



COASTLINE
COMMUNITY COLLEGE

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<http://coastline.edu>
President: Ding-Jo H. Currie, Ph.D.

MEMORANDUM

To: Board of Trustees:

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Walt Howald
Jim Moreno

Jerry Patterson
Armando Ruiz
Paul Bunch, Student Trustee

Chancellor:

Kenneth D. Yglesias, Ed.D.

Vice Chancellors:

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Coastline Accreditation Standards Committee Members

Coastline Blue Ribbon Management Team

Coastline Classified Council Chair, Co-Chair, Member-at-Large

Coastline Student Advisory Council President

From: Ding-Jo H. Currie, Ph.D., President

Date: July 12, 2007

Re: Final Accreditation Evaluation Report

Attached is Coastline's final accreditation evaluation report from the Western Association of Schools and Colleges. As required by WASC, this copy is sent to you as a member of District and College leadership. Please review and share it with your colleagues. (This report will also be available at our Virtual Library for all Coastline staff, students, and the public.)

Overall, Coastline received three very favorable commendations and three moderate recommendations.

Because of Coastline's exceptional progress and accomplishments in Student Learning Outcomes, our Planning Process, Research, Finance, and Governance, we did not receive any recommendations or notes of concern in these areas. This is not typical and is quite outstanding.

I want to commend all of Coastliners' collective efforts in our success. As pressures mount and debates intensify at the national level regarding accrediting bodies and regulations, WASC has been much more rigorous in their recommendations and follow-up actions. We have begun to take immediate action toward addressing each of the College-related recommendations. We will rely on Dr. Yglesias' leadership to address recommendations directed for the District office and Board of Trustees. I am confident that we will be ready for the follow-up visit in the spring of 2008.

Thank you again for your participation and work in the accreditation affirmation process.

Attachment

/ls

COAST COMMUNITY COLLEGE DISTRICT

Board of Trustees: Mary L. Hornbuckle, Walter G. Howald, Jim Moreno, Jerry Patterson, Armando R. Ruiz, and Paul Bunch, Student Trustee • Chancellor: Kenneth D. Yglesias, Ed.D.



**ACCREDITING
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JUNIOR COLLEGES**

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June 29, 2007

Dr. Ding-Jo Currie
President
Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

Dear President Currie:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 6-8, 2007, reviewed the institutional self study report and the report of the evaluation team which visited Coastline Community College on Monday, March 5-Thursday, March 8, 2007. The Commission took action to reaffirm accreditation, with a requirement that the college complete a Progress Report. The report will be followed by a visit by Commission representatives.

The Commission asks that a Progress Report be submitted by **March 15, 2008**. The Progress Report should focus on the institution's resolution of the recommendations as noted below:

Recommendation 2: The team recommends that the college provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on campus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s) (II.C,1).

Recommendation 3: The team reaffirms the 2001 team's recommendation that the college develop a long-term staffing plan (III.A.2).

Recommendation 7: The team recommends that the Board adopt a formal written process for the selection of the chancellor, vice chancellors and college presidents. In addition, the Board should develop a policy that clearly delineates authority from the chancellor to the college presidents for the effective operation of the colleges (IV.B.1.j, IV.B.3, IV.B.3.a).

Dr. Ding-Jo Currie
Coastline Community College
June 29, 2007
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Recommendation 10: The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these delineated functions to all college and district constituencies, so that there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting Accreditation Standards (IV.B, IV.B.3, IV.B.3.a, IV.B.3.g and Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems, January 2004).

A revised copy of the evaluation team report is enclosed. Additional copies may now be duplicated. The Commission requires you to give the team report and this letter appropriate dissemination to your college staff and to those who were signatories of your college self study report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that the team report and the self study report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

The recommendations contained in the evaluation team report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the team report, it is expected that the report will be used to improve the educational programs and services of the institution. All team recommendations are expected to be **fully** addressed by the time of the institution's next comprehensive evaluation visit; some have been singled out for earlier resolution.

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Coastline Community College should submit the Midterm Report by **March 15, 2010**. Midterm Reports indicate progress toward meeting the evaluation team's recommendations and forecast where the college expects to be by the time of the next comprehensive evaluation. The report also includes a summary of progress on college-identified plans for improvement as expressed in the self study.

The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing development of Coastline Community College. The next comprehensive evaluation of the college will occur during **Spring 2013**.

Dr. Ding-Jo Currie
Coastline Community College
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Finally, let me take this opportunity to remind you that federal legislation affecting accrediting agencies requires that accredited colleges conduct systematic assessment of educational outcomes (see especially Standards One and Two). A further requirement is that accrediting agencies pay close attention to student loan default rates.

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

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Kenneth Yglesias, Chancellor, Coast Community College District
Dr. Cheryl Babler, Accreditation Liaison Officer
Board President, Coast Community College District
Dr. Robin Calote, Team Chair
Evaluation Team Members

Enclosure

MAY 10 2007

EVALUATION REPORT

COASTLINE COMMUNITY COLLEGE

**11460 Warner Avenue
Fountain Valley CA 92708**

**A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and College**

**This report represents the findings of the evaluation team that visited
Coastline Community College from March 5 through March 8, 2007.**

Dr. Robin Calote, Chair

**Coastline Community College
Comprehensive Evaluation Visit Team Roster
March 5-8, 2007**

Dr. Robin Calote (Chair)
President
Ventura College

Ms. Gayle Byock
Retired Assistant Vice Chancellor,
Research & Planning, UCLA

Mr. David Clarke
Instructor
College of the Siskiyous

Ms. Linda Gabrielson
Dean of Academic Affairs
Allan Hancock College

Dr. Tom Kimberling
Vice President Business Services
Ventura College

Ms. Kerrin McMahan
Acting Dean, Academic Affairs
East Los Angeles College

Ms. Marie Mestas
Dean of Learning Resources
San Bernardino Valley College

Dr. Mary Kay Rudolph
Vice President Academic Affairs
Santa Rosa Junior College

Mr. Peter Sezzi (Assistant)
Associate Librarian
Ventura College

Mr. Dennis Smith
Accounting Professor
Sacramento City College

Dr. Gemma Williams
Counselor & Coordinator/
Maida Kamber Center
Kapiolani Community College

Summary of the Evaluation Report

The eleven-member accreditation team visited Coastline Community College in March 2007 for the purpose of evaluating the institution's request to reaffirm accreditation. Upon arrival, the team was impressed by the warmth and enthusiasm of the college's welcome and the high level of participation in meetings and interviews. Faculty, staff, and administrators seemed proud to be affiliated with a college known for its unique ability to serve populations who might otherwise have no access to education.

Many members of the college community were involved in the dialogue around and preparation of the self study report. Although edited so that, in general, the document spoke with one voice, the team found that the level of description and analysis in some sections was uneven, with some sections providing extensive documentation as to how accreditation standards are met, and with other sections merely stating that the standards are met without providing much direction as to why this was thought to be the case. In several cases, the self study report noted areas needing attention, and then stated that it had no planning items. In other cases, planning items were stated, but did not correspond with any problems that had been identified in the preceding text.

The report provided the team with many documents on a compact disc, which helped them prepare for the visit. When additional examples of evidence were requested during the visit, these materials were readily provided.

The team was especially impressed by Coastline's positive culture and entrepreneurial spirit, both contributing factors to an environment that encourages innovation and collaborations. The team noted that Coastline's sense of family and belonging are strong, even under the unique obstacles that are presented by the effort to offer programs and services that are decentralized. It was clear that the faculty, staff, and administration love the college and care about the students they serve.

The themes that thread throughout the 2002 standards informed the team's observations and findings and formed the basis for the recommendations that follow.

Institutional Commitments

Coastline Community College applies its unique mission statement as the driver for planning, using the statement as the foundation for establishing vision, values, and practices. The institution's mission and goals are well publicized and foundational in ongoing planning at the college level.

Evaluation, Planning, and Improvement

The program review process implemented by the college serves as a basis for identification of needs concerning faculty and staff hiring and programmatic improvement. Financial planning is aligned with the college's master plan and is tightly linked with the institution's

entrepreneurial character.

Student Learning Outcomes

Progress has been made in the development of student learning outcomes, and the faculty and staff have a good understanding of their roles in the process of promoting student learning and student success as the core community college commitment to their constituencies. The inclusion of measurable goals for student learning outcomes at the course and programmatic levels has dovetailed with the development of a research office.

Organization

The college is organized to meet its unique needs. Although heavily dependent on hourly faculty for its instructional program, the administration has been successful in creating an environment that encourages wide participation in the development of programs and procedures. The college attempts to provide equitable access to its students, regardless of service location or delivery method.

Dialogue

Coastline Community College excels in the area of dialogue. Throughout the institution, people are informed, aware, and engaged in meaningful discussion, focused representation, and active participation. Faculty, staff, and administrators work together as colleagues. The president is considered an advocate of cross dialogue among the college constituencies; this has been inspiring to members of the faculty and staff.

