



## **PROGRESS REPORT**

Submitted on

March 15, 2008

by

Coastline Community College  
11460 Warner Avenue  
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to

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

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## Statement on Report Preparation

Preparation of this report was the result of a college-wide collaborative effort that has included both formal and informal dialog.

Following the Accreditation Site Visit in March 2007 and subsequent report from the Accrediting Commission, the college entered into discussions about how to address the recommendations and, just as importantly, how to ensure that the action plans identified in our Self-Study would also be addressed in a timely and effective manner. Before the end of Spring Semester 2007, the Mission, Plan, and Budget Committee considered and responded to immediate fiscal needs emerging from the Self-Study and the Commission's report. Concurrently, the President's Cabinet began action on the long-term staffing plan and moved to establish a standing Accreditation Committee.

Chaired by the college's Accreditation Liaison Officer, the Accreditation Committee has as its mandate "To provide inclusive, informed, and ongoing intentional dialog and implementation of accreditation activities and standards. Activities will integrate with institutional planning processes and bodies." Membership includes faculty, staff, student, and management representatives:

Academic Senate President (Cheryl Stewart)	Manager, Standard Co-Chair (Christine Nguyen)
Classified Chair-Elect or designee (Carol Spojja)	Research (Pat Arlington)
Classified Representative (Wendy Sacket)	Student Advisory Council President (Chelsea Svir)
Instructional Systems Development (Dan Jones)	Vice President, Administrative Services (Kevin McElroy)
Faculty Co-Chair, Accreditation Self-Study Team (Margaret Lovig)	Vice President, Instruction, and Accreditation Liaison Officer (Cheryl Babler)
Director, Marketing and Public Relations (Michelle Ma)	Vice President, Student Services and Economic Development (Vangie Meneses)
Faculty, Standard Co-Chair (Debbie Secord)	

At its first meeting on November 7, 2007, the committee reviewed the Accrediting Commission's recommendations and assigned leads and support team members for each of the recommendations. The committee also identified steps required to implement action plans and discussed ways in which technology could be used to collect data, share documents, and encourage meaningful constituency involvement. As data was gathered, responses to the recommendations were drafted and subsequently reviewed and edited by the Vice President of Instruction and members of the Accreditation Committee, College Council, Members of the Academic Senate, Classified Council and Student Advisory Council. Recommendations 7 and 10 are District-wide recommendations, and the response to those was coordinated by the District's Associate Vice Chancellor of Educational Services. On February 11, 2008, Coastline's Accreditation Committee met to review and approve the final draft of the Progress Report.



Ding-Jo H. Currie, Ph.D.  
President, Coastline Community College

# Response to Team Recommendations and the Commission Action Letter

## Recommendation 2: Library and Learning Resources

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

In March 2007, Coastline's Mission, Plan, and Budget Committee made a commitment to increase institutional funding for the library by \$5,000 a year for each of the next five years. This will result in a General Fund line item for the library of \$37,000 a year by 2012. In addition, \$30,000 in annual Lottery Fund monies will be allocated for the library. While these changes in funding still leave the library dependent upon Telecommunication and Technology Infrastructure Program (TTIP) funding, they do provide an adequate foundation for library services and a level of resources appropriate for a community college of Coastline's size and demographics.

*Note: In order to adequately address issues raised in Recommendation 2, the Coastline Library researched resources available at colleges similar to Coastline based on FTES, headcount, or enrollments in three distance learning modalities. This research indicates that Coastline has resources and services that are equivalent to, and in some cases greater than, comparable colleges.*

As a result of recent funding increases, the library collection has grown to include additional subject-specific and reference resources; and the library now subscribes to Serials Solutions, an online federated search service that greatly simplifies and improves access to subscription database holdings.

In addition to ensuring increased fiscal resources for the library, the college has taken steps to enhance library services available to incarcerated and military students. The library has designed, developed, and implemented a pilot program for services to incarcerated students that has resulted in development of materials, including tutorials, to be used in the Incarcerated Student Program. Though the needs of military students are different in crucial ways from those of the incarcerated students, since there are some similarities in needs, particularly in cases where Internet use is limited or unavailable to military personnel, materials developed for incarcerated students will also be used with military students. As part of our continuing effort to improve library services for our military students, Coastline's librarian will be attending the 2008 Council of College and Military Educators Symposium in order to better understand the challenges and opportunities for providing library services and resources to enlisted personnel.

