

Regular Meeting
Board of Trustees
Coast Community College District

District Board Room

5:00 p.m. Closed Session, 6:30 p.m. Study Session

October 21, 2009

MINUTES

A Regular Meeting of the Board of Trustees of the Coast Community College District was held on October 21, 2009 in the Board Room at the District Office.

1. Call to Order

Board President Jim Moreno called the meeting to order at 5:01 p.m.

2. Roll Call

Trustees Present: Jim Moreno, Jerry Patterson, Mary Hornbuckle, Walter Howald,
Lorraine Prinsky and Student Trustee Robert Lane

Trustees Absent: None

3. Public Comment (Open Session – Items on Agenda)

Bill Saichek, Faculty, Orange Coast College addressed the Board regarding Agenda Item 4(a), Public Employment.

Neal Kelsey, Executive Director, Coast Federation of Classified Employees (CFCE) addressed the Board regarding Agenda Item 4(a), Public Employment. Mr. Kelsey provided the Board with a written statement. (See appendix A, pages, 10-11)

4. Convene to Closed Session

The Board convened to Closed Session at 5:09 p.m. to discuss the following items:

- a. Public Employment (Pursuant to Government Code 54957(b)(1))
Public employment materials are available upon request from the Board of Trustees' Office
 - 1. Faculty Special Assignments
 - 2. Substitute Faculty
 - 3. Full-time Faculty
 - 4. Part-time Faculty
 - 5. Classified Staff
 - a. Staff Assistant, Sr.
 - 6. Classified Temporary Assignments
 - 7. Hourly Staff
 - 8. Substitute Classified
 - 9. Student Workers

- b. Conference with Legal Counsel: Anticipated Litigation
(Pursuant to sub-section "b" of Government Code Section 54956.9)

Threatened litigation by Vicki Williams
Claim by Michael Greeley

- c. Conference with Legal Counsel: Anticipated Litigation
(Pursuant to sub-section "c" of Government Code Section 54956.9)

Potential initiation of litigation - 1 case

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

Morgenstern v. Orange Coast College et al., Orange County Superior Court Case No. 30-2008-00109222
Zandieh v. Coast Community College District, Orange County Superior Court Case No. 30-2008-00108991
Lewis v. Coast Community College District et al., Orange County Superior Court Case No. 30-2008-00114263
Campbell v. Coast Community College District (CFCE Arbitration)
Sleep v. Coast Community College District (CCCA-CTA/NEA Arbitration)
Coast Federation of Educators v. Coast Community College District (CFE Arbitration)
Faber v. Coast Community College District et al., Orange County Superior Court Case No. 30-2009-00126090
Medina v. Coast Community College District et al., Orange County Superior Court Case No. 00289630
Jacobson v. Coast Community College District (Arbitration)

- e. Public Employee Discipline/Dismissal/Release (Pursuant to Section 54957)
- f. Public Employee Performance Evaluation (Pursuant to Section 54957)
Position: Educational Administrators
- g. Conference with Labor Negotiator (Pursuant to Government Code 54957.6)

Agency Negotiator: Joseph Quarles Ed.D., Vice Chancellor, Human Resources
Employee Organizations: Coast Federation of Classified Employees (CFCE),
Coast Community College Association - California Teachers Association/
National Education Association (CCCA-CTA/NEA),
Coast Federation of Educators/American Federation of Teachers (CFE/AFT)
Unrepresented Employees: Association of Confidential Employees (ACE)
Unrepresented Employees: Educational Administrators

5. Reconvene to Open Session

The Board reconvened to Open Session at 6:46 p.m.

6. Report of Action from Closed Session (if any)

Christian Teeter, Secretary of the Board of Trustees provided the following report of action in Closed Session:

On a motion by Mr. Patterson and seconded by Mr. Howald the Board voted to approve Agenda Item 4(a) Public Employment with the following exceptions: (See appendix B, pages 12-18)

Item 4a-1, Faculty Special Assignments, CCC, Military Counseling
Item 4a-1, Faculty Special Assignments, GWC, Coaching Stipend
Item 4a-3, Full-time Faculty, OCC, Administrator

These items will be reviewed for consideration to bring back for the November 4, 2009 Board of Trustees Meeting.

Motion carried with the following vote:

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

On a motion by Mr. Patterson and seconded by Mr. Howald the Board voted unanimously to reject the claim filed by Michael Greeley.

Motion carried with the following vote:

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

On a motion by Mr. Howald and seconded by Mr. Patterson the Board voted unanimously to approve the settlement agreement and release with Dalana Lewis.

Motion carried with the following vote:

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

7. Acceptance of Retirement

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

Joseph N. Quarles, Ed.D. (DIST), Effective June 30, 2010

It was moved by Mr. Howald and seconded by Mr. Patterson to accept this retirement.

Motion carried with the following vote:

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

8. Authorization for Special Projects – District

It was moved by Ms. Hornbuckle and seconded by Mr. Lane to authorize Coast Community College District to hold a Manager Workshop on October 26, 2009 at the Ayres Hotel & Suites, 325 Bristol Street, Costa Mesa, CA 92626.

Expenses not to exceed \$5,700.00, for hotel, food, and speaker transportation, to be paid from Management Professional Development funds.

Motion carried with the following vote:

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

9. Authorization to Approve Salary Schedule for 2008-2009

It was moved by Ms. Hornbuckle and seconded by Mr. Howald to approve an additional .62% increase to the following 2008-2009 employee salary schedule to become effective retroactive to July 1, 2008:

Schedule	Employee Group
EE	Classified Staff (CFCE)

The additional increase of .62% is the result of an arbitrator's decision which is binding on the District and states, "the CFCE salary schedule shall be adjusted so as to provide the CFCE unit with the same 2.73% salary increase granted to the full-time faculty for 2008-09 with the same effective date."

The salary schedule for Classified Staff was originally enhanced by 2.11 % (based on formula); the additional .62% brings the total to 2.73%.

Fiscal Impact: \$302,885.00

Motion carried with the following vote:

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

10. Authorization to Approve Salary Schedule for 2009-2010

It was moved by Ms. Hornbuckle and seconded by Mr. Howald to approve an adjusted increase of .30% to the following 2009-2010 employee salary schedule to become effective retroactive to July 1, 2009:

Schedule	Employee Group
EE	Classified Staff (CFCE)

This .30% increase modifies the action taken by the Board on June 17, 2009; and is the result of the binding decision of an arbitrator which grants to Classified Staff the same salary increase provided to full-time faculty, pursuant to the CFCE collective bargaining agreement. The prior year 2008-2009 salary schedule increase, including the additional .62% increase will roll over for 2009-2010.

Fiscal Impact: \$449,789.00 (includes 0.62% from prior year)

Motion carried with the following vote:

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

11. Approval of First Amendment to Lease Agreement Between KOCE-TV Foundation and Coast Community College District

It was moved by Mr. Patterson and seconded by Ms. Hornbuckle to approve the first amendment to the lease agreement between KOCE-TV Foundation and the Coast Community College District for real property and improvements at Golden West College. The Board President, or designee, is authorized to sign the first amendment to the lease agreement and any related documents, indicating approval by the Board of Trustees.

FIRST AMENDMENT TO LEASE AGREEMENT

COAST COMMUNITY COLLEGE DISTRICT (“Lessor”) and KOCE-TV FOUNDATION (“Lessee”), collectively referred to herein as the “Parties,” hereby amend their Lease Agreement, dated November 1, 2007, pertaining to real property and improvements at Golden West College as follows:

1. The term of the Lease Agreement is extended by two years to November 1, 2011.
2. All references in the Lease Agreement to “expiration of the Term” now shall refer to the expiration of the lease term as extended by this First Amendment, and all references to “term” or “Term” now shall refer to the extended term.
3. Paragraph 3.1 of the Lease Agreement is amended to change the monthly rent from \$5,166.67 to \$6,666.67.

4. Paragraph 3.2 of the Lease Agreement is deleted and replaced with the following:

“If this Agreement is not terminated prior to the expiration of the Term, this Agreement thereafter may be extended by Lessee for a period of one year, except that the monthly base rent of \$6,666.67 shall be increased by 15% to \$7,666.67. Lessee must provide written notice to Lessor of its intent to exercise this option to extend no less than 180 days prior to the expiration of the Term. Lessee’s failure to exercise this option shall mean that the Lease terminates on October 31, 2011.”