Institutional Integrity

Coastline Community College is a self-reflective and honest college, committed to improvement and being an example to other colleges. Faculty and staff are dedicated to student success and to the process of learning. Within the college, there is an ongoing assessment of the integrity of its publications, policies, and processes. The college is intent on maintaining a strong relationship with the Commission and other external agencies.

Overall, the team found Coastline to be an enthusiastic college, eager for and intent upon self-improvement and growth. Competent and caring faculty and staff have a real love for their college. The specific commendations and recommendations listed below are offered to help the college in its process of self-reflection, dialogue, and planning for the future.

Commendations:

The college is commended for its commitment to the development and delivery of quality programs and services, both on-campus and through distance education.

The college is commended for its entrepreneurial spirit and willingness to commit resources to serving new and emerging student needs.

The college is commended for the integration of planning and budgeting.

Recommendations:

Recommendation 1 (College):

The team recommends that in the college's next review of its mission statement, it clarify the college's intended student population (I.A.1; I.A.4).

Recommendation 2 (College):

The team recommends that the college provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on campus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s) (II.C,1).

Recommendation 3 (College):

The team reaffirms the 2001 team's recommendation that the college develop a long-term staffing plan (III.A.2).

Recommendation 4 (District):

The team recommends that the district, in collaboration with the appropriate bargaining units, revise evaluation processes, including methods and instruments for surveying student opinions, to align with a wider variety of instructional delivery methods and to facilitate meaningful feedback from distance education students (III.A.1.b; III.A.1.c).

Recommendation 5 (College):

The team recommends that the cost of regularly replacing outdated computers and related technology be institutionalized in the college's budget process rather than relying on one-time funding (III.C.1.c; III.C.2).

Recommendation 6 (District):

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

Recommendation 7 (District):

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

Recommendation 8 (District):

The team recommends that the Board implement a process for the evaluation of its policies

and procedures according to an identified time-line and revise the policies as necessary (IV.B.1.e).

Recommendation 9 (District):

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

Recommendation 10 (College and District):

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

Introduction

Coastline Community College is part of the Coast Community College District, a multi-college district that also includes Golden West College and Orange Coast College. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services.

Coastline Community College was founded in 1976. Conceived as a “college without walls,” Coastline was designed to meet the needs of the working adult who could not attend college during the day. To overcome the barriers to education faced by the non-traditional student, Coastline has emphasized both distance learning and face-to-face instruction offered in a variety of locations convenient to student homes and places of employment. Since its earliest days, the college has expanded with the construction of an administration and student services headquarters in Fountain Valley in 1983, with the acquisition of a three-story, 45,000 square-foot learning center in Garden Grove in 1997, and with a classroom complex in Westminster in 2005. The college also offers instruction at more than 30 other locations, mostly within the Coast Community College District.

In the 30 years since Coastline was founded, the college has achieved national recognition as a developer and producer of distance learning courseware. Today, nearly half of the non-military students enrolled at Coastline Community College are enrolled in one or more distance education courses. In addition, more than 350 colleges in the United States and Canada lease instructional courseware produced at Coastline.

Since the last full accreditation visit in 2001, there has been a change in emphasis in the program offered at Coastline Community College. When the college was founded, many students were transfers from other colleges in the region, coming to Coastline to pick up a class or two. Most recently, the college has been making a conscious effort to promote itself as a place students will identify as their home college. A broader selection of programs is a key part of this effort. This focus is beginning to show success, with the total number of degrees and certificates awarded by the college showing a steady increase since the last accreditation visit.

Responses to Recommendations of the Previous Team

Primary Recommendation 1: The team recommends that the college establish reliable access to all applicable institutional data, and design, implement, and regularly evaluate a systematic, comprehensive program of research focused on student accomplishments and other institutional outcomes (3.A.1, 3.A.3, 3.A.4, 3.B.2, 3.C.3).

The college has developed and appropriately staffed an office of institutional research to collect and disseminate appropriate institutional data and has begun to provide data for decision making at all levels of college activity, including program review and implementation, course delivery and student learning outcomes. The college supports the use of these data, the dialogue leading to a process of continuous improvement, and the exploration of new modes of instruction for new and expanding student populations. The Institutional Effectiveness Committee has been instrumental in developing and monitoring the college's progress. The college master plan is a direct product of the newly implemented institutional research arm of the college. In addition, the research supervisor has played a part in the development of student learning outcomes by offering workshops, developing research tools, providing data and posting the results on the website for ease of sharing.

Primary Recommendation 2: Develop a delivery system for student services that will improve student access and performance by fully integrating services with the college's complex distributed approach to instruction, diverse student population, and significant use of technology (5.3, 5.6)..

The college website has been redesigned to provide better service to current and prospective students. Design of the new site enables each department to add content to pages without the need for experienced support staff. The college continues to work to implement virtual services with the upcoming district-wide implementation of Banner mainframe systems. It is anticipated that this student information system, which will include web registration and many other features to enhance student and faculty/staff access to information, will be implemented in spring 2008, after a delay from the initial target launch of April 2007.

Recommendation 1: The college should clearly delineate the procedures of granting waivers for the college service charge for students utilizing the touch-tone registration process in the class schedule and on the telephone message (2.1).

The previous team recommended that Coastline Community College clearly delineate the procedures for granting waivers for the college service charge for students utilizing the touch-tone registration process in the class schedule and on the telephone message. The self study report noted and the team confirmed that the college now includes clear directions for granting waivers in the printed schedule of classes. The directions for the touch-tone registration process direct the student to this process. Additionally, when a student completes a FAFSA form and files it with Coastline Community College, a fee waiver application is automatically filed for them.

Recommendation 2: The team recommends that, to support decision-making and the improvements of programs and services, the college design, implement, and regularly evaluate a systematic, comprehensive program of research focused on student accomplishments and other institutional outcomes (3.A.1, 3.A.3, 3.A.4, 3.B.2, 3.C.3).

The college has developed and appropriately staffed an office of institutional research to collect and disseminate appropriate institutional data and has begun to provide data for decision making at all levels of college activity, including program review and implementation, course delivery and student learning outcomes.

Recommendation 3: The team recommends that the college institute a "re-engineering Student Services" project with a goal of aligning Student Services more closely with the college's nontraditional instructional programs to improve student access and utilization of services (5.3, 5.6, 5.10).

The team confirmed that the college had addressed this recommendation, with the re-engineering focusing on two distinct areas: (1) strengthening virtual services to students and (2) developing/revising goals and objectives for each Student Services program. A planning program was initiated in the summer of 2001 and completed in December 2001. To ensure that this planning document remains an integral part of the Student Services process, a Student Services Planning Team was established to hold monthly meetings to discuss student services issues. This group has developed and implemented a new program review process for student services which allows another level of analysis and accountability for the area.

Recommendation 4: The team recommends that the college develop a process to ensure that students' needs for access to services are assessed and considered in the development of all new programs, instructional locations, delivery modalities, and grant applications (5.3, 5.6).

In response to this recommendation, grants were written by and awarded to Coastline to ascertain who the student populations were that they would be servicing in the future. As a result of research and consultation, the college has planned for and instituted an Early College High School, new instructional modalities using personal data assistants (PDAs) and military and prison population programs meeting specific needs for these unique students.

Recommendation 5: As part of the district's and college's planning efforts, consideration should be given to the creation of a collaborative "long-range staffing plan that is based upon the goals and enrollment projections" of the college. The sophisticated technology and increasingly diverse delivery systems employed at Coastline should be major considerations in the development of a staffing plan (7.A.1).

The college's mid-term response to the ACCJC dated August 27, 2003 cited fiscal constraints and uncertainties due to the California state budget situation as "setbacks" to long-range staffing and planning. The response also declared an intention to resume creation of a collaborative long-range staffing plan once budget uncertainties were resolved. The 2006 self study acknowledged the college's continued lack of a long-range staffing plan as part of the planning effort and expressed a commitment to develop one.

Recommendation 6: It is recommended that the college develop contingency plans for maintaining programs and services in the event they should lose another lease or leases on short notice (8.1).

The college has addressed this recommendation by renegotiating its current lease agreements to include a minimum of an 18 month cancellation clause and through using its Measure C bond funds to replace several of its leased facilities with facilities owned by the district.

Recommendation 7: The college should undertake a systematic evaluation of college decision-making and communication structures and processes, and implement appropriate enhancements involving all constituencies (10.B.3, 10.B.6, 10.B.8).

The first three years following the last accreditation visit were a period of transition from the former college president to the current president. During that period, decision-making and communications structures and processes were evaluated. During the team's visit, individuals from throughout the college expressed satisfaction with their ability to participate in the decision-making process and in the management style of the college leadership.

Eligibility Requirements

In its self study, Coastline Community College states that it meets all eligibility requirements as set forth by the Commission. The team found that the college met the requirements. There are a few areas that the team recognized as needing attention, and those areas are more fully described throughout the team report.

