

ORANGE COAST COLLEGE

ACCREDITATION FOLLOW-UP REPORT

MARCH 1, 2009



Orange Coast College

FOLLOW-UP REPORT

Submitted

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by

Orange Coast College

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to

the Accrediting Commission for

Community and Junior Colleges

of the Western Association

of Schools and Colleges

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STATEMENT ON REPORT PREPARATION

Introductory Comments

Orange Coast College is pleased to submit this report to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The college submitted its self study in December 2006 followed by a site visit in March 2007. At the request of the Commission, the college prepared a progress report in March 2008, addressing four recommendations and two concerns, followed by a site visit in April 2008. At its June meeting in 2008, the Commission moved to request a second progress report, addressing the same recommendations and concerns. The Commission also placed the college on warning. This report is Orange Coast College's response to the Commission's June 2008 request.

Process and Timeline

Orange Coast College (OCC) developed an inclusive process for drafting this follow-up report to the ACCJC's request of June 30, 2008.

This process began with the creation of an Accreditation Task Force which first met on August 25, 2008. Since then it has continued to meet on a weekly basis. The members include the college President, the Academic Senate President, all vice presidents, the faculty Program Review Coordinator, the faculty Curriculum Committee Chair, the faculty Student Learning Committee Chair, the Dean of Library and Institutional Research, the Technology Division Dean, and recently the faculty Transparency Committee chair.

In September 2008, the college administration and the Academic Senate called for faculty applications from those interested in serving as the lead writer/researcher for the report. In October 2008, the administration and Senate selected a faculty member who was subsequently ratified by Academic Senate vote. That same month, the Academic Senate created a faculty Transparency Committee to encourage greater faculty participation in the accreditation process and to facilitate transparency in creation of the campus report.

Working closely with the Office of Instruction and the Academic Senate, the faculty writer/researcher began her duties with interviews, document research, and drafting. The first draft was presented to the Transparency Committee on December 5, 2008, and distributed to the entire college via email on December 8, 2008. A revised draft was sent to the campus on February 2, 2009, accompanied by a "self-report" or feedback memo, asking for faculty input to the draft: approximately 74 individuals replied. These contributions represent participation from 48 departments and programs across the college.

Although the college had originally established a different calendar for the creation of this report, the Board of Trustees announced in early January that it wished to receive draft versions of the document by mid-February. The second draft of this report was submitted to the Coast Community College District Board of Trustees' accreditation subcommittee on January 30, 2009. The Board of Trustees received a reformatted version of the second draft for its February 18, 2009, meeting.

Feedback from the campus on the drafts was collected through February 12, 2009. This was incorporated into the final version, which was made available for final college review on February 22, 2009. The due date for submission to the ACCJC was March 1, 2009.

Document Format

This document has been constructed specifically to assist the Commission and its representatives to quickly review the activities and supporting documentation addressing the recommendations and concerns as cited in the ACCJC's letter of June 30, 2008.

Each section of the report is devoted to one recommendation or concern. The section begins by listing the recommendation/concern, followed by a summary preamble providing an overview of college-wide activities addressing the Commission's recommendation. Following the overview, the recommendation/concern has been separated into an outline format that lists each component of the recommendation. Campus activities addressing the component within the recommendation are then bulleted. This type of format should allow the reader to quickly ascertain the degree to which the college has met and reconciled the recommendations/concerns.

An exception to this presentation format is found in the response to Recommendation 11, which is a common recommendation to all three colleges within the Coast Community College District and, therefore, the response is identical for all three colleges.

All supporting evidence is listed at the end of the report. The electronic version of the report includes all evidence in electronic format. Hard copies of evidence are on file at the college. The evidence convention used is simple and intuitive: each piece of evidence is identified first by a Roman numeral corresponding to the recommendation number, then a lower case letter corresponding to the component of the recommendation, and finally an Arabic number corresponding to the document number. Thus, the first piece of evidence cited for Recommendation 1's first component would be identified as I.a.1, signifying Recommendation 1, component a, evidence number 1.



Robert Dees, President, Orange Coast College

February 26, 2009

Date

ACCREDITING COMMISSION'S FOLLOW-UP REPORT REQUESTS

The Commission asks that a Follow-up Report be submitted by March 1, 2009. The Follow-up Report should focus on the institution's resolution of the recommendations and Commission concerns as noted below:

Recommendation 1:

The team recommends that the college accelerate its efforts to identify measurable student learning outcomes for every course, instructional program, and student support program and incorporate student learning assessments into course and program improvements (Standards I.B, I.B.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.i, II.A.3, II.B.4, II.C.2).

