

COASTLINE COLLEGE

Accreditation

Institutional Self-Evaluation Report

2018/2019



COASTLINE COLLEGE

COASTLINE'S VISION: Creating opportunities for student success.

COASTLINE'S MISSION: Coastline College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

COASTLINE COLLEGE—PRESIDENT: Loretta P. Adrian, Ph.D.

COAST COMMUNITY COLLEGE DISTRICT—BOARD OF TRUSTEES:

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

CHANCELLOR: John Thomas Weispfenning, Ph.D.

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

NON-DISCRIMINATION STATEMENT: The Coast Community College District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race or ethnicity, gender, gender identity, gender expression, religion, age, national origin, sexual orientation, marital status, medical condition, pregnancy, physical or mental disability, military or veteran status, or genetic information or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

COASTLINE COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Coastline College
11460 Warner Avenue
Fountain Valley, CA 92708

to

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

December 2018

Certification

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

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

This Institutional Self-Evaluation Report (ISER) is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution..

Signatures:




Dr. John Weispfenning, Chancellor, Coast Community College District
Date 11-20-18



Dr. Loretta P. Adrian, President
Date 11-20-18



Mary Hornbuckle, President of Trustees, Coast Community College District
Date 11-20-18




Dr. Vince Rodriguez, Vice-President, Instruction
Accreditation Liaison Officer
Date 11-15-18




Daniel S. Pittaway, Associate Professor, Student Success Coordinator
Faculty Accreditation Coordinator
Date 11-15-18



Ann Holliday, President, Academic Senate, 2018-2019
Date Nov. 15, 2018



Kasia Hipp Mirhashemi, President, Classified Senate, 2018-2019
Date 11-15-18



Nhi (Natalie) Tran, President, Associated Student Government, 2018-2019
Date 11-16-18

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A. Introduction

College History

Founded in 1976 as the *College Beyond Walls*, Coastline College (hereafter referred to as the College) is one of three accredited institutions in the Coast Community College District (hereafter referred to as the District). The College serves the Orange County region with campuses in Garden Grove, Newport Beach, and Westminster. Student services and administrative offices are located in the Fountain Valley campus. The College also provides educational opportunities for students through a proportionately large distance education program via the College's Virtual Campus.

The College serves a diverse student population: 30.8% White, 20.7% Asian/Pacific Islander, 17.4% Hispanic, 13.6% Multi-Ethnicity, 12.5% African American, 4.4 % Unknown and 0.7% American Indian/AK Native. The College is a federally designated Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic-Serving Institution (HSI). The majority of students enrolled at the College are part-time (91.6%), and the median age is thirty-three ([2018 Fast Facts](#)).

As of fall 2018, the College offers ten associate degrees for transfer (ADT), forty associate of arts (AA) degrees, fourteen associate of science (AS) degrees, and sixty-one certificates. The College offers forty-two degrees and thirty-two certificate programs that are entirely online. Currently, 83.1% of the students complete classes through distance and hybrid education. Specifically, the College serves 51.9% of students online and also provides education to an incarcerated population via correspondence courses ([2018 Fast Facts](#)).

In 2017-2018, the College served a total of 26,434 unduplicated students which consist of State apportionment-funded credit 20,288 (76.7%), State apportionment-funded non-credit 1,934 (7.3%), non-apportionment credit Extended Learning 4,212 (15.9%). The 2017-18 headcount yielded 70,823 enrollments across the College ([2018 Fast Facts](#)).

The College is committed to providing educational opportunities and student support services for all students. The College offers a comprehensive array of support services, e.g. counseling, financial aid, tutoring, and online library. Due to the high proportion of online enrollment and the variety of instructional programs offered by the College, there are departments that are unique to the College that operate differently than what might be found at other California community colleges. For example, the [Extended Learning Department](#) is an ancillary operation of the College and provides courses, training, and services to clients from industry, the business community, and government agencies. The largest program is the Military Distance Education Program serving thousands of active duty personnel, veterans, and military dependents worldwide. For nearly 40 years, the College has served the military community by offering instructional programs and services developed specifically to meet the needs of this population, and is recognized nationally for both instruction and service excellence. Extended Learning provides both instructional and student services support for students through a case management approach. Processes and procedures are customized to meet the needs of the clients and their students.

The College has a long tradition of providing a Distance Learning Department that supports students and instructors in classes taught through a variety of distance education delivery methods. The support services include, but are not limited to, assistance with proctoring services for students outside of our service area, technical assistance with Canvas and other technologies, assistance with communication between students and instructors, and significant support for exams, quizzes, and general correspondence between instructors and incarcerated students.

The College supports students with disabilities through its Special Programs and Services Office (DSPS). DSPS provides the same services as other California community colleges, as well as specialized instruction and comprehensive programming in the following areas: Acquired Brain Injury (ABI Program), Intellectual Disabilities (ID) Programs, Adapted Fitness, and the Career Options through Academic Support and Training (COAST) Programs. The College's ABI Program is quite unique and utilizes innovative pedagogies; as such, it is locally and nationally renowned and sought after as a resource for ABI students.

The College is currently undertaking transformation efforts in alignment with the national [guided pathways](#) reform movement. The purpose of the *guided pathways* movement at the College is to adapt our institutional policies and practices to better support all students in achieving their goals. The College is committed to improving the student experience, reducing students' time to completion, minimizing the number of extra units students obtain by graduation, and reducing equity gaps within our success and completion data. The College is exploring the development of a unified approach to College-wide professional development, the ongoing improvement of internal and external communication, and the utilization of student learning outcomes data to make informed decisions to improve course quality.

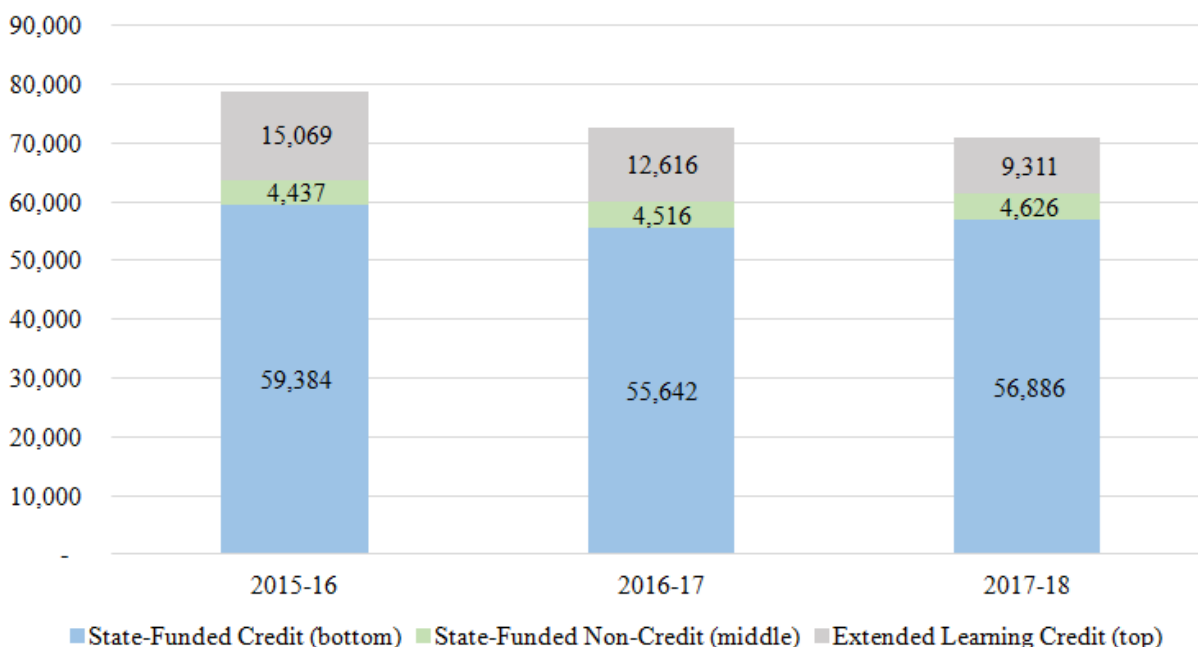
Sites

The facilities that the College operates are discussed in the [2016-2020 Educational Master Plan](#) (pp. 7-8). The College has three primary campuses in Westminster, Newport Beach, and Garden Grove, and it maintains a student services and administrative center in Fountain Valley. The sites are also represented graphically in the 2018-2019 [College Catalog](#) (pp.10-11).

The College's fourth campus is a virtual campus, with a robust online offering of courses and fully online degrees and certificates.

Student Enrollment Data

Figure 1 Enrollment



Source: CCCD Banner Student Information System

Figure 1 shows the College's enrollment trend, which has slightly decreased overall since 2015-2016. The largest proportion of enrollment decrease has occurred within Extended Learning (i.e., activity military and corporate training). In contrast, the 2017-2018 state-funded enrollment increased from 2016-2017. Notably, since 2015-2016, the College has exceeded its baseline FTES each year.

Table 1 Enrollment Proportions by Modality

Enrollment (Census)	2015-16		2016-17		2017-18	
	Count	Percentage	Count	Percentage	Count	Percentage
Traditional (Face to Face)	13,189	16.7%	12,337	17.0%	11,957	16.9%
Hybrid	1,230	1.6%	1,054	1.4%	1,234	1.7%
Online	41,373	52.4%	38,037	52.3%	36,755	51.9%
Correspondence (Telecourse/Cable/Other)	23,098	29.3%	21,346	29.3%	20,877	29.5%
Grand Total	78,890	100.0%	72,774	100.0%	70,823	100.0%

Source: CCCD Banner Student Information System

Table 1 shows that the majority of the College's enrollment has consisted of distance education, with over 80 percent of enrollments comprised of online and correspondence instructional modalities.

Table 2 Student Educational Goals

Educational Goal	2015-16	2016-17	2017-18
AA Degree w/out transfer	8.0%	7.7%	8.1%
AA Degree w/transfer to four-year	44.2%	43.8%	41.2%
Bachelor's Degree or higher	10.6%	11.1%	11.5%
Two-year Vocational Degree	0.2%	0.1%	0.1%
Four-year college student meet four-year requirements	7.3%	7.4%	7.7%
Certificate only	2.0%	1.9%	2.3%
Advance current job/career	2.2%	2.3%	2.4%
Complete credits for GED/HS	0.5%	0.6%	0.6%
Discover career interests/goal	1.4%	1.3%	1.4%
Improve basic skills	1.5%	1.4%	1.6%
Maintain license/certificate	0.6%	0.6%	0.6%
Move from noncredit to credit	0.1%	0.1%	0.1%
Personal development/interest	3.9%	3.9%	4.5%
Prepare for a new career	3.3%	3.1%	3.2%
Uncollected/ undecided	14.3%	14.7%	14.9%

Source: CCCD Banner Student Information System

Table 2 shows that the majority of the students enrolled are degree or transfer-seeking (68.6%). It is anticipated that this number will increase with the implementation of *guided pathways* (an institutional focus on helping more students complete with efficiency) while a decline in *uncollected* and *undecided* is expected.

Table 3 Enrollment Status During Major Terms

Access and Student Support	2015-16	2016-17	2017-18
Percent of full-time students (Degree, certificate, or transfer seeking)	13.8%	13.3%	11.7%
State-funded percent of full-time students (Degree, certificate, or transfer seeking)	15.7%	15.0%	12.4%
Extended Learning percent of full-time students (Degree, certificate, or transfer seeking)	8.3%	7.8%	7.9%

Source: CCCD Banner Student Information System

Table 3 shows that close to twelve percent of degree, certificate, and transfer-seeking students enroll in twelve or more units during major terms at the College. Additionally, Extended Learning courses have a lower proportion of full-time students in comparison with state-funded courses.

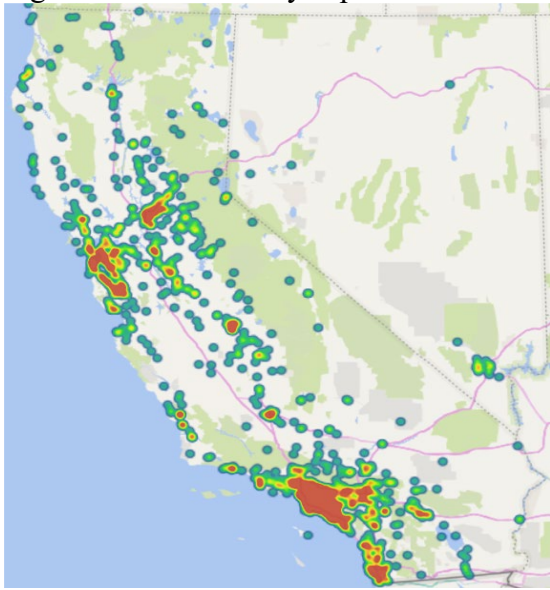
Labor Market and Socioeconomic Data

The [2016-2020 Educational Master Plan](#) (pp. 44-47) contains the results of an external scan of the regional labor market and socioeconomic factors. The results of the scan indicate income inequality within Orange County with the reduction of higher-paying professional and manufacturing career opportunities and an increase in lower-paying service sector jobs. This provides further impetus that the College continue to serve as a catalyst to propel students into higher-paying positions to live and work in or near Orange County. Additionally, labor market data tied to specific fields is contained within the relevant discipline's annual and comprehensive program review reports, which allows discipline faculty to incorporate labor market data into their analysis of how to improve outcomes for students.

Demographic Data

Figure 2 is a heat map showing the unduplicated headcount of students in California by zip code for fall 2017. As indicated by the warmer (red and yellow) areas, the highest concentration of students enrolled at the College is in the Orange County region. However, the College serves students across California, and there are concentrated pockets of enrollments in northern and central California. One-quarter of the students enrolled at the College during fall 2017 resided in the following cities (from highest to lowest headcount): Costa Mesa, Westminster, Chowchilla, Fountain Valley, Represa, Avenal, Corcoran, Garden Grove, and Soledad.

Figure 2 Enrollment by Zip Code



Source: CCCD Banner Student Information System

Table 4 Headcount by Service Area

State-Funded	2015-16	2016-17	2017-18
Within CCCD Service Area	29.8%	29.2%	29.3%
Within OC - Not CCCD Service Area	17.6%	18.1%	18.7%
Outside of OC	52.6%	52.6%	52.0%
Extended Learning	2015-16	2016-17	2017-18
Within CCCD Service Area	0.7%	0.7%	0.9%
Within OC - Not CCCD Service Area	2.4%	2.0%	1.6%
Outside of OC	96.9%	97.4%	97.5%

Source: CCCD Banner Student Information System

Table 4 shows that the majority (70.7%) of students enrolled in state-funded courses do not live in the District's service area. Similarly, the majority (99.1%) of students taking Extended Learning courses live outside of the District's service area.

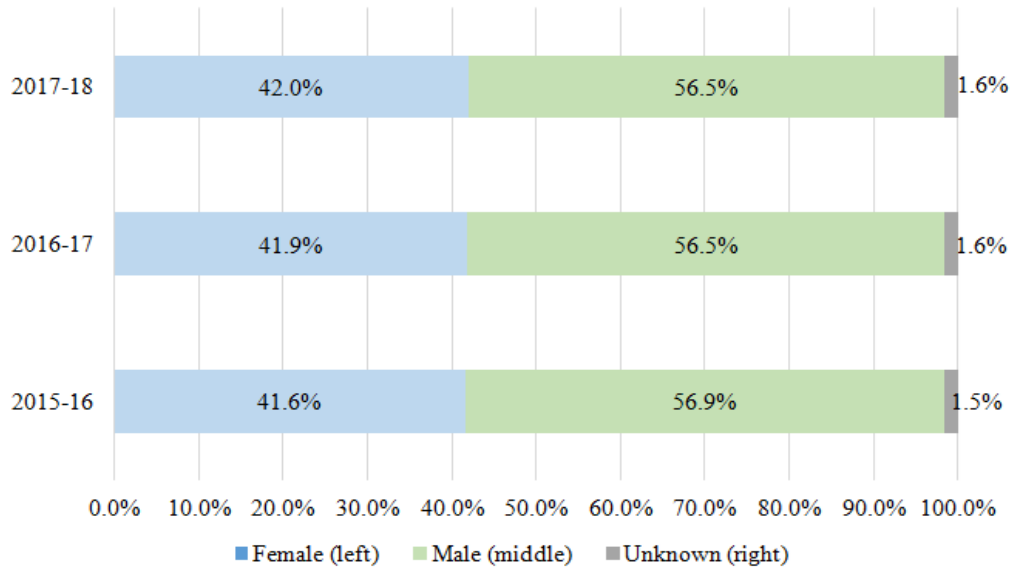
Table 5 Overall Demographics

Overall Coastline	2015-16	2016-17	2017-18
Enrollment	78,890	72,774	70,823

Source: CCCD Banner Student Information System

Overall enrollments at the College have experienced a slight downward trend since 2015-2016 while still exceeding baseline FTES.

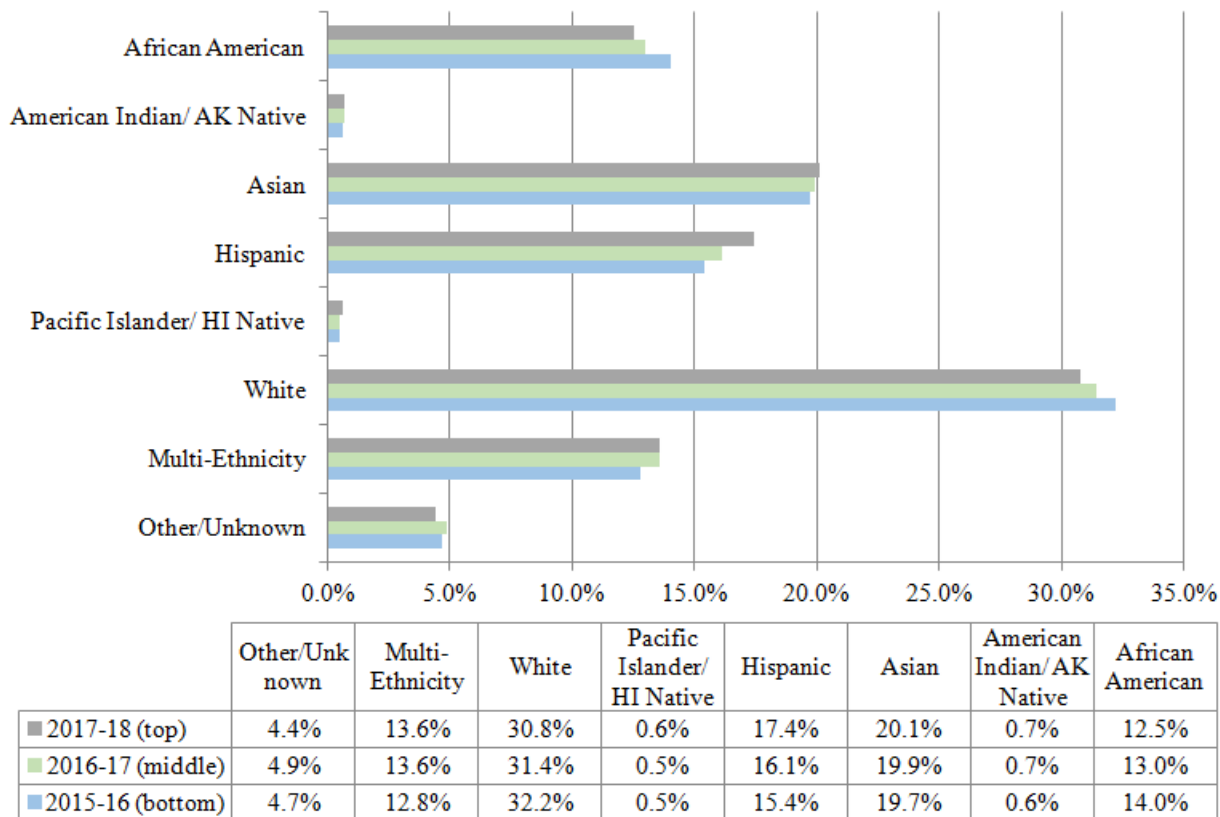
Figure 3 Enrollment Proportionality by Gender



Source: CCCD Banner Student Information System

Figure 3 shows the proportionality of enrollment across the institution. More than half of the students are male, which is primarily attributed to the College’s predominantly male military and incarcerated sub-populations.

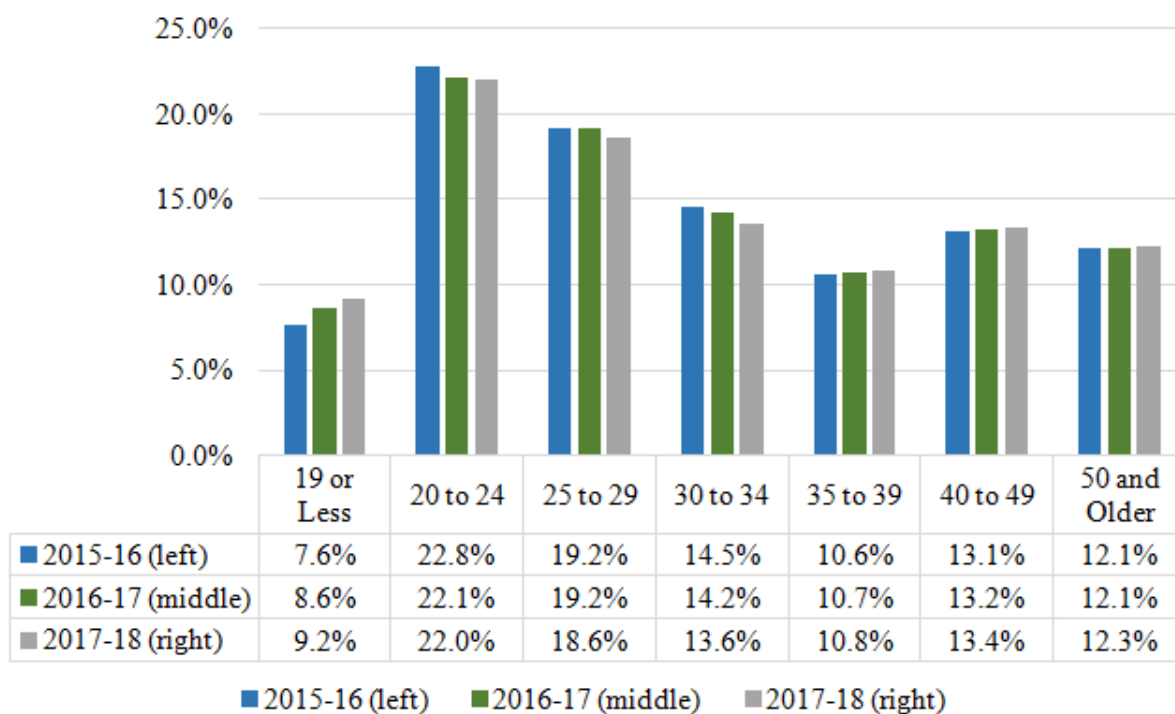
Figure 4 Enrollment Proportionality by Ethnicity



Source: CCCD Banner Student Information System

While the ethnic enrollment proportionality has remained relatively steady since 2015-2016, the College serves a diverse body of students, which is reflected in the College’s federal designation as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and as a Hispanic-Serving Institution (HSI).

Figure 5 Enrollment Proportionality by Age Group



Source: CCCD Banner Student Information System

The age of the College's students is distributed somewhat evenly throughout different age groups, with the majority of students clustered between ages 20 and 34.

Table 6 Gender Enrollment Proportions

Enrollments (Census)	2015-16	2016-17	2017-18
Traditional (Face to Face)	13,189	12,337	11,956
Female	59.5%	60.0%	60.7%
Male	39.1%	38.3%	37.9%
Unknown	1.4%	1.7%	1.4%
Hybrid	1,230	1,054	1,234
Female	49.0%	44.8%	46.8%
Male	48.5%	52.8%	51.1%
Unknown	2.4%	2.4%	2.0%
Online	41,373	38,037	36,755
Female	53.4%	54.3%	55.5%
Male	44.6%	43.7%	42.6%
Unknown	2.0%	2.0%	1.9%

Correspondence (Telecourse/Cable/Other DL)	23,098	21,345	20,877
Female	9.9%	9.1%	7.1%
Male	89.6%	90.1%	91.9%
Unknown	0.5%	0.8%	1.0%

Source: CCCD Banner Student Information System

Table 6 shows that the majority of female students enroll in traditional (60.7%) and online (55.5%) courses. In contrast, male students primarily enroll in correspondence (91.9%) and hybrid (51.1%) courses.

Table 7 Ethnicity Enrollment Proportions

Enrollments (Census)	2015-16	2016-17	2017-18
Traditional (Face to Face)	13,189	12,337	11,956
African American	1.1%	1.3%	1.4%
American Indian/AK Native	0.2%	0.2%	0.2%
Asian	41.6%	41.9%	42.5%
Hispanic	12.7%	12.2%	12.3%
Pacific Islander/HI Native	0.2%	0.3%	0.2%
White, Non-Hispanic	19.8%	18.5%	17.4%
Multiple Ethnicity	7.3%	7.7%	7.9%
Other/Unknown	17.0%	18.0%	18.2%
Hybrid	1,230	1,054	1,234
African American	8.5%	4.6%	3.6%
American Indian/AK Native	0.4%	0.1%	0.2%
Asian	32.5%	35.4%	35.1%
Hispanic	15.4%	16.1%	17.0%
Pacific Islander/HI Native	0.0%	0.4%	0.6%
White, Non-Hispanic	28.3%	27.1%	26.5%
Multiple Ethnicity	12.5%	15.3%	16.5%
Other/Unknown	2.4%	1.0%	0.6%
Online	41,373	38,037	36,755
African American	13.9%	13.0%	12.3%
American Indian/AK Native	0.5%	0.5%	0.6%
Asian	20.0%	20.2%	20.6%

Hispanic	10.9%	11.7%	12.9%
Pacific Islander/HI Native	0.4%	0.5%	0.6%
White, Non-Hispanic	36.8%	35.5%	34.5%
Multiple-Ethnicity	16.1%	17.4%	17.5%
Other/Unknown	1.4%	1.3%	1.2%
Correspondence (Telecourse/Cable/Other DL)	23,098	21,345	20,877
African American	21.9%	20.1%	19.7%
American Indian/AK Native	1.2%	1.4%	1.2%
Asian	6.1%	5.9%	5.5%
Hispanic	25.0%	26.3%	28.2%
Pacific Islander/HI Native	0.8%	0.6%	0.9%
White, Non-Hispanic	31.4%	31.7%	32.3%
Multiple Ethnicity	10.0%	10.0%	9.8%
Other/Unknown	3.6%	4.0%	2.4%

Source: CCCD Banner Student Information System

Table 7 shows that the majority of traditional student enrollment consists of Asian (42.5%); other/unknown (18.2%); white, non-Hispanic (17.4%); and Hispanic (12.3%) students. Similarly, hybrid courses primarily consist of Asian (35.1%); white, non-Hispanic (26.5%); Hispanic (17.0%); and multiple-ethnicity (16.5%) students. Online enrollment consists of white, non-Hispanic (34.5%); Asian (20.6%); multiple-ethnicity (16.5%); Hispanic (12.9%); and African American (12.3%) students. Correspondence courses primarily consist of white, non-Hispanic (32.3%); Hispanic (28.2%); and African American (19.7%) students.

Table 8 Age Group Enrollment Proportions

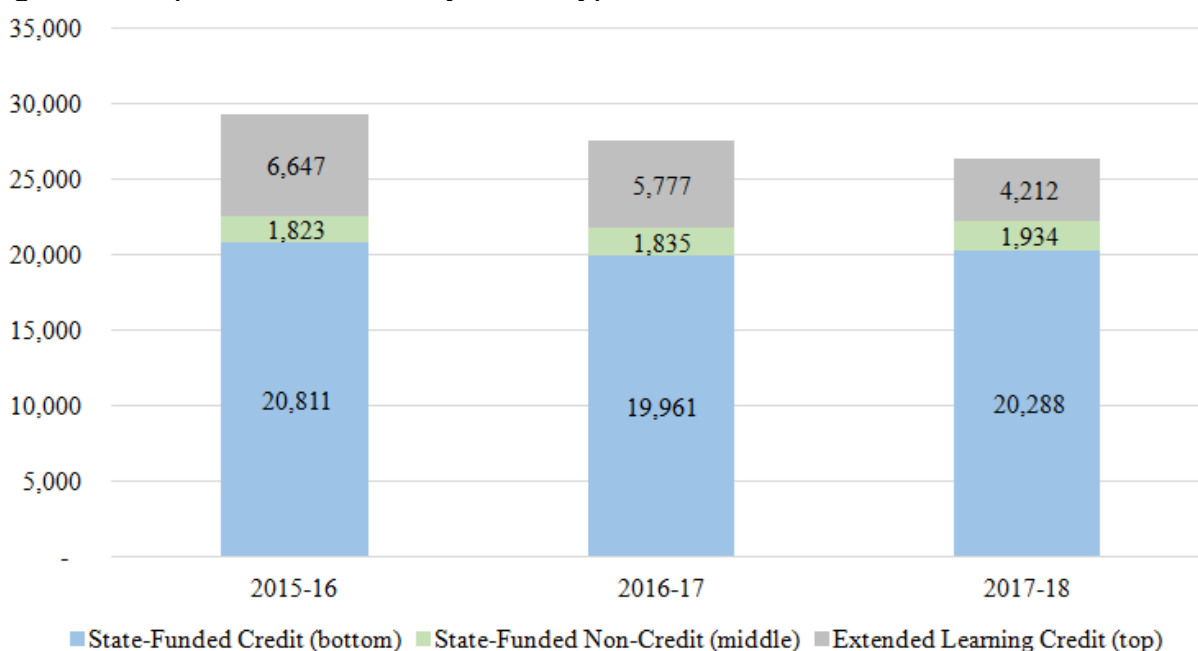
Enrollments (Census)	2015-16	2016-17	2017-18
Traditional (Face to Face)	13,189	12,337	11,956
19 or Less	14.6%	15.4%	15.0%
20 to 24	20.1%	18.8%	19.7%
25 to 29	13.0%	13.7%	13.7%
30 to 34	8.3%	8.4%	8.2%
35 to 39	5.4%	5.6%	5.9%
40 to 49	9.9%	9.8%	8.9%
50 and Older	28.6%	28.2%	28.6%
Unknown	0.0%	0.1%	0.1%
Hybrid	1,230	1,054	1,234

19 or Less	11.1%	19.3%	20.6%
20 to 24	34.3%	32.1%	29.3%
25 to 29	18.2%	19.0%	20.6%
30 to 34	12.2%	9.9%	9.4%
35 to 39	7.6%	7.5%	5.9%
40 to 49	8.0%	6.6%	8.3%
50 and Older	8.7%	5.7%	6.0%
Unknown	0.0%	0.0%	0.0%
Online	41,373	38,037	36,755
19 or Less	8.7%	10.3%	11.7%
20 to 24	28.2%	28.2%	30.2%
25 to 29	21.7%	21.6%	21.0%
30 to 34	14.5%	14.3%	13.2%
35 to 39	9.2%	8.8%	8.7%
40 to 49	9.8%	9.4%	9.2%
50 and Older	7.9%	7.4%	6.1%
Unknown	0.0%	0.0%	0.0%
Correspondence (Telecourse/Cable/Other DL)	23,098	21,345	20,877
19 or Less	1.5%	1.3%	0.9%
20 to 24	14.2%	12.5%	8.5%
25 to 29	18.3%	18.1%	17.0%
30 to 34	18.1%	17.5%	17.8%
35 to 39	16.3%	17.2%	17.8%
40 to 49	21.0%	22.2%	23.8%
50 and Older	10.6%	11.3%	14.2%
Unknown	0.0%	0.1%	0.0%

Source: CCCD Banner Student Information System

Table 8 shows that the majority of students enrolled in online (62.9%) and hybrid (70.5%) courses are 29 and younger. In contrast, the majority (73.6%) of students enrolled in correspondence courses are 30 and older. The student population enrolled in traditional courses is split between two clusters of 50 and older (28.6%) and 29 and younger (48.4%).

Figure 6 Unduplicated Headcount by Credit Type



Source: CCCD Banner Student Information System

Figure 6 shows that the majority of students are enrolled in the College's state-funded credit courses, followed by Extended Learning credit courses and the state-funded non-credit courses. Noticeable growth has occurred in the state-funded programs from 2016-2017 to 2017-2018, while there has been a decline in Extended Learning headcount.

Table 9 Unduplicated Headcount by Gender and Credit Type

Unduplicated Headcount	2015-16	2016-17	2017-18
Overall	29,281	27,573	26,434
Female	40.3%	40.8%	41.7%
Male	58.1%	57.5%	56.7%
Unknown	1.6%	1.7%	1.7%
State-Funded Credit	20,811	19,961	20,288
Female	41.6%	41.3%	41.2%
Male	57.0%	57.1%	57.1%
Unknown	1.4%	1.6%	1.7%
State-Funded Non-Credit	1,823	1,835	1,934
Female	62.2%	62.3%	62.6%
Male	36.9%	36.7%	36.7%
Unknown	0.9%	1.0%	0.7%
Extended Learning	6,647	5,777	4,212

Female	29.8%	31.4%	34.8%
Male	67.9%	66.5%	63.1%
Unknown	2.3%	2.1%	2.0%

Source: CCCD Banner Student Information System

The enrollment proportions in Table 9 mirror the overall College trend with the majority (>55.0%) of credit courses consisting of male students. In contrast, the majority (62.6%) of non-credit courses consist of female students.

Table 10 Unduplicated Headcount by Ethnicity and Credit Type

Unduplicated Headcount	2015-16	2016-17	2017-18
Overall	29,281	27,573	26,434
African American	13.4%	12.4%	12.1%
Am. Indian/ AK Native	0.7%	0.7%	0.7%
Asian	18.9%	19.1%	20.0%
Hispanic	15.2%	15.8%	16.9%
Pacific Islander/ HI Native	0.6%	0.6%	0.6%
White, Non-Hispanic	33.2%	32.7%	31.2%
Multiple Ethnicity	12.5%	12.9%	13.5%
Other/Unknown	5.5%	5.8%	5.0%
State-Funded Credit	20,811	19,961	20,288
African American	12.2%	11.0%	10.8%
Am. Indian/ AK Native	0.7%	0.7%	0.7%
Asian	21.7%	21.3%	20.7%
Hispanic	19.0%	19.6%	20.1%
Pacific Islander/ HI Native	0.5%	0.4%	0.5%
White, Non-Hispanic	31.0%	31.4%	31.3%
Multiple Ethnicity	13.2%	13.9%	14.4%
Other/Unknown	1.7%	1.6%	1.4%
State-Funded Non-Credit	1,823	1,835	1,934
African American	0.3%	0.3%	0.3%
Am. Indian/ AK Native	0.3%	0.3%	0.1%
Asian	37.2%	37.2%	41.5%
Hispanic	3.4%	3.2%	3.1%
Pacific Islander/ HI Native	0.1%	0.1%	0.2%

White, Non-Hispanic	14.8%	14.7%	13.1%
Multiple Ethnicity	0.9%	0.9%	0.9%
Other/Unknown	43.0%	43.3%	40.8%
Extended Learning	6,647	5,777	4,212
African American	20.7%	21.1%	23.6%
Am. Indian/ AK Native	0.7%	0.9%	0.8%
Asian	5.1%	5.8%	6.8%
Hispanic	6.5%	6.5%	7.5%
Pacific Islander/ HI Native	1.0%	1.2%	1.3%
White, Non-Hispanic	45.2%	42.8%	39.0%
Multi-Ethnicity	13.5%	13.2%	15.0%
Other/Unknown	7.3%	8.4%	6.0%

Source: CCCD Banner Student Information System

Table 10 shows a larger proportion of Hispanic students (20.7%) enrolled in state-funded credit courses in comparison with the overall headcount proportions. Asian students (39.0%) make up the largest proportion of the non-credit course headcount. There are larger proportions of white, non-Hispanic (39.0%) and African American (23.6%) students in Extended Learning courses when compared to overall College ethnicity headcounts.

Table 11 Headcount by Age Group and Credit Type

Unduplicated Headcount	2015-16	2016-17	2017-18
Overall	29,281	27,573	26,434
19 or Less	8.0%	8.7%	9.3%
20 to 24	24.0%	23.5%	23.1%
25 to 29	19.1%	19.1%	18.4%
30 to 34	14.0%	13.9%	13.3%
35 to 39	10.5%	10.4%	10.7%
40 to 49	12.7%	12.6%	12.9%
50 and Older	11.6%	11.7%	12.2%
Unknown	0.0%	0.0%	0.0%
State-Funded Credit	20,811	19,961	20,288
19 or Less	10.5%	11.3%	11.7%
20 to 24	24.6%	24.7%	24.7%
25 to 29	17.6%	17.6%	17.6%

30 to 34	12.9%	12.7%	12.5%
35 to 39	10.1%	10.1%	10.3%
40 to 49	13.9%	13.6%	13.3%
50 and Older	10.5%	10.1%	9.9%
Unknown	0.0%	0.0%	0.0%
State-Funded Non-Credit	1,823	1,835	1,934
19 or Less	2.9%	3.3%	3.0%
20 to 24	9.0%	8.9%	11.7%
25 to 29	9.4%	10.4%	9.2%
30 to 34	8.1%	8.2%	8.5%
35 to 39	5.7%	6.3%	7.3%
40 to 49	12.8%	13.3%	12.7%
50 and Older	51.9%	49.4%	47.4%
Unknown	0.1%	0.2%	0.2%
Extended Learning	6,647	5,777	4,212
19 or Less	1.6%	1.8%	1.3%
20 to 24	29.3%	28.6%	26.9%
25 to 29	28.3%	28.4%	27.3%
30 to 34	19.6%	20.1%	21.0%
35 to 39	12.9%	12.6%	13.2%
40 to 49	7.0%	7.0%	8.8%
50 and Older	1.1%	1.4%	1.5%
Unknown	0.1%	0.2%	0.0%

Source: CCCD Banner Student Information System

Table 11 shows that the majority of students in state-funded credit courses are between the ages of 20 and 34, which corresponds to the proportionalities of the overall student population. The majority of enrollments in state-funded non-credit courses are comprised of students aged 40 and older.

Student Achievement, Support, and Persistence Data

Table 12 Student and Academic Support

Access and Student Support	2015-16	2016-17	2017-18
Number of applications	29,460	30,694	29,371
Percent of students that enrolled after applying	51.9%	47.9%	47.3%

Number of student placement exams given (English and math)	13,241	15,129	12,963
Number of education plans (Comprehensive and abbreviated)	9,493	10,869	16,398
Number of comprehensive education plans	3,267	3,002	3,043
Number of times students used the library databases	75,815	76,903	78,518
Unduplicated headcount of students using College tutoring	3,863	6,139	3,927
Percent of state-funded credit students receiving BOG fee waiver	65.7%	62.9%	63.7%

Source: CCCD Banner Student Information System

Table 12 provides a snapshot of student and academic support services utilized at the College. Notably, the College has increased the number of educational plans and the number of students utilizing academic support services from the Student Success Center and the online Library.

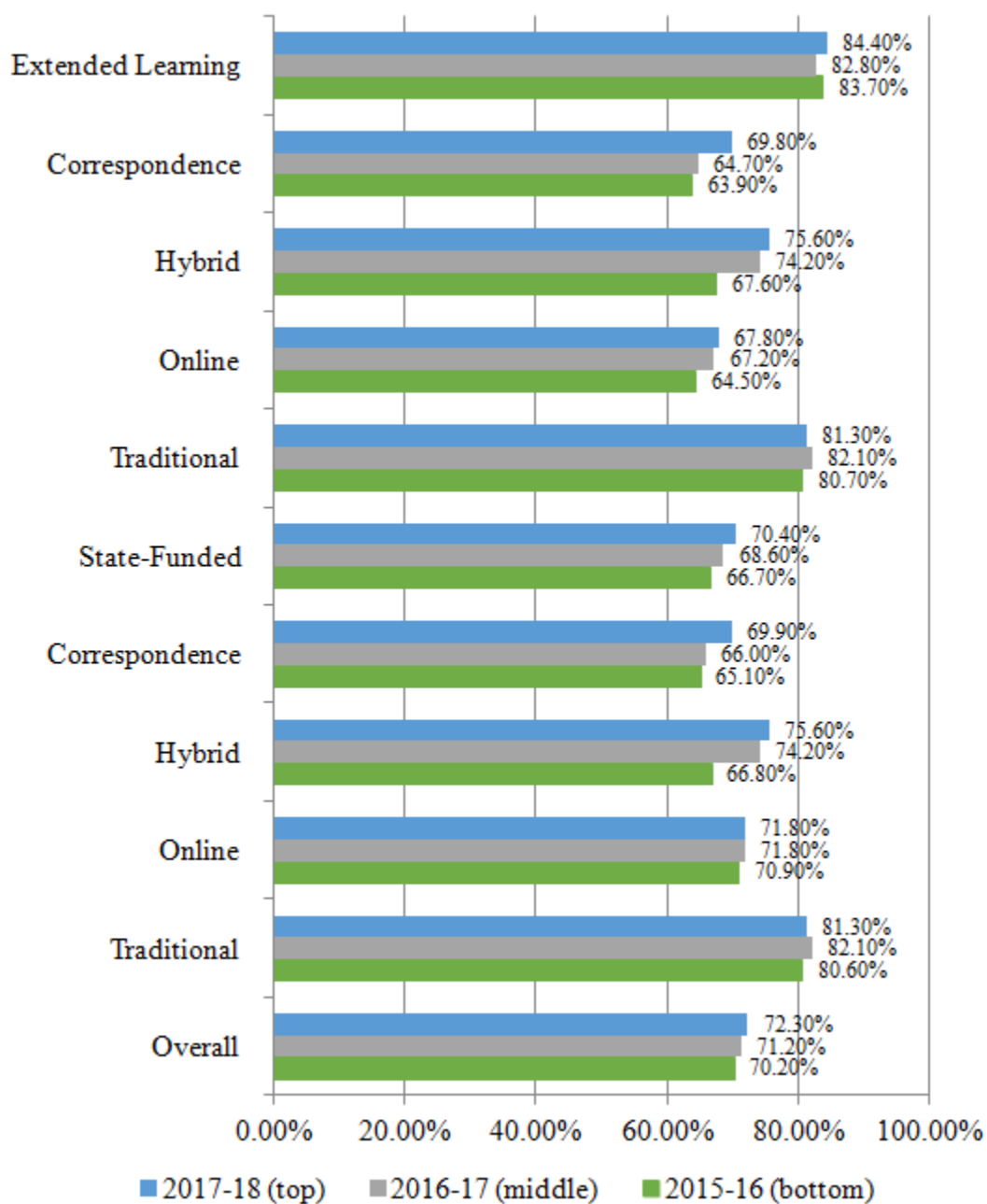
Table 13 End-of-Term Retention

Retention	2015-16	2016-17	2017-18
Overall	86.2%	86.1%	86.6%
Traditional	89.1%	90.3%	90.1%
Online	85.5%	85.3%	84.8%
Hybrid	80.4%	86.2%	85.4%
Correspondence	86.7%	86.1%	88.7%
State-Funded	83.4%	83.7%	85.1%
Traditional	89.3%	90.3%	90.1%
Online	80.4%	81.4%	81.8%
Hybrid	81.4%	86.2%	85.4%
Correspondence	85.1%	84.2%	88.0%
Extended Learning	97.3%	96.9%	96.4%

Source: CCCD Banner Student Information System

Table 13 and Figure 7 show end-of-term retention rates for various instructional segments. There has been a notable increase in end-of-term retention rates for state-funded courses. Extended Learning has maintained exceptionally high retention rates.

Figure 7 End-of-Term Retention Rates



Source: CCCD Banner Student Information System

Table 14 End-of-Term Retention by Demographic

Retention	2015-16	2016-17	2017-18
Gender	86.2%	86.1%	86.6%
Female	85.7%	86.2%	85.6%
Male	86.5%	86.1%	87.5%

Unknown	85.5%	83.5%	84.3%
Ethnicity	86.2%	86.1%	86.6%
African American	84.7%	84.2%	83.8%
Am. Indian/ AK Native	86.6%	86.3%	86.1%
Asian	87.1%	87.4%	89.1%
Hispanic	83.5%	83.6%	85.2%
Pacific Islander/ HI Native	88.0%	89.3%	87.5%
White, Non-Hispanic	88.1%	88.3%	87.8%
Multiple Ethnicity	84.5%	83.8%	85.1%
Other/Unknown	89.4%	87.7%	88.9%
Age Group	86.2%	86.1%	86.6%
19 or Less	87.2%	89.1%	88.2%
20 to 24	85.9%	86.5%	86.5%
25 to 29	86.2%	86.6%	86.8%
30 to 34	86.5%	86.5%	86.7%
35 to 39	87.1%	86.1%	86.5%
40 to 49	85.4%	85.0%	86.1%
50 and Older	85.7%	82.1%	86.0%
Unknown	100.0%	80.0%	100.0%

Source: CCCD Banner Student Information System

Table 14 shows overall end-of-term retention rates by student demographic factors. Analogous with the overall College trend, there have been incremental increases in end-of-term retention rates, with above-average increases among the male, Asian, Hispanic, age 20 to 29, and age 40 to 49 populations.

Table 15 Persistence and Progression

Persistence	2015-16	2016-17	2017-18
Fall to Spring Persistence Overall	52.7%	52.7%	52.1%
Fall to Fall Persistence (first-time degree seeking)	67.9%	72.2%	72.8%
Basic Skills English Progression	47.7%	48.1%	51.5%
Basic Skills Math Progression	28.9%	33.7%	34.1%
ESL Progression	28.1%	24.9%	24.6%

Source: CCCCO Scorecard and CCCD Banner Student Information System

Table 15 shows that over 50% of the students who enroll in the fall term persist to the spring term, and close to three-quarters of first-time degree/transfer-seeking students persist from fall to fall. Additionally, there has been an increase in the student completion rates of the English and math remedial sequences within a three-year time span.

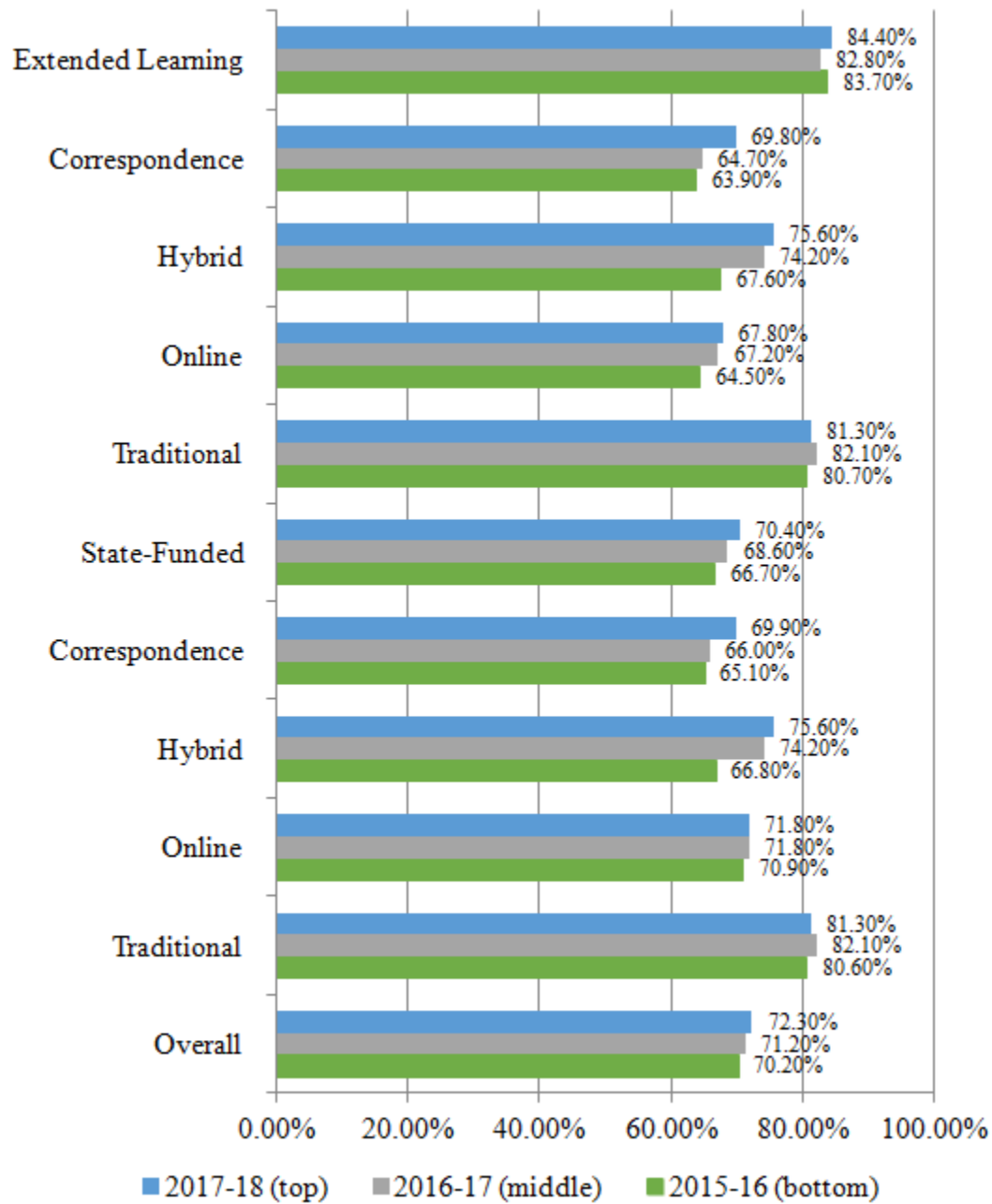
Table 16 Success, Completion, and Achievement

Student Success	2015-16	2016-17	2017-18
Overall	70.2%	71.2%	72.3%
Traditional	80.6%	82.1%	81.3%
Online	70.9%	71.8%	71.8%
Hybrid	66.8%	74.2%	75.6%
Correspondence	65.1%	66.0%	69.9%
State-Funded	66.7%	68.6%	70.4%
Traditional	80.7%	82.1%	81.3%
Online	64.5%	67.2%	67.8%
Hybrid	67.6%	74.2%	75.6%
Correspondence	63.9%	64.7%	69.8%
Extended Learning	83.7%	82.8%	84.4%

Source: CCCD Banner Student Information System

Table 16 and Figure 8 show a steady upward trend of overall course success rates, with major increases occurring in state-funded courses. Notably, the College's Extended Learning population has one of the highest course success rates in the state.

Figure 8 Course Success Rates



Source: CCCD Banner Student Information System

Table 17 Success by Demographic

Student Success	2015-16	2016-17	2017-18
Gender	70.2%	71.2%	72.3%
Female	71.4%	72.6%	72.6%
Male	69.3%	70.3%	72.1%
Unknown	70.8%	67.2%	72.4%
Ethnicity	70.2%	71.2%	72.3%
African American	57.7%	60.0%	60.5%
Am. Indian/ AK Native	66.3%	65.9%	67.5%
Asian	77.8%	78.0%	80.2%
Hispanic	64.3%	65.3%	67.2%
Pacific Islander/ HI Native	63.5%	71.1%	68.2%
White Non-Hispanic	75.3%	77.0%	76.5%
Multiple Ethnicity	68.1%	68.0%	70.7%
Other/Unknown	69.6%	66.0%	71.1%
Age Group	70.2%	71.2%	72.3%
19 or Less	73.1%	76.4%	74.8%
20 to 24	69.5%	71.5%	71.7%
25 to 29	69.8%	71.6%	72.2%
30 to 34	70.0%	71.0%	72.5%
35 to 39	70.5%	71.4%	71.5%
40 to 49	69.6%	69.2%	71.6%
50 and Older	70.9%	67.5%	73.3%
Unknown	57.1%	46.7%	33.3%

Source: CCCD Banner Student Information System

Table 17 shows overall course success rates by student demographic factors. Similar to the overall College trend, there have been steady increases in course success rates with above-average increases among the male, African American, Asian, Hispanic, Pacific Islander/Hawaiian Native, multiple ethnicity, age 20 to 34, and age 50 and older student populations.

Table 18 Institutional Student Learning Outcomes (ISLOs)

Institutional Student Learning Outcomes (ISLOs)	2015-16	2016-17	2017-18
ISLO1. Demonstrate ability to apply critical thinking and analysis.	85.3%	75.3%	81.4%
ISLO2. Demonstrate ethical civic, environmental, and social responsibility.	81.7%	84.5%	82.6%
ISLO3. Demonstrate information competency.	79.0%	78.7%	79.6%
ISLO4. Demonstrate innovative thinking, and adaptive, creative problem solving skills.	80.3%	79.0%	81.8%
ISLO5. Demonstrate understanding and appreciation for the visual and performing arts.	64.7%	76.6%	73.0%
ISLO6. Demonstrate understanding and respect for cultural and global diversity.	76.5%	79.7%	80.0%
ISLO7. Use effective communication and interpersonal skills.	84.2%	85.5%	81.5%
ISLO8. Use scientific and quantitative reasoning.	73.7%	57.5%	64.1%

Source: College Office of Institutional Effectiveness

The process for assessing ISLOs involves utilizing post-graduate surveys to determine students' perceived knowledge, confidence, and ability across the different outcomes. Table 18 displays percentages of students who completed a program at the College who, when surveyed, reported whether they believe they have achieved an institutional student learning outcome (ISLO). The College's ISLOs are general, cross-curricular outcomes in the areas of critical thinking, problem solving, and ethical reasoning that define the abilities of an individual who has completed a program.

Table 19 Completion

Completion	2015-16	2016-17	2017-18
Overall Completion	48.3%	48.9%	44.8%
Prepared Completion	66.0%	67.1%	65.6%
Underprepared	38.5%	36.7%	33.5%
CE Completion	57.2%	59.9%	62.2%

Source: CCCCCO Scorecard

Table 19 provides a three-year comparison of the California Community Colleges Chancellor's Office (CCCCO) cohort-based completion metrics that shows a slight decline in prepared and underprepared completion from 2016-17 to 2017-18. In contrast, the completion rates for Career Education (CE) continue to follow a positive upward trend, as indicated by an 8.7% increase in three years.

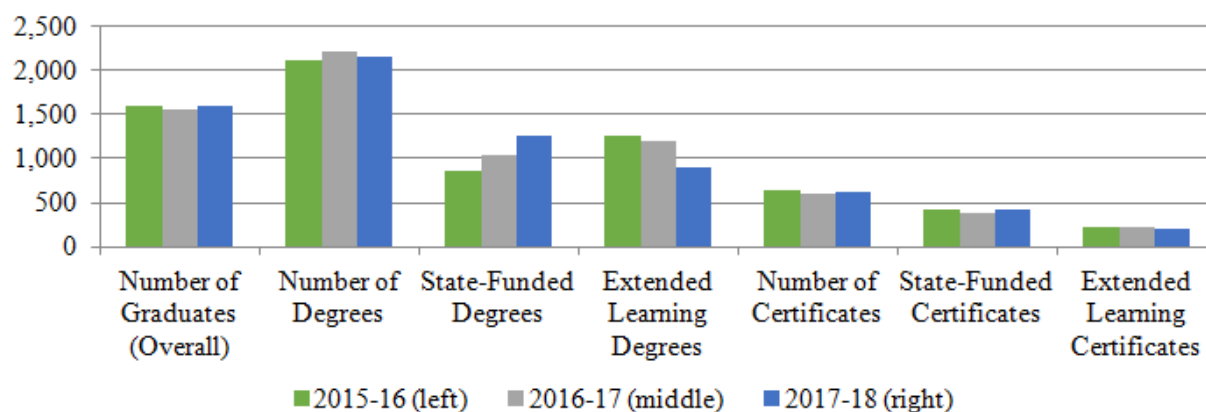
Table 20 Degrees and Certificates Awarded

Awards	2015-16	2016-17	2017-18
Number of Graduates (Overall)	1,607	1,567	1,599
Number of Degrees	2,111	2,227	2,163
State-Funded Degrees	852	1,034	1,257
Extended Learning Degrees	1,259	1,193	903
Number of Certificates	643	606	624
State-Funded Certificates	414	379	430
Extended Learning Certificates	229	227	194

Source: CCCD Banner Student Information System

Table 20 and Figure 9 show an upward trend in the number of degrees awarded, with a significant increase in the number of state-funded degrees. The total number of certificates awarded has remained in the 600s. Analogous to degrees, there has been an increase in the number of state-funded certificates awarded.