1. Authority

Coastline Community College is authorized by the State of California to operate as a public institution of higher learning and to award degrees.

2. Mission

The institutional Mission Statement of Coastline Community College has been formally adopted and is published in major college publications, including the college catalog.

3. Governing Board

The Coast Community College District has a functioning governing board that is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.

4. Chief Executive Officer

The college president has been appointed by the Board of Trustees of the Coast Community College District and has primary administrative responsibility to Coastline Community College.

5. Administrative Capacity

Coastline Community College has sufficient management and classified staff that are appropriately prepared to provide the administrative services necessary to support the college mission.

6. Operational Status

Coastline Community College provides educational and support services to approximately 12,000 students pursuing a variety of educational goals, including degree/certificate completion, transfer, career and technical education, and personal growth and development.

7. Degrees

Most of the educational offerings at Coastline Community College lead to Associate in Arts degrees, and a significant proportion of students are enrolled in these degree-applicable

offerings. The number of students identifying Coastline Community College as their “home campus” has grown since the last accreditation visit.

8. Educational Programs

The college’s principal degree programs are congruent with the college mission, are based on typical higher educational fields of study, are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The college catalog includes details about degrees that support the mission of the college and documents courses, units, and the curricular sequence of the educational program.

9. Academic Credit

Coastline Community College awards academic degrees based on generally accepted practices in degree-granting institutions of higher education. The college catalog contains details about policies on transfer and award of credit.

10. Student Learning and Achievement

All Coastline Community College course outlines contain learning objectives. The course syllabi outline the specific assignments and evaluation criteria necessary to pass or excel in the individual courses. Student learning outcomes (SLOs) have been addressed in course outlines for all courses passing through the Curriculum Committee since spring 2004.

11. General Education

Coastline Community College incorporates a defined general education component into its programs, designed to ensure breadth of knowledge and to promote intellectual inquiry. This component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. The college catalog has a listing of general education courses and includes descriptions of all courses.

12. Academic Freedom

Faculty and students at Coastline Community College are free to examine and test all knowledge appropriate to their discipline or area of major study. The college’s academic freedom policy is described in Board Policy 030-3-1.5, Academic Freedom and is part of the collective bargaining agreements for full-and part-time faculty.

13. Faculty

Coastline Community College has 39 contract faculty and 240 part-time faculty. This relatively heavy reliance on part-time faculty is described in more detail in Standard III.A. The District/College Hiring Policy outlines guidelines for selection of faculty members. Union contracts include a statement of faculty responsibilities. The college catalog lists the names of contract faculty and their degrees.

14. Student Services

Student services are provided in varying degrees to the wide variety of students served by the college. The team's observations regarding the level of student services are described in more detail in Standard II.B.

15. Admissions

Clear and appropriate admission policies have been adopted and are used by the college. Admission policies are published in the college catalog and class schedule.

16. Information and Learning Resources

Coastline Community College provides students with access to a limited number of learning resources and services that support the college mission and its educational programs. The team's observations regarding learning resources are described in more detail in Standard II.C.

17. Financial Resources

The college has a funding base, financial resources, and plans for financial development that are adequate to support its mission and educational programs and to ensure financial stability.

18. Financial Accountability

The college undergoes regular external financial audits and makes the results of these audits available. The college's audit is presented according to the standards of Governmental Accounting Standards Board (GASB) Statements No. 34 and 35 using the Business Type Activity (BTA) model. Additionally, the district employs a full-time internal auditor who delivers quarterly reports to the public meetings of the Board of Trustees.

19. Institutional Planning and Evaluation

Coastline Community College uses a systematic planning and program review process to identify and integrate plans for academic personnel, learning resources, facilities, and financial development.

20. Public Information

The purposes and objectives of the college, admission requirements and procedures, and rules directly affecting students, as well as information about programs and courses, degrees, refund policies, academic credentials of faculty and administrators, and related items, are published in the college catalog, the class schedule, and other appropriate documents, and are also posted on the college website.

21. Relations With the Accrediting Commission

The Governing Board of the Coast Community College District adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission and describes itself in identical terms to all its accrediting agencies.

Standard I Institutional Mission and Effectiveness

General Observations

Coastline Community College's mission statement is unique, focusing on providing accessible and flexible education "within and beyond the traditional classroom." To support this mission, the college delivers instruction in multiple modes, including online classes, televised courses, and courses that rely on correspondence and compact discs to reach populations that do not have access to the Internet. Unique populations served include people in the military service, prisoners, and those with disabling injuries.

Despite the challenge of having a dispersed and largely-adjunct faculty, the college culture is positive and proactive, creating an environment that is conducive to instructional innovation and process re-engineering. Planning and program evaluation are ongoing, and faculty are expected to incorporate student learning outcomes at the course, programmatic and institutional levels.

Coastline has a successful history of receiving grant funding, which requires data-driven evidence. With the development of a research office, Coastline is now poised to use similarly data-driven information to drive general funding decisions.

Findings and Evidence

Standard I.A. Mission

Coastline Community College reviews its mission statement annually. The mission statement is approved by the governing board and is on most college publications, including the catalog, on several forms, on the website, and even on the business cards of some managers. The most recent revision to the mission statement expanded the intended population to a global level (I.A.1; I.A.2; I.A.3). As a college that is committed to providing accessible education "within and beyond the traditional classroom," Coastline is challenged by the diversity of its student populations in terms of locations, goals, preferred instructional delivery systems, support needs, and demographics, which necessitate a greater variety in the means to measure the successful achievement of the institution's mission. Proposals for new programs or services must address whether the idea is consistent with the mission statement. Because the student population has been so broadly defined, it is more challenging for the college to align programs and resources in support of student learning outcomes for specific student populations (I.A.4).

Standard I.B. Improving Institutional Effectiveness

The college supports a culture of dialogue through its committee structure and through its culture. Mechanisms for dialogue include program review, the Mission, Plan, and Budget Committee, the Curriculum Committee, the Institutional Effectiveness Committee, the Academic Senate, and all-college meetings. The president is considered an advocate of cross

dialogue among the college constituencies. This has been inspiring to all constituencies, especially the classified personnel, who see themselves as traditionally sidelined from institutional dialogue about the core goal of addressing student learning (I.B.1). Progress has been made in the development of student learning outcomes, and the faculty and staff have a good understanding of their roles in the process of promoting student learning and student success as the core community college commitment to their constituencies. The inclusion of measurable goals for SLOs at the course and programmatic levels has dovetailed with the development of a research office. The process of including SLOs at these levels has helped to demonstrate to faculty and staff the importance of having viable and available robust data on students as well as on programs (I.B.2).

College planning at the program level is accomplished through five-year program evaluations. Each program review is expected to include data on student success and completion rates, trend data for enrollment and full-time equivalent students, and satisfaction survey data. Standard documents generated for college review by the Office of Research and Institutional Effectiveness now include reports on 15 measures of institutional effectiveness the college adopted (I.B.5). The Program Review Committee includes faculty and academic administrators, who sign off on a written validation report for each program review. If there are areas of concern or a lack of clarity on key issues, the committee notes these and recommends specific suggestions (I.B.3). The five-year cycle of program review and the annual budget cycle have provided a systematic means of integrating planning and funding. The Mission, Plan and Budget Committee is the place where funding decisions are prioritized from requests by constituency groups, college committees, vice presidents, and the Master Plan Steering Committee. This suggested prioritization is then submitted to the president for her review and decision. The president is also advised by the College Council constituency leaders and the President's Cabinet of vice presidents. Town hall meetings also precede the budget process, and individuals are invited to provide input (I.B.4). While members of the college community are satisfied with the current integration of planning, program evaluation, and budgeting, there is also a mechanism to make adjustments to the process as necessary (I.B.6; I.B.7).

Conclusions

The Coastline planning process is broad-based and offers opportunities for input by appropriate constituencies to vie for both general and non-general fund resources. Faculty and staff appear to appreciate opportunities for multiple points of input. Nonetheless, the transition from Coastline's seeing itself as a place where students take one or two classes but identify another college as their "home school" to its current state, where the college is beginning to be identified as the primary institution for a broad set of student populations, adds to the challenge of institutional planning.

In addition, there does not appear to be a formal process for cross-dialogue among constituency groups before funding proposals are brought to the Mission, Plan, and Budget Committee. This would be particularly useful for proposals that integrate instructional and student services programs, as it would encourage cohesion and an increased understanding of how student learning is the responsibility of all college personnel. Cross-dialogue among

constituency groups could result in more robust campus-wide initiatives and could help to build an even greater sense of community.

Coastline faculty have made a strong commitment to the purpose and value of student learning outcomes. Academic and student services departments are also required to translate SLOs into their reviews in order to ensure that all faculty and staff are aware of expectations in and out of the classroom. The full integration of the SLOs into institutional planning and budgeting appears to be the next step in Coastline's agenda to incorporate student learning outcomes.