5. Paragraph 3.3 is amended so that “\$20,666.65 plus the Base Rent” is replaced with “\$13,333.33.”

6. Paragraph 4.2 of the Lease Agreement is deleted and replaced with the following:

“Lessor no longer has any obligation to provide any parking spots or parking permits to Lessee. Lessee shall purchase from Lessor all parking permits required for Lessee’s employees and visitors.”

7. Paragraph 4.6 is deleted in its entirety.
8. The Music Building is deleted from Exhibit “A,” but Lessee’s utility cost allocation remains the same.
9. Except as expressly changed by this Amendment, all of the terms and conditions in the Lease Agreement remain in full force and effect.
10. This Amendment is effective as of November 1, 2009.

Fiscal Impact: Monthly rental income from KOCE-TV Foundation in the sum of \$6,666.67 for each of the next twenty-four months, with KOCE-TV Foundation option to extend lease for one additional year with monthly rent increasing to \$7,666.67.

Motion carried with the following vote:

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

12. Approval Purchase and Sale Agreement between Growth Capitol, LLC and the Coast Community College District for Purchase of Property

It was moved by Mr. Howald and seconded by Mr. Lane to approve the Purchase and Sale Agreement between Growth Capitol, LLC and the Coast Community College District for purchase of real property at 1535 Monrovia Avenue, Newport Beach, California. The Board President, or designee, is authorized to sign the Agreement and any related documents, indicating approval by the Board of Trustees.

Fiscal Impact: Contingent upon 30-day due diligence period authorization, and a 15-day escrow closing period. Purchase price to be \$1.6 million.

Motion carried with the following vote:

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

13. Discussion of the Financial Relationship between the District, Orange Coast College (OCC), and the Associated Students of OCC (ASOCC) Regarding the OCC Bookstore and Food Services (Starbucks)

Public Speakers Lynne Riddle and Helen Hawthorne addressed the Board concerning this item.

Board Vice President Prinsky and Board Clerk Patterson have placed this item on the Board Agenda for Board discussion, and staff response to the questions posed herein, regarding the handling of the OCC Student Bookstore remodel which was just completed, and the food services operations, specifically the Starbucks coffee concession and income from that operation.

- A. OCC Student Bookstore. The District's contract with Follett requires that Follett provide a \$300,000 capital investment in the OCC Student Bookstore, that the District have the responsibility to direct the renovations, and that any unused funds be retained by the District. In other words, the District was to have the authority and discretion to direct the renovations and to keep any unused funds.
 - 1. What was the planning and approval process for the renovations? Did this ever come to the Board of Trustees? If so, what action did the Board take?
 - 2. What renovations were done, who made the decisions, and what were the costs of renovations/remodel?
 - 3. Were there any unused funds remaining from the original \$300,000? If so, how were the remaining and unused funds allocated or distributed?

- B. Food Services/Starbucks building. Records indicate that in 1999, the ASOCC provided a significant contribution of student funds to the construction of this building, and also provided start-up operation funds. In return, the ASOCC was to receive profits from the operation.
 - 1. What was the total amount of funds from the ASOCC that was allocated to this project?
 - 2. What is the amount of the profits, gross or net receipts, or other measure of income which was received from 1999 to the present time?
 - 3. How were/are these profits allocated or distributed?

The Board is aware that the District's Internal Auditor has been investigating this matter. We also understand that other information is forthcoming, including a report at the November 18th meeting.

STUDY SESSION

14. Board of Trustees' Self-Evaluation

The Board reviewed and discussed the findings of the 2009 Board Self-Evaluation. (See appendix C, pages 19-31)

15. Discussion of District Master Plan

Interim Chancellor Dr. Currie provided the Board with a report on Planning Recommendations and a Timetable for a District *Ten Year Vision, Five Year Master Plan* and a *Three Year Review*. (See appendix D, pages 32-33)

16. Discussion of District Student Learning Outcomes

The following Representatives provided the Board with a status report of Student Learning Outcomes on their campus.

Pat Arlington, Faculty, Coastline Community College (See appendix E, page 34)

Denise Whittaker, Interim President, Orange Coast College (See appendix F, pages 35-37)

Victor Quiros, Faculty, Golden West College (See appendix G, page 38)

17. Adjournment

There being no further business, it was moved by Mr. Howald and seconded by Mr. Lane that the meeting be adjourned.

Motion carried with the following vote:

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

No: None

Absent: None

The meeting was adjourned at 8:45 p.m.

Secretary of the Board of Trustees

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Appendix A

STATEMENT TO BOARD OF TRUSTEES
Presented by Neal Kelsey, Executive Director
Coast Federation of Classified Employees, AFT Local 4794

Coast Community College District Board of Trustees Meeting
Closed Session
Board Room
October 21, 2009

Item #3 Full Time Faculty
Orange Coast College
Revision of Previous Board Action
Interim Dean, Business, Computing, and Career Services
Placed at a D-32-05 through June 30, 2011

At an previous meeting of the Board of Trustees, the Board voted to fill the Interim Dean of Business, Computing, and Career Services at Orange Coast College through December 18, 2009. In the context of the current State budget crisis and the resultant significant funding gap at Coast Community College District, this decision made sense. And I could add that everyone expects the funding gap in 2010/2011 to be even worse.

My concern is that even though the Board of Trustees approved an across-the-board hiring slowdown for 2009/2010, the District is moving forward with the approval of management and administrative positions. This hiring of administrative and managerial positions is taking place while at the same time there are as many as eight (8) classified positions that have been eliminated and twenty-one (21) faculty positions that are vacant.

This absence of equity between management, faculty, and staff does not provide a very helpful context within which the CFCE, CFE, and CCCA are to move forward in cost-savings negotiations with the District. Why should the CFCE, CFE, and CCCA take reductions in salaries and benefits when corresponding cuts and personal sacrifice have not been made in management and administration? In all honesty, how can the CFCE, CFE, and CCCA be expected to negotiate in good faith when the context for negotiations has been contaminated by violations of the hiring slowdown, which will unfortunately lead to distrust and reticence to work with the District in these trying economic times.

However, what is more disturbing with this particular recommendation to extend the term of service for the Interim Dean of Business, Computing, and Career Services is the fact that this individual is retired and currently receiving STRS benefits. That this kind of hiring is dissuaded can be understood by the STRS policy that requires that these hires be approved by STRS. Does the District really want to be hiring individuals where permission from STRS is required?

The Coast Federation of Classified Employees urges the Board of Trustees to adhere to its original action, which provided for this individual to be employed as an interim dean through December 18, 2009. Through this action, the Board can demonstrate to the faculty and staff that it is dedicated to the notion of equity as we work through this economic crisis.

Appendix B

1. Faculty Special Assignments

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

COASTLINE COLLEGE

CURRICULUM COMMITTEE-CO-CHAIR

<u>Name</u>	<u>Start Date</u>	<u>End Date</u>	<u>Pay Type</u>	<u>Pay Rate</u>
Fry, Marilyn	08/31/09	12/20/09	ACS	\$450.00

ACADEMIC SENATE

<u>Name</u>	<u>Start Date</u>	<u>End Date</u>	<u>Pay Type</u>	<u>Pay Rate</u>
Chapman, Cheryl	09/01/09	05/29/10	ACS	\$29.46
Covert, Robert	09/01/09	05/29/10	ACS	\$29.46
McClure, Helen	09/01/09	05/29/10	ACS	\$29.46
Oelstrom, Jeanne	09/01/09	05/29/10	ACS	\$29.46
Palmer, Catherine	09/01/09	05/29/10	ACS	\$29.46
Shiring, Richard	09/01/09	05/29/10	ACS	\$29.46
Strauss-Thacker, E.	09/01/09	05/29/10	ACS	\$29.46
Wahba, Remon	09/01/09	05/29/10	ACS	\$29.46

ORANGE COAST COLLEGE

PATHWAY DAYS

<u>Name</u>	<u>Start Date</u>	<u>End Date</u>	<u>Pay Type</u>	<u>Pay Rate</u>
Plum, Caryn	07/01/09	12/31/09	EXH	\$29.46

PRESENTATION FOR NEW FACULTY ORIENTATION

<u>Name</u>	<u>Start Date</u>	<u>End Date</u>	<u>Pay Type</u>	<u>Pay Rate</u>
Monahan, Georgie	08/21/09	08/22/09	PDM	\$43.10
Pettus, Candice	08/21/09	08/22/09	PDM	\$43.10

HIGH SCHOOL OUTREACH

<u>Name</u>	<u>Start Date</u>	<u>End Date</u>	<u>Pay Type</u>	<u>Pay Rate</u>
McNally, Christopher	07/01/09	12/31/09	EXH	\$29.46
Young, Richard	07/01/09	12/31/09	EXH	\$43.23

