversight of non-standard contracts.

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Based on the funding received, reserves, and healthy ending balances in the past five fiscal years (discussed in III.B.1-2 above), the College has a reasonable expectation of short-term and long-term financial solvency. Each year, Administrative Services informs the Budget Committee of the future resource needs of the College (III.D.4-2). These financial needs are a product of planning and Program Review as well as challenges that may arise from fluctuations in the state budgets or efforts needed to further the strategic goals of the College. The committee also reviews special revenue streams with consideration to the needs of the College (i.e. the foreign language school, ongoing maintenance needs, student housing, Swap Meet).

The District has developed a Financial Plan that is used to inform and support the development of the College's Financial Plans which addresses short-term and long-term planning. In cooperation with the District the College has followed the Facilities Master Plan (III.B.2-2) to obtain bonds and sustain the District's and College's infrastructures. The obligations have consisted primarily of facility and large equipment-related projects. The College is careful to consider long-range priorities when making short-range plans. This is most evident in Program Review where key planning strategies are identified and corresponding ARRs requested.

The District identifies, plans, and allocates resources for the payment of liabilities and future obligations. The District is required to have a balanced operational budget and sufficient reserves to cover unexpected shortages (III.D.1-2). The audit reports for the District and for the College confirm that plans exist for payment of future obligations (III.D.1-14 p.30-34).

For the 2018–19 Tentative Budget, the District has set aside $71.6 million in the JPA Trust and District funds. The obligations of the Coast Community College District, such as employee benefits, retiree benefits, and capital leases, are all clearly identified in the Coast District 2017–18 Adopted Budget Summary. Currently there are no other outstanding long term obligations for the College or District (III.D.1-4).

Analysis and Evaluation

The level of financial resources of the College and District provide a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the

College considers its long-range financial priorities relying on the College EMP and long range planning such as the District 2020 Facilities Master Plan and 6-year Program Review planning with annual updates. The College uses audit reports, and has a healthy reserve to plan and allocate resources for payment of liabilities and future obligations.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
One of the District's main Budget Development Principles is meeting obligations for funding ongoing pension and healthcare liabilities (III.D.12-1).

In accordance with the GASB Statements No. 74 and 75, the District has identified its future liabilities for Other Post-Employment Benefits (OPEB) expenses through analysis by an independent actuary. According to the most recent actuarial report, the District's Actuarial Accrued Liability (AAL) as of June 30, 2016 is $103.2 million (III.D.12-2). This amount includes both the Normal Cost and the Past Service Liability for the District's employees determined using various assumptions for mortality rates, inflation, interest rates, service period, etc. In order to mitigate this liability, the District has developed a plan to fund it completely by 2024–25. This plan takes into account the fact that the District has already set aside more than $71.6 million in an irrevocable trust with the Community College League of California and Futuris, as well as more than $17.4 million locally at the County Treasury. In addition to these current assets, the District's Board has approved a plan to contribute $518,400 of lease revenue annually to the fund, as well as reinvesting the interest earnings on the balance already in the accounts, which result in an estimated $2–$3 million annually using a conservative estimate of 4% as a rate of return.

The District has followed the requirements of GASB 74/75 and has developed a plan to fund the liability over the course of the next 15–20 years, even though funding is not required under the GASB 74/75 regulations. Barring any changes to the plan made through negotiations, the District has a plan to fully fund the liability and adjusts the plan every two years according to current and projected economic circumstances (III.D.12-3). The annual "roll forward" valuation report was presented to the Board on November 7, 2018 (III.D.12-4).

Analysis and Evaluation
OCC relies on the Coast District plans for allocation of appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations through analysis with an independent actuary. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards, including GASB 74/75.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
Neither the District nor the College has any locally incurred debt instruments.

Analysis and Evaluation
None required.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The College uses its financial resources, including those from auxiliary activities, fund-raising efforts, and grants, in a manner consistent with the College mission and goals and with the purposes of the funding source. The financial activities for ancillary and significant auxiliary operations are reported to the College Budget Committee at their regular meetings. The College operates nine auxiliary/ancillary organizations (Foundation, Associated Student Government, Auxiliary Operations, Co-Curricular activities, Cafeteria, OCC Language Institute, OCC Student Housing, Enterprise/Swap meet operations and the Sailing Center). The College Bookstore is a contract arrangement with Barnes & Noble. All grant funding agency guidelines and reporting requirements are kept in full compliance as required and validated by external auditors annually.

The foundation reported assets of $28,272,440 on June 30, 2017, the most recent audit period (III.D.14-1, III.D.14-2). The Foundation Board is composed of 25 volunteer members, not including the College president, the vice president of administrative services, the Foundation Executive Director, and operations staff of the Foundation and scholarship office. Private Grants, Boat Donations, donations received through Charitable Remainder Trusts and other charity organizations are the primary source of funds processed through the foundations. The Foundation Office tracks donations, and the College Bursars Office provides accounting services and monthly financial reports. The Executive Director of the College Foundation works closely with the Director of Business Services to ensure proper laws and guidelines are followed for all fundraising efforts. The proceeds from fundraising efforts are deposited into the appropriate accounts, and expenditures are monitored by the Bursar's Office to ensure compliance with the intended purpose of the funds (III.D.1-15). The College Foundation is also audited annually and consistently receives an unmodified opinion (III.D.10-4).

The College has been quite successful in receiving grants to support campus initiatives (III.D.14-3). Each grant is assigned a separate account code to ensure proper controls are in place. Each grant has a project director that oversees and monitors the grant's program plan and budget. In addition, the Accounting coordinator in the Business Services Office works closely with the project director to ensure that the budget is followed, audits approved budget adjustments, and makes sure expenditures are aligned with the approved protocols. There are also some District wide grants that are managed by the District Grants Office.

Analysis and Evaluation
The College and the District have clean audits related to bond, auxiliary, foundation fund raising, and grant programs. Proper controls are in place to make sure funds are spent with integrity and each purchase aligns with the purpose of the funds. In addition to the external audits, there is a Citizens Oversight Committee in place to monitor local bond Measure M funds. The College responds to all required oversight of grant operations both fiscally and with reporting of activities.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
The USDE calculates loan default rate based on a three-year Cohort with 2015 being the most recent cohort. The official three-year Cohort Default Rates for OCC are as follows:

Fiscal Year 2015: 14.5%

Fiscal Year 2014: 11%

Fiscal Year 2013: 11.5%

The rates above are well within acceptable ranges and no remediation is needed. Despite that fact, the College, through a District wide agreement works with a default prevention agency called Educational Credit Management Corporation (ECMC) to continue to maintain a low default rate.

On an annual basis, the institution's financial operations undergo an external audit. Due to the large scale of Title IV operation District wide, the external audit includes a review of Financial Aid. In the last year's report, there were no external audit findings related to Title IV. The College has received the final report on this year its official external audit report for 2017 audit as of the date of this writing (III.D.1-14).

Additionally, the College went through a Title IV Program Review audit by the USDE. The College has enhanced its processes to ensure continuation of compliance and has addressed the areas of improvement as reflected in the Program Review Report. In a letter dated October 11, 2018, the USDE considered the Program Review closed.   The College maintains good standing and continues to disburse federal and state funds to qualifying students (III.D.10-6).

Analysis and Evaluation
The College monitors its loan default rates very carefully and works diligently to ensure compliance with federal requirements regulating Financial Aid. When deficiencies are identified,

the College works with the District to develop resolutions and to maintain compliance. Recently, the college has implemented enhanced processes to ensure compliance, resulting in a closed Program Review from the USDE.

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
The College abides by the guidelines established in BP to ensure that contractual agreements with external entities are consistent with the mission and goal of the institution (III.D.16-1, III.D.16-2, III.D.16-3, III.D.16-4, III.D.16-5, III.D.16-6).

The College engages in several types of contracts with individuals and outside agencies. Standardized contracts and agreements are developed and approved by general counsel and utilized as needed. If there is a need to enter into a contract or agreement that requires modification to the standard agreement, a non-standard agreement is created and reviewed by general counsel before submission to the Board of Trustees for approval.

Through the approval process, the originator must provide an explanation as to the purpose of the contract and the benefit to the College. The justification signature page requires presidential approval before submission to the District for board approval (III.D.10-15).

OCC has several partnerships with outside agencies and works to ensure that the mission and goals of the institution are considered before finalizing contracts or Memorandums of Understanding. As each proposed contract is reviewed, general counsel ensures that the appropriate laws and regulations are followed, that there are appropriate termination clauses, and that insurance and liabilities are considered. There are some contracts that the Board has delegated authority to the chancellor to approve, as long as all specifications spelled out in BP/AP 6340 Bids and Contracts are followed (III.D.16-1, III.D.16-2).

Analysis and Evaluation
The College's contracts with outside agencies with the use of standardized contracts and a process to allow for review of non-standard agreements. To be consistent with the mission and goals of the College, as well as BP/AP, all contracts undergo appropriate review from the management team and the College president, the Board of Trustees, and/or chancellor.

ORANGE COAST COLLEGE

Standard IV

Leadership and Governance

YEARS
70
ORANGE COAST COLLEGE
1947   2017

LIBRARY

Serving our community for 70 years

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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Executive Summary

The College is proud of its transparent and well-defined participatory governance structure, which is inclusive of all campus constituents and fully explained in the DMG. Between BPs and the DMG, there is a clear map of governance roles and a successful balance in decision making and resource allocation at the Board, District, and campus levels, ensuring that the College can adequately support students and carry out its mission. The campus has developed, through participatory governance, student success metrics, an SLO/AUO process, and a Program Review process for continuous improvement. The College has achieved fiscal stability, with large ending balances and reserves over the past several years, and communicates clearly with all constituents and the public.

IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The shared governance structure at OCC encourages faculty, staff, administrator and student groups to participate in planning committees that make recommendations to senior administration. Each governance committee including faculty, classified staff, administrators, and students (I.A.1-12 pp. 30-44). In this way, the committees are inclusive and transparent.

The DMG serves as the foundation of inclusivity and participatory governance across campus. College Council reviews the document every year and coordinates the updating of roles, committees and processes annually (I.A.1-12 pg. 6, IV.A.1-1, IV.A.1-2, IV.A.1-3, IV.A.1-4). The OCC Portal serves as the document and information repository for committees and departments to keep and share information about key decisions, including minutes and agendas (IV.A.1-3).

Institutional leaders encourage innovation to support institutional excellence and support administrators, faculty, staff and students in taking initiative to improve practices, programs and services. The decision-making processes and planning processes, as outlined in the DMG, provide venues for all constituent groups to bring forward new ideas and gain support for new initiatives, both at the committee level and through direct communication between faculty and deans, deans and the vice president, or the vice presidents and the president. Managers and deans encourage employees to innovate to support excellence whenever the opportunity arises. Often, the improvements occur at the department level to benefit students. One example of innovation to support excellence in student education is the Title III/V grant taskforce that was formed in November 2016. The idea was a spin-off from another effort a year earlier under the direction of the vice president of student services and the Academic Senate president. The group initially met with interested faculty and administrators across campus (Faculty in Counseling, math, science, the SSC and the Academic Senate; Administrators from Equity, Student Success, vice presidents from Student Services and Instruction). As an outcome of this broad group, a request for a grant writer was made by the vice president of instruction using a BSB (IV.A.1-5).The team was able to submit a Title V HSI STEM grant in 2017 which scored high enough to be "approved" but not high enough for funding. Subsequently the College requested consideration in the following grant year and in October 2018, the grant award was funded.

Many innovations, particularly those with space needs, make their way through the shared governance committee structure for final approval once the concept has been developed in the Division or Department. Examples include a faculty-developed, on-campus pop-up store, which allows corporate partners to teach students about retail sales. Faculty developed the project after acquiring grant funds; it was brought to Facilities Committee for final vetting (IV.A.1-6, IV.A.1-7). The recently opened Pirates Cove Food Pantry, a joint effort by faculty and Student Services, fills a gap for students who need extra help outside of the classroom. Developed with state funding, it began as a collaboration between Administrative Services to secure needed space on campus, then involved a local partner—the Harvest Food bank. It was presented to the Facilities Committee once the project parameters were in places (IV.A.1-8, IV.A.1-9, IV.A.1-10, IV.A.1-11).

Due to the strong foundation of shared governance on campus, these committees often drive innovations. The Facilities committee's sustainability initiatives, which include a new recycling center and awards for sustainability (IV.A.1-12, IV.A.1-13, IV.A.1-14), as well as a partnership with the City of Costa Mesa in their bike and ped-way plan both emerged directly from that committee's work. At the broad campus level, the Professional Development Advisory Committee (PDAC) has initiated a series of professional growth workshops and recognition ceremonies for faculty and staff to encourage excellence and demonstrate employee value including the Kudos and Coffee and Annual "Coast Colleague of the Year" ceremony (IV.A.1-15).

Systematic participation processes are used to assure effective planning and implementation of policy improvement. The DMG also explains the College's continuous improvement process (I.A.1-12 pg.12). The Institutional Effectiveness office (IE) is responsible for developing instruments for review and gathering feedback. Once the campus endorses the instruments, IE conducts surveys and focus groups to analyze the data, which are then reviewed with the shared governance IE Committee. IE reports its progress to specific planning councils and senates for review, feedback, and recommendations, before seeking final endorsement at College Council (IV.A.1-16). An example of this process in action is the revision of the College mission and strategic goals, discussed in Standard I.A.4.

The OCC committee structure also facilitates the planning process, which involves year-round communication between faculty and leadership. Planning is grounded in the campus wide continuous improvement process which was recently adjusted to include a new mid-term review every three years, and the regular, comprehensive Program Review every six years (I.A.3-3, I.A.1-12 p. 14). These processes are discussed fully in Standard I.B.5.

Strategic Planning Process

Foundational		
Accreditation Standards	District Goals	State & Federal Regulations

⬇

6 Year Cycle		
Develop Educational Master Plan (College Goals/Objective)	Comprehensive Program Review	Accreditation (next cycle 7 years)

⬇

3 Year Cycle			
Review College Missions/Visions/Values	Update Educational Master Plan (College Objectives where applicable)	Midterm Program Review SLO/AUO Assessment	Wing Plans

⬇

1 Year Cycle		

Annual Status Update
 • Wing Plans
   • Program review initiatives
   • Campus Educational Master Plans Initiatives
   • Strategic Planning Update
	Annual Resource Requests (ARRs)
	 • Prioritize by:
	   • (1) Department (2) Division (3) Wing
	   • President's Cabinet integrates wing priorities and recommends funding to College Council (after College Budget Committee review)
		Review Educational Master Plan Progress

⬇

College Council		
Oversight of Strategic Planning Process • Mission • Educational Master Plan • Annual Resource Requests	Recommendations to the President	College-wide Issue Management

Within each wing, managers engage in some informal processes for decision making – particularly, more latitude is allowed to handle emergency expenses through the Beyond the Scope of Budget and Equipment Repair processes, which receive consideration each week at the President's Cabinet (I.A.1-12 pp. 16 and 52, II.B.2-11, III.D.1-8).

In the CTE area, special processes exist to allocate money to eligible programs. By legislative mandate, Federal Perkins funding must be used to support program improvement in career and

technical programs of study. Funding must also target improvements in enrollments and completion by special populations of students in programs leading directly to employment in high growth, high demand and high wage careers as determined by statewide and regional workforce and economic development data (IV.A.1-17).