Recommendation 2:

The team recommends that the college strengthen the content of its program reviews to include a comprehensive and meaningful analysis of data with particular emphasis on student enrollment, program completion, retention, success, and achievement of student learning outcomes and make improvements to its programs based on the results of the enhanced program review process (Standards I.B.3, I.B.6, I.B.7, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.B.1, II.B.3.c, II.B.4, II.C.2).

Recommendation 3:

The team recommends that the college broaden the focus of its academic, Student Services, and administrative planning and budgeting processes for human, physical, technological, and financial resources beyond an annual basis to encompass a longer-term framework.

Plans, accompanied by budget allocations, must be developed for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel. The transparency of the college's planning and budgeting processes must be enhanced, with institutional stakeholders made more aware of the procedures and criteria employed. The process should draw upon the findings and recommendations contained in program reviews and be filtered through the college's planning committee structure (Standard I.A.4, I.B.2, I.B.3, I.B.4., I.B.5, I.B.6, I.B.7, II.C.1, II.C.1.a, II.C.1.c, III.A.6, II.D.1.c, III.D.3, IV.A.1).

Commission Concern 1:

The college must demonstrate that it is in compliance with Eligibility Requirement 8, which requires that the institution's degree programs "culminate in identified student outcomes."

Commission Concern 2:

The college should define and publish "for each program the program's expected student learning and achievement outcomes" (Eligibility Requirement 10).

The above-mentioned concerns are based upon the institution's statement that instructors are "not contractually required to provide a syllabus" thus placing the institution out of compliance with Commission Standards (Standard II.A.6).

Recommendation 11:

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 there is a clear understanding of the respective organizational roles, authority and responsibilities for the effective operations of the colleges and in meeting the Accreditation Standards (Standards IV.B, IV.B.3, IV.B.3.a, IV.B.3.g, and Policy and Procedures for the Evaluation of Institutions in Multi-college/Multi-Unity Districts or Systems, January 2004).

Recommendation 1:

The team recommends that the college accelerate its efforts to a) identify measurable student learning outcomes for every course, b) instructional program, and c) student support programs and d) incorporate student learning assessments into course and program improvements.

The college has moved into full proficiency with respect to its institutional effectiveness in student learning outcomes.

At the time of the April 2008 site visit, 52% of all course student learning outcomes (CSLOs) had been completed. By November 2008, 100% of all CSLOs were completed and submitted via the curriculum approval process. All CSLOs were formally approved by the Curriculum Committee, with the last approvals occurring in December 2008. Divisions and departments conducted a variety of workshops and retreats to assist in the training and writing of CSLOs. A subcommittee of the Curriculum Committee reviewed all CSLOs prior to general committee review and approval. In total, all 1,387 Course Outlines of Record (CORs) for the college have approved and published CSLOs.

During April 2008, the instructional wing was in the process of drafting a definition of “program” appropriate for the campus. It was also engaged in identifying all certificate programs in order to suspend programs no longer needed and to identify viable certificate programs. Following these two necessary activities, the faculty, with the help of the Curriculum Committee and the Program Review Coordinator, drafted PSLOs for all certificate programs in the instructional wing. These PSLOs are currently being reviewed and approved by the curriculum committee for inclusion in the 2009-2010 catalog.

The college had set a target date of spring 2010 for the development of 100% of all PSLOs across all wings of the college. At the time of the April 2008 site visit, only Student Services had identified Program Level Outcomes (PSLOs) for all of its support programs and departments. Based on the Commission’s 2007 and 2008 actions, the college greatly accelerated its efforts to establish PSLOs across all wings. As of February 2009, nearly 100% of all programs in all four wings of the college have developed PSLOs. Those programs not finished at the time of this report’s publication have committed to PSLO completion no later than March 13, 2009. This was accomplished by creating self-help guidelines and models for writing and assessing PSLOs and by integrating PSLOs into the Program Review process for the instructional, Student Services, Administrative Services and President’s wings of the college.