INTERNSHIP ACADEMY

<u>Name</u>	<u>Start Date</u>	<u>End Date</u>	<u>Pay Type</u>	<u>Pay Rate</u>
Ernsberger, Gabriela	12/01/09	12/20/09	EXM	\$67.64
Morgan, Arabian Z.	12/01/09	12/20/09	EXM	\$72.00
Rango, Erik V.	12/01/09	12/20/09	EXM	\$72.00
Skeie, Leon G.	12/01/09	12/20/09	EXM	\$72.00
Werblin, Cathy C.	12/01/09	12/20/09	EXM	\$72.00

Overload assignments for the following evening counselors, payment to be a maximum of \$72.000/hr based on 1/1000th of their placement on the CFE/AFT Local 1911 Faculty Unit Contract, for the period **09/04/09 to 06/30/10** for CCC, GWC and OCC assignments. Multiple statements indicate two or more separate

assignments. LGF indicates Large Group Factor. This employment is subject to the general instructional needs of the college and/or the specific division. Assignments are not to exceed LHE stated:

CCC

<u>Name</u>	<u>LHE</u>
Nguyen, Christina	4.16

OCC

<u>Name</u>	<u>LHE</u>
Nguyen, Jessica	1.00

Overload assignments for the following instructors, payment to be a maximum of \$72.000/hr based on 1/1000th of their placement on the CFE/AFT Local 1911 Faculty Unit Contract, for the period **08/31/09 to 12/20/09** for CCC, GWC and OCC assignments. Multiple statements indicate two or more separate assignments. LGF indicates Large Group Factor. This employment is subject to the general instructional needs of the college and/or the specific division. Assignments are not to exceed LHE stated:

CCC

<u>Name</u>	<u>LHE</u>
Berggren, Gayle	1.75
Shelley, Karen	1.50

GWC

<u>Name</u>	<u>LHE</u>
Lawler, William	1.50

OCC

<u>Name</u>	<u>LHE</u>
Weatherford, Leigh Ann	4.00

2. Substitute Faculty

It is recommended that the following individuals be appointed as substitutes, as defined by California Ed Code 87480, appointments not to exceed 20 working days, and subject to Board policies governing such appointments, to be paid \$44.36/hr based on the part-time faculty daily miscellaneous teaching rate for services rendered the 2009-10 academic year.

Coastline College

Chase, Suzanne
 Kepler, Marc
 Loester, Karen
 Nguyen, Scott

Golden West College

Bornemann, Chung
 Do, Tom

Follin, Stella
Graves, Buchansha

Orange Coast College

Balding, Diane
Daugherty, Seth
Harmer, Ann
Nguyen, Huy
Nguyen, Thu Kim
Nguyen, Trang
O'Rourke, Shawn
Rafferty, Jennifer

4. Part time Faculty

Fall

Assignments during the period **08/31/09-12/20/09** for CCC, GWC and OCC unless otherwise noted and not to exceed 9 LHE. LHE = Lecture Hour Equivalency.

Coastline College

<u>Name</u>	<u>LHE</u>
Hernandez, Christina	3.660
Katz, Maria	0.500
Salminen-Karamitros	1.000
Shibata, Sharon	9.000
Terry, Brenda	5.414

Golden West College

<u>Name</u>	<u>LHE</u>
Bogart, Dennis	2.000
Do, Tom	2.330
Rae, Caroline	7.250
Sales, Efren	5.250

Orange Coast College

<u>Name</u>	<u>LHE</u>
Blasius, Mary	2.250
Chapman, Matthew	8.125
Chavez Jr., Hernando	3.000
Chervenak, Timothy	3.000
Collins, Michael	1.891
Foster, Amy	4.500
Frazier, Vanessa	8.000
Gbye, Diogba E.	3.000
Go, Mary	3.000
Grossman, Marianne	0.344
Henderson, Nancy	4.000
Hollinden, Mike	3.000

Lefebvre, Lyndsey	8.000
Mangan, Michael	4.000
Meler, Suzanne	8.000
Nguyen, Huy	3.000
Rojas, Rubilena	0.660
Scheibe, Mary	3.458
Smith, Peggy	4.500

5. Classified Staff

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

Classified Promotions, New Hires and Rehires

<u>Name</u>	<u>Loc</u>	<u>Title</u>	<u>Start Dt</u>	<u>Plcmt</u>	<u>Vacancy #</u>
Morvice, Michael	OCC	Staff Assistant, Sr	10/22/09	E-54-02	O-001-10

6. Classified Temporary Assignments

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

<u>Name</u>	<u>Loc</u>	<u>From</u>	<u>To</u>	<u>Start Dt</u>	<u>End Dt</u>	<u>Plcmt</u>
Mihatov, Steven	CCC	Info Systems Tech, Sr	Dir, Computer Services	10/22/09	01/22/10	G-24-05

7. Hourly Staff

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

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

<u>Name</u>	<u>LOC</u>	<u>Start Date</u>	<u>End Date</u>	<u>Funding Source</u>	<u>Days to Work</u>
Essen, Theresa	OCC	10/22/09	06/30/10	812030-212702	M,T,W,TH,F
Moreno, Clara	GWC	10/22/09	12/19/09	110001-349502	M,T,W,TH,F
Nguyen, Tiffany	OCC	10/10/09	06/30/10	812001-261052	M,T,W,TH,F

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

<u>Name</u>	<u>LOC</u>	<u>Start Date</u>	<u>End Date</u>	<u>Funding Source</u>	<u>Days to Work</u>
Lewton, Natalie	OCC	10/22/09	06/30/10	812001-201592	M,T,W,TH,F
	OCC	10/22/09	06/30/10	110001-201591	M,T,W,TH,F

	OCC	10/22/09	06/30/10	124034-256041	M,T,W,TH,F
	OCC	10/22/09	06/30/10	124033-256041	M,T,W,TH,F
	OCC	10/22/09	06/30/10	120176-251030	M,T,W,TH,F
Nguyen, Sheila	GWC	10/22/09	06/30/10	124006-361518	M,T,W,TH,F
Rushman, Carol	GWC	10/22/09	06/30/10	110001-347101	M,T,W,TH,F
Spencer, Justin	GWC	10/22/09	06/31/10	110001-347101	M,T,W,TH,F

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

<u>Name</u>	<u>LOC</u>	<u>Start Date</u>	<u>End Date</u>	<u>Funding Source</u>	<u>Days to Work</u>
Alvarez, Josephina	OCC	11/05/09	06/30/10	812020-205401	M,T,W,TH,F
Blancas, Rosa	OCC	10/22/09	06/30/10	812020-205404	M,T,W,TH,F
Glass, Chelsea	OCC	10/22/09	06/30/10	812030-212712	M,T,W,TH,F
	OCC	10/22/09	06/30/10	812010-266851	M,T,W,TH,F
	OCC	10/22/09	06/30/10	812030-212707	M,T,W,TH,F
	OCC	10/22/09	06/30/10	812030-212706	M,T,W,TH,F
	OCC	10/22/09	06/30/10	812030-212709	M,T,W,TH,F
Grandmont-Lemire, S.	OCC	10/22/09	06/30/10	812020-205401	M,T,W,TH,F
Nguyen, Stephanie	OCC	11/10/09	06/30/10	812020-205401	M,T,W,TH,F
Unsworth, Alma	OCC	11/04/09	06/30/10	812020-205404	M,T,W,TH,F
Walkins, Natasha	OCC	11/10/09	06/30/10	812020-205401	M,T,W,TH,F
Yeung, Man	OCC	11/10/09	06/30/10	812020-205401	M,T,W,TH,F

Hourly/Temporary/Skilled Crafts, to perform highly specialized, detailed tasks such as transporting, segregating and storing hazardous materials, constructing and rigging stage equipment, or design event lighting for stage productions supporting one ore more campus departments and/or divisions: Instruction, Student Services, or Campus Operations for the time frame noted below.

<u>Name</u>	<u>LOC</u>	<u>Start Date</u>	<u>End Date</u>	<u>Funding Source</u>	<u>Days to Work</u>
Nieves, Osbaldo	OCC	10/22/09	06/30/10	812001-261055	M,T,W,TH,F

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

<u>Name</u>	<u>LOC</u>	<u>Start Date</u>	<u>End Date</u>	<u>Funding Source</u>	<u>Days to Work</u>
Medina, Irma	OCC	10/22/09	06/30/10	110001-280003	M,W,F

Hourly/Temporary Substitutes, pursuant to Section 7.2(A) of the Agreement between the Coast Community College District and the Coast Federation of Classified Employees, to take the place of a bargaining unit employee who is ill or on leave of absence for the time frame noted below.

