



MIDTERM REPORT

Submitted on

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by

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

to

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



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Statement on Report Preparation

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

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

Originally, work on the recommendations and action plans was overseen by the college's Accreditation Committee, which was chaired by the college's Accreditation Liaison Officer. Effective with Fall 2009, the college combined the Institutional Effectiveness Committee and the Accreditation Committee into one unit, and it has been this group which has actively overseen preparation of the Midterm Report.

Academic Senate President (Nancy Jones)	Manager, Standard Co-Chair (Christine Nguyen)
Academic Senate Vice President (Pedro Gutierrez)	Research Analyst (Shañon Gonzalez)
Classified Chair-Elect or designee (Kevin Donahue)	Student Advisory Council President (Lee Fuller)
Classified Representative (Wendy Sacket)	Student, SAC (Vacant)
Dean, Planning and Development (Tom Snyder)	Supervisor of Research (Jorge Sanchez)
Executive Dean, Instructional Systems Development (Dan Jones)	Vice President, Administrative Services (Kevin McElroy)
Faculty Co-Chair, Accreditation Self-Study Team (Margaret Lovig)	Vice President, Instruction, and Accreditation Liaison Officer (Cheryl Babler)
Faculty, Instructional Research (Pat Arlington)	Vice President, Student Services and Economic Development (Vangie Meneses)
Faculty, Standard Co-Chair (Cheryl Stewart)	

In addition to the lead role of this committee, specific individuals were charged with following up on the action plans outlined in the college's Self-Study Report. Each of those lead individuals provided written progress reports for inclusion in the Midterm Report. The first draft of the Midterm Report was reviewed and discussed by the Institutional Effectiveness/Accreditation Committee in October, 2009, and, at the same time, forwarded for review to College Council, which includes representatives from all constituency groups at the college. Following revisions based on input from those committees and constituencies, the revised report was reviewed by the Board's Accreditation Committee in December, 2009. Throughout this period and into February, 2010, Coastline's Vice President of Instruction, who is also the college's Accreditation Liaison Officer, met regularly with District representatives to coordinate progress and reporting on Recommendations directly under the District's purview. The final draft of Coastline's Midterm Report was reviewed by the Board of Trustees' Accreditation Committee in February, 2010, and approved by the full Board on March 3, 2010.



Marilyn G. Brock, Ed.D.

Interim President, Coastline Community College

Coastline Midterm Accreditation Report

During the process of preparing its 2006-07 Self-Study Report, Coastline Community College developed a planning agenda that included 66 unique items—11 of which are cross-referenced to multiple accreditation standards. We're pleased to report three years after our accreditation visit that significant progress has been made in addressing these plans, with 55% of the plans having been completed and another 44% are well underway.

A summary of the college's progress on these plans is outlined below by standard and major theme within each standard.

Standard I: Institutional Mission and Effectiveness

Student Learning Outcomes and Program Review

Coastline continues to make excellent progress in addressing student learning outcomes and expects to attain the level of sustainable, continuous improvement in 2011. Key to our progress has been the overall institutional commitment that the college has made to supporting student learning outcomes initiatives and to meaningful program review of instructional, student services, and administrative units. Congruent with those efforts, the District's Board of Trustees issued a formal resolution in November of 2009 to reaffirm their commitment to supporting student learning outcomes and the initiatives being pursued at each of the colleges within the District.

For each of the past four years, as part of its Master Plan Implementation process, the college has allocated funds to support student learning outcomes and expansion of program review. These special MPI grant funds are in addition to the regular ongoing college general fund budget allocation for staff and operations in these areas and have been used to conduct training events and to provide faculty stipends for developmental work. In 2008-09, the Student Learning Outcomes (SLO) MPI grant focused on two specific areas: (1) development of a SLO Strategic Plan based on analysis of our work to date and identified needs and (2) expansion of the Department Services Review (DSR) process.¹

The plan that emerged from the SLO Strategic Plan initiative includes emphasis on development of a technology-assisted process for assessing, tracking, and following up on learning outcomes. Based on interdisciplinary input, the college designed a plan to incorporate assessment, tracking, and follow-up of student learning outcomes into Seaport—the college's proprietary course management system. In October of 2009, the first step in this process went live: a SLO Progress Notes component within the Seaport grade book. *All* faculty have been asked to use the Notes section to report outcomes for Fall Semester 2009, aggregated reports of which will be available for discussion by each department at their Spring Semester discipline meetings in February, 2010. From those discussions, departments will

¹ Planning Agenda Item #1: SLO Workshops and Assessments

forward appropriate recommendations to their deans and administrative units for inclusion in the college's planning agenda. In 2010, more technologically sophisticated elements will be added that will allow faculty to attach specific course, program, and degree-level SLOs to assignments, designate criteria for mastery within Seaport, and easily identify and follow up on areas in which improvement is needed. Our goal throughout has been and continues to be on providing faculty with tools that will allow them to keep their focus on teaching and learning rather than on report writing and, at the same time, to institutionalize a process that will provide meaningful data for use within departments and throughout the college planning and budget process to improve learning outcomes and assist students in achieving their educational goals.²

In addition to our SLO Strategic Planning work, the SLO team used MPI grant funds in 2008-09 to expand Departmental Services Review. The huge impact and overwhelming time demands of Banner implementation in 2007-08—which still continue—necessitated limiting college efforts related to the DSR process that was successfully launched in 2005. In 2008-09, the SLO Coordinator, working with President's Cabinet and the Institutional Effectiveness Committee, developed a timeline and revised process for DSR—a process that includes web-based program reporting and tracking to minimize time demands and promote efficiency and sustainability. A DSR calendar was developed in Fall 2008 and subsequently refined in Spring 2009. We expect, however, that the interim web-based processes developed and used in Spring 2009 for review of the Office of Instruction's administrative and support units will be replaced by the end of 2010 with implementation of CurricUNET's program review module. A planning team will be meeting in early 2010 to design the CurricUNET report templates to support instructional program review, student services program review, and departmental services review.³

In addition to the developmental activities supported by the MPI grant, regular comprehensive instructional program review activities, which were formalized in 1995-96, have continued to be implemented, reviewed, and refined with increasing depth and relevance as departments have gained familiarity and comfort with the process. Originally focused on instructional programs, program review has been expanded to include Student Services. A calendar for Student Services Program Review (SSPR) was developed in 2006 and subsequently refined. SSPRs now are included in a single comprehensive Program Review Calendar for instruction and student services and SSPRs, like instructional program reviews, are submitted to and evaluated by the Program Review Steering Committee, which forwards annual reports to the college President, the Academic Senate, and to the Mission, Plan, and Budget Committee, noting, in particular, not only accomplishments and challenges but also items that have specific budget and planning implications.

Departmental Services Review (DSR) was originally conceptualized to operate on a three-year review cycle, but transition to a technology-supported reporting system is allowing the college to move to development and implementation of an annual review process. Further refinements to the technology-

² Planning Agenda Item #2: Technology-Support for SLO Assessment

³ Planning Agenda Items #3 and 76: Program and Departmental Services Review

based system with the adoption and implementation of CurricUNET will make tracking of progress on identified goals and evaluation of service area outcomes (SAOs) more streamlined and doable.⁴

Institutional Effectiveness and Planning

As review efforts grow in breadth and sophistication, the college has also focused efforts on expanding the utility, availability, interpretation, and application of relevant data across the college.

Coinciding with the implementation of Banner in Spring Semester 2008 and ongoing development and implementation of reporting processes, Coastline's Director of Institutional Research has written and made available to staff a wide variety of reports in response to work needs of individual departments, wings, and the college in general. He has prepared visual step-by-step job aids so that staff can independently access needed reports and has conducted training for specific units and groups of staff at the college. He continues to update and expand the range of available reports and works closely with a District-wide research team to identify college needs and advocate for systems and processes that will support the college's overall data needs and program review efforts.⁵

To further facilitate use of data and monitoring of the college's overall assessment of institutional effectiveness, the Director of Institutional Research annually reports to the Mission, Plan, and Budget Committee (MPBC) and to the President's Cabinet on the college's progress in addressing IE measures. He also reports to President's Cabinet, Academic Senate, Blue Ribbon Management, and MPBC on the California Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) measures as related to Coastline, as many of the measures on ARCC correspond directly to the college's self-identified institutional effectiveness priorities.⁶

In 2007-08, the college undertook development of a revised college Master Plan. As the first step in that process, the college's Office of Planning, Development, Grants and Resource Development (PDGRD) spearheaded evaluation of the systems used to develop and implement the prior Master Plan, convening a large group of participants from the various college constituencies and facilitating discussion and evaluation of the prior methodology. The data gathered through this process was used by a large multidisciplinary group to guide and inform strategies for development and implementation of the 2008-2011 Master Plan.

The systems review and development process used for the Master Plan is indicative of the iterative cycle used by the college throughout planning. The Office of Planning and Development has a major role in this college-wide process, which includes three major components: (1) regularly scheduled review of all instructional programs and departmental services; (2) expansion of the college's facilities; and (3) development of new or expanded programs funded by the grants or other external services. Each of these components falls under the larger planning umbrella of the three-year Master Plan, which is

⁴ Planning Agenda Item #4: Calendar for Student Services and Departmental Services Reviews

⁵ Planning Agenda Item #6: Project Voyager Report Training

⁶ Planning Agenda Item #5: Institutional Effectiveness Reporting

monitored by the Planning, Development, and Government Relations Department (PDGRD). In turn, PDGRD's mission, service area outcomes, and goals are identified, refined, and monitored as part of the Departmental Services Review of the unit; the department is currently conducting an annual review and will be finalizing its report in early Spring 2010.⁷

Among PDGRD's review findings to date is that the college has achieved significant success in addressing the priorities of the Master Plan for 2005-2008 and in attaining the goals of the 2008-2011 Master Plan. To ensure the continued vitality of the planning process at Coastline, the Mission, Plan, and Budget Committee has formed a Master Plan Task Force that will serve as the steering committee to expand the current Master Plan to cover 2011-2015.

Standard II: Student Learning Programs and Services

Instructional Programs

The college's planning agenda for instructional programs has focused on the assessment of student learning outcomes, broad use of data to strengthen programs and improve learning, and enhanced planning, evaluation, and infrastructure systems to support instructional programs.

Coastline's process of addressing SLOs began in 2002-03 and has, intentionally, been an incremental process that included significant consciousness-raising and groundwork to establish a shared terminology, ongoing and increasingly meaningful dialog, and commitment to the use of learning outcomes data for the purposes of improving instruction and informing planning and budget decisions. Since the time of those early awareness and developmental steps, assessment, analysis, and reporting within Program Review has grown in breadth and depth each year, with some programs advancing more quickly from identification of expected SLOs into reporting and analysis of actual learning outcomes. In 2009, the college entered the fourth year of Program Review in which all programs are expected not only to have identified and assessed outcomes but also are required to report actual learning outcomes and to develop goals and recommendations for improving future outcomes. By Fall Semester 2010, every program will have engaged in this component of Program Review.⁸

Goals identified during the Program Review process include targeted areas related to student learning outcomes. In 2002-03, the college established an online Program Review goals database. The process of gaining full cooperation in regularly reporting progress has, however, been challenging. Programs are now consistently reporting progress on a five-year cycle. Annual reporting remains sporadic, not only because of multiple demands on faculty time but also as a result of the reality of "out of sight, out of mind" phenomena. Future plans call for integrating the existing goals database (a web-based application

⁷ Planning Agenda Item #7: Evaluation of Planning Processes

⁸ Planning Agenda Item #9: Program Improvement Based on Analysis of Learning Outcomes

that, like CurricUNET, uses ColdFusion) into the CurricUNET Program Review module. This integration will increase the visibility of program goals and facilitate updating and tracking.⁹

Additionally, as noted under Standard I, the college's commitment to integrating SLO assessment, tracking, and reporting into Seaport (the college's course management system), will facilitate college-wide reporting of learning outcomes. During the first phase in Fall Semester 2009, all instructors were asked to document learning outcomes in the newly added SLO Progress Notes section that has been incorporated into the Seaport grade book. Data will be aggregated for discussion at the department level so that plans and recommendations can be developed, implemented, and/or forwarded to the appropriate dean, wing, or planning group.¹⁰

In addition to being shared with internal planning and budgeting groups, the learning outcomes data emerging from the Seaport-based assessment and tracking system combined with subsequent department dialog will be shared with appropriate industry/community advisory committees. Although industry representatives were surveyed regarding desirable learning outcomes during our early SLO development work, numerous changes in management within our Career and Technical Education (CTE) Division between 2003 and 2007 impacted on the division's ability to strengthen advisory committees and advance the college's relationship with industry. Since the current CTE Dean came on board in mid 2007, Coastline's CTE programs have been strengthened, new programs have been developed, department chairs have been added to champion and guide programs, additional full-time faculty positions have been sought, and industry relations have been revitalized—all of which are contributing to increased dialog with industry. All CTE programs now hold at least one advisory meeting a year to learn more about industry needs. For the past two years, CTE has focused on ensuring that its programs meet industry standards and on ensuring that CTE programs are supplying a well-trained workforce for our communities. In addition, the CTE Division and Department Chairs have coordinated efforts to support faculty in relating instruction to the needs of the community and to assist in the determination of specific performance outcomes (knowledge, skills, attitudes, and so forth) appropriate to the completers of the programs. As the assessment of course-level learning outcomes is expanded during 2009-10, CTE will be working concurrently with its advisory committees to ensure that identified program-level outcomes are reviewed and refined on a regular basis and that overall program review data—now available online—is regularly shared with advisory committees. As with all other programs at the college, CTE expects to be at the sustainability level for SLOs by 2011—a level that will include regular, ongoing dialog with industry representatives about learning outcomes.¹¹

In addition to direct measurement of student learning outcomes, since 2007-08, CTE programs have focused renewed attention on indirect measures of program effectiveness, including core indicators related to completion and success rates, persistence and transfer, placement, and equity in nontraditional employment. The CTE Dean shares relevant data with the division's Department Chairs,

⁹ Planning Agenda Item #11: Updating and Tracking Progress on Goals

¹⁰ Planning Agenda Item #20: SLO Assessment Strategies

¹¹ Planning Agenda Items #13 and 18: Advisory Committee Input re: SLOs and Reporting to Advisory Committees

faculty, and advisory committees, using the data to stimulate dialog and generate plans and recommendations for the division.¹²

Student access, enrollment, and success data is further used not only within the CTE Division but in all academic programs to inform curriculum development and scheduling. Many of Coastline's CTE programs have, in the past, been quite small. This combined with the college's geographically distributed learning environment has presented challenges in the scheduling of certificate and degree sequences of courses. Revitalized CTE programs, new programs, and strengthened contacts with industry, however, are resulting in significantly stronger enrollments in CTE (e.g., an 82% two-year growth in business and over 200% two-year growth in accounting)—all of which are giving the division greater flexibility in scheduling and the ability to ensure that students can complete certificate and transfer requirements in a timely manner.¹³

Further supporting the college's attention to student-centered scheduling has been the development of well-planned timelines for the development and production of both the college catalog and the class schedules. The Graphics and Publications team works closely with both Instruction and Student Services in timeline development to ensure that deadlines and planned distribution dates meet everyone's needs.¹⁴

The availability of general education courses through distance delivery modalities has always been one of Coastline's great strengths. To increase the availability of site-based general education courses and better support students at convenient locations throughout our district, the college developed and implemented new scheduling options in 2009 that include multisite delivery whereby a course originates from one of our community-based learning centers and is delivered via videoconference to students at one or more of our remote centers. This cost-effective delivery increases student-to-faculty contact and supports scheduling and sequencing of degree-required classes at locations that meet student needs.¹⁵

This use of distance delivery technologies to support site-based instruction is representative of the college's ongoing evaluation of systems and processes. And, though distance learning is particularly strong at Coastline—or, perhaps because it *is* so robust—the college maintains a strong focus on its distance learning infrastructure, engaging in collaboration with many constituency groups and stakeholders. Most recently, the Distance Learning Committee reviewed and revised its mandate to place an increased emphasis on student success, retention, and evaluation of resources to support students and instructors.