In other initiatives, the Coastline Library and Learning Resources Program completed its first comprehensive Program Review in May 2007. The final report included identification of six new five-year goals:

1. Develop and implement strategies to improve student retention and success in English 108 (Library Resources and Research).
2. Work with the Incarcerated Student Educational Program to increase student access to library materials and to English 108.
3. Work with Academic Senate, Curriculum Committee, and individual faculty and academic departments to develop methods for addressing the college core degree-level learning outcome related to information competency.
4. Assure that instructions for accessing Virtual Library resources are kept up-to-date and readily available through a Help link on the library home page.
5. Work with programming staff to improve user-friendliness of the Virtual Library.
6. Increase the number of faculty who incorporate library assignments into their coursework.

The library staff has already begun work on each of the goals, and the implementation of the MyCCC portal and the institutionalization of Seaport (our home-grown course management program) will have a significant impact on library access, usability, and navigation. The college is actively working towards its goal of having single sign-on access to all library resources and services before the end of the 2008 spring semester.

### Recommendation 3: Long-Term Staffing Plan

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

*2007 Recommendation: The team reaffirms the 2001 team's recommendation that the college develop a long-term staffing plan (III.A.2).*

Coastline Community College is committed to establishing a collaborative, long-range staffing plan. In April 2007, immediately following receipt of the Visiting Team's draft report, the President convened her Cabinet to initiate discussion and lay the ground work for development of the plan. Cabinet members were in agreement that development and implementation of the staffing plan should be fully integrated into the college's Master Plan. To accomplish this, a number of elements essential to the process were identified:

- Department identification of needs including resource and staffing
- Analysis of staffing levels within departments over the last 3-5 years in comparison to enrollment trends, number of students served, department productivity, technology utilization, and diverse delivery systems
- Analysis of the succession of employees to address department and college needs and balance fiscal realities
- Utilization of department Program Reviews, along with current research and identification of emerging needs

To date Coastline has engaged in the following activities to advance the development of a collaborative, long-range staffing plan:

- Following the President's Cabinet discussions in spring 2007, the Vice President of Administrative Services, supported by Coastline's Director of Personnel, initiated a study of longitudinal data related to departmental staffing levels over the past 3-5 years in comparison to enrollment trends, customers served, and overall productivity. In addition, they began the process of analyzing employee demographics and turnover and of projecting retirements and future staffing needs.
- In December 2007 a staff survey was conducted to revisit the Master Plan priorities. Results were used to guide the planning process, identify accomplishments, determine if priorities were met, and determine next steps for January 2008 Master Plan strategic planning workshop.
- The January 2008 two-day workshop involved leaders of college constituent groups who identified, examined, and discussed the college's strengths, weaknesses, opportunities, and threats. Outside facilitators were utilized to maximize the discussion and planning process.

- The group identified as one of the college's greatest threats the potential negative consequences of not adequately planning for and managing its overall staffing pattern.
- The group agreed on the central role that faculty and staff have in accomplishing college priorities and on the need to address long-term staffing, deployment of staff, and training and cross-training of staff. The Master Planning Next Steps include:
  - Place all deadline dates for the master planning process on individual and institution-wide calendars
  - Follow the Master Plan Development Schedule timeline (see attached schedule)
  - Include staffing plans in the department plans that are prioritized at the Wing levels (Instruction, Student Services, Administrative Services) and which are then presented to Mission, Planning and Budget Committee
  - Presentations will be made by the Vice Presidents of Instruction, Student Services, and Administrative Services to the Mission, Planning and Budget, along with identified constituent leaders regarding planning priorities
  - The Mission, Planning & Budget Committee will establish staffing and resource allocation priorities that will then be recommended to the President's Cabinet

This process will be implemented this Spring for the 2008-2009 planning cycle To optimize collaboration, The Master Plan process will engage the active attention and participation (see attached Master Plan 2008-2001 Worksheet) of the following constituent groups:

- Academic departments
- Established college committees
- Functional units and unit executives
- Ad hoc cross-functional teams

## **Recommendation 7: Selection and Authority of Chancellor, Vice Chancellor, and College Presidents**

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

On November 19, 2007, the Coast Community College District Board of Trustees adopted a formal written process for the selection of the chancellor, vice chancellors, and college presidents. Policy 050-1-17-1, entitled *Search and Selection of the Coast Community College District Executive Management Employees* (Attachment A), was developed in consultation with constituent groups , and outlines the process and procedures to be followed in the selection and employment of the chancellor, vice chancellors, and college presidents. (IV.B.1.j).

Delineation of authority (IV.B.3 and IV.B.3.a) is addressed in the response to Recommendation 10 on the following pages.