Figure 9 Degrees and Certificates Awarded



Source: CCCD Banner Student Information System

Post-College Outcome Data

Table 21 Transfer

Transfer	2015-16	2016-17	2017-18
Transfer Volume (Overall) 12+ units	932	1,162	1,263
Transfer Volume (UC CSU) 12+ units	260	306	389
Transfer Rate	26.9%	32.2%	36.1%

Sources: CCCCO Transfer Velocity Cohort Study and National Student Clearinghouse

Table 21 shows an upward trend in the number of students transferring to four-year institutions. Primarily, students transfer to four-year out-of-state and in-state private institutions, as reflected in the proportionality of transfer volume compared with California State University (CSU) and University of California (UC) transfers. This may be due to the College's Extended Learning student population, which primarily resides outside of California.

Table 22 Career Technical Education Licensure Exam Pass Rate

Real Estate Broker	2015-16	2016-17	2017-18
Broker Exams Administered	658	401	362
Broker Exams Passed	507	325	328
Pass Rate	77.1%	81.0%	90.6%
Real Estate Salesperson	2015-16	2016-17	2017-18
Salesperson Exams Administered	2,826	3,872	3,695
Salesperson Exams Passed	1,414	2,034	1,622
Pass Rate	50.0%	52.5%	43.9%

Source: California Bureau of Real Estate

Table 22 provides the statewide licensure exam pass rates for students who have completed real estate salesperson or broker programs. This information is used with program student learning outcome (PSLO) postgraduate assessment results to support programmatic improvement.

Table 23 Job Placement

Program (4-Digit TOP Code)	CIP	2015-16	2016-17	2017-18
Cohort	Code	2013-14	2014-15	2015-16
Business and Commerce, General (0501)	52.0101	18.2% (n=33)	48.9% (n=45)	63.4% (n=41)
Accounting (0502)	52.0302	64.3% (n=56)	77.8% (n=63)	67.7% (n=62)
Banking and Finance (0504)	52.0803	50.0% (n=2)	100.0% (n=3)	33.3% (n=3)
Business Administration (0505)	52.0201	11.0% (n=191)	19.9% (n=296)	24.0% (n=338)
Business Management (0506)	52.0201	9.4% (n=170)	7.1% (n=212)	6.9% (n=232)
Marketing and Distribution (0509)	52.1801	33.3% (n=6)	33.3% (n=3)	50.0% (n=4)
Logistics and Materials Transportation (0510)	52.0203	0.0% (n=8)	4.1% (n=49)	1.9% (n=53)
Real Estate (0511)	52.1501	85.7% (n=7)	55.6% (n=9)	71.4% (n=7)
Office Technology/Office Computer Applications (0514)	52.0401	12.5% (n=16)	19.2% (n=26)	36.0% (n=25)
Digital Media (0614)	10.0303	66.7% (n=6)	16.7% (n=6)	57.1% (n=7)
Computer Information Systems (0702)	11.0103	25.0% (n=4)	66.7% (n=9)	25.0% (n=4)

Computer Infrastructure and Support (0708)	11.1003	44.0% (n=50)	44.0% (n=78)	35.4% (n=65)
Electronics and Electric Technology (0934)	47.0101	0.0% (n=42)	1.1% (n=72)	3.9% (n=77)
Civil and Construction Management Technology (0957)	46.0412	41.2% (n=12)	83.3% (n=12)	38.5% (n=13)
Other Engineering and Related Industrial Technologies (0999)	15.9999	53.4% (n=13)	92.3% (n=13)	60.0% (n=5)
Health Professions, Transfer Core Curriculum (1260)	51.1199	-	66.7% (n=13)	84.6% (n=13)
Gerontology (1309)	19.0702	66.7% (n=9)	66.7% (n=9)	100.0% (n=9)
Paralegal (1702)	22.0302	61.2% (n=67)	61.2% (n=67)	83.0% (n=47)
Human Services (2104)	44.0000	14.3% (n=7)	14.3% (n=11)	33.3% (n=15)
Administration of Justice (2105)	43.0107	25.0% (n=24)	17.7% (n=24)	15.1% (n=33)
Total		25.5 (n=725)	29.1 (n=1,013)	27.6%(n=1,053)

Source: CCCCCO Management Information Systems Database

Table 23 presents a three-year comparison that examines the job placement rate of CE program completers who did not enroll in a four-year institution. Based on the 2015-2016 job placement cohort tracking methodology, the findings showed overall job placement rates at 27.6%. The assessment at the program level indicated that 60.0% of the programs met the population inclusion threshold ($n > 10$).

Institutional Effectiveness Data

Table 24 Culture of Evidence, Planning, Innovation, and Change

Culture of Evidence, Planning, Innovation, and Change (EPIC)	2015-16	2016-17	2017-18
Service Area Outcome Results	83.9%	94.4%	TBA
Program and Department Review Completion Rate	100.0%	100.0%	100.0%
New Program and Department Review Initiatives	76	103	107
Governance: Overall	89.7%	87.9%	85.8%
Governance: Collaboration	92.0%	93.4%	91.7%
Governance: Transparency	91.3%	88.4%	85.3%
Governance: Evidence-Based	84.8%	84.3%	83.5%
Governance: Effective	80.4%	88.3%	84.4%
Governance: Efficient	76.1%	85.0%	84.3%

Source: College Program and Department Review and Annual Governance Surveys

The College's service area outcomes (SAOs) are focused on service, operation, and learning measures that ensure that departments are meeting the standards of operational effectiveness.

Measurement strategies consist of benchmarks and learning assessment and are collected in the annual student and employee awareness, utilization and satisfaction survey.

To ensure the College's programs and departments are in support of continuous improvement, program and department review is conducted annually in alignment with the College planning calendar.

In order to support a culture of continuous quality improvement, the College conducts annual surveys across all participatory governance committees as a means to provide information to facilitate the development of strategies to strengthen committee effectiveness in the subsequent year. The measure of governance focuses on the frequency with which committees exhibit effective behavior.

Table 25 Fiscal Stewardship, Scalability, and Sustainability

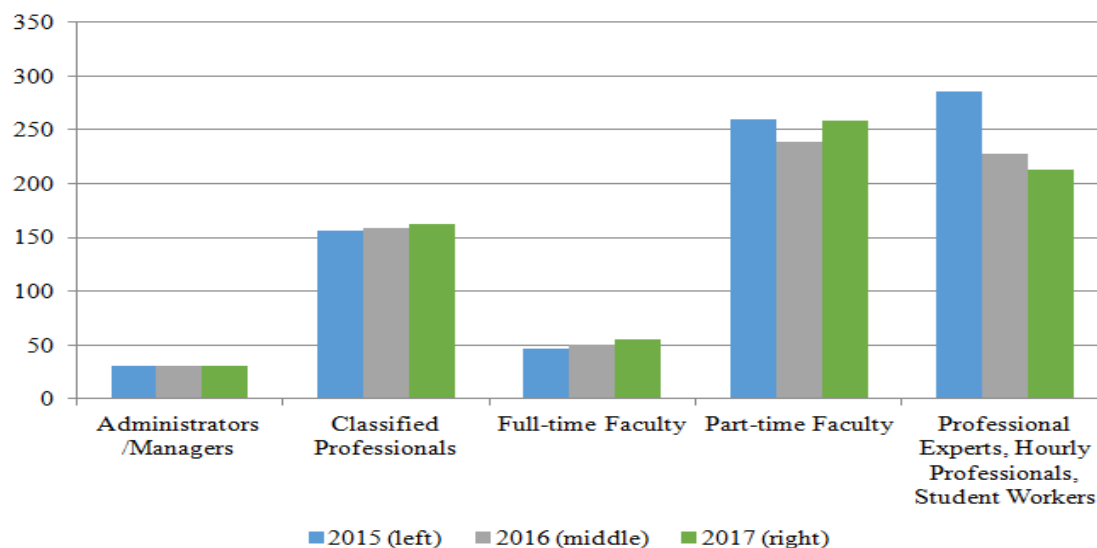
Fiscal Stewardship, Scalability, and Sustainability	2015-16	2016-17	2017-18
FTES (Resident)	6,343	5,928	6,190
WSCH/FTEF 595	602.52	567.23	560.99
Annual Grant Dollars Awarded	\$1,250,452	\$2,120,651	\$3,176,149
Annual Foundation Revenue	\$838,480	\$899,092	\$849,283
Annual Extended Learning Revenue	\$7,955,420	\$7,383,005	\$7,751,931

Source: CCCD Banner Student Information System and CCCC MIS 320 Report

Table 25 shows that the College has consistently exceeded its base FTES of 5,670 by an average of 8.5%. As the College has expanded its traditional course offerings and decreased class sizes, there has been a decrease in WSCH/FTEF 595 efficiency rates. The table also shows that the College has expanded its external revenue from \$10 million in 2015-16 to over \$11 million in 2017-18.

College Employees

Figure 10 College Staffing Trends



Source: CCCD Banner Student Information System

There has been a steady increase in the number of full-time faculty and classified professionals over the last three years. The College leadership and management has remained relatively consistent. In addition, the proportion of part-time faculty has fluctuated slightly over the three-year period. While the proportion of hourly professionals, professional experts, and student workers has declined since 2015, these employee classifications, combined, continue to comprise one of the highest proportions of employees at the College with over 200 employees.

Specialized or Programmatic Accreditation

The paralegal program is accredited through the American Bar Association. The computer services technology (CST) program submits to a designation process every five years with the National Security Administration/Homeland Security Administration.

B. Presentation of Student Achievement Data and Institution-Set Standards

The [College key performance indicators \(KPIs\)](#) are the primary means to measure and evaluate progress toward College goals and overall mission. These metrics are tied to the various programs and departments at the College. They support an evidence-informed approach to improve institutional effectiveness. The KPI Scorecard is a summary of the 101 KPIs and is reviewed by [Planning, Institutional Effectiveness, and Accreditation Committee \(PIEAC\)](#) annually. The KPIs are also reviewed by all employees at College-wide events (e.g., [FLEX](#), [Planning Summit](#)) and by different governance committees to facilitate dialog about student achievement and institutional effectiveness.

Most KPI goals are set to improve by 1% annually. PIEAC reviews this annually for appropriateness. Student performance KPIs include success, retention, basic skills and ESL progression, persistence, completion, degrees awarded, certificates awarded, transfer rate and volume, and job

placement rates. Student access and student support KPIs include AAPI and HSI percentages, number of applications, percent of full-time students and first-time students in the fall term and the number of student assessments administered, education plans developed, student use of the online library, and student utilization of tutoring offered through the Student Success Centers.

Institutional Effectiveness performance KPIs include partnerships, governance performance, service area outcome (SAO) results, institutional student learning outcomes (ISLOs), new Program and Department Review initiatives, Program and Department Review completion rate, number of Student Life and Outreach events, number of courses reviewed, and number of Professional Development events. The KPIs related to fiscal stewardship, scalability, and sustainability include FTES, financial revenue, and enrollments as well as full-time obligation number, 50% law, student loan default rate, and Accreditation standing. The annual goals for these measures are based on external climate analysis or are otherwise set by the College or District.

The institution-set standards (minimum baseline) are developed and updated annually by calculating 85% of the prior year's performance. Included in the KPI measurements are ACCJC Commission annual report metrics, CCCCCO Scorecard metrics, and CCCCCO institutional effectiveness metrics, all of which are required to be reported annually.

Per Table 26, the College has exceeded its institution-set standards for 2017-2018, which are set at 85% of the previous year's performance. The highlighted outcomes reflect the 2017-2018 performance results in relation to the stretch goals established at the beginning of the academic term. On the Scorecard, the color green represents 100%. Yellow is 85-99%, and orange is less than 85%.

Table 26 2017-2018 College Scorecard

Outcome Legend ◆ Met or surpassed goal, ◆ Achieved 80 to 99.9% of the goal, ◆ Fell below 80% of the goal

Key Performance Indicator	'14-15	'15-16	'16-17	College Standard	Met Standard	'17-18 Outcome	'17-18 Stretch Goal	Met Goal
Student Success, Completion, and Achievement								
Overall Course Success	69.5%	70.2%	71.2%	60.5%	◆	72.3%	71.4%	◆
Traditional Course Success	80.3%	80.6%	82.1%	69.8%	◆	81.3%	82.6%	◆
Online Course Success	70.6%	70.9%	71.8%	61.0%	◆	71.8%	72.4%	◆
Hybrid Course Success	62.2%	66.8%	74.2%	63.0%	◆	75.6%	75.0%	◆
Correspondence Course Success	63.4%	65.1%	66.0%	56.1%	◆	69.9%	67.3%	◆
State-Funded Success	65.4%	66.7%	68.6%	58.3%	◆	70.4%	69.3%	◆
Extended Learning Success	83.9%	83.7%	82.8%	70.4%	◆	84.4%	84.1%	◆
Overall Completion (State-Funded)	51.8%	48.3%	48.9%	41.6%	◆	44.8%	49.3%	◆
Prepared Completion (State-Funded)	71.4%	66.0%	67.1%	57.0%	◆	65.6%	67.5%	◆

Underprepared Completion (State-Funded)	40.2%	38.5%	36.7%	31.2%	◆	33.5%	37.0%	◆
CTE Completion (State-Funded)	55.2%	57.2%	59.9%	50.9%	◆	62.2%	60.5%	◆
Number of Degrees (Overall)	1,882	2,111	2,227	1,893	◆	2,163	2,242	◆
Number of Certificates (Overall)	748	644	606	515	◆	624	608	◆
Number of Graduates (Overall)	1,558	1,607	1,567	1,332	◆	1,599	1,581	◆
Transfer Volume (12+ units)	563	932	1,162	988	◆	1,253	1,263	◆
Transfer Rate (State-Funded)	30.7%	26.9%	31.5%	26.8%	◆	36.1%	31.8%	◆
Job Placement Rate	25.5%	25.5%	29.1%	24.7%	◆	27.6%	29.4%	◆
Instructional and Programmatic Excellence								
Number of Courses Reviewed	126	112	149	127	◆	193	150	◆
Number of Professional Development Events	-	15	18	15	◆	20	18	◆
Employee Satisfaction with Services	-	91.6%	93.4%	79.4%	◆	94.3%	94.3%	◆
Student Satisfaction with Services	-	-	-	85.0%	◆	94.5%	90.0%	◆
Access and Student Support								
Number of Applications	33,622	29,460	30,694	25,041	◆	29,371	31,001	◆
Percent of Students that enrolled after applying	50.9%	51.9%	47.9%	44.1%	◆	47.3%	48.4%	◆
Percent of First-time Students that are Degree/ Certificate/ Transfer Seeking	76.9%	74.7%	69.5%	64.5%	◆	74.5%	70.2%	◆
Percent of Students that are Full-Time Students (Degree/ Certificate/ Transfer Seeking) for major terms	13.3%	13.8%	13.3%	11.3%	◆	11.7%	13.4%	◆
Percent of Students receiving BOG fee waiver	67.2%	65.7%	62.9%	53.4%	◆	63.7%	63.5%	◆
Key Performance Indicator	'14-15	'15-16	'16-17	College Standard	Met Standard	'17-18 Outcome	'17-18 Stretch Goal	Met Goal
Number of Comprehensive Education Plans	1,527	3,267	3,002	2,552	◆	3,043	3,032	◆
Student Retention and Persistence								
Overall Courses Retention	85.7%	86.1%	85.8%	73.0%	◆	86.6%	86.7%	◆

State-Funded Retention	82.3%	83.3%	83.6%	71.1%	◆	85.1%	84.5%	◆
Extended Learning Retention	97.6%	97.0%	96.4%	82.0%	◆	96.4%	97.4%	◆
Fall to Fall Persistence (State-Funded)	54.7%	68.0%	72.3%	61.5%	◆	72.8%	73.0%	◆
Basic Skills English Progression (State-Funded)	47.6%	47.7%	48.1%	40.9%	◆	51.5%	48.6%	◆
Basic Skills Math Progression (State-Funded)	22.6%	28.8%	33.7%	28.6%	◆	34.1%	34.0%	◆
ESL Progression (State-Funded)	17.5%	28.0%	24.9%	21.2%	◆	24.6%	25.1%	◆
Culture of Evidence, Planning, Innovation, and Change (EPIC)								
Program and Department Review Completion Rate	91.7%	100.0%	100.0%	85.0%	◆	100.0%	100.0%	◆
Governance: Collaboration	89.8%	92.0%	93.4%	79.4%	◆	92.7%	94.3%	◆
Governance: Transparency	88.0%	91.3%	88.4%	75.1%	◆	86.4%	89.3%	◆
Governance: Evidence-Based	85.2%	84.8%	84.3%	71.7%	◆	83.6%	85.1%	◆
Governance: Effective	87.0%	80.4%	88.3%	75.1%	◆	85.3%	89.2%	◆
Governance: Efficient	80.4%	76.1%	85.0%	72.3%	◆	85.2%	85.9%	◆
Partnerships and Community Engagement								
Educational Partnerships	17	18	22	19	◆	22	22	◆
Business Partnerships	9	10	12	10	◆	11	12	◆
Foundation Partnerships	14	17	20	17	◆	18	20	◆
Number of Student Life and Outreach Events	53	106	120	102	◆	163	121	◆
Fiscal Stewardship, Scalability, and Sustainability								
Overall Enrollment	76,398	78,890	72,774	61,381	◆	70,823	72,935	◆
State-Funded Enrollment	60,022	63,821	60,158	50,478	◆	61,512	59,980	◆
Extended Learning Enrollment	16,376	15,069	12,616	8,000	◆	9,311	10,200	◆
FTES (Resident)	6,058	6,343	5,928	5,699	◆	6,192	6,200	◆
WSCH/FTEF 595	638	603	567	484	◆	561	575	◆
Annual Grant Dollars Awarded	0.90M	1.25M	2.12M	1.81M	◆	3.12M	2.14M	◆
Annual Extended Learning Revenue	8.64M	7.96M	7.01M	5.81M	◆	7.75M	6.2M	◆

Accreditation Standing	Good	Good	Good	Good	◆	Good	Good	◆
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Source: College Office of Institutional Effectiveness

Outcome Legend ◆ Met or surpassed goal, ◆ Achieved 80 to 99.9% of the goal, ◆ Fell below 80% of the goal

C. Organization of the Self-Evaluation Process

In spring 2017, the Accreditation Steering Committee was convened and chaired by the Vice President of Instruction (Accreditation Liaison Officer) Dr. Vince Rodriguez, the Dean of Institutional Research, Planning, and Effectiveness Dr. Aeron Zentner, and the Faculty Accreditation Coordinator Daniel Pittaway ([Accreditation Steering Agenda 2-24-2017](#); [PIEAC Meeting Minutes 9-20-2017](#), section 2.5).

A tri-chair model for each of the four main Standards was established so that each Standard would be led by a faculty member, a manager, and a classified professional. The tri-chairs for each Standard assembled teams to collect evidence and draft the initial report ([Accreditation Leadership Structure](#)). More than seventy individuals contributed to the principal writing and evidence collection, which occurred in a collaborative College cloud space in Google Drive.

The Accreditation Steering Committee met regularly during spring 2017 and fall 2017 ([Accreditation Timeline](#)). In spring 2018, Dr. Steve Reynolds from the Commission visited the College to provide guidance and support. The Faculty Accreditation Coordinator delivered regular updates on the process to various governance committees such as Academic Senate and the [Planning, Institutional Effectiveness and Accreditation Committee, known internally as PIEAC](#) (pronounced *pie-ack*). In spring 2018, the Faculty Accreditation Coordinator communicated via the cloud space, email, and in person with the leads for each Standard, providing feedback on the developing draft. Updates and announcements regarding the production of the report were also shared at various committee meetings.

A completed draft of the report was disseminated electronically to the College community for feedback in May 2018. In fall 2018, a revised report was released College-wide for additional feedback and was presented to various governance committees. After acceptance among the various constituency groups (i.e., Academic Senate, Classified Senate, Associated Student Government, and College Management Team), the report was forwarded to the Board of Trustees for final review and acceptance in November 2018.

D. Organizational Information

The opening pages of the [2018-2019 Committee List](#) contain visuals depicting the governance relationship among various committees and groups. The [2018-2019 organizational charts](#) also list the relationship among key positions in the College.

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

The College is a public two-year community college that is authorized to operate as a post-secondary degree-granting educational institution by the State of California, the Board of Governors of the California Community College System, and the Governing Board of the College. The College has maintained continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges since the College's inception in 1976.

The College is compliant with State Authorization regulations as set forth by both Federal and State agencies for the delivery of programs and services outside the State of California. The College is committed to remaining abreast of anticipated changes to the regulations and has a dedicated manager to remain in compliance. The College is an advocate for California to join the State Authorization Reciprocity Agreement (SARA). The College is approved by the U.S. Department of Education to participate in federal student financial aid programs.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College is fully operational and has been in continuous service since 1976. The College serves approximately 26,000 unduplicated students each academic year who are enrolled full or part-time in credit, non-credit, or Extended Learning pursuing degree and certificate programs or transfer preparation to a four-year university/institution. All courses offered are published in the Schedule of Classes and are posted on the College's website.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers 54 associate degrees and 61 certificates in a wide range of disciplines. All of the College's degree programs are two academic years in length while certificate program length varies. The requirements for the College's associate degrees—including the Associates of Arts (A.A.) Associate of Sciences (A.S.), and Associate Degrees for Transfer (A.A-T or A.S-T) are published in the College Catalog. All degree programs require a minimum of 60 units to complete, include a general education (GE) component, and concentration within a major. In 2017-2018, the College offered 2,651 sections affiliated with credit instructional programs. The College conferred 2,163 degrees, and 1,253 students transferred to four-year institutions in 2017-2018.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Board of Trustees hires the President as a full-time employee of the College. The Board of Trustees delegates to the President the executive responsibility for administering the Board Policies and executing all decisions requiring administrative action. Dr. Loretta Adrian has served as the College President since her appointment by the College's Board of Trustees in July 2010 ([Dr. Loretta Adrian Biography](#)). Dr. Adrian has served as President since the last comprehensive site visit and therefore there have been no staffing changes requiring communication to the Commission.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual College financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services. The College's most recent audit was presented according to the standards of Governmental Accounting Standards Board (GASB) Statements No. 34 and 35 using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and Accountability Standards Committee, recommended that all community College Districts use the reporting standards under the BTA model. The College's external audit is conducted annually between August and October as part of the CCCD annual external audit. It includes not only the general funds but also examines the financial operations of financial aid, grants, externally funded programs, contractual relationships, ancillary organizations, the Foundation, and institutional investments and assets. External audits have not identified any material weaknesses ([Audit Findings](#)).

The District's Fiscal Services Department processes and facilitates the distribution of resources to the Colleges in accordance with the model set by [CCCD Board Policy 6200](#) and [CCCD Administrative Procedure 6200](#), Budget Preparation, and State and federal categorical fund allocation guidelines. Resources allocated to the Colleges are based on both state-mandated guidelines and Board-approved budget guidelines.

Board Policies and Administrative Procedures pertaining to budget and fiscal management are in place to ensure financial integrity and stability and that there are necessary resources to support College programs and services ([CCCD Board Policy 6200](#), Budget Preparation; [CCCD Administrative Procedure 6200](#), Budget Preparation; [CCCD Board Policy 6250](#), Budget Management; [CCCD Administrative Procedure 6250](#), Budget Management; [CCCD Board Policy 6300](#), Fiscal Management; [CCCD Administrative Procedure 6300](#), Fiscal Management; [CCCD Administrative Procedure 6305](#), Reserves; [CCCD Administrative Procedure 6903](#), Position Control).

The Board is responsible for the financial integrity and stability of the District. The District Consultation Council Budget Subcommittee is a standing committee of the [District Consultation Council](#). The Subcommittee's charge is to review and recommend action on fiscal matters submitted to the Chancellor for consideration and subsequently to the Board for discussion and approval.

The Board of Trustees monitors the financial stability of the District and of each College and reviews annual and quarterly District financial reports as required by [CCCD Board Policy 6300](#), Fiscal Management. The District Budget Advisory Council and Chancellor's Cabinet provides oversight to the District's financial stability. The Chancellor's Cabinet, chaired by the Chancellor, consisting of the college presidents, vice chancellors and District Director of Public and Legislative Affairs, sets annual goals that are consistent with maintaining financial stability for the District. The Chancellor, with input from the District Consultation Council Budget Subcommittee, recommends action on the tentative and adopted annual budgets, annual external audits, and quarterly financial reports.

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

F. Certification of Continued Institutional Compliance with Commission Policies

The College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The College website contains an [Accreditation webpage](#) with an announcement of the Accreditation Evaluation Team Visit scheduled for February, 25-28, 2019.

The College Accreditation page also includes a direct link to the ACCJC complaint process which provides detailed information about complaints against member institutions, complaints against the commission, and third Party Comments. At three public meetings of the Coast Board of Trustees (August 1, 2018, October 17, 2018, and November 20, 2018), the Institutional Self-Evaluation Report (ISER) was made available to the public and discussed by the Board of Trustees. The ISER was formally accepted by the Board of Trustees during their meeting on November 20, 2018. During these Board of Trustees meetings there were opportunities for public comment. However, there were no requests by any member of the public to comment or complain about the institution or the ISER.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College has established Institution-set Standards ([College Integrated Planning Handbook](#) (p. 6)) which serve as a baseline for various metrics ([College key performance indicators \(KPIs\)](#)) related to student achievement, such as course completion across various modalities, term-to-term persistence, degrees/certificates awarded, learning outcome analysis, etc. For a more detailed description of the standard baseline, the goals, and how the College incorporates this data to improve institutional effectiveness, please see [I.A.2](#) and [I.B.5](#).

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

As discussed in [II.A.5](#), [II.A.6](#), and [II.A.16](#), the College ensures its curriculum and program length are commensurate with accepted standards in higher education and on par with other accredited California Community Colleges. The College processes and procedures align with [CCCD Board Policy 4020](#), [CCCD Administrative Procedures 4020](#) and [CCCD Administrative Procedure 4105](#) which outline requirements for program, curriculum, and course development and offerings. In addition, the College approves curriculum based on commonly accepted practices and calculates clock-to-credit hour conversion as described in [CCCD Administrative Procedure 4020](#). For more information about how the College communicates tuition, fees, and other programmatic information, please see [I.C.6](#).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are discussed in [II.A.10](#) and can be found in the [College Catalog](#) (pp. 202-203; 230-235). The College publishes clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty, including the acceptance of transfer credits to fulfill degree or programmatic requirements. Articulation agreements have been established with a number of four-year institutions.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

As detailed in [II.A.1](#) and [II.A.2](#), the College's distance education and correspondence courses meet the same rigor as courses taught in a traditional classroom mode. The College processes and procedures align with [CCCD Administrative Procedures 4020](#) and [CCCD Administrative Procedure 4105](#) which outline requirements for distance education courses. Through the College's Curriculum Review process, the College aligns with all standards regarding the production, implementation, and revision of curriculum to optimize student learning and achievement.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

[CCCD Administrative Procedure 3430](#), Prohibition of Harassment, provides procedural detail regarding the protection of students' rights and their ability to lodge complaints. [CCCD Board](#)

[Policy 3430](#), Prohibition of Harassment, provides policy detail on how students can lodge complaints against harassment. Page 219 of the [College Catalog](#) provides detail on processes students can follow to lodge a complaint of any kind. The College also provides a publicly accessible [web page](#) where students can obtain information regarding their [legal rights](#), the [student grievance process](#), and complaint forms from the [College/District, California Community College Chancellor's Office](#), and [ACCJC](#). Additionally, College contacts for addressing complaints are listed in the [College Student Handbook](#). The College takes student complaints very seriously and values the rights of students to exercise their voice for their own safety and to optimize their learning environment.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

All advertisements and promotional literature used are truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its courses, or services for its graduates ([Consumer Information](#), [Gainful Employment Disclosures](#), [Department of Institutional Research Planning, and Effectiveness webpage](#)). The College represents its [status as an accredited institution](#) per ACCJC requirements. The College's marketing department is led by a Director of Marketing who is also the Public Information Officer for the College. All recruitment materials are truthful and reviewed regularly for accuracy.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. [III.D.10](#) and [III.D.15](#) provide essential detail about Title IV compliance.

STANDARD I



G. Institutional Analysis

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evaluation

Vision: Creating opportunities for student success.

Mission: *Coastline Community College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year Colleges/universities.*

The mission was developed by a subcommittee of the Planning, Institutional Effectiveness, and Accreditation Committee and vetted and approved by College constituencies in spring 2017 (pp. 15-16, [2016-2020 Educational Master Plan](#)). The mission is reviewed bi-annually and revised as needed as described in the [College Integrated Planning Handbook](#) (p. 7). The mission reflects a focus on encouraging innovation, providing flexible instructional delivery, and meeting the needs of a diverse population situated locally and abroad.

The mission and vision of the College operate in tandem to foster an environment that promotes student success realized through student achievement outcomes. Further, there is an equal emphasis on responding to the needs of a global and diverse student community, evidenced by the versatile range of flexible instructional delivery modes at the College, such as site-based (traditional), online, hybrid, telecourse, and correspondence. There is also a commitment to provide different pathways for preparation for degree-applicable and transfer-level coursework.

The purpose of the College is expressed as delivering “flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year Colleges/universities.” This is demonstrated through the courses and programs offered across different modalities (e.g., [College Catalog](#), [Class Schedule](#)).

The College serves a student population that is diverse and located “across the globe,” evidenced by environmental scan assessments and planning documents (e.g., [\(2016-2020 Educational Master Plan\)](#), [Student Equity Research Report](#), and [Program and Department Review Reports](#)). The College takes pride in uniquely serving a broad and diverse range of students (e.g., military, incarcerated, adult online learners, dually enrolled College students, ESL learners, international students) through various instructional modalities. The types of degrees and other credentials offered by the College are also expressed in the mission. This is further evidenced in the programs listed in the [College Catalog](#) and through [Program and Department Review Reports](#).

The mission highlights a commitment to student learning and student achievement as the College “steadfastly focuses on providing access and supporting student success and achievement.” This is foundational to the direction and future of the College as reflected in the [\(2016-2020 Educational Master Plan\)](#), [Annual Planning and Close the Loop Report](#), [College key performance indicators KPIs](#), [Program and Department Review Reports](#), and [Equity/SSSP/BSI Integrated Plan](#). The College goals, outlined from the [2016-2020 Educational Master Plan](#), support the mission.

Table 27 Alignment Between Goals and Mission

Goals	Mission
Student Success, Completion, and Achievement	“supporting student success and achievement”
Instructional and Programmatic Excellence	“commitment to excellence at all academic levels”
Access and Support	“...focuses on providing access... delivers flexible courses and services”
Student Retention and Persistence	“...to complete pathways ...”
Culture of Evidence, Planning, Innovation, and Change	“Inspired by an innovative and student-centered mindset”
Partnerships and Community Engagement	“...guide diverse student populations across the globe ...”
Fiscal Stewardship, Scalability, and Sustainability	“...innovative and student-centered mindset ...”

Source: 2016-2020 Educational Master Plan

The mission is an essential driver for the College and is the basis by which initiatives are developed. The [2016-2020 Educational Master Plan](#) actualizes the College mission and is supported by a comprehensive set of operational plans (e.g., [2017-2020 Enrollment Management Plan](#); [Equity/SSSP/BSI Integrated Plan](#)). Evaluation of the implementation of these plans is aided by annual progress reports that utilize [College key performance indicators KPIs](#) to track changes in student success and achievement ([PIEAC Meeting Minutes 10-4-2017](#)).

Conclusion

Institutional leaders, faculty members, and classified professionals are continuously engaged in fulfilling the mission, which focuses on the success of students pursuing their educational goals ([2016-2020 Educational Master Plan](#), [Program and Department Review Reports](#), [Annual Planning and Close the Loop Report](#)). Grounded by the mission, a sustained focus on student learning and achievement is practiced by all stakeholders and demonstrably informs the development of policies, procedures, and practices of the College. The College aligns with the Standard.

Key evidence: [2016-2020 Educational Master Plan](#), [College Integrated Planning Handbook](#), [Annual Planning and Close the Loop Report](#), [College key performance indicators \(KPIs\)](#), [College Catalog](#)

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evaluation

The College has adopted a set of [College key performance indicators \(KPIs\)](#) to provide a detailed and comprehensive view of how effectively the mission and College goals are addressed. KPIs are grouped according to the following College goals:

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

Also included in the KPI measurements are ACCJC accreditation commission metrics, CCCCCO Scorecard metrics, and CCCCCO institutional effectiveness metrics - all of which are required to be reported annually.

The majority of KPIs have a 1% annual improvement target, and most have a minimum baseline that is set at 85% of the previous year's performance. Falling below a baseline would trigger intervention and focus. Likewise, steady improvement also requires "unpacking" what is working to improve the results so that effective practices can be monitored, championed, replicated, or otherwise supported. KPI analysis ensures that the mission directs institutional priorities in meeting the educational needs of students because all major planning and resource allocation decisions made at the College must be justified in terms of serving the mission and KPI targets. PIEAC discusses and reviews annual KPI performance results, which informs dialog about the direction of the College and areas of focus for future improvement (e.g., [PIEAC Meeting Minutes 10-4-2017](#); [PIEAC Meeting Minutes 12-6-2017](#)). This dialog also provides ways to

identify parts of the College that are working extraordinarily well so that the College can rally around its successes to enhance momentum and focus as an institution.

Beyond PIEAC, KPI data is also reviewed and discussed in other committees involved with planning and resource allocation, such as the Wing Planning Councils and [College Council](#) (e.g., [Student Services Wing Planning Council Meeting Minutes 2-14-2018](#); [President's Wing Planning Council Minutes 10-30-2017](#); [College Council Minutes 12-12-2017](#)). This evidence-informed approach ensures that dialog is buttressed by data and trends. Additionally, KPI data is included in program and department review reports (Section 1) in the area of student academic performance (e.g., course success, retention, degrees and certificates) and service area outcomes (SAOs). KPI data is also presented and discussed at [Planning Summit](#) and [College FLEX events](#).

Further, the program and department review initiative development process ([Program and Department Initiative Development Tool](#)) is also intimately tied to mission by requiring all resource requests to be justified in terms of advancing the College goals and mission, utilizing a range of institutional and student performance data.

Conclusion

Key performance indicator analysis provides the College a means of accountability to evaluate the effect of changes made and sustained as the College continues to grow. The College aligns with the Standard.

Key evidence: [2016-2020 Educational Master Plan](#), [College Integrated Planning Handbook](#), [Program and Department Review Reports](#), [Annual Planning and Close the Loop Report](#), [College key performance indicators \(KPIs\)](#), [Student Services Wing Planning Council Meeting Minutes 2-14-2018](#); [President's Wing Planning Council Minutes 10-30-2017](#); [College Council Minutes 12-12-2017](#)

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evaluation

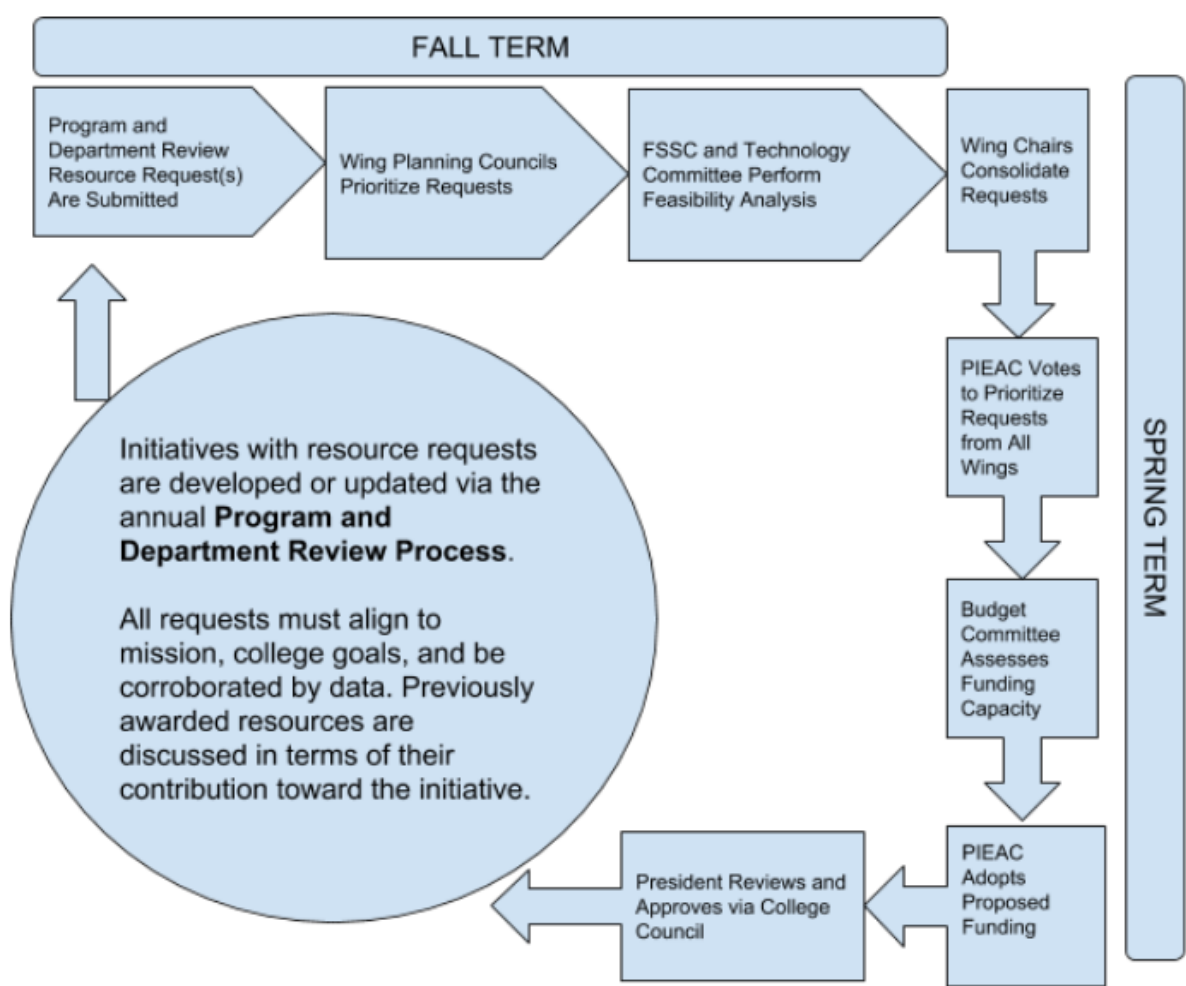
The mission is tethered to the centralized planning and resource allocation process as evidenced by the [College Integrated Planning Handbook](#) and the [Program and Department Review Handbook](#). Further evidence of alignment can be found in the documents related to the various Wing Planning Councils that represent each major area of the College: President's Office, Administrative Services, Instructional Services, and Student Services. The mission is at the core of every decision made at the College. The planning and resource allocation process require demonstrating alignment to mission.

Table 28 Mission Drives Planning

College Mission							
2016-2020 College Goals							
2017-2020 Integrated Wing Plans							
2017-2020 Enrollment Management Plan	2010-2020 Facilities Plan	2017-2020 Finance Plan	2018-2020 Human Capital Plans (Staffing Plan, Professional Development Plan)	2017-2020 Marketing Plan	2017-2020 Integrated Basic Skills Plan, Student Success and Support Plan, Student Equity Plan	2018-2020 Technology Plan	Program and Department Reviews (Initiatives from Annual and Comprehensive)

Source: College Integrated Planning Handbook

Table 28 Mission Drives Planning



Source: College Integrated Planning Handbook

Figure 11 outlines the resource request process, which begins with program and department review. Through the review process, initiatives are developed to facilitate change to realize the mission. Initiatives incorporate evidence (e.g., outcome assessment, internal research, and/or external research) to support the proposed change and to ensure alignment with the College mission and College goals and [2016-2020 Educational Master Plan](#) objectives.

Initiative(s) that require resources outside of the program or department budget's capacity are forwarded to the respective Wing Planning Council (Instruction, Student Services, Administrative Services, or President's Office). The Wing Planning Councils collectively review all requests to prioritize and determine any external funding sources that may be applicable to procuring the prioritized resources (e.g., [2017-2018 Library Comprehensive Department Review](#), [2016-2017 Student Success Center Annual Department Review](#); [2016-2017 Administrative Services Annual Department Review](#); [2017-2018 Business Comprehensive Program Review](#); [2017-2018 Sciences Program Review](#); [2017-2018 Computer Information Systems Annual Program Review](#); [2015-16 International Languages Comprehensive Program Review](#); [Annual Planning and Close](#)

[the Loop Report](#)). Each of the four Wing Planning Council prioritized lists of initiatives is forwarded to the [Department of Institutional Research, Planning, and Effectiveness](#) for compilation into one list. The technology and facilities related requests, along with the comprehensive prioritization list, are forwarded to the Facilities, Safety, and Sustainability Committee (FSSC) and the Technology Committee (TC) to ensure that facility and technology requests are feasible and align with the appropriate master plan ([Facilities Feasibility Assessment](#) and [Technology Feasibility Assessment](#)). Once the feasibility assessment is conducted, the final list of prioritized requests is compiled and sent to PIEAC for prioritization ranking ([PIEAC Meeting Minutes 3-7-2018](#)). The subsequently ranked list of requests is then forwarded to Budget Committee for assignment of funds. Finally, [College Council](#) reviews and approves the prioritized requests. For ease of reference, the [Resource Request Process](#) also provides a one-page description.

The College also maintains an [Annual Planning and Close the Loop Report](#) to close the proverbial loop and maintain clarity around the accumulation of initiatives and resource requests, which helps the College to understand its decisions in terms of fidelity to mission. It also adds further coherence to the program and department review process by allowing the College to identify new and existing initiatives/requests and their subsequent progress ([PIEAC Meeting Minutes 12-6-2017](#), [College Council Minutes 12-12-2017](#)).

Conclusion

Through the planning and resource allocation process (through program and department review, wing planning councils and PIEAC), the institution's programs and services are aligned with its mission, and therefore the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The College aligns with the Standard.

Key evidence: [College Integrated Planning Handbook](#) and the [Program and Department Review Handbook](#), [2016-2020 Educational Master Plan](#), [Resource Request Process](#), [PIEAC Meeting Minutes 12-6-2017](#), [College Council Minutes 12-12-2017](#)

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evaluation

The mission is widely published and distributed throughout the College and its surrounding community. It appears on the College website, within core publications (e.g., [College Catalog](#)), and on various governance and planning documentation (e.g., committee agendas, minutes, [Participatory Governance Handbook](#), [College Integrated Planning Handbook](#), [2016-2020 Educational Master Plan](#), [2017-2020 Integrated Wing Plan](#), [Annual Planning and Close the Loop Report](#)).

Table 29 presents the planning timeline from 2015 to 2025 and aligns mission review with other core planning documents. Planning at the College consists of a planning cycle with linked plans and decision-making processes. College planning is described briefly in the planning calendar section of the guide, including details about each plan and the various steps, timelines, and procedures described in following sections.

Table 29 Planning Timeline

Gray: Mission

Blue: College Plans

Green: Accreditation Cycle

College Planning	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
College Mission		Review		Review		Review		Review		Review
Educational Master Plan	Update	Adopt			Update	Adopt			Update	Adopt
Wing Plans			Develop and implement				Develop and implement			
Program and Department Review	Review and update annually									
Curriculum Review	Aligned with comprehensive program review in five-year cycles									
Accreditation Self Evaluation	Plan, Outline, Write		Submit				Plan, Outline, Write		Submit	
Comprehensive Accreditation Team Visit			Visit						Visit	
Accreditation Mid-term Report						Write		Submit		

Source: College Integrated Planning Handbook

Conclusion

The College bi-annually reviews and updates the mission to ensure it accurately describes the broad educational purpose, intended student population, types of degrees and other credentials offered, and the commitment to student success. [The Planning, Institutional Effectiveness, and Accreditation Committee \(PIEAC\)](#) forms a task force from its membership to conduct an initial review of the mission for recommended changes. Any proposed changes are vetted widely and shared with the president. Various committees discuss the proposed version(s) of the mission, and consensus is reached by several bodies to adopt it. The College aligns with the Standard.

Key evidence: [Participatory Governance Handbook](#), [College Integrated Planning Handbook](#), [2016-2020 Educational Master Plan](#), [2017-2020 Integrated Wing Plan](#), [Annual Planning and Close the Loop Report](#)

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evaluation

Dialog around student outcomes, equity, and student learning is continuous and sustained on multiple levels at the College: micro or unit level, intermediate, and at a macro or College-wide level.

- Micro-level dialog is evidenced by program and department meetings which occur formally and informally (e.g., department faculty discussing results of PSLO and SLO assessment) (see Section 1 of [Program and Department Review Reports](#))
- Intermediate-level dialog occurs within formalized [governance structures](#) (e.g., [Academic Senate](#), [PIEAC](#), [Wing Planning Councils](#), [Student Success Committee](#)) to ensure alignment to mission and the broader goals of the College. This allows for a wider net of inclusion to de-silo and enrich discussion.
- Macro-level dialog (e.g., College Planning, Guided Pathways) occurs through [College-wide planning events](#), reports, and broad communication (e.g., newsletters, [President's bulletin](#)) with the College as a whole, which can include interaction with the community, in-district colleges, and the District (e.g., [PIEAC Meeting Minutes 4-4-2018](#)).

Between 2010 and 2016, the SLO results were captured in the College homegrown learning management system and reports were generated across course and program ([2010-2016 SLO Report Generator](#)). Commencing with the 2017-2018 academic year, the College implemented a new practice to encourage sustained and substantive dialog around student outcomes and the continuous improvement of student learning and achievement. A [SLO Reporting Schedule Dashboard](#) was created to allow each academic discipline to put its courses on a five-year review schedule with “assessment” and “reassessment” phases. The results of the assessment are captured in the College-created [SLO Cloud](#) reporting tool and presented in dashboard format for faculty to access and review. While course-level SLO analysis continues with each course each term, the new system allows disciplines to place a concerted effort into one or more courses per term to allow for focused reflection, dialog, and action among fellow discipline faculty members. The results of course-level and program-level SLO dialog are captured in the annual and comprehensive Program or Department Review reports. Likewise, student service and administrative units also have dialog around service area outcomes (SAOs) assigned to measure how well students, employees, and the community are benefiting from the various service areas of the College (e.g., [PIEAC Meeting Minutes 11-1-2017](#)).

Dialog around student learning outcomes occurs within department meetings and at College-wide events such as [FLEX Day/All College Meeting](#), which is a one-day convocation event that

occurs in fall and spring term. In summer 2016, the College migrated to a new learning management system, Canvas. This created an opportunity to take a fresh look at how student learning outcomes are measured, discussed, and revised. In spring 2017, a survey was administered to all faculty to gather feedback on the appropriateness and coherence of the SLOs for their courses ([SLO Faculty Survey](#)). An SLO task force comprised of faculty from various disciplines was convened to provide a venue for dialog to reimagine ways and means of incorporating SLOs into the work of continuous improvement of student learning and achievement. The Faculty Success Center also hosted a workshop on SLOs to continue to gather faculty input. Approximately fifteen faculty members provided input about how to create a genuine culture of assessment and improvement that involves SLO data collection. Finally, the faculty SLO Coordinator met with several program areas to help develop assessment instruments and offer training on implementation and connection to Canvas.

In fall 2017, a new plan for student learning outcome assessment was introduced at the [FLEX Day/All College Meeting](#). Every academic program (all disciplines) at the College was asked to create a five-year SLO review cycle that would align with comprehensive Program and Department Review and five-year curriculum calendar ([SLO Reporting Schedule Template](#), [SLO Reporting Schedule Dashboard](#)). An [SLO Handbook](#) was also developed and released.

The discipline faculty from each area determine a schedule to perform course-level SLO analysis that would allow departments to closely examine SLO performance for a minimum of one course per term, rather than a constant analysis of all courses. This plan was proposed to provide a richer dialog at the department level, so that changes to curriculum, adherence to the mission, and requests for resources through Program and Department Review were more closely aligned.

SLO Assessment Guidelines

1. SLO performance is aggregated and examined at the department level for a specific course. Department faculty discuss data from the sections of the course which were offered during the prior term.
2. An intervention may be developed with the aim to improve learning outcomes and student achievement. The intervention may be curricular revision, or it could be a shift in focus in teaching or other learning support.
3. The SLO performance for the same course is measured again within a five-year period to examine the impact of the intervention. In this way, a cycle of evaluation is introduced so that program areas are continuously focused on the improvement of instruction and the attainment of student learning outcomes.

In much the same way that all academic and service units at the College are comprehensively evaluated through Program and Department Review at least once every five years, likewise courses within specific disciplines are on a five-year SLO review cycle, determined by the members of that department. The SLO review plans are also included in the annual program review report templates for each unit at the College. Thus, SLO review is closely aligned to comprehensive curriculum review and Program and Department Review.

Discussion and communication strategies around SLOs and SAOs are recorded in section 1 of [Program and Department Review Reports](#).

Student Equity

The College is committed toward addressing systemic barriers that inhibit student success and promote fair treatment, access, opportunity, support, and advancement for all students. These efforts allow each student to have the opportunity for success. Through the integrated planning for Student Success and Support Program (SSSP), Student Equity, and the Basic Skills Initiative, the College aims to support students through programs and resources that help each student achieve their educational goals.

The College also develops an annual [Student Equity Research Report](#), which is used to track progress made in the areas of student access and achievement by modality and demographic. This information was utilized to develop and update the [2017-2019 SSSP Equity BSI Integrated Plan](#). The report is shared and accepted by College governance groups.

Some of the activities funded by the integrated plan include the following:

- The provision of a student equity office and a director to examine and mitigate systemic barriers that would otherwise result in equity gaps and to create novel ways for the College to support student equity.
- Continued efforts of the outreach and recruitment coordinator to raise internal awareness about disproportionate impact to remove access barriers for specific student groups.
- The provision of textbook vouchers to veteran and disproportionately impacted students to enhance their prospects for completion.
- The provision of gas cards, book vouchers and meal cards to students in need to ensure that students have basic needs met in order to be able to concentrate and study.

The College is developing a district-wide Umoja program to increase cultural competency across campus and provide underrepresented (i.e., African-American, Hispanic, and Asian/Pacific Islander) populations at the College with mentoring and academic support. This effort will assist in retention and completion. Additionally, attention will be directed toward an increase in professional learning opportunities for faculty to apply an equity lens to instruction.

The [Department of Institutional Research, Planning, and Effectiveness](#) produces templates for each academic and service unit at the College to prepare its [Program and Department Review Reports](#). Data regarding student demographic information alongside productivity data is fed into each unit's templated report. In this way, dialog around student data can address equity issues and provide a basis to help each unit respond more effectively to the diversity of students served.

Program and Institutional Student Learning Outcomes

The overhaul of the course-level SLO process that occurred in 2017 also allowed for a fresh look at program and institutional-level SLOs. In fall 2017, a survey was administered to recent gradu-

ates to collect information about whether they believed they attained the program and institutional-level student learning outcomes for their certificate or degree ([Program Student Learning Outcomes Dashboard](#)). To be clear, the College's institutional student learning outcomes are general, cross-curricular outcomes in the area of critical thinking, problem solving, and ethical reasoning that define the abilities of an individual who has completed a program. Survey results pointed to a close alignment between program/institutional SLO achievement and the award of a degree or certificate. The findings are presented at PIEAC, are embedded in the [College key performance indicators KPIs](#), and are also found in the [Institutional Student Learning Outcomes Dashboard](#).

The post-graduate survey results are embedded in [Program and Department Review Reports](#). Additionally, the PSLO reports are posted online on the Institutional Effectiveness page ([Program Student Learning Outcomes Dashboard](#), [Program Student Learning Outcomes Reports](#)) and Program web pages.

Program and Department Review

The College demonstrates a sustained, substantive, and collegial dialog ([PIEAC Meeting Minutes 10-4-2017](#)) throughout all aspects of planning with an emphasis on student and service area outcomes at program and department meetings that are captured at the unitary planning level in Section 1 of the [Program and Department Review Reports](#). Within the reports, student academic and institutional performance and demographic data is compared with the overall College level performance to determine if any equity gaps exist with the different student populations and modalities. Additionally, these plans address student access and academic performance to support evidence-informed planning and are relevant in the mission, College goals, and [2016-2020 Educational Master Plan](#) objectives. A summation of progress made and outcomes associated with initiatives and future plans are discussed in planning ([PIEAC Meeting Minutes 12-6-2017](#), [PIEAC Meeting Minutes 2-21-2018](#), [College Council Minutes 12-12-2017](#)), and are disseminated College-wide in the [Annual Planning and Close the Loop Report](#).

Academic Quality

Academic quality is assessed through the [Academic Quality Rubric](#) that was adopted by the Academic Senate as a guide to support the development and teaching of courses in person or at a distance. The Academic Senate also approved [Online Instruction Guidelines for regular and substantive interaction \(RSI\)](#) at the departmental level in online instructional environments. Additionally, cyclical curriculum evaluation is conducted every five years and discussed within section 1 the [Program and Department Review Reports](#). Other assessments of academic quality can be found in SLO assessment ([2010-2016 SLO Report Generator](#), [Institutional Student Learning Outcomes Dashboard](#), [Program Student Learning Outcomes Dashboard](#)) and student achievement data ([College key performance indicators \(KPIs\)](#)) that is used in annual program planning.

In support of continuous improvement, the College provides professional development opportunities through the [Faculty Success Center \(FSC\)](#), hosts training events (e.g., [FLEX Day/All College Meeting](#), [Summer Institute](#)), and allocates funding for travel to conferences and external growth opportunities with emphasis on instructional and programmatic improvement. Additionally, all faculty are evaluated regularly to ensure instructional quality. Program and department

level professional development is recorded in section 2 of the [Program and Department Review Reports](#) to present the impact of professional development in supporting positive improvement.

Student Achievement Data

The measure of the College's effectiveness is tied to the [College key performance indicators KPIs](#) which have a direct link to mission and College goals. The student achievement and institutional effectiveness data from the KPIs is presented in the [Program and Department Review Reports](#) to foster data-informed planning. Dialog around data is also embedded into planning discussions (e.g., [Wing Planning Councils](#), [PIEAC](#), and [College Council](#)) and informs planning at the College ([2017-2018 Wing Planning Summaries](#), [Prioritization List 2016-17](#) and [Prioritization List 2017-18](#)), [2017-2019 SSSP Equity BSI Integrated Plan](#)).

Conclusion

Through a combination of micro, intermediate, and macro-level dialog, the College sustains a commitment to the ongoing improvement of student outcomes, student equity, academic quality, institutional effectiveness, and students learning and achievement. The College aligns with the Standard.

Key evidence: [Program and Department Review Reports](#), [governance structures](#) (e.g., [Academic Senate](#), [PIEAC](#), [Wing Planning Councils](#), [Student Success Committee](#)), [College-wide planning events](#), [President's bulletin](#), [PIEAC Meeting Minutes 4-4-2018](#), [PIEAC Meeting Minutes 12-6-2017](#), [PIEAC Meeting Minutes 2-21-2018](#), [College Council Minutes 12-12-2017](#), [FLEX Day/All College Meeting](#), [SLO Reporting Schedule Template](#), [SLO Reporting Schedule Dashboard](#), [SLO Handbook](#), [2017-2019 SSSP Equity BSI Integrated Plan](#), [Program 2010-2016 SLO Report Generator](#), [Student Learning Outcomes Dashboard](#), [Program Student Learning Outcomes Reports](#), [Institutional Student Learning Outcomes Dashboard](#), [2017-2018 Wing Planning Summaries](#), [Prioritization List 2016-17](#), [Prioritization List 2017-18](#)

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evaluation

All instructional programs and student and learning support services have defined student learning outcomes (SLOs) or service area outcomes (SAOs). Student learning outcomes for instructional programs are vetted and approved by the [Curriculum Committee](#). Service area outcomes (SAOs) for service and administrative units are developed in tandem between the [Department of Institutional Research, Planning, and Effectiveness](#) and employees within the unit.

Further, all instructional programs (Program SLOs) and service areas (SAOs) regularly assess the learning outcomes ([SLO Handbook](#), [Program Student Learning Outcomes Reports](#), and [Service Area Outcome Reports](#)) and utilize this data to support planning (Section 1 in the [Program and Department Review Reports](#)). The results of the assessment are fed into annual program and department review to inform planning for each program or service as outlined in Section 1 in program and department review reports.

Conclusion

Learning outcomes for all instructional programs and student support services have been defined and are assessed regularly for the purpose of continuous improvement. The College aligns with the Standard.

Key evidence: [SLO Handbook](#), [Program Student Learning Outcomes Reports](#), [Service Area Outcome Reports](#), [Program and Department Review Reports](#)

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evaluation

The College has developed a set of [College key performance indicators \(KPIs\)](#) that accord with the College goals that align with the mission as described on p. 17 in the [2016-2020 Educational Master Plan](#).