Coastline's commitment to supporting students and faculty is evident in other areas, too. In the course of conducting the Distance Learning Program's comprehensive program review, the program identified the need to focus additional attention on instructional quality. During 2008-09, with support from a

¹² Planning Agenda Item #12: Use of Graduate and Alumni Data

¹³ Planning Agenda Item #14: Course Sequencing to Support Success

¹⁴ Planning Agenda Item #21: Timely Production of Time-Sensitive Publications

¹⁵ Planning Agenda Item #14: Course Sequencing to Support Success

Master Plan Initiative grant and from the Academic Senate, an interdisciplinary faculty team undertook an Academic Quality Project and designed rubrics identifying quality standards not only for online classes and telecourses but also for classroom-based courses. The resulting standards have been widely shared at the college's annual Summer Technology Training Institute in 2009, at department meetings, at the Academic Senate, and at the college's Fall Semester 2009 All-College Meeting. The standards were also the featured topic at the Fall Semester 2009 Distance Learning Faculty Meeting—a regular meeting held with all distance learning faculty at the beginning of each primary term to foster collaboration on instructional strategies, support professional development, share data about student success and retention rates, and facilitate department-wide dialog and recommendations about new directions and needed resources and support for current or planned initiatives. Past faculty input has resulted in some recent enhancements to the Seaport course management system, including addition of an integrated assessment tool that allows instructors to administer online exams while also following the best practices agreed upon by leaders in Distance Education (e.g., Western Consortium of Education Technology).¹⁶ Other enhanced support services for faculty include the remodeling of the Distance Learning Department to provide faculty with expanded access to computers and technology for development of audio and video learning objects, web conferencing, and online research. The remodeled facility also includes private offices for one-on-one or small-group meetings with students or among faculty members. The success of Coastline's commitment to instructional quality and to a strong distance learning infrastructure is evident in distance learning student success and retention rates at Coastline that are consistently higher than the statewide average and in the fact that, even with declining State funding, the college has been able to offer 46 additional distance learning sections over the past two years, including the first-time distance delivery of 34 courses from 15 different disciplines.¹⁷

One specific area identified in our planning agenda for instructional programs remains a challenge: Revision of the Student Opinion of Instruction form, which is contractually negotiated. Informal discussion has occurred at the District level as well as at the college regarding the development of a form used for student evaluation that would be neutral to modality of instruction. However, the District and the faculty bargaining unit agreed in Spring 2008 to roll over the contract in its entirety without making modifications to this form. The faculty bargaining unit for full-time faculty has, however, initiated a Memorandum of Understanding to revise the form used in the evaluation of full-time faculty members, and faculty at Coastline are proactively addressing the student feedback component by drafting proposed changes to the Survey of Student Opinion of Teaching form.¹⁸

¹⁶ Planning Agenda Item #20: SLO Assessment Strategies

¹⁷ Planning Agenda Item #15: Distance Learning Infrastructure and Support

¹⁸ Planning Agenda Item #8: Delivery-Mode Neutral Evaluation Forms

Student Services

In developing the planning agenda for Student Services, the college identified as priorities the design and implementation of processes to increase student awareness of and access through both site-based and technology-facilitated services, support, and communication.

Over the past two years, Student Services has worked to increase student awareness by strengthening and/or implementing a number of processes, including regular telephone follow-up with students, point-of-contact surveys, regularly scheduled classrooms presentations by counselors, and introduction of “informational screens”—electronic screens located at the College Center and two learning centers to promote programs, certificates, and services. The college’s current Early Alert Program is in the process of being revamped and is expected to be implemented in Spring 2010. In addition, workshops and roundtable discussions have been conducted to foster communication and collaboration, and mechanisms were developed and implemented to communicate with students about the various services available to them through use of technology, print materials, and face-to-face presentations.¹⁹

In addition, specific Student Services units, such as EOPS and Special Programs and Services for the Disabled, have updated department and program brochures to ensure that students are informed about health services, financial assistance, specialized counseling, and support services for students with disabilities.²⁰

Enhancements to the college website and the addition of technology-based tools have also increased the college’s ability to inform and serve students. The college now offers eAdvising, online “Ask Me” questions/answers, online appointments, counseling eChat, Help Desk Live Chat and Knowledgebase, an online orientation, eTransfer Connection, RingClear reminders (automated phone messages), web-based point-of-contact surveys, 45+ Project, Student Life (using ConnectPro for webconferencing), and introduction of the college’s virtual campus in Second Life.²¹

Student Services units consistently encourage and assist students in accessing web-based information and ensure the availability of computers for student use in Admissions and Records and within specific Student Services offices.

Financial Aid has been particularly aggressive and successful in integrating the use of technology tools into the delivery of services:

- Students are encouraged to apply for federal aid through the web-based FAFSA (Free Application for Federal Student Aid). The percentage of online applicants went from 86.61% in 2005-06, to 92.07% by 2007-08, and, as of mid-fall 2009, reached 96.9% for the 2009-10 school year.

¹⁹ Planning Agenda Item #22: Processes to Support Student Access and Success

²⁰ Planning Agenda Item #23: Strategies to Increase Student Awareness of Services

²¹ Planning Agenda Items #24 and 25: Communication and Collaboration within Student Services and Communication Mechanisms

- Since the 2008-09 school year, 100% of the Board of Governors Fee Waiver applications are processed electronically, with a conversion interface for those students without online access. In 2008-09, more than 13,000 students qualified for free enrollment.
- One hundred percent of the loan counseling instruction, entrance and exit testing, and school notifications from the loan guarantor are handled electronically. Almost 400 students received a total of \$1,334,892 through this method.
- By Spring Semester 2008, 100% of all funds disbursed to students became available via direct deposit or a re-loadable debit card with \$3,994,607 delivered in 1,647 awards.
- Concerted efforts to use online, telephone, email, and fax methods to communicate with students have reduced office visits (verified by sign-in sheet name and student ID) from 7,833 in 2002-03 to 3,604 in 2008-09, while at the same time total aid and numbers served have increased approximately 30% annually.

Of course, proper disbursement of state and federal funds will only be secure if all staff are updated and trained. Coastline's Financial Aid staff members at all levels have participated in online webinars addressing the many changes in regulations and the impact on other programs at the college. PowerPoint presentations and other digital materials have provided handy reference and been an effective way to communicate with other divisions affected.²²

Concurrent with development and implementation of specific student services has been the implementation of the Voyager Banner Student System, a District-wide initiative implemented in 2007-08. Numerous *Continuous Quality Improvement Teams* (CIT) were organized by the District to coordinate shared activities at the District level as well as within in each college. To improve coordination and integration of these efforts at Coastline, a special multidisciplinary work group was established—*MyCCC/Voyager Implementation & Integration Work Group*. This group serves as a clearinghouse to identify and resolve system problems and find opportunities to improve support and services to students, faculty, and staff using cross-disciplinary and cross-departmental solutions. The work group initially met once each week to respond in a timely manner to all issues, whether large or small. Following the successful launch of the Banner Student System, meetings have changed to biweekly and/or monthly as needed. Some of the key issues addressed and resolved by the work group included help in planning and implementing training, troubleshooting and resolving communication gaps and technical problems, making recommendations regarding procedures and policies, establishing electronic Help Systems for students, faculty, and staff, and prioritizing and coordinating the acquisition and implementation of related systems. The work group also provides an important cross-disciplinary forum to make sure that all problems or issues are promptly addressed and that it is clear as to who is responsible and what action will be taken.

The District launched its SunGard Banner (Voyager) initiative in 2006, when it went live with Finance and Human Resources in June and December, respectively. Banner Self-Service and Student Systems were

²² Planning Agenda Item #22: Processes to Support Student Access and Success

launched in 2007 concurrent with Luminis portal (MyCCC at Coastline). In Spring 2008, the first term following full implementation of Banner, 52,045 students successfully completed at least one course Districtwide. In Summer 2008, 25,732 students successfully completed at least one course. By all accounts, Banner implementation was a success. Minor and major glitches have been rapidly resolved with minimal downtime experienced.²³

Library and Learning Resources

Given Coastline's distributed learning environment and the large percentage of students served both through apportionment-generating classes and contract education, the college has a special interest in and need for ensuring that library and learning resources are accessible to students regardless of their proximity to the college's physical facilities or the delivery mode in which they are taking classes. During the self-study, the college identified plans to address access to the Virtual Library, improvement of resources, and ongoing evaluation of the extent to which the library supports overall student learning outcomes. The 2007 Accreditation Visiting Team placed further emphasis on library resources with a recommendation²⁴ for the college to address quantity, currency, depth, and variety as well as access and library funding. Through coordinated planning and budgeting efforts, the college has successfully addressed the Visiting Team's recommendation by enhancing library resources and funding. (Please see the detailed response to Recommendation #2 for more information.)

In February, 2009, the college achieved its goal of implementing a simple, straightforward login procedure for access to the Virtual Library. Students and faculty can now access all resources through a single sign-in process (rather than unique passwords for each database or holding), and all indications are that the system is working well.²⁵

Development of additional promotional and training materials was delayed while the Virtual Library's navigation, appearance, access, and content were being redesigned and enhanced; however, development is now underway, with plans to release materials as they become available throughout 2010. Also under development are student and faculty surveys, planned for deployment in Spring Semester 2010, to identify demand for additional subject-specific databases and resources.²⁶

The college is also in the process of evaluating the extent to which library and learning resources are supporting student learning outcomes. To help pinpoint specific areas of the college curriculum that address the college's core degree-level outcome related to information competency, the college has revised its course outline (effective 2009) to require designation of core learning outcomes addressed by each course. Additionally, the Office of Instructional Research has drafted and will be deploying a survey in Spring Semester 2010 that will ask all instructors to identify the core degree-level learning outcomes that they address in their courses (e.g., teach and require, require but don't teach, neither teach nor

²³ Planning Agenda Item #26: Voyager Banner Implementation

²⁴ Recommendation #2: Library and Learning Resources

²⁵ Planning Agenda Item #29: Virtual Library Login

²⁶ Planning Agenda Item #27: Virtual Library Promotion and Training

require). Responses related to information competency will be particularly useful in identifying not only the academic disciplines presently targeting this outcome but also those areas in which the library might proactively support inclusion of activities to support the outcome.²⁷

Concurrent with these activities, the core Program Review faculty survey questions have been modified to include questions relative to the instructor's use of the Virtual Library and to identify reasons the instructor may not be using the library to support instruction and learning.²⁸

Standard III: Resources

Human Resources

The college planning agenda related to human resources includes development of a long-range staffing plan, revision of forms and processes for faculty and student evaluation, development of a professional code of ethics, and tools for evaluating the effectiveness of equity and diversity policies and practices.

The college has successfully completed development of a long-range staffing plan (outlined in detail in the February 2009 Progress Report response to Recommendation #3).²⁹

Although the college has participated in discussions and advanced recommendations related to forms and processes for faculty evaluation and student evaluation of instruction (identified in the contract as "student opinion of instruction"), as noted in Standard II, these are contractually negotiated issues. The rollover of the faculty contract in its entirety in Spring 2008 occurred without resolution on these issues. Based, however, on a recent Memorandum of Understanding advanced by the bargaining unit for full-time faculty to modify the form used to evaluate full-time faculty, the college is optimistic that an MOU can also be accomplished to address the Survey of Student Opinion of Teaching³⁰

As of October, 2009, the college code of ethics is on hold. To fully align the Coastline Code of Ethics with the District standards and policies, the college is waiting for the completion of the District's Code of Ethics, Procedures, and Policies, which are in the final stages of development and approval. The District Code of Ethics task force is made up of faculty, classified, and management representatives from each of the three colleges. The discussions and points that are being presented at the District will provide the starting point for the discussions at Coastline. Since foundational discussions are already taking place amongst the constituency groups, local discussions should be swift but should also have the effect of increasing awareness of ethical issues throughout the college.³¹

²⁷ Planning Agenda Item #28: Virtual Library Content Needs Assessment

²⁸ Planning Agenda Item #31: Program Review Related to Library Use

²⁹ Planning Agenda Item #32: Long-Term Staffing Plan

³⁰ Planning Agenda Items #33, 34, and 35: Delivery-Mode Neutral Evaluation Forms; Enhanced Evaluation Forms; and Training for Conducting Evaluations

³¹ Planning Agenda Item #36: College Code of Professional Ethics

The Staff Diversity Committee has not as yet addressed specific ways to measure the effectiveness of the college's equity and diversity policies and practices. For many years, however, the college's Program Review process has included questions on the faculty and student surveys about the extent to which respondents believe that the program or instructors are meeting the needs of culturally-diverse students and of nontraditional students (e.g., working adults and older students, among others). Across all programs, the responses are overwhelmingly favorable, with student satisfaction typically at the 97-98% level.³²

Physical Resources

The college identified five plans related to physical resources and has made excellent progress in addressing these needs.

Specifically, the Facilities Committee reviewed the remaining projects planned for Coastline in the original Measure C Bond in the fall of 2007 and recommended that the college move the south district learning center project to the top priority for the remaining approximately \$29 million left in our share of the bond. This geographic choice was strategically chosen as a component of our Facilities Master Plan to best serve our overall District community. Just under four acres of land in the city of Newport Beach have been purchased by the District to accommodate the planned learning center. Planning with the architect is underway, with a target date for the grand opening of the center in late spring 2012.³³

The remaining projects from the original Measure C Bond list for Coastline will be postponed pending new funding and an updated Facilities Master Plan to be developed by the college and District.³⁴ (#39 and #40) The Facilities Committee will begin reviewing the college's Facilities Master Plan in 2009-10 to make a recommendation for updating the Plan. Once an updated Facilities Master Plan has been adopted by the college (projected for spring or fall, 2010), the MPBC will schedule an annual report from the Facilities Committee to coordinate and confirm support of institutional goals in terms of the capital plans contained in the Facilities Master Plan.³⁵

To improve coordination of maintenance, repairs, and cleaning, the Maintenance and Operations Department (M&O) has fully implemented an electronic service request form system accessible online by all college departments. M&O reviews the requests on a daily basis to coordinate and prioritize the maintenance, repairs, and cleaning to be scheduled. The system also allows for follow-up tracking and feedback from the departments to ensure satisfactory results. The M&O administrative assistant coordinates communication and verification of work status between the maintenance/custodial staff and the various college departments, deans, and site facilitators.³⁶

³² Planning Agenda Item #38: Effectiveness of Equity and Diversity Policies and Practices

³³ Planning Agenda Item #39: Review and Modification of G.O. Bond Priorities

³⁴ Planning Agenda Items #39 and 40: Review and Modification of G.O. Bond Priorities and Implementation of Facilities Master Plan

³⁵ Planning Agenda Item #42: Review of Capital Plans

³⁶ Planning Agenda Item #41: Coordination of Maintenance, Repair, Cleaning, and Site Inspections

The Administrative Services Department made initial progress on developing a sustainable Departmental Services Review (DSR) process in 2007-08. Training was provided to Administrative Services managers and staff to develop DSR tools such as questionnaires, rubrics, and survey techniques. Since initial training was provided, the departments have had difficulty in sustaining a consistent practice of collecting relevant data to complete regular DSRs. The Vice President of Administrative Services has identified the revitalization and completion of the DSR cycle as a 2009-10 priority for staff and managers within his wing. Refresher DSR training for all staff is planned, and progress on DSR implementation will be a key indicator when measuring the performance of Administrative Services and its managers for 2009-10.³⁷