## Recommendation 10: Delineation of District and College Functions

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

As a multi-college district, the district/college relationship is complex and dependent on the particular system of the operation. Each of these operations—curriculum and student support services, human resources, and fiscal affairs—has changed over time and evolved through a collaborative approach that puts the greatest responsibility on that level of organization that has the primary responsibility to complete the task or resolve the issue. All of this occurs within a structure that requires efficiency and consistency of outcomes. The mechanism that oversees and communicates these duties, responsibilities and delineation of function is clarified and a dialogue maintained through a district-wide committee – the Chancellor's Cabinet. While the colleges have the locus of responsibility and the operational ability to comply with all of the accreditation standards, the district maintains its role of coordination and integration for the purpose of state and federal reports as well as the administration of the district per the delegation of the governing board.

In the fall 2007, the district initiated a re-examination and updating of *Vision 2010* – the district's comprehensive master plan. Currently referred to as *Vision 2020*, this new strategic plan incorporates twelve guiding principles, one of which is the principle of decentralization and enhancement and promotion of college autonomy. *Vision 2020* also addresses accreditation standards for the delineation of functions in a multi-college district.

In the spring 2008, as part of the continued process of master planning, members from each college's accreditation steering committee will meet with district staff to explore proposals and options to clarify the distribution of authority, accountability, and college autonomy. These meetings are anticipated to produce a series of measures that will expand and define the lines of responsibility and lead to a more definitive response to the accreditation standards.

Coast Community College District Organizational Delineation of Responsibility (Attachment B) reflects the overall coordination and delineation of function currently operational in the district. As part of *Vision 2020*, these relationships will be reviewed and revised and will clarify district and college responsibilities and to delineate whether functions outlined in the accreditation standards are the responsibility of the district, the colleges, or a district-wide body (the Chancellor's Cabinet). The resulting clarification of responsibilities will be circulated and critiqued by various constituent groups representing the colleges and the district. In addition, a more detailed "functional map" will be developed that specifies user constituencies, areas of responsibility and expected outcomes for all

services. Resulting plans and processes will also include an assessment component and a 2 to 3 year assessment cycle to evaluate the effectiveness and to effect necessary revisions.

**GENERAL PERSONNEL POLICIES**

(Employment Principles)

50-1-17-1

Approved 11/19/07

**SEARCH AND SELECTION OF THE  
COAST COMMUNITY COLLEGE DISTRICT  
EXECUTIVE MANAGEMENT EMPLOYEES  
Effective 11/19/07**

- Chancellor -
- Vice Chancellors -
- College Presidents -

**POLICY**

This Policy is intended to comply fully and be interpreted in a manner consistent with all applicable state and federal laws and regulations, including but not limited to the Board of Governor's equal employment opportunity regulations. Further, this Policy is intended to respect all applicants who apply for a position in the Coast Community College District (CCCD), as well as the students, community members, and employees who serve on the Search and Selection Committees. The need for senior administrators hiring and staffing recommendations within the Coast Community College District is the responsibility of the District Chancellor. The CCCD culture requires that there be a process of determination of position need and ultimately a recommendation to the Board of Trustees with consultation between the Chancellor and the Board of Trustees.

The purpose of this policy is to provide a framework and hiring standard for the selection of the best people to join the Coast District family of employees, so that ultimately our students and community will be served in an exemplary way.

The Search Committee, after constituted, will prepare a job description in consultation with the Vice Chancellor of Human Resources, set minimum qualifications based on state law, and list desirable qualifications. Prior senior executive job descriptions and announcements will be made available to the Search Committee. All members of the Search Committee, before actual paper screening, will undergo training by the Human Resources Department and will receive a copy of the District's hiring policies.

## ADMINISTRATIVE PROCEDURES

### Announcement of the Position

The position shall be open for a minimum of 30 working days. The recruitment period will be extended where the applicant pool has fewer than 6 minimally qualified applicants. Announcements will state that if reference letters are included with their application packet, the letters will be used as part of the determination as to whether the applicant may receive an invitation for an interview.

Executive management employees refers to the positions of Chancellor, Vice Chancellors, and College Presidents.

### Search Committees Composition

#### CHANCELLOR

The Search Committee for the position of Chancellor is as follows:

- Two (2) community members appointed by the Board of Trustees.
- One (1) College President appointed by the Chancellor.
- Three (3) Academic Senate representatives appointed by the Senates of the three colleges
- One (1) Student Trustee or Designee
- One (1) representative of Coast Federation of Classified Employees (CFCE) appointed by CFCE
- One (1) representative of Coast Federation of Educators (CFE) appointed by CFE
- One (1) representative of Coast Community College Association/California Teachers Association (CCA/CTA) appointed by CCA/CTA
- One (1) administrative representatives appointed by Coast District Management Association (CDMA)
- One (1) Confidential employee appointed by the Confidential employees

TOTAL: 12 members

Ex-Officio: Vice Chancellor, Human Resources

The Committee shall appoint the Search Committee chair in consultation with the 12-member Search Committee.