The general baseline standard for each KPI is 85% of the previous year's results. Similarly, the goal is for each KPI to improve by 1% from the prior year's result (see p. 6 in the [College Integrated Planning Handbook](#)). Establishing parameters for baseline and goals allows the College to engage with a data-informed process to intervene (if a KPI falls below baseline) or otherwise take action based on the actual performance of a particular KPI.

The annual [Key Performance Indicators Scorecard](#) is published on the [Institutional Effectiveness Web Page](#). Additionally, appropriate KPIs from the [comprehensive list of College KPIs](#) are included within each [Program and Department Review Report](#) and are distributed and regularly discussed through the participatory governance process (e.g., Wing Planning Councils, PIEAC, and College Council, newsletters, and announcements).

Conclusion

Through a comprehensive system of key performance indicators buttressed by institutional set standards and growth goals, the College actualizes its mission and is able to measure and share progress annually. The College aligns with the Standard.

Key evidence: [College key performance indicators \(KPIs\)](#), [2016-2020 Educational Master Plan](#), [College Integrated Planning Handbook](#)

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evaluation

The College integrates a broad collection of data to support student learning and student achievement planning. The [College Integrated Planning Handbook](#) (p. 10) provides an overview of the planning process and data types (i.e., outcome assessment data, internal and external research)

used to support initiatives for change. The [Program and Department Review Handbook](#) (p. 6) provides context regarding data used to support planning. Evidence and data are required components for resource-dependent initiatives ([Program and Department Review Section 5 New Initiatives](#)).

Therefore, data informs decisions about how to plan and move a program or service forward with a focus on student learning and student achievement. For example, the [2017-2018 Business Comprehensive Program Review](#) (pp.72-73) utilized learning outcome and internal research data to support an argument for requesting an additional full-time faculty member. The request was subsequently granted on the basis of a reasoned and data-informed argument.

Conclusion

Through a data-informed approach to program and department review that is intimately tied to the overall planning and resource allocation process, the College sustains a commitment to support student learning and student achievement. The College aligns with the Standard.

Key evidence: [College Integrated Planning Handbook, Program and Department Review Handbook, \(Program and Department Review Section 5 New Initiatives](#)

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evaluation

Each instructional program and student service area at the College performs an annual review per the College's program and department review process ([Program and Department Review Handbook; Program and Department Review Reports](#)). During this review, each unit is tasked with aligning current or new initiatives with the College mission, College goals, and other data related to student learning and achievement. Quantitative and qualitative student achievement, student learning outcomes, service area outcomes, operational data and surveys are disaggregated by demographic variables and methods of instruction and embedded and analyzed in section 1 of the program and department review process ([College Integrated Planning Handbook](#) p. 6, [College Integrated Planning Handbook](#) pp. 8-9) . In this way, each unit at the College can operate from a data-informed perspective when developing initiatives to realize the mission. The reports also provide the impetus for discussion within and among departments regarding resource requests and alignment to mission, College goals, and major initiatives such as [guided pathways](#).

Analysis of the annual [College key performance indicators \(KPIs\)](#) chart, which is comprised of several dozen metrics for student learning and achievement, is a primary means of assessing the accomplishment of the mission. KPIs are grouped according to College goal areas, which are linked to the mission ([College Integrated Planning Handbook](#) p. 6). KPI analysis occurs through the participatory governance and College communication processes (e.g., Wing Planning Councils, PIEAC, and College Council, newsletters, and announcements).

Conclusion

The program and department review process incorporates means to ensure alignment to the mission and the achievement of goals and objectives. The data-informed approach adopted by the College ensures alignment with the Standard.

Key evidence: [Program and Department Review Handbook](#), [Program and Department Review Reports](#), [College Integrated Planning Handbook](#), [College key performance indicators \(KPIs\)](#)

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evaluation

The College maintains a [Student Equity Research Report](#) and [Program and Department Review Reports](#), [Institutional Student Learning Outcomes Dashboard](#) which disaggregate student access and achievement data by instructional modality to identify subpopulations for instructional or service intervention based on access and academic performance gaps.

Significant resources (e.g., grant funding) are then directed toward the development of effective interventions, such as learning assistance (e.g., tutoring), mentoring, coaching, predictive analytics, and other services to enhance student success within subpopulations (e.g., Title III Grant, BSSOT, SSSP/BSI/Equity).

One of the major findings in the [2015-2016 Student Equity Plan](#) was a disproportionately small number of Hispanic students enrolling in face-to-face courses when compared to the local service area. In response, a series of outreach materials, activities, and events were developed by the Office of [Student Life](#) with a focus on local high schools and the College's service area. The [2017-2018 Student Equity Research Report](#) revealed there was no longer a disproportionate impact for access within the Hispanic population.

Conclusion

Through a commitment to student equity as evidenced by the Student Equity Plan and measures to identify and intervene with specific student populations to mitigate achievement gaps, the College aligns with the Standard.

Key evidence: [Student Equity Research Report](#), [Program and Department Review Reports](#), [2015-2016 Student Equity Plan](#), [Institutional Student Learning Outcomes Dashboard](#)

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evaluation

The [Program and Department Review Handbook](#) outlines the process as the primary means by which the College evaluates its policies and practices across all areas of the institution. All units at the College are subject to annual review, and improvements have been made to the review templates to allow units to synthesize outcome and other internal data, align initiatives to College goals and mission, and also state direct connections to other major College plans. In this way, the program and department review process allows all areas of the institution to evaluate their effectiveness in supporting academic quality and the accomplishment of the mission. Every fall, the Program and Department Review Committee examines the overall process and identifies any gaps or problem areas ([Program and Department Review Handbook](#) pp.7-8).

Any suggested changes to the program and department review process are recommended by the Program and Department Review Committee for the Academic Senate to Review and approve. Assessment is conducted annually through the [Governance Assessments](#).

All planning and governance committees adhere to the following evaluation process:

- The governance planning committee members participate annually in a governance assessment process, which is a peer evaluation of the five levels of governance effectiveness ([Governance survey results](#)) as outlined in the [College key performance indicators \(KPIs\)](#). This data is utilized in the continuous improvement cycle in program and department review ([Office of the President Department Review](#)).
- The College tracks completion of planning initiatives and activities from the Program and Department review through the development of the closing-the-loop section of the [Annual Planning and Close the Loop Report](#).
- Each committee evaluates and revises its goals/objectives for the past year and provides a follow-up report to College Council.
- College employees are surveyed to determine satisfaction with the planning process and participation in the planning process through the bi-annual [Personal Assessment of the College Environment \(PACE\)](#) survey. Employees and students are surveyed annually through the [Service Area Outcomes Student Survey](#) and [Service Area Outcomes Employee Survey](#) to support continuous academic and service area improvement in [Program and Department Review Reports](#).
- The College produces planning report summaries ([Planning Summary](#), [Program and Department Review Summary](#)), hosts a planning event at the final PIEAC meeting in the spring term to reflect upon and highlight key aspects of planning, and conducts an assessment on how to strengthen engagement and involvement in College planning.

Conclusion

Through the Program and Department Review process, buttressed by additional evaluation instruments (e.g., surveys), the College sustains a commitment toward the regular evaluation and improvement of all areas of the College. The College aligns with the Standard.

Key evidence: [Program and Department Review Handbook](#), [Governance Assessments](#), [Governance survey results](#), [College key performance indicators \(KPIs\)](#), [Annual Planning and Close the Loop Report](#), [Personal Assessment of the College Environment \(PACE\)](#), [Service Area Outcomes Student Survey](#), [Service Area Outcomes Employee Survey](#), [Program and Department Review Reports](#), [Planning Summary](#), [Program and Department Review Summary](#)

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evaluation

Assessment and evaluation activities are published broadly through program and department review reports and other reports that are widely available on the College website. ([Program and Department Review Reports](#), [Program and Department Review Summary Report](#))

College data such as [College key performance indicators KPIs](#), [Fast Facts](#), and data dashboards (e.g., [Course Success by Term Data Dashboard](#)) are published and disseminated widely both on the College website and within various committees and groups.

This allows for ongoing discussion with committees and groups and helps inform the overall direction and focus of the College. For example, dialog within the Student Success Committee to improve online success rates has occurred, leading to greater attention to improving quality of instruction.

The Enrollment Management Committee uses a range of datasets and [enrollment data dashboards](#) to inform planning ([2017-2020 Enrollment Management Plan](#)) and tracks data daily to ensure goals are being met ([Planning and Accreditation Newsletter](#), [Educational Master Plan Progress Report](#), [CCIE Newsletter Fall 2017](#), [Planning Summary](#), [Program and Department Review Summary Report](#)). Also, [KPI scorecards are developed for each Wing Planning Council](#) (Administrative Services, Instructional Service, President's, Student Services) from the [College key performance indicators KPIs](#) and are discussed at each council meeting and at PIEAC, College Council, and within other committees and groups. The College produces an [Annual Planning and Close the Loop Report](#), which consists of two sections that focus on closing the loop on planning and presenting new plans moving forward.

The focus of the closing the loop report is to highlight the progress made across all program and department initiatives and the impact they have made on the performance of the College. Again, these initiatives are tied to College goals. Once the program and department review reports are submitted in the fall term, the [Department of Institutional Research, Planning, and Effectiveness](#) collects the progress reports and compiles the information into the report by wing.

The *looking forward* section of the [Annual Planning and Close the Loop Report](#) presents all program and department initiatives developed during the academic planning year. Once the program and department review reports are submitted in the fall term, the [Department of Institutional Research, Planning, and Effectiveness](#) collects the initiatives developed and compiles the information into the report by each planning wing council. The report is presented to PIEAC and disseminated to the College ([Planning Summary](#), [2017-2018 Wing Planning Council Summaries](#)).

The College hosts a Planning Reflection Event ([Planning Summit](#)) annually, which is held, along with a formal PIEAC meeting, during the final meeting of the spring semester. The event is open to all College employees and Associate Student Government (ASG) representatives in person and via CCC Confer. The event focuses on bringing awareness of planning activities and outcomes that occurred over the academic year. Included in the event is an activity to help identify ways to strengthen engagement and involvement in planning through group collaboration.

Conclusion

Through a variety of reports and publications, the College broadly communicates the results of all of its assessments and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses to set appropriate priorities. The College aligns with the Standard.

Key evidence: [Program and Department Review Reports](#), [Program and Department Review Summary Report](#), [College key performance indicators KPIs](#), [Fast Facts](#), [Course Success by Term Data Dashboard](#), [Planning and Accreditation Newsletter](#), [Educational Master Plan Progress Report](#), [CCIE Newsletter Fall 2017](#), [Planning Summary](#), [Program and Department Review Summary Report](#), [KPI scorecards are developed for each Wing Planning Councils](#), [Planning Summary](#), [2017-2018 Wing Planning Council Summaries](#), [Annual Planning and Close the Loop Report](#), [Planning Summit](#)

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evaluation

The College mission drives the College goals, which are embedded throughout all College planning and focused to achieve the [2016-2020 Educational Master Plan](#) objectives. Other College plans serve to operationalize the College mission and goals and are integrated across the 2017-2020 Wing Plans ([2017-2020 Integrated Wing Plan](#)). Plans exist to align resource requests with the mission and the objectives of each unit within the College.

Table 30 Mission Drives Planning

College Mission Statement							
2016-2020 College Goals							
2017-2020 Integrated Wing Plans							
2017-2020 Enrollment Management Plan	2010-2020 Facilities Plan	2017-2020 Finance Plan	2018-2020 Human Capital Plans (Staffing Plan, Professional Development Plan)	2017-2020 Marketing Plan	2017-2020 Integrated Basic Skills Plan, Student Success and Support Plan, Student Equity Plan	2018-2020 Technology Plan	Program and Department Reviews (Initiatives from Annual and Comprehensive)
Leads to the achievement of the 2020 Educational Master Plan Objectives and affirmation of the College Mission							

Source: College Integrated Planning Handbook

Planning at the College consists of a planning cycle with linked plans and decision-making processes. Table 31 presents the planning timeline from 2015 to 2025.

Table 31 Planning Timeline

Gray: Mission

Blue: College Plans

Green: Accreditation Cycle

College Planning	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
College Mission		Review		Review		Review		Review		Review
Educational Master Plan	Update	Adopt			Update	Adopt			Update	Adopt
Wing Plans			Develop and implement				Develop and implement			
Program and Department Review	Review and update annually									
Curriculum Review	Aligned with comprehensive program review in five-year cycles									
Accreditation Self Evaluation	Plan, Outline, Write			Submit			Plan, Outline, Write			Submit
Comprehensive Accreditation Team Visit				Visit						Visit
Accreditation Mid-term Report						Write	Submit			

Source: College Integrated Planning Handbook

- The mission is reviewed bi-annually.
- The Educational Master Plan is updated every four years and is a direct reflection of the mission.
- The Wing Plans are the operationalization of the Educational Master Plan.
- Through annual Program and Department Review, all units at the College ensure alignment to the Educational Master Plan.
- Curriculum review is tied to comprehensive program review on a five-year cycle.

College Resource Request Process

Planning and resource allocation at the College are achieved through a process that begins with the annual program or department review report, continues with review and prioritization by other committees, and concludes with final review by College Council.

Resource requests must align to the College mission and priorities expressed in the Education Master Plan. Resource requests must also align to the needs of a particular program or department. Further, resource requests are often expressed as part of a larger initiative to advance the

priorities of a particular program or department. Resource requests pertain to material and human capital.

Planning and Resource Allocation Process:

1. Annual Program and Department Review Report. A resource request from an academic program or service department is submitted through the annual program or department review report. (September)
2. Wing Planning Council Prioritization. The appropriate Wing Planning Council (i.e., Instruction, Student Services, Administrative Services, or Office of the President) reviews and prioritizes all requests in that area and ultimately prioritizes them in terms of fidelity to mission and the broader needs of the College. (Fall)
3. Feasibility Assessment. All material requests (e.g., technology) are reviewed by the Facilities, Safety, and Security Committee and the Technology Committee in order to determine whether the College already has a requested resource or if various but complementary requests can be combined for efficiency. (Fall and Spring)
4. Wing Chair Integration Assessment. The chairs of each Wing Planning Council meet to eliminate any redundancy in requests and to combine similar requests for efficiency into a master list. (Fall and Spring)
5. Prioritization. The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) reviews the master list of requests and votes to prioritize each request. (Spring)
6. Funding. Beginning with the top-ranked resource requests, Budget Committee assigns available tentative funding. (Spring)
7. PIEAC. The master list with tentative funding assignments is returned to PIEAC for review before it is forwarded to College Council. (Spring)
8. Final Approval. College Council makes the final decision on the ranked and tentatively funded resource requests for the upcoming academic year. (Spring) Each year the College conducts a campus-wide governance and planning assessment survey ([Governance survey results](#)) that focuses on committee effectiveness and planning behaviors. This survey allows for individuals to provide feedback about the processes within and across committees. Further, results from this survey are represented by a [College key performance indicators \(KPIs\)](#) alongside other metrics to evaluate the effectiveness and quality of the institution.

Conclusion

The College sustains an integrated process for continuous planning and improvement leading to improved academic quality and institutional effectiveness. Through the processes outlined above, the College aligns with the Standard.

Key evidence: [2016-2020 Educational Master Plan](#), [2017-2020 Integrated Wing Plan](#), [Governance survey results](#), [College key performance indicators \(KPIs\)](#)

I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evaluation

The College consistently updates and provides information to the public, students, and employees about programs, services and accreditation status. The College publishes information ([College Mission and Goals](#), [Accreditation Web Page](#), [SLO Web Page](#), [Degree and Certificate Programs](#), [Student Support Services Web Page](#), [Consumer Information](#), [governance structure](#), [Institutional Effectiveness Web Page](#)) online and makes documents available for public consumption.

Conclusion

The College sustains a commitment to the timely and regular provision of information provided to students, prospective students, and all others connected to or interested in the College. The College aligns with the Standard.

Key evidence: [College Mission and Goals](#), [Accreditation Web Page](#), [SLO Web Page](#), [Degree and Certificate Programs](#), [Student Support Services Web Page](#), [Consumer Information](#), [governance structure](#), [Institutional Effectiveness Web Page](#)

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evaluation

The College makes available, free of charge, a physical and electronic [College Catalog](#) that is made for public consumption. The document is updated annually with the most relevant and accurate information available. The College also produces, publishes, and distributes a Class Schedule, which contains many of the same policies and procedures listed in the annual catalog. The following information can be found in both the online and printed copies of the College Catalog.

Catalog Requirements

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (pp. 2-10)
- Educational Mission (p. 5)
- Representation of status with ACCJC and programmatic accreditors (p. 3)

- Course, Program, and Degree Offerings (pp. 55-116)
- Student Learning Outcomes for Programs and Degrees (pp. 58-116)
- Academic Calendar and Program Length (front matter; 2nd page after cover)
- Academic Freedom Statement (p. 185)
- Available Student Financial Aid (pp. 14, 21)
- Available Learning Resources (pp. 14-25)
- Names and Degrees of Administrators and Faculty (pp. 219-221)
- Names of Governing Board Members (p. 27)

Requirements

- Admissions Requirements (pp. 201-214)
- Student Tuition, Fees, and Other Financial Obligations (p. 205)
- Degrees, Certificates, Graduation and Transfer (pp. 29-39)

Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty (pp. 185-200)
- Nondiscrimination (p. 193)
- Acceptance and Transfer of Credits (p. 202)
- Transcripts (pp. 29, 32, 34)
- Grievance and Complaint Procedures (pp. 191-192)
- Sexual Harassment (pp. 189-190)
- Refund of Fees (pp. 211-212)

Locations or Publications Where Other Policies may be Found

- The printed and online [Class Schedule](#), published for each regular term, contains the same programmatic and student service policies found in the annual catalog.
- The text for all Board Policies and Administrative Procedures can be found on the [CCCD District Board of Trustees web page](#).

Conclusion

The College aligns with the Standard by providing accurate and comprehensive information through a print and online catalog.

Key evidence: [College Catalog](#), [Class Schedule](#), [CCCD District Board of Trustees web page](#)

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evaluation

The [2016-2020 Educational Master Plan](#) provides goals and objectives that are operationalized through [College key performance indicators \(KPIs\)](#) for student learning and achievement. These metrics are integrated and assessed throughout all College plans and program and department assessments. KPIs are reviewed by PIEAC every year and are also assessed in section 1 in [Program and Department Review Reports](#) by unit (i.e., individual programs and service areas).

As outlined in the [College Integrated Planning Handbook](#) (pp. 8-10) and [Program and Department Review Handbook](#) (p. 6), College planning draws attention to a range of data trends (e.g., [Enrollment Data](#), [Course Success](#), degree and certificate attainment, efficiency, and operational performance), metrics (e.g., survey results, CE market data, curriculum review), and outcome assessment ([Institutional Student Learning Outcomes Dashboard](#), post-graduate [Program Student Learning Outcomes Dashboard](#), [Program Student Learning Outcomes Reports](#), [2010-2016 SLO Report Generator](#) and [Service Area Outcome \(SAOs\)](#)). This information is disseminated in the [Annual Planning and Close the Loop Report](#), at [All-College/FLEX meetings](#) and governance meetings and in [Data Dashboards](#), [College key performance indicators \(KPIs\)](#), [Fast Facts](#), Newsletters, and [Planning Summary](#) reports. [All College planning reports](#), documents and student achievement dashboards are publicly available on the [College website through the Department of Institutional Research, Planning, and Effectiveness](#).

Additionally, the College publishes [Gainful Employment Disclosures](#) and provides a comprehensive list of [Consumer Information](#) to ensure the public has open access to information regarding the College, services, and student achievement information.

Conclusion

Through a variety of reports, dashboards, and publications outlined above, the College uses documented assessment of student learning and the evaluation of student achievement to communicate matters of academic quality. The College aligns with the Standard.

Key evidence: [2016-2020 Educational Master Plan](#), [College key performance indicators \(KPIs\)](#), [Program and Department Review Reports](#), [College Integrated Planning Handbook](#), [Program and Department Review Handbook](#), [Enrollment Data](#), [Course Success](#), [Institutional Student Learning Outcomes Dashboard](#), [Program Student Learning Outcomes Dashboard](#), [Program Student Learn-](#)

[ing Outcomes Reports](#), [2010-2016 SLO Report Generator](#), [Service Area Outcome \(SAOs\)](#), [Annual Planning and Close the Loop Report](#), [Data Dashboards](#), [College key performance indicators \(KPIs\)](#), [Fast Facts](#), [Planning Summary](#)

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evaluation

The College publishes certificate and degree information in its printed and online [College Catalog](#) and [Degree and Certificate Programs web page](#), as well as in promotional materials. The section of the [2017-2018 catalog](#) listed as Academic/Career/Certificate Programs (pp. 56-116) provides students with comprehensive information in certificate and program offerings and requirements including degree and certificate requirements; general education requirements for the College, CSU and UC/Intersegmental General Education Transfer Curriculum (IGETC); transferability of courses to the CSU and UC; and Transfer Information. Certificate and degree information in the Academic/Career/Certificate Programs section of the printed and online catalog is organized alphabetically by program. The following information is provided:

- Major: a description of the major, what students should expect to learn and the overall purpose of the major
- Program Level Student Learning Outcomes: expected learning outcomes to be achieved upon completion of the program.
- Course Requirements: a listing of all courses required to complete the program. Students can also view course requirements for degrees and certificates in their [MyCCC](#) site with DegreeWorks.

The catalog is updated annually. Work begins in January with the final product available for the following fall. The Office of Instruction compiles the additions, deletions, and revisions that have been approved by the [Curriculum Committee](#), Board of Trustees, and State Chancellor's Office and makes needed revisions. Email messages are sent out to vice presidents, deans, and other key individuals who have been identified as editors of sections of the catalog with requests for changes.

Conclusion

All degree and certificate programs are clearly defined and explained and include learning outcomes. The College aligns with the Standard.

Key evidence: [College Catalog](#), [Degree and Certificate Programs web page](#)

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evaluation

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Structures and policies are updated on a consistent and timely basis. The following table provides a list of documents and update frequency.

Table 32 Update Frequency for Policies, Processes, and Procedures

Policy, Process, Procedure	Reviewing Body	Update Frequency
Mission	PIEAC	Bi-annually
Integrated Planning Guide.	PIEAC	Annually
Program and Department Review Handbook	Program and Department Review Committee	Annually
Board Policies	District Policy and Procedures Committee	Every 5 Years
Administrative Procedures	District Policy and Procedures Committee	Every 5 Years
Gainful Employment	Institutional Research, Planning, and Effectiveness	Annually
Clery Report	Facilities, Safety, and Sustainability Committee	Annually
Student Handbook	Student Services	Annually
Governance Handbook	College Council	Annually
Consumer Information	Marketing	Annually
Financial Aid Information	Financial Aid Office	Annually
Registration and Enrollment Information	Admissions and Records	Annually
Program and Department Review Data	Institutional Research, Planning, and Effectiveness	Annually

Educational Master Plan Progress	PIEAC	Annually
Key Performance Indicators	PIEAC	Annually
Student Learning Outcomes	Curriculum Committee	Every 5 Years
Service Area Outcomes	Institutional Research, Planning, and Effectiveness	Annually
Curriculum, Certificates, Degrees	Curriculum Committee	Every 5 Years
Classified Contract	Classified Union	TBA
Faculty Contract	Faculty Union	Every 3 Years
Employee Handbook	District Human Resources	Annually
College Catalog	Office of Instruction	Annually

Source: College Integrated Planning Handbook

Conclusion

Through adherence to a review schedule to ensure the accuracy and relevance of all institutional policies, procedures, and publications, the College ensures an accurate and clear representation of its mission, programs, and services. Therefore, the College aligns with the Standard.

Key evidence: [College Integrated Planning Handbook](#)

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evaluation

Current and accurate information on the cost of education is made publicly available ([College Catalog](#) (p. 205) [Costs and Fees](#), [Cost of Attendance](#)) to current and prospective students and other stakeholders. As State and federal legislation impacts the cost of education, the College updates information for dissemination ([Federal Gainful Employment Disclosure](#) reports). The College updates policies and regulations pertaining to the cost of education. The College updates the Federal Gainful Employment Disclosure information pertaining to College certificate programs. The College's Financial Aid Office provides each specific student with a tailored cost of attendance via the student's financial aid award letter (private communication directly to student).

The College accurately informs current and prospective students about the total cost of education on its website. On the home page, under *Quick Links*, students can go directly to [Costs and Fees](#).

Students are notified of all costs of their education (including fees, tuition, textbooks, and other potential required fees) by semester. The information is updated before each semester's registration. This same information can be found under the *Admissions* tab on the College's home page, under *Registration Resources*, in both the online and print College catalog, in the printed schedule of classes under *Costs and Fees*, and in the [Student Handbook](#).

The bookstore also accurately informs students about the costs associated with textbooks via the [Bookstore web page](#). The bookstore website details the ISBN, author, copyright year, publisher, rent or buy options, in-stock availability, and the bookstore's retail price. The College also participates in the Open Educational Resource initiative that supports the adoption and implementation of zero-cost materials for courses. The College has a commitment to help reduce costs for all students whenever possible.

Finally, the College [Financial Aid web page](#) has a [Net Price Calculator](#) which is a tool for students and parents to use to get an estimate of what it may cost to attend the College each year. The "net price" (cost of attendance minus grants and scholarships) is the amount students and/or their families will have to cover. Additionally, the District website provides [cost of attendance](#) information, which provides a breakdown of a nine-month budget. After enrollment, students have the option to go to their student account with the student portal to obtain information regarding tuition and fees by term.

Conclusion

The College ensures the accuracy of the total cost of education. The College aligns with the Standard.

Key evidence: [College Catalog](#), [Costs and Fees](#), [Cost of Attendance](#), [Federal Gainful Employment Disclosure](#), [Student Handbook](#), [Financial Aid web page](#), [Net Price Calculator](#)

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evaluation

The College supports the principles of academic freedom. The principles of academic freedom are published in the contracts of both faculty unions ([2015-2018 Agreement Between CCCD and CFE-AFT](#) and [2016-2018 Agreement Between CCCD and CTA-NEA](#)), the College [Faculty Handbook](#), and the [Academic Senate Constitution](#) (Article IV, Special Objectives of the Senate, Article III-Purpose of Academic Senate, and the Function of the Academic Senate) and [College Catalog](#) (p. 185). The [CCCD Board Policy 4030](#) also outlines the principles of Academic Freedom. Academic Freedom is exercised in the classroom by faculty who are encouraged to offer diverse opinions and present challenging ideas and topics. This ideal can also be seen in the open communication supported in the College's participatory governance structures. All constituency groups are encouraged to be open and honest in committee participation.

[CCCD Administrative Procedure 3900](#) defines and observes free speech and free expression for students, employees, and members of the public. [CCCD Board Policy 5500](#), Student Code of Conduct, also defines students' rights within the context of disciplinary action, whose overall purpose is to help define a safe and productive learning environment for students.

Conclusion

Through contractual language and Board policy, the College sustains a commitment to assure institutional and academic integrity. The College aligns with the Standard.

Key evidence: [2015-2018 Agreement Between CCCD and CFE-AFT](#), [2016-2018 Agreement Between CCCD and CTA-NEA](#)), [Faculty Handbook](#), [Academic Senate Constitution](#)

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evaluation

The College and District review and publish policies and procedures for academic integrity and honesty that can be found in the [College Catalog](#) (p. 185), student orientation, and [Student Handbook](#). Additionally, policies on academic integrity are provided on course syllabi and distributed during the beginning of each term. The Vice President of Student Services, along with the Student Discipline Committee, oversees cases of academic dishonesty. If a student is in violation of academic honesty, then the College sends the student a discipline notification letter inviting the student to respond to the allegation(s). The student disciplinary officer may also generate an academic dishonesty report. Student Discipline Committee meets on an as needed basis to discuss and decide on disciplinary matters.

Conclusion

Through various publications and in course documents, clear policies and procedures regarding honesty, responsibility, and academic integrity are disseminated. The College aligns with the Standard.

Key evidence: [College Catalog](#), [Student Handbook](#)

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evaluation

The College adheres to [CCCD Board Policy 4030](#), Academic Freedom, which establishes parameters for the sharing of professionally accepted views and the presentation of data and information in a fair and objective manner.

To support continuous quality improvement, the College systematically conducts faculty evaluations by which courses, teaching capability, self-evaluation, and student opinions of teaching

provide a diversified assessment to ensure that faculty are teaching to the expected rigor and quality that align with the course outline of record.

Academic freedom (see p. 185 of the [2017-2018 College Catalog](#)) and respect for all people are values that are core to the College. The College faculty have also developed an [Academic Quality Rubric](#) to govern the development of courses and materials. In addition, all faculty teaching online or hybrid courses are required to complete [Canvas quality training](#), which focuses on best practices in content and course design. The Faculty Success Center, an entity devoted to support professional learning for faculty to improve their practice, produces the Canvas training as well as many other learning opportunities.

Conclusion

Faculty present professionally accepted views, data, and information fairly and objectively in accordance with standards set by [CCCD Board Policy 4030](#), Academic Freedom, and regular faculty evaluation. Further, instructional capability is enhanced through the provision of learning opportunities for faculty and the provision of an academic quality rubric. The College aligns with the Standard.

Key evidence: [College Catalog](#), [Academic Quality Rubric](#), [Canvas quality training](#)

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evaluation

The District has established [CCCD Board Policy 3410](#) and [CCCD Administrative Policy 3410](#), Nondiscrimination, to demonstrate commitment to equal opportunity and access to institutional programs and activities. Further, the District has established [CCCD Board Policy 3050](#) and [CCCD Administrative Procedure 3050](#), Code of Professional Ethics for All Employees, to ensure a safe working and learning environment. There are also specific Board policies on the following: [CCCD Board Policy 3430](#), Prohibition of Harassment; [CCCD Board Policy 3510](#), Prohibition of Workplace Violence; [CCCD Board Policy 3530](#), Weapons Prohibited On Campus; [CCCD Board Policy 3540](#), Sexual and Other Assaults on Campus; [CCCD Board Policy 3550](#), Drug Free Environment and Drug Prevention Program; and [CCCD Board Policy 3560](#), Alcoholic Beverages. All Board policies are reviewed at least every five years. As new employees are hired, the District and the College provide information regarding the Code of Conduct, District and College policies and procedures, and professional expectations.

The College and District also conduct formal training for all employees every two years, with some of the trainings being mandatory. The District also has a process for discipline to remediate any issues of misconduct as outlined in [CCCD Board Policy 7360](#) and [CCCD Board Policy 7365](#). In addition, [CCCD Board Policy 5500](#) and the College's [Student Code of Conduct](#) outlines student behavioral expectations. The code of conduct is a part of student orientation, can also be found in the [Coastline College Student Handbook](#) and the [College Catalog](#) (p. 192) and in each semester's schedule of classes. Finally, the College provides a [Student Handbook](#) to inform, prepare, and enhance the student experience.

Conclusion

Through the provision of various District Board Policies and other policies found in the College Catalog as well as the College and District trainings detailed above, the College aligns with the Standard.

Key evidence: [Student Code of Conduct](#), [Coastline College Student Handbook](#), [College Catalog](#)

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

The College does not operate in foreign locations.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evaluation

The College complies with all Eligibility Requirements, Accreditation Standards; Commission policies; guidelines; and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. This information is made publicly available through the [Accreditation webpage](#) and shared with ACCJC.

Conclusion

As expressed above, the College fully complies with all requirements set forth by the Commission. Compliance with Commission requests and requirements ensures the College maintains a focus on continuous improvement. The College aligns with the Standard.

Key evidence: [Accreditation webpage](#)

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evaluation

The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College provides all information to all accrediting bodies and publishes accurate reports (College data via the [Institutional Effectiveness Web Page](#), institutional and student performance metrics/[College key performance indicators \(KPIs\)](#), [Clery Report](#), [Gainful Employment Disclosures](#)) and [Consumer Information](#) to meet State and Federal standards.

Conclusion

The College acts with honesty and integrity both internally and externally in its relationships with other agencies and entities. The College describes itself in consistent terms and represents its accredited status accurately at all times. The College aligns with the Standard.

Key evidence: [College key performance indicators \(KPIs\)](#), [Clery Report](#), [Gainful Employment Disclosures](#), [Consumer Information](#)

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evaluation

The College does not have private investors and does not operate to support external interests. To ensure operational integrity, [CCCD Board Policy 3050](#) and [CCCD Administrative Procedure 3050](#), Code of Professional Ethics for all District Employees, outline a structure that prohibits such special interest behavior. Additionally, the District administration completes annual contracts that require individuals in decision-making roles to provide all information regarding businesses and investment activities outside of the College and to agree not to engage in personal or special interest activities with College resources.

Conclusion

As one of the 114 California Community Colleges that is fully accredited, the College is committed in sustaining student achievement and student learning as its paramount outcomes and objectives. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 3050](#), [CCCD Administrative Procedure 3050](#)

STANDARD II



Standard II: Student Learning Programs and Support Services

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

II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evaluation

The College houses more than twenty academic programs ([Academic Program List](#)) offering fifty-four Associate of Arts or Science degrees that can lead to transfer to higher education programs; the College also has twelve career education departments that offer sixty-one career and technical education certificate programs to enhance employability of graduates. Since its inception, the College has been a pioneer in distance learning ([Distance Learning web page](#)) with many degree programs offered completely online. All curriculum has student learning outcomes at the course and program level that reflect the broader institutional student learning outcomes; all curriculum is reviewed by the [Curriculum Committee](#). The College is a flexible and student-centered institution that provides extensive learning assistance ([Student Success Center Web Page](#)) to all students (see II.B.1-3). The College is a leader in offering degree and certificate programs to incarcerated students at a large scale through correspondence. As well, the College is a leader in contract education serving active-duty military personnel and their families. The College special programs (e.g., [Acquired Brain Injury program](#)) are nationally renowned. The College serves the local community as exemplified by its ESL programs for the Vietnamese speaking population in Westminster.

The College awards the degree of Associate in Arts for Transfer and Associate in Science for Transfer. The degree is designed to provide students with the necessary knowledge and skills to compete successfully in a culturally diverse and global job market. Students who complete the degree demonstrate achievement of institutional student learning outcomes such as the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding ([Institutional Student Learning Outcomes Reports](#)).

In addition to these accomplishments, the student shall possess sufficient depth in a field of knowledge to contribute to lifetime interest.

The College offers a variety of programs leading to the attainment of associate degrees or certificates that align with the mission to help students attain personal, professional, and educational goals, including but not limited to transfer to university, enhanced employability, and personal enrichment ([Degree and Certificate Programs](#), [College Mission](#)). The College's instructional programs are comprised of curriculum that follows a rigorous process of review ([ASCCC Program and Course Approval Handbook](#)) and approval appropriate for higher education within the California Community Colleges. The College strives to be an option for students seeking an accessible, flexible, and affordable option.

To demonstrate flexibility and a student-centered approach, the College offers more than seventy (Option 1) online degrees and certificates. The online programs are clearly noted for students in the [2017-2018 College Catalog](#) (pages 49-53). The College offers 6 (Option 1) degrees and 1 certificate via telecourse and correspondence course modalities to incarcerated students throughout California and in some other states. The College's courses are (for many) the only way they could hope of earning an AA degree or certificate ([Incarcerated Student Guide](#)).

Conclusion

The College's instructional programs align with the mission and remain relevant and useful for a very diverse student body. The College aligns with the Standard.

Key evidence: [Academic Program List](#), [Distance Learning web page](#), [Curriculum Committee](#), [Institutional Student Learning Outcomes Reports](#), [Degree and Certificate Programs](#), [College Mission](#), [ASCCC Program and Course Approval Handbook](#), [College Catalog](#), [Incarcerated Student Guide](#)

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evaluation

Ensuring that the College offers the highest quality of instruction is a core value. The College ensures and promotes constant improvement through a variety of mechanisms.

Curriculum Committee. All course curriculum and instructional program developments and revisions are initiated by faculty discipline experts and reviewed by the Curriculum Committee to ensure they conform to appropriate academic standards (ASCCC Program and Course Approval Handbook). The committee broadly represents the faculty body and includes both full-time and part-time instructors. The program review process is used to regularly evaluate and improve all instructional programs. All instructional programs must complete both an annual review and a comprehensive five-year report (Program and Department Review Handbook). This process allows instructional programs to reflect upon their past performance in ensuring student success,

identify areas of improvement, establish short-term and long-term goals, and provide evidence to support requests for additional College resources. As part of the five-year comprehensive program review, instructional programs must review all courses within their disciplines and bring them to the Curriculum Committee to be updated with necessary revisions, or potential suspension/retirement. The Program Review process utilizes data on Program Student Learning Outcomes (PSLOs) as a tool for reflection and improvement. Utilization of program and course-level SLOs also takes place outside of the formal Program Review process, for instance, through discussion of SLO outcomes and recommended changes during department meetings. Subsequent action taken in response to the interpretation of learning outcome data is fed into the subsequent year's Program Review report to ensure a cycle of continuous reflection and improvement.

Faculty Evaluation. One of the primary ways the College ensures the quality of its educational offerings is through faculty evaluation and professional development. Improvement of instruction is a major component of the faculty evaluation process. Recommendations are made to faculty to enhance the quality of their courses, and in some instances instructors receive a "Needs to Improve" assessment, which triggers an improvement plan and a follow-up evaluation (2015-2018 Agreement Between CCCD and CFE-AFT, pp. 10-24, 104-127; 2016-2018 Agreement Between CCCD and CTA-NEA, pp. 12-15, 26-31). In addition, all online instructors are required to complete training to ensure compliance with all mandatory requirements, such as the American Disabilities Act and Regular and Substantive Interaction. The training also provides strategies to improve instructional practice. All online courses developed by faculty are reviewed by the Faculty Success Center (FSC) prior to being offered for the first time (2017-2018 Faculty Handbook, pp. 52-59; Online Instruction Guidelines for RSI).

Professional Development. There are a variety of professional development events offered throughout the academic year including two FLEX days, which were added in the most recent contract negotiations, and an annual Summer Institute which focuses on instructional improvement (2015-2018 Agreement Between CCCD and CFE-AFT, pp. 64-65; All-College/FLEX meetings; 2017 Summer Institute Program). Outside of formal events staged by the College, funding is provided to individual faculty to attend conferences and pursue other types of professional development. In the past couple of years the College has increased the resources devoted to instructor professional development by establishing the Faculty Success Center (FSC) and by hiring a new Dean of Innovative Learning to oversee and coordinate professional development and encourage innovative instructional practices ([College Professional Development Web Page](#)). In addition, release time was provided for a FSC faculty Coordinator to provide support for faculty professional learning and innovation in the classroom.

Conclusion

Curriculum is reviewed and updated as part of the larger program and department review process outlined above. Further, a growing commitment to professional learning (development) ensures a commitment to continuous improvement. Finally, the faculty evaluation process further ensures quality instruction. The College aligns with the Standard.

Key evidence: [ASCCC Program and Course Approval Handbook](#), [Program and Department Review Handbook](#), [Program Student Learning Outcomes \(PSLOs\)](#), [2015-2018 Agreement Between CCCD and CFE-AFT](#), [2016-2018 Agreement Between CCCD and CTA-NEA](#), [Faculty Success](#)

[Center \(FSC\)](#), ([2017-2018 Faculty Handbook](#), [Online Instruction Guidelines for RSI](#), [All-College/FLEX meetings](#); [2017 Summer Institute Program](#), [College Professional Development Web Page](#))

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evaluation

[Course outlines of record](#) include course, program, and where appropriate institutional level outcomes. Discussion and review of outcomes occurs at the program level, through the [Curriculum Committee](#) and [Program Review](#). Student learning outcomes (SLOs) are assessed and used in Program and Department Review for making improvements and planning. All syllabi include SLOs. The College's online course template in Canvas dedicates a [page](#) in the orientation module for SLOs. Student learning outcomes are featured on every approved course outline of record ([CurricUNET](#)), and student learning outcomes are presented on the syllabi for all courses, regardless of modality of delivery. In addition, a searchable list of SLOs are also available on the [student learning outcome webpage](#) for anyone to publicly view.

Dialog around student learning and service area outcomes occurs within department meetings, the Wing Planning Councils, and at College-wide events such as [All College / FLEX Day](#), which is a one-day convocation event that occurs just before the start of the fall term and in spring term just prior to the Presidents' Holidays.

In summer 2016, the College migrated to a new learning management system, Canvas. This created an opportunity to take a fresh look at how student learning outcomes are measured, discussed, and revised. In spring 2017, a survey was administered to all faculty to gather feedback on the appropriateness and coherence of the SLOs for their courses ([SLO Faculty Survey](#)). An SLO task force comprised of faculty from various disciplines was convened to provide a venue for dialog to reimagine ways and means of incorporating SLOs into the work of continuous improvement of student learning and achievement. The [Faculty Success Center](#) also hosted a workshop on SLOs to continue to gather faculty input. Approximately fifteen faculty members provided input about how to create a genuine culture of assessment and improvement that involves SLO data collection. Finally, the faculty SLO Coordinator met with several program areas to help develop assessment instruments and offer training on implementation and connection to Canvas.

In fall 2017, a new plan for student learning outcome assessment was introduced at the All College meeting. Each academic program (all disciplines) at the College was asked to create a five-year SLO review cycle to align with the comprehensive Program and Department Review ([SLO Reporting Schedule Template](#)) calendar. The discipline faculty from each area then determined a tentative schedule to perform course-level SLO analysis that would allow departments to examine SLO performance for a minimum of one course per term, rather than a constant analysis of all courses. This plan was proposed to provide a richer dialog at the department level, so that changes to curriculum, adherence to the mission, and requests for resources through Program and

Department Review would align. The [Faculty Success Center](#) continues to host [SLO workshops](#) to continue to support faculty SLO assessment and data reporting ([SLO Cloud Directions](#)) into the [SLO Cloud](#).

Course-Level SLO Assessment Guidelines (also see [SLO Handbook](#))

1. SLO performance is examined at the department level for a specific course. Department faculty discuss the results across whichever sections of the course were offered in the prior term.
2. An intervention may be developed with the aim to improve learning outcomes and student achievement. The intervention may be curricular revision, or it could be a shift in focus in teaching or other learning support.
3. The SLO performance for the same course is measured again within a five-year period to examine the impact of the intervention. In this way, a cycle of evaluation is introduced so that program areas are continuously focused on the improvement of instruction and the attainment of student learning outcomes.

In much the same way that all academic and service units at the College are comprehensively evaluated through Program and Department Review at least once every five years, courses within specific disciplines are on a five-year SLO review cycle, determined by the members of that discipline. The SLO review plans are included in the annual program review report templates for each unit at the College. Thus, SLO review is closely aligned to comprehensive curriculum review and Program and Department Review.

A Lens of Completion: Program and Institutional Student Learning Outcomes

The overhaul of the course-level SLO process that occurred in 2017 allowed for a fresh look at program and institutional-level SLOs. In fall 2017, a survey was administered to recent graduates to collect information about whether they believed they attained the program and institutional-level student learning outcomes for their certificate or degree ([Program Student Learning Outcomes Survey](#), [Program Student Learning Outcomes Reports](#), [Institutional Student Learning Outcome Reports](#)).

The College's institutional student learning outcomes are general, cross-curricular outcomes in the areas of critical thinking, problem solving, and ethical reasoning that define the abilities of an individual who has completed a program. Survey results pointed to a close alignment between program/institutional SLO achievement and the award of a degree or certificate. The findings are presented at PIEAC, are embedded in the [College key performance indicators \(KPIs\)](#), and are also found in the [Institutional Student Learning Outcomes Dashboard](#).

The post-graduate survey results are also included in the individualized templates for annual [Program Review Reports](#). Additionally, program student learning outcome reports are posted online on the [Institutional Effectiveness Web Page](#) (2010-2016 SLO Report Generator, [Program Student Learning Outcomes Dashboard](#), [Program Student Learning Outcomes Reports](#)).

To support continuous improvement to the SLO process, the [Department of Institutional Research, Planning, and Effectiveness](#) conducts an [annual employee service area \(SAOs\) outcomes](#)

[survey](#) to [measure the satisfaction](#) with the SLO, SAO, and Program and Department Review process.

Conclusion

The College's commitment to student learning and student achievement is demonstrated through its analysis and application of learning outcomes to improve instruction. Assessment and analysis of student learning outcomes, as expressed above, allow for continuous improvement of courses and hence academic programs. The College aligns with the Standard.

Key evidence: [Course outlines of record](#), [student learning outcome webpage](#), [SLO Handbook](#), [SLO workshops](#), [SLO Cloud](#), [Program Student Learning Outcomes Survey](#), [2010-2016 SLO Report Generator](#), [Program Student Learning Outcomes Reports](#), [Institutional Student Learning Outcome Reports](#), [Institutional Student Learning Outcomes Dashboard](#), [annual employee service area \(SAOs\) outcomes survey](#)

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from College level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.

Evaluation

English, math, and reading courses numbered C099 or below are considered basic skills or pre-collegiate. ESL course numbering, while differing from the sub-099 convention, is comprised of curriculum that is entirely pre-collegiate since its focus is the acquisition of English for academic purposes for success in degree or certificate programs. To distinguish pre-College courses from College level courses, transfer eligibility to a university system is noted in the catalog, course syllabi, and course outlines of record (COR). Courses with pre-College level curriculum are noted as "NOT DEGREE APPLICABLE" in the catalog.

Basic skills courses support the knowledge and skills necessary to advance and complete College level courses. Faculty engage in a rigorous and thorough process for proposing, reviewing, and approving all pre-collegiate course curriculum via the [Curriculum Committee](#). Curriculum is further evaluated through the [SLO assessment cycles](#). In support of the College's mission to provide educational opportunities "to local, global, traditional and nontraditional students," pre-collegiate and college-level courses are offered in distance education as well as face-to-face formats to help students achieve their academic goals.

Recent State legislative changes along with a trend of professional learning toward accelerated curriculum and a remodeled approach to remedial education have encouraged the College to pursue shorter pathways from entry to college-level coursework for students seeking/needed remediation. Some recent developments include:

- The English Department retired C097 and C098, which were three and two levels below transfer, respectively;
- The Math Department introduced accelerated pre-collegiate basic math and algebra in [C044](#) and [C045](#);

- The ESL Department revised curriculum to convert first three levels to non-credit offerings; established a maximum three-year pathway for students to enter at the first level of ESL to progress to college-level coursework;
- The College expanded institutional support for tutoring (e.g., drop-in and course-embedded) through the Student Success Centers

Conclusion

The College has adopted a strategy to reduce layers of remedial coursework in English and math to one or two levels so that students can progress to college-level courses within a year. This, buttressed by a high level of support from the Student Success Centers for tutoring, creates an environment where students can focus on attaining the skills they need to be successful in their coursework and advance toward the learning outcomes that will ensure their future success. The College aligns with the Standard.

Key evidence: [Curriculum Committee](#), [SLO assessment cycles](#), [MATH C044](#), [MATH C045](#);

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evaluation

[CCCD Board Policy 4100](#), Graduation Requirements for Degrees and Certificates, [CCCD Board Policy 4020](#), Program, Curriculum, and Course Development, and [CCCD Board Policy 4025](#), Philosophy and Criteria for Associate Degree and General Education, empower the local [Curriculum Committee](#) at each college to rely on faculty expertise to determine the appropriateness of each course for inclusion in the curriculum. The [Curriculum Committee](#) reviews and approves all courses and programs and ensures full compliance with all appropriate standards established by the State and federal educational code, the State Chancellor's Office, the Academic Senate for California Community Colleges, and ACCJC. The membership of the committee includes faculty members from a variety of disciplines as well as representation from management, staff, and the student body. It meets at least once a month during fall and spring semesters, typically on the third Friday. All courses and program additions and revisions are initiated by faculty in consultation with their departments and go through a sequenced series of review steps.

Committee members review and comment on proposed curriculum additions and revisions electronically in preparation for discussion at the scheduled meeting. During the meetings the committee engages in a comprehensive review of the curriculum to ensure full compliance with all regulatory requirements and appropriate curricular depth and rigor. Programs are reviewed to ensure that they are structured to meet student needs, either as terminal certificates and degrees or for purposes of transfer. As part of the overall effort to aid student transfer and meet State requirements, the College has established ten Associate Degrees for Transfer (ADT) that have been approved by the State Chancellor's Office. All degrees offered by the College require a minimum of sixty units.

Students' ability to transfer courses is also ensured by the College Articulation Officer, who is responsible for establishing articulation agreements and Course Identification Numbering System (C-ID) approvals. The Course Identification Numbering System (C-ID) addresses the need for common course numbers between the California Community Colleges and CSU/UC systems – and now private institutions as well. The Articulation Officer also works with faculty, departments, and the Curriculum Committee to provide feedback on courses that may need additional modifications to facilitate transfer requirements.

To ensure rigor for online instruction the Academic Senate approved [Online Instruction Guidelines for RSI](#) to detail expectations for how instructors should provide appropriate regular effective contact and regular/substantive interaction (RSI) ([Department RSI Plan Template](#)). All proposed online courses must have a completed Distance Education Addendum that confirms the rationale for offering the course in this format along with methods of instructor-student contact and any potential special needs accommodations. This Addendum is reviewed and approved by the [Curriculum Committee](#) ([Creating a New Course](#)). Each discipline is also required to have a plan that specifies how all courses in all modalities provide RSI. The College processes and procedures align with [CCCD Administrative Procedures 4020](#) and [CCCD Administrative Procedure 4105](#) that outline requirements for program, curriculum, and course development and offerings.

Conclusion

Through procedures and processes established by the Curriculum Committee as expressed above, the College ensures that its degrees and programs are academically rigorous, responsive to student academic needs based on delivery mode, and are comparable to programs in other quality institutions of higher education. The College aligns with the Standard.

Key Evidence: [CCCD Board Policy 4100](#), [CCCD Board Policy 4020](#), [CCCD Board Policy 4025](#), [CCCD Administrative Procedures 4020](#), [CCCD Administrative Procedure 4105](#), [Curriculum Committee](#), [Online Instruction Guidelines for RSI](#), [Creating a New Course](#)

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evaluation

The College schedules courses in a manner that allows students to complete certificate and degree programs within two years. As needed, students are offered [substitutions](#) (see II.A.15) when curricular or other scheduling changes result in courses not being available to complete the program of study ([Petition to Waive/Substitute Academic Requirements](#)).

Discipline deans ensure courses are offered frequently enough to allow students to complete their programs without delay. General education and pre-collegiate (below transfer-level) courses are offered every primary semester to allow students to start a program at any time. Courses are scheduled as eight, twelve and sixteen weeks in a semester, and four weeks during winter intersession. Flexible scheduling allows the College to offer courses in a manner that meets student needs and removes barriers associated with time to completion. Offering courses in overlapping schedules allows students to complete courses leading to a degree in a timely manner. Block

scheduling creates a framework that mitigates overlapped meeting times. Prescribed time blocks are put into the schedule to maximize classroom efficiency and student scheduling preferences. Various online courses are scheduled each term (including winter intersession and summer) in various lengths to allow students maximum opportunity to fit courses into their busy lives.

The College employs an enrollment management process that allows it to be “accessible and flexible” (mission) in the way it schedules courses. The [Department of Institutional Research, Planning, and Effectiveness](#) developed a searchable [Enrollment, FTES, and Section Count Data Dashboard](#) that gives administrators and faculty the ability to analyze enrollment data from the academic year by modality and subject in order to plan and schedule to meet the needs of students. The previous year’s schedule is analyzed by faculty who evaluate fill rates, degree and certificate requirements, and course modality. Faculty bring their recommendations to their deans and discuss building the schedule that addresses the [2017-2020 Enrollment Management Plan](#). The schedule is built collaboratively by the faculty, deans, and the Office of Instruction per semester.

Analyzing and reviewing enrollment data guides the College in establishing and meeting the following goals: scheduling courses in the appropriate sequence to allow timely completion of a program of study; developing a block schedule to meet student needs for course offerings in morning, afternoon, and evenings; offering the appropriate number of course sections; and ensuring that courses are offered in traditional, hybrid, and distance learning modalities to accommodate student need and preference.

To further ensure the timely completion of degree and certificate programs, the College is developing “road maps” as part of its move toward a [guided pathways](#) framework, an entry-to-completion reconceptualization of how to enhance persistence, efficiency, and clarity in a student’s movement through a well-conceived education plan.

Conclusion

The College ensures that students may complete any degree or program in a timely manner by purposefully scheduling necessary courses with sufficient frequency. Courses are scheduled in a data-informed manner to anticipate student demand. The College aligns with the Standard.

Key Evidence: [substitutions, Petition to Waive/Substitute Academic Requirements, Enrollment, FTES, and Section Count Data Dashboard, 2017-2020 Enrollment Management Plan](#)

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evaluation

To help guide students and understand their academic needs, the College identifies students in multiple ways including their course taking behavior (i.e., full-time or part-time), how they engage the College (onsite and/or online-distance), whether they are a first-time college student, and by program of study (major). [CIVITAS](#) is a predictive analytics software that examines course-taking behavior and performance to help the College make data-informed decisions that improve student completion. This empowers College managers, faculty, and counselors to make data-informed decisions to make changes and establish new initiatives ([Program and Department Review Handbook](#); [Program and Department Review Reports](#)). Through Program and Department Review, all disciplines disaggregate data to analyze the experience and needs of the diverse student population in support of student equity and student learning and achievement. See [I.A.3](#) for a description of the data-informed planning and resource allocation process.

The College offers several modes of distance learning to serve working adults and students who seek flexible education options. The College has a department ([Distance Learning](#)) devoted to serve the needs of this population via phone, email, USPS, tech-help desk, and walk-in front counter service. The College has dedicated staff available to address the needs of students taking distance learning courses. The College's [Distance Learning web page](#) offers before-term and in-term support to these students.

The Special Programs and Services Coordinator and academic counselors work closely with faculty to ensure that students with verified disabilities are provided qualified services and appropriate accommodations. Counselors, [academic success coaches](#) (i.e., peer mentors who provide one-to-one assistance to students to refer them to additional services and provide support to help them navigate College resources to persist), and transfer and career services personnel deliver online student support services (e.g., appointments, workshops) via [Cranium Café](#).

Regular and Substantive Interaction (RSI). The College, under the leadership of the Academic Senate, developed guidelines to ensure regular and substantive interaction within online courses (Online Instruction Guidelines for RSI). In addition, departments have developed department/discipline specific RSI guidelines to ensure appropriate RSI for each discipline. Strategies have also been developed for exporting RSI evidence from third party platforms to Canvas after each semester has ended. The faculty-led FSC provides ongoing professional learning and support for faculty. The College continues to explore ways and means to support student learning as the College engages with a guided pathways framework for student success.

Preparing Faculty. The College prepares instructors to succeed with online instruction by requiring successful completion of a training course offered through the Faculty Success Center (FSC 150 Syllabus) before new faculty teach their first online class. The course addresses how to use the learning management system (LMS; Canvas) features to maximize student engagement and learning. The course also covers accessibility and ways to provide RSI. The FSC also offers other training opportunities throughout the academic year and stands ready to assist instructors

with one-on-one training and support as necessary. All-College/FLEX meetings and other professional development days are offered by the FLEX and College Professional Development and Leadership Committee. This includes the annual Summer Institute, which covers various topics related to online teaching and learning.

Preparing Students for Online Courses. The College prepares students to succeed by way of pre-term letters and emails (from Admissions and Records and instructors) that explain what students should do to prepare for their online classes. The Distance Learning web page offers information for students who are new to online instruction, including answers to typical questions. The College also offers two online-learning preparation courses (EDUC 107: Introduction to Distance Learning and EDUC 108: How to Succeed in Distance Learning) for students who feel they need more practice in online learning. In addition, each course offers online learning readiness tutorials created by California's Online Education Initiative to help students understand the unique demands of this mode of learning.

Online Student Services. Online courses provide an opportunity for students to balance various personal or work-related commitments alongside the pursuit of a degree or certificate. The College ensures that distance learning students can access and conveniently use all the College's student services without having to drive to campus. For instance, the College website is designed to answer typical student questions. The Counseling Department, which includes the Career Center and Transfer Center, can interact with students via phone, email, chat, and the Cranium Café web conferencing solution. Other student service staff members are trained to interact with students at a distance via technology. The Student Success Centers (SSCs) offer free online tutoring by College-trained tutors who in many instances are embedded in the course. The College also offers free 24/7 online tutoring via the third party Smarthinking service. Tutoring at the College is principled upon helping students develop a growth mindset toward their studies to boost motivation to help all students succeed. The College Library offers all the services and support students could expect from a physical library online. The College's Distance Learning Department staff provide virtual help desk support to assist students with the use of College technology (e.g., My-CCC educational portal, student Gmail, Canvas LMS).

Conclusion

The College prides itself as an institution dedicated to the provision of coursework and services in a variety of modalities to serve a diverse student population. This is central to the mission. The College aligns with the Standard.