<u>Name</u>	<u>LOC</u>	<u>Start Date</u>	<u>End Date</u>	<u>Funding Source</u>	<u>Days to Work</u>
Dockery III, William	CCC	10/12/09	11/09/09	120010-850101	W,F
Drake, Rena	CCC	08/31/09	12/31/09	120010-850101	M,W
Giordano, Trudie	CCC	11/10/09	12/31/09	120010-850101	M,TH
Le, Steven	CCC	09/09/09	11/30/09	110001-880601	M,T,W,TH,F
Stone III, Albert	CCC	08/31/09	12/31/09	120010-850101	T,TH
Zuniga, Karla	OCC	10/19/09	12/30/09	110001-280003	M,T,W,TH,F

8. Substitute Classified

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

Orange Coast College

Kunaal, Kumar
Nguyen, Hanhn

9. Student Workers

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

Golden West College

Asoau, Laaunaamotasi
Bhandari, Bhim
Huynh, William
Keleher, Kira
Lane, Robert
Lathrop, Angele
Lawler III, Fred
Lewis, Jordare
Luong, Dao
Newton, Heather
Nguyen, Christy
Nguyen, Hai
Nguyen, Katherine
Nguyen, Lan
Phung, An
Phung, Chau
Plantz, Nickolas
Powers, Mackenzie
Prado, Alejandro
Quan, Jimmy
Sainz, Coryna
Sorenson, Annette
Vilardo, Sophia

Orange Coast College

Baker, Jennifer
Cao, Christina
Cooney, Kelly
Fackett, Brittany
Ford, Raymoan
Gambill, Christopher
Inagaki, Hitomi
Kashimoto, Yoshiko
Lam, Anthony

Le, Hien
Lozano, Marisol
Lucano, Eduardo
Mejia, Maura
Muxi, Brenda
Park, Sung
Taing, Kevin
Tran, Linda
Zhang, Zhiwei

Appendix C

BOARD OF TRUSTEES SELF-EVALUATION TOOL SUMMARY 2009

Self-Evaluation Section/Category	Trustee	Trustee	Trustee	Trustee	Trustee	Trustee	Avg
Relationship with the Chancellor							
1. The Board and Chancellor's roles are clearly delineated and observed.	4	3	5	5	3	2	3.4
2. The Board maintains a well-defined job description for the Chancellor.	4	5	5	5	4	3	4.2
3. The Board and Chancellor develop annual goals and objectives which are used in the evaluation of the Chancellor.	0	3	5	5	4	4	4
4. The Board and Chancellor work cooperatively to maintain a total District perspective.	5	4	5	5	4	3	4.2
5. The Board adheres to and demonstrates responsibility for educational policy-making and delegates to the Chancellor and College Presidents the full responsibility for implementing educational policy.	4	3	5	5	3	2	3.4
6. A climate of mutual trust and support exists between the Board and Chancellor.	5	4	4	4	4	3	4
7. The Board has provided, through the Chancellor, a process by which the Presidents can communicate openly with the Board.	5	3	0	4	4	2	3.5
8. The Board makes adequate provision for evaluating the Chancellor in order to improve performance.	4	2	0	4	4	3	3.3
9. The Board has a carefully planned process for the selection and retention of the Chancellor.	5	5	5	5	5	4	4.8
Planning							
1. The Board ensures that sufficient and comprehensive long-range planning activities are underway.	5	3	5	5	4	3	4
2. The Board provides for effective integration of various interest groups in planning activities.	5	3	5	5	4	3	4
3. The Board regularly reviews accountability measures and standards for the District.	4	2	5	5	4	2	3.4
Instructional/Student Services Programs							
1. The Board has adequate information on the District's instructional and student services programs.	3	2	5	5	4	2	3.2
2. The Board requires that the colleges and Chancellor's Office develop regular educational goals against which educational programs can be evaluated.	3	2	5	5	4	3	3.4
3. Sufficient time is set aside in Board meetings for the discussion of the needs, goals, and objectives of the instructional and student services programs.	3	2	5	5	4	3	3.4
4. The Board is willing to make long-term investments in the development and improvement of the instruction and services for students.	4	2	5	5	4	4	3.8
Facilities & Financial Resources							
1. The Board has a current Educational Facilities Master Plan for the Colleges and District Office, which includes both present and anticipated needs.	4	3	5	5	4	4	4
2. The Board requires the administration to provide adequate information on physical plant utilization before approving requests for remodeling or new	4	2	5	5	0	4	3.8
3. The Board provides resources for both emergency and preventative maintenance to the physical plant.	3	0	5	5	4	4	4
4. The Board requires the maintenance of adequate financial resources.	4	4	5	5	3	2	3.6
5. The Board is appropriately involved in the District budget review and approval.	5	4	5	5	5	3	4.4
6. The Board reviews in some detail the annual audit report.	3	2	5	5	5	3	3.6
Board Operations							
1. The Board understands the essential State laws, regulations and directives affecting district governing boards.	4	3	5	5	4	3	3.8
2. The Board conducts its meetings in an orderly, efficient manner and allows for sufficient public comment.	5	5	5	5	4	3	4.4
3. The role of the President of the Board is clear. The Board respects and supports its President. The President manages Board meetings by keeping them on schedule and facilitating effective meetings.	5	5	5	5	4	4	4.6
4. The Board is provided with materials sufficiently in advance of the official meeting to allow time for study.	4	5	5	5	4	3	4.2

SCALE: 5-Strongly Agree 4-Agree 3-Adequate 2-Disagree 1-Strongly Disagree 0 - No Opinion

BOARD OF TRUSTEES SELF-EVALUATION TOOL SUMMARY 2009

	Trustee 1	Trustee 2	Trustee 3	Trustee 4	Trustee 5	Trustee Avg.
5. The Board deals primarily with policy issues and does not interfere with the administration of the District.	4	4	4	4	3	3.4
6. Trustees treat one another with respect and fairness, both inside and outside of meetings.	5	3	4	4	4	3.8
7. Trustees communicate well and make it a practice to share information with all other Trustees. Board members have clear guidelines on the use of email to communicate between meetings.	5	3.5	4	3	2	3.5
8. The Board participates in a self-evaluation process every year. Trustees take time to discuss the Board's strengths and weaknesses and to put procedures in place to address needs.	4	2	5	4	3	3.6
9. The Board has well defined policies on conduct and attempts to avoid counterproductive behavior by individual Trustees.	5	2	5	4	2	3.6
10. The Board meetings comply with the laws of the State of California.	5	5	5	5	3	4.6
11. The Board sufficiently studies policy proposals before adopting them.	5	4	5	4	3	4.2
Faculty Student/Classified Relationships						
1. The Board, through the Chancellor, actively seeks advice and recommendations from faculty, students, and staff in formulating basic educational policies.						
Faculty:	1	2	3	4	5	4.3
Students:	1	2	3	4	5	3.5
Staff:	1	2	3	4	5	3.8
2. The Board has established and maintains an appropriate process and climate for collective bargaining.	3	2	5	4	4	3.6
3. The Board has established and maintains adequate process for employee evaluation.	3	2	5	4	3	3.3
4. The Board is committed to shared governance, and demonstrates concern for organizational climate, and treats students, faculty and classified staff with respect.	5	5	5	4	5	4.8
5. The Board interacts with faculty, classified staff and students of the three colleges in a way that informs the Trustees about the campus climate of each college.	3	4	5	4	3	3.8
6. The Board takes advantage of appropriate opportunities to interact with faculty, classified staff and students in order to experience first hand the ways in which the colleges are accomplishing the District's educational mission.	4	3	5	4	2	3.6
7. The Board respects the idea of shared governance.	5	4	5	5	3	4.3
Government & Community Relations						
1. The Board keeps itself well informed about the educational needs of the community.	4	3	5	4	2	3.6
2. The Board makes provision for keeping the community well informed of the colleges' goals, activities and educational objectives.	4	3	5	4	2	3.6
3. The Board makes appropriate use of citizen advisory committees.	4	4	5	5	2	4
4. The Board channels all criticisms of the colleges through the Chancellor and College Presidents for study and appropriate action.	5	4	5	4	2	4
5. The Board participates actively in community affairs.	4	4	5	4	3	4
6. The Board encourages the public's participation/comments at Board meetings.	5	5	5	3	3	4.2
7. The Board works to build a positive image of Coast Community College District in the community.	5	5	5	4	0	3.8
8. The Board has established a helpful rapport with State and Federal legislators, as well as city and local officials.	5	4	5	3	3	4
9. The Board is committed to protecting the public interest.	5	4	5	4	3	4.2
10. The Board is informed about the inter-relationships which exist between the Board and other governmental bodies.	5	3.5	5	4	3	4.1
11. The Board has established policies for contractual or cooperative ventures with other governmental bodies.	5	2	5	3	3	3.8
12. The Board shows an active interest in legislation and regulations affecting community colleges.	5	4	5	4	4	4.4
13. The Board actively participates in organizations and programs affecting community colleges.	5	4	5	4	3	4.2