The Search Committee shall recommend all finalists it feels are best qualified to the Selection Committee. If in the consensus of the Search Committee through the Chair in consultation with the Senior designated administrator, is that fewer than 3 candidates would be advanced to the

Selection Committee, it can recommend (a) a new search and a reopening announcement, or (b)

Attachment A

that a reopening be deferred for a period of time. The Coast Community College District is committed to achieving diverse representation in candidate pools and in Selection Committees.

The Selection Committee shall consist of the five (5) elected Trustees with the ex-officio membership of the Vice Chancellor of Human Resources.

**VICE CHANCELLOR**

The Search Committee for the position of Vice Chancellor is as follows:

- One (1) community member appointed by the Board of Trustees
- One (1) Vice Chancellor appointed by the Chancellor
- One (1) College President appointed by the Chancellor
- Three (3) Academic Senate representatives appointed by the Senates of the three colleges
- One (1) Student Trustee or Designee
- One (1) representative of Coast Federation of Classified Employees (CFCE) appointed by CFCE
- One (1) representative of Coast Federation of Educators (CFE) appointed by CFE
- One (1) representative of Coast Community College Association/California Teachers Association (CCA/CTA) appointed by CCA/CTA
- One (1) administrative representative appointed by Coast District Management Association (CDMA)
- One (1) Confidential employee appointed by the Confidential employees

TOTAL: 12 members

Ex-Officio: Vice Chancellor, Human Resources, or other Chancellor designate (if position is Vice Chancellor of Human Resources)

The Committee members shall appoint the Search Committee chair in consultation with the 12-member Search Committee.

The Search Committee shall recommend all finalists it feels are best qualified to the Selection Committee. If in the consensus of the Search Committee through the Chair in consultation with the Senior designated administrator, is that fewer than 3 candidates would be advanced to the Selection Committee, it can recommend (a) a new search and a reopening announcement, or (b) that a reopening be deferred for a period of time. The Coast Community College District is committed to achieving diverse representation in candidate pools and in Selection Committees.

The Selection Committee shall consist of the five (5) elected Trustees, the Chancellor and the ex-officio Vice Chancellor or designate.

**PRESIDENT**

The Search Committee for the position of College President is as follows:

- One (1) community member appointed by the Board of Trustees
- \*One (1) representative from the college filling the position, appointed by the sitting college President
- One (1) College President appointed by the Chancellor
- Three (3) Academic Senate representatives from the college filling the position, appointed by the Senate
- One (1) Student Trustee or Designee
- One (1) representative of Coast Federation of Classified Employees (CFCE) from the college filling the position, appointed by CFCE
- One (1) representative of Coast Federation of Educators (CFE) from the college filling the position, appointed by CFE
- One (1) representative of Coast Community College Association/California Teachers Association (CCA/CTA) from the college filling the position, appointed by CCA/CTA
- Two (2) administrative representatives appointed by the Coast District Management Association (CDMA) of the College Unit

TOTAL: 12 members

Ex-Officio: Vice Chancellor, Human Resources

\*In special circumstances, the Chancellor shall appoint this representative. Special circumstances may refer to cases where a College President's contract is not renewed or the College President is about to leave under fewer than favorable conditions.

The Committee members shall select the Search Committee chair in consultation with the 12-member Search Committee after appointment and naming of the 12 members of the Search Committee.

The Search Committee shall recommend the all finalists it feels are best qualified for the position to the Selection Committee. If in the consensus of the Search Committee through the Chair in consultation with the Senior designated administrator, is that fewer than 3 candidates would be advanced to the Selection Committee, it can recommend (a) a new search and a reopening announcement, or (b) that a reopening be deferred for a period of time. The Coast Community College District is committed to achieving diverse representation in candidate pools and in Selection Committees.

The Selection Committee shall consist of the five (5) elected Trustees, the Chancellor and the ex-officio Vice Chancellor of Human Resources.

## Attachment A

### **Responsibilities**

The Chancellor is responsible for:

1. After seeking input from the members of Chancellor's Cabinet, determining position needs and making such determinations as recommendations to the Board of Trustees.
2. Supporting the pursuit of diversity throughout the entire Search and Selection processes.
3. Articulating the District's needs regarding the position to the Search and Selection Committee Members.
4. Assisting the Search Committee in the creation of the position announcement for all positions except Chancellor.
5. Ensuring the integrity of the procedures established by this Policy.