Technology Resources

Student surveys conducted in 2005 as part of the college's self study indicated "that only 58% of students attending on-site classes believe that computers are available on campus..." and the college included a plan to investigate this low level of awareness. Since the time of the student survey, a number of changes have occurred at the college: A new learning center with enhanced computer resources was opened in Westminster, computer resources were expanded at the College Center and each of the three major learning centers to include computers for student use in the lobby of each facility, and the number and quality of computer lab resources were expanded at the learning centers. Program Review surveys routinely ask students about their satisfaction with resources, and responses across disciplines indicate an insignificant level of dissatisfaction in this area.³⁸

The college continues, however, to take steps to ensure that it is meeting the technology needs of both students and faculty. In addition to ongoing needs assessment and planning through the college's Technology Committee, special attention is paid to technology resources by the Career and Technical Education Division, which regularly asks faculty to identify both hardware and software needs so that they can work with the Computer Services Department, prioritize the allocation of available CTE/vocational funding, and communicate requests for ongoing and supplementary budget allocations through the wing and to the college Mission, Plan, and Budget Committee.³⁹

As noted under Standard I, the college is in the process of integrating student learning outcomes assessment and tracking into the Seaport course management system, with Phase I implemented in Fall 2009 and Phase II planned for 2010. Over the past two years, Seaport designers have made a number of improvements to the learning management system, including refinements to the testing component, better tracking of student performance, and some programming adjustments for better background speed of data interchange. Two requested additions from faculty, the ability to provide targeted announcements and the ability to add scores directly into the discussion forums, are currently in beta testing, with expected general deployment for the Spring 2010 academic term. Discussion has also

³⁷ Planning Agenda Item #43: Analysis through Departmental Services Review of Physical Resource Allocation Decisions

³⁸ Planning Agenda Item #44: Analysis of Student Knowledge of Computer Resources

³⁹ Planning Agenda Item #45: Identification of Needed Instructional Technology Resources

occurred about the possible widespread use of Seaport within the District. Further demonstrations to our sister colleges and analysis of the efficacy of this deployment is ongoing. A target date of approximately one year (2010-11) was identified for making a decision about adoption on a wider scale.⁴⁰

The use of technology is particularly essential to Coastline's success, and the college invests considerable effort and resources to support the effective use of technology to support learning. These efforts are spearheaded by the college's Technology Committee and the college's Center for Instructional Systems Development.

The Technology Committee has developed a comprehensive charter with the advice and consent of the College Council and College Cabinet. Under this charter, the committee has implemented a series of initiatives in collaboration with the Center for Instructional Systems Development and Distance Learning Committee to provide information and specific training to college staff and faculty regarding new and emerging technologies. In addition, the Committee has worked closely with the Computer Services Department, CISD, and other departments to recommend new initiatives (i.e., mini-grants for new instructional technology) and acquisition of new systems, equipment, and services through the MP&B *Budget Development Process* and college's *Master Planning Initiative*.

Specific examples of successful initiatives include the *Summer Technology Institute* and *Brown Bag Lecture Series*. Begun in 2005, the Summer Institute has been an overwhelming success. Not only has it served as a venue to introduce faculty and staff to new ideas and emerging learning technologies, but it has served as a forum to implement and train faculty and staff in the use and application of new systems and procedures. The Summer Institute was instrumental in the Voyager implementation process. Sessions offered at the institute have progressively expanded faculty and staff skills and competencies in many critical areas, including authentic assessment, use of intellectual property, rubric-based assessment, design, and application of student learning outcomes, and design and creation of courses using Seaport, Coastline's learning management system. A wide range of sessions are offered each year that address the specific needs of faculty and classified staff as well as strategic and college initiatives.

The Brown Bag Lecture Series has established a venue where new concepts, teaching practices, and/or new technology can be shared with all staff and faculty. Although offered in a face-to-face environment, the sessions are also distributed synchronously and asynchronously using advanced lecture-capture and podcasting technology.

Another critical initiative, long advocated and recommended by the committee, was approved for funding last fiscal year: the development of a comprehensive strategic technology master plan and ongoing continuous improvement planning process. As envisioned, the plan would clearly articulate how Coastline could and should leverage technology to enhance its future. It is clearly understood and accepted at Coastline that technology must continue to play a pivotal role in fulfilling its mission and

⁴⁰ Planning Agenda Item #46: Strengthening of Seaport

strategic priorities over the next five years and into the future. This is not new for Coastline, but the competition from other institutions of like mind has reached a level and sophistication few could have predicted, and most would have believed impossible, five or ten years ago. The committee agrees that the challenge for learning, teaching, and information technology at Coastline is to develop and implement new and creative approaches to sustain academic programs and administrative operations commensurate with, or beyond, the capacity of the competition. Also agreed is that this will not be easy, since state-of-the-art infrastructures and the ability to support and facilitate diverse and progressive learning environments have become ubiquitous. Despite this understanding and the critical need for the plan as quickly as possible, budget limitations prevented the Technology Committee from moving ahead with its proposed initiative during the 2008-09 fiscal year. As an alternative, Coastline's College Council has asked the committee to move ahead with the development of a Technology Master Plan using internal resources. Although it is understood and accepted that the effort will need to be phased in over a two to three-year period, the college recognizes that failure to be proactive, innovative, and truly creative in the consideration and application of new and emerging technology will undoubtedly create a void others will fill.⁴¹

Based on this, the Vice President for Administrative Services has begun working with the Dean of Learning Technology Innovation and Support to assist the Technology Committee in creating a structure for designing and implementing an updated technology master plan for the college.

The first step in the process will be to create a coordinated and comprehensive document describing the status of all current technology within the college. This summary is being gathered as a reference point in preparation for the shared strategic planning process to recommend future directions for the college through 2015 and beyond. The initial draft will be prepared through gathering information from a variety of technology bases within the college. Various wings, units, and certain areas of technology concentration will be included. While not intended as a completely definitive document, this summary will capture the essence of our current technology status. We expect this will allow the strategic planning process to better proceed with development of a renewed Technology Master Plan in support of the college, faculty, staff, and the students.

The list of pockets and bases of technology to be gathered is fairly extensive. To successfully document current technology applications from such a wide variety of places within the college, individual task force groups, led by members of the Technology Committee, will take responsibility for securing the needed data/information. A standardized form will be used to collect the responses from all departments and individuals. Technology inquiries will include identification of status, relevant history, immediate project plans, and medium to long-range analysis and/or plans for the technology.

Once all survey data has been gathered and compiled, the document will be reviewed and edited by consensus of the Technology Committee. The semi-final draft will be vetted to all college constituencies (Academic Senate, Classified Council, Management Team, and Student Advisory Council) and returned

⁴¹ Planning Agenda Item #49: Technology Planning Process

to the Technology Committee. This phase is targeted to be completed by the end of the Spring 2010 semester.

When the Technology Committee reconvenes in September of 2010, they will use the college technology status document as a reference point to begin drafting the updated Coastline Technology Master Plan. At that point, the committee will also have access to the updated Strategic Master Plan and Initiatives developed in Spring 2010. The goals and initiatives identified in the new College Master Plan will provide the basis for determining which technology initiatives are adopted in the Technology Master Plan.

The college administration has acknowledged that there are many areas of intensive technology development happening around the college, yet there is a deficiency in overall coordination and communication of these efforts in technology. It is clear that the first step of developing a “current status report” in technology is critical to moving forward with asking the Technology Committee to update the Technology Master Plan in the fall of 2010.

Financial Resources

Budget Management

The management of financial resources presents some especially difficult challenges for California community colleges given the State of California’s current budget difficulties and projections for continued budget shortfalls over the next two, three, or more years. The Coast Community College District, however, entered the 2009-10 academic year with a substantial reserve and has initiated and continues to engage in collaborative, constituency and District-wide dialog to identify and implement budget management strategies that will maximize, to the greatest extent possible, our ability to meet the needs of our students.

Coastline Community College enters these difficult fiscal times not only with strong support from the District but also with a foundation of sound fiscal management and a strong base of external and ancillary funding.

Coastline’s Mission, Plan, and Budget Committee (MPBC) has fully integrated “college-fixed costs” as the top funding priority.

Due to the unstable nature of state funding, no set percentage has been established for the college’s total budget among general, categorical, and ancillary surplus funds. In evaluating the availability of ancillary funds, the Administrative Services wing first meets with Contract Education to determine the amount of Contract Education funds to be reinvested into the program for continued growth and vitality. Contract Education initially covers their operational budget and then remaining surplus funds are absorbed into the college’s ending balance for distribution.⁴²

⁴² Planning Agenda Item #56: Reinvestment and Redistribution of Contract Education Funds

In 2006, the college's Self-Study Team identified two Planning Agenda Items related to strategies and formulas for balancing the use of General Fund and ancillary revenues. Due to the current state budget crisis, however, the President's Cabinet has recommended deferring establishment of any specific formulas while the state's budget and funding for community colleges remains so volatile. President's Cabinet, along with the Mission, Plan, and Budget Committee will continue to monitor available revenues to ensure that funds are used to effectively meet the college's current and anticipated needs.⁴³

MPBC does not predetermine the allocation of ancillary surplus funds for any expenses of the college, but rather MPBC through its Financial Task Force requests that the college wings submit budget development worksheets showing their entire list of budget requests. Requests for allocations from ancillary funds (primarily Contract Education) are formally reviewed and disbursed on an annual basis according to priorities submitted by departments and adopted by the full MPBC. The predictable financial obligations for instructional and non-instructional equipment replacement, including technology equipment regularly come through in the budget requests from the Office of Instruction and Administrative Services.⁴⁴

Coastline Community College has a budget development process in place to ensure opportunity for input by all appropriate staff. Budget development and oversight is handled with assistance from the Fiscal Services Department.

The budget development process is as follows:

1. The college conducts a "town hall" where everyone is invited to address the Mission, Plan, and Budget Committee (MPBC) for five minutes about their budget concerns. Those unable or not wanting to address the MPBC directly are invited to email their concerns to the co-chairs, who then read the emails at the "town hall."
2. The MPBC holds a second "town hall" on the budget development process, which demystifies many issues surrounding state funding and the development of the District budget.
3. The Vice President of Administrative Services and the other vice presidents detail the schedule for developing their budget recommendations to the MPBC.
4. Through all of March and early April, department chairs meet with their faculty or employees to discuss budget recommendations to their deans and managers.
5. By mid-April, the managers and deans meet with their vice presidents to discuss recommendations to be presented to the MPBC.

⁴³ Planning Agenda Items #70 and 71: General Fund and Ancillary Funding and Allocation Strategies

⁴⁴ Planning Agenda Item #50: Strategy for Funding Predictable Financial Obligations

6. The MPBC hears the budget proposals from Administrative Services and the President's Office and one week later the Office of Instruction and Student Services makes their presentations to the MPBC.
7. The MPBC's Financial Task Force (FTF) meets to review the budget presentations from all of the wings. They develop several recommendations for college budget adjustments up or down, approve general fund budget recommendations, and make recommendations for the release of some ending balance funds for essential expenditures.
8. The full MPBC discusses and passes budget recommendations to the President at its last meeting of the fiscal year.
9. The MPBC co-chairs formally submit the committee's recommendations to the President.
10. As a matter of practice, the President shares the final recommendations with the College Council.⁴⁵

Since July 1, 2006, with the newly implemented system, financial data and reports have been readily provided to the college's Mission, Plan, and Budget Committee and to the Financial Task Force throughout the year as requested. In addition, numerous financial reports are also provided to the wing leaders to assist them with daily operational decision making, ranging from revenue projection to budget development to expenditure tracking. To ensure the integrity and reliability of the data and reports, a monthly Banner/Finance team meeting has been established to create a forum and opportunity for the campus representatives from all three colleges and the district office to share with each other any findings or challenges that have arisen as the system is being fully utilized.⁴⁶ Financial data and reports are presented, validated, and audited by the external auditors semiannually, at both the preliminary audit and year-end audit engagement. There have not been any material findings presented by the external auditors since the implementation of the system.⁴⁷

Supporting access to financial data has been the Center for Instructional Systems Development (CISD), which, working in collaboration with the Office of Instruction, the Academic Senate, Administrative Services, and other college constituencies, developed and launched an ongoing comprehensive training initiative. This initiative provided and continues to provide beginning, intermediate, and advanced training to staff and faculty in the operation, use, and application of Banner (Human Resources, Personnel, Self Service) and Luminis, the key Voyager systems components. Complementary and equally critical to this initiative, collateral training and support was provided to all faculty and staff in the use and application of Seaport (CCC's internally developed learning management system) in conjunction with Banner and Luminis (Voyager). These initiatives required the development of both face-to-face and self-paced training options as well as a range of collateral training materials for faculty and staff unable

⁴⁵ Planning Agenda Item #53: Budget Development Processes

⁴⁶ Planning Agenda Item #72: Review of Banner Financial System

⁴⁷ Planning Agenda Item #73: Audits of Financial Systems and Integrity

to attend scheduled training. Training opportunities were offered at varying times, day, evening, weekends, as well as face-to-face, online, and self-paced. To assist in providing training, encourage full participation, and provide help whenever and wherever needed, faculty mentors and staff facilitators were selected and specially trained to help all employees (faculty, classified staff, and managers).⁴⁸

Critical to Coastline's strong fiscal position and the financial flexibility of the college has been the work of Contract Education, the Foundation, and the College Bookstore.

Contract Education

The Office of Contract Education continues to expand its program involvement with the development of new contracts and programs. Most recently, the department has entered into a new five-year contract with NCPACE, has implemented a new Air Force General Education Mobile (AF GEM) program, and is currently working in collaboration with the Army on a new Enlisted Degree Program. Participation by Coastline's Dean of Military and Contract Education Programs in several Army Advisory Committees has resulted in a 119% increase in Army enrollments since 2005-06. Air Force and Coast Guard enrollments are also both up by over 200% for the same time period. Although Navy enrollments remain strong and, in fact, have increased by almost 50%, increased enrollments resulting from contracts with these other branches of the service are accomplishing the department's goal of lessening the college's reliance on a single contract.⁴⁹

The department has developed and/or added 23 courses to the college's Military Education Program, has expanded the number of PDA-delivered courses⁵⁰ (#64), and is currently working with the various academic departments on the expansion of certificate and degree options⁵¹ (#67) and with the Speech Department in the development of the college's first online speech courses for use in the Military Program.⁵² Plans to establish mini-campus at military installations to provide traditional classroom-based instruction have not been implemented because of State regulations that preclude hiring of out-of-state faculty—a restriction that is apparently based on the complexities of out-of-state tax processing and withholding. Instead, the department is investigating distance learning/blended learning solutions.⁵³ The department has been successful, however, in its goal to establish College Board-approved National Test Centers at military installations and now has five centers in operation.⁵⁴

In addition to the college's Military Program, the Contract Education Department continues to expand its community-based initiatives. In October, 2009, the department responded to a Boeing Request for Proposals (RFP) for inclusion in their reorganized Boeing Alliance. If selected as a partner, the college would anticipate using contract education (rather than in-state/out-of-state tuition) to deliver credit-

⁴⁸ Planning Agenda Item #54: Training and Access to Banner/Voyager Financial Reports

⁴⁹ Planning Agenda Item #63: Expanded Contract Education Courses and Programs

⁵⁰ Planning Agenda Item #64: PDA-Delivered Courses

⁵¹ Planning Agenda Item #67: Support for Program Growth

⁵² Planning Agenda Item #62: Expanded Contract Education Courses and Programs

⁵³ Planning Agenda Item #65: Mini-Campuses on Military Bases

⁵⁴ Planning Agenda Item #66: College Board and National Test Centers

bearing degree programs worldwide to Boeing employees.⁵⁵ The college's Dale Carnegie Program is dependent upon the Boeing partnership. If Coastline is selected as a partner in the new Boeing Alliance, we would expect to see increased participation in this program.⁵⁶

In 2009, the college received a federal Technology-Based Learning Grant to develop a virtual English-as-a-Second Language Program for Nurses. Partners include Fountain Valley Hospital and Saint Joseph's Hospital, along with the Orange County Workforce Initiative Board.⁵⁷)

Most noteworthy are the successful contract education programs underway in our local community to provide ESL instruction to employees of local businesses, including SureFire, LLC and Kingston Technology, both of which have corporate headquarters in Fountain Valley, the city in which Coastline's College Center is located. The clients are extremely pleased with the program and continue to extend their agreements. The Chief Operating Officer (COO) of SureFire accepted our invitation to join our Foundation Board as a result of our successful relationship.

