
ACCREDITATION COMMITTEE AGENDA

**Coast Community College District
Regular Meeting of the Accreditation Committee***

Date: Tuesday, April 1, 2014 at 3:00 p.m.

Board Conference Room

1370 Adams Avenue, Costa Mesa, CA 92626

Procedural Matters

1. Call to Order

2. Roll Call

3. Opportunity for Public Comment

At this time, members of the public have the opportunity to address the Accreditation Committee on any item within the subject matter jurisdiction of the Committee. Persons wishing to make comments are allowed five minutes per item.

Please note that the Committee cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the Committee that are not on the agenda may, at the Committee's discretion, be referred to staff or placed on the next agenda for Committee consideration.

The Committee requests that the public speak on matters which are on this agenda at the time that the item is considered by the Committee.

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 the 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/District Director of the Office of the Board of Trustees at (714) 438-4607 as soon as possible to inform us of your particular needs so that appropriate accommodations may be made.

4. Approval of Minutes: January 14, 2014

5. Final Accreditation College Follow-up Report Submitted to ACCJC (Attachments 1, 2, 3, and 4)

6. Letters from ACCJC Received by the Colleges Related to Follow-up Visits Scheduled for April 8 and 9, 2014 and Preparation for On-site Visits (Attachments 5, 6, 7, and 8)

7. Proposed Changes to Accreditation Standards (Attachments 9, 10, 11, 12, and 13)

8. Future Agenda Items

- a)
- b)
- c)

9. Future Meeting Date

Tuesday, July 15, 2014 at 3:00 p.m.

Tuesday, September 9, 2014 at 3:00 p.m.

Wednesday, November 12, 2014 at 3:00 p.m.

10. Adjourn

**The Committee may take action on any item listed on this agenda. Under the Brown Act, the Public has the right to receive copies of any non-exempt public documents relating to an agenda item that are distributed to the committee members. Please contact the Office of the Board of Trustees at 714-438-4848 prior to the meeting to facilitate the distribution of these documents*



ORANGE COAST COLLEGE

ACCREDITATION FOLLOW-UP REPORT

MARCH 2014

Attachment 1



ORANGE COAST COLLEGE

2014 FOLLOW-UP REPORT

Submitted by:

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

Submitted to:

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

March 2014

**CERTIFICATION of the
FOLLOW-UP REPORT**

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

From: Dr. Dennis R. Harkins, President
Orange Coast College
2701 Fairview Road, P.O. Box 5005
Costa Mesa, California 92628-5005

I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.



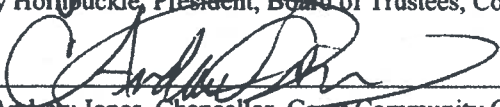

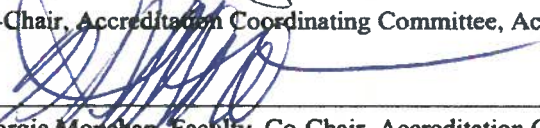



	2-19-14
Dr. Dennis R. Harkins, President, Orange Coast College	Date
	2-19-14
Mary Hornbuckle, President, Board of Trustees, Coast Community College District	Date
	2/19/14
Dr. Andrew Jones, Chancellor, Coast Community College District	Date
	2/19/14
Dr. John Weispfenning, Vice President of Instruction Co-Chair, Accreditation Coordinating Committee, Accreditation Liaison Office	Date
	2/19/14
Georgie Monahan, Faculty, Co-Chair, Accreditation Coordinating Committee	Date
	2/19/14
Denise Cabanel-Bleuer, Faculty, President, Academic Senate	Date
	2/19/14
Sandy Whiteside, President, Classified Senate 2013-2014	Date
	2/19/14
Rachel Gajardo, President, Associated Students of Orange Coast College	Date

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It is a well-known fact that the American Medical Association has been the leading organization in the world for the advancement of the medical profession. It has been the center of the medical world for many years, and it has been the source of many of the most important medical advances of the past century. The Association has been the leading organization in the world for the advancement of the medical profession, and it has been the source of many of the most important medical advances of the past century.

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STATEMENT ON REPORT PREPARATION

In July 2013, the College received a total of four district recommendations and two commission recommendations from the ACCJC. Of these recommendations, five were directed at the district level and were addressed by a district-wide workgroup. In addition, the College received a college-level second commission recommendation, which was addressed by the College's Accreditation Coordinating Committee (ACC) and Online Advisory Board (OAB).

To develop its response to Commission Recommendation 2, the College ACC convened on the first day of classes in fall 2013 ([COM 2.19 ACC Minutes, 08/26/13](#)). Because the recommendation specifically applies to faculty-student communication in online classes, at this meeting the OAB was tasked with developing the College's plan with support from the Academic Senate's Academic Standards Committee ([COM 2.28 Academic Standards Committee Report, 10/1/13](#)). The Dean of Visual and Performing Arts and the chair of the OAB, who is also the Coordinator of Distance Education, were designated to oversee these efforts. The ACC was assigned the responsibility of developing and producing this Follow-Up Report.

In the interests of transparency and participatory governance, these efforts were reported to several relevant constituencies on campus as they were developed. The Dean of Visual and Performing Arts and the chair of the OAB regularly attended ACC meetings, reporting on the OAB's progress, including updates on Blackboard, faculty training, and other accreditation-related issues ([COM 2.18 ACC Minutes, 09/30/13](#); [COM 2.20 ACC Minutes, 11/18/13](#)). In addition, the OAB chair reported to the Academic Senate ([COM 2.21 Academic Senate Minutes, 09/24/13](#); [COM 2.22 Academic Senate Minutes, 11/19/13](#)), the Academic Standards Committee ([COM 2.23 Academic Standards Committee Minutes, 09/26/13](#)), and the Technology Committee ([COM 2.24 Technology Committee Minutes, 10/25/13](#)). All proposed plans and actions taken to address the recommendation have also been presented to the Board of Trustees Accreditation Committee ([COM 2.25 Board of Trustees Accreditation Committee Agenda, 11/12/13](#)).

In September 2013, a workgroup with representation from the three colleges and the District Office was formed to draft responses to the ACCJC District-level recommendations included in the letters sent to the colleges by ACCJC in July 2013 (District-wide Workgroup for Responding to ACCJC 2013 District Recommendations Agenda for Meetings held on 9/27/2013 ([DIS 1](#)), 10/11/2013 ([DIS 2](#)), 11/4/2013 ([DIS 3](#)), 12/2/2013 ([DIS 4](#))). The workgroup was constituted based on the recommendation of the Chancellor's Cabinet, which is chaired by the Chancellor and is composed of the three College Presidents and the three Vice Chancellors. The creation of the workgroup was discussed with and endorsed by the Board of Trustees Accreditation Committee at its meeting on 9/10/2013.

The workgroup membership was designed to provide continuity by including, to the extent possible, the same individuals who were part of the college and district-wide

workgroups tasked with preparing the sections in the 2013 college institutional self-evaluation reports dealing with Standard IV.B.2.

At the meeting of the Board of Trustees Accreditation Committee held on September 10, 2013, the following timeline was discussed and agreed upon in terms of preparation of draft responses to the ACCJC District Recommendations and overall follow-up college reports for review and discussion with the Board Accreditation Committee and the full Board of Trustees and due to ACCJC on March 15, 2014.

- a. Board of Trustees Accreditation Committee Review of Progress Reports: November 12, 2013 and January 14, 2014
- b. Board of Trustees Meeting Review and Discussion of Draft Follow-up College Reports: February 5, 2014
- c. Board of Trustees Final Adoption of College Follow-up Reports: February 19, 2014
- d. College Presidents/ALOs Submission of Follow-up Reports to ACCJC: By March 15, 2014

At its September 27, 2013, and October 11, 2013, meetings, the workgroup developed and further refined the division of responsibilities in terms of developing draft responses, the template to use for writing the draft responses, and the evidence to be collected and analyzed in support of the responses to the ACCJC District Recommendations ([DIS 5. ACCJC 2013 District Recommendations Assignments Timeline Evidence 10/11/2013](#)). At its November 4, 2013 meeting, the workgroup discussed its first and preliminary draft response, status of evidence and references gathered and reviewed and work that needed to be completed by either the Board of Trustees, District Office, District Consultation Council and/or the colleges in order to fully meet these five recommendations.

Details of the approach taken by the workgroup were discussed with the full Board of Trustees at its October 30, 2013 special meeting ([DIS 6. Agenda, attachments and minutes Board Special Meeting October 30, 2013](#)). The Board of Trustees reviewed a draft of this Follow-up Report at its meeting on February 5, 2014 ([COM 2.26 Board of Trustees Agenda, 2/5/14](#)). The report was approved by the Board of Trustees on February 19, 2014 ([COM 2.27 Board of Trustees Agenda, 2/19/14](#)), and was then submitted to the Commission.

The following individuals were involved in developing the College's response to Commission Recommendation 2:

Dr. John Weispfenning, Vice President, Office of Instruction; Accreditation Liaison Officer; and Co-Chair of Accreditation Coordinating Committee
Georgie Monahan, Faculty, Communications; Program Review Coordinator;
Co-Chair, Accreditation Coordinating Committee
Denise Cabanel-Bleuer, Faculty, Spanish; President, Academic Senate
Barbara Cooper, Faculty, Food Service Management; Chair, Online Advisory Board;
Faculty Online Coordinator
Eric Wilson, Classified, Information Technology

Joe Poshek, Dean, Visual & Performing Arts
 Jeremy Zitter, Faculty, English; Accreditation Report Writer
 Carmella Rodriguez Hardy, Classified, Office of Instruction
 Dr. Rendell Drew, Faculty, Political Science/American Government; Vice-Chair,
 Academic Standards Committee
 Doug Benoit, Dean, Technology & Business and Computing
 Dr. Kristin Clark, Vice President, Student Services
 Therese Grande, Classified, Office of the President
 Cathe Hutchison, Classified, Office of Instruction
 Dr. Richard Pagel, Vice President, Administrative Services
 Kayleen Perlof, Student
 Tracey Sanders, Classified, Student Services
 Rita Schulte, Classified, Administrative Services
 Sheri Sterner, Director, Institutional Research
 Derek Vergara, Interim Dean, Student Services

The following individuals were involved in developing responses to District
 Recommendations 1-4 and Commission Recommendation 1:

Coastline Community College

Ann Holliday, Faculty
 Margaret Lovig, Faculty
 Dr. Pedro Gutierrez, Faculty, President Academic Senate 2013-14

Golden West College

Wes Bryan, President
 Gregg Carr, Faculty, President Academic Senate 2013-14
 Ron Lowenberg, Dean
 Kay Nguyen, Administrative Director & ALO

Orange Coast College

Denise Cabanel-Bleuer, Faculty, President Academic Senate 2013-14
 Georgie Monahan, Faculty
 Robert Mendoza, Dean

District Office

Dr. Andreea Serban, Vice Chancellor Educational Services and Technology

Evidence

DIS 1	District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda Meeting 9/27/2013
DIS 2	District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 10/11/2013
DIS 3	District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 11/4/2013

- DIS 4 District-wide Workgroup for Responding to ACCJC 2013
Recommendations Meeting Agenda 12/2/2013
- DIS 5 ACCJC 2013 District Recommendations Assignments Timeline
Evidence 10/11/2013
- DIS 6 Board of Trustees Special Meeting Agenda, Attachments and Minutes
10/30/2013

- COM 2.18 ACC Minutes, 9/30/13
- COM 2.19 ACC Minutes, 08/26/13
- COM 2.20 ACC Minutes, 11/18/13
- COM 2.21 Academic Senate Minutes, 9/24/13
- COM 2.22 Academic Senate Minutes, 11/19/13
- COM 2.23 Academic Standards Committee Minutes, 09/26/13
- COM 2.24 Technology Committee Minutes, 10/25/13
- COM 2.25 Board of Trustees Accreditation Committee Agenda, 11/12/13
- COM 2.26 Board of Trustees Agenda, 2/5/14
- COM 2.27 Board of Trustees Agenda, 2/19/14
- COM 2.28 Academic Standards Committee Report, 10/1/13

RESPONSES TO DISTRICT-LEVEL RECOMMENDATIONS

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

Analysis and Findings:

There were a variety of means of assessment used to gather the data related to this recommendation and a final finding. For organizational purposes, the assessment was divided among four groups. These groups were full-time faculty, part-time faculty, classified employees, and management. The means of assessment covered contract language, Memoranda of Understanding (MOU), notes from district meetings, letters or emails describing the SLO evaluation process and training opportunities, and evaluation forms to be used and SLO evaluation questions identified.

Full-time Faculty

The Coast Federation of Educators (CFE) represents full-time and part-time faculty with 7.5 Load Hour Equivalent (LHE) or above. In a joint letter between CFE and the District ([DIS 1.1 Joint Letter from District and CFE signed 11/13/2013](#)) CFE and the District described that they had been engaged in negotiations for the successor collective bargaining agreement since fall 2012. Recognizing and agreeing on the need to include the use of SLOs as a component to Faculty evaluations, both parties conceptually agreed to new contract language to address this on August 6, 2012. Both parties conceptually agreed that this new language would be a component of evaluations for all categories of faculty represented by the CFE.

Until the successor agreement negotiations can be finalized and a new contract ratified, the District has directed administrators who evaluate Faculty to address the use of SLOs in the current Coast Community College District Administrator Evaluation of Faculty form ([DIS 1.2 Form CFE Agreement Appendix B - page 94 & 95](#)) of the now expired Collective Bargaining Agreement. Specifically, administrators have been directed to comment on faculty use of SLOs under subparagraph D of the form which is entitled "Participates in Department/Division Activities." This went into effect in fall 2013 ([DIS 1.1 Joint Letter from District and CFE signed 11/13/2013](#), [DIS 1.5 Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013](#)).

Part-time Faculty

The part-time faculty are represented by two employee groups. Part-time faculty with 7.5 LHE or above are represented by the Coast Federation of Educators (CFE). Faculty with LHE below 7.5 are represented by the Coast Community College Association (CCA). These two groups have separate collective bargaining agreements with the District. As mentioned previously, the District and CFE have been in contract negotiations since fall 2012. Until a successor agreement is reached, the District has directed Deans and

Department Chairs of part-time faculty in the CFE unit to use the Faculty (or Counselor) Evaluation Report forms found on pages 88-91 in Appendix B of the CFE bargaining agreement. They should indicate SLO usage by individual faculty members by answering two SLO related questions under "Additional comments by evaluator(s)". The questions are 1) Are SLOs on your syllabus (syllabi)? and 2) Do your assignments contribute to SLO(s) achievement? ([DIS 1.3 Forms Faculty/Counselor Evaluation Reports - CFE Agreement Appendix B - pages 88-91](#)). This goes into effect in spring 2014 ([DIS 1.1 Joint Letter from District and CFE signed 11/13/2013](#), [DIS 1.6 Joint Letter from District and CFE signed 11/19/2013](#), [DIS 1.5 Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013](#)).

The District and the Coast Community College Association (CCA) have not entered contract negotiations for a successor agreement. The District has approached CCA to negotiate new definitive language for part-time faculty evaluations. Until a successor agreement is reached, the District has directed evaluators for part-time faculty members represented by CCA to specifically address the use of SLOs on the Part Time Faculty Evaluation Form found on page 23 in Appendix C of the CCA bargaining agreement under the first paragraph entitled, "Evaluator's Description of Observation." ([DIS 1.4 CCA Part-time Evaluation Form](#)). Since evaluators are required to consider all teaching materials, including the syllabus, in the evaluation of part-time faculty, this is the most appropriate place to discuss the evidence of the use of SLOs by part-time faculty ([DIS 1.5 Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013](#)).

Classified Employees

While faculty has direct responsibility of SLOs, classified employees do not. Although not directly responsible, classified employees do encourage and support student progress towards achieving stated student learning outcomes when appropriate. Management will ensure that classified employees have knowledge and familiarity of student learning outcomes through departmental meeting, conferences, training, and various other means. Managers are encouraged to have ongoing discussions with employees to support student learning. Contract negotiations and discussions will continue to ensure that all classified employees have an understanding of the alignment of their work with the District mission to support student learning ([DIS 1.8 Classified Employee Email between Coast Federation of Classified Employees \(CFCE\) and VC HR 11/23/2013](#)).

Management

The District and the Coast District Management Association (CDMA) negotiated language for a rated question pertaining to SLOs on all management employee evaluations. The wording of the question is "This manager supports faculty and staff in implementation of Student Learning Outcomes as a measure of student success and of teaching excellence". The implementation of this language started during the fall 2013 semester in the management evaluation process ([DIS 1.7 CDMA Manager Evaluation letter 10/28/2013](#)).

Conclusion:

The Coast Community College District and their employee groups have integrated SLOs in the employee evaluations and should be commended. In the full-time faculty, part-time faculty 7.5 LHE and above, and the management groups, contract language has been approved by the negotiation teams. The full-time and part-time faculty above 7.5 LHE have also come to agreement on an interim plan that will immediately go into effect until a full successor agreement has been approved. The District has also directed evaluators of part-time faculty below 7.5 LHE to use the present evaluation process and forms to address the use of SLOs. These directions will be implemented during the spring 2014 semester.

This recommendation is fully addressed and the college meets this standard.

Evidence

- DIS 1.1 Joint Letter from District and CFE signed 11/13/2013
- DIS 1.2 Form CFE Agreement Appendix B page 94
- DIS 1.3 Forms Faculty/Counselor Evaluation CFE Agreement Appendix B pages 88-91
- DIS 1.4 CCA Part-time Evaluation Form
- DIS 1.5 Full- and Part-time Faculty Evaluation Instructions VC HR 10/31/2013 and 11/1/2013
- DIS 1.6 Joint Letter from District and CFE signed 11/19/2013
- DIS 1.7 CDMA Manager Evaluation letter 10/28/2013
- DIS 1.8 Classified Employee Email between CFCE and VC HR 11/23/2013

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

Analysis and Findings:

Part of the process and schedule followed for the revision of all existing board policies and administrative procedures, and creation of new ones as needed, described in the response to District Recommendation 4, a number of existing board policies related to delegation of authority were revised and several new ones were created. Associated administrative procedures were created to effectively operationalize these board policies.

Specifically, the following board policies and administrative procedures were revised or created:

- BP 2430 Delegation of Authority to CEO – revision ([DIS 2.1](#))
- AP 2430 Delegation of Authority to CEO – new ([DIS 2.2](#))
- BP 2905 General Counsel - revision ([DIS 2.3](#))
- BP 6100 Delegation of Authority – revision ([DIS 2.4](#))
- AP 6100 Delegation of Authority – new ([DIS 2.5](#))
- BP 6150 Designation of Authorized Signatures – revision ([DIS 2.6](#))
- AP 6150 Designation of Authorized Signatures – new ([DIS 2.7](#))
- BP 6340 Bids and Contracts – revision ([DIS 2.8](#))
- AP 6340 Bids and Contracts – new ([DIS 2.9](#))
- BP 6350 Contracts Relating to Construction – new ([DIS 2.10](#))
- AP 6350 Contracts Relating to Construction – new ([DIS 2.11](#))
- BP 6370 Contract for Independent Contractor or Professional Experts – new ([DIS 2.12](#))
- AP 6370 Contract for Independent Contractor or Professional Experts – new ([DIS 2.13](#))
- BP 7110 Delegation of Authority – new ([DIS 2.14](#))
- AP 7110 Delegation of Authority– new ([DIS 2.15](#))

Following the process outlined in AP 2410 Board Policies and Administrative Procedures, all these revisions or new board policies and administrative procedures, except for BP 2905 which did not require District Consultation Council (DCC – this council was previously named the District Governance Council) approval, were brought to DCC for first reading on 9/30/2013 and for approval on 10/28/2013 (DCC Agenda items related to board policies and administrative procedures 9/30/2013 ([DIS 2.16](#)) and 10/28/2013 ([DIS 2.17](#)). Subsequently, they were brought to the Board of Trustees for first reading at the Board meeting on 11/6/2013 and for approval or ratification, respectively, at the Board meeting on 11/20/2013 (Agenda and minutes Board meetings 11/6/2013 ([DIS 2.18](#)), 11/20/2013 ([DIS 2.19](#)), and 12/2/2013([DIS 2.20](#)). The approval or ratification took place at the December 2, 2013 Board meeting.

BP 2430 Delegation of Authority to CEO was revised to more specifically define the delegation of authority to the Chancellor and the College Presidents and combined two different board policies which were overlapping (former BP 2201 Standards of Administration and BP 2430 Delegation of Authority). A new administrative procedure was created that indicates the specific areas for which the Chancellor and the College Presidents are responsible. The administrative procedure was created based on discussions with the Chancellor and the College Presidents.

BP 2905 General Counsel was revised to specifically define the working relationship and direction received from both the Board of Trustees and the Chancellor whereas previously the General Counsel received direction and oversight exclusively to the Board of Trustees.

BP 6340 Bids and Contracts was revised to delegate the authority to the Chancellor to enter into contracts for work to be done, services to be performed or for goods, equipment or supplies to be furnished or sold to the District that do not exceed the amounts specified in Public Contract Code Section 20651, as amended annually under Public Contract Code Section 20651(d), without requiring prior approval by the Board but ratification by the Board. This is a significant change in actual delegation of authority to the Chancellor. Prior to this change, any contract, service, or purchase, regardless of dollar amount required prior approval of the Board, which had an impact on the ability of the District to operate efficiently. The associated AP 6340 defined the delegation of authority from the Chancellor to the Vice Chancellor of Fiscal and Administrative Services.

A new board policy related to the delegation of authority to the Chancellor related to personnel matters was created BP 7110 which combined a number of disparate policies and more clearly articulated the type of personnel actions that the Chancellor could undertake without prior approval by the Board but rather ratification by the Board to effectively run the operations of the District. The associated AP 7110 defined the delegation of authority from the Chancellor to the Vice Chancellor of Human Resources.

At its November 6, 2013 Board meeting, the Board of Trustees approved the revision to the following Board Policies that recognize the role of the Chancellor as follows:

BP 2200 Board Duties and Responsibilities ([DIS 2.21](#)) – the board policy was revised to include the Chancellor in the hiring and evaluation of the Board Secretary and the appointment and oversight of the District General Counsel, District External Auditor, and District Lobbyist. Previous language in the policy had these functions being selected and overseen exclusively by the Board of Trustees.

BP 2320 ([DIS 2.22](#)) – this is a new board policy which provides the Chancellor the responsibility for ensuring that the media are informed of special or emergency meetings of the Board.

The operational implementation of the revised or new relevant board policies and administrative procedures was defined and communicated to all district managers on January 23, 2014 by the manager of the District Risk Services. The changes were implemented effective with the Board meeting on February 5, 2014 ([DIS 2.23 Memorandum to District Managers Support Staff Re Delegation Authority Contracts Submission Review 1/23/2014, DIS 2.24 Contract Submission and Review Procedures 1/22/2014](#)).

Conclusion:

The District and the Board of Trustees have revised existing board policies related to delegation of authority and created new board policies and administrative procedures that clearly define the delegation of authority to the Chancellor and College Presidents and

operationalize this delegation of authority. The implementation of the changes made related to delegation of authority is evidenced in the changes made to the way items are submitted to Board of Trustees meetings ([DIS 2.25 Agenda and minutes Board meeting 2/5/2014](#)).

This recommendation is fully addressed and the college meets this standard.

Evidence

- DIS 2.1 BP 2430 Delegation of Authority to CEO – revision
- DIS 2.2 AP 2430 Delegation of Authority to CEO – new
- DIS 2.3 BP 2905 General Counsel - revision
- DIS 2.4 BP 6100 Delegation of Authority – revision
- DIS 2.5 AP 6100 Delegation of Authority – new
- DIS 2.6 BP 6150 Designation of Authorized Signatures – revision
- DIS 2.7 AP 6150 Designation of Authorized Signatures – new
- DIS 2.8 BP 6340 Bids and Contracts – revision
- DIS 2.9 AP 6340 Bids and Contracts – new
- DIS 2.10 BP 6350 Contracts Relating to Construction – new
- DIS 2.11 AP 6350 Contracts Relating to Construction – new
- DIS 2.12 BP 6370 Contracts for Independent Contractor or Professional Experts – new
- DIS 2.13 AP 6370 Contracts for Independent Contractor or Professional Experts – new
- DIS 2.14 BP 7110 Delegation of Authority – new
- DIS 2.15 AP 7110 Delegation of Authority– new
- DIS 2.16 DCC Agenda items related to board policies and administrative procedures 9/30/2013
- DIS 2.17 DCC Agenda items related to board policies and administrative procedures 10/28/2013
- DIS 2.18 Agenda and minutes Board Meeting 11/6/2013
- DIS 2.19 Agenda and minutes Board Meeting 11/20/2013
- DIS 2.20 Agenda and minutes Board Meeting 12/2/2013
- DIS 2.21 BP 2200 Board Duties and Responsibilities
- DIS 2.22 BP 2320 Special and Emergency Meetings
- DIS 2.23 Memorandum to District Managers Support Staff Regarding Delegation Authority Contracts Submission Review 1/23/2014
- DIS 2.24 Contract Submission and Review Procedures 1/22/2014
- DIS 2.25 Agenda and minutes Board Meeting 2/5/2014

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

Analysis and Findings:

Review of Evaluation Procedure

At the February 7, 2012 meeting of the Board of Trustees Accreditation Committee, members of the committee discussed with those present the status of the Board of Trustees Self Evaluation materials, including the Board Self Evaluation ([DIS 3.1 Board of Trustees Accreditation Committee Meeting Minutes 2/7/2012](#)).

At the April 17, 2012 meeting of the Board of Trustees Accreditation Committee, committee members discussed the Board of Trustees' Self Evaluation materials and agreed that the Board President and the Board Secretary would get together to develop an action plan on self-evaluation dissemination and follow up on the action plan ([DIS 3.2 Board of Trustees Accreditation Committee Meeting Minutes 4/17/2012](#)).

At the June 27, 2012 meeting of the Board of Trustees Accreditation Committee, committee members discussed Board Policy 2745 Board Self Evaluation. One issue raised was that the Administrative Procedure was embedded in the policy itself. The Board Clerk (a member of the Board Accreditation Committee at the time) and the Vice Chancellor of Educational Services and Technology were asked to separate out the Administrative Procedure and take it to the Board Study Session. With this plan in place, the committee voted to approve the revised policy (absent a procedure) and to forward both to the full Board at the July 18, 2012 Board meeting. At this same meeting, committee members discussed the need for a plan for expanding the Board of Trustees' meeting minutes to provide elaboration on the discussion matters before the Board when they may reflect important information about the topic, concerns raised and impact to other programs and efforts ([DIS 3.3 Board of Trustees Accreditation Committee Meeting Minutes 6/27/2012](#)).

Approval of Revised Board Evaluation Policy (BP 2745)

At the August 1, 2012 Board meeting, the Board reviewed Board Policy 2745 for a first reading. One of the expressed concerns was that action minutes do not provide sufficient evidence regarding Board discussion and involvement in matters before the Board for the purpose of deliberation. This also applies to Board committees. Detailed meeting minutes for many District and college committees provide evidence for both the self-evaluation and subsequent reports to the accreditation commission and other state agencies. The details help document the topic and viewpoints of discussion, pertinent parts of the deliberation, outcomes they support, engagement, as well as important background on the decision making process. Action minutes of Board of Trustees meetings do not serve this evidence function very well. The change being suggested is recommending a way to augment Board and Board Committee action minutes for this purpose. The Board of Trustees voted to refer Board Policy 2745 to the next regular meeting, with changes as modified in paragraph #7 ([DIS 3.4 Board of Trustees Meeting Minutes 8/1/2012](#)).

At the August 15, 2012 Board meeting, the Board adopted a revised Board Policy 2745, which included expanding the meeting minutes when the Board discusses findings of the self-evaluation. These minutes will be public and available before they are presented for approval ([DIS 3.5 Board of Trustees Meeting Minutes, 8/15/2012](#); [DIS 3.6 Board of Trustees Accreditation Committee Meeting Minutes, 9/20/2012](#)).

At the July 30, 2013 meeting of the Board of Trustees Accreditation Committee, the Board President provided the Committee with a progress report on District Recommendation 3. She shared that the Trustees were researching other tools being used for self-evaluation and that this item would be presented at the upcoming Study Session of the Board of Trustees. The Board President further shared that she would recommend a 360 review of the Board, with surveys being distributed in late August/early September 2013 and returned mid-September 2013, statistical results generated at the end of September 2013, and a Board Meeting Study Session where the Board of Trustees would receive insight from employees regarding the evaluation.

The Board also approved, as part of an effort to coordinate and prepare the follow up reports due to ACCJC March 15, 2014, the following approach for the District responses:

In order to address the recommendations, the District Office and the Colleges will be working together. The District Office will coordinate the recommendations related to the District, while the colleges will coordinate the college-specific recommendations. For all recommendations, there will be input and review by the appropriate groups at the District Office and the colleges ([DIS 3.7 Board of Trustees Accreditation Committee Meeting Minutes, 7/30/2013](#)).

At the August 7, 2013 Board Study Session on Accreditation, the Board discussed its current self-evaluation process and proposed changes to the tool based on their review of other districts, and those suggested by the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT). This proposed self-evaluation would be brought to the August 21, 2013 Board agenda with the goal of sending out surveys by early September 2013 and sharing results in October 2013. Goals for the next two years would be formulated and a report based on the survey would be posted on the District website ([DIS 3.8 Board of Trustees Study Session Minutes, 8/7/2013](#)).

On August 21, 2013, the Board took action to approve the Board Self Evaluation Plan presented at the Board Accreditation Study Session of August 7, 2013 ([DIS 3.9 Board of Trustees Meeting Minutes, 8/21/2013](#)).

Below is a summary of the Board evaluation process as stated in BP 2745, as adopted at the August 15, 2012 Board of Trustees meeting.

Action (1)

On August 15, 2012, the Board approved BP 2745 ahead of the schedule ([DIS 3.5 Board of Trustees Meeting Minutes, 8/15/2012](#)).

Action (2)

On August 21, 2013, the Board approved the evaluation instrument ([DIS 3.9 Board of Trustees Meeting Minutes, 8/21/2013, DIS 3.11 Board of Trustees Self Evaluation](#)).

Action (3)

Board members completed a self-evaluation online. The Board Secretary prepared the report of the survey responses.

Action (7)

Board secretary sent an email communication on September 9, 2013 to all employees of the Coast Community College District with the URL for the Board evaluation survey.

Action (4)

Board secretary tabulated and presented them to the Board President on October 2, 2013.

Action (5)

The Board President presented the evaluation results to the Board in writing on October 16, 2013 part of the agenda of the Board Study Session.

Action (6)

On October 16, 2013, the Board discussed the evaluation results during a study session for this purpose ([DIS 3.10 Board of Trustees Meeting Agenda and Minutes , 10/16/2013, DIS 3.11 Board of Trustees Self Evaluation, DIS 3.12 Survey Results of District Employees Regarding the Board of Trustees, DIS 3.13 Survey Written Comments of District Employees](#)).

Actions taken as a result of the evaluation were determined at the public meetings held on 10/16/2013 and 11/6/2013. This resulted in identifying goals and action plans for the Board of Trustees ([DIS 3.14 Goals and Action Plans Adopted at the November 6, 2013 Board meeting](#)).

The Board Accreditation Committee was charged to develop the process and measures to address areas of improvement.

Conclusion:

The Board of Trustees fully addressed this recommendation and the college meets the standard.

Evidence

- DIS 3.1 Board of Trustees Accreditation Committee Meeting Minutes 2/7/2012
- DIS 3.2 Board of Trustees Accreditation Committee Meeting Minutes 4/17/2012
- DIS 3.3 Board of Trustees Accreditation Committee Meeting Minutes 6/27/2012
- DIS 3.4 Board of Trustees Meeting Minutes 8/1/2012
- DIS 3.5 Board of Trustees Meeting Minutes 8/15/2012

- DIS 3.6 Board of Trustees Accreditation Committee Meeting Minutes 9/20/2012
- DIS 3.7 Board of Trustees Accreditation Committee Meeting Minutes 7/30/2013
- DIS 3.8 Board of Trustees Study Session Minutes 8/7/2013
- DIS 3.9 Board of Trustees Meeting Minutes 8/21/2013
- DIS 3.10 Board of Trustees Meeting Agenda 10/16/2013
- DIS 3.11 Board of Trustees Self Evaluation
- DIS 3.12 Survey Results of District Employees Regarding the Board of Trustees
- DIS 3.13 Survey Written Comments of District Employees
- DIS 3.14 Goals and Action Plans Adopted at the November 6, 2013 Board Meeting

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

Analysis and Findings:

After discussions at the Chancellor's Cabinet (formerly called Presidents' Council) and District Consultation Council (formerly called Chancellor's Cabinet and then District Governance Council), in order to clarify and formalize the process by which existing board policies and administrative procedures are revised and/or new ones are created, in February 2012, new Board Policy 2410 Board Policies and Administrative Procedures ([DIS 4.1](#)) and associated Administrative Procedure 2410 Board Policies and Administrative Procedures ([DIS 4.2](#)) were developed. The Board of Trustees adopted and ratified, respectively, the new BP 2410 and AP 2410 at its March 21, 2012 meeting ([DIS 4.3 Minutes Board of Trustees Meeting 3/21/2012](#)).

The development and implementation of AP 2410 Board Policies and Administrative Procedures in March 2012 has helped to clarify the process and responsibilities for revision and/or creation of policies and procedures. AP 2410 has been followed consistently since its ratification and has ensured that, with an established schedule which calls for reviewing and updating all existing board policies and administrative procedures on a four-year cycle, those responsible, and the District overall, stay on track.

Between January 2012 and February 2013, 48 board policies were revised or created. This represented 15% of the total number of current board policies as of February 2013 (316 total) ([DIS 4.4 List of board policies and administrative procedures revised or created from January 2012 to February 2013](#)).

In spring 2012, the Board of Trustees approved and directed staff to work on re-aligning the board policies and administrative procedures to conform to the chapter and numbering structure recommended by the Community College League of California (CCLC). The Vice Chancellor of Educational Services and Technology convened a

working group with representation from the units of the District Office who have overall responsibility for each area to work on this re-alignment.

After further review and analysis of the current structure and numbering of existing board policies and administrative procedures, the Vice Chancellor of Educational Services and Technology also provided an extensive analysis with recommendations for changes in the current structure, numbering and, in some cases, content of board policies in order to fully implement the CCLC structure and numbering format as well as consistency with CCLC in terms of the content of board policies and administrative procedures. The Board of Trustees approved the implementation of the proposed recommendations at the August 1, 2012 meeting ([DIS 4.5 Minutes Board of Trustees Meeting 8/1/2012](#)).

This work was completed and the revised structure was implemented. During the review and re-alignment to conform to the CCLC recommended structure, overlapping board policies were identified, leading to the consolidation or elimination of some. Others that were suitable as administrative procedures, rather than as board policies, were revised and brought to the Board of Trustees for review and approval or ratification, as appropriate.

In addition, at its meetings on September 19, 2012, June 19, 2013 and August 21, 2013, respectively, the Board of Trustees approved contracts with CCLC for providing assistance to the District Human Resources and Administrative Services with revision of current board policies and administrative procedures, or creation of new ones, as needed (Minutes Board Meetings 9/19/2012 ([DIS 4.6](#)), 6/19/2013 ([DIS 4.7](#)) and 8/21/2013 ([DIS 4.8](#))). The Vice Chancellor of Educational Services and Technology has continued to provide overall coordination for this process.

At the July 30, 2013 meeting of the Board of Trustees Accreditation Committee, the approach and new schedule for completing by January 2014 the revision of all board policies and administrative procedures, and creation of new ones, as needed, was reviewed and discussed ([DIS 4.9 Board of Trustees Accreditation Committee Agenda and Minutes 7/30/2013](#)).

The work has continued in earnest throughout the fall 2013 and spring 2014 semesters as follows:

Per BP 2410 and AP 2410, revised or new Board Policies and Administrative Procedures were brought for information only, first reading, or approval to the District Consultation Council (DCC) (DCC Agendas Items related to BPs and APs 9/9/2013 ([DIS 4.10](#)), 9/30/2013 ([DIS 4.11](#)), 10/21/2013 ([DIS 4.12](#)), 10/28/2013 ([DIS 4.13](#)), 11/18/2013 ([DIS 4.14](#)), 12/2/2013 ([DIS 4.15](#)), 1/13/2014 ([DIS 4.16](#))).

After review and approval by the DCC, the revised or new Board Policies and Administrative Procedures were brought to the Board of Trustees for first reading and subsequently for approval or ratification, as follows (Board of Trustees Meetings Agendas Items and Minutes related to BPs and APs 10/16/2013 ([DIS 4.17](#)), 11/6/2013

([DIS 4.18](#)), 11/20/2013 ([DIS 4.19](#)), 12/2/2013 ([DIS 4.20](#)), 12/11/2013 ([DIS 4.21](#)), 1/15/2014 ([DIS 4.22](#))).

<i>Board of Trustees Meeting Date</i>	<i>BPs and APs for first reading</i>	<i>BPs and APs for Approval/Ratification</i>
10/16/2013	22 BPs and 3 APs	1 BP
11/6/2013	72 BPs and 75 APs	22 BPs and 2 APs
11/20/2013	1 BP	62 BPs and 56 APs -on agenda but postponed to 12/2/2013 meeting)
12/2/2013	27 BPs and 22 APs	71 BPs and 69 APs
12/11/2013	8 BPs and 2 APs	26 BPs and 24 APs
1/15/2014	8 BPs and 5 APs	6 BPs and 1 AP

In addition to the schedule for completing a full revision of existing BPs and APs, or creation of new ones as needed, a look-forward and scheduling for the new four-year review cycle was developed and provided to the Board of Trustees at its 2/5/2014 meeting. This document covered board policies in Chapters 1 through 6 ([DIS 4.23 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 6](#)). The complete schedule which also includes Chapter 7 was provided to the Board of Trustees at its 2/19/2014 meeting ([DIS 4.24 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 7](#)).

Conclusion:

The District has followed the process defined in BP 2410 and AP 2410 for revision of existing Board Policies and Administrative Procedures, as needed. The District and the Board of Trustees completed a full review and revision of all of its existing BPs and APs and created new ones, as needed. A schedule for continued review and updating for the next four-year cycle Fall 2014-Spring 2018 has been established and will be followed.

This recommendation was fully addressed and the college meets the standard.

Evidence

DIS 4.1	Board Policy 2410 Board Policies and Administrative Procedures
DIS 4.2	Administrative Procedure 2410 Board Policies and Administrative Procedures
DIS 4.3	Minutes Board of Trustees Meeting 3/21/2012
DIS 4.4	List of board policies and administrative procedures revised or created from January 2012 to February 2013
DIS 4.5	Minutes Board of Trustees Meeting 8/1/2012
DIS 4.6	Minutes Board of Trustees Meeting 9/19/2012
DIS 4.7	Minutes Board of Trustees Meeting 6/19/2013
DIS 4.8	Minutes Board of Trustees Meeting 8/21/2013
DIS 4.9	Board of Trustees Accreditation Committee Agenda and Minutes 7/30/2013

- DIS 4.10 DCC Agenda Items related to BPs and APs 9/9/2013
- DIS 4.11 DCC Agenda Items related to BPs and APs 9/30/2013
- DIS 4.12 DCC Agenda Items related to BPs and APs 10/21/2013
- DIS 4.13 DCC Agenda Items related to BPs and APs 10/28/2013
- DIS 4.14 DCC Agenda Items related to BPs and APs 11/18/2013
- DIS 4.15 DCC Agenda Items related to BPs and APs 12/2/2013
- DIS 4.16 DCC Agenda Items related to BPs and APs 1/13/2014
- DIS 4.17 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 10/16/2013
- DIS 4.18 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/6/2013
- DIS 4.19 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/20/2013
- DIS 4.20 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/2/2013
- DIS 4.21 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/11/2013
- DIS 4.22 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 1/15/2014
- DIS 4.23 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 6
- DIS 4.24 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 7

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

Analysis and Findings:

Various documents including Board Policies, Administrative Procedures and job descriptions were identified for the workgroup to review and analyze. Further, the workgroup members interviewed the Chancellor, Board members and the Board Secretary to understand the perception of and processes followed when it comes to working with the Board Secretary and the Chancellor.