To those ends, to identify potential candidates for Perkins funds, the CTE Dean reviews past and current minutes form advisory boards; the "core indicator" data for student achievement in both individual programs and overall college CTE programs and the ARRs from the past and current year.   Discussion takes place between the Division Deans and the faculty. The overall priorities assigned to the ARRs through the IPC are considered. A preliminary recommendation is formulated and reviewed with the vice president of instruction, who makes additional recommendations and revisions for a final funding plan and application. This moves through District level approval and on to the State Chancellors office, for approval, funding and monitoring per Perkins funding guidelines (IV.A.1-18 , IV.A.1-19 , IV.A.1-20 , IV.A.1-21 , IV.A.1-22, IV.A.1-23).

Throughout the academic year, the committee structure enables decisions to be publicly vetted. For instance, the Academic Senate president co-chairs the Facilities Planning Committee, the College Budget Committee, and Instructional Planning Council's Faculty Hiring Sub-Committee, ensuring that faculty have a voice in the planning of these key areas and linking participatory governance committees with the Academic Senate (I.C.3-10). On these committees, administration shares the results of decision making to ensure transparency and all participatory governance committees share their decisions with College Council to ensure broad communication to campus representatives (IV.A.1-24, IV.A.1-25, IV.A.1-26). Overall, the EMP, enrollment and budget data, and the campus' planning process, drive college planning. The planning process itself undergoes widespread self-reflection and improvement. At the end of the most recent three year cycle, the IE committee conducted surveys and focus groups if the planning process was effective and to determine what changes needed to occur before the next cycle (IV.A.1-27, IV.A.1-28, IV.A.1-29).

Analysis and Evaluation
OCC's decision-making and shared governance structure is transparent and documented in the College DMG. The structure encourages participation from all campus constituents in improving the campus' practices, programs, and services, so that they can consult collegially before decisions are recommended to the president. The College has implemented a clear process of self-reflection and improvement. OCC strives to consider accreditation standards during shared governance decisions, to meet the best interests of the individual institution while ensuring compliance, rather than considering only compliance as a priority for institutional growth.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
OCC relies on the DMG which explains the roles faculty, staff, students and administrative leadership play in campus decision-making. The DMG shows committee and shared governance structure and each committee's responsibilities and annual agenda guidelines (I.A.1-12 pp. 29-44). The Coast District and Board of Trustees (BOT) have developed a number of BPs that define the roles of faculty, staff, students, Associated Students, and administrators (IV.A.2-1, IV.A.2-2, IV.A.2-3, IV.A.2-4, IV.A.2-5, IV.A.2-6). The nexus of these is described below, by constituent group.

Students. Students have a role on all participatory governance committees. The ASOCC executive board requires that all members serve on a college committee. AP 2510 also addresses students: "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students" (IV.A.2-2, IV.A.2-7).

Faculty. Faculty have a legally defined role outlined as the 10+1 (IV.A.2-8). The Academic Senate is the primary forum for both full and part-time faculty to exercise judgment and leadership. The Senate appoints members from within its ranks to serve on college wide committees (IV.A.2-9). Its structure includes full and part-time senators who represent academic divisions, as well as at-large senators. The Academic Senate committees, which are charged with specific tasks outlined in the DMG and BP 2510, provide discussion forums, data and recommendations to the Senate body (IV.A.2-10, IV.A.2-11). Faculty elect Academic Senate members, who in turn, nominate and elect the Academic Senate executive boards. In addition, full-time faculty members are required to attend department and division meetings and regularly participate in the governance of their areas. Part-time faculty members are encouraged to attend governance meetings, and the Senate welcomes their expertise on matters pertaining to the disciplines in which they teach (IV.A.2-10, IV.A.2-12).

Staff. Classified staff are represented in decision making by the OCC Classified Senate, (I.A.1-12 p.32, IV.A.2-2), as a voluntary membership body of classified staff which recognizes the value of higher education at OCC (IV.A.2-13). The Classified Senate has drafted a two-year strategic plan with goals, objectives, and strategies that map to the campus Educational Plan,

using the strategic plan as a framework. They are working on a more long-term 5-year strategic plan (IV.A.2-14). Originally a Classified Forum, the group became a Classified Senate in 2012 in order be a formal, recognized part of the shared governance process, increase visibility, increase membership, provide more support for staff, and become a part of the statewide Classified Senate organization. In 2017, the Classified Senate changed its structure by adding to the Executive Board to include Senators-at-Large and Wing Senators (IV.A.2-15, IV.A.2-16). These additional senators improve the function of the Classified Senate by allowing more engagement campus wide. The Classified Senate has a role on college wide participatory governance committees as outlined in the DMG (IV.A.2-13, IV.A.2-17). The classified staff serve on hiring committees both through Classified Senate appointments and separate appointments through the district wide classified union (I.C.10-1, IV.A.2-16). The Senate reports activities to the campus via a monthly email newsletter (IV.A.2-18).

Administrators. Administrators have membership on all shared governance committees; in addition, the DMG and AP 2510 explains their additional decision making duties, including:

- o Engaging in Participatory Governance
- o Ensuring that the quality of programs, services and instruction improve through participatory governance processes;
- o Considering the College's mission and vision statements and values in all decision making, planning, fiscal and compliance decisions;
- o Considering and representing campus wide needs and interests in the decision-making process;
- o Carrying out the requirements of District contracts, including labor contracts;
- o Overseeing conditions of employee working environments;

BPs allow for student participation in decision making. For example, BP defines hiring committee composition as able to include students (I.A.1-12 p.10, IV.A.2-19). Shared governance committees at OCC are listed in the DMG and in Section D. Organizational Information (I.A.1-12 pp.29-44). The ASOCC appoints student representatives from its executive board to all twelve of the College's Participatory Governance Committees (IV.A.2-20). BP defines the areas that have a "significant effect" on students and their right to participate in those areas (IV.A.2-2, IV.A.2-7).

Decision making policies specify the manner in which individuals bring forward ideas and work together on policies, planning, and committees. Shared governance committees publish their agenda in advance, and develop annual goals for the committees work (IV.A.1-3). Generally, committees have standing charges (I.A.1-12 pp. 29-44) and receive suggestions of work based on committee member participation. Through this process, individuals are able to bring forward new ideas for the committee to work together. For example, the focal points of the College's Guided Pathways plan first arose out of the goals and concepts in the College Master Plan. Later, when "Guided Pathways" arose as a statewide initiative, the campus had an opportunity to consider the goals of Guided Pathways with the Master Plan. The SSEC invited

faculty (including counselors), administrators, and support staff, to attend a meeting where that committee vetted ideas and eventually played a role in the creation of the campus wide plan for submission to the state. Academic Senate, Instructional Planning Council, and College Council all had the opportunity to review and revise the plan prior to submission (IV.A.2-21, IV.A.2-22, IV.A.2-23).

Analysis and Evaluation

The DMG clearly outlines the College's policies on decision-making processes, governance structure and planning. The document outlines the roles that faculty, staff, administrators, and students play in participatory governance. The Guide also defines the parameters by which various campus members propose ideas and collaborate to achieve policy decisions and department planning. The district also has a comprehensive set of BPs that define the role of all constituents. Institutional leaders create an environment which empowers staff, faculty, administrators, and students to take initiative in improving the practices and programs. See Improvement Plan.

IV.A.3. Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard

BP first defines the role of the administrator and faculty groups in institutional planning, policy making, and budget development, stating that the chancellor "shall ensure that the District Office and the colleges implement a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research" (IV.A.2-4). The campus responded to this charge by creating and adhering to the DMG, which defines the process used for requesting faculty and classified staff hiring, as well as governance structures and their decision-making power, including the role of faculty and staff on participatory governance committees (I.A.1-12 p. 26-37). DCC reviews policies; this is discussed further in Standard IV.C.7.

An excellent example of planning and budget is the prioritization of ARRs in the IPC. IPC is comprised of faculty, administrators, classified staff and student representatives (I.C.3-10 p. 3). This is the primary committee for planning and budget decisions in the Instructional Wing. Each year, the committee breaks into teams that are representative of the committee as a whole to prioritize ARRs from all the academic divisions (I.C.3-10 p. 6-7). Another example is the College Budget Committee ensuring that resource allocations are based on college strategic planning efforts. The committee has members from all constituencies; its major goals are reviewing budgets, looking at trends and forecasts, establishing budgetary goals, and overseeing the annual budget development process. (I.C.3-10, IV.A.3-1, IV.A.3-2).

Finally, in accordance with state law, the district has adopted BP (IV.A.2-2) to rely primarily upon the advice and judgment of the Academic Senate(s) in developing policies involving the following matters:

- Standards or policies regarding student preparation and success
- Faculty roles and involvement in accreditation processes, including self-study and annual report
- Processes for Program Review

The policy further states that the Board of Trustees will reach mutual agreement with the representatives of the Academic Senate to set policies regarding the following matters:

- Grading policies
- District and College governance structures, as related to faculty roles
- Processes for institutional planning and budget development
- +1. Other academic and professional matters as mutually agreed upon, for example the composition of the Instructional Planning Council, which is charged with resource allocation and hiring decisions for the instructional wing (I.C.3-10, IVA.2-1, IV.A.2-2, IV.A.2-8, IV.A.3-3).

Analysis and Evaluation
OCC administrators and faculty have clearly defined, vetted and authorized roles in institutional governance. Through policy and practice, each group has a voice in institutional policies, planning and budget as defined by the DMG and BP. These roles are followed and integrated into the purview of the Academic Senate and participatory governance committees.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
At the district level, AP 2510 defines faculty's role in decision making about areas to "rely primarily" in areas such as curriculum, and in areas established through mutual agreement between the Academic Senate and management (IV.A.2-2). At the campus level, the Curriculum Committee is an Academic Senate committee, with faculty representatives from each academic Division as well as the articulation officer for the College (IV.A.4-1, IV.A.4-2). The committee defines itself as "committed to the vigilant oversight of all of the College's curricula." (IV.A.4-3). As a multidisciplinary committee, it ensures the broadest of academic perspectives in the review, approval, and renewal of sound curriculum. The committee certifies academic rigor and adherence to state standards and regulations (IV.A.4-3).

The Academic Senate drives the curriculum approval process via its Curriculum Committee (I.C.2-4, II.A.5-7, IV.A.4-2 p.14). All curriculum goes through an approval and review process that includes the

- o Originator launching the course/program
- o Articulation, Department Chair, (if applicable: CTE Dean, Online Education Coordinator)
- o Division Curriculum Representative
- o Division Dean
- o Curriculum Chair/Vice Chair
- o Curriculum Committee
- o Vice President, President, Board of Trustees, Educational Services Coordinator
- o State (if applicable) (IV.A.4-2, IV.A.4-4)

After Board of Trustees approval, changes are then chaptered at the Chancellor's Office through the Chancellor's Office Curriculum Inventory (COCI). Under new statewide policies, many of the curricular changes will be locally approved via the vice president of instruction's office in collaboration with the chair of the Curriculum committee. The Chancellor's Office approves the following new and substantial changes to existing credit programs plus new and revised noncredit programs and courses. It only reviews new and revised credit courses plus non-substantial changes to approved credit programs, which are now locally approved. Distance education curriculum is also governed by AP 4105 (II.A.1-5, IV.A.4-2).

Faculty and academic administrators also play key roles in student learning program development. Through the Program Review process, faculty and staff engage annually in self-reflection about the effectiveness of their (academic and non-academic) programs that impact students. While the Program Review cycle has just changed to a six year continuous cycle, prior to this, each department created outcomes every three years and then measured their effectiveness at delivering those outcomes. For example, the SSC (tutorial center) has outcomes that encompass both the number of overall students served and a measure of the success rate of students who receive services as opposed to those that do not; the staff can modify the delivery of services based on these measures (IV.A.4-5).

Another example of the role of faculty and administrators play in making recommendations about student learning programs and services is the Common Application proposal process (IV.A.4-6). Faculty propose projects to the Student Success Collaborative. The Collaborative brings together two Advisory committees: Student Equity and SSSP. These committees are comprised of faculty and staff members with expertise in the committees' focus areas. Administrators (Vice president of student services, vice president of instruction, director of assessment, and dean of counseling) are included. The Collaborative makes recommendations to the Academic Senate; for example, the Senate approves the Student Equity Plan before submission each year, and as a senate sub-committee, the BSI committee reports to the Senate

their funding allocation decisions before funds are released (IV.A.4-7).   The Basic Skills committee, which meets monthly, consists of faculty and staff and has oversight of new programs in remedial education (IV.A.4-8, IV.A.4-9).

The campus uses the CSSSE (Community College Survey of Student Engagement) tool to assess student engagement. The 2016 survey showed that OCC performs below peer institutions in the area of "Support for Student Learners." Since this finding, the College has used resources to develop new support programs including Equity Ambassadors who work with at risk students, an optional Summer Math Jam preparation course to quickly remediate students in math courses and a special program to support academic achievement among student athletes, the PRESS program (IV.A.4-10, IV.A.4-11, IV.A.4-12).

Analysis and Evaluation
Through BP, Senate, and Shared Governance, the College relies on faculty and academic administrators for recommendations about student learning programs and services, particularly through the Academic Senate, the Curriculum Committee, the Instructional Planning Council, as well as through Program Review processes and the Common Application. The College has mechanisms for evaluating decision making processes which include those that support student learning. The College recognizes the integration of instruction and student support programs as an area of growth. It evaluates this intersection using the CSSSE (Community College Survey of student Engagement) and is developing programs with Student Services to address this gap.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
State law, BP and institutional governance define the role of faculty, students and the Board of Trustees and ensure that decision making is properly aligned with the expertise and responsibility of each group (IV.A.2-1, IV.A.2-8). The DMG outlines shared governance at the campus level and complements District-level BP and AP that define how all constituent groups should collaborate in the operation of the institution (I.A.1-12). The participatory governance committee functions and membership is reviewed by the campus College Council for all recommendations for modification (IV.A.5-1). The Board limits its own decision making to approving "College plans and programs," adding that "except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate" (III.A.11-1, IV.A.2-2). The authority of the Board of Trustees is discussed further in Standard IV.C. below.

The four college constituency groups that share the responsibility of decision making on campus are students, faculty, staff, and administrators; the specific roles of each are outlined

in the DMG and discussed in Standard IV.A.2. Each constituent group participates with equal responsibility in creating a strong and representative voice. Each committee meets regularly, documenting decisions on their Committee Portal sites and reporting to College Council that meets bi-weekly (I.A.1-12, p. 8, IV.A.2-1, IV.A.2-7).

Through its system of board and institutional governance, the College ensures timely action on institutional plans, policies, curricular change, and other key considerations.

Campus Committees have a regular schedule of meetings during the academic semester, some monthly and some bi-monthly. All committees publish their agendas on the OCC Portal; these agendas are organized to include new and old business. Each committee reviews minutes of the previous meeting and accepts those minutes as a way to ensure all business is covered (IV.A.1-4). The Board of Trustees for the District also holds regular, bi-weekly meetings and publishes agendas and minutes (IV.A.5-2). In addition, each committee has goals to meet and guidelines to follow for each semester (I.A.1-12 pp.29-44). For example, the Curriculum Committee follows a timeline for decisions that provides ample time for changes to curriculum to be incorporated into the upcoming academic year's catalog; the committee publishes this timeline to their portal site (IV.A.5-3). The committee reviews and rules on changes, consistent with this timeline, which are then sent to the State for approval or approved locally (IV.A.4-2).

