AGENDA

Coast Community College District
Regular Meeting of the Board of Trustees
Date: Wednesday, March 3, 2010
5:00 p.m. Closed Session 6:30 p.m. Regular Meeting
Board Room - 1370 Adams Avenue, Costa Mesa, CA 92626

1.00 Preliminary Matters

1.01 Call to Order

1.02 Roll Call

1.03 Public Comment (Closed Session – Items on Agenda)

At this time, members of the public have the opportunity to address the Board of Trustees on any item within the subject matter jurisdiction of the Board. Persons wishing to make comments are allowed five minutes per item. A "Request to Address the Board of Trustees" card needs to be completed and filed with the Secretary of the Board of Trustees prior to speaking.

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1.04 Recess to Closed Session

Conducted in Accordance with applicable sections of California law. Closed Sessions are not open to the public.

1.04.01 Public Employment (Pursuant to Government Code 54957 (b)(1))

1. Faculty Special Assignments
2. Substitute Faculty
3. Full-time Faculty
4. Part-time Faculty
5. Educational Administrators
6. Classified Management
7. Classified Staff
   a. Revision: Student Fin Aid Acctng/Fiscal Specialist

8. Reclassification and Reorganization/Reassignment
   a. Staff Aide

9. Classified Temporary Assignments
   a. Special Assignment
   b. Security Coordinator
   c. Child Development Specialist
   d. System/Network Analyst II
   e. Web/Multimedia Programmer
   f. Graphic Designer
   g. Maintenance, Lead
   h. Groundskeeper, Lead
   i. Staff Specialist

10. Hourly Staff

11. Substitute Classified

12. Clinical Advisor/Summer

13. Medical Professional Hourly Personnel

14. Student Workers

Public employment materials are available upon request from the Board of Trustees' Office

1.04.02 Conference with Labor Negotiator (Pursuant to Government Code Section 54957.6)
Agency Negotiator: Joseph Quarles Ed.D., Vice Chancellor, Human Resources

Employee Organizations:

Coast Federation of Classified Employees (CFCE),
Coast Community College Association-California Teachers Association/National Education Association (CCCA-CTA/NEA),
Coast Federation of Educators/American Federation of Teachers (CFE/AFT),
Unrepresented Employees: Association of Confidential Employees (ACE),
Unrepresented Employees: Coast District Management Association (CDMA),
Educational Administrators

1.04.03 Conference with Legal Counsel: Existing Litigation
(Pursuant to sub-section "a" of Government Code Section 54956.9)

Morgenstern v. Orange Coast College et al., Orange County Superior Court Case No. 30-2008-00109222
Coast Federation of Educators v. Coast Community College District (CFE Arbitration)
Faber v. Coast Community College District et al., Orange County Superior Court Case No. 30-2009-00126090
Jacobson v. Coast Community College District (Arbitration)
Williams v. Coast Community College District, US District Court Case No. SACVIO-47 DOC (MLGX)
Magana vs. Coast Community College District
Rodriguez vs. Coast Community College District, DFEH Case No. E200910K0841

1.04.04 Public Employee Discipline/Dismissal/Release
(Pursuant to Government Code Section 54957)

1.04.05 Public Employee Performance Evaluation
(Pursuant to Government Code Section 54957)

Position: Chancellor

1.05 Reconvene Regular Meeting at 6:30 p.m.

1.06 Pledge of Allegiance – Student Trustee Robert Lane

1.07 Report of Action in Closed Session (if any)

1.08 Public Comment (Open Session - Items on Agenda)

At this time, members of the public have the opportunity to address the Board of Trustees on any item within the subject matter jurisdiction of the Board. Persons wishing to make comments are allowed five minutes per item. A "Request to Address the Board of Trustees" card needs to be completed and filed with the Secretary of the Board prior to speaking.

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1.09 Presentations, Ceremonial Resolutions and Public Hearings

1.09.01 Resolutions to Honor and Accept the Retirements

2.00 General Information and Reports

2.01 Informative Reports

(Oral reports shall be limited to a maximum of three minutes. If requested and provided to the Board during the oral report, a written report shall be included as part of the public record. These reports generally will cover issues such as past and upcoming activities, student enrollment, budgetary issues, student concerns, and employee concerns)

2.01.01 Report from the Chancellor

2.01.02 Reports from the Presidents

2.01.03 Reports from the Officers of Student Government Organizations

2.01.04 Reports from the Academic Senate Presidents

2.01.05 Reports from Employee Representative Groups

2.01.06 Reports from the Board of Trustees

2.01.07 Reports from the Board Committees/Taskforces & Review of Board Committee Meeting Dates

2.02 Matters for Review, Discussion and/or Action

2.02.01 Review of Board Meeting Dates

2.02.02 Consideration of Meetings and Conferences of the American Association of Community Colleges (AACC), Association of Community College Trustees (ACCT) & California Community College League (CCLC)

2.02.03 Opportunity for the Board to Review the Board Directives Log

2.02.04 Opportunity for the Board of Trustees to Discuss Request for Proposals # 1975 for External Audit Services for Fiscal Year 2010-11

2.02.05 Opportunity for the Board of Trustees to discuss the Implementation of Phase II of the CAP/LOAD Management and Finance Resourcing Program 2010 Budget Year

2.02.06 Report from the Chancellor and opportunity for the Board of Trustees to Discuss District Executive Management Position Profiles, Recruitment and Selection

2.02.07 Report from the Chancellor and Opportunity for the Board of Trustees to Discuss Planning for Coast Community College District Bookstores' Reorganization and Management

2.02.08 Opportunity for the Board of Trustees to Review Mid-Term Accreditation Reports

2.02.09 Opportunity for the Board of Trustees to Discuss the Legislative Analyst's Proposal Concerning Student Fees and Annual Growth Apportionment Funds

2.02.10 Opportunity for Board Consideration of Instructional Materials Fees

2.03 Review of Buildings and Grounds Reports

Orange Coast College New Consumer Health & Science Lab (ABC) Building
Orange Coast College Student Center Renovation
Golden West College Learning Resource Center
Coastline College Newport Beach Learning Center

3.00 Consent Calendar

3.01 Curriculum Approval

3.01.01 Approval of New Courses

3.01.02 Approval of Course Revisions/Retirements/Suspensions/Reinstatements

3.01.03 Approval of New Programs/Options

3.01.04 Approval of Program/Option/Revisions/Retirements/Suspensions/Reinstatements

3.01.05 Approval of General Education/Graduation Requirements

3.02 Travel Authorizations – Board and Staff
1. Meetings for the Board of Trustees
2. Meetings for Faculty and Staff

3.02.01 Authorization for Student Trips – Coastline Community College

3.02.02 Authorization for Student Trips – Golden West College

3.02.03 Authorization for Student Trips – Orange Coast College

3.03 General Items

3.03.01 Authorization for Special Projects – Coastline Community College

3.03.02 Authorization for Special Projects – Golden West College

3.03.03 Authorization for Special Projects – Orange Coast College

3.03.04 Authorization to Apply for Funded Programs

3.03.05 Authorization for Disposal of Surplus
None

3.03.06 Authorization to Enter Into Standard Telecourse Agreements – Coastline Community College

3.03.07 Approval of Clinical Contracts – Golden West College

3.03.08 Approval of Clinical Contracts – Orange Coast College

3.03.09 Approval of Standard Agreements – Coastline Community College

3.03.10 Approval of Standard Agreements – Golden West College
None

3.03.11 Approval of Standard Agreements – Orange Coast College
None

3.03.12 Approval of Standard Agreements – District
None

3.03.13 Authorization for Purchase of Institutional Memberships – Coastline Community College
None

3.03.14 Authorization for Purchase of Institutional Memberships – Golden West College

3.03.15 Authorization for Purchase of Institutional Memberships – Orange Coast College

3.03.16 Authorization for Purchase of Institutional Memberships – District
None

3.03.17 Authorization for Off-Campus Assignments – Coastline Community College

3.03.18 Authorization for Community Activities – Orange Coast College
None

3.03.19 Authorization for Community Activities – Golden West College
None

3.03.20 Authorization for Sailing Program – Orange Coast College
None

3.04 Personnel Items

3.04.01 Acceptance of Resignations and/or Approval of Layoffs, Exhaustion of Benefits and Terminations

3.04.02 Authorization for Leaves of Absence

3.04.03 Authorization for Professional Experts

3.05 Additional Personnel Items

3.05.01 Authorization for Independent Contractors – Coastline Community College

3.05.02 Blank Item

3.05.03 Authorization for Independent Contractors – Orange Coast College

3.05.04 Authorization for Independent Contractors - District

3.05.05 Authorization for Professional Development Program
None

3.05.06 Authorization for Community Activities – Coastline Community College
None

3.05.07 Authorization for Staff Development – Golden West College
None

3.05.08 Authorization for Staff Development – Orange Coast College

3.05.09 Authorization for Staff Development – District
None

3.05.10 Authorization for Independent Contractors – Golden West College

3.06 Financial Approvals

3.06.01 Approval of Purchase Orders

3.06.02 Ratification/Approval of Checks

3.06.03 Check List for General Obligation Bond Fund

3.06.04 Authorization for Special Payments – Coastline Community College
None

3.06.05 Authorization for Special Payments – Golden West College
None

3.06.06 Authorization for Special Payments – Orange Coast College
None

3.06.07 Authorization for Special Payments – District
None

4.00 Action Items

4.01 Approval of Agreements – Coastline Community College

4.01.01 Approve Memorandum of Understanding between the City of Newport Beach and the Coast Community College District

4.02 Approval of Agreements – Golden West College
None

4.03 Approval of Agreements – Orange Coast College

4.03.01 Approve Agreement between California Community Colleges Energy Efficiency Partnership Program 2010-12 and the Coast Community College District in cooperation with Southern California Edison, the incentive funded by the California Public Utilities Commission "CPUC" from Public Goods Charge (PGC) funds. The project to receive incentive funds is the "Orange Coast College Technology Controls Upgrade"

4.03.02 Approve Amendment to the Master Licensing Agreement between Starbucks Coffee Company and the Coast Community College District

4.04 Approval of Agreements – District

4.04.01 Approve Application Subscription Program Agreement between TouchNet Information Systems, Inc. and the Coast Community College District for a Software License for Processing Student Tuition Credit Card Payments and Refunds

4.05 Buildings and Grounds Approvals

4.05.01 Approve Independent Contractor Agreement with Cambridge West Partnership, LLC; Preparation of Final Project Proposals for Orange Coast College and Golden West College Building/Facilities Program Implementation for 2010-2011

4.05.02 Authorization for Addendum No. 3 to tBP Architecture; Orange Coast College Softball Field

4.05.03 Approve Independent Contractor Agreement with GMU Geotechnical, Inc.; Coastline Community College Newport Beach Learning Center

4.06 General Items of Business – Coastline Community College
None

4.07 General Items of Business – Golden West College
None

4.08 General Items of Business – Orange Coast College

None

4.09 General Items of Business - District

4.09.01 Nomination of Jennifer LaBounty as California Community Colleges Classified Employee of the Year

4.09.02 Approve Agreement with DoCircle, Inc., DBA Trumpia, for Text Messaging Services

4.10 Resolutions

4.10.01 Adoption of Resolution # 010-06, Resolution Restoring Sound Fiscal Policies in the State of California

4.11 Approval of Minutes
Regular Meeting of February 17, 2010

4.12 Policy Implementation

4.12.01 Adoption of New and Amended Hiring Policies Recommended by Hiring Policy Task Force

5.00 Public Comment (Items not on the Agenda)

6.00 Adjournment

Agenda Item

1.00 Preliminary Matters

Meeting: 03/03/2010 Regular Meeting
Category: 1. Procedural Matters
Agenda Type: Information
Public Access: Yes

Agenda Item Content

1.00 Preliminary Matters

1.01 Call to Order

1.02 Roll Call

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1. Faculty Special Assignments

2. Substitute Faculty

3. Full-time Faculty

4. Part-time Faculty

5. Educational Administrators

6. Classified Management

7. Classified Staff
   a. Revision: Student Fin Aid Acctng/Fiscal Specialist

8. Reclassification and Reorganization/Reassignment
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9. Classified Temporary Assignments
   a. Special Assignment
   b. Security Coordinator
   c. Child Development Specialist
   d. System/Network Analyst II
   e. Web/Multimedia Programmer
   f. Graphic Designer
   g. Maintenance, Lead
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   i. Staff Specialist

10. Hourly Staff

11. Substitute Classified

12. Clinical Advisor/Summer

13. Medical Professional Hourly Personnel

14. Student Workers

1.04.02 Conference with Labor Negotiator

(Pursuant to Government Code Section 54957.6)

Agency Negotiator: Joseph Quarles Ed.D., Vice Chancellor, Human Resources

Employee Organizations: Coast Federation of Classified Employees (CFCE),

Coast Community College Association - California Teachers Association/National

Education Association (CCCA-CTA/NEA),

Coast Federation of Educators/American Federation of Teachers (CFE/AFT),

Unrepresented Employees: Association of Confidential Employees (ACE),

Unrepresented Employees: Coast District Management Association (CDMA),

Educational Administrators

1.04.03 Conference with Legal Counsel: Existing Litigation

(Pursuant to sub-section "a" of Government Code Section 54956.9)

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1.04.04 Public Employee Discipline/Dismissal/Release

(Pursuant to Government Code Section 54957)

1.04.05 Public Employee Performance Evaluation

(Pursuant to Government Code Section 54957)

Position: Chancellor

1.05 Reconvene Regular Meeting at 6:30 p.m.

1.06 Pledge of Allegiance - Student Trustee Robert Lane

1.07 Report of Action in Closed Session (if any)

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1.09 Presentations, Ceremonial Resolutions and Public Hearings

1.09.01 Resolutions to Honor and Accept Retirements

Faculty

Smith, Elizabeth M., GWC, Instructor, Physical Education, retirement effective 02/01/10.

Whereas, Elizabeth (Betsy) Smith, Instructor, Physical Education is retiring from Golden West College effective the first day of February 2010; and

Whereas, Betsy Smith was hired in 1987 as the Head Women's Softball Coach, a position she held for 7 years, and Physical Education Instructor for Golden West College; and

Whereas, Betsy Smith founded the Golden West College Women's Golf Team in 2000 and coached women's golf until 2006 and also served as Coordinator for the Golden West College Fitness Lab for 8 years; and

Whereas, an outstanding and passionate golfer, Betsy Smith plays the sport as often as possible. She is a card holding teaching professional for the LPGA and has traveled extensively around the United States working women's golf classics; and

Whereas, in retirement, Betsy Smith will continue her work as a clinician for the LPGA and plans to play as many new golf courses as possible.

Now Therefore be it Resolved, the Board of Trustees expresses its sincere appreciation to Elizabeth Smith for her years of service to Golden West College and the Coast Community College District and offers her and her family sincere wishes for a happy, healthy, and fulfilling retirement.

Be it Further Resolved, that the Board of Trustees hereby accepts the retirement of Elizabeth Smith on this day, the third of March in the year 2010.

Classified

Shrode, Bobbie, CCC, Accounting Technician Senior, retirement effective 07/01/10.

Whereas, Bobbie Shrode, Accounting Technician, Senior is retiring from Coastline Community College effective the first day of July 2010; and

Whereas, Bobbie Shrode began her employment at Coastline Community College in 1991 with the

Instructional Systems Development Program in the Telecourse and Learning Systems Department; and

Whereas, while working full-time during the day, Bobbie Shrode attended evening classes at Coastline Community College where she earned her AA Degree; and

Whereas, Bobbie Shrode continued her education, earning a Bachelor's Degree from Cal State Dominguez Hills in Applied Studies and completed the Paralegal Certificate Program at Coastline Community College; and

Whereas, Bobbie Shrode feels that Coastline has been like a family to her and has made many friendships that will last a lifetime; and

Whereas, in retirement, Bobbie Shrode looks forward to having more leisure time to travel and spend time with her grandchildren.

Now Therefore be it Resolved, the Board of Trustees expresses its sincere appreciation to Bobbie Shrode for her years of service to Coastline Community College and the Coast Community College District and offers her and her family sincere wishes for a happy, healthy, and fulfilling retirement.

Be it Further Resolved, that the Board of Trustees hereby accepts the retirement of Bobbie Shrode on this day, the third of March in the year 2010.

Administrator

Brahmbhatt, Chandulal, Vice Chancellor, Administrative Services, retirement effective 06/24/10.

Whereas, C. M. Brahmbhatt, Vice Chancellor Administrative Services, is retiring from the Coast Community College District effective the twenty-third day of June, 2010; and

Whereas, C. M. Brahmbhatt began his career as Fiscal Affairs Director in 1986; and four years later in 1991 became Administrative Director, Fiscal Affairs; and

Whereas, in 1996 C. M. Brahmbhatt served as Interim Vice President, Administrative Services at Golden West College for six months, returned to the District as Administrative Director, Fiscal Affairs, and was promoted to Vice Chancellor, Administrative Services in January 2000; and

Whereas, C. M. Brahmbhatt states: "It has been a wonderful journey. I have made some lifelong friends, learned thousands of ways to improve my life, gained an understanding of the true meaning of education, how to be a part of improving other people's lives, and learned the true sense of serving the public."; and

Whereas, when asked about retirement, C. M. Brahmbhatt says, "I have become a grandpa and my parents are entering a more fragile period in their lives. They are in need of my attention more than any other time in their lives. Also, my motherland, India, is eager to have me back to serve"; and

Whereas, C. M. Brahmbhatt sends his best regards to all and states: "I will cherish the love, respect and support provided me here. A mere thank you will not describe the true feelings in my heart. I will always be indebted to Coast District and its colleges."; and

Now Therefore be it Resolved, the Board of Trustees expresses its sincere appreciation to C. M. Brahmbhatt for his years of service to the Coast Community College District and offers him and his family sincere wishes for a happy, healthy, and fulfilling retirement.

Be it Further Resolved, that the Board of Trustees hereby accepts the retirement of C. M. Brahmbhatt on this day, the third day of March in the year 2010.

Agenda Item

2.00 General Information and Reports

Meeting: 03/03/2010 Regular Meeting
Category: 2. General Information and Reports
Agenda Type: Information
Public Access: Yes

Agenda Item Content

2.00 General Information and Reports

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Jodi Rodriguez Last update on 02/25/2010 by Jodi Rodriguez

Meeting: 03/03/2010 Regular Meeting
Category: 2. General Information and Reports
Agenda Type: Information
Public Access: Yes

Agenda Item Content

2.01 Informative Reports

(Oral reports shall be limited to a maximum of three minutes. If requested during the oral report, a written report shall be included as part of the public record.)

2.01.01 Report from the Chancellor

2.01.02 Reports from the Presidents

Coastline Community College
Golden West College
Orange Coast College

2.01.03 Reports from the Officers of Student Government Organizations

Coastline Community College
Golden West College
Orange Coast College

2.01.04 Reports from the Academic Senate Presidents

Coastline Community College
Golden West College
Orange Coast College

2.01.05 Reports from Employee Representative Groups

2.01.06 Reports from the Board of Trustees

2.01.07 Reports from the Board Committees/Taskforces & Review of Board Committee Meeting Dates

Audit Committee
Accreditation Committee
Career Technical Education Committee
Land Development Committee
Budget Committee
Personnel Committee

OC Legislative Taskforce

Upcoming Meetings:

Personnel	March 15, 2010, 10:00 a.m.	Board of Trustees Conference Room
Land Development	March 22, 2010 10:00 a.m.	Board of Trustees Conference Room
Budget	April 12, 2010 9:00 a.m.	Board of Trustees Conference Room
Audit	April 19, 2010, 3:30 p.m.	Board of Trustees Conference Room

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Jodi Rodriguez. Last updated on 02/26/2010 by Tracey Sanders.

Agenda Item

2.02 Matters for Review, Discussion and/or Action

Meeting: 03/03/2010 Regular Meeting
Category: 2. General Information and Reports
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

2.02 Matters for Review, Discussion and/or Action

2.02.01 Review of Board Meeting Dates

Date	Topics
March 17, 2010	Regular Meeting/Budget Study Session
April 7, 2010	Regular Meeting
April 21, 2010	Regular Meeting/Service Awards
May 5, 2010	Regular Meeting
May 19, 2010	Regular Meeting
May 26, 2010	Special Meeting/Budget Study Session
June 16, 2010	Regular Meeting
June 23, 2010	Special Meeting/Budget Study Session
July 21, 2010	Regular Meeting
August 4, 2010	Regular Meeting/Study Session
August 18, 2010	Regular Meeting
September 1, 2010	Regular Meeting
September 15, 2010	Regular Meeting
October 6, 2010	Regular Meeting
October 20, 2010	Regular Meeting/Study Session
November 3, 2010	Regular Meeting
November 17, 2010	Regular Meeting
December 8, 2010 *	Regular/Organizational Meeting

* (tentative)

2.02.02 Consideration of Meetings and Conferences of the American Association of Community Colleges (AACC), Association of Community College Trustees (ACCT) & California Community College League (CCLC)

March 10-12, 2010	Washington, D.C., ACCT National Legislative Summit (Re-Scheduled)
April 17-20, 2010	Seattle, WA AACC Convention
April 30 - May 2, 2010	Long Beach, CCLC Annual Trustee Conference
August 4-6, 2010	Washington D.C., ACCT Governance Leadership Institute for New Trustees
October 20-23, 2010	Toronto, Ontario, ACCT Leadership Congress

2.02.03 Opportunity for the Board to Review the Board

Directives Log

The Board Directives Log tracks requests made by the Board of Trustees. A copy of the Board Directives Log is available for review in the Board of Trustees' Office and at Board meetings. The Board may take action pertaining to matters on the Log, by adding, deleting, or modifying items.

2.02.04 Opportunity for the Board of Trustees to Discuss Request for Proposals #1975 for External Audit Services for Fiscal Year 2010-11

2.02.05 Opportunity for the Board of Trustees to Discuss the Implementation of Phase II of the CAP/LOAD Management and Finance Resourcing Program 2010 Budget Year

2.02.06 Report from the Chancellor and Opportunity for the Board of Trustees to Discuss District Executive Management Position Profiles, Recruitment and Selection

2.02.07 Report from the Chancellor and Opportunity for the Board of Trustees to Discuss Planning for Coast Community College District Bookstores' Reorganization and Management

2.02.08 Opportunity for the Board of Trustees to Review Mid-Term Accreditation Reports

After review by the Board of Trustees' Accreditation Committee, the Board shall have the opportunity to review Mid-Term Accreditation reports from Coastline Community College, Golden West College and Orange Coast College. After review and comment by the Board, it is recommended by the Chancellor that Coastline Community College, Golden West College and Orange Coast College be authorized by the Board to submit the Mid-Term reports to the Accrediting Commission for Community and Junior Colleges (ACCJC). (See attachment #7)

2.02.09 Opportunity for the Board of Trustees to Discuss the Legislative Analyst's Proposal Concerning Student Fees and Annual Growth Apportionment Funds

At the request of the Board Clerk, Trustees shall have the opportunity to discuss the Legislative Analyst's Office proposal to increase student fees to $40/unit and to adjust the community college systems annual growth apportionment funding structure. A summary of the proposal from the Legislative Analyst's Office is attached to each Trustee's Agenda.

(See attachment #8)

2.02.10 Opportunity for Board Consideration of Instructional Materials Fees

Additional Administrative Content

Material Fees.pdf

Created on 01/29/2010 at 01:50 PM by CCCDAdsvor. Last Update on 02/25/2010 by Tracey.Sanders.

Consideration of Instructional Material Fees

Golden West College

Effective Fall 2010

New Course with Fee:

Digital Media G050 – Home Recording	$20.00
Digital Media G100 – Digital Media, Introduction	$20.00
Digital Media G110 – Digital Audio, Introduction	$20.00
Digital Media G111 – Audio Post Production	$20.00
Digital Media G140 – Media Production, Introduction	$20.00
Digital Media G160 – Video Editing and Motion Graphics	$20.00
Digital Media G200 – Applied Digital Media	$20.00
Math G282 – Ordinary Differential Equations	$2.00

Revisions (Decrease):	**FROM**	**TO**
Learning Skills G922 – Student Computer Lab Attendance	$8.00	$0.00

Revisions (Increase):	**FROM**	**TO**
Cosmetology G002 – Cosmetology, Freshman Level I	$1,100.00	$1,280.00

Agenda Item

2.03 Review of Buildings and Grounds Reports

Meeting: 03/03/2010 Regular Meeting
Category: 2. General Information and Reports
Agenda Type: Action
Public Access: Yes

Agenda Item Content

2.03 Review of Buildings and Grounds Reports

Orange Coast College New Consumer Health & Science Lab (ABC) Building

Architect: LPA Architecture
Construction Manager: CW Driver
Est. Completion: October 2010
Funding: Measure C General Obligation Bond and State Capital Outlay Funds

Project Status: Progress on the building exterior construction has been significantly slowed by the rain. In an already restricted work area, muddy site conditions have further limited the ability to mobilize equipment on the site. The project schedule is being evaluated and schedule recovery strategies will be incorporated. **After further analysis, the current projection for project completion is 11/24/10. While work progresses on the building interior, roof installation and exterior siding/waterproofing are underway.**

Orange Coast College Student Center Renovation

Architect: AEPC Architecture
Construction Manager: CW Driver
DSA Approval: Pending (Estimated September 2009)
Construction Start: June 2010
Est. Completion: January 2011
Funding: Measure C General Obligation Bond

Project Status: The transitional space is on schedule to be operational for the Fall 2010 semester, however the remodel of the existing Student Center is currently tracking behind schedule, awaiting DSA approval. **The "Swing Space" site preparation contracts have been awarded and work will begin in March. The remodel of the existing building has not yet been approved by the Division of State Architects. The District and campus have been in touch with DSA to express the urgency of getting approval.**

Golden West College Learning Resource Center

Architect: Steinberg Group
Construction Manager: URS
DSA Approval: March 2008
Construction Start: July 2008
Est. Completion: August 2010
Funding Source: Measure C General Obligation Bond

Project Status: The installation of the rooftop HVAC systems is scheduled for 2/12 and completion of the "roof membrane" installation will shortly follow. **This project is estimated at 56% completion. The project is currently undergoing ongoing structural welding, utility installation, and interior wall**

framing.

Coastline College Newport Beach Learning Center

Architect: LPA Architecture
Construction Manager: CW Driver
DSA Approval: Pending (Estimated August 2010)
Est. Construction Start: October 2010
Est. Completion: January 2012
Funding: Measure C General Obligation Bond

Project Status: This project will likely be delayed one month, pending a soils assessment. This assessment is required for structural calculations prior to DSA submission. **GMU Geotechnical, Inc. is being recommended for Board approval to provide the required geotechnical analysis. Based on the findings of the building materials assessment, bid documents are being prepared for the abatement and demolition of the existing structures on the property.**

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by OCCDBG. Last update on 02/25/2010 by Tracey Sanders.

Agenda Item

3.00 Consent Calendar

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.00 CONSENT CALENDAR

(Yellow Pages)

Items on the Consent Calendar may be adopted by a single motion of the Board of Trustees.

To have an item considered separately a request must be made prior to the adoption of the motion to approve the Consent Calendar

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Raina Hamlin. Last update on 02/25/2010 by Jodi Rodriguez.

Agenda Item

3.01 CURRICULUM APPROVAL

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.01 Curriculum Approval

3.01.01 Approval of New Courses

3.01.02 Approval of Course Revisions/Retirements/Suspensions/Reinstatements

3.01.03 Approval of New Programs/Options

3.01.04 Approval of Program/Option/Revisions/Retirements/Suspensions/Reinstatements

3.01.05 Approval of General Education/Graduation Requirements

Curriculum.pdf

Additional Administrative Content

Created on 01/29/2010 4:01:50 PM by Rene Hamby Last Updated on 02/2/2010 by Tracey Sanders

3.01.01 Approval of New Courses

The College Curriculum Committee, with concurrence of the College President and the Chancellor, recommends the following course(s) be approved for inclusion in the curriculum:

Golden West College

Effective Spring 2010

Digital Media G050 – Home Recording; 3.0 units
Semester length; 36 semester lecture and 36 non-lecture hours; prerequisite: none; fee: $20.00; grading method: student option. This course covers basic home recording techniques, including tracking, microphones, mixing, and CD or DVD creation using digital audio workstation systems. Lab experiences include recording and mixing projects for output to CD, DVD, iTunes podcast, or YouTube. This course may be taken 2 times.

Digital Media G140 – Media Production, Introduction; 3.0 units
Semester length; 36 semester lecture and 54 non-lecture hours; prerequisite: none; fee: $20.00; grading method: student option. This course provides students with theory and comprehensive, hands-on instruction in techniques and procedures used in media production. This course is designed for the media producer who is interested in the entire process of media creativity. Topics include markets in the digital arena, the production process, producing and production management, scriptwriting, directing, audio/sound, lighting and design, camera operation techniques, and analog and digital recording. This course may be taken 3 times.

Digital Media G160 – Video Editing and Motion Graphics; 3.0 units
Semester length; 36 semester lecture and 54 semester non-lecture hours; prerequisite: none; fee: $20.00; grading method: student option. This course explores theory and techniques in digital video editing, motion graphics, audio editing and DVD authoring using the Final Cut Pro Suite. Lecture time is divided among discussion of theory, concepts and demonstration. Lab time includes inputting source footage, assembling and editing sequences, editing video and audio, creating titles, working with special effects, creating DVD menus, encoding, DVD authoring, and outputting in various formats. Student projects will require editing original footage and provided material, as well as, orientation towards the creation of digital media for corporate and documentary markets. This course may be taken 3 times.

Digital Media G200 – Applied Digital Media; 3.0 units
Semester length; 36 semester lecture and 54 semester non-lecture hours; prerequisite: none; fee: $20.00; grading method: student option. This course is a capstone course for students preparing for a career in digital media. Students apply theory and use concepts to create projects emphasizing professional appearance, visual and audio quality, and problem-solving techniques in individual and group assignments. This course requires skills in audio, video, and digital arts that will be combined to create professional level products. This course may be taken 3 times.

Orange Coast College

Effective Fall 2010

Construction Technology A296 – Solar Energy Internship 1-4 units
Semester length; hours: 72-297 Lecture/Lab; Prerequisite: Construction Technology A157, A161, A165, A170, A190, A193 and A197; fee: none; grading method: graded. This course is designed as a supervised internship course for the Solar Installation student. Students will gain hands- on experience at the job site which will enhance his/her academic learning. PV Installation II may be taken concurrently with this course. May be either a paid or unpaid position. This course may be taken two times.

Dance A215 – Internship 1-2 units
A supervised internship related to classroom-based learning at a dance or Pilates-related work site. This course may be taken four times. For the Dance Instructor, students should have taken choreography and be in at least one advanced technique dance class; for World Dance, students should be in at least one advanced level technique classes; and for the Pilates/Dance Instructor, students should be in or have taken the Level 2 DANC A128 and DANC A108.
Recommendation: Ideally, the first unit of internship should be taken at the same time as Dance Methodology (Dance Instructor/World Dance) or Pilates Methodology (Pilates/Dance Conditioning).

Machine Technology A199 – Current Topics in Machine Technology 1-4 units
Semester length; 9-126 Lecture/Lab; advisory: none; fee: none; grading method: student option. Current issues in the field of construction technology, rotating through a variety of topics, such as residential/commercial/industrial electrical wiring, structured wiring, and general carpentry. This course may be taken four times.

3.01.02 Approval of Course Revisions/Retirements/Suspensions/Reinstatements

Course Revisions:

The College Curriculum Committee, with concurrence of the College President and the Chancellor, recommends the following course revisions be approved for inclusion in the curriculum:

Golden West College

Effective Fall 2010

	FROM	TO
Digital Arts G150 – Photoshop, Beginning		
Course Title:	Using Photoshop, Beginning	Photoshop, Beginning
Repeatability:	One Time	Three Times

Orange Coast College

Effective Fall 2010

	FROM	TO
Aviation Pilot Training A141 – Instrument Flight Simulator Lab		
Repeatability:	4 Times	None
Units:	3.0	2.0
Total Course Hours:	72	54
Weekly Hours:	1 Lecture/3 Non-Lecture	1 Lecture/2 Non-Lecture
Dental Assisting A160 – Clinical Experience 1		
Grading Option:	Pass/No Pass	Graded
Hospitality, Travel & Tourism A140 – Reservation & Revenue Management		
Units:	1.0	2.0
Total Course Hours:	27	36
Weekly Hours:	1 Lecture/.5Lab	2 Lecture
Interior Design A260 – Digital Visualization Methods		
Repeatability:	None	3 Times
Neurodiagnostic Technology A289 – Clinical Experience 4		
Total Course Hours:	48	36
Weekly Hours:	6 Lecture/4 Lab/2 Clinical	1 Lecture/1 Lab
Psychology A245 – Field Work for Mental Health Workers		
Total Course Hours:	54	144
Weekly Hours:	3 Lecture	1 Lecture/8 Hours arranged
Theatre Arts A215 – Rehearsal & Performance		
Repeatability:	1 Time	4 Times

3.01.03 Approval of New Programs/Options

The College Curriculum Committee, with concurrence of the Acting College President and the Chancellor, recommends the following new programs/options be approved for inclusion in the curriculum:

Coastline Community College

Effective Fall 2010

Health Care Management
Certificate of Achievement

The Health Care Management Certificate is designed for the health care practitioner who is considering climbing the health care management ladder. Healthcare is one of today's most dynamic and growing fields. It is the largest industry in the U.S., and the second largest employer, with more than 11 million jobs, presenting a wide range of management opportunities and challenges. Courses in this certificate will assist the student in exploring a career in the healthcare management field and provide them with information so that they can make a more informed career decision.

REQUIRED CORE COURSES

		Units
HLTH C121	Introduction to Healthcare Management	3.0
LAW C126	Legal Aspects of Health Care	3.0
M&S C100	Organization and Management	3.0
M&S C104	Human Resources Management	3.0
BIOL C104	Medical Terminology for Health Professionals	3.0
Subtotal		15.0

PROGRAM ELECTIVES

Choose 9.0 units from the following

ACCT C101	Financial Accounting	3.0
BC C145	Medical Administrative Assistant	3.0
BIOL C105	Introduction to Anatomy and Physiology	3.0
BIOL C200	Pharmacology	3.0
BUS C100	Introduction to Business	3.0
CIS C100	Introduction to Information Systems	3.0
ECON C185	Principles of Economics (Micro)	3.0
M&S C101	Management and Employee Communications	3.0
M&S C102	Human Relations	3.0
BUS C281-284	Work Based Learning	1.0-4.0

Total Certificate Units 24.0

There are no prerequisite courses for those listed above. Accordingly, there is no preferred sequence for taking the courses listed above.

Health Care Management
Associate in Science

The Health Care Management Certificate is designed for the health care practitioner who is considering climbing the health care management ladder. Healthcare is one of today's most dynamic and growing fields. It is the largest industry in the U.S., and the second largest employer, with more than 11 million jobs, presenting a wide range of management opportunities and challenges. Courses in this certificate will assist the student in exploring a career in the healthcare management field and provide them with information so that they can make a more informed career decision.

The Health Care Management Degree offers 60 units that prepare students with the skills necessary for employment in the Health Care Management area. To be eligible for an Associate in Science degree in Health Care Management, students must have 1) completed the prescribed courses listed with an overall grade point average of 2.0 or better, 2) passed each class listed in the prescribed course of study with a grade of "C" or better, 3) met any individually prescribed behavior or remediation-related requirements.

REQUIRED CORE COURSES

		Units
HLTH C121	Introduction to Healthcare Management	3.0
LAW C126	Legal Aspects of Health Care	3.0
M&S C100	Organization and Management	3.0
M&S C104	Human Resources Management	3.0
BIOL C104	Medical Terminology for Health Professionals	3.0
Subtotal		15.0

PROGRAM ELECTIVES

Choose 9.0 units from the following

ACCT C101	Financial Accounting	3.0
BC C145	Medical Administrative Assistant	3.0
BIOL C105	Introduction to Anatomy and Physiology	3.0
BIOL C200	Pharmacology	3.0
BUS C100	Introduction to Business	3.0
CIS C100	Introduction to Information Systems	3.0
ECON C185	Principles of Economics (Micro)	3.0
M&S C101	Management and Employee Communications	3.0
M&S C102	Human Relations	3.0
BUS C281-284	Work Based Learning	1.0-4.0

Total Certificate Units 24.0

There are no prerequisite courses for those listed above. Accordingly, there is no preferred sequence for taking the courses listed above.

GENERAL EDUCATION, HEALTH CARE MANAGEMENT

Students are required to complete at least 21 units in courses numbered 100-299 listed in Groups A to E. Students can meet the general education requirements under Option I, II, or III A.A. degree academic plans.
It is recommended that the student meet with a Coastline counselor to develop his/her academic plan.

General Education Subtotal 21.0

ELECTIVES

Choose any other classes totaling 15.0

TOTAL UNITS for A.A. degree program 60.0

3.01.04 Approval of Program/Option/Revisions/Retirements/Suspensions/Reinstatements

Program/Option Revisions:

The College Curriculum Committee, with concurrence of the College President and the Chancellor, recommends the following programs/options revisions be approved for inclusion in the curriculum:

Orange Coast College

Effective Fall 2010

	FROM	TO

Fashion, Design – Certificate of Achievement

Required courses:	Delete:	Art A120 Digital Media Arts & Design A181
Program Units:	Decrease:	total program units from 50 to 44

Fashion, Fashion Merchandising – Certificate of Achievement

Required courses:	Delete:	Management A115
	Add:	Computer Information Systems A134
Program Units:	Increase:	total program units from 40 to 42

Fashion, Production/Product Development – Certificate of Achievement

Required courses:	Add:	Computer Information Systems A134
Program Units:	Increase:	total program units from 40.5 to 42.5

Food Service Management, Commercial – Catering – Certificate of Specialization

Required courses:	Add:	Culinary Arts A120 Culinary Arts A122 Culinary Arts A124
Program Units:	Increase:	total program units from 15-17 to 17-19

Medical Assisting, CMA Eligible Program – Certificate of Achievement

Required Courses:	Delete:	Business A138
Program Units:	Decrease:	total program units from 38-38.5 to 35-35.5

Medical Assisting, Medical Transcription – Certificate of Achievement

Required Courses:	Delete:	Medical Transcription A195
Program Units:	Decrease:	total program units from 20-23 to 18

3.01.05 Approval of General Education/Graduation Requirements

General Education/Graduation Requirements:

The College Curriculum Committee, with concurrence of the College President and the Chancellor, recommends the following program/option be approved for General Education/Graduation Requirements for inclusion in the curriculum:

Orange Coast College

Effective Fall 2010

2010/11 GRADUATION & GENERAL EDUCATION REQUIREMENTS

Dance A102 – Modern 2
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 – Arts

Dance A108 – Pilates Mat Work
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 - Arts

Dance A116 – Latin Dance Styles
Option 1 – General Education Requirement

Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 – Arts

Dance A117 – American Social Dance Styles
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 – Arts

Dance A128 – Pilates Apparatus and Mat Work
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 – Arts

Dance A139 – Gyrokinesis
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 - Arts

Dance A142 – Folk Dance
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 – Arts

Dance A143 – Jazz Dance
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 – Arts

Dance A144 – Ballet 3-4
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 - Arts

Dance A145 – Modern Dance 3-4
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 - Arts

Dance A146 – Tap 3-4
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 – Arts

Dance A147 – Flamenco Dance 2
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 - Arts

Dance A148 – Mid-Eastern Dance 2
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation

AS Degree – General Education Requirement
Area C1 - Arts

Dance A149 – Hip Hop Dance
Option 1 – General Education Requirement
Area C2 – Humanities - Active Participation
AS Degree – General Education Requirement
Area C1 - Arts
Digital Media Arts & Design A150 – History of Media Arts
Option 1 – General Education Requirement
Area C1 – Humanities - Theory
AS Degree – General Education Requirement
Area C1 – Arts

3.02 TRAVEL AUTHORIZATIONS - BOARD & STAFF

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.02 Travel Authorizations - Board and Staff

(1) Meetings for the Board of Trustees

Conrad J Moreno, Board Member (CCCD), to attend the Community College League of California 2010 Annual Trustees Conference (including attendance at ACES Meeting), April 29 - May 2, 2010, Long Beach, CA, without loss of salary, with reimbursement for actual expenses, including a registration fee of $490, to be paid from District Conference Funds.

Lorraine E. Prinsky, Board Member (CCCD), to attend the District Student Council Lobby Day, March 16, 2010, Sacramento, CA, without loss of salary, with reimbursement for actual expenses, including travel by Air Coach, to be paid from District Conference funds.

(2) Meetings for Faculty and Staff

Daniel S Adelmann, Counselor (OCC), to attend the California Association of Dental Assistant Teachers, April 23, 2010, Irvine, CA, without loss of salary, with no reimbursement authorized from District funds, to be paid from Personal funds.

Eduardo J Arismendi-Pardi, Instructor (OCC), to attend the Academic Senate for California Community Colleges, April 14 - 17, 2010, Millbrae, CA, without loss of salary, with reimbursement for allowable expenses of $2,500, including a registration fee of $325, travel by Air Coach, to be paid from Academic Senate President's Conference funds.

Eduardo J Arismendi-Pardi, Instructor (OCC), to attend the Academic Senate for California Community Colleges Accreditation Institute, March 19 - 20, 2010, Newport Beach, CA, without loss of salary, with reimbursement for allowable expenses of $500, including a registration fee of $275, to be paid from Academic Senate President's Conference funds.

Linda Bagatourian, Counselor (OCC), to attend the 2010 National Student Success Conference, June 23 - 27, 2010, Washington, DC, without loss of salary, with reimbursement for allowable expenses of $1,100, including travel by Air Coach, to be paid from CFE Contracted PDI Full Time Conference funds, to be reimbursed for lodging June 23 through June 25, 2010 only.

Linda Bagatourian, Counselor (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from ASOCC funds.

Carol E Barnes, Counselor (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from Honors Program & ASOCC funds.

Susan M Bierlich, Director, Child Care Center (OCC), to attend the California Child Development Administrators Association 67th Annual Conference, March 17 - 19, 2010, Ontario, CA, without loss of salary, with reimbursement for allowable expenses of $600, including a registration fee of $270, to be paid from Foundation Acccount funds.

Elizabeth J Blake, Temporary Instructor (OCC), to attend the Dietetic Educators of Practitioners Area One Annual Meeting, March 14 - 16, 2010, Pacific Grove, CA, without loss of salary, with reimbursement for allowable expenses of $770, including a registration fee of $150, travel by Air Coach, rental car and insurance, to be paid from CFE Contracted PDI Full Time Conference funds.

Araba G Blankson, Mil/Cont Ed Tech Int (CCC), to attend the Goodfellow Air Force Base - Spouse Education Fair, March 29-30, 2010, San Angelo, TX, without loss of salary, with reimbursement for allowable expenses of $950, including travel by Air Coach, rental car and insurance, to be paid from Contract Education Auxiliary funds.

Ted A Boehler, Dean (CCC), to attend the Army Distributed Learning Conference 2010, March 14-18, 2010, Newport News, VA, without loss of salary, with reimbursement for allowable expenses of $1,800, including travel by Air Coach, rental car and insurance, to be paid from Military Contract Education funds.

Ted A Boehler, Dean (CCC), to attend the Second Life - From Classroom to Metaverse: 3D Internet for Learning American Society training and Development Conference, March 10, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $50, to be paid from ISD Ancillary funds.

Cheryl A Chapman, Hourly Instructor (CCC), to attend the TechEd 2010, April 11-13, 2010, Pasadena, CA, without loss of salary, with no reimbursement authorized from District funds, to be paid from Sponsoring Agency.

Barbara Cooper, Instructor (OCC), to attend the Alliance for Distance Education CUE Conference, March 4, 2010, Palm Springs, CA, without loss of salary, with reimbursement for allowable expenses of $335, including a registration fee of $235, to be paid from VTEA Career Education funds.

Ding-Jo H Currie, Chancellor (CCCD), to attend the College Board's Board of Trustees' Dinner and Meeting, by invitation to serve as a Presenter, March 24-27, 2010, Reston, VA, without loss of salary, with no reimbursement authorized from District funds, to be paid from sponsoring agency.

Fred A Feldon, Instructor (CCC), to attend the International Conference on Technology in Collegiate Mathematics, March 10-14, 2010, Chicago, IL, without loss of salary, with reimbursement for allowable expenses of $500, including a registration fee of $280, travel by Air Coach, to be paid from PDI Conference & Workshops funds.

Carol L Flowers, Instructor (OCC), to attend the Online Education - Collaborating to Succeed, March 3 - 4, 2010, Palm Springs, CA, without loss of salary, with reimbursement for allowable expenses of $335, including a registration fee of $235, to be paid from VTEA Career Education funds.

Don H Gaytan, Instructor (OCC), to attend the Puente Southern California Regional Meeting, March 4 - 5, 2010, Riverside, CA, without loss of salary, with no reimbursement authorized from District funds, to be paid from sponsoring organization.

Blade M Gillissen, Instructor (OCC), to attend the Wet Plate Collodion Process, April 17 - 18, 2010, Corona, CA, without loss of salary, with reimbursement for allowable expenses of $643, including a registration fee of $643, to be paid from CFE Contracted PDI Full Time Conference funds.

Steven J Goetz, Counselor (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from Honors Program & ASOCC funds.

Jill Golden, Instructor (OCC), to attend the Alliance for Distance Education in California, March 4, 2010, Palm Springs, CA, without loss of salary, with reimbursement for allowable expenses of $335, including a registration fee of $235, to be paid from VTEA Career Education Funds.

Rumi Hashimoto, Instructor (GWC), to attend the American Holistic Nurses Association 30th Annual Conference, June 2-6, 2010, Colorado Springs, CO, without loss of salary, with reimbursement for allowable expenses of $1,000, including a registration fee of $520, to be paid from IPD AFT conference funds.

Amelie F Hunter, Instructor (OCC), to attend the American College Dance Festival Association Southwest Conference, March 17 - 21, 2010, Tempe, AZ, without loss of salary, with reimbursement for allowable expenses of $820, including a registration fee of $110, travel by Air Coach, to be paid from CFE Contracted PDI Full Time Conference funds.

Danny C Jones, Administrative Dean (CCC), to attend the Innovations 2010 Conference, March 27-April 4, 2010; April 1-4-Vacation, Baltimore, MD, without loss of salary, with reimbursement for allowable expenses of $2,350, including travel by Air Coach, to be paid from Management Professional Development Funds, ISD Development Travel Expense funds AUX.

Marilyn N Kelly, Instructor (OCC), to attend the Honors Transfer Council of Student Research, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from Honors Program & ASOCC funds.

Mai T Le, Program Suprv(OC One Stop Ctr) (CCC), to attend the CalWorks Association Statewide Training Institute, April 25-27, 2010, Sacramento, CA, without loss of salary, with reimbursement for allowable expenses of $200, to be paid from CalWorks funds.

Frederick J Lockwood, Instructor (CCC), to attend the Western Association of Food Chains 2010 Annual Convention, April 19-20, 2010, Palm Desert, CA, without loss of salary, with reimbursement for allowable expenses of $1,200, including a registration fee of $250, to be paid from VTEA funds.

Anthony Maciel, Dir Tech Supprt Svc (GWC), to attend the California Community Colleges Chief Information Systems Officers Association Conference, March 21-23, 2010, Ontario, CA, without loss of salary, with reimbursement for allowable expenses of $663, including a registration fee of $275, to be paid from CDMA Professional Development funds.

Shawn A Mann, Mgr Mil Prg Outreach (CCC), to attend the Defense Game Tech Users' 2010 Conference, March 28-April 1, 2010, Orlando, CA, without loss of salary, with reimbursement for allowable expenses of $2,200, including a registration fee of $300, travel by Air Coach, rental car and insurance, to be paid from Contract Ed. funds.

Shawn A Mann, Mgr Mil Prg Outreach (CCC), to attend the Army Distributed Learning Conference 2010, March 14-18, 2010, Newport News, VA, without loss of salary, with reimbursement for allowable expenses of $1,800, including travel by Air Coach, rental car and insurance, to be paid from Contract Education Auxiliary funds. The reason for this revision is to change attendance and travel dates and increase reimbursement amount.

Vesna Marcina, Instructor (OCC), to attend the Academic Senate for California Community Colleges, April 14 - 18, 2010, Millbrae, CA, without loss of salary, with reimbursement for allowable expenses of $2,500, including a registration fee of $325, travel by Air Coach, to be paid from Academic Senate President's Conference funds.

E N Meneses, Vice President (CCC), to attend the Ace Southern California Network Women's Leadership Forum, March 19, 2010, San Marcos, CA, without loss of salary, with reimbursement for allowable expenses of $50, including a registration fee of $50, to be paid from Student Services Discretionary fund.

Robert D Nash, Dir, Inst Desgn & Fac Support (CCC), to attend the Second Life - From Classroom to Metaverse: 3D Internet for Learning American Society training and Development Conference, March 10, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $50, to be paid from ISD Ancillary funds.

Samar S Needham, Hourly Instructor (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from Honors Program & ASOCC funds.

Kenneth G Parker, Instructor (OCC), to attend the Association of Core Text Courses, April 15 - 18, 2010, New Brunswick, NJ, without loss of salary, with reimbursement for allowable expenses of $1,100, including a registration fee of $345, travel by Air Coach, to be paid from CFE Contracted PDI Full Time Conference funds.

Candice Pettus, Instructor (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from Honors Program & ASOCC funds.

Hue T Pham, Dean (OCC), to attend the 1st Annual Vietnamese American Educators Conference, April 24, 2010, Santa Clara, CA, without loss of salary, with reimbursement for allowable expenses of $500, including a registration fee of $25, travel by Air Coach, to be paid from CDMA funds.

Lien B Pham, Instructor (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from Honors Program & ASOCC funds.

Darrin Robertson, Disab St Med Acc Spc (OCC), to attend the South By Southwest Initiative, March 12 - 16, 2010, Austin, TX, without loss of salary, with reimbursement for allowable expenses of $700, including travel by Air Coach, to be paid from CCA/CTA Union Funds. The reason for this revision is to correct the budget number.

William M Saichek, Instructor (OCC), to attend the League for Innovations Conference 2010, March 27-31, 2010, Baltimore, MD, without loss of salary, with no reimbursement authorized from District funds, to be paid from sponsoring organization.

Teresa A Scarbrough, Office Coordinator (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from ASOCC funds.

Teresa A Scarbrough, Office Coordinator (OCC), to attend the Phi Theta Kappa All-California Academic Team Awards, March 21 - 22, 2010, Sacramento, CA, without loss of salary, with reimbursement for allowable expenses of $750, including a registration fee of $50, travel by Air Coach, to be paid from Ancillary Account funds.

Robert S Schneiderman, Counselor (OCC), to attend the Alliance for Distance Education in California, March 4, 2010, Palm Springs, CA, without loss of salary, with reimbursement for allowable expenses of $335, including a registration fee of $235, to be paid from VTEA Career Education funds.

Richard R Shiring, Hourly Instructor (CCC), to attend the Twenty-Fifth Annual Conference - California Mathematics Council Community Colleges - South, March 5-6, 2010, Anaheim, CA, without loss of salary, with reimbursement for allowable expenses of $105, including a registration fee of $90, to be paid from PDI Conference & Workshops funds.

Linda J Sohl-Ellison, Instructor (OCC), to attend the American College Festival Association - Southwest Conference, March 17 - 21, 2010, Tempe, AZ, without loss of salary, with reimbursement for allowable expenses of $910, including a registration fee of $110, travel by Air Coach, to be paid from CFE Contracted PDI Full Time Conference funds.

Michael R Taylor, Instructor (OCC), to attend the California Community College Football Coaches Association, March 4 - 6, 2010, Visalia, CA, without loss of salary, with no reimbursement authorized from

District funds, to be paid from sponsoring organization.

David L Thompson, Dir., eLearning Research & Dev (CCC), to attend the Defense Game Tech Users Conference, March 28-April 1, 2010, Orlando, FL, without loss of salary, with reimbursement for allowable expenses of $1,900, including travel by Air Coach, to be paid from Military Contract Education funds.

Chau D Tran, Hourly Instructor (CCC), to attend the California Mathematics Council Community Colleges - South Twenty-Fifth Annual Conference, March 5-6, 2010, Anaheim, CA, without loss of salary, with reimbursement for allowable expenses of $115, including a registration fee of $90, to be paid from PDI Conference & Workshops funds.

Maria D Traver, Counselor (OCC), to attend the Southern California Regional Training, March 4 -5, 2010, Riverside, CA, without loss of salary, with no reimbursement authorized from District funds, to be paid from sponsoring organization.

Eric P Wilson, Info Systems Trainer (OCC), to attend the Alliance for Distance Education Summit and CUE Conference, March 4, 2010, Palm Springs, CA, without loss of salary, with reimbursement for allowable expenses of $335, including a registration fee of $235, to be paid from VTEA Career Education funds.

Charles R Zellerbach, Instructor (OCC), to attend the Honors Transfer Council of California Student Research Conference, March 6, 2010, Irvine, CA, without loss of salary, with reimbursement for allowable expenses of $100, including a registration fee of $25, to be paid from Honors Program & ASOCC funds.

[redacted]

[redacted]

Agenda Item

3.02.01 Authorization for Student Trips - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type:
Public Access: Yes

Agenda Item Content

3.02.01 Authorization for Student Trips - Coastline Community College

It is requested that the following student trips be approved. The list of participating students, advisors, and any waiver forms will be on file in the appropriate office prior to the trip.

Conference/Activity: Autry Museum
Location: Los Angeles
Dates: March 4, 2010
Department: Art/Emeritus
Transportation: District transportation

Conference/Activity: Oriental Art Supply
Location: Huntington Beach
Dates: March 17, 2010 and March 18, 2010
Department: Art
Transportation: Personal vehicles

Conference/Activity: Long Beach Museum of Art
Location: Long Beach
Dates: March 23, 2010 and March 25, 2010
Department: Art/Emeritus
Transportation: District transportation

Conference/Activity: Museum of Latin American Art
Location: Long Beach
Dates: April 22, 2010
Department: Art/Emeritus
Transportation: District transportation

Conference/Activity: Museum of Tolerance
Location: Los Angeles
Dates: April 28, 2010
Department: Social Studies
Transportation: District transportation
Conference/Activity: Association of Orange County Trade Show & Conference
Location: Costa Mesa
Dates: March 17, 2010
Department: Real Estate
Transportation: Personal vehicles

Conference/Activity: JD Property Management, Inc.
Location: Costa Mesa
Dates: May 5, 2010

Department: Real Estate
Transportation: Personal vehicles

Conference/Activity: March-in-March Rally
Location: Sacramento
Dates: March 21-22, 2010
Department: Student Advisory Council
Cost/Purpose: NTE $3,000/registration, bus transportation, lodging, meals, parking and supplies
Funding source: SAC funds
Transportation: District transportation

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Laurie Swancutt - Last update on 02/25/2010 by Tracey Sanders

Agenda Item

3.02.02 Authorization for Student Trips - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.02.02 Authorization for Student Trips - Golden West College

It is requested that the following student trips be approved. The list of participating students, advisors, and any waiver forms will be on file in the appropriate office prior to the trip.

Alpha Gamma Sigma Honor Society Spring Convention 2010
Location: San Jose, CA
Date(s): April 16-18, 2010
Department: Student Activities
Cost/purpose/funding source: $1,820 for registration, food, transportation, miscellaneous expenses and lodging from Alpha Gamma Sigma Honor Society and/or ASGWC funds.

National Student Nurses Association Convention
Location: Lake Buena Vista, Florida
Date(s): April 6 - 11, 2010
Department: Student Activities
Cost/purpose/funding source: $3,616 for registration, lodging and miscellaneous supplies from club funds.

Board of Register Nursing (BRN) Hearing
Location: Ontario, CA
Date(s): March 25, 2010
Department: School of Nursing
Cost/purpose/funding source: No cost to the college.

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Christina Irvin. Last update on 02/25/2010 by Tracey Sanders.

Agenda Item

3.02.03 Authorization for Student Trips - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.02.03 Authorization for Student Trips - Orange Coast College

It is requested that the following student trips be approved. The list of participating students, advisors, and any waiver forms will be on file in the appropriate office prior to the trip.

Alternative Spring Break Volunteer Trip
Location: Mojave Desert/Joshua Tree/Yosemite/or Catalina
Date: March 26-April 3, 2010
Department: OCC Sierra Club
Purpose: Students will participate in a national parks volunteer service trip where they will be educated about local ecology, help remove non-native plant species, restore national park areas, and bring back knowledge to share with campus and community.
Cost/Purpose/Funding Source: NTE $2,000 from club/ASOCC/Foundation/other donations
Transportation: To be determined

Student Senate for California Community Colleges (SSCCC)
Location: Sacramento, CA
Date: March, 2010 – July, 2010
Department: ASOCC/SGOCC
Purpose: ASOCC President Kristopher Cutting to serve as Region 8 delegate and attend monthly meetings. As per Title 5, California Code of Regulations Section 50002 and Education Code 71040, student delegates to the SSCCC will participate under the general supervision of the State Chancellor's Office with no advisor present from the District.
Cost/Purpose/Funding Source: Travel and lodging expenses to be paid by the California Community Colleges System Office; all other expenses NTE $500 from ASOCC funds
Transportation: District/Public/Air travel

Journalism Association of Community Colleges Annual Conference and Competition
Location: Los Angeles, CA
Date: April 8-10, 2010
Department: Journalism 115 Coast Report newspaper students and Journalism 116 Coastreportonline.com multimedia students
Cost/Purpose/Funding source: Students will pay $50 each with additional $150 per student registration to be paid from ASOCC funds NTE $2,400; lodging for 2 nights to be paid from ASOCC funds NTE $2,000
Transportation: Private vehicles

American College Dance Festival Association Regional Conference
Location: Arizona State University, AZ
Date: March 17-20, 2010
Department: Dance/Visual & Performing Arts
Cost/Purpose/Funding Source: $1,500 for student and faculty participation and an additional amount NTE $300 to cover gas expenses
Transportation: Personal vehicles
Revision to add gasoline expense. Original Board approval 7/15/09.

Agenda Item

3.03 GENERAL ITEMS

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.03 General Items

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Jodi Rodriguez. Last update on 02/25/2010 by Jodi Rodriguez.

Agenda Item

3.03.01 Authorization for Special Projects - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.01 Authorization for Special Projects - Coastline Community College

Institute for Gang Prevention and Intervention Class
Date: March 9 and 10; March 16 and 17; March 23 and 24; March 30 and 31; 5 – 9 p.m.
Location: Coastline College Center
Department: Coastline co-sponsoring with COR Community Development Corporation
Purpose: Community awareness and development
Cost/Purpose: No cost to College or District

Options and Opportunities Night
Date: March 4, 2010; 6:00 – 8:30 p.m.
Location: Prince of Peace, Costa Mesa
Department: Special Programs and Services for the Disabled
Purpose: Recruitment and Student Outreach
Cost/Purpose: NTE $500
Funding Source: Special Programs Foundation funds

Emergency Management Advisory Meeting
Date: March 8, 2010, 11:00 a.m. - 1:00 p.m.
Location: Garden Grove Center
Department: Instruction
Purpose: Development and implementation of the Emergency Management program.
Cost/Purpose: NTE $200
Funding Source: Foundation funds

Accounting Advisory Meeting
Date: March 4, 2010, 12:00 - 1:30 p.m.
Location: Garden Grove Center
Department: Instruction
Purpose: Development and implementation of the Accounting program.
Cost/Purpose: NTE $200
Funding Source: Foundation funds

Business Computing (BC) Advisory Meeting
Date: March 4, 2010, 5:00 – 6:30 p.m.
Location: Garden Grove Center
Department: Instruction
Purpose: Development and implementation of the Business Computing program.
Cost/Purpose: NTE $200
Funding Source: Foundation funds

Applications (DGA) Advisory Meeting
Date: March 25, 2010, 11:30 a.m. – 1:00 p.m.
Location: Garden Grove Center
Department: Instruction

Purpose: Development and implementation of the Digital Graphics Applications program.
Cost/Purpose: NTE $200
Funding Source: Foundation funds

Computer Services Technology (CST) Advisory Meeting
Date: April 8, 2010, 11:30 a.m. – 1:00 p.m.
Location: Garden Grove Center
Department: Instruction
Purpose: Development and implementation of the Computer Services Technology program.

Cost/Purpose: NTE $200/Materials and refreshments
Funding Source: Foundation funds

Coastline Community College Articulation Day
Date: April 23, 2010, 12:00 p.m. – 4:00 p.m.
Location: Garden Grove Center
Department: Instruction/CTE Division
Purpose: To develop articulation agreements with high schools and Regional Occupational Centers and Programs.
Cost/Purpose: NTE $360/Materials and refreshments
Funding Source: Foundation funds

Visionary of the Year Awards
Date: May 2, 2010; 1:00 – 8:00 p.m.
Location: OC Performing Arts Center, Renée & Henry Segerstrom Concert Hall, Costa Mesa
Department: Foundation
Purpose: Fundraising
Cost/Purpose: NTE $60,000/Materials and refreshments
Funding Source: Participants' registration fees and Foundation funds
(Revision is to change the name, date, time and location of the event. Prior Board Approval: 8/19/09)

Additional Administrative Content

Created on 01/29/2010 at 01:30 PM by Laurie Swanson Last updated on 02/25/2010 by Laurie Swanson

Agenda Item

3.03.02 Authorization for Special Projects - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.03.02 Authorization for Special Projects - Golden West College

CARE Opportunity Drawing
Date(s): April 12, 2010
Department: CARE
Purpose: Fundraiser for CARE Program
Cost/purpose/funding source: No cost to the college.

Art Open House
Date(s): April 28, 2010
Department: Art Department
Purpose: To showcase student work
Cost/purpose/funding source: No cost to the college.

Fine Arts Gallery Opening
Date(s): March 4, 2010
Department: Art Department
Purpose: Fine Arts Gallery opening
Cost/purpose/funding source: $1,000 for performers, facilities, refreshments, supplies, and printing costs to be covered by admission fees ($12 for general; $10 ASB/GWC, seniors and children under 12) from GWC Fine Arts Gallery Foundation funds.

Move Me Dance Concert
Date(s): May 21 & 22, 2010
Department: Dance
Purpose: Dance Concert
Cost/purpose/funding source: $1,000 for facilities, refreshments, supplies, and printing costs to be covered by admission fees ($12 for general; $10 ASB/GWC, seniors and children under 12) from Dance Trust funds.

WARNING! This Music NOT Suited for Public Performance
Date(s): May 15, 2010
Department: Music Department
Purpose: GWC Chorale, Chamber Singers, Early Music Ensemble, and Jazz Vocal Ensemble music concert
Cost/purpose/funding source: $1,000 for facilities, refreshments, supplies, and printing costs to be covered by admission fees ($12 for general; $10 ASB/GWC, seniors and children under 12) from Music/Chorale Trust funds.

GWC Southwest Band & Orchestra Festival
Date(s): April 3, 2010
Department: Music Department
Purpose: GWC Southwest Band & Orchestra Concert
Cost/purpose/funding source: No cost to the college.

GWC Spring Concert

Date(s): May 18, 2010
Department: Music Department
Purpose: GWC Symphonic Band Concert
Cost/purpose/funding source: $1,000 for facilities, refreshments, supplies, and printing costs to be covered from $10 admission fees from Symphonic Band Trust funds.

Sounds Like Jazz to Me
Date(s): May 10, 2010
Department: Music Department
Purpose: GWC Jazz Improvisation Ensemble Concert
Cost/purpose/funding source: $1,000 for facilities, refreshments, supplies, and printing costs to be covered by $5 admission fees from Jazz Band Trust funds.

Swingin' Into Spring!
Date(s): May 24, 2010
Department: Music Department
Purpose: GWC Jazz Band Concert
Cost/purpose/funding source: $1,000 for facilities, refreshments, supplies, and printing costs to be covered by admission fees ($12 for general; $10 ASB/GWC, seniors and children under 12) from Jazz Band Trust funds.

School of Nursing Pinning Ceremony
Date(s): May 27, 2010
Department: School of Nursing
Purpose: Nursing students' program completion/pinning ceremony
Cost/purpose/funding source: $2,500 for refreshments, decorations, and any other needed supplies from Foundation funds.
EOPS/CARE Meetings and Retreats
Date(s): Spring 2010
Department: EOPS/CARE
Purpose: To discuss department goals and objectives
Cost/purpose/funding source: $700 for food/refreshments and supplies from EOPS/CARE Foundation funds.

EOPS/CARE/Foster Youth Meetings and Activities
Date(s): Spring 2010
Department: EOPS/CARE
Purpose: To support EOPS/CARE/Foster Youth student success
Cost/purpose/funding source: No cost to the college.

Criminal Justice Special Events
Date: March 4, 2010 – June 15, 2010
Department: Criminal Justice
Purpose: Open House, Final Inspections, Family Day, Career Day and other agency related functions.
Cost/purpose/funding source: $250 for refreshments from General Supply funds.

Academic Senate for California Community Colleges Area D Spring Plenary Session
Date(s): March 27, 2010
Department: Academic Senate
Purpose: GWC to host all day meeting
Cost/purpose/funding source: $1,150 for food from Community Hosting Account funds.

Simulator Project Dedication and Ribbon Cutting
Date(s): March 8, 2010
Department: Criminal Justice
Purpose: Grand Opening Ceremony

Cost/purpose/funding source: $1000 for refreshments, publications, and other expenses, from Foundation Criminal Justice funds. (Revision is to add other expenses. Prior Board approval: 2/17/10)

Over the Rainbow III Variety Show
Date(s): April 9, 2010
Department: EOPS/CARE
Purpose: A fundraiser to support former Foster Youth students
Cost/purpose/funding source: $1,000 for food/refreshments, supplies and other expenses from EOPS/CARE Foundation funds. (Revision is to add expenses and funding sources. Prior Board approval: 2/3/10)

CARE Workshops
Date(s): Spring 2010
Department: CARE
Purpose: To provide CARE students workshops and luncheons.
Cost/purpose/funding source: $240 for food/refreshments and supplies from "Adopt-a-Family" Foundation funds. (Revision is to add expenses and funding sources. Prior Board approval: 2/3/10)

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Christina Ivin. Last update on 02/25/2010 by Christina Ivin.

3.03.03 Authorization for Special Projects - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.03 Authorization for Special Projects - Orange Coast College

Belle of the Ball
Date: March 27, 2010
Department: Foundation
Purpose: Community outreach with Girls, Inc., Orangewood Children's Foundation, and Women Helping Women
Cost/Purpose/Funding Source: NTE $1,000 from Foundation funds

Canon USA Equipment Demonstrations
Date: May 7, 2010
Department: OCC Photography Department
Purpose: Student outreach to include guest speaker, Photographer Norman McGrath
Cost/Purpose/Funding Source: Event cost to be paid by Canon USA and Pro Photo Connection; Photography Department may host an off-campus dinner with Norman McGrath; expenses NTE $750 to be paid from Foundation funds

Yoga Unveiled
Date: April 11, 2010
Department: EOPS Honors Club, Multicultural Committee, Desi Club, and Yoga Club
Purpose: Showing of the film "Yoga Unveiled" to serve as a fundraising opportunity for the EOPS program. The event will be open to students, staff, and the public.
Cost/Purpose/Funding Source: NTE $500 to include food, supplies, advertisement, and miscellaneous related expenses from club funds/fundraisers/sponsors

Meditation Classes
Date: Spring Semester 2010
Department: Student Health Services
Purpose: Part-time instructor, Linda Salim, will provide services to the OCC community on a volunteer basis. Meditation classes will be held at the Student Health Center up to five afternoons per week. A Voluntary Activities Participation release form is on file in the OCC Student Health Center.
Cost/Purpose/Funding Source: No cost to the college

Earth Week/Sustainability Week
Date: April 26-30, 2010
Department: OCC Sierra Club
Purpose: Educate students about the planet
Cost/Purpose/Funding Source: NTE $3,000 from club/ASOCC/Foundation funds/other donations

Earth Day
Date: April 22, 2010
Department: OCC Sierra Club
Purpose: Acknowledge the 40th anniversary of Earth Day and the 40th anniversary of the OCC Recycling Center

Cost/Purpose/Funding Source: NTE $1,500 from club/ASOCC/Foundation funds/other donations

Film Screenings
Date: February 5-May 30, 2010
Department: OCC Sierra Club
Purpose: One or more film screenings on campus to educate students about sustainability
Cost/Purpose/Funding Source: No cost to the college

40th Anniversary OCC Student Film Festival & Alumni Event
Date: May 22, 2010
Department: Film/Video Department/Visual & Performing Arts
Purpose: Feature short films produced by OCC students within the past year and clips of past OCC films from the last 40 years; will include a pre-show networking mixer for alumni
Cost/Purpose/Funding source: Tickets sold for $10.00

Puente Program Educational/Cultural Event
Date: March 10, 2010
Department: Counseling/Puente Program
Purpose: Puente Student/Mentor Dinner for 60 participants at OCC Captain's Table and South Coast Repertory play "In The Garden"
Cost/Purpose/Funding source: NTE $2,000 from ASOCC funds

Training for Newly Elected Officers
Date: April 3, 2010
Department: OCC Circle K Club
Purpose: Training for new officers
Cost/Purpose/Funding Source: No cost to the District

Recognition Event
Date: April 8, 2010
Department: Staff Development
Purpose: Outstanding Coast Colleagues of the Year program, reception, and related activities
Cost/Purpose/Funding Source: NTE $6,000 from Staff Development/Foundation ancillary funds

Library Online Webcast Training for Reference Desk Librarians
Date: March 23, 2010
Department: Library
Purpose: The training session will cover policy issues and strategies for library practices that deal with digital preservation and reproduction.
Cost/Purpose/Funding Source: $350 to be paid from ancillary funds

OCC Mu Alpha Theta Events
Date: 2009-2010 Academic Year
Department: Mu Alpha Theta Honor Society
Purpose: Student-centered meetings and activities
Cost/Purpose/Funding Source: NTE $500 to include refreshments and promotion/logo items to be paid from MAT/ASOCC funds
Revision to Board to correct funding source. Original Board approval 9/30/09.

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lynnanne Minton. Last update on 02/25/2010 by Lynnanne Minton.

Agenda Item

3.03.04 Authorization to Apply for Funded Programs

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.03.04 Authorization to Apply for Funded Programs

(Funded Programs that include Resolutions are listed in the Resolution section of the Action pages)

It is recommended that authorization be given to apply for the following funded programs and/or projects and to participate, if funded, as outlined below. It is further recommended that the Chancellor or Vice Chancellor of Administrative Services be authorized to sign any related documents as appropriate.

Golden West College received funding from Southern California Edison for a grant project titled: **"Edison' s 2009 Green Jobs Education Program"**. The original terms of this agreement were for Southern California Edison to provide $100,000 for scholarships to 50 low-income students enrolled in our Energy Auditor/Solar program. The scholarships would have been $2,000 each to 50 low-income students paid over two years. However, with the permission of the granting agency, The Foundation for California Community Colleges offered each college receiving this grant the opportunity to deposit the grant funds into their account and in turn they would work with the Osher Foundation for a $50,000 match for each college participating. This would increase our funding amount to $150,000. The new funding terms under this proposal would be to provide 7-8 students per year, depending on the return of investment gained by the Foundation for California Community Colleges, a $1,000 scholarship for students enrolled in programs having to do with green, environmental preservation, energy, or the like. The college will continue to receive these scholarships for their students for as long as they offer these types of programs. Additionally, the scholarship amounts will be adjusted for inflation.

Fiscal Impact: The Golden West College Foundation has received a check for $100,000 from Southern California Edison. Golden West College wishes to accept the Foundation for California Community Colleges offer, which would require GWC to deposit the $100,000 into the Foundation for California Community Colleges. The Foundation for California Community Colleges will in turn work with Osher Foundation to get the $50,000 match and deposit it into GWC's account at the Foundation. GWC and the Foundation for California Community Colleges will then work together each year to provide the 7-8 scholarships to low-income students enrolled in any green technology programs at the college. The original terms of the agreement with Southern California Edison were for 2 years (2010-2011 through 2011-2012). The new terms will be ongoing beginning in 2010-2011 until funding is either exhausted and/or these types of programs no longer exist at Golden West College. This funding will have no additional fiscal impact on the campus.

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Rance Hamby. Last update on 02/25/2010 by Rance Hamby.

Agenda Item

3.03.05 Authorization for Disposal of Surplus

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.05 Authorization for Disposal of Surplus

Additional Administrative Content

NONE

Created on 01/23/2010 at 01:50 PM by CCCDRuch. Last Updated on 02/25/2010 by Christian Teeter.

3.03.06 Authorization to Enter Standard Telecourse Agreements - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.03.06 Authorization to Enter Into Standard Telecourse Agreements - Coastline Community College

It is recommended that the Board authorize the Board President, or designee, to sign the Agreements and any related documents, indicating approval by the Board of Trustees.

ASTRONOMY: OBSERVATIONS AND THEORIES
Madonna University (MI)
Term of Agreement: January 6, 2010 – January 5, 2013

State Board for Community & Technical Colleges (WA)
Term of Agreement: January 1, 2010 – April 15, 2010

Utah Education Network (UT)
Term of Agreement: April 1, 2010 – March 13, 2013

CHILD DEVELOPMENT: STEPPING STONES
State Board for Community & Technical Colleges (WA)
Term of Agreement: January 1, 2010 – April 15, 2010

CYCLES OF LIFE: EXPLORING BIOLOGY
State Board for Community & Technical Colleges (WA)
Term of Agreement: January 1, 2010 – April 15, 2010

FACES OF CULTURE – REVISED
State Board for Community & Technical Colleges (WA)
Term of Agreement: January 1, 2010 – April 15, 2010

State Board for Community & Technical Colleges (WA)
Term of Agreement: January 1, 2010 – April 15, 2010

TRANSITIONS THROUGHOUT THE LIFE SPAN
State Board for Community & Technical Colleges (WA)
Term of Agreement: January 1, 2010 – April 15, 2010

Fiscal Impact: No direct cost to the District. Projected revenue unknown, depending on utilization of the telecourses by the lessees and number of students enrolled in the courses. telecourses.pdf

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Nicki Salcedo. Last update on 02/25/2010 by Tracey Sanders.

Agenda Item

3.03.07 Approval of Clinical Contracts - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.03.07 Approval of Clinical Contracts - Golden West College

After review by the College President and CCCD General Counsel, it is recommended by the Chancellor that the Board approve the clinical contracts with the following institutions in connection with the various Allied Health programs which are a part of the Coast Community College District curriculum.

RENEWAL

PEC Healthcare Standard Clinical Affiliation Agreement
Garden Grove, CA
March 1, 2010 – March 1, 2015
Compensation – None

Fiscal Impact: Students are required to obtain personal liability insurance during enrollment in an Allied Health program. The District shall provide professional liability insurance and Worker's Compensation insurance for each student participating in approved clinical rotations (The District provides only Worker's Compensation insurance for field experience agreements). These District-provided insurance coverages are in effect while the student is on-site at the facility. The District realizes savings by utilizing off-campus clinical and field experience training facilities.

NEW

Additional Administrative Content

Created on 01/29/2010 at 01:59 PM by Christina Hunt. Last updated on 02/25/2010 by Tracey Sanders.

Agenda Item

3.03.08 Approval of Clinical Contracts - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.08 Approval of Clinical Contracts - Orange Coast College

NEW

Dr. Tran Duong, DDS Standard Clinical Affiliation Agreement
Westminster, CA
Term: March 4, 2010, to March 1, 2015
Compensation: None

Speech Pathology Associates Standard Clinical Affiliation Agreement
Irvine, CA
Term: April 8, 2010, to March 1, 2015
Compensation: None

University of California San Diego Non-Standard Clinical Affiliation Agreement
San Diego, CA
Term: March 4, 2010, to March 1, 2015
Compensation: None (See Attachment #1)

UC San Diego Agreement.pdf

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lynnanne Mimon. Last update on 02/25/2010 by Christian Teeter.

Agenda Item

3.03.09 Approval of Standard Agreements - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.03.09 Approval of Standard Agreements - Coastline Community College

Approval of Standard Agreements Covering Off-Campus Participation in the CalWORKs Unpaid Internship Program

The following are to serve as employers for CalWorks students being placed at employment sites pursuant to the District's standard agreement covering off-campus employers' participation in the CalWORKs Work-Study Program.

Employer: Horizon Optometry Group (Student being placed: Camvan Le)
Services: Student will be employed by Horizon Optometry Group through the CalWORKs Work-Study Program
Payment Schedule/Compensation: $9/hr paid monthly @ 32-35 hours per month to Horizon Optometry Group as invoiced for employment activities performed by student; NTE $4,800
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: CalWORKs funds

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Laurie Swanson. Last update on 02/2/2010 by Christian Teeter

Agenda Item

3.03.10 Approval of Standard Agreements - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.03.10 Approval of Standard Agreements - Golden West College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Christina Irvin. Last update on 02/25/2010 by Christian Teeter.

Agenda Item

3.03.11 Approval of Standard Agreements - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.11 Approval of Standard Agreements - Orange Coast College

NONE

Additional Administrative Content

Created on 01/29/2010 at 1:50 PM by Lynnanne Minton Last updated on 02/25/2010 by Tracey Sanders

Agenda Item

3.03.12 Approval of Standard Agreements - District

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.03.12 Approval of Standard Agreements - District

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDBC Last update on 02/25/2010 by Tracey Sanders

Agenda Item

3.03.13 Authorization for Purchase of Institutional Memberships - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.03.13 Authorization for Purchase of Institutional Memberships - Coastline Community College

NONE

Additional Administrative Content

Created on 01/29/2010 at 08:50 PM by Laura Swancutt. Last Update on 02/25/2010 by Christian Teeter

Agenda Item

3.03.14 Authorization for Purchase of Institutional Memberships - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.03.14 Authorization for Purchase of Institutional Memberships - Golden West College

RENEWAL

Name and Acronym: Society of American Florists
Term of Membership: January 1 – December 31, 2010
Cost: $40
Purpose: To provide opportunities and information to floral design students and maintain industry affiliations.

Name and Acronym: Pivot Point International, Inc.
Term of Membership: January 1 – December 31, 2010
Cost: $1,448.50
Purpose: allows for use of Pivot Point name and purchase of materials and products exclusive to Pivot Point for students in Cosmetology Program.

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Christina Ivy - Last update on 02/25/2010 by Christina Ivy

Agenda Item

3.03.15 Authorization for Purchase of Institutional Memberships - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.15 Authorization for Purchase of Institutional Memberships - Orange Coast College

NEW

Name and Acronym: Alpha Beta Gamma International Business Honor Society
Term of Membership: Lifetime Membership
Cost: $500.00
Purpose: Membership will facilitate assisting Business students to receive all benefits of the society for business and related professional disciplines.

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lynnanne Minton. Last updated on 02/25/2010 by Lynnanne Minton.

Agenda Item

3.03.16 Authorization for Purchase of Institutional Memberships - District

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.16 Authorization for Purchase of Institutional Memberships - District

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDAdsys - Last update on 02/25/2010 by Christian Teeter

Agenda Item

3.03.17 Authorization for Off-Campus Assignments - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.03.17 Authorization for Off-Campus Assignments - Coastline Community College

Name: Groot, Joycelyn
Title: Dean, Military/Contract Education Programs
Organization: U.S. Army Southern California Army Advisory Council
Assignment: Council member
Term: February 1, 2010 — June 30, 2010

Name: Groot, Joycelyn
Title: Dean, Military/Contract Education Programs
Organization: Military Spouse Training and Education Advisory Group
Assignment: Advisory group member

Term: February 18, 2010 — June 30, 2010

Name: Groot, Joycelyn
Title: Dean, Military/Contract Education Programs
Organization: Indtai Inc./Academic Explorer
Assignment: Academic Explorer Steering Committee Member
Term: February 1, 2010— June 30, 2010

Additional Administrative Content

Created on 01/29/2010 6:01:50 PM by Laurie Svancutt Last updated on 02/25/2010 by Laurie Svancutt

Agenda Item

3.03.18 Authorization for Community Activities - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.18 Authorization for Community Activities - Orange Coast College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lynnanne Minion. Last update on 02/25/2010 by Christian Teator.

Agenda Item

3.03.19 Authorization for Community Activities - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.03.19 Authorization for Community Activities - Golden West College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Christina Irvin. Last update on 02/25/2010 by Christian Teeter.

Agenda Item

3.03.20 Authorization for Sailing Program - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.03.20 Authorization for Sailing Program - Orange Coast College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lynnanne Minton, Last update on 02/25/2010 by Christan Treeter

Agenda Item

3.04 Personnel Items

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.04 Personnel Items

3.04.01 Acceptance of Resignations and/or Approval of Layoffs, Exhaustion of Benefits and Terminations

3.04.02 Authorization for Leaves of Absence

3.04.03 Authorization for Professional Experts

Open.pdf

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDHR. Last updated on 02/25/2010 by CCCDHR

3.04 PERSONNEL ITEMS

3.04.01 Acceptance of Resignations and/or Approval of Layoffs, Exhaustion of Benefits and Terminations

It is recommended that the following resignations be accepted and/or layoffs and terminations be authorized:

Faculty

Name	Loc	Title	Action	Effective Date
Wheeler, Amy	DIST	Public Information Asst 1	Resign	03/05/10

3.04.02 Authorization for Leaves of Absence

It is recommended that authorization be given for the following leaves of absence:

Faculty

Arfsten, Patricia, OCC, Counselor, LOA/wop under the Family and Medical Leave Act of 1993, start date to be determined, intermittent FMLA, not to exceed 12 weeks.

Classified

Aguirre, Vanessa, GWC, Library Clerk,Sr., LOA/wop under the Family and Medical Leave Act of 1993, for the period 01/19/10 to 02/28/10.

3.04.03 Authorization for Professional Experts

It is recommended that authorization be given for the following professional experts:

Professional Experts over $10,000.00

Tran, Thu H., CCC, to convert existing courses into online Moodle courses for Instructional Systems Development department, for the period 03/04/10 to 06/30/10, to be paid by timecard at $10.00 per unit, 75 units per week for 16 weeks, compensation to be $12,000.00.

Vierstra, Donald, CCC, to provide Graphic Design for the online introduction to the Physical Geology course for Instructional Systems Development, for the period 04/01/10 to 06/30/10, to be paid by timecard at $100.00 per unit, 13.875 units per week for 12 weeks, compensation to be $16,650.00.

Young, Gary, CCC, to serve as a System Analyst/Programmer for special projects applications, for the period 03/10/10 to 06/30/10, to be paid by timecard at $100.00 per unit, 12.682 units per week for 15 weeks, compensation to be $19,023.00.

Other Professional Experts

Reifsneider, Jennifer, CCC, to serve as an Artist-in-Residence for the Coastline Art Gallery providing students with new art techniques, creative thinking skills and how to work corroboratively as a group, for the period 03/15/10 to 03/19/10, to be paid by timecard at $100.00 per unit, 15 units per week for 1 week, compensation to be $1,500.00.

Agenda Item

3.05 ADDITIONAL PERSONNEL ITEMS

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.05 ADDITIONAL PERSONNEL ITEMS

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCD-HR. Last update on 02/25/2010 by Jodi Rodriguez.

3.05.01 Authorization for Independent Contractors - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.01 Authorization for Independent Contractors - Coastline Community College

The following are to serve as independent contractors pursuant to the District's standard independent contractor agreement. It is recommended that the Board President, or designee, be authorized to sign the Agreements and any related documents indicating approval by the Board of Trustees.

$10,000 AND OVER

IC Name: Rakochy, Wendy A.
Services: Serving as a video producer for the media components of the Online Introduction to Physical Geology course.
Payment Schedule/Compensation: 65 days @ $231/day; total revised contract amount of $29,799. (Revision is to increase contract amount by $15,015. Prior Board Approval: 12/9/09)
Term of Agreement: April 1, 2010 – June 30, 2010
Source of Funding: Funds received in support of this project

IC Name: Wilcox, Susan
Services: To write, produce and coordinate completion of content for additional Intro lecture/lab lesson and additional work added to all 15 lecture/lab lessons for the new Physical Geology Lecture and Lab Online course.
Payment Schedule/Compensation: Intro lecture/lab lesson @ $5,000; additional work added to original15 lecture/lab lessons @ $500/lesson; total revised contract amount of $57,500. (Revision is to increase contract amount by $12,500. Prior Board Approval: 6/17/09)
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: Funds received in support of this project

IC Name: Ryther, Susan
Services: Provide instructional design services for the Chevron Products Company Master Services Agreement SOW #2010-02 (Board approved 2/17/10) to design and develop job aids and performance support materials for maintenance of Ross Hill equipment as follows: analysis, $2,400; design, $2,400; development, $2,400; implementation, $2,400; evaluation, $2,400.
Payment Schedule/Compensation: Five equal payments on completion of each project stage; total contract amount of $12,000.
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: Funds received from Chevron in support of this project

IC Name: Denise Cusano Instructional Design, Inc.
Services: Instructional design services for Chevron Products Company Master Services Agreement SOW#s 2010-01 – 2010-06 (Board approved 2/17/10) as follows: (01) Develop Advanced Console Operators Training, $15,000; (02) Ross Hill job aids and performance materials development, $3,000; (03) Scott Air-Pak Training program design and development, $2,100; (04) Audit Refinery Flow & Economics Class, $810; (05) Advise and assist Safe Work Practices course trainers, $4,500; (06) Audit Diversity Training Class, $810.
Payment Schedule/Compensation: Invoice on completion of project stages of SOWs; total contract amount of $26,220.

Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: Funds received from Chevron in support of this project

UNDER $10,000

IC Name: MC2 Innovations
Services: Provide military outreach, marketing, retention and training activities in support of Military Contract Education programs and services.
Payment Schedule/Compensation: Monthly stipend of $1,200/month for each month services are rendered.
Term of Agreement: March 4, 2010– June 30, 2010
Source of Funding: Contract Education funds

IC Name: Curtner, Danielle
Services: To populate test banks for additional Moodle courses and other data entry.
Payment Schedule/Compensation: $18/lesson for additional courses; total revised contract amount of $3,500. (Revision is to increase contract amount by $1,500. Prior Board Approval: 11/5/09)
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: ISD Publications funds

IC Name: Ridley, Gabrielle
Services: To populate test banks for additional Moodle courses and other data entry.
Payment Schedule/Compensation: $18/lesson for additional courses; total revised contract amount is $3,500. (Revision is to increase contract amount by $1,500. Prior Board Approval: 11/5/09)
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: ISD Publications funds

IC Name: Beacon Economics
Services: Provide speaker for the Business Education Statewide Curriculum Conference (BESAC).
Payment Schedule/Compensation: One-time payment of $1,550 upon invoice received.
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: Business Education Statewide Advisory Committee (BESAC) agreement

IC Name: Howell, Byron
Services: To write content of lab manual for Lessons 103, 105, 106, 109 & 111 for the new Chemistry telecourse.
Payment Schedule/Compensation: 5 lessons @ $300/lesson; total revised contract amount of $4,650. (Revision is to increase contract amount by $1,500. Prior Board Approval: 6/17/09)
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: Funds received in support of this project

IC Name: Megill, David W.
Services: Instructional design and programming for five online courses distributed by Coast Learning Systems
Payment Schedule/Compensation: $700 per course upon completion; total contract amount of $3,500.
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: ISD escrow account to support this project

IC Name: Megill, Donald D.
Services: Instructional design and programming for five online courses distributed by Coast Learning Systems
Payment Schedule/Compensation: $700 per course upon completion; total contract amount of $3,500.
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: ISD Escrow Account funds received in support of this project

IC Name: Johnston, Sven

Services: Workshops conducted for clients at the Orange County One-Stop Center in Irvine
Payment Schedule/Compensation: $160 per workshop, a maximum of 8 workshops; total contract amount of $1,280.
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: Rapid Response Special Project funds

IC Name: Curtis, Amy
Services: To create and set up template for Geology textbook and to do production layout on up to a maximum of 4 chapters
Payment Schedule/Compensation: Geology textbook @ $600, up to a maximum of 4 chapters @ $350/chapter; total contract amount of $2,000.
Term of Agreement: March 4, 2010 – June 30, 2010
Source of Funding: Funds received in support of this project

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Laurie Swancutt Last update on 02/25/2010 by Tracey Sanders

Agenda Item

3.05.02 Blank Item

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.02 Blank Item

Additional Administrative Content

Created on Today at 08:45 AM by Tracey Sanders. Last update on 02/26/2010 by Tracey Sanders.

Agenda Item

3.05.03 Authorization for Independent Contractors - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.03 Authorization for Independent Contractors - Orange Coast College

The following are to serve as independent contractors pursuant to the District's standard independent contractor agreement. It is recommended that the Board President, or designee, be authorized to sign the Agreements and any related documents indicating approval by the Board of Trustees.

$10,000 AND OVER

IC Name: City Lights Design Alliance
Date: 2010 Academic Year through June 30, 2010
Services: Design and project services for the expansion of the OCC School of Sailing and Seamanship
Payment Schedule/Compensation: Design service fees charged at an hourly rate of $95; project service fees charged at $115 per hour; travel and accommodation expense to be paid upon receipt of documented expenses; total expense to include fees, travel, and accommodations NTE $10,000 from Foundation funds

UNDER $10,000

IC Name: Chandler's Air Conditioning & Refrigeration
Date: 2009-2010 Fiscal Year
Services: Repair ice machines for the Physical Education & Athletics Department
Payment Schedule/Compensation: $80 per hour labor; $80 service charge; $19 truck fee plus parts for repairs; Total expense for year NTE $1,000 from ASOCC/ancillary funds; invoice to be presented for each equipment repair

IC Name: David Sukonick
Date: May 8-21, 2010
Services: To serve as videographer, editing and providing DVD copies for the Student Dance Concert, Studio Hour, and World Dance Celebration
Payment Schedule/Compensation: Services paid at $20 per hour; To be paid $1,500 upon completion of services and receipt of invoice from ancillary funds

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lynanne Mintert Last update on 02/25/2010 by Tracey Sanders

Agenda Item

3.05.04 Authorization for Independent Contractors - District

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.04 Authorization for Independent Contractors - District

Approval of Contractors for FY 2009-2010 Pursuant to District's Standard Annual Agreement for Contractor Services

It is requested the Board approve the following contractors for the performance of a variety of contractor services throughout the District, on an as needed basis for FY 2009-2010. These contractors have or will complete the District's Standard Annual Agreement for Contractor Services prior to the performance of services. Prior to authorizing these services, the District will obtain competitive pricing quotes from the contractor(s). If selected to perform the quoted services, the contractor will send an invoice to the District based upon the agreed-upon price.

The Board President, or designee be authorized to sign the member agreement and any related documents, indicating approval by the Board of Trustees.

Guida Surveying Inc.
9241 Irvine Blvd.
Irvine CA 92618

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDAdsvc. Last update on 02/25/2010 by Christian Teeter.

Agenda Item

3.05.05 Authorization for Professional Development Program

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.05 Authorization for Professional Development Program

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Kathleen Surgenor. Last update on 02/25/2010 by Christian Teeter.

Agenda Item

3.05.06 Authorization for Staff Development - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.06 Authorization for Community Activities - Coastline Community College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Laurie Swancutt - Last update on 02/25/2010 by Christian Teeter

Agenda Item

3.05.07 Authorization for Staff Development - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.05.07 Authorization for Staff Development - Golden West College

NONE

Additional Administrative Content

Created on: 01/29/2010 at 01:50 PM by Christina Irvin Last update on: 02/25/2010 by Christian Teeter

Agenda Item

3.05.08 Authorization for Staff Development - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.08 Authorization for Staff Development - Orange Coast College

Niroumand, Madjid, Director, International Center, to attend a Qualitative Research course at Argosy University from March 4, 2010, through April 24, 2010. Reimbursement of tuition and books NTE $1,500 to be paid from Management Professional Development funds.

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lynnanne Winton, Last update on 02/25/2010 by Lynnanne Winton

Agenda Item

3.05.09 Authorization for Staff Development - District

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.09 Authorization for Staff Development - District

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDAdsvc. Last update on 02/25/2010 by Christian Teetar.

Agenda Item

3.05.10 Authorization of Independent Contractors - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.05.10 Authorization for Independent Contractors - Golden West College

UNDER $10,000

IC Name: Johnson, Jonathan
Services: "Spoken Words" performance
Payment Schedule/Compensation: $300 to be paid upon completion of event
Term of Agreement: 2/25/2010
Source of Funding: ASGWC funds

IC Name: Dembrebrah – African American Cultural Association
Services: Performing African Ceremonial Social Dances of Celebration
Payment Schedule/Compensation: $400 total compensation, paid within 30 days of performance
Term of Agreement: March 4, 2010
Source of Funding: GWC Fine Arts Gallery Foundation funds.

IC Name: Mickey, Dave
Services: Sound designer for GWC Theater productions "Proof" and "Grease"
Payment Schedule/Compensation: $1,800 total compensation ($600 for Proof, $1,200 Grease) paid within 30 days of last performances
Term of Agreement: March 4 – June 31, 2010
Source of Funding: GWC Theater Income.