Interviews were conducted with:

- the Chancellor on 10/25/2013
- the Board President and the Board Secretary on 11/1/2013
- Individual interviews with the other four Board members were conducted on 11/7/2013 and 11/8/2013.

The interview with the Chancellor affirmed the commitment of the Chancellor to work with the Board of Trustees to ensure that the issues surrounding the delegation of authority, including the role of the Board Secretary, are clarified and fully addressed.

The results of the interviews conducted with members of the Board of Trustees in November 2013 harkened back to the time of 2006-2010 in order to create a context and to have a better understanding as to why the Board has evolved in its mode of operations and authority. The mid 2000s were a time when the Coast Community College District's Chancellor was not trusted by either the colleges or the Board of Trustees. This lack of trust as well as a perceived lack of transparency prompted the Board members at the time to set up safety measures for control and authority that included hiring a general counsel for both advice and the opportunity to make decisions faster based on legal advice they trusted; an external auditor for greater objectivity; and a lobbyist to argue in Sacramento on behalf of the colleges. At that time, the majority of the Board members believed their office needed confidentiality above everything. It appears that these measures provided that confidentiality and supported the Board of Trustees to have authority and control and kept the administrative staff close to them in a direct reporting relationship.

Since that time, it is now perceived that the District, with two new Board members first elected in 2008 and 2010, respectively, and a new Chancellor who started in his position in August 2011, into the current climate, has been "making leaps and bounds" forward and the past measures have staunchly much of the issues from the prior years. A majority of the Board members reported that they recognize it is appropriate for the Chancellor to have the delegation of authority. It is also apparent that with the current Board members and Chancellor, achieving trust and creating more transparency has been evolving in a healthy and successful way. The Board Secretary and the assistants that report to her have been successfully working with not only the Board but also the Chancellor and appropriate Board and District committees. On the other hand, two of the Board members are still reluctant to delegate authority. They recognize change has occurred and they attribute that to the measures and control that they put into place prior to 2010. They feel removing those controls may move the District backwards rather than forward. One of these two Board members believes that ACCJC has gone too far in its authority and stated this in a letter he sent to the U.S. Department of Education ([COM 1.1 Board of Trustees Special Meeting Agenda, Attachment and Minutes 8/21/2013](#)). This letter was not supported or endorsed by the Board as a whole. The Board President sent a follow-up letter to the U.S. Department of Education and ACCJC to this effect ([COM 1.2 Letter from Board President to the US Department of Education 8/26/ 2013](#)).

The following Board Policies (BP) and Administrative Procedures (AP) were revised to reflect the delegation of authority. They were brought to the District Consultation Council before they were brought to the Board following the process outlined in AP 2410.

- BP 2430 Delegation of Authority to CEO ([DIS 2.1](#))
- AP 2430 Delegation of Authority to CEO ([DIS 2.2](#))
- BP 2905 General Counsel ([DIS 2.3](#))

- BP 6100 Delegation of Authority ([DIS 2.4](#))
- AP 6100 Delegation of Authority ([DIS 2.5](#))
- BP 6150 Designation of Authorized Signatures ([DIS 2.6](#))
- AP 6150 Designation of Authorized Signatures ([DIS 2.7](#))
- BP 6340 Bids and Contracts ([DIS 2.8](#))
- AP 6340 Bids and Contracts ([DIS 2.9](#))
- BP 6350 Contracts Relating to Construction ([DIS 2.10](#))
- AP 6350 Contracts Relating to Construction ([DIS 2.11](#))
- BP 6370 Contracts for Independent Contractor or Professional Expert Services ([DIS 2.12](#))
- AP 6370 Contracts for Independent Contractor or Professional Expert Services ([DIS 2.13](#))
- BP 7110 Delegation of Authority ([DIS 2.14](#))
- AP 7110 Delegation of Authority ([DIS 2.15](#))

Relevant Board Policies and Administrative Procedures related to Commission Recommendation 1 in which the Board Secretary is mentioned in terms of duties and responsibilities or relationship to the Board of Trustees and/or Chancellor which were revised include:

- BP 2015 Student Member, Board of Trustees (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.3](#))
- BP 2105 Election of Student Member (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.4](#))
- BP 2200 Board Duties and Responsibilities (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.5](#))
- BP 2210 Officers (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.6](#))
- BP 2340 Agendas (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.7](#))
- BP 2345 Public Participation at Board Meetings (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.8](#))
- BP 2360 Minutes (updated version first reading at the 3/5/2014 Board of Trustees meeting) ([COM 1.9](#))
- BP 2365 Recording (updated version first reading at the 3/5/2014 Board of Trustees meeting) ([COM 1.10](#))
- BP 2740 Board Education and New Trustee Orientation (updated version first reading at the 3/5/2014 Board of Trustees meeting) ([COM 1.11](#))

BP 2200 Board Duties and Responsibilities was revised and changed the reporting relationship of the Board Secretary from reporting exclusively to the Board of Trustees to a dual reporting relationship to both the Board of Trustees and the Chancellor. The Chancellor and the Board of Trustees work together to hire and evaluate the Board Secretary which previously was done exclusively by the Board of Trustees.

The job description of the Board Secretary (COM 1.12) was revised to clarify the supporting role of this position for preparation of Board meeting agendas, minutes, and collection of attachments submitted by staff and working with both the Chancellor and the Board of Trustees in the course of providing this support. The revised job description was discussed at the February 5, 2014 Board meeting.

Conclusion:

This recommendation was fully addressed and the college meets the standard.

Evidence

COM 1.1	Board of Trustees Special Meeting Agenda, Attachment and Minutes 8/21/2013
COM 1.2	Letter from Board President to the US Department of Education 8/26/2013
COM 1.3	BP 2015 Student Member, Board of Trustees (updated version approved at the 11/6/2013 Board of Trustees meeting)
COM 1.4	BP 2105 Election of Student Member (updated version approved at the 11/6/2013 Board of Trustees meeting)
COM 1.5	BP 2200 Board Duties and Responsibilities (updated version approved at the 11/6/2013 Board of Trustees meeting)
COM 1.6	BP 2210 Officers (updated version approved at the 11/6/2013 Board of Trustees meeting)
COM 1.7	BP 2340 Agendas (updated version approved at the 11/6/2013 Board of Trustees meeting)
COM 1.8	BP 2345 Public Participation at Board Meetings (updated version approved at the 11/6/2013 Board of Trustees meeting)
COM 1.9	BP 2360 Minutes (updated version first reading at the 3/5/2014 Board of Trustees meeting)
COM 1.10	BP 2365 Recording (updated version first reading at the 3/5/2014 Board of Trustees meeting)
COM 1.11	BP 2740 Board Education and New Trustee Orientation (updated version first reading at the 3/5/2014 Board of Trustees meeting)
COM 1.12	Revised Job Description of the Board Secretary
DIS 2.1	BP 2430 Delegation of Authority to CEO
DIS 2.2	AP 2430 Delegation of Authority to CEO
DIS 2.3	BP 2905 General Counsel
DIS 2.4	BP 6100 Delegation of Authority
DIS 2.5	AP 6100 Delegation of Authority
DIS 2.6	BP 6150 Designation of Authorized Signatures
DIS 2.7	AP 6150 Designation of Authorized Signatures
DIS 2.8	BP 6340 Bids and Contracts
DIS 2.9	AP 6340 Bids and Contracts
DIS 2.10	BP 6350 Contracts Relating to Construction
DIS 2.11	AP 6350 Contracts Relating to Construction
DIS 2.12	BP 6370 Contract for Independent Contractor or Professional Experts

DIS 2.13 AP 6370 Contract for Independent Contractor or Professional Experts
DIS 2.14 BP 7110 Delegation of Authority
DIS 2.15 AP 7110 Delegation of Authority



RESPONSE TO COLLEGE-LEVEL RECOMMENDATION

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

Analysis and Findings:

The College has reviewed the practices used by online instructors in its Distance Education program to maintain regular and substantive contact with students and has developed and implemented several measures to assure that online instructors communicate regularly and substantively with students in the online environment.

The Online Advisory Board was established in 2006 to set standards for online education, developing OCC's *Distance Education Guidelines* to collect best practices for online education and ensure that online education meets state standards. The OAB has been meeting regularly since September 2013 to clarify the definition and scope of "regular and substantive contact" in OCC's online education offerings and assure that faculty members are aware of best practices that facilitate effective contact. In its meeting on Sept. 16, 2013, the OAB first addressed the need to review the College's *Distance Education Guidelines* in order to confirm that faculty have clear directives for maintaining consistent communication with students ([COM 2.01 OAB Minutes, 9/16/13](#)). In a report to the Accreditation Coordinating Committee ([COM 2.18 ACC Minutes, 9/30/13](#)), the OAB chair affirmed that these guidelines, which were updated in 2013, contain an acceptable definition of regular and effective contact, which is closely related to the concept of regular and substantive contact:

Any portion of a course conducted through distance education includes regular effective contact between instructors and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities. Regular effective contact is an academic and professional matter pursuant to sections of California's Education Code (55204 Chancellor's Office, California Community Colleges). ([COM 2.03 Distance Education Guidelines, see pp. 1-2](#))

In addition, these *Distance Education Guidelines* outline specific policies and modes of communication online faculty are required to use to maintain effective contact with students:

Policy establishing expectations of frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

Initiated interaction: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the course.

Frequency: DE Courses are considered the “virtual equivalent” to face to face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course.

Type of Contact: Regarding the type of contact that will exist in all OCC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums with student to student and instructor to student interactions.
- Weekly announcements in the Course Management System.
- Timely feedback, the syllabus and course information should clearly indicate reasonable instructor response time for key events and interactions. This includes instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person if applicable. (Example: If an instructor adopts a policy, that information should be clearly stated in the course.)
- Other forms of communication can include: group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities and/or CCC Confer, video conference, pod cast, or other synchronous technologies may also be included. ([COM 2.03 Distance Education Guidelines, see p. 2](#))

However, the OAB chair and other committee members also identified a key challenge in demonstrating that the College addresses the issue raised by the recommendation: while the College is confident that a strong majority of online faculty are making regular and substantive contact with students in the online environment, this contact is not always recorded or tracked by the tools available within the Blackboard Learning Management System, which the College uses to provide online instruction. For instance, Blackboard is not able to track video conferences with students and/or emails sent to students’ regular email addresses, even those sent from within Blackboard ([COM 2.04 Blackboard Tools](#)). Additionally, to an observer in the Blackboard environment, there may not be obvious cues to differentiate between Blackboard shells used to support face-to-face instruction and those used for fully online courses.

First, in order to confront this challenge, the OAB resolved to gather additional information and then design a plan that meets the needs of students and faculty while also addressing the commission’s recommendation. The OAB initially surveyed online instructors to identify the methods commonly used to communicate with students online ([COM 2.05 Online Survey/Results](#)), using this feedback to determine potential problems

and solutions. Additionally, in October 2013, several OAB members attended the California Blackboard Users Group (CaliBUG) meeting in San Diego to review updated methods for utilizing tools in Blackboard to foster substantive, consistent communication with students online ([COM 2.06 CaliBUG Agenda](#)).

Then, informed by its initial information-gathering efforts, the OAB's second major step involved revising and updating the College's approach to training online faculty with the goal of ensuring that faculty maintain regular, substantive, and well-documented communication with students online. On Nov. 1, 2013, the first in-person training session, *Blackboard 201*, was conducted by the chair of the OAB and designed to instruct faculty on suitable methods for using Blackboard to enable regular and substantive online communication between faculty and students ([COM 2.07 Blackboard 201 PowerPoint](#); [COM 2.08 Blackboard 201 Sign-Up](#)). This training session highlighted the forms of faculty-student communication tracked by Blackboard, as well as those forms that are not tracked, in order to aid faculty in utilizing the appropriate tools and means of communication that assure proper tracking. Then, the following week, the OAB chair also presented a PowerPoint ([COM 2.09 Blackboard 201 Mini-PowerPoint](#)) at several division meetings with the objective of educating faculty on these matters ([COM 2.10 Social Science Division Minutes, 11/07/13](#); [COM 2.11 Consumer and Health Sciences Division Minutes, 11/08/13](#)). At the beginning of December 2013, an updated 90-minute online course on effective online communication was also posted and made available to all current hybrid and online faculty ([COM 2.12 Regular Effective Contact Training](#)). This course clearly explains how to apply specific tools in Blackboard to satisfy both the requirement of regular and substantive communication and the parameters outlined in OCC's *Distance Education Guidelines*. Online faculty were requested to complete the training by Jan. 31, 2014, which included an online quiz to certify successful completion of the training. As of February 5, 2014, 67 faculty had successfully completed either the face-to-face or online training ([COM 2.13 Training Completion](#)). The content of the training sessions and courses were developed by the Online Advisory Board, with input from faculty members teaching online and hybrid courses at the College. Going forward, these updated training methods will be used to instruct new and continuing online faculty.

Next, the OAB also identified additional areas where the College could reinforce these strategies for maintaining regular and substantive contact with students online. For instance, as part of the official Course Outline of Record, all online courses are required to have an online addendum defining the accepted methods for replacing faculty-student face-to-face time with online contact and identifying the means of communication that meet the commission requirement of regular and substantive contact ([COM 2.14 Online Addendum Form](#)). In fall 2013, the College began updating the addendums for all online courses, a process scheduled for completion in February 2014 ([COM 2.15 Sample of CurricUNet Addendums](#); [COM 2.16 Addendum Updates, 12/11/13](#); [COM 2.17 Addendum Updates, 2/12/14](#)).

Online Courses with updated Means of Communication

<i>Active Courses</i>	<i>Online Courses</i>	<i>Distance Learning Addendums Updated</i>
2457	198	198

Source: CurricUNet, February 12, 2014

When appropriate, faculty members teaching online in the semester they are scheduled for evaluation will have their respective online courses observed and evaluated, including the amount and consistency of faculty-student contact online. These evaluations will be conducted using the guidelines and form found in the Amendment to Article VIII (Appendix L) of the faculty collective bargaining agreement ([COM 2.02 CFE Agreement, pp. 124-125](#)).

Through the efforts of the Accreditation Coordinating Committee and Online Advisory Board, the College has developed and implemented an effective, widely disseminated plan to assist faculty in maintaining substantive contact with students in the online environment, updating the various means by which faculty are trained to communicate and track their contact with students. This revised training program has already been put into effect, through a variety of in-person and online presentations, workshops, and training videos. The impact of the training will be monitored through class observations performed as part of the existing faculty evaluation process. Moreover, relevant participatory governance bodies on campus have been informed of the College's progress in re-examining and revising its approach to ensuring the maintenance of effective contact between online faculty and students. Ultimately, the College has improved its overall effort to support and track these modes of faculty-student communication in its Distance Education program, developing and sharing best practices, and reaffirming its larger commitment to quality online education.

Finally, as part of the College's participatory governance model, these efforts have been reported to and discussed with campus constituencies as they have been developed. The Dean of Visual and Performing Arts and the chair of the OAB have regularly attended Accreditation Coordinating Committee meetings, reporting on the OAB's progress, including updates on Blackboard, faculty training, and other accreditation-related issues ([COM 2.19 ACC Minutes, 08/26/13](#); [COM 2.18 ACC Minutes 09/30/13](#); [COM 2.20 ACC Minutes 11/18/13](#)). In addition, the OAB chair has reported to the Academic Senate ([COM 2.21 Academic Senate Minutes, 09/24/13](#); [COM 2.22 Academic Senate Minutes 11/19/13](#)), the Academic Standards Committee ([COM 2.23 Academic Standards Committee Minutes, 09/26/13](#)), and the Technology Committee ([COM 2.24 Technology Committee Minutes, 10/25/13](#)). All proposed plans and actions taken to address the recommendation have also been presented to the Board of Trustees Accreditation Committee ([COM 2.25 Board of Trustees Accreditation Committee Agenda, 11/12/13](#)).

Conclusion:

The College has fully addressed the commission's recommendation that instructors consistently make regular and substantive contact with students in online courses.

Evidence

COM 2.01	OAB Minutes, 9/16/13
COM 2.02	CFE Agreement, pp. 124-125
COM 2.03	<i>Distance Education Guidelines, January 2013</i>
COM 2.04	Blackboard Tools
COM 2.05	Online Survey/Results
COM 2.06	CaliBUG Agenda
COM 2.07	Blackboard 201 PowerPoint Agenda
COM 2.08	Blackboard 201 Sign-Up
COM 2.09	Blackboard Mini PowerPoint
COM 2.10	Social Science Division Minutes, 11/7/13
COM 2.11	Consumer Health Sciences Division Minutes, 11/8/13
COM 2.12	<i>Regular Effective Contact Training: Syllabus and Materials</i>
COM 2.13	Training Completion
COM 2.14	Online Addendum Form
COM 2.15	Samples of CurricuNet Addendums
COM 2.16	Addendum Updates, 12/11/13
COM 2.17	Addendum Updates, 2/12/14
COM 2.18	ACC Minutes, 9/30/13
COM 2.19	ACC Minutes, 8/26/13
COM 2.20	ACC Minutes, 11/18/13
COM 2.21	Academic Senate Minutes, 9/24/13
COM 2.22	Academic Senate Minutes, 11/19/13
COM 2.23	Academic Standards Committee Minutes, 09/26/13
COM 2.24	Technology Committee Minutes, 10/25/13
COM 2.25	Board of Trustees Accreditation Committee Agenda, 11/12/13
COM 2.26	Board of Trustees Agenda, 2/5/14
COM 2.27	Board of Trustees Agenda, 2/19/14
COM 2.28	Academic Standards Committee Report, 10/1/13

The first part of the report is a general introduction to the project. It describes the objectives of the study and the methods used to collect and analyze the data. The second part of the report is a detailed description of the results of the study. It includes a discussion of the findings and their implications for the field of research. The third part of the report is a conclusion and a list of references.

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EVIDENCE

District-Level

DIS 1	District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda Meeting 9/27/2013
DIS 2	District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 10/11/2013
DIS 3	District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 11/4/2013
DIS 4	District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 12/2/2013
DIS 5	ACCJC 2013 District Recommendations Assignments Timeline Evidence 10/11/2013
DIS 6	Board of Trustees Special Meeting Agenda, Attachments and Minutes 10/30/2013
DIS 1.1	Joint Letter from District and CFE signed 11/13/2013
DIS 1.2	Form CFE Agreement Appendix B page 94
DIS 1.3	Forms Faculty/Counselor Evaluation CFE Agreement Appendix B pages 88-91
DIS 1.4	CCA Part-time Evaluation Form
DIS 1.5	Full- and Part-time Faculty Evaluation Instructions VC HR 10/31/2013 and 11/1/2013
DIS 1.6	Joint Letter from District and CFE signed 11/19/2013
DIS 1.7	CDMA Manager Evaluation letter 10/28/2013
DIS 1.8	Classified Employee Email between CFCE and VC HR 11/23/2013
DIS 2.1	BP 2430 Delegation of Authority to CEO – revision
DIS 2.2	AP 2430 Delegation of Authority to CEO – new
DIS 2.3	BP 2905 General Counsel - revision
DIS 2.4	BP 6100 Delegation of Authority – revision
DIS 2.5	AP 6100 Delegation of Authority – new
DIS 2.6	BP 6150 Designation of Authorized Signatures – revision
DIS 2.7	AP 6150 Designation of Authorized Signatures – new
DIS 2.8	BP 6340 Bids and Contracts – revision
DIS 2.9	AP 6340 Bids and Contracts – new
DIS 2.10	BP 6350 Contracts Relating to Construction – new
DIS 2.11	AP 6350 Contracts Relating to Construction – new
DIS 2.12	BP 6370 Contracts for Independent Contractor/Professional Experts – new
DIS 2.13	AP 6370 Contracts for Independent Contractor/Professional Experts – new
DIS 2.14	BP 7110 Delegation of Authority – new
DIS 2.15	AP 7110 Delegation of Authority– new
DIS 2.16	DCC Agenda items related to board policies and administrative procedures 9/30/2013
DIS 2.17	DCC Agenda items related to board policies and administrative procedures 10/28/2013

DIS 2.18	Agenda and minutes Board Meeting 11/6/2013
DIS 2.19	Agenda and minutes Board Meeting 11/20/2013
DIS 2.20	Agenda and minutes Board Meeting 12/2/2013
DIS 2.21	BP 2200 Board Duties and Responsibilities
DIS 2.22	BP 2320 Special and Emergency Meetings
DIS 2.23	Memorandum to District Managers Support Staff Regarding Delegation Authority Contracts Submission Review 1/23/2014
DIS 2.24	Contract Submission and Review Procedures 1/22/2014
DIS 2.25	Agenda and minutes Board Meeting 2/5/2014
DIS 3.1	Board of Trustees Accreditation Committee Meeting Minutes 2/7/2012
DIS 3.2	Board of Trustees Accreditation Committee Meeting Minutes 4/17/2012
DIS 3.3	Board of Trustees Accreditation Committee Meeting Minutes 6/27/2012
DIS 3.4	Board of Trustees Meeting Minutes 8/1/2012
DIS 3.5	Board of Trustees Meeting Minutes 8/15/2012
DIS 3.6	Board of Trustees Accreditation Committee Meeting Minutes 9/20/2012
DIS 3.7	Board of Trustees Accreditation Committee Meeting Minutes 7/30/2013
DIS 3.8	Board of Trustees Study Session Minutes 8/7/2013
DIS 3.9	Board of Trustees Meeting Minutes 8/21/2013
DIS 3.10	Board of Trustees Meeting Agenda 10/16/2013
DIS 3.11	Board of Trustees Self Evaluation
DIS 3.12	Survey Results of District Employees Regarding the Board of Trustees
DIS 3.13	Survey Written Comments of District Employees
DIS 3.14	Goals and Action Plans Adopted at the November 6, 2013 Board Meeting
DIS 4.1	Board Policy 2410 Board Policies and Administrative Procedures
DIS 4.2	Administrative Procedure 2410 Board Policies and Administrative Procedures
DIS 4.3	Minutes Board of Trustees Meeting 3/21/2012
DIS 4.4	List of board policies and administrative procedures revised or created from January 2012 to February 2013
DIS 4.5	Minutes Board of Trustees Meeting 8/1/2012
DIS 4.6	Minutes Board of Trustees Meeting 9/19/2012
DIS 4.7	Minutes Board of Trustees Meeting 6/19/2013
DIS 4.8	Minutes Board of Trustees Meeting 8/21/2013
DIS 4.9	Board of Trustees Accreditation Committee Agenda and Minutes 7/30/2013
DIS 4.10	DCC Agenda Items related to BPs and APs 9/9/2013
DIS 4.11	DCC Agenda Items related to BPs and APs 9/30/2013
DIS 4.12	DCC Agenda Items related to BPs and APs 10/21/2013
DIS 4.13	DCC Agenda Items related to BPs and APs 10/28/2013
DIS 4.14	DCC Agenda Items related to BPs and APs 11/18/2013
DIS 4.15	DCC Agenda Items related to BPs and APs 12/2/2013
DIS 4.16	DCC Agenda Items related to BPs and APs 1/13/2014
DIS 4.17	Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 10/16/2013
DIS 4.18	Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/6/2013

- DIS 4.19 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/20/2013
- DIS 4.20 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/2/2013
- DIS 4.21 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/11/2013
- DIS 4.22 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 1/15/2014
- DIS 4.23 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 6
- DIS 4.24 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 7

College-Level

- COM 2.01 OAB Minutes, 9/16/13
- COM 2.02 CFE Agreement, pp. 124-125
- COM 2.03 *Distance Education Guidelines, January 2013*
- COM 2.04 Blackboard Tools
- COM 2.05 Online Survey/Results
- COM 2.06 CaliBUG Agenda
- COM 2.07 Blackboard 201 PowerPoint Agenda
- COM 2.08 Blackboard 201 Sign-Up
- COM 2.09 Blackboard Mini PowerPoint
- COM 2.10 Social Science Division Minutes, 11/7/13
- COM 2.11 Consumer Health Sciences Division Minutes, 11/8/13
- COM 2.12 *Regular Effective Contact Training: Syllabus and Materials*
- COM 2.13 Training Completion
- COM 2.14 Online Addendum Form
- COM 2.15 Sample of CurricuNet Addendums
- COM 2.16 Addendum Updates, 12/11/13
- COM 2.17 Addendum Updates, 2/12/14
- COM 2.18 ACC Minutes, 9/30/13
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- COM 2.20 ACC Minutes, 11/18/13
- COM 2.21 Academic Senate Minutes, 9/24/13
- COM 2.22 Academic Senate Minutes, 11/19/13
- COM 2.23 Academic Standards Committee Minutes, 09/26/13
- COM 2.24 Technology Committee Minutes, 10/25/13
- COM 2.25 Board of Trustees Accreditation Committee Agenda, 11/12/13
- COM 2.26 Board of Trustees Agenda, 2/5/14
- COM 2.27 Board of Trustees Agenda, 2/19/14
- COM 2.28 Academic Standards Committee Report, 10/1/13



ORANGE COAST COLLEGE

2701 Fairview Road P.O. Box 5005 • Costa Mesa, California 92628-5005

Dennis Harkins, Ph.D., President

COAST COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

David A. Grant, Mary L. Hornbuckle, Jim Moreno, Jerry Patterson,
Lorraine Prinsky, Ph.D., Student Trustee

Andrew Jones, Ed.D., Chancellor

***Addendum to the Orange Coast College 2014 Follow-up Report
District Recommendation 3-Page 18
March 17, 2014***

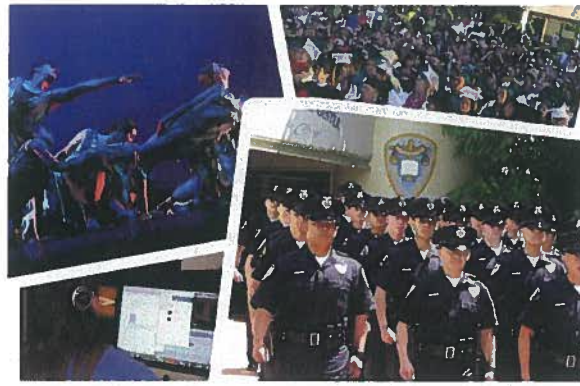
Below is a summary of the Board evaluation process as stated in BP 2745, as adopted at the August 15, 2012 Board of Trustees meeting.

Action	Timeline
(1) Review and approve procedures	September, odd number years
(2) Review and approve evaluation instrument	September, odd number years
(3) Board members complete and submit evaluation responses	10 days prior to evaluation meeting
(4) Board Secretary tabulates responses and presents them to Board President	Prior to evaluation meeting
(5) Board President presents evaluation results to Board in writing	Prior to evaluation meeting
(6) Board President/designee presides over discussion of evaluation results	October study session (or special meeting)
(7) Public/District constituencies provide input during self-evaluation	Prior to evaluation meeting
(8) Action(s) taken as result of evaluation summary in public meeting	Prior to next review cycle
(9) Board Accreditation Committee develops process/measures to address areas of improvement	Prior to next review cycle
(10) Board Accreditation Committee reports back with results in public meeting	Prior to next review cycle
(11) Evaluation identifies accomplishments, goals and plans (optional)	

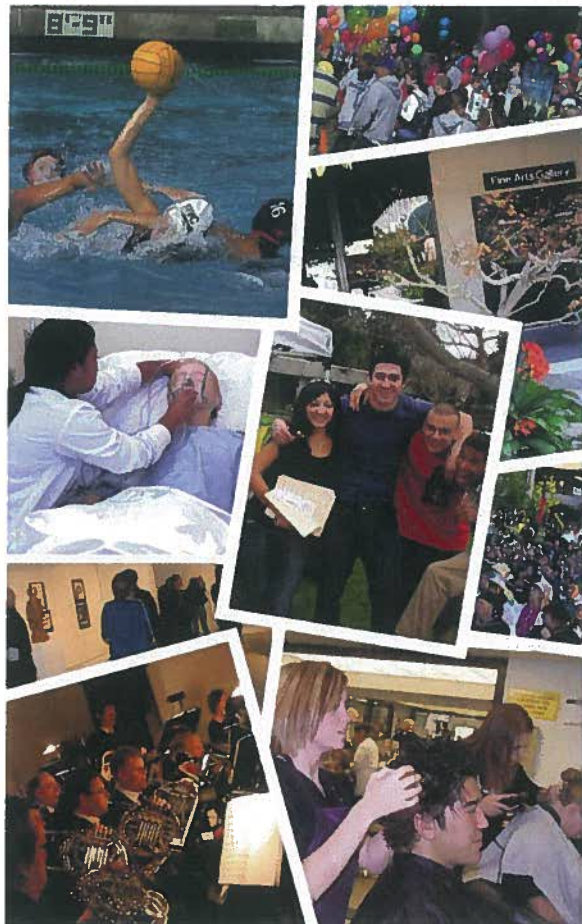


2014 Follow-up Report

Golden West College
15744 Goldenwest St.
Huntington Beach, CA 92647



GOLDEN WEST COLLEGE



Follow-Up Report

Submitted by:
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647-2748

Submitted To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
March 14, 2014

CERTIFICATION of the FOLLOW-UP REPORT

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

From: Wes Bryan, President
Golden West College
15744 Goldenwest Street
Huntington Beach, CA 92647

I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Wes Bryan 2/19/14
Wes Bryan, President, Golden West College Date

Mary Hornbuckle 2/19/14
Mary Hornbuckle, President, Board of Trustees, Coast Community College District Date

Andrew Jones 2/19/14
Dr. Andrew Jones, Chancellor, Coast Community College District Date

Kay Nguyen 3/7/14
Kay Nguyen, Administrative Director of Institutional Effectiveness
Accreditation Liaison Office Date

Theresa Lavarini 3/7/14
Theresa Lavarini, Faculty, Co-Chair, Accreditation Self-Study Team Date

Gregg Carr 3/7/14
Gregg Carr, Faculty, President, Academic Senate 2013-2014 Date

Connie Marten 3/2/14
Connie Marten, Chairperson, Classified Connection 2013-2014 Date

Mitchell Jimenez 3/7/14
Mitchell Jimenez, President, Associated Students Government, 2013-2014 Date

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STATEMENT ON REPORT PREPARATION

In July 2013, the College received a total of four district recommendations, one commission recommendation related to the district and six college recommendations from the ACCJC. Of these recommendations, five were directed at the district level and were therefore, addressed by a district-wide workgroup. While the College continues to work on all commission recommendations, the focus of this progress report is confined to the district recommendations (1-4), commission recommendation, and college recommendations (2-6), on which the commission requested an update by March 14, 2014.

District Process of Report Preparation

In September 2013, a workgroup with representatives from the three colleges and the District Office was formed to draft responses to the ACCJC District-level recommendations included in the letters sent to the colleges by ACCJC in July 2013 (District-wide Workgroup for Responding to ACCJC 2013 District Recommendations Agenda for Meetings held on 9/27/2013 ([DIS 1](#)), 10/11/2013 ([DIS 2](#)), 11/4/2013 ([DIS 3](#)), 12/2/2014 ([DIS 4](#))). The workgroup was established based on the recommendation of the Chancellor's Cabinet, which is chaired by the Chancellor and is composed of the three College Presidents and the three Vice Chancellors. The creation of the workgroup was discussed with and endorsed by the Board of Trustees Accreditation Committee at its meeting on 9/10/2013.

The workgroup membership was designed to provide continuity by including, to the extent possible, the same individuals who were part of the college and district-wide workgroups tasked with preparing the sections in the 2013 college institutional self-evaluation reports dealing with Standard IV.B.2.

The members of the workgroup are listed below:

District Recommendation 1:

Gregg Carr, Faculty; Academic Senate President, Golden West College
Dr. Robert Mendoza, Dean, Math & Sciences, Orange Coast College

District Recommendation 2:

Margaret Lovig, Faculty, Coastline College
Dr. Andreea Serban, Vice Chancellor, Educational Services and Technology, Coast Community College District Office

District Recommendation 3:

Dr. Pedro Gutierrez, Faculty; Academic Senate President, Coastline College
Wes Bryan, President, Golden West College

District Recommendation 4:

Denise Cabanel-Bleuer, Faculty; Academic Senate President, Orange Coast College
Dr. Andreea Serban, Vice Chancellor, Educational Services and Technology, Coast Community College District Office

Commission Recommendation 1:

Ann Holliday, Faculty, Coastline College

Ron Lowenberg, Dean, Golden West College

Georgie Monahan, Faculty, Communication; Program Review Coordinator;

Co-Chair, Accreditation Coordinating Committee, Orange Coast College

At the Board of Trustees Accreditation Committee meeting, held on September 10, 2013, the following timeline for the ACCJC district and college recommendations follow-up reports was discussed and agreed upon

- a. Board of Trustees Accreditation Committee Review of Progress Reports: November 12, 2013 and January 14, 2014
- b. Board of Trustees Meeting Review and Discussion of Draft Follow-up College Reports: February 5, 2014
- c. Board of Trustees Final Adoption of College Follow-up Reports: February 19, 2014
- d. College Presidents/ALOs Submission of Follow-up Reports to ACCJC: By March 15, 2014

At its September 27, 2013 and October 11, 2013 meetings, the workgroup developed and further refined the division of responsibilities in terms of developing draft responses, the template to use for writing the draft responses, and the evidence to be collected and analyzed in support of the responses to the ACCJC District Recommendations ([DIS 5](#) ACCJC 2013 District Recommendations Assignments Timeline Evidence 10/11/2013). At its November 4, 2013 meeting, the workgroup discussed its first preliminary draft response, the status of evidence and references, as well as actions that needed to be completed by either the Board of Trustees, District Office, District Consultation Council and/or the colleges in order to fully meet these five recommendations.

Details of the approach taken by the workgroup were discussed with the full Board of Trustees at its October 30, 2013 special meeting ([DIS 6](#) Agenda, attachments and minutes Board Special Meeting October 30, 2013).

College Process of Report Preparation

At the beginning of fall 2013, the College's Institutional Effectiveness Committee (IEC) reviewed ACCJC recommendations and developed action plans to address the six college recommendations ([COL 1](#) ACCJC Recommendations Action Plan). While the College received six recommendations, only recommendations 2 to 6 need to be addressed by the March 2014 Follow-Up Report. Working groups, as well as leads were established during the fall 2013 semester to ensure that the College addressed the recommendations and met ACCJC standards. The College executive team made efforts to communicate the progress of the College in addressing ACCJC's recommendations. During the fall semester, the College hosted three campus forums to provide the campus community with updates on College and District progress in addressing ACCJC recommendations ([COL 2](#) Campus Conversation Flyer; [COL 3](#) Campus Conversation PowerPoint). In addition, the Administrative Director of Institutional Effectiveness also presented the College's progress at Academic Senate, Council of Deans and Chairs, management, and Institutional Effectiveness Committee meetings ([COL 4](#) Academic Senate Minutes; [COL 5](#) CCD Minutes; [COL 6](#) Managers Minutes; [COL 7](#) IEC Minutes).

A draft of the College's responses to these recommendations was produced by the College's Accreditation Liaison Officer, the Vice President of Instruction and Student Learning, and the Vice President of Administrative Services and Student Life with support from members of the recommendation workgroup. The first draft of the report was posted to the College's internal website on January 15, 2014, and the campus community was invited to provide additional feedback. The District Board of Trustees has completed two readings of the Follow-Up Report: an initial reading of a preliminary draft on February 5, 2014, followed by a review of the final draft, which was read and approved by the Board on February 19, 2014.

The following individuals were involved in developing the College's responses to recommendations 2,3,4,5, and 6:

College Recommendation 2

Treisa Cassens, Faculty, Library, Student Learning Outcomes Coordinator
Jeff Courchaine, Dean, Mathematics, Natural Sciences, Social Sciences and Business
Al Gasparian, Dean, Health, Kinesiology, Athletics and Nursing
Carla Martinez, Dean, Student Life
Kay Nguyen, Administrative Director of Research, Planning, and Institutional Effectiveness;
Accreditation Liaison Officer

College Recommendation 3

Treisa Cassens, Faculty, Library, Student Learning Outcomes Coordinator
Theresa Lavarini, Faculty, English, Student Learning Outcomes Coordinator
Sacha Moore, Faculty, English, Student Learning Outcomes Coordinator
Linda Ternes, Faculty, Mathematics, Student Learning Outcomes Coordinator

College Recommendation 4

Gregg Carr, Faculty, Learning Resources, Academic Senate President
Omid Pourzanjani, Vice President, Instruction and Student Learning

College Recommendation 5

Jaima Bennett, Faculty, Communications, CCI Chair
Karen Kuehner, Classified, Instruction
Martha Ramm Engle, Faculty, Theater Arts and Dance

College Recommendation 6

Dave Baird, Dean, Counseling
Alice Chu, Faculty, Business
Janet Houlihan, Vice President, Administrative Services and Student Life
Dave Hudson, Dean, Arts and Letters
Claudia Lee, Dean, Enrollment Management
Ron Lowenberg, Dean, Criminal Justice
Chip Marchbank, Faculty, EOPS
Omid Pourzanjani, Vice President, Instruction and Student Learning

EVIDENCE

DIS 1 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda Meeting 9/27/2013](#)

DIS 2 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 10/11/2013](#)

DIS 3 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 11/4/2013](#)

DIS 4 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 12/2/2013](#)

DIS 5 [ACCJC 2013 District Recommendations Assignments Timeline Evidence 10/11/2013](#)

DIS 6 [Board of Trustees Special Meeting Agenda, Attachments and Minutes 10/30/2013](#)

COL 1 [ACCJC Recommendations Action Plan](#)

COL 2 [Campus Conversation Flyer](#)

COL 3 [Campus Conversation PowerPoint](#)

COL 4 [Academic Senate Minutes](#)

COL 5 [CCD Minutes](#)

COL 6 [Managers Minutes](#)

COL 7 [IEC Minutes](#)

RESPONSE TO DISTRICT RECOMMENDATIONS #1, #2, #3, #4 and COMMISSION RECOMMENDATION #1

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

Analysis and Findings:

There were a variety of means of assessment used to gather the data related to this recommendation and a final finding. For organizational purposes, the assessment was divided among four groups. These groups were full-time faculty, part-time faculty, classified employees, and management. The means of assessment covered contract language, Memoranda of Understanding (MOU), notes from District meetings, letters or emails describing the SLO evaluation process and training opportunities, and evaluation forms to be used and SLO evaluation questions identified.