Recommendations

Recommendation 1:

The team recommends that in the college's next review of its mission statement, it clarify the college's intended student population (I.A.1; I.A.4).

Standard II

Student Learning Programs and Services

General Observations

Coastline Community College offers courses in a variety of learning modalities in approximately 75 disciplines, leading to four associate degrees and 38 different certificates. New fields of study are carefully considered, and current fields of study are assessed through advisory committee feedback, student exit surveys, and program review. Focus on instructional quality is evident, as faculty, staff and administrators systematically seek new ways to enhance the learning experience for Coastline's students.

Coastline Community College provides a comprehensive set of student support services from admissions and records maintenance to financial aid, assessment, and counseling. Some of these services are provided more comprehensively to some of the varied student populations than others, though the college attempts to meet the needs of all students they serve. Examination of the college website and publications, and interviews with faculty, staff and students revealed a strong satisfaction with the programs and services offered. Nonetheless, not all students interviewed appeared to be aware of the services and resources available to them, and there appears to be a need to increase students' awareness of all available services.

The college is an active participant in a district-wide initiative to adopt new student records management software. It has committed extensive time and effort on the part of the Admissions and Records, Financial Aid, and Military Program Directors to customize software specifications and implementation planning. The new system was planned for implementation in April 2007, now delayed until spring 2008. At the same time as this major transition, leadership of Student Services has turned over three times, with the current Vice President in residence for just over one year. The current Vice President of Student Services has a vision of her area's role being driven more by student development than student services. This vision supports implementation of services that equitably serve all the students in this increasingly diverse set of distinct learning populations (distance, incarcerated, and traditional classroom based) through processes that will empower students with skills, information, and access to processes by which they can obtain answers to their questions and access services via multiple methods.

The special populations served by Coastline Community College, including distance learners and incarcerated students, are growing more than any other aspect of the student population. This reinforces the importance of assuring that services available to these populations are of comparable quality as those provided to the general student body.

Tutoring services are offered by the institution, but in a limited fashion. Although staffing includes one full-time instructor/coordinator, an instructional associate, a 60% instructor, and three hourly faculty tutors, tutoring is restricted to 20 hours of math and 38 hours of English per week, which serves anywhere from 25 to 40 students each week. No other subjects are provided for in tutorial services, nor are online services offered. Students who need tutoring

in other subjects are told to go to Golden West College, even though they may be taking classes at the Le-Jao Center where the Student Success Center is located.

Findings and Evidence

Standard II.A. Instructional Programs

The college's stated mission is focused on a commitment to non-traditional education, specifically distributed and distance learning. This commitment makes it critical that attention be given to the integrity of instructional programs, regardless of location or means of delivery. The college uses research on student demographics and the local labor market to identify student learning needs. Advisory committees for vocational programs assist in this area, but have not been used to their full potential. The Program Review process is intended to assist in incorporating this information into program planning; effectiveness of this process varies by department (II.A.1.a).

Distance education accounts for slightly less than 50% of the total courses taken at the college. For these classes, the Distance Learning Department is responsible for determining that delivery of instruction fits the objectives and content of its courses. The Curriculum Committee and individual academic departments work with the Distance Learning Department to ensure appropriateness of both distance learning and traditional instruction. Dialogue about delivery systems and modes of instruction takes place in the Technology Committee, the Distance Learning Committee, the Curriculum Committee, and the Academic Senate. Student success in courses delivered by distance learning is comparable to that in traditional courses (II.A.1.b). Student learning outcomes have been identified at the course, program, and institution levels (II.A.1.c).

The college uses surveys and advisory committees to help determine what programs to offer and via what modes of delivery. Evaluating the quality of courses, regardless of delivery mode, is the responsibility of faculty and the Curriculum Committee. Quality is also considered during the Program Review process and through feedback obtained from advisory committees. The college's home-grown learning management system, Seaport, is specifically designed to encourage good instructional design. The faculty is encouraged to follow good practices via the Seaport templates, while retaining control over the content of their courses (II.A.2.a).

Student learning outcomes are integrated into the course creation process and beginning to be identified in the program review cycle. Recommendations arising from program review are provided to the departments as well as to the college president and Academic Senate. It is not evident, however, that there are any defined consequences if a program fails to respond to recommendations. The high ratio of part-time to full-time faculty (about 80% of faculty were part-time in 2004) hinders the involvement of faculty in these processes (II.A.2.b).

The college demonstrates the quality of its instruction via graduation and transfer rates, business surveys, advisory committees, and feedback from four-year transfer partners. Surveys of faculty, staff, and students are cited in evidence of appropriate sequencing and

time to completion. Requirements for breadth, depth, and rigor are defined by faculty. The Curriculum Committee and the Program Review Committee are charged with evaluating compliance with these standards (II.A.2.c).

Commitment to diverse delivery modes and teaching methodologies is central to the college's mission. The college serves traditional students, distance learners, military personnel, incarcerated students, and developmentally disabled students. Student retention and completion rates are comparable across delivery modes (II.A.2.d).

The college evaluates the effectiveness of its courses and programs primarily via the program review process. Quantitative and qualitative data are used in evaluating the relevancy of programs as well as future needs and plans. There is a systematic planning process in place, and the resulting data are readily available (II.A.2.e; II.A.2.f).

Students are generally satisfied that credit policies are made clear and applied as stated. Compliance with generally accepted norms of higher education is evident in the college's articulation agreements with four-year institutions. Expected outcomes are stated in the course outlines of record (II.A.2.h).

Transcript audit and evaluation ensures that students are awarded degrees and certificates based on achievement of stated programmatic learning outcomes. Dialogue about the learning expected of students is ongoing in the development of student learning outcomes. Requirements for achieving a degree or certificate are clearly stated (II.A.2.i).

There is a clearly stated, faculty-developed general education philosophy in the college catalog. Expected learning objectives are part of each course outline. Degree-level learning outcomes have been agreed on and published; these reflect a commitment to general education requiring students to understand the basic content and methodology in the major areas of knowledge (II.A.3.a).

Stated degree-level student learning outcomes focus on developing the capacity to become a productive individual and life-long learner (II.A.3.b). There are no criteria in place to determine whether these goals are attained, and no evidence that there are assessments of students' skills. Student survey findings indicate varying degrees of satisfaction in self-estimated gains in skill and knowledge. Degree-level learning outcomes include "understanding and appreciation for the visual and performing arts," "ethical civic, environmental, and social responsibility," and "understanding and respect for cultural and global diversity." Student survey findings indicate relatively high satisfaction with their self-estimated gains in skill and knowledge in these areas (II.A.3.c).

The college has three options for obtaining an associate degree: the college's own associate degree, a liberal arts transfer degree, and a degree based on the California IGETC requirements. Each of these three options is focused within a defined area of inquiry and/or established interdisciplinary core. Competency of vocational students is demonstrated via industry examinations and state licensure examinations. Students surveyed reported a high degree of satisfaction with "acquiring knowledge and skills useful for a specific occupation

or line of work” (II.A.4).

The college catalog clearly states the criteria for earning degrees and certificates, as well as alternative methods (credit by examination, transfer from other institutions, etc.) for reaching these goals. Course syllabi define expected learning outcomes as established in the official course outlines of record. Students surveyed agreed to a high degree (93% to 96%) with the statement that “course syllabi are provided and followed” (II.A.5). The college accepts all transfer coursework from California Community Colleges. Courses from outside the system are evaluated on a case-by-case basis (II.A.6.a). When programs have been discontinued in recent years, enrolled students were notified in advance and given options to substitute classes and/or were referred to other similar programs. When requirements have changed significantly, students currently enrolled are given the option of completing the program under the old criteria (II.A.6.b).

The Graphics and Publications Department is charged with ensuring accuracy and continuity among college publications. A variety of individual staff and committees are responsible for checking accuracy of various college publications (II.A.6.c).

Board policy states a commitment to academic freedom for faculty. Academic freedom is also incorporated in collective bargaining agreements (II.A.7). District policy enjoins faculty to be fair and objective and to present points of view in an unbiased manner (II.A.7.a). Students who feel faculty have been biased in class presentation have redress via the grievance process. Students surveyed expressed strong satisfaction with the fairness and objectivity of faculty.

Board policy and the Student Code of Conduct state the expectations for student behavior, including academic honesty, and the consequences for violations (II.A.7.b). As a publicly supported community college, Coastline does not seek to instill any specific beliefs or world views (II.A.7.c).

Standard II.B. Student Support Services

As articulated in the self study, college catalog, and course schedule, and as verified in conversations with staff, administrators, and students, support services support student learning. Support services include face-to-face, telephone, e-mail, and facsimile based delivery of services from admissions to counseling and financial aid. There appears to be a genuine interest in customer service by the various departments within the area of student services (II.B.1).