Coastline Community College Foundation

The college Foundation continues to build its Board of Directors with supportive leaders from our community, local businesses, and corporations and to expand its fundraising capabilities and endowment.

Major and annual corporate gifts continue to be pursued. Recent donations have included \$32,500 for Coastline's Early College High School Program and \$15,000 the Credits for College Program. An Alumni Program has been established reconnecting potential donors, past and present students, to the college, and new annual fundraising events have been introduced including the new "Cooking for Scholars" culinary event and the second year of "Strikes 4 Scholars," a bowling event that was well attended and very successful in its kick-off year (2008).⁵⁸

In addition to ongoing fundraising efforts, the Foundation accomplished its goal of establishing a \$1.5 million endowment. A total of \$263,756 (\$259,647 from the endowment campaign and \$4,109 from year one of Strikes 4 Scholars) was invested with the Osher Foundation to be matched 50 cents to the dollar and will be used to endow scholarships for Coastline students for generations to come.⁵⁹

College Bookstore

Planning agenda items related to the Bookstore, which is another source of ancillary funds for the college, focused on management systems and enhancement of revenue streams.

During the 2004-05 fiscal year, the Coastline Bookstore changed bookstore management systems. One of the biggest changes was an integrated mail order system that eliminated the necessity of ringing mail

⁵⁵ Planning Agenda Item #68: Expansion of Credit/Non-Credit Community Programs (Boeing)

⁵⁶ Planning Agenda Item #69: Dale Carnegie Program for Aerospace Industry

⁵⁷ Planning Agenda Item #68: Expansion of Credit/Non-Credit Community Programs (ESL for Nurses)

⁵⁸ Planning Agenda Item #57: Expanded Fundraising Capabilities

⁵⁹ Planning Agenda Item #58: Increased Endowment Fund

orders through a register in order for inventory to be posted. Instead, orders are now processed within the system. Thus, the bookstore staff had to learn the proper way to perform inventory with the new management system. Then and since, the District Auditor gave the Coastline Bookstore kudos for the excellent way it conducts and reports its physical inventory.⁶⁰

Although budget constraints have limited some expansion efforts, the Bookstore has increased its merchandise offerings in recent years and has made merchandise available for sale on the Bookstore's website. Online offerings include a few novelty items such as our Undeclared at Football and Surf Team T-Shirts. Currently, the Undeclared T-Shirt is the Bookstore's number one bestseller. To further its marketing initiatives, the Bookstore has established a link on the Military Program's website to provide access to Coastline-imprinted merchandise. Budget cuts, however, are likely to limit the Bookstore's ability to attend the college bookstore industry trade shows even though this is the prime resource for show offerings and discounts on products that the Bookstore can sell to students.⁶¹

Standard IV: Leadership and Governance

Among the college's plans to address Leadership and Governance standards was the addition of a full-time web master, accomplished in July, 2007,⁶² and continued, on-schedule implementation of Voyager.

Despite District-wide success in the implementation of Voyager, the work is ongoing, and constant effort is required to improve efficiencies and expand capabilities. Coastline's ongoing efforts include expanding integration of Seaport with Banner and Luminis so that grades, attendance, alerts, and student learning outcomes (SLOs) can be automatically generated and transferred to Banner or Luminis as appropriate. Efforts are also underway to add the ability to capture data automatically by scanning forms and/or allowing students to enter information directly into web-forms using Axiom. Incorporating more training, improved communication, and help tools also remains a high priority since many students, staff, and faculty are new to the system every semester.

Other key initiatives directly related to the success of Voyager include the expansion and continuous improvement of Seaport and collateral system interconnecting Seaport and new and emerging learning and communication systems to Voyager. These new systems will increasingly allow students, counselors, faculty, and staff to interact and share information, student services, and instruction anytime and anywhere synchronously and/or asynchronously.

The Office of Administrative Services/Computer Services and Center for Instructional Systems Development (CISD), in collaboration with the Distance Learning Committee, Technology Committee, and Coastline Webmaster, are working to select and upgrade systems. For example, hosting for all key web services originating from Coastline is in the process of being relocated to an off-site location where 24/7 support and services will be available. In addition, this off-site facility will provide uninterrupted

⁶⁰ Planning Agenda Item #59: Procedures for Bookstore Physical Inventory

⁶¹ Planning Agenda Items #60 and 61: Merchandise Options and Non-Text Sales

⁶² Planning Agenda Item #74: Hiring of Full-Time Webmaster

connectivity to the Internet and full emergency mirrored-support. As part of this upgrade, Seaport is in the process of being redesigned to take advantage of current versions of software and hardware systems. Seaport, which is now a mission-critical system, will finally be deployed with a fully redundant clustered production system for student-facing courses (used in the classroom and at a distance). Equally important, development staff and faculty will have increased access (24/7) to separate Seaport systems for design, development, and testing. No longer will it be necessary to develop, test, and host live courses on the same system.⁶³

A final plan under this standard addressed implementation of a clearly-identified Board policy for dealing with behavior that violates its code of conduct. A Code of Ethics for the Board of Trustees was approved in 2007. As mentioned under Standard III, the Vice Chancellor of Human Resources has been working during 2009-10 on a policy for a code of ethics for all staff. The college is participating in that process and will also use the resulting code as the basis for a college code of ethics.⁶⁴

Recommendations from the Accrediting Commission

Coastline received ten recommendations from the Accrediting Commission.

Recommendation 1

The team recommends that in the college's next review of its mission statement, it clarify the college's intended student population.

This standard has been met.

The Mission, Plan, and Budget Committee's (MPBC) Mission Review Task Force and the college's constituency groups spent substantial time during 2008 and 2009 on possible revisions to the mission statement in response to the Visiting Team's recommendation. The Task Force took under consideration a number of factors related to the overall mission of California Community Colleges and to Coastline's specific constituency.

The current legislative mandate for California's Community Colleges is to serve "all over 18 who are capable of profiting from the instruction offered" by these institutions.

Thus, the college retains both a reactive and proactive capacity to serve. Reactively, the college has served patients in the Fairview Developmental Center, those with acquired brain injuries, senior citizens, and those for whom English is a second or third language. Also, within the last five years, the college has been inundated with requests for higher education by the incarcerated in California's state prison system.

In addition to the traditional community college student and a large contingency of older and working adults, the college has proactively sought contracts and grants to serve active duty military personnel

⁶³ Planning Agenda Item #75: Implementation of Voyager Project

⁶⁴ Planning Agenda Item #77: Board Policy Related to Code of Ethics Violations

and their spouses stationed around the globe, as well as first-generation high school students through an Early College High School and Credits for College program offered on seven high school campuses. As an entrepreneurial opportunity to support the college's general fund, the college's Center for Instructional Systems Development designs and produces courseware leased by over 500 colleges in the United States and Canada. Coastline also sought and won the contract to operate the Orange County One-Stop Centers to serve the college's graduates and others unemployed or underemployed.

Based on this evidence the college could have added nontraditional students to its mission statement. The college also serves over 5,000 traditional students, thus the phrase traditional students could have been added, but this may not give the reader an accurate view that the college stands ready to serve those with needs for higher education, occupational training and rehabilitation services. Coastline targets not just a narrow section of the population, but all populations who can benefit.

After evaluating input from the 2008-09 Mission Review Task Force (MRTF), the college decided during that year to not revise the mission statement. In 2009-10, the Mission Review Task Force re-opened discussions about the mission statement and, with input from all college constituencies, took under consideration the addition of the words "traditional and nontraditional students" to the college mission statement. After careful review and extended dialog, the Mission, Plan, and Budget Committee voted at its November 19, 2009, meeting to approve the following amended mission statement:

Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom.

Recommendation 2

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

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

Recommendation 3

The team affirms the 2001 team's recommendation that the college develop a long-term staffing plan.

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

Recommendation 4

The team recommends that the district, in collaboration with the appropriate bargaining units, revise evaluation processes, including methods and instruments for surveying student opinions, to align with a

wider variety of instructional delivery methods and to facilitate meaningful feedback from distance education students.

Achievement of this standard is underway, and expectations are that the standard can be met before the conclusion of the Spring 2010 Semester.

Addressing this recommendation has been particularly challenging due to the logistics of the collective bargaining process. Although not yet accomplished in full, significant progress has been made.

In March, 2008, the Coast Community College Association—California Teachers Association, which represents part-time faculty, negotiated an extension of their contract which includes a section on the faculty evaluation process specific to the “Observation/Visitation to ‘Virtual’ Classroom.” This section outlines components of that evaluation and the nature of the access that the evaluator will have to the virtual classroom.

In February, 2010, the Coast Federation of Educators/American Federation of Teachers, which represents full-time faculty, proposed a Memorandum of Understanding that would modify the form used in the faculty evaluation process to specifically identify characteristics related to the distance learning environment. Faculty and administrators at Coastline are supportive of this initiative and working to expand the proposed agreement to include modifications to the Survey of Student Opinion of Teaching.

Recommendation 5

The team recommends that the cost of regularly replacing outdated computers and related technology be institutionalized in the college’s budget process rather than relying on one-time funding.

This standard has been met.

One-time funding, when available, is used only to advance the replacement schedule for outdated computers and related technology and to cover significant one-time expenditures, such as the college’s 2009-10 server virtualization and data/exchange archive project.

The college provides the Director of Computer Services with a fixed, annual General Fund budget allocation to replace the most outdated computers and related technology based on the known life cycle of computers and other related technology currently in circulation at the various learning centers and administrative offices. Since 2006-07, the overall fixed General Fund allocation for the college’s Computer Services Department has increased by 4.5 percent. During this same time period, Coastline has doubled its adopted General Fund budget for academic equipment and equipment technology. Given today’s availability of significantly more affordable computer systems, this budget increase actually represents a tripling in the college’s equipment buying power.

Recommendation 6

The team recommends that the Board develop a clearly defined policy for addressing board member behavior that violates its Code of Ethics. Additionally, it is recommended that the district develop a written code of professional ethics for all its personnel.

This standard has been met.

The Coast Community College District's "Code of Ethics for Members of the Board of Trustees" policy was revised September 5, 2007, and addresses this planning agenda item. Included in this policy are "Steps in Addressing Ethical Violations," which clearly delineate how ethical violations are to be reviewed and resolved. Additionally, a section titled "Trustee Standards of Practice" is included, which outlines policy specific to accreditation standards IV.B.1.a.e.h. These standards establish the operating norms and best practices of the Board members and provide a benchmark for accountability.

In February, 2010, the Board of Trustees adopted Resolution #010-04, which establishes the Code of Ethical Conduct for All Coast Community College Personnel. The District has established a task force that will use this resolution as the basis for development of a formal Board policy.

EMPLOYEE CODE OF ETHICAL CONDUCT

This Code of Ethics is a public statement by the members of the Coast Community College District that sets clear expectations and principles to guide practice and inspire professional excellence. Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior

The Coast Community College District is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the District community. Although we work in various settings and positions we are committed to protecting human rights and pursuing academic excellence.

The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated. To this end, the following code of ethics is directed to all administrators, faculty, staff and student employees who are responsible for maintaining a positive working and learning environment in the District.

Coast Community College District Employees:

1. Shall dedicate themselves to the ideals and principles that will enable students to develop their talents and interests.
2. Shall adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin.
3. Shall maintain high standards of professional conduct, and act with integrity.
4. Shall understand and appreciate the dynamics of interpersonal relationships when dealing with students, co-workers and the public.
5. Are honest and accountable in all District actions and activities.
6. Demonstrate personal and professional integrity in supporting the mission of the district and the colleges.
7. Are fair and respectful in all interactions with colleagues, students, and the public.
8. Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships. (e.g., the use of Peralta Colleges' credit cards for personal use is strictly forbidden).
9. Address issues and work with people without prejudice.
10. Act within applicable laws, codes, regulations, and District policies and procedures.
11. Treat people with respect notwithstanding differences among personal values, beliefs, and behaviors of others.
12. Maintain confidentiality regarding information about students or staff obtained in the course of their duties.
13. Be a good steward of District assets.
14. Maintain a working and learning environment free from harassment, as defined by District policies.
15. Maintain and enhance job effectiveness and competency through professional development.
16. Respect the integrity and professionalism of administrators, faculty, staff, and students.
17. Make every reasonable effort to create an equal-access learning environment that will help students succeed.

With respect to *students*, all employees of the Coast Community College District have the responsibility:

1. To provide and protect student access to the educational resources of the community college.
2. To protect human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers.
3. To invite students to participate in the established shared governance process.
4. To protect students from disparagement, embarrassment or capricious judgment.
5. To keep foremost in mind at all times that the college exists to serve students.

6. To dedicate themselves to the ideals and principles that will enable students to develop their talents and interests.
7. To adhere to the principles of nondiscrimination and equality without regard to race, color, gender, sexual orientation, marital status, age, disability, religion or national origin.
8. To maintain high standards of professional conduct, and act with integrity.
9. To understand and appreciate the dynamics of interpersonal relationships when dealing with students, co-workers and the public.

Recommendation 7

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

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

Recommendation 8

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

This standard has been met.

The Board Accreditation Committee has reviewed this particular recommendation with great interest. The District Board policies currently do not have a regular review process and timetable. During Spring 2009, the District Office, working with the Board of Trustees and the Chancellor's Cabinet, developed a process for reviewing current Board Policies and Procedures as well as for developing new policies and procedures. This new process was very instrumental in the development and review of several recent Board Policies, including the Search and Selection of the Coast Community College District Executive Management Employees, Fraud Prevention in Financial Statements and Whistleblower Policy, and the Identity Theft Protection Policy. A number of additional major Board Policies are currently under review and development using the new *Process for the Evaluation of Policies and Procedures*.

The Interim Chancellor has worked with the Board Accreditation Committee, Board Clerk, and Board President, Chancellor's Cabinet to develop formalized evaluations of policies and procedures so every existing board policy will be reviewed on a regular cycle of review.

1. Review all existing and new categories of Board policies
2. Prioritize the categories of Board policies for review
3. Develop time tables of reviews according to priority
4. Establish regular ongoing cycle of review

5. Utilize existing Board policy review process
6. Develop a Board policy for policy development and revision.

Timetable for Review/Revision

Fall 2009	Review existing and new categories of Board policies Complete prioritization and review/revision timeline
Spring 2010	Continue regular reviews according to prioritization and established timetable
Spring 2012	Complete first cycle of comprehensive reviews and revisions of all Board policies

Current Categories of Board Policy

10-1	Mission
010-2	Board of Trustees
020-1	Administrative Responsibilities
030	Educational Programs and Student Relationships
040	Business Operations – Part 1 and Part 2
050	General Personnel
060	Certificated Employees
070	Classified Employees
080	Confidential Policies
090	Management
100	Hourly Employees
110	Nonscheduled Assignments

Recommendation 9

The team recommends that the Board establish a process and specific timeline for updating the District’s Vision 2010 plan.