The Vice Chancellor for Human Resources is responsible for:

1. Developing Search and Selection procedures that support this Policy.
2. Providing training to all members of Search and Selection Committees to ensure that the activities of the committees comply with applicable state and federal laws and regulations, this Policy, and the Human Resources search and selection procedures developed to support this Policy. This training will include providing each member of the Search and Selection Committees with a written copy of the District Executive Management Hiring Policy and the Human Resources Search and Selection procedures.
3. Supporting the Coast District's pursuit of diversity in the hiring of employees.
4. Facilitating the implementation of the procedures established by this policy, including being a resource to the Search and Selection Committees when requested to do so by a committee or committee member.
5. Ensuring that only applications that are received by the closing date of the position are forwarded to the Search Committee.
6. Coordinating the recruitment/advertising campaign for the position.
7. Providing logistical and clerical support as needed to the Search and Selection Committees.
8. Reviewing the paper-screening criteria and interview questions for the Search Committee, and the interview questions for the Selection Committee to ensure compliance with local, state, and federal laws.
9. Coordinating the reference-checking phase of the Selection process.

The Search Committee members are responsible for:

1. In consultation with the Chancellor, creating the recommended position announcement/job announcement. The creation of the position announcement/job description will include the determination of the minimum and desired qualifications for the position. For the position of Chancellor, the position announcement/job description will be created in consultation with the Board of Trustees.

## Attachment A

2. Supporting the pursuit of diversity throughout the Search process.
3. Selecting the Chair of the committee.
4. In consultation with the Vice Chancellor for Human Resources, determining the calendar plan for the steps in the search process, including the days and times of all committee meetings and an interview schedule that is sensitive to the needs of applicants and meets the needs of every member of the Selection Committee.
5. Reviewing all applications to determine the minimum qualifications for the position have been met.
6. Determining paper-screening criteria based upon the position's required and desired criteria as stated in the position announcement and paper-screening each application that meets the minimum qualifications for the position. Applications that do not meet the minimum qualifications as stated in the position announcement shall not be considered by the Search Committee.
7. Determining which applicants will be invited to an interview based upon the accumulated results of the paper-screening process.
8. Determining interviewing criteria.
9. Interviewing each interviewed applicant equivalently, respectfully, and conscientiously.
10. Discussing the relative strengths and weaknesses of the applicants interviewed. Professional experience by individual committee members with applicants shall be shared by committee members as a part of this discussion.
11. Recommending the most highly qualified applicants to the Selection Committee. If the Search Committee is unable to recommend a minimum of three (3) applicants to the Selection Committee, the position will be reopened for additional applicants.
12. Excusing committee members for the remainder of the process if they are unable to attend every meeting and interview.
13. Respecting the confidentiality of the Search process.

The Chair of the Search Committee is responsible for:

1. Setting agendas and conducting all meetings of the committee.
2. Representing the Search Committee to the Vice Chancellor for Human Resources, the Chancellor, and the Board of Trustees.
3. Serving as the Search Committee's representative to the Selection Committee.

The Selection Committee members are responsible for:

1. Respecting the work of the Search Committee by interviewing every applicant forwarded by the Search Committee for their consideration.
2. Supporting the pursuit of diversity during the Selection process.
3. Creating interview questions for the finalist applicants.



## Attachment A

4. Developing an interview schedule that is sensitive to the needs of applicants and meets the needs of every member of the Selection Committee.
5. Interviewing all applicants equally, respectfully, and conscientiously.
6. Recognizing that the Search Committee did not have access to any reference checking information provided to the Selection Committee.
7. Respecting the confidentiality of the Selection process.
8. Selecting the candidate who best fulfills the requirements of the position.

# **COAST COMMUNITY COLLEGE DISTRICT ORGANIZATIONAL DELINEATION OF RESPONSIBILITY**

## **FUNCTIONAL ORGANIZATION**

The Coast Community College District is comprised of the District Office and three separately accredited colleges: Orange Coast College, Golden West College, and Coastline College. As an organizational structure, the goal, purpose and function of the district office is to maintain each institution's integrity and to facilitate college operations so that their needs are met and stability of each system is assured. Each college develops autonomous and individualized processes to meet state and accreditation standards. The centralized functions assist to maintain communication between the district office and the individual colleges thereby increasing accountability and promoting efficient operations. The implementation of these processes and recommendations are reviewed through the Chancellor's Cabinet, a district-wide collegial consultation process.