Coastline Community College provides in-print and electronic format catalogs for its constituencies that contain accurate, current, and precise information. Several other publications, describing counseling, student conduct, health services, matriculation, and registration procedures, are available in Spanish and Vietnamese. This trend reflects the demographics of the service area and demonstrates the college’s commitment to serving all sectors of the Coast Community College District. The college’s name, address, telephone numbers, website, and mission are included in the catalog. Additionally, the catalog includes

course, program, and degree offerings; the academic calendar and program length; the organizational statement on academic freedom; information on the availability of financial aid; a description of learning resources; names and degrees of administrators and faculty; names of governing board members. It also includes information on admission criteria, student fees and other costs, and degree, certificate, graduation, and transfer requirements. Policies including academic regulations, academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, refund of fees, and accessibility of student records are published in the catalog. It was noted during the visit that some courses listed in the college catalogue have not been offered for more than five years (II.B.2.a-d).

Coastline Community College researches and identifies the learning support needs of its students and provides appropriate services and programs to address these needs. The college identifies learning support needs through feedback from the Student Advisory Council, graduate petitioner exit surveys, military student satisfaction surveys, and EOPS point of contact surveys. Survey results have led to program improvements, including modifications to the early alert program and the introduction of Education 107, a course designed to assist students in the development of the technical skills needed to succeed in distance learning classes. It was noted by the team that incarcerated students have not been included in these surveys, and represent a significant proportion of the student population. Some method of gathering direct feedback on learning support needs of this student population should be instituted (II.B.3).

The college attempts to provide equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. In general, they are successful in this effort, with the exception of the incarcerated students, who do not have access to the Internet and are limited by nature of the prison system in the kinds of service they can receive. In addition, there is not currently a mechanism to assess writing skills of incarcerated students, and distance education English courses are not offered that would enable prisoners to earn transferable Associate of Arts degrees seamlessly. Their only option is to test out of English 099 or complete this course from another institution. Students enrolled in distance classes have access to the health services plan funded by their health services fee, but they do not have equitable access to the service itself, as the sole service provider is physically located within the geographic boundaries of the district. Incarcerated students do not have access to the tutorial or library services of Coastline Community College but do have access to educational staff at their home prison for the purpose of tutorial needs. Coastline is working on a mechanism by which incarcerated students will be able to access the virtual library through the education coordinator at their home prison (II.B.3.a)

Coastline Community College strives to provide an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Because this college exists without a traditional campus environment, faculty and staff attempt to provide this environment through classroom interaction, the Student Advisory Council, and club events. Without a campus life program, more reliance is thus placed on the academic program to provide the primary means for infusing a student sense of

personal and civic responsibility (II.B.3.b).

The college has designed and maintains counseling and academic advising programs to support student development and success. It prepares responsible personnel for their advising function. Students affirmed that they received sound advice from their counselors and that counselors are available to the students they serve. This Student Services program completed a program review in 2005. It consequently decentralized the counseling staff so that counselors are available in all the major learning centers. Counselors are available for face-to-face appointments, and also phone and e-mail contacts. The incarcerated student population is encouraged to enroll in Counseling 105 at the outset of their academic career at Coastline. Through this course, they work with a counselor to establish an education plan, develop learning strategies, improve their study skills, and establish a relationship with the college's counseling staff. Additional counseling/advising programs include: CalWORKS, EOPS, the International Student Program, Matriculation, the Military Education Program, Orange County One-Stop Centers, Special Programs and Services for the Disabled, the Transfer Center, and Veterans Services. Counselors provide online advising for distance students, and students can complete an online orientation to college. Students interviewed by the team reported that the online orientation contains much helpful information, and felt it should be required for new distance students. (II.B.3.c)

Coastline Community College is attentive to its diverse student population. The team observed that the college's programs and services, including onsite events, hiring practices, community interactions, and marketing, create an inclusive environment that supports and enhances student understanding of diversity (II.B.3.d)

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The college developed and validated its own mathematics placement instrument (Test Pilot) and uses the College Board's Accuplacer for English. Assessment instruments are currently approved by the state Chancellor's Office, and a process exists to routinely review this approval status (II.A.2.g; II.B.3.e)

Coastline Community College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files. Though the system will be upgraded with implementation of a new mainframe system in spring 2008, backup paper records are currently scanned and maintained both on a server and on magnetic tapes that are stored at an alternate site. Backup copies of records are made on a nightly and weekly basis. The Records Office has a process for the release of student record information. Before staff members are afforded access to restricted student information, they receive training and sign a form acknowledging that they will follow the established procedure (II.B.3.f).

The college has a program to evaluate student support services programs to assure their adequacy in meeting identified student needs. The evaluation process includes articulation and assessment of student learning outcomes, though this system is new and all programs will not have completed review under its structure until 2010. The institution uses the result of evaluations as the basis for improvement. The student services programs budget development process is tied to outcomes identified in the program evaluation process

(II.B.4).

Standard II.C. Library and Learning Support Services

Only in the last five years has the idea of a college library been developed beyond wish list status. There is only one librarian associated with library services on the campus. This person has the responsibility for creating the Coastline "Virtual Library," its website and resources. Because the concept of the need for a real library for Coastline students still has not yet been accepted nor institutionalized with a general fund budget, library and learning support services are barely adequate to serve online students, and insufficient to serve the rest of Coastline's student population. At present, the paucity of library and learning support services is a key concern.

With no library facility, the library and other learning support services rely on the computer labs (Student Support Centers) at the various sites. The Virtual Library's databases are monitored by the college's technology staff, with responsibility for maintaining the webpage and links left to the librarian. Currently, there is no scheduled maintenance; however, the librarian is working on a plan to build regular maintenance intervals into her day-to-day routine. A firewall protects the network and is overseen by the college's technology staff.

Currently, the databases and other online resources found in the Virtual Library are similar to those offered by most mid-sized public libraries. Since Coastline is an institution based on distributed education, online databases are the appropriate form of resource for many of its students. Nonetheless, the range and subject-appropriateness of the collection of databases seems small and inadequate for a college library, particularly because this is the exclusive format for library resources available to Coastline's military and online students.

The learning resources now offered by Coastline were built up over a five-year period from one-time funding from statewide agencies. There is no college commitment to a permanent budget line item to fund the library, nor is there funding in place for additional databases for more diversity of content and subject specificity of the database offerings. With the latest library spending figures from the Coastline self study reported at \$34.95 per FTES, the college is spending \$84.00 less than the statewide average of \$119.18 for a comparable institution.

The Paralegal Library at the Costa Mesa Center, open 19 hours per week, has three student computers available for Westlaw online legal research. In addition to Westlaw, it offers a range of donated legal materials such as code books, encyclopedias, digests, and practice tests. It is acknowledged that most of the students use the local law libraries to complete assignments for the program. Distributed education and contract military students have access to the Virtual Library; they can also use the libraries of the sister campuses. However, the 3,000 incarcerated students are not able to access either the Virtual Library or the other physical libraries (II.C.1).

The Library Task Force at Coastline Community College is comprised of the librarian and other faculty. This group helps select electronic resources when funding is available, and

provides the librarian with subject-specific expertise in the evaluation of potential database acquisitions. In addition to these official duties, the Task Force also functions as an unofficial Library Friends group, assisting in small fundraising efforts for library materials (II.C.1.a).

The librarian has developed generalized library skills lessons and online tutorials to teach information competency skills to Coastline students, along with online tutorials and guided assignments. She also makes class visits to teach library skills, and has developed an online library orientation featuring the use Boolean logic to design search strategies. There is no dedicated computer lab space for the librarian to teach information competency skills to students with multiple learning styles.

During the visit, it was reported that approximately 20 out of 350 Coastline faculty members incorporate library usage into their coursework. Of these, it was reported that many assign library instruction tutorials or guided assignments as non-required, extra credit work. It was also reported that library training has been provided to 130 Coastline instructors. Although information competency skills have been identified as one of the eight degree-level learning outcomes for the college, thus far there has been no institutional effort to encourage more faculty to incorporate information competency skills into their coursework.

To teach information competency skills in a formalized classroom, the college offers English 108: Library Resources and Research, a course developed by the college librarian, who also teaches all sections of the course both online and in classroom sections. It is a non-required course, the purpose of which is to allow students to successfully utilize the online resources of the Virtual Library. The outline of record for this course proves that there is sufficient academic rigor supported in the course content, with three course-level student learning outcomes identified.

Faculty training appears to be inconsistent. During the 2000-2005 time span of Coastline's Title III grant, funds were used to train faculty to develop familiarity with the resources and the search skills necessary to use the Virtual Library. Since that time, faculty training is done on an individual basis by the college librarian (II.C.1.b).

Coastline uses remote access technologies to deliver library support services. Delivery methods include Internet, telephone and mail service. Access to Virtual Library resources is hindered by a time-consuming authentication process, and the college's planning agenda identifies the intent to put in place a process to implement a simple login procedure for access to the Virtual Library (II.C.1.c). Maintenance and security for the Virtual Library and other alternative forms of support services is provided by the college's Computer Services Department (II.C.1.d).