Assessment of outcomes has been a long-standing practice in some areas of the instructional wing, most specifically in the Allied Health programs. However, full college assessment was in its formative stage in the 2007 - 2008 academic year. This has changed with the development of a new comprehensive program review form for all wings and the formal inclusion of assessment in all program reviews. Integrated into the program review forms are sections where programs must describe their assessment methods, their assessment timelines, and their assessment results. It is important to note that all wings – Instruction, Student Services, Administrative Services, and the President’s wing – are currently in the process of assessing their PSLOs. Instruction is also assessing CSLOs.

The college has fully reconciled this recommendation. Specific evidence for each component of the recommendation is presented below.

a. Identify measurable SLOs for every course:

Thanks to the strong commitment of faculty members across the campus and the leadership of the Curriculum Committee, the college has made excellent progress and has identified measurable SLOs for every course.

- As of December 2008, 100% of Course Outlines of Record include approved student learning outcomes (I.a.1).
- As of spring 2009, all course syllabi must include SLOs. The Coast Community College District and the faculty bargaining unit (AFT/CTE) mutually supported this mandate and memorialized this agreement in a Memorandum of Understanding signed on October 27, 2008 (I.a.2).
- CSLOs as published on the syllabus for each course are made available to students directly from the course instructor as well as in each division office (I.a.3; I.a.4).
- Division offices reported in week three of the semester that 92% of all full-time faculty and 81% of all part-time faculty have submitted syllabi with SLOs. These are impressive results for the first semester of the new syllabi policy and procedure. The college expects that 100% of syllabi with SLOs will be on file by the end of the fourth week (I.a.4).

b. Identify measurable SLOs for every instructional program:

Due to the new program review process, the college has made significant progress and has identified measurable SLOs for every career technical education program and over two-thirds of all other instructional programs.

- PSLO resources, including guidelines, models, and a glossary of terms, are available on the OCC Portal, the local college document network, for faculty to access and utilize in drafting program level learning outcomes (I.b.1).
- Workshops and individualized training sessions were conducted throughout fall 2008 by the Program Review Coordinator to help facilitate writing PSLOs for instructional programs (I.b.2).
- On September 5, 2008, a college-wide definition of “program” was discussed at an informational symposium on program review and was later revised and adopted by the Program Review Coordinator. The accepted definition for “program” at OCC helped the college to identify that there are the three categories of programs requiring PSLOs:

Category 1) any series of courses culminating in a certificate of achievement or certificate of specialization;

Category 2) any series of courses leading to a terminal degree or to transfer;

Category 3) any department or service that offers a cluster of courses or resources that contribute to a student’s academic progress (I.b.3; I.b.4).

- As part of the program review process, programs must identify PSLOs that support a program-specific mission statement and demonstrate the mission’s and PSLO’s alignment with the Insti-

tutional Student Learning Outcomes (ISLOs) (I.b.5; I.b.6).

- Including these items on the program review forms ensures mission statements and PSLOs will be an integral part of the program review process and will encourage the reassessment of both every three years as part of the program review cycle.
- Both the Mission Statement and PSLOs are provided in the Program Review and published on the OCC Portal (I.b.7).
- As of February 12, 2009, 100% of all certificate programs have submitted a mission statement and their PSLOs. PSLOs will be approved by the Curriculum Committee as part of the program catalog description no later than March 4, 2009. This ensures that all certificate PSLOs will be published in the 2009 – 2010 catalog (I.b.8).
- As of February 12, 2009, 67% of all instructional PSLOs (which includes Category 1 “Certificate” and Category 2 “Transfer” programs) have been identified and approved through the Program Review process (I.b.9).
- The college President has recommended and the Student Learning Committee (SLC) has endorsed his recommendation that any program not in compliance—i.e., any program without an approved mission statement and identified PSLOs—should not be offered until it is revised to include these elements (I.b.10; I.b.11).
- Development of PSLOs for General Education has begun in spring 2009 and will be completed by fall 2009 (I.b.12).
- The student learning outcomes for the Associate of Arts and the Associate of Science degrees have been identified and published. These degree level outcomes are the institutional student learning outcomes (ISLOs) (I.b.5).

c. Identify measurable outcomes for student support programs:

The college provides student support in programs within the Student Services wing, the President’s wing, and the Administrative Services wing. The college has made significant progress in identifying measurable outcomes for every program in these three wings.