SCALE: 5-Strongly Agree 4-Agree 3-Adequate 2-Disagree 1-Strongly Disagree 0 - No Opinion

BOARD OF TRUSTEES SELF-EVALUATION TOOL SUMMARY 2007

	Trustee	Trustee	Trustee	Trustee	Trustee	Trustee	Avg.
Self-Evaluation Section/Category							
Relationship with the Chancellor							
1. The Board and Chancellor's roles are clearly delineated and observed.	4	1	3	2	4	2.8	
2. The Board maintains a well-defined job description for the Chancellor.	4	2	4	3	3	3.2	
3. The Board and Chancellor develop annual goals and objectives which are used in the evaluation of the Chancellor.	5	4	4	3	4	4	
4. The Board and Chancellor work cooperatively to maintain a total District perspective.	4	3	2	3	3	3	
5. The Board adheres to and demonstrates responsibility for educational policy-making and delegates to the Chancellor and College Presidents the full responsibility for implementing educational policy.	5	2	2	1	4	2.8	
6. A climate of mutual trust and support exists between the Board and Chancellor.	3	2	2	1	2	2	
7. The Board has provided, through the Chancellor, a process by which the Presidents can communicate openly with the Board.	5	4	4	5	3	4.2	
8. The Board makes adequate provision for evaluating the Chancellor in order to improve performance.	4	2	4	2	3	3	
9. The Board has a carefully planned process for the selection and retention of the Chancellor.	1	2	4	1	*	2	
Planning							
1. The Board ensures that sufficient and comprehensive long-range planning activities are underway.	5	4	3	4	3	3.8	
2. The Board provides for effective integration of various interest groups in planning activities.	5	3	4	3	4	3.8	
3. The Board regularly reviews accountability measures and standards for the District.	3	2	2	3	4	2.8	
Instructional/Student Services Programs							
1. The Board has adequate information on the District's instructional and student services programs.	4	3	3	3	3	3.2	
2. The Board requires that the colleges and Chancellor's Office develop regular educational goals against which educational programs can be evaluated.	4	3	4	3	4	3.6	
3. Sufficient time is set aside in Board meetings for the discussion of the needs, goals, and objectives of the instructional and student services programs.	3	2	2	2	4	2.6	
4. The Board is willing to make long-term investments in the development and improvement of the instruction and services for students.	5	4	4	3	3	3.8	
Facilities & Financial Resources							
1. The Board has a current Educational Facilities Master Plan for the Colleges and District Office, which includes both present and anticipated needs.	5	4	5	4	4	4.4	
2. The Board requires the administration to provide adequate information on physical plant utilization before approving requests for remodeling or new	5	2	4	4	4	3.8	
3. The Board provides resources for both emergency and preventative maintenance to the physical plant.	5	4	5	4	4	4.4	
4. The Board requires the maintenance of adequate financial resources.	5	5	5	2	4	4.2	
5. The Board is appropriately involved in the District budget review and approval.	5	3	5	4	4	4.2	
6. The Board reviews in some detail the annual audit report.	5	2	4	4	5	4	
Board Operations							
1. The Board understands the essential State laws, regulations and directives affecting district governing boards.	5	3	4	2	4	3.6	
2. The Board conducts its meetings in an orderly, efficient manner and allows for sufficient public comment.	4	4	2	4	5	3.8	
3. The role of the President of the Board is clear. The Board respects and supports its President. The President manages Board meetings by keeping them on schedule and facilitating effective meetings.	3	4	2	2	5	3.2	
4. The Board is provided with materials sufficiently in advance of the official meeting to allow time for study.	4	4	3	4	4	3.8	

SCALE: 5-Outstanding 4-Good 3-Adequate 2-Marginal 1-Poor

* Not rated by Trustee

BOARD OF TRUSTEES SELF-EVALUATION TOOL SUMMARY 2007

	Trustee	Trustee	Trustee	Trustee	Trustee	Trustee	Avg.
5. The Board deals primarily with policy issues and does not interfere with the administration of the District.	4	5	2	2	1	3	3
6. Trustees treat one another with respect and fairness, both inside and outside of meetings.	5	2	2	2	2	4	3
7. Trustees communicate well and make it a practice to share information with all other Trustees. Board members have clear guidelines on the use of email to communicate between meetings.	4	3	3	3	2	3.5	3.1
8. The Board participates in a self-evaluation process every year. Trustees take time to discuss the Board's strengths and weaknesses and to put procedures in place to address needs.	4	1	2	2	*	*	2.33
9. The Board has well defined policies on conduct and attempts to avoid counterproductive behavior by individual Trustees.	5	4	2	1	1	5	3.4
10. The Board meetings comply with the laws of the State of California.	5	4	4	4	4	5	4.4
11. The Board sufficiently studies policy proposals before adopting them.	4	2	4	4	2	3	3
Faculty Student/Classified Relationships							
1. The Board, through the Chancellor, actively seeks advice and recommendations from faculty, students, and staff in formulating basic educational policies.	5	2	3	3	5	*	3.75
Faculty:	1	2	3	4	5	3	3.5
Students:	1	2	2	4	*	3	3.5
Staff:	1	2	3	4	5	3	3.5
2. The Board has established and maintains an appropriate process and climate for collective bargaining.	5	4	4	4	2	4	3.8
3. The Board has established and maintains adequate process for employee evaluation.	3	1	3	3	*	*	2.33
4. The Board is committed to shared governance, and demonstrates concern for organizational climate, and treats students, faculty and classified staff with respect.	5	3	4	4	*	4	4
5. The Board interacts with faculty, classified staff and students of the three colleges in a way that informs the Trustees about the campus climate of each college.	4	3	3	3	3	4	3.4
6. The Board takes advantage of appropriate opportunities to interact with faculty, classified staff and students in order to experience first hand the ways in which the colleges are accomplishing the District's educational mission.	4	3	3	3	3	4	3.4
7. The Board respects the idea of shared governance.	5	4	3	3	*	4	4
Government & Community Relations							
1. The Board keeps itself well informed about the educational needs of the community.	5	3	3	3	3	4	3.6
2. The Board makes provision for keeping the community well informed of the colleges' goals, activities and educational objectives.	4	3	3	3	3	4	3.4
3. The Board makes appropriate use of citizen advisory committees.	5	4	2	2	5	3	3.8
4. The Board channels all criticisms of the colleges through the Chancellor and College Presidents for study and appropriate action.	4	4	2	2	2	3	3
5. The Board participates actively in community affairs.	4	4	4	3	3	4	3.8
6. The Board encourages the public's participation/comments at Board meetings.	4	3	2	2	5	4	3.6
7. The Board works to build a positive image of Coast Community College District in the community.	5	4	3	3	3	4	3.8
8. The Board has established a helpful rapport with State and Federal legislators, as well as city and local officials.	4	4	4	4	3	4	3.8
9. The Board is committed to protecting the public interest.	5	4	4	2	2	5	4
10. The Board is informed about the inter-relationships which exist between the Board and other governmental bodies.	5	3	4	4	3	4	3.8
11. The Board has established policies for contractual or cooperative ventures with other governmental bodies.	4	2	4	4	*	4	3.5
12. The Board shows an active interest in legislation and regulations affecting community colleges.	5	5	5	5	3	5	4.6
13. The Board actively participates in organizations and programs affecting community colleges.	5	5	5	5	4	5	4.8