Additional Administrative Content

Created on 2/19/2010 10:34 AM by Crystal Teeter. Last Edit on 02/25/2010 by Grace Sanders

Agenda Item

3.06 FINANCIAL APPROVALS

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Information
Public Access: Yes

Agenda Item Content

3.06 Financial Approvals

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Jodi Rodriguez Last update on 02/25/2010 by Jodi Rodriguez

Agenda Item

3.06.01 Approval of Purchase Orders

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.06.01 Approval of Purchase Orders

PurchaseOrderDIST.pdf

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDPurch. Last update on 02/25/2010 by Tracey Sanders

PO NUM	NAME OF VENDOR	SITE	OBJECT CODE	AMOUNT
P0319416	Stern Architects Inc Baseball Field Restroom Bldg architectural service (OCC Foundation Funds) Board Date: 01/20/10	OCC	6204	55,050.00
P0319437	Western Graphics Plus Professional Development printed materials	OCC	4321	15,000.00
P0319481	Nat'l Sign & Marketing Corporation Material & installation of new roof-mount LED sign for Theater Arts Bldg (GOB)	OCC-GB	6250	12,430.13
P0319432	Graphic Edge Open PO for Vocational Ed support services	OCC	5899	11,000.00
P0319482	Allscape Create 3 full sets of landscape construction documents for Special Services, Arlington Entrance & Theater (GOB)	OCC-GB	6128	11,000.00
P0319453	Los Angeles Valley College	CCC	5899	9,500.00
P0319440	Community College League of Calif	CCC	5306	9,410.00
P0319468	B & P Services Inc	OCC-GB	6250	8,400.00
P0319471	Sierra College	CCC	5899	8,000.00
P0319472	Cabrillo College	CCC	5899	8,000.00
P0319474	Los Angeles Valley College	CCC	5899	8,000.00
P0319421	Quinn Power Systems	DIS	5699	7,688.63
P0319464	Myers, Michael	CCC	5112	7,650.00
P0319498	World-Wide Fire Inc	OCC	5650	7,647.00
P0319465	Coast Construction	OCC-GB	5899	7,455.00
P0319459	Dell Higher Education	GWC	6412	7,423.67
P0319420	Laplink Software Inc	DIS	5638	6,525.00
P0319423	SunGard Higher Education Inc	DIS	5699	6,000.00
P0319475	College of the Canyons	CCC	5899	6,000.00
P0319483	B & P Services Inc	OCC-GB	6250	5,420.00
P0319501	Vital Link Orange County	DIS	5899	5,250.00
P0319467	Walker Electric Inc	OCC-GB	5657	5,000.00
P0319473	El Camino College	CCC	5899	5,000.00
P0319477	Hartley & Assoc	CCC	5899	5,000.00
P0319478	Hartley & Assoc	CCC	5899	5,000.00
P0319436	CPP Inc	OCC	4312	4,650.48
P0319506	PL Hawn Company Inc	OCC	4312	4,650.00
P0319458	sComm	CCC	6411	4,339.13
P0319502	Vital Link Orange County	DIS	5899	4,050.00
P0319434	Making Connections	OCC	5899	4,000.00
P0319449	Spaces Planning & Design Inc	CCC	5899	4,000.00
P0319461	Xerox Corp	DIS	5682	3,906.54
P0319503	Norman A Traub Associates	TRANS	5746	3,668.81
P0319488	Continental Binder & Specialty Corp	GWC	4312	3,515.53
P0319439	Community College League of Calif	CCC	5306	3,100.00

P0319487	Prado Olympic Shooting Park	GWC	5684	3,000.00
P0319415	Castagna Awnings	OCC	6250	2,854.69
P0319489	Aardvark Clay Supply	GWC	4312	2,650.00
P0319417	Home Depot	CCC	6411	2,564.52
P0319419	Jackstin	OCC	5899	2,500.00
P0319450	Int'l Security Products	CCC	4312	2,500.00
P0319504	Drew & Associates	OCC	5899	2,441.00
P0319429	Eureka Calif Career Info Sys	GWC	5699	2,147.81
P0319505	NCS Pearson Inc	OCC	4312	1,978.06
P0319508	Benner Metals Corp	OCC	4312	1,589.00
P0319418	Calif Dept of Education	OCC	4312	1,280.52
P0319430	Sehi Computer Products Inc	GWC	4315	1,267.39
P0319466	Alco Target Co	GWC	4312	1,200.00
P0319496	OC Sheriff's Dept	GWC	5684	1,050.00
P0319486	Home Depot	GWC	4312	1,000.00
P0319414	Guida Surveying Inc	DIS	5899	980.00
P0319457	Sehi Computer Products Inc	OCC	4312	901.77
P0319428	Angelus Pacific Co	CCC	4312	838.46
P0319444	Kater-Crafts Bookbinders	GWC	5899	827.56
P0319509	Omnimusic	GWC	5699	742.50
P0319435	United Direct Marketing Inc	GWC	5899	731.00
P0319425	Angelus Pacific Co	OCC	4321	721.88
P0319446	Medical Arts Press	GWC	4312	696.12
P0319426	Angelus Pacific Co	GWC	4312	591.64
P0319455	Office Depot	CCC	4312	508.69
P0319448	Aardvark Clay Supply	CCC	4312	500.00
P0319492	Harbor Freight Tools	GWC	4312	500.00
P0319456	Office Depot	CCC	4312	498.16
P0319431	Harland Technology Services	CCC	5638	454.00
P0319499	Home Depot	OCC	4312	429.95
P0319470	McLogan's Supply Co Inc	GWC	4312	400.00
P0319460	MOTU	GWC	4315	328.76
P0319447	College Entrance Examination Board	CCC	5320	325.00
P0319479	Office Depot	GWC	4312	300.00
P0319493	Home Depot	GWC	4312	300.00
P0319494	HB Digital Arts & Blueprint Inc	GWC	4312	300.00
P0319495	Art Supply Warehouse	GWC	4312	300.00
P0319438	Scantron Corp	CCC	4312	286.63
P0319424	Sehi Computer Products Inc	DIS	4312	257.04
P0319452	Advanced Gas Products	GWC	4312	200.00
P0319469	Home Depot	GWC	4312	200.00
P0319484	GWC Bookstore	GWC	4312	200.00
P0319485	Art Supply Warehouse	GWC	4312	200.00
P0319441	CPP Inc	GWC	5699	195.00
P0319491	Aftosa	GWC	4312	123.54
P0319433	Los Angeles Co Office of Educ	OCC	5899	114.75
P0319480	Alpha Card Systems LLC	DIS	4312	103.31

P0319443	Sigma-Aldrich Inc	GWC	4312	100.00
P0319445	GWC Bookstore	GWC	4312	100.00
P0319454	Office Depot	CCC	4312	100.00
P0319463	D Brot, Jean-Pierre	CCC	5112	100.00
P0319490	Home Depot	GWC	4312	100.00
P0319427	Angelus Pacific Co	DIS	4321	96.83
P0319507	Harbor Freight Tools	OCC	4312	58.64
P0319500	Fuse Depot	OCC	4312	57.86
P0319451	Chronicle of Higher Education	CCC	5306	39.97
P0319422	Office Depot	DIS	4312	4.67
	Total			**$327,566.64**

Object Code Legend

3000-3999	Staff Benefits
4200-4299	Books, Replacement of
4300-4799	Supplies/Printing
5100-5199	Consultants/Lecturers
5200-5299	Conferences/Travel
5300-5399	Dues/Memberships/Subscriptions
5400-5499	Insurance
5500-5599	Utilities/Services/Contracts
5600-5601	Film Rental
5630-5673	Repairs/Equipment and Facilities
5682-5699	Lease/Rentals
5700-5899	Other Expense of Operations
6100-6299	Site/Site Improvements/Building
6300-6399	Books, New Acquisitions
6400-6499	Equipment, New/Replacement

Agenda Item

3.06.02 Ratification/Approval of Checks

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.06.02 Ratification/Approval of Checks

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Additional Administrative Content

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NUMBER	NAME OF VENDOR	AMOUNT
0139979	ACSIG Dental / Edge Dental Claims and Admin Fees	237,681.81
0140348	Medco Health Solutions Inc Medical Prescription Claims	229,120.49
0140042	Coast Community College Dist. Medical Claims	202,225.55
0140344	Coast Community College Dist. Medical Claims	168,110.05
0140247	Allegheny Casualty Co OCC Child Care After School Facility	118,959.30
0139996	Constellation New Energy Inc Electricity district wide	117,039.34
0139942	North OC Comm College District On-line svc.-Voyager library circulation & cataloge syst.	101,756.00
0140462	Reliastar Life Insurance Co Life Insurance Premiums	85,732.75
0140461	Reliastar Life Insurance Co Reinsurance Premiums	76,257.00
0140365	CCCD Student Refunds Student refunds	74,278.47
0140269	CCCD - SEOG SEOG DIST 2910	65,519.00
0139971	WestEd SB70 evaluation grant services	53,000.13
0139908	CCC Sac College service charge	48,263.50
0139975	Xerox Corp Copy supplies and paper	45,003.96
0140070	CCCD Student Refunds Student refunds	44,860.82
0140251	Coast Community College District PLAC trust account	42,920.81
0140009	Preferred Property Maintenance Classroom renovation for Criminal Justice Dept.	42,424.00
0140463	Reliastar Life Insurance Co Long Term Disability Premiums	41,193.25
0139968	Southern Calif Edison Co Electricity district wide	35,801.89
0140255	Vision Service Plan Premiums for VSP Claims	33,229.97
0140037	B & P Services Inc Replacement Roof Top Heat Pump Units Social Sci	32,480.00
0140402	OCE' Financial Services Inc SMA for Oce copier for reprographics dept.	29,758.35
0139982	Delta Health Systems Administrative Fees	27,982.50
0139909	CCCD Student Refunds Student refunds	27,099.80
0140039	MT Walker Co Replacement of Existing Diesel Gasoline Fuel Tank	26,000.00
0140406	Pitney Bowes Reserve Account	20,000.00

0140299	MS Rouse Company	19,990.00
0140237	Xerox Corp	19,818.52
0140427	The Gas Company	17,675.41
0139981	Blue Cross	16,836.48
0139943	North OC Comm College District	16,110.00
0140087	Dell Higher Education	16,002.43
0140041	Taylor & Associates	15,721.30
0140303	OCC Food Services	15,565.34
0140279	Dell Higher Education	15,074.30
0140059	Barboza & Associates	15,000.25
0140040	Stryker Sales Corp	13,441.50
0140373	Computerland of Silicon Valley	12,889.06
0139926	Graphic Edge	10,983.75
0140415	Runner Technologies Inc	10,900.00
0140370	City of Huntington Beach	10,208.17
0140029	Workplace Resource	9,990.29
0140020	Southern Calif Edison Co	9,395.03
0140252	Dept of Industrial Relations	9,339.12
0140308	Orange County Printing	9,285.41
0140203	Spicers Paper Inc	8,830.50
0140436	Waxie Sanitary Supply	8,662.71
0140253	First Colony Life Insurance Co	8,183.57
0140172	Physician Sales & Service	7,914.87
0140460	Taylor & Associates	7,355.00
0139997	Corix Utilities	6,931.20
0140090	Drew & Associates	6,500.00
0140282	Education 4 Work	6,500.00
0140263	Baker & Taylor	6,364.79
0140374	Constellation New Energy Inc	6,291.53
0140363	CCC Bookstore	6,238.17
0140023	Thyssenkrupp Elevator	6,192.00
0140433	Vital Link Orange County	5,991.90
0140459	Elmco Duddy	5,933.75
0140103	Grainger	5,660.59
0140437	Xerox Corp	5,533.83
0140004	OC Auditor-Controller	5,449.50
0139906	Breach Security	5,354.00
0140075	Chipman Corp	5,335.00
0140147	LRH Consulting	4,608.00
0140421	Southern Calif Edison Co	4,592.68
0140418	Stephen Samuelian	4,495.00
0140321	Southern Calif Edison Co	4,295.08
0140250	Care Resources Inc	4,182.00
0140404	Pacific Office Interiors	4,074.37
0140296	Mandate Resource Services LLC	4,000.00
0139972	Western Graphics Plus	3,873.42
0140389	Human Resource Marketing Services Inc	3,825.00
0140360	Glen Boswell	3,743.38
0140218	Union Bank of California	3,534.92
0140027	Waxie Sanitary Supply	3,451.67
0139916	Dyntek Services Inc	3,345.65
0140149	Medco Supply Co	3,243.26
0140361	Boys and Girls Club of Huntington Valley	3,181.00
0140249	NSW/Airelink Mech Equip LLC	3,169.36

0140375	Daniels Tire Service	3,023.14
0140423	State Board of Equalization	3,002.00
0139915	DSC Consulting	3,000.00
0139951	Stephanie Phonsiri	3,000.00
0139938	Maria Mai	2,900.00
0140326	SunGard Higher Education Inc	2,880.00
0140017	Slater Ave II Limited Partnership	2,799.19
0140329	The Gas Company	2,767.50
0140092	Elsevier	2,745.66
0140302	OC Fire Protection	2,606.81
0140341	Xerox Corp	2,561.82
0140270	Chem Pro Laboratory Inc	2,478.00
0139936	Mary Lee	2,445.25
0140345	Keenan & Associates	2,428.67
0140431	Verizon California	2,400.19
0140104	Graybar Electric	2,329.35
0139962	Wendy Rakochy	2,310.00
0139924	Gibraltar Associates Inc	2,300.00
0140176	Pride Sash	2,277.00
0139946	Office Depot	2,209.46
0140208	T & L Printing Inc	2,147.81
0140046	Alan's Lawnmower & Garden Ctr Inc	2,112.49
0139937	Rachelle Lopez	2,079.00
0140173	Pocket Nurse	2,026.27
0140367	Cerritos Franchise Inc	2,000.00
0140285	Great Western Sanitary Supply	1,970.95
0140153	Mission Printing Co	1,957.50
0139966	Shinoda Design Center Inc	1,928.09
0140272	Coast Construction	1,918.00
0139919	James Farrow	1,887.17
0140397	Mesa Consolidated Water Dist	1,841.27
0140161	New Readers Press	1,822.10
0139932	Teresa James	1,765.76
0139961	Helen Quach	1,711.11
0140277	Day & Nite Door Service	1,695.00
0139984	Unum Ltc	1,677.70
0140008	Phoenix Group Info Systems	1,594.60
0139898	Apple Computer Inc	1,576.88
0139917	Emergency Medical Products Inc	1,568.89
0140150	Medical Arts Press	1,560.36
0140354	Amico Scientific Corp	1,549.14
0140026	Vietnamese Community of OC	1,539.00
0140030	Xerox Corp	1,533.54
0140235	Susan Wilcox	1,500.00
0140387	Byron Howell	1,500.00
0139925	GlaxoSmithKline	1,489.10
0140100	Gale Group	1,456.72
0140403	Office Depot	1,424.08
0140353	AMC Inc	1,395.00
0140383	GovConnection Inc	1,329.08
0140044	ACS Education Services Inc	1,315.45
0140165	Office Depot	1,304.76
0140438	Xerox Corp	1,295.31
0140211	The Irvine Co/CBC III-V	1,277.67

0140223	US Bank	1,273.96
0140298	Minuteman Plumbing	1,207.50
0140066	Calif Tool Welding Supply	1,202.85
0140314	Prado Olympic Shooting Park	1,200.00
0140352	Altaware Inc	1,200.00
0140369	City of Garden Grove	1,196.52
0139914	Ding-Jo Currie	1,178.90
0140342	CCCD Workers Comp Trust Fund	1,177.35
0140410	Psychological Assessment Resources Inc	1,175.04
0140398	Metroline Inc	1,170.00
0139988	AmericasPrinter.com	1,117.95
0140119	Hoover Printing & Lithography Inc	1,063.58
0140278	Declues, Burkett & Thompson, LLP	1,029.53
0140012	Scientific Equipment Repair	1,019.74
0140056	Baker & Taylor	1,017.44
0140038	Geocon Consultants Inc	987.70
0140419	SIGMAnet Inc	978.75
0140201	Southwest Windpower Inc	966.46
0140219	Unisource Worldwide Inc	956.89
0140073	Chem Pro Laboratory Inc	950.00
0140340	World Book Inc	945.04
0140019	South Coast Fire Protection Co	935.00
0140359	Bet Tzedek Legal Services	922.50
0139902	B & H Photo-Video	921.15
0140309	Par West Turf Services	916.65
0140313	Portacraft Inc	913.50
0140015	Shamrock Scientific Specialty Systems Inc	901.59
0140428	Tomark Sports	880.26
0140426	SunGard Higher Education Inc	875.00
0139903	Baker & Taylor	863.11
0140180	Psychological Assessment Resources Inc	855.36
0140291	John J Davis & Associates	850.00
0140331	Verizon Wireless	825.39
0140078	Steve Cox	810.00
0140335	Walters Wholesale Electric Co	805.92
0140025	United Direct Marketing Inc	800.00
0140276	DataPipe Inc	800.00
0140425	SunGard Higher Education Inc	782.00
0139965	Sears Commercial	772.98
0139893	Darian Aistrich	765.00
0140086	Davis, Suzie	762.47
0140330	The Gas Company	755.72
0140169	Pacific Parking Systems Inc	746.06
0140338	Waxie Sanitary Supply	738.41
0140003	Mutual Liquid Gas & Equipment	736.93
0139931	Walter Howald	734.89
0140105	Greg Clark Dental	733.61
0140327	T-Mobile	712.38
0139980	Amer Fidelity Assurance	709.00
0140414	RF MacDonald Co	700.00
0140429	US Bank	699.10
0140378	Fisher Scientific	695.22
0140377	Federal Express Corp	687.60
0140317	Sehi Computer Products Inc	687.18

0139953	Premier Office Services Co	682.72
0139969	Verizon Wireless	676.11
0140159	MT Walker Co	672.20
0139912	Paula Coker	647.02
0140210	The Gas Company	641.16
0139899	Aqua-Clear Water Treatment Specialists Inc	595.00
0140189	Rutland Tool & Supply Co	590.79
0140013	Scott Electric	590.00
0139993	Carolina Biological Supply	585.04
0139907	Carroll Promotions Inc	573.39
0140343	CCCD Workers Comp Trust Fund	570.92
0140118	Home Depot	556.70
0140366	CDS2	550.00
0139964	S & S Worldwide	537.95
0140396	Long Beach Mitsubishi Isuzu	516.36
0140232	Waxie Sanitary Supply	510.57
0140196	Shred Confidential Inc	507.94
0139983	First Health	503.70
0139970	Westcliff Medical Lab	500.00
0140192	Robert Schneiderman	500.00
0140220	United Parcel Service	500.00
0140289	Hoover Printing & Lithography Inc	495.90
0140069	Caston Office Solutions	495.03
0139973	Won Door Corp	485.00
0139955	Lorraine Prinsky	483.32
0139952	Powertron Battery Co	479.76
0140055	AT&T Mobility	477.51
0140333	Verizon Wireless	473.31
0140145	Lowe's Home Improvement	465.01
0140077	Columbia Dentoform Corp	463.71
0140311	Barry Perrou	462.20
0140021	Staples Advantage	461.72
0140264	Baytek Engineering LLC	455.00
0139948	Pearson VUE	450.00
0140134	Kingsbridge Int'l Investments Ltd	450.00
0139897	Amtech Elevator Services	433.85
0140386	Home Depot	429.79
0139967	Thomas Snyder	424.20
0140130	Jeran Products Inc	415.96
0140307	Office Depot	415.32
0140273	Consolidated Electrical Dist	414.00
0139911	Certified Transportation Serv	409.02
0140411	Registrations for You	405.00
0140412	Registrations for You	405.00
0140200	South Coast Air Quality Mgmt District	402.21
0140011	Kirk Schuler	400.00
0140297	Laurie Melby	400.00
0140323	Caroline Spoja	400.00
0140195	Scott Electric	398.89
0140248	Coast Construction	395.00
0140364	CCCAOE	395.00
0139992	CambridgeSoft Corp	393.31
0140002	Mai, Richard	390.74
0140286	GWC Food Services	388.50

0140006	Office Depot	381.15
0140043	Accurate Termite & Pest Control	379.00
0140351	ALD Security Innovations	375.00
0140123	Irvine Chamber of Commerce	360.00
0140082	CTI-Valueline	356.25
0140413	Registrations for You	355.00
0139895	Allied Refrigeration Inc	349.41
0140332	Verizon Wireless	346.25
0140236	Wilson, Elisa K.	333.25
0140274	Costco	332.49
0140380	Gale Group	330.80
0140014	Christopher Segerblom	325.00
0140115	HB Chamber of Commerce	325.00
0140349	ABC Window Cleaning	325.00
0139939	Newport Office Equipment	322.59
0140048	Arevalo, Janelle A	322.50
0140108	GWC Food Services	314.34
0140227	Village Nurseries	313.56
0139896	Amer Allied Biochemicals	311.95
0140226	Verizon California	297.80
0140271	Chevron USA Inc	297.31
0140350	ACCCA	295.00
0139930	Home Depot	288.24
0140390	Iron Mountain Records Mgmt	283.86
0140407	Pocket Nurse	282.73
0140231	Watkins, Lindsay A.	279.50
0140076	Coastal Carbonic	277.27
0139985	Academic Senate	275.00
0140262	Austin Hardwoods	271.94
0140239	Home Depot	269.88
0140071	Chaney, Jenielle K	268.75
0140284	Graybar Electric	266.38
0140347	Babette Kelly	264.30
0140053	AT&T	262.06
0140010	Ryonet Corp	259.00
0140049	Arreola, Leslie	258.00
0140109	Hananouchi, Jennifer L	258.00
0140112	Harkness, Kristin L	258.00
0140135	Kirkley, Allison N	258.00
0140141	Leon, Tyler W	258.00
0140182	Quan, Nina H.	258.00
0140214	Tillehkooh, Joanne	258.00
0140233	Westa, Emily R.	258.00
0139905	BJ Bindery Inc	255.56
0139998	Dell Higher Education	254.41
0139974	World Point	250.08
0140357	Sandra Barrera	250.00
0139944	OC Auditor-Controller	247.00
0139950	Performance Envelope	246.90
0140275	Crown Ace Hardware	246.59
0140358	Besam Entrance Solutions	241.32
0140261	AT&T	241.06
0139945	OC Fire Protection	240.00
0139940	Newport-Mesa Unified Sch Dist	239.21

0140122	Iron Mountain	238.01
0140175	Portillo, Adriana	236.50
0140094	Extron Electronics	234.99
0140152	Mesa Golf Carts	230.53
0140339	Frank Woodard	228.00
0140281	Dunn Edwards	225.24
0139994	CDWG	224.44
0140384	Graybar Electric	223.93
0139976	Xerox Corp	221.47
0140312	Pitney Bowes	218.10
0140085	Daniels, Julie K	215.00
0139918	Ewing Irrigation Products	213.43
0140288	Home Depot	211.39
0140001	Films Media Group	206.48
0140065	Bryan, Desiree N	204.25
0140216	Toshiba Business Solutions	203.20
0140346	Keenan & Associates	202.39
0140420	Smog & Gas of Costa Mesa	200.00
0140322	Spicers Paper Inc	195.21
0140401	OC Fire Protection	195.00
0140045	Aguirre, Ruby A.	193.50
0140063	Branin, Ann E.	193.50
0140113	Hatch, Luz P	193.50
0140132	Kieu, Thuy K	193.50
0140224	VadeBoncoeur, Danae C.	193.50
0140154	Model Glass & Mirror	192.00
0139935	Claire Kyllingstad	191.32
0140164	OCC Food Services	189.00
0140222	UPS Protection	189.00
0140293	Kelly Paper	186.69
0140221	United Rentals	185.41
0140256	Accurate Termite & Pest Control	184.00
0140258	AT&T	178.35
0140060	Bob's Shade & Linoleum	175.00
0140098	Fuller Engineering Inc	174.65
0140124	Irvine Pipe & Supply	173.64
0140168	Ortega, Soraya	172.00
0139933	John Wiley & Sons Inc	168.75
0140121	Hub Auto Supply	164.89
0140022	Suburban Water Systems	162.83
0140133	Kim, Diana S	161.25
0140151	Menchaca, Desiree K	161.25
0140183	Rambo, Ernestine A.	161.25
0140254	Vision Service Plan	160.25
0140265	Lisa Becker	152.00
0140318	Siemens Water Technologies Corp	150.67
0140160	Tatiana Nelson	150.50
0139910	CDT Inc	150.00
0140084	Dakota Int'l Trading LLC	150.00
0140198	Smog & Gas of Costa Mesa	150.00
0139904	Bell's Industrial Service	148.36
0140095	Fisher Scientific	147.96
0140206	Steris Corp	145.47
0140372	Coast Fitness Repair Shop	144.00

0140432	Verizon Wireless	142.15
0140191	Sanchez, Marcos	139.75
0140193	Schnierer, Noel J.	139.75
0140018	Thomas Snyder	136.98
0140385	Hardy Diagnostics	134.96
0140310	Pep Boys	132.57
0139999	Dunn Edwards	132.10
0140047	Albizures, Celina E.	129.00
0140058	Barber, Deborah Y	129.00
0140061	Bon, Alexandra L	129.00
0140067	Caouette, Katherine E	129.00
0140088	Domenici, Juliette B	129.00
0140099	Gaitan-Alacron, Jackeline	129.00
0140114	Haughey, Christine S	129.00
0140117	Hock, Eva M	129.00
0140126	Jacobs, Laura A	129.00
0140127	Jago, Abigail J	129.00
0140136	Klein, Amanda L	129.00
0140143	Limon, Jasmine L	129.00
0140148	McGriff, Kathleen	129.00
0140163	Ocasio, Ashley N.	129.00
0140186	Rico, Monique E.	129.00
0140188	Rosenzweig, Kelly S.	129.00
0140197	Sicking, Alison M.	129.00
0140234	Whitaker, Breanna J.	129.00
0139922	Fry's Electronics	126.07
0139949	Pep Boys	124.24
0139990	Balloons by Lucille	124.00
0140382	Genuine Aircraft Hardware	123.97
0140391	Johnstone Supply	120.61
0140416	Rutan & Tucker, LLP	115.95
0140267	Theresa Boyd	114.00
0140294	Gary Kinzer	114.00
0140300	Martin Naftel	114.00
0140328	Jenny Taylor-Monge	114.00
0140324	Staples Advantage	112.64
0140417	Safety & Fire Equipment Co Inc	112.50
0140320	Soundtree	110.81
0140091	Duarte, Leticia	107.50
0140301	Nguyen, Van K.	107.50
0140228	VWR International Inc	106.39
0140205	Stater Brothers	103.65
0140167	Oriental Trading Co Inc	102.87
0140266	BJ Bindery Inc	102.23
0140334	Vivitar Security Systems Inc	99.00
0140430	Verizon California	97.90
0140131	Thomas Juno	96.75
0139927	GWC Food Services	96.52
0140394	Larry's Building Materials	92.44
0140305	OCE' Financial Services Inc	92.42
0139987	Alpha Card Systems LLC	92.38
0140304	OCC Petty Cash	92.38
0139894	Alan's Lawnmower & Garden Ctr Inc	92.26
0139963	Rutland Tool & Supply Co	91.73

0140424	Suarez, Elizabeth	90.00
0140379	Ford Electronics Inc	89.04
0139941	Kim Thi Nguyen	88.00
0140062	Borland, Kimberly	86.00
0140101	Garcia, Sonia	86.00
0140187	Riechers, Tina L.	86.00
0140207	Sturges-Cobb, Lauri L.	86.00
0140028	Susan Winterbourne	84.15
0140441	Stater Brothers	83.80
0140007	Pharmedix	82.80
0140257	Amico Scientific Corp	81.89
0140110	Hardy Diagnostics	78.88
0140292	Kelly Equipment	77.09
0139956	Prudential Overall Supply Co	76.79
0139947	Pak West Paper and Packaging	76.13
0140089	Donovan, Jayne A	75.25
0140107	Gump, Margaret A	75.25
0140440	Home Depot	74.39
0140295	Lowe's Home Improvement	73.86
0140016	Siemens Water Technologies Corp	72.60
0140051	AT&T	71.95
0140052	AT&T	71.95
0140355	AT&T	69.57
0140290	Hub Auto Supply	69.32
0140064	Marilyn Brock	67.00
0139958	Prudential Overall Supply Co	66.77
0140315	Prudential Overall Supply Co	66.77
0140190	Loren Sachs	66.36
0140260	AT&T	66.31
0140395	Deborah Lewis	64.97
0140024	Tom Tran	64.94
0140050	Assayed, Zaynah	64.50
0140057	Baker, Tecla M	64.50
0140072	Chase, Leasa S	64.50
0140079	Cramer, Wendi L	64.50
0140080	Creager, Susan	64.50
0140081	Cruz, Nancy A	64.50
0140083	Dajero, Mary Ann B	64.50
0140096	Flores, Amy	64.50
0140097	Flores, Sylvia	64.50
0140102	Gilbert, Amy	64.50
0140106	Guerrero, Christina	64.50
0140120	Hopkins, Deborah	64.50
0140125	Iskander, Amany N	64.50
0140128	Jelinek, Viviana	64.50
0140129	Jennings, Sharon L	64.50
0140137	Kuehl, Roni A	64.50
0140138	Kumararatne, Radhi I	64.50
0140139	Kunkle, Cherie R	64.50
0140142	Lim, Gi Won	64.50
0140144	Lopez, Viviana N	64.50
0140146	Lowrey, Linda J	64.50
0140155	Montano, Maria S	64.50
0140156	Moore, Patricia L	64.50

0140157	Morris, Stephanie	64.50
0140166	Orellana, Veronica G.	64.50
0140170	Parisi, Gail E.	64.50
0140171	Perez, Helen	64.50
0140174	Pokorny, Heather A.	64.50
0140184	Ramsay, Pamela M.	64.50
0140194	Schwedinger, Beverley J.	64.50
0140204	Springer, Daralyn	64.50
0140209	Taylor, Pam R.	64.50
0140213	Tighe, Laura L.	64.50
0140217	Tucker, Lisa L.	64.50
0140225	Valencia, Roxanne M.	64.50
0140230	Wartan, Talin	64.50
0139934	JW Pepper & Son Inc	62.09
0140074	Berlynn Ching	61.60
0140381	Gaylord Bros Inc	61.42
0140422	Springdale Ace Hardware	61.10
0139995	Computerland of Silicon Valley	61.00
0140388	Hub Auto Supply	60.90
0140434	Jocelyn Wang	59.55
0139986	Alliance Payphone Inc	59.00
0139960	Prudential Overall Supply Co	56.64
0140325	Stater Brothers	55.62
0140362	Caston Office Solutions	54.32
0140337	Wards Natural Science	51.53
0140238	Chatwin, Heather	51.00
0140376	Emergency Medical Products Inc	48.88
0139989	AT&T	48.59
0140368	Cintas First Aid & Safety	48.36
0140093	Ewing Irrigation Products	47.33
0140336	Wards Natural Science	46.93
0139921	Frey	46.55
0140068	Captain's Nautical Supplies Inc	43.26
0140181	Robert Putzel	42.00
0140405	Hai Pham	42.00
0140356	Baker & Taylor	40.82
0140116	Hitt Marking Devices Inc	39.85
0140268	C2 Reprographics	38.50
0139920	Fisher Scientific	32.51
0140392	Kelly Paper	31.60
0140287	Leslie Hargrove	30.45
0140162	Linda Newman	30.00
0140371	City of Westminster	30.00
0139913	Columbia Dentoform Corp	29.70
0140435	Sean Watson	29.70
0140215	Time Warner Cable	28.91
0139991	Evelyn Bell	28.35
0139900	AT&T	28.12
0140280	Kevin Donahue	28.00
0140316	Prudential Overall Supply Co	27.97
0140185	Rhino Electric Supply	27.73
0140202	Sparkletts	27.54
0139923	Genuine Aircraft Hardware	27.06
0140229	Wards Natural Science	26.75

0140283	Grainger	26.39
0139929	Hitt Marking Devices Inc	25.44
0140199	SoCal Office Technologies Inc	24.31
0139928	Leslie Hargrove	20.66
0140439	Tracy Young	20.20
0140005	OC Dept of Education	20.00
0140400	OC Dept of Education	20.00
0139957	Prudential Overall Supply Co	19.11
0140178	Prudential Overall Supply Co	19.11
0140408	Prudential Overall Supply Co	19.11
0140177	Prudential Overall Supply Co	19.10
0140393	Konica Minolta Business Solutions USA Inc	19.00
0139959	Prudential Overall Supply Co	18.62
0140179	Prudential Overall Supply Co	18.62
0140409	Prudential Overall Supply Co	18.62
0140259	AT&T	15.74
0140054	AT&T	15.44
0139901	AT&T	15.42
0140111	Dale Harguess	15.00
0140140	Antonio Leon	10.00
0140158	Michael Morvice	10.00
0139954	Lorraine Prinsky	9.90
0140212	Theodore Robins Ford	8.96
0140000	Federal Express Corp	8.11
0140319	Smardan Supply Co- Orange Coast	6.99
0140306	Oce' Imagistics Inc	6.10
	Total	**$ 2,806,271.07**

Agenda Item

3.06.03 Check List for General Obligation Bond Fund

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.06.03 Check List for General Obligation Bond Fund

CheckApprovalBond3-3-10.pdf

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDBudget. Last Update on 02/25/2010 by ChristianTreece

NUMBER	NAME OF VENDOR	AMOUNT	PROJECT
0140443	Alpha Mechanical Heating & Air Conditioning OCC Bldg CHS and Lab Sciences	199,584.00	420207
0140445	Anderson Charnesky Structural Steel Inc OCC Bldg CHS and Lab Sciences	157,860.00	420207
0140033	CW Driver OCC Bldg CHS and Lab Sciences	88,802.40	420207
0140454	Richard & Richard Construction Co Inc OCC Bldg CHS and Lab Sciences	80,098.00	420207
0140243	LPA Inc CCC Land Development	77,072.98	420894
0140447	Bergelectric Corp OCC Bldg CHS and Lab Sciences	67,958.00	420207
0140453	Professional Plumbing Inc OCC Bldg CHS and Lab Sciences	27,356.29	420207
0139978	TYR Inc	22,320.00	420356
0140444	Alpha Mechanical Heating & Air Conditioning	22,176.00	420207
0140446	Anderson Charnesky Structural Steel Inc	17,540.00	420207
0140452	Mobile Modular Management Corp	16,347.30	420297
0140240	Bundy-Finkel Architects Inc	16,000.00	420249
0140034	Judge Netting Inc	12,900.00	420233
0140244	Nat'l Sign & Marketing Corporation	10,793.44	420253
0140451	Judge Netting Inc	8,600.00	420233
0140448	Industry Coatings	7,646.00	420207
0140246	Webb Design	6,000.00	420249
0140456	TBP/Architecture	4,294.30	420233
0140245	Seville Group Inc	2,510.00	420206
0140241	IBI Group	2,420.67	420243
0140449	ISEC	1,800.00	420207
0140031	AEPC Group LLC	1,773.75	420249
0140442	Ace Electric Inc	1,746.00	420233
0140242	Interpipe Contracting Inc	1,512.21	420207
0140032	Coast Construction	1,188.00	420207
0139977	Bundy-Finkel Architects Inc	668.56	420101
0140035	Schirmer Engineering	575.00	420207
0140455	Schirmer Engineering	575.00	420207
0140457	Verne's Plumbing Inc	438.00	420233
0140036	So Cal Soil & Testing Inc	230.00	420207
0140450	ISEC	200.00	420207
0140458	Verne's Plumbing Inc	49.00	420233
	Total	**$ 859,034.90**	

Agenda Item

3.06.04 Authorization for Special Payments - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.06.04 Authorization for Special Payments - Coastline Community College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Laurie Swanouth Last update on 02/25/2010 by Christian Teeter

Agenda Item

3.06.05 Authorization for Special Payments - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action
Public Access: Yes

Agenda Item Content

3.06.05 Authorization for Special Payments - Golden West College

NONE

Additional Administrative Content

Created on 01/29/2010 at 0[illegible] PM by Christopher Irvin. Last update on 02/25/2010 by Christian Teeter.

Agenda Item

3.06.06 Authorization for Special Payments - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.06.06 Authorization for Special Payments - Orange Coast College

NONE

Additional Administrative Content

Created on 01/25/2010 at 01:50 PM by Lynnanne Minton - Last Updated on 02/25/2010 by Christian Teeter

Agenda Item

3.06.07 Authorization for Special Payments - District

Meeting: 03/03/2010 Regular Meeting
Category: 3. Consent Calendar
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

3.06.07 Authorization for Special Payments - District

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDAdsvc. Last Update on 02/25/2010 by Christian Tester.

Agenda Item

4.00 Action Items

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.00 ACTION ITEMS

(Green Pages)

The following action items require individual motions and votes before these items can be implemented. Board actions which would have the effect of amending current District policies will be specifically noted. Current policies affected will be referenced.

Additional Administrative Content

Created on 01/29/2010 2:01:50 PM by Laurie Swanson. Last update on 02/25/2010 by Joel Rodriguez.

Agenda Item

4.01 Approval of Agreements - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.01 Approval of Agreements - Coastline Community College

4.01.01 Approve Memorandum of Understanding between the City of Newport Beach and the Coast Community College District

1. Background:

Coastline Community College will be building a new campus in the 1500 block of Monrovia Avenue in Newport Beach. Currently, there are two office buildings on the property at 1527-1533 and 1535 Monrovia that will be demolished before construction can begin. The District's Land Development Committee made the recommendation that, before the buildings are demolished, they be made available to the Newport Beach Police and Fire Departments for training. Representatives from police and fire were contacted and both departments were pleased with the offer to use the facilities for training for SWAT, patrol officers, and fire/rescue personnel. Since the buildings will eventually be demolished, any damage caused by training is not a concern. An agreement (MOU) between the District and the City of Newport Beach has been prepared for Board approval

2. Goal/Purpose:

Positive community relations
Develop relationship with the police and fire departments in the City
Enhance police and fire training through the use of realistic scenarios and locations.
Positive media relations
Increased police presence in the area to enhance security

3. Comments: None

4. Recommendation Statement: After review by the Interim College President, District Risk Services and District General Counsel, it is recommended by the Chancellor that the Board approve the Memorandum of Understanding between the City of Newport Beach and the Coast Community College District allowing the Newport Beach City police and fire departments to utilize the Monrovia property buildings for training purposes prior to demolition. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees. (See MOU Police and Fire Training on District Property Attachment # 10)

5. Fiscal Review and Impact: None

MOU Police & Fire Training on District Property.pdf

Additional Supporting Content

Agenda Item

4.02 Approval of Agreements - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.02 Approval of Agreements - Golden West College

NONE

Additional Administrative Content

Created on 01/29/2010 at 1:50 PM by Christian Teeter Last update on 02/25/2010 by Christian Teeter

Agenda Item

4.03 Approval of Agreements - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.03 Approval of Agreements - Orange Coast College

4.03.01 Approve Agreement between California Community Colleges Energy Efficiency Partnership Program 2010-12 and Coast Community College District in cooperation with Southern California Edison, the incentive funded by the California Public Utilities Commission "CPUC" from Public Goods Charge (PGC) funds. The project to receive incentive funds is the "Orange Coast College Technology Controls Upgrade"

Background: One-time offer with the California Community Colleges Energy Efficiency Partnership Program. The Technology Building Controls Upgrade is eligible for incentives under the program. District must install energy-efficient equipment which at minimum exceeds the program baseline energy use or a generally accepted industry standard for energy efficiency.

Goal/Purpose: Install and operate the proposed Technology Building Controls Upgrade. Reduce utility usage and costs benefitting the environment and the college utilities budget.

Comments: None

Recommendation Statement: After review by the College President and District General Counsel, it is recommended by the Chancellor that the Board approve the Agreement with the California Community Colleges Energy Efficiency Partnership Program 2010-2012 in cooperation with Southern California Edison Company. The incentive for this program is funded by the California Public Utilities Commission "CPUC" from Public Goods charge (PGC) funds. The Agreement enables Orange Coast College to receive $62,539.68 toward the facility retrofit energy efficient equipment for the Technology Controls Upgrade. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees. (See Attachment #3).

Fiscal Review and Impact: The District will receive $62,539.68 for participating in this program.

4.03.02 Approve Amendment to the Master Licensing Agreement between Starbucks Coffee Company and Coast Community College District

Background: This is the first amendment to the Master Licensing Agreement with changes including coffee bean and tea pricing. This amendment only affects the pricing of coffee and teas purchased from Starbucks by the Instructional Food Service Operation of Orange Coast College. This supports our current relationship with Starbucks with a clear pricing between the 1 pound and 5 pound units of coffee; however, pricing could increase the sale price. The amendment is entered into March 3, 2010. (See Attachment #2)

Goal/Purpose: To amend the pricing of coffee bean and tea in the Master Licensing Agreement signed on February 16, 2006.

Comments: None

Recommendation Statement: After review by the College President and District General Counsel, it is recommended by the Chancellor that the Board approve the amendment between the Starbucks Coffee Company and the Coast Community College District. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

Fiscal Review and Impact: Gross annual revenue of $459,000

Southern California Edison.pdf

Starbucks Agreement.pdf

Additional Administrative Content

4.04 Approval of Agreements - District

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action (Consent)
Public Access: Yes

4.04 Approval of Agreements - District

04.04.01 Approve Application Subscription Program Agreement between TouchNet Information Systems, Inc. and the Coast Community College District for a Software License for Processing Student Tuition Credit Card Payments and Refunds

1. Background

The majority of our registration is on the web with most students paying by credit card at the time of registration. In 2009, we ran over 28,000 refund checks to students who either dropped classes or had fee waivers processed after they had paid. There is a large expense for printing and mailing the checks. We also spend a lot of staff time re-issuing checks that get lost in the mail and reconciling with the bank.

TouchNet offers a software solution that allows the processing of refunds back to the credit card that was used for payment on the web. Students that pay in person would still receive a paper check refund. Moving to TouchNet for payment processing will save the District thousands of dollars and comply with industry standards of refunding to the credit card used for payment. Also, when parents pay fees for their children, they will get the credit back instead of sending a check to the student.

The current vendor charges for both their software and the merchant processing fees as a percentage of the amounts charged on credit cards. In 2009, we paid about $570,000 for these fees. TouchNet only charges for their software and merchant fees will be paid separately to the processor we select in the future. Annual TouchNet fees are $73,030, one-time fees spread over 5 years are $7,875, and anticipated merchant fees will be $481,000 for a total annual cost of $561,905.

2. Goal/Purpose

a. To improve responsiveness to students
b. To save on printing and mailing costs
c. Reduce staff time
d. Reduced error rates / lost checks

3. Recommendation

After review by the Vice-Chancellor, Administrative Services and District General Counsel, it is recommended by the Chancellor that the Board approve the Application Subscription Program Agreement between TouchNet Information Systems, Inc. and the District. This Agreement provides the District with improved student registration credit card payment and refund processes, reduces errors and lost checks, and will result in savings by the District. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees. (See TouchNet Information Systems, Inc. Attachment No. 6)

4. Fiscal Impact: One-time Professional Service Fee of $39,375, and an Annual Application Subscription Program Fee of $73,030, for each year of the Five year term. Total cost: $404,525.

Agenda Item

4.05 Buildings and Grounds Approvals

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.05 Buildings and Grounds Approvals

4.05.01 Approve Independent Contractor Agreement with Cambridge West Partnership, LLC; Preparation of Final Project Proposals for Orange Coast College and Golden West College Building/Facilities Program Implementation for 2010-2011

4.05.02 Authorization for Addendum No. 3 to tBP Architecture; Orange Coast College Softball Field

4.05.03 Approve Independent Contractor Agreement with GMU Geotechnical, Inc.; Coastline Community College Newport Beach Learning Center

BuildingsAndGrounds0303.pdf

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by CCCDBG. Last update on 02/25/2010 by SCCDBG.

4.05.01 Approve Independent Contractor Agreement with Cambridge West Partnership, LLC; Preparation of Final Project Proposals for Orange Coast College and Golden West College Building/Facilities Program Implementation for 2010-2011

1. **Background**

At the September 2, 2009 meeting, the Board approved an agreement with Cambridge West Partnership, LLC to implement the first phase of the District's Cap/Load Management and Finance Resourcing Program (Program). This initial phase consisted of activities and services targeted to positioning the District for State funding assistance. Phase I included production of the State's required documents, including the Coast Community College District Report 17, ASF/OGSF Summary and Capacities Summary (Space Inventory), the creation and submittal of the Five-Year Construction Plan and the submittal of Initial Project Proposals (IPPs).

The Board determined that Phase II of this Program would be revisited and considered pending approval of new IPPs at the State. Phase II of the Program consists of petitioning and securing the award of State monies for District capital projects.

Most recently (January 2010), the District was notified that the State had approved two of the District's IPPs from the previous year: The Business, Math, Computing Center building at Orange Coast College and the Language Arts Complex at Golden West College. Both have been cleared to proceed as Final Project Proposals (FPPs) for the current budget year.

2. **Goal/Purpose**

Final Project Proposal for Business, Math and Computer Center (Orange Coast College)
If approved for the current budget year, this project would receive first funding in 2012/2013 and have an occupancy date of 2015/2016. Last year's total cost estimate as an IPP was $34,482,000. It was proposed as funded 70% by the State ($24,138,000) and 30% by the District ($10,344,000).

Final Project Proposal for Language Arts Complex (Golden West College)
This project would resolve three important issues at Golden West College:

a. Address the unmet growth needs of the Language Arts instructional division.
b. Consolidate the space devoted to this division into a single facility.
c. Remove and replace a 35-year old building that will become unsafe in the near future.

If approved for the current budget year, this project would receive first funding in 2012/2013 and have an occupancy date of 2015/2016. Last year's total cost estimate as an IPP was $23,928,000. It was proposed as funded 80% by the State ($19,143,000) and 20% by the District ($4,785,000).

3. **Comments**

None

4. **Recommendation Statement**

After review by the Vice Presidents of Administrative Services for Orange Coast College and Golden West College, Assistant Director of Facilities, Planning and Construction and the Vice Chancellor of Administrative Services, it is recommended by the Chancellor that authorization be given to employ Cambridge West Partnership, LLC for planning and implementation services for Orange Coast College and Golden West College pursuant to the District's Standard Independent Contractor Agreement. The scope of work is described in the Scope of Work document attached to each Trustee's agenda. (See Attachment 5)

The fees for services will be as follows:

a.	Language Arts Complex Project	$60,000
b.	Math, Business, Computing Center	$38,500

It is further recommended that the President of the Board of Trustees, or designee, be authorized to sign the agreement.

Fiscal Impact: Not to Exceed $98,500 (Capital Outlay Funds)

4.05.02 Authorization for Addendum No. 3 to tBP Architecture; Orange Coast College Softball Field

1. Background

Upon completion of the Orange Coast College Softball Field project, it has been determined that additional or extended netting is required to minimize the risk of balls being hit onto Adams Avenue. The Facilities project team has determined that additional analysis is needed to determine an appropriate height and structural impact.

2. Goal/Purpose

Additional design services will include a trajectory analysis, structural engineering services, and DSA submission for the appropriately determined enclosure.

3. Comments

None

4. Recommendation Statement

After review by the Orange Coast College Vice President of Administrative Services, Assistant Director of Facilities Planning and Construction and the Vice Chancellor of Administrative Services, it is recommended by the Chancellor that authorization be given to accept Addendum No. 3 for additional architectural services for the Orange Coast College Softball Field.

The scope of services is to include the following:

> Expanded architectural and structural engineering services to prepare construction documents for supplemental fencing behind the new softball field at Orange Coast College. tBP Architecture will contribute two thirds share of the trajectory study cost in an effort to resolve this issue.

The District portion of the fee for the above services will be a fixed fee of $11,700.

It is further recommended that the President of the Board of Trustees, or designee, be authorized to sign the agreement.

Fiscal Impact: $11,700 (General Obligation Bond Fund/Measure C)
Master Plan Approved Project
OCC Health/Wellness Facilities
OCC Upgrade Softball Field

4.05.03 Approve Independent Contractor Agreement with GMU Geotechnical, Inc.; Coastline Community College Newport Beach Learning Center

1. Background

The Newport Beach Learning Center consists of a three-story at-grade structure and parking lots. The area of the proposed structure is approximately 40,184 square feet in plan view. In addition, the project will contain an onsite stormwater infiltration system to be situated in the parking lot areas. The area of the proposed development is currently occupied by vacant dirt lots, existing structures, and asphalt paved parking lots.

As a normal course of the design process, geotechnical engineers are contracted to observe, investigate, sample, analyze, and report geological and geotechnical site conditions. The review consists of site exploration based on published geologic references, boring/sampling analysis to determine site conditions, and the subsequent analysis of investigative findings and preparation of site specific geotechnical calculations.

2. Goal/Purpose

Soils analysis/geotechnical sampling is required to complete the structural design for the Coastline Community College Newport Beach Learning Center. This analysis will be utilized by the architect of record in the preparation of documents for Division of State Architect's approval.

3. Comments

None

4. Recommendation Statement

After review by the Coastline Community College Vice President of Administrative Services, Assistant Director of Facilities Planning and Construction, Vice Chancellor of Administrative Services, and District General Counsel, it is recommended by the Chancellor that authorization be given to employ GMU Geotechnical, Inc. for testing services for the Coastline Community College Newport Beach Learning Center pursuant to a Non-Standard Independent Contractor Agreement.

The scope of service is to include the following tasks:

a.	Site Reconnaissance & Literature Review	$ 600
b.	Field Exploration	$ 4,800
c.	Laboratory Testing	$ 3,000
d.	Engineering Analysis & Report Preparation	$ 5,500
e.	Addendum Review/Bid Responses	$ 3,000
f.	Project-specific Professional Liability Coverage ($1,000,000)	$ 2,000

The fee to perform the above service is $18,900

It is further recommended that the President of the Board of Trustees, or designee, be authorized to sign the agreement.

Fiscal Impact: $18,900 (General Obligation Bond fund – Measure C)
Master Plan Approved Project
CCC Newport Beach Learning Center

Agenda Item

4.06 General Items of Business - Coastline Community College

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

4.06 General Items of Business - Coastline Community College

NONE

Additional Administrative Content

Created on 01/29/2010 10:59 PM by Laurie Swanoutt Last update on 02/25/2010 by Christian Teeter

Agenda Item

4.07 General Items of Business - Golden West College

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.07 General Items of Business - Golden West College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Christina Irvin. Last update on 02/25/2010 by Christian Teeter.

Agenda Item

4.08 General Items of Business - Orange Coast College

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Information
Public Access: Yes

Agenda Item Content

4.08 General Items of Business - Orange Coast College

NONE

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Lyndanne Minton. Last update on 02/26/2010 by Christian Teeter

Agenda Item

4.09 General Items of Business - District

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content

4.09 General Items of Business - District

4.09.01 Nomination of Jennifer LaBounty as California Community Colleges Classified Employee of the Year

The State Chancellor's Office annually solicits nominations for the California Community Colleges Classified Employee of the Year to all community colleges in California. The Coast Federation of Classified Employees in tandem with the staff of the three colleges and District Office solicited nominations for this award in December 2009. As a result of this process, Jenninfer LaBounty of Orange Coast College has received a nomination.

After review by the President of the Coast Federation of Classified Employees, it is recommended that the Board nominate Jennifer LaBounty to as the Coast Community College District's nominee for the California Community Colleges Classified Employee of the Year. The Board President, or designee, and the President of the Coast Federation of Classified Employees are authorized to process any related documents pertaining to the nomination, indicating approval by the Board of Trustees.

A copy of the nomination documents are attached to each Trustee's Agenda. (See Attachment #4)

4.09.02 Approve Agreement with DoCircle, Inc., DBA Trumpia, for Text Messaging Services

After review by the District Student Council, Secretary of the Board, and District General Counsel, it is recommended by the Student Trustee that the Board approve the Agreement with DoCircle, Inc., DBA Trumpia, for text messaging services. The Board President, or designee, is authorized to sign the Agreement and any related documents with DoCircle, Inc., indicating approval by the Board of Trustees.

With the financial support of the Associated Students of Orange Coast College, Associated Students of Golden West College, Coastline Community College Student Advisory Council, Coast Federation of Educators, Coast Community College Association, and Coast Federation of Classified Employees, the District Student Council has embarked on a statewide text messaging campaign with the slogan "No More Cuts" to transmitted via text message to a designated phone number assigned by Trumpia. The text messaging campaign will run from March 12, 2010 to March 19, 2010. At the conclusion of the of the text messaging campaign, the District Student Council will forward a copy of each text message received to various legislators and government officials. (See Attachment #11)

Fiscal Impact: $18,250, from Associated Students of Golden West College funds, Associated Students of Orange Coast College funds, Coastline Student Advisory Council funds, the Coast Federation of Educators, Coast Community College Association, Coast Federation of Classified Employees

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.10 Resolutions

4.10.01 Adoption of Resolution #010-06, Resolution Restoring Sound Fiscal Policies in the State of California

Coast Community College District Board of Trustees Resolution # 010-06 Resolution Restoring Sound Fiscal Policies in the State of California

WHEREAS, more than seventy percent of the funding for classroom instruction and student services at thee Coast Community College District originates within the State of California; and

WHEREAS, over eighteen billion dollars has been slashed from the statewide public education budget (including K-12 through university) in the past two years; and

WHEREAS, the impact in the Coast Community College District has been more than twelve million dollars in reduced state funding for Fiscal Year 2009-2010; and

WHEREAS, the Coast Community College District has been forced to implement severe budget cuts due to the state budget shortfall; and

WHEREAS, the impact has already resulted in reduced course offerings for our students, increased class sizes, and reduced student services, resulting in a loss of access for our students to the education they need and deserve; and

WHEREAS, many hourly classified staff and part-time faculty members working in the District have already lost their jobs, with a resultant adverse impact on the District's capacity to provide educational services, an expansion of the unemployed, and more downward pressure on the local economy; and

WHEREAS, the state of California is one of the only states in the nation that requires a two-thirds legislative supermajority to pass both a budget and new taxes; and

WHEREAS, in the past several years a small minority of legislators have blocked the will of the majority in order to prevent a balanced approach to solving the budget crisis; and

WHEREAS, this minority of legislators have frustrated the will of the majority once again in Fiscal Year 2009-2010, which has resulted in draconian cuts to the District budget, which has significantly impacted the District's ability to carry out its educational mission;

NOW, THEREFORE BE IT RESOLVED, that the Coast Community College District will work with all interested parties in the community to advocate for a balanced approach to fixing the fiscal crisis in California to resolve state budgetary problems that have severely impacted the

delivery of quality education in our District,

BE IT FURTHER RESOLVED, that the Coast Community College District will work with all interested parties to publicly advocate a simple legislative majority to replace the two-thirds supermajority in the California Legislature for purposes of passing taxes and passing a state budget.

Additional Administrative Content

Created on 01/29/2010 at 10:50 PM by CCCDAdsvc. Last update on 02/25/2010 by Tracey Sanders.

Agenda Item

4.11 Approval of Minutes

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Information
Public Access: Yes

Agenda Item Content

4.11 Approval of Minutes

After review by the Secretary of the Board of Trustees, it is recommended by the Board Clerk that the Minutes of the following meetings be approved:

Regular meeting of: February 17, 2010

Additional Administrative Content

Created on 01/29/2010 at 1:50 PM by Jodi Rodrigues - Last Updated on 02/25/2010 by Tracy Sanders

Agenda Item

4.12 Policy Implementation

Meeting: 03/03/2010 Regular Meeting
Category: 4. Action Items
Agenda Type: Action
Public Access: Yes

Agenda Item Content

4.12 Policy Implementation

4.12.01 Adoption of New and Amended Hiring Policies Recommended by Hiring Policy Task Force

1. Background Information

The Board of Trustees had the opportunity to review the proposed hiring policies at the Regular Meeting of February 17, 2010. The recommendations being presented represent the combined effort of the Hiring Task Force with input from constituent groups throughout each stage of the process. Recommendations have also been vetted through Chancellor's Cabinet, General Counsel, and are now presented for adoption by the Board of Trustees. New language is indicated in bold and underlined text; recommendations for deleted language are shown with strikethroughs.

2. Goal/Purpose

At the request of the Board of Trustees and in complying with the Board Directives Log, these hiring policies have been reviewed, amended or drafted by the Hiring Policy Task Force.

3. Comments

None.

4. Recommendation Statement

After review by the Hiring Policy Task Force, Vice Chancellor of Human Resources, and the District General Counsel, it is recommended by the Chancellor that the Board adopt the following policies: (1) Recruitment and Selection; (2) Equal Employment Opportunity Statement; (3) Equal Opportunity Plan Policy; (4) Faculty Hiring Policy; (5) Faculty Qualifications Policy; (6) Classified Hiring Policy; (7) Confidential Hiring Policy; and (8) Management Hiring Policy. (See attachment #9).

5. Fiscal Review & Impact

None.

050-1-1 Recruit Selection Policy AGENDA 2-17-10.pdf 050-1-2 EEO POLICY STATEMENT - AGENDA 2-17-10.pdf

050-1-3 EEO PLAN POLICY STATEMENT - AGENDA 2-17-10.pdf 060 - Faculty Hiring Policy - AGENDA 2-17-10.pdf

060 - Faculty Qualifications Policy - AGENDA 2-17-10.pdf 070 - Classified Staff Hiring Policy - AGENDA 2-17-10.pdf

080-1-2.1 CONFIDENTIAL STAFF HIRING POLICY - AGENDA 2-17-10.pdf 090 - Management Hiring Policy - AGENDA 2-17-10.pdf

Additional Administrative Content

Created on 02/19/2010 8:41:10 AM by CCCD Admin. Last updated on 02/25/2010 by Tracy Sanders

Agenda Item

5.00 Public Comment (Items not on Agenda)

Meeting: 03/03/2010 Regular Meeting
Category: 5. Public Comment
Agenda Type: Information
Public Access: Yes

Agenda Item Content

5.00 Public Comment (Items not on Agenda)

At this time, members of the public have the opportunity to address the Board of Trustees on any item within the subject matter jurisdiction of the Board. Persons wishing to make comments are allowed five minutes per item. A "Request to Address the Board of Trustees" card needs to be completed and filed with the Secretary of the Board prior to speaking.

The Board requests that the public speak on matters which are on this agenda at the time that the item is considered by the Board. Public Comment regarding matters not on the Agenda will be taken at this time. Please note that the Board cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda for Board consideration.

It is the intention of the Coast Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance beyond what is normally provided, the Coast Community College District will attempt to accommodate you in every reasonable manner. Please contact the Secretary of the Board at (714) 438-4848, as soon as possible to inform us of your particular needs so that appropriate accommodations may be made.

Additional Administrative Content

Created on 1/29/2010 1:01:50 PM by Jodi Rodriguez Last Update on 02/25/2010 by Jodi Rodriguez

Agenda Item

6.00 Adjournment

Meeting: 03/03/2010 Regular Meeting
Category: 6. Adjournment
Agenda Type: Information
Public Access: Yes

Agenda Item Content

6.00 Adjournment

Additional Administrative Content

Created on 01/29/2010 at 01:50 PM by Nancy Hill Last Update on 02/25/2010 by Joel Rodriguez

Regular Meeting

Board of Trustees

Coast Community College District

District Board Room

5:00 p.m. Closed Session, 6:30 p.m. Regular Meeting

February 17, 2010

MINUTES

A Regular Meeting of the Board of Trustees of the Coast Community College District was held on February 17, 2010 in the Board Room at the District Office.

1.00 Preliminary Matters

1.01 Call to Order

Board President Jerry Patterson called the meeting to order at 5:01 p.m.

1.02 Roll Call

Trustees Present:	Jerry Patterson, Mary Hornbuckle, Walter Howald, Jim Moreno, Lorraine Prinsky and Student Trustee Robert Lane
Trustees Absent:	None

1.03 Public Comment (Closed Session – Items on Agenda)

There were no requests to address the Board during Public Comment.

1.04 Recess to Closed Session

Conducted in Accordance with applicable sections of California law. Closed Sessions are not open to the public.

The Board recessed to Closed Session at 5:03 p.m. to discuss the following items:

1.04.01 Public Employment (Pursuant to Government Code Section 54957 (b) (1))

1. Faculty Special Assignments
2. Substitute Faculty
3. Full-time Faculty
4. Part-time Faculty
5. Educational Administrators
6. Classified Management
7. Classified Staff
   a. Division Area Office Coordinator
8. Reclassification and Reorganization/Reassignment
   a. Benefits Technician
9. Classified Temporary Assignments
   a. Lead Mechanic
   b. Special Assignment
10. Hourly Staff
11. Substitute Classified
12. Clinical Advisor/Summer
13. Medical Professional Hourly Personnel
14. Student Workers

Public employment materials are available upon request from the Board of Trustees' Office

1.04.02 Conference with Legal Counsel: Existing Litigation (Pursuant to sub-section "a" of Government Code Section 54956.9)

Morgenstern v. Orange Coast College et al., Orange County Superior Court Case No. 30-2008-00109222
Coast Federation of Educators v. Coast Community College District (CFE Arbitration)
Faber v. Coast Community College District et al., Orange County Superior Court Case No. 30-2009-00126090
Jacobson v. Coast Community College District (Arbitration)
Williams v. Coast Community College District, US District Court Case No. SACVIO-47 DOC (MLGX)

1.04.03 Conference with Labor Negotiator (Pursuant to Government Code Section 54957.6)

Agency Negotiator: Joseph Quarles Ed.D., Vice Chancellor, Human Resources

Employee Organizations:

Coast Federation of Classified Employees (CFCE),
Coast Community College Association-California Teachers Association/National Education Association (CCCA-CTA/NEA),
Coast Federation of Educators/American Federation of Teachers (CFE/AFT),
Unrepresented Employees: Association of Confidential Employees (ACE),
Unrepresented Employees: Coast District Management Association (CDMA),
Educational Administrators

1.04.04 Public Employee Performance Evaluation
(Pursuant to Government Code Section 54957)

Position: Secretary of the Board of Trustees

1.04.05 Public Employee Performance Evaluation
(Pursuant to Government Code Section 54957)

Position: Chancellor

1.05 Reconvene Regular Meeting at 6:30 p.m.

The Board reconvened to Open Session at 6:30 p.m.

1.06 Pledge of Allegiance

Trustee Howald led the Pledge of Allegiance to the United States.

1.07 Report of Action in Closed Session

Dr. Christian Teeter, Secretary of the Board of Trustees, reported that on a motion by Dr. Prinsky and seconded by Mr. Howald, the Board voted unanimously to approve Agenda Item 1.04.01, Public Employment. (See appendix A, pages 18-26).

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

1.08 Public Comment (Open Session - Items on Agenda)

Neal Kelsey addressed the Board regarding the "Fight for California's Future" and the "March in March" event.

1.09 Presentations, Ceremonial Resolutions and Public Hearings

Mr. Eddie Marquez of Southern California Edison presented a check in the amount of $100,000 to the Golden West College Foundation for the Green Jobs Initiative.

1.09.01 Resolutions to Honor and Accept the Retirements

The Board expressed appreciation and congratulations to the following retiree with 10 or more years of service to the Coast Community College District:

Martha Pham, CCC, Division/Area Office Coordinator

It was moved by Mr. Moreno and seconded by Ms. Hornbuckle to accept these retirements.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

1.09.02 District General Counsel's Report on Open Meeting Law (Brown Act) Questions Regarding Board Members Attendance at Academic Senate Meetings

Jack P. Lipton, Ph.D., Esq., District General Counsel, provided the Board with a report and presentation of the Brown Act.

4.02.01 Approve Amendment to Non-Standard Agreement with Boys and Girls Club of Huntington Valley for Ground Lease

It was moved by Mr. Howald and seconded by Mr. Patterson to hear Agenda Item 4.02.01 Approve Amendment to Non-Standard Agreement with Boys and Girls Club of Huntington Valley for Ground Lease, at this time.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

It was moved by Mr. Howald and seconded by Ms. Hornbuckle approve the amendment to the agreement between Boys and Girls Club of Huntington Valley and the Coast Community college District for ground lease from December 2006 through completion of contract with the following changes listed below: The Board President, or designee, is authorized to sign the amendment and any related documents, indicating approval by the Board of Trustees.

1. Deletion of Section 1(g) pertaining to Indemnification; and
2. Revision of Section 2(a) so that the language now reads "Pursuant to Section 8.3 of the Work Letter (Exhibit 'B' to the Lease), Landlord hereby exercises its discretion to require Tenant to obtain a lien bond for all Phases and for Phase I a completion bond in the amount of $3.5 million, or another amount satisfactory to the Landlord, and for Phases II and III, a completion bond in an amount sufficient, as determined by Landlord,

to ensure the completion of these Phases of construction, naming Landlord as co-obligee, and to have such bonds in place prior to commencement of construction of each Phase."

Fiscal Impact: $80,000 income per original agreement. 50% increase to base rent if tenant does not complete the Joint-Use Gymnasium or the Club per schedule.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

2.00 General Information and Reports

2.01 Informative Reports

(Oral reports shall be limited to a maximum of three minutes. If requested and provided to the Board during the oral report, a written report shall be included as part of the public record. These reports generally will cover issues such as past and upcoming activities, student enrollment, budgetary issues, student concerns, and employee concerns)

2.01.01 Report from the Chancellor

Dr. Ding-Jo H. Currie, Chancellor, provided a report to the Board.

2.01.02 Reports from the Presidents

The following college presidents or designee provided reports to the Board:

Dr. Marilyn Brock, Coastline Community College
Dr. Dennis Harkins, Orange Coast College
Lois Miller, Golden West College

2.01.03 Reports from the Officers of Student Government Organizations

The following representatives provided reports on behalf of the student government organizations:

Tanya Anderson, Coastline Community College
Kris Cutting, Orange Coast College

2.01.04 Reports from the Academic Senate Presidents

The following Academic Senate Presidents or designee provided reports to the Board:

Diane Restelli, Golden West College (GWC) Academic Senate President
Nancy Jones, Coastline Community College (CCC) Academic Senate President
Dr. Eduardo Arismendi-Pardi, Orange Coast College (OCC) Academic Senate President

2.01.05 Reports from Employee Representative Groups

Reports were provided by the following Employee Representative Groups:

Barbara Price, President, Coast Community College Association/California Teachers Association-National Education Association (CCCA/CTA-NEA)
Bob Fey, Representative, Coast Federation of Educators

2.01.06 Reports from the Board of Trustees

Board members provided individual reports.

2.01.07 Reports from the Board Committees & Review of Board Committee Meeting Dates

The Board reviewed the dated of the upcoming Board Committee meetings.

Trustee Moreno and Trustee Hornbuckle provided an update of the Audit Committee. Trustee Howald provided a report of the Land Development Committee and Trustee Howald and Trustee Moreno provided a report of the Career Technical Education Committees. Trustee Prinsky provided a report of the Orange County Legislative Task Force.

2.02 Matters for Review, Discussion and/or Action

2.02.01 Review of Board Meeting Dates

The Board reviewed the scheduled Board Meeting dates for FY 2009/2010 as presented in the February 17, 2010 Agenda.

2.02.02 Consideration of Meetings and Conferences of the American Association of Community College (AACC) Association of Community College Trustees (ACCT) & California Community Colleges League (CCLC)

The Board reviewed the scheduled Board Meeting dates and conferences for the AACC, ACCT, and the CCLC.

2.02.03 Opportunity for the Board to Review the Board Directives Log

The Board reviewed and discussed the items on the Board Log.

2.02.04 First Reading of Recommendations for Modifications to Existing Hiring Policies and Recommendations for Additional Hiring Policies as Presented by the Board Authorized Hiring Policy Task Force

The Board reviewed the modifications to existing hiring policies and discussed recommendations for additional policies. Board President Patterson reported that these policies will be brought back in the Action section of the March 3, 2010 Agenda for adoption and asked that Chancellor Currie provide the Board with a report on the Nepotism Policy and the policy on the Faculty Role in Governance.

2.02.05 Presentation and Adoption of Accountability Reporting for Community Colleges

Dr. Currie, Chancellor, reported that the Accountability Reporting for Community Colleges is an annual report that must be submitted to the State Chancellor's Office and the District is required to first provide the Board with the data and analysis prior to submission.

Mr. Breihan, Interim Associate Vice Chancellor of Educational Services reported to the Board that the Accountability Reporting for Community Colleges is better known as the ARCC report and is designed to evaluate college performance on the state's outcome priorities to give a fair picture of college performance and provide the colleges and districts with information to help improve programs. The 2009 ARCC report is the 3rd annual report generated by the State Chancellor's Office's Performance Management System. All annual ARCC reports are maintained in the District's Educational Services Department and can be found online at the Chancellor's Office website.

There are two main sections of the ARCC report. The first is the System Wide Indicators and the second is the College Performance Indicators. The System Wide Indicators data utilizes information sources from the UC and CSU systems, the California Department of Finance, the National Student Clearinghouse, the US Census Bureau, and the Bureau of Economic Analysis among others. The College Performance Indicators data is derived from the Management Information System data that is submitted by the college districts. We are continually reviewing and revising our course and student data which is submitted each term via the Management Information System. We are acutely aware that accurate data results in higher funding for programs, more reliable research studies, and thus, far better decision making.

Districts are required as Dr. Currie indicated to share the results of the ARCC report with the Board of Trustees. A copy of each of the college's Performance Indicators and self-assessment of the data has been provided to the Trustees for review and discussion and at this time would like to invite the college presidents to make comments on their College Performance Indicators and also answer any questions the Board may have.

The following college presidents or designee provided ARCC reports to the Board:

Dr. Marilyn Brock, Coastline Community College (See Appendix B, pages 30-35)
Dr. Dennis Harkins, Orange Coast College (See appendix C, pages 36-41)
Lois Miller, Golden West College (See appendix D, pages 42-47)

2.03 Review of Buildings and Grounds Reports

The Board reviewed and discussed the Buildings and Grounds Reports as presented in the February 17, 2010 Agenda.

2.04 Review of Quarterly Financial Status Report

The Board reviewed and discussed the Quarterly Financial Status Report

3.00 Consent Calendar

It was moved by Mr. Lane and seconded by Mr. Howald to approve the Consent Calendar in its entirety as it appears in the February 17, 2010 Agenda.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.00 Action Items

4.01 Approval of Agreements – Coastline Community College

4.01.01 Approve District Standard Scope of Work Template for the Master Services Agreement between Chevron Products Company and the Coast Community College District for Development/Delivery of Instructional Courseware and Services

It was moved by Ms. Hornbuckle and seconded by Mr. Moreno to approve the District Standard Scope of Work Template under the Master Services Agreement between Chevron Products Company and the Coast Community College District for all educational programs offered under the Master Services Agreement. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

Fiscal Impact: Income to District to be determined by each Standard Scope of Work agreed upon.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.01.02 Approve District Standard Scope of Work #2010-01 under the Master Services Agreement between Chevron Products Company and the Coast Community College District for Development/Delivery of Instructional Courseware and Services

It was moved by Mr. Howald and seconded by Mr. Moreno to hear and approve all agreements with Chevron Product Company as described in Agenda Items 4.01.02-4.01.07.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

Fiscal Impact: $16,500 income, payable in five equal payments based upon completion of each of five project milestones.

4.01.03 Approve District Standard Scope of Work #2010-02 under the Master Services Agreement between Chevron Products Company and the Coast Community College District for Development/Delivery of Instructional Courseware and Services

This item was heard and approved in conjunction with Agenda Item 4.01.02 above.

Fiscal Impact: $16,500 income, payable in five equal payments based upon completion of each of five project milestones

4.01.04 Approve District Standard Scope of Work #2010-03 under the Master Services Agreement between Chevron Products Company and the Coast Community College District for Development/Delivery of Instructional Courseware and Services

This item was heard and approved in conjunction with Agenda Item 4.01.02 above.

Fiscal Impact: $2,310 payable upon completion of project.

4.01.05 Approve District Standard Scope of Work #2010-04 under the Master Services Agreement between Chevron Products Company and the Coast Community College District for Development/Delivery of Instructional Courseware and Services

This item was heard and approved in conjunction with Agenda Item 4.01.02 above.

Fiscal Impact: $1,000 payable upon completion of project.

4.01.06 Approve District Standard Scope of Work #2010-05 under the Master Services Agreement between Chevron Products Company and the Coast Community College District for Development/Delivery of Instructional Courseware and Services

This item was heard and approved in conjunction with Agenda Item 4.01.02 above.

Fiscal Impact: $4,950 payable upon completion of project.

4.01.07 Approve District Standard Scope of Work #2010-06 under the Master Services Agreement between Chevron Products Company and the Coast Community College District for Development/Delivery of Instructional Courseware and Services

This item was heard and approved in conjunction with Agenda Item 4.01.02 above.

Fiscal Impact: $1,000 payable upon completion of project.

4.01.08 Approve District Seaport End-User License Agreement Template for the Master Services Agreement between Chevron products Company and the Coast Community College District for Delivery of Instructional Courseware and Content

It was moved by Mr. Lane and seconded by Ms. Hornbuckle to approve the District's Seaport End-User License Agreement to be used to under the Master Services Agreement between Chevron Products Company and the Coast Community College District for the delivery of instructional courseware and content through Coastline's Seaport Learning Management System. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees. The term of this agreement will begin on February 18, 2010, and end on February 17, 2011.

Fiscal Impact: $1,000 flat fee paid during first month of term; additional fee of $10 per enrollment for all Chevron courses delivered in Seaport (payable after first week of each course).

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.02 Approval of Agreements – Golden West College
None

4.02.01 Approve Amendment to Non-Standard Agreement with Boys and Girls Club of Huntington Valley for Ground Lease

This Item was heard earlier in the Agenda.

4.03 Approval of Agreements – Orange Coast College

4.03.01 Approve an Agreement between the 32nd District Agricultural Association and the Coast Community College District for reciprocal use of parking lots and the use of the Pacific Amphitheatre for the Orange Coast College Commencement on May 27, 2010

It was moved by Mr. Moreno and seconded by Mr. Lane to approve an interagency agreement with the 32nd District Agricultural Association for the use of the Pacific Amphitheatre for the annual Orange Coast College Commencement. The set-up and event dates are May 26 and 27, 2010. This agreement also covers the use of the Fairgrounds Parking Lot "E" on the corner of Fairview and Arlington by Orange Coast College and the use of Parking Lots A,B,C,D, & E at Orange Coast College by the 32nd District Agricultural Association for overflow parking during specified year round events: April 17, 18, May 1, 15, 16, 22, 23, 29, 30, June 25-27 and July 16 through August 15, 2010, for the Annual Fair and Barrett-Jackson event. The term of this agreement is for the 2010 calendar year. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

Fiscal Impact: None

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.03.02 Approve a 1st Amendment to an existing Agreement between National Student Clearinghouse, Inc., a not-for-profit corporation, and the Coast Community College District for the purpose of adding Golden West College and Coastline College and setting a defined termination date

It was moved by Mr. Howald and seconded by Dr. Prinsky to approve a 1st amendment to an existing agreement between National Student Clearinghouse, Inc., a not-for-profit corporation, and the Coast Community College District for the purpose of reporting student enrollment information to participants in student loan programs and to other authorized requestors. The National Student Clearinghouse provides a nationwide, central repository of information on postsecondary student enrollment and educational achievements at no cost to the District. The current agreement was board approved on September 17, 2008. This 1st amendment will amend the agreement to include Golden West College and Coastline College and will set a fixed expiration date for the agreement of September 23, 2013. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

Fiscal Impact: No cost to the District or its colleges

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.04 Approval of Agreements – District

4.04.01 Ratification of Entry into an Addendum to Master Services Agreement between the State of California and the Coast Community College District for the California Purchase Card program

It was moved by Mr. Howald and seconded by Ms. Hornbuckle to ratify the Addendum to the State of California Purchase Card Program Master Services Agreement, executed by the Vice Chancellor on January 29, 2010. This Addendum is required because the State of California recently selected U.S. Bank to assist them in the administration of the Cal-Card Program. This Addendum sets forth the requirements for Cal-Card use and payments for California Purchase Card Program participants. This request for ratification is due to the State of California's requirement that this Addendum be executed and submitted no later than January 31, 2010. It is respectfully requested that the Board of Trustees ratify this Addendum. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

Fiscal Impact: None

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.04.02 Approval of District Standard Agreement for Consignments Template for use by Orange Coast College's Art Pavilion for Exhibition Sponsorship and Merchandise Display by Third parties

It was moved by Ms. Hornbuckle and seconded by Dr. Prinsky to approve the Standard Agreement for Consignments for the Orange Coast College Arts Pavilion. This Standard Agreement will be used by Orange Coast College for Exhibition Sponsorship and Merchandise Display activities conducted at the OCC Arts Pavilion. The Board President, or designee, is authorized to sign future Standard Agreements for Consignment and any related documents, indicating approval by the Board of Trustees.

Fiscal Impact: None

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.04.03 Authorization to Enter into an Agreement with Milliman Consultants and Actuaries to Provide and Actuarial Attestation in Order for the Coast Community College District to Receive the Medicare Part D Employer Subsidy from the Centers for Medicare and Medicaid Services (CMS)

The Coast Community College District provides retirees and their eligible dependents with medical and prescription coverage. The Centers for Medicare and Medicaid Services (CMS) provides a subsidy to employers who provide retirees over age 65 with creditable prescription coverage. Creditable coverage is coverage that is equal to or better than the Medicare D prescription plan offered through Medicare. In order to verify that the prescription plan through the District is creditable, an actuary has to attest to the fact that the coverage is creditable.

It was moved by Ms. Hornbuckle and seconded by Mr. Howald to approve the Agreement with Milliman Consultants and Actuaries to provide an actuarial attestation that the Coast Community College District provides creditable coverage and qualifies for the plan sponsor subsidy available under Medicare Part D.

The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

Fiscal Impact: $4500

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle

No: None
Absent: None

4.05 Buildings and Grounds Approvals

4.05.01 Authorization to File Notice of Completion

It was moved by Mr. Lane and seconded by Dr. Prinsky that authorization be given to file a Notice of Completion on the following projects in compliance with Public Contract Code 7107 allowing for substantial completion by the public agency, or its agent (architect) of the work of improvement. Upon acceptance by the Chancellor or Vice Chancellor of Administrative Services, a Notice of Completion will be filed with the County of Orange Clerk Recorder's Office. Thirty-five (35) days after filing of the Notice of Completion and public notification to all subcontractors, the District is authorized to pay fees due, accepting all work and/or materials as satisfactorily completed by the contractors. In the event of a dispute between the District and the Contractor, the District may withhold from the retention an amount not to exceed 150 percent of the disputed amount. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

OCC Fitness Center: Graphicline Sign Co.

Motion carried with the following vote:

Aye: Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No: None
Absent: None

4.05.02 Bid Tabulations and Award of Contract: Orange Coast College Student Center Swing Space; Bid No. 1974

Notices were published on December 22 and December 29, 2009 in the newspaper as well as in four trade journals requesting bids. Twenty-one bid packages were delivered or picked up by prospective bidders. Ten bids were received for three trade categories under this multiple prime project.

The bids were opened on February 5, 2010 for the Orange Coast College Student Center Swing Space; Bid No. 1974.

It was moved by Ms. Hornbuckle and seconded by Mr. Howald that a contract is awarded to the lowest qualified base bid in Categories A, B and C as shown below. The President of the Board of Trustees, or designee, is authorized to sign the contract and any related documents indicating approval by the Board of Trustees.

		Base Bid
Category A – Electrical		
1.	**Bergelectric Corporation** **3595 Cadillac Avenue, Suite 101, Costa Mesa, CA 92626**	**$227,250**
2.	On Target Electric, Inc.	$303,120

Category B – Plumbing

1.	Empyrean Plumbing, Inc. (Withdrew bid due to clerical error)	$ 78,485
2.	**HPS Mechanical Inc.** **3100 E Belle Terrace, Bakersfield, CA 93307**	**$143,579**
3.	Interpipe Contracting, Inc., Santee, CA 92071	$149,970
4.	Continental Plumbing, Inc., Mira Loma, CA 91752	$151,735
5.	Alpha Mechanical Heating & Air Conditioning Inc., San Diego, CA 92123	$187,500

Category C – Grading/Site Utilities/Asphalt

1.	**GCI Construction, Inc.** **245 Fischer Avenue, B3, Costa Mesa, CA 92626**	**$228,550**
2.	The MSH Construction Co. dba The Moss Company, Huntington Beach, CA 92649	$298,608
3.	TTS Engineering Inc., Huntington Beach, CA 92649	$328,000

Fiscal Impact: $599,379 (Measure C – General Obligation Bond Fund)
Master Plan Approved Project
OCC Upgrade Student Services
OCC Student Center

Motion carried with the following vote:

Aye: Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No: None
Absent: None

4.05.03 Approve Addendum No. 1 for LPA, Inc.; Coastline Community College Newport Beach Learning Center

It was moved by Mr. Moreno and seconded by Mr. Howald to accept Addendum No. 1 for additional architectural and engineering services for the Coastline Community College Newport Beach Learning Center. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

The scope of services is to include the following:

1. Additional Architectural and Engineering Services $46,000

   Provide civil engineering services required for the preparation and processing of Tentative and Final Parcel Maps, per direction of City of Newport Beach.

Fiscal Impact: $46,000 (General Obligation Bond Fund/Measure C)
Master Plan Approved Project
CCC Newport Beach Learning Center

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.06 General Items of Business – Coastline Community College
None

4.07 General Items of Business – Golden West College
None

4.08 General Items of Business – Orange Coast College
None

4.09 General Items of Business - District

4.09.01 Ratification of the Tentative Agreements of the Coast Federation of Educators/American Federation of Teachers (CFE/AFT)- Local 1911 and the Coast Community College District

It was moved by Ms. Hornbuckle and seconded by Mr. Howald to ratify the tentative Agreements between the Coast Federation of Educators/American Federation of Teachers (CFE/AFT) - Local 1911 and the Coast Community College District. The District and CFE/AFT negotiated four reopened (4) Articles: Article VI – Academic Freedom and Responsibility, Article VII - Personnel Files, Article XI – Hours of Service, and Article XII – Working Conditions and Duties. These amended Articles have been reviewed by the CFE membership and will go into effect upon ratification by the Board of Trustees.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.09.02 Approval of Agreement with Community College Search Services

It was moved by Mr. Moreno and seconded by Ms. Hornbuckle to approve the Agreement with Community College Search Services for consulting services related to the national searches for the Vice Chancellor of Human Resources and President, Coastline Community College positions. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.09.03 Approval of Position Profile, Vice Chancellor of Human Resources Position

At its meeting on February 3, 2010, the Vice Chancellor of Human Resources Search Committee considered all comments made by the constituent group representatives concerning the draft Vice Chancellor of Human Resources position profile. After consideration of the draft profile the comments received at its February 3, 2010 meeting, the Vice Chancellor of Human Resources Search Committee approved the position profile.

It was moved by Mr. Moreno and seconded by Mr. Lane that the Board of Trustees adopt the Vice Chancellor of Human Resources position profile.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.09.04 Approval of Position Profile, President, Coastline Community College

At its meeting on February 5, 2010, the Coastline Presidential Search Committee considered all comments made by the constituent group representatives concerning the draft Coastline President position profile. After consideration of the draft profile the comments received at its February 5, 2010 meeting, the Coastline President Search Committee approved the position profile.

It was moved by Ms. Hornbuckle and seconded by Dr. Prinsky that the Board of Trustees adopt the Coastline President Position profile.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.09.05 Approval of Administrative Procedure, Student Trustee Selection Process

It was moved by Mr. Lane and seconded by Mr. Howald to approve the Administrative Procedure, "Student Trustee Selection Process."

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.09.06 Approval of Revised District Reorganization/Reassignment Plan

It was moved by Mr. Howald and seconded by Mr. Lane to approve the revisions to the District Reorganization/Reassignment Plan that was originally approved at the December 9, 2009 Board of Trustees meeting.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

4.09.07 Approve Independent Contractor Agreement with GEOCON West, Inc: Coastline Community College Newport Beach Learning Center

This item was pulled from the Agenda by staff.

4.10 Resolutions

4.10.01 Approval of Harry and Grace Steel Children's Center Instructional Materials Grant and Adoption of Resolution # 010-05

This item was continued to the March 3, 2010 Agenda.

4.11 Approval of Minutes
Regular Meeting of February 3, 2010

It was moved by Ms. Hornbuckle and seconded by Mr. Lane to approve the Minutes of the Regular Meeting of February 3, 2010.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

5.00 Public Comment (Items not on the Agenda)

There were no requests to address the Board during Public Comment.

It was moved by Mr. Patterson and seconded by Ms. Hornbuckle to add an urgent item to the closed session agenda under Public Employee Discipline/Dismissal/Release (Pursuant to Section 54957).

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

The Board recessed to Closed Session at 9:45 p.m.

The Board reconvened to Open Session at 10:13 p.m.

There was no report of action from Closed Session.

6.00 Adjournment

There being no further business, it was moved by Dr. Prinsky and seconded by Ms. Hornbuckle that the meeting be adjourned in memory of Divya Nguyen, faculty member at Golden West College.

Motion carried with the following vote:

Aye:	Mr. Patterson, Mr. Moreno, Mr. Howald, Dr. Prinsky, and Ms. Hornbuckle
No:	None
Absent:	None

The meeting was adjourned at 10:15 p.m.

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Secretary of the Board of Trustees

Appendices

Page

A. Public Employment Report..... 20-29

B. ARCC Report, Coastline Community College..... 30-35

C. ARCC Report, Orange Coast College..... 36-41

D. ARCC Report, Golden West College..... 42-47

Appendix A

1. Faculty Special Assignments

It is recommended that authorization be given for the following special assignments grouped by operation cost center. Board approved, contractual special pay rates listed below by pay type as follows: LOV = Librarian Overload, OVR = Overload, MTM = Full Time Certificated Instructional Misc. Teaching Rate, MTA = Part Time Misc. Teaching Rate, IUM = Full Time Certificated Instructional Unit Assistant, IUH = Part Time Certificated Instructional Unit Assistant, EXM = Full Time Certificated Extra Pay, EXH = Part Time Certificated Extra Pay, UNT = Part Time Certificated Unit Regular, PDM = Full Time Certificated Per Diem, PDH = Part Time Certificated Per Diem, INT = Intersession, SMM = Full Time Certificated Summer, SMH = Part Time Certificated Summer, ACS = Academic Senate.

COASTLINE COLLEGE

INSTRUCTIONAL UNIT ASSISTANT

Name	Start Date	End Date	Pay Type	Pay Rate	Discipline
Basabe, Sandra	01/30/10	05/30/10	IUM	$390.52	Department Chair
Shelley, Karen	01/30/10	05/30/10	IUM	$150.20	Digital Graphic Art

SPECIAL ASSIGNMENTS

Name	Start Date	End Date	Pay Type	Pay Rate
Lee, Scott	02/18/10	06/30/10	PDH	$29.46
To coordinate and prepare articulation agreements for marketing and website use.				
Warner, Michael	02/18/10	06/30/10	PDM	$43.23
To develop curriculum and internships, redesign classroom, help set up lab and market Animation and Computer Programming courses.				

CURRICULUM DEVELOPMENT

Name	Start Date	End Date	Pay Type	Pay Rate	Discipline
Aprile, Judy	02/18/10	06/30/10	PDH	$29.46	Adult Fitness
Chapman, Cheryl	02/18/10	06/30/10	PDH	$29.46	Information/Animation
Lo Sasso, Mary	02/18/10	06/30/10	PDH	$29.46	Adult Fitness
Masters, Melinda	02/18/10	06/30/10	PDH	$29.46	Adult Fitness
Tran, Chau	02/18/10	06/30/10	PDH	$29.46	Business Math

GOLDEN WEST COLLEGE

SPECIAL ASSIGNMENT

Name	Start Date	End Date	Pay Type	Pay Rate
Amen, Tom	02/18/10	05/30/10	PDM	$43.23
To process publicity for the Theater Program.				
Amezcua, Araceli	01/25/10	01/29/10	PDH	$29.46
Conducting and evaluating Spanish challenge testing.				
Berman, Susan	01/30/10	05/30/10	PDM	$43.23
Acting as Library Faculty Coordinator.				
Farazdaghi, Farzane	01/30/10	05/30/10	PDH	$29.46
Acting as Peace Education Coordinator.				

INSTRUCTIONAL UNIT ASSISTANT

Name	Start Date	End Date	Pay Type	Pay Rate	Discipline
Jones, Barbara	01/30/10	05/30/10	IUM	$1201.60	Comp Bus Appli

SCIENCE OLYMPIAD

Name	Start Date	End Date	Pay Type	Pay Rate
Almy, James	03/08/10	03/12/10	PDM	$43.23
Bernard, Phillip	03/08/10	03/12/10	PDH	$29.46
Cordova, Joan	03/08/10	03/12/10	PDH	$29.46

Goldstick, Deborah	03/08/10	03/12/10	PDM	$43.23
Green, Katherine	03/08/10	03/12/10	PDM	$43.23
Grimes, Carol	03/08/10	03/12/10	PDM	$43.23
Kaliski,Lucy	03/08/10	03/12/10	PDH	$29.46
Lamantia, Mary	03/08/10	03/12/10	PDM	$43.23
Miller, Stephen	03/08/10	03/12/10	PDM	$43.23
Quan, Hah Suey	03/08/10	03/12/10	PDH	$29.46
Speakman, Teresa	03/08/10	03/12/10	PDM	$43.23
Vail, Travis	03/08/10	03/12/10	PDM	$43.23
Wimmer, Ronda	03/08/10	03/12/10	PDH	$29.46

ORANGE COAST COLLEGE

SPECIAL ASSIGNMENT

Name	Start Date	End Date	Pay Type	Pay Rate
Muir, Robert	05/01/10	05/31/10	PDM	$43.23

To administer the math appeals/challenge process.

SATURDAY LIBRARIAN

Name	Start Date	End Date	Pay Type	Pay Rate
Cassidy, Lori	02/01/10	05/30/10	EXM	$70.23
Morgan, Carleton	02/01/10	05/30/10	EXM	$97.15
Oviatt, Vinta	02/01/10	05/30/10	EXM	$93.85

COACHES STIPEND

Name	Start Date	End Date	Pay Type	Pay Rate	Discipline
Altobelli, John	04/01/10	04/30/10	EXM	$4463.00	Baseball
Behr, Laura	04/01/10	04/30/10	EXM	$4463.00	Women's crew
Iacopetti, Anthony	04/01/10	04/30/10	EXM	$4463.00	Men's swim
Knox, John	04/01/10	04/30/10	EXM	$4463.00	Track & Field
Maran, Janice	04/01/10	04/30/10	EXM	$4463.00	Women's tennis
Ochoa, Marco	04/01/10	04/30/10	EXM	$4463.00	Track & Field
Smith, Carl	04/01/10	04/30/10	EXM	$4463.00	Track & Field
Spencer, Steve	04/01/10	04/30/10	EXM	$4463.00	Men's basketball
Watson, Don	04/01/10	04/30/10	EXM	$4463.00	Women's swim

INSTRUCTIONAL UNIT ASSISTANT

Name	Start Date	End Date	Pay Type	Pay Rate	Discipline
Adelmann, Daniel	01/30/10	05/30/10	IUM	$1502.00	Allied Health
Alves, Mitchell	01/30/10	05/30/10	IUM	$1502.00	Math/Engr
Avetisian, Sonia	01/30/10	05/30/10	IUM	$1502.00	Math Evaluator
Bender, Edward	01/30/10	05/30/10	IUM	$1502.00	Geology
Campbell, Laurie	01/30/10	05/30/10	IUM	$1502.00	FSC
Cooper, Barbara	01/30/10	05/30/10	IUM	$1502.00	Hospitality
Dale, John	01/30/10	05/30/10	IUM	$1502.00	Library
Elliott, Kelli	01/30/10	05/30/10	IUM	$1502.00	Science
Faridi, Abbas	01/30/10	05/30/10	IUM	$1502.00	Physics/Astronomy
Foster, Rodney	01/30/10	05/30/10	IUM	$1502.00	Aviation/Technology
Kings, Rose	01/30/10	05/30/10	IUM	$1502.00	Archtecture/Drafting
Morgan, Carleton	01/30/10	05/30/10	IUM	$1502.00	Library
Mucciaro, Thomas	01/30/10	05/30/10	IUM	$1502.00	Geol/Phy Assist
Nauta, Dale	01/30/10	05/30/10	IUM	$1502.00	Math/Engr
Peters, Timothy	01/30/10	05/30/10	IUM	$1502.00	Tech Center/Const/Hvac
Sogo, Lisa	01/30/10	05/30/10	IUM	$1502.00	Biology Chair

Overload assignments for the following evening counselors; payment to be a maximum of $72.000/hr based

on 1/1000th of their placement on the CFE/AFT Local 1911 Faculty Unit Contract, for the period **01/30/10 to 05/30/10** for CCC, GWC and OCC assignments. Multiple statements indicate two or more separate assignments. LGF indicates Large Group Factor. This employment is subject to the general instructional needs of the college and/or the specific division. Assignments are not to exceed LHE stated:

OCC

Name	LHE
Adelmann, Daniel	1.12

Overload assignments for the following instructors, payment to be a maximum of $72.000/hr based on 1/1000th of their placement on the CFE/AFT Local 1911 Faculty Unit Contract, for the period **01/30/10 to 05/30/10** for CCC, GWC and OCC assignments. Multiple statements indicate two or more separate assignments. LGF indicates Large Group Factor. This employment is subject to the general instructional needs of the college and/or the specific division. Assignments are not to exceed LHE stated:

GWC

Name	LHE
Boswell, Glen	4.89
Farris, James	6.50
Greenfield, James	2.00
Holland, Jon	2.14
Jones, Barbara	
01/30/10-03/18/10	4.66
04/05/10-05/30/10	1.00
Kopp, Kyle	1.84
Kramer, Bryan	
01/30/10-05/30/10	7.33
03/01/10-05/20/10	3.50
Mitchell, Nicholas	0.50
Nielsen, Donavan	0.83
Pierce, Lowell	0.13
Reyna, Edward	4.33
Taylor, Scott	1.53
Viele, Nancy	0.16

OCC

Name	LHE
Abernathy, Dean	3.73
Alves, Mitchell	1.00
Appel, Matthew	3.84
Arismendi-Pardi, Eduardo	4.00
Avetisian, Sonia	6.00
Baker, Karen	1.33
Bandaruk, Theodore	7.00
Banoczi, Walter	5.24
Barber, William	0.33
Bazell, Arlene	3.84
Beard, Daniel	3.60
Belcher, Mary	1.50
Bender, Edward	5.00
Bialecki, Michael	0.34
Blair, Jamie	6.00
Blake, Elizabeth	0.67

Bosich, Jill	0.66
Boyer, Derek	0.67
Campbell, Laurie	1.00
Castano, Robert	0.33
Chaiyakal, Jennifer	1.00
Congleton, John	1.84
Contopoulos, Nicholas	7.50
Cooley, Timothy	0.50
Cooper, Barbara	0.87
Cortez, Jose	2.66
Daniel, Sharon	4.00
Dowling, Thomas	7.20
Drum, Stephen	5.33
Elliott, Kelli	3.91
Faridi, Abbas	5.67
Farrell, Daniel	3.36
Foster, Rodney	5.09
Frechen, Richard	4.66
Galvery, William	6.00
Golden, Jill	0.33
Gonzales, Shirley	5.00
Guerra, Arnold	5.50
Harlow, Richard	5.67
Hassapis, Phylicia	4.62
Henry, Lorraine	4.08
Hidden, Marta	4.50
Hussain, Syed	5.00
Hutchinson, Richard	2.00
Isaac, Darryl	3.00
Khamneian, Haedeh	5.00
Kings, Roseanne	2.33
Koines, Andrew	5.00
Kuchek, Wendy	5.00
Laux, John	7.00
Lawell, Cheri	1.00
Levine, Joel	5.67
Livingston, Tab	5.00
Maekawa, Naoko	6.50
Maughan, Helen	7.30
Maurer, Ernest	3.00
McCall, Leslie	6.39
McClanahan, Ann	2.75
McClure, William	2.50
Millikin, Evan	3.00
Moore, Arthur	6.00
Mucciaro, Thomas	1.84
Muir, Robert	5.00
Myers, Joy	0.13
Nauta, Dale	5.00
Nudelman, Jack	4.67
Ortiz, Oscar	3.34
Peters, Timothy	5.90
Reed, Charlene	2.00
Sachs, Loren	3.15
Sam, Thinh	5.00
Shine, Brenda	2.50

Simpson, Melissa	3.47
Steinfeld, Thomas	0.20
Stuart, John	6.66
Voicu, Mariana	5.00
Yanaga, Randall	4.00
Yett, Jan	5.00
Young, Richard	1.00
Zombek, Mark	0.50

2. Substitute Faculty

It is recommended that the following individuals be appointed as substitutes, as defined by California Ed Code 87480, appointments not to exceed 20 working days, and subject to Board policies governing such appointments, to be paid $45.69/hr based on the part-time faculty daily miscellaneous teaching rate for services rendered the 2009-10 academic year.

Coastline College

Keefer, Sherry

Golden West College

Brady, Kenneth

3. Full time Faculty

In accordance with Board policies and procedures, the following academic staff are recommended for appointment for service during the period shown below. Employment and payment for services will follow upon notification that all required documents have been completed and filed. Assignments are only for the time period specified or the hours per week as stated (multiple statements indicate two or more separate assignments). Salary placement may be revised upon presentation of evidence of additional education and/or experience:

Faculty – Temporary

Name	Loc	Title	Start Date	End Date	Plcmt
Tran, Tammie	GWC	Instructor, Foreign Lang	02/09/10	05/30/10	A-V-07

4. Part time Faculty

SPRING

Assignments during the period **01/30/10-05/30/10** for CCC, GWC and OCC unless otherwise noted and not to exceed 10 LHE. LHE = Lecture Hour Equivalency.

Coastline College

Name	LHE
Beaver, Dorothy	1.125
Herrera, Patrick	3.000
Igoudin, Alex	3.375
Lee, Michael	4.000
Nguyen, Ky	4.000

Ratzlaff, Duane	1.125
Watson, Katherine	2.500
West, Ruth	3.750

Golden West College

Name	LHE
Alspuro, Enrique	8.880
Allum, Richard	3.000
Baumheckel, Kenneth	3.000
Biser, Nicole	3.000
Cooper, Paz	3.000
Galbraith, Milton	3.000
Gardner, Christopher	5.280
Goracke, Michelle	2.000
Hare Jr, William	2.670
Hicks, Ricky	3.000
Hostetter, Darren	5.330
Huxley, Dawn	5.330
Josifek, Jami	4.000
Keegan, Gregory	6.250
Leatherman, Carlene	5.200
Mehlhoff, David	3.000
Miner, Robert	6.250
Moore, Andrew	3.000
Nobles, Stephanie	6.250
Ormes, Guy	9.000
Pawson, John	5.000
Perez, Jason	2.167
Rae, Caroline	7.250
Reyes, Lourdes	3.000
Robinson, David	2.258
Sagel, Brett	3.000
Schibsted, Penny	9.710
Skidmore, Peju	3.000
Thach, Amy	9.000
Vasilik, Richard	7.500
Whitney, Marisa	3.000
Wimmer, Ronda	4.500

Orange Coast College

Name	LHE
Anderson, Ruthann	7.000
Carmen, Radha	2.625
Petit, Adam	2.666
Robertson, Darrin	2.750
Mann, Nicole	4.250

5. Educational Administrator

None.