District Committees. The DCC has broad representation from constituencies and from campuses. DCC has three subcommittees: 1) BP and AP Subcommittee reviews and revises, as needed, and develops new BPs and APs, as needed (IV.A.5-4, IV.A.5-5), 2)Budget subcommittee receives and helps to disseminate information related to budget matters to campuses and constituencies. The DCCBS develops, recommends and monitors a three-year district wide financial plan and monitor district wide budget assumptions. 3) Technology Subcommittee advises, informs and makes specific recommendations to the DCC regarding major technology initiatives and projects throughout the district and future directions. Agendas and minutes for DCC and is subcommittees are posted in the Coast Navigator portal site (IV.A.5-6).

To ensure timely action on matters related to Distance Education and collaboration between faculty and staff, the College developed the Online Advisory Board, reporting to the Academic Senate. The Faculty Online Coordinator chairs the OAB, which is comprised of faculty, staff and administrators. The Board is guided by the online handbook, reviews all curriculum proposals that include an online component and oversees implementation of an online training module required of all faculty who will teach online. The board also takes an active role in decisions related to online learning. For example, when the College was faced with a change from one plagiarism software to another, the Online Coordinator worked with the Academic Senate to ensure faculty from multiple disciplines tested both options before making a decision which would affect all faculty. The OAB also played a key role in the development of an

implementation plan for changing the College LMS from Blackboard to Canvas, then oversaw the training of faculty as the LMS was switched (IV.A.5-7, IV.A.5-8, IV.A.5-9).

Analysis and Evaluation
The institution values the perspectives of all constituent groups in college operation and decision making. Shared governance committees as well as many hiring committees are comprised of stakeholders from all groups, with organized bodies from which to draw information and appoint members. The district has formalized the role of faculty, management, staff and students through BP. Through a variety of communications, including newsletters, the Campus "5 things," reports from representatives and meeting minutes, each body can stay abreast of decisions.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
The DMG documents the decision making process and is published on the president's area of the OCC website (IV.A.6-1). Major decisions are funneled through the participatory governance committees to College Council. College Council then disseminates results through communication of minutes on the Portal, email from the president's office, and by the Wing Planning Councils (I.A.3-11, IV.A.6-2, IV.A.6-3). Each committee has a site on the Portal, accessible to the campus, where it keeps meeting dates, agendas, minutes and supporting documents (IV.A.1-3). The president and vice presidents are members, and often co-chairs, of all participatory governance structures (I.A.1-12 p.29-44). The vice presidents meet regularly with their direct reports. For example, the vice president of instruction meets with the deans in a Deans Staff meeting. The vice president of student services meetings in the Student Services Wing (IV.A.6-4, IV.A.6-5) are analogous. President's Cabinet has weekly meetings which include all Vice presidents, and all managers that report directly to the president. Based on the DMG, members of each committee are charged to share information with their constituent groups; a regular process for reporting out what they learned in College Council has not been developed. The Classified Senate has a particularly strong example of information sharing in the form of a regular update which encapsulates all that is happening across campus - both in decision making and general interest (IV.A.6-6).

The major driving force behind decision making in departments, divisions and institutional wings on campus is the Program Review process. The EMP fully outlines this process (I.A.1-1, IV.A.6-7). Program Review and planning are integrated in TracDat; the strategic goals of each department are linked to learning outcomes which link to requests for resources and faculty hiring (III.A.7-5 p.6, 9). Administrative units have an analogous process where Program Review targets their AUOs rather than SLOs (I.B.2-7). TracDat can pull reports that include planning, resource allocation, and now hiring information which helps consolidate information for broad dissemination. This

information is then shared and discussed in division and department meetings (II.A.16-1, IV.A.6-8, IV.A.6-9).

Administration communicates decisions across campus through

- Department and Division meetings (IV.A.6-10, IV.A.6-11)
- Emails from the president and vice president of instruction to communicate start and end of term messages (IV.A.6.12, IV.A.6.13, IV.A.6.14, IV.A.6.15)
- The "Five Things" weekly update available on all campus desktop computers (IV.A.6-16).
- Coast to Coast, informational items published weekly and sent to all faculty and staff via email (IV.A.6-17).
- The campus website's scrolling banner, which announces upcoming decisions and events (IV.A.6-18).
- The President's Corner newsletter (IV.A.6-19).
- Focus Day/Flex Day speakers provide an annual, broad overview of the "State of the Campus" (IV.A.6-20, IV.A.6-21).

Analysis and Evaluation
The College has a governance structure in which all constituents participate in decision making. The DMG outlines processes to document and communicate decisions across the institution. Committee and Executive decisions are disseminated through committee structure, publicly on the website and through accessible meeting minutes and agendas. At the department and division level, decisions are disseminated through Division meeting minutes. On a large campus, communication is a challenge, but the campus routinely works to improve communication with efforts like Coast to Coast and "Five Things," revisions to the campus portal system and posting of major decisions on the public web site under "Message from the President."

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
Leadership roles are regularly evaluated to assure their integrity and effectiveness. At OCC, administrative, participatory, and Senate committees are responsible for accomplishing set annual agenda items (I.A.1-12 p.29-44). Committees review these items regularly, noting at the end of the year whether they have met their goals (IV.A.7-1, IV.A.7-2, IV.A.7-3). Every third year, participatory governance committees undergo a formal review process which includes gap analysis based on internal and external constituent surveys to monitor effectiveness. The evaluation is based on the Eight Factor Model of Committee Effectiveness as a framework,

which diagnoses the strength and weaknesses of the committee to improve group functioning of the committee. Each committee presents conclusions to College Council in Spring (I.B.1-38). For example, in the 2018 evaluation cycle, the IEC determined a weakness in sharing the committee's work broadly across campus, and developed action items to implement next year (IV.A.7-4).

Campus wide, the PACE survey measures the perception of effectiveness of leadership at OCC. Employed every two years, the survey focusses on factors driven by leadership including institutional structure, supervisory relationships and teamwork, among others. Questions specifically target the extent to which respondents feel leadership promotes a positive environment and whether the processes for decision making are made clear. In the most recent survey in 2016, faculty, staff and managers rated OCC well in terms of positive supervisory relationships and the perception that their job is relevant to the mission of the College.   One area related to leadership was identified by the College as needing improvement: the extent to which respondents felt they could influence the direction of the institution (I.A.2-8).

The IEC ensures the regular evaluation of decision-making structures and shared governance committees. As discussed above, Planning Councils and participatory governance committees conduct a self-evaluation every three years, and monitor its own continuous improvement throughout the academic year (I.A.1-12 p. 12). During these processes, each committee must self-reflect about its effectiveness in meeting the duties for which it is responsible in the DMG. For some of the criteria, the Institutional Effectiveness office surveys members of the campus outside the committee (I.B.7-12). It is the aggregation of the committee's self-reflection, and the perception of the committee on campus that dictates the final results. The most recent formal evaluation cycle was in 2017-18 (IV.A.7-5).

At College Council, all participatory committees are represented (I.A.1-12 p.34). This provides representatives the opportunity to not only make recommendations to the president, but to collect information about all shared governance decisions to take back to their own committees. The College Council, Senates, and wing planning councils also review major decision making processes such as Program Review, every three years (I.B.9-1, I.B.1-31, I.B.7-8, IV.A.7-6). In addition to College Council, Academic and Classified Senates, Deans Staff Meetings, Administrative Leadership Team Meetings, Coast Federation of Educators, division and department meetings all communicate information from the self-evaluation process to wider audiences (I.B.7-4, IV.A.7-6, IV.A.7-7).

Evaluation results of leadership roles and decision-making are widely communicated and used as the basis for improvement. To provide broad assessment of the College's operation, the IE committee oversees two major campus wide surveys: the PACE and CCSSE. The PACE is a national survey with some custom questions, administered to employees every two years with the goal of getting feedback about OCC's climate in order to improve planning processes on

the campus (I.A.2-8). It was last administered in 2016. The CCSSE is also administered every two years to a random group of students to measure their level of engagement on standard questions and custom questions the College selects, as compared to other colleges of the same size (I.B.1-33, IV.A.7-8). The IE committee discusses the results, and then the IE committee presents the results to College Council, which the president chairs (IV.A.7-9).

The most recent PACE survey found that OCC has a positive and collaborative environment (I.A.2-8). The 2016 survey noted a perceived decline in the availability of opportunities for professional growth. Since that time, the College has secured a state grant to provide Coordinated Leadership Development and has implemented the professional development focused Flex Day (IV.A.7-10). Both of these initiatives have embedded processes for determining program effectiveness. The Flex Committee implements a survey in each session and returns results to presenters (IV.A.7-11); the Coordinated Leadership Development program has an embedded accountability plan (IV.A.7-11, IV.A.7-12, IV.A.7-13).

The most recent example of comprehensive, inclusive self-evaluation of a process is IE's analysis of the Program Review process. The IE committee conducted focus groups including faculty, the IPC and other campus constituents and then reported results to the IE committee and College Council (IV.A.7-7). The Program Review planning group will use the results to make changes in the next cycle, including increasing support and providing ongoing training (comprehensive evaluation final report). An example of the annual review process is embodied in the IPC Handbook for its two main processes: Faculty Hiring and Resource Allocation. After each process, the committee devotes an entire meeting to debrief the process. The committee reaches consensus on any changes that should be made to the process, and the Office of Instruction updates the IPC Handbook to reflect those changes (I.C.3-11, IV.A.7-14).

Analysis and Evaluation
The institution has a defined process for evaluating and ensuring the integrity of the decision-making process and the role of leadership. Through regular self-evaluation of committee work and use of campus wide national survey instruments, the leadership gathers information about the perception of the campus climate.   Results are used as the basis for improvement, with a notable example in the development of a campus professional development workshop series after identifying the perception of a weakness in this area.

Improvement Plan: Classified Staff Participation in Program Review and AUO/SLO Assessment

The Classified Senate would like to increase the participation of classified staff in the Program Review and the AUO/SLO process. Classified Staff have the opportunity to provide input through their divisions and departments in Program Review and AUO/SLO assessment but this is not always widely known or participated in across campus. Some divisions/departments have more opportunities for classified staff involvement than others.

B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College president has the primary responsibility for the quality of the institution, as defined in BP ([IV.B.1-1](#), [IV.B.1-2)](#). OCC's administrative structure is divided into four wings. The president leads the Institutional Advancement and Effectiveness wing. This wing is comprised of the offices of Institutional Effectiveness, Human Resources, Marketing, and the Foundation. Three vice presidents lead the other three wings (Administrative Services, Instruction, and Student Services), reporting directly to the president. The president chairs the executive level administrative committee.

The president provides effective leadership in the following areas:

Planning. The OCC DMG is the comprehensive document that explains the College governance structure, how the campus makes decisions and shares governance. The guide explains the planning process for the campus, which flows from the College's Mission, Vision, Program Review and planning strategies ([I.A.1-12](#)). The President's Office oversees the annual revision of the DMG, supported by College Council review ([IV.B.1-3](#)). ARRs stem from the annual planning process, where departments request resources (human resources, staff development, equipment, technology, facilities, supplies and other) to support their planning strategies, and move those strategies forward. After prioritization at the department/division, and the Wing level, President's Cabinet prioritizes ARRs at the campus level. The College Budget Committee makes a final recommendation for college funding to College Council [(I.A.1-12 p. 19-20).](#) This ensures that the needs and voice of the rest of the campus is heard before the budget is finalized.

Organizing. The DMG describes the processes for organizational planning, including staffing needs, ARRs, and resource allocation ([I.A.1-12 p. 14](#)).

Budgeting. The DMG provides details of the annual budget review and development process timeline cycle. During this process, the Budget Committee reviews tentative budgets based on the budget worksheets of individual departments. Vice presidents conduct a review of the budget worksheets, which Fiscal Services processes and the Board may adopt as the official Tentative Budget. Each year, the president makes the final recommendation on the budget allocation that will be the Adopted Budget for the year ([I.A.1-12 p.19](#)). This process allows the president to closely oversee and approve the budget before it is adopted, while honoring the recommendations of administrators that are directly and closely involved with the departments that they serve.

Selecting Personnel. The DMG and BPs specify the hiring processes for Classified, Confidential, Faculty, and Management (I.A.1-12 p.23-24, III.A.1-4, III.A.1-5, III.A,1-6, III.A.1-7). The president or his designee serves on final interview committees for all senior-level managers and all tenure-track faculty. The president makes all final recommendations on hiring to the Board of Trustees (IV.B.1-4).

- The final decision of full-time faculty hires rests with the president (I.C.3-10, I.A.1-12 p.23). The Instructional Planning Council relies on faculty hiring data, written position requests that discuss the needs of departments across campus, and oral presentations from department faculty to recommend the positions to the president each year (I.C.3-10 p. 9). Typically, the president concurs with the recommendation of IPC (IV.B.1-5), however, the president has advanced positions by adding to the number of approved hires (IV.A.6-2).
- The President's Cabinet approves all vacant classified staff positions seeking replacement through the Notice of Vacancy (NOV) process (IV.B.1-6). NOVs are a standing agenda item at President's Cabinet (IV.B.1-7). NOVs require the input of the hiring manager, the relevant vice president, and the Director of Fiscal Services before the president will hear from the relevant vice president regarding the position at President's Cabinet (IV.B.1-6, IV.B.1-7, IV.B.1-8,). Ultimately, it is the president who recommends the hiring of new positions and replacement of classified staff positions for board approval.

Developing Personnel. The Human Resources department is responsible for developing and implementing an annual professional development plan. The part of the plan for faculty is administered by the Academic Senate's Professional Development Institute (PDI). The Training and Development Specialist reports to the Director of Human Resources (HR), who reports directly to the president (III.A.9-2). The shared governance PDAC makes staff professional development recommendations to the Director of HR (I.A.1-12 p.40). In addition, the College Flex Committee develops the program for Flex Days, in collaboration with PDAC (III.C.4-2, IV.B.1-9). The president also has a role in the Fall Flex day of each year, where he organizes the General Session; he has also presented specific Flex sessions during the Spring Flex Days, in particular regarding the EMP (III.A.14-4 p. 3). Finally, every conference that any campus constituent attends is personally approved by the president (IV.B.1-10). This step keeps the president abreast of the professional development occurring on campus. Each year, Professional Development Office creates an annual review of professional development activities (IV.B.1-11). In 2018-19, the president nominated the Dean of Mathematics and Sciences for an ACE fellowship (IV.B.1-12, IV.B.1-13). He also interviewed ACE fellowship candidates in 2017.

Assessing Institutional Effectiveness. The Institutional Advancement and Effectiveness Wing of the college includes the Office of Institutional Effectiveness. Institutional Effectiveness coordinates and supports the entire college's Program Review process, works closely with faculty SLO Coordinators to coordinate all SLO/AUO assessments, provides data for the Faculty Hiring process, coordinates each major council/committee's self-evaluation every three years,

gathers and helps interpret enrollment and disproportionate impact data, as well as coordinates campus wide surveys for a variety of processes from management evaluations, to a multitude of surveys throughout the year (I.B.2-16, I.B.5-22, IV.A.1-27, IV.B.1-14). The president relies on the data and analysis provided by the office, and meets regularly with the Director to ensure that he is included in evaluative and survey processes.