SCALE: 5-Outstanding 4-Good 3-Adequate 2-Marginal 1-Poor

* Not rated by Trustee

**Coast Community College District
Board of Trustees Self-Evaluation 2009
SUMMARY OF COMMENTS**

Relationship with the Chancellor

Identify Strengths

- *This has been a year of transition for the Board and Chancellor. Under these circumstances, the Board and Interim Chancellor have worked well together to smooth the transition and minimize disruption to District operations.*
- *The Board has unified and taken steps to work hand in hand with the Interim Chancellor. If there are issues that need the Board's attention the Interim Chancellor makes certain that we know the issue, receive factual information and will get recommendations to address the matter. Also, the College District seems more open to ideas and the Interim Chancellor has contributed to this openness.*
- *Board/Chancellor relationship has improved. Chancellor as interim has done very tough job with great competency.*
- *Many improvements have been made here. The Interim Chancellor has been a great help.*
- *The situation has improved in recent months.*

Identify Weaknesses

- *Response to #7 and 8: I am unaware of these policies.*
- *Response to #6: While there is outstanding trust and support between the Board and Chancellor, there have been instances where there has been some problem with information received from others under the Chancellor.*
- *I strongly feel that the Interim Chancellor has to struggle with past practices that continue to slow down progress. This should diminish over time. Right now, in the midst of a permanent Chancellor search changes will take more time. In the long term, the District will seek improvement.*
- *Board interferes too much; does not adequately allow Chancellor to do the job.*
- *The Board is still working through some longtime philosophic differences. Board has not had a permanent Chancellor.*

- *Board members still have some reluctance to trust administrators to do their jobs.*

Suggested Improvements

- *Response to #7 and 8: I need to be better informed.*
- *Response to #6: The Chancellor needs to better verify information received. If there continues to be a problem with the quality of information received, this should be reflected in personnel evaluations.*
- *For the short term, the administration has to maintain a level balance and provide necessary information and services. In the long term, I can see more emphasis on management and accountability skills. This will all lead to more productivity and a good work place.*
- *Permanent Chancellor will help. Board needs to trust more.*
- *Time will cure many issues. Vision discussions need to be more frequent.*
- *Time will improve this situation with the new Chancellor and others coming on board.*

Planning

Identify Strengths

- *The Board, through the Chancellor, has ensured that all constituency groups contribute to planning on a regular basis and that there is transparency in the process.*
- *This has been a year of transition for the Board and Chancellor. Under these circumstances, the Board and Interim Chancellor have worked well together to smooth the transition and minimize disruption to District operations.*
- *The Board has been forced to work with the Interim Chancellor and staff to face the ominous problems caused by the economic downturn and distress placed on higher education because of the State and local jurisdiction revenue crash. The Board has worked hand in hand not only with the Administration, but with each of the constituencies that make up our community. I applaud my Board members and thank them for devoting so much time to our own budget process and for attending so many additional "DBAC" budget meetings. This review led to more planning and decision making for this year but will be required for future year planning.*

- *More groups involved.*
- *We are moving in a positive direction by adopting/revising policies.*
- *The new District-wide committees have certainly improved planning.*

Identify Weaknesses

- *As a member of the Audit Committee, I feel strongly that more has to be done to provide for a more objective review of our operation and "accountability measures." Yes, we have a policy and a committee in place, but there is always room for improvement.*
- *Board does not require all constituencies to be accountable.*
- *Board needs to do more work on "why we are here," "what is our role."*

Suggested Improvements

- *Although much time and effort has been dedicated to external meetings, the Board could/should dedicate time to attending and participating in more planning and budget seminars that are available through several sources. The Board along with Fiscal and Planning staff with direction from the Chancellor should begin looking at seminars and conferences that will expand our knowledge in this area of planning.*
- *Need stronger H.R. direction.*
- *Put accountability and oversight on our table, in our policies and establish the tools we need to do this*

Instructional/Student Services Programs

Identify Strengths

- *The Board has developed an Accreditation Committee that helped keep members better informed on progress toward accreditation.*
- *This area of the District has been strengthened with the hiring of Vice Chancellor for Education. The past appointment did not provide the dedication and information we are now receiving. This is truly evident in the issue of CTE and campus coordination.*
- *Board intends to help students.*

Identify Weaknesses

- *We have a part time person handling this important matter that deal directly with student success. I would like to see a plan for improvement along with a recruitment schedule which is all based on the economic recovery of our District. The "2020 Vision" contract reflects the weakness of relying on friends to complete highly technical reports.*
- *Board fails to focus on changes to provide better instructional evaluation.*
- *We are very lacking in this area*
- *The State budget had a negative effect on investments in education programs.*

Suggested Improvements

- *Recruit a professional educator that has a record and credentials to make the "instructional/student services programs" the best possible. I would also suggest, if it is not now occurring, to establish an "instructional/student services programs" task force to bring our own experts together on a regular basis.*
- *Provide more time in Board meetings for evaluation of instructional/services.*
- *Start a study session process now, and do it on a 2nd or 4th Wednesdays.*

Facilities & Financial Resources

Identify Strengths

- *The development of the 2009-10 budget has involved the Board and all District constituencies in a most transparent manner.*
- *Because of the changing financial picture of the District the Board had to become more involved with the resource management of the budget. The Interim Chancellor made certain that staff responds to Board inquiries and provides more information than in the past.*
- *Bring all levels of the District into this process has been beneficial. This is not to say that we are "out of the woods." All constituencies are most aware of the acute fiscal situation this and other Districts will face in FY 2010-11.*
- *Physical plant inventories are well maintained.*
- *We are just beginning to do this through the Land Development Committee. We have had a substantial reserve.*
- *Audit Committee is good but needs more "teeth."*
- *The Board pays much attention to budgets and audits.*

Identify Weaknesses:

- *There are concerns about future budget cuts coming from the state that may impact the District this year and next. We have been prudent with our reserves but the shortfalls have strained our reserves.*
- *As a District it is important that physical plant needs be identified and dealt with in a timely fashion. What ever resources, in terms of buildings and systems we have, will have to be maintained. We cannot afford to let things deteriorate. Our weakness here again is money.*
- *Board fails to provide regular reserves.*
- *We are behind the curve. Board should require more of Auditor and Audit Committee.*
- *Now that our reserve has been reduced, we don't have the "cushion" of years past.*

Suggested Improvements:

- *Again, continued communication with each of the constituencies will be most productive. I would like to see this process extend into other areas of governance for the district. (Side note: Managers have commented on the improvement in communication with the District since this new "open" approach has been initiated. In the past line staff, managers and students were never consulted. It has been described as a "breath of fresh air.")*

- *Focus on reserves for obligations and future problems.*
- *Board needs more information and a report from the Chancellor. Continue budget review. More meetings with External Auditor and without staff. Get Auditor to deal directly with Board and with Audit Committee.*
- *Work toward stable funding from the State. Continue to be cautious in spending.*

Board Operations

Identify Strengths

- *Meetings are run very well.*
- *The Board of the Coast Community College District can best be described as a "working Team." Differences have been ironed out it appears and from the retreat held earlier in the year it was obvious that there has been a paradigm shift in working demeanor and cooperation on this Board.*
- *Meetings are becoming more efficient.*
- *Meetings are very well run, legally compliant, public friendly, and fair to all. Transparent process.*
- *The Board works hard on following State laws and supporting open meetings.*

Identify Weaknesses

- *#5: As problems come up in the District, they may be raised by the Board. I question the premise of this question because the word interference suggests that Board members interfere when they raise questions regarding anything other than policy.*
- *Questions #6 and 7: There is still somewhat of a split on the Board although relations have improved greatly since earlier in the year.*
- *I cannot identify weakness in the team. We are all individuals that take our work seriously and, this year in particular, have worked as a unit.*
- *Lack of trust. Lack of common agenda. What is best for students and District*
- *Board Self Evaluation has been lax and very brief. Too much tabulation and not enough discussion.*

- *Email guidelines are not clear, if they even exist.*

Suggested Improvements

- *That we continue to work for the betterment of the District and each of our colleges, and this will be accomplished as the selections of a new District Chancellor and OCC President are completed. I also suggest that we, as a Board, continue to conduct meaningful retreats and when appropriate continue our practice of socializing to keep things at the human level. I am convinced that even though we have our individual styles, we all work for the same goals.*
- *Open up for all Trustees. Talk with all before meetings*
- *Have open, non-confrontational and thoughtful discussions on what we do well, what we do poorly, and how we can do better.*
- *Adopt a policy on Board meetings and decorum guidelines.*
- *Continue to update policies, but in a planned, participatory manner. Let the administrators do their jobs.*
- *Revise question #5.*