Key Evidence: [Program and Department Review Handbook](#); [Program and Department Review Reports](#), [Distance Learning](#), [academic success coaches](#), [Cranium Café](#), [Online Instruction Guidelines for RSI](#), [Faculty Success Center](#), [FSC 150 Syllabus](#), [EDUC 107: Introduction to Distance Learning](#), [EDUC 108: How to Succeed in Distance Learning](#), [online learning readiness tutorials](#), [Student Success Centers \(SSCs\)](#)

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evaluation

Traditionally, the English, math and ESL departments used the College Board ACCUPLACER placement tests to place students in English (or ESL) and math. Due to recent legislative changes in California ([AB 705](#)), beginning fall 2018, the College is no longer requiring students to take a placement test. Instead, the College allows multiple measures (e.g., high school transcripts; self report) to be used to remove barriers to college-level coursework in English and math to enhance student success. The College is currently developing new curriculum to support co-requisite models as espoused by the California Acceleration Project and other professional learning organizations. The College is also applying resources for learning support such as tutoring through the Student Success Centers. The goal is to allow more students to take college-level coursework and bypass traditional basic skills courses to improve persistence and overall achievement.

The College has a long history of recognizing military training and experience toward college credit. The College has developed equivalencies according to [American Council on Education](#) for credit recommendations, and for the following exams: Advanced Placement tests, College Level Examination Program (CLEP) and Defense Activity for Non-Traditional Education Support Single Subject Tests (DSST) ([2017-2018 College Catalog](#), pp. 202-203 and 223). In addition, the College grants credit for work-based learning and facilitates apprenticeship and internship programs with various CE curriculum and programs.

Conclusion

The College followed procedures to validate placement instruments for English and math for several years. Due to recent legislative changes in California, the College is developing ways and means to support student success and reduce time in remediation or remedial coursework to enhance student motivation, learning, and achievement. The College aligns with the Standard.

Key Evidence: [AB 705](#), [American Council on Education](#), [College Catalog](#)

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evaluation

Every course outline has learning outcomes. Although SLOs have their own evaluation cycle and assessment activities that may be separate from course-level grades/performance, there is a strong correlation between course assignments and the formative evaluation of learning outcomes. This correlation is affirmed through the curriculum review process, which assures align-

ment between course expectations, programmatic expectations, and institutional learning outcomes. In this way, the attainment of learning outcomes occurs in tandem with the completion of a course, certificate, or degree.

Degree and certificate programs are aligned to programmatic and institutional SLOs. Through an annual survey (see II.A.3) distributed to students who have completed a program of study, Institutional Research has demonstrated a close positive correlation between attainment of learning outcomes and the awarding of a degree or certificate.

The [Curriculum Committee](#) ensures that all courses offered at the College adhere to statewide standards established by Title 5 and Chancellor's Office Guidelines, such as the most current edition of the [ASCCC Program and Course Approval Handbook \(Curriculum Training, Fall 2017\)](#). College courses are articulated with a variety of four-year institutions of higher education, indicating congruence with generally accepted norms and equivalencies. Many courses have also been approved as Course-ID equivalent, indicating further congruence with generally accepted norms and equivalencies. As new C-ID descriptors are completed, the College will continue to align curriculum with statewide standards.

The College approves curriculum based on commonly accepted practices and calculates clock-to-credit hour conversion as described in [CCCD Administrative Procedure 4020](#), Program, Curriculum, and Course Development:

“One credit hour of community college work (one unit of credit) shall require a minimum of 54 semester hours of total student work, which may include inside and/or outside-of-class hours. A course requiring 108 hours or more total student work shall provide at least 2 units of credit. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.”

Conclusion

The College follows commonly accepted practices within the California Community College system for the awarding of credit, degrees, and certificates based on the attainment of learning outcomes. The College aligns with the Standard.

Key Evidence: [ASCCC Program and Course Approval Handbook](#), [Curriculum Training](#), [CCCD Administrative Procedure 4020](#)

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evaluation

[CCCD Board Policy 4050](#), Articulation, [CCCD Board Policy 5120](#) and [CCCD Administrative Procedure 5120](#), Transfer Centers, delineate parameters for the College to develop transfer-of-credit policies. Transfer of credit explanations are provided to students in the catalog ([2017-2018 College Catalog](#), pp. 202-203, 230-235). The College has established and continues to establish articulation agreements with a variety of four-year institutions including institutions from the CSU and UC systems as well as private colleges and universities.

Conclusion

The College adheres to relevant Board Policies and Administrative Procedures to publish transfer-of-credit policies in order to facilitate the mobility of students without penalty, including the acceptance of transfer credits to fulfill degree or programmatic requirements. Articulation agreements have been established with a number of four-year institutions. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 4050](#), [CCCD Board Policy 5120](#), [CCCD Administrative Procedure 5120](#), [2017-2018 College Catalog](#)

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evaluation

A Lens of Completion: Program and Institutional Student Learning Outcomes

The overhaul of the course-level SLO process that occurred in 2017 also allowed for a fresh look at program and institutional-level SLOs (ISLOs). In fall 2017, a survey was administered to recent graduates to collect information about the attainment of program and institutional-level student learning outcomes ([Program Student Learning Outcomes Survey](#)).

The College's institutional student learning outcomes are general, cross-curricular outcomes in the areas of critical thinking, problem solving, and ethical reasoning that define the abilities of an individual who has completed a program. Survey results pointed to a close alignment between program/institutional SLO achievement and degree or certificate completion. Survey findings are presented at PIEAC, are embedded in the [College key performance indicators \(KPIs\)](#), and are available on the [Institutional Student Learning Outcomes Dashboard](#).

The post-graduate survey results are also included in the individualized templates for annual [Program Review Reports](#). Like ISLOs, program student learning outcome reports are posted online on the [Institutional Effectiveness Web Page \(Program Student Learning Outcomes Dashboard, Program Student Learning Outcomes Reports\)](#).

Conclusion

The College includes student learning outcomes in several core competency areas related to the outcomes for higher education. The College aligns with the Standard.

Key evidence: [Program Review Reports](#), [Program Student Learning Outcomes Survey](#), [Program Student Learning Outcomes Dashboard](#), [Program Student Learning Outcomes Reports](#)

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evaluation

[CCCD Board Policy 4100](#), Graduation Requirements for Degrees and Certificates, requires students earning associate degrees to “complete the general education residency and competency requirements set forth in Title 5 regulations.” [CCCD Board Policy 4025](#), Philosophy and Criteria for Associate Degree and General Education, empowers the local [Curriculum Committee](#) at each college to rely on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum. General education requirements for all degree programs are clearly articulated in the [College Catalog](#) (also see I.C.2). The College utilizes core standards for programmatic and curriculum development as outlined in the [ASCCC Program and Course Approval Handbook](#). For consistency in planning curriculum process aligns with the Program Review cycle ([Program and Department Review Handbook](#)) and ensures that all general education courses are reviewed by discipline faculty and the [Curriculum Committee](#) to ensure their appropriateness, based on the SLOs and competencies for the degree level. The College's eight [institutional-level SLOs](#) represent broad abilities in critical and ethical reasoning, problem solving, and burgeoning expertise in an area of inquiry.

Conclusion

The College supports and maintains curriculum for general education that prepares students for work and further education in the 21st century. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 4100](#), [CCCD Board Policy 4025](#), [Curriculum Committee](#), [College Catalog](#), [ASCCC Program and Course Approval Handbook](#), [Program and Department Review Handbook](#) [institutional-level SLOs](#)

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evaluation

All degree programs align with the California Community College Chancellor’s Office, Program and Course Approval Handbook (PCH) requirements, which specifies that a degree will consist of “*at least 18 semester units or 27 quarter units defining a major or area of emphasis and [be] aligned with the TOP Code identified for the degree. The 18 semester units or 27 quarter units in the major or area of emphasis can be in a single discipline or related disciplines, or it can be in an area of emphasis, defined as a more general grouping of lower division coursework that prepares students for a field of study or specific major at a CSU or UC. Or, a minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.*” Therefore, degree programs approved by the [Curriculum Committee](#) must match the criteria for sufficient courses in the area of inquiry or related fields.

In addition, program-level student learning outcomes (PSLOs) exist for all approved programs, and the SLO revision cycle allows for ongoing attention to the alignment between stated learning outcomes and student learning/achievement. SLOs and PSLOs are reviewed within the five-year curriculum review cycle and analysis is documented per the annual and comprehensive Program and Department Review process.

Conclusion

All degree programs include focused study in at least one area of inquiry. This is achieved through alignment with State requirements and student learning outcomes and field-appropriate content mastery. The College aligns with the Standard.

Key evidence: [Curriculum Committee](#), [Program and Department Review Handbook](#), [CurricUNET](#)

A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evaluation

Each [Career Education \(CE\)](#) discipline participates in two industry advisory committees per year. One is a local College-only advisory committee and the other is either a local advisory committee or a regional advisory committee with representatives from the other community colleges in Orange County as well as the local K-12 Districts. Each advisory committee has representatives from local employers who advise on industry needs. Agendas and minutes from each discipline’s advisory committee meeting are stored at the Garden Grove Center ([CTE Advisory Board Minutes](#)).

Industry advisory committees review course outlines of record as well as degree and certificate requirements in order to advise the College on what topics need to be addressed to meet industry needs and standards. The committee also provides feedback on what industry needs and wants in

a trained workforce to guide curriculum development and alignment with industry standards/certifications ([CTE Advisory Board Minutes](#)).

The Garden Grove Campus provides [Pearson/Vue](#) industry certification testing in the Information Commons/Student Success lab to both current students and the general public. Although the results are held confidentially by the test-taker, access to industry certification testing ultimately helps individuals acquire living-wage jobs or advance from their current positions.

Strong Workforce and Coastline [Cybersecurity Apprentice Program \(CCAP\)](#) funds are provided to allow students in various CE disciplines and programs to receive free or reduced rates on certification exams.

College Core Indicator Information by 4-Digit TOP Codes is available and is used for Perkins IV Grant planning and reporting for CE programs. The [Perkins IV Grant, Title I, Part C Local Application](#) show completion rates and progress in certification completion. The information provided by the State identifies special population outcomes and compares them to the general College and State-negotiated population outcomes ([Perkins Research Reports](#)).

Conclusion

The College takes measures to ensure that CE programs remain relevant and industry-applicable. The College aligns with the Standard.

Key evidence: [CTE Advisory Board Minutes](#), [Cybersecurity Apprentice Program \(CCAP\)](#), [Perkins IV Grant, Title I, Part C Local Application](#), [Perkins Research Reports](#)

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evaluation

The process to evaluate a program for elimination is called program vitality ([Program and Department Review Handbook](#), p. 10). Programs that enter a vitality assessment are required to develop action plans to ensure that enrolled students may complete their education in a timely manner with minimum disruption ([Program and Department Review Handbook](#), p. 10). The process is as follows:

1. Enrolled students are referred to a counselor to determine whether courses need to be substituted to allow for successful completion of the course of study at the College ([Petition to Waive/Substitute Academic Requirements](#)).
2. If the College cannot provide appropriate courses for completion, the student is referred to an appropriate program at Orange Coast College or Golden West College.
3. If an appropriate program is not available within the District, the student receives counseling assistance to explore transfer and coursework at institutions outside the District with analogous programming.

Conclusion

The College has measures in place to ensure students can complete their education in a timely manner in the event of a curricular change that could impact timely completion. The College aligns with the Standard.

Key evidence: [Program and Department Review Handbook](#), [Petition to Waive/Substitute Academic Requirements](#),

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evaluation

All College academic programs complete annual [Program Review Reports](#) to reflect on outcomes and new/ongoing initiatives. All programs also complete five-year comprehensive program reviews to reflect on longer-term goals and progress ([Program and Department Review Handbook](#)). Comprehensive reviews are presented to the Program and Department Review Committee for panel questions, clarifications, and further requests while annual reviews are processed internally and proceed through the regular planning and resource allocation process ([College Integrated Planning Handbook](#)) and explained in I.A.3. Members of the committee validate each report according to certain criteria. Curriculum is reviewed for currency and appropriateness during each five-year comprehensive review cycle.

Many programs (e.g., CE) assemble advisory groups to advise program directors on how to improve their offerings on an even more frequent basis. The [Curriculum Committee](#) coordinates with Program and Department Review to regularly review and update all College programs and courses to enhance student learning and ensure continuous improvement and alignment with the mission.

Conclusion

Through the regular program and department review process, curriculum is reviewed and updated to ensure a commitment to ongoing improvement in course quality and to enhance student learning outcomes and achievement. The College aligns with the Standard.

Key evidence: [Program and Department Review Handbook](#), [College Integrated Planning Handbook](#), [Program Review Reports](#)

II.B Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspond-

ence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evaluation

Library

The mission of the College's Library is as follows: Coastline's Library provides training, support, and resources for Coastline students and employees to enable them to find and evaluate information effectively.

The College's [Library](#) is unique within the California Community College System in that it is 100% online; there is no physical location or physical collection of resources. The Library has a collection of digital materials, including full-text journals, magazines, newspapers, and electronic books (eBooks) that students and employees can access through an authentication process via the website.

The Library subscribes to twenty subscription databases and two eBook collection databases that support the College curriculum and reflect the cultural, linguistic, and ethnic diversity of the College. These resources are available to current students and employees through an authentication process. The full-time librarian is a permanent member of the [Curriculum Committee](#) and continuously evaluates resources in the library to ensure that curricular needs are being addressed and supported. Curriculum and user statistics determine when resources should be added and discontinued in the library ([Library Database Statistics](#)).

Library instruction in the form of classroom visits and workshops focusing on engaging students with pertinent concepts and skills that relate to information, research, and scholarship has been offered. Instruction has been expanded to include library workshops in Canvas and instructional videos hosted on YouTube ([2017-2018 Library Comprehensive Department Review](#)). A Library Orientation quiz pertaining to key services and resources was piloted in Canvas in [EDUC C101: Tutor Training](#). It is also available in the College's Canvas Commons for other faculty to use.

The College's [Coastline YouTube Channel](#) assists students with short tutorials related to library research, article databases, student readiness, search techniques, and citation formats. The channel also has a section for faculty resources and Canvas help ([Coastline YouTube Channel](#)). All library instruction efforts are designed to support and encourage a conceptual understanding of information literacy.

The [Library Reference Service](#) covers a broad spectrum of consultations that include the recommendation, interpretation, evaluation, and use of information sources. These consultations commonly include the recommending of source materials, assisting with search strategy development, crafting research topics, assessing the credibility of sources, and using strategies to avoid plagiarism. Library Reference is available by phone, text, email, face-to-face, and USPS mail for incarcerated students. The Library utilizes a "Google Voice" phone number so the Librarian can be reached during office hours at different College campuses and during evenings and weekends ([2017-2018 Library Comprehensive Department Review](#)).

In 2016-2017 the Library was integrated within Canvas. The Canvas template includes a library section in the “Course Orientation” module, and the “Library Website” can now be installed as a tool in the navigation menu of an instructor’s Canvas shells ([Library Web Page Canvas Screenshot](#)).

The Library is piloting online Library workshops in Canvas focused on Avoiding Plagiarism ([Canvas Library Workshop](#)).

The College maintains a reserve collection of textbooks used in high-demand courses across several disciplines including: accounting, biology, chemistry, English, math, and physics to assist with the rising costs of textbooks; materials are available at the various campus locations.

Student Success Centers

The mission of the Student Success Center is as follows: The Student Success Center provides study space and tutoring across disciplines to empower students to dream, to be organized, to learn, to persist, to have a plan, to innovate, and to never give up.

Learning support for students at the College is provided primarily through the [Student Success Centers](#). The Student Success Centers offer study space; access to computers and limited free printing, tutoring, and supplemental instruction; and a reserve set of textbooks. In alignment with the College mission, the Student Success Centers deliver *flexible services* and operate with an *innovative and student-centered mindset*.

Services Provided by the Student Success Centers include:

- Unlimited, free drop-in tutoring for all subject areas at all sites with an emphasis on study skills
- Online tutoring (synchronous and asynchronous)
- Study space
- Access to free limited printing
- Internet-connected PCs and tables/desks for student use
- Reserve set of textbooks from key discipline areas (e.g., Biology, English, Math)
- Course-embedded tutoring for specific course sections
- Supplemental instruction for specific course sections
- Preparation for English and math placement (Assessment Preparation Academy)

The College maintains Student Success Centers that provide comprehensive learning support for all students in all program areas at the College ([SSC Flyer](#)). The Centers primarily provide drop-in study space, access to PC workstations and free printing, and free peer or near-peer tutoring for all subject areas. More than 25 internet-connected PC workstations are available for student use at each location at Westminster, Garden Grove, and Newport Beach ([SSC Learning Resources](#)). Workstations are maintained and refreshed regularly by College IT. There is a Student

Success Center location at the Westminster campus (est. 2006), Garden Grove campus (est. 2012), Newport Beach campus (est. 2013), and College Center (est. 2013). Tutors also work in the Garden Grove Transfer Center and the Newport Beach Veterans Resource Center. Further, tutors are placed at Early College High School. Each Center is generally open Monday through Friday, with access to tutors from 9:00 a.m. to 8:00 p.m. ([SSC Fall 2017 Tutoring Schedule](#)).

Tutors are generally categorized and scheduled so that there is always a writing, math, and science tutor available for drop-in students at each campus location. The College's tutors are adept at addressing the essential study skills students need to be successful in any coursework.

The College's tutors are trained via a half-unit 8-week online course, [EDUC C101: Tutor Training](#). The course provides essential, professional-level training for tutors to serve as effective peer or near-peer tutors to enhance student success. Tutors usually complete this training either before or during their first term of assignment. In the class, students learn about how to address affective and cognitive factors involved in learning.

Student use of the Student Success Centers has grown dramatically since 2012 ([SSC President's Cabinet Presentation 5-25-2017](#)). An overwhelming majority of students who responded to the College-distributed annual [service outcome area \(SAO\) survey report](#) that by virtue of receiving tutoring or other services from the Student Success Centers, they feel more empowered and capable to complete their coursework and address learning issues as they pursue their educational pathway ([2017-2018 Student Success Center Annual Department Review](#)).

To complement the learning support offered by the College's tutors, Smarthinking is contracted to provide just-in-time and round-the-clock learning assistance to close the availability loop for asynchronous and synchronous learning assistance for a wide variety of disciplines. Faculty may also elect to activate the embedded Smarthinking access module in their online Canvas course shells. Access instructions can be found on the [Student Success Center \(Smarthinking Usage Report\)](#).

Students may also email the Student Success Centers to arrange for email-based tutoring, to arrange an appointment for face-to-face or synchronous online tutoring, and to ask informational questions about the services provided by the Centers. Students who are incarcerated receive information about how to be successful in telecourses and are also encouraged to write to the Student Success Centers for correspondence-based tutoring ([Student Success Guide](#)). Letters received by the Student Success Center are responded to directly by the Student Success Coordinator or an appropriate tutor. In-house, contracted online, and correspondence-based tutoring, all of which are free to the student, has grown rapidly over the past few years ([SSC Master Attendance List](#)).

The College also supports an embedded tutoring and supplemental instruction program, which utilizes Success Center tutors as in-class tutors or supplemental instruction leaders. Embedded tutoring is the practice of inserting a tutor into a face-to-face or online class to provide critical support and learning assistance within the context and flow of a class. This has been shown to be particularly effective in natural science courses, such as human anatomy and human physiology. In spring 2017, over 60 course sections across a wide variety of disciplines (e.g., English, math, ESL, accounting, biology, chemistry) were served by an embedded tutor or SI leader.

The College has taken steps to institutionalize the Student Success Centers to ensure that learning support is provided equitably to all segments of the student population across all instructional modalities. Through the College's planning and resource allocation process, the Student Success Centers have established an ongoing budget supplemented by one-time monies from general funds, awarded annually as a result of the regular planning and resource allocation process. This allows for the [Student Success Centers](#) to operate College-wide and to support more than fifty course sections with embedded tutors or supplemental instruction leaders ([2017-2018 Student Success Center Annual Department Review](#)).

Results of an internally deployed survey point to high levels of satisfaction among students who utilize learning assistance at the College ([2017-2018 Student Success Center Annual Department Review](#)).

Conclusion

The College provides library and learning support services in sufficient breadth and depth as to reach all segments of the student population. The College aligns with the Standard.

Key evidence: [Library](#), [2017-2018 Library Comprehensive Department Review](#), [Library YouTube channel](#), [Library Reference Service](#), [Library Web Page Canvas Screenshot](#), [Student Success Centers](#), [SSC Fall 2017 Tutoring Schedule](#), [EDUC C101: Tutor Training](#), [SSC President's Cabinet Presentation 5-25-2017](#), [service outcome area \(SAO\) survey report](#), [\(2017-2018 Student Success Center Annual Department Review](#), [Smarthinking Usage Report](#), [2017-2018 Student Success Center Annual Department Review](#)

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evaluation

A Librarian is a standing member of the [Curriculum Committee](#) and reviews all new and revised courses and programs. If the Library has a gap in its collection, the Librarian consults with the faculty member via email, and additional resources are purchased. The Library solicits input from faculty, students, and learning support services professionals when reviewing Library materials or new materials for purchase. Usage statistics help inform renewal procedures as well as marketing plans which are captured annually in the [College key performance indicators \(KPIs\)](#) and the [Library Department Review](#). Additionally, Library materials that integrate with the Canvas LMS system are being piloted, and Library online materials that conform to WCAG 2.0 accessibility standards or have a road map to reach WCAG 2.0 are a priority for the Library and the College.

The [Student Success Centers](#) at three campuses (Garden Grove, Westminster Le-Jao, and Newport Beach) have dedicated study space for individual or small-group study. Each Student Success Center is also equipped with PC workstations, calculators, study aids, and other materials for student use. The Student Success Coordinator regularly solicits input from staff about materials needed to support learning assistance and then communicates these needs to the appropriate individuals at the College who can place orders or make purchases.

Conclusion

The College maintains adequate and appropriate equipment and materials to support both the library and the learning support operations for the Student Success Centers. The College aligns with the Standard.

Key evidence: [College key performance indicators \(KPIs\)](#), [Library Department Review](#), [Student Success Centers](#)

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evaluation

The Library participates in the College's annual Department Review process with a Comprehensive Departmental Review every five years. The review is tied to planning and resource allocation. This annual review allows for the evaluation of Library services as well as the assessment of student learning outcomes ([2017-2018 Library Comprehensive Department Review](#)).

The Library gathers data through surveys, statistics, and database usage.

- Surveys:
 - Fall Library Survey ([End-of-Term Library Survey](#))
 - Spring Service Area Outcomes Survey ([Library Service Area Outcomes Results](#))
 - Library Instruction evaluations ([Library Evaluation Form](#))
- Statistics:
 - Website analytics ([Library Department Review](#))
 - Reference statistics ([2017-2018 Library Comprehensive Department Review](#))
 - Database usage ([Library Database Statistics](#))
 - YouTube statistics ([2017-2018 Library Comprehensive Department Review](#))

Each semester the Student Success Center surveys students, staff, and faculty about its services in order to see trends and take action based on data-informed analysis ([2016-2017 Student Success Center Survey Results](#)).

Each spring, the College conducts a service area outcome survey to gauge the degree to which students who visited a Student Success Center or received an extended service (e.g., in-class tutoring) report achieving the following outcomes:

- Take responsibility for my own learning because of improved self-confidence
- Utilize effective study strategies

- Identify learning assistance resources available at CCC
- Complete coursework

In spring 2017, approximately 140 students responded. The Student Success Centers were among the most highly rated service areas at the College, with a combined aggregate of 96.4% who agreed that their ability to demonstrate all four of the aforementioned service area outcomes was improved ([CCIE Newsletter Fall 2017](#)). Finally, Smarthinking, a contracted online tutoring provider, provides students with access to a survey at the point of service. In this way, the Student Success Coordinator is able to make data-informed decisions about which services to scale or modify and what resources are needed to meet student need.

Conclusion

Both the library and the Student Success Centers utilize survey data about service area outcomes to make decisions to improve services that enhance student learning and participate in the College's program and department review process. The College aligns with the Standard.

Key evidence: [End-of-Term Library Survey](#), [Library Service Area Outcomes Results](#), [Library Evaluation Form](#), [Library Department Review](#), [2017-2018 Library Comprehensive Department Review](#), [Library Database Statistics](#), [2016-2017 Student Success Center Survey Results](#)

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evaluation

The College is one of three in the Coast Community College District (CCCD). The Librarians from each College meet annually and communicate via email and phone all year to discuss library-related issues ([CCCD Library Agenda 9-15-2017](#)).

When the College relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the College's intended purposes and are easily accessible and utilized. The College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The College regularly evaluates these services to ensure their effectiveness.

CAL-West is a library consortium between the Coast Community College District and the North Orange County Community College District. CAL-West has different sections that center around the Voyager Integrated Library System (ILS). Voyager was purchased through a combined effort of the two Districts. CAL-West sections meet at least annually and have recently reviewed and updated policies across the District ([CAL-West Circulation](#)).

Most College library database subscriptions are purchased through the CCL consortium. The consortium negotiates contracts with vendors on behalf of the California Community Colleges. Subscriptions are reviewed and renewed annually based on the needs of the curriculum at the College ([2017-2018 Library Comprehensive Department Review](#)).

Smarthinking is a third party online tutoring service provider that provides synchronous and asynchronous tutoring for students. An agreement is in place that stipulates the terms of the arrangement ([Smarthinking Service Agreement](#)). A built-in survey module allows students to express their satisfaction or dissatisfaction with the service. These results allow the Student Success Coordinator to make informed decisions about whether to continue or scale the service and how to integrate it into the menu of options provided by the Student Success Centers.

The Student Success Centers monitor all student traffic via CI Track, a kiosk-based point-of-service application that allows students to ID card swipe in and swipe out when visiting a Center. An agreement is in place that stipulates the terms of the arrangement ([SSC CI Track Agreement](#)). The software allows for tracking attendance patterns including activities such as studying or receiving tutoring. The data collected allows the Student Success Coordinator to plan and schedule services accordingly.

Conclusion

The College takes measures to ensure that any external source for library or learning support services is adequate, appropriate, and utilized. The College aligns with the Standard.

Key evidence: [CCCD Library Agenda 9-15-2017](#), [CAL-West Circulation](#), [2017-2018 Library Comprehensive Department Review](#),

II.C Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evaluation

Each student service department at the College is evaluated annually through the program and department review process, which includes a comprehensive review which occurs in five-year cycles ([Program and Department Review Handbook](#)). This is how student service areas demonstrate their ability to support student learning and the realization of the mission. The reviews use both quantitative and qualitative inquiry informed by institutional achievement data and results from student surveys.

The annual program and department review process includes an assessment to ensure that services are available to students regardless of location and means of delivery ([Admissions and Records Department Review Reports](#), [Counseling Department Review Reports](#), [Financial Aid Department Review Reports](#), [Student Life and Outreach Department Review Reports](#), [Extended Learning Department Review Reports](#)) and that departmental operations align with the mission and department goals. The department reviews are discussed in [Student Services Wing Planning Council](#) and are used to determine resource requests ([Student Services Wing Planning Council Meeting Minutes 2-8-2017](#)).

To maintain effective student support services, the Student Services Wing Planning Council reviews and discusses the responsiveness and effectiveness of student support services and to ensure departments are meeting departmental goals and service area outcomes ([Student Services Managers Meeting Minutes 1-20-2017](#)). The Student Services Wing Planning Council convenes regularly to advise the Vice President of Student Services on the Student Services Wing's Annual Plan, grant funding compliance, student services programming, and facilities/equipment needs and establishes funding priorities and resource allocations consistent with College goals and the Educational Master Plan ([Student Services Wing Planning Council Mandate](#)). All student service units work to advance the College goals of enhancing (1) student success, completion, and achievement; (2) access and student support.

Conclusion

The College regularly evaluates the quality of student support services regardless of location or mode of delivery and demonstrates that services support student learning and contribute to the mission of the College. The College aligns with the Standard.

Key evidence: [Program and Department Review Handbook](#), [Admissions and Records Department Review Reports](#), [Counseling Department Review Reports](#), [Financial Aid Department Review Reports](#), [Student Life and Outreach Department Review Reports](#), [Extended Learning Department Review Reports](#), [Student Services Wing Planning Council](#), [Student Services Wing](#)

[Planning Council Meeting Minutes 2-8-2017](#), [Student Services Managers Meeting Minutes 1-20-2017](#), [Student Services Wing Planning Council Mandate](#)

II.C.2 The institution a) identifies and assesses learning support outcomes for its student population and b) provides appropriate student support services and programs to achieve those outcomes. c)The institution uses assessment data to continuously improve student support programs and services.

Evaluation

The College has developed service area outcomes (SAOs) for all service-oriented units at the College ([Service Area Outcome Reports](#)) that help to create a data pictures for whether students believe they are benefiting (and learning) from the services provided. The [College Scorecard](#) includes specific metrics to identify student support outcomes and goals ([Student Services Key Performance Indicators Scorecard](#)).

SAOs are assessed annually via surveys administered by the [Department of Institutional Research, Planning, and Effectiveness](#) ([Service Area Outcome employee survey](#), [Service Area Outcome student survey](#), [Service Area Outcome Reports](#)). Additionally, a comprehensive departmental review is conducted every five years. This information is included in the annual department review for all student service units. Outcomes are used to evaluate effectiveness of services and also used as evidence to maintain or revise services to meet student need ([Admissions and Records Department Review Reports](#), [Student Life and Outreach Department Review Reports](#), [Financial Aid Department Review Reports](#), [Counseling and Student Success and Support Department Review Reports](#), [Extended Learning Department Review Reports](#)).

Conclusion

The College provides quality student support services for all students, such as tutoring and peer mentoring, to assist students with achieving their learning outcomes. Services are based on performance benchmarks from the College Scorecard; the provision of services also takes into account the student populations being served based on survey data, student feedback, specific contracts, and department/staff input. The College aligns with the Standard.

Key evidence: [Service Area Outcome employee survey](#), [Service Area Outcome student survey](#), [Service Area Outcome Reports](#), [Admissions and Records Department Review Reports](#), [Student Life and Outreach Department Review Reports](#), [Financial Aid Department Review Reports](#), [Counseling and Student Success and Support Department Review Reports](#), [Extended Learning Department Review Reports](#), [Student Services Key Performance Indicators Scorecard](#)

II.C.3 The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evaluation

In alignment with the mission, the College “steadfastly focuses on providing access and supporting student success” while “provid[ing] access to services that cultivate and guide a diverse stu-

dent population” ([College Mission](#)) with equity, focus, and purpose. In that regard, student services at the College are in the process of aligning to principles of [guided pathways](#) in order to ensure students are receiving the support they need and deserve to complete their educational pathways in an expedient manner. To meet the needs of the diverse student body, the College provides equitable and flexible access to appropriate, comprehensive and reliable services regardless of service location or delivery method to support student success. The Student Services Wing Plan which is a part of the College’s [2017-2020 Integrated Wing Plan](#), demonstrates an organized and efficient effort to establish goals and cyclical processes for continuous improvement:

2017-2020 Student Services Wing Strategies

- Continue customer service training for Student Services employees
- Create a virtual presence for student life and engagement
- Create student hubs at all campuses
- Develop and implement an Outreach Plan
- Expand and strengthen partnerships with businesses, government, local schools, colleges, and universities
- Implement Cranium Café, MyPath, and Canvas shells for all Student Services
- Implement strategies that align with and help to achieve the goals defined in the Enrollment Management Plan
- Increase the number of students completing the onboarding process
- Provide leadership and support for the [guided pathways](#) movement at the College
- Scale awareness of College events
- Support the implementation of the SSSP/Equity/ BSI Integrated Plan

With these overarching goals, the various departments that comprise student services deliver a combination of face-to-face, online, and correspondence modes of communication and interaction.

For site-based students at each of the campuses, located in Fountain Valley, Garden Grove, Newport Beach and Westminster Le-Jao, and for distance learning students, the College offers the necessary support services to help students achieve their learning outcomes. Services include admissions, financial aid, assessment, counseling, advising, educational planning, outreach, recruitment, career exploration, tutoring, transfer planning, and graduation. Students, therefore, have direct access to counselors, advisors, faculty, program specific staff, [academic success coaches](#) (i.e., peer mentors who provide one-to-one assistance to students to refer them to additional services and provide support to help them navigate College resources to persist), and tutors through various modalities, including face-to-face, email, chat, virtual and off-site workshops, the [My-CCC](#) automated planning tool [DegreeWorks](#), and live video chat advising.

The student populations are extremely diverse. Unique populations include [EOPS/CARE](#), [CalWORKs](#), [disabled and Special Programs students \(DSPS\)](#), [international students](#), [STAR 2.0 students](#) (the College's cohort program), [Coastline Promise](#), [ESL \(credit and noncredit\)](#), [Title III AANAPISI](#), [foster youth](#), [veterans](#), and [distance learning](#) students (including military, corporate and incarcerated) throughout the State and country. The College provides equitable service to all populations through its planning and resource allocation process to ensure student needs are met with requisite resources.

Conclusion

Utilizing its planning and resource allocation process ([College Integrated Planning Handbook](#), p. 10) the College ensures equitable access to appropriate and comprehensive services to students regardless of service location or delivery method. The College aligns with the Standard.

Key evidence: [2017-2020 Integrated Wing Plan](#), [EOPS/CARE](#), [CalWORKs](#), [disabled and Special Programs students \(DSPS\)](#), [international students](#), [STAR 2.0](#), [Coastline Promise](#), [ESL \(credit and noncredit\)](#), [Title III AANAPISI](#), [foster youth](#), [veterans](#), [distance learning](#), [College Integrated Planning Handbook](#)

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evaluation

Although the College does not have an athletic program, the social and cultural dimensions offered through [Student Life](#) are vibrant and aligned with the mission and nationally recognized effective practices and are regularly evaluated. Student Life offers co-curricular programs that are reflective of the developmental and demographic profile of the student population.

Student life [programming](#) is geared toward the diverse student population and is offered in a flexible format expanding beyond the traditional brick-and-mortar higher educational context. [Student Life](#) and [Associated Student Government \(ASG\)](#) have clearly articulated guiding documents, which are publicly available on the College website, to ensure transparency and establish guiding practices (ASG governing documents and Student Life policy documents: [ASG Bylaws](#), [ASG Election Code](#), and [Club and Advisor Handbook](#)).

Student Life is evaluated annually to determine effectiveness and areas for improvement. Results of this evaluation are disseminated appropriately to campus constituents ([Student Life Department Review Reports](#)). Moreover, Student Life staff hold semesterly meetings with each ASG officer to ensure the direction of ASG is aligned with ASG's vision and practices.

Recent programs hosted by Student Life include guest speaker Odell Bizzell, who spoke about how to navigate conversations and environments where opposing viewpoints are represented ([Civic Impact Event Flyer](#)); and Brandon Leake, a spoken word poet who reflected on his experi-

ences growing up as a young, poor black adolescent and relates how he was able to remain hopeful and motivated ([2017 ASG Brandon Leake Flyer](#)). The Civic Impact Grant allowed the College to hold an event about the 2016 elections ([2016 Voter Registration Education Flyer](#)). Leadership workshops, hosted by Student Life (in collaboration with the Intercultural Resource Center), have been offered to help students learn about leadership and how to get involved on campus ([IRC/Student Life Event Calendar](#)). The Intercultural Resource Center (IRC), located at the Garden Grove campus, provides peer mentoring through a student equity lens. The IRC hosts workshops and activities for students to strengthen their student identities and commitment to succeed in higher education.

The College offers several clubs that complement a student's education by increasing the students' understanding of various work fields, facilitating interaction among students and faculty, and enriching students' social experiences. Main activities consist of social gatherings, speaker events, collaborations with other clubs, and community service events. Clubs such as Student Veterans of America and RISE (Representing and Integrating Students Everywhere) provide activities and events that enrich the cultural experience of involved students. To accommodate students, club meetings are offered online and in-person ([Club and Advisor Handbook](#), p. 11). ASG also has a social media presence through the College mobile app and on common social media sites such as Facebook and Instagram ([Mobile App](#)).

The ASG Finance Committee works collaboratively with Student Life staff members and the College Business Office to establish campus activities fees and priorities ([ASG Bylaws](#); [ASG Finance Committee Charge](#)). With the recent increase of funding for ASG (College Service Charge increased from \$6.00 to \$12.00 per semester), the organization is now able to offer more events and services to College students, including support for the College mobile app, cultural events, ASG-sponsored events, club development, fundraisers, guest speakers, and additional personnel to strengthen Student Life on-site and online.

Conclusion

The College has greatly expanded its offerings in the realm of Student Life to enhance the student experience. Although the College does not have athletic programs, it has established a variety of clubs and services all designed to help students increase their sense of belonging and connection to the College. The College aligns with the Standard.

Key evidence: [ASG Bylaws](#), [ASG Election Code](#), [Club and Advisor Handbook](#), [Student Life Department Review Reports](#), [Civic Impact Event Flyer](#), [2017 ASG Brandon Leake Flyer](#), [2016 Voter Registration Education Flyer](#), [IRC/Student Life Event Calendar](#), [Club and Advisor Handbook](#), [Mobile App](#), [ASG Bylaws](#); [ASG Finance Committee Charge](#)

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evaluation

Academic Counseling

Educational Plans. As part of the priority registration process, all new students complete orientation and assessment and meet with a counselor to develop an educational plan based on their goals. Counselors provide students with program information that aligns with possible career goals and work in tandem with the Career Center, Transfer Center, and success coaches to provide resources and support. Counselors also support student development through the Counseling Instruction courses: Counseling C104: Career/Life Planning and Counseling C105: Strategies for College Success.

To ensure that students receive timely and accurate information about academic requirements, full-time counselors are on a 175+20 day contract. When funds are available, full-time counselors often work overtime and adjunct counselors are scheduled to provide additional counseling hours. Academic coaches and student advisors are also available to provide initial academic requirement information.

[DegreeWorks](#) is a web-based tool available to students 24/7 through [MyCCC](#). DegreeWorks assists counselors, advisors and students with academic planning. With a counselor or individually, students are able to view program requirements, identify required courses, see how prior coursework fulfills program requirements, view grades, transfer credits, and determine GPA. Counselors may use DegreeWorks with students during appointments to explain program requirements and to create abbreviated and comprehensive education plans that students can refer to each semester so that they take the correct courses toward their goal.

Students may obtain information about the use of DegreeWorks through counselors, advisors, success coaches, and web resources ([DegreeWorks Web Page](#), [DegreeWorks Student Guide](#)). This functionality enriches the quality of counseling sessions because students are more informed and engaged based on first-hand knowledge of their academic standing and progress toward reaching their goals.

Counselors. The College provides counselors who support the diverse student body in achieving their academic, career, and personal goals while preparing and inspiring them to succeed and prosper in today's global and changing world. Counselors provide personal, academic and career support to assist students with making informed decisions by learning about the College's programs, policies, and transfer requirements. Students are also able to discuss their personal matters in a safe and trusting environment.

[Counseling services](#) include educational planning, exploring careers, discussing re-entry services, transfer planning, and handling academic and progress probation. Counselors may also intervene, advocate, and provide referrals as needed in order for students to achieve their educational goals. Counseling services are available to students in several modalities including face to face, email, workshops, the [MyCCC](#) degree planning tool, [DegreeWorks](#), and live video counseling through [Cranium Café](#). There are also dedicated and trained counselors and advisors for special student populations, including military/veterans, EOPS, DSPS, and other student populations. Incarcerated students receive counseling and educational planning services by corresponding through the postal service or through proctors who may call or email the counseling office ([New Student Letter](#), [Suggested Course Schedule](#)).

Each semester, counselors are also assigned to teach courses offered in the classroom and online that are designed to support student success and career and life planning. Courses include Counseling C105: Strategies for College Success and Counseling C104: Career/Life Planning. Counseling C105 is designed to help students increase success in achieving educational, career and life goals ([Counseling 105 Course Outline](#)). As part of Counseling C105, students are required to meet with a counselor for educational planning. Counseling C104 provides an introduction to life planning through an exploration of interests, skills, values, personality traits, past experiences, and life stages ([Counseling 104 Course Outline](#)).

Probation and disqualification workshops are facilitated by counselors to ensure that students understand the factors that led to probation/disqualification and understand the steps to take to return to good academic standing. Students on probation are also sent a link to watch an online probation video ([Counseling Online Probation Video](#)). Additional information is provided on the College website.

Counseling/Advising Support Resources available to students include the following:

- General Education Sheets ([General Education Option 1 Course Checklist](#), [General Education Option 2 Course Checklist](#), [General Education Option 3 Course Checklist](#)) that outline the courses required for each area of the three General Education Patterns
- [2017-2018 Student Handbook](#) that provides students with information on the different departments and services at the College.
- [Online Student Orientation](#)
- [DegreeWorks Student Guide](#)
- [Degree and Certificate Program](#)
- [College Catalog](#)

Professional Development. The College also provides training and professional development for its success coaches, advisors, and evaluators to support articulation, transfer, and degree audits and to provide general program information and upfront, unofficial degree evaluations for students seeking initial and timely guidance about the College's programs and services. Specialized training includes an online onboarding program for military student advisors located on military installations or who are in attendance at military and veteran conferences.

In addition to the counselors and advisors, the catalog and website offer information about the College's degrees, certificates, and transfer programs. Counseling sessions include, but are not limited to, educational planning, reviewing transferability, explaining program requirements (degrees, certificates, transfer major preparation), evaluating academic progress, performing graduation check, transfer planning, scholarship advising, and major and career-related counseling.

Counseling faculty members meet the minimum qualifications as outlined by the State. Counselors working in military, veterans, EOPS, and DSPS possess the additional training and education required for those programs ([Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#)). Counselors participate in professional development to remain current in their field and efficient with counseling tools. Activities include training in [DegreeWorks](#) and [Cranium Café](#) and the CSU Counselor Conferences and UC Counselor Conferences, as well as other opportunities such as [All-College/FLEX meetings](#) events, committee work, and department meetings that enhance the ability of counselors to support the development and success of students ([Counseling Department Review](#)).

Graduation. Graduation requirements, processes to petition, and ceremony information are provided in the College Catalog, posted on the College homepage and websites, and communicated to students via social media such as Twitter, Facebook, and Instagram. Prospective graduates receive information regarding the graduation ceremony from Admissions and Records in March prior to the commencement ceremony. The correspondence sent to students details the date of the ceremony, cap and gown information, and a Prospective Graduate Questionnaire with a deadline for response. Those returning the questionnaire are sent additional information as graduation plans are confirmed.

Graduation Check. Students can check on their graduation status through MyCCC on their unofficial transcript, through requests for degree updates, or by meeting with a counselor at any time during the semester. The Counseling Department is developing a formal process to automate the notification of prospective graduates to nudge students appropriately. This also fits within the College-wide initiative to establish guided pathways.

Extended Learning. In Extended Learning, standardized communications provide relevant information to students at specific points of the student life cycle. Information about the graduation application process is included in the letter that accompanies the student's official degree plan. Another standardized communication that features information about the graduation process is used by evaluation/graduation staff when students obtain updated degree plans. Program-specific websites are updated accordingly to also announce or otherwise communicate information about filing for graduation.

All counselors provide transfer information to students during appointments for educational planning. The College Transfer Center provides transfer-related information, materials, workshops, labs, guidance, online services, transfer fairs, university tours, and university representative visits to students who plan to transfer to four-year institutions.

The Transfer Center. The Transfer Center (Fountain Valley) is open on Monday through Friday from 8:00 a.m. to 5:00 p.m. Evening hour appointments until 7:30 p.m. are available by appointment Monday through Thursday. The Transfer Center provides students with access to

printed articulation materials and outreach material from the University of California, California State Universities, independent California colleges and universities, and out-of-state institutions. The transfer coordinator is available throughout the week to meet with students on transfer-related information and guidance on average of thirty-five hours per week (Transfer Center Web Page). Transfer information is also available through counselors in the Counseling Department during student appointments.

Career Services Center. The mission of the [Career Services Center](#) is to guide, provide, and equip students and the community with the necessary career development tools, knowledge, and skills to be successful in the 21st century workplace. With a social justice lens, the personnel assist individuals of all backgrounds with identifying strengths and interests to connect to a possible career path. Furthermore, Center personnel guide students in taking steps to begin a career. The Career Center is located in Fountain Valley and it is open during regular business hours Monday through Friday. Students can set an appointment, walk in, or communicate through email, by phone, or through [Cranium Café](#).

The Center assists students by providing the following services:

- Career exploration, development, and planning
- Career assessments
- Job, internships, volunteer, and experience search strategies
- Mock interviews
- Resume and cover letter critiques
- Career fairs
- In person or virtual career workshops
- Graduate school planning and applications

The College utilizes Symplicity as a job posting board. The Career Center website provides resources to help job and career-seeking students explore various career pathways and how to prepare an application.

Data is collected through sign-ins when students visit and when they leave. Some data tracked are the following: student appointment modality, type of career services delivered, and various service satisfaction questions administered via survey. This data helps inform the Career Center to improve its services in an ongoing manner.

To remain current in the field of career development, professional learning for the center includes being a board member of California Career Development Association where the staff presents at conferences with career practitioners.

Looking Forward. The College is in the beginning stages of developing, designing, and implementing services that support best practices for implementing [guided pathways](#). Included in this

initiative is creating an instructional faculty advising component primarily in their subject expertise. The College held an [All College FLEX Day](#) focused on guided pathways, which provided an opportunity for faculty, managers, and staff to learn more about the goals of this initiative and to discuss advising responsibilities related to their subject area of expertise.

Conclusion

The College provides counseling and academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. The College aligns with the Standard.

Key evidence: [DegreeWorks Web Page](#), [DegreeWorks Student Guide](#), [Cranium Café](#), [Suggested Course Schedule](#), [Counseling 105 Course Outline](#), [Counseling 104 Course Outline](#), [General Education Option 1 Course Checklist](#), [General Education Option 2 Course Checklist](#), [General Education Option 3 Course Checklist](#), [2017-2018 Student Handbook](#), [Online Student Orientation](#), [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#), [Counseling Department Review](#)

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evaluation

The College has adopted and adheres to Admissions Policies in accordance with [CCCD Board Policy 5010](#) consistent with its mission. The College is an open-access institution that admits all individuals who have a high school diploma, or who are at least eighteen. Application is conducted online through [OpenCCCApply](#). Admissions information is available in the [College Catalog](#), [Class Schedule](#), and the College website.

The College admits domestic and international students in accordance with federal and State laws. The College provides open admission to all California residents, nonresidents, and eligible K-12 (concurrently enrolled) students.

In compliance with California Education Code, students who are currently enrolled in high school may also concurrently enroll at the College with permission from their respective school principal/designee and parent/guardian. The College has developed a list of courses recommended for this population ([CCCD Board Policy 5010](#), Admissions and Concurrent Enrollment; [2017-2018 College Catalog](#), p. 15).

International (F-1) students are provided with clear information related to their admission and matriculation to the College. Students are admitted in accordance with federal immigration laws and District policies ([CCCD Board Policy 5010](#), Admissions and Concurrent Enrollment). Students are required to demonstrate proficiency in the English language by achieving a minimum

TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing Service), ITEP or STEP-Eiken score with acceptable scores to be admitted to the College.

The College defines the benefits for students for completing orientation, assessment, advisement, and development of a first-semester educational plan, which includes priority registration.

The College Catalog provides the requirements necessary to complete degrees, certificates, and general education transfer goals ([2017-2018 College Catalog](#), pp. 29-37); [CCCD Board Policy 4100](#), Graduation Requirements for Degrees and Certificates). Discipline faculty, in conjunction with the [Curriculum Committee](#), define degree and certificate curriculum requirements for degrees and road maps at the College.

The College provides an [Online Student Orientation](#) and [Student Handbook](#) to advise students about College policies, procedures, support services, and counseling services. Specialized orientations are provided to students in particular programs (e.g., military veterans, international students, EOPS, DSPS, STAR, and College Promise). These program orientations cover specific program services and requirements.

The College has successfully instituted an electronic educational planning tool, [DegreeWorks](#), in which counselors and advisors can aid students in the creation of both abbreviated and comprehensive education plans. These education plans take into account assessment scores, advanced placement scores, incoming transcripts, and transcribed experiential learning when setting the student's educational path and goals.

The College provides multiple career planning resources that help students develop a clear pathway toward completion. These resources include career assessments, career planning workshops, career exploration opportunities, and career fairs coordinated through the [Career Services Center](#). Career information is also available on the Extended Learning website. These resources help students develop clear pathways.

The College provides clear pathways for students to understand transfer requirements and processes to ensure students have plans in place that facilitate timely transfer. Pathways are explained during counseling appointments, at the Transfer Center, at Transfer Fairs, and in the catalog and College website. Programs and resources that support timely transfer include comprehensive education plans, ADT degrees ([2017-2018 College Catalog](#), p. 39, p. 47), [Learning 1st](#) online transfer programs, and program road maps ([Military Degree Program Search Form](#)). The College facilitates transfer pathways through UC TAG programs, articulation agreements with private and out-of-state institutions, and with preferred pathways programs such as Learning 1st.

Conclusion

The College is committed to provide clear pathways and means for students to complete degrees, certificate and transfer goals. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 5010](#), [CCCD Board Policy 4100](#), [OpenCCCApply](#), [College Catalog](#), [Class Schedule](#), [Online Student Orientation](#), [Student Handbook](#)

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evaluation

Every three years, the Institutional Research, Effectiveness, and Planning Department evaluates the College placement instruments and practices to validate effectiveness and minimize bias. As a result of this process, adjustments are made to the cut scores and placement recommendations. In spring 2016, a consequential validity study and cut score analysis was conducted on the English placement test. In fall 2017, the College completed a consequential validity study on the math placement test. ([Accuplacer Cut Scores 3-1-2018](#); [English Consequential Validity Report](#), [Math Consequential Validity Report](#)). Additional validation has been conducted on [multiple measure placement](#) pilots, and research has been published that compares differences in academic performance based on placement type ([Exploring the Difference Between English Placement Instruments and Academic Performance of First-Time, Two-Year College Students](#)).

The College Board Computerized Placement Test, ACCUPLACER (CPT or online and Companion or paper/pencil), was on the California Community College Chancellor's Office (CCCCO) approved list for Approved Assessment Instruments as a Second Party Assessment Instrument. The College began administering it for the English Placement test in spring 2013 and the Math Placement test in summer 2014. The American College Test (ACT) Compass ESL online test was also on the CCCCCO approved list for Approved Assessment Instruments as a Second Party Assessment instrument when it was first administered at the College in June of 2013. The ACT Compass test was discontinued as of November 30, 2016. As of December 2016, the College has been utilizing the College Board Computerized Placement Test, ACCUPLACER, for ESL Placement testing ([CCCCO Update of Assessments Memo 10-4-2016](#), [Approved Assessments](#)).

The College offers students the option of completing a placement test, completing a multiple measure questionnaire, submitting a transcript, or taking the prerequisite clearance challenge test to waive their prerequisites. Students can submit a Prerequisite Clearance/Challenge Request form to the Admissions and Records Office, which will be forwarded to the appropriate Department Chair or the English or math department if students do not agree with their placement level ([Prerequisite Clearance/Challenge Request Form](#); [2017-2018 Catalog](#), p. 208; [Class Schedule](#)). Students who have satisfied the prerequisite at another accredited institution may present their unofficial transcripts or assessment scores to the Admissions and Records. Students respond to multiple measure questions which are built into College Board ACCUPLACER tests. In fall 2015 and fall 2016, small pilot studies using multiple measures placement were conducted on STAR 2.0 program students. In spring 2017, the Academic Senate approved the use of multiple measure assessment as a pilot for 2017-2018. Statewide legislation regarding the revision of placement procedures in 2018 further fueled the impetus to utilize multiple measures and to examine ways to help more students place into college-level coursework.

In response to California Assembly Bill 705 (legislation that calls for several reforms aimed at encouraging placement in college-level courses and a reduced window for time in basic skills or pre-collegiate courses), the College has developed alternative methods to determine placement into English and math courses. In spring 2018, the Academic Senate approved the use of [Placing into Freshman Composition at Coastline](#). The math department also created [Placing into Math at Coastline](#).

Conclusion

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The College aligns with the Standard.

Key evidence: [Accuplacer Cut Scores 3-1-2018](#); [English Consequential Validity Report](#), [Math Consequential Validity Report](#), [Exploring the Difference Between English Placement Instruments and Academic Performance of First-Time, Two-Year College Students](#), ([CCCCO Update of Assessments Memo 10-4-2016](#), [Approved Assessments](#), [Prerequisite Clearance/Challenge Request Form](#); [2017-2018 Catalog](#), [Class Schedule](#), [Placing into Freshman Composition at Coastline](#), [Placing into Math at Coastline](#).

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evaluation

The College adheres to Title 5 regulations and The Family Educational Rights and Privacy Act regulations that define student records and the way they are maintained. FERPA requirements are strictly followed regarding the release of student records. In accordance with [CCCD Board Policy 5040](#) and [CCCD Administrative Procedure 5040](#), Student Records Directory Information and Privacy, students must provide written consent to release non-directory information to third parties not identified. Using personal usernames and passwords, students may access their own records electronically via [MyCCC](#).

The College complies with the provisions of the Family Rights and Privacy Act of 1974 (Buckley Amendment), which gives the student the right to see the official school record and restricts distribution of those records. The College has established confidentiality policies and release of student records policies in line with FERPA.

The College adheres to [CCCD Board Policy 3310](#), Records Retention and Destruction, that requires all student records such as transcripts, student test scores, counselors' education plans, and other important student records received by the Admissions and Records Office from Extended Learning are scanned into the Banner Document Management System (BDMS) using an optical imager for secure onsite storage. The College maintains student records permanently, securely, and confidentially, with provision or secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records, including FERPA, HIPAA, and Federal Financial Aid Regulations.

All new employees, regardless of employee classification or role are required to complete the District's FERPA Compliance Form. Every staff member must complete a request form to gain access to systems that contain student records, including systems such as Banner, BDMS or PowerFAIDS. Access rights to student information systems, including Banner, PowerFAIDS, BDMS, Argos, are granted according to job classification and the needs of the College. Access controls require multiple management authorizations prior to user account provisioning.

User training in these systems is department specific and is provided by department managers or designated and experienced staff. All staff members who have access to student information receive specialized training on FERPA, permanent records storage, access safeguards, as it applies to their roles and responsibilities. The District Training Resources are also available to employees through the [Navigator Portal](#).

All staff computers are protected with the most current security software, including network login passwords, which is maintained and managed centrally by the District Information Technology Department. Banner and BDMS systems have auto-timeout functions to prevent unauthorized access should staff members need to step away from their computers. Only authorized personnel are allowed in the room where Class 1 hard-copy records are stored.

Areas maintaining permanent records limit access to the public during regular business hours. Access is controlled through the use of electronically locked doors, physical barriers, and locked cabinets.

The College's information systems and security is maintained by the District's Information Technology Departments. Records are maintained in the District-hosted Banner, BDMS, and PowerFAIDS systems, with hardware located in the District's Data Center in a climate-controlled and secure site. The District's Banner and PowerFAIDS Systems are backed up nightly. Data is then backed up at two off-site locations in the District.

Non-electronic Class 1 paper records dated pre-1989, other than academic transcripts, are maintained in microfilm form located at the College, stored in electronic form on CDs at the College, with backup microfilms at Golden West College. Non-electronic academic transcripts dated pre-1989 are stored in an electronic format on CDs at the College, with backup hard copies stored offsite with a contracted vendor.

Conclusion

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The College publishes and follows established policies for release of student records. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 5040](#), [CCCD Administrative Procedure 5040](#), [MyCCC](#), [CCCD Board Policy 3310](#), [CCCD Training Resources Navigator Portal](#).

STANDARD III



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A Human Resources

III.A.1 The institution ensures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evaluation

- Criteria, qualifications, and procedures for selection of personnel align with commonly accepted practices within the California Community Colleges (e.g., [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#)) and are codified by several local Board policies.
- The College follows strict procedures to ensure fairness, confidentiality, and appropriateness for all faculty, administrative, and staff positions requiring a hiring committee process ([CCCD Administrators and Managers Toolkit to the Hiring Process](#); [CCCD EEO Plan 2018-2021](#)).
- Job descriptions have a District-level review process to ensure alignment with mission and to ensure that each position is adequately described in terms of duties, responsibilities, and authority.

On September 20, 2018, Vice Chancellor of Human Resources, Dr. Marco Baeza, presented the [Coast Colleges Equity & Diversity Hiring Report](#) for 2017 – 2018 to the Board. In this presentation, Dr. Baeza presented the College’s service area demographics by age, ethnicity and gender as well as the student and employee composition by ethnicity. The District has seen a 7% increase in ethnic diversity of management between 2013 (30%) and 2017 (37%) and Classified employees remain the most ethnically diverse employee category within the District (p.9). However, there is an opportunity for the District to increase its percentage of full-time and part-time faculty to meet the needs of the institution in serving a diverse student population. In response to this opportunity, “The Coast Community College District has successfully developed and implemented policies, programs, and practices that creates an environment for equity and inclusion, promotes equal employment opportunity, and encourages workforce diversity ([Diversity: A Reflection of Progress and Growth](#) p.4).”