Analysis and Evaluation
The president leads campus analysis and evaluation processes through his interaction with the President's Cabinet and the data provided by the department of Institutional Effectiveness. The president ensures the quality of the campus, taking an approach to rely on the qualified members of his Cabinet and staff, while maintaining autonomy to be the final decision-maker. The College's administrative governance, and planning model provides an adequate platform of college operations while providing transparency for formal and informal input into decisions.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The structure of the College is best reflected in the campus org chart (III.A.9-2). The administrative authority of the College is divided into four wings that include Instruction, Student Services, Administrative Services, and Institutional Advancement and Effectiveness (III.A.9-2 p.2). The president directly supervises the Institutional Advancement and Effectiveness wing, which consists of OCC Foundation, Human Resources, Marketing and Public Relations, and Institutional Effectiveness (III.A.9-2 p.3).

The president may reorganize departments and divisions to better serve the College (IV.B.2-1, IV.B.2-2, IV.B.2-3). Reorganization of departments that include shifting roles and positions under different reporting structures happens at the recommendation of administrators, and is discussed and vetted at President's Cabinet and College Council. Recent examples include:

- The creation of a Director of Institutional Advancement, who oversees the OCC Foundation, Marketing, and Public Relations (III.A.9-2 p.5).
- The merger of General and Categorical Counseling, both reporting to the Dean of Counseling, within the Student Services wing (IV.B.2-4)
- The addition of management positions including Athletic Director, Dean of Library and Learning Support, Dean of Career Services, Dean of Student Success and Support Services, Associate Dean of Student Relations and Title IX, Manager of Student Success and Support Program and Manager of Student Equity.

The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Pursuant to BP, the District chancellor may reasonably delegate any powers and/or duties to the College presidents including the administration of the Colleges and/or centers (IV.B.2-5). The AP of this BP delegates authority to the College presidents as follows: "The President's administrative organization shall be the established authority on campus, and the College president is the final authority at the College level." The role of the president is to "provide leadership and empower the administrative team" (IV.B.2-6).

The president delegates his authority to the members of the President's Cabinet and retains the right for final authorization of all actions requiring board approval or ratification. The process for all items requiring board approval are controlled by the President's Office and the Office of the Vice Chancellor of Human Resources. The Administrative Leadership Team is comprised of all college vice presidents, deans, and directors that meet monthly. In this meeting, the president provides direction to his administrative team, while empowering them to lead.

Analysis and Evaluation
The College president oversees and evaluates the structure of the College, delegating authority to the President's Cabinet, while still maintaining the role of CEO of the College, making final recommendations for the College to the Board of Trustees. The College reviews its structure and, in response to internal and external influences, recommends major changes to the College Council to review, and the Board of Trustees to approve.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities; ensuring the College sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard
The president guides institutional improvement of the teaching and learning environment through his establishment of a participatory process to draft and review the DMG, which sets forth college values, goals, and priorities.

The DMG explains the differences between the College's values, goals, and priorities, and the role that each plays in institutional improvement (I.A.1-12, p. 4-5, 13). College Council is the body that, under the leadership of the president, oversees the review of the DMG, as well as the

College processes, values, goals, and priorities. This ensures that the values, goals, and priorities are developed through a representative and collegial process. OCC also defines collegiality itself in the DMG (I.A.1-12, p. 6).

The president also guides institutional improvement of teaching and learning through the development of the EMP and the College Atlas. The president charged the Director of Institutional of Effectiveness with the production of the annual OCC Atlas. This document provides data and research regarding the College environment, student access to the College, enrollment trends, student outcomes, student outcomes specifically related to equity groups, and employee data (I.A.1-10). The Atlas is produced every four years. This document ensures that the president is aware of how the College is performing in these areas, while providing data to the public at the same time.

The College identifies its institutional performance standards in the EMP (I.A.1-1). The document is organized by the five strategic goals of the campus – Community, Learning, Access, Stewardship and Student and Employee Engagement. Each goal has several objectives. The EMP provides data for all of the College areas through the use of Core Indicators. These Core Indicators ensure that the College has set targets, and measures how close it is to those targets, as compared with other institutions, and itself in previous years.

The president ensures that the campus makes data-driven decisions as it strives towards institutional improvement. The Office of Institutional Effectiveness supports the entire campus. Surveys are often used to evaluate services, employees, and processes. For example, the campus' new Flex Days offered an evaluation survey at the end of every Flex Day session for the day to ensure that the services offered were in line with the kind of professional development the constituents needed (IV.B.3-1). Another example is in the employee review process; all managers have a bi-annual behavioral survey, where all of their direct reports as well as other employees they work with on a regular basis are surveyed as to their effectiveness (IV.B.3-2). This ensures that manager contract renewals are informed by data and multiple voices on campus.

The College's robust Program Review and Planning processes are discussed at length in Standard I.B.5. The evaluation for this process ensures that the process is working as intended to further the campus mission and guide institutional improvement. At the end of every Program Review cycle, a self-evaluation of the processes occurs (IV.B.3-3). Feedback from the most recent survey concluded that the three-year Program Review cycle did not provide enough time to set the far-reaching goals of the campus, or to live with the plan before having to set new goals (IV.B.3-3 p.7). As a result, a proposal to adjust to a six-year Program Review cycle was endorsed at College Council, vetted through Academic Senate, and finally, approved by College Council (I.B.1-28, IV.B.3-4, IV.B.3-5, IV.B.3-6). This change of the plan will allow the campus to develop and track more complex goals over a longer term, allowing for more innovation

across departments. SLO and AUO's inform the improvement of instruction and administrative processes.

The educational planning and resource allocation process flows directly out of Program Review in the College's database, TracDat. Requests for Faculty Hiring are based on a standard set of data that the IPC reviews annually to stay abreast of the changing needs of the College, and that departments have to incorporate into their written requests (I.C.3-10, III.A.7-6, III.A.7-8, IV.B.1-5). The faculty hiring requests then go through a blind rating process based on written requests and oral presentations about each position. This ensures that the final hiring recommendations to the president are data-driven.

During the ARR process, requestors must link their request to their department strategies and college goals (I.A.3-11). Requestors justify their needs using the strategies and college goals and priorities. This ensures that when the President's Cabinet prioritizes the goals, the goals reflect the overall needs of the College and are based on larger institutional goals that support student learning.

The president oversees College Council's construction of the EMP to ensure institutional planning will support achievement of the mission. The plan organizes core indicators by each campus goal, which are derived from the Campus mission (I.A.1-12 p.14). The core indicators are then assessed so that the College can see, through data, how well it is doing measuring up to its mission statement.

In addition, every program on campus conducts Program Review, where it has the opportunity to evaluate its relevancy and effectiveness as it pertains to the mission of the College (I.A.3-1, I.A.1-12 p.15).The results of Program Review are distilled into one summary presentation, organized by College Goal, which College Council reviews and discusses (IV.B.3-7). In this way, the president has access to both the extended Program Reviews of the entire campus on demand through TracDat, or a broader depiction of how the College as a whole aligns with the mission in all it does.

Analysis and Evaluation
The College has a functioning comprehensive, integrated, planning process that supports the achievement of the mission. TracDat is used to facilitate planning and SLO/AUO assessment outcomes that lead to continuous improvement.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The president has the primary leadership role for accreditation processes and receives regular reports at College Council and President's Cabinet on issues related to meeting all eligibility, standards, and policies of ACCJC (IV.B.4-1, IV.B.4-2). The CEO has appointed the vice president of instruction as the College ALO. The College has a primary shared governance committee, the ACC, a sub-committee of College Council that is charged with organizing the self-study process, facilitating broad institutional involvement, and monitoring compliance (IV.B.4-3). ACC includes the Director of Institutional Effectiveness and all three VP's (I.A.1-12 p.30).

In the Fall of 2017, the president coordinated the ISER writing teams (IV.B.4-5, IV.B.4-6). The teams were charged with researching, vetting, drafting, and finding evidence for their sub-sections of the ACCJC standards over the course of a year. The president also organized a campus visit in February 2018 with the College's ACCJC liaison. This included a question and answer session that allowed the writing teams to receive clarification on the ISER and upcoming site visit (IV.B.4-7). The president is a frequent guest of the ACC, where he is kept informed about the ISER, site visit, and other accreditation planning efforts. The president has also been engaged with guiding and providing feedback to the writing teams, and Accreditation Writer.

Analysis and Evaluation

The president has maintained primary leadership of the campus' accreditation efforts, and has been involved with the drafting of the ISER. Still, the president has enabled accreditation efforts to be primarily coordinated through shared governance with the ACC and accreditation writing teams.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President's Office ensures that the campus follows all federal and state statutes, regulations, institutional and programmatic accreditation standards, and CCCD governing BPs, as well as internal campus policies and procedures. For example, the Campus Approvals page of the OCC Portal has flow charts for Contract approvals, equipment repair requests, Beyond the Scope of Budget requests, Presidential Approvals, and NOV approvals (IV.B.5-1). The appropriate forms are also available on the president's page of the Portal. These processes ensure that contracts, events, and trips follow board procedure and comply with safety standards, and that all resources allocated outside of Budget Planning and ARRs are vetted at President's Cabinet, with the president providing final approval (IV.B.5-2). College Council monitors core indicators and progress in implementing the EMP (I.A.1-1, IV.B.5-3).

The president assures that institutional practices are consistent with the College mission and policies, including effective control of budget and expenditures. The president delegates budget development to the College Budget Committee, under direction of the vice president of administrative services. The College Budget Committee "is charged with assisting with the budget development process and monitoring all college budget…College Council ensures that resource allocations are based on college wide strategic planning efforts" (I.A.1-12 p. 33).

There are three primary ways that the College allocates funding: 1) the annual budget planning process, 2) the ARR process, and 3) Beyond the Scope of Budget. The budget planning process and the ARR processes are fully discussed in Standards III.D. and IV.A., respectively, and also in the DMG (I.A.1-12 pp. 19-21). Both of these processes involve vetting campus recommendations through the Budget Committee and President's Cabinet before the president has the opportunity to revise and make changes (I.A.1-12 p. 19, IV.A.6-2). The ARR process specifically requires requestors to link their ARRs to relevant planning strategies and map all strategies to campus goals (II.C.1-2). Vice presidents present Beyond the Scope of Budget (BSB) forms they receive from administrators in their wing at President's Cabinet. The Cabinet discusses the BSB request, and prior to approval, requires the signature of the vice president, the Director of Fiscal Services, and the president (I.A.1-12 p. 21). In this way, the president vets expenditures to ensure their consistency with college goals, mission, and policies.

Analysis and Evaluation
The president ensures that the College's practices are consistent with the mission and all required statutes, regulations, accreditation standards, BPs and internal procedures are followed campus wide. The president delegates budget development to the vice president of administrative services' wing, but ensures that there is input from his Cabinet and the College Budget Committee where needed.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The president is responsible for all campus wide communication which includes the President's Corner and Message from the president, the weekly "Five Things to Know" announcement that appears on all staff member's desktop systems, campus wide e-mails and the online newsletter Coast-to-Coast, as well as announcements targeted to specific constituent groups via e-mails, the OCC Portal, and text messaging (IV.A.6-12, IV.A.6-16, IV.A.6-17, IV.A.6-19).

The CEO also communicates with the community the College serves via

- **Annual Foundation Report.** The president oversees the production of an Annual Report from Marketing that highlights facilities updates, work force and success measures, and Foundation updates (IV.B.6-1).

- **Marketing and Public Relations Publications.** The president tasks the Marketing department with publishing information for campus and community consumption. This includes reports that focus on new campus initiatives and spotlight programs. For example, in the past few years, the College has published brochures about the upcoming Planetarium, Visual and Performing Arts, the newly renovated Recycling Center, and a CTE profile (I.A.1-8, IV.B.6-2, IV.B.6-3, IV.B.6-4). These publications are available on campus for students and visitors, as well as posted online.
- **OCC Magazine.** The Marketing and Publications department first began publishing the OCC Magazine in 2017. The Magazine highlights academic news, new developments faculty are bringing to campus, student profiles, and alumni stories (IV.B.6-5).
- **The EMP.** The EMP is also a valuable resource to the community to keep them abreast of OCC's goals and objectives and how closely the College is meeting those goals (I.A.1-1).
- **President's Corner.** The president writes this column every two weeks to showcase important happenings on campus, and to provide context for national and world news (IV.A.6-19). The column is for both the campus audience of students, faculty and staff, as well as prospective students and the public.
- **Messages to the Campus.** These messages, published on the same web page as the President's Corner, serve as a repository for the internal messages the president sends to all campus constituents; as such, they are typically updates of internal processes and procedures, made available to the public (IV.A.6-19).

Analysis and Evaluation

The president communicates directly to the OCC community through weekly employee desktops as well as other electronic and printed means. Additionally, institutional publications, emails, and the Coast to Coast newsletter keep the community informed of relative information. In total, information is widely available to students, faculty, staff and all internal and external stakeholders.

IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

OCC is part of the Coast Community College District (in addition to Golden West and Coastline Community Colleges). Coast Community College District is governed by a Board of Trustees, consisting of five publicly elected members. As the governing board for the College, the Board of Trustees, with the assistance of the chancellor, has both the responsibility and the authority under California Education Code to establish policies to assure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the District and its colleges.

The Board Office publishes all BPs on the District's website under "Board Policies;" (IV.C.1-1). "Board Duties and Responsibilities" describes the roles and responsibilities of the Board of Trustees (IV.C.1-2). The BPs and APs related to academic quality, integrity, and effectiveness of the student learning programs and services are available on the District web site under Chapter 4 (IV.C.1-3). The BPs and APs related to the financial stability of the institution can be found under Chapter 6 (IV.C.1-4).

Analysis and Evaluation

The Coast District Board of Trustees has the authority over and responsibility for developing policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (IV.C.1-5). The BPs and APs are reviewed and revised, as needed, on a regular review cycle, as stated in BP/AP 2410 Board Policies and Administrative Procedures (IV.C.1-6, IV.C.1-7).

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees is committed to high standards of ethical conduct for its members, as delineated in BP 2715 Code of Ethics for Members of the Board of Trustees (IV.C.2-1). The Board reviews and discusses this policy annually (IV.C.2-2). One of the basic principles of this policy is the recognition that the Board acts as a whole and that authority rests only with the Board in a legally constituted meeting, not with individual members (IV.C.2-1). Thus, while members of the Board, at times, have differing opinions on items that come before them, once the Board has reached a decision—either via consent or by vote—on an item, the Board acts as a collective entity and all Board members act in unison in support of the collective decision. A few examples of when the Board had a divided vote and the projects/activities progressed

include Board Officer Elections (IV.C.2-3 p. 7), Non-standard license agreement (IV.C.2-4 p. 8), and an amendment to a Construction Management Agreement (IV.C.2-5 p.7).

The Board of Trustees follows the Ralph M. Brown Act and cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly announced Board meeting (IV.C.2-6). This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations.

The Board also established BP 2720 Communications among Board Members which sets guidelines of acceptable communication outside a properly posted meeting (IV.C.2-7).