Full-time Faculty

The Coast Federation of Educators (CFE) represents full-time and part-time faculty with 7.5 Lecture Hour Equivalent (LHE) or above. In a joint letter between CFE and the District ([DIS 1.1](#) Joint Letter from District and CFE signed 11/13/2013), CFE and the District described that they had been engaged in negotiations for the successor collective bargaining agreement since fall 2012. Recognizing and agreeing on the need to include the use of SLOs as a component to faculty evaluations, both parties conceptually agreed to new contract language to address this on August 6, 2012. Both parties conceptually agreed that this new language would be a component of evaluations for all categories of faculty represented by the CFE.

Until the successor agreement negotiations can be finalized and a new contract ratified, the District has directed administrators who evaluate faculty to address the use of SLOs in the current Coast Community College District Administrator Evaluation of Faculty form ([DIS 1.2](#) Form CFE Agreement Appendix B - page 94 & 95) of the now expired Collective Bargaining Agreement. Specifically, administrators have been directed to comment on faculty use of SLOs under subparagraph D of the form, which is entitled "Participates in Department/Division Activities." This went into effect in fall 2013 ([DIS 1.1](#) Joint Letter from District and CFE signed 11/13/2013, [DIS 1.5](#) Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013).

Part-time Faculty

The part-time faculty is represented by two employee groups. Part-time faculty with 7.5 LHE or above are represented by the Coast Federation of Educators (CFE). Faculty with LHE below 7.5 are represented by the Coast Community College Association (CCA). These two groups have separate collective bargaining agreements with the District.

As mentioned previously, the District and CFE have been in contract negotiations since fall 2012. Until a successor agreement is reached, the District has directed deans and department chairs of part-time faculty in the CFE unit to use the Faculty (or Counselor) Evaluation Report forms found on pages 88-91 in Appendix B of the CFE bargaining agreement. They should indicate SLO usage by individual faculty members by answering two SLO related questions under "Additional comments by evaluator(s)." The questions are: 1. Are SLOs on your syllabus (syllabi)? and 2. Do your assignments contribute to SLO(s) achievement? ([DIS 1.3](#) Forms Faculty/Counselor Evaluation Reports - CFE Agreement Appendix B - pages 88-91). This goes into effect in spring 2014 ([DIS 1.1](#) Joint Letter from District and CFE signed 11/13/2013, [DIS 1.6](#) Joint Letter from District and CFE signed 11/19/2013, [DIS 1.5](#) Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013).

The District and the Coast Community College Association (CCA) have not entered contract negotiations for a successor agreement. The District has approached CCA to negotiate new definitive language for part-time faculty evaluations. Until a successor agreement is reached, the District has directed evaluators for part-time faculty members represented by CCA to specifically address the use of SLOs on the Part-time Faculty Evaluation Form found on page 23 in Appendix C of the CCA bargaining agreement under the first paragraph entitled, "Evaluator's Description of Observation" ([DIS 1.4](#) CCA Part-time Evaluation Form). Since evaluators are required to consider all teaching materials, including the syllabus, in the evaluation of part-time faculty, this is the most appropriate place to discuss the evidence of the use of SLOs by part-time faculty ([DIS 1.5](#) Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013).

Classified Employees

While faculty has direct responsibility of SLOs, classified employees do not. Although not directly responsible, classified employees do encourage and support student progress towards achieving stated student learning outcomes when appropriate. Management will ensure that classified employees have knowledge and familiarity of student learning outcomes through

departmental meetings, conferences, training, and other means. Managers are encouraged to have ongoing discussions with classified employees regarding their indirect role in supporting/fostering student learning. Contract negotiations and discussions will continue to ensure that all classified employees have an understanding of the alignment of their work with the District mission to support student learning ([DIS 1.8 Classified Employee Email between Coast Federation of Classified Employees \(CFCE\) and VC HR 11/23/2013](#)).

Management

The District and the Coast District Management Association (CDMA) negotiated language for a rated question pertaining to SLOs on all management employee evaluations. The wording of the question is "This manager supports faculty and staff in implementation of Student Learning Outcomes as a measure of student success and of teaching excellence". The implementation of this language started during the fall 2013 semester in the management evaluation process ([DIS 1.7 CDMA Manager Evaluation letter 10/28/2013](#)).

Conclusion:

The Coast Community College District and their employee groups have integrated SLOs in the employee evaluations and should be commended. In the full-time faculty, part-time faculty 7.5 LHE and above, and the management groups, contract language has been approved by the negotiation teams. The full-time and part-time faculty above 7.5 LHE have also come to agreement on an interim plan that will immediately go into effect until a full successor agreement has been approved. The District has also directed evaluators of part-time faculty below 7.5 LHE to use the present evaluation process and forms to address the use of SLOs. These directions will be implemented during the spring 2014 semester.

This recommendation is fully addressed and the College meets this standard.

EVIDENCE:

- DIS 1.1 [Joint Letter from District and CFE signed 11/13/2013](#)
- DIS 1.2 [Form CFE Agreement Appendix B page 94](#)
- DIS 1.3 [Forms Faculty/Counselor Evaluation CFE Agreement Appendix B pages 88-91](#)
- DIS 1.4 [CCA Part-time Evaluation Form](#)
- DIS 1.5 [Full- and Part-time Faculty Evaluation Instructions VC HR 10/31/2013 and 11/1/2013](#)
- DIS 1.6 [Joint Letter from District and CFE signed 11/19/2013](#)
- DIS 1.7 [CDMA Manager Evaluation letter 10/28/2013](#)
- DIS 1.8 [Classified Employee Email between CFCE and VC HR 11/23/2013](#)

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

Analysis and Findings:

The development and implementation of AP 2410 Board Policies and Administrative Procedures ([DIS 2.1](#)) in March 2012 has helped to clarify the process and responsibilities for revision and/or creation of policies and procedures. The established schedule included in AP 2410 provided a framework for reviewing and updating all existing Board policies and administrative procedures on a four-year cycle. This review process enabled the District to review and or amend Board policies and procedures relating to the delegation of authority. (See District Recommendation 4) Specifically, the following Board policies and administrative procedures were revised or created:

BP 2430 Delegation of Authority to CEO – revision ([DIS 2.2](#))
AP 2430 Delegation of Authority to CEO – new ([DIS 2.3](#))
BP 2905 General Counsel - revision ([DIS 2.4](#))
BP 6100 Delegation of Authority – revision ([DIS 2.5](#))
AP 6100 Delegation of Authority – new ([DIS 2.6](#))
BP 6150 Designation of Authorized Signatures – revision ([DIS 2.7](#))
AP 6150 Designation of Authorized Signatures – new ([DIS 2.8](#))
BP 6340 Bids and Contracts – revision ([DIS 2.9](#))
AP 6340 Bids and Contracts – new ([DIS 2.10](#))
BP 6350 Contracts Relating to Construction – new ([DIS 2.11](#))
AP 6350 Contracts Relating to Construction – new ([DIS 2.12](#))
BP 6370 Contract for Independent Contractor or Professional Experts – new ([DIS 2.13](#))
AP 6370 Contract for Independent Contractor or Professional Experts – new ([DIS 2.14](#))
BP 7110 Delegation of Authority – new ([DIS 2.15](#))
AP 7110 Delegation of Authority– new ([DIS 2.16](#))

Following the process outlined in AP 2410 Board Policies and Administrative Procedures, all these revisions or new Board policies and administrative procedures, except for BP 2905, which did not require District Consultation Council (DCC – this council was previously named the District Governance Council) approval, were brought to DCC for a first reading on 9/30/2013 and for approval on 10/28/2013 (DCC Agenda items related to Board policies and administrative procedures 9/30/2013 ([DIS 2.17](#)) and 10/28/2013 ([DIS 2.18](#))). Subsequently, they were brought to the Board of Trustees for a first reading at the Board meeting on 11/6/2013 and for approval or ratification, respectively, at the Board meeting on 11/20/2013 (Agenda and minutes Board meetings 11/6/2013 ([DIS 2.19](#)), 11/20/2013 ([DIS 2.20](#))), and 12/2/2013([DIS 2.21](#))). The approval or ratification took place at the December 2, 2013 Board meeting.

BP 2430 Delegation of Authority to CEO was revised to more specifically define the delegation of authority to the Chancellor and the College Presidents and combined two different board policies, which were overlapping (former BP 2201 Standards of Administration and BP 2430 Delegation of Authority). A new administrative procedure was created that indicates the specific areas for which the Chancellor and the College Presidents are responsible. The administrative procedure was created based on discussions with the Chancellor and the College Presidents.

BP 2905 General Counsel was revised to specifically define the working relationship and direction received from both the Board of Trustees and the Chancellor, whereas previously, the General Counsel received direction and oversight exclusively from the Board of Trustees.

BP 6340 Bids and Contracts was revised to delegate the authority to the Chancellor to enter into contracts for work to be done, services to be performed or for goods, equipment or supplies to be furnished or sold to the District that do not exceed the amounts specified in Public Contract Code Section 20651, as amended annually under Public Contract Code Section 20651(d), without requiring prior approval by the Board, but ratification by the Board. This is a significant change in actual delegation of authority to the Chancellor. Prior to this change, any contract, service, or purchase, regardless of dollar amount required prior approval of the Board, which had an impact on the ability of the District to operate efficiently. The associated AP 6340 defined the delegation of authority from the Chancellor to the Vice Chancellor of Fiscal and Administrative Services.

A new Board policy, BP 7110, related to the delegation of authority to the Chancellor regarding personnel matters, was created. This policy combined a number of disparate policies and more clearly articulated the type of personnel actions that the Chancellor could approve prior to board ratification, in order to effectively run the operations of the District. The associated AP 7110 defined the delegation of authority from the Chancellor to the Vice Chancellor of Human Resources.

At its November 6, 2013 Board meeting, the Board of Trustees approved the revision to the following Board Policies that recognize the role of the Chancellor as follows:

BP 2200 Board Duties and Responsibilities ([DIS 2.22](#)) – the Board policy was revised to include the Chancellor in the hiring and evaluation of the Board Secretary and the appointment and oversight of the District General Counsel, District External Auditor, and District Lobbyist. Previous language in the policy had these functions being selected and overseen exclusively by the Board of Trustees.

BP 2320 ([DIS 2.23](#)) – this is a new Board policy, which assigns to the Chancellor the responsibility for ensuring that the media are informed of special or emergency meetings of the Board.

The operational implementation of the revised or new relevant Board policies and administrative procedures was defined and communicated to all District managers on January 23, 2014 by the manager of the District Risk Services. The changes were implemented effective with the Board meeting on February 5, 2014 ([DIS 2.24](#) Memorandum to District Managers Support Staff Re Delegation Authority Contracts Submission Review 1/23/2014, [DIS 2.25](#) Contract Submission and Review Procedures 1/22/2014).

Conclusion:

The District and the Board of Trustees have revised existing Board policies related to delegation of authority and created new Board policies and administrative procedures that clearly define the delegation of authority to the Chancellor and College Presidents and operationalize this delegation of authority. The implementation of the changes made related to delegation of authority is evidenced in the changes made to the way items are submitted to Board of Trustees meeting agendas ([DIS 2.26](#) Agenda and minutes Board meeting 2/5/2014).

This recommendation is fully addressed and the College meets this standard.

EVIDENCE:

- DIS 2.1 [AP 2410 Board Policies and Administrative Procedures](#)
- DIS 2.2 [BP 2430 Delegation of Authority to CEO – revision](#)
- DIS 2.3 [AP 2430 Delegation of Authority to CEO – new](#)
- DIS 2.4 [BP 2905 General Counsel - revision](#)
- DIS 2.5 [BP 6100 Delegation of Authority – revision](#)
- DIS 2.6 [AP 6100 Delegation of Authority – new](#)
- DIS 2.7 [BP 6150 Designation of Authorized Signatures – revision](#)
- DIS 2.8 [AP 6150 Designation of Authorized Signatures – new](#)
- DIS 2.9 [BP 6340 Bids and Contracts – revision](#)
- DIS 2.10 [AP 6340 Bids and Contracts – new](#)
- DIS 2.11 [BP 6350 Contracts Relating to Construction – new](#)
- DIS 2.12 [AP 6350 Contracts Relating to Construction – new](#)
- DIS 2.13 [BP 6370 Contracts for Independent Contractor or Professional Experts – new](#)
- DIS 2.14 [AP 6370 Contracts for Independent Contractor or Professional Experts – new](#)
- DIS 2.15 [BP 7110 Delegation of Authority – new](#)
- DIS 2.16 [AP 7110 Delegation of Authority– new](#)
- DIS 2.17 [DCC Agenda items related to board policies and administrative procedures 9/30/2013](#)
- DIS 2.18 [DCC Agenda items related to board policies and administrative procedures 10/28/2013](#)
- DIS 2.19 [Agenda and minutes Board Meeting 11/6/2013](#)
- DIS 2.20 [Agenda and minutes Board Meeting 11/20/2013](#)
- DIS 2.21 [Agenda and minutes Board Meeting 12/2/2013](#)
- DIS 2.22 [BP 2200 Board Duties and Responsibilities](#)
- DIS 2.23 [BP 2320 Special and Emergency Meetings](#)
- DIS 2.24 [Memorandum to District Managers Support Staff Regarding Delegation Authority Contracts Submission Review 1/23/2014](#)
- DIS 2.25 [Contract Submission and Review Procedures 1/22/2014](#)
- DIS 2.26 [Agenda and minutes Board Meeting 2/5/2014](#)

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

Analysis and Findings:*Review of Evaluation Procedure*

At the February 7, 2012 meeting of the Board of Trustees Accreditation Committee, members of the committee discussed with those present the status of the Board of Trustees' Self Evaluation materials, including the Board Self Evaluation ([DIS 3.1](#) Board of Trustees Accreditation Committee Meeting Minutes 2/7/2012).

At the April 17, 2012 meeting of the Board of Trustees Accreditation Committee, committee members discussed the Board of Trustees' Self Evaluation materials and agreed that the Board President and the Board Secretary would assemble to develop an action plan on self-evaluation

dissemination and follow up on the action plan ([DIS 3.2](#) Board of Trustees Accreditation Committee Meeting Minutes 4/17/2012).

At the June 27, 2012 meeting of the Board of Trustees Accreditation Committee, committee members discussed Board Policy 2745 Board Self Evaluation. One issue addressed was that the Administrative Procedure was embedded in the policy itself. The Board Clerk (a member of the Board Accreditation Committee at the time) and the Vice Chancellor of Educational Services and Technology were asked to separate out the Administrative Procedure and take it to the Board Study Session. With this plan in place, the committee voted to approve the revised policy (absent a procedure) and to forward both to the full Board at the July 18, 2012 Board meeting. At this same meeting, committee members discussed the need for a plan for expanding the Board of Trustees' meeting minutes to provide elaboration on the discussion matters before the Board when they may reflect important information about the topic, concerns raised and impact to other programs and efforts ([DIS 3.3](#) Board of Trustees Accreditation Committee Meeting Minutes 6/27/2012).

Approval of Revised Board Evaluation Policy (BP 2745)

At the August 1, 2012 Board meeting, the Board reviewed Board Policy 2745 for a first reading. One of the expressed concerns was that action minutes do not provide sufficient evidence regarding Board discussion and involvement in matters before the Board for the purpose of deliberation. This also applies to Board committees. Detailed meeting minutes for many District and college committees provide evidence for both the self-evaluation and subsequent reports to the accreditation commission and other state agencies. The details help document the topic and viewpoints of discussion, pertinent parts of the deliberation, outcomes they support, engagement, as well as important background on the decision making process. Action minutes of Board of Trustees meetings do not serve this evidence function very well. The change being suggested is recommending a way to augment Board and Board Committee action minutes for this purpose. The Board of Trustees voted to refer Board Policy 2745 to the next regular meeting, with changes as modified in paragraph #7 ([DIS 3.4](#) Board of Trustees Meeting Minutes 8/1/2012). At the August 15, 2012 Board meeting, the Board adopted a revised Board Policy 2745, which included expanding the meeting minutes when the Board discusses findings of the self-evaluation. It was agreed that meeting minutes will be public and available with the published agenda on which they are presented for approval ([DIS 3.5](#) Board of Trustees Meeting Minutes, 8/15/2012; [DIS 3.6](#) Board of Trustees Accreditation Committee Meeting Minutes, 9/20/2012).

At the July 30, 2013 meeting of the Board of Trustees Accreditation Committee, the Board President provided the Committee with a progress report on District Recommendation 3. She shared that the Trustees were researching other tools being used for self-evaluation and that this item would be presented at the upcoming Study Session of the Board of Trustees. The Board President further shared that she would recommend a thorough review of the Board. The surveys were distributed in late August/early September 2013 and returned mid-September 2013, and statistical results were generated at the end of September 2013. At the Board Meeting Study Session on October 16, 2013, the Board of Trustees received insight from District employees based on survey evaluation.

The Board also approved, as part of an effort to coordinate and prepare the follow up reports due to ACCJC March 15, 2014, the following approach for the District responses.

“In order to address the recommendations, the District Office and the colleges will be working together. The District Office will coordinate the recommendations related to the District, while the colleges will coordinate the college-specific recommendations. For all recommendations, there will be input and review by the appropriate groups at the District office and the colleges” ([DIS 3.7](#) Board of Trustees Accreditation Committee Meeting Minutes, 7/30/2013).

At the August 7, 2013 Board Study Session on Accreditation, the Board discussed its current self-evaluation process and proposed changes to the tool based on their review of other districts, and those suggested by the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT). This proposed self-evaluation would be brought to the August 21, 2013 Board agenda with the goal of sending out surveys by early September 2013 and sharing results in October 2013. Goals for the next two years will be formulated and a report based on the survey will be posted on the District website ([DIS 3.8](#) Board of Trustees Study Session Minutes, 8/7/2013).

On August 21, 2013, the Board took action to approve the Board Self Evaluation Plan presented at the Board Accreditation Study Session of August 7, 2013 ([DIS 3.9](#) Board of Trustees Meeting Minutes, 8/21/2013).

Below is a summary of the Board evaluation process as stated in BP 2745 and adopted at the August 15, 2012 Board of Trustees meeting.

Action	Timeline
(1) Review and approve procedures	September, odd number years
(2) Review and approve evaluation instrument	September, odd number years
(3) Board members complete and submit evaluation responses	10 days prior to evaluation meeting
(4) Board Secretary tabulates responses and presents them to Board President	Prior to evaluation meeting
(5) Board President presents evaluation results to Board in writing	Prior to evaluation meeting
(6) Board President/designee presides over discussion of evaluation results	October study session (or special meeting)
(7) Public/District constituencies provide input during self-evaluation	Prior to evaluation meeting
(8) Action(s) taken as a result of evaluation summary in public meeting	Prior to date of next review cycle
(9) Board Accreditation Committee develops of process/measures to address areas of improvement	Prior to date of next review cycle
(10) Board Accreditation Committee reports back with results in public meeting	Prior to date of next review cycle
(11) Evaluation identifies accomplishments, goals and plans (optional)	

Action (1)

On August 15, 2012, the Board approved BP 2745 ahead of the schedule ([DIS 3.5](#) Board of Trustees Meeting Minutes, 8/15/2012).

Action (2)

On August 21, 2013, the Board approved the evaluation instrument ([DIS 3.9](#) Board of Trustees Meeting Minutes, 8/21/2013, [DIS 3.11](#) Board of Trustees Self Evaluation).

Action (3)

Board members completed a self-evaluation online. The Board Secretary prepared the report of the survey responses.

Action (7)

Board secretary sent an email communication on September 9, 2013 to all employees of the Coast Community College District with the URL for the Board evaluation survey.

Action (4)

The Board secretary tabulated and presented them to the Board President on October 2, 2013.

Action (5)

The Board President presented the evaluation results to the Board in writing on October 16, 2013 as part of the agenda of the Board Study Session.

Action (6) and action (7)

On October 16, 2013, the Board discussed the evaluation results during a study session for this purpose ([DIS 3.10](#) Board of Trustees Meeting Agenda and Minutes , 10/16/2013, [DIS 3.11](#) Board of Trustees Self Evaluation, [DIS 3.12](#) Survey Results of District Employees Regarding the Board of Trustees, [DIS 3.13](#) Survey Written Comments of District Employees).

Action (8)

Actions taken as a result of the evaluation were determined at the public meetings held on October 16, 2013 and November 6, 2013.

Action (9)

This resulted in identifying goals and action plans for the Board of Trustees ([DIS 3.14](#) Goals and Action Plans Adopted at the November 6, 2013 Board meeting). The Board Accreditation Committee was charged to develop the process and measures to address areas of improvement.

Action (10) and (11)

Timeline will be added on the Board of Trustees annual Board log.

Conclusion:

The Board of Trustees fully addressed this recommendation and the college meets the standard.

EVIDENCE:

- DIS 3.1 [Board of Trustees Accreditation Committee Meeting Minutes 2/7/2012](#)
- DIS 3.2 [Board of Trustees Accreditation Committee Meeting Minutes 4/17/2012](#)
- DIS 3.3 [Board of Trustees Accreditation Committee Meeting Minutes 6/27/2012](#)
- DIS 3.4 [Board of Trustees Meeting Minutes 8/1/2012](#)
- DIS 3.5 [Board of Trustees Meeting Minutes 8/15/2012](#)
- DIS 3.6 [Board of Trustees Accreditation Committee Meeting Minutes 9/20/2012](#)
- DIS 3.7 [Board of Trustees Accreditation Committee Meeting Minutes 7/30/2013](#)
- DIS 3.8 [Board of Trustees Study Session Minutes 8/7/2013](#)
- DIS 3.9 [Board of Trustees Meeting Minutes 8/21/2013](#)
- DIS 3.10 [Board of Trustees Meeting Agenda 10/16/2013](#)
- DIS 3.11 [Board of Trustees Self Evaluation](#)
- DIS 3.12 [Survey Results of District Employees Regarding the Board of Trustees](#)
- DIS 3.13 [Survey Written Comments of District Employees](#)
- DIS 3.14 [Goals and Action Plans Adopted at the November 6, 2013 Board Meeting](#)

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

Analysis and Findings:

After discussions at the Chancellor's Cabinet (formerly called Presidents' Council) and District Consultation Council (formerly called Chancellor's Cabinet and then District Governance Council), in order to clarify and formalize the process by which existing Board policies and administrative procedures are revised and/or new ones are created, in February 2012, new Board Policy 2410 Board Policies and Administrative Procedures ([DIS 4.1](#)) and associated Administrative Procedure 2410 Board Policies and Administrative Procedures ([DIS 4.2](#)) were developed. The Board of Trustees adopted and ratified, respectively, the new BP 2410 and AP 2410 at its March 21, 2012 meeting ([DIS 4.3](#) Minutes Board of Trustees Meeting 3/21/2012).

The development and implementation of AP 2410 Board Policies and Administrative Procedures in March 2012 has helped to clarify the process and responsibilities for revision and/or creation of policies and procedures. The established schedule included in AP 2410, which calls for reviewing and updating all existing Board policies and administrative procedures on a four-year cycle, has been followed consistently since its ratification and has ensured that those responsible, including the District overall, stay on track.

Between January 2012 and February 2013, 48 Board policies were revised or created. This represented 15% of the total number of current Board policies as of February 2013 (316 total) ([DIS 4.4](#) List of board policies and administrative procedures revised or created from January 2012 to February 2013).

In spring 2012, the Board of Trustees approved and directed staff to work on re-aligning the Board policies and administrative procedures to conform to the chapter and numbering structure

recommended by the Community College League of California (CCLC). The Vice Chancellor of Educational Services and Technology convened a working group with representation from the units of the District office who have overall responsibility for each area to work on this re-alignment.

After further review and analysis of the current structure and numbering of existing Board policies and administrative procedures, the Vice Chancellor of Educational Services and Technology also provided an extensive analysis with recommendations for changes, including changes to the content of Board policies in order to fully implement the CCLC structure and numbering format as well as consistency with CCLC in terms of the content of Board policies and administrative procedures. The Board of Trustees approved the implementation of the proposed recommendations at the August 1, 2012 meeting ([DIS 4.5](#) Minutes Board of Trustees Meeting 8/1/2012).

This work was completed and the revised structure was implemented. During the review and re-alignment to conform to the CCLC recommended structure, overlapping Board policies were identified, leading to the consolidation or elimination of some policies. Others that were suitable as administrative procedures, rather than as Board policies, were revised and brought to the Board of Trustees for review and approval or ratification, as appropriate.

In addition, at its meetings on September 19, 2012, June 19, 2013 and August 21, 2013, respectively, the Board of Trustees approved contracts with CCLC for providing assistance to the District Human Resources and Administrative Services with revision of current Board policies and administrative procedures, or creation of new ones, as needed (Minutes Board Meetings 9/19/2012 ([DIS 4.6](#)), 6/19/2013 ([DIS 4.7](#)) and 8/21/2013 ([DIS 4.8](#))). The Vice Chancellor of Educational Services and Technology has continued to provide overall coordination for this process.

At the July 30, 2013 meeting of the Board of Trustees Accreditation Committee, the approach and new schedule for completing by January 2014 the revision of all Board policies and administrative procedures, and creation of new ones, as needed, was reviewed and discussed ([DIS 4.9](#) Board of Trustees Accreditation Committee Agenda and Minutes 7/30/2013).

The work has continued in earnest throughout the fall 2013 and spring 2014 semesters as follows:

Per BP 2410 and AP 2410, revised or new Board policies and administrative procedures were brought for information only, first reading, or approval to the District Consultation Council (DCC) (DCC Agendas Items related to BPs and APs 9/9/2013 ([DIS 4.10](#)), 9/30/2013 ([DIS 4.11](#)), 10/21/2013 ([DIS 4.12](#)), 10/28/2013 ([DIS 4.13](#)), 11/18/2013 ([DIS 4.14](#)), 12/2/2013 ([DIS 4.15](#)), 1/13/2014 ([DIS 4.16](#))).

After review and approval by the DCC, the revised or new Board Policies and Administrative Procedures were brought to the Board of Trustees for first reading and subsequently for approval or ratification, as follows (Board of Trustees Meetings Agendas Items and Minutes related to

BPs and APs 10/16/2013 ([DIS 4.17](#)), 11/6/2013 ([DIS 4.18](#)), 11/20/2013 ([DIS 4.19](#)), 12/2/2013 ([DIS 4.20](#)), 12/11/2013 ([DIS 4.21](#)), 1/15/2014 ([DIS 4.22](#))).

Board of Trustees Meeting Date	BPs and APs for First Reading	BPs and APs for Approval or Ratification, respectively
10/16/2013	22 BPs and 3 APs	1 BP
11/6/2013	72 BPs and 75 APs	22 BPs and 2 APs
11/20/2013	1 BP	62 BPs and 56 APs -on agenda but postponed to 12/2/2013 meeting)
12/2/2013	27 BPs and 22 APs	71 BPs and 69 APs
12/11/2013	8 BPs and 2 APs	26 BPs and 24 APs
1/15/2014	8 BPs and 5 APs	6 BPs and 1 AP

In addition to the schedule for completing a full revision of existing BPs and APs, or creation of new ones as needed, a look-forward and scheduling for the new four-year review cycle was developed and provided to the Board of Trustees at its February 5, 2014 meeting. This document covered Board policies in Chapters 1 through 6 ([DIS 4.23](#) Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 6). The complete schedule, which also includes Chapter 7, was provided to the Board of Trustees at its February 19, 2014 meeting ([DIS 4.24](#) Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 7).

Conclusion:

The District has followed the process defined in BP 2410 and AP 2410 for revision of existing Board policies and administrative procedures, as needed. The District and the Board of Trustees completed a full review and revision of all of its existing BPs and APs and created new ones, as needed. A schedule for continued review and updating for the next four-year cycle fall 2014-spring 2018 has been established and will be followed.

This recommendation was fully addressed and the College meets the standard.

EVIDENCE:

- DIS 4.1 [Board Policy 2410 Board Policies and Administrative Procedures](#)
- DIS 4.2 [Administrative Procedure 2410 Board Policies and Administrative Procedures](#)
- DIS 4.3 [Minutes Board of Trustees Meeting 3/21/2012](#)
- DIS 4.4 [List of board policies and administrative procedures revised or created from January 2012 to February 2013](#)
- DIS 4.5 [Minutes Board of Trustees Meeting 8/1/2012](#)
- DIS 4.6 [Minutes Board of Trustees Meeting 9/19/2012](#)
- DIS 4.7 [Minutes Board of Trustees Meeting 6/19/2013](#)
- DIS 4.8 [Minutes Board of Trustees Meeting 8/21/2013](#)
- DIS 4.9 [Board of Trustees Accreditation Committee Agenda and Minutes 7/30/2013](#)
- DIS 4.10 [DCC Agenda Items related to BPs and APs 9/9/2013](#)
- DIS 4.11 [DCC Agenda Items related to BPs and APs 9/30/2013](#)

[DIS 4.12 DCC Agenda Items related to BPs and APs 10/21/2013](#)
[DIS 4.13 DCC Agenda Items related to BPs and APs 10/28/2013](#)
[DIS 4.14 DCC Agenda Items related to BPs and APs 11/18/2013](#)
[DIS 4.15 DCC Agenda Items related to BPs and APs 12/2/2013](#)
[DIS 4.16 DCC Agenda Items related to BPs and APs 1/13/2014](#)
[DIS 4.17 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 10/16/2013](#)
[DIS 4.18 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/6/2013](#)
[DIS 4.19 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/20/2013](#)
[DIS 4.20 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/2/2013](#)
[DIS 4.21 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/11/2013](#)
[DIS 4.22 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 1/15/2014](#)
[DIS 4.23 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 6](#)
[DIS 4.24 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 7](#)

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

Analysis and Findings:

Various documents including Board Policies, Administrative Procedures and job descriptions were identified for the workgroup to review and analyze. Further, the workgroup members for this recommendation interviewed the Chancellor, Board members and the Board Secretary to understand the perception of and processes followed when it comes to working with the Board Secretary and the Chancellor.

Interviews were conducted with:

- The Chancellor on 10/25/2013
- The Board President and the Board Secretary on 11/1/2013
- Individual interviews with the other four Board members were conducted on 11/7/2013 and 11/8/2013.

The interview with the Chancellor affirmed the commitment of the Chancellor to work with the Board of Trustees to ensure that the issues surrounding the delegation of authority, including the role of the Board Secretary, are clarified and fully addressed.

Most of the interviews with the Board of Trustees members invariably included discussions regarding the loss of trust occurring during the mid-2000s. These discussions provided a context for a better understanding as to why the Board has evolved in its mode of operations and authority. During the mid-2000s, there were issues of trust among constituent groups and the Board of Trustees and the Chancellor. This lack of trust, as well as a perceived lack of transparency, prompted the Board members to set up safety measures for control and authority that included hiring a general counsel for both advice and the opportunity to make decisions faster based on legal advice they trusted; an external auditor for greater objectivity; and a lobbyist to argue in Sacramento on behalf of the colleges. At that time, the majority of the Board members believed their office needed confidentiality above everything. It appears that these measures provided that confidentiality and supported the Board of Trustees to have authority and control and kept the administrative staff close to them in a direct reporting relationship.

Since that time, it is now perceived that the District, with two new Board members first elected in 2008 and 2010, respectively, and a new Chancellor who started in his position in August 2011 into the current climate, has been moving forward and the past measures have eliminated many of the issues from the prior years. A majority of the Board members reported that they recognize it is appropriate for the Chancellor to have the delegation of authority. It is also apparent that with the current Board members and Chancellor, achieving trust and creating more transparency has been evolving in a healthy and successful way. The Board Secretary and the assistants that report to her have been successfully working with not only the Board but also the Chancellor and appropriate Board and District committees. On the other hand, two of the Board members are still reluctant to delegate authority. They recognize change has occurred and they attribute that to the measures and control that they put into place prior to 2010. They feel removing those controls may move the District backwards rather than forward. One of these two Board members believes that ACCJC has gone too far in its authority and stated this in a letter he sent to the U.S. Department of Education ([COM 1.1](#) Board of Trustees Special Meeting Agenda, Attachment and Minutes 8/21/2013). This letter was not supported or endorsed by the Board as a whole. The Board President sent a follow-up letter to the U.S. Department of Education and ACCJC to this effect ([COM 1.2](#) Letter from Board President to the US Department of Education 8/26/ 2013).

The following Board policies (BP) and administrative procedures (AP) were revised to reflect the delegation of authority. They were brought to the District Consultation Council before they were brought to the Board, following the process outlined in AP 2410.

BP 2430 Delegation of Authority to CEO ([DIS 2.2](#))
AP 2430 Delegation of Authority to CEO ([DIS 2.3](#))
BP 2905 General Counsel ([DIS 2.4](#))
BP 6100 Delegation of Authority ([DIS 2.5](#))
AP 6100 Delegation of Authority ([DIS 2.6](#))
BP 6150 Designation of Authorized Signatures ([DIS 2.7](#))
AP 6150 Designation of Authorized Signatures ([DIS 2.8](#))
BP 6340 Bids and Contracts ([DIS 2.9](#))
AP 6340 Bids and Contracts ([DIS 2.10](#))
BP 6350 Contracts Relating to Construction ([DIS 2.11](#))
AP 6350 Contracts Relating to Construction ([DIS 2.12](#))

BP 6370 Contracts for Independent Contractor or Professional Expert Services ([DIS 2.13](#))
AP 6370 Contracts for Independent Contractor or Professional Expert Services ([DIS 2.14](#))
BP 7110 Delegation of Authority ([DIS 2.15](#))
AP 7110 Delegation of Authority ([DIS 2.16](#))

Relevant Board policies and administrative procedures related to Commission Recommendation 1, in which the Board Secretary is mentioned in terms of duties and responsibilities or relationship to the Board of Trustees and/or Chancellor, which were revised include:

BP 2015 Student Member, Board of Trustees (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.3](#))
BP 2105 Election of Student Member (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.4](#))
BP 2200 Board Duties and Responsibilities (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.5](#))
BP 2210 Officers (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.6](#))
BP 2340 Agendas (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.7](#))
BP 2345 Public Participation at Board Meetings (updated version approved at the 11/6/2013 Board of Trustees meeting) ([COM 1.8](#))
BP 2360 Minutes (updated version first reading at the 3/5/2014 Board of Trustees meeting) ([COM 1.9](#))
BP 2365 Recording (updated version first reading at the 3/5/2014 Board of Trustees meeting) ([COM 1.10](#))
BP 2740 Board Education and New Trustee Orientation (updated version first reading at the 3/5/2014 Board of Trustees meeting) ([COM 1.11](#))

BP 2200 Board Duties and Responsibilities was revised to change the reporting relationship of the Board Secretary from reporting exclusively to the Board of Trustees to a dual reporting relationship to both the Board of Trustees and the Chancellor. The Chancellor and the Board of Trustees work together to hire and evaluate the Board Secretary, which previously was done exclusively by the Board of Trustees.

The job description of the Board Secretary ([COM 1.12](#)) was revised to clarify the supporting role of this position for preparation of Board meeting agendas, minutes, and collection of attachments submitted by staff and working with both the Chancellor and the Board of Trustees in the course of providing this support. The revised job description was discussed and approved at the February 5, 2014 Board meeting.

Conclusion:

This recommendation was fully addressed and the College meets the standard.

EVIDENCE:

- COM 1.1 [Board of Trustees Special Meeting Agenda, Attachment and Minutes 8/21/2013](#)
- COM 1.2 [Letter from Board President to the US Department of Education 8/26/2013](#)
- COM 1.3 [BP 2015 Student Member, Board of Trustees \(updated version approved at the 11/6/2013 Board of Trustees meeting\)](#)
- COM 1.4 [BP 2105 Election of Student Member \(updated version approved at the 11/6/2013 Board of Trustees meeting\)](#)
- COM 1.5 [BP 2200 Board Duties and Responsibilities \(updated version approved at the 11/6/2013 Board of Trustees meeting\)](#)
- COM 1.6 [BP 2210 Officers \(updated version approved at the 11/6/2013 Board of Trustees meeting\)](#)
- COM 1.7 [BP 2340 Agendas \(updated version approved at the 11/6/2013 Board of Trustees meeting\)](#)
- COM 1.8 [BP 2345 Public Participation at Board Meetings \(updated version approved at the 11/6/2013 Board of Trustees meeting\)](#)
- COM 1.9 [BP 2360 Minutes \(updated version first reading at the 3/5/2014 Board of Trustees meeting\)](#)
- COM 1.10 [BP 2365 Recording \(updated version first reading at the 3/5/2014 Board of Trustees meeting\)](#)
- COM 1.11 [BP 2740 Board Education and New Trustee Orientation \(updated version first reading at the 3/5/2014 Board of Trustees meeting\)](#)
- COM 1.12 [Revised Job Description of the Board Secretary](#)
- DIS 2.1 [AP 2410 Board Policies and Administrative Procedures](#)
- DIS 2.2 [BP 2430 Delegation of Authority to CEO](#)
- DIS 2.3 [AP 2430 Delegation of Authority to CEO](#)
- DIS 2.4 [BP 2905 General Counsel](#)
- DIS 2.5 [BP 6100 Delegation of Authority](#)
- DIS 2.6 [AP 6100 Delegation of Authority](#)
- DIS 2.7 [BP 6150 Designation of Authorized Signatures](#)
- DIS 2.8 [AP 6150 Designation of Authorized Signatures](#)
- DIS 2.9 [BP 6340 Bids and Contracts](#)
- DIS 2.10 [AP 6340 Bids and Contracts](#)
- DIS 2.11 [BP 6350 Contracts Relating to Construction](#)
- DIS 2.12 [AP 6350 Contracts Relating to Construction](#)
- DIS 2.13 [BP 6370 Contract for Independent Contractor or Professional Experts](#)
- DIS 2.14 [AP 6370 Contract for Independent Contractor or Professional Experts](#)
- DIS 2.15 [BP 7110 Delegation of Authority](#)
- DIS 2.16 [AP 7110 Delegation of Authority](#)

RESPONSE TO COLLEGE RECOMMENDATIONS #2, #3, #4, #5, and #6

College Recommendation 2: In order to fully meet the standards and improve institutional planning, the College must implement a process to more specifically create and link objectives that lead to accomplishment of the institutional goals and improvement in Key Performance Indicators (KPIs). (Standards I.A.1, I.A.4, I.B.1-7, III.B.2.b)]

Analysis & Findings:

Based on the visiting team report, it is understood that while the College has Key Performance Indicators that link to College goals and are measurable, we have yet to demonstrate how the College will achieve those objectives. The team recommended that the College should provide a link from program review, administrative goals and objectives, and other College processes to the specific goals and Key Performance Indicators (KPIs) that they support.

To address this recommendation, the Institutional Effectiveness Committee has established a taskforce ([COL 2.1](#) IEC101713 Meeting Minutes Regarding Establishing Taskforce) to review all objectives in program reviews that were completed in spring 2013 and objectives from a Title III grant ([COL 2.2](#) Golden West College Program Reviews; [COL 2.3](#) Title III objectives) the College has recently been awarded, and mapped these objectives to the College goals and KPIs associated with those College goals.

The taskforce's process of mapping the KPIs included reviewing objectives/activities set in program reviews ([COL 2.2](#) Golden West College Program Reviews) that were submitted by all departments on campus, including instructional and non-instructional programs, and linking those to the appropriate KPIs ([COL 2.7](#) KPI Mapping). The IEC taskforce also reviewed objectives from the Title III grant ([COL 2.4](#) Title III full proposal) to further address the remaining KPIs. To ensure that the College will be able to accomplish institutional goals and improve the College's KPI measures, the taskforce assigned tasks to the departmental leads and committee chairs that will have the most impact on those KPIs and objectives/activities. In addition, the taskforce proposed timelines to ensure that these objectives will be accomplished within a reasonable timeframe. The Planning & Budget Committee and other planning teams will be adopting appropriate KPIs into their goals.