Coastline's students are encouraged to use the campus libraries of Golden West and Orange Coast colleges, since their campus does not provide space for a physical library collection of books or periodicals. In addition, the formal agreement between Coastline and the North Orange County College Consortium (which also includes Golden West, Orange Coast, Fullerton, and Cypress colleges) allows students of any of those named libraries to use the resources of the other colleges. This was the only formal arrangement to provide any kind of

library services for all Coastline students up until about five years ago, when a librarian was hired to work 12 hours per week. After two years, this position was expanded to full time (II.C.1.e).

The college does not yet provide for any scheduled evaluative review of the library and learning support services. Two years ago, the campus librarian requested that the Program Review Committee build library services into its schedule of reviews for the campus. The first time library/learning resources will be formally reviewed will be in April 2007. Likewise, no data other than attendance is collected in support of the tutoring program. The tutoring area's Program Review is coming up in fall of 2007, and the hope is that the substantial growth in attendance data will sustain requests for additional funding for tutorial services. The college does not collect data to link library and other learning support services use with student learning (II.C.2).

IV. Conclusions

Overall, the college is innovative, creative and entrepreneurial in fulfilling its mission as a provider of distance education. The college is commended for its entrepreneurial spirit and willingness to commit resources to serving new and emerging student needs.

As a distance learning provider, the college attempts to provide equity of access to student services; however, there is inherent difficulty in providing true equity, particularly for the incarcerated student population. Some of the components of student services are fully met, while others are not consistently met across the varied, unique student populations served by the college.

The team encourages the college to make a concerted effort to purge the catalogue of courses that have not been offered for more than five years, and to make the means for student waivers in those areas more readily available and known.

Recommendations

Recommendation 2:

The team recommends that the college provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on campus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s) (II.C,1).

Standard III Resources

General Observations

After reviewing staffing prioritization documents and budget allocations, and after interviewing administrators, faculty and staff, the team found evidence that there are sufficient administrative and support staff to achieve the mission of the college. On the other hand, full-time faculty positions have decreased by more than 25% in the last four years, and the use of part-time faculty has increased.

Changes in physical resources over the past several years through implementation of the Measure C bond have allowed the college to address many of the issues it has faced concerning its dependence on leased facilities. A facilities master plan has been completed and is being implemented utilizing primarily bond funds. The college's Facilities Committee is active in developing and monitoring the long range capital plan, in recommending adjustments as necessary to the Mission, Plan and Budget Committee, and in reporting to the Academic and Classified Senates. A security coordinator was hired in 2002 to supervise the Campus Safety Department and to coordinate with local law enforcement and fire departments to ensure campus safety. Modifications for improved ADA compliance and access have been completed and the Safety/Health/Disaster Preparedness Committee monitors ADA as well as other health and safety conditions on an ongoing basis. A new security system was installed in 2004 which employs security cameras, card access entry systems, and wireless panic alarms to enhance security at several of the college's operating locations. The Safety/Health/Disaster Preparedness Committee is very active, meeting monthly, and is evaluated as effective and responsive to the health and safety issues of the college.

Since the last accreditation report, the district implemented a new financial management system, PNI, to provide better financial reporting and monitoring capabilities to departments. This system allowed for more accurate and timely budget-to-expenditure monitoring, and provides dedicated revenue units such as Contract Education and Instructional Systems Development (ISD) the capability to routinely compare their actual results to their financial plans. Although judged as a major step forward, PNI is now being replaced with yet another management information system through Project Voyager, with the baseline of the new system being Banner supported. All components of Banner have, with the exception of the Student Services module, been implemented as of July 1, 2006. It is hoped that this new system will significantly improve access to student services and will fully integrate student, instructional, human resource and financial systems once completely implemented. The expected date for bringing the student system online is September 2007.

The Town Hall Meeting, Financial Task Force, the Block Grant and Instructional Equipment Task Force, and the Academic Senate, linked with the program review process and the college's master plan, recommend budget change proposals to the Mission, Plan and Budget Committee, which in turn recommends budget allocation changes to the President. This

system seems to work well, involves significant staff participation and is driven by Master Plan initiatives.

The college's ancillary operations, primarily their military program and instructional systems development activities, have become a source of significant revenue generation which has proven to be an advantage to the college during tight budget cycles, and has allowed for reinvestment into and expansion of these entrepreneurial programs as well as general college operations. The college has adopted a goal to depend only on state general fund allocations to support their regular ongoing operations and to allow external income sources to be reinvested in revenue-generating activities to support other college priorities. This goal is yet to be fully realized.

Long term indebtedness and future liabilities are budgeted for and managed adequately at the district level, which has implemented a GASB 45 mechanism to address long term health insurance liabilities, although the Board has yet to adopt a formal plan. The formal plan will be presented to the Board by July 2007. The district reserves exceed state expectations. The college also budgets a \$200,000 contingency annually to address unanticipated expenditures and relies on the general district reserve for extraordinary events.

The district and the college's financial activities are evaluated annually by an external auditor and monitored consistently by an internal auditor. External audit findings have been minor for the past three years and the internal auditor reviews assure compliance with local as well as state policies and procedures. Thus the college's financial management processes are regularly evaluated and the integrity of the financial system is routinely maintained.

Findings and Evidence

Standard III.A. Human Resources

The hiring procedures described in the Coast CCD Policies and Regulations and implementing documents provide evidence that the college employs faculty and staff who are qualified to assure the quality of programs and services (III.A.1; III.A.1.a). The evaluation of personnel is conducted according to timetables, procedures, and criteria described in the collective bargaining agreements and the Coast District Management Association's Professional Development/Evaluation policies document. The faculty evaluation standards currently lack criteria or procedures specific to distance education delivery and any reference to effectiveness in producing stated student learning outcomes. According to interviews with appropriate personnel, there is a labor/management workgroup working on evaluation criteria specific to distance education and a side letter agreement is possible prior to the scheduled negotiation for a successor agreement in spring of 2008. The dialogue concerning incorporating effectiveness in producing student learning outcomes into the evaluation criteria has begun and will be part of the successor agreement negotiations (III.A.1.b).

The written district policies and the mandatory training for hiring committees indicate fairness and consistency in employment procedures for full-time employees. Part-time

faculty hiring procedures are less controlled as each Division administrator is responsible for the interview and selection process (III.A.3.a). Official personnel records are kept securely at the district's Human Resources office, according to interview, collective bargaining agreements, and district policies and regulations (III.A.3.b). While there is a code of ethics for the Board of Trustees, there is no evidence or awareness of a written code of professional ethics for all personnel (III.A.1.c, III.A.1.d).

Coastline Community College has 39 contract faculty and 240 part-time faculty. The institution recognizes that this relatively heavy reliance on part-time faculty creates some disadvantages in terms of program development and continuity, but also sees the use of part-time faculty as providing increased flexibility in course scheduling (III.A.2).

Coastline adheres to personnel policies established by the district. Policies and procedures reflect labor law, the Education Code, and Title 5, and are documented in Board policy (III.A.3.a). Personnel records are maintained in a secure and confidential manner in the Office of Human Resources (III.A.3.b). The district Human Resources office prepares Federal Equal Employment Opportunity and California Title 5 reports to monitor its record in employment equity and diversity. The team found evidence from these documents and interviews that employees reflect the diversity of the student body and the community. The district periodically conducts workshops on preventing sexual harassment and discrimination for its employees (III.A.4; II.A.4.a). A college staff diversity committee meets monthly, and includes a review of progress toward employment equity and diversity as part of its agenda (III.A.4.b). Policies are in place to address equitable treatment of employees and students (III.A.4.c).

Activities are in place to provide personnel with the opportunities for continued professional development. The budget, application, and funding approval process for professional development activities for administrative and support staff is a district-level activity. The budget, application, and funding approval process for faculty is a college-level activity. Some in-house technology training is periodically provided for faculty and staff. Professional development activities are developed based on information obtained by a college-wide human resources needs assessment. There is also evidence that those professional development activities that are approved for funding are systematically evaluated as a basis for improvement (III.A.5, II.A.5.a, II.A.5.b).

Management and classified staff needs are determined through consultation among members of the President's Cabinet. Full-time faculty staffing needs are determined by consultation with deans, the Vice President of Instruction, the Vice President of Student Services, and the Academic Senate, in coordination with the program review and planning process (III.A.6).