Analysis and Evaluation
The Board has developed and implemented BPs that outline the ethical conduct for all elected Board members; this specified conduct includes the requirement that the Board act in unison once a decision is reached by the body (IV.C.2-1). In addition, when disagreements arise, they are discussed openly and respectfully prior to the Board reaching a collective decision (IV.C.2-8 p.8). Minutes indicating Board actions from recent years are available on the District's website and substantiate behavior in accordance with these policies.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard
The Board of Trustees adheres to clearly defined policies for selecting and evaluating the chancellor of the District. Two of these policies include BP 2431 Chancellor Selection and BP 2435 Evaluation of the Chancellor, which clearly delineate the rules and requirements for hiring and evaluating the District CEO (IV.C.3-1, IV.C.3-2). BP/AP 2430 Delegation of Authority to the CEO delegate authority to the chancellor to appoint an acting chancellor to serve in his or her absence for short periods not to exceed 30 calendar days at a time (IV.B.2-5, IV.B.2-6). The Board appoints an acting chancellor for periods exceeding 30 calendar days when the chancellor is incapacitated or unable to perform his or her duties. In case of death, resignation, or retirement of the chancellor, the Board may appoint an interim chancellor for up to two years (IV.B.2-5)

Chancellor Selection. When a new chancellor is to be hired, the Board adheres to the policy on "Chancellor Selection," which ensures that the search committee includes input from administration, faculty, staff, and students in order to select the most highly qualified individual to fill the vacancy (IV.C.3-1). The policy includes the following process which, due to several failed chancellor searches in 2015 and 2016, was implemented in the most recent chancellor search:

> If there is a Chancellor search that does not result in the selection of a new Chancellor, then the Board, at its discretion, may initiate and conduct the subsequent Chancellor

search by adopting a motion to use a streamlined version of this Policy which complies with applicable law. The Search Committee formed for the original search shall be incorporated into this process. Before the streamlined version of this Policy is implemented, it will be specified by the Board and communicated to the Search Committee.

The 2016 chancellor search resulted in the appointment of the current chancellor using this streamlined version of the Policy.

Once hired, consistent with BP 2435, the Board of Trustees conducted the evaluation of the current chancellor, which culminated in establishing the chancellor's Goals for the District 2017-19 (IV.C.3-2, IV.C.3-3, IV.C.3-4, IV.C.3-5, IV.C.3-6, IV.C.3-7, IV.C.3-8, IV.C.3-9, IV.C.3-10, IV.C.3-11, IV.C.3-12).

President Selection and Evaluation. BP also specifies the criteria by which the campus CEO, the president, shall be selected and evaluated (III.A.1-3). The evaluation of the College president is fully discussed in Standards III.A.3 and III.A.5.

Analysis and Evaluation
The district has BPs in place to define the policy for selecting and evaluating the District and college CEOs. In recent years, when the policy for chancellor selection did not result in the selection of a chancellor, the policy was revised and streamlined, resulting in the selection of the current chancellor. In Fall 2018, the OCC president announced his resignation effective January 2019. BP is currently being followed in the search for an interim president and new, permanent president for the College (III.A.1-3).

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7).

Evidence of Meeting the Standard
The Board of Trustees is an autonomous policy-making body that strives to reflect the public interest in the educational quality of the District. In so doing, the Board advocates for and defends its colleges and protects the Colleges from undue influence as well as from political pressure.

The Board of Trustees is comprised of five elected members (IV.C.4-1), each of whom resides in the geographical area he or she represents. Board members are publicly elected and, until the November 2018 election, Board members were elected at large to four-year terms by the voters in the District service area. In Fall 2017, after careful study and deliberation, the Board decided to change the election from at large election to election by areas which each Board member represents. This change goes in effect for the November 2018 election (IV.C.4-2 p.4, IV.C.4-3

p.4, IV.C.4-4 p.4, IV.C.4-5 p.4, IV.C.4-6). For the dual purposes of continuity and a smooth transition of leadership, the terms of the five Board members are staggered, with elections being held every two years in connection with the State of California general election through BP 2100 Board Elections (IV.C.4-7).

The District Student Council selects a student trustee to a one-year term (IV.C.4-8, IV.C.4-9). The selection process for the student trustee is described in BP 2105 Election of Student Member, Board of Trustees. The student trustee has an advisory vote on all actions taken in open session as described in BP 2015 Student Member, Board of Trustees (IV.C.4-10, IV.C.4-11).

This membership composition and election process ensure that the Board is of a sufficient size to achieve its responsibilities and duties. The Board of Trustees has also established BP 2110 Vacancies on the Board to address situations when vacancies on the Board may occur in between the election cycles (IV.C.4-12).

In accordance with law and BP 2715 Code of Ethics for the Board of Trustees, Board members are agents of the public entrusted with public funds, and they must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. Additionally, the Board must advocate for and protect the District and represent the public interest pursuant to BP 2200 Board Duties and Responsibilities (IV.C.1-2, IV.C.2-1). Board members consistently advocate for the interests of both the public and District through their interaction with the community, legislators, local organizations, and students. Examples of advocacy and public and community interaction can be found during these recent Board meetings (IV.C.4-13, IV.C.4-14, IV.C.4-15, IV.C.4-16).

Furthermore, as discussed in BP 2345 Public Participation at Board Meetings, the Board encourages public participation at Board meetings. There is time allotted to public comments at each meeting, or written comments may be submitted. Members of the public may also place items on the prepared agenda in accordance with BP 2340 Agendas. To validate and support transparency in all its decision-making, the Board conducts all District business in open public meetings, with the exception of legally-permitted closed sessions related to legal concerns, personnel, collective bargaining, and real estate matters. The Board also consistently provides all of its business and other information to the public on the District's website. This information includes BPs, APs, Board self-evaluations, meeting agendas and minutes, and other relevant information (IV.C.4-17, IV.C.4-18, IV.C.4-19).

Analysis and Evaluation
The District's processes and procedures as well as BPs and APs ensure that the Board of Trustees follows the public interest in the educational quality of the District. Through adherence to its own policies in regards to ethics, the Board of Trustees advocates for and defends its colleges and protects the Colleges from undue influence as well as from political pressure.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board's policies regarding student learning programs and services are consistent with the mission of the College and the District. Both missions encompass commitment to community and people, learning, access and agility, continuous improvement and stewardship and student and employee engagement (I.A.1-5, IV.C.5-1). A crosswalk of the College and district goals, and further discussion of the missions' overlap is in Standard I.A.

BPs and APs related to Academic Affairs and Students Services outline the standards for ensuring the quality, integrity, and improvement of student learning programs and services. These BPs and APs are posted on the District web site.

BPs and APs pertaining to budget and fiscal management are in place to ensure financial integrity and stability and that there are necessary resources to support college programs and services (III.D.1-1, III.D.1-2, III.D.1-6, III.D.2-11, III.D.2-12, III.D.2-13, III.D.2-14, IV.C.5-2, IV.C.5-3, IV.C.5-4).

The Board is responsible for the financial integrity and stability of the District. The DCCBS is a standing committee of the DCC. The DCCBS's charge is to review and recommend action on fiscal matters submitted to the chancellor for consideration and subsequently to the Board for discussion and approval (IV.C.5-5).

The Board of Trustees monitors the financial stability of the District and of each College and reviews annual and quarterly District financial reports as required by BP 6300 Fiscal Management. The Chancellor's Cabinet, chaired by the chancellor, consisting of the College presidents, vice chancellors and District Director of Public and Legislative Affairs, sets annual goals that are consistent with maintaining financial stability for the District. The chancellor, with input from the DCCBS, recommends action on the tentative and adopted annual budgets, annual external audits, and quarterly financial reports (III.D.1-1).

The Board ratified AP 6305 Reserves, which requires a minimum 5% reserve for contingencies and an additional minimum of 5% ancillary reserves for economic uncertainties and emergencies. Use of contingency reserves is only authorized upon recommendation of the chancellor with a two-third vote of the Board of Trustees (III.D.1-2).

The Board assumes ultimate responsibility for all legal matters associated with the operation of the District and its three colleges. The Board closely monitors legal issues that arise in the District, discusses them, as appropriate, in closed session, and makes decisions in accordance

with applicable laws. The District's General Counsel provides legal counsel to the District and the Board to assist with the District's compliance with local, state, and federal regulations (IV.C.5-3).

Analysis and Evaluation

The Board of Trustees has developed, implemented, and followed policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. The Board holds the chancellor accountable for the implementation of these BPs through related APs.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Trustees membership size, composition, and election process is described above in Standard IV.C.4. The Board is a publicly elected body of individuals whose size is sufficient for its duties and responsibilities. The District and its Board of Trustees publish all BPs and APs on the District website (IV.C.1-1).

The BPs which delineate the structural and operational matters pertaining to the Board of Trustees are contained within the Chapter 2 Board of Trustees 2000 series:

- Duties and Responsibilities: BP 2200 Board Duties and Responsibilities, and BP 2715 Code of Ethics for the Board of Trustees, BP 2710 Conflicts of Interest (III.A.11-1, IV.C.4-12, IV.C.6-1)
- Operating Procedures: BP 2220 Committees of the Board, BP 2100 Board Elections, BP 2310 Regular Meetings of the Board, BP 2315 Closed Sessions, BP 2340 Agendas of Board Meetings, BP 2360 Minutes of Board Meetings, BP 2355 Meeting Decorum, and BP 2745 Board Self Evaluation (IV.C.6-2, IV.C.6-3, IV.C.6-4, IV.C.6-5, IV.C.6-6, IV.C.6-7,IV.C.6-8, IV.C.6-9).

Analysis and Evaluation

The BPs related to the structure and operating procedures of the Board of Trustees are comprehensive and publicly available on the District website. The Board regularly reviews and revises these policies, with assistance from the chancellor and vice chancellor of educational services and technology.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees performs its duties and fulfills its responsibilities in a manner consistent with BP 2200 Board Duties and Responsibilities. Additionally, in accordance with BP/AP 2410 Board Policies and Administrative Procedures, the Board of Trustees regularly assesses and revises its BPs and APs to ensure their effectiveness in fulfilling the missions and visions of the District and its Colleges (IV.C.1-2, IV.C.1-6, IV.C.1-7).

New BPs and revisions to existing BPs may originate from Board members, the chancellor, employees of the District, or members of the public (IV.C.1-6, IV.C.1-7). The primary body for reviewing existing BPs and APs or creating new ones, as needed, is the DCCBPAP, as described in BP/AP 2410 Board Policies and Administrative Procedures (III.A.11-2, III.A.11-3). When reviewing BPs and APs, DCCBPAP considers recommendations by the Community College League of California (CCLC), changes to state and federal laws and regulations, and changes to accreditation standards. Once DCCBPAP approves revisions, updates, or deletions for a BP or AP or creates new BPs and/or APs, the vice chancellor of educational services and technology informs the DCC (IV.C.7-1). If needed, the DCC reviews and discusses any substantive changes recommended by DCCBPAP. Then the proposed revised BPs and/or APs or the new proposed BPs and APs are submitted to the Board of Trustees for review and discussion and subsequent approval and ratification, respectively.

Analysis and Evaluation

The College has input to revisions of BPs and APs. Recent examples include a revision of credit units to hours (IV.C.7-2) and Student Code of Conduct (IV.C.7-3). The DCC and the DCCBPAP allows broad campus and district constituencies to participate on revisions of key BP/AP revisions as demonstrated by the posted agendas and minutes of its meetings on the District Navigator site. In addition, campus constituencies such as the Academic Senate regularly discuss BP/AP revisions such as the Senate meetings such as this Fall's discussion of Academic Renewal AP/BP 4240 (IV.C.7-4, IV.C.7-5, IV.C.7-6). The Board acts in accordance with established BPs and APs. Participatory governance groups, the DCCBPAP and the Board also review regularly and revise BPs and APs.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

Throughout the year, the Board of Trustees reviews and discusses a variety of reports and analyses related to student learning and achievement and institutional plans for improving academic quality. The Board of Trustees reviews the district wide Institutional Effectiveness Report on an annual basis (IV.C.8-1 p. 5, IV.C.8-2, IV.C.8-3, IV.C.8-4). The report provides an overall evaluation of college and district key performance indicators. The evaluation reflects the

commitment of the District to examine its institutional strengths and identify areas for improvement. The report is divided into five major areas related to the District's and Coast Colleges' missions, goals, functions and resources:

- Student Learning, Achievement and Development
- Student Outreach and Responsiveness to the Community
- Faculty, Staff and Administrators/Managers
- Fiscal Support
- Facilities

In addition to the analysis provided within the report, the presentation also includes district wide and college performance on the scorecard measures that were established by the CCCCO (IV.C.8-5). The scorecard measures also highlight indicators of student learning and achievement including student progression through basic skills, student term-to-term persistence, attainment of 30 units, attainment of degree, certificate or transfer-related outcomes, and attainment of CTE degree, certificate, or transfer-related outcomes.

Additionally, the Board of Trustees reviews and discusses reports and presentations highlighting programs and activities that support and lead to student success. Each college in the district presents key indicator updates to the Board (IV.C.8-6, IV.C.8-7, IV.C.8-8, IV.C.8-9, IV.C.8-10, IV.C.8-11, IV.C.8-12. OCC's presentation included the College strategic objectives, an overview of guided pathways, transfer success, and infrastructure for support services (IV.C.8-13, IV.C.8-14, IV.C.8-15, IV.C.8-16, IV.C.8-17, IV.C.8-18, IV.C.8-19, IV.C.8-20, IV.C.8-21, IV.C.8-22, IV.C.8-23).

Analysis and Evaluation
Ongoing dialogues and presentations on student learning and performance that occur at Board meetings demonstrate that the Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
The Board of Trustees has access to an ongoing training program for the development of its members. This training program includes orientation for new members of the Board (IV.C.9-1, IV.C.9-2). Additionally, the District has mechanisms in place to provide continuity of Board membership that, among other points, includes staggered terms of office (IV.C.9-3).

Per BP 2740 Board Education, the Board of Trustees is committed to its ongoing development as a board and to an individual trustee education program related to educational governance,

policies, legislation, best practices, employee relations, leadership, and Accreditation Standards and expectations (IV.C.9-4). The Board has a comprehensive new Board member orientation program that includes attendance at the CCLC's Effective Trusteeship Workshop (IV.C.9-1). Locally, the chancellor and board secretary provide an orientation. Board members also meet with the vice chancellor of fiscal and administrative Services, the vice chancellor of educational services and technology, the vice chancellor of human resources, and the College presidents.

Each Board member is encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop as well as various conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees (IV.C.9-1). In addition, all Board members completed an ethics course and received a certificate of completion.

This commitment to professional development is evidenced by budget allocations allowing each trustee to participate in conferences, meetings and workshop each year (IV.C.9-4, IV.C.9-5). Following attendance at conferences, workshops, and meetings, Trustees regularly share an oral and sometimes written report to the other Trustees and the public at open Board meetings.

For the dual purposes of continuity and a smooth transition of leadership, the terms of the five Board members are staggered with elections held every two years in connection with the state of California general election (IV.C.9-3). The student trustee is elected annually in accordance with BP 2105 Election of Student Member, Board of Trustees (IV.C.4-10, IV.C.4-11).