The Institutional Effectiveness Committee approved the recommendations from the IEC taskforce at their meeting on November 21, 2013 ([COL 2.5](#) IEC 112113 Minutes). The Planning & Budget committee discussed the recommendations on November 27, 2013 ([COL 2.6](#) Planning & Budget 112713 Minutes) and expected to finalize their review in early spring 2014, in time to impact the 2014-15 planning and budget cycle.

The process of mapping the Program Review objectives to the KPIs has been completed. The College will now implement an annual review of the process and the progress on improving the KPIs. These KPI measures will be utilized to assess the performance of College-wide initiatives, programs and planning teams. The College has formally adopted and communicated the objectives, timeline, and identified leads with the campus. The current mapping of Key Performance Indicators with their associated objectives is published on the Research and Planning webpage ([COL 2.7](#) KPI mapping). The Planning & Budget Committee is collaborating with the Institutional

Effectiveness Committee to establish an evaluation process to monitor the College's progress in meeting College goals and the relevance of the KPIs to the College mission and goals. Additionally, the Planning and Budget Committee is currently reviewing and planning to adopt the revised Planning and Decision-Making Guide ([COL 2.8 Planning and Decision-Making Guide Draft](#)) by end of spring 2014. The guide, along with the revised resource allocation rubric ([COL 2.9 Resource Allocation Rubric Draft](#)), will help the College make budgeting decisions that will meaningfully impact College's goals and improve the Key Performance Indicators. These KPI metrics will also be integrated into the three major planning documents under development: (1) Enrollment Management Plan, (2) Long-Range Financial Plan and, (3) The College Staffing Plan. All of these documents will inform and unify College-wide program review(s). See the response to College Recommendation 6 for further detail.

The College will continuously solicit feedback from the campus through an annual planning survey to strengthen College planning, program review and resource allocation to ensure that planning informs budget decisions and the College is fulfilling its mission.

Conclusion: Overall, the College has improved the process to create and link objectives that would lead to the accomplishment of institutional goals and improvement in the Key Performance Indicators in three ways: 1) Revision of the Planning and Decision-Making Guide that emphasizes the College goals and Key Performance Indicators as focal points; 2) Revision of the resource allocation rubric to ensure that the College makes budgeting decisions that meaningfully impact College goals and improve KPIs; and 3) Integration of KPI metrics with the College's three main planning documents. This recommendation has been addressed and the College meets this standard.

EVIDENCE:

COL 2.1 [IEC101713 Meeting Minutes Regarding Establishing Taskforce](#)

COL 2.2 [Golden West College Program Reviews](#)

COL 2.3 [Title III objectives](#)

COL 2.4 [Title III Full Proposal](#)

COL 2.5 [IEC 112113 Minutes](#)

COL 2.6 [Planning & Budget 112713 Minutes](#)

COL 2.7 [KPI Mapping](#)

COL 2.8 [Planning and Decision-Making Guide Draft](#)

COL 2.9 [Resource Allocation Rubric Draft](#)

College Recommendation 3: In order to meet the standard, it is recommended that the College complete the process of mapping or aligning the course-level SLOs with program-level SLOs and general education SLOs and expedite the process of assessing the SLOs.(Standards II.A.2.f, II.A.2., II.A.2.i, ER 10, ER 19)

Analysis & Findings:

The visiting team report indicated that the College needed to improve the SLO assessment process and provide SLO assessment data in Program Review reports. In addition, the College needed to complete alignment of all course Student Learning Outcomes with programs, general

education, and institutional Student Learning Outcomes. Since then, the College has made great strides in improving its SLO assessment process.

At the beginning of the fall 2013 semester, the Office of Research, Planning, and Institutional Effectiveness (ORPIE) completed an inventory of all active courses that have been offered in the last 3 academic years and found that less than half of these courses had been aligned to either program, general education, or institutional Student Learning Outcomes. The ORPIE worked with the College SLO Coordinators and charted a strategy to increase the number of courses with SLO alignment. During fall 2013, the SLO Coordinators worked relentlessly with their respective departments to align their courses to program, GE and institutional level Outcomes. In addition, the SLO coordinators worked with the College's Council for Curriculum and Instruction (CCI) to ensure that the College's curriculum is current by deactivating courses that had not been offered in the last 5 years, as well as by aligning general education Student Learning Outcomes with institutional Student Learning Outcomes ([COL 3.1](#) CCI Minutes of SLO discussions).

As of early spring 2014, 92% of the College's active courses have been aligned to program, GE, or institutional Student Learning Outcomes ([COL 3.2](#) SLO Alignment Inventory in Dropbox). In addition, at the time of the site visit, the College was going through its Program Review process, and while the new three-year program review process did address many of the observations stated in the Accreditation Report, the program review reports written by departments were not submitted until after the site visit. Since then, with the help of our SLO coordinators, the College has collected many course and program SLO assessments. The SLO coordinators have also been instrumental in the evaluation of courses within departments to determine whether they need to be suspended or retired as part of the College's Program Review cycle.

As of spring 2014, 84% of the College's programs have been assessed ([COL 3.4](#) Program Assessment Report). This is a dramatic improvement from 56% in spring 2013. Our current inventory of courses offered in the last three years showed that 70% ([COL 3.3](#) SLO Course Assessment Inventory) of those courses have at least one completed SLO assessment submitted. Again, this is an improvement from spring 2013, when the visiting team noted that only 35-40% of courses had ongoing assessment. ORPIE staff members are coordinating with the College SLO coordinators, Council of Chairs and Deans (CCD), Academic Senate and instructional deans to ensure that all active courses will be assessed before the end of the current program review cycle in spring 2016.

The College also recognizes the need to expedite the process of assessing Student Learning Outcomes. As such, we are in the process of transitioning our SLOs from Dropbox to TracDat to improve our assessment timeline and SLO reporting rates ([COL 3.5](#) TracDat Implementation Timeline).

The Institutional Effectiveness Committee and the ORPIE are monitoring the assessment submissions to ensure that all programs will be assessed within our three-year program review cycle. In addition, the Institutional Effectiveness Committee is committed to utilizing assessment results to facilitate dialogues regarding strategies to improve student learning and success. Based on the fall 2013 survey of Student Learning Dialogue, 84.6% of surveyed faculty (130) indicated

that they participated in student learning discussions at least once or twice in fall 2013. In addition, 84.9% of surveyed faculty indicated that they were able to apply what they learned from Student Learning Outcomes dialogues to improve student learning in their own classrooms ([COL 3.6](#) Fall 2013 Student Learning Dialogue Survey).

Other efforts to ensure the College's commitment to student learning assessment include joint partnership between the Office of Instruction and the Academic Senate. The Vice President of Instruction and Student Learning and the Academic Senate President sent a memo to all faculty requesting SLO assessment documents ([COL 3.7](#) VPI & Academic Senate Memo) be submitted for each course taught in fall 2013 by the end of the semester. At the District level, faculty evaluation procedures have been changed to provide an opportunity for administrators to participate in ongoing dialogue with faculty regarding SLOs ([COL 3.8](#) Joint Letter from District and CFE signed 11/13/2013, DIS 1.5 Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013).

To ensure that continuous program improvement is part of the campus culture, the College has increased the number of LHEs (college lecture hour equivalents) for SLO coordinators in spring 2014 to assist faculty in the use of TracDat as needed, as well as furthering the College's commitment to student learning by assuring that there is increased dialog on assessment results throughout the institution beginning at the departmental level.

The College deans are committed to working with faculty responsible for teaching courses that are still missing SLO assessment. This involves requiring faculty to submit completed 5-Step-Models to the SLO coordinators, and receiving training on SLO assessment so that they can be additional resources for faculty as needed. As mentioned previously, the College is rolling out an implementation plan of TracDat in spring 2014 with a faculty pilot group and plans to implement the software College-wide by spring 2015 ([COL 3.5](#) TracDat Implementation Timeline). Once TracDat is fully implemented, the College will be able to provide reports on the existence of assessments for each course.

Moving forward, the College is working on multiple processes to ensure that Student Learning Outcomes assessment and related discussions are integrated into the fabric of College operations. The SLO coordinators are working with Academic Senate to provide a checklist ([COL 3.9](#) SLO checklist) for faculty on managing and updating their SLOs. The Academic Senate is maintaining a faculty resource webpage ([COL 3.10](#) Academic Senate Faculty Resources Webpage) that contains useful information on SLO assessment and syllabi posting. The Council for Curriculum and Instruction is working with departments to update and maintain the curriculum inventory to ensure that students are getting accurate course information. The ORPIE will continue the effort to solicit faculty feedback on a term basis to improve SLO assessment processes at Golden West College. Finally, the Planning and Budget Committee is revising the program review process, as well as refining and adopting the resource allocation rubric to ensure that Student Learning Outcomes assessment results play a critical role in budgeting decisions ([COL 3.11](#) Planning and Decision-Making Guide Draft; [COL 3.12](#) Resource Allocation Rubric). At each level, the assessment process is being institutionalized in such a manner as to ensure that student learning assessments are ongoing and that the assessment dates are maintained in a robust reporting environment that will allow for comparison over time.

Conclusion: Currently, over 92% of the College active courses have been mapped to program, GE, or ISLOs and the College has increased the completion of SLO assessments from 35% in fall 2011 to 70% in fall 2013, showing significant progress in responding to this recommendation. In addition, program SLO assessment has jumped from 56% to 84%. The College anticipates 75% completion of Course SLO assessment by the end of spring 2014, moving the College to the level of proficiency.

This recommendation has been addressed and the College meets this standard.

EVIDENCE:

COL 3.1 [CCI Minutes of SLO Discussions](#)
COL 3.2 [SLO Alignment Inventory in Dropbox](#)
COL 3.3 [SLO Course Assessment Inventory](#)
COL 3.4 [Program Assessment Report](#)
COL 3.5 [TracDat Implementation Timeline](#)
COL 3.6 [Fall 2013 Student Learning Dialogue Survey](#)
COL 3.7 [VPI & Academic Senate Memo](#)
COL 3.8 [Joint Letter from District and CFE signed 11/13/2013](#)
COL 3.9 [SLO Checklist](#)
COL 3.10 [Academic Senate Faculty Resources Webpage](#)
COL 3.11 [Planning and Decision-Making Guide Draft](#)
COL 3.12 [Resource Allocation Rubric](#)

College Recommendation 4: In order to meet the standard, it is recommended that the College ensure that all students receive a course syllabus containing course-level student learning outcomes, properly labeled for all courses, regardless of delivered modality. (*Standard II.A.6*)

Analysis & Findings:

As indicated in the visiting team accreditation report, not all course syllabi were available on BlackBoard, and when they were, not all of them included clearly marked Student Learning Outcomes. As such, the College received a recommendation to develop a process to ensure that all students receive a course syllabus containing course-level Student Learning Outcomes, properly labeled for all courses, regardless of delivered modality. Golden West College has enacted the following solutions in response to this recommendation:

- Established a closer partnership between the Office of Instruction and Student Learning, the Academic Senate, and President's Office in responding to this recommendation.
- Enabled each instructor to upload their syllabi to each course section as "copy & paste" or PDF files to myGWC, the College employee portal.
- Established policies for faculty to post their syllabi for each course prior to the start of each semester.
- Created fields in myGWC for faculty to post their syllabi for each course. This change moved course SLOs and instructor syllabi into the public domain, so that all students could view this information prior to registration.

- Obtained reports for the Office of Institutional Research as to the progress of syllabi posting on myGWC.

The College has added web features on myGWC to enable faculty to post their syllabi for each course into the searchable schedule ([COL 4.1 Syllabi Posting Screen](#)). This allows students to view the course syllabus prior to enrolling in the course. ([COL 4.2](#) example of searchable schedule view of course syllabus). Faculty have the option of either cut and paste the syllabi or upload the syllabi as pdf attachments. Faculty has been engaged in utilizing these new features through multiple memos from the Vice President of Instruction and Student Learning and the Academic Senate President ([COL 4.3](#) memo from VPI and AS President memo on syllabi posting policy). The memos communicated the importance of this work and established policies, timelines and guidelines for when syllabi are expected to be published on the myGWC website.

As part of this process, instructions and procedures were created and distributed to enable faculty to perform this posting function ([COL 4.4](#) syllabi copy & paste posting instruction; [COL 4.5](#) syllabi PDF format posting instruction). The Academic Senate, the College's instructional deans, and the Office of Instruction have also assisted faculty with posting their syllabi when needed. Furthermore, a policy for posting of syllabi prior to the start of registration for each term has been established and communicated with faculty ([COL 4.3](#) memo from VPI and AS President memo on syllabi posting policy).

At the beginning of the fall 2013 semester, only 45% of all course syllabi were posted to myGWC. By the end of the semester, 90% of course syllabi were posted. For the winter 2014 session, 100% of course syllabi were posted by the first week of classes. The College has established goals to have over 80% of all syllabi posted to myGWC prior to the start of spring 2014 semester and to have 100% of all syllabi posted to myGWC prior to start of the fall 2014 semester. On the first day of spring 2014 semester, 85% of classes had their syllabi posted on myGWC. Currently, over 95% of spring 2014 sections have their syllabi posted on myGWC ([COL 4.6](#) Syllabi Report 022414). The administration is working with the Academic Senate to expand the current faculty resources repository to include faculty onboarding, SLO assessment process, syllabi posting, and other relevant information to support new and current faculty ([COL 4.7](#) Academic Senate Faculty Resources Webpage).

Conclusion: This recommendation has been addressed and the College meets this standard.

EVIDENCE:

COL 4.1 [syllabi posting screenshot](#)

COL 4.2 [example of searchable schedule view of course syllabus](#)

COL 4.3 [memo from VPI and AS President memo on syllabi posting policy](#)

COL 4.4 [syllabi copy & paste posting instruction](#)

COL 4.5 [syllabi PDF format posting instruction](#)

COL 4.6 [Syllabi Report 022414](#)

COL 4.7 [Academic Senate Faculty Resources Webpage](#)

College Recommendation 5: In order to meet the standard, the College must develop and implement a policy and/or procedures for measuring the program length and intended outcomes of degrees and certificates offered by the College.

(Standards II.A, II.A.1, II.A.2, II.A.2.h, II.A.6a-c)

Analysis & Findings:

According to the College Accreditation Report, “program learning outcomes for degrees, certificates and majors are not published in the College catalog” (pg. 27). The visiting team recommended that the College develop policy and/or procedures to measure the program lengths and intended outcomes of degrees and certificates. To address this recommendation, the Council of Chairs and Deans formed a small taskforce to work with the Council for Curriculum and Instruction to establish program length and outcomes of degrees and certificates offered by the College ([COL 5.1](#) CCD minutes noting the formation of recommendation 5 task force). The taskforce created templates for department chairs and faculty to use in structuring the length and sequence of their program courses ([COL 5.2](#) Program Sequence Template). The taskforce was able to collect all the program and course information from the departments during the fall 2013 semester ([COL 5.3](#) Completed Program Sequence Templates). Additionally, the College is restructuring the 2014-15 College Catalog to include program-level Student Learning Outcomes for degrees, certificates and majors ([COL 5.4](#) Sample of Program Duration 2014-2015 Catalog). Through addressing this recommendation, the College was able to develop cohort pathways (CSUin2) that would make it easier for students to map out their educational career at the College by 4 semesters. The College was also able to develop year-ahead scheduling as a result of this project, which is intended to increase student completion.

Conclusion: All program duration and course taking sequences have been identified and designed; the College expects the 2014-2015 Catalog will reflect these changes. This recommendation has been addressed and the College meets the standard.

EVIDENCE:

COL 5.1 [CCD Minutes Noting the Formation of Recommendation 5 Task Force](#)

COL 5.2 [Program Sequence Template](#)

COL 5.3 [Completed Program Sequence Templates](#)

COL 5.4 [Sample of Program Duration 2014-2015 Catalog](#)

College Recommendation 6: In order to meet the standards, the College must develop financial planning processes that include the following:

- a. Consider its long-range financial priorities when making short range financial plans.
- b. Develop financial plans that are integrated with and support all institutional plans
- c. As was noted by the 2000 and 2007 evaluation teams, the College must develop an enrollment management plan in order to maintain the financial viability of the organization (Standards III.D.1.a, III.D.1.c)

Although actions to address this recommendation will be fully integrated as the sub-recommendations influence one another, the College is writing each individual component separately in this Follow-Up Report to ensure that the college is addressing all recommendations.

Recommendation 6.a: The College must develop a financial planning process that considers its long-range financial priorities when making short-range financial plans.

Analysis & Findings:

According to the visiting team report, when the College makes short-range financial plans, it does not consider its long-range financial priorities to assure financial stability. This is primarily due to the institution not having long-range plans, such as an Enrollment Management Plan or a Human Resources Staffing Plan that include long-range financial priorities. The College has established many strategies to address this recommendation.

The College began in early fall 2013 working on these three tasks: (1) Develop a Long Range Financial Plan (LRFP) that would take the lessons and trends established over the last five years and project forward five years. This plan would provide a framework to build the 2014-15 budget and subsequent budgets going forward. This task required closer coordination with the District and the development of a long-range view of enrollment. (2) Efforts were initiated to develop an Enrollment Management Plan that would both inform and drive the LRFP. It would be very important to the College to have these plans tightly integrated. (3) The final part of this planning puzzle would be the Staffing Master Plan.

(1) The College is currently developing a Long Range Financial Plan ([COL 6a.1](#) Long Range Financial Plan draft) that not only integrates the funding identified for the long-range plans but also integrates a process through Program Review to identify the link of short-range requests with the College's overall goals and objectives as set forth in the Master Plan. The Vice President of Student Life and Administrative Services developed the initial draft, and a subcommittee of Planning and Budget ([COL 6a.2](#) P&B minutes noting the formation of LRFP subcommittee) is working to finalize the plan for review and, eventually, adoption in time for 2014-2015 academic year. After review of all College long-range plans (e.g. Facilities Master Plan, Technology Plan, etc.) and consideration of short-term College needs, a recommendation is made from the Vice President, Student Life and Administrative Services to the Planning and Budget Committee for a funding strategy that addresses those needs on an annual basis. This funding strategy includes needs for enrollment targets, as well as unfunded/underfunded items that have been identified. It also includes a proposed allocation for the funding of Program Review resource requests. Once this plan is adopted by the Planning and Budget Committee, the allocations will be made to the corresponding areas for expenditure. The Planning and Budget Committee is currently reviewing the unfunded/underfunded list and discussing possibilities of funding these with ongoing allocations. In addition, the District's Board of Trustees has recently approved a one-time allocation from District funds to offset the College's expenses related to growth for 2013-14. In addition, a commitment has been made at the District to utilize half of the anticipated growth dollars to hire 8 new full-time faculty District-wide for fall 2014. A similar commitment has been made for next year proportionate to the amount of growth dollars received.

As mentioned previously, a sub-committee of Planning and Budget is developing the draft of a Long-Range Financial Plan ([COL 6a.1](#) Long-Range Financial Plan draft), which incorporates all of the campus's long-range financial needs and will present the draft to the full committee before the end of spring 2014. The Planning and Budget Committee anticipates that information from

this plan will influence the 2014-15 budget and expects the plan to be fully operational by 2015-16, in time to guide the next Program Review cycle.

The College recently moved to a three-year Program Review cycle with annual updates to allow for an ongoing review of fiscal needs ([COL 6a.3](#) Program Review website; [COL 6a.4](#) Planning and Decision-Making Guide draft). Once the cycle is completed in spring 2016, the process will be assessed, evaluated and modified as deemed necessary to ensure effectiveness. A program review master calendar has been created in the revised Planning and Decision-Making Guide ([COL 6a.4](#) Planning and Decision-Making Guide draft) to assist the campus in staying on schedule with Program Review updates and resource allocation.

The original Planning and Decision-Making Guide ([COL 6a.5](#) 2013 Planning and Decision-Making Guide) included all major College planning and resource allocation processes. The Office of Research, Planning, and Institutional Effectiveness is working to consolidate and revise the Planning and Decision-Making Guide ([COL 6a.4](#) Planning and Decision-Making Guide draft). The purpose of the new Planning and Decision-Making Guide is to integrate all of the College's plans, and solidify the guiding principles to help determine financial decisions, especially with Program Review requests. The document will reflect the change in the College's Program Review cycle from a two-year to three-year cycle. The document includes an assessment tool to review and evaluate the Program Review and resource allocation process to ensure effectiveness. The first draft was presented to the Planning and Budget Committee on February 19, 2014 ([COL 6a.6](#) Planning and Budget agenda and minutes 02192014) for discussion. A sub-committee of Planning and Budget was formed as a result of the presentation, to finalize the Planning Guide. The document will be shared with the College's core planning and shared governance committees, including Council for Chairs and Deans, Institutional Effectiveness Committee, Academic Senate, Student Life and Administrative Services Planning Team for feedback. The Planning and Budget Committee plans to formally adopt the document by the end of spring 2014. The College plans to communicate and implement these processes more widely. Additionally, training on the College's planning process will take place in fall 2014 to ensure that the campus is aware and follows the process.

(2) In addition, an Enrollment Management Plan has been drafted, which outlines the priorities and funding structures. The Enrollment Management Plan has also been presented to Council of Chairs and Deans and the Planning and Budget Committee for discussion ([COL 6a.7](#) CCD Minutes 021014; [COL 6a.8](#) Planning and Budget Agenda and Minutes 031214) [See Recommendation 6.c]

(3) During the fall 2013, the College established a committee to oversee the development of a Staffing Master Plan ([COL 6a.9](#) Staffing Master Plan Committee 101413 Agenda; [COL 6a.10](#) Staffing Master Plan 112513 Agenda). The committee reviewed several plans from similar community colleges and established a framework for the Staffing Master Plan, guiding principles, and goals connecting to the Staffing Master Plan ([COL 6a.11](#) Staffing Master Plan Framework; [COL 6a.12](#) Staffing Master Plan Guiding Principles; [COL 6a.13](#) Staffing Master Plan Goals). The College intends to complete a draft during fall 2014.

The College is scheduled to review and approve a new planning calendar before the end of spring 2014.

Conclusion: The College is on a clear course to finalize the approval of a revised Planning and Decision-Making Guide, the Long-Range Financial Plan, the Enrollment Management Plan and Staffing Master Plan. These integrated plans will be approved and implemented in time to influence the 2014-2015 budget. This recommendation has been addressed and the College meets the standard.

EVIDENCE:

- COL 6a.1 [Long-Range Financial Plan draft](#)
- COL 6a.2 [P&B minutes noting the formation of LRFP subcommittee](#)
- COL 6a.3 [Program Review website](#)
- COL 6a.4 [Planning and Decision-Making Guide draft](#)
- COL 6a.5 [2013 Planning and Decision-Making Guide](#)
- COL 6a.6 [Planning and Budget Agenda and Minutes 02192014](#)
- COL 6a.7 [CCD Minutes 021014](#)
- COL 6a.8 [Planning and Budget Agenda and Minutes 031214](#)
- COL 6a.9 [Staffing Master Plan Committee 101413 Agenda](#)
- COL 6a.10 [Staffing Master Plan Committee 112513 Agenda](#)
- COL 6a.11 [Staffing Master Plan Development Framework](#)
- COL 6a.12 [Staffing Master Plan Guiding Principles](#)
- COL 6a.13 [Staffing Master Plan Goals](#)

Recommendation 6.b: The College must develop financial plans that are integrated with and support all institutional plans.

Analysis & Findings:

According to the accreditation team report, although the College has a Facilities Master Plan and a Technology Master Plan, and the institution has identified some funding to accomplish the goals of these plans with Measure M, the institution has challenges with long-range financial planning and integrating its financial plans with other College plans/District plans. Long-range financial priorities such as changes in enrollment, programs, services and HR staffing are not currently planned for or integrated into financial plans.

To address this, the College is currently developing a Long-Range Financial Plan ([COL 6b.1 Long-Range Financial Plan draft](#)) that not only integrates the funding identified for the long-range plans, but also integrates a process through Program Review to identify the link of short-term requests with the College's overall goals and objectives as set forth in the Master Plan. The Vice President of Administrative Services and Student Life developed a starting draft, and a subcommittee of Planning and Budget is working to finalize the plan for review and, eventually, adoption in time to impact the 2014-2015 budget and to be fully operational by 2015-16, in time to guide the next Program Review cycle. This plan will demonstrate the College's ability to fund financial needs for long-range plans as well as resource requests through the Program Review process. In addition, the Planning and Decision-Making Guide ([COL 6b.2 Planning and Decision-Making Guide draft](#)) is currently going through revision in the Planning and Budget subcommittee to strengthen the link between Program Review and the goals and objectives of the

College. This review will take place in spring 2014 for implementation in the 2014-15 academic year.

Currently, the initial draft of the Long-Range Financial Plan is under development by a Planning and Budget sub-committee. A final draft of the Enrollment Management Plan is also being reviewed by the Council of Chairs and Deans and the Planning and Budget Committee, and the costs associated have been incorporated into the Long-Range Financial Plan. A draft timeline of the Program Review process has been developed and was presented to the Planning and Budget Committee on February 19, 2014 as a component of the revised Planning and Decision-Making Guide ([COL 6b.3 Planning and Budget minutes 021914](#)). During the fall 2013 semester, the College established a committee to oversee the development of a Staffing Master Plan ([COL 6b.4 Staffing Master Plan Committee 101413 Agenda](#); [COL 6b.5 Staffing Master Plan 112513 Agenda](#)). The committee reviewed several plans from similar community colleges and established a framework for the Staffing Master Plan, guiding principles, and goals connecting to the Staffing Master Plan ([COL 6b.6 Staffing Master Plan Framework](#); [COL 6b.7 Staffing Master Plan Guiding Principles](#); [COL 6b.8 Staffing Master Plan Goals](#)). The College hopes to develop a complete draft by fall 2014.

Going forward, the Long-Range Financial Plan will need to be reassessed on an annual basis for updates. In addition, the program review process and the funding of those requests will need to be reviewed after the process has been in place for one cycle to ensure that it is functioning as anticipated. The Planning and Budget Committee will reevaluate the Program Review and resource allocation processes and make any necessary changes based on the assessment of the College's planning processes. The assessment process will take place at the end every Program Review cycle, as noted in the Planning and Decision-Making Guide ([COL 6b.2 Planning and Decision-Making Guide draft](#)).

Conclusion: The College has addressed the recommendation and now meets the standard.

EVIDENCE:

[COL 6b.1 Long Range Financial Plan Draft](#)
[COL 6b.2 Planning and Decision-Making Guide Draft](#)
[COL 6b.3 Planning and Budget Minutes 021914](#)
[COL 6b.4 Staffing Master Plan Committee Minutes](#)
[COL 6b.5 Staffing Master Plan Guiding Principles](#)
[COL 6b.6 Staffing Master Plan Framework](#)
[COL 6b.7 Staffing Master Plan Guiding Principles](#)
[COL 6b.8 Staffing Master Plan Goals](#)

Recommendation 6.c: As noted in the 2000 and 2008 evaluation team reports, the College must develop an enrollment management plan in order to maintain the financial viability of the organization. (*Standards III.D.1.a, III.D.1.c*)

Analysis & Findings:

According to the accreditation team report, it was noted that the College did not provide evidence of financial plans that support other institutional plans such as the College's 2011

Educational Master Plan. In addition, there was lack of long-range plans such as an Enrollment Management Plan or a Human Resources Staffing Plan that include long-range financial priorities to ensure financial stability. The visiting team recognized that although the Instructional Planning Team (IPT) approved the first Enrollment Management Plan in 2011([COL 6c.1](#) 2011 Enrollment Management Plan), the plan did not provide evidence for growth projections for FTES that were supported by financial plans.

To address this recommendation, a taskforce of the Council of Chairs and Deans (CCD) was established in fall 2013 semester to review relevant material and guide the implementation of the College's Enrollment Management Plan ([COL 6c. 2](#) CCD minutes that noted the formation of EMP taskforce). Golden West College (GWC) Vice President of Instruction and Student Learning solicited participation from other Chief Instructional Officers (CIOs) and statewide organization leaders. As a result, a team of seven CIOs and other organizational leaders were formed to develop a more comprehensive enrollment management plan that also has a focus on student completion ([COL 6c.3](#) email to CIOs listserv). Input and discussions from the CIO listserv, other Chief Student Services Officers, and GWC instructional deans and chairs are incorporated into the College's current revised and expanded EMP. The EMP also includes goals from instructional divisions, Student Success and Support Plan, GWC's Title III grant, Basic Skills Initiative, and GWC SB-1070 pathway grants ([COL 6c.4](#) Enrollment Management Plan draft). When finalized and implemented in the planning cycle for 2014-15 the EMP will ensure that the goals are supported by the College's Long-Range Financial Plan.

Conclusion:

The College is on a clear course to finalize the approval of the Enrollment Management Plan. This recommendation has been addressed and the College meets the standard.

EVIDENCE:

COL 6c.1 [2011 Enrollment Management Plan](#)

COL 6c.2 [CCD Minutes That Noted the Formation of EMP Taskforce](#)

COL 6c.3 [Emails from CIOs](#)

COL 6c.4 [Enrollment Management Plan Draft](#)



Accreditation Follow-Up Report

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges
March 15, 2014

Attachment 4

Vision Statement:

Creating opportunities for student success.

Coastline's Mission:

Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.



Certification Page

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

From: Dr. Loretta P. Adrian, President
Coastline Community College, 11460 Warner Ave., Fountain Valley, CA 92708

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's Accreditation status. I certify there was broad participation by the campus community, and I believe this Follow-Up Report accurately reflects the nature and substance of this institution.




Dr. Loretta P. Adrian, President
2/20/14
Date




Mary Hornbuckle, President, Board of Trustees, Coast Community College District
2/19/14
Date



Dr. Andrew Jones, Chancellor, Coast Community College District
2/19/14
Date




Dr. Vince Rodriguez, Vice President, Instruction
2-25-14
Date
Co-Chair, Accreditation Steering Committee, Accreditation Liaison Officer



Dr. Gayle Berggren, Professor, Co-Chair, Accreditation Steering Committee
2/19/14
Date



Dr. Pedro Gutierrez, Professor, President, Academic Senate 2013-2014
2/25/14
Date



Ann French, Chairperson, Classified Senate 2013-2014
2/20/14
Date



Sophia Sourivong, President, Associated Student Government, 2013-2014
3/05/14
Date

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Statement of Report Preparation - *College Recommendations*

In September 2013 the Accreditation Liaison/Vice President of Instruction and the Faculty Accreditation Co-Chair called together a group of 2011-2012 Accreditation Steering Committee members. Only the members who worked on the Standards related to the June 2013 Commission Recommendations were asked to work on the Follow-Up Report. Additional College staff and faculty with expertise in the recommendation areas were identified to assist in responding. The following table identifies individuals who worked on each recommendation:

Table 1
Staff, Faculty and Administrators Who Responded to Accreditation Recommendations

Recommendation	Members on Writing Team/Job Title
1: Developing Institutional Effectiveness Measures	<i>Rick Lockwood</i> , Professor, Business <i>Jorge Sanchez</i> , Associate Dean, Research, Planning, and Institutional Effectiveness
2: Systematic Review of Planning and Allocation	<i>Wendy Sacket</i> , Electronic Media Publishing Project Coordinator <i>Cheryl Stewart</i> , Librarian <i>Vince Rodriguez</i> , Vice President of Instruction
3: Student Services and Administrative SLOs	<i>Gayle Berggren</i> , Professor, Psychology; SLO Coordinator <i>Ann French</i> , Staff Assistant Senior, Office of Instruction <i>Vinicio Lopez</i> , Dean, Instruction, Le Jao
4: Program Review Integrated into Planning Allocation	<i>Dan Johnson</i> , Professor, History <i>Nancy Jones</i> , Dean, Instruction, Garden Grove <i>Helen Ward</i> , Staff Assistant, Counseling
5: Ensure a Sufficient Number of Full-Time Faculty	<i>Lori Adrian</i> , President <i>Pedro Gutierrez</i> , Professor, Biology; Senate President <i>Christine Nguyen</i> , Vice President, Administrative Services <i>Vince Rodriguez</i> , Vice President of Instruction
6: Ensure Systematic Personnel Evaluation	<i>Shaunick Barber</i> , Staff Assistant, Senior, Personnel Services <i>Mary Halvorson</i> , Interim Dean, Newport Beach Center <i>Nancy Ramirez</i> , Administrative Assistant to the V.P. Instruction <i>Helen Rothgeb</i> , Director, Business Services, Fiscal Services, & Personnel Services
Participated in Developing Response to District Recommendations	<i>Pedro Gutierrez</i> , Professor, Biology; Senate President <i>Ann Holliday</i> , Professor, Special Education; Senate Treasurer <i>Margaret Lovig</i> , Professor, Paralegal; Past Senate President
Provided Assistance with Report Preparation	<i>Daniel Pittaway</i> , Faculty, English; Coordinator, Student Success <i>Dave Thompson</i> , Director, eLearning, Application & Web Development

To discuss division of work and progress in work completion, the Accreditation Steering Committee met on September 4 and October 22, 2013 (COL 0.1 [Accreditation Steering](#))

[Committee Meeting 9-4-13.docx](#); [Accreditation Steering Committee Meeting 10-22-13.docx](#)).

Draft responses for each College Recommendation were due September 27 and October 11. The deadline for the College's draft section was November 1. A meeting originally scheduled for November 13 was cancelled since the first draft of the report was completed before this date. The District's draft section was incorporated in the third week in November. Various drafts of the report were reviewed by the faculty Accreditation Co-Chair, the Interim Dean, Newport Beach Center, and the Vice President of Instruction. At the Fall 2013 All-College Meeting on September 6, an overview of the accreditation recommendations and the initial plan for addressing each recommendation was discussed.

The complete first draft was sent to all employees for review and comment on November 21, 2013. After receiving feedback, changes were incorporated as appropriate. Regular progress reports were provided to the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) (COL 0.2 [PIEAC 9-4-13 Minutes.docx](#) p. 4; [PIEAC 9-18-13 Minutes.pdf](#); [PIEAC 10-02-13 Minutes.pdf](#); [PIEAC 11-20-13.doc](#)), Academic Senate (COL 0.3 [2013-09-03AcadSenateMinutes.pdf](#) p.2, 6; [2013-09-17AcadSenateMinutes.pdf](#) p. 1-2, 4, 6-7,9; [2013-10-01AcadSenateMinutes.pdf](#) p. 4-6; [2013-10-15AcadSenateMinutes.pdf](#) p. 5, 7), Blue Ribbon Management/Coastline Management Team (COL 0.4 [2013-05-07 BRMT Mtg. Summary DRAFT.doc](#); [2013-06-04 BRMT Mtg. Summary DRAFT.doc](#); [2013-09-03 BRMT Meeting Minutes.pdf](#) p. 1; [2013-11-05 CMT Meeting Minutes.pdf](#); [2013-12-03 CMT Meeting Minutes.pdf](#); [2014-01-07 CMT Meeting Minutes DRAFT.doc](#)), Board of Trustees (COL 0.5 [Board Accreditation Committee Minutes 7-30-2013.pdf](#) p. 3; [Board Accreditation Committee Minutes 9-10-2013.pdf](#) p. 2; [BOT Accreditation Committee Web Page](#)), Associated Student Government (ASG), College Council (COL 0.6 [College Council Summary 2013-07-23 p. 1, 2, 5.pdf](#); [College Council Summary 2013-08-13 p. 2, 3, 5.pdf](#); [College Council Summary 2013-09-10 p. 1, 4.pdf](#); [College Council Summary 2013-09-24 p. 2.pdf](#); [College Council Summary 2013-10-08 p. 3, 4.pdf](#); [College Council Summary 2013-10-22 p. 3, 4, 5, 7.pdf](#); [College Council Summary 2013-11-26 p. 2, 4.pdf](#); [College Council Summary 2013-12-10 p. 1, 2, 4, 5.pdf](#)) and other constituent groups. In January 2014 a revised draft of the Follow-Up Report was sent to all employees for review and comment. A faculty member edited drafts during the revision process. The final draft was formally accepted by Academic Senate on February 4. Further, the report was reviewed and discussed at a Board Study Session on February 5. The final report was sent to the Board of Trustees on February 7.

For uniformity in the reports, the Vice Presidents from the three colleges agreed to label the evidence "COL" for College Recommendations and "DIS" for District Recommendations. The number of the recommendation, then the serial number of the evidence would follow these abbreviations.

The following individuals were involved in developing responses to District Recommendations 1-4 and Commission Recommendation 1:

Coastline:

Ann Holliday, Professor, Special Education; Senate Treasurer

Margaret Lovig, Professor, Paralegal; Past Senate President

Dr. Pedro Gutierrez, Professor, Biology; President, Academic Senate

Golden West College:

Wes Bryan, President

Gregg Carr, President, Academic Senate

Ron Lowenberg, Dean

Kay Nguyen, Administrative Director; Accreditation Liaison Officer

Orange Coast College:

Georgie Monahan, Faculty, Communication; Program Review Coordinator; Co-Chair,
Accreditation Coordinating Committee

Denise Cabanel-Bleuer, Faculty, Spanish; President, Academic Senate

Dr. Robert Mendoza, Dean, Math & Sciences

Coast Community College District Office:

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

List of Evidence, Report Preparation

- 0.1 [Accreditation Steering Committee Meeting 9-4-13.docx](#)
[Accreditation Steering Committee Meeting 10-22-13.docx](#)
- 0.2 [PIEAC 9-4-13 Minutes.docx](#) p. 4
[PIEAC 9-18-13 Minutes.pdf](#)
[PIEAC 10-02-13 Minutes.pdf](#)
[PIEAC 11-20-13.doc](#)
- 0.3 [2013-09-03AcadSenateMinutes.pdf](#) p.2, 6
[2013-09-17AcadSenateMinutes.pdf](#) p. 1-2, 4, 6-7,9
[2013-10-01AcadSenateMinutes.pdf](#) p. 4-6
[2013-10-15AcadSenateMinutes.pdf](#) p. 5, 7
- 0.4 [2013-05-07 BRMT Mtg. Summary DRAFT.doc](#)
[2013-06-04 BRMT Mtg. Summary DRAFT.doc](#)
[2013-09-03 BRMT Meeting Minutes.pdf](#) p. 1
[2013-11-05 CMT Meeting Minutes.pdf](#)
[2013-12-03 CMT Meeting Minutes.pdf](#)
[2014-01-07 CMT Meeting Minutes DRAFT.doc](#)
- 0.5 [Board Accreditation Committee Minutes 7-30-2013.pdf](#) p. 3
[Board Accreditation Committee Minutes 9-10-2013.pdf](#) p. 2
[BOT Accreditation Committee Web Page](#)
- 0.6 [College Council Summary 2013-07-23 p. 1, 2, 5.pdf](#)
[College Council Summary 2013-08-13 p. 2, 3, 5.pdf](#)
[College Council Summary 2013-09-10 p. 1, 4.pdf](#)
[College Council Summary 2013-09-24 p. 2.pdf](#)
[College Council Summary 2013-10-08 p. 3, 4.pdf](#)
[College Council Summary 2013-10-22 p. 3, 4, 5, 7.pdf](#)
[College Council Summary 2013-11-26 p. 2, 4.pdf](#)
[College Council Summary 2013-12-10 p. 1, 2, 4, 5.pdf](#)

Statement of Report Preparation - *District Recommendations*

In September 2013, a workgroup with representation from the three colleges and the District Office was formed to draft responses to the ACCJC District-level recommendations included in the letters sent to the colleges by ACCJC in July 2013 (District-wide Workgroup for Responding to ACCJC 2013 District Recommendations Agendas for Meetings: DIS 0.1 9/27/2013; DIS 0.2 10/11/2013; DIS 0.3 11/4/2013; DIS 0.4 12/2/2014). The workgroup was constituted based on the recommendation of the Chancellor's Cabinet, which is chaired by the Chancellor and is composed of the three College Presidents and the three Vice Chancellors. The creation of the workgroup was discussed with and endorsed by the Board of Trustees Accreditation Committee at its meeting on September 10.