6. Classified Management

None.

7. Classified Staff

In accordance with Board policies and procedures, the following Classified Staff are recommended for appointment to advertised positions; these include promotions, new hires, and rehires:

Classified Promotions, New Hires and Rehires

Name	Loc	Title	Start Dt	Plcmt	Vacancy #
Pok, Eva	OCC	Division Area Off Coordinator	02/19/10	E-49-04	O-011-10*

*In House.

8. Reclassification and Reorganization/Reassignment

It is recommended that authorization be given for the following changes for Classified Staff:

Classified Lateral Transfer

Name	LOC	From	To	Effective
Recalde, Edwina	DIST	HR Specialist	Benefits Technician	02/24/10

9. Classified Temporary Assignments

It is recommended that authorization be given for the following changes for Classified Staff working temporarily Out of Class (minimum of 7.5% differential):

Revision to Previous Board Action

Name	Loc	From	To	Action	Plcmt
Nguyen, Hung	DIST	Mechanic	Lead Mechanic	Extend end date from 12/31/09 to 03/31/10	E-55-05
Phan, Phuong B.	OCC	Matriculation Assistant	Special Assignment	Extend end date from 02/28/10 to 05/31/10	E-42-05*

*7.5% diff

10. Hourly Staff

It is recommended that authorization be given for the following hourly personnel appointments in the performance of noncertificated duties which directly support administrative, classified, or student services and special projects, or are fulfilling noncertificated substitute services for classified employees temporarily absent, no assignment to exceed 160 working days pursuant to provisions of AB500 and the Agreement between the Coast Community College District and the Coast Federation of Classified Employees. (Please note: Budget numbers 100+ are General Fund; all others are Categorical Funds.)
EXTEND is noted when an already approved assignment has an extended end date.

Hourly/Temporary/Clerical/Secretarial, to provide clerical support including handling correspondence, maintaining files, answering phones, preparing reports and responding to public inquiries in one or more of the following campus and/or division offices: Instruction, Student Services or Campus Operations for the time frame noted below.

Name	LOC	Start Date	End Date	Funding Source	Days to Work
Biser, Nicole	GWC	02/18/10	03/30/10	110001-307201	T,W,TH,F
Cleveland, Stacey	CCC	02/18/10	06/30/10	818030-847515	M,T,W,TH,F
Krikorian, Joanne	OCC	02/24/10	06/30/10	812035-281201	M,T,W,TH,F
Le, Uyen	CCC	02/18/10	06/30/10	818030-879910	M,T,W,TH,F
Mitchell, Jacqueline	GWC	02/18/10	06/30/10	110001-307201	T,W,TH,F
Nguyen, Thao	GWC	02/18/10	06/30/10	124036-349304	M,T,W,TH,F

Hourly/Temporary/Instructional/Research Assistant, to provide instructional support services to faculty and instructional divisions by assisting with pre-class preparations, maintaining various school records, scoring tests, tutoring, and coordinating instructional materials or equipment in one or more of the following campus and/or division offices: Instruction, Student Services, or Campus Operations for the time frame noted below.

Name	LOC	Start Date	End Date	Funding Source	Days to Work
Bellsario, Christian	GWC	02/18/10	06/30/10	120081-304006	M,T,W,TH,F
Dalton, Natalie	GWC	02/18/10	06/30/10	124073-353215	M,T,W,TH,F
Dennis, Sara	OCC	02/04/10	06/30/10	812035-210402	M,T,W,TH,F
Farhad, Ramin	OCC	02/18/10	06/30/10	812001-201592	M,T,W,TH,F
	OCC	02/18/10	06/30/10	110001-201591	M,T,W,TH,F
	OCC	02/18/10	06/30/10	124034-256041	M,T,W,TH,F
	OCC	02/18/10	06/30/10	124033-256041	M,T,W,TH,F
	OCC	02/18/10	06/30/10	120176-251030	M,T,W,TH,F
Kennedy, Laura	GWC	02/18/10	06/30/10	124006-361516	M,W,F
Lever, Roberta	OCC	02/04/10	06/30/10	812035-265660	M,T,W,TH,F
Lowrey, Shelley	OCC	02/05/10	06/30/10	120176-251032	M,T,W,TH,F
Neilson, Jack	CCC	02/18/10	06/30/10	124007-856101	M,T,W,TH,F
Ridens, Jill	GWC	02/18/10	06/30/10	124073-353215	M,T,W,TH,F
Wassenberg, Yolanda	GWC	02/18/10	06/30/10	110001-324104	M,T,W,TH,F

Hourly/Temporary/Service/Maintenance, to perform a variety of semi-skilled maintenance, janitorial and repair work on campus buildings, equipment and facilities in one or more of the following campus and/or division offices: Instruction, Student Services, or Campus Operations for the time frame noted below.

Name	LOC	Start Date	End Date	Funding Source	Days to Work
Merino, Anabel	OCC	02/18/10	06/30/10	812020-205401	M,T,W,TH,F

Hourly/Temporary/Technical/Paraprofessional, to provide specialized and/or skilled technical support in such areas as classroom interpretation, computer operations, on-line editing, proctoring or special program research in one or more of the following campus and/or division offices: Instruction, Student Services, or Campus Operations for the time frame noted below.

Name	LOC	Start Date	End Date	Funding Source	Days to Work
Biser, Nicole	GWC	02/18/10	03/30/10	110001-307201	M,T,W,TH,F
Inouye, Chris	GWC	02/18/10	06/30/10	124006-361516	M,T,W,TH,F
Mabry, Andrew	OCC	02/18/10	06/30/10	812035-212805	M,T,W,TH,F
Mitchell, Jacqueline	GWC	02/18/10	06/31/10	110001-307201	M,T,W,TH,F
Perry, Guy	OCC	02/18/10	06/30/10	812035-212813	M,T,W,TH,F
Rich, Samantha	GWC	02/18/10	06/30/10	124006-361516	M,T,W,TH,F
	GWC	02/18/10	06/30/10	124005-256203	M,T,W,TH,F
	GWC	02/18/10	06/30/10	124007-856101	M,T,W,TH,F
	GWC	02/18/10	06/30/10	124052-343303	M,T,W,TH,F
Ruskin, Eric	OCC	02/18/10	06/30/10	812035-212203	M,T,W,TH,F

Hourly/Temporary Substitutes, pursuant to Section 7.2(A) of the Agreement between the Coast Community College District and the Coast Federation of Classified Employees, to take the place of a bargaining unit

employee who is ill or on leave of absence for the time frame noted below.

Name	LOC	Start Date	End Date	Funding Source	Days to Work
Dang, Mai	CCC	02/19/10	03/18/10	818030-847515	M,T,W,TH,F
Huynh, Minh-Tri	CCC	02/22/10	06/30/10	110001-803102	M,T,W,TH,F
Raddavong, Buffie	CCC	02/01/10	04/30/10	818030-847515	M,T,W,TH,F
Ward, Jason	CCC	02/19/10	03/18/10	818030-847515	M,T,W,TH,F

11. Substitute Classified

It is recommended that authorization be given for the following hourly Substitutes, on call, as needed to perform noncertificated substitute services for classified employees temporarily absent from departments which have state mandated coverage requirements, or which perform services directly related to the safety and maintenance of the campuses.

Orange Coast College

Chung, Hyejung
Simco, Sarah

12. Clinical Advisors/Summer

None.

13. Medical Professional Hourly Personnel

None.

14. Student Workers

It is recommended that authorization be given for the following hourly employment of either full time students enrolled in 12 or more units per semester, or part time students enrolled in less than 12 units per semester in any college work-study program, or in a work experience education program, with duties performed not to result in the displacement of any classified personnel, or impair existing services.

Golden West College

Nguyen, Chau
Nguyen, Tri
Repo, Sirje

Orange Coast College

Abgaryan, Natalia
Ahangi, Hasti
Barbour, Rechelle
Crain, Roshaunda
DeLeo, James
Elledge, Kristine
Flasphaler, Tricia
Karpel, David
Lawyer, Seth
Lee, Denise

Lyons, Andrew
Merriss, Shane
Motley, Walker
Nguyen, Khoi
Nguyen, Mylien
Nguyen, Thu
Nguyen, Thuy
Onusz, Alison
Pacheco, Leslie
Pham, Tai
Pratt, Latrece
Sokmanan, Elizabeth
Sokmanan, Managan
Stephenson, Thomas
Tran, Michael
Tran, Trang
Tran, Tri
Tran, Truc
Tran, Truc T.
Vuong, Dung
Ybarra, Nicholas

Appendix B

ARCC 2009 Report: College Level Indicators

Coastline Community College
Coast Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.3%	54.6%	57.0%

Table 1.1a: Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	64.2%	64.8%	65.3%

Table 1.2: Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	53.0%	53.0%	53.7%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Coastline Community College
Coast Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	66.8%	66.5%	71.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	67.3%	64.9%	68.3%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	15.5%	17.2%	17.8%
Basic Skills Improvement Rate	34.0%	35.9%	38.4%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Coastline Community College
Coast Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	17,661	19,329	22,128
Full-Time Equivalent Students (FTES)*	4,356	5,637	6,493

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.
*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	8.7%	9.7%	10.9%
20 - 24	18.3%	18.4%	18.0%
25 - 49	45.8%	46.6%	46.7%
Over 49	27.2%	25.3%	24.3%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.9%	57.3%	54.8%
Male	40.2%	41.8%	44.1%
Unknown	0.8%	0.9%	1.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Coastline Community College
Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.2%	6.9%	7.3%
American Indian/Alaskan Native	0.9%	1.1%	1.2%
Asian	22.2%	21.0%	21.4%
Filipino	1.3%	1.5%	1.5%
Hispanic	12.7%	14.0%	14.7%
Other Non-White	0.8%	1.2%	1.1%
Pacific Islander	0.5%	0.4%	0.4%
Unknown/Non-Respondent	15.0%	14.4%	15.2%
White Non-Hispanic	41.3%	39.6%	37.2%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Coastline Community College
Coast Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.0	47.4	36.3	64.7	*A5*
B	Percent of Students Who Earned at Least 30 Units	65.3	64.5	60.4	71.9	*B5*
C	Persistence Rate	53.7	58.3	37.6	72.0	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	75.1	62.3	84.6	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	68.3	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	38.4	47.1	38.4	51.6	*F6*
G	Improvement Rate for Credit ESL Courses	17.8	29.1	0.0	70.5	*G1*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2009 Report: College Level Indicators

Coastline Community College

Coast Community College District

College Self-Assessment

Coastline Community College was founded in 1976 with the specific mission of serving adult students through alternative delivery and scheduling formats. In addition to its classroom-based programs, the college has strong departments in distance education and instructional system design. The college has produced more than 60 internationally-distributed, award-winning telecourses and online courses. The DE department offers 127 different courses (primarily online). Coastline's creative scheduling and innovative instructional delivery formats are an excellent match for the educational needs and lifestyles of working adults. Seventy percent of Coastline's students attend part time—taking fewer than 5 units per semester; the academic success of this population cannot be adequately captured through the six year cohort tracking timeframe observed by the architects of the ARCC reporting system.

In addition to predominantly serving working students, Coastline successfully serves the needs of more traditional students who simultaneously attend other colleges. These students find Coastline's wide range of general education distance learning and one-class-meeting-per-week format, site-based classes a viable option for picking up classes to augment their home college schedules. Because these students neither start nor complete their degree work at Coastline, their successful learning experiences at Coastline are not completely reflected in the ARCC data.

Coastline College also is successfully serving a growing number of military students. In 2007-08, Coastline served 10,496 military students. The number of course enrollments (seats) by military program students grew from 4,500 in 1999-00 to 22,237 in 2007-08. When compared to most civilian students, military students' progress through our courses and programs at high rates, achieving an 83% rate of successful course completion; this success rate compares very favorably to the statewide distance education course success rate of 55%. Please note that military enrollment data are not included in all of Coastline's ARCC data tables. The college is working with the System's Office to include military enrollment data in future ARCC reports. As a result, of these efforts, we expect our program completion and transfer rates to reflect a steady increase over the coming years.

In the last eight years, Coastline has initiated new programs and accelerated existing programs to serve students from a much broader range of circumstances. Redefining the familiar term "nontraditional," these programs include recruitment, instruction, and support tailored to the needs of deployed military personnel, incarcerated students, and high school students. The college is making a conscious effort to attract students who consider Coastline their home college. This effort manifests through new programs including Biotechnology (the only biological laboratory technician training program in Orange County) and Process Technology, partnerships with local school districts for programs such as Early College High School, new community-based learning centers, and development of innovative technologies to support the design and delivery of high-quality online courses.

Appendix C

ARCC 2009 Report: College Level Indicators

Orange Coast College
Coast Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	61.2%	63.9%	62.9%

Table 1.1a: Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	77.9%	78.9%	79.8%

Table 1.2: Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	79.1%	79.1%	80.6%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Orange Coast College
Coast Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	78.7%	77.8%	79.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.2%	65.7%	64.1%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	.%	.%	66.7%
Basic Skills Improvement Rate	47.1%	46.7%	47.2%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Orange Coast College
Coast Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	30,406	32,072	35,034
Full-Time Equivalent Students (FTES)*	16,144	18,079	18,345

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.
*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	30.1%	29.4%	29.8%
20 - 24	38.3%	37.5%	36.6%
25 - 49	27.5%	28.4%	28.7%
Over 49	4.1%	4.8%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	50.4%	50.4%	49.8%
Male	49.5%	49.3%	49.7%
Unknown	0.1%	0.3%	0.5%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Orange Coast College
Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.8%	1.8%	1.8%
American Indian/Alaskan Native	0.6%	0.7%	0.7%
Asian	22.8%	22.6%	23.0%
Filipino	2.1%	2.1%	2.1%
Hispanic	18.3%	18.1%	18.6%
Other Non-White	1.5%	1.8%	1.8%
Pacific Islander	0.8%	0.7%	0.9%
Unknown/Non-Respondent	6.1%	7.5%	8.1%
White Non-Hispanic	46.0%	44.7%	43.1%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Orange Coast College
Coast Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	62.9	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	79.8	73.9	67.9	82.7	*B4*
C	Persistence Rate	80.6	69.3	53.8	80.6	*C3*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.2	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.1	63.7	53.9	81.5	*E3*
F	Improvement Rate for Credit Basic Skills Courses	47.2	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	66.7	58.4	33.1	79.2	*G5*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2009 Report: College Level Indicators

Orange Coast College

Coast Community College District

College Self-Assessment

Located in Costa Mesa, California, Orange Coast College (OCC) was founded in 1948 with an opening day enrollment of 500 students. The college has grown significantly since founded, currently enrolling more than 22,000 students each semester and over 32,500 students annually. OCC offers more than 130 academic and career programs, including one of the nation's largest and most acclaimed public marine sailing programs. Nearly half of the students on campus are enrolled in one of the college's career and technical programs. Over the past ten years, OCC's student population has become more ethnically diverse and closely approximates its service area. During this time the college has also observed increases in students under 21.

Orange Coast College ranks second statewide in the number of students it transfers to the California State University system and sixth in transfers to the University of California. Over the past decade, nearly 20,000 OCC students have transferred to UC and CSU campuses. Many also transfer to private colleges and universities within California and across the nation.

In terms of student success, OCC has demonstrated above average levels of performance on all accountability indicators, except our basic skills improvement rate. Over the past three years, the college has increased its student progress and achievement rate to 62.9%, a figure above its peer group. We remain consistently high on the percentage of students who earned at least 30 units (79.8%). Our persistence rate remains at the top of our peer group (80.6%). Vocational course success rates have remained strong and are at 79.2%.

Over the past year, we observed a decline in our basic skills course success rate and an increase in our basic skills improvement rate. Although the basic skills course success rate decreased from 65.7% to 64.1%, it is still above our peer group. While our basic skills improvement rate increased by .5%, it is below our peer group. Due to the low predictive values of criteria used to determine this peer group, the Chancellor's Office has cautioned its use. Both basic skills areas are affected by the increase of students entering with skills below college level. OCC is addressing our students' basic skills needs through a Title III Strengthening Institutions grant.

While the college has a robust ESL program, its progress is not consistently reported in the ESL improvement rate. Most of our ESL courses have CSU transfer status and are not included in this calculation. Only the most recent cohort (2005-2006) reports data with an improvement rate of 66.7%. This is due to a non-transferrable course being offered during 2005-2006 and student progress being tracked. This rate is above our peer group.

As these statistics demonstrate, our success rates remained fairly consistent over the past three years. Performance on indicators have increased or slightly fluctuated downward. Additionally, the college has performed above its peer group on most indicators. Orange Coast College is justly proud of the success rates of its students and the quality of instruction and support provided by its faculty and staff.

Appendix D

ARCC 2009 Report: College Level Indicators

Golden West College
Coast Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	55.4%	54.5%	55.7%

Table 1.1a: Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.9%	73.7%	74.9%

Table 1.2: Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	72.5%	76.8%	78.0%

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Golden West College
Coast Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	76.0%	76.1%	76.7%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.6%	60.8%	63.2%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	29.6%	33.2%	37.7%
Basic Skills Improvement Rate	47.7%	54.1%	55.4%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

ARCC 2009 Report: College Level Indicators

Golden West College
Coast Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	20,557	20,111	21,309
Full-Time Equivalent Students (FTES)*	9,933	11,065	10,545

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.
*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	27.1%	26.4%	25.2%
20 - 24	35.2%	36.2%	35.5%
25 - 49	31.7%	31.8%	33.0%
Over 49	6.0%	5.7%	6.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	55.1%	54.8%	55.0%
Male	44.7%	44.8%	44.6%
Unknown	0.3%	0.4%	0.4%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Golden West College
Coast Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.1%	1.9%	1.8%
American Indian/Alaskan Native	0.9%	1.0%	0.9%
Asian	30.0%	30.1%	29.0%
Filipino	2.7%	2.8%	3.0%
Hispanic	15.0%	15.7%	16.7%
Other Non-White	0.9%	1.2%	1.2%
Pacific Islander	0.9%	0.7%	0.9%
Unknown/Non-Respondent	7.4%	7.4%	8.7%
White Non-Hispanic	40.1%	39.1%	37.7%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Golden West College
Coast Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	55.7	58.8	51.3	69.3	*A2*
B	Percent of Students Who Earned at Least 30 Units	74.9	71.1	63.2	78.4	*B2*
C	Persistence Rate	78.0	67.6	57.1	78.0	*C5*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	76.7	74.5	67.0	85.4	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.2	62.1	52.0	72.0	*E1*
F	Improvement Rate for Credit Basic Skills Courses	55.4	52.6	36.5	62.0	*F2*
G	Improvement Rate for Credit ESL Courses	37.7	53.6	15.7	75.0	*G3*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2009 Report: College Level Indicators

Golden West College

Coast Community College District

College Self-Assessment

Golden West College (GWC), located in Huntington Beach, is one of three community colleges of the Coast Community College District located in Orange County, serving primarily the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. Golden West College has approximately 22,000 students per year with 59% of those students under the age of 25. The ethnic composition of our students is about 32% Asian, 16% Hispanic, 2% African American, 40% white and 11% other. The ethnic composition of Orange County is 15.5% Asian, 30.8% Hispanic, 2.1% African American, 51.3% white, and 0.3% other. Almost half of the Orange County residents do not speak English at home.

Although transfer preparation and degree achievement are primary to the mission of Golden West College, our mission also includes responding to specific community needs with respect to career and technical training, employment skills preparation, as well as, remedial activities and lifelong learning. At graduation, nearly one-third of our awards are for vocational certificates from our 23 Career Certificate programs.

Golden West College performed at or above state-wide and our peer group averages on all accountability indicators except 'Improvement Rate for ESL Courses'. However, our 'Improvement Rate for ESL Courses' has improved more than 4% each of the last two cohorts. Performance has also improved each of the last two years on the indicator measured by the 'Percent of Students Who Earned at Least 30 Units'. Although the 'Student Progress and Achievement Rate' is now lower than our peer group average, it improved over last year, and is still above the state-wide average. Our 'Persistence' and 'Basic Skills Improvement' rates improved over the prior period.

Thirty-five percent of Golden West College students are first-time students, and many come to our campus under-prepared academically and lack some of the skills necessary to be successful college students. Many do not speak English as their native language. Prior to reviewing the data in this ARCC report, Golden West College realized our need to improve in the area of basic skills and began to work on it internally, and we are seeing the fruits of those efforts. In 2008, the Student Success Committee was established and charged to study issues that are barriers to student success and coordinate activities to mitigate these barriers. The ESL department continues to actively review the results of their assessments of student learning outcomes and to make changes to the program. Additionally, they are actively evaluating their placement practices in an effort to increase its effectiveness for placing students in their first ESL class. The college is encouraged that our scores in the Basic Skills indicators will continue to rise as a result of our ongoing efforts.

COAST COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES' DIRECTIVES LOG
Prepared by the Secretary of the Board of Trustees

#	Meeting Date	Requested via Action by the Board of Trustees	Responsible District Party	Directive	Agenda due Date	Status I = In Progress P=Pending
1	12/9/09	Lorraine Prinsky; 2nd Walt Howald	Chancellor	Provide the Board with frequent updates on the District's compliance with the 50% Law and that every other meeting provide the Board with an understanding of the impact of the ENDS Program on the 50% Law	Ongoing	P
2	11/18/09	Walt Howald; 2nd Lorraine Prinsky	Chancellor	Provide a status report of the OCC Bookstore and Food Service revenue matter.	April 21, 2010	P
3	11/18/09	Jim Moreno; 2nd Mary Hornbuckle	Chancellor	Provide a report of Operational Issues at Golden West College Bookstore and provide suggestions for improvement.	Pending	P
4	11/18/09	Jerry Patterson; 2nd Mary Hornbuckle	Interim Associate Vice Chancellor of Educational Services	Provide a summary with explanation when there is a change to Instructional Material Fees. Provide a copy of attachments and summary to the Board of Trustees' Office for Trustees and the public to review.	Ongoing	Ongoing
5	8/19/09	Mary Hornbuckle; 2nd Lorraine Prinsky	Chancellor/District General Counsel	Review Agreement with Time Warner Cable for the purpose of utilizing a dedicated circuit connection between Golden West College data network and Time Warner Cable, and return to the Board in August 2011 for reconsideration.	August 2011	P
6	05/06/09	Walt Howald 2nd Mary Hornbuckle	Chancellor	Provide progress report on Common Course Numbering: current status, steps needed to be taken to complete implementation and provision of a timeline. Invite Trustees to Friday meeting concerning Common Course Numbering.	March 17, 2010	P
7	3/5/08	Jerry Patterson; 2nd Walt Howald	Chancellor	Revisit Participatory Governance Policies and Procedures	March 3, 2010	P
8	7/16/08	Walt Howald; 2nd Jim Moreno	Chancellor	The Vice Presidents at the three colleges, Academic Senate Presidents among other District-wide groups will discuss coordination of college curricula matters including CTE and occupational course and program duplication. Written status report on progress of President Obama's American Graduation Initiative.	Pending	P

#	Meeting Date	Requested via Action by the Board of Trustees	Responsible District Party	Directive	Agenda due Date	Status I = In Progress P=Pending
9	8/6/08	Jerry Patterson; 2nd Walt Howald	Chancellor	Develop Board Policy relating to Academic Senate Presidents, including reporting structure, defined organizational chart, definition of committee planning structure, and definition of Board of Trustee responsibilities in relation to the Academic Senate	March 17, 2010	P
10	9/17/08	Jim Moreno; 2nd Mary Hornbuckle	Chancellor	Provide status of diversity in the District. Strongly suggest to the extent possible that College Presidents and Human Resources ensure diverse committees in the hiring process. Request for a presentation on diversity in hiring be presented to the Board annually. Also include diversity and demographic breakdown of students at each campus and for all cities served by the District.	July 21, 2010	P
11	9/17/08		Chancellor	Develop Vision 2020, a strategic plan for the District over the coming decade. Regular attention to it and updating as necessary are assumed.	Pending	P
12	9/17/08	Board	Chancellor and Vice Chancellor of Human Resources	Prepare a succession plan for faculty, staff and administration, based on careful identification of estimated dates of retirement and field of work – and tied into District educational needs and program review. Included are training programs to develop future leaders from among those in the District's employ.	April 21, 2010	P
13	9/17/08	Board	Chancellor	Refine and advance the relationship among the three colleges and District Office, including creation of District-wide governance bodies and assumption of a more directive and active role for the Chancellor's Office. The result will be active coordination of the District's various components. While the District will work through its three colleges, the Chancellor's Office will play a more significant role in directing the colleges to collaborate, respond to local need, and allocate funding accordingly.	Pending	P

AFFILIATION AGREEMENT
BETWEEN
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND
ORANGE COAST COLLEGE

THIS AFFILIATION AGREEMENT is made and entered into this 4TH day of February, 2010 by and between The Regents of the University of California ("UNIVERSITY"), a Constitutional corporation, on behalf of the University of California, San Diego Medical Center (hereinafter collectively referred to as "UC SAN DIEGO"), and , Orange Coast College (hereinafter referred to as "AFFILIATE"), with reference to the following facts:

WITNESSETH:

WHEREAS, AFFILIATE conducts educational programs for students enrolled in associated health professional education programs, (hereinafter collectively referred to as "TRAINEES") and desires access to facilities in which TRAINEES can obtain broader clinical learning experiences; and

WHEREAS, UC SAN DIEGO maintains facilities at its premises located at UC SAN DIEGO Medical Center, 200 W. Arbor Drive, San Diego, CA 92103; UC SAN DIEGO Thornton Hospital, 9300 Campus Point Drive, La Jolla, CA 92037; and UC SAN DIEGO Woman's Center (Radiology Department), 303 Lewis Street, San Diego, CA 92103, which can be used to furnish clinical experience to TRAINEES, and UC SAN DIEGO desires to have said facilities so used; and,

WHEREAS, it is in the mutual interest and benefit of the parties that TRAINEES obtain their clinical experience at said UC SAN DIEGO facilities.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants set forth below, the parties agree as follows:

1. RESPONSIBILITIES OF AFFILIATE. AFFILIATE agrees that for each medically related education program described in Exhibit A of this Agreement ("PROGRAM(S)") it shall:

   A. Establish the educational goals and objectives of PROGRAM in a manner consistent with the standards and requirements set forth by AFFILIATE and the appropriate accrediting agency ("ACCREDITING AGENCY") for program accreditation, if applicable. Such goals and objectives shall reflect AFFILIATE'S commitment to providing quality education and training programs to TRAINEES, as well as quality health services to patients.

   B. Designate a member of AFFILIATE'S faculty who should be certified by the specialty board in the appropriate discipline or should possess suitable equivalent qualifications as a teacher, clinician, and administrator. Such person shall be the Program Director and shall:

Attachment 1

1) Act as liaison with UC SAN DIEGO;

2) Cooperate with UC SAN DIEGO in coordinating and reviewing work schedules of TRAINEES.

C. Recruit and select TRAINEES who are appropriately credentialed, licensed, or otherwise authorized to participate in PROGRAM.

D. Provide the names of TRAINEES and their assignments to UC SAN DIEGO sufficiently in advance to allow for convenient planning of schedules.

E. Develop and implement a mechanism for determining evaluation of the performance of TRAINEES to include, where appropriate, input from UC SAN DIEGO.

F. Maintain records and reports concerning the education of TRAINEES and of TRAINEES' time spent in the various educational activities referred to in this Agreement, as may be required by AFFILIATE and the ACCREDITING AGENCY, and/or for compliance with the regulations, guidelines, and policies of third-party payors.

G. Instruct assigned TRAINEES to:

(1) Comply with UC SAN DIEGO'S applicable Bylaws, Rules and Regulations, policies, procedures and guidelines, state and federal laws and regulations, and the standards and regulations of the Joint Commission on Accreditation of Healthcare Organizations ("THE JOINT COMMISSION") and the ACCREDITING AGENCY;

(2) Participate, to the extent scheduled or otherwise requested by UC SAN DIEGO and approved by AFFILIATE, in activities and assignments that are of educational value and that are appropriate to the course and scope of PROGRAM and consistent with the requirements of the ACCREDITING AGENCY;

(3) Cooperate, consistent with the terms of this Agreement, in quality assurance and risk management activities designed to identify, evaluate and reduce risk of patient injury;

(4) Cooperate in the preparation and maintenance of a complete medical record for each patient in whose care he/she participates on forms provided by UC SAN DIEGO and in compliance with all state and federal laws and regulations, the regulations and requirements of the The Joint Commission, and UC SAN DIEGO'S Medical Staff Bylaws, Rules and Regulations. The medical record shall, at all times, remain the property of UC SAN DIEGO; and,

(5) Provide information to UC SAN DIEGO, prior to commencement of

TRAINEE'S participation in PROGRAM, which demonstrates his/her immunity to measles and rubella and discloses TRAINEE'S varicella and tuberculosis status.

2. RESPONSIBILITIES OF UC SAN DIEGO. UC SAN DIEGO agrees that it shall:

A. Maintain adequate staff and facilities at its premises located at 200 W. Arbor Drive, San Diego, CA 92103, 9300 Campus Point Drive, La Jolla, CA 92037, and UC SAN DIEGO Woman's Center (Radiology Department), 303 Lewis Street, San Diego, CA 92103, to meet the educational goals and objectives of PROGRAM in a manner consistent with the reasonable standards and requirements established by AFFILIATE and the ACCREDITING AGENCY.

B. Maintain its license as a general acute care facility and comply with all applicable laws, regulations, THE JOINT COMMISSION and ACCREDITING AGENCY requirements.

C. Designate, after consultation with AFFILIATE, a person to serve as Program Coordinator who shall:

(1) Coordinate TRAINEES' schedules and activities while at UC SAN DIEGO;
(2) Act as liaison with AFFILIATE; and,
(3) Assign UC SAN DIEGO personnel to supervise TRAINEES while at UC SAN DIEGO.

D. Arrange schedules for TRAINEES in conjunction with AFFILIATE'S Program Director and in accordance with the educational goals and objectives of AFFILIATE. Such schedules shall reflect AFFILIATE'S educational missions and shall not be compromised by an excessive reliance on TRAINEES to fulfill institutional service obligations.

E. Protect the health and safety of TRAINEES while participating in PROGRAM at UC SAN DIEGO'S health facility by providing each TRAINEE with the following:

(1) Orientation of the type and scope provided by UC SAN DIEGO to its new employees, including, but not limited to, information about UC SAN DIEGO'S security measures, fire safety and disaster protocols, and any additional recommended personnel safety and security precautions;

(2) Instruction in UC SAN DIEGO'S policies and procedures for infection control including the handling and disposal of needles and other sharp objects, and in UC SAN DIEGO'S protocols for on-the-job injuries including those resulting from needlestick injuries and other exposures to blood or body fluids;

(3) First Aid and other emergency treatment on-site, including, but not limited to, immediate evaluation for risk of infection and appropriate follow-up care of

TRAINEE in the event of a needlestick injury to or other exposure of TRAINEE to blood or body fluids. In the case of suspected or confirmed exposure to the human immuno-deficiency virus (HIV), such follow-up care shall include, but not be limited to, the option for appropriate post-exposure HIV testing and the option for prophylactic therapy with zidovudine (AZT) and/or other appropriate pharmacologic agents as medically indicated. The initial care and administration of testing and prophylactic therapy and subsequent care shall be paid for by AFFILIATE or TRAINEE.

(4) As applicable, information concerning availability of parking, meals, lockers, and appropriate access to bathroom/shower facilities.

F. Permit inspection of its clinical and related facilities by individuals charged with the responsibility for accreditation of AFFILIATE and/or PROGRAM, if applicable.

G. With respect to any professional services performed by TRAINEES under this Agreement, UC SAN DIEGO agrees to inform AFFILIATE and Program Director as follows:

(1) Immediately upon initiation of an investigation of a TRAINEE;

(2) Within five days after receipt of service of a complaint or notice of a claim naming a TRAINEE;

(3) Prior to making or accepting a settlement offer in any case in which TRAINEE has been named or in which a settlement is being proposed on TRAINEE'S behalf; or,

(4) Prior to making a report to any relevant professionally related entity in which a TRAINEE is named.

H. UC SAN DIEGO shall cooperate and assist AFFILIATE in investigating facts which may serve as a basis for taking any disciplinary or academic action. AFFILIATE may, but need not, consult with UC SAN DIEGO concerning a proposed disciplinary action. UC SAN DIEGO agrees to abide by AFFILIATE'S recommended disciplinary action against TRAINEES. Notwithstanding the foregoing, UC SAN DIEGO shall have the right, after consultation with AFFILIATE, to prohibit further attendance at UC SAN DIEGO of any TRAINEE; provided, however, that UC SAN DIEGO will not take any action against TRAINEES in an arbitrary or capricious manner. Upon such termination, AFFILIATE will use its best efforts to replace the terminated TRAINEE with another TRAINEE as soon as possible.

GENERAL PROVISIONS

AFFILIATE and UNIVERSITY further agree:

3. STATUS OF TRAINEES.

A. During the period in which a TRAINEE is assigned to UC SAN DIEGO, the TRAINEE shall be supervised by UC SAN DIEGO personnel.

B. It is expressly agreed and understood by UC SAN DIEGO and AFFILIATE that TRAINEES are present at UC SAN DIEGO'S facilities to participate in activities and assignments that are of educational value to TRAINEES, and that are appropriate to the course and scope of PROGRAM(S) and consistent with the requirements of the ACCREDITING AGENCY(IES).

4. DISCRIMINATION - PROHIBITION.

UC SAN DIEGO and AFFILIATE agree not to discriminate in the selection or acceptance of any TRAINEE pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition (cancer-related) as defined in section 12926 of the California Government Code, ancestry, or marital status; or citizenship, within the limits imposed by law or UNIVERSITY policy.

5. NOTICES.

All notices required under this Agreement shall be deemed to have been fully given when made in writing, and personally delivered with an executed acknowledgment of receipt or deposited in the United States mail, postage prepaid, certified, return receipt requested, and addressed as follows:

TO UC SAN DIEGO: Regulatory Affairs
UC San Diego Medical Center
Layla Arab, JD
200 W. Arbor Drive
San Diego, CA 92103-8949

TO AFFILIATE: Orange Coast College
President, Orange Coast College
2701 Fairview Rd PO Box 5005
Costa Mesa, CA 92628-5005

With a copy to:
Vice Chancellor, Administrative Services
Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626

6. TERM.

The term of this Agreement shall be February 4th, 2010, through February 28th, 2013 or until earlier terminated. It is understood by the parties that approval from the Associated Health Professions Education Committee at UC SAN DIEGO must be current for a PROGRAM in order for its respective TRAINEES to participate under this Agreement.

7. TERMINATION.

A. Termination Without Cause. Notwithstanding any other provision to the contrary, this Agreement or the participation of a PROGRAM may be terminated without cause for any reason at any time by either party upon sixty (60) days' prior written notice to the other party. Upon termination of the Agreement of PROGRAM, any program trainee(s) currently rotating at UC SAN DIEGO shall be allowed to complete the rotation.

B. Termination For Cause. In the event of a material breach of this Agreement, the aggrieved party may 1) terminate the participation of PROGRAM in which the material breach occurred or 2) terminate this Agreement if such breach affects all PROGRAMS by giving written notice of termination to the breaching party, which termination shall be effective immediately upon delivery as specified above in Section 5 of this Agreement; provided, however, that if the nature of the breach is such that it can be reasonably cured, said notice shall specify the nature of such breach, and shall further state that the breaching party shall have thirty (30) days from the effective date of such notice to cure such breach, at which time, if the breach is not cured, the PROGRAM in which the material breach occurred or this entire Agreement shall terminate, as appropriate.

8. AFFILIATE'S INSURANCE.

A. AFFILIATE, at its sole cost and expense, shall insure its activities in connection with this Agreement and obtain, keep in force, and maintain a program of self-insurance as follows:

(1) Professional Liability Insurance covering TRAINEES with limits of one million dollars ($1,000,000) per occurrence and a general aggregate of three million dollars ($3,000,000). If such insurance is written on a claims-made form, it shall continue for three years following termination of this Agreement. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.

(2) Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with a limit of one million dollars ($1,000,000) per occurrence. However, if such insurance is written on a claims-made form, it shall continue for three years following

termination of this Agreement. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.

(3) Workers' Compensation and Employer's Liability Insurance in a form and amount covering AFFILIATE'S full liability as required by law under the Workers' Compensation Insurance and Safety Act of the State of California and other applicable statutes as amended from time to time.

(4) Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance.

B. It should be expressly understood, however, that the coverage required under Section 8.A.(1) and (2) shall not in any way limit the liability of AFFILIATE.

C. AFFILIATE, upon execution of this Agreement and written request from UNIVERSITY, shall furnish Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days' advance written notice to UNIVERSITY of any modification, change or cancellation of any of the above insurance coverage.

9. UNIVERSITY'S INSURANCE.

A. UNIVERSITY shall self-insure its activities in connection with this Agreement by maintaining programs of self-insurance as follows:

(1) Professional Medical and Hospital Liability self-insurance retention in the amount of five million dollars ($5,000,000) per occurrence with excess liability insurance.

(2) General Liability Self-Insurance retention with a limit of five million dollars ($5,000,000) per occurrence.

(3) Workers' Compensation and Employer's Liability Self-Insurance Program covering UNIVERSITY'S full liability as required by law under the Workers' Compensation Insurance and Safety Act of the State of California and other applicable statutes as amended from time to time.

(4) Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance.

B. It should be expressly understood, however, that the coverage required under Section 9.A. (1) and (2) shall not in any way limit the liability of UNIVERSITY.

C. UNIVERSITY, upon the execution of this Agreement and written request by

AFFILIATE, shall furnish Certificates of Self-Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days' advance written notice to AFFILIATE of any modification, change or cancellation of any of the above self-insurance coverage.

10. INDEMNIFICATION.

A. AFFILIATE shall indemnify and hold UNIVERSITY, its officers, employees, and agents harmless from and against any and all liability, loss, expense, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of AFFILIATE, its officers, employees, or agents.

B. UNIVERSITY shall indemnify and hold AFFILIATE, its officers, employees, and agents harmless from and against any and all liability, loss, expense or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of UNIVERSITY, its officers, employees, or agents.

11. COOPERATION IN DISPOSITION OF CLAIMS.

A. AFFILIATE and UNIVERSITY agree to cooperate with each other in the investigation and disposition of audits, peer review matters, disciplinary actions and third-party liability claims arising out of any services provided under this Agreement or in the operation of any PROGRAM. It is the intention of the parties to fully cooperate in the disposition of all such audits, actions or claims. Such cooperation may include, but is not limited to, joint investigation, defense, disposition of claims of third parties arising from services performed under this Agreement, and making witnesses available. AFFILIATE shall be responsible for discipline of TRAINEES in accordance with AFFILIATE'S applicable policies and procedures.

B. To the extent allowed by law, AFFILIATE and UC SAN DIEGO shall have reasonable access to the medical records and charts of the other relating to any claim or investigation related to services provided pursuant to this Agreement; provided, however, that nothing shall require either AFFILIATE or UC SAN DIEGO to disclose any peer review documents, records or communications which are privileged under Section 1157 of the California Evidence Code under the Attorney-Client Privilege or under the Attorney Work-Product Privilege.

12. DISPUTE.

Any dispute arising under the terms of this agreement which is not resolved within a reasonable period of time by authorized representatives of UC SAN DIEGO and the AFFILIATE shall be brought to the attention of the Chief Executive Officer (or

designated representative) of UC SAN DIEGO and the Chief Business Officer (or designee) of the AFFILIATE for joint resolution. At the request of either party, The AFFILIATE shall provide a forum for discussion of the disputed item(s), at which time the Vice Chancellor, Business and Finance (or designated representative) of The AFFILIATE shall be available to assist in the resolution by providing advice to both parties regarding The AFFILIATE contracting policies and procedures. If resolution of the dispute through these means is pursued without success, either party may seek resolution employing whatever remedies exist in law or equity beyond this agreement. Despite an unresolved dispute, UC SAN DIEGO shall continue without delay to perform its responsibilities under this agreement UC SAN DIEGO shall keep accurate records of its services in order to adequately document the extent of its services under this agreement.

13. PATIENT RECORDS.

Any and all of UC SAN DIEGO'S patient records and charts created at UC SAN DIEGO'S facilities as a result of performance under this Agreement shall be and shall remain the property of UC SAN DIEGO. Both during and after the term of this Agreement, AFFILIATE shall be permitted to inspect and/or duplicate, at AFFILIATE'S expense, any individual charts or records which are: (1) necessary to assist in the defense of any malpractice or similar claim; and/or (2) relevant to any disciplinary action. Such inspection and/or duplication shall be permitted and conducted pursuant to commonly accepted standards of patient confidentiality in accordance with applicable federal, state and local laws.

14. INTERRUPTION OF SERVICE.

Either party shall be excused from any delay or failure in performance hereunder caused by reason of any occurrence or contingency beyond its reasonable control, including, but not limited to, acts of God, acts of war, fire, insurrection, labor disputes, riots, earthquakes, or other acts of nature. The obligations and rights of the party so excused shall be extended on a day-to-day basis for the time period equal to the period of such excusable interruption. In the event the interruption of the excused party's obligations continues for a period in excess of thirty (30) days, the other party shall have the right to terminate this Agreement upon ten (10) days' prior written notice to the excused party.

15. ATTORNEYS' FEES.

In the event of any action, suit or proceeding, including arbitration, arising out of this Agreement, among or between the parties hereto, each party shall bear their own costs related to such action, suit or proceeding, including attorneys' fees.

16. ASSIGNMENT.

Neither AFFILIATE nor UNIVERSITY shall assign their rights, duties, or obligations under this Agreement, either in whole or in part, without the prior written consent of the other. UC SAN DIEGO may not assign TRAINEES to locations other than those described in Section

2.A. without the prior written consent of AFFILIATE.

17. SEVERABILITY.

If any provision of this Agreement is held to be illegal, invalid, or unenforceable under present or future laws effective during the term hereof, such provision shall be fully severable. This Agreement shall be construed and enforced as if such illegal, invalid, or unenforceable provision had never been a part of the Agreement, and the remaining provisions shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this Agreement.

18. WAIVER.

Waiver by either party of any breach of any provision of this Agreement or warranty of representation herein set forth shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right hereunder shall not operate as a waiver of such right. All rights and remedies provided for herein are cumulative.

19. EXHIBITS AND ADDENDA.

Any and all exhibits and addenda attached hereto are incorporated herein by reference and made a part of this Agreement.

20. MODIFICATIONS AND AMENDMENTS.

This Agreement may be amended or modified at any time by mutual written consent of the authorized representatives of both parties. AFFILIATE and UC SAN DIEGO agree to amend this Agreement to the extent amendment is required by an applicable regulatory authority and the amendment does not materially affect the provisions of this Agreement.

21. ENTIRE AGREEMENT.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of the Agreement and supersedes any prior agreements, oral or written, and all other communications between the parties relating to such subject matter.

22. GOVERNING LAW.

This Agreement shall be governed in all respects by the laws of the State of California.

The parties have executed this Agreement as set forth below.

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA,

on behalf the University of California, San Diego-Medical Center:

_____ _____

Thomas Jackiewicz
Chief Executive Officer
UC San Diego Health Sciences

Date

Orange Coast College

_____ _____

Kevin Ballinger, Dean
Consumer & Health Sciences

Date

Coast Community College District

_____ _____

President, Board of Trustees

Date

AFFILIATION AGREEMENT
BETWEEN
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND
ORANGE COAST COLLEGE

PROGRAM NAME: NEURODIAGNOSTIC TECHNOLOGY
TYPE OF TRAINING: CLINICAL EXPERIENCE
TUITION/STIPEND/OTHER PAYMENTS: NONE
APPLICABLE ACCREDITING AGENCY: COMMISSION OF ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS (CAAHEP)
DEGREE/CERTIFICATE: ASSOCIATE OF SCIENCE DEGREE
LENGTH OF ROTATION: VARIOUS LENGTHS: 4, 8, 12 OR 16 WEEKS.

ADDENDUM ONE

to
Affiliation Agreement
between
The Regents Of The University Of California
And
ORANGE COAST COLLEGE

EFFECTIVE 4th day of February, 2010:

The following section will be added to this agreement, under Section1: Responsibilities of Affiliate, paragraph "I"on page 3 of current agreement:

I. AFFILIATE will only assign Trainees to UC SAN DIEGO who have been screened by AFFILIATE using the Office of the Inspector General's online screening process, as more fully described in the "Guidelines – Checking OIG Exclusions" (see following page, "Exhibit "B"). AFFILIATE will provide evidence that each Trainee has been so screened by supplying UC SAN DIEGO with a printout of the screening results. AFFILIATE warrants and represents that AFFILIATE itself has not been excluded from participation in any Federal health care program.

EXHIBIT B

GUIDELINES FOR CHECKING FOR OIG EXCLUSIONS

1. Access the OIG website at http://oig.hhs.gov/

2. Once you are on the website, click on **"Exclusions Database"** located on the left-hand side of the page.

3. On the Exclusion Program page, click on **"List of Excluded Individuals/Entities (LEIE)"**.

4. On the List of Excluded Individuals/Entities page, click on "Online Searchable Database".

5. On the query page, fill in the requested information. **Put in the minimum amount of information such as last name only, to make the search as sensitive possible.** When the query search is completed, one of two screens will be displayed. Either a list of matches will be displayed, or the screen will display "no records found where lastname like LASTNAME%".

6. If no matches are found, print out the screen which shows the results of your search as evidence that the student has not been excluded.

7. If a list of "matches" is displayed, review the list for a potential match with the student by checking the additional demographic data supplied. Either select a name (by double clicking on the name) or scroll to the right to see the rest of the demographics for that individual. The excluded individual's date of birth and address should be provided by the OIG (note: the OIG database does not include an individual's Social Security Number).

   - The Date of Birth is the most "unique" information available at this point. For any potential matches the first step would be to compare the individual's date of birth.

   - At this point, if the demographic information appears to match that of the student, select the name and print out the information displayed. This printout is required when contacting the OIG to verify the identity of a potential match.

8. Any potential match must be confirmed by contacting the OIG in writing to verify that the individual in the database does indeed match your TRAINEE. The OIG will use the individual's Social Security Number for verification.

   - The student's Social Security Number and Date of Birth (if available) must be provided to the OIG.

   - Fax the printout from the database to the OIG. Be sure to include your name and phone number for the OIG to contact.

9. The OIG will respond as follows:

   If the student is ***not*** a match, the OIG will generally call the next business day to notify the contact person listed. Document receipt of this information from the OIG on the memo sent to the OIG with your initials and date.

   If it does appear the TRAINEE matches the individual in the OIG database, it will take the OIG longer to contact you. If the OIG has not contacted you after 3 days, call Ms. Jacqueline Freeman at (410) 786-5197 to inquire about the status of the verification check.

10. If the OIG notifies you that the student matches the individual in the database, request that they send you written confirmation of this. **THIS STUDENT IS NOT ELIGIBLE TO WORK AT A UC SAN DIEGO MEDICAL CENTER FACILITY.**

The parties acknowledge they have read the referenced Agreement and Addendum One, "Exhibit B", understand them, and agree to be bound by their terms and conditions.

Authorized signatures:

AFFILIATE:

_____ _____

Kevin Ballinger, Dean
Consumer & Health Sciences

Date

Coast Community College District

_____ _____

President, Board of Trustees

Date

UC SAN DIEGO:

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA,
on behalf of the University of California San Diego Medical Center.

_____ _____

Thomas Jackiewicz
Chief Executive Officer
UC San Diego Health Sciences

Date

ADDENDUM TWO

to

Affiliation Agreement
Between

The Regents Of The University Of California
And

Orange Coast College

HIPAA REQUIREMENTS

As you are aware, the federal Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule requires all covered entities to protect the privacy and security of an individual's health information (Protected Health Information or PHI).

The University of California (University) has concluded, that HIPAA allows the University and the University's teaching affiliates to exchange PHI regarding those patients with whom we have a teaching relationship, as demonstrated by our Affiliation Agreement with training sites, so long as the exchange of PHI is for teaching purposes, meets the minimum necessary standard, and the covered entities have trained all affected workforce members. The University's required HIPAA policies and procedures memorialize this interpretation,

HIPAA also allows the current accreditation practices of the ACGME, THE JOINT COMMISSION and others to continue whereby these organizations visit affiliated clinical sites and access PHI in order to accredit the sponsoring institutions. The University of California will enter into a Business Associate Agreement or Amendment with ACGME, THE JOINT COMMISSION or others who are our business associates for these accreditation purposes. In this case, the accreditation organization is acting on behalf of a covered entity, and the exchange of PHI in these cases is between the University/University Business Associate and the affiliated site for health care operations (accreditation of teaching organizations) where both institutions have a relationship to the individual for teaching purposes.

Although HIPAA permits PHI to be shared between healthcare providers and trainees for healthcare operations of the covered entity's teaching programs, the Privacy Rule's minimum necessary standard does not permit the exchange of PHI to occur with entities who do not have a treatment or teaching relationship with the patient, e.g., affiliated training programs. As such, trainees of covered entities and non-covered entities who are teaching affiliate's of the University may not remove (or copy, transfer, transmit, share or re-identify) data from the University that includes any patient's protected health identifiers (PHI). Data which has been de-identified of the 18 protected health identifiers (PHI) is permissible, since by definition it is no longer PHI.

Finally, HIPAA requires that all covered entities train the workforce on the requirements of HIPAA. Under a separate licensing agreement and at no cost to our affiliated institutions, the University will provide copies of all the University's training modules and other materials that may assist in your compliance efforts and provide uniformity of practice between teaching institutions with regard to our education of our trainees and faculty on the HIPAA Privacy Rule. The training modules, including the "HIPAA for Healthcare Provider" module, are available on the UC SAN DIEGO HIPAA Internet website at: http://health.ucsd.edu/compliance/hipaa.shtml.

To facilitate our mutual compliance with HIPAA, sustain our teaching relationship, to allow the University to meet its accreditation requirements and maintain the privacy of our patients' PHI, This Addendum Two is added to this Affiliation Agreement. In addition, all TRAINEES will be required to sign the "Confidentiality Statement" (see attached form). If you have questions regarding the affiliation agreement, please contact Layla Arab, JD in Regulatory Affairs at (619) 543-3469 (laarab@ucsd.edu). If you have questions regarding the HIPAA Privacy issues and this Addendum, please contact the UC SAN DIEGO Health Sciences Privacy Officer, Charles Mittman, M.D. at 619-543-2664 or e-mail: cmittman@ucsd.edu

ADDENDUM TWO:

EXHIBIT C AND D

This Addendum Two to this Affiliation Agreement is made and entered into this 4th day of February, 2010 by and between The Regents of the University of California, a California constitutional corporation, on behalf of the University of California San Diego Medical Center (UC SAN DIEGO) and AFFILIATE, with reference to the following facts:

1. **UC SAN DIEGO and AFFILIATE ARE entering into an Affiliation Agreement.**

2. **The Health Insurance Portability and Accountability Act ("HIPAA") and the HIPAA Privacy Regulations (45 CFR Parts 160 and 164) permit covered entities to use and disclose protected health information ("PHI") without patient authorization for certain specified purposes, one of which is for health care operations.**

3. **Health care operations under HIPAA include the training and educational programs of covered entities, accreditation and credentialing activities.**

UC SAN DIEGO is a covered entity as defined by HIPAA.

In consideration of the foregoing and the mutual promises set forth below, the parties agree as follows:

1. **UC SAN DIEGO may disclose PHI as is necessary to carry out its respective training and educational programs, as well as to meet the accreditation requirements of each institution, or as required by law.**

2. **UC SAN DIEGO and AFFILIATE each represent to the other that all members of its workforce who use, create or disclose PHI, including, as applicable, its faculty, medical staff, employees and TRAINEES, have received training as required by HIPAA.**

3. **AFFILIATE shall permit access by the Accreditation Council for Graduate Medical Education ("ACGME"), and other such accreditation organizations, acting on behalf of UC SAN DIEGO as UC SAN DIEGO'S Business Associates, to AFFILIATE training program files that are necessary for those organizations to conduct their accreditations of UC SAN DIEGO.**

4. **<u>UC SAN DIEGO and AFFILIATE may disclose to each other only a de-identified data set without the 18 protected health identifiers or a limited data set (e.g., dates of service only).</u>**

5. **Except as modified by this Addendum, all terms and conditions of the Affiliation Agreement are in full force for the effective date of this Agreement.**

The parties acknowledge they have read the referenced Agreement and Addendum Two, "Exhibits C and D", understand them, and agree to be bound by their terms and conditions.

Authorized signatures:

AFFILIATE:

Orange Coast College

_____ _____

Kevin Ballinger, Dean Date
Consumer & Health Sciences

Coast Community College District

_____ _____

President, Board of Trustees Date

UC San Diego:

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA,
on behalf of the University of California San Diego Medical Center

_____ _____

Thomas Jackiewicz Date
Chief Executive Officer
UC San Diego Health Sciences

Starbucks Coffee Company
PO Box 34067
Seattle, WA 98124-1067
206/318-1575

February 4, 2010

Coast Community College District dba Orange Coast Community College
Attn: Thomas Selzer - GM
2701 Fairview Road
Costa Mesa, CA 92677

RE: Master Licensing Agreement Amendment

Dear Thomas Selzer:

You will find enclosed two originals of an amendment to your Starbucks Master Licensing Agreement which reflect revisions to Starbucks whole bean coffee pricing. We have prepared this amendment to implement changes based on our comprehensive review of coffee pricing with new coffee groupings. This will result in a clearer pricing relationship between one-pound and five-pound bags, and a better alignment between prices, costs and customer preferences.

The formula for future coffee price adjustments will continue to be based on changes in commodity prices and the consumer price index, and those future adjustments will take place on a semi-annual schedule that will allow improved predictability in pricing changes. Prices for other proprietary, branded, and commodity products will also be revised in 2010 to reflect changes in underlying costs and get regularly updated on a semi-annual basis which will reduce administrative burden for both you and Starbucks.

Please review the attached amendment, sign both originals, and return them both to us at your earliest convenience. After execution by Starbucks, one fully executed amendment will be returned to you for your files. The new coffee pricing is scheduled to go into effect January 15, 2010, and we need your executed amendment as soon as possible to allow the necessary time to update your account.

If you have any questions, please contact your National Account Executive or Business Development Manager. Otherwise, please return the executed amendments to:

Russell Hall
Starbucks Coffee Company
2401 Utah Ave. S.
Suite 800, S-LS5
Seattle, WA 98134-1435

Sincerely,

Douglas Satzman
vice president, Licensed Stores Business Development

Attachment 2

FIRST AMENDMENT TO MASTER LICENSING AGREEMENT

THIS FIRST AMENDMENT TO THE MASTER LICENSING AGREEMENT (the "First Amendment") is made and entered into the ____ day of _____, 2010, as an amendment to that certain Master Licensing Agreement dated February 16, 2006 (the "Licensing Agreement") by and between Starbucks Corporation ("Starbucks") and Coast Community College District d/b/a Orange Coast College, an instrumentality of the State of California ("Licensee"). Capitalized terms used herein and not otherwise defined shall have the meanings set forth in the Licensing Agreement.

RECITALS

A. WHEREAS, Licensee and Starbucks entered into the Licensing Agreement obligating Licensee to develop and operate Starbucks Store(s); and

B. WHEREAS, Licensee and Starbucks desire to move to the new coffee pricing structure set forth in Schedule 2.8 which is attached hereto.

AGREEMENT

NOW, THEREFORE, Starbucks and Licensee hereby agree as follows:

1. Section 2.8.1 of the Licensing Agreement is amended and restated in its entirety to read as follows:

> **2.8.1 Coffee and Tea.** Licensee shall purchase from Starbucks (or any approved supplier specifically designated in writing by Starbucks) all coffee and tea sold in the Starbucks Store(s). Starbucks will sell to Licensee each type and size of the various blends and roasts of coffee to be used in the preparation of on-site beverages for resale and required to be sold in the Starbucks Store(s) at one or more Licensed Sites on the purchase order form required by Starbucks and at the prices set forth on Schedule 2.8 as of the execution of this Agreement, and thereafter at prices adjusted to reflect changes in Starbucks commodity and processing costs, as set forth in the Manual or supplemental price sheets provided to Licensee from time to time, which shall supersede the coffee prices set forth on Schedule 2.8, which is attached hereto. Notwithstanding the foregoing, prices for seasonal, varietal, and rare blend coffees shall be established and revised by Starbucks in its sole discretion.

2. Section 2.8.3 of the Licensing Agreement is amended and restated in its entirety to read as follows:

> **2.8.3 Shipment.** All coffee and other products shall be delivered to Licensee's designated destination by Starbucks designated carrier. Policies with respect to products, returns, and product quality are contained in the Manual. The cost of

freight for coffee and other products is set forth in Schedule 2.8 and in the product guides and price lists periodically provided to Licensee; except that if Starbucks is required to ship coffee or other products to Licensee's Starbucks Store(s) on an expedited basis for any reason including, without limitation, as a result of improper, inaccurate or insufficient ordering by Licensee, then Licensee shall reimburse Starbucks for the increased cost of freight resulting from such expedited coffee or product shipments.

3. **First Amendment Effective Date.** This First Amendment shall be effective as of the date that it is executed by an authorized representative of Starbucks; except that the revised coffee prices set forth on the attached amended Schedule 2.8 shall take effect on the later of January 15, 2010 or fourteen (14) days after execution by Starbucks.

4. **Miscellaneous.**

4.1 To the extent any provision of the Licensing Agreement is not expressly overridden by a contrary term in this First Amendment, the Licensing Agreement as amended by this First Amendment shall continue in full force and effect, and the same is hereby ratified in full. In the event that provisions of this First Amendment conflict with the Licensing Agreement, the provisions of this First Amendment shall control.

4.2 This First Amendment is for the sole benefit of the parties hereto and their respective successors and assigns and nothing in this First Amendment expressed or implied shall give or be construed to give any person or entity, other than the foregoing, any legal or equitable rights hereunder.

4.3. This First Amendment shall be governed by and construed in accordance with the laws of the State of Washington.

4.4 **General Release**. Licensee hereby releases and forever discharges Starbucks and its officers, directors, partners, members, employees, agents, independent contractors, assigns, representatives, and attorneys, corporate parents, subsidiaries and affiliates, predecessors and successors (and their respective officers, directors, partners, members, employees, agents, independent contractors, assigns, representatives, and attorneys), of and from any and all claims, liabilities, demands, causes of action, costs, expenses, attorneys' fees, damages, restitution, and obligations of every kind and nature, at law, in equity, or otherwise, known and unknown, suspected and unsuspected, disclosed and undisclosed, arising out of or relating in any manner to the Licensing Agreement prior to the effectiveness of this First Amendment.

IN WITNESS WHEREOF, the parties have hereunto set their hands as of the day and year indicated below.

EXECUTED by Licensee this ___ day of _____, 2010.

COAST COMMUNITY COLLEGE DISTRICT d/b/a Orange Coast College

By:_____

Its:_____

EXECUTED by Starbucks this ___ day of _____, 2010.

STARBUCKS CORPORATION

By:_____

Its:_____

SCHEDULE 2.8

Coffee Adjustment Calculation

Coffee Price Adjustment Calculation

Adjustments to Coffee Prices shall be made pursuant to the following formula:

> New Coffee Price = Coffee Price + (Coffee Index divided by Shrink Factor) + (Coffee Price x 50% x CPI Change Rate).

The Coffee Price for 5 lb. packages of coffee shall be equal to the 1 lb. Coffee Price multiplied by five (5), then discounted by one percent (1%).

All coffee shall be delivered FOB destination and therefore the Delivered Coffee Price Adjustment Formula shall be as follows:

> Delivered Coffee Price = New Coffee Price + Freight.

A new Delivered Coffee Price for each group of coffees shall take effect on each Price Adjustment Date.

In order to discourage stockpiling and to allow Starbucks to meet production demands, orders placed during the two (2) week period prior to any Price Adjustment Date shall be limited to no more than 110% of an account's average order for the two (2) weeks following the Price Adjustment Date. Larger orders may be permitted upon request with the prior authorization of Starbucks.

Notwithstanding the foregoing, prices for seasonal, varietal, and rare blend coffees shall be established and revised by Starbucks in its sole discretion.

Definitions. The following definitions shall apply to this Schedule 2.8:

"Average Green Coffee Price" means, for the relevant period, the arithmetic average of the daily settlement price of futures contracts for "green" coffee on the New York Coffee, Sugar & Cocoa Exchange (CSCE), as published under "Futures Prices" in the *Wall Street Journal*. The relevant futures contracts are for the next delivery month, until the first notice day for that delivery month, at which time the following delivery month will become the relevant futures contracts.

"Coffee Index" means the Current Green Coffee Price minus the Prior Green Coffee Price. The Coffee Index is represented in U.S. dollars/pound ($/lb).

"Coffee Price" means the per pound price excluding Freight for each group of coffees that is in effect on the relevant Semi-Annual Calculation Date. Starbucks may increase or decrease the number of coffee groups as well as add or delete individual coffees from any group.

"CPI" means the consumer price index series, seasonally adjusted, as reported by the United States Bureau of Labor Statistics, for the category "All Urban Consumers, U.S. City Average, All Items, 1982-1984 = 100."“CPI Change Rate" means the percentage by which the Current CPI increased or decreased as compared to the Prior CPI.

"Current Calculation Period" means the six-month period immediately preceding the relevant Semi-Annual Calculation Date.

"Current CPI" means the monthly average of the CPI for the Current Calculation Period.

"Current Green Coffee Price" means the Average Green Coffee Price for the Current Calculation Period.

"Delivered Coffee Price" means New Coffee Price plus Freight.

"Price Adjustment Date" means January 15 and July 15 of each calendar year.

"Freight" means $.21 per pound represented in U.S. dollars/pound ($/lb). Freight may be revised in Starbucks sole and absolute discretion on any Price Adjustment Date.

"Initial Delivered Coffee Prices" means, until the first Price Adjustment Date, the prices for Starbucks coffees set forth on the Addendum to Schedule 2.8 attached hereto.

"New Coffee Price" means, for each group of coffees, the Coffee Price excluding Freight as adjusted in accordance with this Schedule 2.8.

"Prior Calculation Period" means the six-month period immediately preceding the Current Calculation Period.

"Prior CPI" means the monthly average of the CPI for the Prior Calculation Period.

"Prior Green Coffee Price" means the Average Green Coffee Price for the Prior Calculation Period.

"Semi-Annual Calculation Date" means June 1 and December 1 of each calendar year.

"Shrink Factor" means the average ratio of roasted coffee to green coffee weight which is set at 0.79 for the purposes of this Schedule 2.8.

Example of Price Adjustment Formula Application

Determination of New Coffee Price:

(a) If the Prior Green Coffee Price was $1.15 and the Current Green Coffee Price is $1.10, the Coffee Index that will be used to determine the New Coffee Price is $-0.05 per pound ($1.10 - $1.15).

(b) If the Prior CPI was 174.3 and the Current CPI is 177.0, the CPI Change Rate that will be used to determine the New Coffee Price is 1.5 percent ((177.0-174.3)/174.3 = 0.015):

(c) If the Coffee Price in a particular group was $7.10 per pound, the New Coffee Price will be:

$7.10 + (-0.05/0.79) + (7.10 x 0.5 x 0.015)
= $7.10 - $0.06 + $0.05 = $7.09/lb

ADDENDUM TO SCHEDULE 2.8

Coffee Product Description	Initial Delivered Coffee Price
Group 1 coffees	1 lb. = $7.18
Group 2 coffees	1 lb. = $7.88
Group 3 coffees	1 lb. = $8.58

SOUTHERN CALIFORNIA EDISON®

An EDISON INTERNATIONAL® Company

Robert Brunn
Statewide Partnerships
Southern California Edison

6042 N. Irwindale Ave, Suite A
Irwindale, CA 91702
626-633-4289
Robert.f.brunn@sce.com

January 29, 2010

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

Dear Randy Key:

On behalf of the 2010-2012 California Community College Partnership Program, Southern California Edison is pleased to inform you that the proposed retrofit project at the **Orange Coast College** campus has been approved for funding. The incentive for this program is funded by the California Public Utilities Commission ("CPUC") from Public Goods Charge (PGC) funds.

Enclosed is The California Community Colleges Energy Efficiency Partnership Program 2010-12 Project Agreement, for the referenced measure(s) at the campus.

Thank you very much for participating in this program. We look forward to working with you toward the successful development of the Project.

Sincerely,

Robert Brunn
Statewide CCC/IOU Partnership

Attachment 3

California Community Colleges Energy Efficiency Partnership Program

2009 Bridge Period PROJECT AGREEMENT

District Information

Orange Coast College	*For Program Administration use only* AGREEMENT NUMBER: 58
DISTRICT NAME	
2701 Fairview Road	Costa Mesa, CA 92626
ADDRESS	CITY/STATE ZIP CODE
Randy Key	Energy Management Coordinator
CONTACT NAME	TITLE
714.432.5910 714.932.6538	rkey@occ.cccd.edu
PHONE NO. FAX NO.	E-MAIL
95-6002272	TAX STATUS: ☐ Corp. ☐ Non-Corp. ☑ Exempt College
FEDERAL TAX ID NUMBER	EXEMPT REASON

Project Information

QCC Technology Controls Upgrade				
PROJECT NAME				
Orange Coast College				
CAMPUS				
2701 Fairview Road		Costa Mesa, CA		92626
ADDRESS		CITY/STATE		ZIP CODE
Community College	0	0	8222	12/31/2010
BUILDING TYPE	GROSS SQ. FT.	CONDITIONED SQ. FT.	FACILITY SIC	EST. COMPLETION DATE
Southern California Edison		Southern California Gas Company		
ELECTRIC UTILITY		GAS UTILITY		

Proposed Energy Savings, Demand Reduction, and Incentive Estimate

UPN	Description	Estimated Completion Date	Estimated Project Cost	Qty	kW	kWh	Therms	$ Amount
PCCC-09-000108	Controls Upgrade	12/31/10	$ 400,000.00	N/A	52.4	260,582	-	$ 62,539.68
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
		TOTALS	$ 400,000.00	0	52.4	260,582	-	$ 62,539.68

X _____
SCE Reviewer/Authorized Signature

11/28/10
Date

Estimated Incentive:
$62,539.68

TERMS AND CONDITIONS:

This Agreement is entered into by Southern California Edison (hereafter referred to as "SCE") and the Coast Community College District (as indicated herein and hereafter referred to as "District"). This Agreement is a one-time offer to provide a financial incentive to the District for participation in the 2009 Bridge Period California Community Colleges Energy Efficiency Partnership Program ("Program") pursuant to the terms and conditions contained herein and in the Program documents, which are incorporated into this Agreement by reference and shall include the 1) Form 2-Project Funding Proposal, 2) SPC Procedures Manual (latest version) and 3) Retrocommissioning/Monitoring-Based Commissioning (RCx/MBCx) Guidelines, which have been provided to the District. Funding for this Program is limited and was allocated on a first-come, first-served basis to qualified applicants, as approved by the Program's Management Team. The District shall not commence the Project until the complete execution of this Agreement. SCE will deliver an executed copy of this Agreement to the District after acceptance and execution by SCE. SCE reserves the right to modify or cancel the incentive offer provided herein, if the actual system(s) installed differs from the approved Project installation. SCE reserves the right to modify or discontinue this Program without prior notice at its discretion, or by order of the CPUC. Payment of the incentives shall be made to the District only after all program requirements are met. Final incentive payment shall be made to the District upon verification of installation by a Program Representative.

Incentive Calculation: 24 cents/ gross kWh. For PC network software projects, SPC/Express rates will be used.

Incentive Cap:

The following incentive caps apply:

Measure Type	Incentive Cap
Lighting	50% of project cost
Motors/VFDs/Compressors/Others	80% of project cost
HVAC	80% of project cost
Partnership New Construction	Per SBD Policy

A project is defined as a measure or group of measures with the same measure type, as categorized above, consistent with the Memorandum of Understanding.

As a special case, PC network software measures will be handled as standalone projects, not bundled with any other measures. SPC/Express rates will be applied to PC network software projects.

Project Completion: Projects shall be completed and verified by Program Representative by **December 31, 2012.**

ELIGIBILITY:

To be eligible for incentives under the Program, the District's project proposed herein must be located on a California Community College, and be a facility retrofit, monitoring-based commissioning (MBCx) or new construction project located within SCE's service territory.

District must install the energy-efficient equipment or system(s) specified in the attached Project Application which at minimum exceeds the program baseline energy use or a generally-accepted industry-standard for energy efficiency.

Installation of any energy-efficient equipment required for compliance with Title 24 will not qualify for incentives under this Program.

Energy savings, and incentives based on those savings, will be based on energy efficiency improvements beyond the minimum, currently in effect, Title 24 requirements, where applicable.

Specific restrictions apply to each energy efficiency system, as outlined in the Program Documents.

To be eligible for incentives under this Program, District agrees that they will not apply for or receive incentives offered by local or state entities or other utilities for measures covered under this Agreement.

DISTRICT AGREES TO:

Install and operate the proposed Project in accordance with applicable laws, safety standards, and existing governmental regulations or orders.

For PC Network Software:

Software must be installed that automatically controls the power settings of networked personal computers (PC) at the server level. The software must be capable of measuring and managing power consumption for each individual PC, and reporting energy savings results. This measure should be used as part of a system-wide best practices for energy efficiency.

Provide SCE with documentation needed to establish the performance of systems selected. District agrees to provide SCE with all documentation necessary for verification of installation and performance of energy efficient systems qualifying for incentives. District agrees that all Project expenditures and incentives claimed by District shall be objectively reasonable.

Provide manufacturer's specification sheets to SCE prior to the final payment of the incentive. Also, upon request, District agrees to submit vendor and/or contractor invoice(s) to verify that incentive payments will not exceed 50 percent for lighting projects and 80 percent for all others of the total or incremental cost (whichever is applicable) associated with the purchase/installation of the energy efficient technologies.

Accept as final authority, SCE's determination of the incentive amount.

Allow SCE and California Public Utilities Commission ("CPUC") representatives' reasonable access to District's project site to inspect and verify installation and operation. District understands that said inspection and verification is not a safety inspection.

Participate in measurement and evaluation study, if selected. These studies are used to analyze current program performance and improve future program designs. District agrees to fully cooperate with the study team if asked to participate.

District shall indemnify, defend, and hold harmless SCE, its affiliates, subsidiaries, parent company, officers, directors, agents, and employees from and against all claims, losses, damages, costs, expenses, and liability arising from 1) injury to persons or property, 2) death, 3) violation of any law or regulation (including those that establish strict liability), so long as such injury, violation, or strict liability is caused by or in any way connected with District's performance of this Agreement. District shall, at Utility request, provide a defense against any claim covered by this indemnity.

In no instance shall SCE be liable for any incidental, special, or consequential damages as a result of this Agreement.

Furthermore, District understands that SCE makes no representations and warranties as to proper installation, product endorsement, technical

Furthermore, District understands that SCE makes no representations and warranties as to proper installation, product endorsement, technical feasibility, operational capability, and/or reliability of equipment for which incentives are paid. District agrees not to make any such representations and warranties to third parties and agrees to indemnify SCE in the event said representation and warranties are made to third parties. District further acknowledges that any incentive paid is funded through Public Goods Charge and/or Gas Surcharge funds from California ratepayers and that said incentives are intended for the benefit of customers of California utilities.

District consents to SCE's assignment of all its rights, duties, and obligations under this Agreement ("Duties") to the CPUC or its designee, if requested. Such assignment shall relieve SCE of all Duties arising under this Agreement. Other than such assignment by SCE, neither Party shall assign its right or delegate its duties without the prior written consent of the other Party, except in connection with the sale or merger of a substantial portion of its properties. Consent to assignment shall not be unreasonably withheld. If an assignment is requested, the District may be required to provide additional information if requested by SCE.

District agrees that SCE will receive the energy benefit for which the District incentive is paid, for a period of not less than five years or the rated life of the equipment if that is less than five years. District agrees that if 1) District does not provide SCE with 100 percent of the related benefits specified in the application, for a period of five years from the receipt of the incentive, or 2) the energy benefit to Utility ceases (for example, if District's company stops using the equipment or no longer pays the Public Goods Charge and/or Gas Surcharge, as the case may be. District will return to SCE the prorated portion of the District Incentive dollars based on the actual period of time for which District provided the energy benefit.

Reporting Requirements. The District shall comply with any request by SCE to ensure compliance with all necessary reporting requirements. In addition, the District shall be responsible for providing all information necessary for SCE to adhere to the reporting requirements set forth by the CPUC. SCE reserves the right to request additional information from the District at any time to facilitate the SCE's reporting requirements.

In the event that any ruling, decision or other action by the CPUC adversely impacts the Project, as determined at the sole discretion of the SCE, the SCE shall have the right to terminate this Agreement by providing at least ten (10) days' prior written notice to the District setting forth the effective date of such termination.

TAX LIABILITY:

Incentives may be taxable and will be reported by SCE to the IRS unless District qualifies under an exempt status. SCE will report the incentive as income to District on IRS Form 1099 unless District has established that they qualify for an exempt tax status as indicated on this Agreement. District is urged to consult a tax advisor concerning the taxability of incentives. SCE is not responsible for any taxes that may be imposed due to incentive payments.

SCE MAKES NO WARRANTY, WHETHER STATUTORY, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO ANY WARRANTIES REGARDING THE DESIGN, CONSTRUCTION, EQUIPMENT, OR INSTALLATIONS REFERRED TO HEREIN, OR THE BENEFITS TO BE DERIVED FROM THE INSTALLATION, OPERATION, AND USE OF SUCH EQUIPMENT, OR ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR USE OR APPLICATION. NO AGENT, EMPLOYEE, OR REPRESENTATIVE OF SCE HAS AUTHORITY TO BIND SCE TO ANY AFFIRMATION, REPRESENTATION, OR WARRANTY UNLESS EXPRESSLY MADE AND AGREED TO IN WRITING BY SCE.

By execution of this Agreement, District certifies that District meets all the Program eligibility requirements and that the information supplied on this Agreement is true and correct. District certifies that District has read and understands the Program Documents and agrees to abide by Program rules and requirements set forth in the Program Documents. To be valid, this Agreement must be signed by all parties.

In witness whereof, the parties have executed this Agreement as of the date last set forth below.

Southern California Edison

SIGNATURE	SIGNATURE
DISTRICT'S REPRESENTATIVE (Print Name from Above)	**Mark Wallenrod** SCE REPRESENTATIVE (Print Name from Above)
TITLE	DATE	**Manager of Energy Efficiency** TITLE	DATE

COMMUNITY COLLEGE CLASSIFIED EMPLOYEE OF THE YEAR AWARDS PROGRAM

The awards honor community college classified employees who demonstrate the highest level of commitment to professionalism and community colleges. Recipients are nominated by their colleagues and endorsed by the local Board of Trustees. No later than March 10th each local Board of Trustees may forward the information for one nominee to the California Community Colleges Chancellor's Office. Award winners are selected by representatives of the Community Colleges Board of Governors, the Chancellor's Office and the Foundation for California Community Colleges. Recipients will be announced and honored at the May Board of Governors meeting. Classified employees with a minimum of 5 years of service as a permanent employee within the nominating Community College District (full-time or part-time) are eligible for the award. The nominees are evaluated on their commitment to: the mission of community colleges; professional ethics and standards; serving the institution through participation in professional and/or community activities; and serving as a leader beyond the local institution.

Name of Nominee Jennifer LaBounty **Date** 1/28/10

EOPS/CARE Specialist
Job Title of Nominee

2701 Fairview Road, Costa Mesa, CA 92626-5005
Address City Zip Code

(714) 432-5173
Telephone:

Orange Coast College/Coast Community College District
College District

1370 Adams Avenue, Costa Mesa, CA 92626
Address City Zip Code

Ding-Jo Currie, PhD (714) 438-4888
Name of District Chancellor/College President Telephone

Disqualification warning: It is the responsibility of nominator to initiate this nomination form and see that all pages are COMPLETELY filled out, that it is on the CORRECT form, and that NO alterations have occurred.

Signature Required.

Julie Tran (714) 432-0202 Extension 21247
Signature of Nominator with Contact Telephone Number (Print Name)

Vickie Hay (714) 432-5636
Signature of Nominator with Contact Telephone Number (Print Name)

Iris Hidalgo (714) 432-0202 Extension 26265
Signature of Nominator with Contact Telephone Number (Print Name)

Lydia Arbizo (714) 432-0202 Extension 26440
Signature of Nominator with Contact Telephone Number (Print Name)

2701 Fairview Road, Costa Mesa, CA 92626
Mailing Address City Zip Code

INITIAL NOMINATIONS MUST BE SUBMITTED TO THE LOCAL BOARD OF TRUSTEES FOR REVIEW AND ENDORSEMENT.

Name of Nominee Jennifer LaBounty

5.25 **Years of service** with the district NOTE: minimum of 5 years of service as a permanent employee within the nominating Community College District (full-time or part-time) are eligible for the award.

1. Explain ways the nominee demonstrates commitment to the fundamental principles of the California Community College mission as well as the mission of the local college district?

The mission of the California Community Colleges Board of Governors and the state Chancellor's Office is to empower the community colleges through leadership, advocacy and support, while the mission of Orange Coast College is committed to student learning and personal improvement by providing associate degrees, transfer preparation, certificates in career and technical education, as well as instruction in basic skills and English as a Second Language. The college serves the economic and workforce development needs of the local community and develops globally aware citizens. Jennifer exemplifies her commitment to both of these missions with her strong work ethic, her belief in education as empowerment and her continued devotion as she leads and advocates for students who have embarked on their educational journey.

Jennifer is the CARE Specialist at Orange Coast College, which is a program that serves single parents of children under the age of 14 years old who are recipients of TANF/CalWORKs and are also educationally disadvantaged. Her role is to provide support services to these students and administrative support to the program at college, district, and state levels. Jennifer consistently strives to serve above and beyond in her commitment to the program, her fellow colleagues and the students in general.

She currently emails the students weekly in an attempt to keep them connected to the campus. She sends updates, important reminders and when times dictate, cheerful and encouraging notes to lift their spirits. Every student receives an email on his or her birthday and on holidays because Jennifer is aware that many students do not have any other emotional support besides the campus community.

Jennifer also coordinates the Adopt-A-Family Program and fundraises throughout the year to provide food, clothing, and gifts for eligible families during the winter holiday season. Jennifer has developed many beneficial partnerships in the greater Orange County area to ensure the Adopt-A-Family Program is supported each year and whenever possible the families receive everything of their "Wish List". Although, the Adopt-A-Family program is set up primarily for CARE students and their children, Jennifer accepts referrals from faculty and staff who believes a specific student may also be in dire need during the holidays. Even under the pressure of the current fiscal crisis, with budgets being slashed left and right, Jennifer continued to add names to her Adopt-A-Family Wish List for the 2009 year in spite of the decrease in monetary donations and contributions. Jennifer believes that a community college should be a primary support for their students who face extreme obstacles and hurdles. She has been quoted often in saying, *"It is our job to put the "unity" in "community"! It is our responsibility to support*

those who are trying to better their lives, the lives of their children and in turn, the lives of those in their community with the attainment of an education. We all prosper and grow with access to education."

2. Describe the nominees' commitment to high standards of job performance and ways he/she exemplifies professionalism. Factors to be considered include: motivated and interested in the job; demonstrates high skills, competence, and knowledge on the job; plays a leadership role in employee/management collaboration; promotes collaboration within the work environment; is committed to high standards of performance; exemplifies professionalism at all times; steps up to cooperatively work through problems.

Jennifer earned an Associate of Arts degree from Orange Coast College, a Bachelor's of Arts degree at Chapman University, and obtained a Master's of Arts degree from Pepperdine University. She attends Classified Staff Development workshops to improve her skills and abilities. She recently took a three day grant writing workshop and received a letter of completion. Due to the deep budget cuts to categorical programs, Jennifer has considering another avenue of funding for the CARE Program might be to access outside grants to further support the goals and mission of the program, as well as those of the college institution in general.

Jennifer facilitates workshops for the Re-Entry Center on campus and has provided seminars for other CARE Programs in Region VIII. She has given workshops recently on scholarships, study skills, personal enrichment, and coping skills. She has also participated by donating her time and often her personal story to a variety of non-profit centers, domestic violence shelters and alcohol and drug rehabilitation centers, always with the intent to bring non-traditional individuals into the fold of higher education.

Jennifer often makes sure that student assistants who work in the EOPS/CARE office are also aware of the importance of proactive positive leadership and expects them to sign a behavioral contract so that they fully understand the expectation of behavior that exemplifies quality service. She does not want one potential student leaving the EOPS/CARE office without a feeling of hope. She believes that, *"Even if they do not qualify for our services, there are other campus programs that they may qualify for and sometimes the only support needed by a student is the belief in their ability to accomplish their goals."*

Jennifer has exemplary communication skills and knows how to listen with compassion and caring in a professional setting. Most of her fellow EOPS/CARE employees come to her with personal and professional concerns seeking advice and compassion. Jennifer has an open door policy for her fellow employees, her students and anyone else who might need a shoulder to lean on.

3. Provide examples of how the nominee demonstrates commitment to serving the institution through participation in college, professional and/or community activities. Examples should include: involvement in college and/or district activities; efforts to organize others within the work environment; promotion of open communication among work groups; willingness to take the extra step.

Jennifer loves her assignment and has a deep loyalty to the college, which is exhibited by her commitment to participating on college and district committees. Jennifer presently serves on the following committees:

- District Reclassification Committee
- Orange Coast College Accreditation Committee
- Orange Coast College Enrollment Management Committee
- Orange Coast College Staff Development Advisory Committee
- Shared Governance Committee
- Region VIII CARE Coordinator's Committee

She sits on a variety of hiring committees each year and was recently chosen to represent Classified on the Orange Coast College Presidential Hiring Committee. In addition, Jennifer was given four hours per week reassigned time as the newly appointed Staff Development Coordinator. As a result of her involvement with the Accreditation Committee, Jennifer was requested to assist in composing four of the summary worksheets for the Accreditation standards of the college. Her efforts were well-received due to skillfulness and excellence in composition, the committee has requested Jennifer complete an additional eight more standards.

Her commitment to the college community has extended to her involvement in other activities such as, Senior Day, Club Rush, the Student Services Fair, Orange County Children's Book Festival, Dia de la Raza, to name just a few.

4. Describe the nominees' commitment to serving as a leader beyond the local institution through service in local, statewide and/or national activities. Provide evidence of activities that reveal leadership through participation in employee organizations, community groups, or participation in state or national organizations. Include acts of service above and beyond the call of duty.

Jennifer has an extensive history of community volunteerism and taught "Meet the Masters" at Perry Elementary School in Huntington Beach for five years. This is an art program that teaches young students about individual artists and the mediums they used to create their art. She also serves on the Educational Board for the South Coast Repertory Theater to ensure access to theater for all socioeconomic groups. Jennifer has also participated as PTSA representative while all of her four children are going through the K-12 system. She has volunteered as team mom, score keeper and treasurer for their sports teams and girl scouts. Jennifer is involved with Project Self-Sufficiency in Huntington Beach, as many of her students are program participants.

Jennifer is also the advisor to the CARE Club and promotes self help and has a philosophy of "paying it forward" to its members. It is their mission to help themselves by giving to others in the community and becoming strong positive contributing members of society. Jennifer believes that self esteem is only gained when one has the ability to reach out and help another and this ideal is promoted in the CARE Club. They raise money for those in need in their community as well as for other students on campus. They also donate money and award three $500 scholarships for Orange Coast College's Honors Night. The members of the CARE Club are encouraged to volunteer their time, efforts, and to help one another accomplish their goals.

Jennifer also coordinates staff activities and birthdays in the EOPS/CARE office in addition to coordinating the EOPS/CARE luncheons, workshops and special events.

Under Jennifer's supervision, the Orange Coast College CARE Program achieved "Best Overall CARE Program" in 2008 and was chosen over 14 other schools in Region VIII.

Jennifer is also a Vice President-at-large for the Classified Union and participates in all of their meetings and events in an effort to support her constituent group. She informs her colleagues of any changes, concerns, or issues that affect the Classified employees of the District.

5. Briefly provide any additional reason(s) this nominee should be selected as Community College Classified Employee of the Year.

Due to her commitment to students, staff, and faculty of Orange Coast College and the Coast Community College District, we believe Jennifer LaBounty should be selected as the Community College Classified Employee of the Year. Jennifer has extraordinary abilities, talents, and competencies, in combination with her own unique personal integrity and dedication, which cause her to rise above the average and shine as the great asset she is to the overall mission and goals of the California Community Colleges system.

EACH LOCAL BOARD OF TRUSTEES MAY FORWARD ONE NOMINEE FROM THEIR DISTRICT POSTMARKED BY MIDNIGHT, MARCH 10, TO:
(**Note:** If March 10 falls on a Saturday or Sunday, the deadline is the following Monday.)

California Community Colleges Chancellor's Office
Attn: Classified Employee Awards Program/BOG
1102 Q Street, 4th Floor
Sacramento, California 95811-6549

* Note: Signature Below certifies that the nominee has been endorsed by the local Board of Trustees

_____

Signature of Board of Trustees President (Print Name)

_____

Name of Community College District

SCOPE OF WORK

2009/2010 FINANCE RESOURCING PROGRAM PREPARATION AND OVERSIGHT FOR FINAL PROJECT PROPOSALS AND STATE FUNDING REQUESTS

Specific to the current budget year 2009/2010, Cambridge West Partnership, LLC will provide professional services that will lead to the submittal of two (2) Final Project Proposals (FPPs):

1. Orange Coast College: Business, Math, Computing Center
2. Golden West College: Language Arts Complex

The work performed will include the following services:

1. Conduct all required on-campus meetings with user-constituent groups.
2. Assemble/code room types and usages to reflect space needs and favorable compliances with District cap/loads. Generate JCAF 31 & 33 documents.
3. Determine/prepare all project costs per State guidelines for planning, site development and construction. Generate JCAF 32 document.
4. Provide unit level back-up that justifies all planning costs, site development costs, construction and support costs.
5. Recommend the level of District financing support based on analysis of the cap/loads and point system of the State Chancellor's Office.
6. Create State Administrative Manual narrative. Provide cost analysis that compares the project with other alternatives considered.
7. Research and qualify the project relative to the CEQA requirements.
8. Insure compliance with the Board of Governor's Energy Incentive Program for new or renovated construction regarding the guidelines of Title 24, Part 6.
9. Coordinate and oversee all support architectural support services.
10. Prepare detailed equipment/furnishing list that justifies the request for Group II funds.
11. Test, qualify and incorporate the FPP into to the *5-Year Construction Plan.*
12. Prepare Board of Trustee documents and all other forms of communications required for approval/submittal of each FPP.
13. Prepare all hard copy and electronic copies for acceptance approval by State Chancellor's Office – Enter project in State's FUSION program.
14. Represent/defend the District and the FPPs on all inquiries made by the State Chancellor's Office.
15. Make any necessary post submittal changes that are required by the State Chancellor's Office for qualification of each FPP.
16. Shepherd the projects through the funding confirmation stages.

Fees for Services: Fees for services will be as follows:

1.	Language Arts Complex Project:	$60,000
2.	Math, Business, Computing Center:	$38,500 *
	Total	$98,500

* Fee for Business, Math and Computing Center based on *Detailed Equipment List* function being provided by the District.

APPLICATION SUBSCRIPTION PROGRAM AGREEMENT

This Application Subscription Program Agreement ("ASP Agreement") is made as of the last date shown in the signature block hereof (the "Effective Date") between TouchNet and Client (as both are described in the table below).

TouchNet	**Client**
TouchNet Information Systems, Inc. A Kansas Corporation 15520 College Boulevard Lenexa, Kansas 66219 Phone: 913-599-6699 Fax: 913-599-5588	Coast Community College District 1370 Adams Avenue Costa Mesa, CA 92626-5429 Phone: (714) 438-4600 Fax: (714) 438-4882

TouchNet is the developer of certain computer program applications (described below as "TouchNet Software") that Client wishes to use and access remotely on TouchNet's servers.

TouchNet, subject to the provisions of this ASP Agreement, desires to grant to Client access rights to the TouchNet Software.

NOW, THEREFORE, the parties, intending legally to be bound, agree as follows:

1. **Definitions**. The capitalized terms used in this ASP Agreement, except where specifically defined to the contrary herein, shall have the meanings as set forth below in the following Subsections to this Section 1.

(a) **Campus Entity**. The term "Campus Entity" means a college or university campus or facility which offers a degree program in its own name. A Campus Entity may have multiple branch locations from which classes or other services are offered; however, a branch shall not be considered a Campus Entity unless it offers a degree program in its own, separate name. A Client may have multiple Campus Entities, and the Application Subscription Program fees will vary depending upon (among other factors) the number of Campus Entities included within the Client.

(b) **Confidential Information**. The term "Confidential Information" means: (i) the TouchNet Software; (ii) this ASP Agreement; (iii) information, if disclosed in writing, that bears a stamp, label, or legend indicating the confidential, secret, proprietary, or similar status thereof; (iv) information, if disclosed orally, that is followed-up (within ten (10) days following the oral disclosure) with a written memorandum that describes the information claimed to be confidential and that describes

the time, place, and circumstances of the oral disclosure; (v) the contents of Client's Student Information System to the extent such content consists of information concerning which Client is itself under a confidential obligation, the trade secrets of Client, and personally identifying information protected under the Privacy Laws; and (vi) information disclosed by TouchNet that comprises or consists of drawings, specifications, and models; computer data, whether printed, stored on disk, tapes, or in machine-readable form; product and marketing documentation; prices (including price quotes); and financial information. Confidential Information does not include information that:

(i) is already known by the Recipient prior to disclosure by the Discloser, as evidenced by written (contemporaneously dated) documents in the Recipient's files;

(ii) is or becomes publicly available through no wrongful act or omission by the Recipient;

(iii) is rightfully received by the Recipient from third parties without accompanying secrecy obligations;

(iv) is independently developed by Recipient, as demonstrated through written (contemporaneously dated) documentation in Recipient's files; or

(v) is approved in writing by the Discloser for release to the public.

(c) **Client**. The term "Client" means the entity identified in the table above, as "Client." The term shall also include any intra-college department, other college, or campus associated with the main campus specified above and all affiliates of the Client.

(d) **Interface Software**. The term "Interface Software" means all software that the Client will need to install on its own Student Information System in order to access and interface with the TouchNet Software. This software may be provided by TouchNet and/or by the vendor of the particular component of Client's Student Information System and is owned by the respective parties.

(e) **Application Subscription Program**. The term "Application Subscription Program" means a plan offered by TouchNet to Client for Client's right to use TouchNet Software, remotely hosted by TouchNet, as set forth in this ASP Agreement and for the designated time frame stated in Schedule A.

(f) **Test Environment**. The term "Test Environment" means, as an option, TouchNet will provide a test environment that will be

configured the same as, or similar to, the Client's production environment hosted in TouchNet's DataCenter. The test environment will be hosted in TouchNet's DataCenter, beginning approximately 2 weeks after the Client's production system is available for use, or 2 weeks after this ASP Agreement has been executed, whichever occurs later. The test environment will receive a lower service level than the production environment. The test environment will not receive monitoring of critical system or services, nor will it receive 24 hour notification or support.

(g) **Client Set Up Site.** The term "Client Set Up Site" means Client's computer DataCenter where Client's Information Systems reside.

(h) **Services.** The term "Services" means all services offered by the TouchNet Software that can be accessed by End Users.

(i) **End User.** The term "End User" means any person who commences a transaction on or makes any use of the TouchNet Software to obtain or communicate information or access Services.

(j) **Custom Software.** The term "Custom Software" means any computer program or modification to any computer program which is developed, created, or programmed by or for TouchNet on behalf of Client for the purpose of enabling the TouchNet Software to perform one or more functions or to possess one or more features not already present in the standard TouchNet Software. At the time Custom Software is made available for access by Client, such Custom Software shall thereafter be considered TouchNet Software as well.

(k) **Professional Services.** The term "Professional Services" means those services defined in Schedule C.

(l) **Documentation.** The term "Documentation" means the user manuals and guides to operations issued by TouchNet from time-to-time for the specific modules of the TouchNet Software to which Client has subscribed hereunder.

(m) **Discloser.** The term "Discloser" means the party to this ASP Agreement who discloses or otherwise makes available to Recipient Confidential Information.

(n) **Effective Date.** The term "Effective Date" means the last of the dates shown in the signature block at the end of this ASP Agreement.

(o) **Normal Business Hours.** The term "Normal Business Hours" means the hours of 7:00 a.m. until 7:00 p.m., Central Daylight or Central Standard Time (as the case may be), Monday through Friday other than TouchNet holidays, as designated by TouchNet.

(p) **Notice.** The term "Notice" means a notification given in the manner prescribed in Section 18(c) hereof.

(q) **Privacy Laws.** The term "Privacy Laws" means the Gramm-Leach-Bliley Act ("GLBA"); the Children's Online Privacy Protection Act ("COPPA"); the Health Insurance Portability and Accountability Act ("HIPAA"); and the Family Educational Rights and Privacy Act ("FERPA"), the Payment Card Industry Data Security Standards ("PCI"), and the National Automated Clearing House Association Standards ("NACHA") pertaining to electronic payments, as amended, together with regulations promulgated thereunder.

(r) **Recipient.** The term "Recipient" means a party to this ASP Agreement who receives or otherwise learns of or discovers Confidential Information of the other party to this ASP Agreement.

(s) **Student Information System.** The term "Student Information System" means Client's computer system, including all computers, peripherals, and cables and connectors; hardware and software (whether in source code or object code); and the student and/or faculty-related information and data stored, managed, accessed, and manipulated therein or thereby.

(t) **Application Subscription Program Fees.** The term "Application Subscription Program Fees" means the dollar amount that Client shall pay TouchNet, in accordance with the terms on Schedule A, as consideration for the access rights granted herein.

(u) **TouchNet DataCenter.** The term "TouchNet DataCenter" means a location operated by TouchNet where the TouchNet Software resides.

(v) **TouchNet Software.** The term "TouchNet Software" means all computer programs described in Schedule B hereto (in object code form only) that either (i) will be made available for Client's access on TouchNet's servers at the TouchNet DataCenter or (ii) will be furnished to Client for use on Client's information system as a part of the Interface Software (pursuant to the license of Section 2(f)); together with all updates, error corrections, and enhancements generally made available to TouchNet's other clients.

(w) **Trademarks.** The term "Trademarks" means all service marks, trade names, trade dress and/or "get-up" of TouchNet, whether or not registered by TouchNet, and all goodwill of the business related thereto, including (but not limited to) **TOUCHNET®, TSERVE®, GLOBAL CAMPUS®, PAYPATH®, Set the Curve®, u.Commerce®, Seek-N-Secure®,** and **How Money Moves on Campus®.**

(x) **Third Party Licensor.** The term "Third Party Licensor" means any entity from which TouchNet obtains a license or other similar rights to integrate or otherwise make available to its clients (as a part of the TouchNet Software) computer programs not owned by TouchNet.

2. **Grant of Rights.**

(a) **Access.** Subject to the terms and conditions of this ASP Agreement, TouchNet grants to Client, and Client accepts, a non-exclusive, non-transferable right to access the TouchNet Software on TouchNet's servers at the TouchNet DataCenter. Upon payment of the first annual Application Subscription Program Fee, as prescribed in Section 4, TouchNet shall furnish to Client access information, including appropriate IP addresses, log-on procedures, and user identification and password(s), provided that Client has taken all implementation steps as prescribed by TouchNet.