### **I. Coast Community College District Administrative Organization**

- Board of Trustees
- Chancellor
- Vice Chancellor of Administrative Services
- Vice Chancellor of Human Resources
- Associate Vice Chancellor of Educational Services
- President of Orange Coast College
- President of Golden West College
- President of Coastline College

### **II. College Administrative Teams**

- College President
- Vice President, Administrative Services
- Vice President, Instructional Services
- Vice President, Student Services
- Various Deans/Directors administrators complete the campus functions

### **III. District Administrative Teams**

- Chancellor's Cabinet
- President's Council
- District Administrative Management

## IV. Joint District, Committee and College Functions

- Policy development and administrative oversight
- Operational responsibility
- Instructional and student services
- Human Resources
- Fiscal affairs
- Information Technology
- Health & Safety
- Facilities maintenance and capital construction
- Bond Management
- Benefits Advisory Committee
- Enrollment Management Committee

### DISTRICT ADMINISTRATIVE ORGANIZATION

**Board of Trustees:** Hereafter referred to as the “governing board”, is a five-member, elected at large board of trustees and a student board member. The board is responsible for adopting policies and administrative regulations that govern the activities and the conduct of business of the district and its colleges. The role of the governing board is to establish policies and procedure in keeping with the minimum standards established by the Board of Governors of the California Community Colleges, the California Education Code, and Title V Regulations.

Operating under the rules of the Brown Act, the governing board conducts policy development and administrative oversight of the district through (1) public board meetings, and (2) the delegation of operational responsibility to the chancellor. Through their delegation of administrative authority, the governing board holds the chancellor accountable for the administration of educational programs and the conduct of district business. The governing board supports district personnel in the completion of their duties and insures that they have the requisite responsibility, adequate resources, and necessary authority to perform their assigned work tasks effectively.

In a multi-college district, the **Chancellor**, as the governing board’s chief executive officer is the district’s chief administrator. With broad discretionary powers, the chancellor reports directly to the governing board and is responsible for overall operations of the district including all programs and services involving educational development, student learning, human resources, facilities planning, business services and fiscal affairs. The chancellor is responsible for providing policy recommendations to the governing board, for establishing and maintaining an effective and efficient district organization, for educational leadership to the colleges, and for supporting district policies with state and local constituencies

The **Vice Chancellor of Administrative Services** reports directly to the chancellor and is the Chief Financial Officer for the District. The vice chancellor provides leadership and accountability for fiscal management, business services, annual audits, legal and risk management, information technology

## Attachment B

systems, health and safety concerns, the coordination of federal and state reporting for fiscal and facility operations, and overseeing the construction projects funded by the recent general obligation bond issue. The vice chancellor works with constituent committees in the review and development of district policies and administrative procedures and serves as a member of the President's Council and the Chancellor's Cabinet executive team.

The **Vice Chancellor of Human Resources** reports directly to the chancellor and is the Chief Personnel Officer for the District. The vice chancellor provides leadership and accountability for the human resources functions including the development of personnel policies, acting as chief labor negotiator, providing contract administration for collective bargaining agreements, coordinating hiring procedures, worker's compensation, fringe benefits, maintaining employee records and to coordinate the federal and state reporting for personnel services. The vice chancellor advises the chancellor in the determination for staffing needs, participates in the development of district policies and administrative procedures and serves as a member of the President's Council and Chancellor's Cabinet executive team.

The **Associate Vice Chancellor of Educational Services** reporting directly to the chancellor, provides leadership and accountability for instructional and student services functions, provides oversight for the district's research office, maintains and prepares curricular materials and reports to the State Chancellor's Office, develops the district master plan, coordinates the federal and state reporting for instruction and student services, and provides administrative oversight for international education and grants. The vice chancellor works with constituent committees in the review and development of district policies and administrative procedures and serves as a member of the President's Council and the Chancellor's Cabinet executive team.

The three **College Presidents** report directly to the chancellor and serve as members of the President's Council, the district's primary executive team and as participatory members to the Chancellor's Cabinet. Each President provides leadership and advocacy for his/her campus at both the local and district level and is responsible and accountable for the institution's programs, services and operations. The president is responsible to both the chancellor and to the governing board to insure the appropriate implementation of district policies. Additionally, the college president represents his/her college in the communities served by the college. Each president is responsible for maintaining effective communication among faculty, students, staff and administration, and working with constituent committees in the review of current district policies and administrative procedures.

### DIVISION OF RESPONSIBILITY

The governing board delegates district operational responsibility to the chancellor. While holding the college presidents responsible, the chancellor, in turn, delegates authority and responsibility for specific functions to district and/or college president. In a decentralized college district, and with the guiding principle that supports and maintains the philosophy of college autonomy, the district is basically structured in such a way that the colleges have primary authority over educational programs and student services functions while the district office has centralized certain functions related to human resources, fiscal and budgetary oversight, construction and capital outlay, and technological support.

## Attachment B

The relationships are symbiotic as opposed to duplicative. The goal is to provide communication and support collaboration between the local college level and the district office. The colleges have broad oversight of institutional responsibilities while the district office primarily ensures compliance with applicable statute and regulatory parameters.