This standard has been met.

The Board Accreditation Committee reviewed this recommendation along with District and college leadership. During 2008-09, a consultant was hired to do some preliminary environmental scanning in preparation for the master planning process. Interviews were conducted with community members, college leaders, students, and board members to assess overall needs.

During the Fall Semester 2009, the District’s Vision 2010 plan was reviewed to assess the District’s accomplishments against the established goals in the plan as well as to identify gaps. In October, 2009, the Board held a special study session to review the District master planning process and to recommend a timetable. The Board determined that the District would establish a ten-year vision running through 2020 and complete a five-year master strategic plan with three-year review cycles.

The Chancellor has established a process and a set of principles for district-wide participation.

Master Planning Timetable

2008/2009 Environment Scan for Master Plan - Complete

2009/2010

Fall

- Review District's 2010 Master Plan – Accomplishments and Gaps
- Board of Trustee Study Session on Master Plan
- Establish Master Planning Timetable and Process

Spring

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

2010/2011

Fall

- Develop Master Plan 2015 Strategic Goals
- Develop Action Plans

Spring

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

2013/2014

Fall

- Master Plan Review/Evaluation & Renewal

2015/1016

Fall

- Renewal of Master Plan 2020

Planning Guiding Principles

- Guided by Board's Vision
- Absolutely Student Centered
- Open with Consultation and Information
- Inclusive in Participation
- Innovative in Ideas
- Comprehensive in its Scope

- Organized in Process and Support
- Facilitated with Quality Expertise
- Completion within Budget and Timetable
- Implementation with Institutionalization
- Organic with ongoing reviews
- Celebrations with accomplishments

Recommended Planning Participants and Process

- Board – Vision
- Chancellor Cabinet – Steering
- Taskforces – Technology, Facility, Educational Programs, Support Programs, Innovations, Resource Development
- College Planning Councils
- Community Participation
- External Experts/Advisors
- Town Halls
- Think Tank Group Sessions

Recommended Celebrations

- Annual and Occasional Update Reports to the Board of Trustees
- Publish and Distribute Annual Report of Master Plan Accomplishments to the District, Local Communities, Legislators, and State/National Press and Organizations
- Press Releases, Press Conferences
- Open Houses for students, community, legislators, donors

Recommendation 10

The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these delineated functions to all college and district constituencies, so that there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting Accreditation Standards.

This standard has been met and was addressed in detail in the 2009 Progress Report, which is included in the Appendix to this report.

Appendix: Progress Report—March, 2009



PROGRESS REPORT

Submitted on

March 1, 2009

by

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

to

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

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Statement on Report Preparation

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

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

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

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

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

Since Dr. Calotte's April 2008 visit, the college has continued its work in addressing Recommendations 2 and 3 through dialog with and allocation of resources by the Mission, Plan, and Budget Committee, engagement of a consultant to assist with the logistics related to developing a long-range staffing plan, and drafting of a long-range staffing plan by the college's Office of Planning and Development. The various college constituencies, through College Council, Academic Senate, Classified Council, and other standing committees, have worked in tandem to address these recommendations, develop plans, and

implement needed actions. The college's Accreditation Committee, through its regularly scheduled meetings, has provided oversight for the process.

Further responses to Recommendations 7 and 10, which relate to District-wide operations, were coordinated by the District's Office of Education Services.

The college's 2008 report has been amended by addendums to Recommendations 2, 3, and 7. The response to Recommendation 10 has been revised in its entirety.

A handwritten signature in black ink, appearing to read "Ding-Jo H. Currie". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Ding-Jo H. Currie, Ph.D.

President, Coastline Community College

Response to Team Recommendations and the Commission Action Letter

Recommendation 2: Library and Learning Resources

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

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

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

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

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

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

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

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

March 2009 Addendum

Substantial progress has been made on Recommendation 2. Funding for the library continues to increase on an annual basis per our five-year plan to enhance online databases and learning resources, and we have achieved our goal of single sign-on authentication and access to proprietary library resources. In addition, the overall appearance and ease of navigation of the library website has improved considerably, with the library website now fully integrated into the college's main website. Further enhancements are ongoing.

Recommendation 3: Long-Term Staffing Plan

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

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

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

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

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

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

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

This process will be implemented this spring for the 2008-2009 planning cycle. To optimize collaboration, the Master Plan process will engage the active attention and participation of the following constituent groups:

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

March 2009 Addendum

Guided by research and recommendations from outside experts and internal dialog, the college has made substantial progress in its development of a Long-Term Staffing Plan. In April 2008, the college engaged a consultant to provide guidance in the development of the plan. In early fall of 2008, Coastline's Office of Planning and Development drafted a staffing plan, which, beginning in December of 2008, was made available to college constituency groups for review and comment.

The plan has been designed to address staffing within the overall context of planning at the college, using and building upon input from well-established research, planning, and policy-making units within the college and ensuring alignment with the college's strategic plan. The staffing plan includes an analysis of staffing practices, a review of staffing levels (by employment category) from 2005 through 2008, a forecast of needed staffing levels through 2013, and strategies for implementing the plan.

Final review of the plan by the College Council and approval by Coastline's President is underway. We expect to be able to finalize the plan by the end of February and that the plan will be available for the commission's review in March 2009.

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

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

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

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

March 2009 Addendum

Commission's Response to the College's 2008 Progress Report:

With regard to Recommendation 7, the Commission acknowledges that Coastline Community College has addressed the first part of this recommendation by having adopted a formal, written selection process for the selection of the chancellor, vice chancellors and College presidents. The portion of the recommendation that requires the delineation of authority from the chancellor to the College presidents is still a matter of concern for the Commission.

College Response

On January 21, 2009, the Board of Trustees took action and passed the following Board Policy 010-2-6.1:

Delineation of Authority to District Chancellor and College Presidents

The Chancellor of the Coast Community College District is appointed to assist the Board of Trustees in policymaking for the District and shall have the authority for and be fully accountable to the Board of Trustees for ordering, administering, and supervising of all District activities.

The Chancellor may 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 other responsibilities as may be determined through annual goal setting or the evaluation process, and other duties as required by the daily operation of the colleges.

Education Code 70902
Accreditation Standard IV.B.1.j, IV.B.3.e.

Recommendation 10: Delineation of District and College Functions

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

The Coast Community College District (CCCD) has, over a significant period of time, maintained a relatively collegial atmosphere with all its constituent groups operating in a decentralized model. This was an informal and undocumented process. The Accreditation Recommendations submitted in 2007 prompted the college and the district to examine the “delineation of specific district functions as distinct from those of the colleges’ functions....” At that time, the District and the college began a process to clarify and formalize the respective organizational roles, authority, and responsibilities.

In response to the observations of the evaluating team and the Commission Recommendation, the following documents were created:

- *A revised Organizational Delineation of Responsibility and Process for Decision Making (Attachment B)*
- *District Office/College Functioning Map (Attachment C)*
- *Summary of Functions (Attachment D)*
- *District Organizational Chart (Attachment E)*

These documents were vetted and will be reviewed periodically through the Chancellor’s Cabinet, the participatory governance structure for the District. (See attached committee membership and committee summaries from July 7, 2008 and October 6, 2008—Attachment F.) Additionally, each document has been communicated to and critiqued by constituent groups at the district and college levels.

The governing Board of Trustees has been informed on the progress of these ongoing discussions. They heard reports regarding our progress report at their regular meeting on November 19, 2008. They have also had under discussion the revision of the current Board Policy – 020-1-2 Duties of the Chancellor. A new policy 010-2-6.1 Delineation of Authority to District Chancellor and College Presidents has been under discussion and was finalized at their meeting on January 21, 2009.

The documents related to the delineation of responsibilities will be disseminated to all college and district constituencies via existing communication channels and organizational structures during the spring of 2009. These documents will be posted on District and College electronic bulletin boards, websites, or portal. Established District and College committees such as planning teams, advisory councils, and Academic Senates will review and discuss them. In some cases, training workshops are

expected to be conducted for the purpose of solidifying a clear understanding of respective organizational roles, authority, and responsibilities.

On January 7, 2009, the Board of Trustees announced that the Chancellor had been placed on leave and that the Vice Chancellor for Human Resources had been appointed Acting Chancellor. On January 21, 2009, the Board appointed the President of Coastline College to serve as Acting Chancellor. During this transition, the delineation of the Board's role and the role of the Chancellor may have blurred somewhat, but the business of the District still remained a top priority. To some in the District, the collegial and participatory governance process may have been impacted by these sudden transitions, thus resulting in a state of confusion and concern. The District and the colleges, however, remain committed to providing quality instruction and services despite these challenges.

The Board, District staff, college presidents, and constituent groups take the accreditation process very seriously. As evidence of this ongoing commitment to meeting the standards, the trustees have established a Board Accreditation Sub-Committee to work with District staff and the college presidents. In turn, the presidents have been working with their respective staffs to address the recommendations of the Accreditation Teams.

The challenge now is to further define and revise the various functions between the District and colleges to improve effectiveness and efficiency as well as leverage resources under the challenges of the current economic environment. The initial anxiety caused by the changes in leadership has calmed, as the Board of Trustees, Acting Chancellor, and college leaders continue to dedicate their efforts to conducting daily operations without interruption. The Acting Chancellor has already begun working with the Board to facilitate the transition, organize work on Board Committees, and engage in discussions to clarify areas of responsibilities at the Board, District, and college levels.

GENERAL PERSONNEL POLICIES

(Employment Principles)

50-1-17-1

Approved 11/19/07

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

- Chancellor -
- Vice Chancellors -
- College Presidents -

POLICY

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

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

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

ADMINISTRATIVE PROCEDURES

Announcement of the Position

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

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

Search Committees Composition

CHANCELLOR

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

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

TOTAL: 12 members

Ex-Officio: Vice Chancellor, Human Resources

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

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

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

Attachment A

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

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

VICE CHANCELLOR

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

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

TOTAL: 12 members

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

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

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

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

PRESIDENT

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

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

TOTAL: 12 members

Ex-Officio: Vice Chancellor, Human Resources

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

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

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

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

Attachment A

Responsibilities

The Chancellor is responsible for:

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

The Vice Chancellor for Human Resources is responsible for:

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

The Search Committee members are responsible for:

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

Attachment A

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

The Chair of the Search Committee is responsible for:

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

The Selection Committee members are responsible for:

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

Attachment A

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

COAST COMMUNITY COLLEGE DISTRICT ORGANIZATIONAL DELINEATION OF RESPONSIBILITY

FUNCTIONAL ORGANIZATION

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

I. Coast Community College District Administrative Organization

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

II. College Administrative Teams

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

III. District Administrative Teams

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

IV. Joint District, Committee and College Functions

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

DISTRICT ADMINISTRATIVE ORGANIZATION

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

Operating under the rules of the Brown Act, the governing board conducts policy development and administrative oversight of the district through (1) public board meetings, and (2) the delegation of operational responsibility to the chancellor. Through their delegation of administrative authority, the governing board holds the chancellor accountable for the administration of educational programs and the conduct of district business (Board Policy 020-1-2). The governing board supports district personnel in the completion of their duties and insures that they have the requisite responsibility, adequate resources, and necessary authority to perform their assigned work tasks effectively.

As a multi-college district, the **Chancellor**, serving as the governing board’s chief executive officer is the district’s chief administrator. With broad discretionary powers, the chancellor reports directly to the governing board and is responsible for overall operations of the district including all programs and services involving educational development, student learning, human resources, facilities planning, business services and fiscal affairs (Board Policy 020-1-2 & 040-1-1.1). The chancellor is responsible for providing policy recommendations to the governing board, for establishing and maintaining an effective and efficient district organization, for educational leadership to the colleges, and for supporting district policies with state and local constituencies

The **Vice Chancellor of Administrative Services** reports directly to the chancellor and is the Chief Financial Officer for the District. The vice chancellor provides leadership and accountability for fiscal

Attachment B

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

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

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

The three **College Presidents** report directly to the chancellor and serve as members of the President's Council, the district's primary executive team and as participatory members to the Chancellor's Cabinet. The Chancellor has delegated certain powers and duties to the College Presidents (Board Policy 010-2-6.1). In turn, each President provides leadership and advocacy for his/her campus at both the local and district level and is responsible and accountable for the institution's programs, services and operations. The president is responsible to both the chancellor and to the governing board to insure the appropriate implementation of district policies. Additionally, the college president represents his/her college in the communities served by the college. Each president is responsible for maintaining effective communication among faculty, students, staff and administration, and working with constituent committees in the review of current district policies and administrative procedures.

DIVISION OF RESPONSIBILITY

The governing board delegates district operational responsibility to the Chancellor (Board Policy 020-1-1). While holding the college presidents responsible, the chancellor may delegate authority and responsibility for specific functions to each college president. In a decentralized college district, and with the guiding principle that supports and maintains the philosophy of college autonomy, this district is basically structured in such a way that the colleges have primary authority over educational programs

Attachment B

and student services functions while the district office has centralized certain functions related to human resources, fiscal and budgetary oversight, construction and capital outlay, and technological support.

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

CHANCELLOR'S CABINET

The Chancellor's Cabinet is the primary participatory governance structure for the District. Composed of representative units responsible to the administration, faculty, staff and students, the Chancellor's Cabinet reviews all amendments, revisions and/or new proposed policies and procedures intended for Board action. These amendments and/or creations may be originated by District-wide Committees, College Planning Committees, the Academic Senates, Associated Student Organizations, and/or other recognized groups working under the direction of the Chancellor. Amendments or changes to policies and procedures, or new policies and procedures forwarded to the Chancellor are then sent to the Chancellor's Cabinet for review and consideration. This district committee serves as a clearing house prior to recommended Board of Trustee action.

COLLECTIVE BARGAINING AGREEMENTS

All collective bargaining agreements are arrived at through negotiations with each respective employee group and are governed by Legislative and labor statutes and memoranda of agreements. Once arrived at, these agreements are taken to the Board of Trustees for action and approval.