(b) **Sub-License and Assignment Prohibited.** Neither the access rights nor any other rights granted to Client herein may be sub-licensed, assigned, transferred, or otherwise given or furnished by Client to any person or entity.

(c) **Non-Exclusivity.** Client acknowledges that TouchNet may license, make access available to, or offer to license or make access available to other TouchNet clients or prospects the TouchNet Software and products having similar functions, whether or not such clients are competitors of Client.

(d) **Reverse Engineering and Copying.** Client shall not, under any circumstances, directly or indirectly, download, copy, modify, decompile, reverse engineer, or otherwise attempt to discover the source code for the TouchNet Software. Client shall not assert and shall not represent to any third party that it has any ownership rights in, or the right to sell, transfer or sub-license, the TouchNet Software.

(e) **Own Operations.** Client shall use the TouchNet Software solely for processing data in the ordinary course of its operations and shall not use the TouchNet Software in connection with a service bureau or in any other similar way to process, store, analyze, manipulate, or otherwise handle the data of other persons or entities.

(f) **Interface Software.** The Interface Software provided by TouchNet is furnished and licensed (on a nonexclusive basis and without right of sublicense) to Client solely for the purpose of enabling Client to access (and interface with) the TouchNet Software residing at the TouchNet DataCenter. Such Interface Software may not be used for any other purpose whatsoever. Unless otherwise specifically agreed,

installation and configuration of the Interface Software shall be the sole responsibility of Client.

(g) **Custom Software Programming.** If Custom Software is to be created, then the parties shall agree, in an addendum to this ASP Agreement, upon the specifications, functions, and features; the development period; and the remuneration to be paid to TouchNet for the Custom Software, such remuneration to be different from and in addition to the fees provided for herein. In case of a conflict between the provisions of this ASP Agreement and any such addendum, the provisions hereof shall control. All Custom Software shall, upon creation, be the exclusive property of TouchNet and be deemed a part of the TouchNet Software, and all provisions hereof relating to rights made available to Client, restrictions upon Client, and reservations by TouchNet for the TouchNet Software shall be equally applicable to such Custom Software.

3. **Purchase Order.** All purchase orders are acknowledged by the parties to be mere expressions of intent to buy and are not binding in any way. TouchNet will accept Client's Purchase Order, if, the terms, prices, and conditions reflected are consistent with those detailed in this ASP Agreement, and/or subsequent addenda; and a duly authorized officer of TouchNet signs such purchase order. Client acknowledges that it has reviewed such terms and conditions and agrees to be bound thereby.

4. **Payment of Fees.** Payment of Fees shall be made in accordance with the terms, at the times, and in the amounts as detailed in Schedule A.

5. **Late Charges.** Late payments of Fees are subject to a late charge equal to the lesser of eighteen percent (18%) per year or the highest rate permitted by applicable law.

6. **Taxes.** Any and all excise, sales, use, value-added or other taxes or levies imposed by any governmental body on the Client or TouchNet in connection with the use, licensing, handling, or payment of license or Application Subscription Program fees with respect to the TouchNet Software (with the exception of taxes measured against TouchNet's net income) shall be the sole responsibility of Client. Client shall fully reimburse and indemnify TouchNet for any amounts actually paid by TouchNet or withheld by the Client for any such taxes or levies within thirty (30) calendar days after the date on which TouchNet gives notice thereof to Client.

7. **Availability Guarantee and Credit Allowance.**

(a) **Availability Guarantee.** TouchNet's objective is to make the TouchNet Software available pursuant to this ASP Agreement twenty-four hours a day, seven days a week, except for scheduled maintenance. In addition, TouchNet guarantees that Client will be able to access the

TouchNet Software ninety-nine percent (99%) of the time (excluding scheduled maintenance) in any given month ("Availability Guarantee").

(b) **Remedy.** In the event that Client's access to the TouchNet Software hereunder becomes unavailable, Client shall immediately furnish notice of such unavailability to TouchNet. Unless Client's access to the TouchNet Software hereunder is rendered unavailable for reasons beyond TouchNet's control, such as events described in Subsection (d) to this Section 7 or Section 18(b) hereof, if Client has furnished TouchNet with the prescribed notice and Client's access to the TouchNet Software hereunder, during any month, falls below the Availability Guarantee, then TouchNet will, upon Client's request, grant to Client a credit in an amount equal to twenty percent (20%) of the Application Subscription Program Fees for the month in which Client's access fell below the Availability Guarantee. Scheduled maintenance shall not be counted in the calculation of any Credit. All Credits (based upon the Availability Guarantee) shall be calculated based on the total hours in a particular month, and all months shall be deemed to be comprised of thirty (30) days. For purposes of calculating Credits, any period of unavailability shall be counted from the time such unavailability is reported to TouchNet until such time that access is restored.

(c) **Scheduled Maintenance.** Client acknowledges and agrees that TouchNet will, from time to time, need to perform routine maintenance or repair, and that during such periods of maintenance or repair, the TouchNet Software may not be available for Client's use. TouchNet's objective is to minimize the duration of any such unavailability and will endeavor to perform routine maintenance outside of Normal Business Hours. TouchNet, to the extent possible, will give Client at least twenty-four (24) hours advance notice of down-time for scheduled maintenance.

(d) **Catastrophic Events.** Disruptions in the interconnection with TouchNet servers resulting from the neglect or other fault of Client and/or its agents or contractors and "Catastrophic Events" such as power outages, wide-ranging failures in the Internet (or its successor global communications network), or in telecommunications services, and similar calamities, are outside TouchNet's control and are not TouchNet's responsibility. Except as stated in this Section 7 and the Availability Guarantee, TouchNet makes no representations or warranties with respect to up-time, availability, or the like.

8. **Backup and Retrieval.** TouchNet will perform incremental backups daily and full backups weekly. TouchNet utilizes a secondary site for purposes of disaster recovery. Client systems are replicated to the secondary site. In the event the primary production site becomes inaccessible, TouchNet will commence a recovery utilizing the secondary site within four (4) hours. Full data

tapes, magnetic discs and/or other optical media will be stored off-site in a secured vault. Off site storage of back up media shall take place at least weekly.

9. **Warranty and Limitations.**

(a) **Warranty.** TouchNet warrants that the TouchNet Software will perform substantially in accordance with the Documentation (not, however, that the TouchNet Software is error-free, since all software contains some programming errors) provided that this warranty does not apply to performance problems caused by (i) events beyond TouchNet's reasonable control, including vandalism, civil disturbance, fire, flood, storm, or other exposures to the elements or to temperature extremes; (ii) unavailability or malfunctioning of telecommunication services; (iii) tampering, failure of electric power, abuse, or misuse; (iv) operator mistakes; (v) equipment, software, or other items (whether or not included within the TouchNet Software) not developed, manufactured, created, or produced by TouchNet; (vi) a failure to comply with the Documentation or this ASP Agreement or to use TouchNet Software in accordance with its intended purpose; (vii) modifications of TouchNet Software not performed by TouchNet or its authorized representatives; (viii) combinations or integrations of TouchNet Software with devices or software not provided by TouchNet or its authorized representatives; or (ix) Client's use of TouchNet Software as part of an invention by Client or as part of a new configuration, which, in either case, includes materials or methods not supplied or approved by TouchNet.

(b) **DISCLAIMER OF WARRANTIES.** EXCEPT AS STATED IN SUBSECTION (a) ABOVE, TOUCHNET DOES NOT MAKE, AND HEREBY DISCLAIMS, ANY AND ALL EXPRESS OR IMPLIED WARRANTIES, GUARANTEES, AND REPRESENTATIONS OF ANY KIND WHATSOEVER, WITH RESPECT TO THE TOUCHNET SOFTWARE AND ANY RIGHT OF ACCESS THERETO, OR OTHERWISE, INCLUDING, WITHOUT LIMITATION, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.

(c) **Limitations.** Except as provided in Section 10 below, Client's exclusive remedy for any cause of action arising out of this ASP Agreement shall be (i) for TouchNet to use reasonable business efforts to provide or restore Client's access to the TouchNet Software in compliance with the Documentation and (ii) in the event of an infringement claim, to procure for Client the right to continue using the infringing TouchNet Software; or to replace or modify the TouchNet Software so as to cure the infringement without materially adversely affecting Client's use of the TouchNet Software; or, if TouchNet determines that the foregoing steps are impractical, to terminate this ASP Agreement and refund a pro-rata

portion of the fees paid by Client. In no event, however, except as provided in Section 10 below, will TouchNet's obligation to Client for any claim under this ASP Agreement be greater than three times the fees Client has paid to TouchNet under this ASP Agreement during the twelve (12) month period preceding the date of the claim. TouchNet shall not be liable (under Sections 9 or 10 hereof, or otherwise) for any indirect, incidental, exemplary, punitive, special or consequential damages arising out of this ASP Agreement or the use of the TouchNet Software. The limitations in this Subsection (c) shall apply to any and all claims whether based in contract, tort, strict liability, or otherwise.

10. **Indemnification.**

(a) **Indemnity Obligation.** TouchNet shall indemnify and hold harmless Client from and against any and all losses, expenses, damages, liabilities and obligations, including, without limitation, reasonable court costs and attorneys' fees (collectively, "Losses") suffered or incurred by Client to third parties if and only to the extent that (i) such Losses are directly caused by TouchNet's negligence or intentional misconduct, or by TouchNet's material breach of its representations, warranties or covenants in this ASP Agreement, and (ii) such Losses arise out of injury or death to persons, or infringement upon or violation of any patent, copyright, trade secret, or similar proprietary right of any third party, or any theft or misappropriation of personal confidential data with respect to Client's customers (other than by Client's owners, agents, employees or others under Client's direction or control).

(b) **Notice of Claim.** If at any time a third party makes a claim against Client ("Claim") which could result in liability to TouchNet under this ASP Agreement, Client promptly (but in no event later than thirty (30) days from the date of such Claim) shall notify TouchNet thereof, stating the basis for the Claim and the amount thereof, and permit TouchNet to assume the defense of the Claim. If TouchNet fails to notify Client of its election to defend the Claim within thirty (30) days after receiving notice of the Claim from Client, TouchNet shall be deemed to have waived its right to defend such Claim.

(c) **Defense of Claim.** If TouchNet assumes the defense of a Claim, Client, at its expense, may participate in the defense, but TouchNet shall have the right to direct and control the defense of the Claim, and Client shall cooperate with TouchNet and make available to TouchNet all of Client's books and records reasonably necessary and useful in connection with the defense. Without Client's prior written consent, TouchNet shall not consent to the entry of a judgment or award, or enter into a settlement, which does not include a release of Client of all liability with respect to the Claim. If TouchNet chooses to defend the Claim, Client shall not admit any liability with respect to, or settle, compromise

or discharge the Claim, without TouchNet's prior written consent (which shall not be unreasonably withheld, conditioned or delayed). If TouchNet elects not to defend the Claim, Client may defend against the Claim in such manner as it reasonably deems appropriate.

(d) **Client Inventions.** If (i) Client uses the TouchNet Software as part of an invention of Client (where such invention includes materials and/or methods not supplied or approved by TouchNet) or (ii) Client uses the TouchNet Software as a part of a new configuration (where such configuration includes material and/or methods not supplied or approved by TouchNet) and either of such Client uses of the TouchNet Software results in a claim of patent, copyright, trade secret, or other proprietary right claim by a third party, then Client shall be exclusively responsible therefore.

(e) **Exclusive Remedy.** This Section 10 shall constitute Client's sole and exclusive remedy with respect to any Claims. TouchNet shall not be liable for Losses covered by insurance policies carried by or for the benefit of Client.

11. **Third Party Products.** In the event of any failure of equipment, software, or other items (whether or not included within the TouchNet Software), if the software, equipment, or other item was developed, manufactured, created, or produced by third parties, TouchNet will use reasonable business efforts to assign to Client any and all of TouchNet's warranty rights against such third parties; however, this is the extent of TouchNet's obligations with respect to such third party equipment, software, or other items.

12. **Set Up; Installation; and Data Access.**

(a) **Set Up.** Client is responsible for set up and installation of Interface Software and any and all equipment necessary at the Client Set Up Site to communicate with the TouchNet DataCenter. The foregoing shall be accomplished at Client's sole expense and in accordance with the timeline and tasks described on Schedule C. Remote installation and set up at the TouchNet DataCenter shall be performed during Normal Business Hours. If installation and set up is delayed by fault of Client, Client shall pay TouchNet all reasonable costs, charges, and losses attributable to such delay.

(b) **Data Access.** If, for any reason, TouchNet requires access to Confidential Information within Client's Student Information System, then Client (i) will make such information available to TouchNet or its subcontractors (as Client's contractor) through such means as TouchNet may reasonably specify and (ii) represents to TouchNet (and its subcontractors) that Client is authorized to disclose and make such information available to TouchNet and to permit TouchNet (or its

subcontractors) to use, adapt, augment, supplement, and/or modify such information in the manner contemplated by the respective parties hereto.

(c) **Obligation of Nondisclosure.** Without limiting the generality of Section 13, TouchNet agrees to hold in confidence (and to require its subcontractors to hold in confidence) any Confidential Information to which TouchNet (or its subcontractors) may be exposed during access to Client's Student Information System (including all personally identifying information covered by Privacy Laws).

13. **Confidential Information.**

(a) **Limitation on Use and Disclosure.** Except as otherwise permitted under this ASP Agreement and except as required under the Ralph M. Brown Act and California Public Records Act, the Recipient will not knowingly disclose to any third party, or make any use of Discloser's Confidential Information. The Recipient will use at least the same standard of care and security to maintain the confidentiality of the Discloser's Confidential Information that it uses to maintain the confidentiality of its own Confidential Information of equal importance, but in no event may the standard of care and security be below that customary and reasonable under the circumstances. At a minimum, the Recipient shall maintain the Confidential Information (i) in a secure location or (ii) if stored on Client's Student Information System, under circumstances requiring secure password access. Only employees of Recipient who have a reasonable need to know of the Confidential Information in order to perform their responsibilities may be given access to the Discloser's Confidential Information.

(b) **Court Order.** Notwithstanding the provisions of Subsection (a) of this Section 13, Recipient may be permitted to disclose the Confidential Information of Discloser when ordered to do so by an administrative, arbitral, legislative, or judicial body having jurisdiction over the Recipient, provided (i) that Recipient first gives Discloser reasonable Notice of the administrative, arbitral, legislative, or judicial proceeding in order to permit Discloser to prevent or limit the ordered disclosure and (ii) that Recipient cooperates (at Discloser's expense) fully in preventing or limiting the ordered disclosure.

(c) **Burden of Proof.** The burden of proving an exception to the definition of Confidential Information, as described in Section 1(b) and/or the applicability of the exception to nondisclosure set forth in Subsection (b) above shall be upon the Recipient.

14. **TouchNet's Trademarks.** The TouchNet Trademark or Trademarks will be displayed by the TouchNet Software, on the Documentation, and in the copyright and/or patent notices, or otherwise. Client shall not remove,

conceal, alter, or deface the TouchNet Trademark from or on the TouchNet Software or any computer screen print-outs. TouchNet grants Client a limited non-exclusive and non-transferable license without right of sub-license to use and display the Trademarks during the term of this ASP Agreement solely in the manner in which TouchNet has displayed them on the TouchNet Software.

15. **Term and Termination.**

(a) **Term.** The access rights granted in Section 2(a) hereof commences on the Effective Date and continues for the time period specified in Schedule A, unless sooner terminated as permitted in Subsections (b) through (c) of this Section.

(b) **Right of Termination.** A party has the right to terminate this ASP Agreement if the other party breaches a material provision of this ASP Agreement and, if a cure period is applicable, fails to cure the breach within the applicable cure period following Notice of the breach. If the event or condition that gives rise to the right of termination is not cured within the applicable cure period, this ASP Agreement will automatically terminate at the end of the said cure period without need for further notice or action. If the Noticed breach is cured to the reasonable satisfaction of the non-breaching party within the applicable cure period (if any), then this ASP Agreement shall continue as though no breach had occurred.

(c) **Cure Periods.** The applicable cure periods for breaches of Section 2(d), 2(e), and/or 4, shall be ten (10) days. There shall be no cure period for a breach of Section 13 or Section 14. The applicable cure period for breaches of all other provisions of this ASP Agreement shall be thirty (30) days.

(d) **Effect of Termination.** Upon termination of this ASP Agreement by either party, Client's access to the TouchNet Software will be terminated immediately and Client shall return immediately to TouchNet or, at TouchNet's request, will destroy all copies of Interface Software, Documentation, user manuals, and computer screen print-outs of the TouchNet Software, and Client will certify to TouchNet in writing, over the signature of a duly authorized representative of Client, that it has done so.

(e) **Survival of Obligations.** All obligations relating to non-use and non-disclosure of Confidential Information will survive termination of this ASP Agreement. Without limiting the generality of the foregoing, the specific obligations, as set forth in Sections 2(d), 9(c), 13, and 18(h) shall survive any termination or expiration of this ASP Agreement.

(f) **No Prejudice to Other Rights or Remedies.** Termination of this ASP Agreement will be without prejudice to the terminating party's other rights or remedies under this ASP Agreement or at law or in equity.

16. **Support.** During the term of this ASP Agreement, TouchNet will provide Client with unlimited telephone support over its technical support line. Such support will be provided to Client at no charge in addition to the fees payable as prescribed in Section 4 hereof.

17. **Equitable Relief.** Client acknowledges that a breach, by Client, of any of the material provisions of this ASP Agreement, including (without limitation) breach of Sections 2(b), 2(d), 2(e), 2(g), 10(b), 13, and 14, would likely result in irreparable injury for which monetary damages would likely be an inadequate remedy. Accordingly, for any such breach or threatened breach, Client hereby consents to such preliminary, temporary, or permanent injunctive relief as a court of competent jurisdiction may enter to prevent, curtail, or restrain any such breach or threatened breach, all without the necessity of any filing or furnishing, by TouchNet, of any bond or similar surety.

18. **General.**

(a) **Independent Contractors.** Nothing contained herein shall constitute TouchNet and Client as partners, agents, joint venturers or in any capacity other than licensor and licensee of computer software, respectively. TouchNet and Client are independent contractors. Neither shall have the right to bind or obligate the other in any manner whatsoever.

(b) **Force Majeure.** With the exception of Client's obligations to pay TouchNet monies due under this ASP Agreement, neither party shall be liable to the other for delay or failure to perform any obligation hereunder resulting from an event of force majeure, including (without limitation) acts of God or of the public enemy, fire, storm, flood, explosion, earthquake, hurricane, riots, wars, hostilities, civil commotion, strikes or labor disputes, interruption of supply, law or regulation, governmental action, or any other cause beyond the control of that party.

(c) **Notices.** Any notice or communication required or permitted to be given hereunder may be hand-delivered or sent by registered or certified mail, return receipt requested, by facsimile transmission, or by email. Notices must be sent to a party at its address shown on the first page of this ASP Agreement, or to such other place as the party may subsequently designate in writing for its receipt of Notices. A Notice given in the manner prescribed in this Section shall be deemed received (i) when delivered, in the case of personal delivery; (ii) on the third business day following deposit of an item in the U.S. mail, properly addressed and postage prepaid; and (iii) on the date of transmission if sent

by facsimile or email, provided a confirmation copy is either personally delivered or sent by U.S. mail in the manner otherwise permitted for a Notice hereunder.

(d) **Counterparts.** This ASP Agreement may be executed in counterparts, each of which shall be an original, and all of which, taken together, shall constitute one and the same instrument.

(e) **Entire Agreement.** This ASP Agreement, with attached Schedules, constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any prior expression of intent or understanding, oral or written, relating to the subject matter of this ASP Agreement. Schedules referenced herein by letter or number are incorporated into this ASP Agreement as though fully set out herein. Such Schedules include the following:

SCHEDULE	DESCRIPTION
Schedule A	Fees and Term of Agreement
Schedule B	TouchNet Software
Schedule C	Equipment and Client Tasks for Set Up, Installation, and Implementation of Software

(f) **Waiver.** Any waiver of a failure or delay in performance shall be effective only if in writing and only in accordance with its terms. The waiver of one breach or default shall not constitute the waiver of any subsequent breach or default and shall not act to amend or negate the rights of the parties under this ASP Agreement.

(g) **Right to Use Client's Name.** Client authorizes TouchNet to use Client's name, likeness, voice, and expressions or statements in marketing literature as a "Client" of TouchNet.

(h) **Governing Law.** This ASP Agreement shall be governed by and construed in accordance with the substantive laws of the state of California.

(i) **Severability.** If any one or more of the provisions of this ASP Agreement shall be invalid, illegal, or unenforceable in any respect under any applicable statute, rule of law, or public policy, such provision shall be considered inoperative to the extent of such invalidity, illegality, or unenforceability and the remainder of this ASP Agreement shall continue in full force and effect. The parties agree to replace any such invalid, illegal, or unenforceable provision with a new provision that has the most nearly similar permissible legal and economic effect.

(j) **Headings.** Headings are included in this ASP Agreement as a matter of convenience only and shall not be controlling with regard to the interpretation of this ASP Agreement.

(k) **Security Standards Compliance.** TouchNet agrees to maintain compliance with all applicable Privacy Laws, PCI and the NACHA standards pertaining to electronic payments.

IN WITNESS WHEREOF, the parties have executed this ASP Agreement through the signatures of their respective authorized representatives as of the respective dates shown below.

TOUCHNET INFORMATION SYSTEMS, INC.	COAST COMMUNITY COLLEGE DISTRICT
SIGNATURE:	SIGNATURE: _____
BY: Daniel J. Toughey	BY: _____
TITLE: President	TITLE: _____
DATE: 2/18/2010	DATE: _____

Schedule A

Term of Application Subscription Program Agreement

APPLICATION SUBSCRIPTION PROGRAM

Subject to the terms and conditions of this ASP Agreement, TouchNet grants to Client under all of TouchNet's intellectual property rights (including patent and copyrights owned or controlled by TouchNet) and Client accepts, a non-exclusive, non-transferable Subscription to use the TouchNet Software for the purpose of offering Services to End Users of the System for a period of five (5) years from the Effective Date of this ASP Agreement.

COSTS & PAYMENTS[1]

The annual Application Subscription Program Fee ("ASP Fee"), payable in advance as prescribed below, is as shown below. TouchNet reserves the right to increase the fees shown below by not more than ten (10%) percent per year over the applicable amount for the immediately preceding year. An ASP Fee of $73,030.00[2] shall be due and payable upon execution of the ASP Agreement to which this Schedule A is attached. For each subsequent year, the annual ASP Fee, adjusted by TouchNet as permitted herein, shall be payable thirty (30) days in advance of each anniversary of the Effective Date of the ASP Agreement. TouchNet may increase the annual ASP Fees by giving Client notice thereof at least sixty (60) days in advance of the annual anniversary of the Effective Date of this ASP Agreement.

PROFESSIONAL SERVICES

The one-time Professional Service Fee is payable upon the TouchNet Software being loaded at the TouchNet DataCenter. The Professional Service Fee of $39,375.00 shall be due and payable within thirty (30) days of receipt of the invoice.

Client is responsible for reasonable travel, lodging, and food expenses incurred by TouchNet in connection with on-site training, equipment installation, set-up and professional services rendered in connection with this ASP Agreement, if applicable.

[1] All pricing will expire if contract is not executed on or before March 31, 2010.
[2] This figure reflects a discount of $8,114.00 for Client entering into a five year ASP Agreement.

Schedule B

TOUCHNET SOFTWARE

The Client's right to access the TouchNet Software shall consist of the following-described computer programs residing on the TouchNet DataCenter:

TouchNet Payment Gateway Suite is the main hub of the TouchNet Payment Gateway and Commerce Management System. It consists of the TouchNet Operations Center (the hub) and the TouchNet Credit Card Engine, ACH Engine and PIN/Less Debit Engine Licensed Software.

TouchNet Payment Gateway Credit Card Software. Payment Gateway Credit Card Software provides the ability to interface to other campus web applications and self-service systems for credit card processing purposes. Payment Gateway Software includes the following:

- 1 Campus Entity
- 1 Production Environment
- 1 Test Environment
- License for use with other campus-wide self-service web applications
- Credit Card Payment Functionality for Student Information System
- Enhanced reporting by Merchant ID
- Interface to 1 Designated Credit Card Processor

Credit Card Processors supported include FDC Nashville/Envoy, FDC Telemoney, First Horizon, GPS Central, GPS East, NCR Canada, Nova, Paymentech, and VisaNet/Vital. Credit card processor interfaces not listed may be available as a custom project and a development cost may apply.

Additional Campus Entity licenses and Merchant ID licenses are available for an additional License fee and Professional Services cost.

Bill+Payment Client. Bill+Payment Client is the payment application of the Bill+Payment Suite that enables a secure link from SunGard Self-Service Banner in order to collect and process payment card data. Bill+Payment Client is restricted for use with the six (6) payment points from SunGard Self Service Banner (as noted below) and is not for use in integration of additional payments. This functionality includes the following:

- Real-time posting of payment transactions to Banner
- Selection of credit/debit card, ACH, and PIN (and PIN-less) debit payment methods provided each of the payment methods is properly licensed within TouchNet Payment Gateway
- Maintains institutions logo, header and footer for branding purposes
- Payment points from SunGard Self-Service Banner[3]

[3] Client is purchasing student tuition payment point in this ASP Agreement only.

- **Student tuition**
- Admissions application fees
- Alumni donations
- Registrar transcript request fees
- Graduation application fees
- Enrollment verification fees

- 1 Campus Entity
- 1 Production Environment
- 1 Test Environment

Professional services for implementation of each payment point from SunGard Self-Service Banner will apply.

TouchNet Account Center. TouchNet Account Center is the repository of the core services required by the TouchNet Bill+Payment Suite. The TouchNet Account Center enables students to view their real-time account balance, make payments using credit cards or electronic checks, and register their parents or guardians as authorized users. Payments made through the TouchNet Account Center are linked to an institution's credit card processor and bank for authorization and settlement via the TouchNet Payment Gateway. The TouchNet Account Center posts successful payments to the appropriate student accounts in real-time and automatically sends email notifications to students via their school-assigned email addresses.

TouchNet eRefunds. TouchNet eRefunds provides the functionality to distribute student refunds electronically directly into the student's bank account. TouchNet eRefunds includes the following:

- 1 Campus Entity
- 1 Production Environment
- 1 Test Environment

TouchNet Ready Partner Program – TouchNet DataCenter:
TouchNet actively seeks certain third party companies and organizations to participate in our pre-integrated partner program. The purpose is to help our clients centralize and unify campus commerce electronic payments into the TouchNet Software. The TouchNet Software needed to best utilize the program is both TouchNet Payment Gateway and TouchNet Marketplace. TouchNet Ready Partners are primarily integrated through TouchNet Marketplace, however, in some cases they may be validated only through Payment Gateway. For clients that have licensed access to both these TouchNet Software modules, the following charges apply to support the program costs including DataCenter operations and customer/technical services.

TouchNet Ready Program Charges – TouchNet DataCenter	Client Licensed for Payment Gateway & Marketplace	Client Licensed for only Payment Gateway
Per Partner Annual Hosting/Access Fee	3 Free	$ 2,500@

Each Additional Partners Annual Fee	$ 1,500@	$ 2,500@
Per Partner One-Time Implementation Fee	$ 1,250@	$ 1,750@
Partner Packs Annual Fee: 5 Partners 10 Partners 15 Partners Unlimited	 $ 5,000 $ 7,500 $10,000 $15,000	N/A

Note: TouchNet Partner Program charges are subject to the escalation limitations of Schedule A for the TouchNet Software.

Schedule C

EQUIPMENT AND CLIENT TASKS FOR SET UP, INSTALLATION AND IMPLEMENTATION OF SOFTWARE

TouchNet Software Implementation Services

Defined Engagement and Project Management: A TouchNet implementation lead will work closely with Client's project leaders to review and tailor standard project plans to illustrate key tasks, milestones and deliverables for the TouchNet implementation. The implementation lead will coordinate all TouchNet Software installation, configuration, training and "go-live" activities with Client.

Timeline: Implementation timelines vary greatly based upon products purchased, key business drivers for when those products are implemented as well as resource availability both with Client as well as TouchNet. TouchNet will work with Client's key stakeholders and resources to adjust standard project plans to best accommodate resource availability and constraints.

System Testing: TouchNet will perform system integration testing after software is installed and configured to ensure integration with the Host ERP. TouchNet's testing efforts are not considered to be exhaustive as subsequent testing should be conducted by Client to ensure adherence with applicable Client business rules as well as gain familiarity with the new TouchNet Software.

Training: TouchNet's Professional Services team is committed to helping Client get acquainted with its newly licensed software. To that end, TouchNet's standard product training employs a "train the trainer" approach, which leverages a mix of both onsite and remote training technologies, such as Microsoft LiveMeeting. The implementation manager will determine Client's training needs during the initial project meeting with key stakeholders. More significant training, such as on-site support for Client's "go live," or training scheduled once the applications are in production, can be purchased at an additional cost.

User Acceptance Testing: It is the responsibility of Client to ensure adequate resources and time is allocated to perform user acceptance testing of the new TouchNet Software: Many new business processes and functions are introduced as a part of the implementation of TouchNet Software and it is recommended highly that Client take the time during user acceptance testing to validate and refine some of those new processes.

"Go-live" Support: The TouchNet implementation lead will be assisting throughout the implementation of the TouchNet Software. During the "go-live" and for a period of 2 weeks beyond, the TouchNet implementation lead will continue to support Client remotely.

Client Duties During the Implementation

General

Human Resource Needs: Client will need to identify appropriate project related resources including, but not limited to, project lead, technical lead and key stakeholders

to be leveraged for functional requirements and/or functional testing. Business office or functional users of the new TouchNet Software are critical for requirements as well as testing purposes.

Physical Resource Needs: Client will need to reserve applicable training facilities for any on-site related activities (i.e. training) once the specified timelines are agreed to. The facilities will need an overhead projector, workstations for attendees (if the desired environment) and preferably a whiteboard or similar drawing surface.

Payment Processing Needs: In preparation for the TouchNet implementation, the following items should be gathered as they will be critical to expediting the implementation:

- Verification of credit card processor
- Merchant ID information
- Bank account and routing information and initial discussions with them regarding the transmission of any ACH related data

DataCenter Implementations

Technical Requirements: There are 2 items necessary to be completed by the Client's Technical staff.

- Provide necessary IP information for TouchNet Software to access the applicable Client Information Systems and make necessary changes to firewall(s)
- Client will need to install a small connector piece of software which enables TouchNet Software to communicate with the Student Information System

This is a basic list of duties to be performed by Client. A complete list may be obtained from the TouchNet implementation specialist assigned to the Client during installation.

If Client must re-schedule an installation after a date has been determined, a surcharge of 50% of the total Professional Services Fees will apply, and the project implementation will be rescheduled based upon TouchNet's availability at that time. The maximum time allowed for installation under this ASP Agreement for all products is six (6) months. If delays beyond six (6) months are caused by Client, additional Professional Services Fees may apply.

Client is responsible for reasonable travel, lodging, and food expenses incurred by TouchNet during the on-site training.

The TouchNet Software, in some cases, will require the Client to assist TouchNet in accessing files on the Client's Student Information System to accomplish the interface between TouchNet Software and other software on Client's Student Information System and to permit certain functionality to be tested. Also, it is the Client's responsibility to assist TouchNet and/or its subcontractors in setting up links between the TouchNet Software and Client's Student Information System. Such responsibility includes, but is not limited to, granting remote or other access thereto, granting of administrative (or similar) rights and privileges, and assisting TouchNet (or its subcontractors) in understanding the configuration and environment of Client's Student Information System.

ORANGE COAST COLLEGE

Attachment 7

TABLE OF CONTENTS

INCLUDES REVISIONS as per CCCD Board of Trustee's Accreditation Committee Meeting of 2/24/10

STATEMENT ON REPORT PREPARATION

Introductory Comments 3
Process and Timeline 3
Document Format 4

COLLEGE SPECIFIC RECOMMENDATIONS

Recommendation 1: Student Learning Objectives 6
Recommendation 2: Program Review 14
Recommendation 3: Planning 19
Recommendation 4: Planning Assessment 30
Recommendation 5: Professional Development and Faculty Evaluations 35

DISTRICT RECOMMENDATIONS

Recommendation 6: Code of Ethics 40
Recommendation 7: Executive Hiring Process 42
Recommendation 8: Student Learning Objectives Vision 43
Recommendation 9: Policy and Procedure Evaluation 44
Recommendation 10: Vision 2010 46
Recommendation 11: Functional Delineation 48

COMMISSION CONCERNS

Commission Concern 1: Eligibility Requirement 8 49
Commission Concern 2: Eligibility Requirement 10 49

PLANNING AGENDA GOALS

Standard I: Institutional Mission and Effectiveness 50
Standard II: Student Learning Programs and Services 55
Standard III: Resources 77
Standard IV: Leadership and Governance 88

STATEMENT ON REPORT PREPARATION

Introductory Comments

Orange Coast College is pleased to submit this report to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

The college submitted its self study in December 2006, which was followed by a site visit in March 2007. At the request of the Commission, the college prepared a progress report in March 2008, addressing four recommendations and two concerns, and was followed by a site visit in April 2008. At its June 2008 meeting, the Commission moved to request a second progress report due March 2009, addressing the same recommendations and concerns. The Commission also placed the college on warning.

The college submitted the 2009 report, followed by a site visit in April 2009. At the June 2009 meeting, the Commission removed the warning status and requested that a focused midterm report be submitted by March 15, 2010. This report is Orange Coast College's response to the Commission's request. This report focuses on the College's full resolution of Recommendations 1, 2 and 3, as well as reporting on all other recommendations, Commission concerns, and self-identified planning agendas from the 2006 self study.

Process and Timeline

Orange Coast College (OCC) developed an inclusive process for drafting this report to the ACCJC's request of June 30, 2009. The college created a permanent, standing committee, the Accreditation Coordinating Committee (ACC), which reports to the newly formed Planning Committee, College Council.

Members of the Accreditation Coordinating Committee include the Vice President of Instruction as the Accreditation Liaison Officer, the Academic Senate president, Vice President of Administrative Services, the faculty Program Review Coordinator, the faculty Curriculum Committee Chair, the faculty Transparency Committee chair, the Dean of Library and Institutional Research, the Dean of Student Services, and one classified representative from each of the four operational wings of the college. The membership was expanded to include the Student Learning Outcomes and Assessment Coordinator (SLOAC) in November 2009.

In October 2009, the Academic Senate called for faculty applications from those interested in serving as a faculty writer/researcher for the report to work with the lead writer and the faculty Transparency Committee to provide faculty participation in the accreditation process and to facilitate transparency in the report. The faculty writer was selected in a competitive process in November 2009.

To assist the lead and faculty writers in producing the first draft, small teams were formed to address each Recommendation. Planning Agendas were assigned to interested individuals, both faculty and staff, in September 2009. All drafts were submitted to the lead and faculty writers by November 30, 2009. A first draft was presented to the campus on December 3, 2009. All faculty, staff and administrators were encouraged to provide initial feedback through January 8,

2010. The writing team received, revised and redistributed the draft on February 5, 2010. Feedback from the campus on the drafts was collected through February 17, 2010. This was incorporated into the third and final draft version, made available to the Coast Community College District (CCCD) Board of Trustees for review and final input as well as the college. The final review period ended on March 1, 2010, with the completed and proofed report then submitted to the ACCJC on March 15, 2010.

The team concluded after the April 2009 visit that the College has addressed the Commission's Concerns 1 and 2 (Eligibility Requirements 8 and 10) that Orange Coast College's degree programs culminate in identified student outcomes and that the college should define and publish expected student learning and achievement outcomes. Previously, the college, district and faculty's treatment of syllabi appeared in conflict with Commission Standard II.A.6.c. This Standard calls for clarity, accuracy, and consistency with prospective and current students. In October 2008, Orange Coast College and the faculty bargaining unit mutually supported this mandate, finalized in a memorandum of agreement.

Document Format

This document has been constructed specifically to assist the Commission and its representatives to quickly review the activities and supporting documentation addressing the recommendations and concerns as cited in the ACCJC's letter of June 30, 2009.

The first section of the report is devoted to the college specific recommendations with a summary preamble providing an overview of college-wide activities addressing the Commission's recommendation. Following the overview, the recommendation has been separated into an outline format that lists each component of the recommendation. Campus activities addressing the component within the recommendation are then bulleted. This type of format should allow the reader to quickly ascertain the degree to which the college has met and reconciled the recommendations/concerns.

The second section consists of Recommendations 6-11 developed by District staff. These are common recommendations to all three colleges within the Coast Community College District (CCCD), and therefore, the response to each is identical for all three colleges.

The third section addresses the two Commission Concerns.

The fourth section is a response to 70 self-identified Planning Agenda issues, which were included in the 2006 self study. A brief description reports progress made on these Planning Agenda items, specifying timelines to completion and responsible parties.

All supporting evidence, including lists of diagrams and definitions, is presented at the end of the report. The electronic version of the report includes all evidence in electronic format. Hard copies of evidence are on file in the Vice President of Instruction's office in the Administration Building. The evidence convention used is simple and intuitive: each piece of evidence is identified by first a Roman numeral corresponding to the recommendation number, then a lower case letter corresponding to the component of the recommendation, and finally an Arabic number corresponding to the document number. Thus, the first piece of evidence cited for

Recommendation 1's first component would be identified as I.a.1, signifying Recommendation 1, component a, evidence number 1.

Dennis Harkins, Ph.D.
President, Orange Coast College

Date

Accrediting Commission's Focused Midterm Report Requests

COLLEGE RECOMMENDATIONS

Recommendation 1:

The team recommends that the college accelerate its efforts to a) identify measurable student learning outcomes for every course, b) instructional program, and c) student support programs and d) incorporate student learning assessments into course and program improvements.

This recommendation has been reconciled.

The college has moved into full proficiency with respect to its institutional effectiveness in student learning outcomes. The college was encouraged to further accelerate its assessment efforts by the visiting team reviewing the 2009 progress report. The college now reports that it is firmly in the development phase of assessment and moving significantly into the proficiency phase.

By November 2008, 100% of all CSLOs were identified and submitted via the curriculum approval process. All CSLOs were formally approved by the Curriculum Committee, with the last approvals occurring in December 2008. In total, all 1387 Course Outlines of Record (CORs) for the college have approved and published CSLOs.

Program student learning outcomes (PSLOs) for all certificate programs in the instructional wing were identified and approved and are included in the 2009-2010 catalog. The college met its target date of Spring 2009 for the development of 100% of all PSLOs across all wings of the college. All SLOs, at course and program levels, are available to student and the public-at-large via the college's website and the division offices. Additionally, course SLOs are now available within the web-based searchable class schedule.

Assessment of outcomes has been a long-standing practice in the Allied Health programs; however, full college assessment was in its formative stage in the 2007 - 2008 academic year. This has changed with the development of a new program review form for all wings and the formal inclusion of assessment in all program reviews. Integrated into the program review forms are sections where programs must describe their assessment methods, their assessment timelines, and their assessment results. Program Review resources were made available on the OCC Portal, and workshops and individualized training sessions were conducted by the Program Review Coordinator. In November 2009, a Student Learning Outcomes and Assessment Coordinator (SLOAC) was selected to provide overall coordination and learning for outcomes and assessment implementation.

As of December 2008, 100% of all Course Outlines of Records include student learning outcomes. As of March 2010, using the newly developed database for reporting, early

projections indicate that the college has assessed nearly 90% of all courses offered in Fall 2009, with approximately 87% of those assessments having completed the loop of analysis and course improvement. This information will be incorporated in the March 2010 annual program review summary submitted to all wings for college-wide prioritization and planning.

The college has fully reconciled this recommendation. Specific evidence for each component of the recommendation is presented below.

a. Identify measurable SLOs for every course:

Thanks to the strong commitment of faculty members across the campus, and the leadership of the Curriculum Committee, the college has made excellent progress and has identified measurable SLOs for every course.

- As of December 2008, 100% of Course Outlines of Record include approved student learning outcomes (I.a.1).
- As of Spring 2009, all course syllabi were required to include SLOs. The Coast Community College District and the faculty bargaining unit (AFT/CTE) mutually supported this mandate and memorialized this agreement in a Memorandum of Understanding signed on October 27, 2008 (I.a.2).
- CSLOs as published on the syllabus for each course are made available to students directly from the course instructor and in the Division offices. (I.a.3)
- Each division office had successfully collected 100% of all instructors' syllabi with approved SLOs in Fall 2009 and Spring 2010. (1.a.1).

b. Identify measurable SLOs for every instructional program:

Due to the new program review process, the college has made significant progress and has identified measurable SLOs for every career and technical education program and all other instructional programs.

- PSLO resources, including guidelines, models, and a glossary of terms, are available on the OCC Portal, the local college document network, for faculty to access and utilize in drafting program level learning outcomes (I.b.1, I.b.2, I.b.3).
- Workshops and individualized training sessions were conducted by the Program Review Coordinator to help facilitate writing PSLOs for instructional programs (I.b.4, I.b.5)
- As part of the program review process, programs must identify PSLOs that support a program-specific mission statement and demonstrate the mission's and PSLO's alignment with the institutional student learning outcomes (ISLOs). In October 2009 the IPC addressed the Student Learning Outcomes Plan originally drafted in 2005 and updated the document. These changes were presented to the committee in November 2009 and adopted (I.b.6, I.b.7)

- The student learning outcomes for the Associate in Arts and the Associate in Science degrees have been identified and published. These degree level outcomes are the institutional student learning outcomes (ISLOs). (I.b.5)

- Both the Mission Statement and PSLOs are provided in the Program Review Section and published on the OCC Portal. By including these items on the program review forms ensures mission statements and PSLOs are an integral part of the program review process. (I.b.8).

- The Student Learning Committee (SLC) has endorsed the recommendation that any program not in compliance—i.e., any program without an approved mission statement and identified PSLOs—should not be offered until it is revised to include these elements (I.b.9; I.b.10).

- Development of PSLOs for General Education was completed in Fall 2009 (I.b.11.).

c. Identify measurable outcomes for student support programs:

The college provides student support in programs within the Student Services Wing, the President's Wing, and the Administrative Services Wing. The college has made significant progress in identifying measurable outcomes for every program in these three wings.

Student Services Wing:

- As of May 2008, 100% of student support programs within the Student Services Wing have identified PSLOs complete with assessment methods (ASOCC, Bookstore, CalWORKs, Children's Center, Enrollment Center, EOPS/CARE, Financial Aid, International Center, Matriculation, Scholarship and Student Health Center). These PSLOs have been incorporated into the Student Services Program Review process (I.c.1).

- Student Service PSLOs align with the wing's themes: student responsibility and, providing students with skills needed in their academic and professional lives (I.c.1).

- The Student Services wing themes directly align with the fourth core competency area of the ISLOs: Personal Development and Responsibility (I.c.1.; I.c.2).

- As of December 2009, 100% of student services' PSLOs have been assessed and in some areas have incorporated new methods for improvement. (I.c.1.).

President's Wing:

- The six programs identified within the President's Wing (Community and Marketing Relations, Foundation, Institutional Research, Staff Development, Information Technology, and the President's Office are required to identify PSLOs as part of their program review process. All six programs have identified PSLOs and these PSLOs are published on the OCC Portal. (I.c.3).

- The Information Technology (IT) department was reorganized in January 2009. The IT department completed a comprehensive program review last year that includes PSLOs. (I.c.4; I.c.5).

- As of December 2009, 100% of the programs within the President's Wing have been assessed with dialogue occurring during the wing assessment meeting and used in the revisions of the 2009-2012 Wing Plan. (I.c.3, I.c.6)

Administrative Services Wing:

- As of November 2008, 100% of the seven support programs within Administrative Services (Bursar's Office, College Budget and Financial Operations, College Public Safety, Facilities, Maintenance and Operations, Personnel Services, and the Vice President's Office) have drafted and finalized their PSLOs, which are aligned with the Academic Master Plan and the college ISLOs. These PSLOs are published on the OCC Portal (I.c.7).

- Program Review forms for Administrative Services have been revised to include the college-wide program review planning grids to document their program's mission statement and PSLOs. Including these items on the program review forms ensures mission statements and PSLOs are an integral part of the program review process, encouraging the reassessment of both as part of the three-year program review cycle (I.c.8, I.c.9)

- As of December 2009, 100% of the Administrative Service PSLOs have been assessed with dialogue occurring during the wing assessment meetings, the Administrative Services meetings and was used in the 2009-2012 wing revision. (I.c.10, I.c.11)

d. Incorporate student learning assessments into course and program improvements.

The entire campus is fully engaged in the assessment process. All units are seeing the benefits of the process.

College-wide:

- OCC's Program Review Coordinator is an important resource for assessment and has attended conferences on assessing SLOs, writing effective PSLOs, and utilizing assessment software such as eLumen. This information has been communicated through program review documents, the SLO glossary, and Assessment Toolbox. These documents are on the OCC Portal and can easily be accessed by the campus community. (I.d.1, I.d.2, I.d.3).
- In November 2009, a Student Learning Outcomes and Assessment Coordinator (SLOAC) was selected to provide overall coordination and leadership for outcomes

and assessment implementation. The SLOAC reports to the President and will allow the campus to further accelerate its assessment efforts by gaining additional support services. (I.d.4)

- Members of the SLOAC Advisory Council (or SAC) met in January 2010 to discuss using eLumen or some other program to coordinate the SLO assessment process. Members participated in a webinar with eLumen staff on February 11, 2010. The committee decided to start testing the report functions and then proceed to a test pilot in March. The committee plans to invite the SLOAC from Irvine Valley College to come to their March meeting and discuss how that college uses eLumen for SLO assessment. At the same time, the members also decided to look at other programs and at other college SLO assessment plans in order to decide whether to go forward with eLumen or with another program. They plan to have everyone trained and using a program for SLO assessment starting in Fall 2010. (I.d.5, I.d.6)

- As part of the three-year program review process in all four wings, all identified SLOs and PSLOs will be assessed at least one time during the three-year cycle and are integrated into every program review document. (I.d.7)

- The Institutional Assessment Plan (IAP) was drafted and distributed in September 2009. A second revision was reviewed and approved by the IPC and the Academic Senate in March 2010. This document is serving as the guide to campus-wide assessment and is considered a living document with feedback being collected and regular reviews and revisions. (I.d.8)

Instructional Wing:

- The Academic Senate drafted an Assessment Philosophy statement in October 2008. The purpose of assessment is addressed, with emphasis on greater faculty dialogue, transparency of continuous improvement practices, and the use of assessment in assisting faculty-driven decision making. A final draft was distributed in December 2009 and endorsed by the IPC, the Transparency Committee, the Academic Senate and the College Council on December 15, 2009. The IPC formally asked that the Academic Senate include the Assessment Philosophy into the IAP. (I.d.9).

- A variety of assessment methods are being tested across the Instructional Wing. These include embedded test questions, rubric, portfolios, exit interviews, entrance/exit surveys, and pre- and post-tests (I.d.10).

- Two college-wide assessment training workshops were held in September and October of 2009. (I.d.11)

- Many programs report all courses in the process of assessment and assessment analysis. Some of these programs include: All 11 Allied Health programs, Biology, Library, Photography, Physical Education/Athletics, Psychology, Speech

Communications, Theater Arts, Dance, Leadership, Accounting and World Languages. Using the newly developed database for reporting, early projections indicate that the college has assessed nearly 90% of all courses offered in Fall 2009, with approximately 86% of those assessments having completed the loop of analysis and course improvement. (I.d.12).

- By the conclusion of Spring 2010, 100% of all instructional programs will have conducted assessment of at least two-thirds of all CSLOs and PSLOs. Departments and programs are required as part of the program review process to discuss and analyze the results of the assessment and create a plan for improvement. Plans are incorporated in the annual program review summary submitted to all wings for college-wide prioritization and planning. The first draft was completed in mid-February, with the final document ready by mid-March, 2010. (I.d.13)

- All instructional departments have created assessment timelines that assure all CSLOs and PSLOs will be assessed at least once each three years. (I.d.14)

- Assessment of SLOs and PSLOs is now part of "Instructional Unit Assistants (IUAs)" job descriptions. Making these duties explicit helps institutionalize a process to assure that each instructional department/program will have a point of contact and leadership for the assessment process. (I.d.15)

- Assessment is also done as part of the Title III grant, which established objectives to strengthen student learning. By centralizing the Student Success Center, creating an early alert process and tracking software to identify students who would benefit from Student Success Center resources, developing the supplemental instruction program, and increasing tutoring services, the Student Success Center has grown by over 130%. Assessment of the Student Success Center is currently under discussion with the Academic Senate as well. (I.d.16, I.d.17)

- The Student Success Center, with the support of Title III, held an Early Alert Faculty Luncheon on February 24, 2010, to help faculty better understand how the Early Alert system can assist their students, learn about recent changes to the Early Alert program, and gain familiarity with the online Early Alert interface. (I.d.18)

- The Student Success Center is using utilization, retention, and program completion statistics to conduct assessment and propose improvements. As an example, data collection in the first year of the Title III grant showed the need for more space for tutoring. To create the space, the self-paced math program was moved to another location.

Student Services:

- 100% of student support programs performed a measured assessment of SLOs by Fall 2009. (I.d.19)

- Data for upcoming assessment was gathered from a variety of sources: for example, Student Government used pre-post-tests and questionnaires; Matriculation used qualitative analysis, and on-line registration statistics; the Children's Center used student employee evaluations and student parent conferences; the International Center used enrollment data and surveys; EOPS used review and tracking of student educational plans and student transcripts; and Financial Aid used data tracking. (I.d.19)

- Assessment done after the first year of implementing the Title III grant showed that student tracking and early alert technology solutions were needed. The Title III Coordinator researched both areas and worked with the Dean of Enrollment Services, the Matriculation Committee, and IT staff to develop and purchase software for this purpose. (I.d.20, I.d.21)

- Assessment results and program review analysis were incorporated into the Student Services three-year wing plan drafted in March 2009. (I.d.22)

- Student Services has started the dialogue of post-assessment strategies. Specifically, this dialogue addresses how to use assessment to improve and increase PSLOs. (I.d.22)

President's Wing:

- All six support programs within the President's Wing proposed assessment methods for their PSLOs as part of their program review process in Spring 2009. (I.d.23, I.d.24, I.d.25, I.d.26, Id.27)

- The Technology Committee surveyed stakeholders on Information Technology (IT) services and technological equipment in February and March 2009. The results of the survey have been used as part of the data available for the IT program review. Additionally the survey results assisted the committee in the prioritization of IT projects. As part of writing the PSLOs and mission statements, IT identified four areas of study that will guide their assessment process and their data collection. (I.d.28, I.d.29)

Administrative Services:

- During the Spring 2008 semester a survey assessing the Public Safety and Personnel Services was performed. Data used in the 2008 survey were included in both departments' program review documents. Assessment conducted as part of program review led to the following improvements in Public Safety: new equipment for public

safety officers, facility improvements to the public safety building, and increased communication through a reinstated public safety dispatch position. (I.d.30, I.d.31)

- Assessment conducted as part of the Personnel Services program review identified and resulted in many improvements. It has opened communications, as program review is a standing agenda item for monthly staff meetings. Also, specific improvements to date are: a remodeled furniture layout for the personnel services offices for increased confidentiality and process flow; a review with payroll to discuss and expedite paperwork; the development of a procedure manual which is on the OCC Portal; more data, forms, and deadlines have been added to the portal for improved customer service; cross-training and realignment of staff members' duties; and an orientation manual for new hires. (I.d.32, I.d.33)

- As part of the Administrative Services three year wing plan documents, assessment methods are identified for each measurable goal. One significant highlight of the assessment process is the Fall 2009 Administrative Services Survey. The wing utilized a survey to collect information about services, opinions, and campus feedback. This survey data was used during the October 2009 Assessment meeting and used during department and team meetings and used for the formulation of revised and new goals. As new goals are being formulated during the Fall 2009 planning process, assessment methods are mindful of the type of goal measurement and assessment. (I.d.34)

Recommendation 2:

The team recommends that the college strengthen the content of its program reviews to include a) comprehensive and meaningful analysis of data with particular emphasis on student enrollment, program completion, retention, success, and achievement of student learning outcomes and b) make improvements to its programs based on the results of the enhanced program review process.

This recommendation has been reconciled.

One of the college's most important outcomes during 2006-2009 was the alignment of a campus-wide program review process. This alignment has enabled the college to compare the results of the four wings' program review goals, outcomes and assessment, and from that point, identify and develop campus-wide planning goals. Now that SLO assessments have been fully implemented and formal on going evaluations of the program review processes have taken place, the college is in full proficiency for institutional effectiveness and should attain sustainable quality level as the college completes the full cycle of program assessment.

a. Comprehensive and meaningful analysis of data with particular emphasis on student enrollment, program completion, retention, success, and achievement of student learning outcomes

- In 2006-2007 the college revised the comprehensive program review process from a six-year cycle to a three-year cycle to better meet the college's need for master planning and assessment. This three year cycle was established to be the foundation for data-driven planning and for the assessment of all SLOs in order to provide more data for decision-making and allocation of resources. The college in the second year of this program review process according to the April 2009 ACCJC visit found the college to be achieving the proficiency level within the Commission's rubric for institutional effectiveness. (II.a.1, II.a.2)

- Based on research and visiting with faculty and managers involved in program review, and taking into consideration what elements the ACCJC were seeking, common guidelines for all four wings were finalized. This process is designed to provide a rigorous examination of services and their outcomes, engage departments in planning program improvements that are responsive to student and community needs and provide information for resource allocation within departments and across the college. The five specific areas of review that were identified include: *Description of Program, Enrollment and/or Utilization analysis and Data Access, Success and Retention Analysis, Planning and Assessment of Student Learning Outcomes, and Three-year Strategic Planning.* (II.a.3, II.a.4, II.a.5, II.a.6)

- In 2007-2008, Curriculum, through the Academic Senate and Student Learning Committee, began to include Course Student Learning Outcomes (CSLOs) on the Course Outline of Record. This assured the completion of writing SLOs for courses, and established the foundation for assessment. All four wings began writing SLOs, and identifying assessments for those SLOs. (II.a.7, II.a.8)

- Campus-wide training on both program review and SLOs were provided and a common set of guidelines were further developed for the entire program review process, enabling all four wings to adopt and use these guidelines (II.a.2, II.a.9, II.a.10, II.a.11 II.a.12, IIa.13, II.a.14, II.a.15)

- Student Services had an established and sustainable peer evaluation component in its program, and instruction implemented peer review in its program review process. Concurrent to these developments in strengthening the program review process, annual technology and facilities plans were initiated for the purpose of gathering more specific information for the prioritization and planning in these areas (II.a.16, II.a.17)

- In October 2007, the Outcomes and Assessment Committee (OAC) became the Student Learning Committee (SLC), whose purpose was to facilitate decision making and coordinating efforts for a campus-wide endeavor in program review and Student Learning Outcome (SLO) assessment and completion. (II.a.18)

- With the notification of warning from ACCJC, the Accreditation Task Force (ATF) was created, with representation from all wings, the Dean of Library and Institutional Research, the Program Review Coordinator, the SLC chair, which for the fall semester ran parallel with the SLC. In March 2009 the SLC dissolved as the Accreditation Task Force took the lead on accreditation issues, focusing on coordinating efforts to address each of the ACCJC's concerns. The final task for the SLC during fall 2008 was to compile a campus-wide trends analysis based on comprehensive program reviews from 2007-2008. (II.a.19)

- In May 2009, the Accreditation Task Force (ATF) evolved into the Accreditation Coordinating Committee (ACC), a shared governance body to oversee efforts on program review, student learning outcomes, and transparency. A subcommittee of this new body wrote the first draft of an Institutional Assessment Plan that was vetted and is now in place. Further, the Program Review Coordinator wrote a Program Review Summary for 2008-2009 program reviews that supported updating the wing plans. (II.a.20)

- In Fall 2009 it was agreed that there was a need for a Student Learning Outcomes Assessment Coordinator (SLOAC) to run a parallel effort with the Program Review Coordinator as the writing of SLOs and assessment of two-thirds of the instructional SLOs fell on the program review coordinator. A new and substantial development in the college's program review processes is the inclusion of inter-wing representation for all wing program review peer evaluations. (II.a.21, II.a.22, II.a.23)

- In Fall 2009 the college piloted a College Council, whose focus is strategic planning, issue management, and communication and collegiality. The college through endorsement of the various wings' planning councils and review of data from the campus climate survey conducted in Fall 2009 decided to permanently implement the College Council as a planning council, and have the long-standing Planning and Budget Committee evolve into a focused Campus Budget Committee. It is recognized that the comprehensive program review documents are the foundation for planning. (II.a.24)

- In regard to the comprehensive and meaningful analysis of data, Comprehensive Program Reviews and Annual Planning Reviews (sections IV and V of the Comprehensive Program Review) include SLOs and assessment and directly address measuring student success in courses and programs. 2009-2010 is seeing the advent and implementation of a policy and process for the Viability Review of programs (II.a.25)

- Program Review will undergo assessment of the new three-year process during the 2010 Spring semester. The committee task force will be campus wide with each wing participating and reporting to the ACC, the Academic Senate and the College Council. Any approved recommendations will be implemented for the next three-year cycle beginning in Fall 2010. The Program Review Coordinator will provide an updated campus-wide trend analysis report in March 2010, based on comprehensive program reviews submitted in Fall 2009. There is data-driven decision-making based on program reviews and this enables stronger analysis, linking how the data tells the story and the accomplishment of goals over the next three to five years. Summary reports are feeding into the revision of the wing plans, and the college is updating and reporting on the disposition of these plans. Work continues on facilities and technology responsibilities feeding into the campus-wide strategic plan; all wings have their reports on these areas, and methods of creating campus-wide plans are in process.

b. Make improvements to its programs based on the results of the enhanced program review process.

Through these revised and strengthened processes, and a face toward continual improvement through program review and the peer review process, identified changes to courses and programs and the students' learning can be identified and implemented.

All four wings conduct program reviews (annual and comprehensive); program review results go directly into wing planning, with wings submitting reports (trends analysis, issues, accomplishments) to the Program Review Coordinator for a campus-wide culminating report. This campus-wide report and the program reviews drive planning and decision-making on the campus.

Updates to these annual reports are based on the program reviews from the previous year, on identified accomplishments as well as areas of concern. Assessment tools used currently and over the past year include surveys, both departmental and campus-wide. These tools assist in completing the assessment process, which in turns allows for the completion of goals and any necessary revisions to plans. Below are examples of assessment results that have completed the loop of analysis and course improvement.

- Various programs and courses such as Speech Communications, Psychology, Library-Instruction, Marketing, Theater Arts, History, Business Administration, and Community Education, used imbedded questions in tests, closing the loop in their department dialogue, which led to departmental decision on how to more effectively get that information across to the students. (II.b.1, II.b.2, II.b.3, II.b.4, II.b.5, II.b.6, II.b.7, II.b.8)

- Based on Comprehensive Program Review and assessment, The Dental Assisting Program received a full six year Accreditation (II.b.9)

- In a collaborative action, the ASOCC Bookstore and the Art Department developed supply lists for a majority of the Art Department courses enabling students to purchase their supplies on campus and ensuring the quality of those supplies. (II.b.10)

- Due to the results of assessing the student projects for the Fashion Trend Setting course, it was determined that students who had taken Fashion Applied Textiles and Design achieved higher grades and understanding of the course. It was determined that this course should serve as a prerequisite. (II.b.11)

- In the Registered Dental Assisting Program, state board passing rates were reviewed and CSLO/PSLOs were developed and adjusted the curriculum to improve the passing rates. Upon analysis of the data the program found increased effectiveness and achieved their goal of improved passing rates. In 2006-2007, the practical examination pass rates was 48%, while the 2008-2009 practical examination pass rate increased to 83% (II.b.12)

- Based on program review and assessment, the Dance program determined that to effectively meet the SLO that students will demonstrate progress in performing songs, basic drum rhythms and dances from African regions that if they present the choreography and drumming in small groups, rather than the class as a whole, and have them practice in smaller group, with and without music, that students will help each other learn and remember the longer combinations. (II.b.13)

- Based on program review and assessment within Leadership Studies, data revealed that students are proficient in meeting the objectives; however, it was

also determined that increased assistance is needed to assist students to synthesize their own leadership beliefs with the research and literature on effective leaders. Additional examples and resources will be provided to help students craft their own leadership philosophy incorporating ideas from the class literature. (II.b.14)

Recommendation 3:

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

This recommendation has been reconciled and is an ongoing process of continual improvement and enhancement.

The college has worked diligently this past year to refine its planning process across the college. Wing plans based on program review, learning outcomes and data collection have been created for Instruction, Student Services, Administrative Services, and the President's wing. Three year strategic plans have been written to address the Commissions' recommendation that the college engage in longer term planning. All wing plan goals are aligned with the Academic Master Plan as well as the institutional SLOs.

The college has integrated its planning by aligning the comprehensive program review process across all four wings, each wing using the same forms and prompts to generate its program reviews. All program reviews undergo a peer review process to ensure comprehensive analysis of data and furthermore encourages discussion about planning across all departments and wings. This process has improved the college's efficiency by allowing wings and departments to identify similar needs and to combine their plans for better allocation of funds and other resources.

Over the past year, the college has worked to create a sustainable planning process, one that is transparent, fluid and efficient that ensures that all allocations be based on program review, assessment of learning outcomes, and the examination of appropriate supporting data

During the Fall 2009 semester, the Interim President sought and obtained support for piloting a College Council whose primary purpose would be to oversee Strategic Master Planning, Issue Management, and Communication and Collegiality. College Council was approved and the prior Planning and Budget Committee has since been reorganized as the Campus Budget Committee, clearly separating the planning and budgeting processes, ensuring that *planning* is leading *budget* decisions and furthering the transparency of the budgeting process. For instance, in the 2009 committee visit, it was stated that IT integration into planning must take place. Since that visit,

Staff Development and Technology have been incorporated into all planning documents. The new College Council is designed to ensure that all of the planning components of the campus community provide representation to the council.
The college continues to use the OCC Portal intranet as a document library, making available all committee meetings agendas, minutes, meeting schedules, and other pertinent documents available to all college staff members. This web-based repository provides both on and off campus access. Active discussions and ongoing dialogue continues to make improvements that constituents would like to see in the organization of the Portal. This demonstrates that the Portal is being used, and the college is engaged in continuous improvement of its communications method.

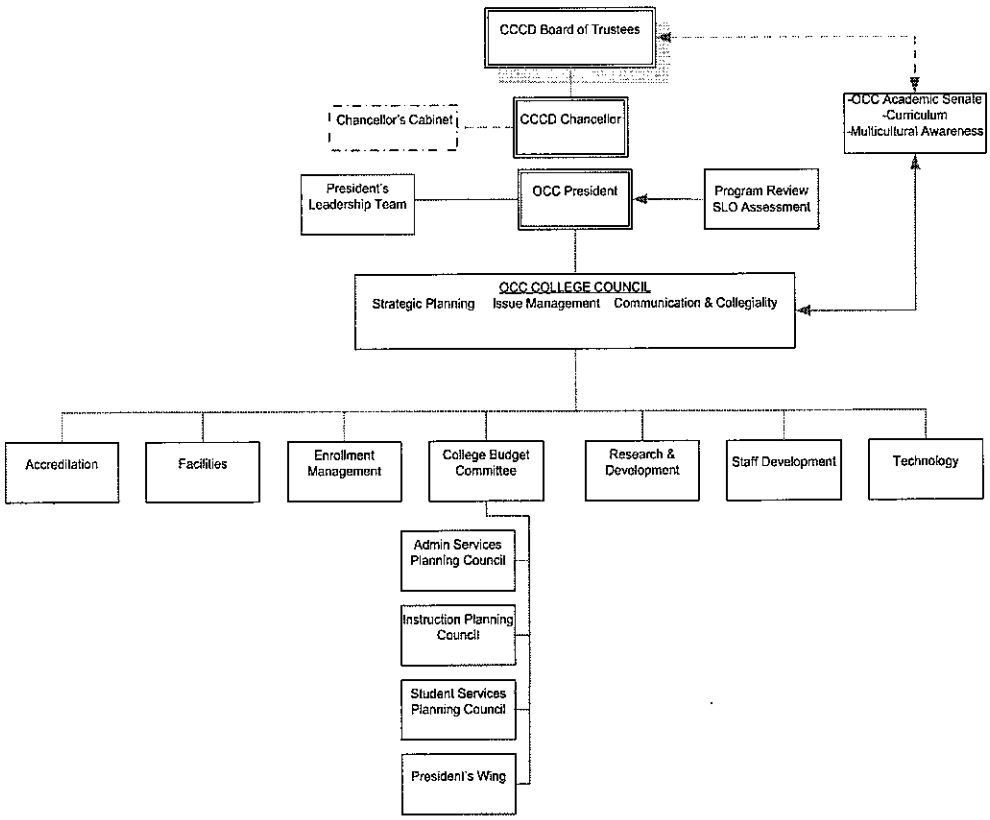
The Academic Senate promotes transparency of process and decision-making. In November 2008, the Academic Senate endorsed the formation of the new faculty member subcommittee of the Senate, the Transparency Committee. This new body is working to review planning and decision making processes and then make recommendations to the Senate. The college is making clear progress toward developing a sustainable planning and allocation process and on making that process transparent to stakeholders.

a. Broaden the focus of its academic, Student Services, and administrative planning and budgeting processes for human physical, technological, and financial resources beyond an annual basis to encompass a longer-term framework. d. The process should draw upon findings and recommendations contained in the program review and be filtered through the college's planning committee structure.

- The newly formed College Council created for the purpose to oversee Strategic Master Planning, Issue Management, and Communication and Collegiality, was approved and organized in Fall 2009. Membership for the College Council includes 26 voting members and 5 non-voting ex-officio attendees. Members include:
    - The college President to serve as chair of the council
    - Academic Senate President, Classified Forum President,
    - Student Body President,
    - 3 additional Faculty appointed by the Academic Senate
    - 2 additional Students appointed by ASB.
    - 4 - 1 representative from each Wing (Instructional, Student Services, Administrative Services and the President's Office),
    - 1 Management at-large representative,
    - 1 Planning Committee representative (faculty, staff, or manager) as voted by each committee from: 1 each from Accreditation, Program Review, SLO Assessment; Enrollment Management; Facilities; Budget; Research; Staff Development; and Technology,
    - Non-Voting Ex-Officio Members: 3 -Vice Presidents; 1- Research Dean; 1- Technology Director
    - 2 additional Classified appointed by Classified Forum
    - A representative from the Budget Committee

COLLEGE COUNCIL STRUCTURE

College Council is in process of final approval of the College Council Structure. It is on the agenda to be approved on Tuesday, March 2, 2010. Approved structure chart will be provided for the final report to be submitted to the ACCJC.



- The College Council developed and disseminated the Strategic Master Planning Flow Chart to the campus community to provide clarity for the process of master planning and to ensure the understanding that a longer-term framework exists for the conceptualization of annual goals that lead to plan accomplishments. The College Council was responsible for discussing and disseminating the charts noted below and on the following pages, depicting the Orange Coast College Strategic Master Planning Process. Agendas and minutes from College Council meetings demonstrate that planning goes beyond an annual review, but encompasses a longer-term framework. (III.a.1)

- The OCC planning P-I-E depicts in the simplest form the college planning cycle. The circular flow demonstrates how the college uses Accreditation guidelines to create a data-driven master plan. In this cycle, program review and SLO assessment and outcomes are

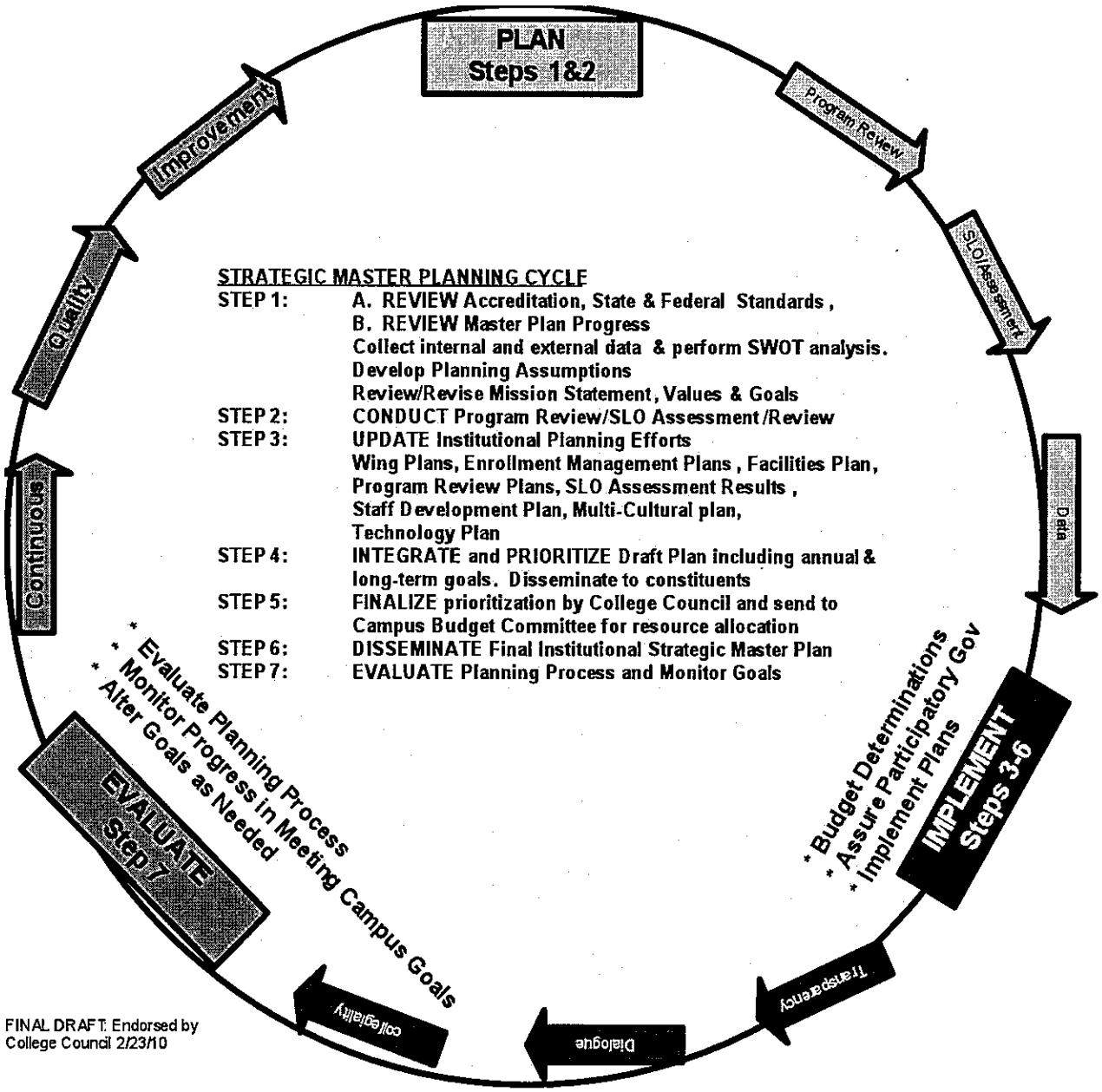
linked with all other internal planning efforts. Each of the four campuses "wings" developed and will annually monitor their own plans based on the institutional master plan. The P-I-E cycle demonstrates that budget determinations, plan implementation, and plan evaluation follow a cyclical path for continuous quality improvement.

ORANGE COAST COLLEGE

Strategic Master Planning Cycle

Plan—Implement—Evaluate

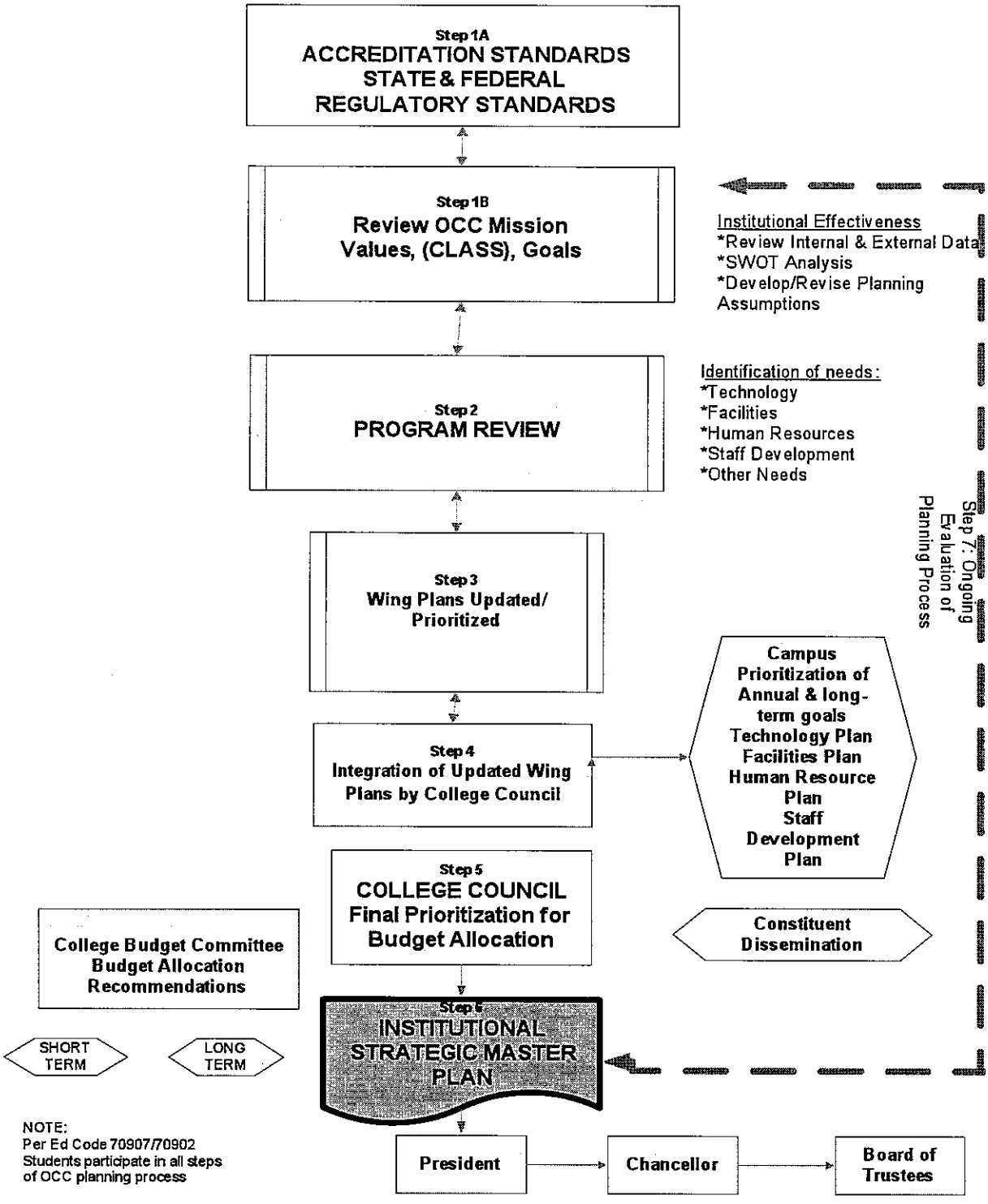
"P – I – E"



FINAL DRAFT Endorsed by
College Council 2/23/10

- The OCC Integrated Strategic Planning Process extends the planning cycle into greater detail and it directly aligned with the steps in the planning cycle. The planning process starts with using data to guide the college's mission, values, guiding principles, and planning assumptions. There is a clear understanding that an Institutional Strategic Master Plan is needed to serve as the guide for completing our annual Wing Plans. Prior Wing plans were built on a similar process using a similar model. This has improved and heightened our awareness of the importance that internal and external data play in the development of planning assumptions, which serve as our guide for our long-range master plan as well as for our annual wing plans.

ORANGE COAST COLLEGE
Strategic Planning Process



FINAL DRAFT: Endorsed by College Council on 2/23/10

- With the change from a six-year cycle to a three-year program review cycle, planning and budgeting are now clearly linked demonstrating that budget decisions are made. In the 2009 committee visit, it was stated that IT integration must take place. Since that visit, Staff Development and Technology have been incorporated into all planning documents. The College Council, Campus Budget Committee, and the Wings are carefully considering human resource needs, incorporating re-organizational options and operational strategies to address reduced funding options. College Council, responsible for the master planning process, went one step further as noted in the chart on the following page.

- OCC also modified their annual planning timeline so that in the Fall 2009, seven primary changes occurred:

  1. **Planning diagrams** were designed, discussed, and disseminated to ensure that the campus community clearly understood the planning process. A deliberate and well-thought out visual process has been developed to demonstrate clarity and sustainability in our strategic master planning processes.
  2. An alternative **planning and decision-making structure** was piloted through College Council, separating the planning from the budgeting process that had been organized through the Planning and Budget Committee.

  3. **Internal and external data** was gathered and analyzed to a greater degree than it had been in the past and presented to College Council for use in developing planning assumptions and for reviewing wing plans. A systematic review of data was presented at each College Council meeting, modeling for the campus how data will be used in all future planning processes.

  4. Data-driven **Planning Assumptions** were created. These Planning Assumptions were finalized by the College Council in December, 2009 and included in our Strategic Master Plan document. These planning assumptions will be used by the Wings to modify and update their annual plans.

  5. Wing plans were updated to include **Staff Development, Technology, and Human Resource planning.** Campus leadership clearly understands that these components are critical in the planning process and will be included henceforth. These are also addressed in our Planning Assumptions.

  6. Although much planning has been documented and demonstrated, a single **OCC Strategic Master Plan** summary document did not exist. College Council is in the process of finalizing a single master planning document that exhibits our planning efforts, utilizing model master planning methodologies. It is anticipated that this document will be available for review by the time the Accreditation Team visits in April 2010. This master document will serve as the link between all of our other planning efforts.

7. The newly renamed Campus Budget Committee (formerly the Planning and Budget Committee) will confirm that our **budget processes** are transparent. The Budget Committee is formally identifying and allocating funds for the replacement of equipment and technology, and the hiring of instructional and non-instructional personnel. The Facilities Committee oversees and ensures that there are sufficient funds for the repair and maintenance of buildings and facilities. Should an unfunded need occur the request for funding will be presented to the Campus Budget Committee. In an emergency, the President is authorized to make the funding determination and report the incident back to the Campus Budget Committee.

b. Plans, accompanied by budget allocations, must be developed or the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel.

In the area of equipment and technology replacement, the college has made serious improvements that include methods for making more stakeholders aware of the replacement needs college-wide. Additionally, the college has refined planning methods and tools that allow for better budget estimates.

The OCC Integrated Strategic Master Planning Process Flow Chart provides clarity for the process of planning and budget allocations. In this process, the Wing Plans are integrated into the Master Plan to be reviewed by the College Council. Once approved, milestones in each of the wing plans are reviewed by the College Council and prioritized for review by the College Budget Committee.

The college has greatly improved hiring planning. The budget for staffing has traditionally been static, with vacancies and the subsequent salary savings providing the funds for replacement hires or reallocated for new position hires.

- The Senior Director of Information Technology has combined the technology planning document compiled by the Program Review coordinator with the equipment replacement listed compiled by IT technicians. With a comprehensive list of identified technology needs, the Technology Committee and the Senior Director grouped related items to streamline pricing and more efficient budget funding. Information technology infrastructure upgrades and replacements have been determined by the IT department and presented to the former Planning and Budget Committee for budget allocation. (III.b.1)

- The Administrative Services wing annually compiles a deferred maintenance list in consultation with its maintenance and operations staff. This list assesses the safety and comfort needs of faculty, staff and students and determines the costs of repairs and

maintenance. This list is regularly updated as projects are budgeted, funded and completed. (III.b.2)

- The Facilities Master Plan is an overarching plan for college facilities. It is annually revised to incorporate supporting documentation from program review and the deferred maintenance list. This revised plan is provided to each wing for confirmation and prioritization. The 1993-2010 long-term facilities plan has just come to fruition, whereby the college exceeded their multi-year goals. Long-term institutional planning has occurred as demonstrated by multi-year Wing plans. These Wing plans (2010-2013) are currently being reviewed and updated. (III.b.3)

- The college Information Technology (IT) function was reorganized in an attempt to strengthen services and planning. It has also been incorporated into all planning documents. The Technology's Committee's mission and scope has also been reviewed and in March 2009, IT developed its Vision, Mission and Roles. An IT Strategic Plan was also developed in December 2009. Both are available on the OCC Portal. (III.b.4, III.b.5

- Faculty hiring requests from instructional divisions are ranked by members of the IPC using common measurement criteria identified in a rubric. The college budgeting practice has been that faculty vacancies creating salary savings within the instructional wing have been allowed to stay within the wing and used for replacement positions. It is important to the note that the wing prioritization process is not guaranteed that each vacancy created will be replaced with a new hire in the same discipline. The actual disciplines that receive the new hires with the replacement funds are determined via the wing-wide prioritization process, which includes program review results. (III.b.6)

- All hiring for classified and managerial positions is done based on program review and the analysis of data. The budgets for classified and management positions are not wing-specific. (III.b.7)

- An External Hiring Freeze became effective in December 2009. This was not an easy decision because we recognize there may be a variety of challenges along the way. The goal of the external hiring freeze is to protect faculty and staff members throughout the District, and to achieve necessary budget savings. Coast District fully-benefited employees (excluding those on grant money) will have opportunities to expand their experiences through transfers or applying for promotional opportunities, competing with internal candidates only. (III.b.8)

c. The transparency of the college's planning and budgeting processes must be enhanced, with institutional stakeholders made more aware of the procedures and criteria employed

Transparency has been greatly enhanced at the college. Overall, the college relies on a number of means for providing information about the basis for planning and decision-making. Transparency is provided in a variety of modes. These include published minutes and open meetings of all the major planning and decision-making bodies, regular meetings of the wing planning councils; and the posting of all major planning and po0licy documents on the OCC Portal. The college recognizes that transparency of decision-making is an on-going area for continuous improvement.

- To ensure that the campus community understands the intricacies of the strategic planning process, meetings, presentations, Town Halls, and written communications have been disseminated throughout the fall semester. The Interim President presented the planning flow charts at the November 2009 meetings to the Academic Senate, College Council, Campus Budget Committee (formerly the Planning and Budget Committee), and the Accreditation Coordinating Committee. The information was also presented at Focus Day in September 2009, and at the two Town Hall Meetings and in the Mid-Semester Report. Much dialog has occurred to ensure that the campus understands the planning process. (III.c.1, III.c.2, III.c.3, III.c.4, III.c.5)

- In November 2008, the Academic Senate created a Transparency Committee and this committee's main mandate was to track and validate the accreditation process. This committee was instrumental in bringing the faculty perspective to the 2009 Accreditation Follow Up. The Chair of the Academic Senate Transparency Committee was asked to join the campus-wide Accreditation Coordinating Committee, (ACC). The ACC shepherds the entire campus through the accreditation process as well as Program Review, SLOs, and SLO Assessment. The ACC also created a Transparency Subcommittee to ensure the dissemination of information to all stakeholders regarding accreditation deliberations and decisions. (III.c.6)

- The ACC created a master calendar to bring together all the timelines pertinent to Accreditation, Program Review, and SLO Assessment. The Transparency Subcommittee of the ACC makes sure that all constituents receive this information and understands its importance. This includes all related document deadlines and timelines pertaining to planning and budget, accreditation, and the aforementioned Program Review and SLO Assessment. This has brought clarity and understanding to the processes involved in not only accreditation, but also in participatory governance. (III.c.7, III.c.8)

- The new college planning structure also enhances transparency in decision making and a clear understanding of the various planning committees by campus stakeholders. The College Council brings the planning committees together. Planning is now separate from budget decisions that once were the sole purview of the Planning & Budget Committee. With the creation of the College Council and its seven committees, the college not only has a clear picture of how and where decisions and prioritization are made, but we also have achieved a new level of faculty involvement in decision making. (III.c.9)

- Transparency has also been attained in the dissemination of information to the campus in "alluser" emails announcements generated from the President's Office. These "alluser" announcements keep all stakeholders apprised of essential information such as the current budget, changes in committees, calendar updates, and the sharing of information that is expected in a participatory governing process.

- In particular, documents like "Making Decisions" make clear the paths that the SLOs and Program Review processes follow to inform the campus constituency of how and where decisions are made. This document alone has enhanced campus awareness and participation. In addition to the "allusers," each Instructional Division and College Wing has hard copies in their office of all pertinent documents. While these documents demonstrate the processes through which decisions are made at OCC, all faculty and staff have been encouraged to review these documents, make suggestions, and provide feedback for improvement.

- Transparency is built into the entire planning process. All wings utilize peer review in their program review process. Peer review allows individual wing members from different departments to understand the trend and needs of the departments within their wings. Program review is no longer an insular activity in which only individual department members are aware of the plan identified in program review. Following this peer review process, wing plans are assembled by compiling the plans within program review. Once the wing plans are drafted, they are sent out to the various departments within the wing to review and prioritize. In each stage of this process, more members of individual wings are made aware of the plan identified by their wing and by other departments. The new process lends itself to transparency and to stakeholder involvement in every stage of the process.

The college has, in the past year, become a place that uses proficient, transparent processes that are accessible and understandable and has achieved proficiency and is now operating at a sustainable quality level.

(Note: component (d) of the recommendation was included with the response to component (a) on page ____.)

Recommendation 4:

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

This recommendation has been reconciled and is an ongoing process of continual improvement and enhancement.

To verify the effectiveness of our previous budget and planning efforts, the former Planning and Budget Committee, selected the Personal Assessment of College Environment (PACE) survey to be developed and administered by the National Institute for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. It was chosen because it would provide campus leadership with valuable information about our college and how we compare to community colleges nationally. The purpose of the PACE survey was to obtain perceptions of personnel concerning the college climate to provide data to assist Orange Coast College in promoting a more open and constructive communication among faculty, staff, and administrators. A task team of research experts (who had not been involved in previous planning or budgeting efforts) was asked to develop additional effectiveness questions. Of particular interest to us were the questions about our Mission Statement and how the campus perceives the effectiveness of our prior planning and budgeting efforts.

Based on the preliminary data from the report, it was determined that there was a need for greater clarity of the planning and budget process. It was also suggested that the Mission Statement be reviewed. The college has moved forward with these findings and has asked for a task force to review the Mission Statement to be implemented by the end of the Spring 2010 semester. At the same time, College Council was approved and the prior Planning and Budget Committee reorganized as the Campus Budget Committee. This separates the planning and budgeting processes, ensuring that *planning* is leading *budget* decisions and furthering the transparency of the budgeting process. All of these changes have been communicated in a transparent collaborative manner across the campus community.

a. Assess the effectiveness of the new committee planning structure.

- In October 2009, the PACE Survey was administered to 1782 employees at Orange Coast College. Of those employees only 19.5% completed and returned the instrument for analysis. In the process of evaluation it was determined that the sample representation was inadequate and that certain representation groups on campus were not satisfied. The College Council has suggested that in early Spring 2010 the survey be available again in order to gather further information and reach a broader segment across the college campus. (IV.a.1)

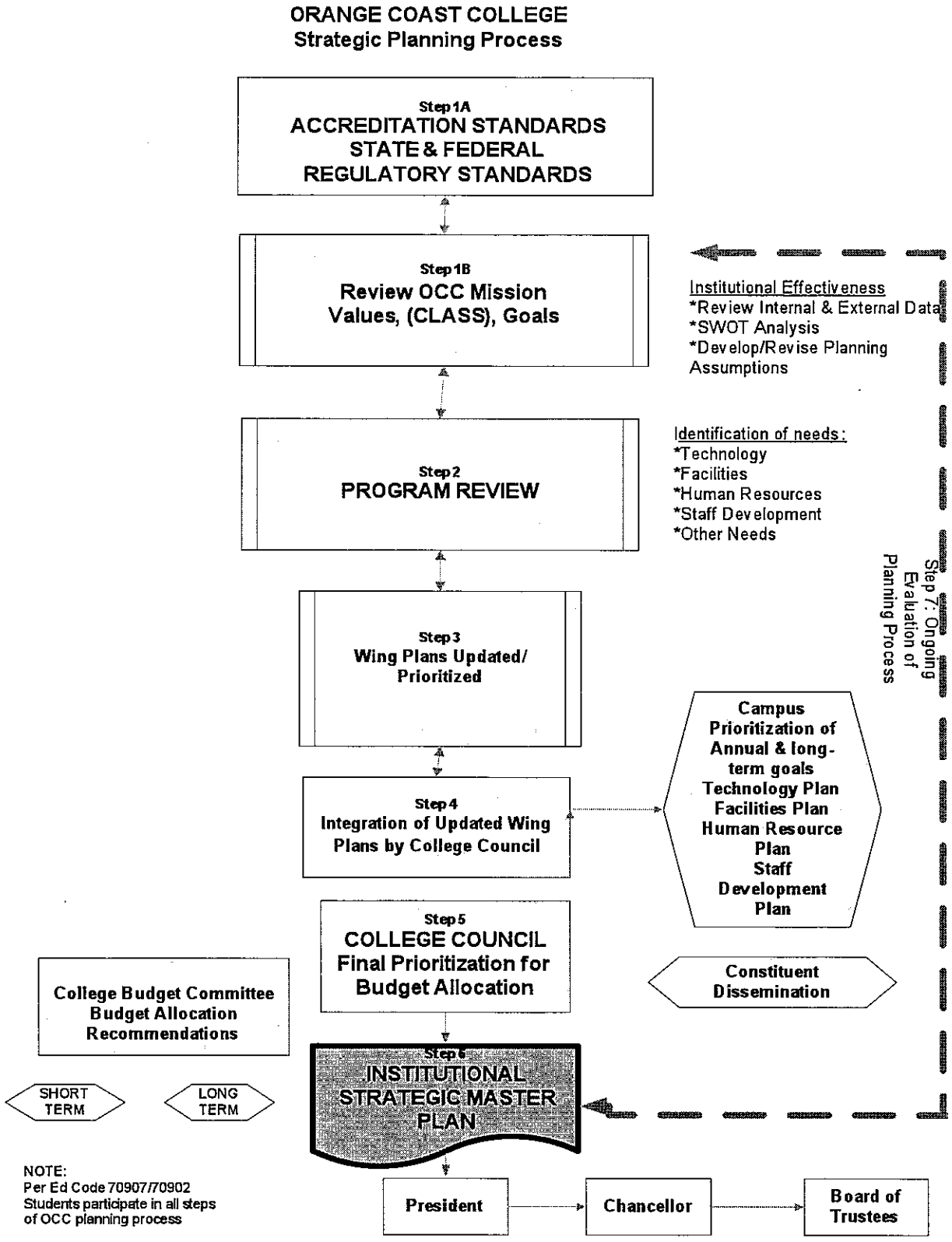
- Preliminary data from the PACE Survey; however, did demonstrated the need for greater clarity in the planning process. The decision was made to formalize the College Council, whose primary role is master planning, and to modify the former Planning and Budget

Committee so that its only purpose is to address budget issues. Therefore, planning would be separate from budget decisions that once were the sole purview of the Planning & Budget Committee. (IV.a.2)

- The OCC Mission Statement is reviewed annually in the fall semester and based on the preliminary findings of the PACE survey, a Task Team was designated to consider an alternative, more meaningful Mission Statement for 2010-11. The Task Team is to submit options for a new Mission Statement in early Spring 2010, to be used in the 2010-11 Catalog, Class Schedule, and all other web and printed campus publications. (IV.a.3)

- The College Council developed and disseminated the OCC Integrated Strategic Master Planning Process Flow Chart to provide clarity for the process of planning. Based on the ACCJC standards, the Orange Coast College Mission Values, the Guiding Principles and the Planning Assumptions, the college has completed the President's Wing Plan, the Administrative Services Wing Plan, Instructional Wing Plan and Student Services Wing Plan. These plans have been integrated into the Master Plan to be reviewed by the College Council. Once the College Council approves the Draft Master Plan, milestones in each of the Wing Plans will be reviewed by the College Council and prioritized by April 2010. (IV.a.4, IV.a.5, IV.a.6, IV.a.7)

ORANGE COAST COLLEGE
Strategic Planning Process



FINAL DRAFT: Endorsed by College Council on 2/23/10

- Per the planning timeline, long-range and annual plans will be reviewed and modified during the Spring 2010 semester, incorporating Program Review, SLO Assessment Outcomes, Human Resources and Operational priorities, and institutional needs into plan analysis and modifications. The committee task force will be campus-wide with each Wing participating and reporting to the ACC, the Academic Senate and the College Council. Any approved recommendations will be implemented for the next three-year cycle. (IV.a.8)

b. Communicate its findings in writing to the college community.

- In the Fall 2009, the college assessed the effectiveness if its planning structure and modified it in a transparent collaborative manner through the Academic Senate, and the Transparency Committee, and communicated the findings and changes in writing to the college community through meeting minutes, campus emails, Town Hall meetings and in a campus-wide presentation by the Interim President prior to her departure. (IV.b.1, IV.b.2, IV.b.3)

- The College Council suggested that the PACE survey be available again in order to gather further information and reach a broader segment across the college. In order to encourage participation, announcements were made through an "alluser" email from the college President, division meetings, campus committee meetings and the OCC Portal. (IV.b.4, IV.b.5, IV.b.6)

c. Implement identified improvements on a continuous basis.

- The new College Council and Council Budget Committee (formerly known as the Planning and Budget Committee) structure has been reviewed with the College Council. In December 2009, the College Council voted to endorse the new planning structure and the responsibilities of the new College Budget Committee's that would be to integrate the college plan and priorities set by the College Council with the college budget. (IV.c.1)

- At this same meeting, the College Council reviewed a campus membership document and discussed the need for a transitional committee during the interim. There was agreement that the College Budget Committee should be co-chaired by the Academic Senate and the Vice President of Administrative Services. A taskforce was recommended to develop and propose a new College Budget Committee structure. It was agreed upon that the voting members on College Council should not also be voting members on the College Budget Committee. (IV.c.2)

- The College Budget Committee conducted two training sessions on February 26, 2010 and March 5, 2010. An agenda was sent to all members on February 16, 2010. (IV.c.3)

- The college has broadened its focus beyond an annual basis to encompass a longer-term framework. Plans and subsequent budget allocations have been developed for the

replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional personnel. (IV.c.4)

- According to the ACC Timeline, the college is on track and on target with the planning cycle and the planning and budgeting process is transparent, clear and sustainable. (IV.c.5)

Recommendation 5:

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

This recommendation has been reconciled and is an ongoing process of continual improvement and enhancement.

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

a. The district and college enhance faculty professional development activities

The Coast Community College District (CCCD) delegates faculty professional development activities to the individual colleges within the district. At Orange Coast College, the Academic Senate oversees the Professional Development Institute (PDI) that serves as a faculty-to-faculty resource. The PDI is led by a faculty coordinator who is responsible for the general operations of the institute stipulated by the CFE/AFT Agreement with the District. The services currently provided based on available funding include salary advancement credit and/or funding for development of "alternative methods" of teaching and learning, funding for conferences and workshops funding, in-service training salary advancement credit, professional improvement activities salary advancement credit, and sabbatical leave funding.

Currently, the primary functions of the PDI are to administer the application and allocation of conference and workshop funds and sabbatical leaves that are contractually guaranteed to the Senate from the District. The Academic Senates of the CCCD received significant augmentation in PDI funds in 2008, which has resulted in an increase of OCC faculty attending professionally-related conferences and taking sabbatical leaves. Conversely, the CFE/AFT Agreement (Article XIII, Section 3) also offers released time or overload pay as an alternative for salary advancement credits for those faculty members who have completed their moves on the salary schedule. However, these professional development opportunities have not been available to faculty for many years due to inadequate funding. An increase in funding for released time and/or overload pay options would encourage greater faculty participation.

Orange Coast College has had a past history of appointing faculty members to serve as Staff Development Coordinators on a one to two year basis with reassigned time. The Staff Development Coordinators work with the PDI to help coordinate in-service training and workshops that may lead to salary advancement credit. Additionally, the Staff Development Coordinators are responsible to help provide development resources and activities for all classified staff and management as well as faculty members. The structure of this support

system was reviewed during the 2008 – 2009 year with the intent to critically address and improve the service of professional advancement to all campus constituencies.