In the event of an unexpected vacancy, the Board has adopted procedures to fill the vacancy either by election or provisional appointment (IV.C.9-6) in accordance with Education Code 5090 and Government Code 1770. The decision to order an election or appointment must be made within 60 days, and the election, if ordered, must be held at the next regular election date or within 130 days of the vacancy, whichever comes first. Provisional appointments are made only until the next regularly scheduled election.

Analysis and Evaluation
The Board is committed to the continued education of its members. New Board members are given a comprehensive and robust orientation, and all Board members are encouraged to continue their professional development through attendance at trustee-related meetings, workshops, and conferences. The Board has enacted election practices ensuring the continuity of Board membership through the staggering of seat terms, and has adopted procedures in the event of a vacancy (IV.C.9-7).

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees engages in a process of self-evaluation for assessing Board performance. BP 2745 Board Self-evaluation establishes the expectation for the Board to conduct a self-evaluation "in order to identify strengths and areas in which it may improve its functioning" (IV.C.6-9). In addition to establishing the expectation, the policy outlines the process and the cycle for conducting the evaluation. The cycle calls for an evaluation beginning in the Fall of odd numbered years. The revised evaluation process was first implemented in Fall 2013. Self-evaluations occurred in 2013, 2015, and 2017. For each evaluation, employee survey results and development of goals were reviewed (IV.C.10-1, IV.C.10-2, IV.C.10-3, IV.C.10-4, IV.C.10-5, IV.C.10-6, IV.C.10-7).

The results of the evaluation are used to improve the Board's performance. The Board developed and approved goals for 2018-2020 at its March 7, 2018 meeting based on the results of the evaluation surveys conducted in Fall 2017 and discussion of these results at the November 1, 2017 Board Meeting, November 15, 2017 Board Meeting, and January 24, 2018 Special Board Meeting (IV.C.10-5). These discussions were public and Brown-Act compliant. Board meetings ensure that all results and the use of those results are public. Embedded in the Board of Trustee's survey of its performance are two questions relating to their participation in Board training opportunities.

Analysis and Evaluation

The evidence illustrates that the Board of Trustees has conducted regular evaluations per BP 2745 (IV.C.6-9). The evaluation process includes a comprehensive survey sent to all employees district wide which guides the development of two-year Board goals. The goals developed show that the Board uses evaluation results to improve Board performance, academic quality, and institutional effectiveness. Evaluation results and the resulting improvement plans are made public at board meetings.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees upholds code of ethics and conflict of interest policies, and all Board members follow conflict of interest policies and procedures (IV.C.2-1, IV.C.6-1, IV.C.11-1, IV.C.11-2, IV.C.11-3, IV.C.11-4).

Per BP 2712, Board members, as well as designated employees, file statements of economic interests with the Coast Community College District's Political Reform Act Filing Officer, the Secretary of the Board of Trustees, who will make the statements available for public inspection and reproduction (IV.C.11-5).

Analysis and Evaluation

The Board of Trustees upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code including BP 2710, BP 2712, and BP 2715. The Board of Trustees regularly reviews each policy. The annual Board survey evaluates ethics and conflict of interest and incorporates results in their future planning (IV.C.2-1, IV.C.10-2, IV.C.11-1, IV.C.11-5). No claims of ethical violations have been made since the code of ethics policy was adopted, nor have there been any claims that Board members are not following BP/AP (IV.C.11-1, IV.C.11-2).

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Per BP 2430, Delegation of Authority to the **Chancellor**, "The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" and "The Chancellor may reasonably delegate any powers and/or duties to the College presidents including the administration of the Colleges and/or centers. The Chancellor, however, will continue to be specifically responsible to the Board for the execution of such delegated powers and duties. The presidents are expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the Colleges." As such, the Board of Trustees, while having the ultimate responsibility for the District, delegates full responsibility and authority to the chancellor to administer the District without interference while holding the chancellor accountable (IV.B.2-03).

Per AP 2430, Delegation of Authority to the **College presidents**, "The President is the Chief Executive Officer of the College. The president reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees." AP 2430 further explains that the chancellor delegates authority to the College presidents to administer the Colleges and enumerates the broad functions that the College presidents are expected to perform. Thus the

College presidents are the CEO of the Colleges in the District and as such the College president's administrative organization is the established authority on campus, and the College president is the final authority at the College level. While the College presidents report to, assist, support, and are accountable to the chancellor, the College presidents have full authority and responsibility to implement and to administer BPs and APs without Board interference (IV.B.2-5).

Analysis and Evaluation
The Board of Trustees follows established BP and AP in delegating authority to the chancellor and the College president.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in the evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Board of Trustees maintains a consistent focus on accreditation. Board members are informed of Accreditation Standards, Commission policies, and Eligibility Requirements through various means of communication, trainings, and presentations.

The chancellor and vice chancellor of educational services and technology regularly report and update the Board of Trustees regarding the accreditation status such as midterm reports and the possibilities of team visits, as well as efforts the College is taking to address identified correction issues (IV.C.13-1, IV.C.13-2, IV.C.13-3, IV.C.13-4, IV.C.13-5, IV.C.13-6, IV.C.13-7, IV.C.13-8, IV.C.13-9).

When the College communicates with the Commission regarding the College's accreditation status, the Board of Trustees is informed. Before, during, and after preparation of the institutional self-evaluation reports, the District and College administration maintain communication with the Board about accreditation-related matters (Introduction-Section C). By providing several drafts of its institutional self-evaluation reports for review and feedback, the College keeps the Board well informed of the College's accreditation processes (IV.C.13-4, IV.C.13-5, IV.C.13-6, IV.C.13-10).

Analysis and Evaluation

The Board of Trustees takes an active role in understanding the standards, requirements and processes that are outlined by the Commission. As part of the accreditation process, the chancellor, the College president, and the vice chancellor of educational services and technology regularly inform and advise the Board of Trustees on the progress the College is making on its institutional self-evaluation reports as well as any areas that the Board of Trustees may provide support to the College.

IV.D. Multi-College Districts or Systems

IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

Coast Community College District is a multi-college district and the chancellor is the CEO of the District. As such, the chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the system for effective operation of the District colleges: Coastline Community College, Golden West College, and OCC. The Board of Trustees has approved BPs and ratified APs to ensure that the chancellor is able to establish clearly defined roles, authorities, and responsibilities among the Colleges and the District.

BP and AP 2430 clearly define the authority the Board delegates to the chancellor and the authority the chancellor delegates to the College presidents, respectively (IV.B.2-5, IV.B.2-6). The chancellor has overseen the development or revision of additional documents to clarify roles and responsibilities in the District. These documents include the District Level Decision Making and Participatory Governance and the District wide Functional Map (IV.C.5-5, IV.B.2-3).

The chancellor meets bi-weekly with the Chancellor's Cabinet, which includes the three vice chancellors and the three College presidents. The chancellor also chairs the DCC, which is the main district wide participatory governance body with representation from all constituent groups charged with advising the chancellor on key matters such as strategic planning and facilitating information exchange and dialogue on district wide topics and decisions, including governance (III.C.2-2).

Expectations of educational excellence and integrity are communicated through various means, such as the annual State of the District (IV.D.1-1, IV.D.1-2). The chancellor also communicates regularly through the weekly chancellor's newsletters. These newsletters are emailed to all district employees and posted on the District web site at (IV.D.1-3).

The chancellor also meets regularly with the presidents of the three Academic Senates, with the presidents of the collective bargaining units, and with the presidents of the Coast District Management Association and Classified Senate (III.C.2-2).

Analysis and Evaluation

In accordance with BP/AP 2430, the chancellor has provided leadership and has encouraged employees from the colleges and District Office to work together towards educational excellence and integrity. Through regular meetings which the chancellor chairs and through documents developed and updated over time, the roles and responsibilities of the District Office and the Colleges have been delineated, discussed, and communicated (IV.B.2-5, IV.B.2-6).

> **IV.D.2.** The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

As established in a number of BPs and APs, there is a clear delineation between the functions and responsibilities of District Office and those of the Colleges. These BPs and APs include:

- BP and AP 2430: Delegation of Authority to the Chancellor and Delegation of Authority to the College presidents (IV.B.2-5, IV.B.2-6)
- BP and AP 2510: Participation in Local Decision Making (IV.A.2-1, IV.A.2-2)
- BP/AP related to academic affairs, student services, business and fiscal affairs, and human resources that define the role of the Colleges and District Office in terms of specific functions and operations (III.A.11-5).

These BP/APs are communicated by the chancellor in a variety of ways, including through the posting to the District website.

The Colleges and the District have engaged in substantive and ongoing work to provide a clear delineation of functional responsibilities. The Functional Map clarifies the delineation of responsibilities by function and major areas (IV.B.2-3).

In addition, operational responsibilities and functions are discussed in the regular meetings between the vice chancellors and campus administrators:

District Vice Chancellor	Campus Administrators
Vice Chancellor of Educational Services	Vice presidents of Instruction Vice presidents of Student Services District IT

	"Joint VP's of Instruction and Student Services Meeting"
Vice Chancellor of Administrative Services	Vice presidents of Administrative Services
Vice Chancellor of Human Resources	Human Resources Managers

District wide participatory governance committees and councils clarify governance and operational responsibilities, including:

- District Consultation Council (DCC)
    - DCC Board Policies and Administrative Procedures Subcommittee
    - DCC Budget Subcommittee
    - DCC Technology Subcommittee

The District Office performs several functions including educational services and technology, fiscal and administrative services, human resources, and chancellor and board office.

The Office of the **Chancellor** and the Board Office are responsible for the coordination of all regular and special board meetings. This coordination includes notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information district wide; coordination of district wide events, such as the Chancellor's State of the District; and coordination of district wide committee meetings, including the Chancellor's Cabinet and the DCC. Public Affairs and Marketing, a department within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations. The Internal Audit, another department in the Office of the Chancellor, conducts various audits and supports operations through consulting and investigations (IV.B.2-3, IV.D.2-1, IV.D.2-2).

The Office of the **Vice Chancellor of Administrative Services** coordinates and supports fiscal services, facilities planning, purchasing, accounting, payroll, risk management, and information technology (IV.D.2-3).

The Office of the **Vice Chancellor of Educational Services and Technology** coordinates and supports instructional programs, student services, strategic planning, accreditation, institutional research, enrollment management, international programs, grant development and administration, BPs and APs, educational technology, and economic and partnership development (IV.D.2-4).

The Office of the **Vice Chancellor of Human Resources** coordinates and supports the recruitment, selection, and orientation of new employees; mandated training and professional

development; collective bargaining; compliance with state and federal laws and regulations; and the management of the performance evaluation process (IV.D.2-5).

The services the District Office provides are evaluated through discussions in the participatory governance committees. For example, the DCCBS evaluates the district resource allocation process (IV.D.2-6, IV.D.2-7, IV.D.2-8). A biannual district wide employee satisfaction survey also serves to evaluate services (IV.D.2-9, IV.D.2-10).

Analysis and Evaluation
The overall operational responsibilities and functions of the District and colleges are widely understood; according to the Fall 2016 PACE Survey, a majority of respondents indicated they were satisfied with the College's working environment and with the environment district wide.

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditure.

Evidence of Meeting the Standard
The District has established resource allocation BPs and APs that support the effective operations and sustainability of the colleges and District Office. Under the leadership of the Chancellor, college and District Office personnel work together to ensure effective control of expenditures and the financial stability of the District.

The allocation of District general fund resources to the Colleges occurs in accordance with BP/AP 6200 Budget Preparation; BP/AP 6250 Budget Management; BP/AP 6300 Fiscal Management, AP 6305 Reserves, AP 6902 Cash Receipt and Handling, AP 6903 Position Control; and the Budget Development Assumptions and Guidelines contained within each proposed annual budget (III.D.1-2, III.D.1-6, III.D.2-11, III.D.2-12, III.D.1-1, IV.C.5-2, III.D.2-13, IV.D.3-1, IV.C.5- 4).These BPs and APs were developed in alignment with the Board's philosophy of ensuring prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District's and College's Missions.

The standards set through these BPs and APs related to College allocations include:

- A general fund reserve for economic uncertainties of no less than 10% of the projected unrestricted revenue shall be maintained.
- Expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.

- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability.

The District has also established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to, and reviewed by the Board; these reports include the presentation of quarterly financial status reports and tentative and adopted annual budgets (IV.D.3-2). The District also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement (III.D.6-8). The annual audit considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. In addition, the District's participatory governance committees and collective bargaining groups also provide comprehensive budget and financial oversight, including reviews of the District's annual apportionment reports and full-time faculty obligation number (IV.D.3-2).

The District has a District Strategic Fiscal Plan 2017-20 developed by the DCCBS. The goals of this plan are:

- Goal 1: The District will prioritize student access and success by allocating resources to valuable faculty, staff and administrators while also allocating funds towards programs that support student enrollment and retention.
- Goal 2: The District is dedicated to Meeting all Long and Short Term Financial Obligations
- Goal 3: The District will proactively Budget for Ongoing Costs to Ensure Financial Stability in the Oncoming Fiscal Years.

The adequacy of financial resources is discussed in Standard III.D.9.

Analysis and Evaluation
The District has a long history of fiscal prudence. The District Office and the Colleges adhere to standards of good practice that include the maintenance of adequate reserves, the development of annual budgets, and the reporting of financial statuses. Through the effective control of expenditures, the District Office and the College have consistently had positive ending balances and a healthy reserve each year.

The District's Fiscal Services Department processes and facilitates the distribution of resources to the Colleges in accordance with the model set by BP/AP 6200 Budget Preparation, and state and federal categorical fund allocation guidelines. Resources allocated to the Colleges are based on both state-mandated guidelines and Board-approved budget guidelines (III.D.2-11, III.D.2-12).

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Board has adopted BPs and APs that ensure that the chancellor delegates full responsibility and authority to the College president. As detailed and defined in BP 2430 Delegation of Authority to the Chancellor, the Board gives the chancellor the ability to "reasonably delegate any powers and/or duties to the College presidents including the administration of the Colleges and/or centers. The chancellor, however, will continue to be specifically responsible to the Board for the execution of such delegated powers and duties. The presidents are expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the Colleges" (IV.D.4-1, IV.D.4-2).

Additionally, AP 2430 Delegation of Authority to the College president, clearly outlines the roles and responsibilities of the College president. This procedure establishes the College President as the final authority at the College level. In this role, the College president

1. Provides leadership in the development and implementation of a sustainable and integrated strategic plan. Based upon on-going institutional research, the plan should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.
2. Promotes and supports learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Provides leadership in the development and implementation of career technical education to meet the needs in the community.
4. Provides leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develops and monitors the College budget and assume fiscal responsibility.
6. Provides college employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Proposes strategies for selecting and retaining a diverse high quality full-time faculty, staff and administrators.
8. Selects and extends offers of employment for faculty, administrators and classified positions for the College, subject to approval or ratification by the Board of Trustees.
9. Provides leadership and empower the administrative team.
10. Provides leadership focusing on accountability and professional conduct (IV.D.4-2).

The District recognizes this authority in its Functional Map, which delineates the distinction between the authority of the chancellor and that of the president (IV.B.2-3). Through the

evaluation process, the chancellor holds the College presidents accountable for the Colleges' performance; however, the College presidents have the ability to direct the Colleges and implement BPs and APs without interference.