The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services, recognizing the relationship between the quality of its human resources and programmatic and service outcomes. Therefore, comprehensive, District-wide Board policies and administrative procedures are strictly observed to assure that personnel are fully qualified for their positions.

On December 11, 2013, the District consolidated eight Board policies into one comprehensive policy now known as [CCCD Board Policy 7120](#), Employee Recruitment and Selection and six corresponding Administrative Procedures ([CCCD Administrative Procedure 7120](#), Employee Recruitment and Selection; [CCCD Administrative Procedure 7120A](#), Recruitment and Selection for Executive Management Employees; [CCCD Administrative Procedure 7120B](#), Recruitment and Selection for Management Employees; [CCCD Administrative Procedure 7120C](#), Faculty Hiring; [CCCD Administrative Procedure 7120D](#), Recruitment and Selection for Confidential Employees; [CCCD Administrative Procedure 7120E](#), Recruitment and Selection for Classified Employees) that outline the overall hiring criteria as well as the criteria for hiring faculty, executive management, managers, confidential employees, and classified employees. The Board Policy and related Administrative Procedures are publicly posted on the District website. The Board 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.”

The recruitment and selection of administrators, faculty and staff is made in strict compliance with California and federal legislation and board policies and procedures ensure selection of employees who are dedicated to providing educational experiences, intellectual insights, and exemplary support services necessary to optimize student potential and facilitate achievement of individual goals for the success of the educational community ([CCCD Board Policy 7120](#), Employee Recruitment and Selection).

The College also adheres to [CCCD Board Policy 7902](#) Faculty Service Areas, Minimum Qualifications, and Equivalency (discussed further in Standard III A.2 of this document), which dictates the role of the search committee in determining if minimum qualifications are met in faculty hiring and explains and describes the process for determining equivalency: Qualifications that are “same as” or “equal to” the those established in the Disciplines Lists approved by the Board of Governors of the California Community Colleges published in the California Community Colleges Chancellor’s Office handbook, [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#).

Job descriptions are periodically reviewed and updated by the [District Office of Human Resources](#) in collaboration with College human resources personnel and departmental/discipline subject matter experts and as negotiated in collective bargaining agreements to assure that job classification, duties, responsibility and authority are both appropriate for the position (confidential, classified staff and classified management positions) and aligned with the District and College missions. The job description and application data is securely housed in the [NEOGOV](#), an online human capital tracking system.

In 2015, the District engaged in a comprehensive classification and compensation study of all classified staff and management positions that was implemented in 2017. The study consisted of an extensive analysis that considered key job factors, such as organization structure, existing job descriptions, employee input worksheets, supervisory interviews, and individual/group site visits. The evaluation results of all key job factors were then measured using the consultant's proprietary point factor system. The evaluation of key measures such as mental (knowledge, problem solving, skill and effort), physical, social (human relations and scope of contacts), performance environment (conditions), and accountability (level of responsibility and impact) resulted in job descriptions and titles consistent with minimum qualifications and job requirements. The classification and compensation study results are scheduled to be reviewed by all employees and their supervisor for any adjustments by July, 2019.

The College adheres to [CCCD Board Policy 7120](#), [CCCD Administrative Procedure 7120](#), [CCCD Administrative Procedure 7120A](#), [CCCD Administrative Procedure 7120B](#), [CCCD Administrative Procedure 7120C](#), [CCCD Administrative Procedure 7120D](#), [CCCD Administrative Procedure 7120E](#) and the [CCCD Administrators and Managers Toolkit to the Hiring Process](#) demonstrate that the District has developed and/or adheres to internal and external hiring criteria to support the College's programs, services, students, and the community it serves.

The [CCCD Administrators and Managers Toolkit to the Hiring Process](#) also includes a recruiting checklist, a staff hiring and approval process checklist, and a recruiting workflow, which serve as safeguards to ensure that hiring procedures are consistently followed.

When filling positions for full-time faculty, confidential staff, classified staff, and management, a hiring committee comprised of diverse constituents, including members with specific expertise in the discipline or position requirements, is assembled at the onset of the recruitment process. The committee's initial responsibility is to review the job description and verify that the duties and qualifications appropriately reflect current standards and job expectations and are matched to specific programmatic or departmental needs.

Conclusion

The College ensures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to College mission and goals and accurately reflect position duties, responsibilities, and authority. The College aligns with the Standard.

Key evidence: [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#)), [CCCD Administrators and Managers Toolkit to the Hiring Process](#); [CCCD EEO Plan 2018-2021](#), [CCCD Board Policy 7120](#), [CCCD Administrative Procedure 7120](#), [CCCD Administrative Procedure 7120A](#), [CCCD Administrative Procedure 7120B](#), [CCCD Administrative Procedure 7120C](#), [CCCD Administrative Procedure 7120D](#), [CCCD Administrative Procedure 7120E](#), [CCCD Administrators and Managers Toolkit to the Hiring Process](#), [Coast Colleges Equity & Diversity Hiring Report](#), [Diversity: A Reflection of Progress and Growth](#)

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evaluation

Criteria, qualifications, and procedures for selection of personnel align with commonly accepted practices within the California Community Colleges (e.g., [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#)) and are codified by several local Board policies.

Faculty members hired by the College are expected to contribute to curriculum review and revision. As well, all faculty are required to use the results of students learning outcome assessment to improve teaching practice.

The College seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on a combination of education and experience and extends to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, are (1) designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community College students; (2) based solely on job-related criteria; and (3) designed to avoid an adverse impact.

Every effort is made within the limits allowed by federal and State law to ensure that search/selection committees include a diverse membership in order to bring a variety of perspectives to the assessment of applicant qualifications. Search/selection committees are encouraged to include members from minority groups ([CCCCD EEO Plan 2018-2021](#)).

A search committee is established for every open job announcement with representation specifically from subject matter experts. These established search committees use the minimum qualifications along with adding desirable qualifications that are specific to the needs of the program. Minimum and desirable qualifications are listed on the job announcement and are used to establish hiring criteria and are ranked by the search committees. Search committees for each faculty position, comprised of the division dean and three full-time discipline faculty, determine if a candidate meets the minimum qualifications. Each advertised position includes a statement of Minimum Qualifications and Desirable Qualifications. For candidates seeking an alternative method of meeting the minimum qualifications, an equivalency process exists. The equivalency is determined by a District-level faculty equivalency committee with faculty representation from all three colleges in the District. The [Equivalency Oversight Committee \(EqOC\)](#) ensures the equivalency process is fair and consistent with established procedures, plans the faculty equivalency committees training, and makes final decisions and/or recommendations on decision appeals.

All faculty job descriptions state, under the heading labeled *The Position*, “The assignment also includes general curriculum and program development;” in addition, in the section labeled “Examples of Duties,” the job description indicates that duties may include the following: “Provide leadership in the development and revision of curriculum in a variety of learning modalities. Participate in curriculum development, implementation and evaluation; participate in and develop programs to measure student performance; participate in department, division, College committees, and participatory governance activities.”

All candidates applying for a faculty position must possess the minimum qualifications for their discipline as outlined in the State Chancellor’s Office Publication, [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#). To complete the hiring process, faculty members must provide documentation that they meet the minimum qualifications by providing official College transcripts. In accordance with [Education Code Section 87359](#) and [Section 53430 of the California Code of Regulations](#), Title 5, the District may grant equivalency for a discipline to those applicants who provide conclusive evidence of equivalency to the published minimum qualifications. This evidence includes transcripts and an equivalency application ([CCCD Board Policy 7902](#) and [CCCD Administrative Procedure 7902](#), Faculty Service Areas, Minimum Qualifications and Equivalency). Applicants who are applying for faculty and/or academic administrator positions and are submitting foreign transcripts must complete the equivalency application; any foreign transcripts must be accompanied by a U.S. evaluation and translation from a [National Association of Credential Evaluation Services](#) member organization.

Conclusion

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. The College aligns with the Standard.

Key evidence: [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#), [CCCD EEO Plan 2018-2021](#), [Equivalency Oversight Committee \(EqOC\)](#), [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#), [CCCD Board Policy 7902](#), [CCCD Administrative Procedure 7902](#), [National Association of Credential Evaluation Services](#)

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evaluation

The College recognizes the importance of employing highly qualified individuals to lead and support educational programs and services. Therefore, the College adheres to Board policy, which affirms the District’s commitment to “recruit, select, and employ managers, faculty, and staff who are dedicated to providing educational experiences, intellectual insights and exemplary support services necessary to optimize student potential and facilitate achievement of individual goals for the success of the educational community” ([CCCD Board Policy 7120](#), Employee Recruitment and Selection).

Hiring processes for administrators and other employees responsible for educational programs and services adhere to commonly accepted qualification standards in the California Community Colleges ([Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#)), as codified through local Board policy ([CCCD Board Policy 7120](#), Employee Recruitment and Selection) and administrative procedure ([CCCD Administrative Procedure 7120A](#) and [CCCD Administrative Procedure 7120B](#), Employee Recruitment and Selection) in adherence to California and federal legislation governing employment practices. The qualifications necessary to sustain institutional effectiveness and academic quality are outlined in the qualifications section, which include specific knowledge, skills, and abilities for all job descriptions for administrators and other employees responsible for programs and services (e.g., [Dean of Students Job Announcement](#)).

A search committee is established for every open job announcement with representation specifically from subject matter experts. These established search committees use the minimum qualifications along with adding desirable qualifications that are specific to the needs of the program. Minimum and desirable qualifications are listed on the job announcement and are used to establish hiring criteria and are ranked by the search committee during interviews. The highest ranking individuals are recommended to the hiring manager for further screening and selection.

Hiring Committees

When filling positions for full-time faculty, confidential staff, classified staff, and management, a hiring committee comprised of diverse constituents, including members with specific expertise in the discipline or position requirements, is assembled at the onset of the recruitment process. The committee's initial responsibility is to review the job description and verify that the duties and qualifications appropriately reflect current standards and job expectations and are matched to specific programmatic or departmental needs.

Methods used to assure qualifications for each position are closely matched to specific programmatic or departmental needs:

- Minimum Qualifications are reviewed as established by the Board of Governors of the California Community Colleges (educational administrators, full-time faculty, and part-time faculty positions) ([CCCD Board Policy 7902](#) and [CCCD Administrative Procedure 7902](#), Faculty Service Areas, Minimum Qualifications and Equivalency).
- All job announcements and performance measures are reviewed and approved by the College Human Resources Department and the District Office of Human Resources.
- Position responsibilities, authority, minimum qualifications, and desired qualifications are reviewed by constituency groups that comprise the search committee. The search committee composition is relevant and consistent with the associated position based on occupational classification ([CCCD Board Policy 7120](#), [CCCD Administrative Procedure 7120](#), [CCCD Administrative Procedure 7120A](#), [CCCD Administrative Procedure 7120B](#), [CCCD Administrative Procedure 7120C](#), [CCCD Administrative Procedure 7120D](#), [CCCD Administrative Procedure 7120E](#), Employee Recruitment and Selection).

In addition to minimum qualification, each search committee develops criteria for screening and evaluating candidates based on the position responsibilities and qualifications in compliance with applicable Board Policy and procedures and State and federal law. The search committee determines if an applicant is well-qualified through the collective performance measures of the criteria established. Applicants demonstrate their subject matter knowledge through a variety of performance demonstrations, including but not limited to, appropriate teaching demonstrations, oral presentation, writing samples, or other performance indicators related to the responsibilities of the position. Candidates are evaluated based on knowledge and competence, commitment to service, and potential contributions to the department and District. Performance measures (rubric) are used to determine subject matter knowledge.

All applicants are required to complete a District employment application and are required to list previous positions held and job responsibilities ([CCCD Board Policy 7120](#), [CCCD Administrative Procedure 7120](#), [CCCD Administrative Procedure 7120A](#), [CCCD Administrative Procedure 7120B](#), [CCCD Administrative Procedure 7120C](#), [CCCD Administrative Procedure 7120D](#), [CCCD Administrative Procedure 7120E](#), Employee Recruitment and Selection). To verify that candidates possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality, the College utilizes reference (per [CCCD Board Policy 7126](#) and [CCCD Administrative Procedure 7126](#), Applicant Background and Reference Checks) and supplemental material checks, and the Department of Human Resources handles transcript and degree verification. Falsification of an employment application is grounds for disqualification from the recruitment process or termination of employment.

Conclusion

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The College aligns with the Standard.

Key evidence: [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#), [CCCD Board Policy 7902](#), [CCCD Administrative Procedure 7902](#), [CCCD Board Policy 7120](#), [CCCD Administrative Procedure 7120](#), [CCCD Administrative Procedure 7120A](#), [CCCD Administrative Procedure 7120B](#), [CCCD Administrative Procedure 7120C](#), [CCCD Administrative Procedure 7120D](#), [CCCD Administrative Procedure 7120E](#), [CCCD Board Policy 7126](#), [CCCD Administrative Procedure 7126](#)

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

Evaluation

The College catalog ([2017-2018 College Catalog](#), pp. 219-221) lists the degrees held by all full-time faculty. All faculty, whether part-time or full-time, must meet the requirements set forth in the [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#), which align to the Standard. As well, the College adheres to [CCCD Board Policy 7902](#), Faculty Service Areas, Minimum Qualifications and Equivalency. Applicants who are applying for faculty and/or

academic administrator positions and are submitting foreign transcripts must complete an equivalency application. Additionally, any foreign transcripts must be accompanied by a U.S. evaluation and translation from a National Association of Credential Evaluation Services member organization (NACES). Candidates not providing either (a) a completed equivalency form found to be equivalent to the minimum qualifications upon review by either the MQ/EQ committee (for faculty) or the search committee (for administrators and staff), or (b) a NACES evaluated transcript determined by NACES to be “equivalent” to the required education, are disqualified from meeting minimum qualifications and removed from the applicant pool by the District Office of Human Resources.

Conclusion

Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Degrees from non U.S. institutions are recognized only if equivalence has been established. The College aligns with the Standard.

Key evidence: [2017-2018 College Catalog](#), [Minimum Qualifications for Faculty and Administrators in CCCs Handbook 2017](#), [CCCD Board Policy 7902](#),

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evaluation

The College systematically evaluates all employees in adherence to Board Policies and Administrative Procedures ([CCCD Board Policy 7150](#) and [CCCD Administrative Procedure 7150](#), Evaluation). The criteria and intervals for evaluating employees are outlined in the following documents: [Management Evaluation Process](#), [2017-2019 Agreement Between CCCD and CFCE-AFT](#), [2015-2018 Agreement Between CCCD and CFE-AFT](#), and [2016-2018 Agreement Between CCCD and CTA-NEA](#).

Both educational administrators and classified managers are evaluated no less than once every two years. Confidential and classified employees are evaluated on an annual basis. Probationary classified employees are evaluated at the 3-month and 5-month intervals during their first six months of employment. Regular faculty members are evaluated every three years. Contract faculty are evaluated once each year until tenure is granted. Temporary faculty members are evaluated during the first semester of temporary employment but not more than once in an academic year unless an improvement plan is recommended. Part-time faculty are evaluated the first semester of employment and thereafter at least once every six regular semesters. Categorically-funded faculty are evaluated each year of employment for four years. Thereafter, evaluations are conducted at least once every six regular semesters.

The contracts that govern evaluation also detail follow up processes to ensure ongoing improvement for employees and the College. All evaluations are conducted using prescribed forms negotiated by each employee group's collective bargaining agreements. Completed evaluations are documented and tracked in the institution's human resources management system. Employees not meeting evaluation criteria are recommended for a [Performance Improvement Plan](#). These plans are specific, contain measurable or clearly defined objectives, and present a timeline for improvement.

Conclusion

The College assures the effectiveness of its human resources by evaluating personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. The College aligns with the Standard.

Key evidence: ([CCCD Board Policy 7150](#), [CCCD Administrative Procedure 7150](#), [Management Evaluation Process](#), [2017-2019 Agreement Between CCCD and CFCE-AFT](#), [2015-2018 Agreement Between CCCD and CFE-AFT](#), [2016-2018 Agreement Between CCCD and CTA-NEA](#), [Performance Improvement Plan](#).)

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

This Standard has been eliminated by the Commission.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evaluation

Goal #5 of the [2015-2017 Board Goals](#) calls out a commitment to hire a sufficient number of full-time faculty: The District will continue to make full-time faculty hiring a priority.

On December 10, 2014, the Board approved a [Full-Time Faculty Hiring Plan](#) for the District. The District will continue to replace full-time faculty who leave the District and hire additional new full-time faculty members in accordance with this plan. The Board will receive regular updates on growth and faculty hiring projections.

The District adheres to the California Code of Regulations (CCR) [Title 5 Section 51025](#) that requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. CCR, Title 5 Section 53300 et seq. defines full-time and part-time faculty. The full-time [faculty obligation number \(FON\)](#) is reviewed by.

The College maintains a staffing plan, and the process for full-time and part-time faculty hiring is described on pages 6-7 of the [2018-2020 Staffing Plan](#), which is tied directly to the program and department review process, which is faculty-driven, data-informed, and aligned with mission and College goals ([Program and Department Review Web Page](#)). As a result, the College has increased the number of full-time faculty from 42 in 2013-2014 to 55 in 2017-2018.

Conclusion

The College maintains a sufficient number of qualified faculty, which includes full-time and part-time faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College aligns with the Standard.

Key evidence: [2015-2017 Board Goals](#), [Full-Time Faculty Hiring Plan](#), [faculty obligation number \(FON\)](#), [2018-2020 Staffing Plan](#), [Program and Department Review Handbook](#); [Program and Department Review Reports](#)

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evaluation

The College adheres to [CCCD Board Policy 7150](#) and [CCCD Administrative Procedure 7150](#), Evaluation, that require regular evaluation of all employees to ensure quality and promote professional growth. Oversight of the part-time faculty evaluation process is outlined in the Part-time Faculty Union Contract ([2016-2018 Agreement Between CCCD and CTA-NEA](#)).

The [CCCD Administrators and Managers Toolkit to the Hiring Process](#) points to the first 30 days of employment as an especially critical period where onboarding and integration take place (p. 17). The College also provides part-time faculty orientations during the fall and spring terms.

The College adheres to [CCCD Board Policy 7160](#) and [CCCD Administrative Procedure 7160](#), Professional Development, which recommend professional development opportunities for all employees to ensure quality and encourage professional growth.

Upon hire, online faculty members are required to receive training in the College's learning management system, Canvas. This training is facilitated by the Faculty Success Center. The course FSC C150 (Teaching in Canvas) emphasizes instructor-initiated regular and substantive interaction ([Online Instruction Guidelines for RSI](#)) alongside other principles of sound instruction. Further, the [2017-2018 Faculty Handbook](#) is made available to all new hires. The College also supports a number of regular activities and events to help faculty become and remain connected to the College:

- [All College FLEX Days](#) (one each fall and spring)
- [Annual Spring Workshop and BBQ](#) (occurs each April; unifies the College behind a common theme and combines educational with social activity)

- [Leaders Innovating Together for Tomorrow](#) leadership development program
- [Faculty Success Center workshops](#)
- The [Professional Development Institute \(PDI\)](#) provides up to \$1000 of funding per member per academic year for professional learning activities for part time and full time faculty members ([2015-2018 Agreement Between CCCD and CFE-AFT](#), Article XXI)
- The [College Professional Development and Leadership Committee](#) produces the [Annual Summer Institute](#) (an annual College conference that highlights achievements and techniques in online instruction)
- [Participatory Governance](#) (all committees are open to all faculty members to attend as guests to learn about the life of the College and how decisions are made)

Professional learning and development activities and plans are captured in section 2.2 of the [Program and Department Review Reports](#) which allows employees the opportunity and is outlined in the annual [Professional Development Report](#).

Conclusion

The College provides for the orientation, oversight, evaluation, and professional development of part time and adjunct faculty. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 7150](#), [CCCD Administrative Procedure 7150](#), [2016-2018 Agreement Between CCCD and CTA-NEA](#), [CCCD Administrators and Managers Toolkit to the Hiring Process](#), [CCCD Board Policy 7160](#), [CCCD Administrative Procedure 7160](#), [Online Instruction Guidelines for RSI](#), [2017-2018 Faculty Handbook](#), [All College FLEX Days](#), [Annual Spring Workshop and BBQ](#), [Leaders Innovating Together for Tomorrow](#), [Faculty Success Center workshops](#), [Professional Development Institute \(PDI\)](#), [2015-2018 Agreement Between CCCD and CFE-AFT](#), [College Professional Development and Leadership Committee](#), [Annual Summer Institute](#), [Participatory Governance](#), [Program and Department Review Reports](#), [Professional Development Report](#).

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evaluation

The College maintains a staffing plan and process for classified professional hiring described on page 7 of the [2018-2020 Staffing Plan](#), which is tied directly to the program and department review process, which is governance-driven, data-informed, and aligned with mission and College goals ([Program and Department Review Handbook](#)). As a result, the College has increased the number of classified professionals from 134 in 2013-2014 to 163 in 2017-2018.

The College adheres to [CCCD Board Policy 7150](#) and [CCCD Administrative Procedure 7150](#), Evaluation, that require regular evaluation of all employees to ensure quality and promote professional growth. Oversight of the classified professional evaluation process is outlined in the Classified Union Contract ([2017-2019 Agreement Between CCCD and CFCE-AFT](#)).

The [CCCD Administrators and Managers Toolkit to the Hiring Process](#) points to the first 30 days of employment as an especially critical period where onboarding and integration take place (p. 17).

The College adheres to [CCCD Board Policy 7160](#) and [CCCD Administrative Procedure 7160](#), Professional Development, which promote professional development opportunities for all employees to ensure quality and encourage professional growth.

- [All College FLEX Days](#) (one each fall and spring)
- [Annual Spring Workshop and BBQ](#) (occurs each April; unifies the College behind a common theme and combines educational with social activity)
- [Leaders Innovating Together for Tomorrow](#) leadership development program
- [Faculty Success Center workshops](#)
- The [Professional Development Institute \(PDI\)](#) provides up to \$1000 of funding per member per academic year for professional learning activities for part time and full time faculty members ([2015-2018 Agreement Between CCCD and CFE-AFT](#), Article XXI)
- The [College Professional Development and Leadership Committee](#) produces the [Annual Summer Institute](#) (a College conference that highlights achievements and techniques in online instruction)
- [Participatory Governance](#) (all committees are open to all faculty members to attend as guests to learn about the life of the College and how decisions are made)

Professional learning and development activities and plans are captured in section 2.2 of the [Program and Department Review Reports](#). These are presented summarily in the annual in the annual [Professional Development Report](#).

Conclusion

Through a combination of Board policy and professional learning opportunities, the institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College aligns with the Standard.

Key evidence: [2018-2020 Staffing Plan](#), [Program and Department Review Handbook](#), [CCCD Board Policy 7150](#), [CCCD Administrative Procedure 7150](#), [2017-2019 Agreement Between CCCD and CFCE-AFT](#), [CCCD Administrators and Managers Toolkit to the Hiring Process](#), [CCCD Board Policy 7160](#), [CCCD Administrative Procedure 7160](#), [All College FLEX Days](#), [Annual Spring Workshop and BBQ](#), [Leaders Innovating Together for Tomorrow](#), [Faculty Success Center workshops](#), [Professional Development Institute \(PDI\)](#), [2015-2018 Agreement Between](#)

[CCCD and CFE-AFT, College Professional Development and Leadership Committee, Annual Summer Institute, Participatory Governance, Program and Department Review Reports, Professional Development Report, Participatory Governance](#)

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evaluation

The College maintains a staffing plan, and the process for full-time and part-time faculty hiring is described on page 7 of the [2018-2020 Staffing Plan](#) and tied directly to the [Program and Department Review Handbook](#) process described on page 6 that is governance-driven, data-informed, and aligned with mission and College goals. As a result, the College has increased the number of managers from 26 in 2013-2014 to 31 in 2017-2018.

The College adheres to [CCCD Board Policy 7150](#) and [CCCD Administrative Procedure 7150](#), Evaluation, which require regular evaluation of all employees to ensure quality and promote professional growth. Oversight of the management evaluation process is outlined in the [Management Evaluation Process](#).

The [CCCD Administrators and Managers Toolkit to the Hiring Process](#) points to the first thirty days of employment as an especially critical period where onboarding and integration take place (p. 17).

The College adheres to [CCCD Board Policy 7160](#) and [CCCD Administrative Procedure 7160](#), Professional Development, which promote professional development opportunities for all employees to ensure quality and encourage professional growth:

- [Annual College Management retreats](#)
- [Coast District Management Association \(CDMA\) professional development](#) opportunities
- [All College FLEX Days](#) (one each fall and spring)
- [Annual Spring Workshop and BBQ](#) (occurs each April; unifies the College behind a common theme and combines educational with social activity)
- [Leaders Innovating Together for Tomorrow](#) leadership development program
- The [College Professional Development and Leadership Committee](#) produces the [Annual Summer Institute](#) (an annual College conference that highlights achievements and techniques in online instruction)
- [Participatory Governance](#) (all committees are open to all faculty members to attend as guests to learn about the life of the College and how decisions are made)

Professional learning and development activities and plans are captured in section 2.2 of the [Program and Department Review Reports](#). Summaries are presented annually [Professional Development Report](#).

Conclusion

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. The College aligns with the Standard.

Key evidence: [2018-2020 Staffing Plan](#), [Program and Department Review Handbook](#), [CCCD Board Policy 7150](#), [CCCD Administrative Procedure 7150](#), [2017-2019 Agreement Between CCCD and CFCE-AFT](#), [CCCD Administrators and Managers Toolkit to the Hiring Process](#), [CCCD Board Policy 7160](#), [CCCD Administrative Procedure 7160](#), [All College FLEX Days](#), [Annual Spring Workshop and BBQ](#), [Leaders Innovating Together for Tomorrow](#), [College Professional Development and Leadership Committee](#), [Annual Summer Institute](#), [Participatory Governance](#), [Program and Department Review Reports](#), [Professional Development Report](#), [Participatory Governance](#), [Annual College Management retreats](#), [Coast District Management Association \(CDMA\) professional development](#)

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evaluation

The District has adopted approximately [150 Board Policies and 130 corresponding Administrative Procedures](#). As of spring 2018, forty-seven of these board policies specifically address personnel matters.

The District subscribes to the Board Policy and Administrative Procedure service offered by the Community College League of California (CCLC) in partnership with the law firm of Liebert Cassidy Whitmore. As a subscriber, the District receives biannual updates to ensure that Board Policies and Administrative Procedures comply with current federal and State statutes and regulations and accreditation standards. The District has an established schedule for reviewing and updating District policies.

The process for Board and Administrative Policy development begins with a request from the Board of Trustees, a change in legal requirements, or constituent interest. The need for the development of a policy or the updating of a policy begins with a presentation to Chancellor's Cabinet, comprised of leaders from each of the District's internal constituent groups. Several Human Resource Policies have been updated or developed with the assistance of a Task Force comprised of District-wide representatives. Draft policies are forwarded to the District's General Counsel as a second measure to ensure consistency with current legal requirements. The Board adopts policy in a two-reading process. Therefore, newly developed policies or revised policies are placed on a Board Agenda for review during public meetings, allowing broad-based exposure prior to adoption. Once adopted, policies are placed on the District's website for public access.

Conclusion

The College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and are administered equitably and consistently. The College aligns with the Standard.

Key evidence: [150 Board Policies and 130 corresponding Administrative Procedures](#)

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evaluation

The College adheres to the following District Board Policies and corresponding Administrative Procedures to demonstrate the District's commitment to promoting equity and diversity in employment and in the programs, practices, and services that support its personnel:

Table 33 Board Policies and Administrative Procedures for III.A.12

	Board Policy	Administrative Procedure
Code of Professional Ethics	3050	3050
Nondiscrimination	3410	3410
Equal Employment Opportunity	3420	3420
Prohibition of Harassment	3430	3430
Commitment to Diversity	7100	
Employee Recruitment and Selection	7120	7120
Applicant Background and Reference Checks	7126	7126

Source: District Website

The District recognizes “that an equity-minded culture enhances respect, fosters learning, and promotes inclusion for our students, employees and community members.” The District’s Equity and Equal Employment Opportunity Advisory Committee (EEEEOAC) is comprised of representatives from each of the member colleges and is charged with implementing the District’s [2016 EEO Plan](#), ensuring “alignment of institutional practices, procedures, and policies with instructional programs and services.” The EEEOAC is also charged with attending “to the diverse needs of the community and students served by the CCCD ([CCCD Equity Inclusion and Compliance Web Page](#)).” Additionally, the EEEOAC is responsible for assessing institutional policies and practices and their impact on hiring and retention, with a focus on equity and inclusion, as per the Coast Colleges’ EEO Plan. The EEEOAC makes recommendations to the Chancellor and Vice Chancellor of Human Resources on policy matters, training, resources, and other matters of equity, inclusion, and equal employment opportunity.

To build local awareness of equity and diversity elements within the workplace, the College established a Diversity Workgroup responsible for professional and academic learning events that promotes diversity and equity practices ([Diversity, International, and Intercultural Work Group Web Page](#)). In spring 2018, an updated EEO plan was released to support practices through 2021 ([CCCD EEO Plan 2018-2021](#)).

Conclusion

Through its policies and practices, the College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in

employment equity and diversity consistent with its mission. The College aligns with the Standard.

Key evidence: [2016 EEO Plan](#), [CCCD Equity Inclusion and Compliance Web Page](#), [Diversity, International, and Intercultural Work Group Web Page](#), [CCCD EEO Plan 2018-2021](#)

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evaluation

The College is committed to promoting an ethical work environment worthy of the public trust. In keeping with this commitment, the College strictly adheres to District Board Policies that address professional ethics, conflict of interest, and related topics.

On March 15, 2017, the Board revised [CCCD Board Policy 3050](#), Code of Professional Ethics for all District Employees. This policy is “a public statement by the Board of Trustees and employees of the District that sets clear ethical expectations to guide and inspire professional excellence.” The policy clearly delineates specific professional and ethical behaviors expected of all District employees: “Be honest and accountable in all District actions and activities and be good stewards of District assets.” This policy also informs District employees of their responsibilities with respect to students. The corresponding [CCCD Administrative Procedure 3050](#), Code of Professional Ethics for all District Employees, provides the procedure for reporting violations of the Code of Professional Ethics.

In addition to the aforementioned policy and procedures, the College also complies with [CCCD Board Policy 2712](#), Conflict of Interest Code; [CCCD Board Policy 2714](#), Distribution of Tickets or Passes; [CCCD Board Policy 7371](#), Personal Use of District Resources; and [CCCD Board Policy 7700](#), Whistleblower Protection to a safe, healthy, and equitable work environment.

To advance the College’s commitment to professional ethics, the Academic Senate adopted the [2009 AAUP Statement on Professional Ethics](#) in April 2012. The full-time faculty collective bargaining agreement contains an article on Academic Freedom and Responsibility ([2015-2018 Agreement Between CCCD and CFE-AFT](#), pp. 7–8). The responsibilities that moderate freedom include ethical responsibilities in working respectfully with students, using ethical handling of controversial subject matter and critical self-discipline.

Conclusion

The College upholds a written code of professional ethics for all of its personnel, including consequences for violation. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 3050](#), [CCCD Administrative Procedure 3050](#), [CCCD Board Policy 2712](#), [CCCD Board Policy 2714](#), [CCCD Board Policy 7371](#), [CCCD Board Policy 7700](#), [2009 AAUP Statement on Professional Ethics](#), [2015-2018 Agreement Between CCCD and CFE-AFT](#)

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evaluation

The College is committed to the provision of appropriate opportunities for continued professional development, consistent with the mission and based on current, effective practice ([Professional Development Web Page](#)). The College marshals a bevy of resources, face-to-face and online, to offer employees the ability to continuously learn. From online *Kognito* videos on identifying ways to support students exhibiting signs of stress to face-to-face workshops on how to use Canvas effectively to interact with students at a distance, the College remains committed to providing variety and quality professional learning resources.

A 2014 Personal Assessment of the College Environment (PACE) survey revealed a desire for greater professional development opportunities. As a response, since 2015 a portion of general funds has been marked for *innovation*, a core value of the College that also incorporates professional learning. Funds have also been allocated toward sustaining a Faculty Success Center to promote excellence in teaching and learning. The College recognizes that transformative change to move the proverbial needle to actualize mission and enhance student success through observable performance improvement is predicated on meaningful professional learning. The College is currently exploring adopting a unified theme around which to structure a series of activities. As a result, the 2016 PACE survey showed positive progression in the area of professional development ([PACE survey results](#)).

There are several College committees and elements that focus on professional development activities and dialog about professional learning:

- [All College FLEX Days](#) (one each fall and spring)
- [Annual Spring Workshop and BBQ](#) (occurs each April; unifies the College behind a common theme and combines educational with social activity)
- [Leaders Innovating Together for Tomorrow](#) leadership development program
- [Faculty Success Center workshops](#)
- The [Professional Development Institute \(PDI\)](#) provides up to \$1000 of funding per member per academic year for professional learning activities for part time and full time faculty members ([2015-2018 Agreement Between CCCD and CFE-AFT](#), Article XXI) eligible (per [CCCD Board Policy 7341](#)) full-time faculty may also apply for a sabbatical to pursue professional development.
- The [College Professional Development and Leadership Committee](#) produces the annual [Annual Summer Institute](#) (an annual College conference that highlights achievements and techniques in online instruction)
- [Participatory Governance](#) (all committees are open to all faculty members to attend as guests to learn about the life of the College and how decisions are made)

- [CCCD Board Policy 7160](#) (Professional Development) encourages faculty members to continue their professional preparation, consistent with the institutional mission and based on identified teaching and learning needs, through academic, scholarly, and professional endeavors.

The College also subscribes to various professional development organizations (e.g. Educause, National Institute for Staff and Organizational Development (NISOD), League for Innovation in Community Colleges, and Western Interstate Commission for Higher Education Cooperative for Education Technologies (WCET)).

Section 2 of the [Program and Department Review Handbook](#), p.6 requires identification of professional development activities and associated outcomes. Additionally, the process provides the opportunity for programs and departments to identify needs for professional development and create initiatives to request resources to promote professional learning and advancement. The reviews are conducted on an annual basis.

The 2016-2020 College goals draw attention to developing excellence, engagement, innovation, and sustainability, which draws strong association to professional development. The preface to the Education Master Plan states that “faculty and staff will be inspired through ongoing professional learning and evidence-informed collaboration to develop initiatives to actualize the mission...” ([2016-2020 Educational Master Plan](#), p. 1).

Evaluation of professional development programs is conducted via survey ([classified, faculty, management, All College survey results](#)) administered by the [Department of Institutional Research, Planning, and Effectiveness](#) to participants after a College-sponsored event or activity. Employees who embark on a personal yet College-funded professional development activity must accord with all follow-up protocols in order to receive reimbursement. Follow up typically includes submitting a report on what was learned and its application to future practice along with next steps. As well, the [participatory governance survey](#) administered by the same office captures feedback from members of committees who are tasked with professional development related mandates in an effort to ensure that the College’s resources implemented in directions that contribute to the ongoing quality of the institution.

In 2016, the College was awarded a grant from the California Community College Chancellor’s Office to enhance Institutional Effectiveness. A section of the proposal was to improve the professional development infrastructure. The goal is to develop an organizational infrastructure that reflects the focus and purpose of professional development at the College and facilitates access to professional development opportunities. As a result, the College developed a Professional Development Plan and operational road map to help employees navigate through the many professional development opportunities offered at the College ([2016-2019 IEPI Plan](#)).

Conclusion

The College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. The College aligns with the Standard.

Key evidence: [Professional Development Web Page](#), [PACE survey results](#), [All College FLEX Days](#), [Annual Spring Workshop and BBQ](#), [Leaders Innovating Together for Tomorrow](#), [Faculty Success Center workshops](#), [Professional Development Institute \(PDI\)](#), [2015-2018 Agreement Between CCCD and CFE-AFT](#), [College Professional Development and Leadership Committee](#), [Annual Summer Institute](#), [Participatory Governance](#), [Program and Department Review Reports](#), [Professional Development Report](#), [Participatory Governance](#), [2016-2020 Educational Master Plan](#), [classified](#), [faculty](#), [management](#), [All College survey results](#), [2016-2019 IEPI Plan](#)

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evaluation

The College places a high value on safeguarding the privacy and confidentiality of its employees and strictly adheres to the District's practices and procedures related to the maintenance of personnel records. The District maintains personnel records for former and current employees to document employment-related actions, and fringe benefit elections and to be in compliance with statutory record-keeping requirements and collective bargaining agreements. The sole, official master personnel file is maintained by the District and is housed in the District Office of Human Resources. The District follows [Education Code 87031](#) regarding employee access to personnel records and [Labor Code 11985](#) regarding employee inspection of records.

To ensure confidentiality of personnel information, access to an employee's file is restricted to the employee, an authorized agent, and authorized administrators and supervisors. Employees' medical and benefits records files are maintained separately from personnel files in accordance with the Americans with Disabilities Act. Access to an employee's medical file and any medical-related information is restricted to the employee and the Vice Chancellor of Human Resources or his/her designee.

Each employee has the right, by appointment, to review and copy, but not remove, the contents of his/her own official personnel file. Any other reproduction of master file documents occurs in the course of day-to-day human resources work or by court order.

Personnel files are safeguarded in a lockable room at the District Office of Human Resources. Access to employee personnel files is limited to authorized personnel. Master file documents are well-organized and filed in a timely manner. Anyone outside of authorized Human Resources staff and immediate organizational supervision must be given written permission by the employee to review the master file. Once granted, persons reviewing a file must present a photo ID and complete/sign a Personnel File Utilization Form stating the purpose of the file review. Once signed, this form is kept in the master file. These forms provide an excellent "paper trail," ensuring only persons authorized by the employee are viewing confidential employee information. The District provides employees access to their records by appointment with immediate to minimal turnaround time.

Conclusion

The College makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. The College aligns with the Standard.

Key evidence: [Education Code 87031](#), [Labor Code 11985](#)

III.B Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evaluation

The College adheres to Board policies and administrative procedures regarding the provision of safe and sufficient resources. The policies and procedures are reviewed and updated in a cycle manner or based on regulatory and environmental changes. Table 34 below provides a list of policies and procedures that govern the District operations.

Table 34 District Board Policies and Administrative Procedures Related to Safety

Policy	Board Policy	Administrative Procedure
Institutional Planning	3250	
Nondiscrimination	3410	3410
Prohibition of Harassment	3430	3430
Discrimination and Harassment Investigations	3435	3435
Campus Safety	3500	3500
District Security and Access	3501	3501
Emergency Response Plan	3505	3505
Prohibition of Workplace Violence	3510	3510
Reporting of Crimes	3530	3515

Policy	Board Policy	Administrative Procedure
Local Law Enforcement	3520	3520
Weapons Prohibited on Campus	3530	3530
Sexual and Other Assaults on Campus	3540	3540
Drug Free Environment and Drug Prevention Program	3550	3550
Sexual Misconduct	5910	5910
Budget Preparation	6200	6200
Budget Management	6250	6250
Fiscal Management	6300	6300
Investments	6320	6320
Purchasing	6330	6330
Bids and Contracts	6340	6340
Contracts Relating to Construction	6350	6350
District Real Property	6500	6500
Use and Security for District and Personal Property	6520	6520
District Vehicles	6530	6530
Use of District Equipment	6535	6535
Disposal of District Property	6550	6550
Capital Construction	6600	6600

Policy	Board Policy	Administrative Procedure
Environmental Responsibility	6970	
Acquiring Federal Surplus Property	6980	6980
Removal of Barriers to the Disabled	6990	

Source: District Website

The College provides safe and sufficient physical resources for its programs and services. The [Administrative Services Wing Planning Council](#) and [Facilities, Safety, and Sustainability Committee](#) oversee the overall maintenance, safety, and emergency preparedness for the College's physical facilities, students, employees, and visitors. Additionally, The District Vice Chancellor of Administrative Services supports the College in physical resource planning and assists the College in obtaining available State funding for repairs, renovations, land acquisition, and building projects. Various College plans operate in tandem to provide a framework for the analysis of existing resources, the identification of future needs, and steps to be taken to continue to meet the needs of all stakeholder ([Vision 2020 Facilities Master Plan Matrix](#)).

The College operates under a distributed campus model, with four primary locations that operate in cooperation to serve students in an expanded service area: Fountain Valley, Westminster, Garden Grove, and Newport Beach. The College also provides services at Early College High School, a facility owned by the Newport Mesa Unified School District located in Costa Mesa. In addition, the College is proud to maintain a very large percentage of distance learning offering that spans the globe through its online, military, contract education, and incarcerated student educational programming.

The College's student services and administrative center is located in the College Center, a multi-story building in Fountain Valley constructed in the early 1980s. As of the time of this writing, plans are underway to build a new student services and administrative center in Fountain Valley to replace the current College Center to address current and future needs of students, faculty, staff, and administration. In order to meet current needs, in fall 2017, the College purchased the Annex building located behind the College Center to provide additional space for meetings and administrative activities.

The College operates its site-based educational programs in three primary locations: Westminster, Garden Grove, and Newport Beach. The Newport Beach location is a new 67,000-square-foot teaching/learning facility that opened in spring 2013. The Le-Jao Campus in Westminster, built in 2006, is also a modern facility for teaching/learning in its compact 35,000-square-foot area that was recently remodeled to include a new addition: a 2,500-square-foot student resource center that promotes student gathering and serves as a study space. The Garden Grove Campus, constructed in 1997, offers 45,000 square feet of space for classes and other activities. All three campuses conduct an annual review in alignment with the program and department review cycle.

Through this process, needs are identified, and the outcomes of prior resource allocation are documented (e.g., [2017-2018 Educational Campuses Comprehensive Department Review](#)). Further, instructional deans for the three primary campuses also oversee operations and needs at each campus to ensure adequate and equitable access to necessary resources.

The maintenance of the College's online presence is handled through Distance Learning, which is overseen by a dean in conjunction with all senior leaders at the College. Information technology resources are managed by the District and a team led by the College's Director of IT. The College maintains a refresh cycle to ensure all information technology is updated at regular intervals to meet current and near-future needs for all applications. Further, a help-desk ticket system managed by the District ensures rapid response to IT issues.

The College also bears a commitment to ensure equitable access through the lens of the American Disabilities Act. Special Programs coordinators and faculty serve on a variety of facilities and technology committees to ensure that the College remains in compliance with the needs of all students and employees.

The [Facilities, Safety, and Sustainability Committee](#) reviews and recommends policies governing the College's facilities to the College Council. Major projects that compete for College funding are referred to the College [Planning, Institutional Effectiveness, and Accreditation Committee \(PIEAC\)](#), which then prioritizes and refers requests to the Budget Committee ([College Integrated Planning Handbook](#), p. 10). Requests for building and grounds maintenance, equipment maintenance, or custodial services are submitted online via the [Request for Maintenance or Service Online Form](#).

The College's [Campus Safety and Emergency Services Department](#) is responsible for the safety and welfare of College students, employees, and visitors. The department's duties include, but are not limited to, protecting persons and property, preventing theft and vandalism of College property, reporting any unlawful activity to the College and local law enforcement, making notifications about safety issues, providing parking lot escorts, and preparing incident reports. The department also provides coverage for the College's operating hours and for College related events outside of operating days and hours. In addition, the College utilizes security cameras and card-access doors to effectively secure the campuses.

In 2015, the College's Director of Public Safety and Emergency Preparedness, working with the District's Emergency Preparedness Coordinator, completed an [Emergency Activation Plan](#) that meets State and federal legal requirements. Floor Marshals, designated for each of the main campuses, receive annual training to improve emergency management response and coordination efforts. The training includes evacuation procedures, basic search and rescue techniques, fire suppression, Stryker evacuation chair training, emergency communications, and the location of emergency shut-offs and emergency supplies.

In 2016, the College installed a Public Address (PA) system capable of making emergency announcements College-wide, at individual campuses or on specific floors within each campus. In 2017, emergency blue phones were added in the parking lots at the College Center, Newport

Beach Campus, and the Garden Grove Campus as an emergency communication tool for students, employees, and the general public. The phones are monitored by a security monitoring service to provide 24/7 support.

The College ensures a safe environment and safe facilities through feedback from the [Facilities, Safety, and Sustainability Committee](#). Through the planning and budget process, the College determined that service maintenance agreements (SMAs) should be considered an operating expense and has established funding to ensure all equipment is regularly inspected and functioning properly. In addition, the State annually inspects the College’s elevators, and the College remains in compliance with these external inspections.

The [District’s Risk Management Department](#), with assistance from the District’s insurance broker, conducts a biannual safety and loss prevention inspection of all facilities owned by the District and its colleges. Through an ongoing basis, the District’s Environmental Health and Safety Department evaluates safety programs, projects, and facilities to identify potential risk exposure and to implement appropriate engineering, administrative, or personal protective measures.

Conclusion

The College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College aligns with the Standard.

Key evidence: [Vision 2020 Facilities Master Plan Matrix](#), [2017-2018 Educational Campuses Comprehensive Department Review](#), [College Integrated Planning Handbook](#), [Request for Maintenance or Service Online Form](#), [Emergency Activation Plan](#), [District’s Risk Management Department](#)

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evaluation

The College adheres to Board Policy (BP) and Administrative Procedures (AP) regarding the maintenance and acquisition of physical resources. The District BPs and APs are reviewed and updated in a cycle manner or based on regulatory and environmental changes. Table 35 below provides a list of policies and procedures that govern the District operations.

Table 35 District Board Policies and Procedures Related to Facilities and Resources

Policy	Board Policy	Administrative Policy
Total Cost of Ownership	3250	3251

Policy	Board Policy	Administrative Policy
Bids and Contracts	6340	6340
Contracts Relating to Construction	6350	6350
District Real Property	6500	6500
Use and Security for District and Personal Property	6520	6520
District Vehicles	6530	6530
Use of District Equipment	6535	6535
Disposal of District Property	6550	6550
Capital Construction	6600	6600
Environmental Responsibility	6970	
Acquiring Federal Surplus Property	6980	6980
Removal of Barriers to the Disabled	6990	

Source: District Website

In support of the mission, goals, and [Vision 2020 Facilities Master Plan](#), annual assessments are conducted through the [Program and Department Review Handbook](#) p.6 to identify opportunities of physical resources, including facilities, equipment, land, and other assets through the use of data-rich and informed collaboration through the planning and governance processes as outlined in the [College Integrated Planning Handbook](#). Facilities planning processes are overseen by the Administrative Services Planning Council and tracked in the [2017-2020 Integrated Wing Plan](#). Additionally, the Facilities, Safety, and Sustainability Committee is composed of representatives from each of the College campuses and constituency groups and serves as an oversight committee to provide recommendations to the [Administrative Services Wing Planning Council](#) and the [Planning, Institutional Effectiveness, and Accreditation Committee \(PIEAC\)](#).

Annually, the College submits a [Scheduled Maintenance Priority List](#) to the District. The District reviews all campus proposed needs to ensure they match and qualify against the funding criteria, and these projects are then entered, categorized, and summarized in the State FUSION reporting system.

Conclusion

The College plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. The College aligns with the Standard.

Key evidence: [Vision 2020 Facilities Master Plan](#), [Program and Department Review Handbook](#), [College Integrated Planning Handbook](#), [2017-2020 Integrated Wing Plan](#), [Scheduled Maintenance Priority List](#)

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evaluation

Resource planning was integral to the development of the [Vision 2020 Facilities Master Plan](#) and remains a key element in the College's annual planning process. In its evaluation, the District development team evaluated weekly student contact hours (WSCH), WSCH per section, FTES, lecture hours, and lab hours at each campus, off campus, and for distance education.

The District relies on the State's space standards to evaluate facilities utilization. The District reviews and updates annually its [Space Inventory](#) for submission to the State Chancellor's Office. Furthermore, the District reviews annual capacity/load and enrollment growth trends and identifies potential impacts as they relate to the District's capital improvement planning efforts.

In partnership with the State Chancellor's Office, the Facilities Department conducts a comprehensive [Facilities Condition Assessment](#) every five years. The data collected from the Facilities Condition Assessment plays critical role and informs the [District's Five-Year Construction Plan](#), and [Facilities Plan implementation](#). This plan is largely reflective of input of campus needs, District and College educational vision, program capacity/load analysis, and adequacy of existing instructional space. This assessment forms the foundation for Capital Infrastructure and Scheduled Maintenance needs.

The College also conducts annual facilities assessments at the programmatic and department level through the program and department review process ([Program and Department Review Handbook](#)). Section three of the process requires the programs and departments to provide an assessment of facilities and to identify any requested changes that align with program and department plans based on data. Through the plan development process, the different College campuses survey the students and employees to obtain feedback and blend it with programmatic and institutional data to inform campus planning in the [College Campuses Department Review Reports](#). Similarly, Maintenance and Operation also conducts annual surveys and blends the results with operational data to support facilities and equipment requests in the [Administrative Services Department Review Reports](#).

Conclusion

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The College aligns with the Standard.

Key evidence: [Vision 2020 Facilities Master Plan](#), [Space Inventory](#), [Facilities Condition Assessment](#), [District's Five-Year Construction Plan](#), [Facilities Plan implementation](#), [Program and Department Review Handbook](#), [College Campuses Department Review Reports](#), [Administrative Services Department Review Reports](#)

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evaluation

The College adheres to [CCCD Board Policy 3250](#), Institutional Planning, and [CCCD Administrative Procedure 3251](#), Total Cost of Ownership, which outline the process for total cost of ownership (TCO). In November 2017, the District adopted [CCCD Administrative Procedure 3251](#), Total Cost of Ownership, which integrates various concepts of TCO into institutional planning. Many aspects of a comprehensive TCO plan have been implemented by the College to include annual space inventory and utilization reporting and management, energy efficiency improvements College-wide; implementation of concepts of universal design in order to provide long-term flexibility of our physical resources, and standardization of furniture, fixtures, and equipment to minimize repair/operating costs. Furthermore, the District has established that the State Chancellor's Office Facilities Condition Index (FCI) shall form the basis by which State allocated Scheduled Maintenance Program (SMP) resources are allocated. This helps ensure that capital renewal/replacement funds are directed to areas most in need.

In addition, the [Vision 2020 Facilities Master Plan](#) includes the long-range capital plans for the College's future physical resource improvement goals. The District Vice Chancellor of Administrative Services works with the College in developing projections for the total cost of ownership of new facilities and equipment. The plan for finding outside (the District) financial support to augment local funding is based on two primary sources: 1) The state's Capital Outlay Budget Program and 2) Joint Venture and Entrepreneurial activities.

The College has an established Facilities, Safety, and Sustainability Committee that is responsible for the oversight of College facility and safety matters. The committee's recommendations are regularly reported to the Planning Institutional Effectiveness and Accreditation Committee (PIEAC), Academic Senate, and Classified Senate. This regular interaction helps ensure that facility and capital plans have been developed in support of institutional improvement goals stipulated by major planning components of the College such as PIEAC and Academic Senate. The cost of ownership for new facilities and equipment is also reviewed and recommended to the President through the PIEAC budget planning process as outlined in the [College Integrated Planning Handbook](#) (pp. 8-10). Any additional facility expenses are tracked and reported by the Administrative Services Office in coordination with the Facilities, Safety, and Sustainability Committee.

The Administrative Services, in consultation with the appropriate College department and the Facilities, Safety, and Sustainability Committee, attempts to identify all relevant elements of cost of ownership (including additional staffing needs or on-going service maintenance) when making decisions about new facilities or equipment. When large new equipment purchases (such as computer network upgrades) are recommended to PIEAC for approval, additional ongoing expenses in support of the new equipment (“cost of ownership”) are included in the information presented to the committee for consideration.

The District’s long-range capital plans are driven by each college’s mission, goals and Educational Master Plan and the [Vision 2020 Facilities Master Plan](#). The District carefully considers the State’s capital funding criteria and other external funding opportunities in the formulation of its capital plans.

Conclusion

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 3250](#), [CCCD Administrative Procedure 3251](#), [CCCD Administrative Procedure 3251](#), [Vision 2020 Facilities Master Plan](#), [College Integrated Planning Handbook](#),

III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evaluation

The College continues its history of research, review, and implementation of technologies to improve student achievement and the quality of work for staff and leadership. The support for hardware and infrastructure is provided by the District.

Additionally, the College focuses on providing opportunities for helping students and employees remain current in their ability to use technology resources. For example, software education is provided by the District via a site license for Lynda.com, which is accessible to all employees.

The District and College are guided by the [2016-2019 CCCD Strategic Technology Plan](#) and the College [2018-2020 Technology Master Plan](#), which present short-term and long-term plans to support the College’s management and operational functions, academic programs, and support services.

The [College Integrated Planning Handbook](#) (p. 9, section 4, Technology Planning) provides a description of the evolution of technology across the College and provides a five-year projection of technology needs that align with the Technology Master Plan. The previous [2012-2017 College Technology Plan](#) (pp. 37-40) also displays technologies in use by the College.

District. The District provides the hardware and infrastructure support for the College including faculty, students, management, and staff. These services support teaching, learning, and the operational functioning of the District. [District IT Service Desk](#) offers an online help ticketing system, email, and phone support. The District responds to requests from each campus for hardware replacement and upgrades. District IT has created a software application called Project Prioritization that will support prioritizing IT projects. District IT provides enterprise-wide software and software in the “cloud” to students and employees:

Table 36 Software Provided by District

Product	Employees	Students
Adobe Creative Suite	X	X
Argos: Enterprise-wide accounting system.	X	
Banner/Luminis: Student/Employee Information System.	X	
DegreeWorks: Degree audit and tracking system.	X	X
Employee Information System: View pay stubs, W2s, sick/vacation balances	X	
Lynda.com: Software training	X	
Microsoft Office 365	X	X
SharePoint: Secure document management and storage.	X	

Source: District Information Technology

The [College Integrated Planning Handbook](#) describes the planning and resource allocation process (also see I.A.3). Page 5 of the [2018-2020 Technology Plan](#) references the District’s projected budget and District goals; page 6 references metrics set by either the College or the District.

The District has one instance of Canvas by Instructure, which is the learning management system (LMS). Enrollment comes from Banner and was administered by the College on behalf of the entire District from summer 2015 through spring 2018, when District took over enrollment. Canvas is utilized by all faculty, including those who teach face-to-face, hybrid, online, telecourse, and independent-study courses. All employees must be Canvas-trained before they are given a course shell. Canvas has a guaranteed uptime service of 99.9%, and current status can be viewed on the [Canvas Uptime](#) web page.

Because there is one instance of Canvas, oversight occurs within the [District LMS Workgroup](#), which is a participatory governance workgroup comprised of membership from the District plus the three colleges, inclusive of leadership, faculty, and classified staff ([CCCD LMS Workgroup Meeting Minutes](#)). In the LMS Workgroup, the Canvas administrators from each college collaborated to create a prioritized list named [Canvas Implementation Issues](#), listing issues and priorities for the implementation of Canvas at each college. This was to ensure that operational functions met the needs of students and faculty using Canvas.

The College. The [Technology Committee](#) reviews College requests for any technology-related needs identified to ensure that there is adequate need and support for each request. A typical example of how the committee processes requests for apps or software is in the [Technology Committee Meeting Minutes 4-20-2017](#), item 2.1 *oohLaLa Mobile App*. This app was first discussed in an earlier meeting in October ([Technology Committee Meeting Minutes 10-20-2016](#), item 5.3). Further, [Technology Committee Meeting Minutes 11-17-2016](#) (item 3.1) account for discussion about a student printing solution.

The District provides professional support to the College as evidenced in the [2016-2019 CCCD Strategic Technology Plan](#). An illustration of District-wide technology change is illustrated in items 3.2 and 3.3 from the [Technology Committee Meeting Minutes 4-20-2017](#) that detail how the District is investigating Help Support systems for the College.

The [Department of Institutional Research, Planning, and Effectiveness](#) distributes an annual survey to all employees that collects opinions across a number of topics, including technology resources related to their work ([2016-2017 SAO Employee Report](#), p. 12; [2017-2018 SAO Employee Report](#), p. 12). The Department of Institutional Research, Planning, and Effectiveness is responsible for strategic organizational documents that reflect the use and updating of technology at the College ([Program and Department Review Handbook](#), pp. 6-9; [2016-2017 Planning and Close the Loop Report](#), pp. 6-7, “Computer Service Technology”; [2016-2020 Strategic Plan](#), p. 3, item 2, p. 5 Goal 2C, p. 7 item 3C; [2016-2019 CCCD Strategic Technology Plan](#); [2016-2020 Educational Master Plan](#), pp. 4-16).