The main conclusion of this review was that the campus needed a more inclusive process to assure that classified staff and management professional development needs were more regularly addressed.

- At the May 14, 2009 Planning and Budget meeting, the committee approved the development of a Staff Development Advisory Committee. The committee also stated that the Staff Development Coordinator should serve on both the Staff Development Advisory Committee and the Accreditation Coordinating Committee (V.a.1).

- The Staff Development Advisory Committee purpose is to consult with their constituencies to plan, coordinate, oversee, and assist with the professional development activities of the campus; assist in creating and updating relevant portions of the OCC Faculty & Staff Handbook; support achievement of college goals; ensure that the college meets or exceeds professional development standards for accreditation; and seek innovative ways to enrich the lives of students and staff at the college. The newly formed Staff Development Advisory Committee met for the first time in September 2009 (V.a.2, V.a.3).

- In October 2009, the committee met to review a draft of the District's Professional Code of Ethics, an accreditation requirement. Also discussed was the summary of results for the Spring 2009 OCC Classified Staff Development Survey, the Spring 2009 OCC Faculty Staff Development Survey and the Fall 2009 OCC manager Professional Development Needs Assessment Survey. (V.a.4, V.a.5, V.a.6, V.a.7, V.a.8)

- In November 2009, the committee discussed WASC/CDE Criteria Indicators and Prompts related to Staff Development Accreditation Requirements. The committee also reviewed the data from Faculty, Classified and Manager Needs Assessment Survey Results and discussed how to connect the survey results with the college's four wing plans (Instructional Wing Plan, Administrative Services Wing Plan, Student Services Wing Plan, and the President's Wing Plan). The results of these surveys are still under evaluation. Also discussed were plans to develop a college staff development E-Newsletter, and upcoming Staff Development workshops and activities. (V.a.9, V.a.10)

- The Staff Development Advisory Committee has collected staff development activity evaluations to enhance the staff development programs such as the New Faculty Orientation, the Forum on SLO Planning & Assessment and the campus-wide SLO workshop. The Committee discussed recommended changes, based on the results of the recent evaluations of the Fall 2009 orientation and has made changes for the next new faculty orientation in Spring 2010. It was also realized a more convenient evaluation form could be created by using a Scantron document for these other training workshop and it will become the standard evaluation form, assuring evaluations will be consistently conducted. The committee continues to use the data for continuous improvement (V.a.11, V.a.12)

- The Faculty Academy is a two-year program for new full-time faculty at Orange Coast College. This program is designed for First-Year Faculty and Second-Year Faculty and is a community learning experience where faculty collaborate in the study of teaching and learning and defining their own best teaching practices. The two hour program focuses on topics such as curriculum development, professional development opportunities, innovative teaching styles, learning strategies, and opportunities for broader campus engagement. Evaluations forms are given to those that attend and the results are reviewed by the Faculty Academy Committee. (Va.13, V.a.14, V.a.15, V.a.16, V.a.17)

- In addition, the Staff Development Office has embedded specific Staff Development related accreditation questions into each of its workshop and training evaluations to ensure that the data is collected and can be used, consistent with the stated PSLO staff development accreditation requirements. (V.a.18, V.a.19)

- The Recognition Committee under Staff Development oversees the process of selecting the Outstanding Coast Colleagues for full-time faculty, part-time faculty, and classified staff. The committee members meet during the fall semester to plan and facilitate the nomination and voting procedures. During the spring semester, the committee plans the program and reception. The nominees are announced and voted on in the Fall Semester, and the awards program is in the spring. All information is on the OCC Portal and accessible for the OCC community to view.

- The Kudos Award provides faculty, staff, and students the opportunity to recognize employees who "show exceptional service, those who go "above and beyond" to members of the OCC community, students, visitors, and/or colleagues." (V.a.20)

- Another activity to enhance faculty professional development is the funding of two Distinguished Speaker Series grants annually, worth $7,500 each. The speaker series are designed to contribute to a true teaching and learning community on the Orange Coast College campus to address the learning needs of a changing student body and to sustain a culture of teaching/learning excellence. Faculty may submit grant applications to support the costs of creating a day devoted to a topic of interest to the college community. This day includes a keynote speech or activity presented by a Distinguished Speaker with personal or professional interest in the topic. (V.a.21)

- In January 2010, the PDI Committee created a "Professional Development Institute Deskside Notebook," for the faculty. The document was distributed via an "alluser" email and it is also available on the OCC Portal. The notebook is a supplement to the PDI Handbook and allows faculty to access material such as basic PDI information, subcommittee applications, Board submission dates, and essential contact information quickly. (V.a.22)

- The District Wellness Committee offers a district wide workshop series open to all benefit eligible CCCD employees. Workshops include express fitness, Pilates, yoga, mixed martial arts and weight watcher meeting (V.a.23).

- On March 10, 2010, the Coast Community College District with a counselor from CalSTRS held a workshop to discuss District Retirement Benefits. (V.a.24)

- Consistent with the above activities, the staff development office is actively collecting data related to Staff Developments stated PSLOs by working directly with the Student Learning Outcomes and Assessment Coordinator. (V.a.25)

b. Revise faculty and management performance evaluation procedures to focus on identifying, measuring and achieving student learning outcomes

Considerable dialogue has occurred at Orange Coast College concerning the appropriateness of student learning outcomes and assessment as part of faculty and management performance evaluations. With respect to management evaluations, all managers submit annual goals and undergo a comprehensive evaluation every two years. This bi-annual evaluation includes self-evaluation, a performance survey, and the manager's immediate supervisor's evaluation. During each manager's annual goal setting phase he/she is asked to identify goals based on program review results from their respective departments or divisions. These goals include supporting and/or directly identifying and measuring student learning outcomes in their area of responsibility. Both the manager's self-evaluation and the supervisor's evaluation of the manager assess the success of achieving these goals.

The process of assuring that outcome and assessment goals are included in all instructional management evaluations is now well-established, having been a regular practice since the 2006 – 2007 evaluation cycle. Managers in student services and administrative services have included outcomes and assessment goals related to student learning outcomes in their evaluation process for the past two cycles and are sustainable with continuous quality improvement.

- Faculty evaluation forms and procedures are negotiated with the faculty union representatives. Understandably, negotiated instruments do not change frequently. There is great emphasis placed on adhering to negotiated policies and procedures in faculty evaluation. The forms and procedures for this process at Orange Coast College are negotiated for all three colleges within the district. These forms and procedures have not been re-negotiated since 2007 when the Commission's recommendation was issued. Orange Coast College has worked within the existing forms and procedures for faculty evaluations to determine how best to appropriately include a means by which faculty members are recognized and comments for their contributions to establishing student learning outcomes and assessment measures.

- An Institutional Assessment Plan (IAP) drafted by the Program Review Coordinator was presented to the campus in September of 2009. The IAP defined assessment, presented an assessment vocabulary, and delineated the assessment responsibilities of employee units, specific departments, individuals and committees. The IAP is scheduled to be finalized during the 2009 –2010 year as feedback is received and actual progress in using the plan is documented. (V.b.1, V.b.2)

- One of the first items of feedback concerning the IAP came from the Instructional Planning Council (IPC). The IPC recommended in October 2009 that the assessment philosophy drafted by the Senate be reviewed anew and that an assessment philosophy be formally adopted and included in the IAP. The Academic Senate also asked that the IPC develop a statement of what is the role of the Instructional Planning Councils with respect to the assessment philosophy. A subcommittee of the IPC was formed, including the Academic Senate President, and was charged with finalizing an assessment philosophy based on the Senate's previous work to be reviewed by the IPC on November 4, 2009 in order to finalize a recommendation for the Academic Senate. The document was adopted in December 2009. (V.b.3)

- During IPC discussions it was agreed that faculty who are directly responsible for the majority of outcomes identification and assessment should be positively supported in their efforts so that "closing the loop" dialogues will lead to continuous improvement in the learning process rather than punitive outcomes based on the fluid process of assessing and improving student learning. Faculty and management alike have stated that developing and assessing student learning outcomes should focus on constructive changes rather than punitive consequences. It was further agreed that the intent of the process is to encourage open and honest dialogue with the intent of improving the student learning process. (V.b.4 V.b.5, V.b.6)

- In addition to the work of the IPC subcommittee, the Vice President of Instruction (who serves as the IPC committee chair) met with faculty union leadership during November 2009 to discuss how the current negotiated forms and procedures could be used to address the intent of the Commission's recommendation and, at the same time, assure that student learning outcome assessment would not become a potentially punitive component of the process. The outcome of this meeting was an agreement to offer joint training sessions for faculty and management conducted by both college management and college union leadership. The focus will be on presenting and discussing best practices in performing faculty evaluations, including the appropriate inclusion of student learning outcomes and assessment. The first of these training sessions occurred on December 11, 2009. A second was conducted on February 17, 2010. This collaborative effort between management and the faculty union is an example of the type of progressive outcome that dialogue is bringing about at OCC and allows tenure-track review teams to incorporate this information into their process. All full-time and part-time faculties are invited to these sessions, but it must be noted that the emphasis is on the full-time faculty process. (V.b.7)

There is the expectation that improvements to the faculty evaluation forms and procedures will be formally discussed in the next session of contract negotiations. This process will take time as any changes negotiated between the District and Union will be for all three colleges, which as a matter of course necessitates greater discussion and feedback than working with just OCC.
The college has invested significant resources, including the time to seriously discuss and review processes, organizational structures, and potential improvements to staff development activities and to evaluate work being done in student learning outcomes and assessment.

DISTRICT RECOMMENDATIONS

Recommendation 6:

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

This recommendation has been reconciled.

The Coast Community College District's "Code of Ethics for Members of the Board of Trustees" policy was revised September 5, 2007, and addresses this planning agenda item. Included in this policy are "Steps in Addressing Ethical Violations" which clearly delineate how ethical violations are to be reviewed and resolved. Additionally, a section titled "Trustee Standards of Practice" is included, which outlines policy specific to accreditation standards IV.B.1.a.e.h. These standards establish the operating norms and best practices of the Board members and provide a benchmark for accountability.

In February, 2010, the Board of Trustees adopted Resolution #010-04, which established the Code of Ethical Conduct for All Coast Community College Personnel. The District has established a task force that will use this resolution as the basis for development of a formal Board policy.

EMPLOYEE CODE OF ETHICAL CONDUCT

This Code of Ethics is a public statement by the members of the Coast Community College District that sets clear expectations and principles to guide practice and inspire professional excellence. Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior

The Coast Community College District is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the District community. Although we work in various settings and positions we are committed to protecting human rights and pursuing academic excellence.

The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct that is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated. To this end, the following code of ethics is directed to all administrators, faculty, staff and student employees who are responsible for maintaining a positive working and learning environment in the District.

Coast Community College District Employees:

1. Shall dedicate themselves to the ideals and principles that will enable students to develop their talents and interests.
2. Shall adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin.
3. Shall maintain high standards of professional conduct, and act with integrity.
4. Shall understand and appreciate the dynamics of interpersonal relationships when dealing with students, co-workers and the public.
5. Are honest and accountable in all District actions and activities.
6. Demonstrate personal and professional integrity in supporting the mission of the district and the colleges.
7. Are fair and respectful in all interactions with colleagues, students, and the public.
8. Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships. (e.g., the use of District Colleges' credit cards for personal use is strictly forbidden).
9. Address issues and work with people without prejudice.
10. Act within applicable laws, codes, regulations, and District policies and procedures.
11. Treat people with respect notwithstanding differences among personal values, beliefs, and behaviors of others.
12. Maintain confidentiality regarding information about students or staff obtained in the course of their duties.
13. Be a good steward of District assets.
14. Maintain a working and learning environment free from harassment, as defined by District policies.
15. Maintain and enhance job effectiveness and competency through professional development.
16. Respect the integrity and professionalism of administrators, faculty, staff, and students.
17. Make every reasonable effort to create an equal-access learning environment that will help students succeed.

With respect to *students*, all employees of the Coast Community College District have the responsibility:

1. To provide and protect student access to the educational resources of the community college
2. To protect human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers
3. To invite students to participate in the established shared governance process.
4. To protect students from disparagement, embarrassment or capricious judgment.
5. To keep foremost in mind at all times that the college exists to serve students.
6. To dedicate themselves to the ideals and principles that will enable students to develop their talents and interests.
7. To adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin.
8. To maintain high standards of professional conduct, and act with integrity.
9. To understand and appreciate the dynamics of interpersonal relationships when dealing with students, co-workers and the public.

Recommendation 7

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

This recommendation has been reconciled.

On November 19, 2007, the Coast Community College District Board of Trustees adopted a formal written selection of the chancellor, vice chancellors, and college presidents. Policy 050-1-17-1, entitled *Search and Selection of the Coast Community College District Executive Management Employees* (VII.1), was developed in consultation with constituent groups, and outline the process and procedures to be followed in the selection and employment of the chancellor, vice chancellors, and college presidents. (VII.2)

Additionally, the governing board delegates district operational responsibility to the Chancellor (Board Policy 020-1-1). While holding the college Presidents responsible, the Chancellor may delegate authority and responsibility for specific functions to each college president. The Chancellor has delegated certain powers and duties to the College Presidents (Board Policy 010-2-6.1). In turn, each President provides leadership and advocacy for his/her college at both the local and district level and is responsible and accountable for the institution's programs, services and operations. The President is responsible to both the Chancellor and to the governing board to insure the appropriate implementation of district policies.

Recommendation 8

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

This recommendation has been reconciled.

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

Recommendation 9

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

This recommendation has been reconciled.

The Board Accreditation Committee has reviewed this particular recommendation with great interest. The District Board policies currently do not have a regular review process and timetable. During spring 2009, the District Office, working with the Board of Trustees and the Chancellor's Cabinet, developed a process for reviewing current Board Policies and Procedures as well as for developing new policies and procedures. This new process was very instrumental in the development and review of several Board Policies, including the Search and Selection of the CCCD Executive Management Employee Policy, Fraud Prevention in Financial Statements & Whistle Blower Protection Policy, and the Identity Theft Protection Policy. A number of additional major Board Policies are currently under review and development using the new process.

Process for the Evaluation of Policies and Procedures

The Chancellor has worked with the Board Accreditation Committee, Board Clerk, and Board President, Chancellor's Cabinet to develop formalized evaluations of policies and procedures so every existing board policy will be reviewed on a regular cycle of review.

1. Review all existing and new categories of Board policies
2. Prioritize the categories of Board policies for review
3. Develop time tables of reviews according to priority
4. Establish regular ongoing cycle of review
5. Utilize existing Board policy review process
6. Develop a Board policy for policy development and revision.

Timetable for Review/Revision

Fall 2009	Review existing and new categories of Board policies. Complete prioritization and review/revision timeline.
Spring 2010	Continue regular reviews according to prioritization and established timetable.

Spring 2012	Complete first cycle of comprehensive reviews and revisions of all Board policies.

Current Categories of Board Policy

10-1 Mission

010-2 Board of Trustees

020-1 Administrative Responsibilities

030 Educational Programs and Student Relationships

040 Business Operations – Part 1 and Part 2

050 General Personnel

060 Certificated Employees

070 Classified Employees

080 Confidential Policies

090 Management

100 Hourly Employees

110 Nonscheduled Assignments

Recommendation 10

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

This recommendation has been reconciled.

The Board Accreditation Committee reviewed this recommendation along with District and College leadership. During 2008 -2009, a consultant was hired to do some preliminary environmental scanning in preparation for the master planning process. Interviews were conducted with community members, college leaders, students, and board members to assess overall needs.

During Fall Semester 2009, the District's Vision 2010 plan was reviewed to assess the District's accomplishments against the established goals in the plan as well as to identify gaps. In October, 2009, the Board held a special study session to review the District master planning process and to recommend a timetable. The Board determined that the District would establish a ten-year vision running through 2020 and complete a five-year master strategic plan with three-year review cycles.

The Chancellor has established a process and a set of principles for district-wide participation.

Master Planning Timetable

2008/2009 Environment Scan for Master Plan - Complete

2009/2010

Fall

- Review District's 2010 Master Plan – Accomplishments and Gaps
- Board of Trustee Study Session on Master Plan (X.1)
- Establish Master Planning Timetable and Process

Spring

- Board/Chancellor – Master Plan Workshop for Vision 2020
- SWOT Analysis – Strengths, Weakness, Opportunities, and Threats
- Data Collection
- Launch Planning Process

2010/2011

Fall

- Develop Master Plan 2015 Strategic Goals
- Develop Action Plans

Spring

- Complete Master Plan
- Develop and/or Renew College Master Plans according to District's Master Plan

2013/2014

Fall

- Master Plan Review/Evaluation & Renewal

2015/2016

Fall

- Renewal of Master Plan 2020

Planning Guiding Principles

- Guided by Board's Vision
- Absolutely Student Centered
- Open with Consultation and Information
- Inclusive in Participation
- Innovative in Ideas
- Comprehensive in its Scope
- Organized in Process and Support
- Facilitated with Quality Expertise
- Completion within Budget and Timetable
- Implementation with Institutionalization
- Organic with ongoing reviews
- Celebrations with accomplishments

Recommended Planning Participants and Process

- Board – Vision
- Chancellor Cabinet – Steering
- Taskforces – Technology, Facility, Educational Programs, Support Programs, Innovations, Resource Development
- College Planning Councils
- Community Participation
- External Experts/Advisors
- Town Halls
- Think Tank Group Sessions

Recommended Celebrations

- Annual and Occasional Update Reports to the Board of Trustees
- Publish and Distribute Annual Report of Master Plan Accomplishments to the District, Local Communities, Legislators, and State/National Press and Organizations
- Press Releases, Press Conferences,
- Open Houses for students, community, legislators, donors

Recommendation 11

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

This recommendation has been reconciled and was addressed in detail in the 2009 Follow-up Report which is included as an appendix to this report.

The 2009 team found that the district had addressed the Commission policy for the evaluation of institutions in a multi-college district by clearly defining the respective organizational roles, authorities, and responsibilities for district and its colleges. (XI.1)

Commission Concern 1: The College must demonstrate that it is in compliance with Eligibility Requirement 8, which requires that a) the institution's degree programs "culminate in identified student outcomes."

Commission Concern 2: The College should a) define and publish "for each program the program's expected student learning and achievement outcomes."

These concerns have been reconciled and were addressed in detail in the 2009 Follow-up Report which is included as an appendix to this report.

The 2009 team found that that the college had addressed the Commission's Concerns 1 and 2 (Eligibility Requirements 8 and 10). Orange Coast College's degree programs culminate in identified student outcomes. Syllabi are provided for student and campus use. (C.1)

Planning Agenda Goals

Orange Coast College identified 70 Planning Agenda goals in its year 2006 accreditation Self Study. Following is a list of those goals and a brief description of the progress the college has made toward accomplishing them since the accreditation site team's visit.

Standard I: Institutional Mission and Effectiveness

I.A. Mission

Planning Agenda: I.A.1.

1. Develop a plan for a Student Success Center.

   Progress: Orange Coast College developed a plan and opened a Student Success Center in 2008. Two instructional associates were hired using Title III funds: one to coordinate the supplemental instruction program, which started in Fall 2008, followed by an associate to coordinate the writing area in Fall 2009. Services provided include tutoring–both online and in-person–study skills workshops, and supplemental instruction. In 2008-2009, the campus implemented an Early Alert System to identify students who would benefit from Student Success Center resources (*Early Alert Manual*). The goal is to institutionalize programs and personnel currently funded by Title III funds. *(Title III Year Two Formative Evaluation, May 2009; Title III 2008-2009 Update Report; Title III/Basic Skills Initiative; OCC Supplemental Instruction Success and Retention Rates Fall 2008-Spring 2009; OCC Tutorial Center Success and Retention Rates Fall 2008-Spring 2009; Implementation Timetable Chart).*

   Timeline: In Year Four (2009-2010), The Student Success Center is moving all supplementation programs into its center and expanding staffing, equipment and access hours. In Year Five (2010-2011), the college will finalize institutionalization of the Student Success Center program and prepare the final report for Title III.

   Responsible Party: Melissa Berta, Ph.D., Title III Project Director

2. Expand the college's online course offerings and increase corresponding computing support.

   Progress: During the past two years (Fall 2007-Fall 2009), OCC's online courses have increased approximately 10% each year (*Enrollment Analysis 0409.xls*). Partly due to program reviews and assessments, faculty and departments increasingly use Blackboard, software that is used to supplement traditional classroom instruction or to teach online. The college has assigned three staff members to support online

instruction, including course development for Blackboard, Blackboard administration, and course assistance for large group courses. Grants of $5,000 to $6,000 were awarded in 2007 to provide additional resources for further development of Blackboard, including updating the software and providing faculty training. In addition, the college offers open lab hours each week to help faculty members develop online courses (*Technology Training Announcements; Training Stats*). Faculty members continue to improve their ability to teach online courses, and their students are successfully completing courses in this new learning medium. (*Online Comparison 09 Brief Success Retention Report; Online Courses Offered, July 31, 2009; Online Classes, OCC web page; Distance Education Guidelines Revised, May 14, 2009*). The Online Advisory Committee has discussed the possibility of a testing center to support online classes, but no action has been taken (*Online Advisory Board Minutes, May 11, 2009*).

Timeline: Faculty training and support for online course offerings are ongoing. In February 2010, the Online Advisory Committee reviewed a report evaluating upgrading the current Blackboard learning management system (LMS) or moving to Seaport LMS, developed and maintained by Coastline College to meet their unique course delivery needs. The committee plans to share its findings with the Academic Senate, IPC, College Council and the District Continuous Improvement team this spring. Due to budget pressures, cost will be a consideration. (*Blackboard vs. Seaport PowerPoint Presentation; Summer 09 Meeting LMS Summary; LMS Report, Jan. 10, 2010*).

Responsible Party: Jill Golden, Online Program Coordinator

3. Provide increased online student services.

Progress: Since its December 2006 Self Study, the college has implemented a multi-service software suite, the Voyager Project, which includes Banner, MyOCC, and Blackboard. MyOCC's single sign-on option makes it possible for students to access registration information, review unofficial transcripts, access a dedicated campus email address, pay fees, and receive important information about campus events and activities. The college now offers an improved searchable *OCC Catalog* and *Schedule of Classes* that can be used by current and prospective students alike. In addition, new students can complete the application process online. Students can also schedule appointments for counseling, assessment testing, and financial aid online (*Spring 2009 Student Tech Survey results w_o open ended questions*).

Timeline: Planning Agenda completed

Responsible Party: Glen Profeta, Director, Infrastructure & Applications - Information Technology

Planning Agenda: I.A.2.

1. Continue to ensure that the current version of the Mission Statement is posted in prominent locations on campus, on the website, and in all official handbooks, including the *Class Schedule.*

   Progress: The college's Communications and Marketing Department published the latest version of the Mission Statement in major publications, including catalogs, class schedules, the official handbook, the OCC website, and the OCC Portal (*OCC Catalog, OCC Class Schedule, website, OCC Portal*). In addition, the Communications and Marketing Department posted attractive graphic displays of the Mission Statement in 25 key locations across the campus using new hardware so changes can be updated easily (*Mission Statement Poster Locations*).

   Timeline: Planning agenda completed

   Responsible Party: Jeff Hobbs, Director of Communications and Marketing

Planning Agenda: I.A.3.

1. Ensure that the review process for the Mission Statement will begin in the fall and culminate in early spring to enable any revisions to be included in all future publications.

   Progress: Orange Coast College's Academic Master Plan Subcommittee, which reports to the College Council (formerly Planning and Budget), began a review of the Mission Statement in Fall 2007 *(P&B Minutes, Sept. 11, 2008).* It compiled results of an April 2007 campus planning retreat, which added a Vision Statement to the Mission Statement to reflect the changing climate of the college and community. *(P&B Minutes, June 5, 2008).* In November 2009, the College Council appointed a taskforce to review the Mission Statement *(College Council Minutes, November 10, 2009).* The Task Team is to submit options for a new Mission Statement in early Spring 2010, to be used in the *2010-11 Catalog, Class Schedule*, and all other web and printed campus publications.

   Timeline: Planning Agenda completed

   Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: I.A.4.

1. Incorporate the Mission Statement more fully into institutional planning and decision making.

   Progress: In Spring 2008, 50 members of the campus community, including administrators, faculty, and staff members, participated in two retreats to re-

evaluate the Mission Statement and ensure that it addressed the changing needs of the college and its changing demographic (*Instructional Wing Retreat Complied Document 2008 updated 1-8-09*). A Vision Statement was added, and all campus employees were invited to respond to the proposed changes at the beginning of the fall semester. The college's major planning committees—College Council, College Budget Committee, Instructional Planning Council, Curriculum Committee, Technology Committee, Program Review, and the Academic Senate– all refer to the *Academic Master Plan* values that represent the Mission Statement to guide their decision making (*OCC three-Year Wing Plan Model 2009-2012, Strategic Planning Process 9/14/09, Technology Committee Strategic Planning Objectives, Program Review Support Service Program Review Guidelines 2009-2010*).

Timeline: Planning Agenda completed

Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: I.B.2.

1. Include program review in planning.

Progress: All identified programs undergo a comprehensive program review every three years. Annual program reviews are completed by all programs in three resource areas: staffing, facilities, and technology (*Program Review Support Service Program Review Guidelines 2009-2010*). Instructional program review is data driven and looks at access, enrollment, success, retention, and completion. Support program reviews have a parallel structure and related data requirements. As of Spring 2009, 100% of courses and programs had completed student learning outcomes (SLOs), which are posted on the college's website for easy public access (*Student Learning Outcomes on AC Website*). Assessment of SLOs is an on-going three-year cycle, which started in the 2007-2008 academic year. (*Program Review Portal documents, Institutional SLO Plan, Orange Coast College Master Plan Final*). Summary reports have been completed to address timelines and determining whether processes have been put into place (*Curriculum Handbook; Program Review Portal documents: Program Review 2008-09 Summary Matrix Report, Program Review Guidelines 2009-2010, Program Review Due Date Checklist, Program Review Assessment Toolbox*).

Timeline: Planning Agenda completed. Long-range and annual plans will be reviewed and modified during the Spring 2010 semester

Responsible Party: Georgie Monahan, Program Review Coordinator

2. Incorporate student learning outcomes into the *Academic Master Plan.*

   Progress: In Fall 2008, 100% of all Course Student Learning Outcomes (CSLOs) for a total 1,387 Course Outlines of Record were completed and approved by the Curriculum Committee. (*Curriculum Committee Minutes, Dec. 10, 2008*). The college has set a target date of spring 2010 for 100% completion of all Program Student Learning Outcomes (PSLOs) across all wings of the college, including Instruction, Student Services, Administrative Services, and the President's wings. As a part of program review, all programs must identify PSLOs that support a program-specific mission statement and demonstrate alignment with institutional learning outcomes. Assessment of SLOs occurs in an on-going three-year cycle, which started in the 2007-2008 academic year. (*Updated Timeline with SLOs – Sept. 11, 2009*).

   Timeline: All wings will complete PSLOs by Spring 2010.

   Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: I.B.3., I.B.5.

1. Integrate program review recommendations into the planning and budget process.

   Progress: Program review is in the final year of a three-year planning cycle. Currently student learning outcomes (SLOs) and Program Student Learning Outcomes (PSLOs) are being assessed to obtain data and measure their effectiveness (*OCC Planning Timeline 200809_final.xls, September 5, 2008*). Outcomes from assessment are the driving force for planning and budgeting. The three-year plan in each of the four wings—Instruction, Student Services, President, and Administrative Services—integrate the program review process into planning and budget decisions (*OCC Student Services Three-Year Strategic Plan 2009-2012, revised 12-14-09*). Data from program review plays a leading role in planning for each program and determining how resources will be allocated (*Draft 9-22-09 OCC SLO/Assessment Process & Links to Program Review, Strategic Master Plan and Budget Allocations).*

   Timeline: Planning Agenda completed

   Responsible Party: Melinda Nish, Vice President of Instruction

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

Planning Agenda: II.A.1.

1. Evaluate the frequency of program review and revise the review process as is deemed appropriate.

   Progress: From 1999 to 2007, program review had been a six-year process for assessment of the Instructional and Student Services wings. In response to ACCJC's revised standards that require program review to be integrated into the planning process and assessment of student learning outcomes to be institutionalized, in 2007 the college introduced a three-year cycle for program review (*OCC Planning Timeline 200809_final.xls, September 5, 2008*). In addition to the three-year program review, annual documents distributed in the fall and the spring (annual staffing requests, annual technology requests, and annual facility requests) clearly define and streamline the process (*Draft 9-22-09 OCC SLO/Assessment Process & Links to Program Review, Strategic Master Plan and Budget Allocations*).

   Timeline: Assessment of program review will occur in Spring 2010 since it ends the new first three-year cycle.

   Responsible Party: Georgie Monahan, Program Review Coordinator

2. Provide training for the Curriculum Committee and each program review committee in the development and assessment of student learning outcomes.

   Progress: In Spring 2006, training began for faculty to develop student learning outcomes (SLOs) for their courses. In Fall 2007, Curriculum Committee members received a training session on writing and recognizing SLOs, which the committee requires to be included in Course Outlines of Record (CORs). In Fall 2008, the Program Review Coordinator and the Curriculum Review Chair sponsored an SLO training session for all departments and divisions. In Fall 2008, the college held two campus-wide forums on program review and assessment. In Fall 2009 Focus Day centered on unifying the campus to accomplish major SLO and assessment objectives. (*Focus Day Flier, Focus Day Video*). Finally, the college established a "planning day" in October 2009 to encourage everyone on campus to create their SLO and assessment plans (*Accreditation Update, 9/16/09 and 11/6/09*). The newly appointed SLOAC and the Program review Coordinator will lead a subcommittee with representatives from all wings to plan additional training as needed (*Student Learning Outcomes and Assessment Coordinator SLOAC*). In Spring 2010, the college introduced eLumen software to collect and report SLO assessment data. In addition, the newly appointed SLOAC is planning eLumen training to assist faculty members with SLO assessment.

Timeline: Additional training in eLumen is planned in Spring 2010.

Responsible Party: Irene Heavern, Curriculum Committee Chair

3. Include the Mission Statement and the Statement of Institutional Commitment in the Curriculum Committee Handbook; devise practices that will ensure that the Mission Statement is an intended and integral part of the college's curriculum processes.

   Progress: The Mission Statement and the Statement of Institutional Commitment is included in the Curriculum Committee Handbook (*Curriculum Committee Minutes, December 16, 2008*). OCC incorporates the Mission Statement into planning during program review and in the master planning process. The theme of the Mission Statement is carried throughout the program review process, ultimately creating planning goals that reflect the overall mission of the college. Document I for program review asks each department or program to describe how it fits into the college mission as well as their own mission (*Program Review 2009-2010 I. Description of Program*). Document IV, the assessment planning document, requires each department or program to include its mission and show how SLOs are connected to the institutional outcomes which reflect the Mission Statement (*IV. SLOs Planning and Results 2009-2010*). The theme of the mission is carried throughout the program review process, ultimately creating planning goals that reflect the overall mission.

   Timeline: Planning Agenda completed

   Responsible Party: Irene Heavern, Curriculum Committee Chair

Planning Agenda: II.A.1.a.

1. Incorporate student learning outcomes into the major planning documents of the college, namely the *Atlas*, the *Academic Master Plan*, the *Technology Master Plan*, and the *Facilities Master Plan*.

   Progress: In 2008-2009, the college completed student learning outcomes for all program and courses and will include the SLOs into major planning documents once the college completes assessment of SLOs in 2011. In Spring 2009, the college piloted the first phase of SLO assessments and is currently completing the three-year cycle of SLO assessments. SLO assessment will be integrated into program review and master planning, which will prioritize asset allocation in the *Technology Master Plan* and the *Facilities Master Plan (Technology Master Plan, Facilities Master Plan, OCC Technology Committee Vision, Mission and Roles, March 25, 2009; Orange Coast College Program Review, Information Technology, July 2008; OCC Atlas 2007-2008_Final; OCC_Facilities Master Plan 12-3-09 Update; Technology Plan Timeline, Dec. 9, 2009; Information Technology*

Strategic Plan 2008-2009; Appendix F, CCCD Board of Trustees Minutes 10, 21, 2009, Pages 35-37). In addition, SLOs for courses and programs are published on the college's public website (*website*).

Timeline: The *Academic Master Plan* currently includes student learning outcomes. The *Atlas, Facilities Master Plan* and *Technology Master Plan* will be updated to include SLOs once the three-year assessment cycle of assessment is complete. The original goal was to complete the three-year cycle by 2012, but efforts have been accelerated, and it is expected that assessment will be complete by 2010.

Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: II.A.1.b., II.A.2.d.

1. Provide evidence of the effectiveness of specific delivery modes and teaching methodologies.

   Progress: During the 2007-2008 program review cycle, the college implemented analysis guides that prompt programs to analyze data in greater depth, such as by modality and exploring differences in data between delivery modes and teaching methodologies *(Program Review Analysis Guide for Success and Retention).* In 2009, program review recent introduced a data cube, "Program Success and Retention by Course and Modality," that will help the college analyze delivery modes and teaching methodologies in spring (*OCC Data Mart Q and A*). This assessment tool enables programs to compare the effectiveness and success of various delivery modes, including online instruction, large groups, and traditional classrooms. For example, Psychology added online courses, the newest modality, to their course schedule, and reported ending enrollments better than 80% of the census enrollment numbers, which mirrors the college's average statistics for traditional classroom delivery (*Psychology Program Review*). The overall success rates for online instruction in Psychology increased from 65.3% to 78.5%. (*CPR, Psychology, 2008-09*).

   Timeline: Assessment will take place in Spring 2010

   Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: II.A.1.c.

1. Complete identification of student learning outcomes at course and program levels.

   Progress: All course student learning outcomes were written by each department

and added to the Course of Record. By Spring 2009, all full-time faculty included SLOs on all syllabi, and program student learning outcomes had been completed. The CSLOs and PSLOs are published on the college's public website (*web address*).

Timeline: Planning Agenda complete.

Responsible Party: Irene Heavern, Curriculum Committee Chair

2. Assess student learning outcomes at all levels.

   Progress: Two-thirds of all SLOs were assessed in Fall 2009. Campus-wide workshops were held to train faculty to assess SLOs through a Learning Outcomes Assessment Model (*Accreditation Update*). The planning timeline for program review, SLOs, and wing plans provides specific target deadlines and identifies responsible parties. The college will continue to assess remaining SLOs through the 2009-2010 academic year *(Updated Timeline with SLOs – Sept. 11, 2009.)* In October 2009, the campus, through the Academic Senate, appointed a Student Learning Outcomes and Assessment Coordinator (SLOAC), who is creating a steering committee to provide support for the assessment process campus-wide as well as assessing the effectiveness of plans and processes *(Student Learning Outcomes and Assessment Coordinator - SLOAC).*

   Timeline: SLO assessments will be completed in Spring 2010.

   Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: II.A.2., II.A.2.a., II.A.2.b.

1. Target training in the identification and assessment of student learning outcomes for the Curriculum Committee, individual program review committees, and Student Services wing.

   Progress: The Program Review Coordinator organizes campus-wide workshops to train faculty and staff to work with during the assessment and program review process *(II.a.6).* The Program Review Coordinator attended conferences in May and October of 2008 specifically focused on improving student success through program review and the assessment of SLOs. The Coordinator has incorporated this knowledge into workshops and has shared best practices in the Academic Senate, Instructional Planning Council, and Accreditation Task Force meetings *(II.a.1; II.a.7; II.a.8).* The Program Review Coordinator also works in collaboration with Institutional Research and facilitates program review workshops in September with all leads that complete program review each year. Campus-wide workshops are well attended, with a 95%

attendance rate. The Program Review Coordinator does individual training with those who cannot attend the scheduled workshops. To assist the assessment process, the Program Review Coordinator has organized an "Assessment Toolbox" on the OCC Portal *(Assessment Toolbox)*.

Timeline: Training is complete.

Responsible Party: Georgie Monahan, Program Review Coordinator

Planning Agenda: II.A.2.c.

1. Provide comprehensive course and program sequencing in the *Catalog* and the *Schedule* and online.

   Progress: During the 2008/2009 academic year, the Curriculum Committee reviewed all course outlines (1,392) for prerequisites and co-requisites, and changes were reflected in the *2009/2010 Catalog*. (*2009/2010 Catalog*). The Office of Instruction requires a sequencing report from each academic division. To date, five of eight divisions have completed the report. Assessment through program review will indicate areas that need change or revision. Once assessment data is received from program review, any revisions to courses and programs will be submitted to the Curriculum Committee, and changes will appear in the *Catalog*, the *Class Schedule*, and online. The program review process will continually dictate the college's sequencing needs.

   Timeline: Planning Agenda complete

   Responsible Party: Melinda Nish, Vice President of Instruction

Planning Agenda: II.A.2.e.

1. Train faculty, in particular members of the Curriculum Committee and individual program review committees, in the development and assessment of student learning outcomes.

   Progress: Training and assessment tools have been provided to faculty members, especially those on the Curriculum and program review committees, to develop and assess student learning outcomes. The faculty has completed 100% of SLOs for all active courses of record. At this time, the Curriculum Committee is developing SLOs for general education requirements that will be published in the 2010-2011 *Catalog* and *Class Schedule* in Fall 2010. Training included workshops and the introduction of template documents on the OCC Portal to assist faculty in the development and assessment of student learning outcomes (*evidence*). The Program Review Committee also conducted SLO assessment training at department and division meetings. In addition, a campus-wide assessment workshop, attended by 130 faculty members, was

held in early October. In November 2009, a Student Learning Outcomes and Assessment Coordinator was appointed to assist faculty with SLO assessment. She will lead a subcommittee with representatives from all wings to plan additional training as needed (*Student Learning Outcomes and Assessment Coordinator SLOAC*). In Spring 2010, the college introduced eLumen software to collect and report SLO assessment data. The SLOAC is planning eLumen training to assist faculty members with SLO assessment.

Timeline: Workshops in eLumen are planned in Spring 2010.The remaining SLO assessments for courses offered in Spring 2010 will be completed as soon as the data can be collected and analyzed.

Responsible Parties: Responsible Party: Vinta Oviatt, Student Learning Outcome Assessment Coordinator (SLOAC), and Georgie Monahan, Program Review Coordinator

Planning Agenda: II.A.2.f.

1. Integrate program evaluation into the planning process.

   Progress: The Orange Coast College *Academic Master Plan*, which espouses the five values of community, learning, access, stewardship, and sustainability, is supported by the *Technology Master Plan* and the *Facilities Master Plan*. All of the objectives are part of each wing's three-year plan. (*Academic Master Plan, Facilities Master Plan, Technology Committee Strategic Planning Objectives; OCC Student Services Three-Year Strategic Plan 2009-2012 revised 12-14-09, OCC Three-Year Wing Plan Model 2009-2012; OCC President's Wing Three-Year Strategic Plan; Three-Year Wing Plan Student Services; Administrative Services, 3 Yr Wing Plan, October 5, 2009).* The Strategic master planning process clearly outlines the steps to be included in planning, including review of accreditation standards and the college Mission Statement; collecting and analyzing data to improve institutional effectiveness; and integrating that information into wing plans, enrollment management plans, facilities planning, program review, technology planning, and staff development. *(Strategic Planning Process 9-14-09).*

   Timeline: Planning Agenda completed

   Responsible Party: Melinda Nish, Vice President of Instruction

2. Provide all key planning committee members with copies of the college Mission Statement, *ISLO Plan*, and the *Academic Master Plan* goals.

   Progress: Each college vice-president, through the Instructional Planning Committee, is responsible for the dissemination of all key documents. The documents are also

available on the OCC Portal which faculty, managers, and staff can access online *(Feedback on Academic Master Plan, April 8, 2008; Discussion Document Mission, Sept. 14, 2009; OCC Assumptions Revised, Nov. 12, 2009; ISLO document; Orange Coast College Master Plan Final 09112008).* The college Mission Statement is also published on the college's public website (*OCC website*).

Timeline: Planning Agenda completed.

Responsible Party: Dennis Harkins, Ph.D., OCC President

Planning Agenda: II.A.2.h., II.A.2.i.

1. Develop an evaluation process to assure that student learning outcomes are not only identified in courses and programs, but also assessed to determine achievement.

   Progress: The Program Review Committee conducted workshops and meetings to help faculty and staff develop and assess SLOs and PSLOs, including "closing the loop" to use assessment results in planning for continual program improvement *(Closing the Loop slide only).* An "Assessment Toolbox," a set of guidelines for navigating the assessment process, was placed on the Program Review Committee portal site as a resource to assist with assessment of student learning outcomes. *(SLO and Assessment Supporting Documents).* The site also includes a schedule of deadlines for various stages of the review process in both a checklist and flowchart formats. The OCC Staff Development website provides faculty with basic guidelines for writing course student learning outcomes *(2009-2010 PR Due Date Checklist, Planning Timeline for Program Review, SLOs and Wing Plans -2008-2009)* Thirty-nine departments completed OCC's first comprehensive program reviews in 2008-2009. Plans generated from those program reviews are being implemented during the 2009-2010 academic year, and the effectiveness of the assessment process will be determined at the end of the year. (*Program Review Summary Matrix Final Report).*

   Timeline: This Planning Agenda is ongoing; program review is a 3-year cycle. Two-thirds of assessments had been completed by 2008-2009, with the remaining one-third to be completed by 2010.

   Responsible Parties: Responsible Party: Vinta Oviatt, Student Learning Outcome Assessment Coordinator (SLOAC), and Georgie Monahan, Program Review Coordinator

Planning Agenda: II.A.3.a., II.A.3.b., II.A.3.c

1. Align General Education Options with Institutional Student Learning Outcomes.

Progress: In September and October 2009, OCC faculty met in a series of three workshops to write General Education SLOs related to each area required for the AA Degree options. *(GE SLOs 2009, OCC GE SLO and Assessment Plan* – ACC Document Library*)*

Timeline: Meetings were held in Fall 2009 to create a plan to align the General Education SLOs with ISLOs. Faculty will complete writing the General Education options in Spring 2010, and they will be published in the *Class Schedule* and *2010 College Catalog.*

Timeline: Planning Agenda completed

Responsible Party: Vinta Oviatt, Student Learning Outcome Assessment Coordinator (SLOAC)

Planning Agenda: II.A.6.

1. Develop better quality control processes to ensure the accuracy of information included in the *Catalog* and *Class Schedule.*

   Progress: The College Publication Committee has implemented guidelines to process changes to the *Catalog* and *Class Schedule*, including multiple checks of information by each division to maintain accuracy. Once final drafts of the publications are ready to print or publish on the college website, the Vice President of Instruction examines the publication and gives final approval.

   Timeline: Planning Agenda completed

   Responsible Party: Jeff Hobbs, Director of Communications and Marketing

2. Work with faculty to increase awareness of the benefit of a syllabus.

   Progress: In Spring 2009, 100% of faculty members submitted their course syllabi to their division offices (*OCC Syllabus Procedure Workshops For Faculty, Spring 2009*). In November 2008, the Academic Senate adopted a resolution to add student learning outcomes on each syllabus to help meet the learning needs of students (*Syllabus Adoption Resolution, OCC Academic Senate, Nov. 18, 2008*). The beginning of each semester, division deans remind faculty to submit syllabi before the end of the second week of the semester. A syllabus template and checklist can be downloaded from the OCC Portal to help faculty produce their syllabi (*Course Syllabus Checklist, 8/12/09; Syllabus Course Outline SAMPLE Template.doc, 1/13/09*). In the future, the college plans to link course syllabi to the Banner system class listing so students can access a syllabus for a course even before the class begins. In Spring 2009, the college surveyed students to see if they received a syllabus in each of their courses.

Timeline: Planning Agenda completed

Responsible Party: Melinda Nish, Vice President, Instruction

Planning Agenda: II.A.6.c.

1. Create a mechanism to assure accuracy of information provided online and in the *Catalog.*

   Progress: In Fall 2008, the college introduced an online searchable class schedule that is produced directly from Banner data, resulting in a live-data representation of the *Schedule of Classes*. For the print version of the *OCC Catalog* and *Class Schedule*, the College Publication Committee has implemented guidelines to process changes, including multiple checks of information by each division to maintain accuracy. Once final drafts of the publications are ready to print, the Vice President of Instruction examines the publication and gives final approval.

   Timeline: Planning Agenda completed

   Responsible Party: Jeff Hobbs, Director, Communications and Marketing

II.B. Student Support Services

Planning Agenda: II.B.

1. Assess Student Services using identified student learning outcomes.

   Progress: All 13 departments and programs within the Student Services wing have completed their program student learning outcomes (PSLOs) and have assessed those outcomes for a 100% completion rate. The program review guidelines document, the timeline, and the student learning outcomes rubric (*evidence*), are all accessible on the OCC Portal and address all Student Service-related student learning outcomes (*OCC Student Services PSLOs 2009-2010 10-13-09, OCC Student Services SLO Rubric 2007-2009*). As current SLOs receive continued assessing and are updated, changes will be documented (*Student Services Program Review 2008-2015 calendar 082109*). The Student Services Planning Council, with representatives from all Student Services departments and programs, plays an important role in planning, implementing, and completing the SLO and assessment process. The Student Services wing has posted SLOs for every department on the OCC Portal and the public Student Services webpage (*Student Services Student Learning Outcomes web page*). Student Services SLOs are also sent to students via "MyOCC."

Timeline: Planning Agenda completed

Responsible Party: Kate Mueller, Ed.D., Dean of Student Services

Planning Agenda: II.B.1.

1. Implement student learning outcomes within the Student Services wing.

   Progress: Each program and department in the Student Services wing wrote two program student learning outcomes as part of program review. In Fall 2009, all managers wrote a third student learning outcome, and in October 2009, ASOCC Fiscal Affairs was added as an additional program. All 13 Student Services programs and departments–100%–have completed assessment of their SLOs. (*OCC Student Services PSLOs 2009-2010 10-13-09, OCC Student Services SLO Rubric 2007-2009*).

   Timeline: Planning Agenda completed

   Responsible Party: Kate Mueller, Ed.D, Dean of Student Services

Planning Agenda: II.B.2.a.-d.

1. Create a mechanism to assure the accuracy of information provided online and in the *OCC Catalog*.

   Progress: In Fall 2008, Orange Coast College introduced an online searchable class schedule that is produced directly from Banner data, resulting in a live-data representation of the *Schedule of Classes*. For the print version of the *OCC Catalog* and *Class Schedule*, the College Publication Committee has implemented guidelines to process changes, including multiple checks of information by each division to maintain accuracy. Once final drafts of the publications are ready to print, the Vice President of Instruction examines the publication and gives final approval.

   Timeline: Planning Agenda completed

   Responsible Party: Jeff Hobbs, Director, Communications and Marketing

Planning Agenda: II.B.3.a.

1. Provide online registration.

   Progress: The college introduced online registration in Spring 2008 (*PSLO Enrollment Center*). Students are able to register for classes via their MyOCC webpage (*https://mycoast.cccd.edu/cp/home/displaylogin*). Once the college receives a completed application, the student is assigned a username and password and receives a registration appointment time. The student can view the *Class Schedule* online and register for classes (*http://orangecoastcollege.edu/academics/class_schedule/Class+Schedule.htm*). If there is an impediment to registration, such as a "hold" on a student account, the student can view the reason. Once online registration is completed, the student may pay class fees online. Online registration is available to students 24 hours a day (*Admissions and Records Three Year Plan.doc*).

   Timeline: Planning Agenda completed

   Responsible Party: Kristin Clark, Dean, Enrollment Services

2. Implement a system for online appointments in assessment, orientation and financial aid and completion of orientation online.

   Progress: Online counseling and orientation appointments can be made through eSARS on the Counseling Department's website (*Matriculation Committee Minutes, March 2, 2009; https://www.orangecoastcollege.edu/student_services/counseling/Make+an+Appointment.htm*). SARScall, a new development, works with the eSARS system and automatically phones students with a reminder about their appointment. The Financial Aid Office has incorporated online appointments on their website. (*Financial Aid Office Needs Assessment)*. Orientation may be scheduled online, but it takes place in person. *(Orange Coast College Program Review 2008-2009 Matriculation*). The two-hour meeting, which explains the financial aid program, describes services for students and outlines requirements necessary to receive funds. Students may also use the Financial Aid Office online appointment system to schedule a meeting with their financial aid advisor (*http://www.orangecoastcollege.edu/student_services/financial_aid/Fa_Orientation_Dates.htm*). As of Fall 2009, the Assessment Center implemented eSARS to enable students to schedule appointments online for placement testing (*http://www.orangecoastcollege.edu/student_services/assessment_center/)*.

   Timeline: Appointments can be made online for assessment, orientation and financial aid. Orientation takes place in person and at the current time, there is no plan to provide orientation sessions online. Orientations are available online.

Responsible Party: Kristin Clark, Dean, Enrollment Services

3. Revise Student Services surveys to include accessibility.

   Progress: Student Services surveys are conducted individually by departments, and the methods used, including online surveys and in-person questionnaires, differ from department to department. The Financial Aid Office has improved its student satisfaction survey by incorporating technology to make their surveys ADA compliant and accessible to students with disabilities. There is not a standard method used to deliver surveys to students. Revising Student Services surveys currently have not been addressed.

   Timeline: The Financial Aid Office student satisfaction survey is ADA compliant, but there is no standard method used to deliver Student Services surveys to students.

   Responsible Party: Kristin Clark, Dean, Enrollment Services

Planning Agenda: II.B.3.c.

1. Continue to increase the number of counseling appointments available to students, particularly using online technology.

   Progress: The Counseling Division recently introduced online scheduling of counseling appointments on the division's website using eSARS. This has decreased staff time spent scheduling appointments, and has also reduced time students spend waiting for their appointment from 30 to 10 minutes. (*COUNSELING & SPECIAL SERVICES DIVISION Focus Day Division Meeting Minutes– September 18, 2009*). In Spring 2009, approximately 30 to 40% of appointments were made online. In addition, two weeks before the start of each semester and another two weeks into the semester, five counselors are assigned to work between three to five hours a week answering students' questions using email. The Counseling Division has not implemented online counseling because it requires a system that would be able to verify student identification and maintain confidentiality and track student counseling appointments. The division hopes to employ a chat-based format that will be user friendly for both students and counselors. A taskforce committee was formed in November 2009 to make recommendations by October 2010 for an online counseling platform. The college currently has 21 full-time counselors and four part-time counselors. Plans to increase the number of counselors hired has been negatively affected by state budget cuts, including a 50% reduction in the hourly employees, which has left the Counseling Division unable to meet growing demand for counseling services. (*evidence: counseling and special services retreat agenda, Counselor Request to Hire Full-time Faculty 2009/2010; Counseling Faculty Hiring Data 2009-2010.xls*).

Timeline: The ability to schedule counseling appointments online has enabled counseling staff to spend more time assisting students. However, the state budget situation has forced the Counseling Division to cut hourly employees, which left the division unable to meet the growing demand for services.

Responsible Party: Hue Pham, Ed.D., Dean, Counseling, Special Programs and Services

Planning Agenda: II.B.3.d.

1. Increase international student enrollments.

   Progress: The college's International Student Center focuses on recruitment and retention. Since 2005, enrollment has increased significantly (*International Center Program Review*). The center plans to increase active recruitment by expanding partnerships with various language programs, frequent outreach and visits to language schools that enroll international students, establishing strong relationships with partners abroad, stronger advertisement and marketing overseas, and participating in national and regional conferences to enhance recruitment strategies. If funding is available, the Center also hopes to participate in international recruitment fairs. The International Student Center has also initiated and sustained a variety of retention programs including cultural and ethnic activities for students, including movie nights, on-campus gatherings, sightseeing trips, and informational workshops to help international students successfully adjust to college life and a different culture (*Three Year Wing Plan - International Center.docx, International Center Staffing Plan, March 2008).*

   Timeline: Planning Agenda completed

   Responsible Party: Madjid Niroumand, Director, International Center

2. Continue to support faculty and student opportunities to study abroad.

   Progress: The college's Study Abroad program was suspended in 2003 and is no longer supported by the Coast Community College District, although it invites faculty to organize individual study abroad projects and advertises them on the district website (*http://www.cccd.edu/studyabroad*). In the past, the Study Abroad Office supported semester-long and short-term courses, but currently any study abroad opportunities are organized and run by individual faculty members without district support, including faculty salaries, which are paid by students who participate. Some faculty members and administrators would like to see the college renew its study abroad program, which was once the third largest study abroad program in the United States. The program would help the college achieve

its stated mission to "develop globally aware citizens." (*Statement, Tom Dowling*). In December 2009, a campus-wide International and Multicultural Committee was established. One of the committee objectives is to work with the International Center and other campus departments, encourage and promote study abroad programs.
(https://occportal.orangecoastcollege.net/sites/MultiCultural/default.aspx; Multicultural Committee Minutes, October 7, 2009; Orange Coast College Academic Senate Meeting Minutes, Tuesday, November 14, 2006)

Timeline: The Coast Community College District no longer supports study abroad. Any study abroad programs are organized by individual faculty members.

Responsible Party: Michael Mandelkern, Ph.D., Dean, Literature and Language

Planning Agenda: II.B.3.f.

1. Expand conversion to electronic student records wherever possible with limited and protected access.

   Progress: Campus applications and registration are currently completed online through MyOCC *(OCC Application site)*. The Student Records Office also accepts requests for transcripts online. *(Online transcript requests)*. Financial Aid is also implementing a system to allow students to complete their verification documents online using PowerFaids software *(OCC Online Financial Aid System; 2009 Self Study Program Review Financial Aid Office)*. The district recently purchased Banner software's Document Management Suite and is waiting for an upgrade of the core Banner software before it implements the new software *(Sungard Document Management Suite)*. Once the new Document Management Suite is implemented, the district is expected to authorize conversion of ATI files. Student file information prior to 1989 is scanned into the system whenever a student request is made for records. Financial Aid made all forms available online in January 2010 for the 2010-2011 academic year. Only correspondence and tax records will require scanning; all other documentation will be stored electronically on a secure server in IT. *(Voyager Project website)*

   Timeline: Except for correspondence and tax records, which must be scanned, documents are automatically stored as electronic files. Student file information prior to1989 is converted into electronic format whenever a student request is made for records.

   Responsible Party: Kristin Clark, Dean, Enrollment Services

Planning Agenda: II.B.4.

1. Adjust the Student Services program review six-year calendar to evenly distribute the review of programs within the wing.

   Progress: The Student Services wing has adopted a three-year calendar for program review. The three-year calendar has been updated and implemented, and the workflow has been evenly distributed to accommodate the changes. (*Student Services Program Review 2008-2015 calendar 082109, Annual Student Services Planning Timeline 2009 2010 082409, Timeline for Program Review.2008-2009)*

   Timeline: Planning Agenda completed

   Responsible Party: Kate Mueller, Ed.D., Dean, Student Services

2. Integrate the program review process into wing and division processes.

   Progress: At the recommendation of the Interim President, all wings are reviewing and updating their plans and incorporating program review items into their planning process. The Student Services program review is operating on a three-year calendar and has achieved the sustainability mode (*OCC Student Services PSLOs 2009-2010 10-13-09; Student Services Three-Year Wing Plan*). The Student Services wing is working on assessment data gathered from year two. Final reports for years one and two have been completed. The report for year three will be completed in March 2010. Student Services *(PSLOs with Assessments 2008-2009).* The assessment data will help ensure that the wing-level plan accomplishes the established goals of the college's *Academic Master Plan.* A program review steering committee, including four to five faculty members and a representative from each service wing, will create an assessment document after the three-year assessment cycle is complete. This assessment data will assist future college planning, clarify division and department needs, and improve methods of instruction *(SLOs.guide.011408).*

   Timeline: Planning Agenda completed

   Responsible Party: Kate Mueller, Ed.D., Dean, Student Services

II.C. Library and Learning Support Services

Planning Agenda: II.C.1.

1. Develop a strategic plan for the maintenance and replacement of the Clark Computing Center equipment.

   Progress: The Technology Committee prioritizes new computing equipment needs for all departments and divisions that have been submitted through the *Annual Technology Request (ATR) Prioritization Form, ATR/AFR Flow, Program Review/Planning Instructional Equipment and Supplies* process. This list is then forwarded to Planning and Budget for approval. In spring, all wings, divisions, departments and programs submit a planning timeline for annual technology requests (*Planning Timeline for Program Review, SLO's, Assessment and Wing*). "The OCC Technology Committee, Vision, Mission and Roles, (*evidence*)" approved in March 2009, outlines plans to ensure that campus computers are maintained, including the Clark Computing Center.

   Timeline: Planning Agenda completed

   Responsible Party: Craig Oberlin, Senior Director - Information Technology

2. Proceed with Student Success Center plans.

   Progress: With the help of a Title III grant that includes funding for five academic years from 2008 to 2012, the college opened a new Student Success Center that provides tutoring, supplemental instruction, peer mentoring, an early alert system, online tutoring, and student tracking. State funds have also been provided with a basic skills initiative. The Success Center also provides on-site computers for students to use. During the past year, the Student Success Center increased its services to students by 110%. To accommodate growth and the need for more space, the Writing Center, one of the Student Success Center's services, moved to an adjacent building. After 2012, when Title III funds expire, programs and personnel will be institutionalized. (*Title III Plan Updated, Version 3;Implementation Timetable Chart*).

   Timeline: The Student Success Center is in Year 3 of a Five-Year Title III grant. It is on schedule to be institutionalized in 2012.

   Responsible Party: Melissa Berta, Title III Project Director

Planning Agenda: II.C.1.a.

1. Expand student and faculty ability to remotely access library research materials.

Progress: Remote access to the Library's online catalog and full-text databases and other information is available 24 hours, seven days a week on the Library's website and through MyOCC (Periodicals and Electronic Resources). The Library now offers all of its instructional handouts on its web page and on the Portal. Also, Wireless Internet access is available throughout the entire campus. The Library also participates in a venture with the Community College League of California (a joint endeavor of the Council of Chief Librarians and the Community College League of California) to preview, purchase annual subscriptions, and maintain electronic resources and online databases at a reduced price. Online databases provide remote access to reference books and essays, as well as to journal, magazine, and newspaper articles. The Library provides currently subscribes to 12 online databases annually. In addition, the Library has purchased several eBook (I took out the "s") collections. The online services librarian coordinates the selection and maintenance of these online databases in collaboration with the California League of Community Colleges. Several additional databases have been identified for possible purchase to fill gaps in the library's collection. These databases have not been purchased due to a lack of funding. The Library has also made a number of research guides and instructional handouts (already stated above) available on its web page to students. The library plans to expand these research guides to support the curriculum, as librarian staffing and funding permit. More specifically, it is planned that the research guides will be expanded through the use of the LibGuides service if funding can be found. The Library provides remote assistance through its Ask-a-Librarian email reference service. Students and faculty can email a librarian for help through the Library's web site. This initiative is part of a plan to expand online services in the Library. Starting in 2006/2007, the Library expanded its electronic resources after major reductions occurred in 2005/2006 due to funding (Orange Coast College Program Review 2006-2007, Library.) However, the Library does not have stable funding for these databases. With state budget reductions in 2009/2010, TTIP and State Funded Equipment (SFE) monies historically used to annually subscribe to databases were completely eliminated from the state budget. Planning and Budget Committee allocated emergency funding to maintain the databases for the current year, but funding has not been identified for future years. The need for an ongoing, stable budget has been identified in the library's program reviews and incorporated into their most recent three-year plan.

Timeline: The Library continues to improve its ability to access research materials electronically, but budget reductions threaten continuation of database availability and the continued subscription to our electronic resources.

Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

2. Proceed with implementation of equipment and resources to provide video-on-demand that will be linked with the multimedia center in the Library.

   Progress: The public services librarian has investigated various media-on-demand products. With the changes in technology and the addition of multi-media carts in most classrooms on campus since this planning agenda item was written, the Library developed a goal in its three-year plan last year to further investigate the college's needs by conducting a needs analysis in the 2009/2010 academic year. Part of this needs analysis will include investigating new services that the companies now provide. With technology changing so quickly and the advent of streaming video online, the system that was originally envisioned is no longer needed, but a need may exist for other services that are now available versus a system where the Library loads its own videos to be broadcast remotely.

   Timeline: The Library will conduct a needs analysis in 2009/2010.

   Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

3. Develop a plan to replace and recycle the computers in the Clark Computing Center.

   Progress: The Technology Committee prioritizes new computing equipment needs for all departments and divisions that have been submitted through the *Annual Technology Request (ATR) Prioritization Form, ATR/AFR Flow, Program Review/Planning Instructional Equipment and Supplies* process. This list is then forwarded to the College Council for approval. In spring, all wings, divisions, departments and programs submit a planning timeline for annual technology requests (*Planning Timeline for Program Review, SLO's, Assessment and Wing).* "The OCC Technology Committee, Vision, Mission and Roles," approved in March 2009, outlines plans to ensure that campus computers are maintained, including the Clark Computing Center.

   Timeline: Planning Agenda completed

   Responsible Party: Craig Oberlin, Senior Director - Information Technology

4. Upgrade computing resources in the Math Center.

   Progress: The Math Center has introduced the following computer resources for students: *Mathmatica* (math/physics), BSI (Basic Skills Initiative), and *Skills Tutor*

(*OCC Instructional Three-Year Strategic Plan 2009-2012 Access Objective, Basic Skills Initiative Overview*), BSI Organization Budget Status Report. The Math Center is in the process of installing available electronic versions of textbooks used by academic divisions on Blackboard so students can access this material at any time. (*Melissa Berta correspondence, video list*).

Timeline: Planning Agenda completed

Responsible Party: Melissa Berta, Ph.D., Title III Project Director

Planning Agenda: II.C.1.b.

1. Expand the opportunities to improve students' skills in information competency with the support of the Library and other campus resources.

   Progress: In Fall 2009, the Library revised and offered the Library A100 class, "Library and Information Competency," with a change in title and an added SLO due to broader content to help students learn to be information competent (*Assessment Method and Results*). In addition, the Library offers lectures and workshops throughout the year for classes and individual students that include aspects of information competency when librarians teach students how to access, search, evaluate, and cite library and information resources, including ethical issue of plagiarism and the importance of correct citation to avoid unintentional plagiarism (*email from librarians*). The Instruction Librarian developed a handout on information competency and added it to the library's instructional services webpage (*http://www.orangecoastcollege.edu/academics/library/Instruction+and+Help.htm /*). The Instruction Librarian is also a member of the Basic Skills Initiative Task Force and the Title III Steering Committee and is working with these two joint committees to introduce the campus to the concept of information competency. The Office of Instruction Institutional Learning Outcome Plan lists information competency as an outcome under thinking skills (Office of Instruction ISLO). The Library Division's Three-Year Strategic Plan includes the goal to "expand library instruction and information competency into courses and programs *(evidence)*." The Library would like to see more campus-wide plans for information competency and collaborative efforts to help students become information competent (*Library goal, milestone and progress update*).

   Timeline: The campus and the Library continue to develop plans to help our students become more information competent.

   Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: II.C.1.c.

1. Advertise the Clark Computing Center's available services and operational procedures more effectively to students.

   Progress: The Clark Computing Center is now featured more prominently on the OCC website (*Clark web page*), and improved signage in the Computing Center makes the hours of operation and available services readily visible to students. In addition, Clark Computing Center hours and services are publicized in Computer Information Science and Computer Science classes.

   Timeline: Planning Agenda completed

   Responsible Party: Jeff Hobbs, Director of Communications and Marketing

2. Advertise all the learning resource centers with their hours and location.

   Progress: There is a variety of learning resource centers on campus including the Library, the Student Success Center, and the High Tech Center for students with special needs. All centers have their location and hours of operation posted on their OCC web pages and clearly indicated at their front entrances. In addition, the Student Success Center has placed large poster-size signs near the Administration Building, the Student Success Center, the Chemistry Building, and the Library. Flyers announcing operating hours and services are available in the Student Success Center, at several locations in Watson Hall, and distributed at special events such as Senior Day and Student Services events in the Quad. Fliers are also placed in faculty mailboxes. The Success Center advertises on information monitors in Watson Hall, on the "spotlight" announcements on the college's main web page, and in the school paper. Targeted emails are sent to students in basic skills classes.

   Timeline: Planning Agenda is complete.

   Responsible Party: Jeff Hobbs, Director of Communications and Marketing

3. Monitor the new Learning Resource Center hours of operation to determine if they are sufficient.

   Progress: After opening the new facility in Spring 2008, the Library received temporary augmentation to increase hours on weekends, including Sundays. Additional funding was provided by the OCC Foundation to support weekend Library hours in 2008/2009 after the new building opened in Spring 2008. Due to budget shortfalls and cuts in hourly clerical assistant budgets, the Library is now

closed on Sundays. In November 2009, the Associated Students of Orange Coast College allocated $6,000 for hourly support staff to keep the Library open on Saturdays. The Library plans to supplement its hourly staff costs from its ancillary account with revenues generated from copier and printer use to maintain current weekday hours of operation in Spring 2010. Having to depend on this source, retaining current hours might be difficult and the Library hours might be reduced in future semesters (Library Division Goal 5). The Library increased traffic 325% from 2006-07 to 2008-09. An additional 25% increase in traffic was experienced in Fall 2009. (FOTL minutes; FOTL Newsletter, January 2010). A student survey conducted in Fall 2009 indicated students would prefer extended library hours at night and on weekends, and they would be negatively impacted by a reduction in hours.

Timeline: Budget shortages may require the Library to reduce hours of operation.

Responsible Party: Sheri Sterner, Dean, Library and Media Services, Institutional Research

Planning Agenda: II.C.2.

1. Provide opportunities for students to evaluate the services provided by the Clark Computing Center.

   Progress: The Clark Computing Center plans to survey students using Gmail accounts in 2010. A 2008 survey was tied to the computing and online training program, but its scope was limited. The Gmail survey will reach a wider student population. In addition, the center plans to provide a suggestion box for student feedback as well as a link on the Clark Computing Center website for suggestions and comments.

   Timeline: A student survey is planned in 2010.

   Responsible Party: Craig Oberlin, Senior Director, Information Technology

2. Track the success of tutorial services with follow-up evaluation of retention, course grades, degrees earned, transfer rates, and surveys of students and tutors.

   Progress: The Office of Institutional Research is working collaboratively with the Title III Coordinator to collect and analyze data from a variety of sources, including surveys, to be used to evaluate Student Success Center services, including tutorial services, supplemental instruction, peer mentoring, the early alert system, online tutoring, student tracking, and grant administration. Usage, success and retention data has been collected and analyzed for tutorial and supplemental instruction. Institutional measures for the Title III grant related to success, retention

and completion has been generated and report for required grant reports. (*2008 Annual Performance Report; Title III Plan Updated, Version 3; Orange Coast College Year 2 Evaluation Final; Smarthinking Whiteboard Point of Survey: Fall 2008-Spring 2009; Smarthinking Session Data: Fall 2008-Spring 2009; Smarthinking Essay Center Session Counts: Fall 2008-Spring 2009; Smarthinking Success and Rentention Rate Comparisons by Course: Fall 2008-Spring 2009).*

Timeline: Student tracking is ongoing

Responsible Party: Melissa Berta, Ph.D., Title III Project Director

Standard III: Resources

III.A. Human Resources

Planning Agenda: III.A.1.b.

1. Regularly review the evaluation processes for human resources.

   Progress: The Coast Community College District Office of Human Resources reviews and assesses the evaluation processes of all employees in coordination with each college's personnel office. Evaluation processes are continually reviewed, and recommendations for changes are made in consultation with the appropriate employee groups representing full-time faculty, part-time faculty, classified employees, and managers. The primary focus is timely completion of employee evaluations and consistency in the evaluation processes. In 2006, a subcommittee of the Coast District Management Association evaluated procedures for managers (*CDMA Handbook*). Forms were created to promote consistency, and a timeline was developed. Management training was provided in spring of 2007 on evaluation processes. The classified evaluation instrument was revised in 2006 and fully implemented in 2007. It now includes a component for employee self-evaluation. The part-time faculty evaluation process is now linked to retention and potential interviews for full-time teaching positions, increasing its relevancy and completion rate. The District Board of Trustees also approved longevity pay enhancement for managers who are current on their employee evaluations. Contract renewals for education managers also require current evaluations. Evaluation reminder prompts have been added to each manager's "My-Site," a computer interface provided by the district's Banner system. The Coast Federation of Classified Employees is in the process of scheduling negotiation sessions for the full successor agreement. The evaluation article is open for negotiation. Both sides hope to eliminate redundancies and enhance overall effectiveness of the evaluation process for classified employees. Full-time faculty and the district will negotiate a successor agreement in 2010-2011. At that time, the district team hopes to open the discussion on evaluation and negotiate changes to meet current needs. (*Administrative Services Three-Year Strategic Plan, Personnel Services Processes and Procedures 09*)

   Timeline: Planning agenda complete

   Responsible Party: Laury Francis, Director, Personnel Services

Planning Agenda: III.A.1.c.

1. Develop processes to identify and evaluate student learning outcomes in adherence with contractual evaluation processes.

   Progress: In Spring 2009, 100% of all Course Outlines of Record and approved programs completed student learning outcomes. The college negotiated an agreement with the faculty bargaining unit requiring faculty to provide syllabi with student learning outcomes, and in Spring 2009, there was 100% compliance. Program review, which is responsible for student learning outcome and assessment data, is fully implemented and approaching sustainability. Division deans have been encouraged to ask full-time tenure faculty to include their involvement in student learning outcomes and assessment in their self-evaluations. In addition, the division deans are encouraged to list outcomes and assessment on the administrative evaluation form for every faculty member who is evaluated. (*Planning Timeline for Program Review, SLOs; OCC Institutional Student Learning Outcomes; Academic Senate Syllabus Adoption Resolution; OCC Syllabus Procedure Workshops).*

   Timeline: Planning agenda complete

   Responsible Party: Robert Mendoza, Ed.D., Dean, Instructional Programs

Planning Agenda: III.A.1.d.

1. Update the *Orange Coast College Faculty and Staff Handbook* to include a professional code of ethics.

   Progress: The Coast Community College District Vice Chancellor of Human Resources is coordinating the development of a district-wide professional code of conduct statement. The Vice Chancellor of Human Resources anticipates that the new professional code of ethics will be approved in Spring 2010. Once it is board approved, the college's Staff Development Advisory Committee will include the statement in the new *2010-2011 Orange Coast College Faculty and Staff Handbook.*

   Timeline: The code of ethics will be included in the *2010-2011 Orange Coast College Faculty and Staff Handbook* after a district-wide code is approved in Spring 2010.

   Responsible Party: Robert Mendoza, Ed.D., Dean, Instructional Program

Planning Agenda: III.A.2.

1. Continue to monitor and evaluate the need for hiring full-time faculty.

   Progress: Since Fall 2005, the Instructional Planning Committee has used a clearly defined prioritizing process to ensure that the needs of the college are met. Every year the process is evaluated and modified to better serve the needs of the college. The *Decision Making Document* (evidence) clearly outlines a timeline for consideration of hiring full-time faculty. Due to the state budget crisis, it is anticipated that there will be a slowdown in hiring for the next two to three years. As vacancies occur, the Instructional Planning Council creates rankings to guide full-time faculty hiring. (*IPC Hiring Full Time Faculty Recommendations, Hiring Ranking Summary Results 2003 version_FINAL 2009-2010_ROUND -2; Denise Whittaker memo*).

   Timeline: Planning Agenda complete

   Responsible Party: Melinda Nish, Vice President of Instruction

Planning Agenda: III.A.3.

1. Gather information about personnel policies from their various sources, create a single document, and place it on the OCC Portal.

   Progress: Most of the district personnel policies are on the district website, but not on the OCC Portal. Hiring policies are under review to make sure that they address diversity. Equal opportunity employment and equal pay policies are also under review. All policies are approved by the Board of Trustees and reviewed at the district level. A district committee is currently reviewing and recommending revisions to district hiring policies. Its recommendation is expected to be submitted to the Board in February 2010.

   Timeline: The CCCD Board of Trustees is expected to approve hiring policies in February 2010. They will later be published on the OCC Portal.

   Responsible Party: Laury Francis, Director, Personnel Services

Planning Agenda: III.A.5., III.A.5.a., III.A.5.b.

1. Increase professional development programs to specifically address the needs of classified staff.

   Progress: In May 2009, the Planning and Budget Committee created a position for a classified staff development coordinator who receives four hours of release time per week. The newly organized Staff Development Committee met for the first time in September 2009 to determine the selection process as well as the duties of the new classified staff development coordinator. The new coordinator has met with members of the Classified Forum and OCC training staff to determine what type of workshops might benefit classified staff members. Plans are underway to include training information on the Portal, the end-of-the-year classified luncheon, and a program to mentor new classified hires. Currently, funding for classified programs is through a staff development grant. A discussion of the budget for staff development will take place in Spring 2010 when the college's new president is hired. (*Memo from Jennifer LaBounty*).

   Timeline: Planning Agenda is complete. A budget will be developed in Spring 2010.

   Responsible Party: Robert Mendoza, Ed.D., Dean, Instructional Programs

III.B Physical Resources

Planning Agenda: III.B.1b.

1. Anticipate the depletion of Measure C bond funds and explore alternative future methods of funding facilities improvements.

   Progress: Measure C funding depletion is an ongoing planning process that involves planning councils from all three wings, including Student Services Planning Council, Administrative Services Planning Council, and Instructional Planning Council. Measure C will not be able to support *Vision 2020*. The Facilities Planning Committee will finalize the 2010-2015 Facilities Master Plan and review projects on the Measure C list for allocation of remaining Measure C funds (*Measure C Budget Status, OCC_Facilities Master Plan 12-3-09 update, Facilities Planning Committee Nov.5 minutes).*

   Timeline: In progress

   Responsible Party: Rich Pagel, Vice President, Administrative Services

Planning Agenda: III.B.2.b.

1. Develop a process for the systematic assessment of physical resources.

   Progress: Orange Coast College *Facilities Master Plan* is updated annually, and each year the Bursar's Office conducts an inventory of all equipment on campus. The Facilities Condition Index is updated annually by Administrative Services. The assessment information is shared with the Administrative Services Planning Committee, Program Review, College Council, and Administrative Cabinet. In addition, information to the campus is available on the college website, through targeted announcements to faculty and staff and "all user" emails. The *Facilities Master Plan* is posted on the OCC Portal. The Bursar's Office keeps results of the annual equipment inventory. *(Facilities Master Plan, Facilities Planning Taskforce Minutes, Nov. 2, 2009; Oct. 23, 2009).*

   Timeline: Planning Agenda complete

   Responsible Party: Rich Pagel, Vice President, Administrative Services

III.C. Technology Resources

Planning Agenda: III.C.1., III.C.1.a.

1. Establish procedures for purchasing and placing new computers and recycling older equipment to appropriate areas of campus.

   Progress: The Technology Committee prioritizes new computing equipment needs for all departments and divisions that have been submitted through the *Annual Technology Request (ATR) Prioritization Form, ATR/AFR Flow, Program Review/Planning Instructional Equipment and Supplies* process. This list is then forwarded to College Council for approval. In spring, all wings, divisions, departments, and programs submit a planning timeline for annual technology requests (*Planning Timeline for Program Review, SLO's, Assessment and Wing). The OCC Technology Committee, Vision, Mission and Roles*, approved in March 2009, outlines plans to ensure that campus computers are maintained, including the Clark Computing Center. In December 2008, the Technology Committee created the Subcommittee on Request and Replacement Prioritization (SRRP) to create a process for replacement planning for all technologically-related items on campus,

including computers. *(subcommittees-created-dec-2008.txt; Information Technology Strategic Plan 2008-2012; workstation inventory).*

Timeline: Planning Agenda completed

Responsible Party: Craig Oberlin, Senior Director, Information Technology

Planning Agenda: III.C.1.c.

1. Commission an independent audit of policies, procedures, and standards pertaining to the security operations of Administrative Computing Services, Instructional Computing Services, and Web Services.

   Progress: In October 2009, the OCC Technology Committee organized a subcommittee to focus on IT security (*subcommittees created; Technology Committee Subcommitees*). The subcommittee is in the process of developing standards, guidelines, and procedures using district policy, laws and regulations, and standard IT security practices that will provide historical evidence for an external auditor to examine. The subcommittee will develop a request for proposal (RFP) for an external audit in December 2010. The audit will take place in January 2011. In October 2007, Edutech completed a reorganization plan for the college's IT area. The Technology Committee endorsed the plan in December 2007. *(College Information Technology Reorganization Summary of Progress, Tech Committee, 10/8/08; IT Organization Chart 2009-01-14; Special Meeting, Technology Committee, December 18, 2007).*

   Timeline: Planning Agenda is in process. An audit will take place in January 2011 after the Technology Committee subcommittee on Internet security develops standards, guidelines, and procedures.

   Responsible Party: Craig Oberlin, Senior Director, Information Technology

2. Prepare a systematic plan to acquire new technology equipment.

   Progress: The Technology Committee prioritizes new computing equipment needs for all departments and divisions that have been submitted through the *Annual Technology Request (ATR) Prioritization Form, ATR/AFR Flow, Program Review/Planning Instructional Equipment and Supplies* process. This list is then forwarded to College Council for approval. In spring, all wings, divisions, departments, and programs submit a planning timeline for annual technology requests (*Planning Timeline for Program Review, SLO's, Assessment and Wing*). *The OCC Technology Committee, Vision, Mission and Roles*, approved in March 2009, outlines plans to ensure that campus computers are maintained. In December

2008, the Technology Committee created the Subcommittee on Request and Replacement Prioritization (SRRP) to create a process for purchase and replacement for all technology equipment on campus. *(subcommittees-created-dec-2008.txt; Information Technology Strategic Plan 2008-2012).*

Timeline: Planning Agenda in process.

Responsible Party: Craig Oberlin, Senior Director, Information Technology

Planning Agenda: III.C.2

1. Develop comprehensive surveys to assess the effects of the implementation of new technologies.

   Progress: In early 2009, the Technology Committee conducted a comprehensive survey of students and faculty dealing with a number of technology issues, including the effect of new technologies *(Spring 2009 Student Tech Survey results, Spring 2009 Faculty Tech Survey).* The results are still under review and will be used in future planning. The committee plans to continue annual surveys of students, faculty, and staff. The committee will forward results to the College Council to be included in "internal data sources" for strategic planning and posted on the OCC Portal for review. This data will also be incorporated into Information Technology's Program Review process.

   Timeline: Planning Agenda completed

   Responsible Party: Marc Perkins, Chairman, Technology Committee

III.D. Financial Resources

Planning Agenda: III.D.1.a.

1. Increase the understanding and involvement of Planning and Budget Committee members in the development of the college budget.

   Progress: In Fall 2009, the college restructured Planning and Budget Committee two form two separate committees, the College Council, which focuses on planning, and the Budget Committee, which will make budget allocation decisions *(College Council Minutes, Dec. 8, 2009).* A taskforce was established to determine membership of the Budget Committee, and training for members was scheduled in February 2010 *(College Council Minutes, Jan. 5, 2010).* The Vice President of

Administrative Services updates and provides budget overview to the Budget Committee twice a year. Emphasis is on the spring update, when more information is available, especially from the state. In Spring 2009, three subcommittees were formed to make recommendations on budget plans. The Operations Subcommittee looked for opportunities for savings at the operational level *(Operation Subcommittee Recommendations [List] from Minutes 6-16-09, Status of All Positions Spreadsheet 6-17-09)*; the Dedicated Revenue Subcommittee made recommendations to generate new revenue *(Dedicated Revenue Subcommittee Recommendations, June 18, 2009);* and the Categorical Subcommittee reviewed line item cuts and programs *(Planning and Budget Categorical Subcommittee Minutes, June 11, 2009; Budget Planning Goals; Budget Advisory Documents).*

Timeline: A new Budget Committee has been organized and members received training in February 2010.

Responsible Party: Rich Pagel, Vice President, Administrative Services

2. Improve the communication to the campus community regarding planning, budgeting, and allocation of financial resources.

   Progress: During Summer 2009, when the college and district were facing the state budget crisis, the college published a weekly online report, *Budget Update*, which was distributed to allusers and the campus community, including the Board of Trustees, district offices, and emeritus *(Budget Update, Aug. 21, 2009)*. In September, a campus-wide survey provided feedback from the campus (*Planning and Budget Minutes, September 10, 2009; College Council Minutes, December 8, 2009*). In addition, a green hotline was established on campus to facilitate energy-saving ideas from anyone on campus *(Budget Update, June 26, 2009)*. Campus-wide meetings were held September 18 *(Coast to Coast, Sept. 17, 2009);* October 28 *(Coast to Coast, Oct. 22, 2009);* and February 5, 2010 *(Coast to Coast, Feb. 4, 2010)* to discuss important campus issues with faculty and staff in an open forum.

   Timeline: Planning Agenda complete

   Responsible Party: Jeff Hobbs, Director of Communications and Marketing

Planning Agenda: III.D.1.b.

1. Regularly review, assess, and disseminate information about financial resource availability to assist with institutional planning.

   Progress: A committee comprised of the Academic Senate President, the Program Review Coordinator, the Curriculum Chair, and the Dean of Library and Media Services and Institutional Research has written a draft for a decision-making manual that details the program review, planning, and budgetary process for

faculty and staff *(Decision Making Document)*. The document contains planning flow charts for the process for the allocation of resources for full-time faculty hiring, classified and management hiring, instructional equipment and supplies, and annual equipment and facilities updates. The document also clarifies the deadlines and process sequence for program review and the planning process. The campus is making clear progress towards developing a sustainable planning and allocation process and on making that process transparent to stakeholders. *(Administrative Services Program Review Document)*. The Vice President of Administrative Services updates and provides budget overview to the College Budget Committee twice a year *(various budget docs)*. The Budget Committee allocates funds based on priorities set by the College Council, the college's planning committee. Emphasis is on the spring update, when more information is available, especially from the state.

Timeline: Planning Agenda ongoing.

Responsible Party: Rich Pagel, Vice President, Administrative Services

Planning Agenda: III.D.1.c.

1. Regularly review district and college long-range financial priorities when making short-range financial plans.

   Progress: In 2009, the California state budget emergency created a budget shortfall of $20 million in reductions for the 2009/2010 year, resulting in $1.8 million in reductions for Orange Coast College. The college made reductions in personnel costs (hiring freeze) and approximately $900,000 in operational costs recommended by the Planning and Budget Operations Subcommittee. The district anticipates future impacts of $35 million in reductions. The District Budget Advisory Committee, created in Spring 2009 by the Acting Chancellor, will meet throughout Fall 2009 to discuss potential shortfalls and solutions. In addition to district planning, the College Budget Committee will address the 2010/2011 academic year estimated budget shortfall during Fall 2009 and Spring 2010. Long-range target cuts include a hiring freeze and reduced energy usage. The district has suspended most Spring 2010 Intersession Classes, and Orange Coast College will reduce Summer 2010 Session by 50 percent. The district is currently meeting with each of the bargaining units to discuss options for meeting future budget shortfalls. (*evidence*)

   Timeline: Planning Agenda ongoing.

   Responsible Party: Rich Pagel, Vice President, Administrative Services

Planning Agenda: III.D.1.d.

1. Develop a publication or website that clearly defines and explains the college's planning and budgeting processes, e.g. personnel hiring, budget allocations.

   Progress: In 2008-2009, the college created the *Decision Making Document*, which describes the role of shared governance groups and budgeting and master planning (*evidence*). The document includes a decision-making timeline, the hiring process, processes for acquiring instructional equipment and supplies, annual technology and facility review, curriculum development, and program review cycles. The *Decision Making Document* is available on the OCC Portal and hard copies are in division offices. The document was also distributed as an "all user" email to college employees. College Council presentations are made regularly, and an online publication, *Budget Update*, is periodically distributed via "all user" email.

   Timeline: Planning Agenda is complete.

   Responsible Party: Jeff Hobbs, Director of Communications and Marketing

Planning Agenda: III.D.2.b.

1. Increase and improve the communication from the Planning and Budget Committee to the campus community regarding planning, budgeting, and allocating financial resources.
2.

   Progress: The Planning and Budget Committee initiated a weekly *Budget Update* (*evidence*) beginning in July, which provided on-going communication on budget issues. In addition, the Interim President completed a Budget Report (*evidence*). This report is posted on the OCC Portal and was distributed through Planning and Budget and College Council. *Budget Update* includes links to the email of all three college vice presidents to encourage feedback from the campus community. The publication also included an "Energy Savings Hotline" to canvass faculty and staff for energy-saving suggestions. The Interim President conducted bi-monthly College Council (formerly Planning and Budget) meetings, dividing the agenda between budget issues and planning uses to make a clear distinction between the two. The Interim President has made many presentations regarding the difference between budgeting and planning (*see charts-evidence*). In Fall 2009, the College Council was established to coordinate and lead the strategic master planning process (*evidence – minutes and organizational charts*). Planning and Budget communications continue to be disseminated through Planning and Budget and College Council minutes, which are available on the OCC Portal (*evidence*). In December, the College Council established the College Budget Committee, which officially replaces Planning and Budget.

Timeline: Planning Agenda is complete.

Responsible Party: Jeff Hobbs, Director of Communications and Marketing

Planning Agenda: III.D.2.g.

1. Continue to evaluate the college financial management processes and financial management systems.

   Progress: The recent *Decision Making Document* reviews and documents the college's financial management processes. A structure was put in place through the Planning and Budget Committee to request funds to meet unmet or emerging needs. A graphic showing the relationship between planning and budgeting was distributed campus-wide and discussed at Planning and Budget and the College Council. (*Strategic Planning Structure Chart, SLO Org Chart, P&B minutes, Fall 2009*) In 2006, the district implemented the Banner Financial Management System to manage finances, student enrollment, admissions, grades, and human resources. Banner is a comprehensive enterprise resource program (ERP) that was adapted for two-year schools by the California Solution Center. The district established a Continuous Improvement Group, including representatives from the Academic Senate, staff and students, who meet regularly to determine how to use Banner most effectively (*Banner Systems Audit Reports*). The college plans to implement the next Banner milestone, Version 8, in Spring 2010. The goal is to streamline the enrollment process and improve reports and access. It will also help the college comply with new state reporting guidelines.

   Timeline: Planning Agenda ongoing.

   Responsible Party: Rich Pagel, Vice President, Administrative Services

Standard IV: Leadership and Governance

IV.A. Decision-making Roles and Processes

Planning Agenda: IV.A.1.

1. Revitalize the Classified Forum or investigate alternative means to further engage classified staff in institutional governance.

   Progress: In Fall 2009, the Classified Forum Committee met to discuss a proposed structure similar to the Faculty Senate *(9-24-09 Classified Forum Meeting Notes, What is the New Classified Forum, CF Organization Chart)*. The new Classified Forum site on the OCC Portal has been updated with current minutes. The Classified Forum has also proposed a career ladder program, publication of a classified orientation booklet, and was instrumental in encouraging town hall meetings each semester to develop open communication on campus. In Spring 2010, the Classified Forum, with Staff Development, plans to survey of classified staff about their needs.

   Timeline: Planning Agenda is ongoing. A classified survey is planned in Spring 2010.

   Responsible Parties: Julie Clevenger and Allison Paine, Classified Forum Co-chairmen

2. Review strategies to encourage students to participate in college decision-making roles.

   Progress: During the 2008-2009 academic year, 24 campus-wide committees had seats for 40 students. Of those 40 openings, 39 were filled, including seats on two new district committees, the District Advisory Budget Committee and the District Policy Development and Review Committee. The Associated Students of Orange Coast College encourages students to participate on campus committees. The Vice President of Diplomatic Affairs, a member of the ASOCC Executive Board, is responsible for publicizing various leadership roles, including campus-wide committee participation with the help of the Vice President of Communications *(ASOCC Constitution, Article IV Executive Board, Second C: Duties)*. Various methods are used to announce open seats on decision-making committees, including fliers posted on ASOCC publicity boards, posters displayed on campus, class announcements, fliers placed in the monthly InterClub Council packets, announcements at ICC monthly meetings, and to InterClub Council and College Life Committee officers. In addition, the 12 ASOCC senators and executive officers are required to sit on at least one campus committee. Strategies used to

recruit students to serve on campus committees are reevaluated for their effectiveness on an ongoing basis. Student Services is also developing a survey to determine the effectiveness of placing students on college committees.

Timeline: Planning Agenda completed

Responsible Party: Kate Mueller, Ed.D., Dean, Student Services

3. Review strategies to maintain faculty involvement in institutional governance.

   Progress: The Academic Senate president encourages faculty members to get involved and participate in institutional governance. A draft of *Making Decisions at Orange Coast College* (evidence) was sent to all faculty and staff through "all users" email. The document shows faculty how they can play a role in campus decisions. The Academic Senate has developed other documents to encourage faculty involvement and input, including the *Academic Senate Handbook* (evidence) in draft form, and resolutions dealing with diversity, learning communities, involvement, and shared governance. The Faculty Senate is expected to approve the Academic Senate Handbook in Spring 2010. *(Memo 1/29/2010 from Vesna Marcina, Academic Senate Secretary).* The Academic Senate may also develop a survey to assess the effectiveness of current strategies to maintain faculty involvement in institutional governance, although no timeline has been determined.

   Timeline: Planning Agenda is complete. The Academic Senate may survey faculty in the future, but no timeline has been determined.

   Responsible Party: Eduardo Arismendi-Pardi, Academic Senate President

4. Complete the revision of the college's *Shared Governance Document.*

   Progress: The Shared Governance Committee met in 2006 and 2007 to complete and revised the college's *Shared Governance Document.* The final revision was posted on the OCC Portal under Shared Governance Committee on Oct. 22, 2007 *(Shared Governance Document)*, and was approved by the Planning and Budget Committee in late 2007. In September 2009, the College Council agreed to revise the Shared Governance Document to include a decision-making model. *(CC minutes, Sept. 29, 2009).*

   Timeline: The Shared Governance Document was revised in 2007, but College Council determined that it needs to include a decision-making model and should be revised again.

   Responsible Party: Michael Mandelkern, Ph.D., Dean, Literature and Languages; Shared Governance Committee Chai

Planning Agenda: IV.A.2, IV.A.2.a., IV.A.3.

1. Revise the shared governance manual, including committee structures, participation and term limits and post revisions on the OCC Portal.

   Progress: The *Shared Governance Manual* was last revised by the Shared Governance Committee on Oct. 22, 2007 (Shared Governance Manual), and was approved by the Planning and Budget Committee in late 2007. The manual includes procedures for committees to follow, including term revisions and posting agendas and meeting minutes on the OCC Portal. The document also outlines overall committee planning structure. An organizational chart depicting the committee planning structure is in Appendix III of the *Shared Governance Manual.*

   Timeline: The Shared Governance Document was revised in 2007, but College Council determined that it needs to include a decision-making model and should be revised again.

   Responsible Party: Michael Mandelkern, Ph.D., Dean, Literature and Languages; Shared Governance Committee Chair

2. Widely disseminate the Planning and Budget Committee term limit policies for committees. Evaluate term limits for committees.

   Progress: Planning and Budget tabled consideration of term limit policies for campus committees until the committee purpose and configuration of Planning and Budget was finalized, pending results of the Personal Assessment of the College Environment (PACE) Survey in Fall 2009. Survey results showed campus-wide dissatisfaction with the organization of Planning and Budget, and College Council moved to create a separate College Budget Committee (*CC Minutes, Dec. 8, 2009*). The new College Council, which became the official planning committee for the college in December 2008, has not addressed term limit policies for committees.

   Timeline: The newly established planning body, the College Council, has not addressed this issue.

   Responsible Party: College Council

3. Increase OCC Portal communication regarding institutional governance, including posting organizational charts.

   Progress: The OCC Portal has been in use since Summer 2004. In July 2009, a new version of the Portal was launched (*OCC Portal Committee Minutes, May 22, 2009; Technology Committee Minutes, 5/27/09*). The new site, using upgraded

Sharepoint 2007 software, redesigned the faculty and staff pages and introduced an announcements feature. The committee incorporated many suggestions from faculty, including "hot links," frequently used forms, and an events calendar (*Faculty Comments on Portal Design*). All staffing groups, including classified, faculty, and administrators, are encouraged to use the OCC Portal for a variety of communications needs including informational items, official documents, personnel forms, departmental items, student learning outcomes, and organizational charts. (*CC Org Chart Draft 3, OCC Organizational Structure Enrollment Services, CCCD Organizational Chart*).

Timeline: Complete.

Responsible Party: College Council

Planning Agenda IV.A.4.

1. Systematically evaluate and update integration of the *Technology* and *Facilities Master Plans* with the *Academic Master Plan.*

   Progress: In September 2009, the Facilities Planning Committee formed a Strategic Planning Subcommittee to develop the *Technology Master Plan* (evidence) that is integrated with the *Facilities Master Plan* (*evidence*) and incorporates the *Academic Master Plan* (*evidence, Strategic Planning Objectives*). The task force held meetings during October and November 2009 to assess the Academic Master Plan, the college Mission Statement, Values (CLASS), 2009 Planning Assumptions (Draft), Cambridge West Document and Presentation (July 2009) (*2008 Summary Update of the 2003/2004 Educational & Facilities Master Plan*), and *Vision 2010.* The 2009 *Facilities Master Plan* provides for both a five-year plan (five years) and a long-range plan through 2020. Based on the college's strategic planning principles (*Planning, Implementations, and Evaluation - PIE*), the *Facilities Master Plan* will require future assessments and plan revisions. In December 2009, the Technology Committee finalized and approved the *Technology Master Plan* with the understanding that additional information, such as a rolling five-year financial forecast of technology refresh, would need to be incorporated into the document in preparation for the 2010-2011 planning and budgeting process. The plan will be submitted to the Facilities Planning Committee and College Council.

   Timeline: Planning Agenda completed. The Technology Master Plan and Facility Master Plans will be reviewed by College Council and the Facilities Planning Committee in Spring 2010.

   Responsible Party: Rich Pagel, Vice President, Administrative Services

Planning Agenda: IV.A.5.

1. Develop a formal procedure for evaluating the effectiveness of the college's shared governance structure and practices.

   Progress: In Fall 2009, the College Council was established to oversee master planning, issue management, and communication and collegiality (*College Council Minutes, Sept. 11, 2009*). The Interim President worked with the college to implement an effective decision-making model. In December, the College Council voted to create a separate College Budget Committee (*College Council Minutes, Dec. 8, 2009*). The action separates the planning and budget allocation processes. In October, the college disseminated the Personal Assessment of College Environment (PACE) Survey, which includes planning and governance questions. Due to low participation by some segments of the campus community, the College Council is planning to ask faculty and staff to take the survey again so the results can be used as a planning tool (*College Council Minutes, Dec. 8, 2009*).

   Timeline: The college is in the process of reorganizing its planning and budgeting process with the newly established College Council and College Budget Committee, which replace Planning and Budget.

   Responsible Parties: Interim President Denise Whittaker (prior to January 1, 2010) and President Dennis Harkins, Ph.D.

IV.B. Board and Administrative Organization

Planning Agenda: IV.B.1., IV.B.1.c.

1. Provide ongoing information about the sale of KOCE, particularly to faculty and staff.

   Progress: The district provided information in a timely manner in public press releases which were available to all members of the college, district and community-at-large (*Sale of KOCE Broadcasting License Finalized, KOCE Update, D-Mail March 2004; Important Update Regarding KOCE-TV, D-Mail June 2007; Coast Board Connection, July 18, 2007*). The District's decision to sell KOCE to the KOCE Foundation for $32 million in 2004 was challenged by Daystar Television Network in a lawsuit (*KOCE Update*). On June 21, 2007, the Board of Trustee President announced in a press release (*Coast Community College District's Response to KOCE-TV Settlement*) that settlement had been reached between KOCE-TV Foundation and Daystar Television Network. The press release further stated that the KOCE-TV Foundation would retain the station

license and that the station would remain an affiliate of the Public Broadcasting System.