Revised 1/28/09

Attachment C

**COAST COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE/COLLEGE FUNCTIONING MAP**

Function	Service Provider	Administrative Responsibility/Functional Implementation
Admissions & Records, Assessment, Matriculation and Registration		
<i>Decentralized with District support</i>	District Office	Associate Vice Chancellor, Educational Services
	Orange Coast College	Vice President, Student Services/ Admin Dean, Enrollment Services
	Golden West College	Vice President, Student Services/Administrative Director, Student Support Services
	Coastline College	Vice President, Student Services/Director of Admissions & Records
Athletics		
<i>Decentralized</i>	Orange Coast College	Vice President, Instruction/Dean, Physical Education & Athletics
	Golden West College	Vice President, Instruction/Dean, Physical Education & Athletics
	Coastline College	NA
Auxiliary Services		
<i>Decentralized</i>		
- Bookstore	Orange Coast College	Vice President, Student Services/Bookstore Operations
	Golden West College	Vice President, Administrative Services/Director, Bookstore
	Coastline College	Vice President, Administrative Services/Director, College Bookstore
- Food Services	Orange Coast College	Vice President, Instruction/Dean, Consumer, Health Sci & Career Ed
	Golden West College	Vice President, Administrative Services/Food Services-Outsourced
	Coastline College	NA
- Associated Students	Orange Coast College	Vice President, Student Services/Dean Student Services
	Golden West College	Vice President, Student Services/Director Student Activities-ASGWC
	Coastline College	Vice President, Student Services/Advisor, Student Advisory Council
Campus Safety & Security		
<i>Decentralized</i>	Orange Coast College	Vice President, Administrative Services/Security Coordinator
	Golden West College	Vice President, Administrative Services/Security Coord, Public Safety
	Coastline College	Vice President, Administrative Services/Director, Maintenance & Oper
Catalog/Schedule Development		
<i>Decentralized with District support</i>	District Office	Associate Vice Chancellor, Educational Services
	Orange Coast College	Vice President, Instruction
	Golden West College	Vice President, Instruction
	Coastline College	Vice President, Instruction

Attachment C

Child Development Centers		
<i>Decentralized</i>	Orange Coast College Golden West College Coastline College	Vice President, Instruction/Dean, Consumer and Health Sciences Vice President, Administrative Services/Contracted Out Vice President, Instruction/Dean, Costa Mesa Center
Curriculum Development		
<i>Decentralized with coordination through the District to the Board of Trustees</i>	District Office Orange Coast College Golden West College Coastline College	Associate Vice Chancellor, Educational Services Vice President, Instruction/College Academic Senate Vice President, Instruction/College Academic Senate Vice President, Instruction/College Academic Senate
DSPS (Disabled Students Program & Services)		
<i>Decentralized with District support</i>	Orange Coast College Golden West College Coastline College	Vice President, Instruction/Dean, Counseling & DSPS Vice President, Student Services/Supervisor, Accessibility Center for Edu Vice President, Student Services/Dean, Counseling & Special Programs for the Disabled
Environmental Health & Safety and Transportation		
<i>Centralized</i>	District Office	Vice Chancellor, Administrative Services/District EHS & Transportation Manager
EOPS (Extended Opportunities Program & Services)		
<i>Decentralized with District support</i>	Orange Coast College Golden West College Coastline College	Vice President, Student Services/Director, EOPS Vice President, Student Services, Faculty Reassignment Vice President, Student Services/Director, Financial Aid & EOPS
Facilities		
<i>Centralized with input from the colleges</i>		
- Measure C Programming Facilities Master Planning Project Prioritization Funding & Expenditure	District Office	Vice Chancellor, Administrative Services/Director, Facilities & Planning
- Facilities & Planning Unit Primary Contact with State Agencies Contracts & Purchase Orders Scheduled Maintenance	District Office	Vice Chancellor, Administrative Services/Director, Facilities & Planning
<i>Decentralized with District support</i>		
- Daily Operations, Architectural, Engineering, & Construction Management	Orange Coast College Golden West College Coastline College	Vice President, Administrative Services/Manager, Facilities Construction Vice President, Administrative Services/Manager, Construction Facilities Vice President, Administrative Services/Director, Maintenance and Operations

Attachment C

Financial Aid		
<i>Decentralized with District support</i>	District Office	Vice Chancellor, Administrative Services
	Orange Coast College	Vice President, Student Services/Director, Financial Aid
	Golden West College	Vice President, Student Services/Director, Financial Aid
	Coastline College	Vice President, Student Services/Director Financial Aid & EOPS
Fiscal Affairs		
<i>Centralized with input from Colleges</i>		
- Accounting	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Fiscal Services
	Golden West College	Vice President, Administrative Services/Director, Fiscal Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
- Budget	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Campus Budget & Financial Operations
	Golden West College	Vice President, Administrative Services/Director, Personnel Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
- Payroll Systems	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Campus Budget & Financial Operations
	Golden West College	Vice President, Administrative Services/Director, Fiscal Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
- Purchasing	District Office	Vice Chancellor, Administrative Services/Admin Director, Fiscal Affairs
	Orange Coast College	Vice President, Administrative Services/Director, Campus Budget & Financial Operations
	Golden West College	Vice President, Administrative Services/Director, Fiscal Services
	Coastline College	Vice President, Administrative Services/Director, Fiscal Services
Foundation		
<i>Decentralized</i>	District Office	Chancellor, Secretary to the Foundation Board
	Orange Coast College	President/Director, Foundation
	Golden West College	President/Director, College Foundation & Community Relations
	Coastline College	President/Executive Director, College Foundation
Grant Development and Operation		
<i>Centralized with input from Colleges</i>		
- Federal & State (VTEA, Tech Prep, SB 70)	District Office	Associate Vice Chancellor, Educational Services/Coordinator, Educational & Grant Services
<i>Decentralized</i>		Individual College Grants

Attachment C

Human Resources		
<i>Centralized with input from Colleges</i>	District Office	Vice Chancellor, Human Resources/College Presidents
<ul style="list-style-type: none"> - Collective Bargaining - Contract Administration/Labor Relations - Direct Benefits, Recruitment - Federal & State Reporting - District Records - Hiring Process 		
<i>Decentralized</i>		
<ul style="list-style-type: none"> - Campus Personnel Activities - Position Requests & Descriptions - Interview & Orientation - Benefits and Payroll 	<ul style="list-style-type: none"> Orange Coast College Golden West College Coastline College 	<ul style="list-style-type: none"> Vice President, Administrative Services/Director, Personnel Services Vice President, Administrative Services/Director, Personnel Services Vice President, Administrative Services/Director, Personnel Services
Information Services		
<i>Centralized with services and support coordinated with Colleges</i>	District Office	Vice Chancellor, Administrative Services/Admin Director, District Information Services
<ul style="list-style-type: none"> - System Application & Development - System Implementation - MIS Implementation & Reporting - Telecommunication Services - Internet/Email Services - System/Technical Support - Network Management 		
<i>Decentralized with support from the District</i>		
<ul style="list-style-type: none"> - Administrative Computing Services/ - Desktop Computing Support - Network Maintenance - Media Services 	<ul style="list-style-type: none"> Orange Coast College Golden West College Coastline College 	<ul style="list-style-type: none"> Vice President, Administrative Services/Director, Administration Computing Services Vice President, Administrative Services/ Technology Support Services Vice President, Administrative Services/Director, Computer Services
<ul style="list-style-type: none"> - Instructional Computing - Web Development - Classroom/Lab Computer Maintenance 	<ul style="list-style-type: none"> Orange Coast College Golden West College Coastline College 	<ul style="list-style-type: none"> Vice President, Instruction/Directors, Web Services & Instructional Computing Services Vice President, Instruction/Director of Online Instruction Vice President, Administrative Services
<ul style="list-style-type: none"> - Online Instructional Services 	<ul style="list-style-type: none"> Coastline College 	<ul style="list-style-type: none"> Vice President, Instruction/Dean, Distance Learning and/or Administrative Dean of Instructional Systems Development

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Internal Audit		
<i>Centralized</i>	District Office	Chancellor/Director, Internal Audit Services
Library/Learning Resources		
<i>Decentralized</i>	Orange Coast College	Vice President, Instruction/Dean, Library & Instructional Research
	Golden West College	Vice President, Instruction/Dean, Learning Resources & Distance Ed
	Coastline College	Vice President, Instruction/Dean, Learning Resources & Distance Learning
Maintenance & Operations (Physical Plant)		
<i>Decentralized</i>	Orange Coast College	Vice President, Administrative Services/Director, Maintenance & Oper
	Golden West College	Vice President, Administrative Services/Director, Maintenance & Oper
	Coastline College	Vice President, Administrative Services/Director, Maintenance & Oper
Physical Plant		
<i>Centralized with local College application</i>	District Office	Vice Chancellor, Administrative Services/Director, Facilities & Planning
	Orange Coast College	
	Golden West College	
	Coastline College	
Program Development		
<i>Decentralized with support and approval through the District</i>	District Office	Associate Vice Chancellor, Educational Services/Coordinator, Educational Services & Grants
- Curriculum, Program Development & Program Review	Orange Coast College	Vice President, Instruction/College Academic Senate
	Golden West College	Vice President, Instruction/College Academic Senate
	Coastline College	Vice President, Instruction/College Academic Senate
- Telecourse Production	Coastline College	President/Administrative Dean, Instructional Systems Development
- Contract Education	Coastline College	Vice President, Instruction/Dean Military/Contract Education Program
	Orange Coast College	Vice President, Instruction/Dean of Instructional Programs
Public Affairs		
<i>Centralized</i>		
- Chief/District Information Office	District Office	Chancellor/District Director, Marketing & Public Affairs
- Citizen's Oversight Committee		
- District Student Council		
- Government Relations		
- Graphics & Publications		
- Marketing		
- Programming (Bond) Team Member		
- Public Information		

Attachment C

Public Affairs (cont.)		
<i>Decentralized</i>	Orange Coast College	President/Director, Marketing & Community Relations
- Community Relations	Golden West College	President/Supervisor, College Promotions & Director, Foundation & Community Relations
College Information Office		
Media Relations/Press Releases	Coastline College	President/Director of Marketing & Public Relations
Web Site Maintenance		
- College Publications		
Brochure Development		
Catalog/Schedule Publication		
Research		
<i>Decentralized with District support</i>	District Office	Vice Chancellor, Administrative Services/Research Systems & Analysis
- Institutional Research	Orange Coast College	Vice President, Instruction/Dean, Library & Institutional Research
	Golden West College	President/Associate Dean, Institutional Research & Planning
	Coastline College	President/Supervisor of Research
<i>Centralized</i>	District Office	Associate Vice Chancellor, Educational Services/Research Systems Analyst
- MIS Data: State Reporting		
- IPEDS: Federal Reporting		
Risk Services		
<i>Centralized</i>	District Office	Vice Chancellor, Administrative Services/Manager, Risk Services
Student Learning Outcomes & Assessment		
<i>Decentralized</i>	Orange Coast College	Vice President, Instruction/College Academic Senate
	Golden West College	Vice President, Instruction/College Academic Senate
	Coastline College	Vice President, Instruction/College Academic Senate
Student Health Services		
<i>Decentralized</i>	Orange Coast College	Vice President, Student Services/Director Student Health Services
	Golden West College	Vice President, Student Services/Associate Dean, Student Health Serv
	Coastline College	Site Specific

Note: Decentralized with coordination from the District Office indicates the function is carried out at the campus/college level. The coordination at the District Office typically involves federal and state reporting, budgeting, Board of Trustee actions, and/or addressing legal issues.

Attachment D

SUMMARY OF FUNCTIONS

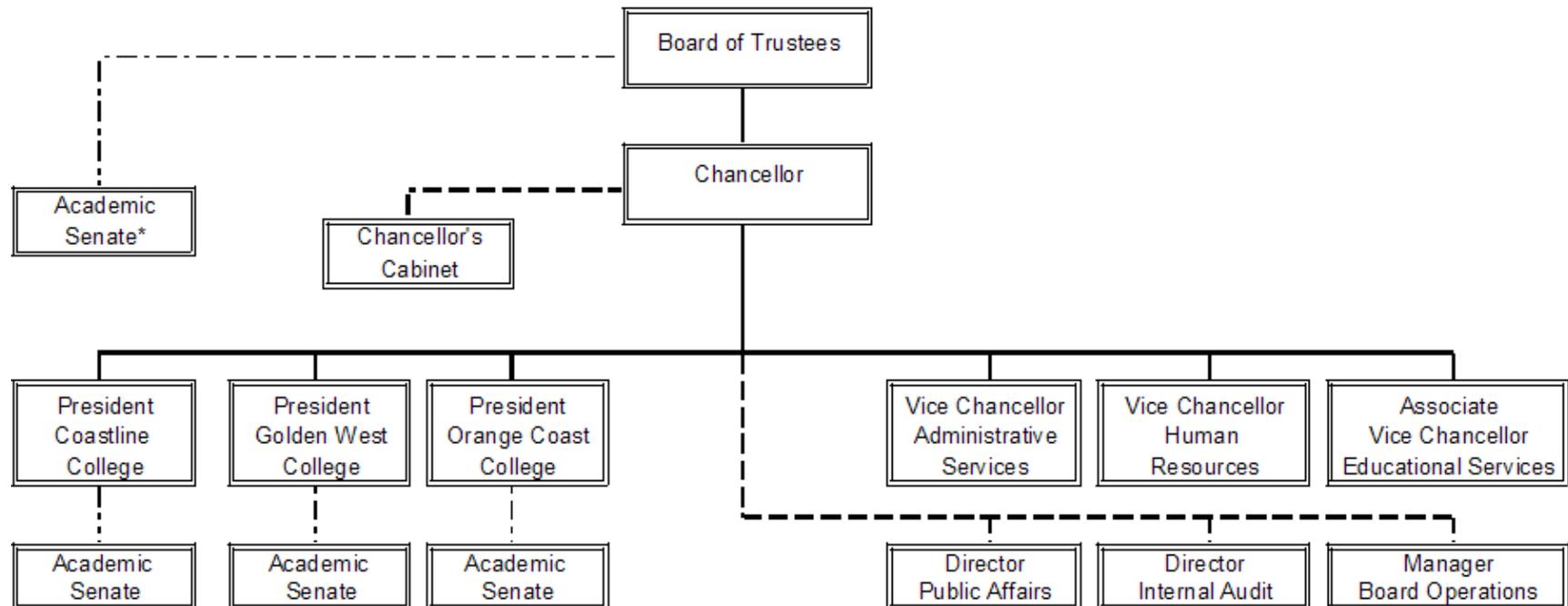
Centralized Functions/District Responsibility

- ✓ Environmental Health & Safety and Transportation
- ✓ Facilities
 - Facilities Master Plan -Measure C
 - Facilities & Planning Unit
 - Primary Contact with State Agencies
 - Contracts & Purchase Orders
 - Scheduled Maintenance
- ✓ Fiscal Affairs
 - Accounting
 - Budget
 - Payroll Systems
 - Purchasing
- ✓ Grant Development & Operation
 - Federal & State (VTEA, SB 70)
- ✓ Human Resources
 - Collective Bargaining
 - Contract Administration/Labor Relations
 - Direct Benefits, Recruitment
 - Federal & State Reporting
 - District Records
 - Hiring Process
- ✓ Information Services
 - System Applications & Development
 - MIS Implementation & Reporting
 - Telecommunications Services
 - Internet/Email Services
 - System/Technical Support
 - Network Management
- ✓ Internal Audit
- ✓ Public Affairs & Community Relations
 - Chief/District Information Office, Public Affairs
 - District Student Council
 - Government Relations
 - Graphics & Publications
 - Citizen's Oversight Committee
 - Marketing
- ✓ Physical Plant
- ✓ Research & Reporting
 - MIS
 - IPEDS
- ✓ Risk Services

Decentralized Functions/College Responsibility

- ✓ Admissions & Records, Assessment, Matriculation and Registration
- ✓ Athletics
- ✓ Auxiliary Services
 - Bookstore
 - Food Services
 - Associated Students
- ✓ Campus Safety & Security
- ✓ Catalog/Schedule Development
- ✓ Child Development Centers
- ✓ Curriculum Development
- ✓ DSPS
- ✓ EOPS
- ✓ Facilities
 - Architectural, Engineering & Construction Management
 - Daily Operation
- ✓ Financial Aid
- ✓ Foundation
- ✓ Human Resources
 - Campus Personnel Activities
 - Position Requests & Analysis
 - Interview & Orientation
 - Benefits & Payroll Implementation
- ✓ Information Services
 - Administrative Computing Services
 - Network Maintenance
 - Desktop Computing Support
 - Media Services
 - Instructional Computing Services
 - Classroom/Lab Computer Maintenance
 - Online Instructional Services
- ✓ Library/Learning Resources
- ✓ Maintenance & operations
- ✓ Public Affairs & Community Relations
 - Community Relations
 - Brochure Development
 - College Publications
 - Web Site Maintenance
- ✓ Program Development
 - Course & Program Development
 - Program Review
 - Telecourse Production
 - Contract Education
- ✓ Research (Institutional)
- ✓ Student Learning Outcomes
- ✓ Student Health Services
- ✓ Public Safety

COAST COMMUNITY COLLEGE DISTRICT Functional Organization



A solid line indicates an administrative decision-making line of authority and accountability. A dashed line represents governance and/or an operational line for consultation, advice, and/or recommendation. The primary CCCD participatory governance entity is the Chancellor's Cabinet.