The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) is comprised of stakeholders throughout the College. Technology requests go through PIEAC ([PIEAC Meeting Minutes 12-3-2014](#), p. 2, Topics are Seaport Report and LMS; [PIEAC Meeting Minutes 10-21-2015](#), p. 2, item 3.5; [PIEAC Meeting Minutes 5-11-2016](#), p. 2, item 2.1; [2016-2017 Planning and Close the Loop Report](#), pp. 6-7, Computer Service Technology, p. 31, Information Technology Services).

The Technology Committee advises PIEAC by examining the feasibility of technology-related resource requests ([2016-2020 Educational Master Plan](#), pp. 10-11). This includes examining existing resources for efficiency, anticipated training needs, and factors related to the integration of the request with current resources ([Technology Committee Meeting Minutes 10-20-2016](#), items 5.1 and 5.3; [Technology Committee Meeting Minutes 2-16-2017](#), items 3.1-3.4 and 3.6; [Technology Committee Meeting Minutes 4-20-2017](#), items 2.1, 5.1, 5.3).

Extended Learning (EL) encompasses military, contract education, and the business development and technology solutions departments. EL supports the College and the District with innovative

technology solutions, custom programming, custom applications, and user support for Canvas, the District LMS. At the request of the College, EL creates, updates, and supports websites with online forms (13), custom online forms (17), data management systems (5) and develops custom applications for the College.

In an innovative spirit, the College implemented a pilot of the Canvas learning management system (LMS) during spring 2015 and completed full implementation in fall 2015. After a year of faculty training ([FSC Training](#), [FSC 150 Syllabus](#)) and a College focus on instructional and programmatic excellence (College Goal #2), the success rates in online courses significantly increased ([College Key Performance Indicator Scorecard](#)).

The College utilizes the program and department review process (PDR Sections 2.2 and 4) to draw attention to professional development planning (PDR Section 2.2) and technology planning (PDR Section 4) ([Program and Department Review Handbook](#)). This information is utilized to generate initiatives that support the College mission and align to the College goals (PDR Section 5).

In the [2016-2020 Educational Master Plan](#), p.19, “College Goals (Areas of Focus)” demonstrates how the goals support the College’s management and operational functions. Further evidence is in the [Program and Department Review Handbook](#), sections 2.2, 4, and 5.

Through three courses, the [Faculty Success Center \(FSC\)](#) trains all instructors to optimize online instruction to support student learning ([FSC 50 Syllabus](#), [FSC 100 Syllabus](#), [FSC 150 Syllabus](#)).

The College continues to research, review, and implement technologies that improve student achievement and the quality of work for staff and leadership. An example of this is from the [Technology Committee Meeting Minutes 2-16-2017](#), item 3.1 [OER](#).

Conclusion

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College’s management and operational functions, academic programs, teaching and learning, and support services. The College aligns with the Standard.

Key evidence: [2016-2019 CCCD Strategic Technology Plan](#), [2018-2020 Technology Master Plan](#), [College Integrated Planning Handbook](#), [2012-2017 College Technology Plan](#), [District IT Service Desk](#), [CCCD LMS Workgroup Meeting Minutes](#), [Technology Committee Meeting Minutes 4-20-2017](#), [Technology Committee Meeting Minutes 10-20-2016](#), [Technology Committee Meeting Minutes 11-17-2016](#), [016-2017 SAO Employee Report](#), [2017-2018 SAO Employee Report](#), [Program and Department Review Handbook](#), [2016-2017 Planning and Close the Loop Report](#), [PIEAC Meeting Minutes 12-3-2014](#), [PIEAC Meeting Minutes 10-21-2015](#), [PIEAC Meeting Minutes 5-11-2016](#), [FSC Training](#), [FSC 150 Syllabus](#), [College Key Performance Indicator Scorecard](#), [OER](#).

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evaluation

The District provides the hardware, software, and infrastructure to the entire District: faculty, students, management, and staff. This supports teaching, learning, and operational functioning for the entire District. The District has a comprehensive [2016-2019 CCCD Strategic Technology Plan](#) that documents how it plans for and maintains infrastructure, hardware, and software for the Coast District.

As outlined in the College [2018-2020 Technology Master Plan](#), there are currently three funding sources that facilitate the refresh cycle of the College's academic and administrative technology resources. Dedicated funding from the College, Measure M endowment funds, and State-Funded equipment funding all contribute to maintaining an adequate refresh cycle. The current refresh cycle is five years for computers and ten years for selected audio, video, and networking technologies.

The College has used Measure M funding to provide technology updates that support its mission, operations, programs, and services. The following reports are evidence of the disbursements of Measure M funds that demonstrate continuous updating of technology.

- [Equipment Scheduled Maintenance](#)
- [Measure M Disbursement](#)
- [Measure M Endowment Allocation](#)
- [Measure M Report](#)

The College's Technology Committee reviews College requests for any technology-related needs identified to ensure that the request can be addressed, the impact of the solution, and whether there is adequate support. Acquisition of new technology is coordinated with the College's web accessibility officer to ensure compliance with ADA and Section 508 regulations.

Effective planning and review processes at the College and the [2016-2019 CCCD Strategic Technology Plan](#) (planning processes on page 5) result in a continuous improvement approach to support the College mission, operations, programs, and services. The College Technology Committee demonstrates this in [Technology Committee Meeting Minutes 2-16-2017](#), items 3.1, 3.2, 3.3, and 3.6 and again in [Technology Committee Meeting Minutes 9-15-2016](#), items 2.1, 2.2, and 2.3.

Following the participatory governance process to ensure input from all sectors, the College utilizes the Technology Plan to support the College's management and operational functions, academic programs, and support services. Through the utilization of general fund and Measure M bond funds, the College has been able to maintain a computer refresh cycles for both classroom and student services, refresh the audio and video technologies in both classroom and presentation spaces in 2017, provide a major improvement and expansion of the Wi-Fi network in 2017, and add digital signage at the Westminster campus ([Measure M Disbursement](#)).

The College's acquisition of effective instructional technology has been leveraged by its participation in the statewide Online Education Initiative (OEI). Through this partnership, the College

has benefited by free or discounted access to online technology such as our Canvas LMS, NetTutor online tutoring, [Cranium Café](#) web conferencing, Proctorio online remote proctoring, and other applications.

Extended Learning creates web-based custom technology solutions for the College to improve operations and processes. EL continues to create and maintain customized solutions with technical support for each college in the District.

Examples of Custom Technology Solutions are as follows:

- A website for academic probation for the College, which streams video with interactive quizzes for the Counseling Department ([Counseling Online Probation Video](#)).
- [Exam Workshops](#)
- [ID Scanner Program](#)
- [Proctor Database](#)
- [Registration Manager](#)
- [Corporate Education Academic Plan Request Form](#)
- [Degree Maps](#)
- [SLO Cloud](#)
- [SLO Search Tool](#)
- [2010-2016 SLO Report Generator](#)

Conclusion

The College continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The College aligns with the Standard.

Key evidence: [2018-2020 Technology Master Plan](#), [Equipment Scheduled Maintenance](#), [Measure M Disbursement](#), [Measure M Endowment Allocation](#), [Measure M Report](#), [2016-2019 CCCD Strategic Technology Plan](#), [Technology Committee Meeting Minutes 2-16-2017](#), [Technology Committee Meeting Minutes 9-15-2016](#), [Measure M Disbursement](#)

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evaluation

The District has a centralized IT service and supports the College by placing “College IT Directors” and staff at each College to address needs. The goal was to provide consistent technology support and maintenance to all three colleges and District, with a focus on access, security, and

safety to all users. Routine security audits of all systems and applications are conducted by District. The District and colleges also adhere to best practices for software development and implementation to ensure data is secure and data encryption is implemented where appropriate.

The College has used Measure M funding to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The following reports are evidence of the disbursements of Measure M funds which demonstrate continuous updating of technology:

- [Equipment Scheduled Maintenance](#)
- [Measure M Disbursement](#)
- [Measure M Endowment Allocation](#)
- [Measure M Report](#)

District

The District IT department has a District IT Manager and technology support persons assigned to each College and IT support to each campus building as outlined in the [2016-2019 CCCD Strategic Technology Plan](#). Within the plan, the District presents objectives for scheduled maintenance, upgrades at each College location, and infrastructure sustainability. Additionally, District IT oversees the District-wide network and security to ensure safe working and learning environments.

College

The College takes full advantage of the services offered by Coast District IT so that students, faculty, and staff have reliable technology access with reasonable security assurances. The [2018-2020 Technology Master Plan](#) provides institutional vision to ensuring technology maintenance and sustainability and aligns to College mission, goals and external trends. In addition, the College conducts an annual service area outcome (SAO) survey of students and employees to measure the effectiveness and satisfaction with classroom and office technology that is embedded into the annual Administrative Services and College Campuses department review process ([Service Area Outcomes Student Survey](#), [Service Area Outcomes Employee Survey](#), [Administrative Services Department Reviews](#), [Educational Campuses Department Reviews](#)).

The College provides an online help desk system ([Canvas Support](#)) dedicated for its Canvas users (both faculty and students). This is active 24/7, and users are informed that responses can be expected during regular business hours. Outside of regular business hours, students and faculty can contact Canvas/Instructure directly so technical support for Canvas is available 24/7. The College Canvas Help system also offers help support for faculty or staff who need help with web accessibility.

Extended Learning (EL) provides customized technology solutions to the College, including applications, websites, online forms, and databases. EL has programmers that support updates and security of these custom solutions. They create, maintain, and update customized technology solutions for the College. These solutions include technology support to the users. The applications

or technology solutions are created, implemented, and maintained to ensure reliable access, safety, and security for students and employees.

[Coast Learning Systems \(CLS\)](#) is an ancillary department in the College. Since 1973, CLS has produced Emmy award-winning college-level course content featuring the latest media and technology. Content is designed and produced in concert with a team of subject-matter experts and the department's creative team. CLS provides online courses content in Learning Tools Interoperability (LTI) format to insert into an existing LMS, and some courses are offered in Moodle, a learning management system.

The Moodle server is cloud-based through Amazon Web Services (AWS). Both modalities are offered, and the College provides technical support to students and faculty nationwide. CLS technology support is defined on an average across three years in twenty-one states. The AWS agreement provides out-of-state redundancy and is consistent with effective practices in every technology. CLS has a current plan for disaster recovery called the Moodle Disaster Response Guide. CLS provides technical help support to faculty and student users of CLS courses. The support is provided via phone, email, and a customized online help desk. Evidence of this support is provided in the [Coast Learning Systems Help Report](#). The District offers all campuses safe, reliable technology with reasonable security assurances.

Conclusion

The College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. The College aligns with the Standard.

Key evidence: [Equipment Scheduled Maintenance](#), [Measure M Disbursement](#), [Measure M Endowment Allocation](#), [Measure M Report](#), [2016-2019 CCCD Strategic Technology Plan](#), [2018-2020 Technology Master Plan](#), [Service Area Outcomes Student Survey](#), [Service Area Outcomes Employee Survey](#), [Administrative Services Department Reviews](#), [Educational Campuses Department Reviews](#)

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evaluation

The College provides technology help support to all constituent groups. The District has an online help system for faculty and staff for issues with any technology supported by the District. The [District IT Service Desk](#) is available 24/7 from the College website, by email, or by phone.

Students can get help with the Learning Management System, Canvas, by submitting an online help request while inside a course, or they can call or email the Distance Learning department for more personal assistance. Faculty receive help for using Canvas by submitting an online help request (canvashelp@coastline.edu) or by contacting the [Faculty Success Center \(FSC\)](#) by phone or email, or stopping in the FSC during regular business hours for one-on-one support. After regular business hours, Instructure/Canvas provides help support to faculty and students ([Canvas Help Report](#)).

The College ensures that each constituent group (i.e., faculty, students, and employees) have regular access to training that can improve how they teach, learn, and perform their work at the College. The College's annual [Summer Institute](#) provides a catalog of workshops on technology training, and opportunities have also been provided at the College's [Annual Spring Workshop and BBQ](#) and at the start-of-term [All College FLEX Day](#) to learn about new technology.

There is also a significant amount of sharing between sister colleges in the District in the category of tech training since there are mutual needs and knowledge gaps. For instance, in February and March 2018, colleagues at Golden West College offered workshops in creating accessible Word, Excel, and PowerPoint documents, and they invited College employees to attend. In return, in late March, the College offered a workshop in creating accessible documents using Adobe Creative Cloud and invited colleagues from the sister colleges and the District office. Also, the College commonly set aside a few "seats" at our Summer Institute for District colleagues. In return, College faculty and staff are invited to attend the technology Bootcamp offered each January at Orange Coast College.

College faculty and staff are also encouraged to attend relevant technology conferences and workshops outside the District funded by their department or via their constituency group (e.g., [Professional Development Institute](#), [Coast District Management Association](#), or Coast CCA part-time faculty union). For at-your-desk training, the District hosts Lynda.com from the State Chancellor's Office. Lynda.com offers training for education, business, and government with thousands of topics to learn about. College employees have used [Lynda.com](#) regularly to maintain up-to-date skills.

Software training is also accessible 24/7 to all College employees via Lynda.com, which is provided by the District. Distance Learning provides help support to students for both onsite and online courses, and the Faculty Success Center provides a variety of training options for the faculty. The table below lists major software platforms and the training provider.

Table 37 Products and Trainers

Product	District: Lynda.com	District	College
Adobe Creative Cloud	X		
Argos/General Dynamics: enterprise-wide accounting software.		X	
Banner/Luminis.		X	
DegreeWorks: degree audit and tracking system.		X	X
Employee Information System: View pay stubs, W2s, sick/vacation balances.		X	
Lynda.com: Software training.	X		
Microsoft Office 365: available August, 2016.	X		
SharePoint: Document management and storage behind a firewall; not public-facing		X	

Source: District Information Technology

Training for SharePoint (also known as Navigator, a customized District SharePoint instance), which is used to store documents related to committees and other structures, is provided as requested by District IT personnel. Refresher training for changes in the Banner/Luminis system (includes Employee Information System), DegreeWorks, or Argos/General Dynamics (accounting) are offered by District when significant changes in the programs are made or as requested by users. The District sends an annual technology survey to students and staff to gauge training needs.

Training for the Adobe Creative Cloud applications, Microsoft Office 365, and Lynda.com is also provided during various professional development activities, (e.g., [Summer Institute](#), workshops, or [All College FLEX Day](#)). Additional training opportunities are scheduled according to needs survey results and *just-in-time* requests.

The College hosts biannual [All-College/FLEX meetings](#), which offer training to staff and faculty, based on current needs identified by the College, including various technologies. The [2014 Summer Institute](#) technology offerings included Using Google for Education, Preparing for a New LMS, Adobe Creative Cloud Suite, Computer Security, Cengage MindTap, TechSmith SnagIt, Adobe Camtasia, Vok, and more ([2014 Summer Institute Program](#)). Similar offerings

were available at the 2016 Summer Institute: Humanizing with Video, SharePoint, Proctorio, Adobe Acrobat, Creating Accessible PDFs, and more ([2016 Summer Institute Program](#)).

The [Spring 2016 All College Meeting](#) sponsored guest speaker Chris Long, a Canvas Ambassador, who presented and then answered faculty questions about Canvas. Spring 2016 was the first Canvas-only term for the College.

Extended Learning includes three staff that manage and respond to the help system for Canvas, called Help Scout. Help Scout is an email-based system so all users can submit tickets inside or outside of Canvas. If users cannot get into Canvas, they can email a help request at canvashelp@coastline.edu. All College Canvas users have access to this help support system.

The [Distance Learning department](#) has staff that support students using Canvas via email, phones, face-to-face during regular business hours and the Canvas Help system. Extended Learning also has trained support staff who are a part of the support for Canvas users at the College. The help system analytics help to identify opportunities for training to fill the knowledge gaps identified ([Canvas Help Report](#)).

The [Department of Institutional Research, Planning, and Effectiveness](#) sends out an annual survey to all employees that collects employee opinions across a number of topics, including technology resources needed to complete their work ([2017-2018 Service Area Outcome Employee Report](#), p. 12; [2016-2017 Service Area Outcomes Employee Report](#), p. 12).

College Faculty Success Center

The role of the [Faculty Success Center \(FSC\)](#) is to provide leadership and support to faculty in teaching and learning. The FSC offers guidance in exploring innovative teaching strategies in all modalities. The center also provides design, technical, and pedagogical support to faculty while developing course materials and strategies.

The FSC created the “Teaching in Canvas” online training course, which is required for all faculty teaching online or hybrid courses ([FSC 150 Syllabus](#)). The training includes Canvas fundamentals, accessibility, best practices in teaching and learning, regular and substantive interaction (RSI) guidelines ([Online Instruction Guidelines for RSI](#)), and requirements for reporting last date of attendance.

To ensure consistency for the student experience and to increase opportunities for regular and substantive interaction ([Online Instruction Guidelines for RSI](#)), the FSC designed a Canvas course template for faculty to use when building a course from a shell. The template includes sections for announcements, discussions, assignments and assessments ([Canvas Online Course Template](#)).

Within the Canvas Course Template, the FSC created an online orientation module, which contains the Student Learning Contract, syllabus information, College support and resources links, and course and instructor expectations. Two features in the orientation module, Student Learning Contract and the introduction discussion, aid faculty in determining Last Date of Attendance or No Show students ([Canvas Course Orientation Module](#)).

The FSC created and maintains a resource index site to support faculty in areas of pedagogy, best practices, and learning technology tools. The site includes short instructive video clips called Panda Shorts, third party and vendor contact information, Canvas guides, and more. The [FSC website](#) includes links to all resources.

Conclusion

The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College aligns with the Standard.

Key evidence: [District IT Service Desk](#), [Faculty Success Center \(FSC\)](#), [Canvas Help Report](#), [Summer Institute](#), [All College FLEX Day](#), [Professional Development Institute](#), [Coast District Management Association](#), [Lynda.com](#), [2017-2018 Service Area Outcome Employee Report](#), [2016-2017 Service Area Outcomes Employee Report](#), [FSC 150 Syllabus](#), [Online Instruction Guidelines for RSI](#), [Canvas Online Course Template](#), [Canvas Course Orientation Module](#)

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evaluation

Through [CCCD Board Policy 3720](#), Computer and Network Use, District HR has integrated into its hiring and enrollment processes the appropriate use of technology policies. These policies apply at the College level for students and faculty and are also emphasized in the Canvas orientation module for students. Employees are asked to sign the policy upon hiring, and each time a user (i.e., all students and employees) logs into the Coast District network, the user is asked to agree to [CCCD Board Policy 3720](#). This policy provides clear information regarding the use of technology at the District, and it is updated regularly.

Further, the College's Faculty Success Center supports an [online orientation module](#) in Canvas for students that includes links to student-relevant College policies and procedures. The module also contains links for students to learn more about using Canvas. A [Student Learning Contract](#) is included in the orientation module for all online courses, which sets parameters for effective use of online technology and communication tools. Included in the Student Learning Contract is an agreement to the aforementioned Computer and Network Use policy.

The College District offers [CCCD Administrative Procedure 4105](#), Distance Education (revised in April 2016), for the delivery of distance education courses using technology. In addition, the Academic Senate has provided more specific direction in its document "Online Instruction Guidelines for Regular and Substantive Interaction and Regular and Effective Contact" ([Online Instruction Guidelines for RSI](#)).

Conclusion

The College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 3720](#), [online orientation module](#), [Student Learning Contract](#), [CCCD Administrative Procedure 4105](#), [Online Instruction Guidelines for RSI](#)

III.D Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER18)

Evaluation

The College ensures the integrity and fiscal stability of its financial affairs through the annual College planning and budgeting process. Financial planning for the College is coordinated primarily through [PIEAC](#) and the [Budget Committee](#) to ensure that resources are allocated appropriately. The processes followed by PIEAC and Budget align with the College mission, with College goals, and with Program and Department Review as outlined in [College Integrated Planning Handbook](#).

The budget planning process is continuous at the departmental level. Each month, department managers are provided budget reports from the College Business Office. Departments solicit input from their staff to help formulate annual resource requests as per their respective program or department review. Department and program reviews are then submitted to their respective wing planning council (i.e., [Administrative Services](#), [Student Services](#), [Instruction](#), or [President's Wing](#)), where annual resource requests are then prioritized and presented to PIEAC by the vice presidents (e.g., [PIEAC Meeting Minutes 2-21-2018](#), section 2.1). Requests for funding (staff positions, equipment, etc.) may be presented through the program and department review process or, in the case of an emergency, directly to PIEAC, which considers the relationship of the requests to other College planning documents, to the College goals, and to current initiatives.

The College adheres to an integrated planning process that is outlined in the [College Integrated Planning Handbook](#) to provide financial resources for programs, initiatives, projects, and services, ensuring a high degree of consistency between the budget and College goals. The budget process defined by PIEAC/Budget Committee is a core component of the College's participatory governance model and follows a schedule included in the [College Integrated Planning Handbook](#) (pp. 10, 14, and 17).

Continuous assessment of institutional resource need is outlined in program and department review and is also found in the [2017-2020 Integrated Wing Plan](#). Progress on funded initiatives is presented College-wide in the [2016-17 Annual Planning and Close the Loop Report](#) and [2017-2018 Annual Planning and Close the Loop Report](#).

The District/College adheres to [Board Policy and Administrative Procedures](#) regarding the ongoing fiscal stability of the district through the responsible stewardship of available resources. The District adheres to commonly accepted accounting standards as criteria for fiscal management regulations. The Chief Business Officer develops guidelines and practices that ensure the District

adheres to principles for sound fiscal management through [CCCD Board Policy 6300](#) and [CCCD Administrative Procedure 6300](#).

Conclusion

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The College aligns with the Standard.

Key evidence: [College Integrated Planning Handbook](#), [Administrative Services, Student Services, Instruction, President's Wing](#), [PIEAC Meeting Minutes 2-21-2018](#), [College Integrated Planning Handbook, 2017-2020 Integrated Wing Plan](#), [2016-17 Annual Planning and Close the Loop Report](#), [2017-2018 Annual Planning and Close the Loop Report](#), [Board Policy and Administrative Procedures](#), [CCCD Board Policy 6300](#), [CCCD Administrative Procedure 6300](#).

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evaluation

District leadership. Financial planning is integrated with and clearly supports institutional planning. The budget planning process is largely driven by the budget development calendar established each year by the District Administrative Services Office. Through a budget model allocation, revised recently to align with the [Senate Bill 361](#) State funding model, each college is provided with an allocation based on the FTES generated by each college.

The District uses multiple strategies to achieve its current level of financial stability. This approach begins with compliance with District policy and procedures regarding fiscal management procedures, which include internal practices of monitoring expenditures to assure consistency with allocations and account balances. This plan is accomplished in real time by supervisors and managers as they monitor the accounts for which they are responsible. The District's internal auditor monitors fiscal management and regulatory compliance matters. Fiscal solvency responsibility rests with the Board, the Chancellor, and the Vice Chancellor of Administrative Services. [CCCD Board Policy 6200](#), Budget Preparation, and [CCCD Board Policy 6300](#), Fiscal Management, establish the Board-approved budget preparation criteria and standards for fiscal responsibilities ([CCCD Board Policy 6200/CCCD Administrative Procedure 6200](#), Budget Preparation); ([CCCD Board Policy 6300/CCCD Administrative Procedure 6300](#), Fiscal Management). Those criteria and standards include the following:

- The annual budget shall support the District's strategic plan and the College's Educational Master Plan ([2017-2018 CCCD Annual Financial and Budget Report](#)).
- Assumptions upon which the budget is based shall be presented to the Board for review.

- By May 1 of each year, the Board will be provided with a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- The District will maintain the mandated unrestricted general fund reserve of 5%
- The current decision of the Board of Trustees is to maintain a unrestricted general fund reserve of 10% as identified on p.7 of the [2018-2019 CCCD Tentative Budget Presentation \(CCCD Board Meeting Minutes 6-21-2017\)](#)
- Changes in the assumptions upon which the budget is based shall be reported to the Board in a timely manner.
- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.
- The records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.
- As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

The Board, Chancellor, Vice Chancellor of Administrative Services, College Vice Presidents of Administration, and College Fiscal Directors have established effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program changes. The Vice Chancellor of Administrative Services sends regular updates from several sources about the California budget. Each college is responsible for its respective budget, but the Vice Chancellor of Administrative Services ensures that the colleges and District services function within allocated budgets. The District is on stable fiscal ground.

The Vice Chancellor relies on the [District Consultation Council \(DCC\)](#), the Chancellor's Cabinet, and the Chancellor's staff to raise questions, contemplate issues, and communicate news and plans. The Vice Chancellor and the Chancellor work closely with the presidents and Vice Presidents of Administration for the colleges to ensure that participatory governance is followed and also that all are informed on the direction in which the District is moving ([District Consultation Council Minutes](#)).

The District has relied on a wide and comprehensive establishment of Board financial policies covering the widest range of issues. The District and the College have been able to support their mission. The financial condition, as well as changing priorities of the State of California, is an enormous challenge for community colleges and for the District. The Board and the District

gather a range of information, stay alert, and formulate contingency plans, allocation and budget control.

The District's financial management and accounting software is Banner. This system is a proven product in use at other colleges that has integrated Student Services, Financial, and Human Resources programs. With Banner, all identified end-users can access the system and make financial inquiries online. End-users can also run ad-hoc financial reports as needed through Banner Self-Service as well as Argos (report writer) for more sophisticated reports. Users are no longer required to contact the business office to order a special report or wait until the end of the month to get their monthly copies. In addition, the requisition process was automated in Banner, allowing end-users to go online to track their purchases and approval processes for those purchases. The auxiliary operations are on Great Plains and are provided monthly financial reports by the Business Services Department for their review and reconciliation.

The Banner end-user is the designated person(s) in a department who has received training in Banner procedures. As needed, the end-user can print up-to-date financial reports and track purchases for any member of the department's faculty or staff. A formal request is not necessary. However, depending on the nature of the report, a supervisor's approval may be required.

The Board of Trustees meets monthly and at minimum receives quarterly financial updates regarding state, District, and campus budgets. The annual budget process for the next fiscal year begins early, and the Board holds public hearings to review the tentative and adopted annual budgets. The [adopted budget](#) is posted on the District website ([2018-2019 CCCD Tentative Budget Presentation](#)).

College planning. The [mission and College goals are the basis for all](#) planning and budgeting within the College. The [2016-2020 Educational Master Plan](#) was created, vetted, and approved by the College during the 2015-2016 academic year, and is integrated with planning at the College. The goals and objectives in the [2016-2020 Educational Master Plan](#) are provided to all programs and departments for use in unit-level planning. Although master planning occurs on a four-year cycle, annual planning occurs for every unit at the College via program and department review, which yields annual reports as well as validation reports. The Program and Department Review Committee ensures that program planning aligns with the mission and College goals.

At the College, the budget planning process starts at the program and department level. Each month, department managers are provided budget reports from the College Business Office. Following the annual program and department review process, all programs and departments collect internal and external data and solicit input from their respective employees to help formulate annual initiatives ([College Integrated Planning Handbook](#), pp. 8-10).

Through the review process, initiatives are developed to facilitate change. Initiatives use evidence (i.e., outcomes assessment, internal research, and/or external research) to support change and are aligned with the mission and College goals and [2016-2020 Educational Master Plan](#) Objectives. Initiative(s) that require resources outside of the program or department budget's capacity are forwarded to the respective Wing Planning Council. The Wing Planning Councils collectively review all requests to prioritize and determine any external funding sources that may be applicable to procuring the prioritized resources. The Wing Planning Councils' prioritized lists

of initiatives are forwarded to the Department of Institutional Research, Effectiveness, and Planning and are compiled into a comprehensive list. The technology- and facilities-related requests, along with the comprehensive prioritization list, are forwarded to the Facilities, Safety, and Sustainability Committee (FSSC) ([2017-2018 Facilities Feasibility Assessment](#)) and the Technology Committee (TC) ([2017-2018 Technology Feasibility Assessment](#)) to ensure that the requests are feasible and align with the [Vision 2020 Facilities Master Plan](#) and the [2012-2017 College Technology Plan](#). The Wing chairs meet to review the prioritized initiatives to eliminate redundant requests and seek integration where possible ([Prioritization List 2014-15](#), [Prioritization List 2015-16](#), [Prioritization List 2016-17](#), [Prioritization List 2017-18](#)). Once the integration assessment is conducted, the revised list of requests is sent to PIEAC for prioritization.

The priority list from PIEAC for all resource requests is then forwarded to the Budget Committee each spring. The Budget Committee assesses the funding capacity of the prioritized requests through the review of general, categorical, and external funding sources to determine which source best aligns with the request. After the Budget Committee has deliberated and matched requests to a funding source, it returns its report to PIEAC, which then forwards the recommendations to College Council for endorsement of the PIEAC recommendations. The recommendations are then forwarded to the President for final review and approval. Administrative Services then submits the proposed budget for the College to be included in the District-wide tentative budget which is reviewed and approved by the Board of Trustees every June. The adoption of the final budget is reviewed and approved by the Board of Trustees in September.

The College continues to support its mission of access and success by offering courses based on the [2017-2020 Enrollment Management Plan](#), and it continues to offer existing services that will ensure student success. Much of this is being accomplished with the new Student Success and Support Program (SSSP) and Student Equity funding. The College continues to promote and allocate one-time funding based on the [College Integrated Planning Handbook](#).

The College Council, Academic Senate, Classified Senate, and Management Team are regularly provided with updated budget information, either through their representatives serving on PIEAC, Budget Committee, Coastline Management Team, and District Consultation Council Budget ([DCC Budget Sub-Committee](#)) Sub Committee or through communication coming from the President's Bulletin.

To support District-to-College communication, the [District Consultation Council](#) was formed representing all constituencies District-wide. The purpose of this committee is to bring the colleges together so that budget information and updates can be easily disseminated to each. The communication flow outlined in the [College Committee Handbook](#) displays how financial information circulates among various committees. The [DCC Budget Sub-Committee](#) is a participatory governance committee, which meets once a month. Led by the Vice Chancellor of Administrative Services, the committee reviews budget issues and progress on revenue and expenses throughout the year. This committee also reviews major budget policy and procedures and addresses budget-related questions that may arise from the campuses.

Financial information is available and is distributed to managers and project leads on a consistent basis. There are many opportunities for all constituency groups to obtain financial information

and to participate in the discussions about the fiscal issues related to the College and District through committee participation.

The annual [service area outcome \(SAO\) employee survey](#) items presented in Table 38 show a high level of satisfaction with fiscal communications and the timeliness of reports and operations. This information is one aspect of data utilized in annual department planning process.

Table 38 Service Auxiliary Outcomes Survey Results for Fiscal Communication

SAO survey results	2015-16	2016-17	2017-18
Number of Employee Participants	78	116	104
Communication of departmental budget reports	82.1%	83.6%	91.3%
Timeliness of purchase order requests	80.8%	90.3%	88.5%
Level of accuracy	88.6%	93.5%	92.2%
Online capabilities of fiscal processes	71.0%	84.8%	84.1%

Source: College Office of Institutional Effectiveness

Conclusion

The College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The College has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the College in a timely manner. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 6200](#), [CCCD Board Policy 6300](#), [CCCD Board Policy 6200/CCCD Administrative Procedure 6200](#), [CCCD Board Policy 6300/CCCD Administrative Procedure 6300](#), [2017-2018 CCCD Annual Financial and Budget Report](#), [CCCD Board Meeting Minutes 6-21-2017](#), [California Community Colleges Budget and Accounting Manual](#), [District Consultation Council Minutes](#), [2018-2019 CCCD Tentative Budget Presentation](#), [mission and College goals](#), [2016-2020 Educational Master Plan](#), [2017-2018 Facilities Feasibility Assessment](#), [\(2017-2018 Technology Feasibility Assessment](#), [Vision 2020 Facilities Master Plan](#), [2012-2017 College Technology Plan](#), [Prioritization List 2014-15](#), [Prioritization List 2015-16](#), [Prioritization List 2016-17](#), [Prioritization List 2017-18](#), [2017-2020 Enrollment Management Plan](#)

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evaluation

Financial planning follows an annual cycle, coordinated by PIEAC and Budget Committee and carried out in Administrative Services. The calendar is included in the [College Integrated Planning Handbook](#). The [funding requests](#) are consolidated from the Wing Councils in March and brought forward to PIEAC for College-wide prioritization. Once the priorities are determined, the list is forwarded to the Budget Committee for funding recommendations.

In April, the ending balance for the current year is estimated. A target budget based on the Governor's January budget predictions is then projected for the upcoming fiscal year.

By the end of April of each fiscal year, decisions will have been made by PIEAC and forwarded to College Council and the President for the distribution of the College ending balance or allocation of new funding for any new ongoing or one-time funded requests. During the year, PIEAC and Budget Committee request updates about overall spending and revenue projections and predictions for the end-of-year balance ([College Integrated Planning Handbook](#) calendar, p. 17).

PIEAC, Budget Committee, and wing planning councils are composed of members from all constituencies ([2017-2018 College Committee List](#)). The meetings of PIEAC and BC are open to the College, and reports of PIEAC and Budget C proceedings are reported to the College Council.

The budget process is defined by PIEAC and Budget Committee and developed as a core component of the College's participatory governance model and its annual schedule. Healthy debate is encouraged in PIEAC and Budget Committee meetings. It has become a College practice to prioritize items beyond the expected funding. In this way, additional planning is not needed if new funds are received and/or if there is a College ending balance.

In order to support a culture of continuous quality improvement, the College conducts annual surveys across all participatory governance committees as means to provide information to facilitate the development of strategies to strengthen committee effectiveness in the following year (2015-2016, 2016-2017, and 2017-2018 [Governance survey results](#), [KPI Scorecard](#)).

Conclusion

The College clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of College plans and budgets. The College aligns with the Standard.

Key evidence: [College Integrated Planning Handbook](#), [College Committee Handbook](#), [DCC Budget Sub-Committee](#), [service area outcome \(SAO\) employee survey](#), [2017-2018 College Committee List](#), [Governance survey results](#), [Key Performance Indicator \(KPI\) Scorecard](#)

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evaluation

The District's annual budget is developed based on a realistic assessment of available financial resources. The process begins with the release of the Governor's annual budget. Using this information, the Vice Chancellor of Administrative Services develops budget assumptions that are clearly stated in the adopted budget document and in subsequent updates. Key assumptions include projected enrollment data, faculty obligations, cost-of-living adjustments (COLA), growth factor, deficit factors applied to State apportionment, and other significant information; ([DCC Budget Sub-Committee](#)); ([CCCD Board Policy 6300/CCCD Administrative Procedure 6300](#), Fiscal Management).

In accordance with Title 5 of the Education Code, [CCCD Board Policy 6200](#) and [CCCD Administrative Procedure 6200](#), Budget Preparation, set forth a date of May 1 when it will release a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget.

The annual budget process begins by estimating the revenue to be received by the District, then applying the District Budget Allocation Model to estimate the College's share of General Funds. External dedicated income is then added to yield the total available income. By applying the District Budget Allocation Model ([2017-2018 CCCD Budget Summary, Budget Allocation Model](#)) to the Governor's Proposed Budget, a reasonably accurate projection can be made for General Funds, subject to changes from the Legislature and the "May Revise." At present, the College receives 17.38% of the base General Funds received by the entire District. This is a relatively stable percentage that changes only when several years of enrollment data show a shift in the proportion of FTES generated by each of the three colleges ([2017-2018 CCCD Budget Summary, Coast District 2018-19 Tentative Budget Presentation](#)).

Dedicated revenue, defined as non-apportionment miscellaneous externally-generated funds devoted to individual campuses within the District, is less predictable since externally generated funds (e.g., Extended Learning income, leases, subleases, transcript fees, and non-resident tuition) depend upon many factors. Thus, budget projections of dedicated revenue are conservative. For 2017–18, \$1.11 million of dedicated revenue was projected in the College Tentative Budget. Over the last five years, the dedicated revenue has consistently exceeded budget projections.

Ongoing expenditures are projected and reflected in the general budget. Over the past five years, the predictable over-expenditures (compared to adopted budget) for part-time faculty pay, utilities, etc., have been balanced by increases in revenue or under-expenditures in other areas. A substantial portion of Distance Learning's operational expenses are currently funded by Extended Learning ancillary revenues since these two departments work collaboratively to provide all aspects of services required by these contracts. This is a collaboration that is essential to the continued success of the College's military program.

In addition to the General Fund dollars received annually from the State through the [CCCD Budget Allocation Model](#), the College actively engages in various entrepreneurial activities to create additional revenue streams for the College. These additional revenue sources enable the College to continuously ensure, promote, and improve the level of services and quality of education offered to our students. Entrepreneurial activities include partnering with different publishers to develop and introduce new distance learning courses to students, partnering with the government to deliver distance learning courses to military students, and partnering with private companies to provide specific training skills to their employees. The College has also been very successful in obtaining grants. In the prior fiscal year (2017-18) the College received over \$3 million in grants. The additional funds from the grants allow the College to expand support services and/or develop enhanced services and support for our students. For example, our Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) grant has allowed us to pilot centers such as our Student Success Center and Intercultural Resource Center.

With regard to ongoing, predictable obligations, the College strives to live within the General Fund budget. The goal is to depend only on the General Fund allocation for regular operations, allowing external income to be re-invested for generating more income to support other College priorities. Ancillary fund income has remained flat over the past several years as a result of the significant downturn in the economy. Since the last accreditation visit, the College has had positive General Fund [ending balances](#) for the last five years, indicating that the budgeting process is realistic and that dedicated revenues have exceeded projections.

Conclusion

College planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure Requirements. The College aligns with the Standard.

Key evidence: [CCD Board Policy 6300/CCCD Administrative Procedure 6300](#), [CCCD Board Policy 6200](#), [CCCD Administrative Procedure 6200](#), [2017-2018 CCCD Budget Summary](#), [Budget Allocation Model](#), [2017-2018 CCCD Budget Summary](#), [Coast District 2018-19 Tentative Budget Presentation](#), [CCCD Budget Allocation Model](#),

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evaluation

Annual internal and external audits conducted through the District testify to the College's financial integrity. Cash flow, reserves, strategies for risk management, and plans for financial emergencies are appropriate to fulfill the College mission, as are oversight of management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets. Financial reports for general funds are accessible from both Banner and Argos and are readily available to all end-users for tracking, monitoring, and reconciliation purposes. Financial information is also available to designated end users for all

auxiliary operations from Great Plains. All financial resources are used in a manner consistent with the mission and goals of the College ([CCCD Board Policy 6400](#), Audits); ([CCCD Board Policy 6300/CCCD Administrative Procedure 6300](#) Fiscal Management). In addition, there have been no negative findings from either general fund or auxiliary fund external audits, indicating that sufficient and appropriate internal control structures are in place ([CCCD Audit Reports](#)).

The [College key performance indicators \(KPIs\)](#) and the [Administrative Services KPIs](#) and [President's Wing KPIs Wing Planning Council Scorecards](#) draw attention to the Faculty Obligation Number (FON), 50% law, percent in reserve, and revenue generation, which are reviewed periodically by PIEAC and the Administrative Services and President's Wing Planning Councils ([Administrative Services Wing Planning Council Meeting Minutes](#), [Instructional Services Wing Planning Council Meeting Minutes](#), [President's Wing Planning Council Meeting Minutes](#), [Student Services Wing Planning Council Meeting Minutes](#) and [PIEAC Meeting Minutes](#)). Additionally, the statewide IEPI annual planning asks the District to establish a goal on reserve funding ([IEPI Plan](#)).

Each fall, the Vice Chancellor of Finance and Administrative Services presents budget projections and financial information to the College Budget Committee. The presentation is followed by open discussion, and feedback is taken to the District-wide meeting of the Vice presidents of Administrative Services for review and consideration (Minutes of Budget Committee [2016](#), [2017](#)).

Conclusion

To assure the financial integrity of the College and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The College regularly evaluates its financial management practices and uses the results to improve internal control systems. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 6400](#), [CCCD Audit Reports](#), [CCCD Board Policy 6300/CCCD Administrative Procedure 6300](#), [College key performance indicators \(KPIs\)](#), [Administrative Services KPIs](#), [President's Wing KPIs Wing Planning Council Scorecards](#), [Administrative Services Wing Planning Council Meeting Minutes](#), [Instructional Services Wing Planning Council Meeting Minutes](#), [President's Wing Planning Council Meeting Minutes](#), [Student Services Wing Planning Council Meeting Minutes](#), [PIEAC Meeting Minutes](#), [IEPI Plan](#)

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evaluation

Annual College financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services. The District's audited financial statements ([CCCD Audit Reports](#)) are presented according to the standards of Governmental Accounting Standards Board (GASB), using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and

Accountability Standards Committee, recommends that all community college districts use the reporting standards under the BTA model ([CCCD Board Policy 6400](#), Audits; [Internal Audit Department Manual of Policies](#)).

The College's external audit is conducted annually between August and October as part of the District's annual external audit. It includes not only the general funds but also the College's ancillary operations, including the Associated Student Government (ASG), Auxiliary Operations, Foundation, Extended Learning, and Property Management. In addition, it also covers Measure M, a \$698 Million General Obligation Bond passed in November 2012. To date, the District has issued Series 2013A-\$198 million; Series 2013B-\$10 million; Series 2016C-\$30 million; Series 2017D-\$280 million; and Series 2017E-\$20 million ([Measure M Issuance](#)). These annual audit reports are presented to the Board's Audit and Budget Committee, to the Citizens Oversight Committee, to the Foundation Board of Directors, and ultimately to the Board of Trustees for final review and approval.

The District's past audit reports reflect no material findings for the College for both general and auxiliary funds ([CCCD Audit Reports](#)).

Conclusion

Financial documents, including the budget, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 6400](#), [Internal Audit Department Manual of Policies](#), [CCCD Audit Reports](#)

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evaluation

The District/College is audited annually, fulfilling Board Policy and Administrative Procedures regarding Fiscal Management ([CCCD Board Policy 6300](#), [CCCD Administrative Procedure 6300](#), Fiscal Management). External audit reports over the last several years have consistently indicated the College does an appropriate job of managing and accounting for its finances according to accepted standard accounting practices and demonstrated fiscal responsibility in all General Fund and ancillary accounts.

The most recent external audit was completed in November 2018 for the fiscal year ending June 30, 2018. There were no compliance or audit findings by the external auditor for that period. The audit report is available to the public upon request ([CCCD Audit Reports](#)). As well, an external audit report is presented annually to the Board of Trustees ([November 20, 2018 Board Meeting \(item 4.01\)](#)).

Conclusion

College responses to external audit findings are comprehensive, timely, and communicated appropriately. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 6300](#), [CCCD Administrative Procedure 6300](#), [CCCD Audit Reports, November 20, 2018 Board Meeting \(item 4.01\)](#)

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evaluation

The College's internal control systems are evaluated and assessed for validity and effectiveness annually through the [external audit process](#). The College uses the District-wide Banner system to track and report all General Fund expenditures, including all restricted Federal and State grants. The maintenance of the hardware, software and report-writing capabilities is maintained by the District Information Systems Department. All financial transactions are subject to established electronic approval queues, starting at the departmental level with final review by the Fiscal Services Department, which guarantees the transactions are legitimate and are within budget.

All ancillary financial transactions and reports, including externally funded programs and contract education, along with the College Foundation, are performed at the College level within the Business Services Department. The Great Plains proprietary financial software package, which is an industry standard and is used by all colleges in the District, is utilized to process and track all ancillary transactions. Although this system is not integrated with the Banner system and is independently operated at each college, the same District [Board policies Administrative Procedures](#) used to govern General Fund monies are also equally applied to ancillary money transactions ([CCCD Board Policy 6250](#), Budget Management, [CCCD Board Policy 6300](#), Fiscal Management).

The College's finances fall within the scope of the annual District audit. Based on the last audit report, there were no findings of any weaknesses in the institution's internal control systems; therefore, no recommendations have been forwarded for improvement ([CCCD Audit Reports](#)).

Conclusion

The College's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. The College aligns with the Standard.

Key evidence: [external audit process](#), [Board policies Administrative Procedures](#), [CCCD Board Policy 6250](#), [CCCD Board Policy 6300](#), [CCCD Audit Reports](#)

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Cash flow arrangements and reserves are made at the District level and are presented regularly throughout the fiscal year by the Vice Chancellor of Finance and Administrative Services to the Board of Trustees and the Board's Audit and Budget Committee. In 2018–19, the Coast Community College District set aside a 10% reserve, totaling \$22 million ([Coast District 2018-19 Tentative Budget Presentation](#)). The reserve is based on the prior year's actual unrestricted General Fund expenses. The State Chancellor's Office recommends a minimum reserve of 5%.

The District was in Stabilization for fiscal year 2016-2017 with minimal disruption to College operations while allowing the District and College the opportunity to develop a plan to address the FTE shortfall challenges.

The District has also established a \$71.6 million balance in the JPA Trust and District funds. In addition, the College has access to the ending balance it generates individually as prescribed by the District Budget Allocation model ([Coast Adopted Budget 2017-18](#); Section IV). Over the past three to four years, the College has had an ending balance ([College Ending Balance Report](#)) of between \$400,000 and \$2,000,000, which is distributed according to College identified priorities ([PIEAC Funding Requests](#), [CCCD Board Policy 6300/CCCD Administrative Procedure 6300](#), Fiscal Management).

The District purchases \$5 million of primary comprehensive general liability insurance as well as property insurance covering loss by fire and theft through the Statewide Association of Community Colleges (SWACC) Joint Powers Association. The District also purchases \$20 million of excess liability coverage through the Schools Association for Excess Risk (SAVER). Business Interruption coverage is included in the aforementioned coverage. Facilities lease agreements include provisions for facility users to provide a minimum of \$1 million in liability coverage, naming the District as an additional insured, which is primary to the District's coverage in the event of mishap by a third-party facility user.

The District's risk management activities are administered by the Vice Chancellor of Administrative Services in conjunction with each college's Vice President of Administrative Services.

Per the [2016-2017 CCCD Audit Report](#), the District maintains a higher percentage cash reserve than is required by the State Chancellor's Office and maintains adequate cash flow arrangements. The year-end balances have been positive for the last several years, and since authorizations to spend the balance are not made until well into the next fiscal year, the ending balance provides some cushion for unforeseen circumstances. The College has established a reserve and continues to be fiscally responsible by setting aside a contingency fund that has been accumulated over the years in anticipation of unexpected and unforeseen emergencies ([2017-2018 College Ending Balance](#)).

The Budget Committee reviews the ending balance and makes recommendations on the unallocated ending balance based on the funding priorities set forth by PIEAC as a direct result of the program and department services review outcomes. These recommendations are then forwarded

to College Council to be forwarded to the President and can only be spent with the President's authorization and approval. Beyond these measures, however, the College relies upon the District reserve and District risk management policies for catastrophic expenses. There is no separate written College plan to respond to financial emergencies.

Conclusion

The College has sufficient cash flow and reserves to maintain stability and support strategies for appropriate risk management and, when necessary, is able to implement contingency plans to meet financial emergencies and unforeseen occurrences. The College aligns with the Standard.

Key evidence: [Coast District 2018-19 Tentative Budget Presentation](#), [College Ending Balance Report](#), [PIEAC Funding Requests](#), [Coast Adopted Budget 2017-18](#), [CCCD Board Policy 6300/CCCD Administrative Procedure 6300](#), [2016-2017 CCCD Audit Report](#), [2017-2018 College Ending Balance](#)

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evaluation

Administrative Services has processes in place for oversight of all College finances. Expenditures are reviewed monthly and results distributed to the appropriate managers. College-wide summaries, such as year-end projections, are reviewed regularly with the President. Administrative Services participates in the annual planning and budgeting process. As part of that process, fiscal services are reviewed for compliance with standards of accuracy and efficiency. The College's finances fall within the scope of the annual District audit, which examines the financial operations of financial aid, grants, externally funded programs, contractual relationships, ancillary organizations, the College Foundation, and institutional investments and assets.

The Vice President of Administrative Services is responsible for the financial oversight of all College funds, including all of the ancillary operations. The Vice President is supported by the College's Director of Business Services and the Fiscal Services staff.

The College uses the District-wide Banner system to track and report all General Fund expenditures, including all restricted Federal and State grants. The maintenance of the hardware and software and report-writing capabilities is managed by the District Information Systems Department. All financial transactions are subject to established electronic approval queues starting at the departmental level with final review by the Fiscal Services Department, which guarantees the transactions are legitimate and are within budget.

All ancillary financial transactions and reports, including externally funded programs and contract education, along with the College Foundation, are performed at the College level within the Fiscal Services Department. The Great Plains proprietary financial software package, which is an industry standard and is used by all colleges in the District, is utilized to process and track all an-

cillary transactions. Although this system is not integrated with the Banner system and is independently operated at each college, the same District financial guidelines and Board policies used to govern General Fund monies are also equally applied to ancillary money transactions.

Investment of College ancillary surplus monies follows established District guidelines and practices ([CCCD Board Policy 6320/CCCD Administrative Procedure 6320](#), Investment Policy).

Ancillary and auxiliary operations are included in the annual audit of General Funds. The Financial Aid Department receives an annual external audit for compliance with Title IV regulations. Any findings or recommendations are reported to the Board of Trustees, and corrective actions are implemented immediately to assure compliance with federal and State regulations. District Legal Counsel reviews all contracts for auxiliary operations such as Extended Learning prior to approval by the Board of Trustees to ensure that neither the District nor the College is exposed to any potential liabilities.

The College Foundation also has its own Board of Directors and Investment Committee to oversee the finances of its operation. The Executive Foundation Board of Directors meets on a monthly basis, and the full Foundation Board of Directors meets on a quarterly basis. Financials, including investment activities, are presented monthly to the foundation board for review. The independent audit reports, prepared by the external auditors, are presented to both the District Board of Trustees and the Foundation Board of Directors for their review annually. Since the last accreditation, there have been no negative audit findings with any auxiliary operations.

The [College key performance indicators \(KPIs\)](#) draw attention to external financial revenue and the Financial Aid student default rates to keep the College abreast on any challenges related to fiscal operations ([Administrative Services KPIs](#)). Additionally, Fiscal Services, Foundation, Grants, and Financial Aid conduct annual assessments through the program and department review process to ensure continuous improvement ([Administrative Services Department Review Reports](#), [Foundation Department Review Reports](#), [Institutional Effectiveness Department Review Reports](#), [Financial Aid Department Review Reports](#)).

In November 2012, the District passed a General Obligation Bond for \$698 million for specific facilities projects. The Citizens' Oversight Committee was formed and holds regular meetings to monitor the progress of the construction projects as well as reviewing the financials related to these specific projects. Annual audit reports are also prepared by the external auditor, and these reports are presented to both the District Board of Trustees and the Citizens' Oversight Committee ([Citizen Oversight Committee Measure M](#)).

For 2017–18, the financial audits of Financial Aid, Auxiliary Operations, Extended Learning, Property Management, and sublease contracts showed no irregularities. The District maintains a website of all audit findings ([CCCD Audit Reports](#)).

Conclusion

The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 6320/CCCD Administrative Procedure 6320](#), [College key performance indicators \(KPIs\)](#), [Administrative Services KPIs](#), [Administrative Services Department Review Reports](#), [Foundation Department Review Reports](#), [Institutional Effectiveness Department Review Reports](#), [Financial Aid Department Review Reports](#), [Citizen Oversight Committee Measure M](#), [CCCD Audit Reports](#)

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evaluation

Each year, Administrative Services informs PIEAC and the Budget Committee (BC) of the future obligations of the College. The District has developed a Financial Plan that is used to inform and support the development of the College's short-term and long-term planning. In tandem, the College has followed the [Vision 2020 Facilities Master Plan](#) to obtain bonds and sustain the District's and College's infrastructures. The obligations have consisted primarily of facility and large equipment-related projects.

The 2017-18 Administrative Service Department Review showed a need to establish a vehicle replacement plan. The initiative was vetted through the Administrative Services Wing Planning Council ([Administrative Services Wing Planning Council Meeting Minutes, Fall 2017](#)) and sent to PIEAC for College prioritization.

In 2016, the College purchased the building located at 17085 Newhope, Fountain Valley, CA 92708. A taxable bond was secured for the purchase and has a ten-year repayment plan. The current tenant leases are sufficient to cover the debt payment. Additional funds were used from ancillary sources, making the purchase price \$5,550,000.

The District and the College work together to assure the long-term and short-term financial stability of the District and the College. In accordance with Title 5 of the Education Code, the District is required to have a balanced operational budget and sufficient reserves to cover unexpected shortages. The audit reports for the District and for the College confirm that plans exist for payment of future obligations.

For the 2018-2019 Tentative Budget, the District has set aside \$71.6 million in the JPA Trust and District funds. The obligations of the Coast Community College District, such as employee benefits, retiree benefits, and capital leases, are all clearly identified in the District Tentative Budget Summary ([Coast District 2018-19 Tentative Budget Presentation](#)). Payment schedules are identified and referenced in the latest Coast District Audit Report ([2016-2017 CCCD Audit Report](#)).

Conclusion

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the College considers its long-range financial priorities to assure financial stability. The College clearly identifies, plans,

and allocates resources for payment of liabilities and future obligations. The College aligns with the Standard.

Key evidence: [Vision 2020 Facilities Master Plan](#), [Administrative Services Wing Planning Council Meeting Minutes, Fall 2017](#), [Coast District 2018-19 Tentative Budget Presentation](#), [2016-2017 CCCD Audit Report](#)

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evaluation

In accordance with the Governmental Accounting Standards Board (GASB) Statements No. 74 and 75, the District has identified its future liabilities for Other Post-Employment Benefits (OPEB) expenses through analysis by an independent actuary. According to the most recent [actuarial report](#), the District's Actuarial Accrued Liability (AAL) as of June 30, 2016, is \$103.2 million. This amount includes both the Normal Cost and the Past Service Liability for the District's employees, determined using various assumptions for mortality rates, inflation, interest rates, service period, etc. In order to mitigate this liability, the District has developed a plan to fund it completely by 2024-2025. This plan takes into account the fact that the District has already set aside more than \$71.6 million in an irrevocable trust with the Community College League of California and Futuris as well as more than \$17.4 million locally at the County Treasury. In addition to these current assets, the District's Board has approved a plan to contribute \$518,400 of lease revenue annually to the fund as well as reinvesting the interest earnings on the balance already in the accounts, which result in an estimated \$2–\$3 million annually using a conservative estimate of 4% as a rate of return.

The District has followed the requirements of GASB 74/75 and has developed a plan to fund the liability over the course of the next 15–20 years, even though funding is not required under the GASB 74/75 regulations. Barring any changes to the plan made through negotiations, the District has a plan to fully fund the liability and adjusts the plan every two years according to current and projected economic circumstances (2017-2020 Fiscal [Plan 2017](#)).

Conclusion

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. The College aligns with the Standard.

Key evidence: [actuarial report](#)

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evaluation

The College currently has one local debt instrument for the Newhope building. The annual payment is \$454,000 and is covered by the income from the tenants. Through effective planning, the College established a reserve of three million dollars against this liability as an assurance against the unlikely loss of the income from the tenants. This information is shared and discussed in the Facilities, Safety, and Sustainability Committee, Budget Committee, PIEAC, and College Council. ([College Ending Balance Report](#)).

Conclusion

On an annual basis, the College assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. The College aligns with the Standard.

Key evidence: [College Ending Balance Report](#)

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evaluation

The College uses its financial resources, including those from auxiliary activities, fund-raising efforts, and grants, in a manner consistent with the College mission and goals. The financial activities for all ancillary and auxiliary operations are reported to PIEAC and Budget Committee biannually. Discussion of the finances and distribution of income from all ancillary operations is reviewed and recommended by the PIEAC to the President ([CCCD Board Policy 3600](#) and [CCCD Administrative Procedure 3600](#), Auxiliary Organizations).

The College operates five auxiliary/ancillary organizations (Foundation, Associated Student Government, Auxiliary Operations, Extended Learning, and Property Management). The College Bookstore is a contract arrangement with Barnes and Noble, the same as at the sister colleges. All grant funding agency guidelines and reporting requirements are kept in full compliance as required. The College completes annual report for federal and State grants as outlined in the grant request for application proposals.

All ancillary operations for the College are reviewed by the external auditors and have demonstrated financial integrity as evidenced by the “clean” audits reports (CCCD Web Site for External State and Federal [Audit Reports](#)). As an additional safeguard, the District employs a full-time internal auditor who regularly reviews the financial practices of all District operations including the College’s ancillary accounts. Each operation is described in more detail and evaluated separately below.

The College Foundation

The Foundation reported assets of \$3,344,218 on June 30, 2018, the most recent audit period. The Foundation Board is composed of nineteen volunteer members, not including the College President, the Vice President of Administrative Services, the Foundation Executive Director, and her assistant serving as the secretary to the Foundation ([CCCD Board Policy 6320/CCCD Administrative Procedure 6320](#), Investment Policy).