Progress: Planning Agenda complete

Responsible Party: Coast Community College District

2. Prepare for potential financial impact of the KOCE sale.

Progress: KOCE-TV was sold to the KOCE Foundation for $32 million. The sale involves a series of payment over time to the district, but the KOCE Foundation retains the station license, and the district plans to utilize air time to provide quality education opportunities. (Check this info with District).

Timeline: Planning Agenda complete

Responsible Party: Coast Community College District

Planning Agenda: IV.B.1.a.

1. The district will review the sale of KOCE in a manner that reflects the best interests of the institution.

Progress: In February 2005, the CCCD Board of Trustees reviewed the status of the post closing documents related to the sale of KOCE-TV. While the transfer of the license and acceptance of the down payment occurred on November 1, 2004, there were outstanding issues to be resolved to make the financial transaction and transition in ownership complete (*CCCD Board Minutes, February 2, 2005*). Since the sale involved a series of payments over time, the district continues to report this revenue in a timely and transparent manner (*Coast Community College District District Budget Advisory Committee, November 23, 2009*).

Timeline: Planning Agenda complete

Responsible Party: Coast Community College District

Planning Agenda: IV.B.1.e., IC.B.1.g.

1. Improve communication, specifically with the college classified staff, regarding the Board's adherence to its published policies.

Progress: Since 2006, there has been a change in the composition of the Board,

with two new members. In 2008, the Board hired its own General Counsel, who assists at all Board meetings. These changes have been accompanied by a movement by the Board to more regularly review and update policies and to assure that the Board is following the Education Code, Title V, and Board policies. The addition of the General Counsel has aided in this movement to more open and consistent compliance. The Board communicates its actions in a formal manner through the Board meeting agendas and minutes. The Board also publishes an online newsletter, *Coast Board Connection* (*http://www.cccd.edu/board/cbc.aspx*) with highlights from Board meetings. There are other means of communication that are less formal. The district publishes an electronic newsletter each month: D-mail (http://www.cccd.edu/d-mail), which provides the Board another opportunity to communicate its decisions and opinions. Most recently, the Board used this vehicle, as well as more formal means, to communicate its hiring decision for the position of Chancellor.

Timeline: Planning Agenda complete

Responsible Party: Coast Community College District

Planning Agenda: IV.B.1.f.

1. Review existing practices for orientation of new Board members.

   Progress: Since the writing of the 2006 Self Study, two new Board members have been elected, one in December of 2006 and the other in November of 2008. These elections provided the Board with two opportunities to review existing orientation practices.

   Timeline: Planning Agenda complete

   Responsible Party: Coast Community College District Board of Trustees

Planning Agenda: IV.B.1.h.

1. Develop a clearly defined Board policy for dealing with behavior that violates the *Code of Ethics*.

   Progress: The CCCD's *Code of Ethics for Members of the Board of Trustees* policy was revised September 5, 2007 (*CCCD Board Minutes*), and addresses this planning agenda item. Included in this policy are "Steps in Addressing Ethical Violations" that clearly delineate how ethical violations are to be reviewed and resolved. Additionally, a section titled "Trustee Standards of Practice" is included which is policy specific to accreditation standards

IV.B.1.a., e., and h. These standards establish the operating norms and best practices of the Board members and provide a benchmark for accountability.

Timeline: Planning Agenda complete

Responsible Party: Coast Community College District Board of Trustees

2. Provide mandatory ethics training for all current and new Board members.

   Progress: All Board members have received ethics training. Board members are well aware of the probability that legislation will make certified ethics training mandatory with the passage of SB106.

   Timeline: Planning Agenda complete

   Responsible Party: Coast Community College District Board of Trustees

Planning Agenda: IV.B.1.i.

1. Provide more ongoing information to the Board regarding accreditation in general.

   Progress: A subcommittee including Board members, a Faculty Senate representative, student trustee, study body presidents (3), vice chancellor, college presidents (3), and accreditation liaison officers, was formed to coordinate communication between the Board of Trustees, the district, and the three colleges. The subcommittee meets regularly and has held five meetings. A common timetable, February 24, 2010, was set for submission of midterm reports to the Board by the three colleges. In addition, the subcommittee continues to lobby for a permanent vice chancellor to serve as the district contact for accreditation (Board minutes, Dec. 10, 2008; ACC minutes, Jan. 15, 2009; http://www.cccd.edu/board/accreditationMeetings.aspx).

   Timeline: Planning Agenda complete

   Responsible Party: Coast Community College District Accreditation Committee

2. Organize a meeting with Board members and accreditation committee members at one time.

   Progress: The College's accreditation liaison officer, who serves as chair of the accreditation coordination committee, regularly attends the Board of Trustees

Accreditation Committee. The last meeting was held on February 24, 2010, when each of the three district college's midterm accreditation draft reports was reviewed.

Timeline: Planning Agenda complete

Responsible Party: Coast Community College District Accreditation Committee

Planning Agenda: IV.B.1.j.

1. Complete the review of the hiring policy for the Chancellor, vice chancellors, and college presidents.

   Progress: The District Hiring Committee was formed in early Spring 2009 and first met on May 1, 2009, to look at the hiring practices for each constituency: managers, faculty, and classified staff. Names were suggested from each constituency group from each college, including presidents' management representatives, Coast Federation of Classified Employees (CFCE), California Teachers Association (CTA), Coast Federation of Employees (CFE), the Coast District Management Association (CDMA), Faculty Senate, Classified Forum, and confidential representatives. The committee meets at least twice a month. The hiring policies are completed, have been vetted by each constituency group, and have been reviewed and modified by the Board's attorney. The proposed policies will be presented at the December Board of Trustees' meeting for approval. The procedures are in the process of being reviewed and vetted by each constituency group. The committee has just begun work on the Classified Hiring Procedures, which will not be ready for Board review until late Spring 2010.

   Timeline: Planning Agenda complete

   Responsible Party: Coast Community College District Board of Trustees

Planning Agenda: IV.B.2.

1. Further integrate program review into the planning process.

   Progress: Program review has become the critical component of the effective operation and stewardship for the college. In September 2007, the Academic Senate adopted an *Instructional Program Review Philosophy* (*evidence 9/18/07*) that articulates the college's commitment to use program review in continual evaluation, self-study, and improvement of courses and program. The *Academic*

Master Plan for 2008-2011 also includes a formal commitment by the college to employ program review in the decision-making and planning processes (*evidence*). The *President's Wing Three-Year Plan*, finalized in July 2009 (*evidence*), also incorporates program review into planning. Additionally, each campus program is required to prepare program student learning objectives (PSLOs) to measure program success (*Program Review Guide*). The Program Review Committee established a comprehensive review process and document set for campus-wide use that demonstrates how data is collected and analyzed during program review to drive planning and decision making. (*Closing the Loop slide only, Flow Chart, Assessment Plan, Campus-wide Plan*). With a formalized review process in place, each program's plans and results can be traced from one year or cycle to the next (*Comprehensive Program Review Calendar 2008-2011 and 2012-2013 Cycle*). Full implementation of the program review process and its integration into the planning process will be facilitated through ongoing follow-up and support from the Program Review Committee and its chair (*OCC Planning Timeline*). Additional workshops and departmental and program meetings will assist remaining and incoming new faculty with the program review process.

Timeline: Planning Agenda complete

Responsible Party: Georgie Monahan, Program Review Coordinator

Planning Agenda: IV.B.2.a.

1. Implement the new management evaluation process once it is completed by CDMA.

   Progress: Over the past two years, the Coast District Management Association (CDMA) revised the guidelines for evaluation and facilitated its dissemination throughout the district. The current overview and summary of the management evaluation process is included in the *CCCD Manager's Handbook (evidence),* which was distributed to each manager at a district-wide managers' workshop in summer 2007, and to each new manager hired. The handbook includes references to the District website where the most current detailed information, guidelines, and forms may be found. A section for management evaluation was added to the *OCC Administrative Services Manual*, and a weblink on the employee tab of MyOCC leads to the District website and the most up-to-date evaluation instruments, reporting forms, and timelines (Management Evaluation Process). Completion and submittal of management evaluations is tied to longevity pay increases and contract renewals, which require that evaluations be submitted to district Human Resources Department. The district Human Resources Director reports that the rates of compliance are near 100%.

   Timeline: Planning Agenda complete

Responsible Party: Laury Francis, Director, Personnel Services

Planning Agenda: IV.B.2.b.

1. Increase campus awareness of the college's ongoing need to revise and reprioritize planning and goals in the face of fiscal realities.

   Progress: Since her arrival on campus in July 2009, the Interim President has widely discussed the master planning and prioritization process. Although the campus previously completed extensive wing and area planning, no single master plan existed. The college also needed to create a prioritized list of personnel and needs. The Interim President issued a *Mid-Term Semester Report (evidence)* to all employees to share her assessment of campus needs. In addition, a presentation was made to the campus on Focus Day at the start of the fall semester *(Focus Day PowerPoint Presentation)*. The college instituted a College Council to set planning goals that will guide budget priorities in the college's new College Budget Committee. In October and December, the Interim President provided updated information in town hall presentations to the campus community *(Town Hall announcements)*. In addition, flow charts have been reviewed and distributed on "all user" email to the campus community to clearly explain the planning process and the relationship between program review and student learning outcome assessment (*Mid-Semester Report*). A special online report, *Budget Update*, was introduced during Summer 2009 to keep the campus community aware of the latest developments in the state's budget crisis. (*Budget Update*). As the budget crisis continues, the College Council and College Budget Committee will be informed of budget priorities in relationship to planning goals.

   Timeline: Planning Agenda complete

   Responsible Parties: Denise Whittaker, Interim President (prior to January 1, 2010) and Dennis Harkins, Ph.D., President

Planning Agenda: IV.B.2.d.

1. Increase enrollment.

   Progress: Orange Coast College steadily increased enrollment between 2005 and 2009, which is documented in the FTEs Breakdown charting enrollment for the last four years (*FTE Comparisons*). However, during the current state budget crisis, the state capped the college's enrollment, and OCC must adjust this Planning Agenda to reflect fiscal realities. As a result, the college is offering fewer courses with fuller classes. The college plans to reduce course offerings in a way to cause the least adverse effect to programs during challenging economic times. The

district recently suspended Winter 2010 Intersession for most programs, and the college is looking at a smaller Summer 2010 Session (*Nish Welcome Back email*). The college recently disbanded its Outreach and Recruitment Committee and replaced it with an Enrollment Management Committee to address new enrollment goals for the college (*Enrollment Management Principles and Guidelines*). The new goals state that the college will "seek to balance programs and support services to ensure student access and success within the capacity of available resources." The district will maintain baseline FTES for each college and identify growth targets whenever state or alternative financing is available (*EMT press release*).

Timeline: Planning Agenda complete

Responsible Party: Melinda Nish, Vice President of Instruction

2. Work with the campus and district constituencies to find adequate funding to complete campus projects.

   Progress: Finding adequate funding to complete campus projects is an ongoing challenge for the college. Orange Coast College has a *Facilities Master Plan* (evidence) that includes a vision of campus facility needs through 2020. In 2002 voters passed Measure C, a $360 million bond to fund projects in Coast Community College District, including $199 million allocated specifically for Orange Coast College. Even with Measure C funds, the college did not have adequate revenue to meet *Facilities Master Plan* goals, so the college has aggressively sought other revenue. (Measure C Budget Status). The Facilities Planning Taskforce meets regularly to discuss the status of projects and make recommendations to the Facilities Committee. (Facilities Planning Taskforce Minutes). The college has been working with District to procure State funding for major campus projects. (*Implementation Sequence and Funding December 3 DRAFT.xlsx*). For example, the state contributed $22 million to the cost of OCC's new $32 million library, which opened in 2008. Another source of revenue is the OCC Foundation, which raised $2 million to build the Thomas Doyle Arts Pavilion and $600,000 for renovations at the OCC Sailing Center. Each spring, divisions submit annual request reports to identify areas of need. Needs are summarized and presented to the Facilities Planning Committee. In October/November 2009, the college completed another *Facilities Master Plan* review. Budgets were assessed and the college's resources for completing projects were evaluated, resulting in a "revised master plan." The *Facilities Master Plan* is continuously being revised and updated. *(Evidence: Facilities Planning Committee Project Update, Sept. 2008 & 2009).*

   Timeline: Planning Agenda is ongoing.

   Responsible Party: Rich Pagel, Vice President of Administrative Services

Planning Agenda: IV.B.2.e.

1. The President will increase his/her own, and the college's outreach, with under-represented groups in the community.

   Progress: Before his retirement in June 2009, OCC's President met with the League of United Latin American Citizens (LULAC) businessmen and women to assess the perception of the college in the Latin community. During the last six months, the Interim President has met with the Chancellor and the Academic Senate President to discuss ways the college can broaden its accessibility, visibility, and involvement with ethnic groups. Examples of the college's efforts to reach under-represented groups include UMOJA implementation to address academic and student support needs of Black students; EOP&S and Puente programs, providing materials in Spanish including OCC's recruitment DVD. The college is building relationships with elementary and high schools with a high Latino population, including partnerships with Estancia High School and Costa Mesa High School that provided college classes and counseling for high school students (Maria Traver memo). The college has hired bilingual staff (evidence) to serve the Latino population, and also makes bilingual for middle and elementary school parents about opportunities at OCC. The college sponsors annual multi-cultural events and ethnic activities on campus for the community, including World Dance Day and Fiesta de la Raza, as well as free annual community events such as Community Science Night and the Orange County Children's Book Festival (*Orange Coast College 2009 Report on Diversity*). The college operates a successful Puente Program, where 85.7% of enrolled students are Hispanic. In December 2009, the Academic Senate's Multicultural Committee officially became a campus-wide, shared governance committee reporting to the College Council. The committee's mission statement states that the committee's mission is "to promote diversity and to support international and multicultural teaching and learning at Orange Coast College." (*committee portal site*)

   Timeline: Planning Agenda is complete.

   Responsible Party: Dennis Harkins, Ph.D., President

2. Investigate ways to provide more opportunities for staff to interact and communicate with each other and the President.

   Progress: Creating two-way communication between the President's Office and the college staff has been a top priority. Three major forms of communication have been utilized: the OCC Portal, the online weekly newsletter *Coast to Coast*, and "allusers" email. The OCC Portal provides information and documents that can be accessed by faculty and staff. Every department and committee has a home page

on the Portal; there is also a main page with announcements that can be tailored to faculty and/or staff, as well as Quick Links to frequently visited Portal sites, common forms and "Help." The college also publishes *Coast to Coast*, an online weekly publication for faculty, staff, retirees, and friends of Orange Coast College, as well as special online publications such as *Budget Update* and *Accreditation Update* that address specific issues. In addition, "all user" email reaches all staff with important information, such as announcements for town hall meetings and Focus Day. The Communications and Marketing Department is also in the process of designing a master calendar accessible to staff, faculty, and administrators to help eliminate scheduling conflicts for campus-wide events. In the future, the Communications Department plans to incorporate video components into *Coast to Coast* and the college website. The Communications Department receives feedback via email from faculty and staff, and a formal survey to help assess communications is planned.

Timeline: Planning Agenda is complete.

Responsible Party: Jeff Hobbs, Director of Communications and Marketing

Planning Agenda: IV.B.3.

1. Review and update the long-range planning document for the district.

   Progress: During 2008/2009, a consultant was hired to do preliminary environmental scanning in preparation for the master planning process. Interviews were conducted with community members, college leaders, students, and Board members to assess overall needs *(Appendix – Report)*. In Fall 2009, the district's *Vision 2010* plan was reviewed to assess the district's accomplishments against the established goals in the plan as well as the gaps. The Board held a special study session to review the district master planning process and timetable recommendations. It is determined that the district will establish a 10-year vision for 2020 and complete a five-year master strategic plan with a three-year review cycle. *(CCCD Board Minutes, Oct 21, 2009).*

   Timeline: Planning Agenda is complete.

   Responsible Party: Ding-Jo Currie, Ph.D., Chancellor

2. Address areas where decentralized administration has led to lack of district leadership in the coordination of individual college needs and interests.

   Progress: Several areas have benefited from greater district leadership in coordination. These are enrollment management, career technical education, accreditation, land development, and budget planning. The district employed an

Interim Associate Vice Chancellor of Educational Services to help coordinate the three colleges' efforts to address the various components of enrollment management. The Board of Trustees created three committees to coordinate career/technical education (CTE), accreditation, and land development issues. The Chancellor created a District Budget Advisory Committee, which provides an inclusive, participatory governance opportunity for discussing and recommending budget proposals to the district and the Board. Most recently, in December of 2009, the Board created a board budget committee and a board personnel committee.

Timeline: Planning Agenda is complete.

Responsible Party: John Breihan, Interim Associate Vice Chancellor of Educational Services

Planning Agenda: IV.B.3.b.

1. Reestablish a district long-range planning document.

   Progress: In Fall 2009, the district's *Vision 2010* plan was reviewed to assess the District's accomplishments against the established goals in the plan as well as the gaps. The Board held a special study session to review the district master planning process and timetable recommendations. It is determined that the district will establish a 10-year vision for 2020 and complete a five-year master strategic plan with a three-year review cycle. *(CCCD Board Minutes, Oct 21, 2009).*

   Timeline: Planning Agenda is complete.

   Responsible Party: Ding-Jo Currie, Ph.D., Chancellor

Planning Agenda: IV.B.3.c.

1. Adjust the funding allocation model to more fairly distribute resources among the three campuses and the district.

2. Progress: In 2006, Senate Bill 361 provided equalization funding to the California community college system. At the same time, Coast Community College District modified its allocation model to move to a full-time equivalent student (FTES) model for budget allocations. The district funding model moved $10 million from fixed costs to the FTES distribution model. In 2009-2010, the district's $182.8 million budget was based on 66% FTES distribution and 34% on fixed costs. In Spring 2009, the district established the District Budget Advisory Committee to increase campus participation on district-wide budget issues, including the impact

of budget reductions on the 2009/2010 budget year.

Timeline: Planning Agenda is complete.

Responsible Party: C.M. Brahmbhatt, Vice Chancellor, Administrative Services

Planning Agenda: IV.B.3.e

1. Develop long-range district planning goals.

   Progress: In Fall 2009, the district's *Vision 2010* plan was reviewed to assess the District's accomplishments against the established goals in the plan as well as the gaps. The Board held a special study session to review the district master planning process and timetable recommendations. It is determined that the district will establish a 10-year vision for 2020 and complete a five-year master strategic plan with a three-year review cycle. *(CCCD Board Minutes, Oct 21, 2009).*

   Timeline: Planning Agenda is complete.

   Responsible Party: Ding-Jo Currie, Ph.D., Chancellor

Planning Agenda: IV.B.3.f.

1. Ensure that the new ERP system supports and improves communication between the District and the colleges.

   Progress: A selection committee chose the software for the District's new enterprise resource planning (ERP) system, Banner, designed to improve communications between colleges and the District (*handout #1*). An Implement Team will ensure that the new system meets the needs of all colleges (*Project Scope Handout #2*) and that the Banner 8 system upgrades are accomplished on schedule. In an effort to improve communication with the District regarding the implementation of Banner 8 and other related Banner projects, Orange Coast College created a subcommittee of the OCC Technology Committee called the OCC Continuous Improvement Team (OCC CIT). This committee prioritizes projects and communicates regularly with the District's Continuous Improvement Team (CIT). (h*andout #3 Coast Community College District Continuous Improvement Teams – Voyager Systems Suite*). In addition, OCC CIT created the "Banner 8.x OCC Campus Upgrade Plan" (*see evidence*). In an effort to improve future communication between the district and the college, OCC's CIT prepared a reference guide, the *Continuous Improvement Team (CIT) Service Requests Reference Guide* (*evidence*) to help end-users report problems, corrections, queries, reporting, and requests for enhancements. In addition, OCC CIT has created

Banner 8.x OCC Campus Upgrade Plan (*handout #5*), including a specific timeline listed for each step of implementation through March 2010. A training timetable for end-users, including staff, faculty, management, and administrators, will be established when Banner 8 implementation is closer to completion.

Timeline: Planning agenda is complete. A training timetable will be established in Spring 2010.

Responsible Party: Kristin Clark, Dean, Enrollment Services

2. Ensure that all employees are trained in the new ERP system so that the college can benefit from this improved electronic means of communication.

   Progress: The initial implementation of the original Banner system included training for end-users from campus and District departments in "Banner Basic Components" including navigation, searches short cuts, My Banner, My Links, naming conventions, and tips. Training included hands-on workshops and computer video and PDF instruction manuals (*evidence: CCCD website under Voyager: End user Training and OCC Portal, Admissions & Records, "Document Library" Banner training manuals*). An upgrade to Banner will be completed in Spring 2010, and additional training is planned.

   Timeline: Planning agenda is complete. A training timetable will be established in Spring 2010.

   Responsible Party: Kristin Clark, Dean, Enrollment Services

Planning Agenda: IV.B.3. g.

1. Ensure that the district planning document is updated and widely communicated.

   Progress: In Fall 2009, the district's *Vision 2010* plan was reviewed to assess the District's accomplishments against the established goals in the plan as well as the gaps. The Board held a special study session to review the district master planning process and timetable recommendations. It is determined that the district will establish a 10-year vision for 2020 and complete a five-year master strategic plan with a three-year review cycle. *(CCCD Board Minutes, Oct 21, 2009).*

   Timeline: Planning Agenda is complete.

   Responsible Party: Ding-Jo Currie, Ph.D., Chancellor

Golden West College

Accreditation Midterm Report

March 15, 2010

DRAFT

for the

Accrediting Commission

for Community and Junior Colleges

Western Association of Schools and Colleges

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Coast Community College District
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Contents

STATEMENT OF REPORT PREPARATION 3

RESPONSES TO RECOMMENDATIONS 6

COLLEGE RECOMMENDATIONS

Recommendation 1 6
Recommendation 2 8
Recommendation 3 10
Recommendation 4 11
Recommendation 5 12
Recommendation 6 15
Recommendation 7 17
Recommendation 8 18
Recommendation 9 19
Recommendation 10 20

DISTRICT RESPONSES

Recommendation 11 21
Recommendation 12 23
Recommendation 13 23
Recommendation 14 24
Recommendation 15 25
Recommendation 16 27

Commission Concern 27

PROGRESS ON ACTION ITEMS FROM 2007 SELF-STUDY REPORT 29

Action Plan 1 (Standard II.A.1.c) 29
Action Plan 2 (Standard II.A.2.e) 29
Action Plan 3 (Standard II.A.2.i) 29
Action Plan 4 (Standard II.A.3.a) 29
Action Plan 5 (Standard III.A.3.a) 30
Action Plan 6 (Standard III.B.1.b) 30
Action Plan 7 (Standard III.D.1.d) 31
Action Plan 8 (Standard IV.A.2.b) 32
Action Plan 9 (Standard IV.B.1.h) 32
Action Plan 10 (Standard IV.B.1.j) 33
Action Plan 11 (Standard IV.B.3.e) 34

UPDATE ON SUBSTANTIVE CHANGE PROPOSALS 35

APPENDICES 36

Appendix A. Significant Changes at Golden West College Since 2007 36
Appendix B. College Mission, Vision, and Values 37
Appendix C. College Goals 2004 thru 2011 37
Appendix D. Summary of Progress on Commission Recommendations 39
Appendix E. Summary of Progress on College Action Plans 41

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Statement of Report Preparation

The Midterm Report Team is co-chaired by the Vice President of Instruction and a faculty member chosen by the Vice President of Instruction. The faculty member serving as the co-chair on this team presently serves as the department chair of the GWC Criminal Justice Department and as the GWC Student Learning Outcomes Coordinator. The SLO Coordinator was a natural choice as the team co-chair and primary faculty writer/researcher because a significant portion of this Report addresses issues related to Student Learning Outcomes. Furthermore, the SLO Coordinator met with the Visiting Team in March 2009 and participated in the discussion involving the SLO issues affecting this Midterm Report. Selection of the faculty co-chair was discussed at the September 9, 2009, GWC Academic Senate meeting and the SLO Coordinator was approved by the Senate to serve in this capacity.

The faculty co-chair prepared the initial draft of the report in consultation with the Director of Institutional Research, and the Vice President of Instruction. Assistance was obtained from other administrators, faculty, and staff as needed for the completion of this report.

A first draft of this Midterm Report and drafts of the Midterm Reports from the District's other two colleges were presented to the District Board of Trustees Accreditation Subcommittee on December 3, 2009. On December 7, the Board subcommittee met to review the reports with representatives from each of the three colleges, including the GWC President, the Vice President of Instruction, and the SLO Coordinator.

A working draft of this Midterm Report was presented to the GWC campus at large on its electronic bulletin board on December 17, 2009, to allow faculty, staff and students to participate in a college-wide review. Initial feedback was received by February 5, 2010. The second draft of this report was posted on the same bulletin board on February 8.

During February, the following college committees reviewed and approved in principle the second draft of this Midterm Report: Institutional Effectiveness, Student Services Planning Team, Planning and Budget, and the Academic Senate.

The second round of feedback for this report was received through February 18 and helped create the final version of the Midterm Report, which was submitted to the District Board of Trustees Committee on Accreditation on February 24, and to the March 3, 2010, Regular Board meeting for review.

Document Format

This Report complies with the format suggested by the Commission in its November 3, 2009, letter to Golden West College President, Wes Bryan.

Each section of the Report is devoted to one Recommendation, Concern, or Self-Identified Planning Agenda Item. The responses to the Recommendations contain a section highlighting the *Progress and Accomplishments* in that area, followed by an *Analysis* of the applicable results, and ending with Supporting Evidence. The responses to the Self-Identified Issues contain a brief description of the progress made in each of the areas. An exception to this format exists in the responses to Recommendations 11-16 because these are common recommendations that were given to two or more of the District's three colleges. Responses to these common recommendations were coordinated at the District level and will be identical for each of the colleges.

For the Commission's convenience, the progress of GWC's responses to the Recommendations, Concern, and Self-Identified Planning Agenda Items are summarized in a table in the Appendices.

Supporting evidence is listed within each relevant section of this report, as well as at the end of the Report. The electronic version of this Report includes all evidence in electronic format. Hard copies of the supporting evidence are on file at the college.

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Wes Bryan, President, Golden West College Date

District Board of Trustees

Coast Community College District

Jerry Patterson, President

Lorraine Prinsky, Ph.D., Vice President

Jim Moreno

Mary L. Hornbuckle

Walter G. Howald, J.D.

Robert Lane, Student Trustee

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The Board of Trustees reviewed this Midterm Report at its meeting of March 3, 2010.

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RESPONSES TO RECOMMENDATIONS

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Responses to Recommendations

COLLEGE RECOMMENDATIONS

Recommendation 1

The team recommends that the college review College Goals to ensure that they are aligned with the mission and measurable so that the degree to which they are achieved can be determined and widely discussed (Standards I.A.1, and I.B.2).

Progress and Accomplishments

This recommendation has been met (see April 2008 Progress Visit Report). The Visiting Team, in its April 2008 Progress Visit Report, indicated GWC had made substantial progress and had met this Recommendation. Additionally, the Team recommended two items of evidence for inclusion in this 2010 Midterm Report regarding this Recommendation:

1. New College Goals promised in the March 2008 GWC Progress Report; and
2. Validation of the viability of the proposed two-year cycle for review of the College Goals

Analysis

1. New College Goals. The review of an institution's goals is an important process. It is also a slow process for an institution like GWC that values broad constituent participation. The process began in 2006-07 with the Institutional Effectiveness Committee's review of the College Goals. That review lead to the review and revision of the College Mission Statement and then a revision of the College Values in 2008-09. In Fall 2009, the College began in earnest developing new College Goals. A series of surveys and half-day workshops produced agreement on the broad, long-term goal areas. Specific, measurable goals within these goal areas will be developed during Spring 2010.

2. Validation of viability of two-year program review cycle. A joint taskforce of the Academic Senate and the Instructional Planning Team was formed in 2007-08 to review feedback collected after the 2006-07 program review cycle. The taskforce concluded the two-year cycle was more viable than the previous one-year cycle due to the workload. However, a number of changes were still necessary. For example, the program review report template needed to be reworked to be more focused, less repetitive, and have more guidance on how to complete it. That work was done and a new report template was implemented for the Fall 2008 reports.

Additionally, the taskforce developed a report template for the program vitality review process, as well as guidelines for proper follow-up to a completed program vitality review. Program vitality review is a shared governance process by which programs identified in program review as having significant and pervasive issues are scrutinized further. There are three possible outcomes of program vitality review:

1) The program is to be revitalized with substantial (>$15,000) resources; 2) The program is to be revitalized with minimal resources (<$15,000); or 3) The program is to be suspended/retired. Up to three programs (instructional, student services, or administrative services) can be placed in program vitality review each cycle.

Twelve instructional, one student services, and one administrative services programs have entered program vitality review. Four instructional programs and three athletic teams were retired. Two other instructional programs were merged with another program to form a new digital media program. The student services program was merged with another program. The bookstore is currently awaiting a final decision by the Board of Trustees.

The program review and program vitality review processes are scheduled for review every two years (between cycles). It is expected that the taskforce will focus this year on more tightly integrating the results of SLO assessments into the review process.

Supporting Evidence

- Review of College Goals by the Institutional Effectiveness Committee, 2007
- College Goals Survey Fall 2009
- College Goals Survey Fall 2009 - Results
- College Goals Workshops: Planning and Budget Committee, Fall 2009
  - Challenges and Opportunities List
  - College Goals: Revised Draft 10-23-09
  - Workshop Summaries
- College Mission Statement – revised 2008 (Appendix B)
  - Minutes from Planning and Budget Committee & Academic Senate, 2007-2008
- College Values Statement – revised 2009 (Appendix B)
  - Minutes from Planning and Budget Committee, Academic Senate, Institutional Effectiveness Committee, 2008-2009
- Revised Program Review Report Templates
  - Administrative Services, Executive Services, Instructional Programs, Student Services
- Program Vitality Review Report Template
- Program Vitality Review Follow-up Procedures

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Recommendation 2

The team recommends that the college initiate and sustain dialogue about Student Learning Outcomes to reach a broad-based understanding of outcomes and assessment (Standards I.B.1, I.B.2, and I.B.5).

Progress and Accomplishments

This recommendation has been met. The Visiting Team's conclusion in its April 2008 Progress Visit Report states:

> *There is evidence of a sustained dialogue on outcome and assessment. SLOs on course, program and general education levels are discussed, and evident in completion of course SLOs and Program SLOs.*
>
> *There is a framework for continuous implementation of outcome and outcomes assessment planned through the use of eLumen. There is intent as well as evidence that the college is evaluating its planning processes through either the Commission's or the Cal rubrics; the evaluation is a self-assessment within a cross-function group as defined in the IE Committee, and the Planning and Budget Committee. The college will expand this self-assessment to other planning groups. The 5-column model is used in this self-assessment.*
>
> *These instruments and processes developed by the college serve a dual function as both the tools of assessment, as well as educational tools for the campus on the concepts of outcomes and assessment.*
>
> *The college has made satisfactory progress and has met this recommendation.*

In addition to the information set forth in the Progress Visit Report, GWC has continued to demonstrate its commitment to reaching a broad-based understanding of outcomes and assessment primarily in three ways.

1. Through the ongoing efforts of the Institutional Effectiveness Committee (IEC). The IEC functions as a subcommittee of GWC Planning and Budget Committee. The role of the IEC has been to provide a framework for the documentation of assessment and the integration of results in evidence-based decision-making across the campus. The IEC's duties include:
    - Coordinating campus-wide participation in assessment activities
    - Consulting with campus faculty and staff in developing assessment programs
    - Reviewing and providing feedback on assessment plans and reports as needed
    - Monitoring the College's compliance with the accreditation process
    - Reporting findings of assessment activities to the college community
    - Preparing the periodic Institutional Effectiveness Report
2. The appointment by the College president of a full-time faculty SLO Coordinator in Fall 2008.

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3. The creation of GWC Assessment Philosophy during the 2008-2009 academic year that defines the purpose and philosophy of student learning and assessment. The IEC facilitated the development and vetting of the GWC Assessment Philosophy through the College's governance process and this generated a fair amount of dialogue during that time, and presently, on related issues.

Analysis

Below are the highlights of sustained dialogue that have been built upon this foundation of the creation of an IEC, appointment of a full-time SLO coordinator, and adoption of an Assessment Philosophy. The SLO Coordinator presented these accomplishments to the District Board of Trustees at its October 21, 2009, meeting as part of a periodic report to the Board about GWC's progress in developing and assessing learning outcomes.

- Creation of Institutional SLOs (General Education learning outcomes) through the governance process led by the Council for Curriculum and Instruction (CCI)
- Alignment of course, program, and institutional outcomes
- Each of the 90 GWC programs have completed SLOs (compared to only 40 completed program SLOs cited in the April 2008 Progress Visit Report)
- Inclusion of SLO agenda items at relevant core college planning committee meetings (Planning and Budget, Academic Senate, Instructional Planning Team, Student Services Planning Team, IEC, and CCI)
- SLO training with individual faculty members, and at department meetings by the SLO Coordinator
- Basic skills presentations and assessment through Staff Development
- Completion of two assessment cycles by the Student Services division, and progress toward its third cycle during the 2009-2010 academic year
- Planning goals to increase student learning and educational effectiveness through greater collaboration with Instructional Services
- Adoption of the California Assessment Institute's (CAI) rubric for assessing GWC's progress toward implementing an SLO framework
- Incorporation of an SLO component into Program Review
- Adoption of a 5-column reporting model for SLO documentation
- Revision of the GWC Values Statement under the leadership of Planning and Budget to expand the scope of the GWC Mission and Vision statements toward the improvement of all facets of student learning

Supporting Evidence

- GWC Assessment Philosophy
- GWC Institutional Student Learning Outcomes
- GWC Values Statement – revised 2009 (Appendix B)
- Implementation of SLOs Handout for District Board of Trustees
- District Board of Trustees Resolution on Student Learning Outcomes
- SLO Coordinator Training Log, GWC Departments and Committee Meetings

Recommendation 3

The team recommends that the college stabilize, make vibrant, and validate the nascent planning structure. The team further recommends that the college formalize processes to evaluate the effectiveness of the various components of the Core planning structure, including its committees, processes, and planning tools (Standards I.B.1, I.B.2, I.B.3, I.B.4, and I.B.5).

Progress and Accomplishments

This recommendation has been met. The Visiting Team's conclusion in its April 2008 Progress Visit Report states:

> *The college has made notable progress in institutionalizing the new planning structure. Conversation with senior staff and senior faculty leadership validates that institutional planning is indeed taking root at the college; and there are more formalized definitions, and detailed processes in place.*
>
> *The newly created planning map and working glossary provide a precise college-wide vocabulary for explaining the interaction among SLOs, program review, planning processes, and college goals in the planning cycle. The 5-column model for assessing the implementation of committee objectives also made clear that the goals of planning are operationalized and evaluated on a regular cycle.*

Analysis

The Visiting Team noted GWC's creation and institutionalization of its core planning structure: the Overall Planning Process Model. This Model stresses the cyclical nature of integrated strategic planning, implementation, and evaluation. Institutional effectiveness and the interaction of SLOs in all aspects of this Model are the predominant themes of the model. The evidence of the operational aspects of this Model is manifested by the integrated planning between the instructional, student, and administrative service areas of the college, the program review process, assessment of committee objectives, and oversight by the Institutional Effectiveness Committee (IEC).

Since Fall 2007, standing committees have completed annual assessment plans in the fall semester that include a review of the committee's mission with respect to GWC mission and goals, identification of annual objectives, means of assessment, and criteria for success. At the start of the subsequent fall semester, the committees have reported their analyses of the data collected over the past year, and how they used the results to make improvements and plan for the current year's goals. These completed assessment plans have been submitted to the IEC and posted on the GWC Intranet.

Since the Progress Visit Report, a joint taskforce between the Instructional Planning Team (IPT) and the Academic Senate reviewed the program review process. As a result of this collaborative work, the college adopted a new program review template that was used to prepare the 2006-2008 program review reports submitted in Fall 2008.

Supporting Evidence

- Revised Program Review Templates
  - Administrative Services, Executive Services, Instructional Programs, Student Services
- Five-Column Model, Committee Annual Goals
  - Example: Council on Curriculum and Instruction, 2008-2009
  - Example: Instructional Planning Team, 2008-2009
  - Example: Planning and Budget, 2007-2008
  - Example: Student Services Planning Team, 2007-2008
- Overall Planning Process Model, 2008
- Core Planning Structure, 2008
- Planning Structures, 2004-2011
- Program Review Timeline, 2008-2011

Recommendation 4

The team recommends that the college identify and formalize key performance indicators for Institutional Effectiveness, and clarify the connection of Institutional Effectiveness to the Program Review process (Standard I.B.6).

Progress and Accomplishments

This recommendation has been met. The Visiting Team's conclusion in its April 2008 Progress Visit Report states:

> *The college has clearly defined for itself the meaning of Institutional Effectiveness and articulated that understanding on paper. The college has made significant progress in dialogue, clarification, and documentation.*
>
> *The college has met this recommendation.*

The Institutional Effectiveness Committee has continued its work to identify and formalize key performance indicators. With the College adoption of new goal areas, the committee has developed a new set of indicators. It is set to be reviewed by the core College planning teams during the Spring 2010.

Supporting Evidence

- ARCC Report, 2009 - Accountability Reporting for the Community Colleges
- GWC Overall Planning Process Model, 2008
- ACCJC Rubric for Evaluating Institutional Effectiveness
- GWC Key Performance Indicators, 2009-2010

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Recommendation 5

The team recommends that the college evaluate its current progress in defining and establishing student learning outcomes, and through broad based and inclusive dialogue renew its efforts to develop a common understanding of student learning outcomes. The college must establish student learning outcomes for courses, programs, and degrees (Standards II.A.1.c, II.A.2, and II.A.3).

Progress and Accomplishments

This recommendation has been met. The work achieved to satisfy this recommendation continues to serve as the foundation for the improvement of student learning on campus.

The Visiting Teams in **April 2008 and 2009** requested the following evidence:

1. SLO process needs to move toward assessment and through the 5-column model to Column 5, where the impact on program improvement is felt.
2. All programs SLOs completed by Spring 2009.
3. SLO implementation plan using the Commission rubric and timeline; and 2) Student Services assessment continue and complete its third cycle.

Analysis

The evidence needed for the 2009 and 2010 Reports as cited above has been generated. Program SLOs have been identified, and the college instructional programs are moving toward the next stage activities of assessment of courses and programs. The college student support services programs are also working on their third full cycle of assessment. In support of this movement the college created an SLO Implementation Plan, as recommended by the Visiting Team, to guide it through this process.

The following paragraphs provide the current status on the Committee's Conclusions and Recommendations.

- Self-Assessment. GWC has continued its self-assessment through the use of the California Assessment Institute's (CAI) Self-Assessment of Progress Towards Implementing a Student Learning Outcomes Framework rubric (for SLOs specifically), and the ACCJC's Self-Assessment of Institutional Effectiveness rubric (for Program Review, Planning, and SLOs generally). One, or both of these rubrics were used by the following committees in their self-assessments based on the relevant application of SLOs within the scope of duties of each committee: Planning and Budget (P & B), Student Services Planning Team (SSPT), President's Administrative Council (PAC), Instructional Planning Team (IPT), and the Institutional Effectiveness Committee (IEC). Data from the 2008-2009 academic year shows the college remains at the Developmental level, but the college anticipates movement to the Proficiency and Sustainable Continuous Quality

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Improvement Levels beginning the 2009-2010 academic year with its new SLO Implementation Plan.

- Broad Based SLO Dialogue. One of the significant events in the development of campus-wide SLO dialogue was the appointment of a new full-time faculty SLO Coordinator by the college president during the Fall 2008 semester following the advice of the Institutional Effectiveness Committee and approval of the Academic Senate. The SLO Coordinator began his three-year term on a 100% reassigned time basis in Spring 2009.

  The SLO Coordinator met with nearly all of the college's instructional programs in 2009, and continues to meet with them in Spring 2010. The meetings addressed the general SLO topics discussed in standing college committee meetings, but more importantly the SLO Coordinator tailored the meetings to the specific needs of the various departments and faculty. The meetings ranged from over a dozen faculty and staff at department meetings, to just one or two faculty individually for an hour or two per meeting. These meetings generate a fair amount of follow-up activity with faculty through in-person, telephone, and e-mail communication.

  The SLO Coordinator gave updates, and made instructional presentations during this time to the Academic Senate, Council on Curriculum and Instruction (CCI), Instructional Planning Team (IPT), Student Services Planning Team (SSPT), Institutional Effectiveness Committee (IEC), Director of Institutional Research, Instructional Deans, Vice President of Instruction, and to the District Board of Trustees (see SLO Coordinator Training Log for details). SLO dialogue topics have also been consistent agenda items for standing college committee meetings, and have led to many lengthy discussions over the past year.

  One significant result of these efforts toward establishing broad based SLO dialogue over the past year is the change in attitude toward SLOs among a faction of resistant faculty. The change has been positive and has been accompanied by more acceptance and interest in assessment and improvement of student learning. The SLO Coordinator believes the primary factor in this changing of the tide has been the education of faculty through general discussions in committee meetings, supplemented by the individual training he specifically tailors to the faculty member's discipline and assigned courses. The education of faculty through this dialogue and training has alleviated the anxiety caused generally by the fear of something new, of being evaluated personally, and of encroachment upon academic freedom. The next step will be to continue to work with faculty and guide them through the assessment and improvement activities for courses and programs.

- Course and Program SLOs. One hundred per cent of 983 active courses have SLOs, and all 90 instructional programs have SLOs including the institutional general education (GE) outcomes.

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The Council on Curriculum and Instruction (CCI) worked during the 2006-2008 academic years to create the college's institutional outcomes (GE requirements for the GWC AA Degree). Then, during the 2008-2009 academic year it worked to align the individual courses in their respective GE areas by reviewing the course descriptions for each course and mapping them with the GE SLOs.

- Movement of the SLO Process Through the 5-Column Model. GWC is on target with its plan to move through the 5-column model for all of its course and program SLOs by Spring 2012 (see GWC Current Progress in SLO Implementation for a listing of each instructional program as of the end of Fall 2009). During Fall 2009, each department submitted its plan for the assessment of its course and programs to the SLO Coordinator. This plan included an inventory of where each of its courses was on the 5-column model, an indication of whether the course is a component of a program (certificate, degree, or General Education), a semester-by-semester assessment plan between Fall 2009 and Spring 2012 for all of its courses, and the identification a responsible faculty member for this process within each department (see SLO Plan Summary for an aggregated listing of each instructional programs course SLO assessment plan).

- SLO Management. At the time of the March 2008 Progress Report, GWC piloted eLumen and planned to implement it during the 2008-2009 academic year (eLumen is a software application designed to manage information related to the development, assessment, and reporting of course and program SLOs). However, there was isolated acceptance of the early version of eLumen by faculty due to difficulties navigating within the program. Only the English department has extensively utilized its capabilities.

  Currently, a one-page 5-column form (5CM) is the model for reporting SLO assessment activities at the course, program and GE levels. Departments are expected to have on file a 5CM for each completed assessment reported. Assessments for courses that satisfy a major or certificate are expected to be the basis of evaluation and discussion of program SLOs within the department. A separate 5CM is completed for the major/certificate and reviewed and submitted with the biennial program review report. Assessments for courses that satisfy a GE requirement are expected to be routed to the Institutional Effectiveness Committee. These assessments will form the basis of evaluations and discussion of GE SLOs. This process will be reviewed and refined after one full cycle of assessment (see GWC Implementation Plan for SLOs for details).

- GWC Implementation Plan for SLOs. The SLO coordinator developed a new Implementation Plan for Student Learning Outcomes during Fall 2009. The plan, structured on the guidance from the Visiting Team, identifies the following:

  1. Purpose and philosophy of student learning and assessment
  2. Assessment philosophy that aligns with the mission, vision, and culture of the college
  3. Establishment of assessment goals and activities
  4. Definition of roles, and responsibility for the complete integration of SLOs at the course and program levels
  5. Needed resources, and the training process for faculty and staff

6. Establishment of a reporting structure, and a structural component of where the products of assessment are housed

- Student Services. The student services programs have identified outcomes for their third full assessment cycle. These outcomes were aligned with college goals, and were incorporated into their individual program reviews submitted in Fall 2008. The SLO Coordinator worked with student services programs to refine the outcomes in Fall 2009 for completion during the 2009-2010 academic year.

Supporting Evidence

- GWC Implementation Plan for Student Learning Outcomes
- SLO Coordinator Training Log, GWC Departments and Committee Meetings
- GWC Current Progress in SLO Implementation
- SLO Plan Summary
- Department/Course SLO Assessment Plan (example from Mathematics)
- Student Services, SLO: Assessment Cycle #3, Five-Column Model
- Self-assessment of Institutional Effectiveness (P & B, SSPT, PAC) – results, Spring 2009
- Self-assessment of SLO Framework (IPT) – results, Spring 2009
- Self-assessment of SLO Framework (IEC) – results, Spring 2009
- Institutional Annual Report Update on Student Learning Outcomes, 2007-2008

Recommendation 6

The team recommends the college establish effective evaluation for all educational delivery methods, specifically distance education and large lecture instructional formats, in order to improve student success (Standard II.A.2).

Progress and Accomplishments

Completed. Distance education and large lecture instructional formats are evaluated as part of the biennial cycle of program review. They are each designated as separate programs and are included in the list of programs required to complete a full program review report. The Online Education Committee (OEC), which is a subcommittee of the Academic Senate, was assigned the task of evaluating online education. A taskforce made up from the membership of the Instructional Planning Team (IPT) was created to evaluate student success in large lecture classes. The two groups reviewed data tables produced by the Research Office as part of the two-year cycle of program review using the standard program metrics and any additional metrics as appropriate. The standard program review SWOT (strengths, weaknesses, opportunities and threats) analysis process and report template was utilized.

Analysis

Distance Education. GWC formed an Online Education Committee (OEC) in Fall 2008 as a standing committee of the Academic Senate. The primary focus of the committee in its first year (2008-2009)

was to explore the retention of online students, and best practices for increasing the effectiveness of the distance education method of delivery. The OEC has created a Distance Learning Course Request (DLCR) form, which is in the final stage of revision. This form is a result of the OEC's desire for improvement of the existing Online Course Addendum required by the curriculum process for any course that will be taught using the distance education delivery method and is given as a separate approval. This approved addendum is attached to the Course Outline of Record.

In March 2008, the Coast Community College Association/California Teachers Association (CCA/CTA), which represents part-time faculty, negotiated an extension of their contract which includes a section on the faculty evaluation process specific to the "Observation/Visitation to 'Virtual' Classroom." This section outlines components of that evaluation and the nature of the access that the evaluator will have to the virtual classroom.

In February 2010, the Coast Federation of Educators/American Federation of Teachers (CFE/AFT), which represents the full-time faculty and part-time faculty teaching more than 50% of a contract load, proposed a Memorandum of Understanding that would modify the form used in the faculty evaluation process to specifically identify characteristics related to the distance learning environment. Faculty and Administrators at Golden West College are supportive of this initiative and are working to expand the proposed agreement to include modifications to the Survey of Student Opinion of Teaching.

Large Lecture Format. A taskforce from the Instructional Planning Team (IPT) was created to study the effect of large lecture instructional format. The taskforce met and determined that while overall student success rates in large lecture format were slightly lower than the College averages they were not disproportionately low. Success rates in individual courses as well as breakouts by traditional and online methods of instruction were further examined and courses and/or formats that performed particularly well or poorer in this format were identified. The evaluation included a review of the strengths, weaknesses, opportunities, and threats to providing instruction in the large lecture format. Solutions and necessary resources were identified. See the program review report for details.

Supporting Evidence

- Online Program Review Report
- Large Lecture Classes Program Review Report
- Program Review 2008, Data Set: Online Instruction Courses
- Program Review 2008, Data Set: Large Lecture Courses
- Program Review 2008, Data Set: College-wide Courses
- Distance Learning Course Request: Draft, December 2009
- CCA/CTA Contract, Distance Learning Faculty Evaluation
- CFE/AFT MOU, Distance Learning Faculty Evaluation
- Course Outline of Record, College G050

Recommendation 7

The team recommends that the college commit to student equity and diversity through implementing the goals of the student equity task force, in order to assure equitable access and learning support for all of its students (Standards II.B.3.a, and II.B.3.d).

Progress and Accomplishments

This recommendation has been met. The conclusion of the 2009 Visiting Team was as follows:

> *The 2008 Team report indicated that the College had satisfied this recommendation. The continued emphasis and progress is commendable and the 2009 Visiting Team agrees with that conclusion.*

Analysis

Evidence in support of this conclusion was the 2008 Visiting Team's conclusion that GWC had made "substantial progress on this recommendation, both in building an appropriate process, a committee, plans, and related resources to conduct the work of student equity." GWC has continued to work on the implementation of these goals since the April 2008 Progress Visit. It published the Student Equity Progress Report in 2008 to detail those efforts.

The 2009 Visiting Team noted the continued emphasis in this area, and the strong evidence in support of institutionalized student equity practices. The 2009 Visiting Team commended GWC for its work and agreed with the 2008 Visiting Team conclusion that this recommendation has been met.

The Student Equity Committee (SEC) is a standing subcommittee of the Student Success Committee. During 2008-09, the SEC reviewed updated research related to student equity. That review revealed a few equity issues the College needed to address. During Fall 2009, the SEC more closely studied the issues and developed objectives with the appropriate departments to mitigate equity issues in three areas: 1) Disproportionately low placement rates into transfer-level English, 2) Disproportionately low placement rates into transfer-level math, and 3) Disproportionately low transfer-ready rates for certain traditionally under-represented groups.

Supporting Evidence

- 2009-10 Objectives in Transfer-Level Math
- 2009-10 Objectives in Transfer-Level English
- 2009-10 Objectives in Transfer-Ready

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Recommendation 8

The team recommends the college provide adequate resources to ensure the institution meets the professional development needs of its personnel (Standard III.A.5.a).

Progress and Accomplishments

This recommendation has been met. The development of GWC personnel encompasses *learning resources*, and *professional development resources* for its classified, part-time, full-time, and management employees. The GWC Staff Development Team includes two coordinators: one manager and one faculty member on 60% reassigned time, a 100% trainer, a staff aide, and a 14-member advisory committee.

Analysis

Staff development resources include a dedicated computer lab and project room, and a web site with many learning resources such as tutorials, workshops, and links to outside resources.

Professional development resources are available to classified, part-time, full-time, and management employees:

<u>Classified</u>

- Tuition, fees, and books reimbursement ($3,000 per year)
- Salary differential (1.0-2.5%)
- Release time (1 class per term)
- Vocational/technical education
- Professional conferences/workshops (1 conference/$1,000 max per year)

<u>Part-time</u>

- Group conference calls and scholarships
- Conference funding based on teaching load

<u>Full-time</u>

- Group conference calls and scholarships
- Institute for Professional Development
  - Department symposiums
  - Professional conferences/workshops ($1,400 per year)
  - Sabbatical leave
  - Salary advancement
  - Academic rank
  - Emeritus status

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Managers

Group conference calls and scholarships
Department symposiums
Coast District Management Association
Professional conferences/workshops ($1,000 per year)
Tuition reimbursement ($1,500-$3,000 per year)
Released time

Supporting Evidence

- GWC Staff Development web site: www.onlinegwc.org/sd/

Recommendation 9

The team recommends that because funds authorized under Measure C for the GWC campus facilities improvement will be insufficient to meet all of the needs identified in the Facilities Master Plan, a specific strategy must be developed to secure additional funding for these deferred projects (Standard III.B.2.a).

Progress and Accomplishments

In process. The campus has worked closely over the past several years with Cambridge West Partnership LLC, educational and facilities master planning consultants, to ensure that Golden West College stays in the pipeline for state funding. In 2007, the campus submitted an Initial Project Proposal (IPP) for a new Science/Mathematics building followed by a Final Project Proposal (FPP) the next year. In 2008, the campus submitted an IPP for a new Criminal Justice Training Center, followed by an FPP the next year. In 2009, the campus submitted an IPP for a new Language Arts complex and it was accepted. The college will be working with the user groups on campus and an architect to complete the FPP during 2010.

Analysis

It is extremely important that GWC stay in line for potential state funding. As noted in this Recommendation, the college does not have sufficient funding to complete all of the projects identified in its Facility Master Plan and 2020 Resource and Facilities Master Plan. The determination of which projects should be submitted was done through a collaborative process including careful consideration of the college demographics.

Golden West College realizes that simply getting in the pipeline for State funding does not fully resolve the funding concerns. There are match dollars required for these State projects so the campus continues to work to identify resources. The GWC Foundation may need to identify capital projects it can assist with, and the District will need to consider another local bond or an extension to an existing bond, to assist with the funding of the identified projects.

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Supporting Evidence

- Facilities Master Plan
- 2020 Resource and Facilities Master Plan
- Final Project Proposal, Science/Mathematics Building
- Final Project Proposal, Criminal Justice Training Center
- Initial Project Proposal, Language Arts Complex

Recommendation 10

The team recommends the college complete the Enrollment Management Plan as specified by the 2000 visiting team. In order to maintain financial viability of the organization, special attention must be given to district reported decline in enrollment for 05/06 (Standard III.D.1.c).

Progress and Accomplishments

In process. With recent changes to the membership of the Board of Trustees and the hiring of a new Chancellor, the long-standing decentralized model of District governance has given way to a more centralized model. Enrollment management is one aspect that has become centralized. In Fall 2009, the District's Enrollment Planning Team, a subcommittee of the District's Enrollment Management Group, completed an Enrollment Management Plan titled "Enrollment Management Principles and Guidelines." GWC members who participated in the Plan's development include the College President, Vice President of Instruction, Director of Marketing and Public Relations, Director of Admissions and Records, and the Academic Senate President. There was similar representation on this committee from the two other colleges in our district.

Concern was expressed that the district reported a decline in enrollment for 2005-06. However, enrollments have been strong at the college and district since then, with overall district growth reported at 1.43% in 2006-07, 1.6% in 2007-08, and 5.51% in 2008-09. Stable enrollment is expected for the current 2009-10 report, with a first projection showing only a 0.94% decrease in enrollment, when the state imposed a workload reduction of 3.59%.

Analysis

Enrollment management is an ongoing strategic data-driven planning process that incorporates recruitment and outreach, retention, evaluation, technology, support services, goal setting, communication, and allocation of resources to foster an environment of student success. Enrollment strategies will be developed through the collaborative work of the three colleges within this district toward the goal of student success.

Supporting Evidence

- District Enrollment Management Committee Minutes, July 2009 and October 2009
- District Enrollment Management Principles and Guidelines

DISTRICT RECOMMENDATIONS

Recommendation 11

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

This recommendation has been met. The Coast Community College District's "Code of Ethics for Members of the Board of Trustees" Policy 010-2-1 was revised September 5, 2007, and addresses this planning agenda item. Included in this policy are "Steps in Addressing Ethical Violations" which clearly delineate how ethical violations are to be reviewed and resolved. Additionally, a section titled "Trustee Standards of Practice" is included which outlines policy specific to accreditation standards IV.B.1.a.e.h. These standards establish the operating norms and best practices of the board members and provide a benchmark for accountability.

On February 3, 2010, the District's Board of Trustees adopted Resolution 010-04 which establishes the "Code of Ethical Conduct for all Coast Community College District Personnel." The District has subsequently established a Task Force as a follow-up to the adopted resolution related to ethical conduct, and considers this the next step in the development of a Board policy on this topic.

EMPLOYEE CODE OF ETHICAL CONDUCT

This Code of Ethics is a public statement by the members of the Coast Community College District that sets clear expectations and principles to guide practice and inspire professional excellence. Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior.

The Coast Community College District is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the District community. Although we work in various settings and positions we are committed to protecting human rights and pursuing academic excellence.

The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated. To this end, the following code of ethics is directed to all administrators, faculty, staff and student employees who are responsible for maintaining a positive working and learning environment in the District.

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Coast Community College District Employees Shall:

1. Dedicate themselves to the ideals and principles that will enable students to develop their talents and interests;
2. Demonstrate personal and professional integrity in supporting the mission of the District and the colleges;
3. Understand, appreciate, and contribute to the dynamics of positive interpersonal relationships when dealing with co-workers and the public;
4. Adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin;
5. Be fair and respectful in all interactions with colleagues, students, and the public, regardless of differences in personal values or beliefs;
6. Maintain a working and learning environment free from harassment, as defined by District policies;
7. Be honest and accountable in all District actions and activities;
8. Act within applicable laws, codes, regulations, and District policies and procedures;
9. Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships;
10. Maintain confidentiality regarding information about students or staff obtained in the course of professional duties;
11. Be good stewards of District assets;
12. Maintain and enhance job effectiveness and competency through professional development.

With respect to students, all employees of the Coast Community College District have the responsibility to:

1. Keep foremost in mind at all times that the colleges and District exists to provide services and/or learning opportunities for students.
2. Dedicate themselves to the ideals and principles that will enable students to develop their talents and interests;
3. Make every reasonable effort to create and promote an equal-access learning environment and equal access to the educational resources that will help students succeed;
4. Respect student dignity and individual freedom, and promote that students are respected as individuals, as learners, and as independent decision-makers;
5. Understand, appreciate, and contribute to the dynamics of positive interpersonal relationships when dealing with students;
6. Adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin.
7. Invite students to participate in the established shared governance process;
8. Maintain high standards of professional conduct, and act with integrity when working with students.

Addressing Ethical Violations:

Violations of the Code of Ethical Conduct harm the District and its standing in the community. Procedures will be developed and adopted to ensure ethical violations can reasonably be reported, investigated, and addressed.

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Recommendation 12

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

This recommendation has been met. On November 19, 2007, the Coast Community College District Board of Trustees adopted a formal written process for the selection of the chancellor, vice chancellors, and college presidents. A review and revision of the formal written hiring policy was completed in April 2009 (Board Policy 50-1-17-1) and is titled, "Search and Selection of the Coast Community College District Executive Management Employees.

Additionally, the Board delegates district operational responsibility to the Chancellor (Board Policy 020-1-2). While holding the college Presidents responsible, the Chancellor may delegate authority and responsibility for specific functions to each college president. The Chancellor has delegated certain powers and duties to the College Presidents (Board Policy 010-2-6.1). In turn, each President provides leadership and advocacy for his/her college at both the local and district level and is responsible and accountable for the institution's programs, services and operations. The President is responsible to both the Chancellor and to the governing board to ensure the appropriate implementation of district policies.

Recommendation 13

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

This recommendation has been met. The Coast Community College District Board of Trustees and the Chancellor fully support the development and assessment of Student Learning Outcomes for all programs and services at the District's three colleges as a way to ensure institutional improvement. At their meeting of October 21, 2009, the Board of Trustees held a study session to review the progress each of the colleges has made in the development of Student Learning Outcomes and to ascertain where each college is in the assessment process. At their meeting of November 4, 2009, the Board of Trustees passed a resolution presented by the Chancellor supporting the efforts of the District's three colleges in complying with the standards set forth by the Accrediting Commission for Community and Junior Colleges as they relate to Student Learning Outcomes and the program review process. In addition, the Board of Trustees shows its commitment to program review for Career Technical Education by requiring biennial reviews to ensure program viability and effectiveness on the basis of labor market demand and the success of the students based on program completion rates and employment.

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Supporting Evidence

- Minutes from the October 21, 2009 Board of Trustees Meeting
- Minutes from the November 4, 2009 Board of Trustees Meeting
- Student Learning Outcomes Resolution, No. 09-46
- Minutes from May 2009 Board of Trustees Meeting (2009 biennial review)
- Minutes from May 2008 Board of Trustees Meeting (2008 biennial review)

Recommendation 14

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

This recommendation has been met. The Board Accreditation Committee has reviewed this particular recommendation with great interest. The District Board policies currently do not have a regular review process and timetable. During spring 2009, the District Office in working with the Board of Trustees and the Chancellor's Cabinet, developed a process for reviewing current Board Policies and Procedures as well as for developing new policies and procedures. This new process was very instrumental in the development and review of several recent Board Policies, including the Search and Selection of the CCCD Executive Management Employees Policy, Fraud Prevention in Financial Statements & Whistle Blower Protection Policy, and the Identity Theft Protection Policy. A number of additional major Board Policies are currently under review and development using the new process.

Process for the Evaluation of Policies and Procedures

The Chancellor has worked with the Board Accreditation Committee, Board Clerk, and Board President, as well as Chancellor's Cabinet to develop formalized evaluations of policies and procedures so every existing board policy will be reviewed on a regular cycle of review.

1. Review all existing and new categories of Board policies.
2. Prioritize the categories of Board policies for review.
3. Develop timetables of reviews according to priority.
4. Establish regular ongoing cycle of review.
5. Utilize existing Board policy review process.
6. Develop a Board policy for policy development and revision.

Timetable for Review/Revision

Fall 2009	Review existing and new categories of Board policies. Complete prioritization and review/revision timeline.
Spring 2010	Continue regular reviews according to the established prioritization and timetable.
Spring 2012	Complete the first cycle of comprehensive review and revisions of all Board policies.

Supporting Evidence

- Policy Review Log, District Board of Trustees

Recommendation 15

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

This recommendation has been met. The Board Accreditation Committee reviewed this recommendation along with District and College leadership. During 2008, a consultant was hired to do some preliminary environmental scanning in preparation for the master planning process. Interviews were conducted with community members, college leaders, students, and board members to assess overall needs.

During the Fall Semester 2009, the District's Vision 2010 plan was reviewed to assess the District's accomplishments against the established goals in the plan as well as to identify the gaps. In October 2009, the Board held a special study session to review the District master planning process and to recommend a timetable. The Board determined that the District would establish a ten year vision running through 2020 and complete a five year master strategic plan with three year review cycles.

The Chancellor has established a process and a set of principles for district-wide participation.

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Master Planning Timetable

2008/2009 **Environment Scan for Master Plan - Complete**

2009/2010 Fall

- Review District's 2010 Master Plan – Accomplishments and Gaps
- Board of Trustees Study Session on Master Plan
- Establish Master Planning Timetable and Process

  Spring
- Board/Chancellor – Master Plan Workshop for Vision 2020
- SWOT Analysis – Strengths, Weakness, Opportunities, and Threats
- Data Collection
- Launch Planning Process

2010/2011 Fall

- Develop Master Plan 2015 Strategic Goals
- Develop Action Plans

  Spring
- Complete Master Plan
- Develop and/or Renew College Master Plans according to District's Master Plan

2013/2014 Fall

- Master Plan Review/Evaluation & Renewal

2015/1016 Fall

- Renewal of Master Plan 2020

Planning Guiding Principles

- Guided by Board's Vision
- Absolutely Student Centered
- Open with Consultation and Information
- Inclusive in Participation
- Innovative in Ideas
- Comprehensive in Its Scope
- Organized in Process and Support
- Facilitated with Quality Expertise
- Completion within Budget and Timetable
- Implementation with Institutionalization
- Organic with Ongoing Reviews
- Celebrations with Accomplishments

Recommended Planning Participants and Process

- Board – Vision
- Chancellor Cabinet – Steering
- Taskforces – Technology, Facility, Educational Programs, Support Programs, Innovations, Resource Development
- College Planning Councils
- Community Participation
- External Experts/Advisors
- Town Halls
- Think Tank Group Sessions

Recommended Celebrations

- Annual and Occasional Update Reports to the Board of Trustees
- Publish and Distribute Annual Report of Master Plan Accomplishments to the District, Local Communities, Legislators, and State/National Press and Organizations
- Press Releases, Press Conferences
- Open Houses for Students, Community, Legislators, Donors

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Recommendation 16

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

This recommendation has been met. The Visiting Team's conclusion in its April 2009 Progress Visit Report states:

> *The 2009 Team found that the District has addressed the Commission policy for the evaluation of institutions in a multi-college district by clearly defining the respective organizational roles, authorities, and responsibilities for the District and its colleges.*

Commission Concern

The college must demonstrate that it is in compliance with Eligibility Requirement 10, which requires the college to "define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes."

In process. The Visiting Team, in its April 2008 Progress Visit Report concluded the college had not yet met this Commission Concern; however, it noted the college's "significant progress" towards its satisfaction. Evidence in support of the April 2008 "significant progress" conclusion was the development of the infrastructure to manage the identification, publishing, and assessment of SLOs at the course and program levels. Some of the components of that infrastructure, and their current status, are set forth below.

- Update of faculty SLO coordinator position and new appointment. The college president appointed a new faculty SLO Coordinator in Fall 2008, and he began his three year term on a 100% reassigned time basis in Spring 2009. The position had been vacant for a year and a half after the resignation of the previous coordinator.

- Council on Curriculum and Instruction (CCI) requirement for all departments to submit program level SLOs along with descriptions of majors and certificates, and the required and elective courses necessary for those programs. As of February 2010, all active courses have identified SLOs and they are published in the Course Outline of Record and housed in the GWC Office of Instruction electronic database and campus Intranet. All student services programs, and all instructional programs, have identified program level SLOs and descriptions as required by CCI. GWC has published its institutional General Education (GE) SLOs, and all other program SLOs

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(i.e., majors, areas of emphasis, and certificates) on the College web site. The program level SLOs are also housed in the GWC Office of Instruction electronic database and campus Intranet. The program level SLOs for all majors, areas of emphasis and certificate programs will be published in printed and electronic format in the 2010-2011 College Catalog.

- Mapping of courses to General Education SLOs. Beginning in 2008-2009, the Council on Curriculum and Instruction used the GE SLOs in addition to the course descriptions in its evaluation of courses to determine their proper placement in all GE areas.

Supporting Evidence

- Web link to program level outcomes: http://goldenwestcollege.edu/slo/

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PROGRESS ON ACTION ITEMS FROM 2007 SELF-STUDY REPORT

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Progress on Action Items from 2007 Self-Study Report

Action Plan 1 (Standard II.A.1.c)

GWC will implement the Institutional Effectiveness plan and timeline.

Completed. The Institutional Effectiveness plan, 2004-2010, addresses initial tasks for the Plan, and an implementation timeline for Institutional, Student Services, Administrative, and Executive outcomes as well as Instructional Outcomes for courses and programs. The Plan served its broad purpose as an initial guide for the Plan, but was too detailed at too early of a stage for campus-wide SLO implementation to be an effective model.

Most recently, the Institutional Effectiveness Committee has worked during the 2008-2010 academic years to develop a college assessment philosophy and college-wide implementation plan for student learning outcomes. This plan contains realistic assessment goals, activities, responsibilities structured on a semester-by-semester timeline through the 2011-2012 academic year.

Action Plan 2 (Standard II.A.2.f)

Continue with the plan to implement SLOs in every course, program, certificate and degree. The five-year timeline for these activities is under the control of the Institutional Effectiveness Committee.

Completed. As of February 2010, 100% of 983 active courses have identified course level SLOs, and all 90 instructional programs have identified program level SLOs.

Action Plan 3 (Standard II.A.2.i)

GWC will implement a five-year IE Plan, which includes establishment of SLOs for all programs by the end of 2007-2008 academic year and inclusion in the 2008-2009 Catalog.

Completed. The GWC institutional outcomes (General Education outcomes for the GWC AA Degree) were completed and included in the Catalog as planned. The remaining program outcomes (majors, areas of emphasis, and certificates) were completed during the spring and fall 2009 semesters. The program level SLOs will be published on the GWC web site beginning Spring 2010, and in the printed college catalog beginning Fall 2010.

Action Plan 4 (Standard II.A.3.a)

Council on Curriculum and Instruction (CCI) will continue to review Options I, II, III, and course outlines in general education areas to create general education outcomes.

Completed. CCI identified General Education (GE) outcomes for the GWC AA Degree during the 2007-2008 academic year. They were published in the GWC Catalog beginning in the 2008-2009 academic year. The GE outcomes serve as the GWC Institutional Outcomes. CCI used these

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outcomes along with the course descriptions during 2008-2009 to evaluate existing courses within the GE areas to ensure proper placement of courses and alignment of course and GE outcomes. This continues as an ongoing process for new courses and revisions to existing courses.

Discussion in CCI meetings and workgroups includes the evaluation of how courses can be improved to better match SLOs at the program and institutional (GE) levels. Any new course approved by CCI is placed within the appropriate GE requirement area, if it appropriately fulfills the stated student learning outcome. The workgroup discussions and products aim to align course, program, and GE outcomes.

Action Plan 5 (Standard III.A.3.a)

An updated Diversity Plan, which is intended to guide all entities of the District, will be prepared following the completion of the EEO Plan Project by the California Community Colleges Chancellor's Office. Projected timeline calls for final Board-adopted District EEO plan to be submitted to the Systems Office in March 2008 following an extensive review, training, and development process. Plan will replace current Staff Diversity and Affirmative Action Policy and Plan.

In process. The Chancellor's Office has not yet completed its EEO Plan Project, and therefore it is not available to guide GWC in its preparation of an updated diversity plan.

The Chancellor's Office projected completion date for the EEO Plan Project was December 2009, but it has not been released. In the meantime, the Chancellor's Office has directed Districts to work on parts of its EEO plans that are not dependent on the availability of this data. Please refer to the response set forth below under Action Plan 10 for the status of the District Board of Trustees' work on the District's hiring policies including EEO policies as of February 2010.

Action Plan 6 (Standard III.B.1.b)

1) The vice president of Administrative Services and Director of Public Safety are working on a comprehensive plan to employ more officers and tighten patrols of the campus to provide a safe environment for all. 2) Campus hired a consultant to complete an ADA compliance study. Study will be utilized whenever work is being completed in a given area. Recommendations will be incorporated into project/renovation.

Completed. The Public Safety Department, through the Office of Institutional Research, conducted an institutional satisfaction survey in Spring 2009 to identify students' safety concerns, and to evaluate its overall progress since 2006. Upon analysis of the results, a plan to restructure public safety patrols using existing resources to address areas of concern, particularly during evening hours, was developed and implemented. The restructuring plan appears to be a more effective method of addressing campus safety rather than the original plan to simply hire more officers.

The ADA compliance study (Transition Plan) was completed in August 2006. It was a comprehensive review of the GWC campus site, buildings, and facilities in coordination with the Facilities Master Plan. Accessibility extends to all environments of the college including courses, programs, events, and services. The Transition Plan serves as a bridge between the existing conditions and anticipated improvement projects to ensure a significant level of short and long-term accessibility throughout the campus based on available funding and reasonable accommodations to ensure ADA compliance.

Some examples of the use of the Transition Plan include work in the following college environments and improvement projects: ingress/egress corrections; restriped parking lots; grading changes; heating, ventilation, and air-conditioning improvements; construction of two new buildings: Nursing/Student Health, and Learning Resource Center/Library; and most recently the relocation of the Accessibility Center for Education program to a more accessible location on campus.

Action Plan 7 (Standard III.D.1.d)

Campus will establish written procedures and guidelines for budget process, which clearly outline the budget development process, specify requirements to manage existing departmental budgets and request additional funds if needed.

In process. The college has not established a formal written procedure and guidelines for the budget process. The current budget development process is set forth here. The process begins with budget development worksheets. The worksheets are sent by the Fiscal Services Department to various departments to complete. The funding level is the same as the prior year. The department managers can move the discretionary funds as necessary for the new budget year. The worksheets are then routed through the executive team for approval. Once approved, they are returned to Fiscal Services for processing and input into Banner (enterprise resource system). Department managers are expected to stay within their existing budget. The executive team monitors this process with the assistance of Banner. Department managers through the Program Review process must request any new funding. All new funding requests are taken from Program Review and forwarded to the Planning and Budget Committee for a ranking process. Emergency funding is taken on a case-by-case basis by the executive team or the Planning and Budget Committee.

At the District level, the Chancellor, in consultation with the District's Budget Supervisor and the Vice Chancellor of Administrative Services, has set forth a proposed budget calendar for the 2010-2011 school year. The calendar spans April-September 2010. It begins with the initiation of the budget process in April, input from the three District colleges in May, adoption of tentative budget by the Board of Trustees in June. A second round of input from the colleges is scheduled for July, the adopted budget will be reviewed by the Chancellor's Cabinet in August, and in September it will be available for public inspection, presented to the Board of Trustees for adoption, and filed with the County Department of Education.

Action Plan 8 (Standard IV.A.2.b)

GWC has instituted a campus-wide IE committee. This committee will assist Instruction, Student Services, and Administrative Services in the development and implementation of course, program, and institution-wide assessments. IEC will advise the three wings about how to implement SLO assessment for courses and programs. This assessment data will be used to help establish an institution wide assessment system that will evaluate if institutional goals and learning outcomes for students are achieved. IEC will advise the President and Vice Presidents on ways to improve course, program and institutional initiatives and activities leading to increased student learning and success.

In process. The IEC built the foundation for assessment through its preparation of the GWC Assessment Philosophy that was approved by the Academic Senate in April 2009. The SLO Coordinator then used this document as the foundation for the GWC Implementation Plan for Student Learning Outcomes and Assessment that was the next step toward institution-wide assessment. The Implementation Plan was drafted in Fall 2009 and is incorporated as a piece of supporting evidence into this Midterm Report (see Recommendation 5, above).

Other work toward satisfaction of this college plan during the 2008-2009 academic year involved conference and workshop attendance by IEC members to enable them to better advise other college personnel regarding outcomes and assessments. Some of the conferences included:

- The Leadership Institute – CA Community Colleges Chief Student Services/Chief Instructional Officers
- SLO Coordinator Workshop – The Research and Planning Group for CA Community Colleges
- Level 1 Assessment Retreat – WASC
- SLO Institute 2009 – Academic Senate, CA Community Colleges
- Curriculum Institute 2009 – Academic Senate, CA Community Colleges

Action Plan 9 (Standard IV.B.1.h)

District and Board of Trustees should continue the process of updating and reviewing Board policies, specifically developing a clearly defined policy for addressing behavior that violates its code of ethics.

Completed. The District Board of Trustees Policy 010-2-1, "Code of Ethics for Members of the Board of Trustees," was revised September 5, 2007. Included in this policy is "Steps in Addressing Ethical Violations" that clearly delineates how ethical violations are to be reviewed and resolved. Additionally, a section titled "Trustee Standards of Practice" is included that is policy specific to Accreditation Standards IV.B.1.a.e.h. These standards establish the operating norms and best practices of the Board members and provide a benchmark for accountability.

On November 4, 2009, the District Board of Trustees adopted and approved General Personnel Policy 050-1-23, "Fraud Prevention in Financial Statements and Whistleblower Protection." This policy is derived from the California Whistleblower Protection Act and provides examples of fraudulent behavior and the expectation that all District Board members, administrators, faculty, staff, and students adhere to the rules of the policy.

On February 3, 2010, the District Board of Trustees approved and adopted Resolution 010-04, "Code of Ethical Conduct for All Coast Community College District Personnel." This resolution contains a section titled "Addressing Ethical Violations" that states: "Violations of the Code of Ethical Conduct harm the District and its standing in the community. Procedures will be developed and adopted to ensure ethical violations can reasonably reported, investigated, and addressed."

Action Plan 10 (Standard IV.b.1.j)

District and Board of Trustees should continue the process of updating and reviewing Board policies including procedures that clearly outline the processes for the selection of chancellor, vice chancellor(s), and college president(s).

Completed. On November 19, 2007, the Coast Community College District Board of Trustees adopted a formal written process for the selection of the chancellor, vice chancellors, and college presidents. A review and revision of the formal written hiring policy was completed in April 2009 (Board Policy 50-1-17-1) and is titled, "Search and Selection of the Coast Community College District Executive Management Employees.

In addition, all other hiring policies are currently being reviewed. The minutes of the District Board of Trustees regular meeting of February 17, 2010 state:

In March 2009 the Board of Trustees constituted a Hiring Policy Task Force, comprised of representatives from varying constituent groups throughout the District. Once appointed, the members of the Task Force have been meeting regularly to review and craft recommendations for update of the District's hiring policies. New language is indicated in bold and underlined text; recommendations for deleted language are shown with strikethroughs.

The recommendations being presented represent the combined effort of the Task Force with input from constituent groups throughout each stage of the process. Recommendations have also been vetted through Chancellor's Cabinet, General Counsel, and are now presented for First Reading by the Board of Trustees.

The specific Policies presented for Board review are as follows: (1) Recruitment and Selection; (2) Equal Employment Opportunity Statement; (3) Equal Opportunity Plan Policy; (4) Faculty Hiring Policy; (5) Faculty Qualifications Policy; (6) Classified Hiring Policy; (7) Confidential Hiring Policy; and (8) Management Hiring Policy. The committee determined that it was important to have policies approved by the Board before finalizing its work on Procedures; however, work on the accompanying procedures is currently in progress.

Pending review and authorization by the Board, the revised hiring policies will be placed on an upcoming Board Agenda for final adoption.

Action Plan 11 (Standard IV.B.3.e)

The district system will continue to use and subsequently review and modify the FTE based model as necessary.

Completed and ongoing. Refer to the 2009-2010 Adopted Budget Allocation containing the following details:

- Estimated income
- Unrestricted revenues
- District-wide expenses
- Fixed costs
- FTES calculations and distribution
- Base allocation
- Dedicated revenue
- General fund allocation

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UPDATE ON SUBSTANTIVE CHANGE PROPOSALS

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Update on Substantive Change Proposals

Golden West College has no substantive change proposals in progress or pending. However, the College is planning to submit an application during 2010 to request approval for a substantive change that would allow 50% or more of the courses in certain programs and/or degrees to be offered through the mode of distance electronic format. The Online Education program at GWC continues to grow, and as more courses add the option of distance education delivery mode, it is becoming evident that certain certificates and/or degrees might be achievable with students choosing to take more than 50% of the required courses online. Online instruction presents viable options for students who might not otherwise be able to attend college, so the college would like to create an opportunity for those students to have access to a comprehensive curriculum and certificate and/or degree options via the online format.

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APPENDICES

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Appendices

Appendix A. Significant Changes at Golden West College Since 2007

A few physical and organizational changes have occurred at Golden West College since 2007. The physical resources include the construction of a new Nursing building, a new Learning Resources Center (estimated completion Summer 2010), completion of campus-wide concrete retrofit work and renovation of the HVAC system. The existing facilities occupied by the Auto Collision Repair and Diesel Technology programs were vacated at the end of the 2008-2009 academic year as a result of a Program Vitality Review process. Plans for the future use of those facilities have not yet been finalized, but the Design program has temporarily moved into the Auto Collision program facilities.

Leadership changes have occurred at the district and college levels. District changes include the retirement of Chancellor Kenneth Yglesias during the 2008-2009 academic year, and the appointment of Dr. Ding-Jo H. Currie as Acting Chancellor in January 2009. Dr. Currie was subsequently appointed as Interim Chancellor in July 2009, and Chancellor in November 2009. Dr. Currie served previously as the President of Coastline Community College within this same district. The District Board of Trustees also experienced a change in its membership. Dr. Lorraine Prinsky was elected to the Board in November 2008 and replaced former Trustee Armando Ruiz. Robert Lane, the new student Trustee, was sworn in June 2009.

Leadership changes at the college level include the vacancy of the Vice President of Student Services position at the end of the 2006-2007 academic year. The position was filled on a temporary basis during the ensuing school year, and was vacated again at the end of the 2008-2009 academic year. The college anticipates filling this position during Spring 2010. Another leadership change at the college includes the appointment of a full-time faculty Student Learning Outcomes coordinator.

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Appendix B. College Mission, Vision, and Values

Mission

Golden West College's mission is to create an intellectually and culturally stimulating learning environment for students and the community. Our students improve their basic skills, develop and enhance career opportunities, and/or prepare for transfer to a four-year institution as they become productive citizens and lifelong learners.

Vision

Golden West College is committed to excellence and endeavors to provide an optimum teaching and learning environment. This will be demonstrated by innovation which embraces demographic and technological changes.

Values

Our values are the ideals that guide us in our commitment to student learning and to the vitality of our community. The following ten ideals (in alpha order) represent the foundation for our mission. They guide us in our daily decisions, as well as inspiring and motivating us to accomplish our goals.

Access and Equity. We value and strive to ensure open access to our college and equitable opportunities for all the residents of our community.

Campus Environment. We value and support "Spirit of Place" through which the people, buildings, and grounds all serve to convey to our students that they are welcome and that our college is a special place of learning.

Collaborative Climate. We support active participation based on trust, openness, consistency, and respect in the college's decision-making process. We encourage students, faculty, and staff to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behavior and responsibility for the good of the college.

Excellence and Innovation. We work to provide a quality educational environment for students by embracing a culture of assessment and continual improvement. We are inspired by our founding president's dictum to "Let Change Be the Tradition," to encourage innovation, creative problem solving, and to welcome changes that will enhance the College's ability to fulfill its mission.

Inclusiveness and Diversity. We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.

Leadership. We promote active leadership for students, faculty, and staff at all levels of the institution and through partnerships with the community at large. We embrace our responsibility to clearly communicate, inspire, and proactively respond to the changing needs of our students and community.

Learning. We aspire to high academic standards and support the personal growth of all our students. We are committed to student learning that culminates in identified student outcomes.

Stewardship and Sustainability. We are responsible for utilizing and developing our human, environmental, and fiscal resources efficiently and effectively and in a manner consistent with the principles of health and sustainability.

Teaching. We value the primary role that faculty play in providing students with a dynamic and challenging environment that maximizes learning. We also acknowledge the important roles that classified staff and managers perform in support of students and their learning.

Technology. We value the role that technology plays in reducing barriers to learning, increasing access to educational opportunities, creating new ways of addressing students' learning needs, and enhancing the administrative aspects of serving students and faculty.

Appendix C. College Goals 2004 thru 2011

(Under revision during 2009-2010)

Goal 1. Planning: The College will establish a fully integrated planning process.

Goal 2. Enrollment Management: The College will develop and implement a comprehensive Enrollment Management Plan aimed at reaching and maintaining the preferred enrollment level within the adopted District guidelines.

Goal 3. Student Achievement: The College will foster an approach to learning which focuses on student achievement and skill acquisition.

Goal 4. Student Support: The College will foster student success by encouraging and strengthening support programs that promote greater student and staff involvement in campus and community life.

Goal 5. Facilities: The College will develop, adopt and implement a College Facility Master Plan which incorporates the adopted Measure C Projects for Golden West College and integrates those projects with other Facility Plans.

Goal 6. Campus Diversity: The College will support an environment to enhance diversity among staff and students and respond to the changing demographics of our district population through the development and implementation of a student equity plan and a staff diversity plan.

Goal 7. Institutional Advancement: The College will increase support to students, instructional programs and support services through a coordinated approach to institutional advancement.

New College Goal Areas 2011-2017

1. Student Learning Programs and Services
    a. Instructional Programs
    b. Student Support Services
    c. Library and Learning Support Services
2. Resource Management
    a. Human Resources
    b. Facilities & Campus Environment
    c. Technology
    d. Fiscal Resources
3. Participatory Governance and Leadership
    a. Planning Processes & Decision-Making
    b. District Collaboration
4. Community Engagement
    a. Community Relations
    b. Business & Industry Partnerships

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Appendix D. Summary of Progress on Commission Recommendations

	Recommendations	Progress	
		Met	IP
1	The team recommends that the college review College Goals to ensure that they are aligned with the mission and measurable so that the degree to which they are achieved can be determined and widely discussed (I.A.1, and I.B.2).	X	
2	The team recommends that the college initiate and sustain dialogue about Student Learning Outcomes to reach a broad-based understanding of outcomes and assessment (I.B.1, I.B.2, and I.B.5).	X	
3	The team recommends that the college stabilize, make vibrant, and validate the nascent planning structure. The team further recommends that the college formalize processes to evaluate the effectiveness of the various components of the Core planning structure, including its committees, processes, and planning tools (I.B.1, I.B.2, I.B.3, I.B.4, and I.B.5).	X	
4	The team recommends that the college identify and formalize key performance indicators for Institutional Effectiveness, and clarify the connection of Institutional Effectiveness to the Program Review process (I.B.6).	X	
5	The team recommends that the college evaluate its current progress in defining and establishing student learning outcomes, and through broad based and inclusive dialogue renew its efforts to develop a common understanding of student learning outcomes. The college must establish student learning outcomes for courses, programs, and degrees (II.A.1.c, II.A.2, and II.A.3).	X	
6	The team recommends the college establish effective evaluation for all educational delivery methods, specifically distance education and large lecture instructional formats, in order to improve student success (II.A.2).		X
7	The team recommends that the college commit to student equity and diversity through implementing the goals of the student equity task force, in order to assure equitable access and learning support for all of its students (II.B.3.a, and II.B.3.d).	X	
8	The team recommends the college provide adequate resources to ensure the institution meets the professional development needs of its personnel (III.A.5.a).	X	
9	The team recommends that because funds authorized under Measure C for the GWC campus facilities improvement will be insufficient to meet all of the needs identified in the Facilities Master Plan, a specific strategy must be developed to secure additional funding for these deferred projects (III.B.2.a).		X

	Recommendations	Progress	
		Met	IP
10	The team recommends the college complete the Enrollment Management Plan as specified by the 2000 visiting team. In order to maintain financial viability of the organization, special attention must be given to district reported decline in enrollment for 05/06 (Standard III.D.1.c).		X
11	The team recommends that the board develop a clearly defined procedure for addressing board member behavior that violates its Code of Ethics. Additionally, it is recommended that the district develop a written code of professional ethics for all its personnel (III.A.1.d, IV.B.1, IV.B.1.g, and IV.B.1.h).	X	
12	The team recommends that the board adopt formal written process for selection of chancellor, vice chancellors, & college presidents. In addition, the board should develop policy that clearly delineates authority from the chancellor to the college presidents for the effective operation of the colleges (IV.B.1.j, IV.B.3, and IV.B.3.a).	X	
13	The team recommends trustees and chancellor establish & communicate a clear vision for the importance of student learning outcomes and program review as assessment processes for institutional improvement (IV.B.1.b).	X	
14	The team recommends that the board implement a process for evaluation of its policies and procedures according to an identified timeline and revise the policies as necessary (IV.B.1.e).	X	
15	The team recommends that the board establish a process and specific timeline for updating the district's Vision 2010 plan (IV.B.3).	X	
16	The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these to all college and district constituencies, so there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting the Accreditation Standards. (IV.B, IV.B.3, IV.B.3.a, IV.B.3.g, and Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, January 2004).	X	
Commission Concern. The college must demonstrate that it is in compliance with Eligibility Requirement 10, which requires the college to "define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes."			X

Appendix E. Summary of Progress on College Action Plans

College Action Plans from 2007 Self-Study		Met	IP
1. Standard II.A.1.c	GWC will implement the Institutional Effectiveness plan and timeline.	X	
2. Standard II.A.2.f	Continue with the plan to implement SLOs in every course, program, certificate and degree. The five-year timeline for these activities is under the control of the Institutional Effectiveness Committee.	X	
3. Standard II.A.2.i	GWC will implement a five-year IE Plan, which includes establishment of SLOs for all programs by the end of 2007-2008 academic year and inclusion in the 2008-2009 Catalog.	X	
4. Standard II.A.3.a	Council on Curriculum and Instruction (CCI) will continue to review Options I, II, III, and course outlines in general education areas to create general education outcomes.	X	
5. Standard III.A.3.a	An updated Diversity Plan, which is intended to guide all entities of the District, will be prepared following the completion of the EEO Plan Project by the California Community Colleges Chancellor's Office. Projected timeline calls for final Board-adopted District EEO plan to be submitted to the Systems Office in March 2008 following an extensive review, training, and development process. Plan will replace current Staff Diversity and Affirmative Action Policy and Plan.		X
6. Standard III.B.1.b	1) The vice president of Administrative Services and Director of Public Safety are working on a comprehensive plan to employ more officers and tighten patrols of the campus to provide a safe environment for all. 2) Campus hired a consultant to complete an ADA compliance study. Study will be utilized whenever work is being completed in a given area. Recommendations will be incorporated into project/renovation.	X	
7. Standard III.D.1.d	Campus will establish written procedures and guidelines for budget process, which clearly outline the budget development process, specify requirements to manage existing departmental budgets and request additional funds if needed.		X
8. Standard IV.A.2.b	GWC has instituted a campus-wide IE committee. This committee will assist Instruction, Student Services, and Administrative Services in the development and implementation of course, program, and institution-wide assessments. IEC will advise the three wings about how to implement SLO assessment for courses and programs. This assessment data will be used to help establish an institution wide assessment system that will evaluate if institutional goals and learning outcomes for students are achieved. IEC will advise the President and Vice Presidents on ways to improve course, program and institutional initiatives and activities leading to increased student learning and success.		X

College Action Plans from 2007 Self-Study		Met	IP
9. Standard IV.B.1.h	District and Board of Trustees should continue the process of updating and reviewing Board policies, specifically developing a clearly defined policy for addressing behavior that violates its code of ethics.	X	
10. Standard IV.B.1.j	District and Board of Trustees should continue the process of updating and reviewing Board policies including procedures that clearly outline the processes for the selection of chancellor, vice chancellor(s), and college president(s).	X	
11. Standard IV.B.3.e	The district system will continue to use and subsequently review and modify the FTE based model as necessary.	X	

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COASTLINE
COMMUNITY COLLEGE

MIDTERM REPORT

Submitted on

March 15, 2010

by

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

to

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

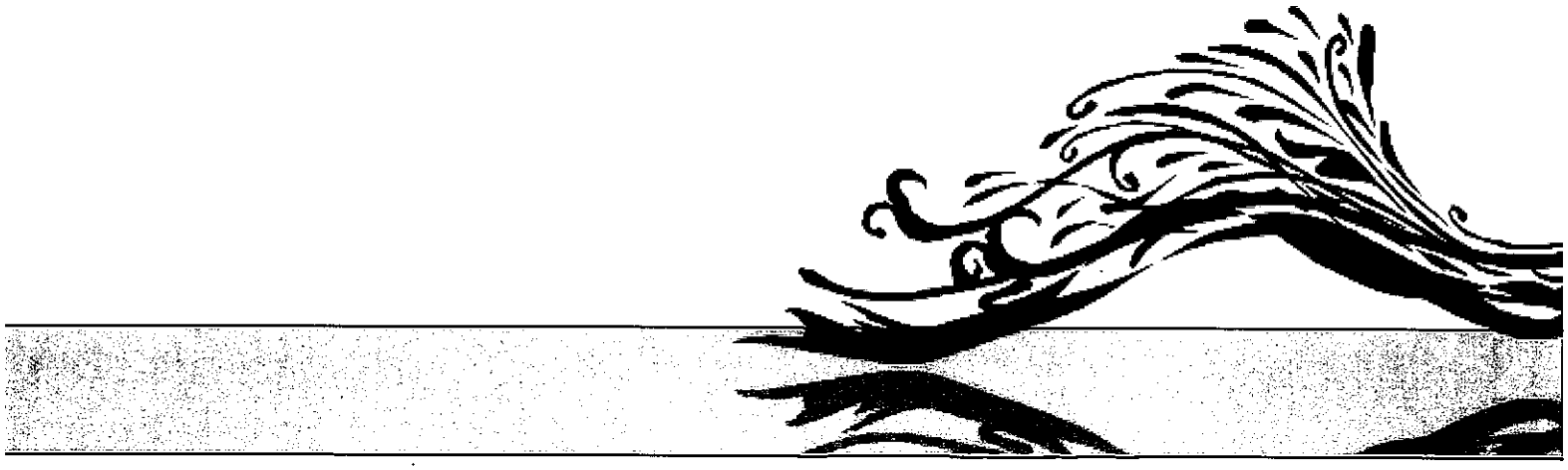

Table of Contents

Statement on Report Preparation i

Coastline Midterm Accreditation Report 1

Standard I: Institutional Mission and Effectiveness 1

Student Learning Outcomes and Program Review 1

Institutional Effectiveness and Planning 3

Standard II: Student Learning Programs and Services 4

Instructional Programs 4

Student Services 7

Library and Learning Resources 10

Standard III: Resources 11

Human Resources 11

Physical Resources 12

Technology Resources 13

Financial Resources 16

Standard IV: Leadership and Governance 21

Recommendations from the Accrediting Commission 22

Recommendation 1 22

Recommendation 2 23

Recommendation 3 23

Recommendation 4 23

Recommendation 5 24

Recommendation 6 25

Recommendation 7 27

Recommendation 8 27

Recommendation 9 28

Recommendation 10 30

Appendix: Progress Report—March, 2009 31

Index to the Planning Agenda and Recommendations 71

Statement on Report Preparation

Preparation of this report was the result of a college-wide collaborative effort that has included both formal and informal dialog.

Following the Accreditation Site Visit in March 2007 and subsequent report from the Accrediting Commission, the college entered into discussions about how to address the recommendations and, just as importantly, how to ensure that the action plans identified in our Self-Study would also be addressed in a timely and effective manner. Before the end of Spring Semester 2007, the Mission, Plan, and Budget Committee considered and responded affirmatively to the Commission's recommendation to strengthen the Library budget. Concurrently, the President's Cabinet began action on the long-term staffing plan and moved to establish a standing Accreditation Committee.

Originally, work on the recommendations and action plans was overseen by the college's Accreditation Committee, which was chaired by the college's Accreditation Liaison Officer. Effective with Fall 2009, the college combined the Institutional Effectiveness Committee and the Accreditation Committee into one unit, and it has been this group which has actively overseen preparation of the Midterm Report.

Academic Senate President (Nancy Jones)
Academic Senate Vice President (Pedro Gutierrez)
Classified Chair-Elect or designee (Kevin Donahue)
Classified Representative (Wendy Sacket)
Dean, Planning and Development (Tom Snyder)
Executive Dean, Instructional Systems Development (Dan Jones)
Faculty Co-Chair, Accreditation Self-Study Team (Margaret Lovig)
Faculty, Instructional Research (Pat Arlington)
Faculty, Standard Co-Chair (Cheryl Stewart)
Manager, Standard Co-Chair (Christine Nguyen)
Research Analyst (Shañon Gonzalez)
Student Advisory Council President (Lee Fuller)
Student, SAC (Vacant)
Supervisor of Research (Jorge Sanchez)
Vice President, Administrative Services (Kevin McElroy)
Vice President, Instruction, and Accreditation Liaison Officer (Cheryl Babler)
Vice President, Student Services and Economic Development (Vangie Meneses)

In addition to the lead role of this committee, specific individuals were charged with following up on the action plans outlined in the college's Self-Study Report. Each of those lead individuals provided written progress reports for inclusion in the Midterm Report. The first draft of the Midterm Report was reviewed and discussed by the Institutional Effectiveness/Accreditation Committee in October, 2009, and, at the same time, forwarded for review to College Council, which includes representatives from all constituency groups at the college. Following revisions based on input from those committees and constituencies, the revised report was reviewed by the Board's Accreditation Committee in December, 2009. Throughout this period and into February, 2010, Coastline's Vice President of Instruction, who is also the college's Accreditation Liaison Officer, met regularly with District representatives to coordinate progress and reporting on Recommendations directly under the District's purview. The final draft of Coastline's Midterm Report was reviewed by the Board's Accreditation Committee in February, 2010.

Marilyn G. Brock, Ed.D.
Interim President, Coastline Community College

Coastline Midterm Accreditation Report

During the process of preparing its 2006-07 Self-Study Report, Coastline Community College developed a planning agenda that included 66 unique items—11 of which are cross-referenced to multiple accreditation standards. We're pleased to report three years after our accreditation visit that significant progress has been made in addressing these plans, with 55% of the plans having been completed and another 44% are well underway.

A summary of the college's progress on these plans is outlined below by standard and major theme within each standard.

Standard I: Institutional Mission and Effectiveness

Student Learning Outcomes and Program Review

Coastline continues to make excellent progress in addressing student learning outcomes and expects to attain the level of sustainable, continuous improvement in 2011. Key to our progress has been the overall institutional commitment that the college has made to supporting student learning outcomes initiatives and to meaningful program review of instructional, student services, and administrative units. Congruent with those efforts, the District's Board of Trustees issued a formal resolution in November of 2009 to reaffirm their commitment to supporting student learning outcomes and the initiatives being pursued at each of the colleges within the District.