The workgroup membership was designed to provide continuity by including, to the extent possible, the same individuals who were part of the College and District-wide workgroups tasked with preparing the sections in the 2013 College institutional self-evaluation reports dealing with Standard IV.B.2.

The members of the workgroup are listed in the previous section.

At the meeting of the Board of Trustees Accreditation Committee held on September 10, 2013, the following timeline was discussed and agreed upon in terms of preparation of draft responses to the ACCJC District Recommendations and overall follow-up college reports for review and discussion with the Board Accreditation Committee and the full Board of Trustees and due to ACCJC on March 15, 2014.

- a. Board of Trustees Accreditation Committee Review of Progress Reports: November 12, 2013 and January 14, 2014
- b. Board of Trustees Meeting Review and Discussion of Draft Follow-Up College Reports: February 5, 2014 (DIS 0.7 [Board Agenda Regular Meeting 2-5-14.pdf](#))
- c. Board of Trustees Final Adoption of College Follow-Up Reports: February 19, 2014 (DIS 0.8 [Board Agenda Regular Meeting 2-19-14.pdf](#))
- d. College Presidents/ALOs Submission of Follow-Up Reports to ACCJC: By March 15, 2014

At its September 27 and October 11, 2013 meetings, the workgroup developed and further refined the division of responsibilities in terms of developing draft responses, the template to use for writing the draft responses, and the evidence to be collected and analyzed in support of the responses to the ACCJC District Recommendations (DIS 5. ACCJC 2013 District Recommendations Assignments Timeline Evidence 10/11/2013). At its November 4, 2013 meeting, the workgroup discussed its first and preliminary draft response, status of evidence and references gathered and reviewed and work that needed to be completed by the Board of Trustees, District Office, District Consultation Council and/or the colleges in order to fully meet the five District Recommendations.

Details of the approach taken by the workgroup were discussed with the full Board of Trustees at its October 30, 2013 special meeting (DIS 0.6 Agenda, attachments and minutes Board Special Meeting October 30, 2013).

List of Evidence, District Report Preparation

- DIS 0.1 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda Meeting 9/27/2013](#)
- DIS 0.2 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 10/11/2013](#)
- DIS 0.3 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 11/4/2013](#)
- DIS 0.4 [District-wide Workgroup for Responding to ACCJC 2013 Recommendations Meeting Agenda 12/2/2013](#)
- DIS 0.5 [ACCJC 2013 District Recommendations Assignments Timeline Evidence 10/11/2013](#)
- DIS 0.6 [Board of Trustees Special Meeting Agenda, Attachments and Minutes 10/30/2013](#)
- DIS 0.7 [Board Agenda Regular Meeting 2-5-14.pdf](#)
- DIS 0.8 [Board Agenda Regular Meeting 2-19-14.pdf](#)

College Recommendation 1 - Developing Institutional Effectiveness Measures

To meet the Standard, the team recommends that the College complete the process of developing institutional effectiveness measures so that the degree to which college goals are achieved can be determined and widely discussed. (Standards I.B, I.B.2, I.B.3)

In March 2013, at the time of the external team evaluation visit, the College Scorecard featured quantifiable outcomes for several, but not all, Key Performance Indicators (KPIs) or goal areas. The indicators with quantifiable outcomes included Student Success; Access, Persistence and Retention, and Growth and Efficiency. These were widely disseminated and discussed in various College venues, including the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and All-College meetings (COL 1.1 [2013 FALL All-College Scorecard Presentation FINAL.pdf](#); COL1.2 [2013 SPRING All-College Data Final.pdf](#)).

On February 1, 2013, faculty, staff, and managers gathered at the Spring 2013 All-College Meeting to engage in establishing specific, quantitative goals for Student Success, Access, Persistence and Retention. A presentation provided data from the previous three years about prior student success measures at the College (COL 1.2 [2013 SPRING All-College Data Final.pdf](#)). Data included College trends and averages as well as statewide averages for Key Performance Indicators (KPI) in fifteen areas related to Student Success and Access, Persistence and Retention. Participants worked in groups to suggest goals for the remainder of the 2012-2013 academic year (Data required to set KPI goals for the 2012-2013 academic year became available after the Fall 2012 semester had commenced.). Each group agreed on various annual goals for the College for each KPI. The worksheets were collected from each

group and each KPI goal was averaged to produce a College goal for 2012-13. However, some KPIs in 2012-2013 did not yet have quantifiable outcomes: Innovation; Partnerships; and a Culture of Planning, Evidence, and Inquiry (COL 1.3 [2012-13 Unfinished Scorecard 10-25-13.pdf](#)).

PIEAC reviewed the KPI worksheets that were collected at the Spring 2013 All-College Meeting, and after analyzing the worksheets, past trends, and other data, the committee made recommendations for goals for these KPIs (COL 1.4 [PIEAC 2-6-13 Minutes](#)). The College Scorecard with goals was then presented to the College's governance committees, including PIEAC, College Council, Academic Senate, Budget Committee, and Blue Ribbon Management Team for discussion and agreement on the goals established for 2012-13.

In July 2013, updates to the 2012-13 College Scorecard occurred as data became available from: the California Community Colleges Chancellor's MIS Data Mart, Banner Data Cubes, Banner ODS data extracts, and department reports. Progress was checked against each KPI goal to determine if the College's 2012-13 actual outcome performance met or exceeded the established College goal for each KPI. A check-off system was deployed to note the degree to which outcomes met or missed the target KPI goals for the College. The ratings available were: fully met or exceeded the goal (100% or higher), partially met the goal (80-90%), and did not meet the goal (less than 80%).

In September 2013, PIEAC resumed discussion of Strategic Initiatives (COL 1.5 [PIEAC 9-18-13 Minutes.pdf](#) p. 3; COL 1.6. [PIEAC 10-02-13 Minutes.pdf](#) p. 4-5).

In October 2013, PIEAC established the following committee goals for 2013-2014:

1. Prioritize strategic initiatives that support the goals of the Coastline Education Master Plan 2011-2016 (COL 1.7 [PIEAC 12-4-13 Draft Minutes.pdf](#)).
2. Update and complete College Scorecard Measures (COL 1.8 [College Score Card w Definitions 2013.pdf](#)).
3. Evaluate and refine Integrated Planning Guide by December 1 (COL 1.6 [PIEAC 10-02-13 Minutes.pdf](#) p. 4-5).

On October 16, 2013, the Associate Dean of Research, Planning, and Institutional Effectiveness sent an email to PIEAC members requesting suggestions for specific activities that support and align with KPIs on the existing College Scorecard (COL 1.9 [GoogleDocs Scorecard Measures 10-16-13.pdf](#); COL 1.10 [Email to PIEAC Members re Activities for Scorecard 10-16-13.docx](#)). The updated Scorecard was discussed at PIEAC on November 20 and December 4. Because the College strategic initiatives were scheduled for prioritization by PIEAC on December 4, it was decided that additional KPIs could be added to a 2013-2014 Scorecard but that the 2012-2013 Scorecard was now complete (COL 1.11 [PIEAC 11-20-13.doc](#); COL 1.7 [PIEAC 12-4-13 Minutes.pdf](#)).

The final College Scorecard with institutional effectiveness measures for each of the six College goals was completed at the end of December 2013 (COL 1.8 [College Scorecard w Definitions 2013.pdf](#)) and finalized in February. On February 7, 2014, at the Spring 2014 All-

College Meeting, a presentation was made and information with SLO data (including SS-SLO, SAO, and academic SLOs) was distributed to participants (COL 1.12 [2012-13 KPI Contract Ed Scorecard with Standards Performance.pdf](#); COL 1.13 [2012-13 KPI College Scorecard.pdf](#); COL 1.14 [2013-14 KPI College Scorecard Phase 1.pdf](#); COL 1.15 [2012-13 KPI Scorecard Definitions.pdf](#); COL 1.16 [2012-13 KPI Scorecard Data Sources.pdf](#); COL 1.17 [President's Bulletin February 13 2014](#) web link).

The Commission was also concerned that the College did not distinguish between goals and standards. In response, the College developed clearly defined goals as well as standards for each Scorecard measure. During fall 2013, a College minimal performance standard was established for each KPI. This standard was derived from a normal distribution model using the individual performance of each college statewide on student success, access, persistence and retention measures. A threshold of 85% performance for the College was derived as a reasonable expectation standard to reflect that the College would, at minimum, perform at 85% of its previous year's outcome for each KPI.

The establishment of the 85% factor for each standard provides the College with a measure for identifying satisfactory performance levels while also allowing for nominal increases and decreases in each measure from one year to the next. The 85% satisfactory performance measure was determined after analysis of past performance and adopted by PIEAC on February 5, 2014 (COL 1.13 [PIEAC 02-05-14 Draft Minutes.pdf](#)). The goals will serve as measures for continuous improvement. The standards will be the minimum thresholds for each measure, serving to alert the College when any KPIs fall below acceptable levels.

Conclusion

With meaningful institutional effectiveness measures determined and clearly identified on the newly-revised College Scorecard, along with outcome data demonstrating the degree to which goals are achieved, accompanied by an institutionalized mechanism for All-College discussion of goal achievement, this recommendation is met.

This recommendation was fully addressed and the College meets the standard.

List of Evidence, Recommendation 1

- 1.1 [2013 FALL All-College Scorecard Presentation FINAL.pdf](#)
- 1.2 [2013 SPRING All-College Data Final.pdf](#)
- 1.3 [2012-13 Unfinished Scorecard 10-25-13.pdf](#)
- 1.4 [PIEAC 2-6-13 Minutes](#)
- 1.5 [PIEAC 9-18-13 Minutes.pdf](#) p. 3
- 1.6. [PIEAC 10-02-13 Minutes.pdf](#) p. 4-5
- 1.7 [PIEAC 12-4-13 Minutes.pdf](#)
- 1.8 [College Scorecard w Definitions 2013.pdf](#)
- 1.9 [GoogleDocs Scorecard Measures 10-16-13.pdf](#)
- 1.10 [Email to PIEAC Members re Activities for Scorecard 10-16-13.docx](#)

- 1.11 [PIEAC 11-20-13.doc](#)
- 1.12 [2012-13 KPI Contract Ed Scorecard with Standards Performance.pdf](#)
- 1.13 [2012-13 KPI College Scorecard.pdf](#)
- 1.14 [2013-14 KPI College Scorecard Phase 1.pdf](#)
- 1.15 [2012-13 KPI Scorecard Definitions.pdf](#)
- 1.16 [2012-13 KPI Scorecard Data Sources.pdf](#)
- 1.17 [President's Bulletin February 13 2014](#) web link

College Recommendation 2 - Systematic Review of Planning and Allocation

To increase effectiveness, the team recommends that the College assure the effectiveness of its ongoing planning and resource allocation processes by completing a systematic review of all parts of the cycle in a purposeful and well documented manner as outlined in the 2011 Educational Master Plan and the 2012 Planning Guide. (Standards 1.B, 1.B.6)

On April 17, 2013, the College began a systematic review of all parts of its revised planning and resource allocation cycle following completion of 2012-2013 institutional planning activities and development of budget allocation recommendations. At the April 17 and May 1 meetings, the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) discussed the formation of a task force to conduct the review and evaluation process. Membership of the task force would be representative of College constituency groups and would include active participants of PIEAC (COL 2.1 [PIEAC 4-17-13.pdf](#) p.3; COL 2.2 [PIEAC 5-1-13.pdf](#) p. 5-6).

Volunteers to serve on the Planning & Budget Process Evaluation Task Force (PBPE Task Force) were recruited at the May 1 PIEAC meeting. The Vice President of Instruction was designated the chair for the new Task Force. Eleven PIEAC members volunteered to join, and it was suggested that a non-PIEAC faculty member be included along with two classified staff members – one from the Program Review Committee and one from the Budget Committee (COL 2.2 [PIEAC 5-1-13.pdf](#) p. 5-6).

The PBPE Task Force convened on May 8, 2013, to identify those elements of the planning process that were functioning well and those parts of the process that needed to be changed to assure the effectiveness of ongoing planning and resource allocation. The report from this meeting was submitted to PIEAC on May 15 (COL 2.3 [Planning Process Task Force Notes May 8, 2013.docx](#); COL 2.4 [PIEAC 5-15-13 Minutes.pdf](#) p. 4-5). In addition, the Associate Dean of Research, Planning, and Institutional Effectiveness conducted a survey of PIEAC members about the effectiveness and the functioning of PIEAC as a committee (COL 2.5 [PIEAC 2012-2013 Evaluation Survey](#); COL 2.6 [Email Re PIEAC Evaluation Survey 5-17-13.docx](#))

At the May 8 Task Force meeting, the positive outcomes identified as contributing to the effectiveness of the planning and resource allocation process were the following:

- The inclusive, collegial, collaborative Wing Planning Councils enable broader input and participation in the development of Wing Plans.
- The Annual Planning Reports allow for up-to-date planning and resource allocation data and for follow-up on progress toward institutional and program-level goals.
- The bifurcation of the Planning and Budget Committee into two entities allows greater focus on planning; more structured discussions of issues in both committees; and a clearer connection between planning, prioritization, and resource allocation.

At the May 8 Task Force meeting, areas identified for improvement were the following:

- The Wing Planning Process needs to have more clearly stated goals and priorities, feedback to unit members, and broader unit representation. Wing presentations to PIEAC should be brief, and the format of the final Wing Report should be uniform for all Wings. The President's Wing should convene a Planning Council. Finally, the Wing planning process should begin much earlier in the year to allow more time for discussion and planning.
- The Planning Prioritization Allocation Rubric should be revised to include items essential in administrative services. The Rubric should be embedded into the scoring document (COL 2.7 [PIEAC Prioritization Allocation Rubric as of 2-4-14.pdf](#); COL 2.8 [Resource Allocation Proposal 2014-15.docx](#)).
- The Program Review process, which is the starting point for institutional and program planning, needs additional improvements. Stronger links between Program Review and other plans need to be made. [See Recommendation 4]
- The Integrated Planning Guide needs to be reviewed and revised, and planning timelines need to be established that meet the planning and the budget deadlines (COL 2.9 [Integrated Planning Guide Revised 2014](#)).
- The Resource Allocation Process will work more smoothly with revised forms, consistent presentation formats, and a clearer understanding of what is expected from the Budget Committee (COL 2.8 [Resource Allocation Proposal 2014-15.docx](#)).

After the PIEAC meeting presentation on May 15, 2013, and, as a result of the comprehensive evaluation of the planning and budget processes, committee members worked during the summer and presented recommendations to PIEAC at the start of the fall semester pertaining to the Integrated Planning Guide, timelines, Program Review activities, and Wing Planning Councils. The timeline was further refined at PIEAC meetings in fall 2013 (COL 2.10 [PIEAC 9-4-13 Minutes.docx](#) p. 6; COL 2.11 [PIEAC 10-02-13 Minutes.pdf](#) p. 5-6; COL 2.12 [PIEAC 11-6-13 Minutes.pdf](#) p. 6; COL 2.13 [PIEAC 12-4-13 Minutes.pdf](#); COL 2.14 [Timeline](#)).

Planning and Resource Allocation Achievements Spring 2013 through Fall 2013

1. Improved five-year department/program comprehensive review process (COL 2.15 [Program Review Handbook 2012-2014.pdf](#)). [See Recommendation 4]

2. Completed (November-December 2013) the first year of program submissions of Annual Institutional Planning forms (instructional and non-instructional) [See Recommendation 4]. Features of the new report include the following:

- a. SLO assessment
- b. Statistics (demographics, student success, retention, etc.)
- c. Activity based on objectives & goals
- d. Budget
- e. Needs

(COL 2.16 Annual Institutional Planning Reports, Instructional: [Art 2013-2014.docx](#); [Astronomy-Physics, 2013-2014.docx](#); [Biology 2013-2014.docx](#); [Building Codes Technology 2013-2014.docx](#); [Business Computing 2013-2014.docx](#); [Business-Accounting 2013-2014.docx](#); [Business-Business 2013-2014.docx](#); [Business-Economics 2013-2014.docx](#); [Chemistry 2013-14.docx](#); [Communication Studies 2013-2014.docx](#); [Computer Service Technology 2013-2014.docx](#); [CTE Real Estate 2013-2014.docx](#); [Digital Graphics Applications 2013-2014.docx](#); [EMHS.Pg1.2013.pdf](#); [EMHS.Pg 2.2013.pdf](#); [EMHS.pg3.2013.pdf](#); [English 2013-2014.docx](#); [ESL 2013-2014.docx](#); [Foods & Nutrition 2013-2014.docx](#); [Geology 2013-2014.docx](#); [Gerontology 2013-2014.docx](#); [Health 2013-2014.docx](#); [Humanities 2013-2014.docx](#); [International Languages 2013-2014.docx](#); [Management 2013-2014.docx](#); [Mass Communications 2013-2014.docx](#); [Math 2013-2014.docx](#); [Music 2013-2014.docx](#); [Paralegal 2013-2014.docx](#); [Philosophy 2013-2014.docx](#); [Physical Education 2013-2014.docx](#); [Process Technology 2013-2014.docx](#); [Psychology 2013-2014.docx](#); [Social Sciences 2013-2014.docx](#))

(COL 2.17 Annual Institutional Planning Reports, Non-Instructional: [A & R 2013-2014.docx](#); [Assessment Center 2013-2014.docx](#); [CalWORKS 2013-2014.docx](#); [Counseling Services 2013-14 REV.docx](#); [Distance Learning 2013-2014.docx](#); [EOPS CARE 2013-14.docx](#); [Financial Aid 2013-2014.docx](#); [Fiscal Services 2013-2014.docx](#); [Garden Grove 2013-2014.docx](#); [Grant Development 2013-2014.docx](#); [Institutional Research 2013-2014.docx](#); [Le-Jao Center, 2013-2014.docx](#); [M&O 2013-2014.docx](#); [Marketing PR 2013-2014.docx](#); [Newport Beach Cntr 2013-14.docx](#); [OLIT 2013-2014.docx](#); [Security 2013-14.docx](#); [STAR 2013-2014.docx](#); [Student Success Center 2013-2014.docx](#); [Transfer Center 2013-2014.docx](#))

3. Reviewed and improved the Integrated Planning Guide (PIEAC) (COL 2.18 [Planning Guide Working Copy Fall 2013.docx](#)).
4. Completed one entire planning and resource allocation cycle with the new planning guidelines and processes (2012-2013). This included the following:
 - a. Review of planning objectives and goals (COL 2.11 [PIEAC 10-02-13 Minutes.pdf](#) p. 4-5).

- b. Review of SLO outcomes, including activities undertaken as a result of analysis in order to improve student achievement. [See Recommendation 3]
 - c. Assessment of Key Performance Indicators (to occur each October; added to Planning Timeline) (COL 2.19 [PIEAC 11-20-13.doc](#); COL 2.13 [PIEAC 12-4-13 Minutes.pdf](#))
 - d. Prioritization of budget and allocation based on an agreed-upon rubric and linked to the goals of the Education Master Plan 2011-2016 and other appropriate plans (COL 2.7 [PIEAC Prioritization Allocation Rubric as of 2-4-14.pdf](#); COL 2.8 [Resource Allocation Proposal 2014-15.docx](#)).
 - e. Evaluation of the planning process (COL 2.3 [Planning Process Task Force Notes May 8, 2013.docx](#)).
5. The Planning Prioritization Allocation Rubric was revised to include items essential in administrative services; it was embedded into the scoring document (COL 2.7 [PIEAC Prioritization Allocation Rubric as of 2-4-14.pdf](#)).
 6. Established Planning Councils for Instruction, Student Services, and Administrative Services (President's Planning Council is pending; the new Administrative Director for Institutional Effectiveness will establish this Council upon hiring [See Recommendation 3]. The President believes it would not be appropriate for her to chair the President's Planning Council since ultimately all funding recommendations will come to her for final approval.) (COL 2.12 [PIEAC 11-6-13 Minutes.pdf](#) p. 7; COL 2.20 [Planning Council, Instructional 2013.docx](#); COL 2.21 [Planning Council 2013, Administrative Services.docx](#); COL 2.22 [Planning Council 2014, President's Wing.docx](#); COL 2.23 [Planning Council 2013, Student Services.docx](#)).

The Wing Planning Process was informed by clearly-stated goals and priorities, the focus being on the college Mission, the Education Master Plan 2011-2016, strategic initiatives, and mandated targets. Broad representation and involvement in the process was achieved by formation of Wing Planning Councils, which were comprised of representatives from all constituencies within the Wing. It was determined by the Wing Leaders that feedback, input, and concerns from the field would come to the body through the constituency representatives.

7. A Wing Plan Report template was developed by the three vice presidents (COL 2.24 [Wing Plan Report Template 2014-2015](#)). The template was designed to simplify the process and uniformly document the relationship between planning, resource allocation, and budget development. The reports were submitted to PIEAC on February 19, 2013 and included wing goals, initiatives, and a summary of all resource allocation requests from each wing. (COL 2.25 [Wing Plan Administrative Services 2014-15.docx](#); [Instruction Wing Plan 2014.docx](#); [Wing Plan 2014-2015 Student Services \(1\).docx](#)).

Conclusion:

A systematic review of all parts of the planning and resource allocation cycle has been completed and documented, as outlined in the Education Master Plan 2011-2016 and the Integrated Planning Guide.

This recommendation was fully addressed and the College meets the standard.

List of Evidence, Recommendation 2

- 2.1 [PIEAC 4-17-13.pdf](#) p.3
- 2.2 [PIEAC 5-1-13.pdf](#) p. 5-6
- 2.3 [Planning Process Task Force Notes May 8, 2013.docx](#)
- 2.4 [PIEAC 5-15-13 Minutes.pdf](#) p. 4-5
- 2.5 [PIEAC 2012-2013 Evaluation Survey](#) web link
- 2.6 [Email Re PIEAC Evaluation Survey 5-17-13.docx](#)
- 2.7 [PIEAC Prioritization Allocation Rubric as of 2-4-14.pdf](#)
- 2.8 [Resource Allocation Proposal 2014-15.docx](#)
- 2.9 [Integrated Planning Guide Revised 2014](#)
- 2.10 [PIEAC 9-4-13 Minutes.docx](#) p. 6
- 2.11 [PIEAC 10-02-13 Minutes.pdf](#) p. 5-6
- 2.12 [PIEAC 11-6-13 Minutes.pdf](#) p. 6
- 2.13 [PIEAC 12-4-13 Minutes.pdf](#)
- 2.14 [Timeline](#)
- 2.15 [Program Review Handbook 2012-2014.pdf](#)
- 2.16 Annual Institutional Planning Reports, Instructional: [Art 2013-2014.docx](#); [Astronomy-Physics, 2013-2014.docx](#); [Biology 2013-2014.docx](#); [Building Codes Technology 2013-2014.docx](#); [Business Computing 2013-2014.docx](#); [Business-Accounting 2013-2014.docx](#); [Business-Business 2013-2014.docx](#); [Business-Economics 2013-2014.docx](#); [Chemistry 2013-14.docx](#); [Communication Studies 2013-2014.docx](#); [Computer Service Technology 2013-2014.docx](#); [CTE Real Estate 2013-2014.docx](#); [Digital Graphics Applications 2013-2014.docx](#); [EMHS.Pg1.2013.pdf](#); [EMHS.Pg 2.2013.pdf](#); [EMHS.pg3.2013.pdf](#) ; [English 2013-2014.docx](#); [ESL 2013-2014.docx](#); [Foods & Nutrition 2013-2014.docx](#); [Geology 2013-2014.docx](#); [Gerontology 2013-2014.docx](#); [Health 2013-2014.docx](#); [Humanities 2013-2014.docx](#); [International Languages 2013-2014.docx](#); [Management 2013-2014.docx](#); [Mass Communications 2013-2014.docx](#); [Math 2013-2014.docx](#); [Music 2013-2014.docx](#); [Paralegal 2013-2014.docx](#); [Philosophy 2013-2014.docx](#); [Physical Education 2013-2014.docx](#); [Process Technology 2013-2014.docx](#); [Psychology 2013-2014.docx](#); [Social Sciences 2013-2014.docx](#))
- 2.17 Annual Institutional Planning Reports, Non-Instructional: [A & R 2013-2014.docx](#); [Assessment Center 2013-2014.docx](#); [CalWORKS 2013-2014.docx](#); [Counseling Services 2013-14 REV.docx](#); [Distance Learning 2013-2014.docx](#); [EOPS CARE 2013-14.docx](#); [Financial Aid 2013-2014.docx](#); [Fiscal Services 2013-2014.docx](#); [Garden Grove 2013-2014.docx](#); [Grant Development 2013-2014.docx](#); [Institutional Research 2013-2014.docx](#); [Le-Jao Center, 2013-2014.docx](#); [M&O 2013-2014.docx](#); [Marketing PR 2013-2014.docx](#); [Newport Beach Cntr 2013-14.docx](#); [OLIT 2013-2014.docx](#); [Security 2013-14.docx](#);

- [STAR 2013-2014.docx](#); [Student Success Center 2013-2014.docx](#); [Transfer Center 2013-2014.docx](#))
- 2.18 [Planning Guide Working Copy Fall 2013.docx](#)
 - 2.19 [PIEAC 11-20-13.doc](#)
 - 2.20 [Planning Council 2013, Instructional.docx](#)
 - 2.21 [Planning Council 2013, Administrative Services.docx](#)
 - 2.22 [Planning Council 2014, President's Wing.docx](#)
 - 2.23 [Planning Council 2013, Student Services.docx](#)
 - 2.24 [Wing Plan Report Template 2014-2015](#)
 - 2.25 [Wing Plan Administrative Services 2014-15.docx](#); [Instruction Wing Plan 2014.docx](#); [Wing Plan 2014-2015 Student Services \(1\).docx](#)

College Recommendation 3 - Student Services and Administrative SLOs

To meet the Standards, the team recommends that the College fully complete the cycle of assessment and the documentation of how the results of these assessments are used for institutional improvement for course-level and degree/certificate-level student learning outcomes, general education and institutional learning outcomes, student support services outcomes, learning resources outcomes, and administrative services outcomes. (Standards I.B, I.B.1, II, II.A, II.A.1.c, II.A.2.e, II.A.2.f, II.A.3, II.A.6, II.A.6.a, II.B, II.B.4, II.C, II.C.2)

Academic Student Learning Outcomes (SLOs)

In its External Evaluation Report (July 3, 2013), the visiting team commended “the College for integrating the storage of [academic] Student Learning Outcomes assessment data into its Seaport³ learning management system” (p. 9). The team commented: “The College has invested significant time and effort in the self-assessment of its instructional programs. Student learning outcomes have been developed at the course, program, and institutional levels and have been integrated into the program review process” (COL 3.1 [ACCJC Report July 3, 2013.pdf](#), p. 29). It was further noted that “SLO results and analysis are included in the program reviews that occur every five years for all instructional and non-instructional programs. These results are used by programs to identify progress and problem areas and to make changes to ensure student success. In addition, annual reviews provide updates of specific activities taking place to accomplish program objectives. These annual program plans also use CSLO, PSLO, and ISLO [Course Student Learning Outcomes, Program Student Learning Outcomes, and Institutional Learning Outcomes] data in their planning” (COL 3.1 [ACCJC Report July 3, 2013.pdf](#)).

Dialog about outcomes occurs at each Spring Faculty Meeting, which coincides with the All-College Meeting. Although Seaport³ enables all SLO data to be collected continuously, the College formally *collects* SLOs in the fall for dialog/assessment in the spring. The SLO coordinator prints the Seaport reports, aggregated by discipline, and delivers them to each program at the Spring Faculty Meeting. Then the dialog and formal assessment of SLO results takes place, when the faculty can review the printed reports together and discuss the SLO outcomes for their programs at the course, program, and institutional level.

A Closing the Loop Survey (COL 3.2 [CTLSpring2013DialogPrintable.pdf](#) ; COL 3.3 [CTL Spring 2014 Printable.pdf](#)) was developed in order to gather summative data and feedback from faculty within each major, program, and/or certificate immediately after the Spring Faculty Meeting dialog. The survey requests that the faculty provide a summary of their dialog, including 1) why SLOs may not have been met and what strategies the faculty might use to improve SLO implementation (technical or implementation aspects); 2) why students may not have achieved SLOs; and 3) what solutions or implementation strategies the faculty might undertake to improve SLO achievement in their programs (student-related aspects).

In addition, the survey asks faculty to identify instructional or other needs as related to key Education Master Plan 2011-2016 goals. In this way the dialog is summarized, and feedback is linked directly to the Education Master Plan. The results are compiled by Survey Monkey, and the data is displayed on the College Web site, where the data is then available for review by programs, for later use in Program Review and for use by the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee. The SLO coordinator makes reports about implementation and the summative survey results to the PIEAC, Senate, and other governance groups (COL 3.4 [CTLSpr2013 DialogCharts.docx](#); COL 3.5 [CTLSurvSummfall12dataDialogspr2013.pdf](#); COL 3.6 [2013-03-05AcadSenateMinutes.pdf](#) p. 7-8; COL 3.7 [PIEAC 3-6-13 Minutes.pdf](#)).

In preparation for the faculty discipline meetings that occurred during the Spring 2014 All-College Meeting on February 7, 2014, electronic SLO reports for each discipline were sent to department chairs one month beforehand. Instructions were included for accessing the reports online in order to allow chairs to study the source of low SLO achievement rates (individual faculty SLO achievement rates can be viewed, by course, program, and ISLO levels). Department chairs were asked to complete a narrative form to take to the department dialog meetings. They were asked to analyze SLO achievement rates by considering and evaluating the effectiveness of current interventions, whether new interventions are warranted, and what resources might be needed. The purpose of the narrative was to encourage greater investigation of available SLO statistics, deeper dialog about SLO achievement, and motivation to improve (COL 3.8 [Narrative Form Spring 2014.docx](#)).

In October 2013 the Annual Institutional Planning Report form was updated to include information about PSLOs from the previous semester (information about CSLOs and ISLOs were not included because they would be too hard to summarize). Information requested included "Total Number of PSLOs/Sections," "Percentage of PSLOs that were Fully Achieved," and "Department Discussions Regarding PSLOs (Closing the Loop)." This information served to remind the department chairs of the importance of following up with individual faculty whose courses did not achieve PSLOs. It was also an efficient way to document needs in the development of the February budget requests (COL 3.9 [Annual Institutional Planning Report Form-Instructional 2013-14](#)). Twelve department chairs who completed their Annual Planning Report on the wrong form were asked to complete Addendum Reports (see Recommendation 4 for a discussion of this issue) (COL 3.10 [Accounting1.docx](#); [Business1.docx](#); [CST PSLOs1.docx](#); [DGA PSLOs1.docx](#); [Education1.docx](#); [EmergMgt1.pdf](#); [Humanities1.docx](#); [International Languages1.docx](#); [Library1.docx](#); [Math1.docx](#); [Science1.docx](#); [Social Science1.docx](#); [Special Education1.docx](#)).

The Annual Institutional Planning Report, when used with District data set information, CSLO, PSLO, and ISLO (including degree/certificate-level and general education learning outcomes) data results and dialog, enable each program to document how the results of these assessments were used at the program level for institutional improvement. Further, the Close the Loop Survey documents the programs' efforts to improve teaching and/or requests for support to improve teaching and student learning. Programs requesting funding allocations can also use all of this data in the spring budget allocation process. These are all ways assessment documentation reaches the PIEAC/planning committee and has an effect on institutional improvement. Other ways documentation reaches the planning committee is through formal reports from the Program Review Committee and the SLO coordinator at the first meeting in spring (the SLO coordinator summarizes key findings from the Close the Loop Survey from dialog at the Spring Faculty Meeting) (COL 3.11 [Productivity Report District Data Cube 2012-13.pdf](#); COL 3.12 [Subject Reports 2013 AIR-Business.pdf](#); COL 3.13 [Success Retention Report District Data Cube 2012-13.pdf](#); COL 3.14 [Success Retention Report w Modality 2012-13.pdf](#)).

This document (COL 3.15 [SLO Implementation Timeline Table.docx](#)) provides a summary timeline of the College's implementation of Course, Program, and Degree SLOs according to ACCJC's Institutional Effectiveness Rubric.

Learning Outcomes in Student Support Services, Learning Resources, and Administrative Units

In its External Evaluation Report (July 3, 2013), the visiting team noted that the College "is not nearly as far along in the outcomes assessment cycles for student services, learning resources, and administrative programs [compared to academic SLOs]" (p. 29). The team noted "the College does examine whether services are sufficiently comprehensive and appropriately available to students across multiple methods of access. Unfortunately, some of the student services Program Review reports provided as evidence for the Self Evaluation Report are somewhat dated. Although more recent annual updates have been completed for many student services departments, more evidence is needed to support the College's claim that it assures quality of services and demonstrates that they support student learning. For those departments that did complete a recent annual update or service outcome assessment, the College should encourage the use of more recent and reflective data to inform these important planning documents. For example, the Counseling Department's most recent Program Review update from 2011-2012 relied heavily upon student survey data from 2009 and 2010" (COL 3.16 [ACCJC Report July 3, 2013.pdf](#), p. 35

The previous SLO coordinator did train and assist departments in identifying SLOs in 2006, and SLO data was collected on a regular basis (COL 3.17 [Service Area Outcomes Instructions 2006.pdf](#)). The former coordinator's retirement in 2009 reduced the College's ability to collect annual quantitative student survey data for Program Review reporting regularly and efficiently. However, most departments were able to locate at least some data from other sources such as from departments that had conducted surveys as part of their Program Review or the Accreditation Self-Study Survey in 2011.

In May 2013, the SLO coordinator met with the College Learning Management System (LMS) Seaport programmers to discuss the feasibility of deploying short surveys to students immediately after they received a service from the College (e.g., counseling or orientation). The SLO coordinator subsequently held discussions with the Academic Senate, the Classified Senate, and the PIEAC committees in May 2013, about the need for the College to develop student services and administrative service outcomes, in order to address and implement the Accreditation Recommendation. The idea of employing point-of-service surveys was suggested as one possible means of collecting student data (COL 3.18 [Academic Senate Minutes 5-7-13 p. 6](#); COL 3.19 [PIEAC 5-15-13 Minutes.docx](#); COL 3.20 [Classified Senate Minutes 5-16-13.pdf p. 2-3](#)).

Over summer 2013, the SLO coordinator reviewed the existing College service area and administrative unit SLOs, and studied those types of SLOs and the data collection processes in use by accredited California community colleges. In consultation with the interim Dean of Counseling, it was decided that a single survey would be the most efficient way to engage the largest number of students about their experiences at the College.

To prepare for training non-instructional staff, the SLO coordinator developed 1) a handbook that included definitions and procedures related to service area outcomes (COL 3.21 [Service Area Handbook Fall 2013](#)); 2) a handout that included sample SLOs either in use by other colleges or suggested SLOs for unique College departments (COL 3.22 [AUO & SS-SLO Table TRAINING.docx](#)); and 3) a draft Student Service Area Outcomes survey in Survey Monkey annotated by department. Training for staff from key departments was held on two occasions in early September 2013 (COL 3.23 [MinutesSAOTraining9-3-13.docx](#)). Participants reviewed the materials with their own department and provided feedback to the SLO coordinator. In this way SLOs were developed by student services, key administrative units, and learning resources. Survey questions were then developed to address the SLOs. The primary document was then finalized so that each department SLO was linked to a responsible individual and mission or strategic initiative and survey item(s) (COL 3.24 [Student Services SLOs wSurvey Items 10-8-13.docx](#)).

The Student SS-SLO Survey Monkey survey was developed by the SLO coordinator with participation and feedback from each department; editing and reviewing was performed by the members of the Accreditation subcommittee responsible for writing the section of this report related to this recommendation (COL 3.25 [SS-SLO STUDENT SURVEY 10-4-13.pdf](#)).

The Associate Dean of Research, Planning, and Institutional Effectiveness prepared a random sample of 25% of the College's currently (fall 2013) enrolled students to receive the SLO survey; this equated to 6,791 students. The survey was deployed online to students' home email addresses on October 7, 2013; students had three weeks to respond. A total of 961 students responded to the survey – a response rate of 14%. Survey data results were cached on the Institutional Effectiveness Web page for use in cyclical Program Review and annual reports (COL 3.26 [AUO SLO Student Survey Summary 10-29-13.pdf Web Link](#)). Survey data was distributed to departments at the end of October 2013 (COL 3.27 [AUO SLO Survey Summary 10-29-2013.pdf](#)).

Starting fall 2014, the SLO survey will be deployed yearly to students at the end of the fourth week of instruction in the fall semester (i.e., the last week in September) to allow sufficient time for the departments to analyze the survey data for their annual planning reports due at the end of October.

Fall 2013 survey data results were included in the department Annual Institutional Planning Reports that were submitted to PIEAC at the end of October. These forms had been updated in early October to require the inclusion of department "Student Learning/Service Area Outcomes Statements," "Strategies to Achieve or Improve SLO/SAOs," and "Outcome Data OR Other Assessment Results (i.e., Data from Student SLO Survey)" (COL 3.28 [Annual Institutional Planning Report Form-Non Instructional 2013-14.docx](#), see item 4). Inclusion of this data on the Annual Institutional Planning Reports provided a mechanism for the departments/units to engage in dialog at the Spring 2014 All-College Meeting as well as an efficient way to document needs in the development of the February budget requests (COL 3.29 Annual Institutional Planning Reports, Non-Instructional: [A & R 2013-2014.docx](#); [Assessment Center 2013-2014.docx](#); [CalWORKS 2013-2014.docx](#); [Counseling Services 2013-14 REV.docx](#); [Distance Learning 2013-2014.docx](#); [EOPS CARE 2013-14.docx](#); [Financial Aid 2013-2014.docx](#); [Fiscal Services 2013-2014.docx](#); [Garden Grove 2013-2014.docx](#); [Grant Development 2013-2014.docx](#); [Institutional Research 2013-2014.docx](#); [Le-Jao Center, 2013-2014.docx](#); [M&O 2013-2014.docx](#); [Marketing PR 2013-2014.docx](#); [Newport Beach Cntr 2013-14.docx](#); [OLIT 2013-2014.docx](#); [Security 2013-14.docx](#); [STAR 2013-2014.docx](#); [Student Success Center 2013-2014.docx](#); [Transfer Center 2013-2014.docx](#)). Departments that did not initially include student survey results data in their analysis were asked to complete addendums that included this data (COL 3.30 Addendums: [Assessment Center 2013-14 Addendum.docx](#); [CalWORKS 2013-14 Addendum.docx](#); [Counseling Services 2013-14 Addendum.docx](#); [EOPS CARE 2013-14 Addendum.docx](#); [Financial Aid 2013-14 Addendum.docx](#); [Infor Commons 2013-14 Addendum.docx](#); [Library 2013-14 Addendum.docx](#); [Transfer Center 2013-14 Addendum.docx](#)).