Chancellor's Cabinet: Participatory Governance

- Academic Senates
- District Administration
- College Presidents
- Coast District Management Association
- Coast Federation of Educators
- Coast Federation of Classified Employees
- Coast Community College Association

* For advice on policy development involving "rely primarily" on academic and professional matters.

CHANCELLOR'S CABINET

<u>MEMBER NAME</u>	<u>MEMBER REPRESENTATION</u>
Eduardo Arismendi-Pardi	Academic Senate President, OCC
Joyce Black	Interim Associate Vice Chancellor, Educational Affairs
C.M. Brahmhatt	Vice Chancellor, Administrative Services
Wes Bryan	President, GWC
Ding-Jo Currie	President, CCC
Bob Dees	President, OCC
Richard Kudlik	Director, Internal Audit
Dean Mancina	President, Coast Federation of Educators
Michael Mandelkern	President, Coast District Management Association
Ann Nicholson	President, Coast Federation of Classified Employees
Martha Parham	District Director, Public Affairs, Marketing & Government Relations
Barbara Price	President, Coast Community College Association/CTA-NEA
Joe Quarles	Vice Chancellor, Human Resources
Diane Restelli	Academic Senate President, GWC
Cheryl Stewart	Academic Senate President, CCC
Christian Teeter	Manager, Board Operations/Assistant to the Chancellor
Ken Yglesias	Chancellor

Committee Representation includes:

- Chancellor (1)
- Vice Chancellors (2)
- Associate Vice Chancellor (1)
- College Presidents (3)
- District Director, Public Affairs, Marketing & Governance Relations (1)
- District Director, Internal Audit (1)
- Academic Senate Presidents (3)
- Union Presidents (3)
- CDMA Management Group (1)
- Manager, Board Operations/Asst to Chancellor (1)

COAST COMMUNITY COLLEGE DISTRICT
Chancellor's Cabinet Summary
July 7, 2008

1. CALL TO ORDER

Vice Chancellor C.M. Brahmbhatt called the meeting to order at 8:34 a.m. in the Fourth Floor Conference Room at Coastline Community College, College Center, and informed that Chancellor Yglesias was absent due to illness. Mr. Brahmbhatt introduced two new academic senate presidents: Diane Restelli from Golden West College and Eduardo Arismendi-Pardi from Orange Coast College. He provided an overview of the meeting format, which consists of reports on academic issues and a review of the draft agenda for the upcoming Board of Trustees' meeting. Dr. Restelli advised that she is a nursing professor at GWC and Dr. Arismendi-Pardi announced that he is a professor of mathematics at OCC. Cabinet members introduced themselves and welcomed Drs. Restelli and Arismendi-Pardi.

Cabinet members present were:

Eduardo Arismendi-Pardi, Academic Senate President, Orange Coast College
Joyce Black, Interim Vice Chancellor, Educational Services
C.M. Brahmbhatt, Vice Chancellor, Administrative Services
Ding-Jo Currie, President, Coastline Community College
Lynn Dahnke, President, Coast District Management Association
Dean Mancina, President, Coast Federation of Educators
Ann Nicholson, President, Coast Federation of Classified Employees
Diane Restelli, Academic Senate President, Golden West College
Cheryl Stewart, Academic Senate President, Coastline Community College
Christian Teeter, Manager, Board Operations/Assistant to the Chancellor

Also in attendance was:

Nancy Sprague, Executive Assistant to the Chancellor

2. OLD BUSINESS

Joyce Black distributed a copy of the District Office/College Functioning Map and asked cabinet members to provide feedback within the next week about inaccuracies, omissions or typographical errors. The Functioning Map reflects the delineation of function as it actually exists at Coast and presents the information in a more concrete fashion than the philosophical statement that was provided during the previous accreditation process. The map will be brought back to Chancellor's Cabinet before being presented to the Board of Trustees.

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Ding-Jo Currie reported that Coastline received a letter last week from the Accrediting Commission in which they accepted Coastline's March 2008 progress report and want to visit the college again in March 2009. Dr. Currie thanked the entire team at Coastline for the institutional progress that has been made since the previous accreditation review six years ago. She noted that, due to 2002 budget cuts, a comprehensive, long-term staffing plan had not yet been developed; however, Dr. Currie expects a very satisfactory progress report by March of next year.

Eduardo Arismendi-Pardi announced his intent to start a Means and Ethics Committee, noting the importance of making sure that processes are transparent and adhere to academic freedom through utilization of a check and balance system. He will consider a structure for the committee while reflecting on key individuals to serve who are representative of the college community. ■ Dr. Arismendi-Pardi also indicated his desire to have an organizational structure for the senate that would allow him to delegate as much as possible in order for him to serve the educational faculty, per Ed Code.

Ann Nicholson advised that the Coast Federation of Classified Employees have accepted a tentative agreement on Article 14, Hours and Overtime. The union staff is looking forward to a new year.

Dean Mancina informed that members of the Coast Federation of Educators are considering a contract rollover proposal that had been tentatively agreed to in June; responses must be postmarked today.

Christian Teeter encouraged cabinet members to attend an executive-level training session at 3:30 p.m. on July 15 in the District Office Training Conference Room (Conference Room H, or B-200-07) to learn about a new browser-based agenda-building tool known as BoardDocs. The Board Office is transitioning from its current agenda management process to an on-line, paperless environment, which will result in a significant reduction in the quantity of agendas that are printed. Members of Chancellor's Cabinet will continue to receive a hard copy of the agenda. Separate training will be held for those who submit agenda items as it is anticipated that BoardDocs will be used to create the August 6, 2008 Board of Trustees' agenda. Mr. Teeter noted that the agendas created with BoardDocs may have a slightly different appearance than the current agendas and that there may be some initial glitches with the new technology. However, Mr. Teeter offered the guidance, leadership and support of the Board team to assist with the transition and welcomed feedback as the process gets underway.

Cheryl Stewart shared her experience last week while attending the American Library Association (ALA) Annual Conference held at the Anaheim Convention Center. She volunteered to work on Virtual Library Day on the Hill, which offered a method of communicating directly with legislators through a computer program, which was quite

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fascinating. ■ Faculty members will meet today to volunteer their time to work on a faculty handbook, which has not been updated in several years.

Lynn Dahnke stated that Michael Mandelkern will replace her as President of the Coast District Management Association (CDMA). However, due to calendar conflicts, Ms. Dahnke will represent the CDMA at the Chancellor's Cabinet meetings until August. Ms. Dahnke offered insight into the level of commitment that is assumed by officers of the CDMA, citing that the position of Vice President (held by Vince Rodriguez) will be a two-year commitment, followed by two-years as President and then two-years as Immediate Past President. Working together as a unit, she, President Mandelkern and Vice President Rodriguez will strive to keep members informed. Although the CDMA is not a bargaining unit, Ms. Dahnke appealed to bargaining unit representatives and academic senate presidents to keep the CDMA Board informed about appropriate items. She stated that it is helpful to know what is happening at the District and campuses, noting that information sometimes does not filter down to those below the dean level, who frequently have a great deal of contact with students.

C.M. Brahmhatt announced that it has been one month since staff has moved into the new District administrative office. Demolition of the modular buildings has begun and the old site should be cleared within the next two weeks. As of October, full parking capacity for the new building will be available. Until then, Mr. Brahmhatt asked for patience with the limited parking spaces. ■ Bid responses are due this week for the four acres of land that housed the former District office site. To date, 16 packets have been distributed and they will be presented to the Board of Trustees during the July 16, 2008 Board meeting. ■ California state legislators failed to adopt a budget before the June 30 deadline. There is some hope that legislators will act before the summer recess. Mr. Brahmhatt advised that we are in a critical period due to a lot of budget unknowns, citing the new lottery and property taxes as two examples. However, the District is operating under the tentative budget approved by the Board of Trustees and allocations have been made for each of the colleges. ■ In response to inquiries from cabinet members about the implications of not having an adopted state budget, Mr. Brahmhatt informed that all state agencies, including community colleges, will not receive payments. A significant component is that the state made a late announcement that there will not be enough funds to pay for January, February and March expenses, delaying payment until April. Due to the late notice, there was insufficient time for Coast to go out in the market to borrow money on a short-term basis. Monthly expenses for Coast are \$15-\$17 million on average and Mr. Brahmhatt said that having the reserve for contingency funds on hand helps to avoid campus budget cuts. With respect to the anticipated high default rate for property taxes due in December, Mr. Brahmhatt explained that if the state does not collect those monies, they do not have to make those related payments. Instead, the state can make up those payments over an extended period of time. He further explained that if Orange County collects all of its property taxes, but there is an overall property tax shortfall within the state, Coast will still

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“share the pain.” Basic aid districts have double protection in that they are guaranteed to receive the base funding from property taxes even if there is a default in property taxes, and they also collect the excess money over the base during periods of rising economies. In response to a question about growth, Mr. Brahmbhatt reported that Coast had 1.46% growth last year. The state originally projected 2007-08 growth at 2.8%, and then continually reduced it to 1.46%. Although Coast had room for additional growth, the state did not have funding to cover the additional expenses. This presents challenges as it is difficult to adequately serve students when there is no reimbursement from the state. For the 2008-09 state budget, Mr. Brahmbhatt anticipates that it will initially look better as legislators may be reluctant to address significant budget issues in an election year, but will ultimately call for immediate budget cuts.

4. ADJOURNMENT

The meeting was adjourned at 9:23 a.m.

NEXT CABINET MEETING
Monday, July 28, 2008
8:30 a.m.
Golden West College
President’s Conference Room

Recorded by Nancy Sprague

COAST COMMUNITY COLLEGE DISTRICT
Chancellor's Cabinet Summary
October 6, 2008

1. CALL TO ORDER

Chancellor Yglesias called the meeting to order at 8:35 a.m. in Conference Room F (Chancellor's Wing) at the District Office. Cabinet members present were:

Eduardo Arismendi-Pardi, Academic Senate President, Orange Coast College
Joyce Black, Interim Associate Vice Chancellor, Educational Services
C.M. Brahmhatt, Vice Chancellor, Administrative Services
Wes Bryan, President, Golden West College
Bob Dees, President, Orange Coast College
Dean Mancina, President, Coast Federation of Educators
Michael Mandelkern, President, Coast District Management Association
Vangie Meneses, Vice President, Student Services, Coastline Community College
(on behalf of Ding-Jo Currie, President, Coastline Community College)
Ann Nicholson, President, Coast Federation of Classified Employees
Martha Parham, District Director, Public Affairs, Marketing and Government Relations
Joe Quarles, Vice Chancellor, Human Resources
Diane Restelli, Academic Senate President, Golden West College
Cheryl Stewart, Academic Senate President, Coastline Community College
Christian Teeter, Manager, Board Operations/Assistant to the Chancellor
Ken Yglesias, Chancellor

Also in attendance was:

Nancy Sprague, Executive Assistant to the Chancellor

2. OLD BUSINESS

Ann Nicholson informed that the Coast Federation of Classified Employees (CFCE) membership ratified a Memorandum of Understanding to extend the CFCE contract until 2010. Two articles will be reopened.

Michael Mandelkern stated that the Coast District Managers' Association is giving serious consideration to a proposal from the Association of Confidential Employees to merge with the management group. ■ Training seminars by Liebert Cassidy and Whitmore are coming up in the near future.

Bob Dees advised that the recent Athletic Hall of Fame Induction Ceremony honored several past coaches and athletes and was a very nice event. ■ Approximately 25,000 people attended a very successful children's book festival on campus that featured Jaime Lee Curtis, author of Big Words for Little People. The event was jointly sponsored by the Orange Coast College Foundation and the Orange County Children's Book Festival.

Dean Mancina reported that the Coast Federation of Educators (CFE) would publish their first newsletter of the semester. ■ The first CFE "Second Wednesday Lunch Meeting" will be held

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this week. ■ Mr. Mancina will travel to Oakland for a meeting with American Federation of Teachers' community college locals and attend a statewide council meeting. He will also attend an American Federation of Labor solidarity meeting in which he will be honored with an Orange County Labor Leader of the Year Award in recognition of his volunteer work.

Eduardo Arismendi-Pardi announced that two resolutions were drafted for the Statewide Academic Senate recommending faculty hiring that reflects the diversity of student demographic data, and a diversity statement for inclusion in the Statewide Academic Senate's mission statement.

Martha Parham stated that the District-wide Marketing Committee is working with a public relations organization, Interact, to conduct a survey of national media habits. Results will be available in a few months and will offer marketing insights into effectively reaching students.

Cheryl Stewart reported that she traveled to North Lindsey College in England to study methods utilized to achieve their high levels of retention and persistence. Seventy percent of faculty members are full-time and very engaged with students and programs. Programs are designed with local businesses and commerce in mind to enhance students' employment opportunities upon graduation. Programs that do not meet goals are not funded the following year. There is a high degree of commitment to intervention and a great deal of pressure to perform.

Joe Quarles noted that the second full-day negotiation session with the CFE has taken place. Negotiating parties are working hard to understand each other's positions. The impact of this economic environment will impact the District for several years to come and both sides are working to meet these challenges in a practical way.

C.M. Brahmbhatt informed that the District Director of Internal Audit and College Vice Presidents will represent Mr. Brahmbhatt at the Governor's state budget conference today at the Los Angeles Community College District. Mr. Brahmbhatt will share the information gleaned with others. ■ Mr. Brahmbhatt emphasized the importance of attending today's Enrollment Management Meeting at the District Office in order to plan for the best possible enrollment management strategies. ■ Mr. Brahmbhatt highlighted two main themes of the District's 2008-09 budget presentation. The first theme is that the District is on solid financial footing and no lay-offs are being considered. All vendors and all paychecks have been paid on time. Currently, the state wants to borrow \$7 billion from the federal government to meet cash flow needs. To keep all District employees informed during these fiscally-challenging times, a message may be sent to all staff. The second theme of the District's 2008-09 budget is that the classroom must be protected. Students must have access to classroom instruction and we must find a balance between access and fiscal stability. This may require belt tightening. Mr. Brahmbhatt encouraged cabinet members to contact him with any questions so that informed decisions can be made.

Diane Restelli said that the Senate is working diligently toward finalization of goals, looking at the wild card process for ranking of faculty hiring, and taking care of unfinished business with Program Vitality.

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Wes Bryan advised that Golden West College held another e-waste collection program and received huge truck loads of donations. Another program is anticipated in February. ■ As college staff struggle with the budget, two areas must be dealt with during the next 30 days. They include identifying temporary 165-day employees and removing \$750,000 from the part-time faculty overload accounts. Mr. Bryan explained that the budget for temporary employees was overspent last year. He also explained that carryover of summer FTES counted against the college's growth and they now have intersession and spring semesters to recoup monies and balance the budget. The goal is to make decisions prior to registration about classes that may not be offered, rather than offering classes and later cancelling them.

Ken Yglesias stressed the importance of today's Enrollment Management Meeting and expressed the opinion that with the severity of the budget situation, both target enrollment and FTES production must be considered. He noted that Enrollment Management meetings are typically held when the financial picture is challenging and encouraged members to attend the meeting and offer their wisdom toward decision making.