Faculty Student/Classified Relationships

Identify Strengths

- *I believe that relationships with these groups and the Board is much improved this year and have been told by many that they feel more included and respected than previously.*
- *Many of these issues are brought to the Board through personal contact, phone and emails. As a Board member I also meet constituents at scheduled events and enjoy those times when invited to the separate campuses. I strongly feel the Interim Chancellor goes out of her way to make sure the Board of Trustees is involved in community and campus activities.*
- *Formalities for collective bargaining and processes are well in place.*
- *Commitment to shared governance is there, the definition and process are improving.*

Identify Weaknesses

- *Although I feel a connection with the constituent groups there remains a level of trust with their elected officials. I respect that and will work to improve in this area.*
- *The Board does not hear what is really happening on campuses*

- *Collective bargaining and Performance Evaluations are not well handled by the District.*

Suggested Improvements

- *Continued community and campus involvement for myself along with outreach to faculty that invites guest speakers. I have experienced good results speaking with our students and helping them with individual issues.*
- *Board needs to be less polarized. All Trustees able to hear from all constituencies.*
- *Annual Performance Evaluations tied to contract renewal, pay step increases, etc. So the new contract and/or pay step increase never happens with a performance evaluation. Collective bargaining must be through a better defined process.*
- *Continued student involvement in committees and policy-development is important.*

Government & Community Relations

Identify Strengths

- *This year the Board of Trustees for the Coast Community College District approved two items that have strengthened and improved our standing in the areas of community affairs, government relations and most importantly contractual relationships. We approved the hiring of a public affairs consultant that monitors legislation at all levels of government, and we also hired the services of a General Legal Counsel. These two additions to the Coast District team have been very positive and productive.*
- *Strong improvement with college constituencies, faculty, staff, etc.*
- *Board works to build a positive image of CCCD. Board provides for public participation and transparency.*
- *The Board has gotten better at channeling criticisms to the Chancellor and Presidents.*

Identify Weaknesses

- *Grant writing, particularly in those academic and CTE areas that are quickly expanding has to be improved at the District level. Since the traditional funding sources have taken large reductions for higher education we, as a Board, must direct staff to shore up and build a competitive grant attaining organization with outstanding writers and grant managers.*
- *Too narrow; do not make effort to identify and contact different groups*
- *Board does not have established policies for cooperative ventures with other governmental bodies*

Suggested Improvements

- *The Board will have to work with staff to develop promotional models to attract industry and other stakeholders and players in our various communities.*
- *Broaden base with community, not just constituencies – Expand diversity in community*
- *Have Chancellor do a report to the Board on inter-relationships which exist between the Board and other governmental bodies.*
- *More effort could be put into building relationships with local, city, and state legislators. This should include Board, Chancellor and Presidents.*

Appendix D



Coast Community College District
Board of Trustees' Study Session
10/21/2009
District Master Plan Planning Recommendations

Ten Year Vision
Five Year Master Plan
Three Year Review

Recommended Planning Timetable

2009/2010

Fall

- Review District's 2010 Master Plan – Accomplishments and Gaps

Spring

- Board/Chancellor – Master Plan Workshop for Vision 2020
- SWOT Analysis – Strengths, Weakness, Opportunities, and Threats
- Data Collection
- Launch Planning Process

2010/2011

Fall

- Develop Master Plan 2015 Strategic Goals
- Develop Action Plans

Spring

- Complete Master Plan
 - Develop and/or Renew College Master Plans according to District's Master Plan
-

2013/2014

Fall

- Master Plan Review/Evaluation & Renewal
-

2015/1016

Fall

- Renewal of Master Plan 2020
-

Recommended Planning Guiding Principles

1. Guided by Board's Vision
2. Absolutely Student Centered
3. Open with Consultation and Information
4. Inclusive in Participation
5. Innovative in Ideas
6. Comprehensive in its Scope
7. Organized in Process and Support
8. Facilitated with Quality Expertise
9. Completion within Budget and Timetable
10. Implementation with Institutionalization
11. Organic with Ongoing Reviews
12. Celebrations with Accomplishments

Recommended Planning Participants and Process

1. Board – Vision
2. Chancellor Cabinet – Steering
3. Taskforces – Technology, Facility, Educational Programs, Support Programs, Innovations, Resource Development
4. College Planning Councils
5. Community Participation
6. External Experts/Advisors
7. Town Halls
8. Think Tank Group Sessions

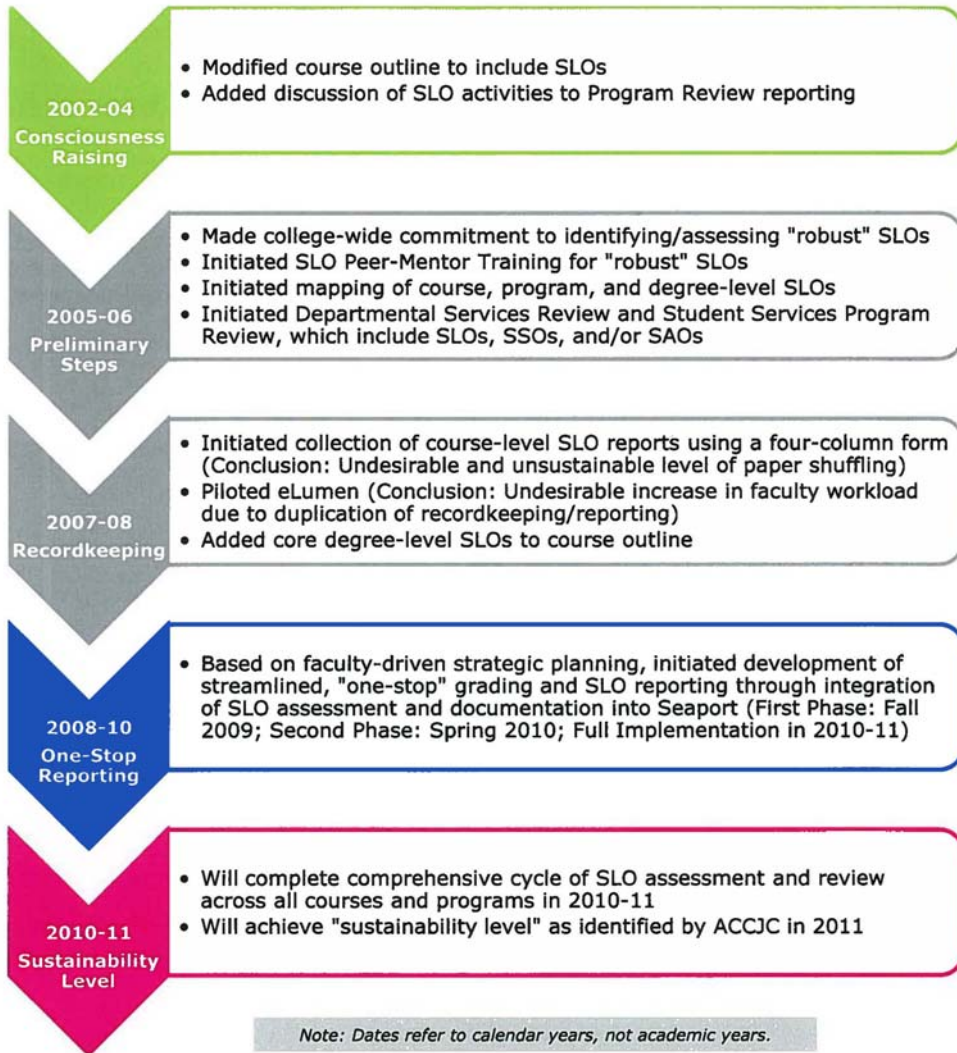
Recommended Celebrations

1. Annual and Occasional Update Reports to the Board of Trustees
2. Publish and Distribute Annual Report of Master Plan Accomplishments to the District, Local Communities, Legislators, and State/National Press and Organizations
3. Press Releases, Press Conferences
4. Open Houses for Students, Community, Legislators, Donors

Appendix E



SLO Milestones and Status



- ✓ **Program Review first included discussion/identification of student learning outcomes in 2003; programs have been reporting SLOs in conjunction with Program Review for four years, with increasing breadth and depth each year.**
- ✓ **All instructors are being asked to summarize learning outcomes for Fall 2009, with department discussions of results at Spring Semester discipline meetings.**

Appendix F



**ORANGE COAST COLLEGE
BOARD OF TRUSTEES STUDY SESSION – October 21, 2009
STATUS OF STUDENT LEARNING OUTCOMES (SLO)**

ACCREDITATION STATUS OF OCC STUDENT LEARNING OUTCOMES

The Accrediting Commission expects that all colleges will reach the level of *Sustainable Continuous Quality Improvement (CQI)*. OCC anticipates that they will meet this level by their next full accreditation report and visit (2012-2013).