For the conduct of **Administrative Services**, the Vice Chancellor of Administrative Services holds monthly meetings with district and college administrative staff. In addition, the vice chancellor makes regular presentations to the Chancellor's Cabinet (composed of constituent groups from the district and college personnel), the Academic Senates, campus Budget and Planning Committees and to the President's Council. While the district office is responsible for all state reports, the colleges develop autonomous and individualized processes and have operational responsibility to meet state and accreditation standards.

### ▪ ***Budget and Finance***

- District – The district is responsible for preparing and proposing the district's annual budget, for seeking approval of the governing board and filing with the state Chancellor's Offices all fiscal and budget reports. The district authorizes payments for all financial obligations and receipt of income, administers purchasing and bid procedures, prepares annual audits and provides transportation services. The district allocates the initial college budgets based on a formula with fixed costs, FTES generation, and dedicated revenues. The district is responsible for procurement and the authorizing and issuing payment for services, and the preparation of the payroll. However, while the district's involvement is in the overall process and not in the detail, the district does monitor the college's expenditures focusing on abnormalities and preparing for unforeseen events.
- Colleges – The colleges manage their budgets through the Vice President of Administrative Services and their Planning and Budget Committees. The distribution of funds and resources, general purchase orders and expenditures as well as Measure C expenditures are authorized and approved at the campus level. Additional ancillary services such as the Foundation, Bookstore, Associated Students, Community Services, Contract Education, Food Service and the Swap Meet Enterprises function at the college level.
- Collaboration – While the district dispenses funds based on established criteria, the colleges have discretionary authority to distribute these funds, as subject and accountable to meet certain prescribed standards. The district completes the fiscal report and submits it to the state, validating the expenditures and ensuring that the colleges have met all criteria. While the district implements recommendations from the fiscal audits, the district works with the colleges to ensure that revenue and expenditure will meet audit, accounting, and fiscal requirements.

### ▪ ***Facilities***

- District – The vice chancellor manages the General Obligation Bond and prepares presentations for the Citizen's Oversight Committee, administers the district's facilities inventory and planning development, facilitates the Five Year Capital Construction Plan and capital outlay program, and prepares periodic reports to the State Chancellor's Office and to the governing board. While the colleges are made aware of these processes and have

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general input, the district has the primary responsibility. The district draws all contracts, submits state reports, moves projects through the required agency approvals and maintains the approval processes through the governing board.

- Colleges – With the input of constituent on-campus groups, the colleges have significant involvement with facilities development including the Educational and Facilities Master Plan process, the selection of the architects and design of facilities to be renovated and/or new construction, selection of the construction management firm and management of the facilities development process. All recommendations are processed through each college's Facilities Planning Committees for review and then forwarded through the district to the governing board.
- Collaborative Responsibility – The district and the colleges share responsibility for facilities maintenance to meet specific campus needs.

When addressing construction and remodel projects, the district shortlists approximately 10 competing firms which are then forwarded to the colleges for interview and final selection. After architectural and construction approval, the vice chancellor draws all contracts and works with the governing board for the approval of the contract and any subsequent change orders. The district and the colleges collaborate on scope of the project and the agreement for services. The colleges manage the process; the district manages the approvals and state reports.

On matters of scheduled maintenance, proposals are sent by the colleges to the district. The district merge and prioritize the requests for funding within the financial limits of available funds from the state.

### ■ **Information Services**

- District – The vice chancellor's office is responsible for the integrated information system backbone that supports student registration and student e-mail, financial aid, human resources, etc. The district provides leadership and training in the application and implementation of any integrated software programs. The district maintains the hardware and software for the systems and provides the state reports (MIS data, Faculty Obligation, Program Improvement reports, etc.)
- Colleges – Information Technology services are a bottom-up college driven process. The colleges work in concert with the district to develop the campus budgets for Information Technology. The colleges are responsible for their networks and on-campus maintenance of the local software and repair of the equipment.

### ■ **Risk Management and Health & Safety Issues**

- District – All claims, contracts and legal issues related to the operation of the district and the colleges are processed by the district office. The district assumes the responsibility for the management of risk related to health and safety issues.
- Colleges – Within the governing board's guidelines, the colleges have local jurisdiction over health and safety issues on campus. The colleges are expected to meet the guidelines and parameters of the processes. The colleges are informed by the district concerning changes, claims and/or payments made. The district writes all claims contracts.

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For the conduct of **Human Resources**, the Vice Chancellor of Human Resources holds monthly meetings with district human resource personnel and college directors of personnel services. In addition, the vice chancellor makes regular presentations to the Chancellor's Cabinet (composed of constituent groups from the district and college personnel) and to the President's Council. While the district office is primarily responsible for all human resources related to personnel policies, negotiations, hiring procedures, workman's compensation and employee records the colleges share this responsibility and collaborate on the development of the processes and procedures necessary to complete these tasks. The district completes all state reporting, the colleges develop autonomous and individualized processes to meet the state and accreditation standards.