Joyce Black distributed information that will be used to respond to the District's delineation of function standard for the March 2009 accreditation site visit. Handouts included a description of an organizational delineation of responsibility and process for decision-making, a functioning map including responsible parties, a summary of centralized and decentralized functions, sample Delineation of Reporting Policy, and reporting relationships/organizational chart to reflect, in part, that the Chancellor is the only employee who reports to the Board of Trustees. Ms. Black asked for review and feedback of any discrepancies in the materials she distributed. Dr. Yglesias added that Ms. Black performed extensive research to compile this information, contacting districts that received positive recommendations for this standard during accreditation reviews. Dr. Yglesias further noted that the information is a compilation of data that describes the delineation of function process that is currently followed by the District, and that it will be used to recommend a revision to District Policy. Dr. Yglesias stressed the importance of this accreditation standard to all three schools and that we must address this issue properly, looking at our current policy and our proposed policy, in a timely manner.

4. ADJOURNMENT

The meeting was adjourned at 9:20 a.m.

PLEASE NOTE LOCATION OF
NEXT CABINET MEETING
Monday, October 27, 2008
8:30 a.m.
Orange Coast College
Administration 108 Conference Room

Recorded by Nancy Sprague

Index to the Planning Agenda and Recommendations

Standard	Progress			Page
	Met	In Progress	Not Started	
Standard I				
I.B.1. p. 63 (See also II.A.1.c. p. 107)				
1. Continue to offer SLO workshops and to facilitate the development and assessment of SLOs throughout the College.	X			1
2. Develop technology tools, such as electronic reporting forms, an SLO tracking database, and a rubric-builder integrated with Coastline Seaport Course Management System (III.C.1.a), to sustain the momentum of SLO implementation. (See also II.A.2.I. p. 124)		X		2
3. Continue implementing program review processes for College operations outside instructional and student services (for Maintenance and Operations, as an example).	X			2
I.B.3. p. 69				
4. Develop a comprehensive calendar and tracking process to facilitate DSR and SSRP, similar to the process used for instructional Program Review.	X			3
5. Report annually to the MPBC and the President’s Cabinet on the status of Coastline’s top 15 institutional effectiveness measures (I.B.7).	X			3
I.B.5. p. 78				
6. The Office of Research will facilitate and train College staff in the use of reports available through Project Voyager.	X			3
I.B.7. p. 86				
7. The Planning, Development, and Government Relations Department will evaluate the effectiveness of the planning process and evaluation cycle as part of its annual Departmental Services Review.		X		4

Standard	Progress			Page
	Met	In Progress	Not Started	
Standard II				
II.A.1.b. p. 102				
8. The College will recommend the development of forms used for student evaluation that are, consistent with union contracts, neutral to the mode of instruction.		X		7
II.A.1.c. p. 107				
9. Expand the number of courses, programs, and services—including instructional and non-instructional departments—engaged in gathering, analyzing, reporting and making use of learning outcome assessment data to improve curriculum, with the goal of 100% implementation by fall 2010.		X		4
10. See Planning Agenda for I.B.1.				
II.A.2.a p. 112 (see also II.A.2.e. p. 120; II.A.2.f. p. 122)				
11. Develop and implement a process for departments to provide annual updates and reports on the progress of implementing goals and recommendations identified during their Program Review.		X		5
II.A.2.b. p. 113				
12. Encourage the use of graduation and alumni survey data, especially by career and technical education programs.		X		6
13. Make more extensive use of advisory committees to identify student needs and evaluate congruence of expected learning outcomes with industry needs.		X		5
II.A.2.c. p. 116				
14. Faculty and departments will work with the College to plan the sequencing of courses in a manner that provides student access and satisfactory completion rates.	X			6

Standard	Progress			Page
	Met	In Progress	Not Started	
IIA.2.d. p. 119				
15. Continue to evaluate requirements for expanded DL infrastructure and implement new support measures as required.	X			7
IIA.2.e. p. 120				
16. See Planning Agenda for II.A.2.a.				
II.A.2.f. p. 122				
17. See Planning Agenda for II.A.2.a.				
18. Institute a process for funneling Program Review results back to program advisory committees.	X			5
II.A.2.i. p. 124				
19. See I.B.1, Planning Agenda item 2.				
II.A.3.a. p. 126				
20. The College will continue to develop strategies, including portfolios and database solutions, to assess student progress toward degree-level learning outcomes.		X		5 and 7
II.A.6.c. p. 140				
21. Create a plan to ensure that time-sensitive publications such as the Catalog are produced in a timely manner.	X			6
II.B.1. p. 148				
22. Coastline will strengthen and develop processes to ensure student access to services that support student learning, with special emphasis on technological access points.	X			8-9

Standard	Progress			Page
	Met	In Progress	Not Started	
II.B.3.a. p. 157				
23. Coastline will develop strategies to increase student awareness of student support services.	X			8
II.B.3.c. p. 168				
24. Establish structures and strategies to strengthen communication and collaboration within Student Services	X			8
25. Develop and implement mechanisms to communicate with students about the various services and college activities available to them.	X			8
II.B.3.f. p. 172				
26. Implement Voyager Banner Student System.	X			10
II.C.1 p. 186 (See also II.C.1.c. p. 190)				
27. Expand promotion of and training in the use of the Virtual Library for students and faculty.		X		10
28. Conduct a student survey to determine demand for additional subject-specific databases.		X		11
II.C.1.c. p. 190				
29. By working with Distance Learning and other technical resources at Coastline, put in place a process to implement a simple login procedure for access to the Virtual Library.	X			10
30. See III.C.1.a.				

Standard	Progress			Page
	Met	In Progress	Not Started	
II.C.2. p. 193				
31. In the Program Review process, develop a systematic program to evaluate library and other learning support services that identify student learning outcomes and that can be used as a basis for improvement. <i>Suggested rewording: Develop and implement a process to (1) determine the extent to which library and learning resources help students achieve learning outcomes and (2) identify areas for improvement.</i>		X		11
Standard III				
III. A.1.a. p. 199 (see also III.A.2. p. 206)				
32. Develop a long range staffing plan that is based on the Master Plan and enrollment patterns and projections.	X			11
III.A.1.b. p. 202				
33. The college will recommend the development of forms used for faculty and student evaluation that are, consistent with union contracts, neutral to the mode of instruction (Planning Agenda for II.A.1.b).		X		11
III.A.1.c. p. 204				
34. The College will recommend that District Human Resources and the unions review the forms used for both full-time and part-time faculty evaluations in an effort to provide additional categories for evaluating effectiveness, other than just "satisfactory."		X		11
35. The College will recommend that the District consider the need to develop training or better printed instructions related to conducting faculty evaluations in order to ensure consistency in the evaluation process.			X	11

Standard	Progress			Page
	Met	In Progress	Not Started	
III.A.1.d. p. 204				
36. The College, through its participatory governance structure, will develop of written code of professional ethics.		X		11
III.A.2. p. 206				
37. See planning agenda for III.A.1.a.				
III.A.4.a. p. 210				
38. The College, through the Staff Diversity Committee, will work to develop appropriate tools to demonstrate the effectiveness of its equity and diversity policies and practices.		X		12
III.B.1.a. p. 220				
39. The Facilities Committee will review the G.O. Bond priority list to consider recommending modifications of project scope due to unanticipated increases in construction costs.	X			12
III.B.1.b. p. 224				
40. Implement the remainder of the Facilities Master Plan as funded by the Measure C bond measure.	X			12
41. Develop a system to coordinate maintenance, repairs, cleaning, and site inspections with the site Dean and facilitator.	X			13
III.B.2.b. p. 228				
42. The MPBC and the FC will implement a formalized annual review of capital plans to confirm coordination with and support of institutional goals.		X		12
43. The Office of Administrative Services will develop formal data to create evidence of how physical resource allocation decisions are supporting the needs of college programs and services through the newly established Departmental Services Review (DSR) Program (I.B.3).		X		13

Standard	Progress			Page
	Met	In Progress	Not Started	
III.C.1.a. p. 240				
44. Investigate the Accreditation Self-Study Survey finding that only 58% of students attending on-site classes believe that computers are available on campus when needed. Conduct a survey to determine the extent to which on-site students are aware of computer resources already in place. Ascertain more precisely the times and locations at which students expect computers to be available.	X			13
45. Modify the current course outline form to include specific technology resources required for the course. Courses requiring technology resources would then be flagged, with the pertinent information being forwarded to CSD. In addition to modifying the course outline, a step could be added to the scheduling process to ensure that CSD is aware of technology needs related to specific courses. The discipline dean and area facilitator could notify CSD when such a class is being scheduled. Since the scheduling process takes place months in advance of the courses actually being offered, this would give CSD ample time to prepare.		X		13
46. Strengthen the development of the Seaport CMS to realize its full potential for the support of faculty and student learning outcomes using a systematic approach.		X		14
III.C.1.c. p. 248				
47. Please see the planning agenda for C.2.				
III.C.1.d. p. 249				
48. Please see the planning agenda for C.2.				
III.C.2. p. 251 (see also III.C.1.c. p. 248 and III.C.1.D. p. 249)				
49. Formalize the technology planning process and strengthen communication links to disseminate the process to all College constituencies.		X		15

Standard	Progress			Page
	Met	In Progress	Not Started	
III.D.1.b. p. 257 (see also III.D.2.d. p. 267)				
50. Develop a strategy/plan through the MPB process to fund predictable financial obligations, such as instructional (e.g., computer labs) and non-instructional equipment replacement, including technology equipment (e.g., College network upgrades), that will predetermine the allocation of ancillary surplus funds.		X		17
III.D.1.c. p. 258				
51. See III D 1.b.1				
52. See III D 1.b.2				
III.D.1.d. p. 261				
53. Develop departmental and standardized processes to ensure opportunity for budget development input and oversight for all appropriate staff.	X			18
III.D.2.b. p. 264				
54. By conducting extensive training workshops, representative College staff participating in Voyager implementation will ensure that the new system provides ample opportunities and access for all staff to become aware of available College financial information.	X			19
III.D.2.d. p. 267				
55. See III.D.1.b, Plans 1 and 2.				
56. Utilizing the MPBC, develop a strategy to determine the percentage of surplus Contract Education funds that should be re-invested into the program for continued growth and vitality.	X			16
III.D.2.e. p. 269				
57. Expand the fundraising capabilities of the Foundation so that it can continue to support College programs and services.	X			20

Standard	Progress			Page
	Met	In Progress	Not Started	
58. 2. Continue to increase the endowment account to strengthen the financial position of the College.	X			20
III.D.2.e. Bookstore p. 271				
59. Monitor the physical inventory for the 2005-06 academic year to ensure that all procedures are being followed.	X			21
60. Intensify the search, at college bookstore trade shows and through other appropriate channels, to find more merchandise that Coastliners will buy.	X			21
61. Monitor sales from the non-text area of the Bookstore to ensure that this space is being used effectively. Investigate stocking Coastline gift items in this space as another way to build sales.		X		21
III.D.2.f. Contract Education p. 275				
62. Increase the numbers of courses available to the military to allow more areas of concentration or majors.	X			19
63. Develop multiple contracts and MOUs with all service branches to preclude over-reliance on any single contract, which could adversely impact enrollments.	X			19
64. Pursue further development of PDA-delivered courses for use by military and corporate students worldwide.	X			19
65. Establish Coastline Adjunct Mini-Campuses at military installations to provide classroom-style traditional courses. <i>Modified plan: Blended Learning</i>		X		19
66. Establish College Board approved National Test Centers at military installations to provide electronic CLEP (College Level Examination Program) testing to servicemembers.	X			20
67. Enhance the quantity and maintain the quality of support staff consistent with program growth.		X		19

Standard	Progress			Page
	Met	In Progress	Not Started	
68. Expand the College's credit and non-credit contract education program offerings and increase partnerships with business community.				
a. Finalize the contract with Boeing to participate in the Boeing Education Alliance for the delivery of programs to their employees worldwide.		X		19
b. Deliver the ESL for Nurses program via contract with Fountain Valley Hospital.		X		20
69. Successfully launch the Dale Carnegie Program and other contract education/fee-based programs to the aerospace industry and oversee the development of a registration and tracking process in support of this growing program.		X		20
III.D.2.f. ISD p. 277				
70. Develop a strategy through the MPBC to determine the share of the College's ongoing General Fund expenses that must be balanced with General Fund apportionment monies and the share that will be supported by ancillary surplus funds.		X		17
71. Develop a funding allocation strategy for ancillary fund revenues.		X		17
III.D. 2.g. p. 279				
72. Conduct a thorough review of the newly implemented (as of July 1, 2006) SCT Banner Financial Management System to verify that the data satisfies management decision making requirements.	X			18
73. Working with both the District internal auditor and the external auditors, verify that the data and reports generated by the new system provide accurate and adequate information for financial analysis necessary to ensure fiscal integrity and viability.	X			18
Standard IV				
IV.A.3. p. 301				
74. Address the issue of hiring a full-time webmaster to respond to the technology staffing needs noted on the preceding page.	X			21

Standard	Progress			Page
	Met	In Progress	Not Started	
75. Continue the implementation of Voyager and complete the project as scheduled.		X		22
IV.A.5. p. 308				
76. Undertake Program Review of non-academic programs and departments. Further information about non-academic review programs appears in I B.	X			2
IV.B.1.h. p. 316				
77. Implement a clearly defined Board policy for dealing with behavior that violates its code of ethics. <i>Suggested rewording: Collaborate with District representatives to develop a clearly defined Board policy dealing with behavior that violates its code of ethics.</i>	X			22

Recommendations	Progress			Page
	Met	In Progress	Not Started	
1. The team recommends that in the college's next review of its mission statement, it clarify the college's intended student population. (I.A.1; I.A.4)		X		22
2. The team recommends that the college provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on campus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s) (IIC,I).	X			23 and Progress Report
3. The team affirms the 2001 team's recommendation that the college develop a long-term staffing plan. (III.A.2.)	X			23 and Progress Report

Recommendations	Progress			Page
	Met	In Progress	Not Started	
4. The team recommends that the district, in collaboration with the appropriate bargaining units, revise evaluation processes, including methods and instruments for surveying student opinions, to align with a wider variety of instructional delivery methods and to facilitate meaningful feedback from distance education students (IIIA.I.b; III.A.I.c).		X		23
5. The team recommends that the cost of regularly replacing outdated computers and related technology be institutionalized in the college's budget process rather than relying on onetime funding (III.C.I.c; III.C.Z).	X			24
6. The team recommends that the Board develop a clearly defined policy for addressing board member behavior that violates its Code of Ethics. Additionally, it is recommended that the district develop a written code of professional ethics for all its personnel (III.A.I.d, IV.B.I, IV ,B.I.g, IV.B.I.h).	X			25
7. The team recommends that the Board adopt a formal written process for the selection of the chancellor, vice chancellors and college presidents. In addition, the Board should develop a policy that clearly delineates authority from the chancellor to the college presidents for the effective operation of the colleges (IV.B.I.j, IV.B.3, IV.B.3.a).	X			27 and Progress Report
8. The team recommends that the Board implement a process for the evaluation of its policies and procedures according to an identified time-line and revise the policies as necessary (IV.B.1.e.)	X			27
9. The team recommends that the Board establish a process and specific timeline for updating the District's Vision 2010 plan. (IV.B.3.)	X			28
10. The team recommends that the college and district adhere to the Commission policy for the evaluation of institutions in multi-college districts by immediately delineating specific district functions as distinct from those of the colleges' functions, and communicate these delineated functions to all college and district constituencies, so that there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting Accreditation Standards (IV.B, IV.B.3,IV.B.3.a, IV.B.3.g and Policy	X			30 and Progress Report

Recommendations	Progress			Page
	Met	In Progress	Not Started	
<i>and Procedures for the Evaluation of Institutions in Multi-College Multi-Unit Districts or Systems, January 2004).</i>				



Coast Community College District

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