Each year, the Foundation Board adopts an annual plan for raising money. A [Foundation Budget](#) is adopted with projected income and expenses. The Board of Directors must approve that budget and all related expenditures. If surplus income remains after designated expenses are paid out, the Board has complete discretion to allocate the surplus.

Past practice has been to place the surplus income into a reserve account. The Board has been developing expenditure priorities.

The Foundation's major fundraising activities include a variety of events, such as the [40th Anniversary Gala Invitation, 2016](#); conferences such as the [OC Global Women's Conference](#), luncheon programs such as the [2017 OC Innovation Speakers Series on Cybersecurity](#) and the [2018 Social Responsibility event](#).

These events directly reinforce the benefits of higher education within the community by offering topics that are beneficial and informative to the public. It also provides an opportunity for the College to enhance its visibility in the community through honoring community leaders and establishing partnerships and marketing opportunities as well as "friend-raising" and cultivation opportunities. Revenue is generated through individual and corporate sponsorships; proceeds from the event assist with operational expenses, programs in need of additional support, and student scholarships.

The Foundation Office tracks donations, and the College Fiscal Services Office provides accounting services and monthly financial reports. The College Fiscal Office can invoice as necessary and provides receipts for cash and non-cash donations. Expenditures are made with Purchase Orders generated through the Great Plains accounting system as well as with [Direct Pay Request Forms](#). Signatures of the appropriate manager or project director and the Foundation Director are required on both of these forms. Payment is made when the invoice or other backup paperwork is submitted.

The Foundation is audited by a District-selected independent auditor each year. The [report](#) for the year ending June 30, 2018, noted that the Foundation operations are conducted in conformity with regulations and that accounts are maintained in accordance with the generally accepted accounting principles of fund accounting. There were no formal recommendations.

Associated Student Government

Associated Student Government (ASG) officers are all currently enrolled College students in good standing with the District.

The ASG has its own bylaws and officers who are elected from the student body each spring semester ([ASG Bylaws](#)). The Director of Student Life and Outreach currently supervises the overall activities of ASG.

ASG's funds are raised through a College Services Charge of \$12.00 (fall/spring) and \$8.00 (summer) per student (unless the student requests and secures a waiver), collected at the time of registration. Funds are used primarily to support events and services to College students including support for the College mobile app; cultural events; ASG-sponsored events; club development; fundraisers; guest speakers; and additional personnel to strengthen Student Life onsite and online.

ASG funds are kept in a co-curricular account, which is monitored by the College Fiscal Services office. The account is subject to the same internal and external audits as are General Fund monies.

Each May, ASG prepares a proposed budget for the upcoming year. The total budget for 2017-2018 is \$200,000. The [budget is submitted annually](#) to the District Board of Trustees for [final approval](#). Typically, the budget has included funds for students to attend statewide meetings, for scholarships, and for campus activities.

Extended Learning

Since its inception, the College has actively pursued contract education partnerships with businesses, corporations, community organizations, and government agencies. Responsibility for that effort rests with the Extended Learning Division, which is described below through a description of its organization, alignment to mission, operating strategy, core responsibilities, key programs, activities, and field operations.

Organization. Extended Learning is the result of the 2014-15 merger of two distinct departments: Contract Education and the Office of Learning and Instructional Technology (OLIT). The two departments merged to leverage their resources for more effective collaboration in the development and delivery of new programs and services and to eliminate duplication of effort for improved return on investment.

Mission. EL is an ancillary operation with a focus in two fields:

1. Undertaking entrepreneurial endeavors that generate revenue through fee-based and contract programs and services;
2. Providing College services in support of the mission.

Strategy. EL works to build partnerships through the development and delivery of quality training and education services, programs, and products. The largest program is the military distance education program, which serves several thousand active-duty personnel, veterans, and military spouses worldwide.

Responsibility. EL is responsible for a range of student and client services, including the following:

Accounting	Data Management	Marketing
Administrative Services	Degree Evaluations	Outreach
Admissions	Enrollment Services	Reporting
Contract Management	Graduation	Student Records
Counseling & Advisement	Instructional Coordination	Systems Security

Key Programs. The College’s military/contract education 8-week online and 12-week “pocket” education courses are available to active duty service members, reservists, veterans and eligible dependents affiliated with every branch of service. The College is a long-time member of Defense Activity for Non-Traditional Education Support (DANTES) and Servicemembers Opportunity Colleges (SOC).

Activities. For each branch of service, the College identifies occupational specialties that align with its degrees and strategically assesses market need, based on number of service members in that specialty. A detailed alignment of military training to College degree requirements is then prepared. Alignments are accomplished through the joint efforts of the Extended Learning and faculty subject matter experts in the respective instructional departments. Activities include review of ACE-credit recommendations for possible application of military training toward the degree. Military-specific degree plans (“Unofficial Evaluations” and “SOC Agreements”) are prepared for prospective and current students according to each branch’s specifications.

Field Operations. The College maintains regular representatives at selected Air Force, Army, Navy, Coast Guard, and Marine Corps installations. Other installations in those services are visited annually.

Military Programming

Air Force. The College is a founding partner in General Education Mobile (GEM), a partnership between the Community College of the Air Force (CCAF) and the College. Launched in 2008, GEM works to encourage airmen to complete mobile general education courses approved by CCAF for timely degree completion. Airmen can complete coursework required for their CCAF degree through GEM or can earn an associate degree with the College.

Army. Active Duty, Reserve, and Army National Guard soldiers are required to enroll through GoArmyEd (GAE), a comprehensive tuition assistance, admissions, registration, and degree planning system sponsored by the Army. The College has been a LOI (Letter of Instruction) school with GAE since the inception of eArmyU in 2002.

Coast Guard. In addition to the 8-week online and 12-week PocketEd courses, Coast Guard students can enroll through the SOCCOAST Afloat Program for Cutters, a unique program designed for students serving on shipboard, without an Internet connection. Courses are delivered on a CD-ROM packed with Emmy Award winning content.

Marine Corps. Marine Corps students can enroll in the military/contract education 8-week online or 12-week “pocket” education courses. Facilitated by inter service training, the majority of non-infantry Marine Corps occupational specialties align with Navy specialties served through the Navy College Program Distance Learning Partnership.

Navy. The College is a long-standing partner in the Navy College Program Distance Learning Partnership (NCPDLP). This Navy College-sponsored Program (NCP) develops partnerships with colleges and universities to offer Navy Occupational Specialty-relevant degrees via distance learning. These partnerships make maximum use of military professional training and experience to fulfill degree requirements. The Navy College Program for Afloat College Education (NCPACE) offers sailors access to challenging education and the ability to continue their personal and professional growth while on sea duty assignments. NCPACE is a part of the Navy College Program and provides both academic skills and College courses. The College is one of only five institutions of higher education offering AA/AS degrees through NCPACE. In addition to providing coursework through NCPACE, the College has played a key role in the administration of the distance learning component of NCPACE. Central Texas College (CTC) was awarded the NCPACE contract in 2004. Prior to that award, the College partnered with CTC to manage the distance learning program under the NCPACE contract. After the initial award in 2004, the team has been through two additional awards over the span of three contract periods. The College has held the NCPACE contract for twelve years and currently oversees the delivery of coursework from nine other institutional partners.

Business Development and Solutions

The technology group for Extended Learning is comprised of a creative team of programmers, web designers, instructional designers, multimedia experts, professional videographers, a production crew, graphic designers, and marketing specialists.

The department includes Coast Learning Systems (CLS). Since 1973, CLS has been an Emmy award-winning producer of college-level course content featuring the latest media and technology. Content is designed and produced in concert with a team of subject-matter experts and the department’s creative team. In 2015, CLS was downsized due to a shortfall in revenue and reorganized to undergo a market and product analysis. Year end 2015-16 is showing positive results from this reorganization.

In accordance with the College’s planning and resource allocation process, all programs and departments within Extended Learning engaged in a comprehensive review in fall 2016 ([2016-2017 Extended Learning Comprehensive Department Review](#)).

All resources earned through grants or auxiliary, ancillary, or contract agreements are used with integrity in a manner consistent with the intended purpose of the funding source. This is strongly evidenced through past annual audit reports, as there have been no material findings indicating otherwise. In addition, the annual audit reports for the general obligation bond also reflected no adverse findings and found that this fund was managed with integrity, consistent with the intended purpose of the funding source.

With regard to ongoing and predictable obligations, the College strives to operate within the general budget. The goal is to depend only on the General Fund allocation for regular operations, allowing external income to be re-invested for generating more income to support other College priorities.

As a result of the College's focus on entrepreneurial activities and other outside partnerships beneficial to the institutional mission and goals, the College regularly undertakes a variety of contracts, including the following:

- Contracts with the U.S. military and higher education institutions for educational programs and services.
- Contracts with local government agencies, such as the City of Costa Mesa
- A memorandum of understanding with the Newport-Mesa Unified School District to participate in the operation of an Early College High School.
- A contract for operation of Student Health Services.
- A contract for the operation of the College Bookstore with Barnes and Noble.
- Other contracts with private vendors and individuals.

The College writes cancellation or termination, as well as indemnification language, into all contracts to protect the interests of the College and District. The process for approving contracts includes legal review by District Risk Services and District General Counsel and Board approval. Individual managers have been reminded that only the Board President, as designated by Board action, is authorized to sign off on agreements, contracts, leases, or other documents that commit the District to obligations of time, money, space, equipment, etc. Any agreement that exposes the District to liability, that contains "hold harmless" and/or indemnification language, that contains fiscal commitments, or that has insurance requirements of any type is to be considered a contract and is processed through established District procedures for approval.

At the College, the majority of contracts are in the areas of contract education, in telecourse and other instructional product development, and in building leases and subleases. All contracts undergo legal review through District Risk Services and District General Counsel and are sent to the Board of Trustees for approval. All contracts are reviewed at the vice president or president's level to ensure that they support the mission and are executed to maintain the integrity of the College. In addition, contracts are reviewed as a part of the internal and external audit process.

Conclusion

All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 3600](#), [CCCD Administrative Procedure 3600](#), [Audit Reports](#), [CCCD Board Policy 6320/CCCD Administrative Procedure 6320](#), [Foundation Budget](#), [40th Anniversary Gala Invitation, 2016](#), [OC Global Women's Conference](#), [2017 OC Innovation Speakers](#)

[Series on Cybersecurity](#), [2018 Social Responsibility event Direct Pay Request Forms](#), [ASG By-laws](#), [budget is submitted annually](#), [final approval](#), [2016-2017 Extended Learning Comprehensive Department Review](#)

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evaluation

Annual College financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services. The College's most recent audit was presented according to the standards of Governmental Accounting Standards Board (GASB) using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and Accountability Standards Committee, recommended that all community college districts use the reporting standards under the BTA model. The College's external audit is conducted annually between August and October as part of the CCCD annual external audit. It includes not only the General Fund but also examines the financial operations of financial aid, grants, externally funded programs, contractual relationships, ancillary organizations, the Foundation, and institutional investments and assets. External audits have not identified any material weaknesses ([Audit Reports](#)).

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. The annual fiscal year cohort default rate published by the Department of Education is used to manage and monitor the College compliance with federal requirements. The [College's default rates](#) are at acceptable levels although the College constantly strives for improvement through student loan counseling and due diligence, such as student contact and follow up.

The [College key performance indicators \(KPIs\)](#) draw attention to Financial Aid student default rates to keep the College abreast of any challenges related to fiscal operations ([Student Services KPIs](#)).

The College is neither under any sanction, nor is it required to have a formal default reduction plan on file with the Commission or the Department of Education. The College is not under any warning or notification that it is engaged in fraud and/or abuse or that it is unable to meet its responsibilities in the proper administration of Title IV funds and programs ([Financial Aid Cohort Default Rates](#)).

Conclusion

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. The College aligns with the Standard.

Key evidence: [Audit Findings](#), [College's default rates](#), [College key performance indicators \(KPIs\)](#), [Student Services KPIs](#)

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evaluation

Contractual agreements with external entities are consistent with the mission and goals of the College as the mission focuses on “providing access and supporting student success and achievement...delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year Colleges/universities.”

The 2016-2020 College goal of Partnerships and Community Engagement focuses on strengthening collaborative activities through partnerships with the business industry, government agencies, educational institutions, and the public to enhance the College's capabilities and opportunities for students. Further, two of the [2016-2020 Educational Master Plan](#) objectives emphasize integrity in relationships with external entities:

- Fostering and sustaining industry connections and expanding external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement).
- Strengthening community engagement (e.g., student life, alumni relations, industry, and academic alliances).

As a result of the College's focus on entrepreneurial activities and other outside partnerships beneficial to the institutional mission and goals, the College regularly undertakes a variety of contracts, including the following:

- Contracts with the U.S. military and higher education institutions for educational programs and services.
- Contracts with local government agencies, such as the City of Costa Mesa
- A memorandum of understanding with the Newport-Mesa Unified School District to participate in the operation of an Early College High School.
- A contract for operation of Student Health Services.
- A contract for the operation of the College Bookstore with Barnes and Noble.
- Other contracts with private vendors and individuals.

It is the College's practice to write cancellation or termination, as well as indemnification language, into all contracts to protect the interests of the College and District.

The process for approving contracts includes legal review by District Risk Services and District General Counsel and Board approval. Individual managers have been reminded that only the

Board President, as designated by Board action, is authorized to sign off on agreements, contracts, leases, or other documents that commit the District to obligations of time, money, space, equipment, etc. Any agreement that exposes the District to liability, that contains “hold harmless” and/or indemnification language, that contains fiscal commitments, or that has insurance requirements of any type is to be considered a contract and, therefore, is processed through established District procedures for approval.

The majority of contracts are in the areas of contract education, telecourse and other instructional product development, and building leases and subleases. All contracts undergo legal review through District Risk Services and District General Counsel and are sent to the Board of Trustees for approval. All contracts are reviewed at the vice president or president’s level to ensure that they support the mission and are followed appropriately to maintain the integrity of the College. In addition, contracts are reviewed as a part of the internal and external audit process.

Conclusion

Contractual agreements with external entities are consistent with the mission and goals of the College, governed by College policies, and contain appropriate provisions to maintain the integrity of the College and the quality of its programs, services, and operations. The College aligns with the Standard.

Key evidence: [2016-2020 Educational Master Plan](#)

STANDARD IV



Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated ([District Functional Map](#)). The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evaluation

The College has strong and highly committed leaders among the ranks of faculty, classified professionals, managers, and students. Led by the College President, they support a culture of innovation that leads to continuous improvement and excellence. College-wide engagement and discussions about innovation and excellence are supported through a variety of formal and informal channels ([Decision-Making Structure/Participatory Governance Document](#)) that exemplify inclusivity, collaboration, and respect for ideas. The College supports an annual innovation fund, and the President continues to create opportunities for dialog to acknowledge and support a culture of innovation. Some particular aspects of how innovation leads to institutional excellence are discussed below:

- Mission. Innovation is central to support positive change and institutional effectiveness as reflected by the mission and the goals expressed in the [2016-2020 Educational Master Plan](#).
- College Goals. One of the College goals (See I.A.1) is to embrace a “culture of evidence, planning, innovation, and change,” which informs the underlying value for the College’s planning and resource allocation process.
- Inclusive Governance Philosophy and Processes. The College leadership is committed to the practice of open and inclusive governance, as reflected in the College’s participatory governance document. Leaders encourage and appreciate the participation of all faculty, staff, and students as well as members of the community e.g., Foundation Board members in the governance process. Open dialogs that are conducted via formal and informal channels (e. g., [open forums](#), [committee meetings](#), [constituency meetings](#), one-on-one meetings with the President, [Wing Planning Council meetings](#)) result in the exploration

of innovative ideas and sharing of effective practices, as well as critical evaluation of practices or programs that need improvement.

- Student Success Centers. Various departments at the College embrace the “innovative mindset” that is part of the College mission. For example, the Student Success Centers ([see II.B](#)) have developed a value system that incorporates innovation as a core value. The “I” in DOLPHIN stands for “innovate” as a cornerstone of learning assistance ([Student Success Center Web Page](#)). The broader context is that the College’s tutors help students to dream, to be organized, to learn, to persist, to have a plan, to innovate, and to never give up.
- Program and Department Review. The College’s essential [planning and resource allocation process](#) begins with [Program and Department Review](#), which is a critical outlet to express ideas for innovation.
- Faculty Success Center (FSC). The faculty-led FSC plays a critical role in fostering innovation in teaching and learning; it also provides regular professional learning to support academic excellence. When the College transitioned to Canvas in 2014-2015, the [Faculty Success Center](#) was pivotal in creating required training for faculty who teach online, developing a course template, reviewing online-courses, and providing professional development on RSI. These improvements have resulted in improved success rates in online classes [College key performance indicators \(KPIs\)](#). The FSC is supported by a faculty advisory committee and administration.
- Innovation Funds. For the past several years, the College has allocated annual funds to support innovative practices. The College used these funds to invest in [CIVITAS](#), a predictive analytics system designed to help the College respond proactively to enhance course-level retention, achievement, and term-to-term persistence. Additionally, innovation funds were directed to the creation of the [Faculty Success Center](#) to support effectiveness in teaching and learning; the development and expansion of zero-cost textbooks/materials ([Open Educational Resources and Strategies](#)); the development and implementation of an intensive year-long leadership program for faculty, classified professional and managers called [Leaders Innovating Together for Tomorrow \(LITT\)](#). LITT culminates in the development of innovative projects by the participants. The number of courses that utilize zero-cost materials have significantly increased in the past two years. ([Academic Senate News and Views](#))
- Learning First – Associate to Bachelor’s Degree Program. Funded by the Gates Foundation, [Learning First](#) was developed collaboratively by the College, the League of Innovation, and three four-year partner Institutions (i.e. University of Mass. – Amherst; University of Illinois, Springfield; and Penn State World Campus) to establish a seamless Associate to Bachelor’s Degree Program that is purely on-line. Students who are accepted into the program are concurrently admitted to the College and one of the three-year university partners based on the degree program selected: UMass for Business, UIS for Computer Science, and Penn State World for Psychology.
- Dean of Innovative Learning. In the spring of 2017, the College hired a Dean of Innovative Learning to serve as the stabilizing point person to ensure an environment of professional learning focused on student success. This dean oversees professional development

activities such as the annual [Summer Institute](#); the [All College FLEX Days](#) held each fall and spring term; and College-wide workshops and activities that provide opportunities for faculty, staff, and administrators to grow. This dean also oversees the Faculty Success Center, which encourages new and innovative teaching practices through the use of technology and pedagogical training.

- Integrated Planning. These practices are all governed by College processes ([College Integrated Planning Handbook](#)) to ensure open and equitable opportunities for all employees to participate.
- Closing the Loop. The results ([Annual Planning and Close the Loop Report](#), [Professional Development Report](#)) are housed and shared through different committees and College events and made available to the public.
- President's Open Forum. To encourage open communication, the College President visits each campus to encourage faculty and staff to meet with her to discuss any issues of concern, offer suggestions to improve College processes, and to share proud accomplishments. During these meetings employees freely express their ideas ([Open Forum Flyers](#)).
- Communication. The College leadership continues to improve communication college-wide, as well as communication to the public especially with prospective and continuing students. Communication was identified in the [Personal Assessment of the College Environment \(PACE\)](#) survey and as one of four areas in the [IEPI grant](#). Most recently, a subcommittee of College Council has been charged to identify ways of improving communication. The College is redesigning its website and the Marketing Department has developed a [student newsletter](#) and [faculty staff newsletter](#), in addition to the [President's bulletin](#).

Conclusion

College leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant College-wide implications, systematic participative processes are used to assure effective planning and implementation. The College aligns with the Standard.

Key evidence: [District Functional Map](#), [Decision-Making Structure/Participatory Governance Document](#), [2016-2020 Educational Master Plan](#), [open forums](#), [committee meetings](#), [constituency meetings](#), [Wing Planning Council meetings](#), [planning and resource allocation process](#), [Program and Department Review](#), [Faculty Success Center](#), [College key performance indicators \(KPIs\)](#), [Civitas](#), [Open Educational Resources and Strategies](#), [Leaders Innovating Together for Tomorrow \(LITT\)](#), [Academic Senate News and Views](#), [Summer Institute](#), [All College FLEX Days](#), [College Integrated Planning Handbook](#), [Annual Planning and Close the Loop Report](#), [Professional Development Report](#), [Open Forum Flyers](#), [Personal Assessment of the College Environment \(PACE\)](#), [IEPI grant](#), [student newsletter](#), [faculty staff newsletter](#), [President's bulletin](#).

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evaluation

The College's practice of encouraging and supporting [participatory decision-making](#) is well established. Administrators, faculty, staff, and students are provided opportunities to engage in College-wide decision making. These opportunities include participation in Academic Senate, Classified Senate, Associated Student Government, College committees, work groups, various task forces, and town halls ([College Committee Lists](#)).

To ensure the ongoing participatory decision-making environment, the Board passed [CCCC Board Policy 2510](#), Participation in Local Decision Making, outlining their legal responsibility to make decisions pertaining to the governance of District activities, and it also states the commitment to participatory decision making. The associated administrative policy ([CCCC Administrative Procedure 2510](#), Participation in Local Decision Making) outlines the prescriptive areas where the Board relies primarily upon the College's participatory governance bodies for advice or recommendations on various topics.

Additionally, the students' voice in the participatory decision-making process is outlined in [CCCC Administrative Procedure 2510](#), Participation in Local Decision Making. This document directs the Board to allow the students to participate in decision-making activities in areas that have a direct effect on their educational experience. In addition, the policy also outlines the role of the Associated Student Government to identify students to be appointed to participatory governance committees. Finally, [CCCC Administrative Procedure 2510](#) describes the inclusion of students in the development of policies dealing with the hiring of various personnel whose duties may impact students.

The College's participatory governance structure is open, collaborative, and inclusive. Input and feedback from all constituencies are solicited and valued ([Decision-Making Structure/ Participatory Governance Document](#)). In addition to formal governance structures, all programs/departments hold regular meetings with their faculty and staff to share information and encourage dialog about College programs and practices ([Administrative Wing Planning Council Minutes](#), [Instructional Wing Planning Minutes](#), [President's Wing Planning Council Minutes](#), [Student Services Wing Planning Council Minutes](#)).

The College also acts in accordance with [CCCC Board Policy 3250](#), Institutional Planning, and [CCCC Administrative Procedure 3251](#), Total Cost of Ownership, which require the colleges to implement a broad-based comprehensive and integrated system of planning that involves appropriate segments of the College community. The College also utilizes a planning process ([College Integrated Planning Handbook](#)) that encourages all employees to participate in programmatic and departmental planning and through the College governance process.

Conclusion

The College establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. The College aligns with the Standard.

Key evidence: [College Committee Lists](#), [CCCD Board Policy 2510](#), [CCCD Administrative Procedure 2510](#), [Decision-Making Structure/ Participatory Governance Document](#), [Administrative Wing Planning Council Minutes](#), [Instructional Wing Planning Minutes](#), [President's Wing Planning Council Minutes](#), [Student Services Wing Planning Council Minutes](#), [CCCD Board Policy 3250](#), [CCCD Administrative Procedure 3251](#), [College Integrated Planning Handbook](#)

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evaluation

The Board has approved both a Board Policy and an Administrative Procedure that outline the responsibilities for all constituency groups operating within the District. [CCCD Board Policy 2510](#), Participation in Local Decision Making, states that the District is committed to participatory decision-making processes, and [CCCD Administrative Procedure 2510](#) outlines the specific areas where the various constituencies are key in the process. For example, the Board relies primarily upon the Academic Senate in decisions referring to items 1, 2, 4, 5, 7, 8, and 9 of the 10 plus 1 and has mutual agreement on items 3, 6, 10, and plus 1. Classified Senate has a list of 11 items for which they are relied upon for input into decision-making processes.

Similar to the senate structures, managers, confidential employees, and students also have defined areas to be included in decision-making processes, which are outlined in the [CCCD Administrative Procedure 2510](#), Participation in Local Decision Making. In regards to the faculty voice in institutional policies, planning, and budget that equates to item 10 of the 10 plus 1, the District agrees to reach mutual agreement with the Academic Senate. The administrative voice is outlined in the policy by granting administrators the ability to participate in decisions that affect them.

The College utilizes the [Coastline Participatory Governance Philosophy and Procedures Handbook](#) and the [College Commitcommtee List](#) in conjunction with the [College Integrated Planning Handbook](#) to support efficient integrated planning. The results of these practices aided in the development of the [2016-2020 Educational Master Plan](#), the [2017-2020 Enrollment Management Plan](#), and the [2018-2020 Technology Plan](#).

Conclusion

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in College governance and exercise a substantial voice in College policies, planning,

and budget that relate to their areas of responsibility and expertise. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 2510](#), [CCCD Administrative Procedure 2510](#), [CCCD Administrative Procedure 2510](#), [Coastline Participatory Governance Philosophy and Procedures Handbook](#), [College Committee List](#), [College Integrated Planning Handbook](#), [2016-2020 Educational Master Plan](#), [2017-2020 Enrollment Management Plan](#), [2018-2020 Technology Plan](#),

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evaluation

[CCCD Board Policy 2510](#) and [CCCD Administrative Procedure 2510](#), Participation in Local Decision Making, outline that the Board will rely primarily on the Academic Senate in issues relating to the curriculum and student learning programs and services (item 1 of the 10 plus 1). [CCCD Board Policy 4020](#), Program, Curriculum and Course Development, and associated administrative procedures ([CCCD Administrative Procedure 4020](#) and [CCCD Administrative Procedure 4105](#), Distance Education) are codifications of the curriculum development process whereby the roles of faculty and the responsibility for makeup of the Curriculum Committee is discussed. The curriculum approval process includes input and voting rights by key academic managers so that faculty and academic managers work cooperatively to ensure quality, appropriateness, and relevance in all College curriculum. The [Curriculum Committee](#) membership list identifies the voting and non-voting membership, indicating that faculty representation and academic administrators are voting members ([ASCCC Program and Course Approval Handbook](#), p. 93).

Faculty and academic administrators work cooperatively at the College to make recommendations about curriculum and student-learning programs and services. The [College Committee List](#) outlines positions for faculty, deans, and other academic administrators to serve formally as part of the decision-making processes at the College. While Curriculum is primarily the purview of faculty, there are nonetheless critically important roles played by academic administrators, which includes acting as voting members. Further, other committees such as Program and Department Review Committee; Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC); College Council; and various work groups have a cross-section of faculty and managerial membership to promote dialog, transparency, and collaboration.

Academic deans work closely with faculty to make decisions about the direction of academic programs, departments, and services. For example, the Student Success Coordinator, a faculty member, works closely with a Dean of Instruction who is assigned as the supervisor for all employees within the [Student Success Centers](#). Together, the dean and the faculty member shape the direction and resource requests for this aspect of the College, which provides learning support (e.g., tutoring) across the curriculum. CE faculty also work closely with their Dean of Instruction for the maintenance, development, and implementation of CE-based curriculum and plans (e.g., CE Perkins, Strong Workforce, and [Program Review Reports](#)).

In a broader planning and decision-making context, academic administrators interact with faculty in the Instructional Wing Planning Council and the Student Services Wing Planning Council. Faculty and academic administrators work together to establish a unified and cooperative voice to enact change and foster development at the College, which is evaluated through the annual governance assessment process and disseminated through the [College key performance indicators \(KPIs\) \(Governance Assessment Reports\)](#). The College benefits by having a collegial atmosphere and culture that encourages support and cooperation between faculty and academic administrators. The collaborative and team-centered culture of the College is highlighted by the results of the [Personal Assessment of the College Environment \(PACE\)](#) survey and the [employee service area outcome \(SAO\) results](#).

Conclusion

Faculty and academic administrators, through policy and procedures and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 2510](#), [CCCD Administrative Procedure 2510](#), [CCCD Administrative Procedure 4020](#), [CCCD Administrative Procedure 4105](#), [ASCCC Program and Course Approval Handbook](#), [Program Review Reports](#), [College key performance indicators \(KPIs\) \(Governance Assessment Reports\)](#), [Personal Assessment of the College Environment \(PACE\)](#), [employee service area outcome \(SAO\) results](#)

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evaluation

The District and College adhere to [CCCD Board Policy 2510](#) and [CCCD Administrative Procedure 2510](#), Participation in Local Decision Making, which ensure the appropriate consideration of relevant perspectives and that decision-making is aligned with expertise and responsibility by stipulating hiring and evaluation practices. [CCCD Board Policy 4020](#) and associated administrative procedures ([CCCD Administrative Procedure 4020](#), Program, Curriculum and Course Development and [CCCD Administrative Procedure 4105](#), Distance Education) are codifications of the curriculum development process whereby the timeliness and regularity of review are emphasized.

The College utilizes core standards for programmatic and curriculum development as outlined in the [ASCCC Program and Course Approval Handbook](#). The College [Curriculum Committee](#) oversees the review, update, and approval of curricula, degrees, and certificates. All curriculum information is stored in the [CurricUNET](#) repository.

The College follows a five-year review cycle to help ensure that all curriculum is reviewed and updated with regularity that is aligned to the comprehensive five-year program and department review cycle ([Program and Department Review Cycle Dashboard](#), [Program and Department Review Handbook](#)).

Further, all major College plans (including the College mission) are reviewed on a regular cycle for currency in order to ensure that they continue to respond to the evolving needs of students and the broader community served by the College ([College Integrated Planning Handbook](#)).

Conclusion

Through its system of Board and College governance, the College ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on College plans, policies, curricular change, and other key considerations. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 2510](#), [CCCD Administrative Procedure 2510](#), [CCCD Administrative Procedure 4020](#), [CCCD Administrative Procedure 4105](#), [ASCCC Program and Course Approval Handbook](#), [Curriculum Committee](#), [CurricUNET](#), [Program and Department Review Cycle Dashboard](#), [Program and Department Review Handbook](#), [College Integrated Planning Handbook](#)

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evaluation

The [Coastline Participatory Governance Philosophy and Procedures Handbook](#) was reviewed and updated during the 2017-2018 academic year. It outlines the guidelines and processes the College follows to ensure a voice from all constituency groups in all decision-making.

In order to inform the College community, agendas, approved minutes, and various handouts are posted regularly to SharePoint for viewing and consumption. Meeting schedules are published at the beginning of the academic year, and committees have open attendance. Decisions are based on a combination of empirical information and qualitative interpretation in order to make informed decisions. To allow for sharing of information with the public and the College community who are not members of College governance groups, minutes and agendas are posted on the [College Governance Webpage](#). The [President's bulletin](#) is an internal email document that informs the College community of issues, noteworthy events, decisions, and updates. The [Academic Senate News and Views](#) is a regular newsletter that helps represent the voice of faculty at the College, and it also serves as a means to disseminate policy and procedure information.

Recently, the Marketing Department has developed and published a [student newsletter](#) and a [faculty and staff newsletter](#). The Dean of Innovative Learning issues regular updates on the College's progress on Guided Pathways ([Coastline Pathways YouTube Channel](#), [Coastline Pathways Newsletter](#)). The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) sends out planning summaries in a [monthly newsletter](#).

Finally, the [Department of Institutional Research, Planning, and Effectiveness](#) also provides a variety of reports and newsletters (e.g., [Planning and Accreditation Newsletter](#)) to disseminate policy, the status of various initiatives, and other useful assessment and evaluative information to enrich employee knowledge about the status and direction of the College. Programs and depart-

ments have regularly scheduled meetings for sharing information and soliciting input. The president conducts open forums at each of the campuses on a regular basis to share information and to conduct dialog about topics of interest for the attendees. An [All College FLEX Day](#) is held twice a year which include department meetings.

Conclusion

The processes and results of decision-making are documented and widely communicated across the College. The College aligns with the Standard.

Key evidence: [Coastline Participatory Governance Philosophy and Procedures Handbook](#), [College Governance Webpage](#), [President's bulletin](#), [Academic Senate News and Views](#), [student newsletter](#), [faculty and staff newsletter](#), [Coastline Pathways YouTube Channel](#), [Coastline Pathways Newsletter](#), [monthly newsletter](#), [Planning and Accreditation Newsletter](#)

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evaluation

The [Department of Institutional Research, Planning, and Effectiveness](#) conducts an annual [governance survey](#) to gauge opinions on the effectiveness of the governance structure, how decisions are made, and whether there is agreement on the integrity of all processes. The results of the annual survey are posted to the Institutional Effectiveness website (e.g., [2016-2017 PIEAC Governance Survey Results](#)). The results are tracked annually to measure improvement in the annual key performance indicator scorecard under the "Culture of Evidence, Planning, Innovation, and Change" section ([College key performance indicators \(KPIs\)](#)). Collaboration, transparency, decision-making processes, effectiveness, and efficiency are the various categories that are rated and tracked annually.

In this way, a baseline for performance has been established, and falling below that baseline would trigger an appropriate intervention similar to when any key performance indicator falls below acceptable conditions. Moreover, the [Participatory Governance Handbook](#) is updated every six years, where each constituency group gives input, and final approval is conducted by College Council. The most recent review was conducted in 2017-2018.

Conclusion

Leadership roles and the College's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The College widely communicates the results of these evaluations and uses them as the basis for improvement. The College aligns with the Standard.

Key evidence: [2016-2017 PIEAC Governance Survey Results](#), [College key performance indicators \(KPIs\)](#), [Participatory Governance Handbook](#)

IV.B Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evaluation

The College's chief executive officer (CEO), Dr. Loretta P. Adrian, provides a culture of professional learning focused on improving the quality of educational services delivered across the College by engaging all constituency groups in discussions and professional growth activities. She is deeply committed to professional development for all constituencies. She is a strong proponent of integrated planning and ensures that planning drives the allocation of resources. She periodically issues leadership books to constituency groups and holds [management retreats](#) to discuss critical issues and explore innovative practices. Dr. Adrian regularly attends meetings of the Academic Senate, Classified Senate, Management Team, and various other [committees](#) to outline her vision for improving the quality of service and educational offerings ([Academic Senate Minutes 9-4-2018](#), p.2; [Classified Senate Minutes 9-20-2018](#), 1.2). She is also active in Foundation meetings to discuss the overall direction of the College and its current initiatives to strengthen overall quality.

The President has brought tremendous expertise and support in the areas of planning and improving institutional effectiveness. She is always seeking new ways to improve and to encourage innovation, such as introducing the concept of the [Faculty Success Center \(FSC\)](#), espousing the principles of [Completion by Design](#), championing [guided pathways](#), and promoting the use of predictive analytics provided by tools such as [CIVITAS](#). She encourages faculty and staff to think and act boldly, and to not be afraid of failure.

Under Dr. Adrian's leadership, the number of full-time faculty and classified professionals have increased to support the mission of the College. There has also been a restructuring of management positions to provide administrative support for the operation of the College and to strengthen services for students. With the support of key governance groups and the [Planning Institutional Effectiveness and Accreditation Committee \(PIEAC\)](#), four new management positions were established: a Dean of Innovative Learning, Dean of Students, Director of Equity and Title IX, and Associate Dean for Career Education. These new positions were funded through a variety of general, ancillary, and grant funds.

Quality. Under the direction of the President, the Vice Presidents of Instruction, Student Services, and Administrative Services, and the Executive Dean of Extended Learning provide strategic leadership in informing, educating and improving the overall quality of the College through data-informed decision-making. Through the Wing Planning Councils and supported by institutional research, each Vice President is able to keep a focus on the achievement of wing-level goals to actualize the mission and enhance the quality of the College ([2017-2018 Planning Wing Summary](#)).

Planning. The President actively promotes and supports institutional planning at the College, wing, department and program levels with support of the [Department of Institutional Research, Planning, and Effectiveness](#). She provides oversight to the planning activities of various College-

wide committees such as Academic Senate; Classified Senate; Technology; Management Team; and Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC). The President has solicited participation of various speakers to present at [All College FLEX Day](#) events.

Budgeting. Working with the Vice President of Administrative Services, the President provides guidance on budgeting at the first meeting of the Budget committee. In addition, the President also confers with and directs the Vice President of Administrative Services on financial and budgetary issues.

Hiring. The President addresses most senior classified, management, and faculty search committees to help the team focus on what the College needs and expects from the committee. The final decision for full-time faculty and administrative hires is made by the President who attends the final interviews and solicits input from the search committee.

Effectiveness. The Dean of [Institutional Research, Planning, and Effectiveness](#) meets regularly with the President to discuss different measures for assessing institutional effectiveness. In addition, Dr. Adrian and the dean present at [All College FLEX Day](#) events and provide a united message of the importance of using data to make decisions and improve the quality of education (e.g., [Planning Summits](#), [All College FLEX Day](#)). In collaboration with faculty and staff across the College, student success rates (e.g. degrees awarded) have increased.

Conclusion

From the President's role as the principal administrator to her participation within participatory governance structures and other communication opportunities, the quality of the College is assured. Dr. Adrian provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing College effectiveness. The College aligns with the Standard.

Key evidence: [management retreats](#), [Academic Senate Minutes 9-4-2018](#), [Classified Senate Minutes 9-20-2018](#), [Completion by Design, 2017-2018 Planning Wing Summary](#)

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evaluation

The President is responsible for the [administrative structure](#) of the College. The President's role in designing and maintaining a sound, effective administration is crucial to the success of the College. In addition to its distributed site-based presence, the College delivers a unique educational experience through robust distance learning, incarcerated, military, and ancillary operations. In order to effectively manage the complexities of the College, the President delegates as appropriate.

Mission. The President understands the unique position the College holds as a distributed campus model that provides extensive online learning. She considers the impact that one position has on the functioning of the entire College before proceeding with a new hire. With the focus on student success and achievement, the College President considers the needs of the College when

hiring managers, classified professionals, and full-time faculty members. The President's presentations at major College events demonstrate how she helps communicate the direction of the College to serve students ([FLEX Spring 2018 Presentation](#)).

Leadership Structure and Institutional Complexity. Working with the three vice presidents and the Executive Dean of Extended Learning the President has reorganized various departments within instruction, student services, and ancillary operations to meet the College's immediate and long-term needs. For example, four new administrative positions were recently established: The Dean of Innovative Learning (2016-2017), Dean of Students, Associate Dean for Career Education, and the Director Equity and Title IX (2018-2019). The President is advised and reviews the staffing of general fund, grant-funded, and ancillary positions within the College and aligns them with projects and programs that require additional support. A recent example includes the reorganization of several units into Extended Learning, which combined contract education with other areas to increase efficiency. The number of full-time faculty and classified professionals have also increased to support the College mission.

Delegation. The President provides leadership to the overall College structure but empowers participatory governance committees to make suggestions and to hold discussions as they relate to the College's organization and staffing needs. As exemplified by the [faculty prioritization process](#), the President presents the needs of the College and allows the Academic Senate and deans to apply the prioritization process. When away from the College, the President delegates authority to appropriate managers.

Conclusion

The President plans, oversees, and evaluates the administrative structure and its organization and staffing in order to reflect the College's purpose, size, and complexity. The President delegates authority to administrators and others consistent with their responsibilities, as appropriate. The College aligns with the Standard.

Key evidence: [administrative structure](#), [FLEX Spring 2018 Presentation](#), [faculty prioritization process process](#),

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the College sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**

- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Mission Drives Planning. Under the direction of the President, the College has established an environment of data-informed decision making and process development. Annually, the College President addresses the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC), charging its members with establishing College priorities that are in alignment with the mission, College goals, [2016-2020 Educational Master Plan](#) objectives, and other major initiatives ([College Integrated Planning Handbook](#), p. 10 and [2017-2020 Integrated Wing Plan](#)). The mission informs the College values, goals, and priorities. The mission becomes a lens through which all other planning and resource allocation decisions are made as outlined in the [College Integrated Planning Handbook](#).

Goals and Performance. As described throughout Standard I.A, the College annually sets and reviews performance on several dozen key performance indicators, which serve to set agendas for future improvement and highlight areas of success. The President and Dean of [Institutional Research, Planning, and Effectiveness](#) engage in dialog with College leaders at College Council to discuss the relationship between the College’s data collection and assessment efforts and findings and the broader agenda and direction of the College to enhance student success. The President also disseminated College-wide data at large gatherings such as the spring [All College FLEX Day](#) ([Data Dashboards](#), [College key performance indicators \(KPIs\)](#), [Fast Facts](#), Newsletters, [Planning Summary](#), [Integrated Wing Plan Assessment](#), [Educational Master Plan Progress](#)).

Streamlined Planning. As discussed in Standard I.A., the resource planning and allocation processes begins with the annual program and department review process and continues with the various wing planning councils. PIEAC ([College Integrated Planning Handbook](#) p.10) prioritizes a consolidated list of requests from each wing before it is sent to Budget Committee and College Council. The President presides over College Council, which is a vital confirmation link in the resource allocation approval chain. The President convenes the President’s Cabinet, where discussion of various planning and resource allocation decisions are further elaborated and shared. Under the direction of the President, the [Department of Institutional Research, Planning, and Effectiveness](#) maintains rigorous evaluation and ongoing analysis of planning processes, resource allocation, and outcomes.

Conclusion

Through established policies and procedures, the President guides institutional improvement of the teaching and learning environment. The President ensures that the College sustains measures for ongoing improvement and institutional effectiveness. The College aligns with the Standard.

Key evidence: [2016-2020 Educational Master Plan](#), [College Integrated Planning Handbook](#), [2017-2020 Integrated Wing Plan](#), [College Integrated Planning Handbook](#), [Data Dashboards](#), [College key performance indicators \(KPIs\)](#), [Fast Facts](#), [Planning Summary](#), [Integrated Wing Plan Assessment](#), [Educational Master Plan Progress](#)

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evaluation

The College President and the Vice President of Instruction, who serves as the Accreditation Liaison Officer, provide leadership and guidance to ensure that the College aligns with all requirements, standards, and policies related to the accreditation process and the accredited status of the College. In addition, [CCCD Board Policy 3200](#), Accreditation, ensures that the Chancellor and the three college presidents work together to inform and involve the Board in the accreditation process.

Leadership. The College President attends accreditation workshops and meets regularly with the Accreditation Liaison Officer, Faculty Accreditation Coordinator, and the Accreditation Steering Committee during the preparation of the report to ensure that the College aligns with Commission standards and policies. The president is an *ex-officio* member of the [Planning, Institutional Effectiveness and Accreditation Committee, known internally as PIEAC](#) (PIEAC), a governance committee that oversees integrated planning and accreditation. PIEAC promotes ongoing awareness of ACCJC standards and advances the practice of continuous improvement. The President is also an active participant in leading external review teams on behalf of the Commission.

Responsibility. College compliance begins with awareness. The College includes faculty, staff, students, and managers in the accreditation process to ensure that all areas of the College are represented and to encourage a culture of inclusivity and a common understanding of how the College will continue to focus on quality and ongoing improvement. Several teams drawn from all areas of the College worked to produce the current Institutional Self-Evaluation Report, and it was disseminated widely with the broader College community for review and feedback.

Conclusion

The President has the primary leadership role for accreditation, ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the College also have responsibility for ensuring compliance with accreditation requirements. The College aligns with the Standard.

Key evidence: [CCCD Board Policy 3200](#), [Planning, Institutional Effectiveness and Accreditation Committee, known internally as PIEAC](#)

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evaluation

The Chancellor is delegated responsibility for “administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” as outlined by [CCCD](#)

[Board Policy 2430](#), Delegation of Authority to Chancellor. This delegated responsibility also addresses the responsibilities of the Chancellor to ensure that the District, including the three colleges, comply with “relevant laws and regulations” ([CCCD Board Policy 2430](#), Delegation of Authority to Chancellor). The policy further delineates that the Chancellor may delegate “powers and/or duties to the college presidents including the administration of the colleges and/or centers.”

Administrative Policy. The areas that are delegated by the Board to the Chancellor and then by the Chancellor to the college presidents are listed in [CCCD Administrative Procedure 2430](#), Delegation of Authority to the College Presidents. Included in these directives are the development of a strategic plan that considers the standards set forth by the Commission for student success that, in turn, drive the budget allocation process. Other areas that are delegated to the CEO include fiscal responsibility for the general budget, personnel, College professional development, leadership, accountability, and professional conduct ([CCCD Administrative Procedure 2430](#), Delegation of Authority to the College Presidents).

Governance and Community. The President is a member of the [District Consultation Council](#) (DCC) and attends Board meetings to share information about the College. Dr. Adrian also attends College Foundation meetings and events. The President also participates in various municipal gatherings related to the communities served by the College. The President meets with leadership of the feeder K-12 districts to discuss collaboration ideas and activities. The President attends the opening session of each constituency and participatory governance meeting to outline her agenda for the year and gathers feedback and input from each of the groups as it relates to their area of expertise. The President leads or attends many College committee meetings and participates in discussion. She meets regularly with the executive leadership of constituent groups such as the Academic Senate, Classified Senate, and Associated Student Government. She also attends their regularly scheduled meetings as needed or when invited.

Budget and Expenditures. The President reviews Board policies and their administrative procedures with [College Council](#) and then coordinates with the appropriate constituency group for discussion and approval. College Council, which is chaired by the President, also makes the final recommendation to the President on budget and expenditures as recommended by PIEAC and the Budget Committee. Under the president’s leadership and the direct administrative supervision of the Vice President of Administrative Services, the College has consistently ended the year with a balanced budget and achieved a clean audit.

Through a clear delineation of responsibility and delegation of authority, the President ensures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Conclusion

The President ensures the implementation of statutes, regulations, and governing board policies and assures that College practices are consistent with the College mission and its policies, including effective control of budget and expenditures. The College aligns with the Standard.

Key evidence: [CCCD Administrative Procedure 2430](#), [District Consultation Council](#), [College Council](#)

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evaluation

The President is very involved in the life of the College and regularly presents ideas and thoughts on various topics to constituency groups and participatory governance groups. In addition, the President engages educational partners including the local K-12 districts and four-year transfer institutions as well as the business community that are served by the institution. At the College, the President holds town hall forums at each of the campuses to connect with students, faculty, and staff ([Open Forum Fall 2018](#)). In order to develop communication, the College CEO sends out a monthly email and newsletter to the College faculty, staff, and managers outlining successes and newsworthy activities. Many of these topics are shared with the Chancellor, who then includes various college-focused activities across the District in their communications with the colleges.

The President addresses each constituency group at the beginning of each semester, answering questions and outlining the goals for the semester. She presents at the [All-College/FLEX Day](#) meeting to develop collaboration, participates in participatory governance committees and at various Foundation meetings and events, and regularly attends the District Board meetings. Her office also sends out a monthly email bulletin to inform members of the College community of current events and topics. To foster communication, the President conducts town hall sessions that are open to faculty, staff and students at the various campuses.

The President, accompanied by the Vice Presidents of Instruction, Student Services and/or Administrative Services, meets regularly with the Superintendents of Newport Mesa Unified School District (NMUSD), Garden Grove Unified School District (GGUSD) and Huntington Beach Union High School District (HBUHSD) to discuss collaborative ways to serve students and to strengthen partnerships, such as the College Promise and concurrent enrollment. They attend high school events such as the Newport Mesa Early College High School Awards and graduation ceremonies. On October 9, 2018, Dr. Adrian attended the [NMUSD's Board Meeting](#) in conjunction with the CCCD Coast Promise Memorandum of Understanding (MOU).

The President regularly attends City, Board and Chamber of Commerce events in Fountain Valley, Westminster, Garden Grove, Newport Beach and Huntington Beach to share information and to support local communities. The College publishes and widely disseminates [year-end reports](#).

Conclusion

The President works and communicates effectively with the communities served by the College. The College aligns with the Standard.

Key evidence: [Open Forum Fall 2018](#), [All-College/FLEX Day](#), [NMUSD's Board Meeting](#), [year-end reports](#)

IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evaluation

The District is governed by a [Board of Trustees](#), consisting of five publicly-elected members. As the governing board for the College, the Board of Trustees, with the assistance of the Chancellor, has both the responsibility and the authority to establish policies to assure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the District and its Colleges.

All Board Policies are published on the District's website under "Board Policies" and are divided into seven chapters pertaining to the District, the Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources.

[CCCD Board Policy 2200](#), Board Duties and Responsibilities, describes the roles and responsibilities of the Board of Trustees. The Board of Trustees has adopted policies ([CCCD Board Policy 2410](#) and [Administrative Procedure 2410](#), Board Policies and Administrative Procedures) as are authorized by law or are determined by the Board to be necessary and appropriate for the effective operation of the District. The Board-adopted policies convey its expectations for actions to be taken by District employees and to communicate Board philosophy and practice to the students and the public.

The [Board Policies and Administrative Procedures](#) related to academic quality, integrity, and effectiveness of the student learning programs and services are available on the District website under Chapter 4 ([Academic Affairs](#)) and Chapter 5 ([Student Services](#)).

The Board Policies and Administrative Procedures related to the financial stability of the College can be found under Chapter 6 ([Business and Fiscal Affairs](#)).

The Board of Trustees is responsible for developing policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. [Board Policies and Administrative Procedures](#) are reviewed and revised as needed on a [regular review cycle](#) as stated in [CCCD Board Policy 2410](#) and [Administrative Procedure 2410](#), Board Policies and Administrative Procedures.

Conclusion

The District has a governing board that has authority over and responsibility for policies to ensure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. The College and District align with the Standard.

Key evidence: [Board of Trustees](#), [Board Policies and Administrative Procedures](#), [CCCD Board Policy 2200](#), [CCCD Board Policy 2410](#), [Administrative Procedure 2410](#),

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evaluation

The Board of Trustees is committed to high standards of ethical conduct for its members, as delineated in [CCCD Board Policy 2715](#), Code of Ethics for Members of the Board of Trustees. The Board reviews and discusses this policy annually. One of the basic principles contained within this policy is the recognition that the Board acts as a whole and that authority rests only with the Board in a legally constituted meeting, not with individual members. Thus, while members of the Board, at times, have differing opinions on items that come before them, once the Board has reached a decision on an item, either by unanimous consent or by vote, the Board acts as a collective entity, and all Board members act in unison in support of the decision.

The Board of Trustees follows the [Ralph M. Brown Act](#) and cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations.

The Board also established [CCCD Board Policy 2720](#), Communications among Board Members, which sets guidelines of acceptable communication outside a properly posted meeting.

The Board has developed and implemented [Board Policies](#) that outline the ethical conduct for all elected Board members; this specified conduct includes the requirement that the Board act in unison once a decision is reached by the body. In addition, when disagreements arise, they are discussed openly and respectfully prior to the Board reaching a collective decision. Minutes indicating Board actions from recent years are available on the District's website and substantiate behavior in accordance with these policies (Board of Trustees' Directives Log: [9-5-2018](#) and [10-17-2018](#)).

Conclusion

The governing board acts as a collective entity. Once the Board reaches a decision, all Board members act in support of the decision. The College and District align with the Standard.

Key evidence: [CCCD Board Policy 2715](#), [CCCD Board Policy 2720](#), [Board Policies](#), [District Log 9-5-2018](#), [District Log 10-17-2018](#)

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system.

Evaluation

The Board of Trustees adheres to clearly defined policies for selecting and evaluating the Chancellor of the District. Two of these policies include [CCCD Board Policy 2431](#), Chancellor Selection, and [CCCD Board Policy 2435](#), Evaluation of the Chancellor. These two Board Policies clearly delineate the rules and requirements for hiring and evaluating the District CEO. [CCCD Board Policy 2430](#), Delegation of Authority to Chancellor, and [Administrative Procedure 2430](#), Delegation of Authority to the College Presidents, delegate authority to the Chancellor to appoint

an Acting Chancellor to serve in his or her absence for short periods not to exceed thirty calendar days at a time. The Board appoints an Acting Chancellor for periods exceeding thirty calendar days when the Chancellor is incapacitated or unable to perform his or her duties. In case of death, resignation, or retirement of the Chancellor, the Board may appoint an interim Chancellor for up to one year.

When a new Chancellor is to be hired, the Board adheres to [CCCD Board Policy 2431](#), Chancellor Selection, which ensures that input from administration, faculty, staff, and students is obtained in order to select the most highly qualified individual to fill the vacancy.

[CCCD Board Policy 2431](#), Chancellor Selection, was amended in response to several failed Chancellor searches in 2015 and 2016 as follows:

If there is a Chancellor search that does not result in the selection of a new Chancellor, then the Board, at its discretion, may initiate and conduct the subsequent Chancellor search by adopting a motion to use a streamlined version of this Policy which complies with applicable law. The Search Committee formed for the original search shall be incorporated into this process. Before the streamlined version of this Policy is implemented, it will be specified by the Board and communicated to the Search Committee.

The 2016 Chancellor search resulted in the successful appointment of the current Chancellor.

Once the selected candidate was hired, consistent with [CCCD Board Policy 2435](#), Evaluation of the Chancellor, the Board of Trustees conducted the evaluation of the current Chancellor, which culminated in establishing the [Chancellor's Goals for the District 2017-19](#) (Discussion of Chancellor's Evaluation in Closed Session: [February 15, 2017 Regular Board Meeting Closed Session Agenda](#); [March 1, 2017 Regular Board Meeting Closed Session Agenda](#); [March 15, 2017 Regular Board Meeting Closed Session Agenda](#); [May 17, 2017 Regular Board Meeting Closed Session Agenda](#); [June 20, 2018 Regular Board Meeting Closed Session Agenda](#); [July 9, 2018 Regular Board Meeting Closed Session Agenda](#)).

Conclusion

The Board adheres to a clearly defined policy for selecting the Chancellor and once hired, the Board adheres to a clearly defined policy for evaluating the Chancellor. Further, processes for selecting the CEO of the College mirror the Chancellor selection process. The College and the District align with the Standard.

Key evidence: [CCCD Board Policy 2431](#), [CCCD Board Policy 2435](#), [CCCD Board Policy 2430](#), [Administrative Procedure 2430](#), [Chancellor's Goals for the District 2017-19](#), [February 15, 2017 Regular Board Meeting Closed Session Agenda](#); [March 1, 2017 Regular Board Meeting Closed Session Agenda](#); [March 15, 2017 Regular Board Meeting Closed Session Agenda](#); [May 17, 2017 Regular Board Meeting Closed Session Agenda](#); [June 20, 2018 Regular Board Meeting Closed Session Agenda](#); [July 9, 2018 Regular Board Meeting Closed Session Agenda](#)

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evaluation

The Board of Trustees is an autonomous policy-making body that strives to reflect the public interest in the educational quality of the District. In so doing, the Board advocates for and defends its colleges and protects them from undue influence as well as from political pressure.

The Board of Trustees is comprised of five elected members ([CCCD Board Policy 2010](#), Board Membership), each of whom resides in the geographical area he or she represents. Board members are publicly elected and, until the November 2018 election, Board members were elected at large to four-year terms by the voters in the District service area. In fall 2017, after careful study and deliberation, the Board decided to change the election from at-large election to election by areas that each Board member represents. This change went into effect for the November 2018 election ([August 29, 2017](#), [September 12, 2017](#), [September 16, 2017](#), [October 3, 2017](#) Special Board Meetings/Public Hearings Agendas and Minutes; Resolution #17-28 Changing the Method of Election for Members of the Board of Trustees from "At Large" to "By-Trustee Areas," and [Approving Map for the Election of Trustees Commencing in November 2018](#)). For the dual purposes of continuity and self-preservation, the terms of the five Board members are staggered, with elections being held every two years in connection with the State of California general election through [CCCD Board Policy 2100](#), Board Elections.

A student trustee is selected by the District Student Council to a one-year term. The selection process for the student trustee is described in [CCCD Board Policy 2105](#), Election of Student Member, Board of Trustees. The student trustee has an advisory vote on all actions taken in open session through [CCCD Board Policy 2015](#), Student Member, Board of Trustees.

This membership composition and election process ensures that the Board is of a sufficient size to achieve its responsibilities and duties. The Board of Trustees has also established [CCCD Board Policy 2110](#), Vacancies on the Board, to address situations when vacancies on the Board may occur in between the election cycles.

In accordance with law and [CCCD Board Policy 2715](#), Code of Ethics for the Board of Trustees, Board members are agents of the public entrusted with public funds, and they must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. Additionally, [CCCD Board Policy 2200](#), Board Duties and Responsibilities also lists advocating for and protecting the District and representing the public interest as two of the Board's primary responsibilities. Board members consistently advocate for the interests of both the public and District through their interaction with the community, legislators, local organizations, and students. Furthermore, as discussed in [CCCD Board Policy 2345](#), Public Participation at Board Meetings, the Board encourages public participation at Board meetings. There is time allotted to public comments at each meeting, or written comments may be submitted. Members of the public may also place items on the prepared agenda in accordance with [CCCD Board Policy 2340](#), Agendas. To validate and support

transparency in all its decision-making, the Board conducts all District business in open public meetings, with the exception of legally-permitted closed sessions related to legal concerns and personnel, collective-bargaining, and real-estate matters. The Board also consistently provides all of its business and other information to the public on the District's website. This information includes Board Policies, Administrative Procedures, Board self-evaluations, meeting agendas and minutes, and other relevant information.