Analysis and Evaluation

The chancellor delegates full responsibility and authority to the College presidents to implement BPs and APs without interference. The College presidents serve as the CEOs of the respective colleges. As such, they are responsible for the quality and integrity of programs and services, accreditation, and the fiscal stability of each college. The district codifies this authority in BP and the functional map.

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The Colleges and the district have integrated their planning and evaluation processes, through a coordinated six-year cycle for development of the Colleges' EMPs and the District wide Strategic Plan (I.A.1-1, I.A.2-18). Currently, the District wide Strategic Plan is a three-year plan and each college's EMP is a six-year plan, updated at the midpoint to incorporate any changes from the district's new three-year plan (IV.D.5-1, IV.D.5-2, IV.D.5-3). After the Board of Trustees develops the District wide Strategic Plan, each college develops their EMP ensuring that college goals respond and align with the district's plan to achieve the mission of the district (I.A.1-1). Each college includes a crosswalk between college and district goals in their EMPs (I.A.1-1 p. 4).

The District Facilities Master Plan, known as Vision 2020, which incorporates plans for all three colleges, was developed through a collaborative process that involved participation from across the district (III.B.2-1). A subsequent update in 2015 was conducted in the same manner. The next revision of the plan with the goal to create Vision 2030 will commence in Fall 2018 (IV.D.5-4 p. 27). The plan establishes strategic facilities goals and projects to support the broad educational goals of the district.

The District Strategic Technology Plan 2016-19 was developed in 2015-16 by the District Consultation Council Technology Subcommittee (III.C.2-1). The DCCTS is the District wide participatory governance group with responsibility for District wide technology planning and evaluation. The DCCTS advises, informs and makes specific recommendations to the DCC regarding major technology initiatives and projects throughout the district and future directions (IV.D.2-7). For recommendations that have budgetary implications, the DCCTS recommendations go to the Chancellor's Cabinet first (III.C.2-2).

The DCCTS has primary responsibility for developing and providing oversight for implementing an overall district wide information technology strategic plan, informed and

coordinated with the College plans (bi-directional), and maintaining an ongoing implementation effort aimed at achieving the goals of the plan. The vice chancellor of educational services and technology and one of the faculty chairs of the College technology committees co-chair the DCCTS (III.C.2-2, IV.D.2-7).

The DCCTS developed the District Strategic Technology Plan 2016-2019 (I.A.2-18). Iterative drafts of the plan incorporated feedback from consultation with representatives of all constituencies through discussions with the Academic Senates, Associated Student Governments, Classified Senates, Collective Bargaining Units, Association of Confidential Staff, College Technology Committees, and College Councils or College Planning and Budgeting Committees (IV.D.2-7).

As a subcommittee of the DCC, which is the main district wide participatory governance committee with broad representation from all constituent groups, the DCCTS advanced the draft plan to the DCC for review, discussion and approval. The DCC approved the plan on December 5, 2016 (IV.D.5-3). The Board of Trustees approved the plan at its December 14, 2016 meeting (IV.D.5-5).

The College Technology Committees have started the review and revision of the College Technology Plans which includes references to the objectives in the District Strategic Technology Plan 2016-19 (I.A.2-18).

The district and the Colleges determine the effectiveness of their integrated planning processes by incorporating outcome metrics to track and evaluate progress. The District wide Strategic Plan incorporates outcomes metrics based on each goal area at either the College or district level, where applicable. These standard metrics and targets for progress are reviewed by the DCC planning processes (IV.D.5-6, IV.D.5-7, IV.D.5-8).

The District Strategic Fiscal Plan 2017-20 was developed in 2016-17 by the DCCBS. The goals of the plan are:

- Goal 1 The District will prioritize student access and success by allocating resources to valuable faculty, staff and administrators while also allocating funds towards programs that support student enrollment and retention.
- Goal 2 The District is dedicated to Meeting all Long and Short Term Financial Obligations
- Goal 3 The District will proactively Budget for Ongoing Costs to Ensure Financial Stability in the Oncoming Fiscal Years.

Analysis and Evaluation
The established planning timelines integrate District and College educational strategic and master planning. Facilities and Technology plans incorporate district wide and college specific

goals. The District wide Strategic Plan provides a framework for colleges to ensure that district wide strategic priorities are addressed in college master plans. District wide plans for facilities and technology provide strategic priorities in these areas and incorporate college specific goals and activities to achieve these priorities and goals. The District wide Strategic Plan's outcomes metrics determine the effectiveness of the integration of district and college plans, which are the subject of district wide discussions.

IV.D.6. Communications between colleges and district office/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard
The District has in place a wide range of communications procedures and strategies to ensure the flow of information from the Colleges to the district office and from the district office back to all college employees. District-level participatory governance committees and standing operational groups greatly assist in the communication of such information. These include the Chancellor's Cabinet which consists of all vice chancellors and College presidents, and the DCC, a district wide governance committee, whose membership includes the chancellor, vice chancellors, College presidents, Academic Senate presidents, and representatives from student and employee groups. These groups communicate their needs, decisions and critical thinking processes through these forums. Additional committees include three sub-committees of the DCC in the areas of technology, budget, and BPs and APs (III.A.11-4).

The chancellor and vice chancellors chair or attend meetings and functions in order to coordinate and collaborate with and inform the three colleges on plans and initiatives that will further the mission of the district and the service to and success of the students. Those meetings include a monthly meeting of the chancellor and the presidents of the Academic Senates and a monthly meeting of the chancellor and collective bargaining unit representatives. The vice chancellors meet regularly with college vice presidents of instruction, student services, administrative services and with other college staff, as appropriate, to facilitate district wide coordination and achievement of district wide planning goals and various initiatives and projects.

Additionally, the chancellor sends a weekly electronic News Brief to all employees (IV.D.1-3). The chancellor reaches out to constituencies by attending, based on invitation, meetings of college Academic Senates and other college governance committees.

An active and visible Public Affairs and Marketing department headed by the District Director of Public Affairs, Marketing and Government Relations ensure the flow of communications. This office coordinates with each college's Director of Marketing and Public Relations as a center for all district information both external and internal. Each year, this office

publishes the Accolades and Accomplishments Report which highlights achievements by the district and each of the Colleges amongst other publications (IV.D.6-1).

Analysis and Evaluation
The District Office acts as the liaison between the Colleges and the Board of Trustees ensuring effective operations of the Colleges in all areas. The District Office and the Colleges employ active and effective methods of communication to assist in the operations of the Colleges. These systems endeavor to be timely, accurate and complete to ensure effective decision making from the Colleges.

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The chancellor meets regularly with his executive team for discussions of district wide items that may need recommendations or decisions by the chancellor and the Board of Trustees (IV.C.5-5). The chancellor chairs the DCC, which reviews priorities in College and District Office planning agenda items and utilizes the District Level Decision Making and Participatory Governance, a document which outlines the philosophy of decision-making, defines participation, and provides guiding principles (IV.C.5-5). The chancellor communicates the results of major decisions at meetings of the DCC, through his weekly newsletter, and district wide emails (IV.D.1-3, IV.D.5-2).

Additionally, the District Office and the Colleges conduct climate surveys every two years and an annual self-assessment of DCC (IV.D.2-9). The Colleges and the District Office, as well as the DCC, share and discuss the results of these assessments.

Analysis and Evaluation
The District Office evaluates district and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. The District widely communicates the results of these evaluations and uses them as the basis for improvement (IV.D.2-9).

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ORANGE COAST COLLEGE
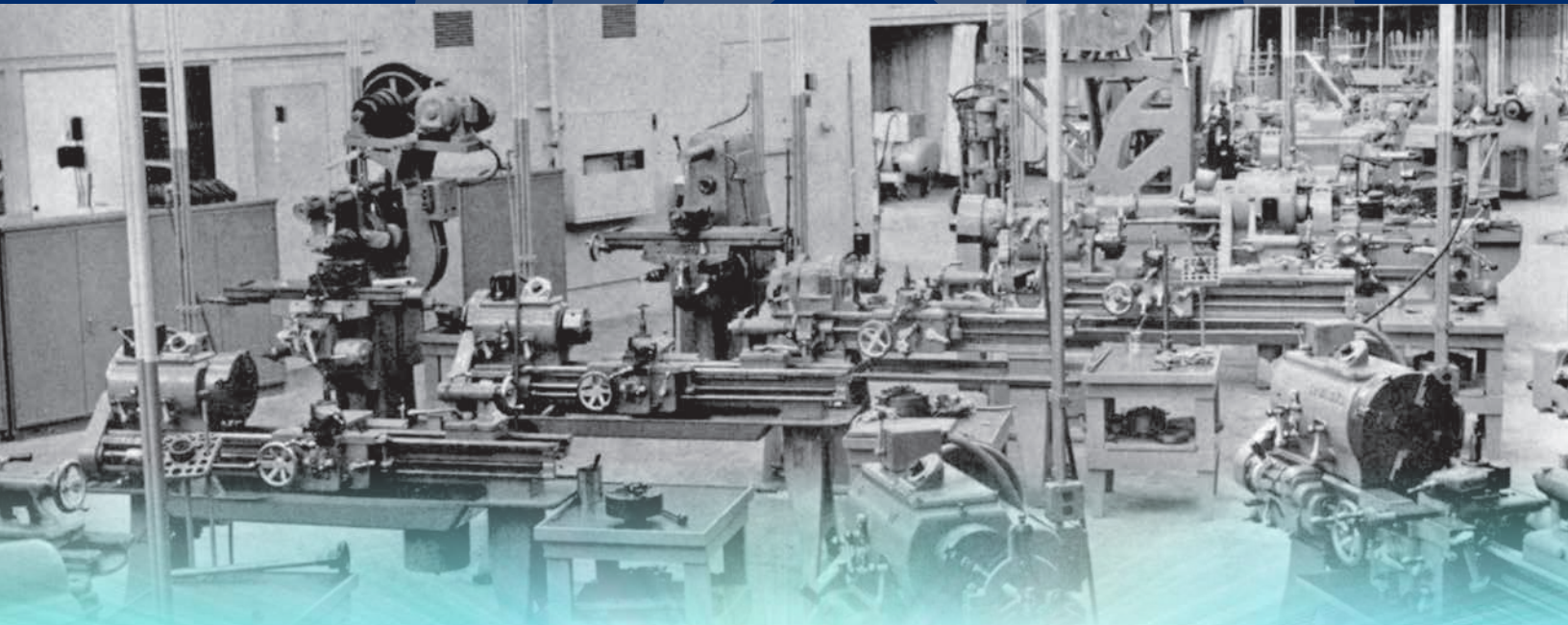
Quality Focus Essay

Serving our community for 70 years

Quality Focus Essay
Improving Student Lifecycle Progression

Introduction

After analysis in Program Review, planning, master plan development, and the early development of the ISER, the ACC and College Council decided to make "Pathways" the subject of the College's QFE (QFE1, QFE2). In 2017-2018, continued dialogue reinforced that "Pathways" is what the College needs to further the College Mission to "empower students to achieve their educational goals," as realized through the College Master Plan goals, objectives, and initiatives and the five College Priorities (QFE3, QFE4, QFE5).

The 2015-2021 EMP outlined goals, objectives, and college priorities specifically related to improving the student's lifecycle progression. Several concurrent California state initiatives will complement and integrate into the EMP's progress, as shown in the crosswalk below:

College Goals and Objectives	Related State Initiative
Goal: Learning Focuses on increasing completing rates, integrated academic and support services to address student needs and strengthening the scheduling process through pathways.	Guided Pathways
Goal: Access Focuses on increasing student success by creating equitable access through pathways and programs.	Guided Pathways College Promise (AB19)
Goal: Access Also focuses on accelerated placement and completion of college level English and math.	Improving the rate of completion of transfer-level English and mathematics and removing the disproportionate impact of the assessment/placement structure (AB705)
Objective: Accelerating college level preparedness in basic skills.	Improving math/English completion (AB705)
Objective: Developing a coordinated pathway from high school to OCC to transfer	Guided Pathways College Promise (AB19)
Objective: Reducing the completion rate achievement gap	College Promise (AB19) Guided Pathways Improving math/English completion (AB705)

The College's focus to improve the student's lifecycle progression, beginning with their admission to the College and continuing through students' completion of their educational goal. The College intends to focus on three main areas over the next three years to develop a robust infrastructure and equitable programs to increase completion. These areas will be to (1) develop a college promise program; (2) Improve math/English completion, and (3) create a comprehensive guided pathway system.

(1.) The Promise Program will provide additional resources to attract and support first-time college students by paying their first year of tuition, when they take full course loads. In Fall 2018, the College launched "Pirates Promise" (QFE6).

(2.) Improving the rate of completion of transfer-level English and mathematics and removing the disproportionate impact of the assessment/placement structure will allow students to enter transfer level English and math courses with augmented support to reduce remediation.

(3.) The Guided Pathways system will provide students a clear and concise road to completion with intentional structures that onboard students, interventions to keep them on their path, and curriculum and services for students to meet their goals in a timely manner.

Anticipated Impact on Student Learning and Achievement

OCC will embark on systemic improvements touching all aspects of the College to increase the number of students that apply and achieve their academic and career goals. The challenge is to take our high performing college and engage the campus to be even better. In the next three years OCC will transform itself from a college that looks at students from a deficit mindset in their basic skills for English and mathematics to a success mindset that places students in transfer level English and math courses to match their goals, and develops support structures for success.

OCC has an impressive profile among California's Community College in the Student Success Scorecard (QFE7):

- Top 10% in degree completion, transfer readiness, CTE completion and completion of 30 units
- Ranked number one for persistence rate
- 26% increase in wage earnings (skill's builder)

Even so, there is room to improve. At OCC, only 39% of students that apply to the College, continue to enrollment; 27% of first term students do not progress to the second term. Only 13% of students complete both English and math at the transfer level in one year, and the average number of degree applicable units in the first year is 19. Improving these outcomes will improve the quality of the College and the success of its students.

Outcome Measures

EMP already tracks relevant metrics with short and long term goals in successful course completion, CTE completion of certificates and degrees, six-year completion rates for college prepared and unprepared students, degree and transfer rates, and basic skills progression in math, English, and ESL (QFE4 pp 7-11). OCC will to monitor these metrics, however, additional metrics for Guided Pathways project that OCC will disaggregate to focus narrowing disproportionate impacted students and to improve the following rates:

1. **Increase the first-time student cohort persistence rate (first to second term) by 2% per year over the next five years.**

    *First time Students: There were 5,131 first-time students and 46% were full-time students in each term they were enrolled. Of the 5,131 first-time students, approximately 47% identified as female and 53% male. The three largest ethnic groups were Asian (21%), Hispanic (35%), and White (32%). In terms of age, 71% identified as being 19 or younger, 20% as 20 to 24, and 9% as 25 or older.

    *Persistence: Of the 5,131 first-time students, approximately 73% (or 3,755) persisted from term one to term two and 27% (or 1,376) did not. The overall college-level course success rate (# of degree-applicable credit units successfully earned by students in their first academic year divided by the total number of degree-applicable credit units attempted by these students), was 74%.

2. **Increased the percentage of first-time cohort student that complete 30 college level/degree applicable units per year.**
    *First Term Momentum: The number and percentage of first-time students who successfully earned six or more, 12 or more, and 15 or more degree-applicable credit units in the Fall term at OCC was 57%, 22%, and 5%, respectively. While 57% of students earned six or more credits in the first term, 43% of students earned less than six credits. The number and percentage of students who attempted 15 or more credit units, was 13% at OCC.