A workshop was held on January 15, 2014, for managers and staff in Student Services, Administrative Services, and Learning Service areas, which covered the importance of collecting student learning outcomes and engaging in regular dialog to improve our services and student outcomes. Attendees studied the AUO-SLO Student Survey summary results for their departments and the "SS-SLO and AUOs by Department" document that linked SLOs to the Student Survey (COL 3.24 [Student Services SLOs wSurvey Items 10-8-13.docx](#); COL 3.27 [AUO SLO Survey Summary 10-29-2013.pdf](#)). Laptops available on each table enabled participants to answer questions about how they could improve the implementation of each SLO (COL 3.31 [2014 Spring SLO Workshop for Support Services.docx](#); COL 3.32 [Email re Spring 2014 SLO Workshop.docx](#); COL 3.33 [Spreadsheet of 1-15-14 SAO Workshop Responses.xlsx](#)).

A similar dialog activity was completed by departments at the Spring 2014 All-College Meeting on February 7, 2014. The Vice-Presidents each met with staff and managers from their respective areas. Each area reviewed the overall process and reason for SLOs, analyzed current assessment measures and performance outcomes, reviewed current intervention strategies, and developed plans for future interventions and assessment.

A single document was created to provide a summary timeline of the College's implementation of Course, Program, and Degree SLOs as well as SLOs in Student Services, Learning Resources, and Administrative Unit Outcomes, according to ACCJC's Institutional Effectiveness Rubric (COL 3.34 [SS-SLO & AUO Implementation Timeline Table.docx](#)).

Additionally, in fall 2013, the College demonstrated its commitment to SLOs and the planning process through the restructuring of the College from two to three vice presidents, enabling the offices of Instruction and Student Services to each have their own vice president and planning council. At the same time, the College announced a position for Administrative Director of Institutional Effectiveness and Planning to assist in coordinating and improving all planning and budgeting processes. This Director will provide assistance to the Program Review Committee and will provide leadership with the Student Learning Outcomes functions (COL 3.35 [PIEAC 9-4-13 Minutes.docx](#) p. 4; COL 3.36 [Job Description Institutional Effectiveness Director.docx](#)).

Conclusion:

The College fully completed the cycle of SS-SLO/SAO assessment. The documentation of how the results of these assessments are used for institutional improvement is demonstrated in the following ways: 1) Annual Institutional Planning Reports incorporating Annual Fall Student SLO Survey data; 2) dialog at annual Spring All-College Meeting (summary of dialog collected on Close the Loop Survey); 3) Program Review Coordinator and SLO Coordinator summary reports to PIEAC in early February; and 4) February budget allocation requests incorporating SLO outcomes into requests. Furthermore, SS-SLO/SAO assessment is now part of our continuous improvement integrated into annual planning and resource allocation processes.

This recommendation was fully addressed and the College meets the standard.

List of Evidence, Recommendation 3

- 3.1 [ACCJC Report July 3, 2013.pdf](#), p .29
- 3.2 [CTLSpring2013DialogPrintable.pdf](#)
- 3.3 [CTL Spring 2014 Printable.pdf](#)
- 3.4 [CTLSpr2013 DialogCharts.docx](#)
- 3.5 [CTLSurvSummfall12dataDialogspr2013.pdf](#)
- 3.6 [2013-03-05AcadSenateMinutes.pdf](#) p. 7-8
- 3.7 [PIEAC 3-6-13 Minutes.pdf](#)
- 3.8 [Narrative Form Spring 2014.docx](#)
- 3.9 [Annual Institutional Planning Report Form-Instructional 2013-14](#)
- 3.10 Addendums: [Accounting1.docx](#); [Business1.docx](#); [CST PSLOs1.docx](#); [DGA PSLOs1.docx](#); [Education1.docx](#); [EmergMgt1.pdf](#); [Humanities1.docx](#); [International Languages1.docx](#); [Library1.docx](#); [Math1.docx](#); [Science1.docx](#); [Social Science1.docx](#); [Special Education1.docx](#)
- 3.11 [Productivity Report District Data Cube 2012-13.pdf](#)
- 3.12 [Subject Reports 2013 AIR-Business.pdf](#)
- 3.13 [Success Retention Report District Data Cube 2012-13.pdf](#)
- 3.14 [Success Retention Report w Modality 2012-13.pdf](#)

- 3.15 [SLO Implementation Timeline Table.docx](#)
- 3.16 [ACCJC Report July 3, 2013.pdf](#) p. 35
- 3.17 [Service Area Outcomes Instructions 2006.pdf](#)
- 3.18 [Academic Senate Minutes 5-7-13](#) p. 6
- 3.19 [PIEAC 5-15-13 Minutes.docx](#)
- 3.20 [Classified Senate Minutes 5-16-13.pdf](#) p. 2-3
- 3.21 [Service Area Handbook Fall 2013](#)
- 3.22 [AUO & SS-SLO Table TRAINING.docx](#)
- 3.23 [MinutesSAOTraining9-3-13.docx](#)
- 3.24 [Student Services SLOs wSurvey Items 10-8-13.docx](#)
- 3.25 [SS-SLO STUDENT SURVEY10-4-13.pdf](#)
- 3.26 [AUO SLO Student Survey Summary 10-29-13.pdf](#) Web Link
- 3.27 [AUO SLO Survey Summary 10-29-2013.pdf](#)
- 3.28 [Annual Institutional Planning Report Form-Non Instructional 2013-14.docx](#), see item 4
- 3.29 [Annual Institutional Planning Reports, Non-Instructional: A & R 2013-2014.docx](#);
[Assessment Center 2013-2014.docx](#); [CalWORKS 2013-2014.docx](#); [Counseling Services 2013-14 REV.docx](#); [Distance Learning 2013-2014.docx](#); [EOPS CARE 2013-14.docx](#);
[Financial Aid 2013-2014.docx](#); [Fiscal Services 2013-2014.docx](#); [Garden Grove 2013-2014.docx](#); [Grant Development 2013-2014.docx](#); [Institutional Research 2013-2014.docx](#);
[Le-Jao Center, 2013-2014.docx](#); [M&O 2013-2014.docx](#); [Marketing PR 2013-2014.docx](#);
[Newport Beach Cntr 2013-14.docx](#); [OLIT 2013-2014.docx](#); [Security 2013-14.docx](#);
[STAR 2013-2014.docx](#); [Student Success Center 2013-2014.docx](#); [Transfer Center 2013-2014.docx](#)
- 3.30 [Addendums: Assessment Center 2013-14 Addendum.docx](#); [CalWORKS 2013-14 Addendum.docx](#); [Counseling Services 2013-14 Addendum.docx](#); [EOPS CARE 2013-14 Addendum.docx](#); [Financial Aid 2013-14 Addendum.docx](#); [Infor Commons 2013-14 Addendum.docx](#); [Library 2013-14 Addendum.docx](#); [Transfer Center 2013-14 Addendum.docx](#)
- 3.31 [2014 Spring SLO Workshop for Support Services.docx](#)
- 3.32 [Email re Spring 2014 SLO Workshop.docx](#)
- 3.33 [Spreadsheet of 1-15-14 SAO Workshop Responses.xlsx](#)
- 3.34 [SS-SLO & AUO Implementation Timeline Table.docx](#)
- 3.35 [PIEAC 9-4-13 Minutes.docx](#) p. 4
- 3.36 [Job Description Institutional Effectiveness Director.docx](#)

College Recommendation 4 - Program Review Integrated Into Planning Allocation

To meet the Standards, the team recommends that the College ensure that the program review cycle for all student services, learning resources, and administrative services is systematic and integrated into college planning and resource allocation processes (Standards I.B, I.B.1, I.B.3, I.B.6, II.A, II.A.2, II.A.2.a., II.A.2.e, II.A.2.f, II.A.6.b, II.B, II.B.3.c, II.B.4, II.C, II.C.2)

At the time of the external team visit in March 2013, the College was in the process of updating its planning and budgeting processes, including Program Review. The Program Review

Committee has since been refining processes to ensure that all programs and services are regularly reviewed and that information from these reviews is conveyed in a timely manner to the committees and individuals responsible for planning and budgeting. The Committee worked with the College President; the Vice President of Instruction; the Associate Dean of Research, Planning, and Institutional Effectiveness; the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC); and the Budget Committee.

One area in need of improvement was ensuring that all relevant programs and services were being included in the review cycle. Although the Program Review Committee has been responsible for ensuring reporting from instructional and student support programs, some departments with less frequent student contact were not under its purview. During the December 9 meeting, additional departments/programs were identified and formally incorporated into the review calendar (COL 4.1 [Program Review Draft Minutes 12-9-13.doc](#)). Specific changes included the following:

- EOPS will be bundled with CalWorks and CARE and report in 2016
- Matriculation will be referred to as Student Success & Support Program (SSSP)
- Assessment Center, Transfer Center, Outreach, and Career Center will be bundled together
- Financial Aid will report as a separate department
- Office of Instruction will report in 2015
- Marketing/PR/Graphics will report in 2016
- Administrative Services will report in 2016

(COL 4.2 [Program Review Schedule \(new\) Draft 2011-15.xlsx](#)).

The Program Review Committee has also been refining the review process to ensure that it occurs in an efficient and systematic manner. The entire review cycle was changed during the 2012-13 school year to make it more relevant to the planning and budgeting process. Programs will continue to submit a five-year comprehensive report every five years but will now assemble their teams, collect data, and perform curriculum review in the spring prior to the scheduled reporting date. Programs will then report to the Program Review Committee during the fall term (previously they reported in the spring).

An Annual Institutional Planning Report, which was developed in 2012-2013 (updated in 2013-2014 by pre-filling the data fields with instructional enrollment data for three terms), is required of all programs (COL 4.3 [Annual Institutional Planning Report Form-Non Instructional 2013-14.docx](#); COL 4.4 [Annual Institutional Planning Report Form-Instructional](#)); (COL 4.5 Annual Institutional Planning Reports, Non-Instructional: [A & R 2013-2014.docx](#); [Assessment Center 2013-2014.docx](#); [CalWORKS 2013-2014.docx](#); [Counseling Services 2013-14 REV.docx](#); [Distance Learning 2013-2014.docx](#); [EOPS CARE 2013-14.docx](#); [Financial Aid 2013-2014.docx](#); [Fiscal Services 2013-2014.docx](#); [Garden Grove 2013-2014.docx](#); [Grant Development 2013-2014.docx](#); [Institutional Research 2013-2014.docx](#); [Le-Jao Center, 2013-2014.docx](#); [M&O 2013-2014.docx](#); [Marketing PR 2013-2014.docx](#); [Newport Beach Cntr 2013-14.docx](#); [OLIT 2013-2014.docx](#); [Security 2013-14.docx](#); [STAR 2013-2014.docx](#); [Student Success Center 2013-2014.docx](#); [Transfer Center 2013-2014.docx](#)); (COL 4.6 Annual Institutional Planning Reports, Instructional: [Art 2013-2014.docx](#); [Astronomy-Physics, 2013-2014.docx](#); [Biology 2013-](#)

[2014.docx](#); [Building Codes Technology 2013-2014.docx](#); [Business Computing 2013-2014.docx](#); [Business-Accounting 2013-2014.docx](#); [Business-Business 2013-2014.docx](#); [Business-Economics 2013-2014.docx](#); [Chemistry 2013-14.docx](#); [Communication Studies 2013-2014.docx](#); [Computer Service Technology 2013-2014.docx](#); [CTE Real Estate 2013-2014.docx](#); [Digital Graphics Applications 2013-2014.docx](#); [EMHS.Pg1.2013.pdf](#); [EMHS.Pg 2.2013.pdf](#); [EMHS.pg3.2013.pdf](#); [English 2013-2014.docx](#); [ESL 2013-2014.docx](#); [Foods & Nutrition 2013-2014.docx](#); [Geology 2013-2014.docx](#); [Gerontology 2013-2014.docx](#); [Health 2013-2014.docx](#); [Humanities 2013-2014.docx](#); [International Languages 2013-2014.docx](#); [Management 2013-2014.docx](#); [Mass Communications 2013-2014.docx](#); [Math 2013-2014.docx](#); [Music 2013-2014.docx](#); [Paralegal 2013-2014.docx](#); [Philosophy 2013-2014.docx](#); [Physical Education 2013-2014.docx](#); [Process Technology 2013-2014.docx](#); [Psychology 2013-2014.docx](#); [Social Sciences 2013-2014.docx](#)). These reports were designed to collect the data that was being presented in the five-year reports and to give the faculty the data on an annual basis so they could detect trends and changes early. The annual reports also allowed the faculty and staff to review and report their progress on their five-year goals and SLO collection and assessment activities. The Program Review Committee also thought it would be helpful to include one-year goals to help programs/departments make steady progress on achieving goals. Finally, the SLO analysis in the annual reports can inform SLO analysis that occurs in the five-year comprehensive reports.

The most important contribution of the Annual Institutional Planning Reports is that they allow the programs/departments to review their goals and then to request funds that would be needed to achieve those goals, thus connecting planning to budget requests. These reports are reviewed by the Program Review Committee at the end of the fall term, and then sent to the Wing Planning Councils for review and initial prioritization. Once the Councils discussed the requests, they were prioritized in the Wing Plan Reports that were presented to PIEAC in the spring term (COL 4.7 [Program Review Process Chart.docx](#); COL 4.8 [Wing Plan Report Template](#)).

In 2013-2014 there were some errors made with the new Institutional Planning forms. Twelve department chairs completed their Annual Planning Reports on the old or non-instructional forms, and they were asked to complete Addendum Reports in order for the College to collect complete information. Non-instructional departments that did not include the SLO student survey results data in their analyses were asked to complete Addendum Reports that included this data (COL 4.9 [Assessment Center 2013-14 Addendum.docx](#); [CalWORKS 2013-14 Addendum.docx](#); [Counseling Services 2013-14 Addendum.docx](#); [EOPS CARE 2013-14 Addendum.docx](#); [Financial Aid 2013-14 Addendum.docx](#); [Infor Commons 2013-14 Addendum.docx](#); [Library 2013-14 Addendum.docx](#); [Transfer Center 2013-14 Addendum.docx](#)). (COL 4.10 Addendums: [Accounting1.docx](#); [Business1.docx](#); [CST PSLOs1.docx](#); [DGA PSLOs1.docx](#); [Education1.docx](#); [EmergMgt1.pdf](#); [Humanities1.docx](#); [International Languages1.docx](#); [Library1.docx](#); [Math1.docx](#); [Science1.docx](#); [Social Science1.docx](#); [Special Education1.docx](#)). The College has evaluated the causes for these errors and anticipates that future confusion will be prevented by the addition of the new Administrative Director of Institutional Effectiveness and Planning, who will be leading the Program Review Committee and sending out appropriate forms and instructions.

The Associate Dean of Research, Planning, and Institutional Effectiveness, working collaboratively with the researchers at the other two colleges and the District, developed a sustainable set of indicators common to the three colleges that can be routinely drawn from an

automated District database to support data needs for instructional Program Review. This data set, which contains five years of comparison data, was first implemented November 2012 for annual instructional program review reports. For each instructional program, the report includes, among other data, enrollment at census, the total FTES, WSCH, FTEF30 (estimate), FTES/FTEF (estimate), fill rate (percent), success and retention, and persistence (COL 4.11 [Glossary of Data Terms.docx](#)). A data access process allows users to create a variety of reports based on the dimensions and data needed (COL 4.12 [Research & Planning Web Site \(Click Program Review\)](#)). This sustainable set of data provides department chairs and managers with access to consistent data, which aids systematic planning that is integrated into budget allocation.

In fall 2013 the College announced a position for Administrative Director of Institutional Effectiveness and Planning to assist in coordinating and improving all planning and budgeting processes. This Director will provide invaluable assistance to the Program Review Committee in fulfilling its mandate (COL 4.13 [Job Description Institutional Effectiveness Director.docx](#)).

Also in fall 2013, a separate Planning Council for the Student Services Wing was developed. In addition, the Planning Councils for Instructional and Administrative Services wings that were developed in fall 2012 were expanded and membership was formalized. Lastly, in spring 2014 the Planning Council for the President's wing was initiated. These Planning Councils serve as an advisory group for the appropriate administrator and assist with the review and vetting of annual wing plans prior to Wing Plans being presented to PIEAC (COL 4.14 [PIEAC 10-30-13 Minutes.pdf](#) p. 2; COL 4.15 [PIEAC 11-6-13 Minutes.pdf](#) p. 7; The Administrative Director of Institutional Effectiveness and Planning will assist in developing and chairing the President's Wing Planning Council.

In the past year, the Program Review Committee has accomplished the following:

- Reviewed and updated all forms and manuals to ensure that they are easily understandable and useful (COL 4.16 [Program Review Handbook 2012-2014.pdf](#)).
- Created a Web page on the College Web site to house documents, reports, and reference materials. This not only assists programs in working on their reports but also provides a database of Annual Reports, Validation Reports, and Program Review Five-Year Self-Studies to facilitate the planning and budgeting process (COL 4.17 [Program Review Web Site](#)).
- Implemented systematic training for programs/departments scheduled for review. This training will occur every fall to enable programs to begin collecting data and (where relevant) conducting curriculum review during the spring term. The orientation training for Program Review was conducted on November 4, 2013 (COL 4.18 [Program Review Training Flyer Nov. 2013.jpg](#); COL 4.19 [Program Review Training 2013.pdf](#)).
- Worked with the Associate Dean of Research, Planning, and Institutional Effectiveness and the Vice President of Instruction to ensure that programs are receiving data in a timely manner (COL 4.12 [Research & Planning Web Site \(Click Program Review\)](#)).
- Assigned a staff person to provide consistent clerical and scheduling support for the committee.

Conclusion:

The College has developed a Program Review cycle for all student services, learning resources, and administrative services that is systematic and integrated into college planning and resource allocation processes.

This recommendation was fully addressed and the College meets the standard.

List of Evidence, Recommendation 4

- 4.1 [Program Review Draft Minutes 12-9-13.doc](#)
- 4.2 [Program Review Schedule \(new\) Draft 2011-15.xlsx](#)
- 4.3 [Annual Institutional Planning Report Form-Non Instructional 2013-14.docx](#)
- 4.4 [Annual Institutional Planning Report Form-Instructional](#)
- 4.5 **Annual Institutional Planning Reports, Non-Instructional:** [A & R 2013-2014.docx](#); [Assessment Center 2013-2014.docx](#); [CalWORKS 2013-2014.docx](#); [Counseling Services 2013-14 REV.docx](#); [Distance Learning 2013-2014.docx](#); [EOPS CARE 2013-14.docx](#); [Financial Aid 2013-2014.docx](#); [Fiscal Services 2013-2014.docx](#); [Garden Grove 2013-2014.docx](#); [Grant Development 2013-2014.docx](#); [Institutional Research 2013-2014.docx](#); [Le-Jao Center, 2013-2014.docx](#); [M&O 2013-2014.docx](#); [Marketing PR 2013-2014.docx](#); [Newport Beach Cntr 2013-14.docx](#); [OLIT 2013-2014.docx](#); [Security 2013-14.docx](#); [STAR 2013-2014.docx](#); [Student Success Center 2013-2014.docx](#); [Transfer Center 2013-2014.docx](#)
- 4.6 **Annual Institutional Planning Reports, Instructional:** [Art 2013-2014.docx](#); [Astronomy-Physics, 2013-2014.docx](#); [Biology 2013-2014.docx](#); [Building Codes Technology 2013-2014.docx](#); [Business Computing 2013-2014.docx](#); [Business-Accounting 2013-2014.docx](#); [Business-Business 2013-2014.docx](#); [Business-Economics 2013-2014.docx](#); [Chemistry 2013-14.docx](#); [Communication Studies 2013-2014.docx](#); [Computer Service Technology 2013-2014.docx](#); [CTE Real Estate 2013-2014.docx](#); [Digital Graphics Applications 2013-2014.docx](#); [EMHS.Pg1.2013.pdf](#); [EMHS.Pg 2.2013.pdf](#); [EMHS.pg3.2013.pdf](#); [English 2013-2014.docx](#); [ESL 2013-2014.docx](#); [Foods & Nutrition 2013-2014.docx](#); [Geology 2013-2014.docx](#); [Gerontology 2013-2014.docx](#); [Health 2013-2014.docx](#); [Humanities 2013-2014.docx](#); [International Languages 2013-2014.docx](#); [Management 2013-2014.docx](#); [Mass Communications 2013-2014.docx](#); [Math 2013-2014.docx](#); [Music 2013-2014.docx](#); [Paralegal 2013-2014.docx](#); [Philosophy 2013-2014.docx](#); [Physical Education 2013-2014.docx](#); [Process Technology 2013-2014.docx](#); [Psychology 2013-2014.docx](#); [Social Sciences 2013-2014.docx](#)
- 4.7 [Program Review Process Chart.docx](#)
- 4.8 [Wing Plan Report Template](#)
- 4.9 **Addendums, Non-Instructional:** [Assessment Center 2013-14 Addendum.docx](#); [CalWORKS 2013-14 Addendum.docx](#); [Counseling Services 2013-14 Addendum.docx](#); [EOPS CARE 2013-14 Addendum.docx](#); [Financial Aid 2013-14 Addendum.docx](#); [Infor Commons 2013-14 Addendum.docx](#); [Library 2013-14 Addendum.docx](#); [Transfer Center 2013-14 Addendum.docx](#)
- 4.10 **Addendums, Instructional:** [Accounting1.docx](#); [Business1.docx](#); [CST PSLOs1.docx](#); [DGA PSLOs1.docx](#); [Education1.docx](#); [EmergMgt1.pdf](#); [Humanities1.docx](#); [International](#)

[Languages1.docx](#); [Library1.docx](#); [Math1.docx](#); [Science1.docx](#); [Social Science1.docx](#);
[Special Education1.docx](#)

- 4.11 [Glossary of Data Terms.docx](#)
- 4.12 [Research & Planning Web Site \(Click Program Review\)](#)
- 4.13 [Job Description Institutional Effectiveness Director.docx](#)
- 4.14 [PIEAC 10-30-13 Minutes.pdf](#) p. 2
- 4.15 [PIEAC 11-6-13 Minutes.pdf](#) p. 7
- 4.16 [Program Review Handbook 2012-2014.pdf](#)
- 4.17 [Program Review Web Site](#)
- 4.18 [Program Review Training Flyer Nov. 2013.jpg](#)
- 4.19 [Program Review Training 2013.pdf](#)

College Recommendation 5 - Ensure a Sufficient Number of Full-Time Faculty

To increase effectiveness, the team recommends that the College work with the District to ensure a sufficient number of full-time faculty to support the College's future student population as projected in the Educational Master Plan in support of the institutional mission. (Standards I.B.1, I.B.4, II.A.2.a, II.B.3.c, II.C.1.a, III.A.2, III.A.6, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3)

The College and the District have been working together to address this recommendation. It is critical that the College and District establish plans for identifying the number of faculty members needed to support the College's students and programs. As a result, there have been discussions throughout the District related to the role of full-time faculty, support for instructional programs, current faculty hiring prioritization processes, and fiscal impact and financial resources available to support instructional programs. There have also been discussions about current budget allocation processes and possible models for consideration in the future.

The Board of Trustees keeps current on the number of full-time faculty employed in the District, full-time faculty hiring and other matters related to the number of full-time faculty. For example, recent agendas for the Board of Trustees Personnel Committee meeting include updates on faculty hiring, discussions of Full-Time Obligation Numbers (FON) required by the California Community College Board of Governors, and reports on faculty hiring (COL 5.1 [Personnel Committee Minutes 2-26-13](#); [Personnel Committee Minutes 4-4-13](#); [Personnel Committee Minutes 5-2-13](#); [Personnel Committee Minutes 8-26-13](#)). In addition, during regular meetings of the Board of Trustees, there have been discussions and public comment about the current number of full-time faculty members in the District. A Special Board Study Session was held on February 12, 2014, to discuss full-time faculty hiring (COL 5.2 [Board Agenda Special Study Session 2-12-14.pdf](#)).

In a variety of settings, the Coast District Chancellor has led discussions about the hiring of full-time faculty. On September 17, 2013, the Chancellor attended the College's Academic Senate meeting and provided updates and reports. Included in his report were comments related to the District's commitment to address all of the Accreditation Recommendations required in the

colleges' Follow-Up Reports for March 2014 (COL 5.3 [2013-09-17 Academic Senate Minutes.pdf](#)). In addition, there was considerable dialog about the number of full-time faculty members assigned to the College and about how many full-time faculty members may be needed in the future. The Chancellor encouraged the faculty to consider new and innovative ways to address the need for faculty. He also suggested that discussion occur about which programs should be encouraged to grow and which programs may need to be sunset. The Chancellor suggested that the District should look at each College to strategically address the need for faculty. Lastly, he agreed that faculty will play a critical role in the discussion of full-time faculty numbers.

Chancellor Jones led a three-hour District Consultation Council Meeting on October 7, 2013 to focus on the single topic of full-time faculty hiring (COL 5.4 [10-07-13 District Governance Council Minutes.pdf](#); COL 5.5 [10-07-13 DGC Faculty Hiring Coast Colleges Background Info 2013 Draft](#))

The Vice Chancellor of Administrative Services and the Vice Presidents of Administrative Services have been gathering examples of allocation models in use at other multi-college districts to identify an effective budget allocation model to support the missions of the District and the Colleges. All vice presidents were invited to the October 14, 2013, Chancellor's Cabinet meeting to see a preliminary presentation of multi-college resource allocations (COL 5.6 [Stutzman Presentation to Chancellors Cabinet 10-14-13.pptx](#); COL 5.7 [Stutzman White Paper Allocation Model in Multi-College Districts](#)). At a follow-up meeting on January 13, 2014, the Vice Chancellor of Administrative Services and the Vice Presidents of Administrative Services presented a proposal for an adjustment to the current allocation model that would increase the College's annual allocation by approximately \$500,000 annually. While the proposed allocation model does not specifically include a plan for hiring additional faculty members, the additional funds may possibly provide financial resources for hiring additional new full-time faculty.

At the College there continues to be regular dialog, planning, and actions related to full-time faculty numbers and hiring. The College is committed to finding ways to expand the number of full-time faculty assigned to the College. In addition, the College has also begun working more closely with the sister colleges to utilize and leverage full-time faculty across the District (COL 5.8 [Academic Senate Minutes 2013-10-01 p. 6-7](#); [Academic Senate Minutes 2013-10-15](#)). The College often utilizes faculty from other colleges to ensure we have adequate support and expertise in each of our disciplines. When the College does not have an appropriate number of full-time faculty members to serve on hiring committees, faculty from Orange Coast College and/or Golden West College serve in these bodies. The College employs a similar strategy for tenure review committees since the tenure review process requires that discipline experts from the same field as the tenure-track faculty member.

In spring 2013 the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) discussed the need for hiring additional full-time faculty (COL 5.9 [PIEAC 4-10-13.pdf](#); [PIEAC 4-17-13.pdf](#)). In addition, support was expressed by the College President and vice presidents. However, in April and May 2013, the Budget Committee reviewed the financial situation of the College and made Recommendations to PIEAC and the President that the College not increase the amount of on-going dedicated expenses for the 2013-14 fiscal year, since there was no

guarantee of any increases in ongoing revenue. As a result, the preliminary 2013-2014 budget was developed without any increased ongoing costs and no additional full-time faculty.

During the recent Academic Senate faculty prioritization process, there were many presentations that highlighted the need for additional full-time faculty. For example, departments described the need to hire full-time faculty to design new courses, establish transfer degrees, develop articulation agreements, provide leadership and outreach, teach specialized classes, mentor part-time faculty, increase counseling opportunities, and explore innovative teaching strategies. In addition, these presentations provided connections between the activities the new faculty members would undertake and the mission of the College and the Education Master Plan 2011-2016 (COL 5.10 [2013-14 Academic Senate Full-Time Faculty Request Presentations.pdf](#)). In addition, the topic of full-time faculty hiring is a regular agenda item at College Council meetings (COL 5.11 [College Council Summaries: 2013-05-14 CC Summary.pdf](#) [2013-09-10 CC Summary.pdf](#); [2013-10-22 CC Summary.pdf](#); [2013-11-26 CC Summary.pdf](#); [2014-01-14 CC Summary.pdf](#)).

In recent years, funding from the State and the District made it challenging for the College to commit to increase ongoing expenses and the hiring of additional permanent full-time faculty members. However, through ongoing dialog there is now a commitment within the District to support the increase in full-time faculty at Coastline and in the District. During the February 12, 2014 Board of Trustees Study session, Board members expressed their desire for the District to develop a plan for hiring additional new faculty in the District for the 2014-15 academic year. Through a memorandum to the Board of Trustees, the Chancellor outlined a plan for adding eight additional new faculty to the District for the 2014-15 academic year (COL 5.12 [Chancellor's Memo to Board re: Faculty Hiring, Feb14.pdf](#)).

The College is doing its utmost to ensure that students and programs have appropriate faculty resources. The President provided additional information about the 2014-15 faculty hiring plan in a letter to the Academic Senate President and Vice President of Instruction (COL 5.13 [2013-14 Faculty Prioritization.pdf](#)). In the letter the President provided a detailed plan for replacing a recent full-time faculty retirement, institutionalizing a grant-funded faculty position by funding the position with general funds (COL 5.14 [PIEAC 11-6-13 Minutes.pdf](#); [PIEAC 11-20-13.pdf](#); COL 5.15 [Budget Committee Minutes 12-11-13.pdf](#)), hiring a one year temporary full-time counselor, hiring the two new full-time faculty positions identified by the Chancellor, and using College funds to hire an additional new permanent full-time faculty member. Furthermore, The Vice President of Instruction, academic managers, department chairs, and Academic Senate are working together to provide additional release time and special faculty assignments to address other needs identified in the faculty prioritization presentations.

As a result, in the 2013-14 year the College increased the number of full-time general fund faculty positions by one. By the start of fall 2014 the College will add one temporary full-time counselor and three full-time permanent faculty members along with the two full-time faculty that began working for the College in fall 2013. Therefore, by September 2014, the College will have six more full-time faculty positions than at the time of the external team evaluation visit in March 2013.

Conclusion:

The College and District have been working together to develop a plan for hiring sufficient numbers of full-time faculty to support the District and College mission. In addition, the College has been able to use alternative strategies and collaboration with the sister colleges to address some deficiencies in full-time faculty numbers. The College has engaged in the development of a multi-year faculty hiring plan beginning in spring 2014. The College has worked with the District to develop a plan to significantly increase the number of full-time faculty available to support our students and programs.

This recommendation was fully addressed and the College meets the standard.

List of Evidence, Recommendation 5

- 5.1 [Personnel Committee Minutes 2-26-13](#); [Personnel Committee Minutes 4-4-13](#); [Personnel Committee Minutes 5-2-13](#); [Personnel Committee Minutes 8-26-13](#)
- 5.2 [Board Agenda Special Study Session 2-12-14.pdf](#)
- 5.3 [2013-09-17 Academic Senate Minutes.pdf](#)
- 5.4 [10-07-13 District Governance Council Minutes.pdf](#)
- 5.5 [10-07-13 DGC Faculty Hiring Coast Colleges Background Info 2013 Draft](#)
- 5.6 [Stutzman Presentation to Chancellors Cabinet 10-14-13.pptx](#)
- 5.7 [Stutzman White Paper Allocation Model in Multi-College Districts](#)
- 5.8 [Academic Senate Minutes 2013-10-01 p. 6-7](#); [Academic Senate Minutes 2013-10-15](#)
- 5.9 [PIEAC 4-10-13.pdf](#); [PIEAC 4-17-13.pdf](#)
- 5.10 [2013-14 Academic Senate Full-Time Faculty Request Presentations.pdf](#)
- 5.11 [College Council Summaries: 2013-05-14 CC Summary.pdf](#); [2013-09-10 CC Summary.pdf](#); [2013-10-22 CC Summary.pdf](#); [2013-11-26 CC Summary.pdf](#); [2014-01-14 CC Summary.pdf](#)
- 5.12 [Chancellor's Memo to Board re: Faculty Hiring, Feb 14.pdf](#)
- 5.13 [2013-14 Faculty Prioritization.pdf](#)
- 5.14 [PIEAC 11-6-13 Minutes.pdf](#); [PIEAC 11-20-13.pdf](#)
- 5.15 [Budget Committee Minutes 12-11-13.pdf](#)

College Recommendation 6 - Ensure Systematic Personnel Evaluation

To meet the Standard, the team recommends that the College work with the District to ensure that all personnel are evaluated systematically at stated intervals. (Standard III.A.1.b)

Annually, the College receives a list from District Human Resources informing every supervisor which employees under his or her supervision are due for evaluation. The list includes managers, classified personnel, and faculty. The intervals of evaluation are taken into account according to Board Policy and faculty/classified contracts (COL 6.1 [Appraisals Due - 12-4-13.xlsx](#)).

The process for completion is as follows:

1. The supervising manager receives reminder prompts whenever he/she signs in to MyCCC to submit an evaluation for a current employee (COL 6.2 [MyCCC Manager Screen-Appraisals Due.docx](#)).
2. The evaluation is completed, and the form is signed by the manager and the employee.
3. The evaluation form is submitted to Coastline Human Resources (HR).
4. Coastline HR submits the evaluation form to District HR. District HR receives the evaluation and enters the date the evaluation was completed, enters the new date for the next evaluation into Banner (the new date will vary depending on the status of the employee, e.g., new employee, part-time), and checks off that it was completed.
5. The evaluation is filed in the employee's file in the District HR file room.

If there is a manager change for any employee, Coastline HR initiates the tracking process. Coastline HR submits one request to District Payroll and a second request to the District Budget Department to make the change in Banner.

In working with the District to improve the employee evaluation process, Coastline HR noted several problems in the process that decreased the College's overall evaluation completion rates. The College's evaluations had been completed on time and sent to District Human Resources via Coastline HR. However, for the past few years, the annual list sent to all supervisors by District Human Resources has not been accurate. For example, the 2012-2013 list included employees whose evaluations had been completed the year prior. Coastline HR discovered that in some cases, completed evaluations were not triggering new evaluation dates for employees. In other cases, no date was listed for evaluation because there was no tracking mechanism to monitor the six-semester evaluation date for adjunct faculty. Because there are specific fields in Banner that must be updated and/or corrected, District Human Resources is retraining its staff as well as allowing designated College staff update access for full-time and part-time faculty. This will significantly improve the accuracy of provided information as well completion rates.

There was also a problem in the Banner fields that District HR used to input completion of the evaluation. When the data was initially converted from the old system to Banner, certain records did not populate into correct fields. That problem has since been corrected, and the list is now accurate. If a supervisor has a question related to the accuracy of the list, Coastline HR can be contacted.

To improve timeliness and accuracy, Coastline HR has created a tracking report to ensure that all evaluations are completed in a timely manner. This report tracks by employee, by manager for data completed, and by what has been sent to District HR. Coastline HR also sends reports of evaluations due to managers on a monthly basis. Past-due evaluations are discussed at the Coastline management monthly meetings or with the individual manager. Any discrepancies are reconciled with District HR. College managers have been asked to send all completed evaluations to Coastline HR, not to District HR, so they can be tracked at the college level. Coastline HR will forward all completed evaluations to District HR after they have been logged into the tracking report (COL 6.3 [Appraisals Due w Tracking Columns.xlsx](#)).

Conclusion:

The College has worked with the District to resolve discrepancies in the employee evaluation process and has developed a backup tracking report with reminder mechanisms to ensure that all personnel are evaluated systematically at stated intervals.

This recommendation was fully addressed and the College meets the standard.

List of Evidence, Recommendation 6

- 6.1 [Appraisals Due - 2-3-14.xlsx](#)
- 6.2 [MyCCC Manager Screen-Appraisals Due.docx](#)
- 6.3 [Appraisals Due w Tracking Columns.xlsx](#)

Response to *District Recommendations* #1, #2, #3, #4 and COMMISSION RECOMMENDATION #1

District Recommendation 1 - SLO Achievement a Component of Evaluation

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

Analysis and Findings

There were a variety of means of assessment used to gather the data related to this recommendation and to determine a final finding. For organizational purposes, the assessment was divided among four groups. These groups were full-time faculty, part-time faculty, classified employees, and managers. The means of assessment covered contract language, Memoranda of Understanding (MOU), notes from district meetings, letters or emails describing the SLO evaluation process and training opportunities, and evaluation forms to be used and SLO evaluation questions identified.

Full-Time Faculty

The Coast Federation of Educators (CFE) represents full-time and part-time faculty with 7.5 Lecture Hour Equivalents (LHE) or above. In a joint letter between CFE and the District (DIS 1.1 Joint Letter from District and CFE signed 11/13/2013), CFE and the District described that they had been engaged in negotiations for the successor collective bargaining agreement since fall 2012. Recognizing and agreeing on the need to include the use of SLOs as a component to faculty evaluations, both parties conceptually agreed to new contract language to address this on August 6, 2012. Both parties conceptually agreed that this new language would be a component of evaluations for all categories of faculty represented by CFE.

Until the successor agreement negotiations can be finalized and a new contract ratified, the District has directed administrators who evaluate faculty to address the use of SLOs in the current Coast Community College District Administrator Evaluation of Faculty form (DIS 1.2 Form CFE Agreement Appendix B - pages 94 & 95) of the now expired Collective Bargaining Agreement. Specifically, administrators have been directed to comment on faculty use of SLOs under subparagraph D of the form, which is entitled "Participates in Department/Division Activities." This went into effect in fall 2013 (DIS 1.1 Joint Letter from District and CFE signed 11/13/2013; DIS 1.5 Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013).

Part-Time Faculty

The part-time faculty members are represented by two employee groups. Part-time faculty members with 7.5 LHEs or above are represented by the Coast Federation of Educators (CFE).

Faculty members with less than 7.5 LHEs are represented by the Coast Community College Association (CCA). These two groups have separate collective bargaining agreements with the District.

As mentioned previously, the District and CFE have been in contract negotiations since fall 2012. Until a successor agreement is reached, the District has directed deans and department chairs of part-time faculty in the CFE unit to use the Faculty (or Counselor) Evaluation Report forms found on pages 88-91 in Appendix B of the CFE bargaining agreement. They should indicate SLO usage by individual faculty members by answering two SLO-related questions under "Additional comments by evaluator(s)." The questions are 1) Are SLOs on your syllabus (syllabi)? and 2) Do your assignments contribute to SLO(s) achievement? (DIS 1.3 Forms Faculty/Counselor Evaluation Reports - CFE Agreement Appendix B - pages 88-91). This goes into effect in spring 2014 (DIS 1.1 Joint Letter from District and CFE signed 11/13/2013; DIS 1.6 Joint Letter from District and CFE signed 11/19/2013; DIS 1.5 Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013).

The District and the Coast Community College Association (CCA) have not entered contract negotiations for a successor agreement. The District has approached CCA to negotiate new definitive language for part-time faculty evaluations. Until a successor agreement is reached, the District has directed evaluators for part-time faculty members represented by CCA to specifically address the use of SLOs on the Part-Time Faculty Evaluation Form found on page 23 in Appendix C of the CCA bargaining agreement under the first paragraph entitled, "Evaluator's Description of Observation" (DIS 1.4 CCA Part-Time Evaluation Form). Since evaluators are required to consider all teaching materials, including the syllabus, in the evaluation of part-time faculty, this is the most appropriate place to discuss the evidence of the use of SLOs by part-time faculty (DIS 1.5 Full-time and Part-time Faculty Evaluation Instructions - email from Vice Chancellor of Human Resources 10/31/2013 and 11/1/2013).