Conclusion

The District's processes and procedures as well as Board Policies and Administrative Procedures ensure that the Board of Trustees follows the public interest in the educational quality of the District. The Board is a publicly elected body of individuals whose size is sufficient for its duties and responsibilities. Through adherence to its own policies in regard to ethics, the Board of Trustees advocates for and defends its Colleges and protects them from undue influence as well as from political pressure. The College and District align with the Standard.

Key evidence: [CCCD Board Policy 2010](#), [Approving Map for the Election of Trustees Commencing in November 2018](#), [CCCD Board Policy 2100](#), [CCCD Board Policy 2105](#), [CCCD Board Policy 2015](#), [CCCD Board Policy 2110](#), [CCCD Board Policy 2715](#), [CCCD Board Policy 2200](#), [CCCD Board Policy 2345](#), [CCCD Board Policy 2340](#)

IV.C.5 The governing board establishes policies consistent with the College/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evaluation

The Board's policies regarding student learning programs and services are consistent with the mission of the College.

Board Policies (BP) and Administrative Procedures (AP) related to [Academic Affairs](#) and [Student Services](#) outline the standards for ensuring the quality, integrity, and improvement of student learning programs and services. These [Board Policies and Administrative Procedures](#) are posted on the District website.

Board Policies and Administrative Procedures pertaining to [budget and fiscal management](#) are in place to ensure financial integrity and stability and to ensure that there are necessary resources to support the College programs and services ([CCCD Board Policy 6200](#), Budget Preparation; [CCCD Administrative Procedure 6200](#), Budget Preparation; [CCCD Board Policy 6250](#), Budget Management; [CCCD Administrative Procedure 6250](#), Budget Management; [CCCD Board Policy 6300](#), Fiscal Management; [CCCD Administrative Procedure 6300](#), Fiscal Management; [CCCD Administrative Procedure 6305](#), Reserves; and [CCCD Administrative Procedure 6903](#), Position Control).

The Board is responsible for the financial integrity and stability of the District. The District Consultation Council Budget Subcommittee is a standing committee of the [District Consultation](#)

[Council](#). The Subcommittee's charge is to review and recommend action on fiscal matters submitted to the Chancellor for consideration and subsequently to the Board for discussion and approval.

The Board of Trustees monitors the financial stability of the District and of each college and reviews annual and quarterly District financial reports as required by [CCCD Board Policy 6300](#), Fiscal Management. The Chancellor's Cabinet, chaired by the Chancellor, consisting of the college presidents, vice chancellors, and District Director of Public and Legislative Affairs, sets annual goals that are consistent with maintaining financial stability for the District. The Chancellor, with input from the District Consultation Council Budget Subcommittee, recommends action on the tentative and adopted annual budgets, annual external audits, and quarterly financial reports.

The Board ratified [CCCD Administrative Procedure 6305](#), Reserves, which requires a minimum 5% reserve for contingencies and an additional minimum of 5% ancillary reserves for economic uncertainties and emergencies. Use of contingency reserves is authorized only upon recommendation of the Chancellor with a two-third vote of the Board of Trustees ([CCCD Administrative Procedure 6305](#), Reserves).

The Board assumes ultimate responsibility for all legal matters associated with the operation of the District and its three colleges. The Board closely monitors legal issues that arise in the District; discusses them, as appropriate, in closed session; and makes decisions in accordance with applicable laws. The District's General Counsel provides legal counsel to the District and the Board to assist with the District's compliance with local, state, and federal statutes and regulations ([CCCD Board Policy 2905](#), General Counsel).

Conclusion

The Board of Trustees has developed, implemented, and followed policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. The Board holds the Chancellor accountable for the implementation of these Board Policies through related Administrative Procedures. The College and District align with the Standard.

Key evidence: [Board Policies and Administrative Procedures](#), [CCCD Board Policy 6200](#), [CCCD Administrative Procedure 6200](#), [CCCD Board Policy 6250](#), [CCCD Administrative Procedure 6250](#), [CCCD Board Policy 6300](#), [CCCD Administrative Procedure 6300](#),; [CCCD Administrative Procedure 6305](#), [CCCD Administrative Procedure 6903](#), [District Consultation Council](#), [CCCD Administrative Procedure 6305](#), [CCCD Board Policy 2905](#)

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evaluation

The District and its Board of Trustees publish all Board Policies and Administrative Procedures on the District website, where there are links to Board Policies and Administrative Procedures from the Board of Trustees pages.

The Board Policies that delineate the structural and operational matters pertaining to the Board of Trustees are contained within the Chapter 2 Board of Trustees 2000 series.

Board Policies pertaining to the Board's size and structure include [CCCD Board Policy 2010](#), Board Membership, and [CCCD Board Policy 2015](#), Student Member Board of Trustees.

Board Policies on the Board's duties and responsibilities are [CCCD Board Policy 2200](#), Board Duties and Responsibilities, and [CCCD Board Policy 2715](#), Code of Ethics for the Board of Trustees, [CCCD Board Policy 2710](#), Conflicts of Interest.

Board Policies on the Board's structure and operating procedures include [CCCD Board Policy 2200](#), Committees of the Board, [CCCD Board Policy 2100](#), Board Elections, [CCCD Board Policy 2310](#), Regular Meetings of the Board, [CCCD Board Policy 2315](#), Closed Sessions, [CCCD Board Policy 2340](#), Agendas of Board Meetings, [CCCD Board Policy 2355](#), Meeting Decorum, [CCCD Board Policy 2360](#), Minutes of Board Meetings, and [CCCD Board Policy 2745](#), Board Self Evaluation.

Conclusion

The Board Policies related to the Board of Trustees' structure and operating procedures are comprehensive and publicly available on the District website. These Board Policies are regularly reviewed and revised by the Board of Trustees with assistance from the Chancellor and Vice Chancellor of Educational Services and Technology. The District and the College align with the Standard.

Key evidence: [CCCD Board Policy 2010](#), [CCCD Board Policy 2015](#), [CCCD Board Policy 2200](#), [CCCD Board Policy 2715](#), [CCCD Board Policy 2710](#), [CCCD Board Policy 2200](#), [CCCD Board Policy 2100](#), [CCCD Board Policy 2310](#), [CCCD Board Policy 2315](#), [CCCD Board Policy 2340](#), [CCCD Board Policy 2355](#), [CCCD Board Policy 2360](#), [CCCD Board Policy 2745](#)

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/District/system mission and revises them as necessary.

Evaluation

The Board of Trustees performs its duties and fulfills its responsibilities in a manner consistent with [CCCD Board Policy 2200](#), Board Duties and Responsibilities. Additionally, in accordance with [CCCD Board Policy 2410](#) and [CCCD Administrative Procedure 2410](#), Board Policies and Administrative Procedures, the Board of Trustees regularly assesses and revises its Board Policies and Administrative Procedures to ensure their effectiveness in fulfilling the missions and visions of the District and its colleges ([BPs and APs Inventory and Schedule 10-26-2018](#)).

New Board Policies and revisions to existing Board Policies may originate from Board members, the Chancellor, employees of the District, or members of the public ([CCCD Board Policy 2410](#) and [CCCD Administrative Procedure 2410](#), Board Policies and Administrative Procedures). The primary body for reviewing existing Board Policies and Administrative Procedures or creating

new ones, as needed, is the [District Consultation Council](#) Board Policies and Administrative Procedures Subcommittee (DCCBPAP), as described in [CCCD Board Policy 2410](#) and [CCCD Administrative Procedure 2410](#), Board Policies and Administrative Procedures. When reviewing policies and procedures, DCCBPAP considers recommendations by the Community College League of California (CCLC), changes to state and federal laws and regulations, and changes to accreditation standards. Once DCCBPAP approves revisions, updates, or deletions for existing policies or procedures or creates new ones, the Vice Chancellor Educational Services and Technology informs the District Consultation Council. If needed, the District Consultation Council reviews and discusses any substantive changes recommended by DCCBPAP. Then the proposed revised policies and/or procedures (or new ones) are submitted to the Board of Trustees for review and discussion and subsequent approval and ratification, respectively.

Conclusion

As demonstrated by the posted agendas and minutes of its meetings, the Board acts in accordance with established Board Policies and Administrative Procedures. Board Policies and Administrative Procedures are also reviewed regularly and revised, as needed, by all participatory governance groups through DCCBPAP and by the Board. The College and District align with the Standard.

Key evidence: [BPs and APs Inventory and Schedule 10-26-2018](#), [CCCD Board Policy 2200](#), [District Consultation Council](#), [CCCD Board Policy 2410](#), [CCCD Administrative Procedure 2410](#),

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evaluation

Throughout the year, the Board of Trustees reviews and discusses a variety of reports and analysis related to student learning and achievement and institutional plans for improving academic quality. The Board of Trustees reviews on an annual basis the District-wide Annual Institutional Effectiveness Report. The report provides an overall evaluation of College and District key performance indicators. The evaluation reflects the commitment of the District to examine its institutional strengths and identify areas for improvement. The report is divided into five major areas related to the District's and member colleges' missions, goals, functions, and resources:

- Student Learning, Achievement and Development
- Student Outreach and Responsiveness to the Community
- Faculty, Staff and Administrators/Managers
- Fiscal Support
- Facilities

In addition to the analysis provided within the report, the presentation also includes District-wide and College performance on scorecard measures that were established by the California Community College Chancellor's Office. The scorecard measures also highlight indicators of student learning and achievement, including student progression through basic skills, student term-to-term persistence; attainment of thirty units; attainment of degree, certificate or transfer-related outcomes; and attainment of CE degree, certificate, or transfer-related outcomes.

Additionally, the Board of Trustees reviews and discusses reports and presentations highlighting programs and activities that support and lead to student success. A list that provides a sample of reports that the Board has reviewed and discussed is provided here:

July 15, 2015: [Report on Career Technical Education](#)

September 2, 2015: [Report on Student Loan Default Rates](#)

October 20, 2015: [College Student Success and Support Program Plans 2015-16](#)

November 18, 2015: [Annual Report on International Education and Student Programs](#)

December 9, 2015: [College Student Equity Plans 2015-16](#)

January 20, 2016: [Report on Priority Registration for Veterans](#)

February 17, 2016: [Presentation and Discussion of the District-wide Annual Institutional Effectiveness Report 2014-15](#)

March 16, 2016: [Presentation and Discussion of Career Technical Education](#)

April 20, 2016: [Report from District-wide Enrollment Management Taskforce](#)

May 4, 2016: [Report on Open Educational Resources and Strategies to Assist with Textbook Costs](#)

September 21, 2016: [Study Session/Presentation and Discussion of Career Technical Education](#)

October 27, 2016: [Board Retreat/Study Session](#)

November 16, 2016: [Annual Report on International Education and Student Programs](#)

January 18, 2017: [Report on the Carl D. Perkins Career & Technical Education Act](#)

February 15, 2017: [Presentation and Discussion of the District-wide Annual Institutional Effectiveness Report 2015-16](#); [Report on State Authorization and State Authorization Reciprocity Agreement \(SARA\)](#); [Update on Open Educational Resources](#); [Evaluation District-wide Strategic Plan 2014-17](#).

March 15, 2017: [Book Rental Programs and Availability of Books on Library Reserve](#).

May 17, 2017: [Update on State Authorization Reciprocity Agreements \(SARA\)](#)

February 21, 2018: Presentation and Discussion of the [District-wide Annual Institutional Effectiveness Report 2016-2017](#)

March 7, 2018: Annual Report and Presentation on [International Education Programs and Students](#)

May 16, 2018: [Career Technical Education: State Initiatives, Grants, and Program Reviews](#)

October 17, 2018: [Status of AB 705 Implementation](#)

Conclusion

Ongoing dialogue and presentations on student learning and performance that occur at Board meetings demonstrate that the Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. The College and District align with the Standard.

Key evidence: [Report on Career Technical Education](#), [Report on Student Loan Default Rates](#), [College Student Success and Support Program Plans 2015-16](#), [Annual Report on International Education and Student Programs](#), [College Student Equity Plans 2015-16](#), [Report on Priority Registration for Veterans](#), [Presentation and Discussion of the District-wide Annual Institutional Effectiveness Report 2014-15](#), [Presentation and Discussion of Career Technical Education](#), [Report from District-wide Enrollment Management Taskforce](#), [Report on Open Educational Resources and Strategies to Assist with Textbook Costs](#), [Study Session/Presentation and Discussion of Career Technical Education](#), [Board Retreat/Study Session](#), [Annual Report on International Education and Student Programs](#), [Report on the Carl D. Perkins Career & Technical Education Act](#), [Presentation and Discussion of the District-wide Annual Institutional Effectiveness Report 2015-16](#); [Report on State Authorization and State Authorization Reciprocity Agreement \(SARA\)](#); [Update on Open Educational Resources](#); [Evaluation District-wide Strategic Plan 2014-17](#), [Book Rental Programs and Availability of Books on Library Reserve](#), [Update on State Authorization Reciprocity Agreements \(SARA\)](#), [District-wide Annual Institutional Effectiveness Report 2016-2017](#), [International Education Programs and Students](#), [Career Technical Education: State Initiatives, Grants, and Program Reviews](#), [Status of AB 705 Implementation](#)

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evaluation

The Board of Trustees has access to an ongoing training program for the development of its members. This training program includes orientation for new members of the Board. Additionally, the District has mechanisms in place to provide continuity of Board membership that, among other points, includes staggered terms of office.

Per [CCCD Board Policy 2740](#), Board Education, the Board of Trustees is committed to its ongoing development as a board and to an individual trustee education program related to educational

governance, policies, legislation, best practices, employee relations, leadership, and Accreditation Standards and expectations. The Board has a comprehensive new Board member orientation program that includes attendance at the Community College League of California (CCLC)'s Effective Trusteeship Workshop. Locally, new trustees are given an orientation by the Chancellor and the Board Secretary. They also meet with the Vice Chancellor of Fiscal and Administrative Services, the Vice Chancellor of Educational Services and Technology, the Vice Chancellor of Human Resources, and the college presidents.

Each Board member is encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop as well as various conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees ([Board of Trustees Professional Development September 2017 through November 2018](#)). In addition, all Board members completed an ethics course and received a certificate of completion.

This commitment to professional development is evidenced by budget allocations allowing each trustee to participate in conferences, meetings, and workshop each year ([CCCD Board Policy 2735](#), Board Member Travel). Following attendance at conferences, workshops, and meetings, Trustees regularly share an oral and sometime written report to the other Trustees and the public at open Board meetings.

For the dual purposes of continuity and self-preservation, the terms of the five Board members are staggered with elections being held every two years in connection with the State of California general election ([CCCD Board Policy 2100](#), Board Elections). The student trustee is elected annually in accordance with [CCCD Board Policy 2105](#), Election of Student Member, Board of Trustees.

In the event of an unexpected vacancy, the Board has adopted procedures to fill the vacancy either by election or provisional appointment ([CCCD Board Policy 2110](#), Vacancies on the Board) in accordance with [Education Code 5090](#) and [Government Code 1770](#). The decision to order an election or appointment must be made within 60 days, and the election, if ordered, must be held at the next regular election date or within 130 days of the vacancy, whichever comes first. Provisional appointments are made only until the next regularly scheduled election.

Conclusion

The Board is committed to the continued education of its members. New Board members are given a comprehensive and robust orientation, and all Board members are encouraged to continue their professional development through attendance at trustee-related meetings, workshops, and conferences. The Board has enacted election practices ensuring the continuity of Board membership through the staggering of seat terms and has adopted procedures in the event of a vacancy. The College and District align with the Standard.

Key evidence: [CCCD Board Policy 2740](#), [Board of Trustees Professional Development September 2017 through November 2018](#), [CCCD Board Policy 2735](#), [CCCD Board Policy 2100](#), [CCCD Board Policy 2105](#), [CCCD Board Policy 2110](#), [Education Code 5090](#), [Government Code 1770](#)

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evaluation

The Board of Trustees engages in a process of self-evaluation for assessing Board performance. [CCCD Board Policy 2745](#), Board Self-Evaluation, establishes the expectation for the Board to conduct a self-evaluation “in order to identify strengths and areas in which it may improve its functioning” ([CCCD Board Policy 2745](#), Board Self-Evaluation). In addition to establishing the expectation, the policy outlines the process and the cycle for conducting the evaluation. The cycle calls for an evaluation beginning in the fall of odd numbered years. The revised evaluation process was first implemented in fall 2013. Evidence was found for self-evaluations occurring in 2013, 2015, and 2017. For each evaluation, employee survey results and development of goals were found ([Board Self-Evaluation Web Page](#); [Board of Trustees Self Evaluation Survey Results](#), 2013, 2015, and 2017; [CCCD Board Survey](#) 2013, 2015, and 2017; [2015-2017 Board Goals and Plans](#); [2018-2020 Board Goals](#); [Special Board Meeting January 24, 2018](#); [Board Meeting March 7, 2018](#)).

The Board developed and approved goals for 2018-2020 at its [March 7, 2018 meeting based](#) on the results of the evaluation surveys conducted in fall 2017 and discussion of these results at the [September 19, 2017 Board Meeting \(item 3.04\)](#), [November 1, 2017 Board Meeting \(item 28.01\)](#), [November 15, 2017 Board Meeting \(item 4.04\)](#), [January 24, 2018 Special Board Meeting](#), and the [March 7, 2018 Board Meeting \(item 5.06\)](#) during which the [2018-2020 Board Goals](#) were approved. Embedded in the Board of Trustees survey of its performance are two questions related to participation in Board training opportunities.

Conclusion

The evidence illustrates that the Board of Trustees has conducted regular evaluations per [CCCD Board Policy 2745](#), Board Self-Evaluation. The evaluation process includes a comprehensive survey sent to all employees District-wide, which guides the development of two-year Board goals. The goals developed show that the Board uses evaluation results to improve Board performance, academic quality, and institutional effectiveness. The College and District align with the Standard.

Key evidence: [Board Self-Evaluation Web Page](#); [Board of Trustees Self Evaluation Survey Results](#), [CCCD Board Survey](#) [2015-2017 Board Goals and Plans](#); [2018-2020 Board Goals](#); [Special Board Meeting January 24, 2018](#); [Board Meeting March 7, 2018](#), [September 19, 2017 Board Meeting \(item 3.04\)](#), [November 1, 2017 Board Meeting \(item 28.01\)](#), [November 15, 2017 Board Meeting \(item 4.04\)](#), [January 24, 2018 Special Board Meeting](#), [March 7, 2018 Board Meeting \(item 5.06\)](#) [2018-2020 Board Goals](#)

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evaluation

The Board of Trustees upholds code of ethics and conflict of interest policies, and all Board members follow conflict of interest policies (BP) and administrative procedures (AP):

- [CCCD Board Policy 2710](#), Conflict of Interest for Board Members
- [CCCD Administrative Procedure 2710](#), Conflict of Interest for Board Members
- [CCCD Board Policy 2712](#), Conflict of Interest Code
- [CCCD Board Policy 2714](#), Distribution of Tickets or Passes
- [CCCD Board Policy 2715](#), Code of Ethics

Per [CCCD Board Policy 2712](#), Conflict of Interest Code, Board members, as well as designated employees, file statements of economic interests with the Coast Community College District's Political Reform Act Filing Officer and the Secretary of the Board of Trustees, who will make the statements available for public inspection and reproduction.

Conclusion

The College and District align with the Standard. The Board of Trustees upholds a code of ethics and conflict-of-interest policy, and individual Board members adhere to the code including [CCCD Board Policy 2710](#), Conflict of Interest for Board Members, [CCCD Board Policy 2712](#), Conflict of Interest Code, and [CCCD Board Policy 2715](#), Code of Ethics. The Board of Trustees regularly reviews each policy. No claims of ethical violations have been made since the Code of Ethics policy was adopted. Additionally, there are no claims that the Board members are not following [CCCD Administrative Procedure 2710](#), Conflict of Interest for Board Members.

Key evidence: [CCCD Board Policy 2710](#), [CCCD Administrative Procedure 2710](#), [CCCD Board Policy 2712](#), [CCCD Board Policy 2714](#), [CCCD Board Policy 2715](#)

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or College, respectively.

Evaluation

Per [CCCD Board Policy 2430](#), Delegation of Authority to the Chancellor, "The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action," and "The Chancellor

may reasonably delegate any powers and/or duties to the college presidents including the administration of the Colleges and/or centers. The Chancellor, however, will continue to be specifically responsible to the Board for the execution of such delegated powers and duties. The presidents are expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the Colleges.” As such, the Board of Trustees, while having the ultimate responsibility for the District, delegates full responsibility and authority to the Chancellor to administer the District without interference while holding the Chancellor accountable.

Per [CCCD Administrative Procedure 2430](#), Delegation of Authority to the College Presidents, “The President is the Chief Executive Officer of the College. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees.” [CCCD Administrative Procedure 2430](#) further explains that the Chancellor delegates authority to the college presidents to administer the colleges and enumerates the broad functions that the presidents are expected to perform. Thus the three presidents are the CEO of their respective college and, as such, each college president’s administrative organization is the established authority on campus, and the President is the final authority at their respective college. While the presidents report to, assist, support, and are accountable to the Chancellor, each president has full authority and responsibility to implement and to administer Board Policies and Administrative Procedures without Board interference.

Conclusion

The Board of Trustees follows established Board Policy and Administrative Procedure in delegating authority to the Chancellor and the College President. The College and District align with the Standard.

Key evidence: [CCCD Board Policy 2430](#), [CCCD Administrative Procedure 2430](#)

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College’s accredited status, and supports through policy the College’s efforts to improve and excel. The board participates in the evaluation of governing board roles and functions in the accreditation process.

Evaluation

The Board of Trustees maintains a consistent focus on accreditation. Board members are informed of Accreditation Standards, Commission policies, and Eligibility Requirements through various means of communication, trainings, and presentations.

The Chancellor and Vice Chancellor of Educational Services and Technology regularly report to and update the Board of Trustees regarding the accreditation status such as midterm reports and the prospect of team visits as well as efforts the College is taking to address identified correction issues. A list of examples is provided below:

[Agenda Item 24.01 October 18, 2016 Board Study Session on Accreditation \(2016 Report\)](#)

[Agenda Item 3.03 - November 15, 2017 Board Meeting - Report on Preparation of Accreditation Institutional Self Evaluation Reports](#)

Agenda Item 26.01 – December 13, 2017 - Minutes – referencing Agenda Item 3.03 from November 15, 2017 Board Meeting

Agenda Item 3.01 – April 18, 2018 Board Meeting – First Draft Accreditation Standard IV.C Governing Board

Agenda Item 24.01 – May 2, 2018 Board Meeting – Minutes – referencing Agenda Item 3.01 from April 18, 2018 Board Meeting

Agenda Item 23.01 – August 1, 2018 Board Meeting - Draft College Institutional Self Evaluation Reports for Reaffirmation of Accreditation - Coastline Community College, Golden West College, Orange Coast College

Agenda Item 22.01 – August 15, 2018 Board Meeting – Minutes – referencing Agenda Item 23.01 from August 1, 2018 Board Meeting

Agenda Item 3.01 – September 20, 2018 Board Meeting - Draft College Institutional Self Evaluation Reports for Reaffirmation of Accreditation - Coastline Community College, Golden West College, Orange Coast College

[Agenda Item 4.05 – October 17, 2018 Board Meeting - Draft College Institutional Self Evaluation Reports for Reaffirmation of Accreditation - Coastline Community College, Golden West College, Orange Coast College](#)

When the College communicates with the Commission regarding the College’s accreditation status, the Board of Trustees is informed. Before, during, and after preparation of the institutional self-evaluation reports, the District and College administration maintain communication with the

Board about accreditation-related matters. By providing various drafts of its institutional self-evaluation reports for review and feedback, the College keeps the Board well informed of the College’s accreditation processes.

Conclusion

The Board of Trustees takes an active role in understanding the standards, requirements, and processes that are outlined by the Commission. As part of the accreditation process, the Chancellor, the College President, and the Vice Chancellor of Educational Services and Technology regularly inform and advise the Board of Trustees on the progress the College is making on its institutional self-evaluation reports as well as any areas where the Board of Trustees may provide support to the College. The College and the District align with the Standard.

Key evidence: [Agenda Item 24.01 October 18, 2016 Board Study Session on Accreditation \(2016 Report\)](#), [Agenda Item 3.03 - November 15, 2017 Board Meeting - Report on Preparation of Accreditation Institutional Self Evaluation Reports](#), [Agenda Item 26.01 – December 13, 2017 - Minutes – referencing Agenda Item 3.03 from November 15, 2017 Board Meeting](#), [Agenda](#)

[Item 3.01 – April 18, 2018 Board Meeting – First Draft Accreditation Standard IV.C Governing Board, Agenda Item 24.01 – May 2, 2018 Board Meeting – Minutes – referencing Agenda Item 3.01 from April 18, 2018 Board Meeting, Agenda Item 23.01 – August 1, 2018 Board Meeting - Draft College Institutional Self Evaluation Reports for Reaffirmation of Accreditation - Coastline Community College, Golden West College, Orange Coast College, Agenda Item 22.01 – August 15, 2018 Board Meeting – Minutes – referencing Agenda Item 23.01 from August 1, 2018 Board Meeting, Agenda Item 3.01 – September 20, 2018 Board Meeting - Draft College Institutional Self Evaluation Reports for Reaffirmation of Accreditation - Coastline Community College, Golden West College, Orange Coast College, Agenda Item 4.05 – October 17, 2018 Board Meeting - Draft College Institutional Self Evaluation Reports for Reaffirmation of Accreditation - Coastline Community College, Golden West College, Orange Coast College](#)

IV.D Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evaluation

The District is a multi-college district, and the Chancellor is the CEO of the District. As such, the Chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the system for effective operation of the District colleges: Coastline College, Golden West College, and Orange Coast College. The Board of Trustees has approved Board Policies and ratified Administrative Procedures in order to ensure that the Chancellor is able to establish clearly defined roles, authorities, and responsibilities among the colleges and the District.

[CCCD Board Policy 2430](#), Delegation of Authority to Chancellor, and [CCCD Administrative Procedure 2430](#), Delegation of Authority to the College Presidents, clearly define the authority the Board delegates to the Chancellor and the authority the Chancellor delegates to the college presidents, respectively. The Chancellor has overseen the development or revision of additional documents to clarify roles and responsibilities in the District. These documents include [District Level Decision Making and Participatory Governance](#) and the [District-wide Functional Map](#).

The Chancellor meets bi-weekly with the Chancellor’s Cabinet, which includes the three vice chancellors and the three college presidents. The Chancellor also chairs the [District Consultation Council](#), which is the main District-wide participatory governance body with representation from all constituent groups charged with advising the Chancellor on key matters such as strategic planning and facilitating information exchange and dialogue on District-wide topics and decisions, including governance.

Expectations of educational excellence and integrity are communicated through various means, such as the annual State of the District ([State of the District February 2017](#); [State of the District February 2018](#)). The Chancellor also communicates regularly through the weekly [Chancellor’s](#)

[newsletters](#). These newsletters are emailed to all District employees and posted on the District website.

The Chancellor also meets regularly with the presidents of the three academic senates, the presidents of the classified senates, the presidents of the collective bargaining units, the president of the District Management Association, and the president of the Association of Classified Employees, respectively.

Conclusion

In accordance with [CCCD Board Policy 2430](#), Delegation of Authority to Chancellor, and [CCCD Administrative Procedure 2430](#), Delegation of Authority to the College Presidents, the Chancellor has provided leadership and has encouraged employees from the colleges and District Office to work together toward educational excellence and integrity. Through regular meetings that the Chancellor chairs and through documents developed and updated over time, the roles and responsibilities of the District Office and the colleges have been delineated, discussed, and communicated. The College and District align with the Standard.

Key evidence: [District Level Decision Making and Participatory Governance](#), [District-wide Functional Map](#), [District Consultation Council](#), [State of the District February 2017](#); [State of the District February 2018](#), [Chancellor's newsletters](#)

IV.D.2 The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the Colleges receive effective and adequate District/system provided services to support the Colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evaluation

As established in a number of Board Policies and Administrative Procedures, there is a clear delineation between the functions and responsibilities of District Office and those of the colleges. These Board Policies and Administrative Procedures include the following:

- [CCCD Board Policy 2430](#), Delegation of Authority to the Chancellor and [CCCD Administrative Procedure 2430](#), Delegation of Authority to the College Presidents
- [CCCD Board Policy 2510](#) and [CCCD Administrative Procedure 2510](#), Participation in Local Decision Making
- Board Policies and Administrative Procedures related to academic affairs, student services, business and fiscal affairs, and human resources that define the role of the Colleges and District Office in terms of specific functions and operations.

These Board Policies and Administrative Procedures are communicated by the Chancellor in a variety of ways, including through the posting to the District website.

The colleges and the District have engaged in substantive and ongoing work to provide a clear delineation of functional responsibilities. The [District Functional Map](#) clarifies the delineation of responsibilities by function and major areas.

In addition, operational responsibilities and functions are discussed in the regular meetings that the Vice Chancellor of Educational Services and Technology has with the vice presidents of instruction, vice presidents of student services, and District Information Technology (IT), in the regular meetings that the Vice Chancellor of Finance and Administrative Services has with the vice presidents of administrative services, and in regular meetings that the Vice Chancellor of Human Resources has with the human resources managers.

Additionally, governance and operational responsibilities are often clarified and refined in the District-wide participatory governance committees and councils:

- [District Consultation Council](#)
- [District Consultation Council Board Policies and Administrative Procedures Subcommittee](#)
- [District Consultation Council Budget Subcommittee](#)
- [District Consultation Council Technology Subcommittee](#)

There are several functions that are performed by the District Office. These functions include educational services and technology, fiscal and administrative services, human resources, and Chancellor and Board Office.

The Office of the Vice Chancellor of Educational Services and Technology coordinates and supports instructional programs, student services, strategic planning, accreditation, institutional research, enrollment management, international programs, grant development and administration, Board policies and administrative procedures, educational technology, and economic and partnership development.

The Office of the Vice Chancellor of Human Resources coordinates and supports the recruitment, selection, and orientation of new employees, mandated training and professional development, collective bargaining, compliance with State and federal laws and regulations; and the management of the performance evaluation process

The Office of the Vice Chancellor of Administrative Services coordinates and supports fiscal services, facilities planning, purchasing, accounting, payroll, risk management, and information technology.

The Office of the Chancellor and the Board Office are responsible for the coordination of all regular and special Board meetings. This coordination includes notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information Districtwide; coordination of Districtwide events, such as the Chancellor's State of the District; and coordination of Districtwide committee meetings, including the Chancellor's Cabinet and the District Consultation Council. Public Affairs and Marketing, a department within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public

relations; and media relations. The Internal Audit, another department in the Office of the Chancellor, conducts various audits and supports operations through consulting and investigations.

The services provided to the colleges by the District Office are evaluated through discussions in the participatory governance committees. For example, the District's resource allocation process is evaluated by the District Consultation Council Budget Subcommittee. Evaluation of services is also done through a biannual Districtwide employee satisfaction survey.

Conclusion

The overall operational responsibilities and functions of the District and colleges are understood, and according to the fall [2016 Personal Assessment of College Climate \(PACE\) Survey](#), a majority of respondents indicated they were satisfied with the College's working environment and with the environment Districtwide. The College and District align with the Standard.

Key evidence: [2016 Personal Assessment of College Climate \(PACE\) Survey](#), [District Functional Map](#), [District Consultation Council](#), [District Consultation Council Board Policies and Administrative Procedures Subcommittee](#), [District Consultation Council Budget Subcommittee](#), [District Consultation Council Technology Subcommittee](#)

IV.D.3 The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and District/system. The District/system CEO ensures effective control of expenditure.

Evaluation

The District has established resource allocation [Board Policies and Administrative Procedures](#) that support the effective operations and sustainability of the colleges and District Office. Under the leadership of the Chancellor, College and District Office personnel work together to ensure the effective control of expenditures and the financial stability of the District.

The allocation of District general fund resources to the colleges occurs in accordance with [CCCD Board Policy 6200](#) and [CCCD Administrative Procedure 6200](#), Budget Preparation; [CCCD Board Policy 6250](#) and [CCCD Administrative Procedure 6250](#), Budget Management; [CCCD Board Policy 6300](#) and [CCCD Administrative Procedure 6300](#), Fiscal Management; [CCCD Administrative Procedure 6305](#), Reserves; [CCCD Administrative Procedure 6902](#), Cash Receipt and Handling; [CCCD Administrative Procedure 6903](#), Position Control; and the Budget Development Assumptions and Guidelines contained within each [proposed annual budget](#). These Board policies and administrative procedures were developed in alignment with the Board's philosophy of ensuring prudent use of public resources, promoting financial strength and stability and maximizing educational opportunities for students in accordance with the District and College mission.

The standards set through these [Board Policies and Administrative Procedures](#) related to College allocations include the following:

- A general fund reserve for economic uncertainties of no less than 10 percent of the projected unrestricted revenue shall be maintained.

- Expenditure budgets for ongoing purposes shall be the resources that would have been available from State apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability.

The District has also established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to and reviewed by the Board; these reports include the presentation of quarterly financial status reports and tentative and adopted annual budgets. The District also commissions an [annual audit report](#) designed to provide reasonable assurance that the financial statements are free of material misstatement. The annual audit considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. In addition, the [District's participatory governance committees](#) and collective bargaining groups also provide comprehensive budget and financial oversight, including reviews of the [District's annual apportionment reports](#) and [full-time faculty obligation number](#).

The District has a [2017-2020 Fiscal Plan](#) developed by the [District Consultation Council Budget Subcommittee](#). The goals of this plan are:

Goal #1: The District will prioritize student access and success by allocating resources to valuable faculty, staff, and administrators while also allocating funds to programs that support student enrollment and retention.

Goal #2: The District is dedicated to meeting all long- and short-term financial obligations

Goal #3: The District will proactively budget for ongoing costs to ensure financial stability in the oncoming fiscal years.

The District has a long history of fiscal prudence. The District Office and the colleges adhere to standards of good practice that include the maintenance of adequate reserves, the development of [annual budgets](#), and the reporting of financial statuses. Through the effective control of expenditures, the District Office and the College have consistently had positive ending balances and a healthy reserve each year.

Conclusion

The District's Fiscal Services Department processes and facilitates the distribution of resources to the colleges in accordance with the model set by [CCCD Board Policy 6200](#) and [CCCD Administrative Procedure 6200](#), Budget Preparation, and State and federal categorical fund allocation guidelines. Resources allocated to the colleges are based on both state-mandated guidelines and Board-approved budget guidelines. The College and District align with the Standard.

Key evidence: [Board Policies and Administrative Procedures, proposed annual budget, Board Policies and Administrative Procedures, annual audit report, 2017-2020 Fiscal Plan, District Consultation Council Budget Subcommittee, annual budgets](#)

IV.D.4 The CEO of the District or system delegates full responsibility and authority to the CEOs of the Colleges to implement and administer delegated District/system policies without interference and holds College CEOs accountable for the operation of the Colleges.

Evaluation

The Board has adopted [Board Policies and Administrative Procedures](#) that ensure that the Chancellor delegates full responsibility and authority to the College President. As detailed and defined in [CCCD Board Policy 2430, Delegation of Authority to the Chancellor](#), the Board gives the Chancellor the ability to “reasonably delegate any powers and/or duties to the college presidents including the administration of the colleges and/or centers. The Chancellor, however, will continue to be specifically responsible to the Board for the execution of such delegated powers and duties. The presidents are expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the colleges.”

Additionally, [CCCD Administrative Procedure 2430, Delegation of Authority to the College Presidents](#), clearly outlines the roles and responsibilities of the College President. This procedure establishes the College president as the final authority at the college level. In this role, the president is expected to do the following:

1. Provide leadership in the development and implementation of a sustainable and integrated strategic plan. Based upon ongoing institutional research, the plan should consider accreditation standards and student success issues as well as drive the budget process and resource allocation.
2. Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Provide leadership in the development and implementation of career technical education to meet the needs in the community.
4. Provide leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develop and monitor the College budget and assume fiscal responsibility.
6. Provide College employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Propose strategies for selecting and retaining a diverse high quality full-time faculty, staff and administrators.
8. Select and extend offers of employment for faculty, administrators, and classified positions for the College, subject to approval or ratification by the Board of Trustees.

9. Provide leadership and empower the administrative team.
10. Provide leadership focusing on accountability and professional conduct.

This authority is recognized by the District as evidenced in the [District Functional Map](#), which delineates the distinction between the authority of the Chancellor and that of the President. Through the evaluation process, the Chancellor holds the college presidents accountable for the colleges' performance; however, the presidents have the ability to direct the colleges and implement Board Policies and Administrative Procedures without interference.

Conclusion

The Chancellor delegates full responsibility and authority to the college presidents to implement Board Policies and Administrative Procedures without interference. The college presidents serve as the CEOs of the respective colleges. As such, they are responsible for the quality and integrity of programs and services, accreditation, and the fiscal stability of each college. The College and District align with the Standard.

Key evidence: [Board Policies and Administrative Procedures](#), [District Functional Map](#)

IV.D.5 District/system planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evaluation

The colleges and the District have integrated their planning and evaluation processes through a coordinated seven-year cycle for development of the colleges' Educational Master Plans and the [2018-2020 District Strategic Plan](#) ([Board Meeting February 15, 2017 Item 2.04 Evaluation of District-wide Strategic Plan 2014-17](#); [Board Meeting July 18, 2018 Item 22.01 Adoption of District-wide Strategic Plan 2018-2021](#)). Currently, the [District-wide Strategic Plan](#) is a three-year plan and each college's [2016-2020 Educational Master Plan](#) is a five-year plan, updated at the midpoint to incorporate any changes from the District's new three-year plan. After the District-wide Strategic Plan is developed and adopted by the Board of Trustees, each college develops its Educational Master Plan ensuring that college goals respond and align with the District's plan to achieve the District mission. Each college includes a crosswalk between College and District goals in their Educational Master Plan.

The [Vision 2020 Facilities Master Plan](#) that incorporates plans for all three colleges was developed through a collaborative process that involved participation from across the District. A subsequent update in 2015 was conducted in the same manner. The next revision of the plan to create Vision 2030 will commence in fall 2019. The plan establishes strategic facilities goals and projects to support the broad educational goals of the District.

The [2016-2019 CCCD Strategic Technology Plan](#) was developed in 2015-2016 by the District Consultation Council (DCC) Technology Subcommittee ([Board Meeting December 14, 2016 Item 27.06 Ratification of District Strategic Technology Plan 2016-2019](#)). The [DCC Technology Subcommittee](#) is the District-wide participatory governance group with responsibility for District-wide technology planning and evaluation. The DCC Technology Subcommittee advises, informs and makes specific recommendations to the District Consultation Council regarding major

technology initiatives and projects throughout the District and future directions. For recommendations that have budgetary implications, the DCC Technology Subcommittee's recommendations go to the Chancellor's Cabinet first.

The DCC Technology Subcommittee has primary responsibility for developing and providing oversight for implementing an overall District-wide information technology strategic plan, informed and coordinated with the College plans (bi-directional), and maintaining an ongoing implementation effort aimed at achieving the goals of the plan. The DCC Technology Subcommittee is co-chaired by the Vice Chancellor Educational Services and Technology and one of the faculty co-chairs of the College technology committees. The DCC Technology Subcommittee was established and started meeting in October 2015.

The DCC Technology Subcommittee worked for a year, starting in October 2015, on developing the [2016-2019 CCCD Strategic Technology Plan](#). Iterative drafts of the plan incorporated feedback from consultation with representatives of all constituencies through discussions with the academic senates, associated student governments, classified senates, collective bargaining units, association of confidential staff, college technology committees, and college councils or college planning and budgeting committees.

As a subcommittee of the District Consultation Council, which is the main District-wide participatory governance committee with broad representation from all constituent groups, the [DCC Technology Subcommittee](#) advanced the draft plan to the District Consultation Council for review, discussion, and approval. The District Consultation Council approved the plan on December 5, 2016. The Board of Trustees approved the plan at its December 14, 2016, meeting. The college technology committees have started the review and revision of the college technology plans, which include references to the objectives in the [2016-2019 CCCD Strategic Technology Plan](#).

The District and the colleges determine the effectiveness of their integrated planning processes by incorporating outcome metrics to track and evaluate progress ([Evaluation of District-wide Strategic Plan 2014-2017](#)). The District-wide Strategic Plan incorporates outcomes metrics based on each goal area at either the college or District level, where applicable. District Consultation Council agenda and minutes provide evidence for the [evaluation](#) of the [2014-2017 District-wide Strategic Plan](#) and the development of the [2018-2021 District-wide Strategic Plan](#) ([DCC Meeting Minutes and Agendas](#)). These standard metrics and targets for progress are reviewed by the District Consultation Council, Chancellor's Cabinet, Board of Trustees, and by the colleges through their respective planning processes.

The [2017-2020 Fiscal Plan](#) was developed in 2016-2017 by the District Consultation Council (DCC) Budget Subcommittee ([Board Meeting May 3, 2017 Item 3.02 Discussion of the District Strategic Financial Plan 2017-2020](#)). The goals of the plan are the following:

Goal 1: The District will prioritize student access and success by allocating resources to valuable faculty, staff, and administrators while also allocating funds toward programs that support student enrollment and retention.

Goal 2: The District is dedicated to Meeting all Long and Short Term Financial Obligations

Goal 3: The District will proactively Budget for Ongoing Costs to Ensure Financial Stability in the Oncoming Fiscal Years.

Conclusion

The established timeline integrates the [2018-2021 District Strategic Plan](#). Facilities and Technology plans incorporate District-wide and College specific goals. The District-wide Strategic Plan provides a framework for the colleges to ensure that District-wide strategic priorities are addressed in college master plans. District-wide plans for facilities and technology provide strategic priorities in these areas and incorporate college-specific goals and activities to achieve these priorities and goals. Effectiveness of the integration of District and college plans is determined through the outcome metrics associated with the District-wide Strategic Plan, which is evaluated and discussed across the District annually. The College and District align with the Standard.

Key evidence: [2018-2020 District Strategic Plan Board Meeting February 15, 2017 Item 2.04 Evaluation of District-wide Strategic Plan 2014-17](#); [Board Meeting July 18, 2018 Item 22.01 Adoption of District-wide Strategic Plan 2018-2021](#), [2016-2020 Educational Master Plan](#), [Vision 2020 Facilities Master Plan](#), [2016-2019 CCCD Strategic Technology Plan](#), [Strategic Plan evaluation, 2014-2017 District-wide Strategic Plan](#), [2018-2021 District Strategic Plan](#), [DCC Meeting Minutes and Agendas](#), [2017-2020 Fiscal Plan](#)

IV.D.6 Communications between Colleges and District office/systems ensures effective operations of the Colleges and should be timely, accurate, and complete in order for the Colleges to make decisions effectively.

Evaluation

The District Office acts as the liaison between the colleges and the Board of Trustees ensuring effective operations of the colleges in all areas. The District Office and the colleges employ active and effective methods of communication to assist in the operations of the colleges. These systems endeavor to be timely, accurate and complete to ensure effective decision making from the colleges.

The District has in place a wide range of communication procedures and strategies to ensure the flow of information from the colleges to the District office and from the District office back to all College employees. District-level participatory governance committees and standing operational groups greatly assist in the communication of such information. These include the Chancellor's Cabinet, which consists of all vice chancellors and college presidents, and the [District Consultation Council](#) (DCC), a District-wide governance committee, whose membership includes the Chancellor, vice chancellors, college presidents, academic senate presidents, and representatives from student and employee groups. These groups communicate their needs, decisions, and critical thinking processes through these forums. Additional committees include three sub-committees of the District Consultation Council (DCC) in the areas of [technology](#), [budget](#), and [Board Policies and Administrative Procedures](#).

The Chancellor and vice chancellors chair or attend meetings and functions in order to coordinate and collaborate with and inform the three colleges on plans and initiatives that will further the mission of the District and the service to and success of the students. Those meetings include

a monthly meeting of the Chancellor and the presidents of the academic senates and a monthly meeting of the Chancellor and collective bargaining unit and meet-and-confer unit representatives. The vice chancellors meet regularly with college vice presidents of instruction, student services, administrative services, and with other college staff, as appropriate, to facilitate District-wide coordination and achievements of District-wide planning goals and various initiatives and projects.

Additionally, the Chancellor sends a weekly electronic [newsletter](#) to all employees. The Chancellor reaches out to constituencies by attending, based on invitation, meetings of College academic senates and other College governance committees.

Conclusion

The flow of communications is heightened by the presence of an active and visible Public Affairs and Marketing Department headed by the District Director of Public Affairs, Marketing, and Government Relations. This office serves as a center for all District information both external and internal. Each year, among other publications, this office publishes the [Awards and Accomplishments Report](#), which highlights achievements by the District and each of the colleges amongst other publications. The College and District align with the Standard.

Key evidence: [District Consultation Council](#), [technology](#), [budget](#), [Board Policies and Administrative Procedures](#)

IV.D.7 The District/system CEO regularly evaluates District/system and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evaluation

The Chancellor meets regularly with his executive team for discussions of District-wide items that may need recommendations or decisions by the Chancellor and the Board of Trustees. The Chancellor chairs the [District Consultation Council](#), which reviews priorities in College and District Office planning agenda items and utilizes the [District Level Decision Making and Participatory Governance](#), a document that outlines the philosophy of decision-making, defines participation, and provides guiding principles. The Chancellor communicates the results of major decisions at meetings of the District Consultation Council through his [weekly newsletter](#) and District-wide emails.

Additionally, the District Office and the colleges conduct climate surveys every two years and an annual self-assessment of District Consultation Council ([DCC Self Evaluation 2016-2017](#) [DCC Self Evaluation 2017-2018](#)). The results of these assessments are shared and discussed at the colleges and the District Office as well as at meetings of the District Consultation Council.

Conclusion

The District Office evaluates District and College role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District widely communicates the results of these evaluations and uses them as the basis for improvement. The College and District align with the Standard.

Key evidence: [District Consultation Council](#), [District Level Decision Making and Participatory Governance](#), [DCC Self Evaluation 2016-2017](#), [DCC Self Evaluation 2017-2018](#)

QUALITY FOCUSED ESSAY



H. Quality Focus Essay: Professional Learning and Guided Pathways

Guided pathways is an integrated, institution-wide approach to student success. The *guided pathways* model is intentionally designed to provide clear, coherent, and structured educational experiences for students. The components of *guided pathways* are designed with the intention to lead each student effectively and efficiently from entry into the College to the attainment of high-quality postsecondary credentials leading to careers with value in the labor market. The four components of *guided pathways* include:

- A. Clarifying the path focuses on simplifying students' choices with effective program maps developed by faculty to provide students a clear pathway to complete their educational goals.
- B. Entering the path helps students explore academic and career options from the beginning of their college experience and aligns foundational skills coursework with a student's program of study.
- C. Staying on the path utilizes academic and student support services throughout students' programs to promote student learning and persistence.
- D. Ensuring students are learning focuses on the continuous assessment and enhancement of programs, instructional practices, and student support services which promotes innovation, excellence, and effectiveness throughout the college.

For the next several years, the College will focus on the implementation of a *guided pathways* framework to enhance students' experience from entry through completion and directly and positively impact retention, persistence, and achievement. The College believes that large-scale, sustainable transformation will occur only when a unified and comprehensive program for professional learning exists. In other words, curricular and student service reform is predicated on high quality professional learning that is focused, sustained, and applicable to daily practice.

As the College has completed its self-evaluation via the Institutional Self-Evaluation Report, directions for future growth have surfaced. The College is committed to implementing change and improving quality through the lens of *guided pathways*. There has been ongoing dialog about how to advance toward the four pillars of clarifying paths, getting students on a path, helping them stay on a path, and ensuring that learning is occurring. Undergirding this large effort is the role and purpose of professional development or professional learning as a driver for institutional change.

The framework of *guided pathways* aligns with the College goals in pursuit of student success and institutional effectiveness. The College recently established branding guidelines for *guided pathways* and it will be called Coastline Pathways. The College also defined Coastline Pathways as an equity-centered mindset and practice to facilitate student success. The table below presents how College goals align with *guided pathways*.

Table 39 Guided Pathways and College Goals

College Goals	Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
Student Success, Completion, and Achievement			X	X
Instructional and Programmatic Excellence	X		X	X
Access and Student Support	X	X	X	
Student Retention and Persistence			X	X
Culture of Evidence, Planning, Innovation, and Change	X	X	X	X
Partnerships and Community Engagement	X	X	X	
Fiscal Stewardship, Scalability, and Sustainability	X	X	X	

Source: Guided Pathways Steering Committee

The concept of *guided pathways* was first introduced at the College's fall 2014 All-College Meeting event (currently known as FLEX Day), where all faculty members, classified professionals, and administrators were introduced to completion by design. Through local development, the College developed a cohort model around learning communities that sought to increase student success rates while decreasing the time of completion. While some elements of *guided pathways* could be found in smaller, boutique programs (e.g., the College's STAR and Learning 1st programs), the scale of pathways was not College-wide.

In fall 2016, the College applied for and was awarded a California Community College Chancellor's Office (CCCCO) grant to strengthen institutional effectiveness. One of the four objectives of the grant tied directly back to *guided pathways* and institutional change: Develop and integrate a pathway structure and establish a College-wide understanding of plans for implementation.

As a result of the grant, in fall 2017, the College was able to partner with the National Center of Inquiry and Improvement as an Attitude, Agency, and Intensive Implementation (A2I2) cohort college. The two-year program focuses on deep-dive work to implement *guided pathways* and student financial stability reforms with the overarching goal to help more students attain their academic and life goals.

In fall 2017, the College conducted an internal self-assessment to understand the level pathways has been scaled at the institution. The College utilized the CCCCCO pathways self-assessment, which is intended to serve as a learning tool to gather and reflect on institutional systems and practices in an organized and thoughtful way. Fourteen elements of the overall *guided pathways*

framework are identified in the self-assessment tool. The College was asked to identify the perceived scale of adoption for each key element. The following provides a short description of the characteristics for each stage of adoption:

- Pre-Adoption: College is currently not following or planning to follow this key element.
- Early Adoption: College has just begun implementing the key element but not fully or consistently.
- Scaling in Progress: College has implemented the key element and is in progress toward full scale.
- Full Scale: College has implemented the key element to full scale.

Given the comprehensive and integrative nature of *guided pathways* transformation, broad involvement and representation from across all stakeholder groups is essential. The College conducted a College-wide survey which allowed employees to participate in the self-assessment. The survey yielded 147 responses, which consisted of 46.3% of faculty, 44.2% classified professionals, and 9.5% administrators. The College-wide survey was analyzed by the *guided pathways* steering work group during the planning event.

The findings from the self-assessment show that the College is primarily operating in the early adoption phase. The self-assessment report also found the elements of integrated planning, inclusive decision-making structures, and aligned learning outcomes related to *guided pathways* in the phase of Scaling in Progress. In spring 2018, the College developed a work plan to lead the College's change strategy and support the cultural shift. Several workgroups were created to lead implementation of *guided pathways* at the College: Program Mapping, Onboarding, Student Academic Persistence, Student Financial Stability and Holistic Wellness, Career Exploration, Marketing, Outreach and Partnerships, Communication and Engagement, and Professional Development.

As the College begins to implement *guided pathways* in technical areas and to complete tasks such as revising the website, the College is also embarking on organizational culture change in order to become more equitable. Professional development is the method by which we are creating culture change at the College. As such, the Professional Development work group is tasked with reforming professional growth structures and outcomes so that our activities are strategic and aligned to the *guided pathways* movement. Progress in Professional Development will be the foundation for institutional change.

The rest of this essay describes the efforts the College plans to undertake to evolve the culture around professional learning as a cornerstone of the *guided pathways* transformation.

Professional Development

Effective Professional Development creates organizational change by engaging all areas of the organization in targeted, aligned learning opportunities driven by measurable outcomes resulting in improved performance. Currently, professional development at the College benefits from broad support but lacks a strategic direction. Other challenges include the following:

- Conference travel is supported with little visible payoff.
- Management, faculty, and classified professionals pursue professional development activities without a unified strategy.
- Managers may be unaware of the professional development activities of their staff and how it relates to job performance.

Activities that are referred to as Professional Development include the following:

- [Individual professional development](#) work funded by multiple committees
- Manager/supervisor funded training and professional development events
- Human Resources (College and District-level) training and professional development events
- [All College FLEX Days](#) (one each fall and spring)
- [Annual Spring Workshop and BBQ](#) (occurs each April; unifies the College behind a common theme and combines educational with social activity)
- [Leaders Innovating Together for Tomorrow](#) leadership development program
- [Faculty Success Center workshops](#)
- The [Professional Development Institute \(PDI\)](#) provides up to \$1000 of funding per member per academic year for professional learning activities for part time and full time faculty members ([2015-2018 Agreement Between CCCD and CFE-AFT](#), Article XXI)
- [Coast District Management Association \(CDMA\) professional development](#) opportunities
- The [College Professional Development and Leadership Committee](#) produces the annual [Annual Summer Institute](#) (an annual College conference that highlights achievements and techniques in online instruction)
- [Participatory Governance](#) (all committees are open to all faculty members to attend as guests to learn about the life of the College and how decisions are made)
- Grant-funded activities

To accomplish *guided pathways* reforms, the College must begin by reforming Professional Development. The vision is to create Professional Development structures, assets, and processes that align with the mission and strategic initiatives. As the College implements *guided pathways* reforms, the changes that occur will be based on strategically-focused professional learning. The revised Professional Development structure and plan will focus on the outcomes of increased equity, improved organizational effectiveness, and enhanced employee engagement.

In 2018, the College defined its *guided pathways* efforts as “an equity-centered mindset and practice to facilitate student success.” Equity is defined as achieving parity in student educational outcomes for all student groups at the College. In order to create a culture where equity is cen-

tral, the College must begin by making internal culture equitable and inclusive. The College cannot do the work of equity without first understanding equity and its implications for internal dynamics.

In 2018, the College launched professional development to ignite excitement about the upcoming *guided pathways* reforms and increase support for equity at the College. This occurred through seven professional development events.

The College hosted a professional development workshop at Spring FLEX for all Classified Professionals and Managers to discuss their hopes and fears about *guided pathways*, their understanding of what it means to them, and their recommendations for future engagement. In that workshop, participants identified that they preferred face-to-face workshops and updates about *guided pathways*. At the same event, faculty engaged in discipline meetings themed around *guided pathways* and student success in their discipline.

In June, a group of faculty along with an administrator attended USC's Center for Urban Education's Equity in Pedagogy Institute. This two-day event focused on pedagogical practices that create and maintain equitable outcomes for all students.

In July and August, the College hosted four full-day workshops on equity and inclusion for all employees. The workshops addressed privileged and marginalized groups, social identities, considerations for serving diverse students, advisement and issues of difference, inclusive classroom strategies, and micro aggressions.

In order to implement the vision for *guided pathways*, professional development will be restructured at the College. The College will improve professional development by moving to a structure with constituency-based work groups (i.e., Classified Professional Development, Faculty Professional Development, and the College Management Team Professional Development) with oversight provided by a professional development committee. A two-year professional development plan for 2018-2019 and 2019-2020 will be created that provides strategic, aligned, outcome-based learning that can be tracked and measured.

2018-2019 Timeline of Tasks for Professional Development Restructure

August 2018: Form Professional Development Guided Pathways Work Group

September 2018: Begin constituent conversations

October 2018: Present ideas for restructure (Classified Senate, Academic Senate, College Council)

November 2018: Work groups meet to discuss feedback from constituency groups

December/January 2019: Revise Professional Development Plan; adopt strategic goals for 2018-2019, 2019-2020, and 2020-2021 (three-year plan with learning emphasis areas)

February 2019: Final plan presented to constituency groups for implementation in Summer 2019

March-April 2019: Create speaker's bureau resource

Outline for Professional Development Plan

- Description of structures and funding sources for College Professional Development
- Structure and organizational Chart
- Roles and Responsibilities
- Mission Statement
- Needs Assessment
- Program Leadership and Staff
- Alignment with college plans and priorities
- Description of tracking and measurement practices
- Accomplishments
- Goals and themes for upcoming years
- Standard training evaluation forms (that can be adapted to each training activity)

Responsible Parties

The cross-functional Guided Pathways Professional Development Work Group, in concert with the vice presidents of instruction and student services, presidents of the academic and classified senates, FLEX coordinator, faculty success coordinator, chairs of all professional development-related committees, and the Dean of Innovative Learning will be responsible for the outcomes described above. Outcomes include three professional development workgroups and a professional development plan.

Resources

The College will use existing human, technological, and financial resources to meet the goals outlined above

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