Standard III.B. Physical Resources

Examination of the Facilities Master Plan, Facilities Committee and Safety/Health/Disaster Preparedness Committee minutes, a tour of facilities, and interviews with college and district staff provide evidence of the college's emphasis on safety of facilities and equipment (III.B.1.a). All new construction at Coastline is ADA compliant and is reviewed by the

Division of the State Architect (III.B.1.b). The cost of ownership for new facilities and equipment is reviewed and recommended to the President through the budget planning process. Additional facility expenses are tracked and reported by the Administrative Services Office (III.B.2.a). Long-range capital plans reflect projections of the total cost of ownership. The Facilities Master Plan was developed through broad-based involvement and is consistent with the college's general Master Plan. The intent of the Facilities Master Plan is to directly support institutional improvement, and it is a key component of the college's institutional planning process, linked directly to budget and bond development and implementation processes. Use of the Measure C bond funds has provided the college the opportunity to plan and build facilities to improve their program support and effectiveness (III.B.2.b).

Standard III.C. Technology Resources

The college relies on the Technology Committee and an ad hoc task force created as part of the budget process to identify technology needs. Effectiveness of technology in meeting needs is measured by survey of faculty, staff, and students. All constituents report relatively high levels of satisfaction with technology, with the exception that only 58% of students surveyed agreed that "Computers are available on campus when I need them." As the college possesses underutilized computer laboratories for students, it appears there is a need for better communication regarding available facilities (III.C.1).

The college Technology Committee and the Mission, Plan and Budget Committee make decisions about technology services, facilities, hardware, and software. These decisions are driven by the expressed needs of campus constituencies and by the college's budget prioritization procedures. There is a strong commitment to technical accommodation of the college's curricular commitments for distance learning programs and courses. The college is in the process of implementing a homegrown learning management system, Seaport. This system is well-designed, robust, flexible, and still evolving. It will be in use for all distance learning curricula by fall 2007. Provisions for reliability, disaster recovery, privacy, and security are in place and well thought-out. The Computer Services Department, Telemedia Department, and Distance Learning Department share responsibility for server maintenance and other technology support (III.C.1.a).

The college makes software application training and support available to students during lab hours at various facilities. A full-time trainer serves the needs of faculty and staff with training classes and one-on-one support. Faculty and staff surveyed express high satisfaction with the training provided (III.C.1.b).

The college's Computer Services Department provides management, maintenance, and operation of technological infrastructure and equipment. However, there is no formal provision for routine, systematic upgrading and replacement of equipment. Funding for this has been allocated on an ad hoc basis but is not institutionalized in the college budget (III.C.1.c).

Decisions about use and distribution of technology resources are determined by the Mission, Plan and Budget Committee in conjunction with the Technology Committee and the Web Steering Committee. A great deal of attention is given to equipment selected for distance programs, and campus constituencies express satisfaction with the effectiveness of technology (III.C.1.d).

The Mission, Plan and Budget Committee integrates technology planning with institutional planning as part of the annual budget cycle. Technology decisions are based on input from campus constituencies as part of this budget process, and priorities are set by an ad hoc task force (III.C.2).

Standard III.D. Financial Resources

Financial planning is driven by the college's master plan and the various committees which present information and budget recommendations to the Mission, Plan and Budget Committee which in turn makes allocation recommendations to the President. The team found evidence from the examination of college minutes and adopted budgets, as well as from individual interviews, that the process is working well (III.D.1.a). The college annually evaluates its master plan initiatives in terms of available resources and implements plans accordingly. It has developed effective partnerships with local government and business entities and has effectively utilized these arrangements to improve and expand its operations (III.D.1.b). The college has actually improved its long-term financial stability by eliminating its certificate of participation (COP) debt obligation and constructing facilities to eliminate ongoing lease agreements. Short term plans reflect the immediate needs of the college, while still keeping in mind future obligations and expected resource availability (III.D.1.c). The college provides opportunities for constituent involvement in the budget process through standing committee input and college-wide Town Hall meetings. All individuals interviewed were appreciative of their exposure to the process and consistently supported the value of these mechanisms for involvement in budget development (III.D.1.d)

External audits for the most part have been without findings over the past several years. The one finding cited, that the district did not complete the noncredit course self-assessments for courses in effect during the 2003-2004 academic year, has been adequately addressed. Resource allocations within the district are driven by a Board-adopted allocation model which seems to be well accepted by the college and the district staff (III.D.2.a). The previous PNI system had substantially improved the access and dissemination of financial information to all interested users. The college and district are evaluating the new Banner system as an even greater advancement in this area, although customized departmental reports are still under development (III.D.2.b). The district reserves exceed state requirements and the college provides for a separate "contingency" reserve annually to address unexpected expenses. The district is well insured through its participation in several statewide insurance joint powers agreements and is evaluated by the external auditor as meeting prudent risk management requirements (III.D.2.c).

Audit reports of all operating entities including grants, contract, financial aid, foundations, ancillary and auxiliary operations indicated effective oversight and financial management of

these activities (III.D.2.d). Further the ancillary operations are an integral part of the character of the college and directly related to its mission (III.D.2.e). All contractual agreements are reviewed by district legal services and approved by the Board. For Board approval the college must stipulate the activities relationship with the mission and goals of the college (III.D.2.f). Financial management is evaluated on an ongoing basis by the district vice chancellor of administration and college vice presidents. The results of such evaluation led to the decision to abandon the PNI system and convert to the new Banner system. The audit reports further substantiate this ongoing evaluation process (III. D.2.g).

The entire resource allocation process is linked to the college's Master Plan and carried out through broad-based constituent participation and a variety of standing committees and an annual open forum. The dialogue surrounding resource allocation is substantial and mission/goals based (III.D.3).

Conclusions

The college has identified several important planning items within the Physical Resources and Financial Resources accreditation standards that should continue to be focused on and completed and/or implemented.

The college is committed to innovation in the use of technology and has adequate staff to support its training and support needs. However, there is vulnerability in the way technology is funded in the annual budget cycle. Technology resources are funded on an ad hoc basis, using one-time funding; thus, there is no systematic, consistent upgrading and replacement program.

The college is commended on the integration of planning and budgeting as stipulated and evidenced through the Mission, Plan and Budget Committee actions.

Recommendations

Recommendation 3:

The team reaffirms the 2001 team's recommendation that the college develop a long-term staffing plan (III.A.2).

Recommendation 4:

The team recommends that the district, in collaboration with the appropriate bargaining units, revise evaluation processes, including methods and instruments for surveying student opinions, to align with a wider variety of instructional delivery methods and to facilitate meaningful feedback from distance education students (III.A.1.b; III.A.1.c).

Recommendation 5:

The team recommends that the cost of regularly replacing outdated computers and related technology be institutionalized in the college's budget process rather than relying on one-time funding (III.C.1.c; III.C.2).

Standard IV Leadership and Governance

General Observations

The Board of Trustees for the Coast Community College District (CCCD) consists of five trustees representing five individual trustee areas and a student trustee elected by the Associated Students of the three campuses. Board members are elected to four-year staggered terms. Regular elections are held every two years in even numbered years. The district recently experienced a change in Board membership, with one trustee of the two open seats choosing not to run for reelection last November being replaced with a new trustee. The Board appears to be engaged and grants a great deal of autonomy to the colleges it oversees, including Coastline. The team found evidence that the president is a focal point in encouraging participation by all segments of the campus community.

The district office serves as the liaison between the college and the Board of Trustees. The district office provides support to the college in the areas of human resources, financial resources, educational resources, information services and administration. The Board has adopted a mission statement for the district and its three colleges that supports quality lower-division education. The Board has also adopted goals for the district that identify specific areas of focus for the district. In addition, the Board has implemented policy that delegates authority to the chancellor as the chief executive of the district and confines Board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the district.

The CCCD Board does not have a policy or written procedure that delegates authority from the chancellor to the college president as the chief administrator charged with the daily operation of the college.

The Board is currently reviewing policy for the selection of the chief administrative officer and the college presidents, and a process to fill chief administrative vacancies as they occur; however, a process is not currently in place. The Board has policy in place that identifies the process for self evaluation every odd-numbered year. The results of the 2005 self evaluation were published in the Board minutes and are available for review.

Findings and Evidence

Standard IV.A. Decision-Making Roles and Processes

All committees have broad representation. There are clear lines of communication between recommending and decision-making bodies. It is also clear that there is a spirit of involvement vested in the entire campus community (IV.A.1). While the structures and processes for input are in place, occasionally this dialogue leads to conflicting recommendations to the president from constituent groups or between different levels in the decision-making hierarchy. A specific example is that the academic senate and management

generate different priority lists for faculty hiring (IV.A.2.a; IV.A.3).

Accreditation standards call on a college to rely on its faculty and academic administrators for recommendations about student learning programs and services (II.A.2.b). It is clear that the college relies heavily on part-time faculty for much of these activities. While many part-time faculty are enthusiastically involved in shared governance, and a much higher percentage of full-time faculty is actively involved than at more conventionally structured campuses, the college is in danger of overextending those individuals. This situation is exacerbated in that full-time faculty has decreased from 57 to 39 over the last five years. In interviews both full-time and part-time faculty expressed the need for additional full-time faculty.