For each of the past four years, as part of its Master Plan Implementation process, the college has allocated funds to support student learning outcomes and expansion of program review. These special MPI grant funds are in addition to the regular ongoing college general fund budget allocation for staff and operations in these areas and have been used to conduct training events and to provide faculty stipends for developmental work. In 2008-09, the Student Learning Outcomes (SLO) MPI grant focused on two specific areas: (1) development of a SLO Strategic Plan based on analysis of our work to date and identified needs and (2) expansion of the Department Services Review (DSR) process.[1]

The plan that emerged from the SLO Strategic Plan initiative includes emphasis on development of a technology-assisted process for assessing, tracking, and following up on learning outcomes. Based on interdisciplinary input, the college designed a plan to incorporate assessment, tracking, and follow-up of student learning outcomes into Seaport—the college's proprietary course management system. In October of 2009, the first step in this process went live: a SLO Progress Notes component within the Seaport grade book. *All* faculty have been asked to use the Notes section to report outcomes for Fall Semester 2009, aggregated reports of which will be available for discussion by each department at their Spring Semester discipline meetings in February, 2010. From those discussions, departments will

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[1] Planning Agenda Item #1: SLO Workshops and Assessments

forward appropriate recommendations to their deans and administrative units for inclusion in the college's planning agenda. In 2010, more technologically sophisticated elements will be added that will allow faculty to attach specific course, program, and degree-level SLOs to assignments, designate criteria for mastery within Seaport, and easily identify and follow up on areas in which improvement is needed. Our goal throughout has been and continues to be on providing faculty with tools that will allow them to keep their focus on teaching and learning rather than on report writing and, at the same time, to institutionalize a process that will provide meaningful data for use within departments and throughout the college planning and budget process to improve learning outcomes and assist students in achieving their educational goals.[2]

In addition to our SLO Strategic Planning work, the SLO team used MPI grant funds in 2008-09 to expand Departmental Services Review. The huge impact and overwhelming time demands of Banner implementation in 2007-08—which still continue—necessitated limiting college efforts related to the DSR process that was successfully launched in 2005. In 2008-09, the SLO Coordinator, working with President's Cabinet and the Institutional Effectiveness Committee, developed a timeline and revised process for DSR—a process that includes web-based program reporting and tracking to minimize time demands and promote efficiency and sustainability. A DSR calendar was developed in Fall 2008 and subsequently refined in Spring 2009. We expect, however, that the interim web-based processes developed and used in Spring 2009 for review of the Office of Instruction's administrative and support units will be replaced by the end of 2010 with implementation of CurricUNET's program review module. A planning team will be meeting in early 2010 to design the CurricUNET report templates to support instructional program review, student services program review, and departmental services review.[3]

In addition to the developmental activities supported by the MPI grant, regular comprehensive instructional program review activities, which were formalized in 1995-96, have continued to be implemented, reviewed, and refined with increasing depth and relevance as departments have gained familiarity and comfort with the process. Originally focused on instructional programs, program review has been expanded to include Student Services. A calendar for Student Services Program Review (SSPR) was developed in 2006 and subsequently refined. SSPRs now are included in a single comprehensive Program Review Calendar for instruction and student services and SSPRs, like instructional program reviews, are submitted to and evaluated by the Program Review Steering Committee, which forwards annual reports to the college President, the Academic Senate, and to the Mission, Plan, and Budget Committee, noting, in particular, not only accomplishments and challenges but also items that have specific budget and planning implications.

Departmental Services Review (DSR) was originally conceptualized to operate on a three-year review cycle, but transition to a technology-supported reporting system is allowing the college to move to development and implementation of an annual review process. Further refinements to the technology-

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[2] Planning Agenda Item #2: Technology-Support for SLO Assessment

[3] Planning Agenda Items #3 and 76: Program and Departmental Services Review

based system with the adoption and implementation of CurricUNET will make tracking of progress on identified goals and evaluation of service area outcomes (SAOs) more streamlined and doable.[4]

Institutional Effectiveness and Planning

As review efforts grow in breadth and sophistication, the college has also focused efforts on expanding the utility, availability, interpretation, and application of relevant data across the college.

Coinciding with the implementation of Banner in Spring Semester 2008 and ongoing development and implementation of reporting processes, Coastline's Director of Institutional Research has written and made available to staff a wide variety of reports in response to work needs of individual departments, wings, and the college in general. He has prepared visual step-by-step job aids so that staff can independently access needed reports and has conducted training for specific units and groups of staff at the college. He continues to update and expand the range of available reports and works closely with a District-wide research team to identify college needs and advocate for systems and processes that will support the college's overall data needs and program review efforts.[5]

To further facilitate use of data and monitoring of the college's overall assessment of institutional effectiveness, the Director of Institutional Research annually reports to the Mission, Plan, and Budget Committee (MPBC) and to the President's Cabinet on the college's progress in addressing IE measures. He also reports to President's Cabinet, Academic Senate, Blue Ribbon Management, and MPBC on the California Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) measures as related to Coastline, as many of the measures on ARCC correspond directly to the college's self-identified institutional effectiveness priorities.[6]

In 2007-08, the college undertook development of a revised college Master Plan. As the first step in that process, the college's Office of Planning, Development, Grants and Resource Development (PDGRD) spearheaded evaluation of the systems used to develop and implement the prior Master Plan, convening a large group of participants from the various college constituencies and facilitating discussion and evaluation of the prior methodology. The data gathered through this process was used by a large multidisciplinary group to guide and inform strategies for development and implementation of the 2008-2011 Master Plan.

The systems review and development process used for the Master Plan is indicative of the iterative cycle used by the college throughout planning. The Office of Planning and Development has a major role in this college-wide process, which includes three major components: (1) regularly scheduled review of all instructional programs and departmental services; (2) expansion of the college's facilities; and (3) development of new or expanded programs funded by the grants or other external services. Each of these components falls under the larger planning umbrella of the three-year Master Plan, which is

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[4] Planning Agenda Item #4: Calendar for Student Services and Departmental Services Reviews
[5] Planning Agenda Item #6: Project Voyager Report Training
[6] Planning Agenda Item #5: Institutional Effectiveness Reporting

monitored by the Planning, Development, and Government Relations Department (PDGRD). In turn, PDGRD's mission, service area outcomes, and goals are identified, refined, and monitored as part of the Departmental Services Review of the unit; the department is currently conducting an annual review and will be finalizing its report in early Spring 2010.[7]

Among PDGRD's review findings to date is that the college has achieved significant success in addressing the priorities of the Master Plan for 2005-2008 and in attaining the goals of the 2008-2011 Master Plan. To ensure the continued vitality of the planning process at Coastline, the Mission, Plan, and Budget Committee has formed a Master Plan Task Force that will serve as the steering committee to expand the current Master Plan to cover 2011-2015.

Standard II: Student Learning Programs and Services

Instructional Programs

The college's planning agenda for instructional programs has focused on the assessment of student learning outcomes, broad use of data to strengthen programs and improve learning, and enhanced planning, evaluation, and infrastructure systems to support instructional programs.

Coastline's process of addressing SLOs began in 2002-03 and has, intentionally, been an incremental process that included significant consciousness-raising and groundwork to establish a shared terminology, ongoing and increasingly meaningful dialog, and commitment to the use of learning outcomes data for the purposes of improving instruction and informing planning and budget decisions. Since the time of those early awareness and developmental steps, assessment, analysis, and reporting within Program Review has grown in breadth and depth each year, with some programs advancing more quickly from identification of expected SLOs into reporting and analysis of actual learning outcomes. In 2009, the college entered the fourth year of Program Review in which all programs are expected not only to have identified and assessed outcomes but also are required to report actual learning outcomes and to develop goals and recommendations for improving future outcomes. By Fall Semester 2010, every program will have engaged in this component of Program Review.[8]

Goals identified during the Program Review process include targeted areas related to student learning outcomes. In 2002-03, the college established an online Program Review goals database. The process of gaining full cooperation in regularly reporting progress has, however, been challenging. Programs are now consistently reporting progress on a five-year cycle. Annual reporting remains sporadic, not only because of multiple demands on faculty time but also as a result of the reality of "out of sight, out of mind" phenomena. Future plans call for integrating the existing goals database (a web-based application

[7] Planning Agenda Item #7: Evaluation of Planning Processes
[8] Planning Agenda Item #9: Program Improvement Based on Analysis of Learning Outcomes

that, like CurricUNET, uses ColdFusion) into the CurricUNET Program Review module. This integration will increase the visibility of program goals and facilitate updating and tracking.[9]

Additionally, as noted under Standard I, the college's commitment to integrating SLO assessment, tracking, and reporting into Seaport (the college's course management system), will facilitate college-wide reporting of learning outcomes. During the first phase in Fall Semester 2009, all instructors were asked to document learning outcomes in the newly added SLO Progress Notes section that has been incorporated into the Seaport grade book. Data will be aggregated for discussion at the department level so that plans and recommendations can be developed, implemented, and/or forwarded to the appropriate dean, wing, or planning group.[10]

In addition to being shared with internal planning and budgeting groups, the learning outcomes data emerging from the Seaport-based assessment and tracking system combined with subsequent department dialog will be shared with appropriate industry/community advisory committees. Although industry representatives were surveyed regarding desirable learning outcomes during our early SLO development work, numerous changes in management within our Career and Technical Education (CTE) Division between 2003 and 2007 impacted on the division's ability to strengthen advisory committees and advance the college's relationship with industry. Since the current CTE Dean came on board in mid 2007, Coastline's CTE programs have been strengthened, new programs have been developed, department chairs have been added to champion and guide programs, additional full-time faculty positions have been sought, and industry relations have been revitalized—all of which are contributing to increased dialog with industry. All CTE programs now hold at least one advisory meeting a year to learn more about industry needs. For the past two years, CTE has focused on ensuring that its programs meet industry standards and on ensuring that CTE programs are supplying a well-trained workforce for our communities. In addition, the CTE Division and Department Chairs have coordinated efforts to support faculty in relating instruction to the needs of the community and to assist in the determination of specific performance outcomes (knowledge, skills, attitudes, and so forth.) appropriate to the completers of the programs. As the assessment of course-level learning outcomes is expanded during 2009-10, CTE will be working concurrently with its advisory committees to ensure that identified program-level outcomes are reviewed and refined on a regular basis and that overall program review data—now available online—is regularly shared with advisory committees. As with all other programs at the college, CTE expects to be at the sustainability level for SLOs by 2011—a level that will include regular, ongoing dialog with industry representatives about learning outcomes.[11]

In addition to direct measurement of student learning outcomes, since 2007-08, CTE programs have focused renewed attention on indirect measures of program effectiveness, including core indicators related to completion and success rates, persistence and transfer, placement, and equity in nontraditional employment. The CTE Dean shares relevant data with the division's Department Chairs,

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[9] Planning Agenda Item #11: Updating and Tracking Progress on Goals
[10] Planning Agenda Item #20: SLO Assessment Strategies
[11] Planning Agenda Items #13 and 18: Advisory Committee Input re: SLOs and Reporting to Advisory Committees

faculty, and advisory committees, using the data to stimulate dialog and generate plans and recommendations for the division.[12]

Student access, enrollment, and success data is further used not only within the CTE Division but in all academic programs to inform curriculum development and scheduling. Many of Coastline's CTE programs have, in the past, been quite small. This combined with the college's geographically distributed learning environment has presented challenges in the scheduling of certificate and degree sequences of courses. Revitalized CTE programs, new programs, and strengthened contacts with industry, however, are resulting in significantly stronger enrollments in CTE (e.g., an 82% two-year growth in business and over 200% two-year growth in accounting)—all of which are giving the division greater flexibility in scheduling and the ability to ensure that students can complete certificate and transfer requirements in a timely manner.[13]

Further supporting the college's attention to student-centered scheduling has been the development of well-planned timelines for the development and production of both the college catalog and the class schedules. The Graphics and Publications team works closely with both Instruction and Student Services in timeline development to ensure that deadlines and planned distribution dates meet everyone's needs.[14]

The availability of general education courses through distance delivery modalities has always been one of Coastline's great strengths. To increase the availability of site-based general education courses and better support students at convenient locations throughout our district, the college developed and implemented new scheduling options in 2009 that include multisite delivery whereby a course originates from one of our community-based learning centers and is delivered via videoconference to students at one or more of our remote centers. This cost-effective delivery increases student-to-faculty contact and supports scheduling and sequencing of degree-required classes at locations that meet student needs.[15]

This use of distance delivery technologies to support site-based instruction is representative of the college's ongoing evaluation of systems and processes. And, though distance learning is particularly strong at Coastline—or, perhaps because it *is* so robust—the college maintains a strong focus on its distance learning infrastructure, engaging in collaboration with many constituency groups and stakeholders. Most recently, the Distance Learning Committee reviewed and revised its mandate to place an increased emphasis on student success, retention, and evaluation of resources to support students and instructors.

Coastline's commitment to supporting students and faculty is evident in other areas, too. In the course of conducting the Distance Learning Program's comprehensive program review, the program identified the need to focus additional attention on instructional quality. During 2008-09, with support from a

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[12] Planning Agenda Item #12: Use of Graduate and Alumni Data
[13] Planning Agenda Item #14: Course Sequencing to Support Success
[14] Planning Agenda Item #21: Timely Production of Time-Sensitive Publications
[15] Planning Agenda Item #14: Course Sequencing to Support Success

Master Plan Initiative grant and from the Academic Senate, an interdisciplinary faculty team undertook an Academic Quality Project and designed rubrics identifying quality standards not only for online classes and telecourses but also for classroom-based courses. The resulting standards have been widely shared at the college's annual Summer Technology Training Institute in 2009, at department meetings, at the Academic Senate, and at the college's Fall Semester 2009 All-College Meeting. The standards were also the featured topic at the Fall Semester 2009 Distance Learning Faculty Meeting—a regular meeting held with all distance learning faculty at the beginning of each primary term to foster collaboration on instructional strategies, support professional development, share data about student success and retention rates, and facilitate department-wide dialog and recommendations about new directions and needed resources and support for current or planned initiatives. Past faculty input has resulted in some recent enhancements to the Seaport course management system, including addition of an integrated assessment tool that allows instructors to administer online exams while also following the best practices agreed upon by leaders in Distance Education (e.g., Western Consortium of Education Technology).[16] Other enhanced support services for faculty include the remodeling of the Distance Learning Department to provide faculty with expanded access to computers and technology for development of audio and video learning objects, web conferencing, and online research. The remodeled facility also includes private offices for one-on-one or small-group meetings with students or among faculty members. The success of Coastline's commitment to instructional quality and to a strong distance learning infrastructure is evident in distance learning student success and retention rates at Coastline that are consistently higher than the statewide average and in the fact that, even with declining State funding, the college has been able to offer 46 additional distance learning sections over the past two years, including the first-time distance delivery of 34 courses from 15 different disciplines.[17]

One specific area identified in our planning agenda for instructional programs remains a challenge: Revision of the Student Opinion of Instruction form, which is contractually negotiated. Informal discussion has occurred at the District level as well as at the college regarding the development of a form used for student evaluation that would be neutral to modality of instruction. However, the District and the faculty bargaining unit agreed in Spring 2008 to roll over the contract in its entirety without making modifications to this form. The faculty bargaining unit for full-time faculty has, however, initiated a Memorandum of Understanding to revise the form used in the evaluation of full-time faculty members, and faculty at Coastline are proactively addressing the student feedback component by drafting proposed changes to the Survey of Student Opinion of Teaching form.[18]

Student Services

In developing the planning agenda for Student Services, the college identified as priorities the design and implementation of processes to increase student awareness of and access through both site-based and technology-facilitated services, support, and communication.

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[16] Planning Agenda Item #20: SLO Assessment Strategies
[17] Planning Agenda Item #15: Distance Learning Infrastructure and Support
[18] Planning Agenda Item #8: Delivery-Mode Neutral Evaluation Forms

Over the past two years, Student Services has worked to increase student awareness by strengthening and/or implementing a number of processes, including regular telephone follow-up with students, point-of-contact surveys, regularly scheduled classrooms presentations by counselors, and introduction of "informational screens"—electronic screens located at the College Center and two learning centers to promote programs, certificates, and services. The college's current Early Alert Program is in the process of being revamped and is expected to be implemented in Spring 2010. In addition, workshops and roundtable discussions have been conducted to foster communication and collaboration, and mechanisms were developed and implemented to communicate with students about the various services available to them through use of technology, print materials, and face-to-face presentations.[19]

In addition, specific Student Services units, such as EOPS and Special Programs and Services for the Disabled, have updated department and program brochures to ensure that students are informed about health services, financial assistance, specialized counseling, and support services for students with disabilities.[20]

Enhancements to the college website and the addition of technology-based tools have also increased the college's ability to inform and serve students. The college now offers eAdvising, online "Ask Me" questions/answers, online appointments, counseling eChat, Help Desk Live Chat and Knowledgebase, an online orientation, eTransfer Connection, RingClear reminders (automated phone messages), web-based point-of-contact surveys, 45+ Project, Student Life (using ConnectPro for webconferencing), and introduction of the college's virtual campus in Second Life.[21]

Student Services units consistently encourage and assist students in accessing web-based information and ensure the availability of computers for student use in Admissions and Records and within specific Student Services offices.

Financial Aid has been particularly aggressive and successful in integrating the use of technology tools into the delivery of services:

- Students are encouraged to apply for federal aid through the web-based FAFSA (Free Application for Federal Student Aid). The percentage of online applicants went from 86.61% in 2005-06, to 92.07% by 2007-08, and, as of mid-fall 2009, reached 96.9% for the 2009-10 school year.
- Since the 2008-09 school year, 100% of the Board of Governors Fee Waiver applications are processed electronically, with a conversion interface for those students without online access. In 2008-09, more than 13,000 students qualified for free enrollment.

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[19] Planning Agenda Item #22: Processes to Support Student Access and Success
[20] Planning Agenda Item #23: Strategies to Increase Student Awareness of Services
[21] Planning Agenda Items #24 and 25: Communication and Collaboration within Student Services and Communication Mechanisms

- One hundred percent of the loan counseling instruction, entrance and exit testing, and school notifications from the loan guarantor are handled electronically. Almost 400 students received a total of $1,334,892 through this method.
- By Spring Semester 2008, 100% of all funds disbursed to students became available via direct deposit or a re-loadable debit card with $3,994,607 delivered in 1,647 awards.
- Concerted efforts to use online, telephone, email, and fax methods to communicate with students have reduced office visits (verified by sign-in sheet name and student ID) from 7,833 in 2002-03 to 3,604 in 2008-09, while at the same time total aid and numbers served have increased approximately 30% annually.

Of course, proper disbursement of state and federal funds will only be secure if all staff are updated and trained. Coastline's Financial Aid staff members at all levels have participated in online webinars addressing the many changes in regulations and the impact on other programs at the college. PowerPoint presentations and other digital materials have provided handy reference and been an effective way to communicate with other divisions affected.[22]

Concurrent with development and implementation of specific student services has been the implementation of the Voyager Banner Student System, a District-wide initiative implemented in 2007-08. Numerous *Continuous Quality Improvement Teams* (CIT) were organized by the District to coordinate shared activities at the District level as well as within in each college. To improve coordination and integration of these efforts at Coastline, a special multidisciplinary work group was established—*MyCCC/Voyager Implementation & Integration Work Group.* This group serves as a clearinghouse to identify and resolve system problems and find opportunities to improve support and services to students, faculty, and staff using cross-disciplinary and cross-departmental solutions. The work group initially met once each week to respond in a timely manner to all issues, whether large or small. Following the successful launch of the Banner Student System, meetings have changed to biweekly and/or monthly as needed. Some of the key issues addressed and resolved by the work group included help in planning and implementing training, troubleshooting and resolving communication gaps and technical problems, making recommendations regarding procedures and policies, establishing electronic Help Systems for students, faculty, and staff, and prioritizing and coordinating the acquisition and implementation of related systems. The work group also provides an important cross-disciplinary forum to make sure that all problems or issues are promptly addressed and that it is clear as to who is responsible and what action will be taken.

The District launched its SunGard Banner (Voyager) initiative in 2006, when it went live with Finance and Human Resources in June and December, respectively. Banner Self-Service and Student Systems were launched in 2007 concurrent with Luminis portal (MyCCC at Coastline). In Spring 2008, the first term following full implementation of Banner, 52,045 students successfully completed at least one course Districtwide. In Summer 2008, 25,732 students successfully completed at least one course. By all

[22] Planning Agenda Item #22: Processes to Support Student Access and Success

accounts, Banner implementation was a success. Minor and major glitches have been rapidly resolved with minimal downtime experienced.[23]

Library and Learning Resources

Given Coastline's distributed learning environment and the large percentage of students served both through apportionment-generating classes and contract education, the college has a special interest in and need for ensuring that library and learning resources are accessible to students regardless of their proximity to the college's physical facilities or the delivery mode in which they are taking classes. During the self-study, the college identified plans to address access to the Virtual Library, improvement of resources, and ongoing evaluation of the extent to which the library supports overall student learning outcomes. The 2007 Accreditation Visiting Team placed further emphasis on library resources with a recommendation[24] for the college to address quantity, currency, depth, and variety as well as access and library funding. Through coordinated planning and budgeting efforts, the college has successfully addressed the Visiting Team's recommendation by enhancing library resources and funding. (Please see the detailed response to Recommendation #2 for more information.)

In February, 2009, the college achieved its goal of implementing a simple, straightforward login procedure for access to the Virtual Library. Students and faculty can now access all resources through a single sign-in process (rather than unique passwords for each database or holding), and all indications are that the system is working well.[25]

Development of additional promotional and training materials was delayed while the Virtual Library's navigation, appearance, access, and content were being redesigned and enhanced; however, development is now underway, with plans to release materials as they become available throughout 2010. Also under development are student and faculty surveys, planned for deployment in Spring Semester 2010, to identify demand for additional subject-specific databases and resources.[26]

The college is also in the process of evaluating the extent to which library and learning resources are supporting student learning outcomes. To help pinpoint specific areas of the college curriculum that address the college's core degree-level outcome related to information competency, the college has revised its course outline (effective 2009) to require designation of core learning outcomes addressed by each course. Additionally, the Office of Instructional Research has drafted and will be deploying a survey in Fall Semester 2009 that will ask all instructors to identify the core degree-level learning outcomes that they address in their courses (e.g., teach and require, require but don't teach, neither teach nor require). Responses related to information competency will be particularly useful in identifying not only

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[23] Planning Agenda Item #26: Voyager Banner Implementation
[24] Recommendation #2: Library and Learning Resources
[25] Planning Agenda Item #29: Virtual Library Login
[26] Planning Agenda Item #27: Virtual Library Promotion and Training

the academic disciplines presently targeting this outcome but also those areas in which the library might proactively support inclusion of activities to support the outcome.[27]

Concurrent with these activities, the core Program Review faculty survey questions have been modified to include questions relative to the instructor's use of the Virtual Library and to identify reasons the instructor may not be using the library to support instruction and learning.[28]

Standard III: Resources

Human Resources

The college planning agenda related to human resources includes development of a long-range staffing plan, revision of forms and processes for faculty and student evaluation, development of a professional code of ethics, and tools for evaluating the effectiveness of equity and diversity policies and practices.

The college has successfully completed development of a long-range staffing plan (outlined in detail in the February 2009 Progress Report response to Recommendation #3).[29]

Although the college has participated in discussions and advanced recommendations related to forms and processes for faculty evaluation and student evaluation of instruction (identified in the contract as "student opinion of instruction"), as noted in Standard II, these are contractually negotiated issues. The rollover of the faculty contract in its entirety in Spring 2008 occurred without resolution on these issues. Based, however, on a recent Memorandum of Understanding advanced by the bargaining unit for full-time faculty to modify the form used to evaluate full-time faculty, the college is optimistic that an MOU can also be accomplished to address the Survey of Student Opinion of Teaching[30]

As of October, 2009, the college code of ethics is on hold. To fully align the Coastline Code of Ethics with the District standards and policies, the college is waiting for the completion of the District's Code of Ethics, Procedures, and Policies, which are in the final stages of development and approval. The District Code of Ethics task force is made up of faculty, classified, and management representatives from each of the three colleges. The discussions and points that are being presented at the District will provide the starting point for the discussions at Coastline. Since foundational discussions are already taking place amongst the constituency groups, local discussions should be swift but should also have the effect of increasing awareness of ethical issues throughout the college.[31]

The Staff Diversity Committee has not as yet addressed specific ways to measure the effectiveness of the college's equity and diversity policies and practices. For many years, however, the college's Program

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[27] Planning Agenda Item #28: Virtual Library Content Needs Assessment
[28] Planning Agenda Item #31: Program Review Related to Library Use
[29] Planning Agenda Item #32: Long-Term Staffing Plan
[30] Planning Agenda Items #33, 34, and 35: Delivery-Mode Neutral Evaluation Forms; Enhanced Evaluation Forms; and Training for Conducting Evaluations
[31] Planning Agenda Item #36: College Code of Professional Ethics

Review process has included questions on the faculty and student surveys about the extent to which respondents believe that the program or instructors are meeting the needs of culturally-diverse students and of nontraditional students (e.g., working adults and older students, among others). Across all programs, the responses are overwhelmingly favorable, with student satisfaction typically at the 97-98% level.[32]

Physical Resources

The college identified five plans related to physical resources and has made excellent progress in addressing these needs.

Specifically, the Facilities Committee reviewed the remaining projects planned for Coastline in the original Measure C Bond in the fall of 2007 and recommended that the college move the south district learning center project to the top priority for the remaining approximately $29 million left in our share of the bond. This geographic choice was strategically chosen as a component of our Facilities Master Plan to best serve our overall District community. Just under four acres of land in the city of Newport Beach have been purchased by the District to accommodate the planned learning center. Planning with the architect is underway, with a target date for the grand opening of the center in late spring 2012.[33]

The remaining projects from the original Measure C Bond list for Coastline will be postponed pending new funding and an updated Facilities Master Plan to be developed by the college and District.[34] (#39 and #40) The Facilities Committee will begin reviewing the college's Facilities Master Plan in 2009-10 to make a recommendation for updating the Plan. Once an updated Facilities Master Plan has been adopted by the College (projected for spring or fall, 2010), the MPBC will agendize an annual report from the Facilities Committee to coordinate and confirm support of institutional goals in terms of the capitol plans contained in the Facilities Master Plan.[35]

To improve coordination of maintenance, repairs, and cleaning, the Maintenance and Operations Department (M&O) has fully implemented an electronic service request form system accessible online by all college departments. M&O reviews the requests on a daily basis to coordinate and prioritize the maintenance, repairs, and cleaning to be scheduled. The system also allows for follow-up tracking and feedback from the departments to ensure satisfactory results. The M&O administrative assistant coordinates communication and verification of work status between the maintenance/custodial staff and the various College departments, deans, and site facilitators.[36]

The Administrative Services Department made initial progress on developing a sustainable Departmental Services Review (DSR) process in 2007-08. Training was provided to Administrative

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[32] Planning Agenda Item #38: Effectiveness of Equity and Diversity Policies and Practices
[33] Planning Agenda Item #39: Review and Modification of G.O. Bond Priorities
[34] Planning Agenda Items #39 and 40: Review and Modification of G.O. Bon Priorities and Implementation of Facilities Master Plan
[35] Planning Agenda Item #42: Review of Capital Plans
[36] Planning Agenda Item #41: Coordination of Maintenance, Repair, Cleaning, and Site Inspections

Services managers and staff to develop DSR tools such as questionnaires, rubrics, and survey techniques. Since initial training was provided, the departments have had difficulty in sustaining a consistent practice of collecting relevant data to complete regular DSRs. The Vice President of Administrative Services has identified the revitalization and completion of the DSR cycle as a 2009-10 priority for staff and managers within his wing. Refresher DSR training for all staff is planned, and progress on DSR implementation will be a key indicator when measuring the performance of Administrative Services and its managers for 2009-10.[37]

Technology Resources

Student surveys conducted in 2005 as part of the college's self study indicated "that only 58% of students attending on-site classes believe that computers are available on campus...," and the college included a plan to investigate this low level of awareness. Since the time of the student survey, a number of changes have occurred at the college: A new learning center with enhanced computer resources was opened in Westminster, computer resources were expanded at the College Center and each of the three major learning centers to include computers for student use in the lobby of each facility, and the number and quality of computer lab resources were expanded at the learning centers. Program Review surveys routinely ask students about their satisfaction with resources, and responses across disciplines indicate an insignificant level of dissatisfaction in this area.[38]

The college continues, however, to take steps to ensure that it is meeting the technology needs of both students and faculty. In addition to ongoing needs assessment and planning through the college's Technology Committee, special attention is paid to technology resources by the Career and Technical Education Division, which regularly asks faculty to identify both hardware and software needs so that they can work with the Computer Services Department , prioritize the allocation of available CTE/vocational funding, and communicate requests for ongoing and supplementary budget allocations through the wing and to the college Mission, Plan, and Budget Committee.[39]

As noted under Standard I, the college is in the process of integrating student learning outcomes assessment and tracking into the Seaport course management system, with Phase I implemented in Fall 2009 and Phase II planned for 2010. Over the past two years, Seaport designers have made a number of improvements to the learning management system, including refinements to the testing component, better tracking of student performance, and some programming adjustments for better background speed of data interchange. Two requested additions from faculty, the ability to provide targeted announcements and the ability to add scores directly into the discussion forums, are currently in beta testing, with expected general deployment for the Spring 2010 academic term. Discussion has also occurred about the possible widespread use of the Seaport within the District. Further demonstrations to our sister colleges and analysis of the efficacy of this deployment is ongoing. A target date of

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[37] Planning Agenda Item #43: Analysis through Departmental Services Review of Physical Resource Allocation Decisions

[38] Planning Agenda Item #44: Analysis of Student Knowledge of Computer Resources

[39] Planning Agenda Item #45: Identification of Needed Instructional Technology Resources

approximately one year (2010-11) was identified for making a decision about adoption on a wider scale.[40]

The use of technology is particularly essential to Coastline's success, and the college invests considerable effort and resources to support the effective use of technology to support learning. These efforts are spearheaded by the college's Technology Committee and the college's Center for Instructional Systems Development.

The Technology Committee has developed a comprehensive charter with the advice and consent of the College Council and College Cabinet. Under this charter, the committee has implemented a series of initiatives in collaboration with the Center for Instructional Systems Development and Distance Learning Committee to provide information and specific training to college staff and faculty regarding new and emerging technologies. In addition, the Committee has worked closely with the Computer Services Department, CISD, and other departments to recommend new initiatives (i.e., mini-grants for new instructional technology) and acquisition of new systems, equipment, and services though the MP&B *Budget Development Process* and college's *Master Planning Initiative*.

Specific examples of successful initiatives include the *Summer Technology Institute* and *Brown Bag Lecture Series*. Begun in 2005, the Summer Institute has been an overwhelming success. Not only has it served as a venue to introduce faculty and staff to new ideas and emerging learning technologies, but it has served as a forum to implement and train faculty and staff in the use and application of new systems and procedures. The Summer Institute was instrumental in the Voyager implementation process. Sessions offered at the institute have progressively expanded faculty and staff skills and competencies in many critical areas, including authentic assessment, use of intellectual property, rubric-based assessment, design, and application of student learning outcomes, and design and creation of courses using Seaport, Coastline's learning management system. A wide range of sessions are offered each year that address the specific needs of faculty and classified staff as well as strategic and college initiatives.

The Brown Bag Lecture Series has established a venue where new concepts, teaching practices, and/or new technology can be shared with all staff and faculty. Although offered in a face-to-face environment, the sessions are also distributed synchronously and asynchronously using advanced lecture-capture and podcasting technology.

Another critical initiative, long advocated and recommended by the committee, was approved for funding last fiscal year: the development of a comprehensive strategic technology master plan and ongoing continuous improvement planning process. As envisioned, the plan would clearly articulate how Coastline could and should leverage technology to enhance its future. It is clearly understood and accepted at Coastline that technology must continue to play a pivotal role in fulfilling its mission and strategic priorities over the next five years and into the future. This is not new for Coastline, but the competition from other institutions of like mind has reached a level and sophistication few could have

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[40] Planning Agenda Item #46: Strengthening of Seaport

predicted, and most would have believed impossible, five or ten years ago. The committee agrees that the challenge for learning, teaching, and information technology at Coastline is to develop and implement new and creative approaches to sustain academic programs and administrative operations commensurate with, or beyond, the capacity of the competition. Also agreed is that this will not be easy, since state-of-the-art infrastructures and the ability to support and facilitate diverse and progressive learning environments have become ubiquitous. Despite this understanding and the critical need for the plan as quickly as possible, budget limitations prevented the Technology Committee from moving ahead with its proposed initiative during the 2008-09 fiscal year. As an alternative, Coastline's College Council has asked the committee to move ahead with the development of a Technology Master Plan using internal resources. Although it is understood and accepted that the effort will need to be phased in over a two to three-year period, the college recognizes that failure to be proactive, innovative, and truly creative in the consideration and application of new and emerging technology will undoubtedly create a void others will fill.[41]

Based on this, the Vice President for Administrative Services has begun working with the Dean of Learning Technology Innovation and Support to assist the Technology Committee in creating a structure for designing and implementing an updated technology master plan for the college.

The first step in the process will be to create a coordinated and comprehensive document describing the status of all current technology within the college. This summary is being gathered as a reference point in preparation for the shared strategic planning process to recommend future directions for the college through 2015 and beyond. The initial draft will be prepared through gathering information from a variety of technology bases within the college. Various wings, units, ,and certain areas of technology concentration will be included. While not intended as a completely definitive document, this summary will capture the essence of our current technology status. We expect this will allow the strategic planning process to better proceed with development of a renewed Technology Master Plan in support of the college, faculty, staff, and the students.

The list of pockets and bases of technology to be gathered is fairly extensive. To successfully document current technology applications from such a wide variety of places within the college, individual task force groups, led by members of the Technology Committee, will take responsibility for securing the needed data/information. A standardized form will be used to collect the responses from all departments and individuals. Technology inquiries will include identification of status, relevant history, immediate project plans, and medium to long-range analysis and/or plans for the technology.

Once all survey data has been gathered and compiled, the document will be reviewed and edited by consensus of the Technology Committee. The semi-final draft will be vetted to all college constituencies (Academic Senate, Classified Council, Management Team, and Student Advisory Council) and returned to the Technology Committee. This phase is targeted to be completed by the end of the Spring 2010 semester.

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[41] Planning Agenda Item #49: Technology Planning Process

When the Technology Committee reconvenes in September of 2010, they will use the college technology status document as a reference point to begin drafting the updated Coastline Technology Master Plan. At that point, the committee will also have access to the updated Strategic Master Plan and Initiatives developed in Spring 2010. The goals and initiatives identified in the new College Master Plan will provide the basis for determining which technology initiatives are adopted in the Technology Master Plan.

The college administration has acknowledged that there are many areas of intensive technology development happening around the college, yet there is a deficiency in overall coordination and communication of these efforts in technology. It is clear that the first step of developing a "current status report" in technology is critical to moving forward with asking the Technology Committee to update the Technology Master Plan in the fall of 2010.

Financial Resources

Budget Management

The management of financial resources presents some especially difficult challenges for California community colleges given the State of California's current budget difficulties and projections for continued budget shortfalls over the next two, three, or more years. The Coast Community College District, however, entered the 2009-10 academic year with a substantial reserve and has initiated and continues to engage in collaborative, constituency and District-wide dialog to identify and implement budget management strategies that will maximize, to the greatest extent possible, our ability to meet the needs of our students.

Coastline Community College enters these difficult fiscal times not only with strong support from the District but also with a foundation of sound fiscal management and a strong base of external and ancillary funding.

Coastline's Mission, Plan, and Budget Committee (MPBC) has fully integrated "college-fixed costs" as the top funding priority.

Due to the unstable nature of state funding, no set percentage has been established for the college's total budget among general, categorical, and ancillary surplus funds. In evaluating the availability of ancillary funds, the Administrative Services wing first meets with Contract Education to determine the amount of Contract Education funds to be reinvested into the program for continued growth and vitality. Contract Education initially covers their operational budget and then remaining surplus funds are absorbed into the college's ending balance for distribution.[42]

In 2006, the college's Self-Study Team identified two Planning Agenda Items related to strategies and formulas for balancing the use of General Fund and ancillary revenues. Due to the current state budget

[42] Planning Agenda Item #56: Reinvestment and Redistribution of Contract Education Funds

crisis, however, the President's Cabinet has recommended deferring establishment of any specific formulas while the state's budget and funding for community colleges remains so volatile. President's Cabinet, along with the Mission, Plan, and Budget Committee will continue to monitor available revenues to ensure that funds are used to effectively meet the college's current and anticipated needs.[43]

MPBC does not predetermine the allocation of ancillary surplus funds for any expenses of the college, but rather MPBC through its Financial Task Force requests that the college wings submit budget development worksheets showing their entire list of budget requests. Requests for allocations from ancillary funds (primarily Contract Education) are formally reviewed and disbursed on an annual basis according to priorities submitted by departments and adopted by the full MPBC. The predictable financial obligations for instructional and non-instructional equipment replacement, including technology equipment regularly come through in the budget requests from the Office of Instruction and Administrative Services.[44]

Coastline Community College has a budget development process in place to ensure opportunity for input by all appropriate staff. Budget development and oversight is handled with assistance from the Fiscal Services Department.

The budget development process is as follows:

1. The college conducts a "town hall" where everyone is invited to address the Mission, Plan, and Budget Committee (MPBC) for five minutes about their budget concerns. Those unable or not wanting to address the MPBC directly are invited to email their concerns to the co-chairs, who then read the emails at the "town hall."

2. The MPBC holds a second "town hall" on the budget development process, which demystifies many issues surrounding state funding and the development of the District budget.

3. The Vice President of Administrative Services and the other vice presidents detail the schedule for developing their budget recommendations to the MPBC.

4. Through all of March and early April, department chairs meet with their faculty or employees to discuss budget recommendations to their deans and managers.

5. By mid-April, the managers and deans meet with their vice presidents to discuss recommendations to be presented to the MPBC.

6. The MPBC hears the budget proposals from Administrative Services and the President's Office and one week later the Office of Instruction and Student Services makes their presentations to the MPBC.

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[43] Planning Agenda Items #70 and 71: General Fund and Ancillary Funding and Allocation Strategies
[44] Planning Agenda Item #50: Strategy for Funding Predictable Financial Obligations

7. The MPBC's Financial Task Force (FTF) meets to review the budget presentations from all of the wings. They develop several recommendations for college budget adjustments up or down, approve general fund budget recommendations, and make recommendations for the release of some ending balance funds for essential expenditures.

8. The full MPBC discusses and passes budget recommendations to the President at its last meeting of the fiscal year.

9. The MPBC co-chairs formally submit the committee's recommendations to the President.

10. As a matter of practice, the President shares the final recommendations with the College Council.[45]

Since July 1, 2006, with the newly implemented system, financial data and reports have been readily provided to the college's Mission, Plan, and Budget Committee and to the Financial Task Force throughout the year as requested. In addition, numerous financial reports are also provided to the wing leaders to assist them with daily operational decision making, ranging from revenue projection to budget development to expenditure tracking. To ensure the integrity and reliability of these data and reports, a monthly Banner/Finance team meeting has been established to create a forum and opportunity for the campus representatives from all three colleges and the district office to share with each other any findings or challenges that have arisen as the system is being fully utilized.[46] Financial data and reports are presented, validated, and audited by the external auditors semiannually, at both the preliminary audit and year-end audit engagement. There have not been any material findings presented by the external auditors since the implementation of the system.[47]

Supporting access to financial data has been the Center for Instructional Systems Development (CISD), which, working in collaboration with the Office of Instruction, the Academic Senate, Administrative Services, and other college constituencies, developed and launched an ongoing comprehensive training initiative. This initiative provided and continues to provide beginning, intermediate, and advanced training to staff and faculty in the operation, use, and application of Banner (Human Resources, Personnel, Self Service) and Luminis, the key Voyager systems components. Complementary and equally critical to this initiative, collateral training and support was provided to all faculty and staff in the use and application of Seaport (CCC's internally developed learning management system) in conjunction with Banner and Luminis (Voyager). These initiatives required the development of both face-to-face and self-paced training options as well as a range of collateral training materials for faculty and staff unable to attend scheduled training. Training opportunities were offered at varying times, day, evening, weekends, as well as face-to-face, online, and self-paced. To assist in providing training, encourage full

[45] Planning Agenda Item #53: Budget Development Processes
[46] Planning Agenda Item #72: Review of Banner Financial System
[47] Planning Agenda Item #73: Audits of Financial Systems and Integrity

participation, and provide help whenever and wherever needed, faculty mentors and staff facilitators were selected and specially trained to help all employees (faculty, classified staff, and managers).[48]

Critical to Coastline's strong fiscal position and the financial flexibility of the college has been the work of Contract Education, the Foundation, and the College Bookstore.

Contract Education

The Office of Contract Education continues to expand its program involvement with the development of new contracts and programs. Most recently, the department has entered into a new five-year contract with NCPACE, has implemented a new Air Force General Education Mobile (AF GEM) program, and is currently working in collaboration with the Army on a new Enlisted Degree Program. Participation by Coastline's Dean of Military and Contract Education Programs in several Army Advisory Committees has resulted in a 119% increase in Army enrollments since 2005-06. Air Force and Coast Guard enrollments are also both up by over 200% for the same time period. Although Navy enrollments remain strong and, in fact, have increased by almost 50%, increased enrollments resulting from contracts with these other branches of the service are accomplishing the department's goal of lessening the college's reliance on a single contract.[49]

The department has developed and/or added 23 courses to the college's Military Education Program, has expanded the number of PDA-delivered courses[50] (#64), and is currently working with the various academic departments on the expansion of certificate and degree options[51] (#67) and with the Speech Department in the development of the college's first online speech courses for use in the Military Program.[52] Plans to establish mini-campuses at military installations to provide traditional classroom-based instruction have not been implemented because of State regulations that preclude hiring of out-of-state faculty—a restriction that is apparently based on the complexities of out-of-state tax processing and withholding. Instead, the department is investigating distance learning/blended learning solutions.[53] The department has been successful, however, in its goal to establish College Board-approved National Test Centers at military installations and now has five centers in operation.[54]

In addition to the college's Military Program, the Contract Education Department continues to expand its community-based initiatives. In October, 2009, the department responded to a Boeing Request for Proposals (RFP) for inclusion in their reorganized Boeing Alliance. If selected as a partner, the college would anticipate using contract education (rather than in-state/out-of-state tuition) to deliver credit-bearing degree programs worldwide to Boeing employees.[55] The college's Dale Carnegie Program is

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[48] Planning Agenda Item #54: Training and Access to Banner/Voyager Financial Reports
[49] Planning Agenda Item #63: Expanded Contract Education Courses and Programs
[50] Planning Agenda Item #64: PDA-Delivered Courses
[51] Planning Agenda Item #67: Support for Program Growth
[52] Planning Agenda Item #62: Expanded Contract Education Courses and Programs
[53] Planning Agenda Item #65: Mini-Campuses on Military Bases
[54] Planning Agenda Item #66: College Board and National Test Centers
[55] Planning Agenda Item #68: Expansion of Credit/Non-Credit Community Programs (Boeing)

dependent upon the Boeing partnership. If Coastline is selected as a partner in the new Boeing Alliance, we would expect to see increased participation in this program.[56]

In 2009, the college received a federal Technology-Based Learning Grant to develop a virtual English-as-a-Second Language Program for Nurses. Partners include Fountain Valley Hospital and Saint Joseph's Hospital, along with the Orange County Workforce Initiative Board.[57])

Most noteworthy are the successful contract education programs underway in our local community to provide ESL instruction to employees of local businesses, including SureFire, LLC and Kingston Technology, both of which have corporate headquarters in Fountain Valley, the city in which Coastline's College Center is located. The clients are extremely pleased with the program and continue to extend their agreements. The Chief Operating Officer (COO) of SureFire accepted our invitation to join our Foundation Board as a result of our successful relationship.

Coastline Community College Foundation

The college Foundation continues to build its Board of Directors with supportive leaders from our community, local businesses, and corporations and to expand its fundraising capabilities and endowment.

Major and annual corporate gifts continue to be pursued. Recent donations have included $32,500 for Coastline's Early College High School Program and $15,000 the Credits for College Program. An Alumni Program has been established reconnecting potential donors, past and present students, to the college, and new annual fundraising events have been introduced including the new "Cooking for Scholars" culinary event and the second year of "Strikes 4 Scholars," a bowling event that was well attended and very successful in its kick-off year (2008).[58]

In addition to ongoing fundraising efforts, the Foundation accomplished its goal of establishing a $1.5 million endowment. A total of $263,756 ($259,647 from the endowment campaign and $4,109 from year one of Strikes 4 Scholars) was invested with the Osher Foundation to be matched 50 cents to the dollar and will be used to endow scholarships for Coastline students for generations to come.[59]

College Bookstore

Planning agenda items related to the Bookstore, which is another source of ancillary funds for the college, focused on management systems and enhancement of revenue streams.

During the 2004-05 fiscal year, the Coastline Bookstore changed bookstore management systems. One of the biggest changes was an integrated mail order system that eliminated the necessity of ringing mail orders through a register in order for inventory to be posted. Instead, orders are now processed within

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[56] Planning Agenda Item #69: Dale Carnegie Program for Aerospace Industry
[57] Planning Agenda Item #68: Expansion of Credit/Non-Credit Community Programs (ESL for Nurses)
[58] Planning Agenda Item #57: Expanded Fundraising Capabilities
[59] Planning Agenda Item #58: Increased Endowment Fund

the system. Thus, the bookstore staff had to learn the proper way to perform inventory with the new management system. Then and since, the District Auditor gave the Coastline Bookstore kudos for the excellent way it conducts and reports its physical inventory.[60]

Although budget constraints have limited some expansion efforts, the Bookstore has increased its merchandise offerings in recent years and has made merchandise available for sale on the Bookstore's website. Online offerings include a few novelty items such as our Undefeated at Football and Surf Team T-Shirts. Currently, the Undefeated T-Shirt is the Bookstore's number one bestseller. To further its marketing initiatives, the Bookstore has established a link on the Military Program's website to provide access to Coastline-imprinted merchandise. Budget cuts, however, are likely to limit the Bookstore's ability to attend the college bookstore industry trade shows even though this is the prime resource for show offerings and discounts on products that the Bookstore can sell to students.[61]

Standard IV: Leadership and Governance

Among the college's plans to address Leadership and Governance standards was the addition of a full-time web master, accomplished in July, 2007,[62] and continued, on-schedule implementation of Voyager.

Despite District-wide success in the implementation of Voyager, the work is ongoing, and constant effort is required to improve efficiencies and expand capabilities. Coastline's ongoing efforts include expanding integration of Seaport with Banner and Luminis so that grades, attendance, alerts, and student learning outcomes (SLOs) can be automatically generated and transferred to Banner or Luminis as appropriate. Efforts are also underway to add the ability to capture data automatically by scanning forms and/or allowing students to enter information directly into web-forms using Axiom. Incorporating more training, improved communication, and help tools also remains a high priority since many students, staff, and faculty are new to the system every semester.

Other key initiatives directly related to the success of Voyager include the expansion and continuous improvement of Seaport and collateral system interconnecting Seaport and new and emerging learning and communication systems to Voyager. These new systems will increasingly allow students, counselors, faculty, and staff to interact and share information, student services, and instruction anytime and anywhere synchronously and/or asynchronously.

The Office of Administrative Services/Computer Services and Center for Instructional Systems Development (CISD), in collaboration with the Distance Learning Committee, Technology Committee, and Coastline Webmaster, are working to select and upgrade systems. For example, hosting for all key web services originating from Coastline is in the process of being relocated to an off-site location where 24/7 support and services will be available. In addition, this off-site facility will provide uninterrupted connectivity to the Internet and full emergency mirrored-support. As part of this upgrade, Seaport is in

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[60] Planning Agenda Item #59: Procedures for Bookstore Physical Inventory
[61] Planning Agenda Items #60 and 61: Merchandise Options and Non-Text Sales
[62] Planning Agenda Item #74: Hiring of Full-Time Webmaster

the process of being redesigned to take advantage of current versions of software and hardware systems. Seaport, which is now a mission-critical system, will finally be deployed with a fully redundant clustered production system for student-facing courses (used in the classroom and at a distance). Equally important, development staff and faculty will have increased access (24/7) to separate Seaport systems for design, development, and testing. No longer will it be necessary to develop, test, and host live courses on the same system. [63]

A final plan under this standard addressed implementation of a clearly-identified Board policy for dealing with behavior that violates its code of conduct. A Code of Ethics for the Board of Trustees was approved in 2007. As mentioned under Standard III, the Vice Chancellor of Human Resources has been working during 2009-10 on a policy for a code of ethics for all staff. The college is participating in that process and will also use the resulting code as the basis for a college code of ethics.[64]

Recommendations from the Accrediting Commission

Coastline received ten recommendations from the Accrediting Commission.

Recommendation 1

The team recommends that in the college's next review of its mission statement, it clarify the college's intended student population.

This standard has been met.

The Mission, Plan, and Budget Committee's (MPBC) Mission Review Task Force and the college's constituency groups spent substantial time during 2008 and 2009 on possible revisions to the mission statement in response the Visiting Team's recommendation. The Task Force took under consideration a number of factors related to the overall mission of California Community Colleges and to Coastline's specific constituency.

The current legislative mandate for California's Community Colleges is to serve "all over 18 who are capable of profiting from the instruction offered" by these institutions.

Thus, the college retains both a reactive and proactive capacity to serve. Reactively, the college has served patients in the Fairview Developmental Center, those with acquired brain injuries, senior citizens, and those for whom English is a second or third language. Also, within the last five years, the college has been inundated with requests for higher education by the incarcerated in California's state prison system.

In addition to the traditional community college student and a large contingency of older and working adults, the college has proactively sought contracts and grants to serve active duty military personnel and their spouses stationed around the globe, as well as first- generation high school students through

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[63] Planning Agenda Item #75: Implementation of Voyager Project
[64] Planning Agenda Item #77: Board Policy Related to Code of Ethics Violations

an Early College High School and Credits for College program offered on seven high school campuses. As an entrepreneurial opportunity to support the college's general fund, the college's Center for Instructional Systems Development designs and produces courseware leased by over 500 colleges in the United States and Canada. Coastline also sought and won the contract to operate the Orange County One-Stop Centers to serve the college's graduates and others unemployed or underemployed.

Based on this evidence the college could have added nontraditional students to its mission statement. The college also serves over 5,000 traditional students, thus the phrase traditional students could have been added, but this may not give the reader an accurate view that the college stands ready to serve those with needs for higher education, occupational training and rehabilitation services. Coastline targets not just a narrow section of the population, but all populations who can benefit.

After evaluating input from the 2008-09 Mission Review Task Force (MRTF), the college decided during that year to not revise the mission statement. In 2009-10, the Mission Review Task Force re-opened discussions about the mission statement and, with input from all college constituencies, took under consideration the addition of the words "traditional and nontraditional students" to the college mission statement. After careful review and extended dialog, the Mission, Plan, and Budget Committee voted at its November 19, 2010, meeting to approve the following amended mission statement:

> *Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom.*

Recommendation 2

The team recommends that the college provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on campus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s).

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

Recommendation 3

The team affirms the 2001 team's recommendation that the college develop a long-term staffing plan.

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

Recommendation 4

The team recommends that the district, in collaboration with the appropriate bargaining units, revise evaluation processes, including methods and instruments for surveying student opinions, to align with a

wider variety of instructional delivery methods and to facilitate meaningful feedback from distance education students.

Achievement of this standard is underway, and expectations are that the standard can be met before the conclusion of the Spring 2010 Semester.

Addressing this recommendation has been particularly challenging due to the logistics of the collective bargaining process. Although not yet accomplished in full, significant progress has been made.

In March, 2008, the Coast Community College Association—California Teachers Association, which represents part-time faculty, negotiated an extension of their contract which includes a section on the faculty evaluation process specific to the "Observation/Visitation to 'Virtual" Classroom." This section outlines components of that evaluation and the nature of the access that the evaluator will have to the virtual classroom.

In February, 2010, the Coast Federation of Educators/American Federation of Teachers, which represents full-time faculty, proposed a Memorandum of Understanding that would modify the form used in the faculty evaluation process to specifically identify characteristics related to the distance learning environment. Faculty and administrators at Coastline are supportive of this initiative and working to expand the proposed agreement to include modifications to the Survey of Student Opinion of Teaching.

Recommendation 5

The team recommends that the cost of regularly replacing outdated computers and related technology be institutionalized in the college's budget process rather than relying on one-time funding.

This standard has been met.

One-time funding, when available, is used only to advance the replacement schedule for outdated computers and related technology and to cover significant one-time expenditures, such as the college's 2009-10 server virtualization and data/exchange archive project.

The college provides the Director of Computer Services with a fixed, annual General Fund budget allocation to replace the most outdated computers and related technology based on the known life cycle of computers and other related technology currently in circulation at the various learning centers and administrative offices. Since 2006-07, the overall fixed General Fund allocation for the college's Computer Services Department has increased by 4.5 percent. During this same time period, Coastline has doubled its adopted General Fund budget for academic equipment and equipment technology. Given today's availability of significantly more affordable computer systems, this budget increase actually represents a tripling in the college's equipment buying power.

Recommendation 6

The team recommends that the Board develop a clearly defined policy for addressing board member behavior that violates its Code of Ethics. Additionally, it is recommended that the district develop a written code of professional ethics for all its personnel.

This standard has been met.

The Coast Community College District's "Code of Ethics for Members of the Board of Trustees" policy was revised September 5, 2007, and addresses this planning agenda item. Included in this policy are "Steps in Addressing Ethical Violations," which clearly delineate how ethical violations are to be reviewed and resolved. Additionally, a section titled "Trustee Standards of Practice" is included, which outlines policy specific to accreditation standards IV.B.1.a.e.h. These standards establish the operating norms and best practices of the Board members and provide a benchmark for accountability.

In February, 2010, the Board of Trustees adopted Resolution #010-04, which establishes the Code of Ethical Conduct for All Coast Community College Personnel. The District has established a task force that will use this resolution as the basis for development of a formal Board policy.

EMPLOYEE CODE OF ETHICAL CONDUCT

This Code of Ethics is a public statement by the members of the Coast Community College District that sets clear expectations and principles to guide practice and inspire professional excellence. Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior

The Coast Community College District is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the District community. Although we work in various settings and positions we are committed to protecting human rights and pursuing academic excellence.

The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated. To this end, the following code of ethics is directed to all administrators, faculty, staff and student employees who are responsible for maintaining a positive working and learning environment in the District.

Coast Community College District Employees:

1. Shall dedicate themselves to the ideals and principles that will enable students to develop their talents and interests.
2. Shall adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin.
3. Shall maintain high standards of professional conduct, and act with integrity.
4. Shall understand and appreciate the dynamics of interpersonal relationships when dealing with students, co-workers and the public.
5. Are honest and accountable in all District actions and activities.
6. Demonstrate personal and professional integrity in supporting the mission of the district and the colleges.
7. Are fair and respectful in all interactions with colleagues, students, and the public.
8. Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships. (e.g., the use of Peralta Colleges' credit cards for personal use is strictly forbidden).
9. Address issues and work with people without prejudice.
10. Act within applicable laws, codes, regulations, and District policies and procedures.
11. Treat people with respect notwithstanding differences among personal values, beliefs, and behaviors of others.
12. Maintain confidentiality regarding information about students or staff obtained in the course of their duties.
13. Be a good steward of District assets.
14. Maintain a working and learning environment free from harassment, as defined by District policies.
15. Maintain and enhance job effectiveness and competency through professional development.
16. Respect the integrity and professionalism of administrators, faculty, staff, and students.
17. Make every reasonable effort to create an equal-access learning environment that will help students succeed.

With respect to *students*, all employees of the Coast Community College District have the responsibility:

1. To provide and protect student access to the educational resources of the community college
2. To protect human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers
3. To invite students to participate in the established shared governance process.
4. To protect students from disparagement, embarrassment or capricious judgment.
5. To keep foremost in mind at all times that the college exists to serve students.

6. To dedicate themselves to the ideals and principles that will enable students to develop their talents and interests.
7. To adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin.
8. To maintain high standards of professional conduct, and act with integrity.
9. To understand and appreciate the dynamics of interpersonal relationships when dealing with students, co-workers and the public.

Recommendation 7

The team recommends that the Board adopt a formal written process for the selection of the chancellor, vice chancellors and college presidents. In addition, the Board should develop a policy that clearly delineates authority from the chancellor to the college presidents for the effective operation of the colleges.

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

Recommendation 8

The team recommends that the Board implement a process for the evaluation of its policies and procedures according to an identified time-line and revise the policies as necessary.

This standard has been met.

The Board Accreditation Committee has reviewed this particular recommendation with great interest. The District Board policies currently do not have a regular review process and timetable. During spring 2009, the District Office, working with the Board of Trustees and the Chancellor's Cabinet, developed a process for reviewing current Board Policies and Procedures as well as for developing new policies and procedures. This new process was very instrumental in the development and review of several recent Board Policies, including the Search and Selection of the CCCD Executive Management Employees Policy, Fraud Prevention in Financial Statements & Whistle Blower Protection Policy, and the Identity Theft Protection Policy. A number of additional major Board Policies are currently under review and development using the new **Process for the Evaluation of Policies and Procedures**

The Interim Chancellor has worked with the Board Accreditation Committee, Board Clerk, and Board President, Chancellor's Cabinet to develop formalized evaluations of policies and procedures so every existing board policy will be reviewed on a regular cycle of review.

1. Review all existing and new categories of Board policies
2. Prioritize the categories of Board policies for review
3. Develop time tables of reviews according to priority
4. Establish regular ongoing cycle of review

5. Utilize existing Board policy review process
6. Develop a Board policy for policy development and revision.

Timetable for Review/Revision

Fall 2009	Review existing and new categories of Board policies
	Complete prioritization and review/revision timeline
Spring 2010	Continue regular reviews according to prioritization and established timetable
Spring 2012	Complete first cycle of comprehensive reviews and revisions of all Board policies

Current Categories of Board Policy

10-1	Mission
010-2	Board of Trustees
020-1	Administrative Responsibilities
030	Educational Programs and Student Relationships
040	Business Operations – Part 1 and Part 2
050	General Personnel
060	Certificated Employees
070	Classified Employees
080	Confidential Policies
090	Management
100	Hourly Employees
110	Nonscheduled Assignments

Recommendation 9

The team recommends that the Board establish a process and specific timeline for updating the District's Vision 2010 plan.

This standard has been met.

The Board Accreditation Committee reviewed this recommendation along with District and College leadership. During 2008-09, a consultant was hired to do some preliminary environmental scanning in preparation for the master planning process. Interviews were conducted with community members, college leaders, students, and board members to assess overall needs.

During the Fall Semester 2009, the District's Vision 2010 plan was reviewed to assess the District's accomplishments against the established goals in the plan as well as to identify gaps. In October, 2009, the Board held a special study session to review the District master planning process and to recommend a timetable. The Board determined that the District would establish a ten-year vision running through 2020 and complete a five-year master strategic plan with three-year review cycles.

The Chancellor has established a process and a set of principles for district-wide participation.

Master Planning Timetable

2008/2009 Environment Scan for Master Plan - Complete

2009/2010

Fall

- Review District's 2010 Master Plan – Accomplishments and Gaps
- Board of Trustee Study Session on Master Plan
- Establish Master Planning Timetable and Process

Spring

- Board/Chancellor – Master Plan Workshop for Vision 2020
- SWOT Analysis – Strengths, Weakness, Opportunities, and Threats
- Data Collection
- Launch Planning Process

2010/2011

Fall

- Develop Master Plan 2015 Strategic Goals
- Develop Action Plans

Spring

- Complete Master Plan
- Develop and/or Renew College Master Plans according to District's Master Plan

2013/2014

Fall

- Master Plan Review/Evaluation & Renewal

2015/1016

Fall

- Renewal of Master Plan 2020

Planning Guiding Principles

- Guided by Board's Vision
- Absolutely Student Centered
- Open with Consultation and Information
- Inclusive in Participation
- Innovative in Ideas
- Comprehensive in its Scope

- Organized in Process and Support
- Facilitated with Quality Expertise
- Completion within Budget and Timetable
- Implementation with Institutionalization
- Organic with ongoing reviews
- Celebrations with accomplishments

Recommended Planning Participants and Process

- Board – Vision
- Chancellor Cabinet – Steering
- Taskforces – Technology, Facility, Educational Programs, Support Programs, Innovations, Resource Development
- College Planning Councils
- Community Participation
- External Experts/Advisors
- Town Halls
- Think Tank Group Sessions

Recommended Celebrations

- Annual and Occasional Update Reports to the Board of Trustees
- Publish and Distribute Annual Report of Master Plan Accomplishments to the District, Local Communities, Legislators, and State/National Press and Organizations
- Press Releases, Press Conferences
- Open Houses for students, community, legislators, donors

Recommendation 10

The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these delineated functions to all college and district constituencies, so that there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting Accreditation Standards.

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

COASTLINE
COMMUNITY COLLEGE

PROGRESS REPORT

Submitted on

March 1, 2009

by

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

to

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

Table of Contents

Statement on Report Preparation i

Response to Team Recommendations and the Commission Action Letter 1

Recommendation 2: Library and Learning Resources 1

March 2009 Addendum 2

Recommendation 3: Long-Term Staffing Plan 3

March 2009 Addendum 4

Recommendation 7: Selection and Authority of Chancellor, Vice Chancellor, and College Presidents 5

March 2009 Addendum 5

Recommendation 10: Delineation of District and College Functions 6

Attachment A: Board Policy 50-1-17-1

Attachment B: Coast Community College District Organizational Delineation of Responsibility

Attachment C: Coast Community College District—District Office/College Functioning Map

Attachment D: Summary of Functions

Attachment E: Coast Community College District—Functional Organization (Chart)

Attachment F: Chancellor's Cabinet Membership and Meeting Summaries

Statement on Report Preparation

Preparation of this report was the result of a college-wide collaborative effort that has included both formal and informal dialog.

Following the Accreditation Site Visit in March 2007 and subsequent report from the Accrediting Commission, the college entered into discussions about how to address the recommendations and, just as importantly, how to ensure that the action plans identified in our Self-Study would also be addressed in a timely and effective manner. Before the end of Spring Semester 2007, the Mission, Plan, and Budget Committee considered and responded to immediate fiscal needs emerging from the Self-Study and the Commission's report. Concurrently, the President's Cabinet began action on the long-term staffing plan and moved to establish a standing Accreditation Committee.

Chaired by the college's Accreditation Liaison Officer, the Accreditation Committee has as its mandate "To provide inclusive, informed, and ongoing intentional dialog and implementation of accreditation activities and standards. Activities will integrate with institutional planning processes and bodies." Membership includes faculty, staff, student, and management representatives:

Academic Senate President (Cheryl Stewart)
Classified Chair-Elect or designee (Carol Spoja)
Classified Representative (Wendy Sacket)
Instructional Systems Development (Dan Jones)
Faculty Co-Chair, Accreditation Self-Study Team (Margaret Lovig)
Director, Marketing and Public Relations (Michelle Ma)
Faculty, Standard Co-Chair (Debbie Secord)
Manager, Standard Co-Chair (Christine Nguyen)
Research (Pat Arlington)
Student Advisory Council President (Chelsea Svir)
Vice President, Administrative Services (Kevin McElroy)
Vice President, Instruction, and Accreditation Liaison Officer (Cheryl Babler)
Vice President, Student Services and Economic Development (Vangie Meneses)

At its first meeting on November 7, 2007, the committee reviewed the Accrediting Commission's recommendations and assigned leads and support team members for each of the recommendations. The committee also identified steps required to implement action plans and discussed ways in which technology could be used to collect data, share documents, and encourage meaningful constituency involvement. As data was gathered, responses to the recommendations were drafted and subsequently reviewed and edited by the Vice President of Instruction and members of the Accreditation Committee. Recommendations 7 and 10 are District-wide recommendations, and the response to those was coordinated by the District's Associate Vice Chancellor of Educational Services. On February 11, 2008, Coastline's Accreditation Committee met to review and approve the final draft of the Progress Report.

Since Dr. Calotte's April 2008 visit, the college has continued its work in addressing Recommendations 2 and 3 through dialog with and allocation of resources by the Mission, Plan, and Budget Committee, engagement of a consultant to assist with the logistics related to developing a long-range staffing plan, and drafting of a long-range staffing plan by the college's Office of Planning and Development. The various college constituencies, through College Council, Academic Senate, Classified Council, and other standing committees, have worked in tandem to address these recommendations, develop plans, and

implement needed actions. The college's Accreditation Committee, through its regularly scheduled meetings, has provided oversight for the process.

Further responses to Recommendations 7 and 10, which relate to District-wide operations, were coordinated by the District's Office of Education Services.

The college's 2008 report has been amended by addendums to Recommendations 2, 3, and 7. The response to Recommendation 10 has been revised in its entirety.

Ding-Jo H. Currie, Ph.D.
President, Coastline Community College

Response to Team Recommendations and the Commission Action Letter

Recommendation 2: Library and Learning Resources

The team recommends that the college provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on campus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s) (II.C,1).

In March 2007, Coastline's Mission, Plan, and Budget Committee made a commitment to increase institutional funding for the library by $5,000 a year for each of the next five years. This will result in a General Fund line item for the library of $37,000 a year by 2012. In addition, $30,000 in annual Lottery Fund monies will be allocated for the library. While these changes in funding still leave the library dependent upon Telecommunication and Technology Infrastructure Program (TTIP) funding, they do provide an adequate foundation for library services and a level of resources appropriate for a community college of Coastline's size and demographics.

Note: In order to adequately address issues raised in Recommendation 2, the Coastline Library researched resources available at colleges similar to Coastline based on FTES, headcount, or enrollments in three distance learning modalities. This research indicates that Coastline has resources and services that are equivalent to, and in some cases greater than, comparable colleges.

As a result of recent funding increases, the library collection has grown to include additional subject-specific and reference resources; and the library now subscribes to Serials Solutions, an online federated search service that greatly simplifies and improves access to subscription database holdings.

In addition to ensuring increased fiscal resources for the library, the college has taken steps to enhance library services available to incarcerated and military students. The library has designed, developed, and implemented a pilot program for services to incarcerated students that has resulted in development of materials, including tutorials, to be used by incarcerated students. Though the needs of military students are different in crucial ways from those of the incarcerated students, since there are some similarities in needs, particularly in cases where Internet use is limited or unavailable to military personnel, materials developed for incarcerated students will also be used with military students. As part of our continuing effort to improve library services for our military students, Coastline's librarian will be attending the 2008 Council of College and Military Educators Symposium in order to better understand the challenges and opportunities for providing library services and resources to enlisted personnel.

In other initiatives, the Coastline Library and Learning Resources Program completed its first comprehensive Program Review in May 2007. The final report included identification of six new five-year goals:

1. Develop and implement strategies to improve student retention and success in English 108 (Library Resources and Research).
2. Work with the Incarcerated Student Services Team to increase student access to library materials and to English 108.
3. Work with Academic Senate, Curriculum Committee, and individual faculty and academic departments to develop methods for addressing the college core degree-level learning outcome related to information competency.
4. Assure that instructions for accessing Virtual Library resources are kept up-to-date and readily available through a Help link on the library home page.
5. Work with programming staff to improve user-friendliness of the Virtual Library.
6. Increase the number of faculty who incorporate library assignments into their coursework.

The library staff has already begun work on each of the goals, and the implementation of the MyCCC portal and the institutionalization of Seaport (our home-grown course management program) will have a significant impact on library access, usability, and navigation. The college is actively working towards its goal of having single sign-on access to all library resources and services before the end of the 2008 spring semester.

March 2009 Addendum

Substantial progress has been made on Recommendation 2. Funding for the library continues to increase on an annual basis per our five-year plan to enhance online databases and learning resources, and we have achieved our goal of single sign-on authentication and access to proprietary library resources. In addition, the overall appearance and ease of navigation of the library website has improved considerably, with the library website now fully integrated into the college's main website. Further enhancements are ongoing.

Recommendation 3: Long-Term Staffing Plan

Original Recommendation: As part of the college's planning efforts, consideration should be given to the creation of a collaborative "long-range staffing plan that is based upon the goals and enrollment projections" (Self-Study) of the college. The sophisticated technology and increasingly diverse delivery systems employed at Coastline should be major considerations in the development of a staffing plan.

2007 Recommendation: The team reaffirms the 2001 team's recommendation that the college develop a long-term staffing plan (III.A.2).

Coastline Community College is committed to establishing a collaborative, long-range staffing plan. In April 2007, immediately following receipt of the Visiting Team's draft report, the President convened her Cabinet to initiate discussion and lay the ground work for development of the plan. Cabinet members were in agreement that development and implementation of the staffing plan should be fully integrated into the college's Master Plan. To accomplish this, a number of elements essential to the process were identified:

- Department identification of needs including resource and staffing
- Analysis of staffing levels within departments over the last 3-5 years in comparison to enrollment trends, number of students served, department productivity, technology utilization, and diverse delivery systems
- Analysis of the succession of employees to address department and college needs and balance fiscal realities
- Utilization of department Program Reviews, along with current research and identification of emerging needs

To date Coastline has engaged in the following activities to advance the development of a collaborative, long-range staffing plan:

- Following the President's Cabinet discussions in spring 2007, the Vice President of Administrative Services, supported by Coastline's Director of Personnel, initiated a study of longitudinal data related to departmental staffing levels over the past 3-5 years in comparison to enrollment trends, customers served, and overall productivity. In addition, they began the process of analyzing employee demographics and turnover and of projecting retirements and future staffing needs.
- In December 2007 a staff survey was conducted to revisit the Master Plan priorities. Results were used to guide the planning process, identify accomplishments, determine if priorities were met, and determine next steps for January 2008 Master Plan strategic planning workshop.
- The January 2008 two-day workshop involved leaders of college constituent groups who identified, examined, and discussed the college's strengths, weaknesses, opportunities, and threats. Outside facilitators were utilized to maximize the discussion and planning process.

    - The group identified as one of the college's greatest threats the potential negative consequences of not adequately planning for and managing its overall staffing pattern.
- The group agreed on the central role that faculty and staff have in accomplishing college priorities and on the need to address long-term staffing, deployment of staff, and training and cross-training of staff. The Master Planning Next Steps include:
    - Place all deadline dates for the master planning process on individual and institution-wide calendars
    - Follow the Master Plan Development Schedule timeline
    - Include staffing plans in the department plans that are prioritized at the Wing levels (Instruction, Student Services, Administrative Services) and which are then presented to Mission, Planning and Budget Committee
    - Presentations will be made by the Vice Presidents of Instruction, Student Services, and Administrative Services to the Mission, Planning and Budget, along with identified constituent leaders regarding planning priorities
    - The Mission, Planning & Budget Committee will establish staffing and resource allocation priorities that will then be recommended to the President's Cabinet

This process will be implemented this spring for the 2008-2009 planning cycle. To optimize collaboration, the Master Plan process will engage the active attention and participation of the following constituent groups:

- Academic departments
- Established college committees
- Functional units and unit executives
- Ad hoc cross-functional teams

March 2009 Addendum

Guided by research and recommendations from outside experts and internal dialog, the college has made substantial progress in its development of a Long-Term Staffing Plan. In April 2008, the college engaged a consultant to provide guidance in the development of the plan. In early fall of 2008, Coastline's Office of Planning and Development drafted a staffing plan, which, beginning in December of 2008, was made available to college constituency groups for review and comment.

The plan has been designed to address staffing within the overall context of planning at the college, using and building upon input from well-established research, planning, and policy-making units within the college and ensuring alignment with the college's strategic plan. The staffing plan includes an analysis of staffing practices, a review of staffing levels (by employment category) from 2005 through 2008, a forecast of needed staffing levels through 2013, and strategies for implementing the plan.

Final review of the plan by the College Council and approval by Coastline's President is underway. We expect to be able to finalize the plan by the end of February and that the plan will be available for the commission's review in March 2009.

Recommendation 7: Selection and Authority of Chancellor, Vice Chancellor, and College Presidents

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

On November 19, 2007, the Coast Community College District Board of Trustees adopted a formal written process for the selection of the chancellor, vice chancellors, and college presidents. Policy 050-1-17-1, entitled *Search and Selection of the Coast Community College District Executive Management Employees* (Attachment A), was developed in consultation with constituent groups, and outlines the process and procedures to be followed in the selection and employment of the chancellor, vice chancellors, and college presidents. (IV.B.1.j).

Delineation of authority (IV.B.3 and IV.B.3.a) is addressed in the response to Recommendation 10 on the following pages.

March 2009 Addendum

Commission's Response to the College's 2008 Progress Report:
With regard to Recommendation 7, the Commission acknowledges that Coastline Community College has addressed the first part of this recommendation by having adopted a formal, written selection process for the selection of the chancellor, vice chancellors and College presidents. The portion of the recommendation that requires the delineation of authority from the chancellor to the College presidents is still a matter of concern for the Commission.

College Response
On January 21, 2009, the Board of Trustees took action and passed the following Board Policy 010-2-6.1:

Delineation of Authority to District Chancellor and College Presidents

The Chancellor of the Coast Community College District is appointed to assist the Board of Trustees in policymaking for the District and shall have the authority for and be fully accountable to the Board of Trustees for ordering, administering, and supervising of all District activities.

The Chancellor may 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 other responsibilities as may be determined through annual goal setting or the evaluation process, and other duties as required by the daily operation of the colleges.

Education Code 70902
Accreditation Standard IV.B.1.j, IV.B.3.e.

Recommendation 10: Delineation of District and College Functions

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

The Coast Community College District (CCCD) has, over a significant period of time, maintained a relatively collegial atmosphere with all its constituent groups operating in a decentralized model. This was an informal and undocumented process. The Accreditation Recommendations submitted in 2007 prompted the college and the district to examine the "delineation of specific district functions as distinct from those of the colleges' functions...." At that time, the District and the college began a process to clarify and formalize the respective organizational roles, authority, and responsibilities.

In response to the observations of the evaluating team and the Commission Recommendation, the following documents were created:

- A revised *Organizational Delineation of Responsibility and Process for Decision Making (Attachment B)*
- *District Office/College Functioning Map (Attachment C)*
- *Summary of Functions (Attachment D)*
- *District Organizational Chart (Attachment E)*

These documents were vetted and will be reviewed periodically through the Chancellor's Cabinet, the participatory governance structure for the District. (See attached committee membership and committee summaries from July 7, 2008 and October 6, 2008—Attachment F.) Additionally, each document has been communicated to and critiqued by constituent groups at the district and college levels.

The governing Board of Trustees has been informed on the progress of these ongoing discussions. They heard reports regarding our progress report at their regular meeting on November 19, 2008. They have also had under discussion the revision of the current Board Policy – 020-1-2 Duties of the Chancellor. A new policy 010-2-6.1 Delineation of Authority to District Chancellor and College Presidents has been under discussion and was finalized at their meeting on January 21, 2009.

The documents related to the delineation of responsibilities will be disseminated to all college and district constituencies via existing communication channels and organizational structures during the spring of 2009. These documents will be posted on District and College electronic bulletin boards, websites, or portal. Established District and College committees such as planning teams, advisory councils, and Academic Senates will review and discuss them. In some cases, training workshops are

expected to be conducted for the purpose of solidifying a clear understanding of respective organizational roles, authority, and responsibilities.

On January 7, 2009, the Board of Trustees announced that the Chancellor had been placed on leave and that the Vice Chancellor for Human Resources had been appointed Acting Chancellor. On January 21, 2009, the Board appointed the President of Coastline College to serve as Acting Chancellor. During this transition, the delineation of the Board's role and the role of the Chancellor may have blurred somewhat, but the business of the District still remained a top priority. To some in the District, the collegial and participatory governance process may have been impacted by these sudden transitions, thus resulting in a state of confusion and concern. The District and the colleges, however, remain committed to providing quality instruction and services despite these challenges.

The Board, District staff, college presidents, and constituent groups take the accreditation process very seriously. As evidence of this ongoing commitment to meeting the standards, the trustees have established a Board Accreditation Sub-Committee to work with District staff and the college presidents. In turn, the presidents have been working with their respective staffs to address the recommendations of the Accreditation Teams.

The challenge now is to further define and revise the various functions between the District and colleges to improve effectiveness and efficiency as well as leverage resources under the challenges of the current economic environment. The initial anxiety caused by the changes in leadership has calmed, as the Board of Trustees, Acting Chancellor, and college leaders continue to dedicate their efforts to conducting daily operations without interruption. The Acting Chancellor has already begun working with the Board to facilitate the transition, organize work on Board Committees, and engage in discussions to clarify areas of responsibilities at the Board, District, and college levels.

Attachment A

GENERAL PERSONNEL POLICIES
(Employment Principles)
50-1-17-1

Approved 11/19/07

SEARCH AND SELECTION OF THE

COAST COMMUNITY COLLEGE DISTRICT

EXECUTIVE MANAGEMENT EMPLOYEES
Effective 11/19/07

- Chancellor -
- Vice Chancellors -
- College Presidents -

POLICY

This Policy is intended to comply fully and be interpreted in a manner consistent with all applicable state and federal laws and regulations, including but not limited to the Board of Governor's equal employment opportunity regulations. Further, this Policy is intended to respect all applicants who apply for a position in the Coast Community College District (CCCD), as well as the students, community members, and employees who serve on the Search and Selection Committees. The need for senior administrators hiring and staffing recommendations within the Coast Community College District is the responsibility of the District Chancellor. The CCCD culture requires that there be a process of determination of position need and ultimately a recommendation to the Board of Trustees with consultation between the Chancellor and the Board of Trustees.

The purpose of this policy is to provide a framework and hiring standard for the selection of the best people to join the Coast District family of employees, so that ultimately our students and community will be served in an exemplary way.

The Search Committee, after constituted, will prepare a job description in consultation with the Vice Chancellor of Human Resources, set minimum qualifications based on state law, and list desirable qualifications. Prior senior executive job descriptions and announcements will be made available to the Search Committee. All members of the Search Committee, before actual paper screening, will undergo training by the Human Resources Department and will receive a copy of the District's hiring policies.

Attachment A

ADMINISTRATIVE PROCEDURES

Announcement of the Position

The position shall be open for a minimum of 30 working days. The recruitment period will be extended where the applicant pool has fewer than 6 minimally qualified applicants. Announcements will state that if reference letters are included with their application packet, the letters will be used as part of the determination as to whether the applicant may receive an invitation for an interview.

Executive management employees refers to the positions of Chancellor, Vice Chancellors, and College Presidents.

Search Committees Composition

CHANCELLOR

The Search Committee for the position of Chancellor is as follows:

- Two (2) community members appointed by the Board of Trustees.
- One (1) College President appointed by the Chancellor.
- Three (3) Academic Senate representatives appointed by the Senates of the three colleges
- One (1) Student Trustee or Designee
- One (1) representative of Coast Federation of Classified Employees (CFCE) appointed by CFCE
- One (1) representative of Coast Federation of Educators (CFE) appointed by CFE
- One (1) representative of Coast Community College Association/California Teachers Association (CCA/CTA) appointed by CCA/CTA
- One (1) administrative representatives appointed by Coast District Management Association (CDMA)
- One (1) Confidential employee appointed by the Confidential employees

TOTAL: 12 members
Ex-Officio: Vice Chancellor, Human Resources

The Committee shall appoint the Search Committee chair in consultation with the 12-member Search Committee.

The Search Committee shall recommend all finalists it feels are best qualified to the Selection Committee. If in the consensus of the Search Committee through the Chair in consultation with the Senior designated administrator, is that fewer than 3 candidates would be advanced to the

Selection Committee, it can recommend (a) a new search and a reopening announcement, or (b)

that a reopening be deferred for a period of time. The Coast Community College District is committed to achieving diverse representation in candidate pools and in Selection Committees.

The Selection Committee shall consist of the five (5) elected Trustees with the ex-officio membership of the Vice Chancellor of Human Resources.

VICE CHANCELLOR

The Search Committee for the position of Vice Chancellor is as follows:

- One (1) community member appointed by the Board of Trustees
- One (1) Vice Chancellor appointed by the Chancellor
- One (1) College President appointed by the Chancellor
- Three (3) Academic Senate representatives appointed by the Senates of the three colleges
- One (1) Student Trustee or Designee
- One (1) representative of Coast Federation of Classified Employees (CFCE) appointed by CFCE
- One (1) representative of Coast Federation of Educators (CFE) appointed by CFE
- One (1) representative of Coast Community College Association/California Teachers Association (CCA/CTA) appointed by CCA/CTA
- One (1) administrative representative appointed by Coast District Management Association (CDMA)
- One (1) Confidential employee appointed by the Confidential employees

TOTAL: 12 members
Ex-Officio: Vice Chancellor, Human Resources, or other Chancellor designate (if position is Vice Chancellor of Human Resources)

The Committee members shall appoint the Search Committee chair in consultation with the 12-member Search Committee.

The Search Committee shall recommend all finalists it feels are best qualified to the Selection Committee. If in the consensus of the Search Committee through the Chair in consultation with the senior designated administrator, is that fewer than 3 candidates would be advanced to the Selection Committee, it can recommend (a) a new search and a reopening announcement, or (b) that a reopening be deferred for a period of time. The Coast Community College District is committed to achieving diverse representation in candidate pools and in Selection Committees.

The Selection Committee shall consist of the five (5) elected Trustees, the Chancellor and the ex-officio Vice Chancellor or designate.

Attachment A

PRESIDENT

The Search Committee for the position of College President is as follows:

- One (1) community member appointed by the Board of Trustees
- *One (1) representative from the college filling the position, appointed by the sitting college President
- One (1) College President appointed by the Chancellor
- Three (3) Academic Senate representatives from the college filling the position, appointed by the Senate
- One (1) Student Trustee or Designee
- One (1) representative of Coast Federation of Classified Employees (CFCE) from the college filling the position, appointed by CFCE
- One (1) representative of Coast Federation of Educators (CFE) from the college filling the position, appointed by CFE
- One (1) representative of Coast Community College Association/California Teachers Association (CCA/CTA) from the college filling the position, appointed by CCA/CTA
- Two (2) administrative representatives appointed by the Coast District Management Association (CDMA) of the College Unit

TOTAL: 12 members
Ex-Officio: Vice Chancellor, Human Resources

*In special circumstances, the Chancellor shall appoint this representative. Special circumstances may refer to cases where a College President's contract is not renewed or the College President is about to leave under fewer than favorable conditions.

The Committee members shall select the Search Committee chair in consultation with the 12-member Search Committee after appointment and naming of the 12 members of the Search Committee.

The Search Committee shall recommend the all finalists it feels are best qualified for the position to the Selection Committee. If in the consensus of the Search Committee through the Chair in consultation with the senior designated administrator, is that fewer than 3 candidates would be advanced to the Selection Committee, it can recommend (a) a new search and a reopening announcement, or (b) that a reopening be deferred for a period of time. The Coast Community College District is committed to achieving diverse representation in candidate pools and in Selection Committees.

The Selection Committee shall consist of the five (5) elected Trustees, the Chancellor and the ex-officio Vice Chancellor of Human Resources.

Attachment A

Responsibilities

The Chancellor is responsible for:

1. After seeking input from the members of Chancellor's Cabinet, determining position needs and making such determinations as recommendations to the Board of Trustees.
2. Supporting the pursuit of diversity throughout the entire Search and Selection processes.
3. Articulating the District's needs regarding the position to the Search and Selection Committee Members.
4. Assisting the Search Committee in the creation of the position announcement for all positions except Chancellor.
5. Ensuring the integrity of the procedures established by this Policy.

The Vice Chancellor for Human Resources is responsible for:

1. Developing Search and Selection procedures that support this Policy.
2. Providing training to all members of Search and Selection Committees to ensure that the activities of the committees comply with applicable state and federal laws and regulations, this Policy, and the Human Resources search and selection procedures developed to support this Policy. This training will include providing each member of the Search and Selection Committees with a written copy of the District Executive Management Hiring Policy and the Human Resources Search and Selection procedures.
3. Supporting the Coast District's pursuit of diversity in the hiring of employees.
4. Facilitating the implementation of the procedures established by this policy, including being a resource to the Search and Selection Committees when requested to do so by a committee or committee member.
5. Ensuring that only applications that are received by the closing date of the position are forwarded to the Search Committee.
6. Coordinating the recruitment/advertising campaign for the position.
7. Providing logistical and clerical support as needed to the Search and Selection Committees.
8. Reviewing the paper-screening criteria and interview questions for the Search Committee, and the interview questions for the Selection Committee to ensure compliance with local, state, and federal laws.
9. Coordinating the reference-checking phase of the Selection process.

The Search Committee members are responsible for:

1. In consultation with the Chancellor, creating the recommended position announcement/job announcement. The creation of the position announcement/job description will include the determination of the minimum and desired qualifications for the position. For the position of Chancellor, the position announcement/job description will be created in consultation with the Board of Trustees.

2. Supporting the pursuit of diversity throughout the Search process.
3. Selecting the Chair of the committee.
4. In consultation with the Vice Chancellor for Human Resources, determining the calendar plan for the steps in the search process, including the days and times of all committee meetings and an interview schedule that is sensitive to the needs of applicants and meets the needs of every member of the Selection Committee.
5. Reviewing all applications to determine the minimum qualifications for the position have been met.
6. Determining paper-screening criteria based upon the position's required and desired criteria as stated in the position announcement and paper-screening each application that meets the minimum qualifications for the position. Applications that do not meet the minimum qualifications as stated in the position announcement shall not be considered by the Search Committee.
7. Determining which applicants will be invited to an interview based upon the accumulated results of the paper-screening process.
8. Determining interviewing criteria.
9. Interviewing each interviewed applicant equivalently, respectfully, and conscientiously.
10. Discussing the relative strengths and weaknesses of the applicants interviewed. Professional experience by individual committee members with applicants shall be shared by committee members as a part of this discussion.
11. Recommending the most highly qualified applicants to the Selection Committee. If the Search Committee is unable to recommend a minimum of three (3) applicants to the Selection Committee, the position will be reopened for additional applicants.
12. Excusing committee members for the remainder of the process if they are unable to attend every meeting and interview.
13. Respecting the confidentiality of the Search process.

The Chair of the Search Committee is responsible for:

1. Setting agendas and conducting all meetings of the committee.
2. Representing the Search Committee to the Vice Chancellor for Human Resources, the Chancellor, and the Board of Trustees.
3. Serving as the Search Committee's representative to the Selection Committee.

The Selection Committee members are responsible for:

1. Respecting the work of the Search Committee by interviewing every applicant forwarded by the Search Committee for their consideration.
2. Supporting the pursuit of diversity during the Selection process.
3. Creating interview questions for the finalist applicants.

4. Developing an interview schedule that is sensitive to the needs of applicants and meets the needs of every member of the Selection Committee.
5. Interviewing all applicants equally, respectfully, and conscientiously.
6. Recognizing that the Search Committee did not have access to any reference checking information provided to the Selection Committee.
7. Respecting the confidentiality of the Selection process.
8. Selecting the candidate who best fulfills the requirements of the position.

Attachment B

COAST COMMUNITY COLLEGE DISTRICT
ORGANIZATIONAL DELINEATION
OF RESPONSIBILITY

FUNCTIONAL ORGANIZATION

The Coast Community College District is comprised of the District Office and three separately accredited colleges: Orange Coast College, Golden West College, and Coastline College. As an organizational structure, the goal, purpose and function of the district office is to maintain each institution's integrity and to facilitate college operations so that their needs are met and stability of each system is assured. Each college develops autonomous and individualized processes to meet state and accreditation standards. The centralized functions assist to maintain communication between the district office and the individual colleges thereby increasing accountability and promoting efficient operations. The implementation of these processes and recommendations are reviewed through the Chancellor's Cabinet, a district-wide collegial consultation process.

I. Coast Community College District Administrative Organization

Board of Trustees
Chancellor
Vice Chancellor of Administrative Services
Vice Chancellor of Human Resources
Associate Vice Chancellor of Educational Services
President of Orange Coast College
President of Golden West College
President of Coastline College

II. College Administrative Teams

College President
Vice President, Administrative Services
Vice President, Instructional Services
Vice President, Student Services
Various Deans/Directors administrators complete the campus functions

III. District Administrative Teams

Chancellor's Cabinet
President's Council
District Administrative Management

Attachment B

IV. Joint District, Committee and College Functions

Policy development and administrative oversight
Operational responsibility
Instructional and student services
Human Resources
Fiscal affairs
Information Technology
Health & Safety
Facilities maintenance and capital construction
Bond Management
Benefits Advisory Committee
Enrollment Management Committee

DISTRICT ADMINISTRATIVE ORGANIZATION

Board of Trustees: Hereafter referred to as the "governing board", is a five-member, elected at large board of trustees and a student board member. The board is responsible for adopting policies and administrative regulations that govern the activities and the conduct of business of the district and its colleges. The role of the governing board is to establish policies and procedure in keeping with the minimum standards established by the Board of Governors of the California Community Colleges, the California Education Code, and Title V Regulations. Existing policies and procedures appear in the *Coast Community College District Board Policy Manual.*

Operating under the rules of the Brown Act, the governing board conducts policy development and administrative oversight of the district through (1) public board meetings, and (2) the delegation of operational responsibility to the chancellor. Through their delegation of administrative authority, the governing board holds the chancellor accountable for the administration of educational programs and the conduct of district business (Board Policy 020-1-2). The governing board supports district personnel in the completion of their duties and insures that they have the requisite responsibility, adequate resources, and necessary authority to perform their assigned work tasks effectively.

As a multi-college district, the ***Chancellor***, serving as the governing board's chief executive officer is the district's chief administrator. With broad discretionary powers, the chancellor reports directly to the governing board and is responsible for overall operations of the district including all programs and services involving educational development, student learning, human resources, facilities planning, business services and fiscal affairs (Board Policy 020-1-2 & 040-1-1.1). The chancellor is responsible for providing policy recommendations to the governing board, for establishing and maintaining an effective and efficient district organization, for educational leadership to the colleges, and for supporting district policies with state and local constituencies

The ***Vice Chancellor of Administrative Services*** reports directly to the chancellor and is the Chief Financial Officer for the District. The vice chancellor provides leadership and accountability for fiscal

management, business services, annual audits, legal and risk management, information technology systems, health and safety concerns, the coordination of federal and state reporting for fiscal and facility operations, and overseeing the construction projects funded by the recent general obligation bond issue. The vice chancellor works with constituent committees in the review and development of district policies and administrative procedures and serves as a member of the President's Council and the Chancellor's Cabinet executive team.

The ***Vice Chancellor of Human Resources*** reports directly to the chancellor and is the Chief Personnel Officer for the District. The vice chancellor provides leadership and accountability for the human resources functions including the development of personnel policies, acting as chief labor negotiator, providing contract administration for collective bargaining agreements, coordinating hiring procedures, worker's compensation, fringe benefits, maintaining employee records and to coordinate the federal and state reporting for personnel services. The vice chancellor advises the chancellor in the determination for staffing, participates in the development of district policies and administrative procedures and serves as a member of the President's Council and Chancellor's Cabinet executive team.

The ***Associate Vice Chancellor of Educational Services*** reporting directly to the chancellor, provides leadership and accountability for instructional and student services functions, provides oversight for the district's research office, maintains and prepares curricular materials and reports to the State Chancellor's Office, develops the district master plan, coordinates the federal and state reporting for instruction and student services, and provides administrative oversight for international education and grants. The vice chancellor works with constituent committees in the review and development of district policies and administrative procedures and serves as a member of the President's Council and the Chancellor's Cabinet executive team.

The three ***College Presidents*** report directly to the chancellor and serve as members of the President's Council, the district's primary executive team and as participatory members to the Chancellor's Cabinet. The Chancellor has delegated certain powers and duties to the College Presidents (Board Policy 010-2-6.1). In turn, each President provides leadership and advocacy for his/her campus at both the local and district level and is responsible and accountable for the institution's programs, services and operations. The president is responsible to both the chancellor and to the governing board to insure the appropriate implementation of district policies. Additionally, the college president represents his/her college in the communities served by the college. Each president is responsible for maintaining effective communication among faculty, students, staff and administration, and working with constituent committees in the review of current district policies and administrative procedures.

DIVISION OF RESPONSIBILITY

The governing board delegates district operational responsibility to the Chancellor (Board Policy 020-1-1). While holding the college presidents responsible, the chancellor may delegate authority and responsibility for specific functions to each college president. In a decentralized college district, and with the guiding principle that supports and maintains the philosophy of college autonomy, this district is basically structured in such a way that the colleges have primary authority over educational programs

and student services functions while the district office has centralized certain functions related to human resources, fiscal and budgetary oversight, construction and capital outlay, and technological support.

The relationships are symbiotic as opposed to duplicative. The goal is to provide communication and support collaboration between the local college level and the district office. The colleges have broad oversight of institutional responsibilities while the district office primarily ensures compliance with applicable statute and regulatory parameters.

CHANCELLOR'S CABINET

The Chancellor's Cabinet is the primary participatory governance structure for the District. Composed of representative units responsible to the administration, faculty, staff and students, the Chancellor's Cabinet reviews all amendments, revisions and/or new proposed policies and procedures intended for Board action. These amendments and/or creations may be originated by District-wide Committees, College Planning Committees, the Academic Senates, Associated Student Organizations, and/or other recognized groups working under the direction of the Chancellor. Amendments or changes to policies and procedures, or new policies and procedures forwarded to the Chancellor are then sent to the Chancellor's Cabinet for review and consideration. This district committee serves as a clearing house prior to recommended Board of Trustee action.

COLLECTIVE BARGAINING AGREEMENTS

All collective bargaining agreements are arrived at through negotiations with each respective employee group and are governed by Legislative and labor statutes and memoranda of agreements. Once arrived at, these agreements are taken to the Board of Trustees for action and approval.