    *First Year Momentum: The number and percentage of first-time students who successfully earned 15 or more, 24 or more, and 30 or more degree-applicable credit units in the first year at OCC was 44%, 21%, and 8%, respectively. While 44% of students earned 15 or more credits in the first year, 56% of students earned less than 15 credits. The number and percentage of students who attempted 30 or more credit units, was 18% at OCC. The average number of degree-applicable credits attempted in year one was 19 units; the average number of credits attempted in year one was 21.

3. **Increase the number of students who complete transfer level math and English within their first year.**
    *Transferrable Math and English Completion: The majority of first-time students at OCC did not successfully complete transferrable math and/or English courses in their first year. Across California, the completion rate for transfer-level English was higher

than transfer-level math, and OCC was no exception. Only 36% (1,824 out of 5,131) of first-time students successfully completed transfer-level English in their first year and only 21% (1,092 out of 5,131) completed transfer-level math. Combined, only 13% (692 out of 5,131) of first-time students successfully completed both transfer-level English and math in their first year.

Note: Targets for these metrics will be refined. Currently the State Student Success Scorecard measure for 30-unit momentum, basic skills progression, and rates for prepared and unprepared success measures are based on a 6-year rate of which the College has established targets (QFE4 pp 8-11). New metrics above will be based on first year success points.

Baseline Data. Below is a full report of the baseline data metrics for the "Pathways" project, using data from the 2015-16 cohort (QFE8).

5,131 OCC First-Time Students
(Includes Summer and Early College)

73% Persisted from Term 1 to Term 2	27% Did **NOT** Persist from Term 1 to Term 2

46%
Full-Time Students

21
Avg. # of Credits Attempted in Y1

74%
College-Level Course Success Rate

19
Avg. # of Degree-Applicable Credits Attempted in Y1
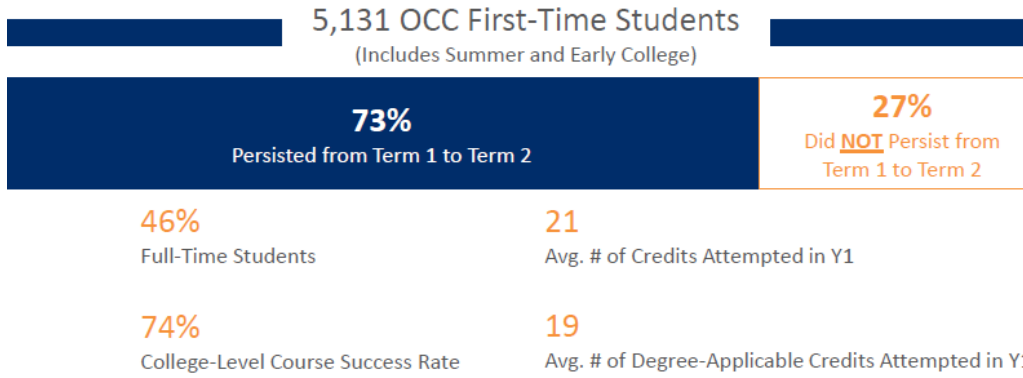
Transferrable Math and English Completion Rates in Year One

	Successfully Completed	Did Not Complete
Transfer-Level English in Year One	36%	64%
Transfer-Level Math in Year One	21%	79%
Both Transfer-Level English and Math in Year One	13%	87%

■ Successfully Completed   ■ Did Not Complete
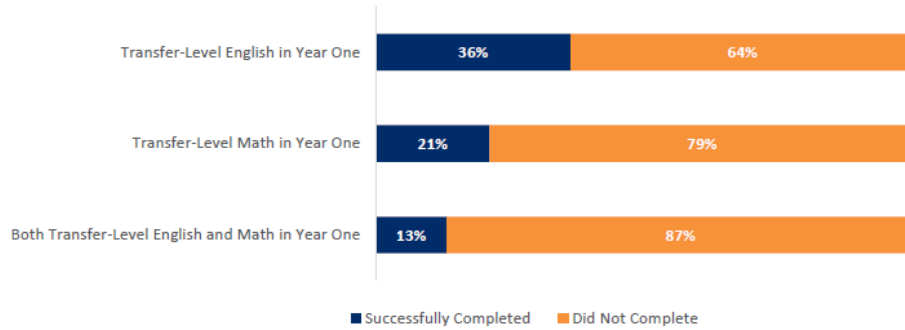
First Term Momentum: Student Rate x Number of College Credits Earned

Less than 6 Credits	6+ Credits	12+ Credits	15+ Credits
43%	57%	22%	5%

Attempted: 13%
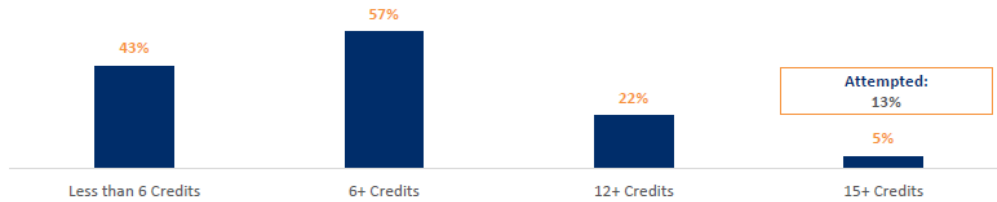
First Year Momentum: Student Rate x Number of College Credits Earned

Less than 15 Credits	15+ Credits	24+ Credits	30+ Credits
56%	44%	21%	8%

Attempted: 18%
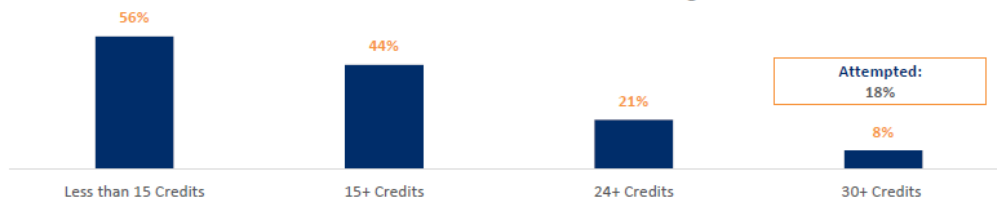
Student Lifecycle Progression - Pathway to Enrollment. The baseline metrics of students who apply, complete traditional matriculation steps, and enroll is reflected below. "Pathways" will redefine these steps, particularly as to placement, and SEP development. The Steering Committee is hopeful that these efforts will result in improved persistence (reflected in "Subsequent Activity" below), as well as the metrics discussed above.

Action Plan

Improving Transfer Level Math/English Completion. The Desired Outcome is to increase the percentage of students who complete transfer level English and math in their first year and to reduce the time for English Language Learners to complete transfer level English within six semesters (QFE9).

Activity	Responsible Parties	Resources	Timeline
Develop placement methods using high school metrics (MMP) to determine if students go into transfer level with no support, transfer level with some support, or transfer level with greater support.	English and math Department Faculty Matriculation, Admissions and Records, Counseling.	Staff development, pilot project funding, and matriculation services.	Summer-Fall 2018 to develop. Pilot projects Spring 2019. Implement fully by Fall 2019.
Develop co-curricular or imbedded classroom support corresponding to each support level.	English and math Department Faculty	Staff development and department meetings.	Curriculum developed prior to the end of Fall 2018.
Develop revised and integrated skills (grammar/writing/reading) curriculum pathway for ESL culminating into transfer level English within six semesters.	ESL Department Faculty	Staff development and department meetings.	Curriculum developed prior to the end of Spring 2019.
Develop guided self-assessment placement for students who's HS transcripts are not available or exceed 10 years from graduation.	English, math, and ESL Faculty with Matriculation and Counseling assistance.	Department faculty expertise.	Spring 2019 – developed in time for Spring recruitment efforts.

Guided Pathways. The desired outcome is to create intentional structures that assist students to make college and career plans early, enter OCC on a pathway, and have structured curriculum and services to keep students on their path to meet their goals (QFE10).

Activity	Responsible Parties	Resources	Timeline

Develop structured mechanisms for students to choose and enter their pathway with **improved onboarding processes.**	Cross functional team for Onboarding Processes Guided Pathway Steering Committee	Seed funding from State Guided Pathways Project. Sustained by General Fund and SEA funding.	Fall 2018 – formation of committees for inquiry Spring 2019 – initial recommendations Fall 2019 – map onboarding to curricular pathways.
Create systems and processes to help students stay on their pathway with robust **intervention strategies**.	Cross functional team for intervention strategies Guided Pathway Steering Committee	Seed funding from State Guided Pathways Project. Sustained by General Fund and SEA funding.	Fall 2018 – formation of committees for inquiry Spring 2019 – initial recommendations Fall 2019 – map intervention to curricular pathways and key courses.
Develop clear course taking patterns with **curricular pathways** aligned with employment and/or further education (i.e. Career Clusters and/or Meta Majors).	Cross functional team for curricular pathways. Guided Pathway Steering Committee	Seed funding from State Guided Pathways Project. Sustained by General Fund and SEA funding.	Fall 2018 – formation of committees for inquiry Spring 2019 – initial recommendations Fall 2019 – map courses and programs to curricular pathways. Develop outcomes.
Develop and measure key performance indicators, including term to term progression, college level units earned, completion rates, equity analysis.	Guided Pathway Steering Committee Institutional Effectiveness department	Seed funding from State Guided Pathways Project. Sustained by General Fund and SEA funding.	Fall 2019 -Baseline data established. Build in performance indicators to future planning cycles.

College Promise. The desired outcome is to improve access to college and accelerated goal completion by providing resources to first-time college students who take full-time course loads. (QFE6).

Activity	Responsible Party	Resources	Timeline
Establish criteria for tuition assistance.	President's Cabinet Admissions and Records	AB 19 categorical funding.	Pilot Fall 2018 Refine processes with lessons learned for Fall 2019
Develop and measure key performance indicators, including term to term progression, college level units earned, completion rates, equity analysis.	President's Cabinet Institutional Effectiveness department	Staff time and possibly data dashboards.	2018/19
Investigate additional services and student assistance based on pilot.	President's Cabinet	Investigate additional sources of funding.	2019/20

Conclusion

As OCC embarks on a transformation to create a structured approach to student success, it will seek to improve student course-taking patterns, guiding students to decisions and preparing them for future success. As the College evaluates and structures under a guided pathway approach, it will integrate support services and intervention efforts to help students choose, enter, and stay on their path. Outcome measures for student success will guide the College's efforts and measure its effectiveness in improving our first-time students' ability to persist from the first to second term, increasing the number of their college level/degree applicable units and supporting their completion of transfer level math and English within their first year. A clear, common vision will ensure that learning is intentional and that outcomes for employment and transfer improve.

ORANGE COAST COLLEGE

Appendix

70 YEARS
ORANGE COAST COLLEGE
1947 — 2017

Serving our community for 70 years

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Acronyms

The acronyms widely used in this document are below; additional OCC Acronyms can be found in the College's DMG (I.A.1-12).

AB – Assembly Bill

ACC – Accreditation Coordinating Committee

ACE – American Council on Education

ACCJC – Accrediting Commission for Community and Junior Colleges

ADA – Americans with Disabilities Act

ALO – Accreditation Liaison Officer

AP – Administrative Procedures

AFT – American Federation of Teachers

ARR – ARR

ASOCC – Associated Students of Orange Coast College

ASCCC – Academic Senate for the California Community Colleges

ASPC – Administrative Services Planning Council

ASSIST.org – Articulation System to Stimulate Inter-institutional Student Transfer

AUO – Administrative Unit Outcomes

BAT – Behavioral Assessment Team

BDMS – Banner Document Management System

BOT – Board of Trustees

BP – Board Policy

BSB – Beyond the Scope of Budget

BSI – Basic Skills Initiative

CalMHSA - California Mental Health Services Authority

CALWORKs – California Work Opportunity and Responsibility for Kids

CARE – Cooperative Agencies Resources for Education

CBC – College Budget Committee

CCC – California Community Colleges

CCCCO – California Community Colleges Chancellor's Office

CCCAA – California Community College Athletic Association

CCCD – Coast Community College District

CCLC – Community College League of California

CCSSE – Community College Survey of Student Engagement

CDMA – Coast District Management Association

CEO – Chief Executive Officer

CEQA – California Environmental Quality Act

CFE – Coast Federation of Educators

CFCE – Coast Federation of Classified Employees

CFT – California Federation of Teachers

CLEP – College Level Examination Program

CMS – Course Management System

COR – Course Outline of Record

CSLO- Course Student Learning Outcome

CSU – California State University

CTA – California Teachers Association

CTE – Career and Technical Education

DCC – District Consultation Council

DCCBPAP – DCC Board Policies and Administrative Procedures Subcommittee

DCCBS – DCC Budget Subcommittee

DCCTS – DCC Technology Subcommittee

DED – Data Element Dictionary

DMG – Decision Making Guide

DSPS – Disabled Student Programs and Services

EAP – Early Acceptance Program or Early Assessment Program

EEO – Equal Employment Opportunity

EEOAC – Equal Employment Opportunity Advisory Committee

EMP – Educational Master Plan

EOPS – Extended Opportunity Programs and Services

ESL – English as a Second Language

FERPA – Family Educational Rights and Privacy Act of 1974

FON – Faculty Obligation Number

FTES – Full-time Equivalent Students

FPR – Freshman Priority Registration

GASB – Governmental Accounting Standards Board

GE – General Education

GEC – Global Engagement Center

IAEPC – Institutional Advancement and Effectiveness Planning Council

IB – International Baccalaureate

IE – Institutional Effectiveness

IEC – Institutional Effectiveness Committee

IEPI – Institutional Effectiveness Partnership Initiative

IGETC – Intersegmental General Education Transfer Curriculum

IIC – Instructional Innovation Center

IPC – Instructional Planning Council

ISLO – Institutional Student Learning Outcome

MBCC – Mathematics, Business, and Computing Center

MIS – Management Information System

MOU – Memorandum of Understanding

MPR- Midterm Program Review

MQ/EQ – Minimum Qualifications/Equivalency

NILIE – National Initiative for Leadership and Institutional Effectiveness

NOV – Notice of Vacancy

OAB – Online Advisory Board

PACE – Personal Assessment of the College Environment

PAF – Personnel Action Form

PDAC – Professional Development Advisory Committee

PDI – Professional Development Institute

PERS – Public Employees Retirement System

PRESS – Providing Resources to Encourage Student-Athlete Success

PSLO – Program Student Learning Outcome

SEP – Student Education Plan

SGOCC – Student Government Orange Coast College

SHC – Student Health Center

SLO – Student Learning Outcome

SSEC – Student Success and Enrollment Management Committee

SSPC – Student Services Planning Council

SSSP – Student Success and Support Services Program (now SEAP)

STLO – Strategies for Teaching and Learning Online

STRS – State Teachers Retirement System

TTFA – Tenure Track Faculty Academy

UC – University of California

USDE – United States Department of Education

VRC – Veteran's Resource Center

VTEA – Vocational and Technical Education Act

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Quality Focus Essay

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ORANGE COAST COLLEGE

2701 Fairview Road • Costa Mesa, California 92626