Classified Employees

Although faculty have direct responsibility to address instructional SLOs, classified employees do encourage and support student progress towards achieving stated student learning outcomes when appropriate. Management will ensure that classified employees have knowledge and familiarity of student learning outcomes through departmental meetings, conferences, training opportunities, and various other means. Managers are encouraged to have ongoing discussions with employees to support student learning. Contract negotiations and discussions will continue to ensure that all classified employees have an understanding of the alignment of their work with the District mission to support student learning (DIS 1.8 Classified Employee Email between Coast Federation of Classified Employees (CFCE) and VC HR 11/23/2013).

Management

The District and the Coast District Management Association (CDMA) negotiated language for a rated item pertaining to SLOs on all management employee evaluations. The item is worded as follows: "This manager supports faculty and staff in implementation of Student Learning Outcomes as a measure of student success and of teaching excellence." The implementation of

this language started in the Fall 2013 semester in the management evaluation process (DIS 1.7 CDMA Manager Evaluation letter 10/28/2013).

Conclusion:

The Coast Community College District and its employee groups have integrated SLOs in employee evaluations and should be commended. For the full-time faculty, part-time faculty with 7.5 LHE and above, and the management groups, contract language has been approved by the negotiation teams. The full-time and part-time faculty above 7.5 LHE have also come to agreement on an interim plan that will immediately go into effect until a full successor agreement has been approved. The District has also directed evaluators of part-time faculty below 7.5 LHE to use the present evaluation process and forms to address the use of SLOs. These directions will be implemented during the Spring 2014 semester.

This recommendation was fully addressed, and the College meets the standard.

List of Evidence, District Recommendation 1

[DIS 1.1 Joint Letter from District and CFE signed 11/13/2013](#)

[DIS 1.2 Form CFE Agreement Appendix B page 94](#)

[DIS 1.3 Forms Faculty/Counselor Evaluation CFE Agreement Appendix B pages 88-91](#)

[DIS 1.4 CCA Part-time Evaluation Form](#)

[DIS 1.5 Full- and Part-time Faculty Evaluation Instructions VC HR 10/31/2013 and 11/1/2013](#)

[DIS 1.6 Joint Letter from District and CFE signed 11/19/2013](#)

[DIS 1.7 CDMA Manager Evaluation letter 10/28/2013](#)

[DIS 1.8 Classified Employee Email between CFCE and VC HR 11/23/2013](#)

District Recommendation 2 - Delegation of Authority to the Chancellor

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

Analysis and Findings

As part of the process and schedule followed for the revision of all existing board policies and administrative procedures, and creation of new ones as needed, described in the response to District Recommendation 4, many existing board policies related to delegation of authority were revised, and several new ones were created. Associated administrative procedures were created to effectively operationalize these board policies.

Specifically, the following board policies and administrative procedures were revised or created:

BP 2430 Delegation of Authority to CEO – revision (DIS 2.1)
AP 2430 Delegation of Authority to CEO – new (DIS 2.2)
BP 2905 General Counsel - revision (DIS 2.3)
BP 6100 Delegation of Authority – revision (DIS 2.4)
AP 6100 Delegation of Authority – new (DIS 2.5)
BP 6150 Designation of Authorized Signatures – revision (DIS 2.6)
AP 6150 Designation of Authorized Signatures – new (DIS 2.7)
BP 6340 Bids and Contracts – revision (DIS 2.8)
AP 6340 Bids and Contracts – new (DIS 2.9)
BP 6350 Contracts Relating to Construction – new (DIS 2.10)
AP 6350 Contracts Relating to Construction – new (DIS 2.11)
BP 6370 Contract for Independent Contractor or Professional Experts – new (DIS 2.12)
AP 6370 Contract for Independent Contractor or Professional Experts – new (DIS 2.13)
BP 7110 Delegation of Authority – new (DIS 2.14)
AP 7110 Delegation of Authority – new (DIS 2.15)

Following the process outlined in AP 2410 Board Policies and Administrative Procedures, all these revisions or new board policies and administrative procedures, except for BP 2905, which did not require District Consultation Council (DCC – formerly the District Governance Council) approval, were brought to DCC for a first reading on September 30, 2013, and again for approval on October 28, 2013. (DCC Agenda items related to board policies and administrative procedures 9/30/2013 (DIS 2.16) and 10/28/2013 (DIS 2.17)). Subsequently, they were brought to the Board of Trustees for first reading at the Board meeting on 11/6/2013 and for approval or ratification, respectively, at the Board meeting on 11/20/2013 (Agenda and minutes Board meetings 11/6/2013 (DIS 2.18), 11/20/2013 (DIS 2.19), and 12/2/2013 (DIS 2.20)). The approval or ratification took place at the December 2, 2013, Board meeting.

BP 2430 Delegation of Authority to CEO was revised to more specifically define the delegation of authority to the Chancellor and the College Presidents and combined two different board policies that were overlapping (former BP 2201 Standards of Administration and BP 2430 Delegation of Authority). A new administrative procedure was created that indicates the specific areas for which the Chancellor and the College Presidents are responsible. The administrative procedure was created based on discussions with the Chancellor and the College Presidents.

BP 2905 General Counsel was revised to specifically define the working relationship and direction received from both the Board of Trustees and the Chancellor, whereas previously the General Counsel received direction and oversight exclusively from the Board of Trustees.

BP 6340 Bids and Contracts was revised to delegate the authority to the Chancellor to enter into contracts for work to be done; services to be performed; or for goods, equipment, or supplies to be furnished or sold to the District that do not exceed the amounts specified in Public Contract Code Section 20651, as amended annually under Public Contract Code Section 20651(d), without requiring prior approval by the Board but ratification by the Board. This is a significant change in actual delegation of authority to the Chancellor. Prior to this change, any contract, service, or purchase, regardless of dollar amount, required prior approval of the Board, which

had an impact on the ability of the District to operate efficiently. The associated AP 6340 defined the delegation of authority from the Chancellor to the Vice Chancellor of Fiscal and Administrative Services.

BP 7110, a new board policy related to the delegation of authority to the Chancellor related to personnel matters, combined a number of disparate policies and more clearly articulated the type of personnel actions that the Chancellor could undertake without prior approval, but rather ratification, by the Board, to effectively run the operations of the District. The associated AP 7110 defined the delegation of authority from the Chancellor to the Vice Chancellor of Human Resources.

At its November 6, 2013, Board meeting, the Board of Trustees approved the revision to the following Board Policies that recognize the role of the Chancellor as follows:

BP 2200 Board Duties and Responsibilities (DIS 2.21) – the board policy was revised to include the Chancellor in the hiring and evaluation of the Board Secretary and the appointment and oversight of the District General Counsel, District External Auditor, and District Lobbyist. Previous language in the policy had these functions being selected and overseen exclusively by the Board of Trustees.

BP 2320 (DIS 2.22) is a new board policy that provides the Chancellor the responsibility for ensuring that the media are informed of special or emergency meetings of the Board.

The operational implementation of the revised or new relevant board policies and administrative procedures was defined and communicated to all District managers on January 23, 2014, by the manager of the District Risk Services. The changes were implemented effective with the Board meeting on February 5, 2014 (DIS 2.23 Memorandum to District Managers Support Staff Re Delegation Authority Contracts Submission Review 1/23/2014, DIS 2.24 Contract Submission and Review Procedures 1/22/2014).

Conclusion:

The District and the Board of Trustees have revised existing board policies related to delegation of authority and created new board policies and administrative procedures that clearly define the delegation of authority to the Chancellor and College Presidents and operationalize this delegation of authority. The implementation of the changes made related to delegation of authority is evidenced in the changes made to the way items are submitted to Board of Trustees meetings (DIS 2.25 Agenda and minutes Board meeting 2/5/2014).

This recommendation was fully addressed, and the College meets the standard.

List of Evidence, District Recommendation 2

[DIS 2.1 BP 2430 Delegation of Authority to CEO – revision](#)

[DIS 2.2 AP 2430 Delegation of Authority to CEO – new](#)

[DIS 2.3 BP 2905 General Counsel - revision](#)

[DIS 2.4 BP 6100 Delegation of Authority – revision](#)
[DIS 2.5 AP 6100 Delegation of Authority – new](#)
[DIS 2.6 BP 6150 Designation of Authorized Signatures – revision](#)
[DIS 2.7 AP 6150 Designation of Authorized Signatures – new](#)
[DIS 2.8 BP 6340 Bids and Contracts – revision](#)
[DIS 2.9 AP 6340 Bids and Contracts – new](#)
[DIS 2.10 BP 6350 Contracts Relating to Construction – new](#)
[DIS 2.11 AP 6350 Contracts Relating to Construction – new](#)
[DIS 2.12 BP 6370 Contracts for Independent Contractor or Professional Experts – new](#)
[DIS 2.13 AP 6370 Contracts for Independent Contractor or Professional Experts – new](#)
[DIS 2.14 BP 7110 Delegation of Authority – new](#)
[DIS 2.15 AP 7110 Delegation of Authority– new](#)
[DIS 2.16 DCC Agenda items related to board policies and administrative procedures 9/30/2013](#)
[DIS 2.17 DCC Agenda items related to board policies and administrative procedures 10/28/2013](#)
[DIS 2.18 Agenda and minutes Board Meeting 11/6/2013](#)
[DIS 2.19 Agenda and minutes Board Meeting 11/20/2013](#)
[DIS 2.20 Agenda and minutes Board Meeting 12/2/2013](#)
[DIS 2.21 BP 2200 Board Duties and Responsibilities](#)
[DIS 2.22 BP 2320 Special and Emergency Meetings](#)
[DIS 2.23 Memorandum to District Managers Support Staff Regarding Delegation Authority](#)
[Contracts Submission Review 1/23/2014](#)
[DIS 2.24 Contract Submission and Review Procedures 1/22/2014](#)
[DIS 2.25 Agenda and minutes Board Meeting 2/5/2014](#)

District Recommendation 3 - Board Self-Evaluation

To meet the Standard, the team recommends that the Board of Trustees follow its established process for self-evaluation of Board performance as published in its board policy. (Standard IV.B.1.g)

Analysis and Findings

Review of Evaluation Procedure

At the February 7, 2012, meeting of the Board of Trustees Accreditation Committee, members of the committee discussed with those present the status of the Board of Trustees Self Evaluation materials, including the Board Self Evaluation (DIS 3.1 Board of Trustees Accreditation Committee Meeting Minutes 2/7/2012).

At the April 17, 2012, meeting of the Board of Trustees Accreditation Committee, committee members discussed the Board of Trustees' Self Evaluation materials and agreed that the Board President and the Board Secretary would get together to develop an action plan on self-evaluation dissemination and follow up on the action plan (DIS 3.2 Board of Trustees Accreditation Committee Meeting Minutes 4/17/2012).

At the June 27, 2012, meeting of the Board of Trustees Accreditation Committee, committee members discussed Board Policy 2745 Board Self Evaluation. One issue raised was that the Administrative Procedure was embedded in the policy itself. The Board Clerk (a member of the Board Accreditation Committee at the time) and the Vice Chancellor of Educational Services and Technology were asked to separate out the Administrative Procedure and take it to the Board Study Session. With this plan in place, the committee voted to approve the revised policy (absent a procedure) and to forward both to the full Board at the July 18 Board meeting. At this same meeting, committee members discussed the need for a plan to expand the Board of Trustees' meeting minutes to provide elaboration on discussion topics to reflect important information, concerns raised, and possible impact to other programs and efforts (DIS 3.3 Board of Trustees Accreditation Committee Meeting Minutes 6/27/2012).

Approval of Revised Board Evaluation Policy (BP 2745)

At the August 1, 2012, Board meeting, the Board reviewed Board Policy 2745 for a first reading. One of the expressed concerns was that action minutes do not provide sufficient evidence regarding Board discussion and involvement in matters before the Board for the purpose of deliberation. This also applies to Board committees. Detailed meeting minutes for many District and college committees provide evidence for both the self-evaluation and subsequent reports to the Accreditation Commission and other State agencies. The details help document the topic and viewpoints of discussion, pertinent parts of the deliberation, outcomes they support, engagement, and important background on the decision-making process. Action minutes of Board of Trustees meetings do not serve this evidence function very well. The change being suggested is recommending a way to augment Board and Board Committee action minutes for this purpose. The Board of Trustees voted to refer Board Policy 2745 to the next regular meeting, with changes as modified in paragraph #7 (DIS 3.4 Board of Trustees Meeting Minutes 8/1/2012). At the August 15 Board meeting, the Board adopted a revised Board Policy 2745, which included expanding the meeting minutes when the Board discusses findings of the self-evaluation. These minutes will be public and available before they are presented for approval (DIS 3.5 Board of Trustees Meeting Minutes, 8/15/2012; DIS 3.6 Board of Trustees Accreditation Committee Meeting Minutes, 9/20/2012).

At the July 30, 2013, meeting of the Board of Trustees Accreditation Committee, the Board President provided the Committee with a progress report on District Recommendation 3. She shared that the Trustees were researching other tools being used for self-evaluation and that this item would be presented at the upcoming Study Session of the Board of Trustees. The Board President further shared that she would recommend a 360-degree review of the Board, with surveys being distributed in late August/early September and returned mid-September. Statistical results would be generated at the end of September 2013, and there would be discussion at a Board Meeting Study Session where the Board of Trustees would receive insight from employees regarding the evaluation. The Board also approved, as part of an effort to coordinate and prepare the follow up reports due to ACCJC March 15, 2014, the following approach for the District responses.

“In order to address the recommendations, the District Office and the Colleges will be working together. The District Office will coordinate the recommendations related to the District, while the colleges will coordinate the college-specific recommendations. For all recommendations, there will be input and review by the appropriate groups at the District Office and the colleges” (DIS 3.7 Board of Trustees Accreditation Committee Meeting Minutes, 7/30/2013).

At the August 7, 2013, Board Study Session on Accreditation, the Board discussed its current self-evaluation process and proposed changes to the tool based on its review of other districts, and those suggested by the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT). This proposed self-evaluation would be brought to the August 21 Board agenda with the goal of sending out surveys by early September 2013 and sharing results in October 2013. Goals for the next two years would be formulated and a report based on the survey would be posted on the District website (DIS 3.8 Board of Trustees Study Session Minutes, 8/7/2013).

On August 21, 2013, the Board took action to approve the Board Self Evaluation Plan presented at the Board Accreditation Study Session of August 7, 2013 (DIS 3.9 Board of Trustees Meeting Minutes, 8/21/2013).

Below a summary of the Board evaluation process as stated in BP 2745, as adopted at the August 15, 2012, Board of Trustees meeting.

Action	Timeline
(1) Review and approve procedures	September, odd number years
(2) Review and approve evaluation instrument	September, odd number years
(3) Board members complete and submit evaluation responses	10 days prior to evaluation meeting
(4) Board Secretary tabulates responses and presents them to Board President	Prior to evaluation meeting
(5) Board President presents evaluation results to Board in writing	Prior to evaluation meeting
(6) Board President/designee presides over discussion of evaluation results	October study session (or special meeting)
(7) Public/District constituencies provide input during self-evaluation	Prior to evaluation meeting
(8) Action(s) taken as result of evaluation summary in public meeting	Prior to date of next review cycle
(9) Board Accreditation Committee develops of process/measures to address areas of improvement	Prior to date of next review cycle
(10) Board Accreditation Committee reports back with results in public meeting	Prior to date of next review cycle
(11) Evaluation identifies accomplishments, goals and plans (optional)	

Action (1)

On August 15, 2012, the Board approved BP 2745 ahead of the schedule (DIS 3.5 Board of Trustees Meeting Minutes, 8/15/2012).

Action (2)

On August 21, 2013, the Board approved the evaluation instrument (DIS 3.9 Board of Trustees Meeting Minutes, 8/21/2013, DIS 3.11 Board of Trustees Self Evaluation).

Action (3)

Board members completed a self-evaluation online. The Board Secretary prepared the report of the survey responses.

Action (7)

Board secretary sent an email communication on September 9, 2013 to all employees of the Coast Community College District with the URL for the Board evaluation survey.

Action (4)

Board secretary tabulated and presented them to the Board President on October 2, 2013.

Action (5)

The Board President presented the evaluation results to the Board in writing on October 16, 2013, which was part of the agenda of the Board Study Session (DIS 3.10 Board of Trustees Meeting Agenda 10/16/2013).

Action (6)

On October 16, 2013, the Board discussed the evaluation results during a study session for this purpose (DIS 3.10 Board of Trustees Meeting Agenda and Minutes, 10/16/2013; DIS 3.11 Board of Trustees Self Evaluation; DIS 3.12 Survey Results of District Employees Regarding the Board of Trustees; DIS 3.13 Survey Written Comments of District Employees).

Actions taken as a result of the evaluation were determined at the public meetings held on October 16, 2013, and November 6. This resulted in identifying goals and action plans for the Board of Trustees (DIS 3.14 Goals and Action Plans Adopted at the November 6, 2013, Board meeting).

The Board Accreditation Committee was charged to develop the process and measures to address areas of improvement.

Conclusion:

This recommendation was fully addressed and the College meets the standard.

List of Evidence, District Recommendation 3

[DIS 3.1 Board of Trustees Accreditation Committee Meeting Minutes 2/7/2012](#)

[DIS 3.2 Board of Trustees Accreditation Committee Meeting Minutes 4/17/2012](#)

[DIS 3.3 Board of Trustees Accreditation Committee Meeting Minutes 6/27/2012](#)

[DIS 3.4 Board of Trustees Meeting Minutes 8/1/2012](#)

[DIS 3.5 Board of Trustees Meeting Minutes 8/15/2012](#)

[DIS 3.6 Board of Trustees Accreditation Committee Meeting Minutes 9/20/2012](#)
[DIS 3.7 Board of Trustees Accreditation Committee Meeting Minutes 7/30/2013](#)
[DIS 3.8 Board of Trustees Study Session Minutes 8/7/2013](#)
[DIS 3.9 Board of Trustees Meeting Minutes 8/21/2013](#)
[DIS 3.10 Board of Trustees Meeting Minutes 10/16/2013](#)
[DIS 3.11 Board of Trustees Self Evaluation](#)
[DIS 3.12 Survey Results of District Employees Regarding the Board of Trustees](#)
[DIS 3.13 Survey Written Comments of District Employees](#)
[DIS 3.14 Goals and Action Plans Adopted at the November 6, 2013 Board Meeting](#)

District Recommendation 4 - District Evaluation of Policies and Procedures

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

Analysis and Findings

After discussions at the Chancellor's Cabinet (formerly called Presidents' Council) and District Consultation Council (formerly called Chancellor's Cabinet and then District Governance Council), in order to clarify and formalize the process by which existing board policies and administrative procedures are revised and/or new ones are created, in February 2012, new Board Policy 2410 Board Policies and Administrative Procedures (DIS 4.1) and associated Administrative Procedure 2410 Board Policies and Administrative Procedures (DIS 4.2) were developed. The Board of Trustees adopted and ratified, respectively, the new BP 2410 and AP 2410 at its March 21, 2012, meeting (DIS 4.3 Minutes Board of Trustees Meeting 3/21/2012).

The development and implementation of AP 2410 Board Policies and Administrative Procedures in March 2012 has helped to clarify the process and responsibilities for revision and/or creation of policies and procedures. Since AP 2410 has been followed consistently since its ratification, the District and responsible individuals stay on track because there is an established schedule that calls for reviewing and updating all existing board policies and administrative procedures on a four-year cycle.

Between January 2012 and February 2013, 48 board policies were revised or created. This represented 15% of the total number of current board policies as of February 2013 (316 total) (DIS 4.4 List of board policies and administrative procedures revised or created from January 2012 to February 2013).

In spring 2012, the Board of Trustees approved and directed staff to work on re-aligning the board policies and administrative procedures to conform to the chapter and numbering structure recommended by the Community College League of California (CCLC). The Vice Chancellor of

Educational Services and Technology convened a working group with representation from the units of the District Office who have overall responsibility for each area to work on this re-alignment.

After further review and analysis of the current structure and numbering of existing board policies and administrative procedures, the Vice Chancellor of Educational Services and Technology also provided an extensive analysis with recommendations for changes in the current structure; numbering; and, in some cases, content of board policies in order to fully implement the CCLC structure and numbering format as well as consistency with CCLC in terms of the content of board policies and administrative procedures. The Board of Trustees approved the implementation of the proposed recommendations at the August 1, 2012, meeting (DIS 4.5 Minutes Board of Trustees Meeting 8/1/2012).

This work was completed, and the revised structure was implemented. During the review and re-alignment to conform to the CCLC recommended structure, overlapping board policies were identified, leading to the consolidation or elimination of some. Others that were suitable as administrative procedures, rather than as board policies, were revised and brought to the Board of Trustees for review and approval or ratification, as appropriate.

In addition, at its meetings on September 19, 2012; June 19, 2013; and August 21, respectively, the Board of Trustees approved contracts with CCLC for providing assistance to the District Human Resources and Administrative Services with revision of current board policies and administrative procedures, or creation of new ones, as needed (Minutes Board Meetings: DIS 4.6 9/19/2012; DIS 4.7 6/19/2013; DIS 4.8 8/21/2013). The Vice Chancellor of Educational Services and Technology has continued to provide overall coordination for this process.

At the July 30, 2013, meeting of the Board of Trustees Accreditation Committee, the approach and new schedule for completing by January 2014 the revision of all board policies and administrative procedures, and creation of new ones, as needed, was reviewed and discussed (DIS 4.9 Board of Trustees Accreditation Committee Agenda and Minutes 7/30/2013.)

The work has continued in earnest throughout the fall 2013 and spring 2014 semesters as follows:

Per BP 2410 and AP 2410, revised or new Board Policies and Administrative Procedures were brought for information only, first reading, or approval to the District Consultation Council (DCC) (DCC Agendas Items related to BPs and APs: DIS 4.10 9/9/2013; DIS 4.11 9/30/2013; DIS 4.12 10/21/2013; DIS 4.13 10/28/2013; DIS 4.14 11/18/2013; DIS 4.15 12/2/2013; DIS 4.16 1/13/2014).

After review and approval by the DCC, the revised or new Board Policies and Administrative Procedures were brought to the Board of Trustees for first reading and subsequently for approval or ratification, as follows (Board of Trustees Meetings Agendas Items and Minutes related to BPs and APs: DIS 4.17 10/16/2013; DIS 4.18; 11/6/2013; DIS 4.19 11/20/2013; DIS 4.20 12/2/2013; DIS 4.21 12/11/2013; DIS 4.22 1/15/2014).

Board of Trustees Meeting Date	BPs and APs for First Reading	BPs and APs for Approval or Ratification, respectively
10/16/2013	22 BPs and 3 APs	1 BP
11/6/2013	72 BPs and 75 APs	22 BPs and 2 APs
11/20/2013	1 BP	62 BPs and 56 APs -on agenda but postponed to 12/2/2013 meeting)
12/2/2013	27 BPs and 22 APs	71 BPs and 69 APs
12/11/2013	8 BPs and 2 APs	26 BPs and 24 APs
1/15/2014	8 BPs and 5 APs	6 BPs and 1 AP

In addition to the schedule for completing a full revision of existing BPs and APs, or creation of new ones as needed, a look-forward and schedule for the new four-year review cycle was developed and provided to the Board of Trustees at its February 5, 2014, meeting. This document covered board policies in Chapters 1 through 6 (DIS 4.23 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 6). The complete schedule which also includes Chapter 7 was provided to the Board of Trustees at its February 19 meeting (DIS 4.24 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 7).

Conclusion:

The District has followed the process defined in BP 2410 and AP 2410 for revision of existing Board Policies and Administrative Procedures, as needed. The District and the Board of Trustees completed a full review and revision of all of its existing BPs and APs and created new ones, as needed. A schedule for continued review and revision for the next four-year cycle, fall 2014-spring 2018, has been established and will be followed.

This recommendation was fully addressed, and the College meets the standard.

List of Evidence, District Recommendation 4

- [DIS 4.1 Board Policy 2410 Board Policies and Administrative Procedures](#)
- [DIS 4.2 Administrative Procedure 2410 Board Policies and Administrative Procedures](#)
- [DIS 4.3 Minutes Board of Trustees Meeting 3/21/2012](#)
- [DIS 4.4 List of board policies and administrative procedures revised or created from January 2012 to February 2013](#)
- [DIS 4.5 Minutes Board of Trustees Meeting 8/1/2012](#)
- [DIS 4.6 Minutes Board of Trustees Meeting 9/19/2012](#)
- [DIS 4.7 Minutes Board of Trustees Meeting 6/19/2013](#)
- [DIS 4.8 Minutes Board of Trustees Meeting 8/21/2013](#)
- [DIS 4.9 Board of Trustees Accreditation Committee Agenda and Minutes 7/30/2013](#)
- [DIS 4.10 DCC Agenda Items related to BPs and APs 9/9/2013](#)
- [DIS 4.11 DCC Agenda Items related to BPs and APs 9/30/2013](#)
- [DIS 4.12 DCC Agenda Items related to BPs and APs 10/21/2013](#)
- [DIS 4.13 DCC Agenda Items related to BPs and APs 10/28/2013](#)
- [DIS 4.14 DCC Agenda Items related to BPs and APs 11/18/2013](#)
- [DIS 4.15 DCC Agenda Items related to BPs and APs 12/2/2013](#)

- [DIS 4.16 DCC Agenda Items related to BPs and APs 1/13/2014](#)
[DIS 4.17 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 10/16/2013](#)
[DIS 4.18 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/6/2013](#)
[DIS 4.19 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 11/20/2013](#)
[DIS 4.20 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/2/2013](#)
[DIS 4.21 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 12/11/2013](#)
[DIS 4.22 Board of Trustees Meeting Agenda Items and Minutes related to BPs and APs 1/15/2014](#)
[DIS 4.23 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 6](#)
[DIS 4.24 Status and Revision Schedule of Board Policies and Administrative Procedures Chapters 1 to 7](#)

Commission Recommendation 1 - District Examine the Role of Four Board Employees

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

Analysis and Findings

Various documents including Board Policies, Administrative Procedures, and job descriptions were identified for the workgroup to review and analyze. Further, the workgroup members interviewed the Chancellor, the Board members, and the Board Secretary to understand the perception of and processes followed when it comes to working with the Board Secretary and the Chancellor.

Interviews were conducted with the following:

- the Chancellor on October 25, 2013,
- the Board President and the Board Secretary on November 1, and
- four Board members were interviewed individually on November 7-8.

The interview with the Chancellor affirmed the commitment of the Chancellor to work with the Board of Trustees to ensure that the issues surrounding the delegation of authority, including the role of the Board Secretary, are clarified and fully addressed.

The results of the interviews conducted with members of the Board of Trustees in November 2013 harkened back to the time of 2006-2010 in order to create a context and to have a better understanding as to why the Board has evolved in its mode of operations and authority. The mid 2000s were a time when the Coast Community College District's Chancellor was not trusted by either the colleges or the Board of Trustees. This lack of trust as well as a perceived lack of transparency prompted the Board members at the time to set up safety measures for control and authority that included hiring a general counsel for both advice and the opportunity to make decisions faster based on trusted legal advice; an external auditor for greater objectivity; and a lobbyist to argue in Sacramento on behalf of the colleges. At that time, the majority of the Board members believed its office needed confidentiality above all. It appears that these measures did provide that confidentiality and supported the Board of Trustees to have authority and control to keep the administrative staff in a direct reporting relationship.

Since that time, it is now perceived that the District, with two new Board members first elected in 2008 and 2010, respectively, and a new Chancellor who started in his position in August 2011, in the current climate, has been "making leaps and bounds" forward, and the past measures have staunched much of the issues from the prior years. A majority of the Board members reported that it is appropriate for the Chancellor to have the delegation of authority. It is also apparent that with the current Board members and Chancellor, achieving trust and creating more transparency has been evolving in a healthy and successful way. The Board Secretary and the assistants that report to her have been successfully working with not only the Board, but also the Chancellor and appropriate Board and District committees.

On the other hand, two of the Board members are still reluctant to delegate authority. They recognize change has occurred, and they attribute that to the measures and control that they put into place prior to 2010. They feel removing those controls may move the District backwards rather than forward. One of these two Board members believes that ACCJC has gone too far in its authority and stated this in a letter he sent to the U.S. Department of Education (COM 1.1 Board of Trustees Special Meeting Agenda, Attachment and Minutes 8/21/2013) . This letter was not supported or endorsed by the Board as a whole. The Board President sent a follow-up letter to the U.S. Department of Education and ACCJC to this effect (COM 1.2 Letter from Board President to the US Department of Education 8/26/ 2013).

The following Board Policies (BP) and Administrative Procedures (AP) were revised to reflect the delegation of authority. They were brought to the District Consultation Council before they were brought to the Board following the process outlined in AP 2410.

[BP 2430 Delegation of Authority to CEO \(DIS 2.1\)](#)

[AP 2430 Delegation of Authority to CEO \(DIS 2.2\)](#)

[BP 2905 General Counsel \(DIS 2.3\)](#)

[BP 6100 Delegation of Authority \(DIS 2.4\)](#)

[AP 6100 Delegation of Authority \(DIS 2.5\)](#)

[BP 6150 Designation of Authorized Signatures \(DIS 2.6\)](#)

[AP 6150 Designation of Authorized Signatures \(DIS 2.7\)](#)

[BP 6340 Bids and Contracts \(DIS 2.8\)](#)

[AP 6340 Bids and Contracts \(DIS 2.9\)](#)

[BP 6350 Contracts Relating to Construction](#) (DIS 2.10)
[AP 6350 Contracts Relating to Construction](#) (DIS 2.11)
[BP 6370 Contracts for Independent Contractor or Professional Expert Services](#) (DIS 2.12)
[AP 6370 Contracts for Independent Contractor or Professional Expert Services](#) (DIS 2.13)
[BP 7110 Delegation of Authority](#) (DIS 2.14)
[AP 7110 Delegation of Authority](#) (DIS 2.15)

Relevant Board Policies and Administrative Procedures related to Commission Recommendation 1 in which the Board Secretary is mentioned in terms of duties and responsibilities or relationship to the Board of Trustees and/or Chancellor which were revised include the following:

[BP 2015 Student Member, Board of Trustees](#) (updated version approved at the 11/6/2013 Board of Trustees meeting) (COM 1.3)
[BP 2105 Election of Student Member](#) (updated version approved at the 11/6/2013 Board of Trustees meeting) (COM 1.4)
[BP 2200 Board Duties and Responsibilities](#) (updated version approved at the 11/6/2013 Board of Trustees meeting) (COM 1.5)
[BP 2210 Officers](#) (updated version approved at the 11/6/2013 Board of Trustees meeting) (COM 1.6)
[BP 2340 Agendas](#) (updated version approved at the 11/6/2013 Board of Trustees meeting) (COM 1.7)
[BP 2345 Public Participation at Board Meetings](#) (updated version approved at the 11/6/2013 Board of Trustees meeting) (COM 1.8)
[BP 2360 Minutes](#) (updated version first reading at the 3/5/2014 Board of Trustees meeting) (COM 1.9)
[BP 2365 Recording](#) (updated version first reading at the 3/5/2014 Board of Trustees meeting) (COM 1.10)
[BP 2740 Board Education and New Trustee Orientation](#) (updated version first reading at the 3/5/2014 Board of Trustees meeting) (COM 1.11)

BP 2200 Board Duties and Responsibilities was revised to change the reporting relationship of the Board Secretary from reporting exclusively to the Board of Trustees to a dual reporting relationship to both the Board of Trustees and the Chancellor. The Chancellor and the Board of Trustees work together to hire and evaluate the Board Secretary. This was previously was the exclusive responsibility of the Board of Trustees.

The job description of the Board Secretary (COM 1.12) was revised to clarify the supporting role of this position to work with the Chancellor and the Board of Trustees to prepare Board meeting agendas, take minutes, and to collect attachments. The revised job description was discussed at the February 5, 2014, Board meeting.

Conclusion:

This recommendation was fully addressed, and the College meets the standard.

List of Evidence, Commission Recommendation 1

COM 1.1 Board of Trustees Special Meeting Agenda, Attachment and Minutes 8/21/2013

COM 1.2 Letter from Board President to the US Department of Education 8/26/2013

COM 1.3 BP 2015 Student Member, Board of Trustees (updated version approved at the 11/6/2013 Board of Trustees meeting)

COM 1.4 BP 2105 Election of Student Member (updated version approved at the 11/6/2013 Board of Trustees meeting)

COM 1.5 BP 2200 Board Duties and Responsibilities (updated version approved at the 11/6/2013 Board of Trustees meeting)

COM 1.6 BP 2210 Officers (updated version approved at the 11/6/2013 Board of Trustees meeting)

COM 1.7 BP 2340 Agendas (updated version approved at the 11/6/2013 Board of Trustees meeting)

COM 1.8 BP 2345 Public Participation at Board Meetings (updated version approved at the 11/6/2013 Board of Trustees meeting)

COM 1.9 BP 2360 Minutes (updated version first reading at the 3/5/2014 Board of Trustees meeting)

COM 1.10 BP 2365 Recording (updated version first reading at the 3/5/2014 Board of Trustees meeting)

COM 1.11 BP 2740 Board Education and New Trustee Orientation (updated version first reading at the 3/5/2014 Board of Trustees meeting)

COM 1.12 Revised Job Description of the Board Secretary

DIS 2.1 BP 2430 Delegation of Authority to CEO

DIS 2.2 AP 2430 Delegation of Authority to CEO

DIS 2.3 BP 2905 General Counsel

DIS 2.4 BP 6100 Delegation of Authority

DIS 2.5 AP 6100 Delegation of Authority

DIS 2.6 BP 6150 Designation of Authorized Signatures

DIS 2.7 AP 6150 Designation of Authorized Signatures

DIS 2.8 BP 6340 Bids and Contracts

DIS 2.9 AP 6340 Bids and Contracts

DIS 2.10 BP 6350 Contracts Relating to Construction

DIS 2.11 AP 6350 Contracts Relating to Construction

DIS 2.12 BP 6370 Contract for Independent Contractor or Professional Experts

DIS 2.13 AP 6370 Contract for Independent Contractor or Professional Experts

DIS 2.14 BP 7110 Delegation of Authority

DIS 2.15 AP 7110 Delegation of Authority

Coastline Community College:

11460 Warner Avenue
Fountain Valley, CA 92708
(714) 546-7600
www.coastline.edu

President:

Loretta P. Adrian, Ph.D.

Coast Community College District— Board of Trustees:

David A. Grant, Mary L. Hornbuckle, Jim Moreno, Jerry Patterson,
Lorraine Prinsky, Ph.D., and Tanner Kelly, Student Trustee

Chancellor:

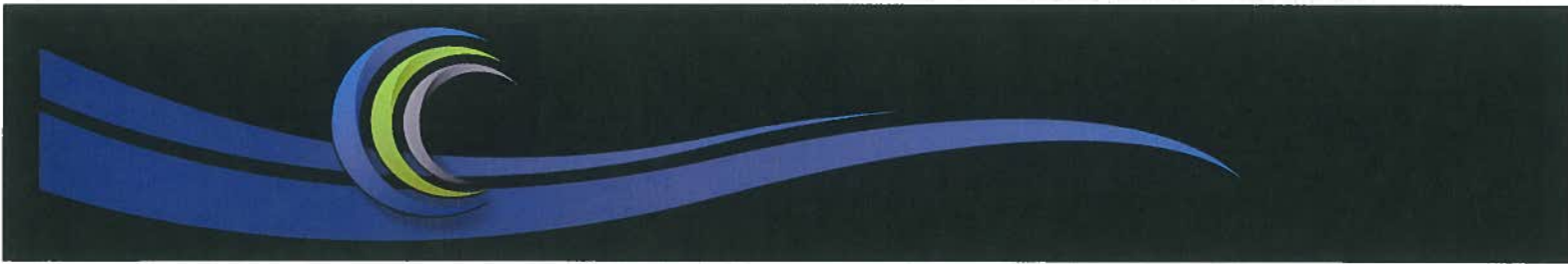
Andrew C. Jones, Ed.D.

Accreditation:

Coastline is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial, Ste. 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Non-Discrimination Statement:

The Coast Community College District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.



TOMORROW'S COLLEGE TODAY.
www.coastline.edu



Submitted by:

COASTLINE COMMUNITY
COLLEGE

11460 Warner Avenue • Fountain Valley, CA 92708



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Vice President
KRISTA JOHNS

Vice President
GARMAN JACK POND

Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

March 12, 2014

Dr. Dennis Harkins
President
Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92628

Dear President Harkins:

At the meeting of June 5-7, 2013, the Accrediting Commission for Community and Junior Colleges took action with regard to Orange Coast College, which included a Follow-Up Report and visit. This letter will confirm that the visit will take place Tuesday, April 8-Wednesday, April 9, 2014. Please send copies of the institutional Follow-Up Report to the team.

The team roster is attached. Should any member of this team represent a conflict of interest or otherwise warrant attention, please contact me promptly. The team will devote its attentions primarily to the matters that are identified in the Action Letter (attached) and to which the report is directed. You will be hearing from the team chair to discuss the visit and take care of any logistical matters that might be involved.

Upon completion of the visit, the Team Chair will prepare a short report which will be presented to the Commission at its meeting in June 4-6, 2014. Soon after the meeting the College will be informed of the action taken by the Commission. I must remind you that after the visit the College will be billed for the visit itself (direct costs plus fifteen percent for office overhead).

Thank you for all of your work in support of accreditation processes. Quality assurance, institutional effectiveness and ongoing improvement can only result with the kind of special efforts that you and Orange Coast College are making.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Jack Pond".

G. Jack Pond
Vice President

GJP/tl

Cc: Dr. John Weispfenning, Accreditation Liaison Officer

Enclosure: Action Letter, Team Roster



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KRISTA JOHNS

Vice President
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Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

CORRECTED LETTER

July 3, 2013

Dr. Dennis Harkins
President
Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92628

Dear President Harkins:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 5-7, 2013, reviewed the Institutional Self Evaluation Report and the report of the External Evaluation Team that visited Orange Coast College March 18-21, 2013.

The Commission acted to issue **Warning** and require Orange Coast College to correct the deficiencies noted. The College is required to complete a **Follow-Up Report by March 15, 2014** demonstrating resolution of the deficiencies noted in the 2013 Evaluation Report: District Recommendations 1, 2, 3, and 4 and Commission Recommendations 1 and 2. The Report will be followed by a visit of Commission representatives.¹

Warning is issued when the Commission finds that an institution has pursued a course deviating from the Eligibility Requirements, Accreditation Standards or Commission policies to an extent that gives concern to the Commission. The Commission may require an institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which the institution must resolve deficiencies, and may require additional reports and evaluation visits. During the warning period, reaffirmation is delayed, but the institution remains accredited and will be reaffirmed when the issues giving rise to the warning are fully resolved and the institution is removed from warning.

The Follow-Up Report of March 2014 should demonstrate that the institution has fully addressed the recommendations noted below, resolved the deficiencies, and now meets all Eligibility Requirements, Accreditation Standards, and recommendations identified in the External Evaluation Team Report.

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

Dr. Dennis Harkins
Orange Coast College
July 3, 2013

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

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

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

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

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

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Orange Coast College must correct the deficiencies noted in recommendations above no later than March 15, 2015, or the Commission will be required to take adverse action.

The External Evaluation Report provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings. The recommendations contained in the External Evaluation Team Report represent the best advice of the peer evaluation team at the time of the visit, but may not describe all that is necessary to come into compliance.