### ▪ ***Collective Bargaining Process***

- District – The vice chancellor serves as the chief labor negotiator for academic and classified personnel, administers the collective bargaining agreements including grievances, due process, appeals and other legal procedures. The district provides training and leadership in contract administration for all collective bargaining agreements.
- Colleges – The grievance process begins at the campus level. If not resolved at this level, it moves to the district office, were assigned HR staff work with the college to address the issue. The colleges are responsible to ensure that the contract is carried out to its fullest extent and work in collaboration to this end with the vice chancellor of human resources.

### ▪ ***Employment and Hiring Process***

- District – The vice chancellor advises the chancellor in the determination of staffing needs and personnel policies. The Office of Human Resources monitors the hiring process including posting of notices, advertisement and recruitment of candidates, application procedures, and the maintenance of employment records and processing all hires through to the governing board. The district coordinates all federal and state reporting. The district ensures that the required obligation for full-time faculty hires is met as determined by the State Chancellor's Office and that the distribution among colleges is equitable and consistently administered.
- Colleges – College administrators, faculty and staff participate in the hiring, evaluation and supervision of all employees. Utilizing resource experts, the colleges establish the criteria, qualifications and procedures for the selection of faculty, staff and administrative personnel. The colleges conduct the interviews and make the recommendation of candidates for hire. The district is responsible to forward these recommendations to the governing board for action. The colleges produce the time cards, process personnel action forms, develop the committees responsible to hire new faculty and staff.
- Collaboration – The colleges and the district office collaborate to formulate policy recommendations and to resolve operational issues.

For the conduct of **Educational Services**, the Associate Vice Chancellor of Educational Services holds monthly meetings with the Vice Presidents of Instruction and Vice Presidents of Student Services. In addition, the vice chancellor makes regular presentations to the Chancellor's Cabinet (composed of constituent groups from the district and college personnel) and to the President's Council. The vice

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chancellor coordinates instructional and student support service activities and policy implementation among the three colleges.

### ■ ***Institutional Effectiveness***

- District – The district provides comparative data, analysis and evaluation of the data to all campuses pertaining to student success, course completion rates and overall institutional effectiveness. In addition, these results are communicated to the governing board.
- College – Each college has a research office that gathers individual college data, provides analysis of that data and distributes the data to various campus interest groups including the college committees for Curriculum and Student Learning Outcomes. While the district office monitors the effectiveness of institutional practices, the colleges have the primary responsibility to accomplish effective organization and evaluation of their practices.

### ■ ***Student Learning and Support Services***

#### Instructional Programs

- District – The district supports the concept of academic freedom and supports those college objectives that enhance the opportunity for student learning in the classroom environment. The district regularly reviews the accuracy and consistency of policies and regulations necessary to maintain district-wide institutional effectiveness. As submitted by the colleges, the governing board approves all curricular courses and programs. The district submits all state reports and responds to state mandated regulations related to instructional and student support services. The district insures that each college develops those processes and/or responds to inquiries from the State Chancellor's Office.
- Colleges – Through each college's curriculum process, the college's review and recommend programs and courses of study, conduct Program Review processes, prepare and publish a college catalog and semester schedule of classes. Each college establishes minimum qualifications for student graduation including general education criteria, provisions for associate degrees and occupational certificate programs. Additionally, each College provides an appropriate budget in support of the academic program and for maintaining a standard of excellence in all components. The colleges support effective student-centered learning environments and enrollment management processes, promote academic excellence and maintain appropriate faculty staff development opportunities.
- Collaboration – While each college has primary responsibility for its entire curriculum, those occupational courses and programs receiving funds from federal and/or state revenues are monitored and distributed through the district office.

#### Student Services

- District - The district supports student services by developing administrative policies and procedures necessary to operate student support services. The district provides the general oversight for these policies and procedures. Through collaboration and agreement with the colleges, the district coordinates their application into a common process and practice. While the colleges are responsible for entering the data and accuracy of the student information system, the district is responsible for the coordination of student records and state reporting through the Management Information System.



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- Colleges – The colleges implement these policies and procedures by establishing the local college level practices necessary to deliver these services. The colleges support open enrollment for students, develop and maintain standards for admission and graduation.
- ***Educational Mission***
  - District – Through action by the governing board, the district develops and approves a “district” mission statement. In addition, the district approves the mission statements from each college.
  - College – Each college develops its individual mission statement through the consultation process and forwards the final document to the governing board for approval. The college president is responsible for coordinating, reviewing, and forwarding to the board any changes.