The vice president of instruction is the liaison to the Accrediting Commission and served as the coordinator of the self study. The vice president and faculty co-chair have attended workshops and training activities to keep abreast of current accreditation standards, policies, and guidelines. As evidenced by the most recent mid-term report and the current self study, the college has responded to all but one of the recommendations from the previous accreditation visit (IV.A.4)

While the college performs regular evaluations of its decision-making structures and processes, many of these evaluations take place at the department and committee level, and are not necessarily looking at the overall structures and processes of the college. These periodic evaluations are productive, but there is no formal mechanism that demands that they be performed (IV.A.5).

Standard IV.B. Board and Administrative Organization

The Coast Community College District Board of Trustees has in place policy regarding ethical responsibility that defines the Board as an independent policy-making body whose primary duty is to represent the entire community in carrying out its elected responsibilities. The CCCD Board is a five-member board elected from trustee areas within the district. Board responsibilities for governance are outlined in the Coast Community College District Manual of Board Policy and Procedures, most recently updated in 2003. These procedures were established in accordance with its mission and goals that support the mission of Coastline Community College. The Board has adopted a mission for the district which supports quality lower division and occupational education to assist students in achieving their educational goals. Board policy confines Board action to "policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the District" (IV.B.1.a; IV.B.1.b; IV.B.1.c).

The Board policies and procedures are published on the Coast Community College District website. The Board's mission, size, membership, terms of office, meeting dates, agendas, and minutes are also available on the district website. Other operating procedures for meetings including placing items on the agenda, public comments and meeting rules, are defined and published in the Board's General Rules for Meetings. The Board conducts an organizational meeting each December to select its officers and committee appointments.

The Board, in one of its goals, regularly updates its one-year and five-year improvement plans and updates its ten-year and twenty-year improvement plans on a five-year cycle. The district's Vision 2010 plan for facilities was last updated in 1993. The CCCD does not currently have a formal procedure for evaluating its policies on a regular basis. Only statutes and policies from the Community College League of California (CCLC) are currently addressed. (IV.B.1.d; IV.B.1.e)

New Board members attend the Effective Trustee Workshop and Trustee Orientation offered by the California Community College Trustees (CCCT) organization. Board members are encouraged to attend Board development activities offered by state and national organizations. The five member Board terms of office are for four years and are staggered so that three members are elected during one election and two members are elected during the next election. Elections are held every two years on even numbered years. In February 2007, the Board revised its Election of Officers process from yearly nominations to a permanent rotation system among all board members (IV.B.1.f; IV.B.1.g).

The Board has a code of ethics outlining ethical responsibilities and a conflict of interest code requiring financial disclosure of financial interests that may disqualify individual members. The code of ethics does not include a clearly defined policy for dealing with board member behavior that violates its policy (IV.B.1.h).

The Board of Trustees has been kept informed of the accreditation process for Coastline Community College by the college president. At scheduled meetings of the Board, the president has kept the Board informed about the progress of the self study development and presented the final drafts to the Board for final approval last October. (IV.B.1.i)

The district does not have a formally approved hiring policy for its district chancellor, vice chancellors, and college presidents. The Board evaluates the chancellor annually at which time the Board reviews the chancellor's goals and his self-evaluation. The responsibilities of the chancellor include budget development, human resources, long-term planning, community relations, and professional development. (IV.B.1.j).

The president of Coastline Community College has been in her position for four years. She is well-liked by the college faculty, staff and administration, and is seen as providing effective leadership for the institution (IV.B.2) In addition to the president, the college is administered by three vice presidents, one executive dean, and seven deans, with additional supervisory managers (II.B.2.a). The president guides institutional improvement through her leadership in establishing a positive institutional culture, through her support of institutional planning, and through her focus on data driven decision-making (IV.B.2.b). The president attends regular meetings of the Chancellor's Cabinet and meetings of the Board of Trustees. At these meetings the President participates in policy decisions and the formulation of recommendations to the chancellor and to the Board that comply with state statutes and the mission of the college (IV.B.2.c). The president is responsible for the financial operations of the college and is kept informed of income, expenditures, and budget projections by the vice president of administrative services. The chancellor has allowed budgeting to be decentralized, forcing the colleges to develop their own budgets (IV.B.2.d).

The president is involved with the community by regularly attending community events and speaking at service organization meetings. The college publishes regular newsletters that serve as a vehicle to keep the public informed about information concerning the college (IV.B.2.e).

The team reviewed the district organizational chart that defines and outlines the responsibilities and functions of the district to include human resources support, legal support, fiscal support, payroll services, educational services, and staff development training. The chancellor and departments located at the district office act as the liaison between the college and the governing board. The district governance structure enables each campus to work independently in many areas such as establishing their own budgets. The district provides services that directly support the college's mission and monitor information and reporting requirements for the college. The district funding model allocates funds to the colleges based on fixed costs and base expenditures from the previous year. The district could not produce a functional mapping of the district's organizational structure for the team. In addition, interviews with staff identified confusion over authority, roles, and responsibilities of district and college personnel within its decentralized structure of operations. (Standards IV.B.3.a, IV.B.3.b, IV.B.3.c)

The district identifies through audits that it maintains a reserve above the required five percent. The Board approves all expenditures and provides budget oversight through monthly reports at meetings of the trustees. Internal and external audits verify the budgets do not undergo deficit spending at the district and college level. In addition, the district has established the Measure C Citizens Oversight Committee that ensures ongoing accountability of funds for the district's building projects. The committee meets quarterly to ensure that bond funds are spent according to the voter-approved bond measure. The chancellor has disbanded the District Planning and Budget Committee and delegated these responsibilities to the colleges. The chancellor meets regularly with the colleges' presidents through the Presidents Council and with key college constituents through the Chancellor's Cabinet to communicate and exchange information considering college and district matters. He also attends campus events and meetings to support the college. The chancellor meets with the Chancellor's Cabinet, the President's Council and personnel directors at the colleges to provide liaison between the colleges and the governing board. The chancellor delegates to the presidents the responsibility for the successful operation of the colleges. The district's master plan, Vision 2010, is the vehicle that assists the colleges in developing their educational goals. Vision 2010 was developed in 1993 and is in need of updating (IV.B.3.d.e.f.g).

Conclusions

The district does not currently have a formal procedure for evaluating its policies on a regular basis. There is no formal written process for the selection of executive managers, or a document that clearly delineates the difference between district and college responsibilities. There is no systematic process in place for the evaluation of board policies and procedures.

Recommendations

Recommendation 6:

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

Recommendation 7:

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

Recommendation 8 (District):

The team recommends that the Board implement a process for the evaluation of its policies and procedures according to an identified time-line and revise the policies as necessary (IV.B.1.e).

Recommendation 9:

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

Recommendation 10:

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

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

PREPARATION OF A PROGRESS REPORT WITH A VISIT

A **Progress Report** is a report requested by the Commission for special purposes. It can occur at any time in the 6-year accreditation cycle. A Progress Report requires that the institution provide information, evidence, and analysis regarding the resolution of the issues to which it was directed by the Commission's Action Letter. The institution's report will be reviewed by the Commission at its next regularly scheduled meeting, and the institution will be notified as to what action, if any, it must take next.

Visits accompanying Progress Reports are normally one-day visits by a team of two members, typically the chair of the comprehensive evaluation team familiar with the issues confronting the institution and a member of the Commission or Commission staff. The team is appointed by the Commission and reviewed by the institution in order to avoid potential conflicts of interest. *

The purposes of the team conducting this visit are to:

- ◆ verify the accuracy and relevance of the report submitted by the college in response to the specific action of the Commission
- ◆ determine the extent to which the institution now meets the Commission standards cited in the recommendations
- ◆ report findings and recommendations to the Commission

Progress Report Format

The following format for the report should be used:

1. **Cover Sheet**
Include the date of submission, the name and address of the institution, and a notation that this is a Progress Report.
2. **Table of Contents**
3. **Statement on Report Preparation**
The statement, signed by the Chief Executive Officer of the institution, describes the process of report preparation and identifies those who were involved in its preparation, review, and approval.
4. **Response to Team Recommendations and the Commission Action Letter**
Each recommendation identified by the Commission in its action letter should be identified and discussed. The report should describe the resolution of each recommendation, analyze the results achieved to date, provide evidence of the results, and indicate what additional plans the institution has developed.
5. **The Progress Report must be reviewed by the Governing Board prior to its submission**

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

The institution is required to send **three copies** of its report to the Commission **plus an electronic version**. The hard copies of the report should be sent to the Commission's mailing address at 10 Commercial Boulevard, Suite 204, Novato, CA 94949. The electronic version of the report should be transmitted to accjc@accjc.org.

A copy should also be sent to each team member listed on the team roster who will visit the institution. The date of the visit is listed on the team roster.

* Policy on the Rights and Responsibilities of ACCJC and Member Institutions in the Accrediting Process. (Adopted January 2005) *Accrediting Reference Handbook*