Institutions are expected to take all actions necessary to comply with Eligibility Requirements, Accreditation Standards and Commission policies. The Commission wishes to remind you that while an institution may concur or disagree with any part of the report, the College is expected to use the External Evaluation Report to improve educational programs and services and to resolve issues identified by the Commission.

Dr. Dennis Harkins
Orange Coast College
July 3, 2013

The College conducted an educational quality and institutional effectiveness review as part of its self evaluation. The Commission suggests that the plans for improvement of the institution included in its Self Evaluation Report be used to support the continuing improvement of Orange Coast College.

A **final** copy of the External Evaluation Report is enclosed. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Report and this letter dissemination to your College staff and to those who were signatories of your College Self Evaluation Report. This group should include the campus leadership, the Chancellor, and the Board of Trustees.

The Commission also requires that the Institutional Self Evaluation Report, the External Evaluation Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the External Evaluation Report, please contact Commission staff.

Finally, ACCJC staff is available to assist the College with consultation and advice on the recommendations identified above. Please do not hesitate to contact us.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness and educational quality.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. John Weispfenning, Accreditation Liaison Officer
Dr. Andrew C. Jones, Chancellor, Coast Community College District
President, Board of Trustees
Mr. Anthony D. Cantu, President, Fresno City College, Team Chair

Enclosure

^T Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review Guidelines for the Preparation of Reports to the Commission. The Guidelines contain the background, requirements, and format for each type of report and presents sample cover pages and certification pages. The Guidelines are available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).

March 12, 2014

**Orange Coast College
Follow Up Report Visit Team Roster
Tuesday, April 8-Wednesday, April 9, 2014**

You are reminded to send the Follow-Up Report to each team member electronically in Microsoft Word and in hard copy prior to the visit. In addition, one electronic copy in Word, and three hard copies of the Follow-Up Report must be sent to the Commission office.

Mr. Anthony Cantu (Chair)
President
Fresno City College
1101 East University Avenue
Fresno CA 93741
E-mail: tony.cantu@fresnocitycollege.edu
Telephone: 559-489-2212
FAX: 559-489-2280

Ms. Cyndie Luna
Instructor, Communication
Fresno City College
1101 E. University Avenue
Fresno CA 93741
E-mail: cyndie.luna@fresnocitycollege.edu
Telephone: 559-442-4600 xt 8309
FAX: 559-443-8539

Dr. Jeanette Mann
Member, Board of Trustees
Pasadena Area Community College District
c/o 2195 East Orange Grove Boulevard
Pasadena CA 91104
E-mail: jxmann@earthlink.net
Telephone: 626-797-0307
FAX: 626-797-0182

**Orange Coast College
Follow Up Report Visit Team Roster
Tuesday, April 8-Wednesday, April 9, 2014**

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E-mail: cyndie.luna@fresnocitycollege.edu
Telephone: 559-442-4600 xt 8309
FAX: 559-443-8539

Dr. Arnulfo Cedillo
President, Board of Trustees
Chabot-Las Positas CCD
c/o 32225 Slocum Court
Union City CA 94587
E-mail: arnulfo.cedillo@marin.edu
Telephone: 415-485-9375
FAX: 415-456-7770

Dr. Jeanette Mann
Member, Board of Trustees
Pasadena Area Community College District
c/o 2195 East Orange Grove Boulevard
Pasadena CA 91104
E-mail: jxmann@earthlink.net
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Associate Vice President
NORVAL WELLSFRY

March 12, 2014

Mr. Wes Bryan
President
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647

Dear President Bryan:

At the meeting of June 5-7, 2013, the Accrediting Commission for Community and Junior Colleges took action with regard to Golden West College, which included a Follow-Up Report and visit. This letter will confirm that the visit will take place Tuesday, April 8-Wednesday, April 9, 2014. Please send copies of the institutional Follow-Up Report to the team.

The team roster is attached. Should any member of this team represent a conflict of interest or otherwise warrant attention, please contact me promptly. The team will devote its attentions primarily to the matters that are identified in the Action Letter (attached) and to which the report is directed. You will be hearing from the team chair to discuss the visit and take care of any logistical matters that might be involved.

Upon completion of the visit, the Team Chair will prepare a short report which will be presented to the Commission at its meeting in June 4-6, 2014. Soon after the meeting the College will be informed of the action taken by the Commission. I must remind you that after the visit the College will be billed for the visit itself (direct costs plus fifteen percent for office overhead).

Thank you for all of your work in support of accreditation processes. Quality assurance, institutional effectiveness and ongoing improvement can only result with the kind of special efforts that you and Golden West College are making.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Jack Pond", is written over a horizontal line.

G. Jack Pond
Vice President

GJP/tl

Cc: Ms. Kay Nguyen, Accreditation Liaison Officer

Enclosure: Action Letter, Team Roster



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NORVAL WELLSFRY

July 3, 2013

Mr. Wes Bryan
President
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647

Dear President Bryan:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 5-7, 2013, reviewed the Institutional Self Evaluation Report and the report of the External Evaluation Team that visited Golden West College March 18-21, 2013.

The Commission acted to issue **Warning** and require Golden West College correct the deficiencies noted. The College is required to complete a **Follow-Up Report by March 15, 2014**. The College must demonstrate resolution of the deficiencies noted in the 2013 Evaluation Report: District Recommendations 1, 2, 3, and 4, the Commission Recommendation 1, and College Recommendations 2, 3, 4, 5, and 6. The Report will be followed by a visit of Commission representatives.¹

Warning is issued when the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards or Commission policies to an extent that gives concern to the Commission. The Commission may require an institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which deficiencies must be resolved, and may require additional reports and evaluation visits. During the warning period, reaffirmation is delayed, but the institution remains accredited and will be reaffirmed when the issues giving rise to the warning are fully resolved and the institution is removed from warning.

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

Mr. Wes Bryan
Golden West College
July 3, 2013

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

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

College Recommendation 2: In order to fully meet the Standards and improve institutional planning, the College must implement a process to more specifically create and link objectives that lead to accomplishment of the institutional goals and improvement in Key Performance Indicators (KPIs). (I.A.1, I.A.4, I.B.1-7, III.B.2.b)

College Recommendation 3: In order to meet the Standards, it is recommended that the College complete the process of mapping (aligning) course-level SLOs with program-level SLOs and general education SLOs and expedite the process of assessing all SLOs. Doing so will allow the College to ensure that it is awarding credit based on student achievement of a course's stated learning outcomes as well as awarding degrees and certificates based on student achievement of stated learning outcomes. (II.A.2.f, II.A.2.h, II.A.2.i, ER 10, ER 19)

College Recommendation 4: In order to meet the Standards, it is recommended that the College ensure that all students receive a course syllabus containing course-level student learning outcomes, properly labeled, for all courses regardless of delivery modality. (II.A.6)

College Recommendation 5: In order to meet the Standards, the College must develop and implement a policy and/or procedure for measuring the program length and intended outcomes of degrees and certificates offered by the College. (II.A, II.A.1, II.A.2, II.A.2.h, II.A.6.a-c)

Mr. Wes Bryan
Golden West College
July 3, 2013

College Recommendation 6: In order to meet the Standards, the College must develop financial planning processes that include the following:

- a. Consideration of its long-range financial priorities when making short-range financial plans
- b. Development of financial plans that are integrated with and supports all institutional plans
- c. Development of an enrollment management plan in order to maintain the financial viability of the organization, (as noted in 2000 and 2007). (Standard III.D.1.a, III.D.1.c)

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Golden West College must correct the deficiencies noted in recommendations above no later than March 15, 2015, or the Commission will be required to take adverse action.

The External Evaluation Report provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings. The recommendations contained in the External Evaluation Team Report represent the best advice of the peer evaluation team at the time of the visit, but may not describe all that is necessary to come into compliance.

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Mr. Wes Bryan
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July 3, 2013

in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page. If you would like an electronic copy of the External Evaluation Report, please contact Commission staff.

Finally, ACCJC staff is available to assist the College with consultation and advice on the recommendations identified above. Please do not hesitate to contact us.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

cc: Mr. Dwayne Thompson, Accreditation Liaison Officer
Dr. Andrew C. Jones, Chancellor, Coast Community College District
President, Board of Trustees
Ms. Deborah Ikeda, Campus President, Willow International Community College
Center, Team Chair

Enclosure

[†] Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review Guidelines for the Preparation of Reports to the Commission. The Guidelines contain the background, requirements, and format for each type of report and presents sample cover pages and certification pages. The Guidelines are available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).

March 12, 2014

**Golden West College
Follow Up Report Visit Team Roster
Tuesday, April 8-Wednesday, April 9, 2014**

You are reminded to send the Follow-Up Report to each team member electronically in Microsoft Word and in hard copy prior to the visit. In addition, one electronic copy in Word, and three hard copies of the Follow-Up Report must be sent to the Commission office.

Ms. Deborah Ikeda (Chair)
Campus President
Willow International Community College
Center
10309 North Willow Ave
Fresno CA 93730
E-mail: Deborah.ikeda@sccd.edu
Telephone: 559-325-5205
FAX: 559-325-5299

Mr. Charlie Ng
Vice President Business and Administrative
Services
Mira Costa College
One Barnard Drive
Oceanside CA 92056
E-mail: cng@miracosta.edu
Telephone: 760-795-6830
FAX:

Mr. Ted Wieden
Professor of Geography/Meteorology
Diablo Valley College
321 Golf Club Road
Pleasant Hill CA 94523
E-mail: twieden@dvc.edu
Telephone: 925-969-2012
FAX: 928-687-2503



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10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
SHERRILL L. AMADOR
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Vice President
KRISTA JOHNS

Vice President
GARMAN JACK POND

Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

March 12, 2014

Dr. Loretta Adrian
President
Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

Dear President Adrian:

At the meeting of June 5-7, 2013, the Accrediting Commission for Community and Junior Colleges took action with regard to Coastline Community College, which included a Follow-Up Report and visit. This letter will confirm that the visit will take place Tuesday, April 8-Wednesday, April 9, 2014. Please send copies of the institutional Follow-Up Report to the team.

The team roster is attached. Should any member of this team represent a conflict of interest or otherwise warrant attention, please contact me promptly. The team will devote its attentions primarily to the matters that are identified in the Action Letter (attached) and to which the report is directed. You will be hearing from the team chair to discuss the visit and take care of any logistical matters that might be involved.

Upon completion of the visit, the Team Chair will prepare a short report which will be presented to the Commission at its meeting in June 4-6, 2014. Soon after the meeting the College will be informed of the action taken by the Commission. I must remind you that after the visit the College will be billed for the visit itself (direct costs plus fifteen percent for office overhead).

Thank you for all of your work in support of accreditation processes. Quality assurance, institutional effectiveness and ongoing improvement can only result with the kind of special efforts that you and Coastline Community College are making.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Jack Pond", is written over a horizontal line.

G. Jack Pond
Vice President

GJP/tl

Cc: Dr. Vince Rodriguez, Accreditation Liaison Officer

Enclosure: Action Letter, Team Roster

Attachment 8



**ACCREDITING
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SUITE 204
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NORVAL WELLSFRY

July 3, 2013

CORRECTED LETTER

Dr. Loretta Adrian
President
Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

Dear President Adrian:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 5-7, 2013, reviewed the Institutional Self Evaluation Report and the report of the External Evaluation Team that visited Coastline Community College March 18-21, 2013.

The Commission acted to issue **Warning** and require that Coastline Community College correct the deficiencies noted. The College is required to complete a **Follow-Up Report by March 15, 2014**. The Report must demonstrate resolution of the deficiencies noted in the 2013 Evaluation Report: District Recommendations 1, 2, 3, and 4, Commission Recommendation 1, and College Recommendations 1, 2, 3, 4, 5, and 6. The Report will be followed by a visit of Commission representatives.¹

Warning is issued when the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards or Commission policies to an extent that gives concern to the Commission. The Commission may require an institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which the institution must resolve deficiencies, and may require additional reports and evaluation visits. During the warning period, reaffirmation is delayed, but the institution remains accredited and will be reaffirmed when the issues giving rise to the warning are fully resolved and the institution is removed from warning.

The Follow-Up Report of March 2014 should demonstrate that the institution has fully addressed the recommendations noted below, resolved the deficiencies, and now meets all Eligibility Requirements and Accreditation Standards identified in the External Evaluation Team Report and the recommendations.

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

Dr. Loretta Adrian
Coastline Community College
July 3, 2013

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

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

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

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

College Recommendation 1: To meet the Standard, the team recommends that the College complete the process of developing institutional effectiveness measures so that the degree to which college goals are achieved can be determined and widely discussed. (Standards I.B, I.B.2, I.B.3)

College Recommendation 2: To increase effectiveness, the team recommends that the College assure the effectiveness of its ongoing planning and resource allocation processes by completing a systematic review of all parts of the cycle in a purposeful and well documented manner as outlined in the 2011 *Educational Master Plan* and the 2012 *Planning Guide*. (Standards I.B, I.B.6)

College Recommendation 3: To meet the Standards, the team recommends that the College fully complete the cycle of assessment and the documentation of how the results of these assessments are used for institutional improvement for course-level and degree/certificate-level student learning outcomes, general education and institutional learning outcomes, student support services outcomes, learning resources outcomes, and administrative services outcomes. (Standards I.B, I.B.1, II, II.A, II.A.1.c, II.A.2.e, II.A.2.f, II.A.3, II.A.6, II.A.6.a, II.B, II.B.4, II.C, II.C.2)

Dr. Loretta Adrian
Coastline Community College
July 3, 2013

College Recommendation 4: To meet the Standards, the team recommends that the College ensure that the program review cycle for all student services, learning resources, and administrative services is systematic and integrated into college planning and resource allocation processes. (Standards I.B, I.B.1, I.B.3, I.B.6, II.A, II.A.2, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6.b, II.B, II.B.3.c, II.B.4, II.C, II.C.2)

College Recommendation 5: To increase effectiveness, the team recommends that the College work with the District to ensure a sufficient number of full-time faculty to support the College's future student population as projected in the *Educational Master Plan* in support of the institutional mission. (Standards I.B.1, I.B.4, II.A.2.a, II.B.3.c, II.C.1.a, III.A.2, III.A.6, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3)

College Recommendation 6: To meet the Standard, the team recommends that the College work with the District to ensure that all personnel are evaluated systematically at stated intervals. (Standard III.A.1.b)

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Coastline Community College must correct the deficiencies noted in Recommendations above no later than March 15, 2015, or the Commission will be required to take adverse action.

The External Evaluation Report provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings. The recommendations contained in the External Evaluation Team Report represent the best advice of the peer evaluation team at the time of the visit, but may not describe all that is necessary to come into compliance.

Institutions are expected to take all actions necessary to comply with Eligibility Requirements, Accreditation Standards and Commission policies. The Commission wishes to remind you that while an institution may concur or disagree with any part of the report, the College is expected to use the External Evaluation Report to improve educational programs and services and to resolve issues identified by the Commission.

The College conducted an educational quality and institutional effectiveness review as part of its self evaluation. The Commission suggests that the plans for improvement of the institution included in its Self Evaluation Report be used to support the continuing improvement of Coastline Community College.

Dr. Loretta Adrian
Coastline Community College
July 3, 2013

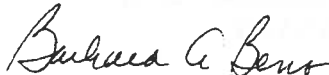
A **final** copy of the External Evaluation Report is enclosed. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Report and this letter dissemination to your College staff and to those who were signatories of your College Self Evaluation Report. This group should include the campus leadership, the Chancellor, and the Board of Trustees.

The Commission also requires that the Institutional Self Evaluation Report, the External Evaluation Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the External Evaluation Report, please contact Commission staff.

Finally, ACCJC staff is available to assist the College with consultation and advice on the recommendations identified above. Please do not hesitate to contact us.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Vince Rodriguez, Accreditation Liaison Officer
Dr. Andrew C. Jones, Chancellor, Coast Community College District
President, Board of Trustees
Mr. Randall Lawson, Executive Vice President, Santa Monica College, Team Chair

Enclosure

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review Guidelines for the Preparation of Reports to the Commission. The Guidelines contain the background, requirements, and format for each type of report and presents sample cover pages and certification pages. The Guidelines are available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).

March 12, 2014

**Coastline Community College
Follow Up Report Visit Team Roster
Tuesday, April 8-Wednesday, April 9, 2014**

You are reminded to send the Follow-Up Report to each team member electronically in Microsoft Word and in hard copy prior to the visit. In addition, one electronic copy in Word, and three hard copies of the Follow-Up Report must be sent to the Commission office.

Mr. Randal Lawson (Chair)
Executive Vice President
Santa Monica College
1900 Pico Boulevard
Santa Monica CA 90405-1628
E-mail: lawson_randal@smc.edu
Telephone: 310-434-4360
FAX: 310-434-3613

Dr. Kimberly Perry
Superintendent/President
Butte College
3536 Butte Campus Drive
Oroville CA 95965
E-mail: perryki@butte.edu
Telephone: 530-895-2484
FAX: 530-895-2896

Dr. Andrew LaManque
Executive Director, Institutional Research and
Planning
Foothill-DeAnza CCD
12345 El Monte Road
Los Altos Hills CA 94022
E-mail: lamanqueandrew@fhda.edu
Telephone: 650-949-6187
FAX: 650-941-1638

Dr. Ian Walton
Mathematics Faculty Emeritus
Mission College
430 Hampstead Way
Santa Cruz CA 95062
E-mail: waltonaccjc@redshift.com
Telephone: 831-462-3398
FAX:



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JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

Date: January 24, 2014
Memo to: Chief Executive Officers, Accreditation Liaison Officers
From: Krista Johns, JD *KRJ*
Subject: January 2014 Commission Action on Eligibility Requirements and Accreditation Standards

We request that you publicize the information in this memo at your institution. Please note that comment is invited from the field on the first reading revisions to Eligibility Requirements and Accreditation Standards. Information about how to submit comment is also included here.

At its January 2014 meeting, the Commission approved for first reading revisions to Eligibility Requirements and Accreditation Standards from the Review of Accreditation Standards and Practices that began in November, 2011. The first reading approval opened a comment period that will extend through April 30, 2014. The first reading documents are attached with this memorandum and are also posted at www.accjc.org.

Three public hearings will be held during the comment period for presentation of oral and written input on the first reading revisions to Eligibility Requirements and Accreditation Standards. In addition, individuals are invited to provide written comment by using the Suggestion Form (attached and posted online).

Comments may be made in written, FAX, or email format and sent to one of the following addresses:

- Email: kjohns@accjc.org
- FAX: 415-506-0238
- Mail: ACCJC
10 Commercial Boulevard, Suite 204
Novato, CA 94949

The Commission invites comment on these revisions through April 30, 2014.

The following report provides helpful background information about the process and purpose of the Review of Accreditation Standards and Practices, and a summary of major changes reflected in the revisions to Eligibility Requirements and Accreditation Standards.

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Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

Date: January 8, 2014

Memo to: Commissioners

From: John Nixon, Staff to Standards Review Committee

Subject: First Reading - Draft Revision of Standards

In 2011, the Commission initiated a comprehensive review of the Standards of Accreditation, expressing the intention of revising and improving the Standards to reflect current effective practice in higher education, public expectations for educational quality and transparency, and current Federal regulations. As summarized below, the Commission, led by its Evaluation and Planning Committee and Standards Review Committee, has concluded almost three years of study, discussion, and extensive solicitation of input from over 500 ACCJC constituent groups and individuals. Following a final review of draft revisions to the Standards by the Commission Committees in November, Commission staff prepared the draft revision of the Standards presented today for discussion and, with recommendation by the Commission Committees, approval as first reading. In addition, the Eligibility Requirements for Accreditation have been revised to reflect changes to the Standards, and that revised document also is presented today for first reading by the Commission.

Following Commission approval of the revised Standards and Eligibility Requirements as first readings, staff and the Commission will turn to the task of revising accreditation publications, including all manuals and guides that inform the processes and practices of accreditation, to align them with the revised Standards. That activity will coincide with review and potential revision of Commission processes and practices attendant to accreditation, about which the Commission also received considerable input from individuals and groups representing ACCJC member institutions. The Commission Development Workshop in March will focus on that review.

The following is a summary of the purpose for the review and revision of the Standards, as defined by the Commission, and a summary of that process, which led to the draft of revised Standards presented today. The major changes to the current Standards also are summarized.

Guiding Purpose and Background

The Commission last undertook a review of the 2004 Accreditation Standards and Practices during the years 2006 to 2008. The results of that review were published in *Quality Assurance: A Formative Review* (ACCJC publication, 2008). Since then, there have been significant changes in institutional practices, in the national regulatory environment, and in public expectations regarding educational quality and transparency. While the Commission believed the Accreditation Standards still largely reflected practices indicative of educational quality, it was an appropriate time to undertake another review.

The 2011 to 2013 review has been led by the Commission's Evaluation & Planning Committee, which designated a sub-committee, the Standards Review Committee, to coordinate the work. The Commission's goal was to adopt revised Standards and Practices in 2014.

The Commission asserted that the review would result in a revised set of Standards and accreditation practices that (1) promote institutional effectiveness with measurable outcomes; (2) define college responsibilities for supporting and demonstrating student achievement and attainment of learning outcomes and goals; (3) reflect current regulations and effective practices; and (4) are clear to member colleges and to the public. The review would also honor and align with the Commission's statement of purpose, found in Article I, Section 2 of the ACCJC Bylaws.

The Review of Accreditation Standards and Practices was launched in November 11, 2011, with an announcement to the field. The first phase of the review, taking input on the current Accreditation Standards and practices, concluded in October 2012, following a series of public hearings, workshops and meetings with task forces, and multiple calls for written input. In the end, more than 170 suggestions were received on form and format of the Standards, specific wording in the Standards, desired additions and deletions of various sections, and on accreditation practices.

Also as a part of its review, Commissioners undertook a study of higher education practices, developments in regional accreditation, and the manner in which the Accreditation Standards have supported institutional effectiveness, educational quality, and continuous quality improvement.

At its June 2013 meeting, the Commission reviewed a preliminary draft of revised Standards, based on Commission review and input from the field, and directed staff to solicit input on that draft from subject matter experts across the region.

For the solicitation of input on the preliminary draft from field experts, staff met with a number of groups, including ACCJC committees and task forces - General Education Committee, Distance Education Committee, Student Learning Outcomes Task Force, and Financial Review Task Force. Staff also met with a number of constituency groups representing member institutions, including PPEC, Hawai'i colleges, Accreditation Liaison Officers, California Community College Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Chief Human Relations Officers, Chief Business Officers, and the Academic Senate of the California Community Colleges. In addition, staff received input from individuals representing member institutions.

Using input from the field experts, Commission staff revised the preliminary draft of the Standards and presented that draft to the Evaluation and Planning and Standards Review Committees for their review in November. The draft presented to the Commission today reflects the final review and revision of the preliminary draft by the Commission Committees.

Summary of Major Changes

The draft revision of the Standards presented today reflects a number of changes incorporated

into the four Standards, including:

- Addition of a general introduction to the Standards.
- Reordering of sections within the Standards to reflect a more logical sequence.
- Addition of citation and requirements attendant to the baccalaureate degree.
- Elimination of a few sections considered to be too prescriptive.
- Reduction of redundancy.
- Clarification of intent for some sections.

The following is a summary of changes to specific components of the Standards:

Standard I

- The Standard now features three sections: Mission, Assuring Academic Quality and Institutional Effectiveness, and Institutional Integrity.
- The section on Mission has been expanded, reflecting the foundational role mission plays in defining a college.
- Academic Quality has been singled out as a subsection, and it contains expectations for defining and assessing student performance and completion outcomes.
- Institutional Integrity is now a separate section, containing existing and new expectations for integrity and honesty in actions, communications, and policies.

Standard II

- Standard II has two major sections: Instructional Programs, and Student Support and Library and Learning Resources.
- The Instructional Programs section delineates responsibilities and expectations for assuring academic quality, and it sets expectations for degree requirements, including general education.
- The section on Student Support and Library and Learning Resources defines expectations affecting co-curricular programs and athletics, and it defines expectations for academic advising and student pathways to completion.

Standard III

- The Standard maintains four sections: Human Resources, Physical Resources, Technology Resources, and Financial Resources.
- Under the Human Resources section, expectations are defined for qualifications of all personnel who have responsibility for academic quality.
- The section on Financial Resources remains largely unchanged from its last revision in 2012.

Standard IV

- The Standard now has four sections: Decision-Making Roles and Processes, Chief Executive Officer, Governing Board, and Multi-College Districts or Systems.
- The sections define specific expectations for delineation and distinction of roles and responsibilities in governance.
- The section on Multi-College Districts or Systems defines specific expectations for the functional relationship between a district or system and a college.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

Accreditation Standards
(First Reading January 2014)

Introduction¹

The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, and institutional excellence. The institutional mission provides the impetus for accomplishing student learning and achievement and other goals that the institution endeavors to attain. Acting with integrity, the institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated planning (Standard I). Student Learning Programs and Support Services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement. CW- Introduction.²

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication.

¹ The Introduction section and opening paragraphs of each Standard are not intended for citation as standards. They are introductory in nature only. This notation will not remain with the finally-adopted standards.

² Cross-walk (CW) references at the end of the sections point to the current Accreditation Standards, for ease of review. Completely new sections are so identified. These citations will not remain in the finally-adopted standards.

A. Mission

1. The institution's mission describes its broad educational purposes, its degrees and credentials offered, its intended student population, and its commitment to student success, as reflected in student learning and student achievement. The institution's programs and services are aligned with its mission. CW IA+, IA1
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities and educational needs of students. CW IA1+
3. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. CW IA4+
4. The institutional mission statement is approved by the governing board and published. CW IA2

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a substantive and collegial dialog about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. CW IB1
2. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services. CW IB intro+, IB, IB2+, IIA2a, IIB,4
3. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement. CW IB intro+, IB, IB2+
4. The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement. CW IB intro+, IB, IB4

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. CW IA3, IB3
6. The Institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies. CW IB intro+, new

7. The institution regularly evaluates its policies and practices in educational programs and student and learning support services, resource management, and governance to assure their effectiveness in supporting academic quality and accomplishment of mission. CW IB6
8. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. CW IB4, IIIA6, IIIB2b, IIIC2, IIID4
9. The institution regularly evaluates the efficacy and currency of its planning processes, plans and makes changes as needed. CW IB7
10. The institution communicates the results of all of its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. CW IB5

C. Institutional Integrity¹

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20) CW IIA Intro, IIA1, IIA6c
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (endnote on page 19). CW IIB2
3. The institution uses documented assessment of student learning and achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 10, 19) CW IB5
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. CW IIA6
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.² CW IVA5
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. CW New

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility, student honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge. (ER 12) CW IIA7 Intro
8. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. CW IIA7a
9. Through its policies, procedures and actions, the institution demonstrates that it promotes integrity and that the board, administration, faculty, staff and students, act responsibly and with integrity. CW IIA7b
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. CW IIA7c
11. Institutions operating in foreign locations for students other than U.S. nationals operate in conformity with the Standards and applicable Commission policies. Institutions must have authorization from the Commission to operate in a foreign location.³ CW IIA8
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21) CW IVA4
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. CW IVA4

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

1. All instructional programs are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified programmatic student learning outcomes, and degrees, certificates, employment, or transfer to other higher education programs. CW IIA Intro
2. Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible for instructional courses, programs and directly related services act to continuously improve instructional programs and services through systematic evaluation to assure currency, improve teaching and learning strategies, and achieve stated learning outcomes. CW IIA1, IIA2b,d,e,f
3. The institution demonstrates that all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, align with the mission of the institution and are conducted with integrity. ⁴ CW IIA1
4. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that specifies at minimum learning outcomes associated with those in the institution's officially approved course outline. CW IIA1c
5. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to succeed in college level curriculum. CW IIA2+
6. The institution's degrees and programs follow practices common to American higher education and appropriate length, breadth, depth, rigor, course

sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. CW IIA2c

7. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. CW New
8. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students. CW IIA2d
9. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that these examinations are free of test bias and measure the intended learning outcomes. IIA2g
10. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.⁵ CW IIA2h,i
11. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.⁵ CW IIA6a
12. The institution includes in all of its programs student learning outcomes, appropriate to the program level, in communication competency, information and quantitative competency, analytic inquiry skills, and the ability to engage diverse perspectives, and other program-specific learning outcomes. CW IIA2c, IIA3b, IIB3d
13. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum. The identification of general education courses are based upon student learning outcomes and competencies appropriate to the degree level and include preparation for and acceptance of participation in civil society, skills for lifelong learning through a variety of means, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the ma-

for areas of knowledge, traditionally referred to as the arts and humanities, the sciences, including mathematics, and social sciences. CW IIA3, IIB3b

14. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. CW IIA4
15. Career-technical programs maintain currency through analyses of appropriate data. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. CW IIA5
16. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.⁶ CW IIA6
17. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students. CW IIA2e

B. Student Support and Library and Learning Support Services

Student Support

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.^{3, 4} CW IIB1
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. CW IIB
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.⁴ CW IIB3a
4. Co-curricular programs and athletics are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards

of integrity. The institution has responsibility for the control of these programs, including their financial aspects. CW New

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. CW IIB3c
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. CW New, ER 16
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. CW IIB3e
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. CW IIB3f

Library and Learning Support

9. The institution supports student learning and achievement by providing library, and other learning support services to students and personnel responsible for student learning and support that are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education.⁴ Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. CW IIC Intro, IIC1, IIC1b, c
10. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. CW IIC1a
11. The institution defines and assesses learning and other intended outcomes for library and learning support services and uses assessment data to continuously improve programs and services. CW IIC2
12. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for

and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement.⁷ The institution regularly evaluates these services to ensure their effectiveness. CW IIC1d, e

FIRST READING January 2014

Standard III: Resources

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

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. CW IIIA1, IIIA1a
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. CW IIIA1a, ER 14
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. CW IIIA1, 2
4. Degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. CW IIIA1a
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. CW IIIA1b
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of the effectiveness of producing that learning.

Those employees use the results of the assessment of learning outcomes to improve teaching and learning. CW IIIA1c

7. The institution maintains a sufficient number of qualified faculty, both full-time and part-time, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. CW IIIA2
8. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. CW IIIA2
9. The institution has a sufficient and stable number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. CW IIIA2
10. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. CW IIIA3
11. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission. CW IIIA4
12. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. CW IIIA1d
13. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. CW IIIA5
14. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. CW IIIA3

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. CW IIIB1b

2. The institution plans, acquires, builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. CW IIIB1a
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. CW IIIB2
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. CW IIIB2a

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.⁴ CW IIIC1, IIIC1a
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. CW IIIC, IIIC1d, IIIC2
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. CW IIIC1c
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. CW IIIC1b
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. CW IIIC1d

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. CW IIID Intro

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. CW IIID1, IIID1a, IIID2c
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. CW IIID1d

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. CW IIID1b
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. CW IIID2, IIID3h
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. CW IIID2a
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. CW IIID2b
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. CW IIID2e
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. CW IIID3a
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. CW IIID3b

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to

assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. CW IIID1c

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. CW IIID3c, d
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. CW IIID3e
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. CW IIID2d
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. CW IIID3f

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.⁷ CW IIID3g

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. CW IV Intro

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. CW IVA1
2. The institution establishes and implements written policy authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. CW IVA2
3. Administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. CW IVA2a
4. Faculty and academic administrators, through well-defined structures and processes, have responsibility for recommendations about curriculum and student learning programs and services. CW IVA2b
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. CW IVA3
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. CW New
7. Leadership roles and the institution's governance and decision-making policies and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. CW IVA5

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. CW IVB2
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. CW IVB2a
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. CW IVB2b
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. CW New
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. CW IVB2c, d
6. The CEO works and communicates effectively with the communities served by the institution. CW IVB2e

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. CW IVB1

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. CW IVB1a
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. CW IVB1j
4. The governing board is an independent, policy-making body that reflects the public interest in the college's educational quality through board activities and decisions. It advocates for and defends the institution and protects it from undue influence or pressure. CW IVB1a
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. CW IVB1b, c
6. The governing board regularly reviews key indicators of student learning and achievement and sets expectations through policy to improve academic quality. CW New
7. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. CW IVB1d
8. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. CW IVB1e
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. CW IVB1f
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. CW IVB1g
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. CW IVB1h, ER 3
12. The governing board is informed about and involved in the accreditation process. CW IVB1i

13. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. CW IVB1j

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.⁸ CW IVB3
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system controlled services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. CW IVB3a, b
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. CW IVB3c, d
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges. CW IVB3e
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. CW New
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. CW IVB3f
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. CW IVB3g

Catalog Requirements

The following list of required information must be included in the college catalog.

1. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length,
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

2. Requirements

- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits²
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

4. Locations or Publications Where Other Policies may be Found

(Standard I.C.2) CW ER 20

List of Policies Referenced in the Standards

1. Policy on Institutional Integrity and Ethics
2. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
3. Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals
4. Policy on Distance Education and on Correspondence Education
5. Policy on Transfer of Credit; Policy on Award of Credit
6. Policy on Closing an Institution
7. Policy on Contractual Relationships with Non-Regionally Accredited Organizations
8. Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

Eligibility Requirements for Accreditation

(First Reading January 2014)

Introduction

Eligible institutions offering one or more programs leading to the Associate Degree, located in the states of Hawai'i and California, the territories of Guam and American Samoa, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, and the Republic of the Marshall Islands may apply to the Commission for candidacy. Eligible institution may offer, in addition to the Associate Degree, other credentials including certificates and the baccalaureate degree.

Prior to making a formal application, an institution wishing to become a Candidate for Accreditation must begin by assessing itself in relation to the basic criteria for institutional eligibility, stated below. The institution should also review the Accreditation Standards and Commission policies, as they will provide a clear statement of ultimate Commission expectations of institutional performance and quality and give further definition to the eligibility criteria. The eligibility process is designed to screen institutions prior to a period of formal and extensive institutional self evaluation so that only institutions which meet the basic criteria for eligibility may proceed.

The Commission uses the same institutional self evaluation and site visit process for both candidacy and accreditation applications. The history of an applicant institution will also bear on the Commission's decision. The outcome of a candidacy, or initial accreditation, review is candidacy, accreditation, or denial. When appropriate, the Commission may defer its decision on candidacy or initial accreditation pending receipt of specified information.

Eligibility Requirements

In order to achieve eligibility, the institution must completely meet all Eligibility Requirements. Compliance with the Eligibility Requirements is expected to be continuous and will be validated periodically, normally as part of every Institutional Self Evaluation process and Educational Quality and Institutional Effectiveness Review.

Institutions that have achieved accreditation are expected to include in their Institutional Self Evaluation Report information demonstrating that they continue to meet the eligibility requirements. Accredited institutions must separately address Eligibility Requirements 1, 2, 3, 4, and 5 in the Institutional Self Evaluation Report. The remaining Eligibility Requirements will be addressed in the institution's response to the relevant sections of the Accreditation Standards.

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation. CW ER 1¹

2. Operational Status

The institution is operational, with students actively pursuing its degree programs. CW ER 6

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length. CW ER 7, ER 9

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer. CW ER 4

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements. CW ER 18

6. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. IA1 The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4) CW ER 2

¹ After each Eligibility Requirement (ER), is the cross-walk CW citation to the current ERs. These citations will not remain as part of the finally-adopted ERs.

7. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. IVC.11 (Standard IV.C.1, IV.C.4, and IV.C.11) CW ER 3

8. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.8 and III.A.9) CW ER 5

9. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6) CW ER 8

10. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit. (Standard II.A.10 and II.A.11) CW ER 9

11. Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.10) CW ER 10

12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent

with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.6) CW ER 11

13. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard II.C.7) CW ER 12

14. Faculty

The institution has a sufficient number of qualified faculty, both full and part-time, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2) CW ER 13

15. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.B.2) CW ER 14

16. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. CW ER 15

17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.9) CW ER 16

18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1) CW ER 17

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.8 and I.C.3) CW ER 19

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information (Standard I.C. 2) concerning the following (34 C.F.R. § 668.41-43; § 668.71-75.):

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications where Other Policies may be Found

(Standard I.C.2) CW ER 20

21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. § 668 - misrepresentation.) (Standard I.C.12 and I.C.13) CW ER 21

**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges (ACCJC)**



**COMMENT ON JANUARY 2014 FIRST READING REVISIONS TO
ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS**

Contact information for Respondent:

Name_____ Title_____

Email_____ Telephone_____

College affiliation or name of other organization you are representing:

Comment submitted (attach additional pages if needed):

1. Comment on revisions to the Eligibility Requirements:

2. Comments on revisions to the Accreditation Standards:

Thank you for providing input to us. All input received will be considered by the Commission as it prepares the first reading revisions to Eligibility Requirements and Accreditation Standards for second reading and adoption.

Submit comment to:

**Accrediting Commission for Community and Junior Colleges, Western Association of
Schools and Colleges (ACCJC)**

10 Commercial Boulevard, Suite 204, Novato, CA 94949

Mail: (address above) FAX 415-506-0238; E-mail: accjc@accjc.org or kjohns@accjc.org



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

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Associate Vice President
NORVAL WELLSFRY

March 18, 2014

**To: Superintendents, Presidents, and Chancellors of ACCJC
Member Colleges**

From: Barbara A. Beno *Barbara A. Beno*

cc: Accreditation Liaison Officers

**Subject: Recent Commission Decisions: ACCJC Standards and
Processes**

As you are aware, the Accrediting Commission for Community and Junior Colleges (ACCJC) is engaged in a review of its Accreditation Standards and Processes. That review has included many opportunities for input at Commission hearings, via email, and through discussions with small groupings of different constituencies of the member colleges. We have heard from more than 500 persons over the past two years. In January, the Commission approved new Accreditation Standards for first reading with the intention of accepting more input on the wording and content of those standards before a second reading and adoption in June 2014.

In addition, the ACCJC received many comments on its accreditation *practices*, and with that commentary, many very good ideas for changes to practice. The Commission will continue to consider a number of proposed changes to the accreditation process.

**I am pleased to inform you of several changes confirmed by the
Commission last week.**

1. The new Standards will be the basis for comprehensive institutional evaluations for reaffirmation of accreditation beginning spring 2016. All colleges going through the first semester of implementation will receive greater than usual support for the transition from the current standards, and the ACCJC will use the spring 2016 implementation as an opportunity to study implementation of the revised accreditation process and standards.
2. The new Standards will, for all other purposes, be effective upon adoption, and may be used by institutions wishing to develop a baccalaureate degree.
3. The ACCJC will adopt an accreditation cycle of 7 years, beginning with the institutions undergoing review in spring 2016. The ACCJC will adjust the comprehensive evaluation schedule of some institutions in the shift to the new cycle.

4. There will be several changes proposed to the Policy on Actions on Institutions, scheduled for a first reading in June 2014.

- The Commission has agreed in principle to adopt definitions for sanctions shared among the regional accreditors and proposed by the Council of Regional Accrediting Commissions (C-RAC) after a study of practices across all regions.
- In addition, the Commission has agreed to work on a new definition of “reaffirmation of accreditation” that will distinguish the high performing institutions that meet and exceed standards.
- The Commission is considering a method to allow those institutions that have a small number of issues to come into compliance within one year while being reaffirmed.

There will be more changes to come, but I know you have been eager to hear about those noted above.

Please continue to participate in the ACCJC’s review process, and plan to offer comments via email and at public hearings scheduled on April 28 at Los Angeles Mission College and April 30, 2014 at MTI College. More information is available on the ACCJC website.

Thank you.