Revised 1/28/09

Attachment C

COAST COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE/COLLEGE FUNCTIONING MAP

Function	Service Provider	Administrative Responsibility/Functional Implementation
Admissions & Records, Assessment, Matriculation and Registration		
Decentralized with District support	District Office	Associate Vice Chancellor, Educational Services
	Orange Coast College	Vice President, Student Services/ Admin Dean, Enrollment Services
	Golden West College	Vice President, Student Services/Administrative Director, Student Support Services
	Coastline College	Vice President, Student Services/Director of Admissions & Records
Athletics		
Decentralized	Orange Coast College	Vice President, Instruction/Dean, Physical Education & Athletics
	Golden West College	Vice President, Instruction/Dean, Physical Education & Athletics
	Coastline College	NA
Auxiliary Services		
Decentralized		
- Bookstore	Orange Coast College	Vice President, Student Services/Bookstore Operations
	Golden West College	Vice President, Administrative Services/Director, Bookstore
	Coastline College	Vice President, Administrative Services/Director, College Bookstore
- Food Services	Orange Coast College	Vice President, Instruction/Dean, Consumer, Health Sci & Career Ed
	Golden West College	Vice President, Administrative Services/Food Services-Outsourced
	Coastline College	NA
- Associated Students	Orange Coast College	Vice President, Student Services/Dean Student Services
	Golden West College	Vice President, Student Services/Director Student Activities-ASGWC
	Coastline College	Vice President, Student Services/Advisor, Student Advisory Council
Campus Safety & Security		
Decentralized	Orange Coast College	Vice President, Administrative Services/Security Coordinator
	Golden West College	Vice President, Administrative Services/Security Coord, Public Safety
	Coastline College	Vice President, Administrative Services/Director, Maintenance & Oper
Catalog/Schedule Development		
Decentralized with District support	District Office	Associate Vice Chancellor, Educational Services
	Orange Coast College	Vice President, Instruction
	Golden West College	Vice President, Instruction
	Coastline College	Vice President, Instruction

Attachment C

Child Development Centers		
Decentralized	Orange Coast College	Vice President, Instruction/Dean, Consumer and Health Sciences
	Golden West College	Vice President, Administrative Services/Contracted Out
	Coastline College	Vice President, Instruction/Dean, Costa Mesa Center
Curriculum Development		
Decentralized with coordination through the District to the Board of Trustees	District Office	Associate Vice Chancellor, Educational Services
	Orange Coast College	Vice President, Instruction/College Academic Senate
	Golden West College	Vice President, Instruction/College Academic Senate
	Coastline College	Vice President, Instruction/College Academic Senate
DSPS (Disabled Students Program & Services)		
Decentralized with District support	Orange Coast College	Vice President, Instruction/Dean, Counseling & DSPS
	Golden West College	Vice President, Student Services/Supervisor, Accessibility Center for Edu
	Coastline College	Vice President, Student Services/Dean, Counseling & Special Programs for the Disabled
Environmental Health & Safety and Transportation		
Centralized	District Office	Vice Chancellor, Administrative Services/District EHS & Transportation Manager
EOPS (Extended Opportunities Program & Services)		
Decentralized with District support	Orange Coast College	Vice President, Student Services/Director, EOPS
	Golden West College	Vice President, Student Services, Faculty Reassignment
	Coastline College	Vice President, Student Services/Director, Financial Aid & EOPS
Facilities		
Centralized with input from the colleges		
- Measure C Programming Facilities Master Planning Project Prioritization Funding & Expenditure	District Office	Vice Chancellor, Administrative Services/Director, Facilities & Planning
- Facilities & Planning Unit Primary Contact with State Agencies Contracts & Purchase Orders Scheduled Maintenance	District Office	Vice Chancellor, Administrative Services/Director, Facilities & Planning
Decentralized with District support		
- Daily Operations, Architectural, Engineering, & Construction Management	Orange Coast College	Vice President, Administrative Services/Manager, Facilities Construction
	Golden West College	Vice President, Administrative Services/Manager, Construction Facilities
	Coastline College	Vice President, Administrative Services/Director, Maintenance and Operations

Attachment C

Financial Aid		
Decentralized with District support	District Office	Vice Chancellor, Administrative Services
	Orange Coast College	Vice President, Student Services/Director, Financial Aid
	Golden West College	Vice President, Student Services/Director, Financial Aid
	Coastline College	Vice President, Student Services/Director Financial Aid & EOPS
Fiscal Affairs		
Centralized with input from Colleges		
- Accounting	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Fiscal Services
	Golden West College	Vice President, Administrative Services/Director, Fiscal Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
- Budget	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Campus Budget & Financial Operations
	Golden West College	Vice President, Administrative Services/Director, Personnel Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
- Payroll Systems	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Campus Budget & Financial Operations
	Golden West College	Vice President, Administrative Services/Director, Fiscal Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
- Purchasing	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Campus Budget & Financial Operations
	Golden West College	Vice President, Administrative Services/Director, Fiscal Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
Foundation		
Decentralized	District Office	Chancellor, Secretary to the Foundation Board
	Orange Coast College	President/Director, Foundation
	Golden West College	President/Director, College Foundation & Community Relations
	Coastline College	President/Executive Director, College Foundation
Grant Development and Operation		
Centralized with input from Colleges	District Office	Associate Vice Chancellor, Educational Services/Coordinator,
- Federal & State (VTEA, Tech Prep, SB 70)		Educational & Grant Services
Decentralized		Individual College Grants

Attachment C

Human Resources		
Centralized with input from Colleges	District Office	Vice Chancellor, Human Resources/College Presidents
- Collective Bargaining		
- Contract Administration/Labor Relations		
- Direct Benefits, Recruitment		
- Federal & State Reporting		
- District Records		
- Hiring Process		
Decentralized		
- Campus Personnel Activities	Orange Coast College	Vice President, Administrative Services/Director, Personnel Services
- Position Requests & Descriptions	Golden West College	Vice President, Administrative Services/Director, Personnel Services
- Interview & Orientation	Coastline College	Vice President, Administrative Services/Director, Personnel Services
- Benefits and Payroll		
Information Services		
Centralized with services and support coordinated with Colleges	District Office	Vice Chancellor, Administrative Services/Admin Director, District Information Services
- System Application & Development		
- System Implementation		
- MIS Implementation & Reporting		
- Telecommunication Services		
- Internet/Email Services		
- System/Technical Support		
- Network Management		
Decentralized with support from the District		
- Administrative Computing Services/	Orange Coast College	Vice President, Administrative Services/Director, Administration
- Desktop Computing Support		Computing Services
- Network Maintenance	Golden West College	Vice President, Administrative Services/ Technology Support Services
- Media Services	Coastline College	Vice President, Administrative Services/Director, Computer Services
- Instructional Computing	Orange Coast College	Vice President, Instruction/Directors, Web Services & Instructional
- Web Development		Computing Services
- Classroom/Lab Computer Maintenance	Golden West College	Vice President, Instruction/Director of Online Instruction
	Coastline College	Vice President, Administrative Services
- Online Instructional Services	Coastline College	Vice President, Instruction/Dean, Distance Learning and/or Administrative Dean of Instructional Systems Development

Attachment C

Internal Audit		
Centralized	District Office	Chancellor/Director, Internal Audit Services
Library/Learning Resources		
Decentralized	Orange Coast College	Vice President, Instruction/Dean, Library & Instructional Research
	Golden West College	Vice President, Instruction/Dean, Learning Resources & Distance Ed
	Coastline College	Vice President, Instruction/Dean, Learning Resources & Distance Learning
Maintenance & Operations (Physical Plant)		
Decentralized	Orange Coast College	Vice President, Administrative Services/Director, Maintenance & Oper
	Golden West College	Vice President, Administrative Services/Director, Maintenance & Oper
	Coastline College	Vice President, Administrative Services/Director, Maintenance & Oper
Physical Plant		
Centralized with local College application	District Office	Vice Chancellor, Administrative Services/Director, Facilities & Planning
	Orange Coast College	
	Golden West College	
	Coastline College	
Program Development		
Decentralized with support and approval through the District	District Office	Associate Vice Chancellor, Educational Services/Coordinator, Educational Services & Grants
- Curriculum, Program Development & Program Review	Orange Coast College	Vice President, Instruction/College Academic Senate
	Golden West College	Vice President, Instruction/College Academic Senate
	Coastline College	Vice President, Instruction/College Academic Senate
- Telecourse Production	Coastline College	President/Administrative Dean, Instructional Systems Development
- Contract Education	Coastline College	Vice President, Instruction/Dean Military/Contract Education Program
	Orange Coast College	Vice President, Instruction/Dean of Instructional Programs
Public Affairs		
Centralized		
- Chief/District Information Office	District Office	Chancellor/District Director, Marketing & Public Affairs
- Citizen's Oversite Committee		
- District Student Council		
- Government Relations		
- Graphics & Publications		
- Marketing		
- Programming (Bond) Team Member		
- Public Information		

Attachment C

Public Affairs (cont.)		
Decentralized	Orange Coast College	President/Director, Marketing & Community Relations
- Community Relations	Golden West College	President/Supervisor, College Promotions & Director, Foundation & Community Relations
College Information Office		
Media Relations/Press Releases	Coastline College	President/Director of Marketing & Public Relations
Web Site Maintenance		
- College Publications		
Brochure Development		
Catalog/Schedule Publication		
Research		
Decentralized with District support	District Office	Vice Chancellor, Administrative Services/Research Systems & Analysis
- Institutional Research	Orange Coast College	Vice President, Instruction/Dean, Library & Institutional Research
	Golden West College	President/Associate Dean, Institutional Research & Planning
	Coastline College	President/Supervisor of Research
Centralized	District Office	Associate Vice Chancellor, Educational Services/Research Systems Analyst
- MIS Data: State Reporting		
- IPEDS: Federal Reporting		
Risk Services		
Centralized	District Office	Vice Chancellor, Administrative Services/Manager, Risk Services
Student Learning Outcomes & Assessment		
Decentralized	Orange Coast College	Vice President, Instruction/College Academic Senate
	Golden West College	Vice President, Instruction/College Academic Senate
	Coastline College	Vice President, Instruction/College Academic Senate
Student Health Services		
Decentralized	Orange Coast College	Vice President, Student Services/Director Student Health Services
	Golden West College	Vice President, Student Services/Associate Dean, Student Health Serv
	Coastline College	Site Specific

Note: Decentralized with coordination from the District Office indicates the function is carried out at the campus/college level. The coordination at the District Office typically involves federal and state reporting, budgeting, Board of Trustee actions, and/or addressing legal issues.

Attachment D

SUMMARY OF FUNCTIONS

Centralized Functions/District Responsibility

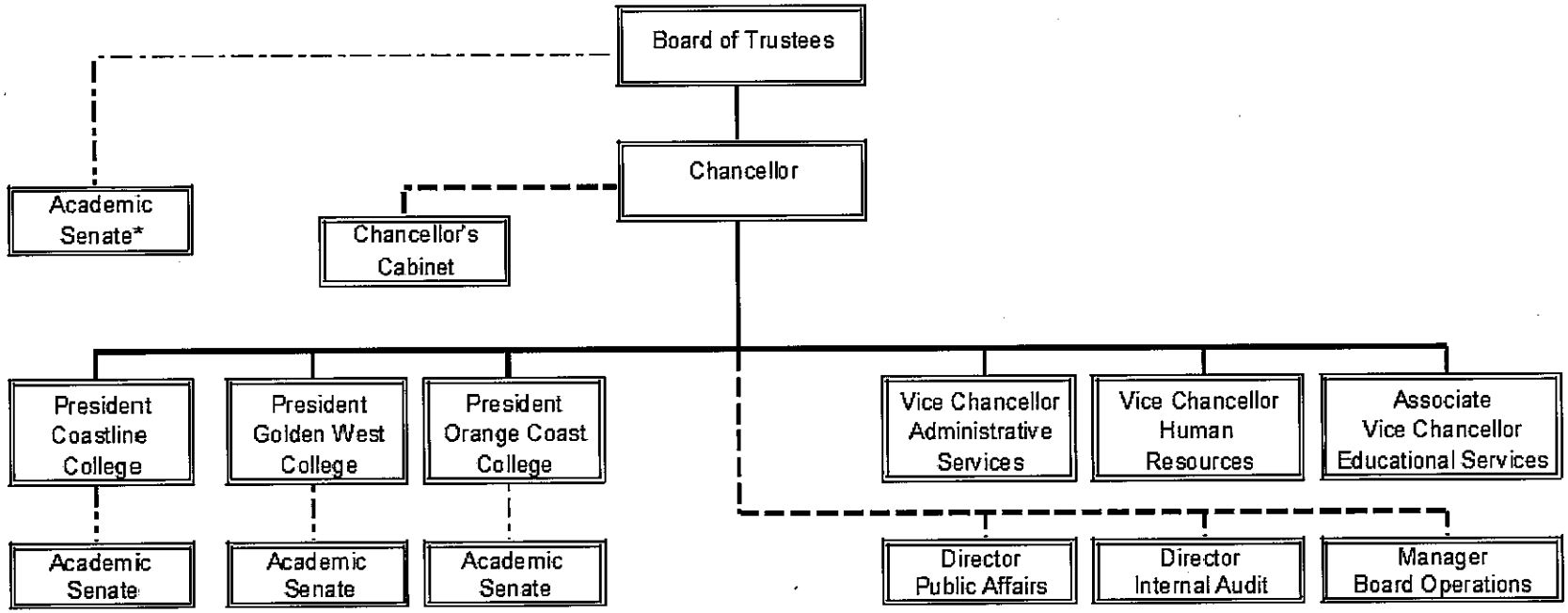
- ✓ Environmental Health & Safety and Transportation
- ✓ Facilities
  - Facilities Master Plan -Measure C
  - Facilities & Planning Unit
  - Primary Contact with State Agencies
  - Contracts & Purchase Orders
  - Scheduled Maintenance
- ✓ Fiscal Affairs
  - Accounting
  - Budget
  - Payroll Systems
  - Purchasing
- ✓ Grant Development & Operation
  - Federal & State (VTEA, SB 70)
- ✓ Human Resources
  - Collective Bargaining
  - Contract Administration/Labor Relations
  - Direct Benefits, Recruitment
  - Federal & State Reporting
  - District Records
  - Hiring Process
- ✓ Information Services
  - System Applications & Development
  - MIS Implementation & Reporting
  - Telecommunications Services
  - Internet/Email Services
  - System/Technical Support
  - Network Management
- ✓ Internal Audit
- ✓ Public Affairs & Community Relations
  - Chief/District Information Office, Public Affairs
  - District Student Council
  - Government Relations
  - Graphics & Publications
  - Citizen's Oversite Committee
  - Marketing
- ✓ Physical Plant
- ✓ Research & Reporting
  - MIS
  - IPEDS
- ✓ Risk Services

Decentralized Functions/College Responsibility

- ✓ Admissions & Records, Assessment, Matriculation and Registration
- ✓ Athletics
- ✓ Auxiliary Services
  - Bookstore
  - Food Services
  - Associated Students
- ✓ Campus Safety & Security
- ✓ Catalog/Schedule Development
- ✓ Child Development Centers
- ✓ Curriculum Development
- ✓ DSPS
- ✓ EOPS
- ✓ Facilities
  - Architectural, Engineering & Construction Management
  - Daily Operation
- ✓ Financial Aid
- ✓ Foundation
- ✓ Human Resources
  - Campus Personnel Activities
  - Position Requests & Analysis
  - Interview & Orientation
  - Benefits & Payroll Implementation
- ✓ Information Services
  - Administrative Computing Services
  - Network Maintenance
  - Desktop Computing Support
  - Media Services
  - Instructional Computing Services
  - Classroom/Lab Computer Maintenance
  - Online Instructional Services
- ✓ Library/Learning Resources
- ✓ Maintenance & operations
- ✓ Public Affairs & Community Relations
  - Community Relations
  - Brochure Development
  - College Publications
  - Web Site Maintenance
- ✓ Program Development
  - Course & Program Development
  - Program Review
  - Telecourse Production
  - Contract Education
- ✓ Research (Institutional)
- ✓ Student Learning Outcomes
- ✓ Student Health Services
- ✓ Public Safety

Attachment E

COAST COMMUNITY COLLEGE DISTRICT
Functional Organization



A solid line indicates an administrative decision-making line of authority and accountability. A dashed line represents governance and/or an operational line for consultation, advice, and/or recommendation. The primary CCCD participatory governance entity is the Chancellor's Cabinet.

Chancellor's Cabinet: Participatory Governance
Academic Senates
District Administration
College Presidents
Coast District Management Association
Coast Federation of Educators
Coast Federation of Classified Employees
Coast Community College Association

* For advice on policy development involving "rely primarily" on academic and professional matters.

Attachment F

CHANCELLOR'S CABINET

MEMBER NAME	MEMBER REPRESENTATION
Eduardo Arismendi-Pardi	Academic Senate President, OCC
Joyce Black	Interim Associate Vice Chancellor, Educational Affairs
C.M. Brahmbhatt	Vice Chancellor, Administrative Services
Wes Bryan	President, GWC
Ding-Jo Currie	President, CCC
Bob Dees	President, OCC
Richard Kudlik	Director, Internal Audit
Dean Mancina	President, Coast Federation of Educators
Michael Mandelkern	President, Coast District Management Association
Ann Nicholson	President, Coast Federation of Classified Employees
Martha Parham	District Director, Public Affairs, Marketing & Government Relations
Barbara Price	President, Coast Community College Association/CTA-NEA
Joe Quarles	Vice Chancellor, Human Resources
Diane Restelli	Academic Senate President, GWC
Cheryl Stewart	Academic Senate President, CCC
Christian Teeter	Manager, Board Operations/Assistant to the Chancellor
Ken Yglesias	Chancellor

Committee Representation includes:

Chancellor (1)
Vice Chancellors (2)
Associate Vice Chancellor (1)
College Presidents (3)
District Director, Public Affairs, Marketing & Governance Relations (1)
District Director, Internal Audit (1)
Academic Senate Presidents (3)
Union Presidents (3)
CDMA Management Group (1)
Manager, Board Operations/Asst to Chancellor (1)

Attachment F

COAST COMMUNITY COLLEGE DISTRICT
Chancellor's Cabinet Summary
July 7, 2008

1. CALL TO ORDER

Vice Chancellor C.M. Brahmbhatt called the meeting to order at 8:34 a.m. in the Fourth Floor Conference Room at Coastline Community College, College Center, and informed that Chancellor Yglesias was absent due to illness. Mr. Brahmbhatt introduced two new academic senate presidents: Diane Restelli from Golden West College and Eduardo Arismendi-Pardi from Orange Coast College. He provided an overview of the meeting format, which consists of reports on academic issues and a review of the draft agenda for the upcoming Board of Trustees' meeting. Dr. Restelli advised that she is a nursing professor at GWC and Dr. Arismendi-Pardi announced that he is a professor of mathematics at OCC. Cabinet members introduced themselves and welcomed Drs. Restelli and Arismendi-Pardi.

Cabinet members present were:

Eduardo Arismendi-Pardi, Academic Senate President, Orange Coast College
Joyce Black, Interim Vice Chancellor, Educational Services
C.M. Brahmbhatt, Vice Chancellor, Administrative Services
Ding-Jo Currie, President, Coastline Community College
Lynn Dahnke, President, Coast District Management Association
Dean Mancina, President, Coast Federation of Educators
Ann Nicholson, President, Coast Federation of Classified Employees
Diane Restelli, Academic Senate President, Golden West College
Cheryl Stewart, Academic Senate President, Coastline Community College
Christian Teeter, Manager, Board Operations/Assistant to the Chancellor

Also in attendance was:

Nancy Sprague, Executive Assistant to the Chancellor

2. OLD BUSINESS

Joyce Black distributed a copy of the District Office/College Functioning Map and asked cabinet members to provide feedback within the next week about inaccuracies, omissions or typographical errors. The Functioning Map reflects the delineation of function as it actually exists at Coast and presents the information in a more concrete fashion than the philosophical statement that was provided during the previous accreditation process. The map will be brought back to Chancellor's Cabinet before being presented to the Board of Trustees.

Ding-Jo Currie reported that Coastline received a letter last week from the Accrediting Commission in which they accepted Coastline's March 2008 progress report and want to visit the college again in March 2009. Dr. Currie thanked the entire team at Coastline for the institutional progress that has been made since the previous accreditation review six years ago. She noted that, due to 2002 budget cuts, a comprehensive, long-term staffing plan had not yet been developed; however, Dr. Currie expects a very satisfactory progress report by March of next year.

Eduardo Arismendi-Pardi announced his intent to start a Means and Ethics Committee, noting the importance of making sure that processes are transparent and adhere to academic freedom through utilization of a check and balance system. He will consider a structure for the committee while reflecting on key individuals to serve who are representative of the college community. ■ Dr. Arismendi-Pardi also indicated his desire to have an organizational structure for the senate that would allow him to delegate as much as possible in order for him to serve the educational faculty, per Ed Code.

Ann Nicholson advised that the Coast Federation of Classified Employees have accepted a tentative agreement on Article 14, Hours and Overtime. The union staff is looking forward to a new year.

Dean Mancina informed that members of the Coast Federation of Educators are considering a contract rollover proposal that had been tentatively agreed to in June; responses must be postmarked today.

Christian Teeter encouraged cabinet members to attend an executive-level training session at 3:30 p.m. on July 15 in the District Office Training Conference Room (Conference Room H, or B-200-07) to learn about a new browser-based agenda-building tool known as BoardDocs. The Board Office is transitioning from its current agenda management process to an on-line, paperless environment, which will result in a significant reduction in the quantity of agendas that are printed. Members of Chancellor's Cabinet will continue to receive a hard copy of the agenda. Separate training will be held for those who submit agenda items as it is anticipated that BoardDocs will be used to create the August 6, 2008 Board of Trustees' agenda. Mr. Teeter noted that the agendas created with BoardDocs may have a slightly different appearance than the current agendas and that there may be some initial glitches with the new technology. However, Mr. Teeter offered the guidance, leadership and support of the Board team to assist with the transition and welcomed feedback as the process gets underway.

Cheryl Stewart shared her experience last week while attending the American Library Association (ALA) Annual Conference held at the Anaheim Convention Center. She volunteered to work on Virtual Library Day on the Hill, which offered a method of communicating directly with legislators through a computer program, which was quite

fascinating. ■ Faculty members will meet today to volunteer their time to work on a faculty handbook, which has not been updated in several years.

Lynn Dahnke stated that Michael Mandelkern will replace her as President of the Coast District Management Association (CDMA). However, due to calendar conflicts, Ms. Dahnke will represent the CDMA at the Chancellor's Cabinet meetings until August. Ms. Dahnke offered insight into the level of commitment that is assumed by officers of the CDMA, citing that the position of Vice President (held by Vince Rodriguez) will be a two-year commitment, followed by two-years as President and then two-years as Immediate Past President. Working together as a unit, she, President Mandelkern and Vice President Rodriguez will strive to keep members informed. Although the CDMA is not a bargaining unit, Ms. Dahnke appealed to bargaining unit representatives and academic senate presidents to keep the CDMA Board informed about appropriate items. She stated that it is helpful to know what is happening at the District and campuses, noting that information sometimes does not filter down to those below the dean level, who frequently have a great deal of contact with students.

C.M. Brahmbhatt announced that it has been one month since staff has moved into the new District administrative office. Demolition of the modular buildings has begun and the old site should be cleared within the next two weeks. As of October, full parking capacity for the new building will be available. Until then, Mr. Brahmbhatt asked for patience with the limited parking spaces. ■ Bid responses are due this week for the four acres of land that housed the former District office site. To date, 16 packets have been distributed and they will be presented to the Board of Trustees during the July 16, 2008 Board meeting. ■ California state legislators failed to adopt a budget before the June 30 deadline. There is some hope that legislators will act before the summer recess. Mr. Brahmbhatt advised that we are in a critical period due to a lot of budget unknowns, citing the new lottery and property taxes as two examples. However, the District is operating under the tentative budget approved by the Board of Trustees and allocations have been made for each of the colleges. ■ In response to inquiries from cabinet members about the implications of not having an adopted state budget, Mr. Brahmbhatt informed that all state agencies, including community colleges, will not receive payments. A significant component is that the state made a late announcement that there will not be enough funds to pay for January, February and March expenses, delaying payment until April. Due to the late notice, there was insufficient time for Coast to go out in the market to borrow money on a short-term basis. Monthly expenses for Coast are $15-$17 million on average and Mr. Brahmbhatt said that having the reserve for contingency funds on hand helps to avoid campus budget cuts. With respect to the anticipated high default rate for property taxes due in December, Mr. Brahmbhatt explained that if the state does not collect those monies, they do not have to make those related payments. Instead, the state can make up those payments over an extended period of time. He further explained that if Orange County collects all of its property taxes, but there is an overall property tax shortfall within the state, Coast will still

"share the pain." Basic aid districts have double protection in that they are guaranteed to receive the base funding from property taxes even if there is a default in property taxes, and they also collect the excess money over the base during periods of rising economies. In response to a question about growth, Mr. Brahmbhatt reported that Coast had 1.46% growth last year. The state originally projected 2007-08 growth at 2.8%, and then continually reduced it to 1.46%. Although Coast had room for additional growth, the state did not have funding to cover the additional expenses. This presents challenges as it is difficult to adequately serve students when there is no reimbursement from the state. For the 2008-09 state budget, Mr. Brahmbhatt anticipates that it will initially look better as legislators may be reluctant to address significant budget issues in an election year, but will ultimately call for immediate budget cuts.

4. ADJOURNMENT

The meeting was adjourned at 9:23 a.m.

NEXT CABINET MEETING
Monday, July 28, 2008

8:30 a.m.

Golden West College

President's Conference Room

Recorded by Nancy Sprague

Attachment F

COAST COMMUNITY COLLEGE DISTRICT
Chancellor's Cabinet Summary
October 6, 2008

1. CALL TO ORDER

Chancellor Yglesias called the meeting to order at 8:35 a.m. in Conference Room F (Chancellor's Wing) at the District Office. Cabinet members present were:

Eduardo Arismendi-Pardi, Academic Senate President, Orange Coast College
Joyce Black, Interim Associate Vice Chancellor, Educational Services
C.M. Brahmbhatt, Vice Chancellor, Administrative Services
Wes Bryan, President, Golden West College
Bob Dees, President, Orange Coast College
Dean Mancina, President, Coast Federation of Educators
Michael Mandelkern, President, Coast District Management Association
Vangie Meneses, Vice President, Student Services, Coastline Community College
(on behalf of Ding-Jo Currie, President, Coastline Community College)
Ann Nicholson, President, Coast Federation of Classified Employees
Martha Parham, District Director, Public Affairs, Marketing and Government Relations
Joe Quarles, Vice Chancellor, Human Resources
Diane Restelli, Academic Senate President, Golden West College
Cheryl Stewart, Academic Senate President, Coastline Community College
Christian Teeter, Manager, Board Operations/Assistant to the Chancellor
Ken Yglesias, Chancellor

Also in attendance was:
Nancy Sprague, Executive Assistant to the Chancellor

2. OLD BUSINESS

Ann Nicholson informed that the Coast Federation of Classified Employees (CFCE) membership ratified a Memorandum of Understanding to extend the CFCE contract until 2010. Two articles will be reopened.

Michael Mandelkern stated that the Coast District Managers' Association is giving serious consideration to a proposal from the Association of Confidential Employees to merge with the management group. ■ Training seminars by Liebert Cassidy and Whitmore are coming up in the near future.

Bob Dees advised that the recent Athletic Hall of Fame Induction Ceremony honored several past coaches and athletes and was a very nice event. ■ Approximately 25,000 people attended a very successful children's book festival on campus that featured Jaime Lee Curtis, author of Big Words for Little People. The event was jointly sponsored by the Orange Coast College Foundation and the Orange County Children's Book Festival.
Dean Mancina reported that the Coast Federation of Educators (CFE) would publish their first newsletter of the semester. ■ The first CFE "Second Wednesday Lunch Meeting" will be held

this week. ■ Mr. Mancina will travel to Oakland for a meeting with American Federation of Teachers' community college locals and attend a statewide council meeting. He will also attend an American Federation of Labor solidarity meeting in which he will be honored with an Orange County Labor Leader of the Year Award in recognition of his volunteer work.

Eduardo Arismendi-Pardi announced that two resolutions were drafted for the Statewide Academic Senate recommending faculty hiring that reflects the diversity of student demographic data, and a diversity statement for inclusion in the Statewide Academic Senate's mission statement.

Martha Parham stated that the District-wide Marketing Committee is working with a public relations organization, Interact, to conduct a survey of national media habits. Results will be available in a few months and will offer marketing insights into effectively reaching students.

Cheryl Stewart reported that she traveled to North Lindsey College in England to study methods utilized to achieve their high levels of retention and persistence. Seventy percent of faculty members are full-time and very engaged with students and programs. Programs are designed with local businesses and commerce in mind to enhance students' employment opportunities upon graduation. Programs that do not meet goals are not funded the following year. There is a high degree of commitment to intervention and a great deal of pressure to perform.

Joe Quarles noted that the second full-day negotiation session with the CFE has taken place. Negotiating parties are working hard to understand each other's positions. The impact of this economic environment will impact the District for several years to come and both sides are working to meet these challenges in a practical way.

C.M. Brahmbhatt informed that the District Director of Internal Audit and College Vice Presidents will represent Mr. Brahmbhatt at the Governor's state budget conference today at the Los Angeles Community College District. Mr. Brahmbhatt will share the information gleaned with others. ■ Mr. Brahmbhatt emphasized the importance of attending today's Enrollment Management Meeting at the District Office in order to plan for the best possible enrollment management strategies. ■ Mr. Brahmbhatt highlighted two main themes of the District's 2008-09 budget presentation. The first theme is that the District is on solid financial footing and no lay-offs are being considered. All vendors and all paychecks have been paid on time. Currently, the state wants to borrow $7 billion from the federal government to meet cash flow needs. To keep all District employees informed during these fiscally-challenging times, a message may be sent to all staff. The second theme of the District's 2008-09 budget is that the classroom must be protected. Students must have access to classroom instruction and we must find a balance between access and fiscal stability. This may require belt tightening. Mr. Brahmbhatt encouraged cabinet members to contact him with any questions so that informed decisions can be made.

Diane Restelli said that the Senate is working diligently toward finalization of goals, looking at the wild card process for ranking of faculty hiring, and taking care of unfinished business with Program Vitality.

Wes Bryan advised that Golden West College held another e-waste collection program and received huge truck loads of donations. Another program is anticipated in February. ■ As college staff struggle with the budget, two areas must be dealt with during the next 30 days. They include identifying temporary 165-day employees and removing $750,000 from the part-time faculty overload accounts. Mr. Bryan explained that the budget for temporary employees was overspent last year. He also explained that carryover of summer FTES counted against the college's growth and they now have intersession and spring semesters to recoup monies and balance the budget. The goal is to make decisions prior to registration about classes that may not be offered, rather than offering classes and later cancelling them.

Ken Yglesias stressed the importance of today's Enrollment Management Meeting and expressed the opinion that with the severity of the budget situation, both target enrollment and FTES production must be considered. He noted that Enrollment Management meetings are typically held when the financial picture is challenging and encouraged members to attend the meeting and offer their wisdom toward decision making.

Joyce Black distributed information that will be used to respond to the District's delineation of function standard for the March 2009 accreditation site visit. Handouts included a description of an organizational delineation of responsibility and process for decision-making, a functioning map including responsible parties, a summary of centralized and decentralized functions, sample Delineation of Reporting Policy, and reporting relationships/organizational chart to reflect, in part, that the Chancellor is the only employee who reports to the Board of Trustees. Ms. Black asked for review and feedback of any discrepancies in the materials she distributed. Dr. Yglesias added that Ms. Black performed extensive research to compile this information, contacting districts that received positive recommendations for this standard during accreditation reviews. Dr. Yglesias further noted that the information is a compilation of data that describes the delineation of function process that is currently followed by the District, and that it will be used to recommend a revision to District Policy. Dr. Yglesias stressed the importance of this accreditation standard to all three schools and that we must address this issue properly, looking at our current policy and our proposed policy, in a timely manner.

4. ADJOURNMENT

The meeting was adjourned at 9:20 a.m.

PLEASE NOTE LOCATION OF
NEXT CABINET MEETING

Monday, October 27, 2008
8:30 a.m.
Orange Coast College
Administration 108 Conference Room

Recorded by Nancy Sprague

Index to the Planning Agenda and Recommendations

Standard	Progress			Page
	Met	In Progress	Not Started	
Standard I				
I.B.1. p. 63 (See also II.A.1.c. p. 107)				
1. Continue to offer SLO workshops and to facilitate the development and assessment of SLOs throughout the College.	X			1
2. Develop technology tools, such as electronic reporting forms, an SLO tracking database, and a rubric-builder integrated with Coastline Seaport Course Management System (III.C.1.a), to sustain the momentum of SLO implementation. (See also II.A.2.I. p. 124)		X		2
3. Continue implementing program review processes for College operations outside instructional and student services (for Maintenance and Operations, as an example).	X			2
I.B.3. p. 69				
4. Develop a comprehensive calendar and tracking process to facilitate DSR and SSRP, similar to the process used for instructional Program Review.	X			3
5. Report annually to the MPBC and the President's Cabinet on the status of Coastline's top 15 institutional effectiveness measures (I.B.7).	X			3
I.B.5. p. 78				
6. The Office of Research will facilitate and train College staff in the use of reports available through Project Voyager.	X			3
I.B.7. p. 86				
7. The Planning, Development, and Government Relations Department will evaluate the effectiveness of the planning process and evaluation cycle as part of its annual Departmental Services Review.		X		4

Standard	Progress			Page
	Met	In Progress	Not Started	
Standard II				
II.A.1.b. p. 102				
8. The College will recommend the development of forms used for student evaluation that are, consistent with union contracts, neutral to the mode of instruction.		X		7
II.A.1.c. p. 107				
9. Expand the number of courses, programs, and services—including instructional and non-instructional departments—engaged in gathering, analyzing, reporting and making use of learning outcome assessment data to improve curriculum, with the goal of 100% implementation by fall 2010.		X		4
10. See Planning Agenda for I.B.1.				
II.A.2.a p. 112 (see also IIA.2.e. p. 120; II.A.2.f. p. 122)				
11. Develop and implement a process for departments to provide annual updates and reports on the progress of implementing goals and recommendations identified during their Program Review.		X		5
II.A.2.b. p. 113				
12. Encourage the use of graduation and alumni survey data, especially by career and technical education programs.		X		6
13. Make more extensive use of advisory committees to identify student needs and evaluate congruence of expected learning outcomes with industry needs.		X		5
II.A.2.c. p. 116				
14. Faculty and departments will work with the College to plan the sequencing of courses in a manner that provides student access and satisfactory completion rates.	X			6

Standard	Progress			Page
	Met	In Progress	Not Started	
IIA.2.d. p. 119				
15. Continue to evaluate requirements for expanded DL infrastructure and implement new support measures as required.	X			7
IIA.2.e. p. 120				
16. See Planning Agenda for II.A.2.a.				
II.A.2.f. p. 122				
17. See Planning Agenda for II.A.2.a.				
18. Institute a process for funneling Program Review results back to program advisory committees.	X			5
II.A.2.i. p. 124				
19. See I.B.1, Planning Agenda item 2.				
II.A.3.a. p. 126				
20. The College will continue to develop strategies, including portfolios and database solutions, to assess student progress toward degree-level learning outcomes.		X		5 and 7
II.A.6.c. p. 140				
21. Create a plan to ensure that time-sensitive publications such as the Catalog are produced in a timely manner.	X			6
II.B.1. p. 148				
22. Coastline will strengthen and develop processes to ensure student access to services that support student learning, with special emphasis on technological access points.	X			8-9

Standard	Progress			Page
	Met	In Progress	Not Started	
II.B.3.a. p. 157				
23. Coastline will develop strategies to increase student awareness of student support services.	X			8
IIB.3.c. p. 168				
24. Establish structures and strategies to strengthen communication and collaboration within Student Services	X			8
25. Develop and implement mechanisms to communicate with students about the various services and college activities available to them.	X			8
II.B.3.f. p. 172				
26. Implement Voyager Banner Student System.	X			10
II.C.1 p. 186 (See also II.C.1.c. p. 190)				
27. Expand promotion of and training in the use of the Virtual Library for students and faculty.		X		10
28. Conduct a student survey to determine demand for additional subject-specific databases.		X		11
II.C.1.c. p. 190				
29. By working with Distance Learning and other technical resources at Coastline, put in place a process to implement a simple login procedure for access to the Virtual Library.	X			10
30. See III.C.1.a.				

Standard	Progress			Page
	Met	In Progress	Not Started	
II.C.2. p. 193				
31. In the Program Review process, develop a systematic program to evaluate library and other learning support services that identify student learning outcomes and that can be used as a basis for improvement. *Suggested rewording: Develop and implement a process to (1) determine the extent to which library and learning resources help students achieve learning outcomes and (2) identify areas for improvement.*		X		11
Standard III				
III. A.1.a. p. 199 (see also III.A.2. p. 206)				
32. Develop a long range staffing plan that is based on the Master Plan and enrollment patterns and projections.	X			11
III.A.1.b. p. 202				
33. The college will recommend the development of forms used for faculty and student evaluation that are, consistent with union contracts, neutral to the mode of instruction (Planning Agenda for II.A.1.b).		X		11
III.A.1.c. p. 204				
34. The College will recommend that District Human Resources and the unions review the forms used for both full-time and part-time faculty evaluations in an effort to provide additional categories for evaluating effectiveness, other than just "satisfactory."		X		11
35. The College will recommend that the District consider the need to develop training or better printed instructions related to conducting faculty evaluations in order to ensure consistency in the evaluation process.			X	11

Standard	Progress			Page
	Met	In Progress	Not Started	
III.A.1.d. p. 204				
36. The College, through its participatory governance structure, will develop of written code of professional ethics.		X		11
III.A.2. p. 206				
37. See planning agenda for III.A.1.a.				
III.A.4.a. p. 210				
38. The College, through the Staff Diversity Committee, will work to develop appropriate tools to demonstrate the effectiveness of its equity and diversity policies and practices.		X		12
III.B.1.a. p. 220				
39. The Facilities Committee will review the G.O. Bond priority list to consider recommending modifications of project scope due to unanticipated increases in construction costs.	X			12
III.B.1.b. p. 224				
40. Implement the remainder of the Facilities Master Plan as funded by the Measure C bond measure.	X			12
41. Develop a system to coordinate maintenance, repairs, cleaning, and site inspections with the site Dean and facilitator.	X			13
III.B.2.b. p. 228				
42. The MPBC and the FC will implement a formalized annual review of capital plans to confirm coordination with and support of institutional goals.		X		12
43. The Office of Administrative Services will develop formal data to create evidence of how physical resource allocation decisions are supporting the needs of college programs and services through the newly established Departmental Services Review (DSR) Program (I.B.3).		X		13

Standard	Progress			Page
	Met	In Progress	Not Started	
III.C.1.a. p. 240				
44. Investigate the Accreditation Self-Study Survey finding that only 58% of students attending on-site classes believe that computers are available on campus when needed. Conduct a survey to determine the extent to which on-site students are aware of computer resources already in place. Ascertain more precisely the times and locations at which students expect computers to be available.	X			13
45. Modify the current course outline form to include specific technology resources required for the course. Courses requiring technology resources would then be flagged, with the pertinent information being forwarded to CSD. In addition to modifying the course outline, a step could be added to the scheduling process to ensure that CSD is aware of technology needs related to specific courses. The discipline dean and area facilitator could notify CSD when such a class is being scheduled. Since the scheduling process takes place months in advance of the courses actually being offered, this would give CSD ample time to prepare.		X		13
46. Strengthen the development of the Seaport CMS to realize its full potential for the support of faculty and student learning outcomes using a systematic approach.		X		14
III.C.1.c. p. 248				
47. Please see the planning agenda for C.2.				
III.C.1.d. p. 249				
48. Please see the planning agenda for C.2.				
III.C.2. p. 251 (see also III.C.1.c. p. 248 and III.C.1.D. p. 249)				
49. Formalize the technology planning process and strengthen communication links to disseminate the process to all College constituencies.		X		15

Standard	Progress			Page
	Met	In Progress	Not Started	
III.D.1.b. p. 257 (see also III.D.2.d. p. 267)				
50. Develop a strategy/plan through the MPB process to fund predictable financial obligations, such as instructional (e.g., computer labs) and non-instructional equipment replacement, including technology equipment (e.g., College network upgrades), that will predetermine the allocation of ancillary surplus funds.		X		17
III.D.1.c. p. 258				
51. See III D 1.b.1				
52. See III D 1.b.2				
III.D.1.d. p. 261				
53. Develop departmental and standardized processes to ensure opportunity for budget development input and oversight for all appropriate staff.	X			18
III.D.2.b. p. 264				
54. By conducting extensive training workshops, representative College staff participating in Voyager implementation will ensure that the new system provides ample opportunities and access for all staff to become aware of available College financial information.	X			19
III.D.2.d. p. 267				
55. See III.D.1.b, Plans 1 and 2.				
56. Utilizing the MPBC, develop a strategy to determine the percentage of surplus Contract Education funds that should be re-invested into the program for continued growth and vitality.	X			16
III.D.2.e. p. 269				
57. Expand the fundraising capabilities of the Foundation so that it can continue to support College programs and services.	X			20

Standard	Progress			Page
	Met	In Progress	Not Started	
58. 2. Continue to increase the endowment account to strengthen the financial position of the College.	X			20
III.D.2.e. Bookstore p. 271				
59. Monitor the physical inventory for the 2005-06 academic year to ensure that all procedures are being followed.	X			21
60. Intensify the search, at college bookstore trade shows and through other appropriate channels, to find more merchandise that Coastliners will buy.	X			21
61. Monitor sales from the non-text area of the Bookstore to ensure that this space is being used effectively. Investigate stocking Coastline gift items in this space as another way to build sales.		X		21
III.D.2.f. Contract Education p. 275				
62. Increase the numbers of courses available to the military to allow more areas of concentration or majors.	X			19
63. Develop multiple contracts and MOUs with all service branches to preclude over-reliance on any single contract, which could adversely impact enrollments.	X			19
64. Pursue further development of PDA-delivered courses for use by military and corporate students worldwide.	X			19
65. Establish Coastline Adjunct Mini-Campuses at military installations to provide classroom-style traditional courses. *Modified plan: Blended Learning*		X		19
66. Establish College Board approved National Test Centers at military installations to provide electronic CLEP (College Level Examination Program) testing to servicemembers.	X			20
67. Enhance the quantity and maintain the quality of support staff consistent with program growth.		X		19

Standard	Progress			Page
	Met	In Progress	Not Started	
68. Expand the College's credit and non-credit contract education program offerings and increase partnerships with business community. a. Finalize the contract with Boeing to participate in the Boeing Education Alliance for the delivery of programs to their employees worldwide. b. Deliver the ESL for Nurses program via contract with Fountain Valley Hospital.		X X		19 20
69. Successfully launch the Dale Carnegie Program and other contract education/fee-based programs to the aerospace industry and oversee the development of a registration and tracking process in support of this growing program.		X		20
III.D.2.f. ISD p. 277				
70. Develop a strategy through the MPBC to determine the share of the College's ongoing General Fund expenses that must be balanced with General Fund apportionment monies and the share that will be supported by ancillary surplus funds.		X		17
71. Develop a funding allocation strategy for ancillary fund revenues.		X		17
III.D. 2.g. p. 279				
72. Conduct a thorough review of the newly implemented (as of July 1, 2006) SCT Banner Financial Management System to verify that the data satisfies management decision making requirements.	X			18
73. Working with both the District internal auditor and the external auditors, verify that the data and reports generated by the new system provide accurate and adequate information for financial analysis necessary to ensure fiscal integrity and viability.	X			18
Standard IV				
IV.A.3. p. 301				
74. Address the issue of hiring a full-time webmaster to respond to the technology staffing needs noted on the preceding page.	X			21

Standard	Progress			Page
	Met	In Progress	Not Started	
75. Continue the implementation of Voyager and complete the project as scheduled.		X		22
IV.A.5. p. 308				
76. Undertake Program Review of non-academic programs and departments. Further information about non-academic review programs appears in I B.	X			2
IV.B.1.h. p. 316				
77. Implement a clearly defined Board policy for dealing with behavior that violates its code of ethics. *Suggested rewording: Collaborate with District representatives to develop a clearly defined Board policy dealing with behavior that violates its code of ethics.*	X			22

Recommendations	Progress			Page
	Met	In Progress	Not Started	
1. The team recommends that in the college's next review of its mission statement, it clarify the college's intended student population. (I.A.1; I.A.4)		X		22
2. The team recommends that the college provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on carnpus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s) (IIC,I).	X			23 and Progress Report
3. The team affirms the 2001 team's recommendation that the college develop a long-term staffing plan. (III.A.2.)	X			23 and Progress Report

Recommendations	Progress			Page
	Met	In Progress	Not Started	
4. The team recommends that the district, in collaboration with the appropriate bargaining units, revise evaluation processes, including methods and instruments for surveying student opinions, to align with a wider variety of instructional delivery methods and to facilitate meaningful feedback from distance education students (IIIA.I.b; III.A.I.c).		X		23
5. The team recommends that the cost of regularly replacing outdated computers and related technology be institutionalized in the college's budget process rather than relying on onetime funding (III.C.I.c; III.C.Z).	X			24
6. The team recommends that the Board develop a clearly defined policy for addressing board member behavior that violates its Code of Ethics. Additionally, it is recommended that the district develop a written code of professional ethics for all its personnel (III.A.I.d, IV.B.I, IV ,B.I.g, IV.B.I.h).	X			25
7. The team recommends that the Board adopt a formal written process for the selection of the chancellor, vice chancellors and college presidents. In addition, the Board should develop a policy that clearly delineates authority from the chancellor to the college presidents for the effective operation of the colleges (IV.B.I.j, IV.B.3, IV.B.3.a).	X			27 and Progress Report
8. The team recommends that the Board implement a process for the evaluation of its policies and procedures according to an identified time-line and revise the policies as necessary (IV.B.1.e.)	X			27
9. The team recommends that the Board establish a process and specific timeline for updating the District's Vision 2010 plan. (IV.B.3.)	X			28
10. The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these delineated functions to all college and district constituencies, so that there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting Accreditation Standards (IV.B, IV.B.3,IV.B.3.a, IV.B.3.g and *Policy*	X			30 and Progress Report

Recommendations	Progress			Page
	Met	In Progress	Not Started	
and Procedures for the Evaluation of Institutions in MultiCollegelMulti-Unit Districts or Systems, January 2004).				

Christian Teeter

From: Scott Lay [scottlay@ccleague.org]
Sent: Thursday, February 25, 2010 9:17 AM
To: Christian Teeter
Subject: LAO: Raise fees to $40/unit

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

February 25, 2010

(Visit the League website if you are receiving this as a forward and would like to get these updates directly.)

Dear Christian,

The Legislative Analyst's Office, which is the nonpartisan adviser to the Legislature, just released its recommendations for the higher education budget, including community colleges.

In summary, the LAO recommends:

- raising fees to $40/unit effective fall 2010, which would provide approximately $150 million in new revenue
- eliminating the general fund augmentation for student enrollment growth, instead funding it through student fees
- eliminating the proposed "negative" COLA, using the additional fee revenue
- rejecting the proposed suspension of the competitive Cal Grant program, and instead implementing other cost containment measures within the Cal Grant program

Quick Analysis

We appreciate that the Legislative Analyst endorses funding enrollment growth and the rejection of the "negative COLA," however, the funding source is plain wrong. Raising fees to $40 per unit--a doubling over 18 months--is the both the wrong message and impractical given the stagnation in per capita personal income.

With the course reductions and program cuts across the state, the large fee increase would be a one-two punch that likely would knock out many students.

With $5.5 billion in tax cuts scheduled to take place on December 31, the Legislature has much better options for expanding college access and restoring student success programs than such a large fee increase. A modest delay in corporate tax cuts could expand access and restore many community college cuts enacted last year, and would be well timed to enable community colleges to get California back to work.

If our students are asked to pay more, any increase must be part of a long-term commitment to limit fee increases to the change in personal income, advance notice, and an assurance that students--not the state's general fund--benefit from increased quality and access. These were the principles 3.6 million Californians voted for in Proposition 92, and these are the principles we will continue fighting for in the Legislature.

Sincerely,

Attachment 8

Scott Lay
President and Chief Executive Officer
Orange Coast College '94

Community College League of California
2017 O Street, Sacramento, California 95811
916.444.8641 . www.ccleague.org

GENERAL PERSONNEL POLICIES
(Employment Principles)

050-1-1
Approved 11/16/83
Revised 07/15/87
Revised XX/XX/XX

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EMPLOYEE **RECRUITMENT &** SELECTION **POLICY**

The **goal of the** Coast Community College District ("District") ~~*will seeks* to~~ **is to recruit, select and** employ ~~only~~ persons who are highly qualified. ~~for the jobs and positions the District's administrative, instructional, support services, and plant operation staffs~~.

Recruitment and ~~S~~selection of employees ~~shall~~ **will** be ~~accomplished~~ in strict compliance with the principles embodied in California and ~~F~~federal legislation concerning fair employment practices and civil rights, and shall be based solely on consideration of an applicant's qualifications for the intended assignments without prejudice toward the ~~a~~ applicant's **race,** color, **sex, gender identity**, ~~creed~~, **religion, age**, national origin, **ancestry, sexual orientation,** marital status, **physical or mental disability, or status as a Vietnam era and/or** veteran **status. When feasible**, reasonable accommodations will be made ~~to~~ for an **applicant's** ~~employee's~~ **disability and/**or religious practices ~~or handicap~~

In establishing hiring criteria for faculty and administrators, the district governing board shall develop criteria that include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

~~Placement on the appropriate wage schedule or salary schedule shall be established for each applicant selected, with the applicant's concurrence, before an employment recommendation is processed for Board action.~~ [Language revised and moved to Line 35]

Each applicant recommended for a District position which requires certification shall ~~possess or be eligible for a currently valid and applicable credential. Such credential shall be registered with the Orange County Superintendent of Schools prior to rendering service in the District.~~ **meet the minimum qualifications and/or appropriate licensure.** Placement on the appropriate ~~wage schedule~~ **salary** or **wage** ~~salary~~ schedule shall be established for each applicant selected, ~~with the applicant's concurrence,~~ before an employment recommendation is processed for Board **of Trustees' ("Board")** action.

~~Employment recommendations may be presented to the Board prior to applicant compliance with the requirements concerning credentials, radiographic examination, tuberculosis testing, and fingerprint records. but, as these requirements are conditions of District employment, No The employment agreement will not shall be completed until these requirements are satisfied.~~ [Language revised and moved to Line 52]

Each ~~staff~~ recommendation for employee selection will ~~shall~~ be reviewed by the Chancellor, and

~~shall be~~ presented for Board action ~~only~~ with the Chancellor's ~~concurring~~ recommendation. The **recommendation to the Board** ~~Chancellor's presentation shall~~ **will** include the applicant's ~~qualifications, identification,~~ name, ~~the proposed~~ **the proposed** assignment, and ~~specification of the~~ proposed rate of pay.

Employment recommendations may be presented to the Board prior to **verification of qualifications or** applicant compliance with the requirements concerning ~~credentials qualifications, radiographic examination,~~ **tuberculosis testing**, and fingerprint records; ~~but, as these requirements are conditions of District employment, the employment agreement will not shall be completed until these requirements are satisfied~~. however, ~~the employment agreement will not be completed~~ **Board approval of employment may be contingent upon all requirements being satisfied.**

Members of the immediate family of employees may be employed by the Coast Community College District. Employment and assignment of such persons shall be **in accordance with the District's Nepotism Policy**. ~~such that an employee may not serve as a judge or advocate in any situation involving a relative. Members of the "immediate family" shall mean child, mother, father, brother, sister, mother in law, father in law, brother in law, sister in law, grandmother, grandfather, grandchild of the employee or employee's spouse, the spouse, son in law, daughter in law of the employee, or any person living in the immediate household of the employee.~~

The District shall establish procedures, using a participatory governance model, for the recruitment and selection of employees including, but not limited to, the following:

- **Procedures for hiring faculty shall be established, implemented, or modified through consultations with the Academic Senates, and after affording the Coast Federation of Educators (CFE) and Community College Association (CCA) an opportunity to participate in the decision making process.**

- **Procedures for hiring classified employees shall be established, implemented, or modified through consultations with the Classified Councils and after affording the Coast Federation of Classified Employees (CFCE) an opportunity to participate in the decision making process.**

- **Procedures for hiring confidential employees shall be established, implemented, or modified through consultations with the Association of Confidential Employees (ACE).**

- **Procedures for hiring management employees shall be established, implemented, or modified through consultations with the Coast District Management Association (CDMA).**

Students will be afforded opportunities for meaningful participation in the establishment, implementation, and modification of recruitment and selection procedures.

Procedures will be in compliance with related policies, including:

- **EEO Policy Statement 050-1-2**
- **Faculty Hiring Policy 060-xx**
- **Classified Staff Hiring Policy 070-xx**
- **Confidential Staff Hiring Policy 080-1**
- **Management Hiring Policy 090-xx**
- **Nepotism Policy 050-1-1.9**
- **Faculty Role In Governance Policy 060-1-10: Item No. 5**

Legal References:

Education Code Section 70901.2, 70902(b) (7) & (d), 87100 et seq.
Education Code Section 87360
Title 5, Section 53000- 53002, et seq., 51023.5
Accreditation Standard III.1.A

GENERAL PERSONNEL POLICIES
(Employment Principles)

050-1-2
Approved 11/16/83
Revised 06/01/88
Revised 11/28/90
Revised 12/10/03
Revised XX/XX/XX

EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY ~~STATEMENT~~

The Coast Community College District ("District") is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

The District is committed to the concept and principles of providing equal opportunity in employment and education for all persons ~~and prohibiting~~ **to prohibit** discrimination based on race, color sex, **gender identity,** religion, age, national origin, **ancestry,** ~~handicap~~ **sexual orientation**, marital status, **physical or mental disability,** ~~and~~ **and/or** ~~Vietnam-era~~ veteran status. This commitment applies to every aspect of education and personnel ~~policies~~ **actions** and practices in employment, development, advancement, and treatment of employees, students and the general public.

~~The Coast Community College District strongly supports the concept of an Equal Employment Opportunity program which provides for taking aggressive and positive steps in the recruitment and selection of qualified under represented minorities and females.~~

~~The Coast Community College District understands and accepts the extremely high priority need of having an ethnically diverse work force to provide a quality educational experience for students. The District will utilize every means possible to achieve the statewide target of 30% ethnic representation in the employment of new hires.~~

The District ~~is committed to the principles of Equal Employment Opportunity and~~ will implement a comprehensive program consistent with Title 5 to ensure the practice of ~~those~~ EEO principles. Pursuant to this commitment, an Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to f~~F~~ederal and state laws.

The District believes that in order to effectively address and comply with f~~F~~ederal and state EEO guidelines, the Board of Trustees, administration, faculty and ~~classified~~ staff must recognize that equal opportunity is a shared responsibility and all must be held accountable for application and enforcement of the policies within their area**(s)** of authority. It is through ~~our~~ combined ~~fair~~ **equitable and cooperative** efforts that the District will achieve established Equal Employment Opportunity goals and objectives.

The District will continue to ~~make~~ **monitor** equal employment opportunity and ~~Staff~~ diversity efforts to ensure that the recruitment, screening, selection, hiring, and promotional processes are in accordance with the EEO policies and principles. ~~of equal opportunity. In addition to employment, this plan shall also address the treatment of students on campuses in accordance with District-wide Equal Employment Opportunity efforts.~~

Legal References:

42 U.S.C. §§ 2000d et seq. (Title VI)~~,~~
42 U.S.C. §§ 2000e et seq. (Title VII)~~,~~
20 U.S.C. §§ 1681 et seq. (Title IX)~~, of the United States Civil Rights Act~~
Executive Order 11246, as amended by Executive Order ~~11375~~ **11235**
Education Code Sections 87100-871057~~ of the California Education Code~~
Title 5, Sections 53000-~~53052~~ **53006, 53020-53026**

GENERAL PERSONNEL POLICIES
(Employment Principles)

050-1-3
Approved xx/xx/xxxx

EQUAL EMPLOYMENT OPPORTUNITY (EEO) PLAN POLICY STATEMENT

The Coast Community College District ("District") is committed to the implementation of an EEO Plan developed according to Title 5 and adopted by the Board of Trustees ("Board"). The intent is to overcome all forms of institutional and/or personal exclusion or discrimination within the District. Each employee is accountable for strict application and enforcement of the EEO Plan within his or her area(s) of authority. It is only through combined efforts that the District will successfully develop and maintain a workforce that is welcoming to all.

The Board supports the intent set forth by the California Legislature to assure continuing good faith efforts are made to build a community of equal opportunity. The goal is to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. Diversity in the academic environment fosters awareness, engagement, mutual understanding, respect, increased student success, and better enables students to flourish as citizens of the world. Therefore, the Board commits to promoting the total realization of equal employment through a continuing equal employment opportunity program as outlined in its EEO Plan.

An advisory committee will be established pursuant to Section 53005 of Title 5 of the California Code of Regulations.

Legal References

Title 5, Sections ~~53000-53052~~ **53003**
Title 5, Section 53005

CERTIFICATED EMPLOYEES PERSONNEL POLICIES
(Employment Principles) 060-
Approved xx/xx/xxxx

FACULTY HIRING POLICY

The goal of the Coast Community College District is to recruit, select and employ qualified, diverse faculty dedicated to providing students with educational opportunities and intellectual insights necessary to optimize their potential and achieve individual goals. This is achieved through consistent hiring processes that have integrity, are honest and cooperative, and that support diversity and the principles of equal opportunity employment. Hiring processes are compliant with Board Policy 050-1-1.

The Coast Community College District ensures academic quality through the adherence to established District procedures for hiring faculty, who are:

- experts in their field;
- skilled at teaching and creating an enriched learning environment;
- responsive to the varied learning needs and abilities of our students;
- engaged in the life of the college;
- committed to professional development;
- representative of the diverse communities we serve;
- sensitive to the needs of, and committed to the success of, the students, faculty, staff and community.

The Board of Trustees, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board and the academic senate and approved by the governing board.

Hiring quality faculty is accomplished through the development of fair and consistent screening criteria by committees, with diverse representation, that forward recommendations to the President or appropriate administrator. Recommendations for employment will be made through the Chancellor to the Board of Trustees. Coast Community College District hiring committee members will participate cooperatively and effectively in all appropriate phases of the hiring process.

The Coast Community College District prohibits discrimination based on race, color, sex, gender identity, religion, age, national origin, ancestry, sexual orientation, marital status, physical or mental disability, and/or veteran status.

Legal References:

42 U.S.C. §§ 2000d et seq. (Title VI)
42 U.S.C. §§ 2000e et seq. (Title VII)
20 U.S.C. §§ 1681 et seq. (Title IX)
Executive Order 11246, as amended by Executive Order 11235
Education Code Sections 87100-87105, 87360
~~AB 1725~~
Title 5, **Sections 53000-53006 and 53020-53026**

FACULTY QUALIFICATIONS

All candidates **applying for a faculty position, whether full or part-time,** must possess the minimum qualifications, **which are required by the State to teach in the discipline. Minimum Qualifications are** described in **the State Chancellor's Office Publication *The Minimum Qualifications for Faculty and Administrators in California Community Colleges*** ("Disciplines List") approved by the Board of Governors of the California Community Colleges. ~~The equivalency process provides an alternative method of meeting the minimum qualifications for hire as a faculty member. In this context "equivalent" means "the same as" or "equal to" the qualifications on this list.~~ The Search Committee for each position will determine if a candidate meets the minimum qualifications ~~or their equivalent~~. Each advertised position will include a statement of Minimum Qualifications and may include a statement of Desirable Qualifications.

An equivalency process provides an alternative method of meeting the minimum qualifications for hire as a faculty member. In this context "equivalent" means "the same as" or "equal to" the qualifications on **the Disciplines List. Equivalency is determined by a faculty committee appointed by the Academic Senate and is consistent with the adopted District faculty hiring policy and procedure. If a candidate is deemed qualified through the equivalency process and is hired as a faculty member, this person will be considered the same in all respects as someone qualified by meeting the requirements as stated on the Disciplines List.**

~~Minimum Qualifications are those required by the State to teach in the discipline.~~ ~~as well as additional~~ **Desirable** qualifications **are those beyond the minimum qualifications and are** determined by the **discipline faculty,** Search Committee **and Academic Senate** ~~(If, for example, when hiring someone to teach piano, the College would require music qualifications as well as piano qualifications).~~ ~~Additional~~ ~~minimum~~ ~~qualifications~~ and should be ~~those~~ considered ~~to be essential~~ **pertinent** to success in the position. ~~and~~ **Desirable qualifications may include** subject area knowledge and competency, teaching and communication skills, commitment to professional growth and service, and a potential for **contributing to** overall college effectiveness.

~~These~~ **Desirable** qualifications should ensure that the college faculty are sensitive to ~~the racial and cultural~~ diversity, ~~in the colleges~~, ~~are~~ ~~themselves~~ representative of ~~that diversity~~ **the surrounding communities,** and ~~are~~ well prepared by training and ~~temperament~~ **experience** to **effectively** respond ~~effectively~~ to the educational needs of all the ~~special~~ populations served by community colleges.

Desirable qualifications may include**, but are not limited to,** the following:

1. Academic qualifications beyond the minimum set by law and regulation if these qualifications would provide the basis for better teaching or other service. ~~without~~

~~adversely affecting the staff diversity goals~~.

2. Pedagogical skill as demonstrated by relevant experience, education and effectiveness as a ~~teacher, counselor, librarian, or other~~ faculty member.

~~If a candidate deemed qualified through the equivalency process is hired as a faculty member, this person will be considered the same in all respects as someone qualified by meeting the requirements as stated on the list of disciplines~~ list. ~~This includes placement on the salary schedule and determination of Faculty Service Area(s). A file will be kept in the Personnel Department at the District Office of those candidates who met the minimum qualifications through the equivalency process~~.

Legal References

Education Code Sections 87001, 87355-87360
Title 5, Sections 53400-53430

CLASSIFIED EMPLOYEES PERSONNEL POLICIES

(Employment Principles) 070-

Approved xx/xx/xxxx

CLASSIFIED STAFF HIRING POLICY

The goal of the Coast Community College District is to recruit, select and employ qualified, diverse classified staff dedicated to providing exemplary support necessary to maximize the success of the educational community in its service to students. This is achieved through consistent hiring processes that have integrity, are honest and cooperative, and support diversity and the principles of equal opportunity employment. Hiring processes are compliant with Board Policy 050-1-1.

The Board of Trustees, administration, faculty and staff recognize the importance of an effective hiring process that reflects mutual professional responsibility and interest in achieving the common goal of hiring quality classified staff who:

- **understand their roles and responsibilities in advancing the mission of the colleges and the District;**
- **engage in the life of the college/District;**
- **commit to professional development;**
- **represent the diverse communities we serve;**
- **are sensitive to the needs of, and committed to the success of, the students, faculty, staff, and community.**

Hiring quality classified staff is accomplished through the development of fair and consistent screening criteria by committees, with broad and diverse representation, that forward recommendations to the President or appropriate administrator. Recommendations for employment will be made through the Chancellor to the Board of Trustees. Coast Community College District hiring committee members will participate cooperatively and effectively in all appropriate phases of the hiring process.

The Coast Community College District prohibits discrimination based on race, color, sex, gender identity, religion, age, national origin, ancestry, sexual orientation, marital status, physical or mental disability, and/or veteran status.

Legal References

42 U.S.C. §§ 2000d et seq. (Title VI)
42 U.S.C. §§ 2000e et seq. (Title VII)

20 U.S.C. §§ 1681 et seq. (Title IX)
Executive Order 11246, as amended by Executive Order 11235
Education Code Sections 87100-87105
Title 5, Sections 53000 - 53006, 53020-53026

CONFIDENTIAL EMPLOYEES PERSONNEL POLICIES
(Employee Status)

080-1-2.1
Approved 10/19/88
Revised 09/12/96
Revised 07/18/2007
Revised xx/xx/xxxx

CONFIDENTIAL STAFF HIRING POLICY
~~HIRING POLICY FOR CONFIDENTIAL STAFF~~

~~The Coast Community College District Board of Trustees recognizes and values the contributions of Confidential employees and supports a positive and harmonious work and learning environment. The Board of Trustees assures all Confidential employees and applicants equal opportunity for employment and promotion, regardless of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.~~

~~Reference General Personnel Policies under Section 050.~~

The goal of the Coast Community College District is to recruit, select and employ qualified, diverse confidential staff dedicated to providing exemplary support necessary to maximize the success of the educational community in its service to students. This is achieved through consistent hiring processes that have integrity, are honest and cooperative, and support diversity and the principles of equal opportunity employment. Hiring processes are compliant with Board Policy 050-1-1.

The Board of Trustees, administration, faculty and staff recognize the importance of an effective hiring process that reflects mutual professional responsibility and interest in achieving the common goal of hiring quality confidential staff who:

- **understand their roles and responsibilities in advancing the mission of the colleges and the District;**
- **engage in the life of the college/District;**
- **commit to professional development;**
- **represent the diverse communities we serve;**
- **are sensitive to the needs of, and committed to the success of, the students, faculty, staff, and community.**

Hiring quality confidential staff is accomplished through the development of fair and consistent screening criteria by committees, with broad and diverse representation, that forward recommendations to the President or appropriate administrator. Recommendations for employment will be made through the

Chancellor to the Board of Trustees. Coast Community College District hiring committee members will participate cooperatively and effectively in all appropriate phases of the hiring process.

The Coast Community College District prohibits discrimination based on race, color, sex, gender identity, religion, age, national origin, ancestry, sexual orientation, marital status, physical or mental disability, and/or veteran status.

Legal References

42 U.S.C. §§ 2000d et seq. (Title VI)
42 U.S.C. §§ 2000e et seq. (Title VII)
20 U.S.C. §§ 1681 et seq. (Title IX)
Executive Order 11246, as amended by Executive Order 11235
Education Code Sections 87100-87105
Title 5, **Sections 53000 - 53006, 53020-53026**

MANAGEMENT PERSONNEL POLICIES

(Employment Principles) 090-

Approved xx/xx/xxxx

MANAGEMENT HIRING POLICY

The goal of the Coast Community College District ("District") is to recruit, select and employ a qualified, diverse leadership team to provide exemplary management, leadership and support necessary to maximize the success of the educational community in its service to students. This is achieved through consistent hiring processes that have integrity, are honest and cooperative and that support diversity and the principles of equal opportunity employment. This Policy is intended to comply fully with and be interpreted in a manner consistent with all applicable state and federal laws and regulations. Hiring processes are compliant with Board Policy 050-1-1.

The Chancellor, in consultation with the college presidents and/or vice chancellors of the District, shall determine the need for permanent and interim educational administrator and classified manager hiring. Recommendations will be made to the Board of Trustees, taking into consideration local staffing recommendations developed in accordance with established planning processes, district-wide planning needs and budgetary constraints.

The Board of Trustees, administration and staff recognize the importance of an effective hiring process that reflects mutual professional responsibility and interest in achieving the common goal of hiring outstanding administrators who:

- **understand their roles and responsibilities to fulfill the mission and goals of the Colleges and the District;**
- **engage in the life of the college/District;**
- **commit to professional development;**
- **represent the diverse communities we serve;**
- **are sensitive to the needs of, and committed to the success of the students, faculty, staff and community.**

Hiring a qualified, diverse administration/management team is accomplished through the development of fair and consistent screening criteria by committees with broad and diverse representation that forward recommendations to the President or appropriate administrator. Recommendations for employment will be made through the Chancellor to

the Board of Trustees. The District is committed to a cooperative and respectful hiring process.

The Coast Community College District prohibits discrimination based on race, color, sex, gender identity, religion, age, national origin, ancestry, sexual orientation, marital status, physical or mental disability and/or veteran status.

Legal References

42 U.S.C. §§ 2000d et seq. (Title VI)
42 U.S.C. §§ 2000e et seq. (Title VII)
20 U.S.C. §§ 1681 et seq. (Title IX)
Executive Order 11246, as amended by Executive Order 11235
Education Code Sections 87100-87105
Title 5, Sections 53000 - 53006, 53020-53026

Coast Community College District and City of Newport Beach

MEMORANDUM OF UNDERSTANDING
Concerning Police and Fire Training on District Property

The Coast Community College District ("District") and the City of Newport Beach ("City") hereby agree to this Memorandum of Understanding concerning the City's use of District real and personal property located at 1533-1535 Monrovia Avenue for City's police and fire training. District shall make these buildings available for City training purposes prior to the District's future demolition of the office buildings located at this site. District and City may be referred to herein individually as "Party", and collectively as "Parties."

Term: This Memorandum of Understanding ("MOU") shall commence upon the latest date of execution by the parties below, and shall terminate on June 30, 2010. This MOU may be revoked at any time by prior written notice of either party. To this end, the following duties and obligations have been agreed upon by the parties.

The District agrees to the following:

1. Allow the City's Police and Fire Departments to conduct training in the vacant office buildings at 1533-1535 Monrovia Avenue on various dates and times to be mutually agreed upon between the effective date and June 30, 2010 without compensation by City to District.

2. Allow Police and Fire personnel to inflict any damage to the buildings as required by, or incidental to their training, including but not limited to furniture, doors, windows, walls, carpet, floors, ceilings, and roofs, subject to City taking all necessary safety precautions and securing all necessary permits as may be required for such activity.

3. Secure the exterior of the facility after training to prevent unauthorized persons from entering the buildings.

4. Assume responsibility for college employee salaries and workers compensation insurance for any employees who are present during training or who may participate as role players in City training scenarios.

5. The District, to the extent of its performance under this MOU, agrees to indemnify and hold harmless City, its officers, agents and employees from each and every liability, loss, damage, or expense which may be incurred by reason of: Liability for (1) death or bodily injury to persons, (2) injury to, loss or theft of property or (3) any other loss, damage or expense arising under (1) or (2) above sustained by the City or by any persons employed by the City arising out of District's performance under this MOU.

6. The District agrees to maintain a comprehensive general and automobile liability insurance with limits of one million dollars ($1,000,000) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect District against liability or claims of liability which may arise out its performance under this MOU.

Coast Community College District and City of Newport Beach

MEMORANDUM OF UNDERSTANDING
Concerning Police and Fire Training on District Property

The City agrees to the following:

1. It will notify District of contemplated training at least 24 hours before a training session is scheduled to occur, and shall provide dates, times, and type of training.

2. Notify the District after a training session has been completed, so the exterior of the buildings can be properly secured, if necessary.

3. To take all necessary safety precautions reasonably required for each training event.

4. To secure any and all permits and approvals required to conduct training at the site.

5. The City, to the extent of its performance under this MOU and to the extent authorized by law, agrees to indemnify and hold harmless District, its board of trustees, directors, agents, and employees from each and every liability, loss, damage, or expense which may be incurred by reason of: Liability for (1) death or bodily injury to persons, (2) injury to, loss or theft of property or (3) any other loss, damage or expense arising under (1) or (2) above for injuries or damage sustained by the District, its employees, agents or students arising out of the City's performance under this MOU. Damage to the structures at District's site is specifically excluded from this paragraph.

6. The City agrees to maintain a comprehensive general liability insurance policy with limits of one million dollars ($1,000,000) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect the District and the City against liability or claims of liability which may arise out of City's actions or inactions arising under this MOU.

By their respective signatures below, the parties hereto express their intent to be bound by the terms of this Memorandum of Understanding.

_____	_____
(Name) *(Title)* *City of Newport Beach*	*Jerry Patterson* *President, Board of Trustees* *Coast Community College District*
_____	_____
Date	*Date*

GENERAL CONDITIONS FOR GEOTECHNICAL ENGINEERING SERVICES

1. **Scope of Work**
   Engineer ("GMU Geotechnical, Inc.") shall perform the services outlined in the attached Scope of Work, which may only be amended by Client and Engineer in writing. If Engineer and Client mutually agree in writing confirming the change in scope, it shall become an amendment upon signature of the parties to this Agreement. All work performed by Engineer at the Project is subject to the terms and limitations of this Agreement.

2. **Payments to Engineer**
   2.1 *Time and Materials*
   All work performed under this Agreement shall be on a time and materials basis unless otherwise specifically agreed to in writing by both parties.
   2.2 *Late Payment Charge*
   All invoices are due on receipt. If Client fails to make any payment due Engineer for services and expenses within thirty (30) days after receipt of Engineer's invoices, the amounts due Engineer shall, thereafter, include a late payment charge at the rate of 1% per month, or the highest rate permitted by law, from the thirtieth day.

3. **Standard of Performance; Disclaimer of Warranties**
   Engineer shall perform its Services consistent with that level of care and skill ordinarily exercised by other professional engineers under similar circumstances at the time the Services are performed. No warranty, express or implied, is included or intended by this Agreement. Client recognizes that neither Engineer nor any of Engineer's subconsultants owe any fiduciary responsibility to Client.

4. **Engineer's Estimate of Construction Costs**
   Client acknowledges that construction and development are subject to many influences that are not subject to precise forecasting and are outside of Engineer's control. Client further acknowledges that actual costs incurred may vary substantially from the estimates prepared by Engineer and that Engineer does not warrant or guarantee the accuracy of construction or development cost estimates.

5. **Construction Phase Services**
   If the scope of Engineer's work includes observation and testing during the course of construction, Engineer shall:

   5.1 Make visits to the site at intervals appropriate to the various stages of construction as Client may request, in order to observe the geotechnical conditions encountered by Contractor(s) and the progress and quality of the geotechnical aspects of Contractor(s)' work. Based on information obtained during such visits and on such observations, Engineer shall inform Client of the progress of the geotechnical aspects of the work. Client understands that Engineer may not be on site continuously nor shall Engineer observe all of Contractor's Work.
   5.2 Engineer shall perform such services as are stated in the Scope of Work. Such services shall be performed in accordance with current engineering standards. Client understands that services performed by Engineer on finished work, or work in progress, are taken intermittently and indicate, on a statistical basis, the general acceptability of the work. Testing or observation by Engineer of

Attachment #12

Initials: _____

portions of the work of other parties on a project are not a guarantee of the quality of Contractor's work and shall not relieve such other parties from their responsibility for performing their work in accordance with applicable plans, specifications, and safety requirements.

5.3 Engineer shall not supervise, direct, or have control over Contractor(s)' work nor shall Engineer have authority over or responsibility for the means, methods, techniques, sequences, or procedures of construction selected by Contractor(s) for the Project, for safety precautions and programs incident to Contractor(s)' work or for any failure of Contractor(s) to comply with Laws and Regulations applicable to Contractor(s) furnishing and performing its work.

6. **Client's Responsibilities**

In addition to payment for the Services performed under this Agreement, Client agrees to:

6.1 Assist and cooperate with Engineer in any manner necessary and within its ability to facilitate Engineer's performance under this Agreement.

6.2 Designate a representative who will have authority to receive all notices and information pertaining to this Agreement and who will enunciate Client's policies and decisions and assist as necessary in matters pertaining to the Project and this Agreement. Client's representative will be subject to change by written notice.

6.3 Provide access to and/or obtain permission for Engineer to enter upon all property, whether or not owned by Client, as required to perform and complete the Services. Client recognizes that the use of investigative equipment and practice may unavoidably alter conditions or affect the environment at the existing Project Site(s). Engineer will operate with reasonable care to minimize damage to the Project Site(s). The cost of repairing such damage will be borne by Client, and is not included in the Fee unless otherwise stated.

6.4 Correctly designate on plans to be furnished to Engineer, the location of all subsurface structures, such as pipes, tanks, cables, and utilities within the property lines of the Project Site(s) and shall be responsible for any damage inadvertently caused by Engineer to any such structure or utility not so designated. Client warrants the accuracy of any information supplied by it to Engineer, and acknowledges that Engineer is entitled to rely upon such information without verifying its accuracy.

6.5 Supply to Engineer all information and documents in its possession or knowledge which are relevant to the Services herein described. Prior to the commencement of any Services in connection with a specific property, Client shall notify Engineer of any known potential or possible health or safety hazards existing on or near the Project Site, with particular reference to Hazardous Materials or conditions.

7. **Changed Conditions**

If, during the course of performance of this Agreement, conditions or circumstances are discovered which were not contemplated by Engineer at the commencement of this Agreement, Engineer shall notify client in writing of the newly discovered conditions or circumstances, and Client and Engineer shall renegotiate, in good faith, the terms and conditions of this Agreement. If amended terms and conditions cannot be agreed upon within thirty (30) days after notice, Engineer may terminate this agreement and be compensated as set forth in Section 17, "Termination".

8. **Hazardous Materials**

Client understands that Engineer's services under this Agreement are limited to geotechnical engineering and that Engineer shall have no responsibility to locate, identify, evaluate, treat, or otherwise consider or deal with hazardous materials. Client shall be solely responsible for notifying all appropriate federal, state, municipal, or other governmental agencies, including the potentially affected public, of the

Initials: _____

existence of any hazardous materials located on or in the project site, or located during the performance of this Agreement. The existence or discovery of hazardous materials shall constitute a Changed Condition under this Agreement.

9. **Certifications**

Engineer shall not be required to execute any certification with regard to work performed, tested, or observed under this Agreement unless: 1) Engineer believes that sufficient work has been performed by Engineer to provide a sufficient basis to issue the certification, 2) Engineer believes that the work performed, tested, or observed meets the criteria of the certification, and 3) the exact form of such certification has been approved by Engineer, in writing, prior to execution of this Agreement. Any certification by Engineer is limited to an expression of professional opinion based upon the service performed by Engineer, and does not constitute a warranty or guarantee, either expressed or implied.

10. **Allocation of Risk**

10.1 *Limitation of Liability*

The total cumulative liability of Engineer, its shareholders, directors, officers, employees, and agent, to Client arising from Services performed or to be performed by Engineer for this Project whether in contract, indemnity, contribution, tort, or otherwise, excluding attorney's fees, due under this Agreement, shall not exceed the project insurance policy limits described in Paragraph 11, Insurance Requirements, however, that such liability shall be further limited in the following respects:

Engineer shall not be liable to Client for any losses, damages, or claims arising from damage to subterranean structures or utilities which are not correctly shown on plans furnished by Client to Engineer during the performance of authorized Services or which are not called to Engineer's attention by Client.

10.2 *Indemnification*

10.2.1 *Hazardous Materials*

Client agrees to indemnify and hold harmless the Engineer Entities from and against any and all claims, suits, liability, damages, injunctive or equitable relief, expenses, including attorneys' fees or other loss ("Loss"), which arises from, or which is related to, the existence, disposal, release, discharge, treatment, or transportation of hazardous materials, or the exposure of any person to hazardous materials, or the degradation of the environment due to the presence, discharge, disposal, release of, or exposure to, hazardous material.

10.2.2 *Negligent Performance of Services*

Subject to Paragraph 10.1, Engineer agrees to indemnify and hold harmless Client, and its officers, directors, and employees from and against any and all claims, suits, liability, damages, injunctive or equitable relief, expenses, including attorneys' fees or other loss ("Loss") to the extent caused by Engineer's negligent performance of its Services under this Agreement.

10.2.3 *Indemnification Provisions*

If any indemnification provisions are imposed upon the Engineer, such provisions shall not create, exceed, exert, or establish any greater rights, obligations, or responsibilities than those presently existing under the laws of negligence of the State of California, and the applicability of such provisions shall be limited to the insurance limits recoverable for such damages and losses.

Initials: _____

10.3 *Third Party Indemnification*

Client agrees to indemnify and hold Engineer harmless for the Client's own negligence or for the negligence of anyone for whom the Client is legally liable. Additionally, and in light of the fact that Engineer's scope of services under this proposal does not include inspection, analysis, or investigation of any kind into the design or construction of existing conditions at the Project, the Client agrees to defend, indemnify, and hold Engineer harmless from and against any and all claims, damages, liabilities and costs, including all attorney's fees and costs of defense, arising out of or in any way related to existing conditions at the project.

10.4 *Continuing Agreement*

Client and Engineer agree that any and all protections, limitations of liability, and indemnification agreements noted herein shall extend to the officers, partners, and employees of Client and Engineer, respectively.

11. **Engineer's Insurance**

Engineer shall obtain: 1) statutory Workers' Compensation/Employer's Liability coverage ($1,000,000); 2) Commercial General Liability ($1,000,000 per occurrence/$2,000,000 aggregate); 3) Automobile Liability ($1,000,000); and 4) dedicated Project Specific Professional Liability insurance coverage in policy amounts not less than $1,000,000. Engineer agrees to issue certificates of insurance and endorsements naming Client additional insured evidencing such policies upon written request.

12. **Ownership and Maintenance of Documents**

Client-provided documents will remain the property of Client. Unless otherwise specified in the Scope of Work, all documents and information obtained or prepared by Engineer in connection with the performance of the Services, including but not limited to Engineer's reports, boring logs, maps, field data, field notes, drawings and specifications, laboratory test data, and other similar documents (collectively called "Documents") are the property of Engineer and Engineer shall, in its sole discretion, have the right to dispose of or retain the Documents. Reuse of Engineer's documents for any purpose other than for this Project requires express written authorization from Engineer. Client agrees to defend, indemnify, and hold Engineer harmless from any unauthorized use of Engineer's documents.

13. **Relationship of the Parties**

Engineer shall perform Services under this Agreement as an independent contractor, and its employees shall at all times be under its sole discretion and control. Engineer shall select the means, manner, and method of completing Services without detail, control, or direction from Client.

14. **Third Party Reliance Upon Reports**

All Documents are prepared solely for use by Client and shall not be provided to any other person or entity without Engineer's written consent, nor shall they be mentioned, communicated, disclosed, or referred to in any offering circular, securities offering, loan application, real estate sales documentation, or similar promotional material, without the express written authorization of Engineer. Client shall defend, indemnify, and hold harmless Engineer, its officers, shareholders, and employees from and against any action or proceeding brought by any person or entity claiming to rely upon information or opinions contained in reports or other documents provided to such person or entity, published, disclosed, or referred to without Engineer's written consent.

No other party other than Client may rely, and Client shall make no representations to any party that such party may rely, on Documents without Engineer's express written authorization.

Initials: _____

Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the Client or the Engineer. Engineer's services under this Agreement are being performed solely for the Client's benefit, and no other entity shall have any claim against the Engineer because of this Agreement or the performance or nonperformance of services hereunder. The Client agrees to include a provision in all contracts with contractors and other entities involved in this project to carry out the intent of this paragraph, and further agrees to defend, indemnify, and hold Engineer harmless for any claims, suits, liability, damages, injunctive or equitable relief, expenses, including attorney's fees or other loss ("Loss") asserted by any third party against Engineer.

15. **Assignment and Subcontracts**
Neither party shall assign this Agreement, or any part thereof, without the written consent of the other party, except an assignment of proceeds for financing purposes. Engineer may subcontract for the services of others without obtaining Client's consent where Engineer deems it necessary or desirable to have others perform certain Services.

16. **Suspension and Delays**
Client may, at any time, by ten (10) days written notice, suspend performance of all or any part of the Services by Engineer, Engineer may terminate this Agreement if Client suspends Engineer's work for more than sixty (60) days and be paid as set forth under Section 17 "Termination".

17. **Termination**
17.1 *Termination for Convenience*
Engineer and Client may terminate this Agreement for convenience upon thirty (30) days written notice delivered or mailed to the other party.
17.2 *Termination for Cause*
In the event of material breach of this Agreement, the party not breaching the Agreement may terminate if upon ten (10) days written notice delivered or mailed to the other party, which termination notice shall state the basis for the termination. The Agreement shall not be terminated for cause if the breaching party cures the breach within the ten day period.
17.3 *Payment on Termination*
In the event of termination, other than caused by a material breach of this Agreement by Engineer, Client shall pay Engineer for the Services performed through the termination notice date, and for any necessary Services and expenses incurred in connection with the termination of the project, including but not limited to, the costs of completing analysis, records, and reports necessary to document job status at the time of termination and costs associated with termination of subcontractor contracts. Such compensation shall be based upon the schedule of fees then currently used by Engineer.
17.4 *Claims Waiver*
Client and Engineer hereby waive all claims against each other for consequential damages (including, but not limited to, loss of use or lost profits).

18. **Disputes**
All disputes between Engineer and Client shall be subject to non-binding mediation. Either party may demand mediation by serving a written notice stating the essential nature of the dispute, the amount of time or money claimed, and requiring that the matter be mediated within forty-five (45) days of service of notice. The mediation shall be administered by the American Arbitration Association in accordance with their most recent construction Mediation Rules, or by such other person or organization as the parties may agree upon.

Initials: _____

No action or suit may be commenced unless the mediation did not occur within forty-five (45) days after service of notice, the mediation occurred but did not resolve the dispute, or a statute of limitation would elapse if suit was not filed prior to the forty-five (45) days after service of notice.

19. **Attorney Fees / Venue / Arbitration**
Client and GMU agree that the laws of the State of California govern the construction and interpretation of this Agreement and any dispute between the parties, including without limitation, disputes arising out of or relating to this Agreement, the professional relationship between the parties, and the professional services rendered by GMU to Client shall be decided by Arbitration under the rules of the American Arbitration Association. Client further agrees that in the event of any dispute between GMU and Client, any action or proceeding shall be brought in Orange County, California and that California law shall apply. Client also agrees to submit to jurisdiction in California. In the event enforcement proceedings and/or legal action arises relating to this Agreement, the interpretation thereof, or the failure of any Party to perform the terms of Agreement, the prevailing party in such action shall be, in addition to damages, injunctive relief or any other relief, entitled to reasonable costs and expenses not limited to actual attorneys' fees and expert witness costs incurred in such an action.

20. **Integration and Severability**
This Agreement reflects the entire agreement of the parties with respect to its terms and supersedes all prior agreements, whether written or oral. If any portion of this Agreement is found to be void or voidable, such portion shall be deemed stricken and the Agreement shall be reformed to as closely approximate the stricken portions as the law allows.

End of General Conditions

Initials: _____

GMU
GEOTECHNICAL, INC.

23241 Arroyo Vista
Rancho Santa Margarita
CA 92688

voice: 949.888.6513
fax: 949.888.1380
web: www.gmugeo.com

January 11, 2010
(Revised February 24, 2010)

Mr. Kevin McElroy
COASTLINE COMMUNITY COLLEGE DISTRICT
11460 Warner Avenue
Fountain Valley, CA 92708-2597

GMU Proposal No. P-10001

Subject: Revised Proposal to Provide Geotechnical Engineering Services for the Coastline Community College District - Newport Beach Learning Center, Newport Beach, California

References:
(1) Coastline Community College, Newport Beach Learning Center, Geotechnical Services Request for Proposal, including attached architectural site plan, tentative parcel map, existing aerial photo, and project schedule, dated December 29, 2009, prepared by LPA.

(2) Our "Draft Report of Geotechnical Studies, Proposed Newport Banning Ranch Development, City of Newport Beach/County of Orange," dated March 2008 (GMU Project 06-163-00).

Dear Mr. McElroy:

At the request of Mr. Stephen Tiner of LPA, we are pleased to present this geotechnical engineering services revised proposal for the proposed Newport Beach Learning Center project in the City of Newport Beach, California. GMU Geotechnical, Inc (GMU) has reviewed the reference (1) Request for Proposal and understands that Coastline Community College District (CCCD) is looking for a qualified and experienced geotechnical firm that is committed to executing the project in a timely, efficient, and accurate manner per the requirements of the Department of the State Architect (DSA) and public oontracting. GMU meets these criteria and is eager for the opportunity to assist CCCD with this important project. We understand that the project is a three-story, 67,066-square-foot cast-in-place structure situated on an improved

3.92-acre site near 15th Street and Monrovia Avenue in Newport Beach. Details of GMU's qualifications, scope of services, and budget estimate are outlined below.

QUALIFICATIONS

GMU Geotechnical, Inc. (GMU) is a State-certified Small Business Enterprise (Reference #59914) that has a 40-year history of successfully providing geotechnical engineering services throughout Southern California. GMU employs a group of geotechnical engineers and engineering geologists with a unique blend of experiences. This staff includes five licensed geotechnical engineers, one licensed civil engineer, three certified engineering geologist, several staff engineers and project geologists, five engineering field technicians, a fully operational and certified laboratory, and several office support members.

GMU is uniquely qualified to perform the geotechnical investigation for the Newport Learning Center project due to its detailed and comprehensive study for the adjacent proposed Banning Ranch project. The Banning Ranch study contained in our draft reference (2) involved a detailed seismic evaluation of hundreds of feet of fault trenching, a bluff retreat and stability study, as well as a comprehensive geotechnical study. Consequently, we are very familiar with the geotechnical conditions in and around the project site. In this regard, based upon our fault trenching and active fault trace analysis performed for Banning Ranch, fault trenching does not appear to be needed on the Newport Learning Center project site in order to meet DSA review criteria.

We understand that the design schedule calls for construction development to occur between January 21 and April 14, 2010, with DSA submittal and processing to begin on April 15, 2010. GMU is staffed with a diverse group of highly experienced professionals and support staff that can deliver the high quality services needed in order to meet this project schedule.

The scope of work outlined in the referenced RFP appears to be appropriate for the proposed Newport Beach Learning Center project. GMU is accustomed to this type of project, and is also very familiar with the geotechnical conditions in this area. GMU's proposed approach would include the following:

SCOPE OF SERVICES

Background Research, Site Reconnaissance, and Pre-Exploration Coordination

1. Research and compile background site information and perform a site reconnaissance to observe surficial geologic and geotechnical conditions. Background review would be focused on published geologic and seismic hazard maps, an aerial photo review, and review of our "draft" reference (2) geotechnical report for the Banning Ranch development. Boring locations and the sampling program will be specifically designed to generate appropriate data for the proposed project. GMU will mark the locations of proposed borings, notify DigAlert/USA of locations, and meet with utility representatives to clear locations from potential conflicts with underground utilities.

Geotechnical Field Investigation

2. GMU will perform a field investigation program consisting of at least eight (8) hollow stem auger borings to observe and sample soils at variable depths where the Learning Center building and associated improvements are proposed. At least one (1) hollow stem boring would be drilled to a depth of 50 feet and in order to assess groundwater and soil

conditions pertinent to liquefaction and seven (7) hollow stem borings (one of which will serve as the percolation test boring also) would be drilled to about 15 feet deep adjacent to the planned building and in representative parking lot areas where associated on-grade pavement, hardscape, and landscape improvements are planned. Undisturbed and bulk soil samples will be obtained for geotechnical laboratory testing. The budget estimate provided for field exploration assumes that the drilling efforts will only require one day utilizing a hollow stem auger drill rig. Based upon our knowledge of the adjacent Banning Ranch project, fault trenching would not be required and consequently is not included in this budget estimate.

Geotechnical Laboratory Testing

3. GMU will perform geotechnical laboratory testing on samples collected during field exploration. The laboratory testing will include 30 moisture/density tests, 2 maximum density compaction curves, 2 sieve and hydrometer test, 1 Atterberg limits test, 1 expansion index, 1 corrosivity suite (resistivity, sulfates, pH, and chlorides), 2 consolidation test, 1 shear strength test, and 1 R-Value determination.

Geotechnical Analysis and Report

4. At the conclusion of the field exploration and lab testing program, GMU will perform geological and geotechnical analyses to evaluate subsurface conditions at the site. Our analyses will include the following:
    - Seismic hazard analyses per the requirements of the project structural engineer and DSA.
    - Evaluation of groundwater conditions.
    - Liquefaction related hazard evaluation.
    - Design soil bearing capacities and consolidation analysis
    - Lateral earth pressure calculations, restrained and cantilever retaining wall equivalent fluid pressure, allowable design passive and friction resistance, and short term loading increase.

5. GMU will prepare a Geotechnical Report and distribute five (5) wet signed copies to the College for distribution. This single report will provide a summary of our data, analyses, conclusions, and geotechnical recommendations. The report will also include a geotechnical map, geotechnical sections (if necessary), boring logs, and laboratory test data. Conclusions and recommendations will be provided for the following project components:

    - Site preparation, remedial excavation, and precise grading requirements.
    - Acceptability of the site soils for use as fill and backfill.
    - Foundation design, including types, minimum footing embedment, depths, widths, and bearing values.
    - Anticipated differential and total settlement of foundations (static and seismic).
    - Concrete slab-on-grade thickness, reinforcing, cement type, and sub-slab materials.
    - Mitigation measures for expansive soils, under-slab on-grade moisture, and corrosive soils in contact with concrete and underground piping.
    - Designs for asphalt pavement, concrete pavement, and Grasspave for support of local fire truck apparatus.
    - Moisture mitigation, grading compaction, and general work required for suitable building pad construction.

OPTIONAL:

Addendum Review and Responses

After the submittal of our geotechnical report (Task 5 above), per the reference (1) RFP, we will anticipate the issuance of one addendum and supplemental information requested by the project structural engineer/DSA. In addition, we will issue one review and response to contractor issues (RFI's) during the project bidding process.

BUDGET ESTIMATE

Background Research and Pre-Exploration Coordination		
Task 1.	Research, Site Reconnaissance, DigAlert, Coordination	$ 1,600
Geotechnical Field Investigation		
Task 2.	Field Investigation – 1 Day of Concurrent Field Work	
	Hollow Stem Auger Rig	$ 2,300
	GMU Engineering Geologist/Technician	$ 2,100
Geotechnical Laboratory Testing		
Task 3.	Geotechnical Laboratory Testing	$ 3,900
Geotechnical Analysis and Report		
Task 4.	Geotechnical Analyses	$ 3,000
Task 5.	Geotechnical Report	$ 4,000
TOTAL BUDGET ESTIMATE		**$ 16,900**
OPTIONAL: *Addendum Reviews and Responses*		*$ 3,000*

To keep costs low, we will provide our services on a time-and-expense basis in accordance with our 2007 Schedule of Charges (attached). Changes to the scope of work, such as optional geotechnical/geomorphology investigation or subsurface exploration requirements imposed by the DSA, as well as significant changes to the planned project, will incur additional costs. Regardless, our cost estimate will not be exceeded without your prior authorization.

Attached is our revised *General Conditions for Geotechnical Engineering Services*. If you find our scope, budget estimate, and agreement acceptable, you may execute this proposal by returning a signed copy to us (complete the signature box on Page 7, and initial each page of the attached General Conditions on bottom right).

Please do not hesitate to call if you have any questions or would like to discuss any aspect of this proposal.

Respectfully submitted,

GMU GEOTECHNICAL, INC.

David R. Atkinson
Senior Engineer, Project Manager

Gary K. Urban
President
Principal Geotechnical Engineer

(Two (2) wet signature copies submitted)

Attachments:
2007 Schedule of Charges
Conditions of Agreement (revised)

I accept the scope and budget estimate set forth in this proposal, and the conditions set forth in the attached Agreement dated February 2010:

Mr. Jerry Patterson
President, Board of Trustees
COAST COMMUNITY COLLEGE DISTRICT

Signature: _____ Date: _____ / _____ / _____

GMU
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23241 Arroyo Vista
Rancho Santa Margarita
CA 92688

voice: 949.888.6513
fax: 949.888.1380
web: www.gmugeo.com

SCHEDULE OF CHARGES
✦ 2007 ✦

PROFESSIONAL SERVICES

Principal Engineer or Geologist	$ 200.00/hour
Associate Engineer or Geologist	$ 180.00/hour
Senior Engineer or Geologist	$ 160.00/hour
Project Engineer or Geologist	$ 145.00/hour
Staff Engineer or Geologist	$ 130.00/hour
Deposition/Testimony	$ 375.00/hour

TECHNICAL SUPPORT SERVICES

Engineering Technician	$ 100.00/hour
Engineering Seismological Technician (includes 3-channel seismograph)	$ 135.00/hour
Seismic Refraction Studies (includes 2-person staff and 12-channel seismograph)	$ 400.00/hour
Special Registered Inspector (4 hour minimum)	$ 90.00/hour
Laboratory Testing	$ 92.00/hour
Concrete, Grout, or Mortar Compression Test and Report	$ 60.00/test

Notes: (1) Overtime for field personnel will be charged at 1.5 times the base rate. Overtime is defined as the time worked on the project in excess of 8 hours per day and all time on Saturdays, Sundays, and holidays.

(2) The above rates for field testing services do not apply for prevailing wage projects. Prevailing wage rates will be determined on a project-specific basis.

SUPPORT SERVICES

Graphic Illustration/CADD	$ 90.00/hour
Report Preparation	$ 78.00/hour

OTHER CHARGES

Pneumatic Piezometer Indicator	$ 65.00/day
Slope Inclinometer Monitoring Equipment	$ 100.00/day
Mileage	$ 0.50/mile
Outside Services	Cost + 15%

Dealey, Renton & Associates
Insurance Brokers

100% Employee Owned
DRA

MAIL
PO Box 10550
Santa Ana CA
92711-0550

OFFICE
3 MacArthur Place
Suite 440
Santa Ana CA 92707

Tel 714 427.6810
FAX 714 427.6818

February 24, 2010

Gary Urban
GMU Geotechnical, Inc.
23241 Arroyo Vista
Rancho Santa Margarita,, CA 92668

RE: Professional Liability Insurance
Specific Project Limit for Coastline Community College

Dear Gary:

The purpose of this letter is to confirm that your underwriter, Hudson Insurance Company has agreed to provide a specific project endorsement in the amount of $1 million per claim/$1 million annual aggregate to cover your services for The College on the Newport Beach Learning Center. This additional coverage is accomplished by adding an endorsement to your annual practice policy which expires on December 31, 2010.

The premium for the current policy period is $2,000 and will be fully earned at the inception of coverage. When your annual practice policy renews on January 1, 2011 we expect, but we cannot confirm, that your underwriter will renew this endorsement for $2,000, which will be fully earned at the inception of your renewal policy. If your client requires that this coverage be continued after December 31, 2011, we expect, but cannot confirm, that the $2,000 minimum premium will apply for the policy year beginning January 1, 2012. Hudson Insurance Company has the right to increase the premium or elect not to continue the additional coverage at the time of renewal of your practice policy.

I trust this information response to your client's contract requirement. Please call me if you have any questions. She

Sincerely,

Kenneth J. Wittman
Senior Vice President
DOI License 0A05772