As noted in the June 30, 2009 accreditation team response, OCC is currently at the following accreditation levels:

- * SLO Development = **Proficiency (one level below Sustainable CQI)** with 100% of all courses and programs having completed their SLOs by December, 2008
- * SLO Assessment = **Development (two levels below Sustainable CQI)** with a plan that no less than two-thirds of our course and program SLOs are assessed in 2009-2010 with a concerted effort to complete as many as possible during fall, 2009.

Accreditation Team Recommendation: *The Team recommends that the College **accelerates** its effort to identify measurable student learning outcomes for every course, instructional program, and student support program and incorporate student learning assessments into course and program improvements (Standards I.B, I.B.1, II.A.1.a., II.A.1.c., II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f., II.A.2.i., II.A.3., II.B.4., II.C.2.).*

STATUS:

- 2008-2009: 100% of the OCC courses and programs completed SLO development.
- Spring, 2009: OCC piloted first phase of SLO assessments. Over one hundred courses, 100% of Administrative Service PSLOs, and 96% of Student Services PSLOs completed the pilot assessment. These assessment outcomes have been reviewed and discussed, thereby supporting program improvement.
- Fall, 2009: A revolving 3-year timeline for on-going SLO assessment has been developed and will be integrated into Program Review and Master Planning. Although our plan was to complete all of the SLO assessments by the 2012 deadline, to address the accreditation recommendation to **accelerate** our progress, we have asked the campus to assess no less than two-thirds, and where possible, assess all SLOs to demonstrate good faith in **accelerating** our efforts. To date, all Wings (President's Office, Administrative Services, Instruction, and Student Services) report that full progress is being made to assess all course and program SLOs that are offered during Fall 2009, with a plan of exceeding our two-thirds goal. Courses that only offered during Spring 2010 will be assessed by the end of the semester.

CAMPUS ACTIVITIES SUPPORTING SLO ASSESSMENT ACCELERATION

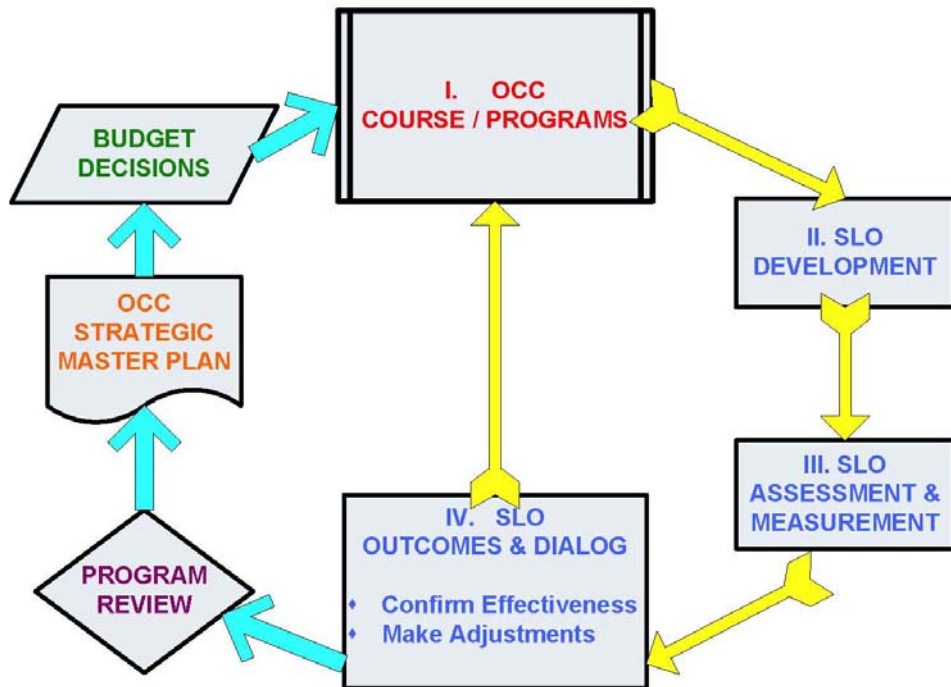
Weekly	Accreditation Coordinating Committee meetings to oversee SLO assessment and follow-up process, timelines, and strategies to assure OCC is diligent about satisfying all of the ACCJC requirements
9/11/09	Campus-wide Assessment Forum
9/18 /09	Focus Day with teams visiting each instructional division meeting to discuss assessment goals and timelines
9/25 /09	Assessment planning day reserved for departments and divisions to meet and work on plans to accomplish goals within the timelines
10/2/09	Instructional Wing Assessment Workshop: hands-on training event to develop rubrics and embedded questions for CSLOs
10/9/09	Survey Training Workshop: for all areas that will use surveys as an assessment tool, demonstrated and trained usage of the class climate survey tool
10/15/09	Identification of full-time Faculty member to serve as Student Learning Outcomes and Assessment Coordinator

STUDENT LEARNING OUTCOMES, ASSESSMENT, & FOLLOW-UP TIMELINE

	Timeline	Start Date	End Dates	STATUS
1	All course Syllabi with CSLOs turned into Division Office	8/24/2009	9/4/2009	✓
2	All CSLO and PSLO 08/09 fall & spring assessment completed & reported on PR Doc IV	8/31/2009	9/30/2009	✓
3	Division and Department assessment plan reported on 2009/10 PR Doc IV due	9/18/2009	10/9/2009	✓
4	Department SLOs page completed for Division/Wing public web site	9/21/2009	10/7/2009	✓
5	Fall assesment survey for Admin Services	9/28/2009	10/6/2009	✓
6	CSLOs and PSLOs posted to the website	10/7/2009	10/12/2009	✓
7	All assessment plans posted to the portal	10/12/2009	10/16/2009	✓
8	Fall Assessment survey for PSLOs for Student Services, Office of Instruction, and Office of the President	10/9/2009	10/30/2009	
9	Complete PR Doc IV for PSLOs for Student Services, Administrative Services and President's Wing	mid-Oct 2009	11/25/2009	
10	All General Education areas aligned/mapped to ISLOs	Nov-09	Dec-09	
11	Fall assessments completed and reviewed (dialog) and verification forms submitted	n/a	Mid-January 2010	
12	Spring assessments completed and reviewed (dialog) and verification forms submitted	1/25/10	6/30/10	
13	SLO assessment reports completed	n/a	8/31/10	
14	Fall 2010 SLO assessment cycle begins	9/1/10	12/20/10	

DRAFT 10-12-09

ORANGE COAST COLLEGE SLO/ASSESSMENT PROCESS & LINKS TO PROGRAM REVIEW, STRATEGIC MASTER PLAN, AND BUDGET ALLOCATIONS



Appendix G



Implementation of Student Learning Outcomes

Where do we stand campus-wide?

What have we accomplished?

What is the plan for meeting our goals?

Campus-wide GWC has established SLOs in each of its courses, in 87 of its 90 instructional programs (majors, and certificates), and in each of the 14 areas of its student services programs.

The April 2009 Follow-up Visit Report from the ACCJC Accrediting Team noted Student Services' completion of two assessment cycles and stressed the need for it to continue into its third. The Team also noted GWC's good progress in writing SLOs and identified its desire to see movement toward assessment of SLOs, and the creation of a college SLO implementation plan.

Accomplishments in GWC's progress toward assessment include:

- Alignment of course and institutional SLOs
- Appointment of a full-time SLO Coordinator
- Creation of an Institutional Effectiveness committee
- Incorporation of an SLO component into Program Review
- Adoption of a 5-column reporting model for SLO documentation
- Ongoing SLO dialogue, and faculty and department SLO training meetings
- Creation of the GWC Assessment Philosophy that defines the purpose and philosophy of student learning and assessment
- Revision of the GWC Values Statement to expand the scope of the college's Mission and Vision statements toward the improvement of all facets of student learning

The plan for meeting our goals lies in the development this semester of an SLO Implementation Plan as recommended by the Accrediting Commission. The Plan includes specific goals, activities, and a timeline for the completion of the assessment cycle in the 2001-2012 school year:

- Increase student awareness of SLOs
- Convey a theme of assessment through campus dialogue
- Integrated planning between Instructional and Student Support services
- Larger role of SLOs in program review and link to institutional effectiveness
- Fall 2009 survey and timeline for where we are now, and where we'll be each semester through 2011-2012 to complete the assessment cycle for courses and program