Student Services Wing:

- As of May 2008, 100% of student support programs within the Student Services Wing have identified two PSLOs, complete with assessment methods (Academic Integrity Seminar, ASOCC, Bookstore, CalWORKs, Children’s Center, Enrollment Center, EOPS/CARE, Financial Aid, International Center, Matriculation, Peer Mentoring, Scholarship, Student Health Center, and Student Government). These PSLOs have been incorporated into the Student Services Program Review process (I.c.1).
- Student Service PSLOs align with the wing’s themes: student responsibility and providing students with skills needed in their academic and professional lives (I.c.1).

- The Student Services wing themes directly align with the fourth core competency area of the ISLOs: Personal Development and Responsibility (I.c.1; I.c.2).
- As of December 2008, 80% of Student Services' PSLOs have been assessed. The remaining 20% will be assessed in spring 2009. By the end of the spring 2009 semester, 100% of Student Services' programs will have undergone the first cycle of assessment (I.c.3).

President's Wing:

- The six programs identified within the President's wing (Community and Marketing Relations, College Foundation, Institutional Research, Staff Development, Information Technology, and the College Enterprise) are required to identify PSLOs as part of their program review process. All six programs have identified PSLOs (I.c.4).
- The Information Technology (IT) department was reorganized in January 2009. The IT department has completed a comprehensive program review which includes PSLOs. These PSLOs, as well as their program mission statements, will be finalized in February 2009 (I.c.5; I.c.6; I.c.7).

Administrative Services Wing:

- As of November 2008, 100% of the seven support programs within Administrative Services (Bursar's Office, College Budget and Financial Operations, College Public Safety, Facilities, Maintenance and Operations, Personnel Services, and the Vice President's Office) have drafted and finalized their PSLOs, which are aligned with the Academic Master Plan and the college ISLOs. These PSLOs are published on the OCC Portal (I.c.8; I.c.9).
- PSLOs were developed with input from staff and management and reviewed by the Administrative Services Planning Council (I.c.10; I.c.11).
- Program Review forms for Administrative Services have been revised to include the college-wide program review planning grids to document their program's mission statement and PSLOs. Including these items on the program review forms ensures mission statements and PSLOs will be an integral part of the program review process, encouraging the reassessment of both as part of the three-year program review cycle (I.c.12).

d. Incorporate student learning assessments into course and program improvements.

Although most of the campus is in the early stages of the assessment process, it is already seeing the benefits of the process. Thirty-three academic departments are engaging in course level assessment in spring 2009, with some departments performing assessment for every course. All support programs within Student Services and Administrative Services have undergone or are undergoing assessment of their PSLOs.

College-wide:

- OCC's Program Review Coordinator is an important resource for assessment. She has attended conferences on assessing SLOs, writing effective PSLOs, and utilizing assessment software such as eLumen. She has conveyed the training information to the college via division and departmental workshops (I.d.1).
- Measurable CSLOs and/or PSLOs and their assessment are integrated into every program review document across all four college wings (I.d.2).
- As part of the three-year program review process in all four wings, all identified SLOs and PSLOs will be assessed at least one time during the three-year cycle.

Instructional Wing:

- The Academic Senate drafted an assessment philosophy statement in October 2008. The purpose of assessment is addressed, with emphasis on greater faculty dialogue, transparency of continuous improvement practices, and the use of assessment in assisting faculty-driven decision making. This statement is currently in discussion by Senate members (I.d.3).
- Of particular note, all 10 School of Allied Health programs and the Culinary Arts program have conducted outcomes-based assessment since the inception of each program. Additionally, each of these programs is accredited separately by professional agencies which assure an exceptionally high level of quality control (I.d.4).
- For the 2008-2009 academic year, 33 instructional departments have self-reported they are engaged in CSLO and/or PSLO assessment (I.d.5).
- A variety of assessment methods are being tested across the instructional wing. These include embedded test questions, rubrics, portfolios, exit interviews, entrance/exit surveys, and pre- and post-tests (I.d.5).
- Both full- and part-time faculty members are participating in course and program assessments (I.d.5).
- Many programs report all courses in the process of assessment and assessment analysis. These programs include all 10 Allied Health programs, Culinary Arts, Biology, English/Literature, Physical Education/Athletics, Psychology, Speech Communications, and World Languages (I.d.5).
- By the conclusion of spring 2009, a minimum of 50% of all instructional programs will have piloted an assessment of one SLO and begun a review of the assessment method and process. Departments and programs are required as part of the program review process to discuss the results of the assessment as well as the effectiveness of the method selected for assessing student learning. Results will be incorporated in the program review process (I.d.5; I.d.6).
- Departments not participating in assessment during the 2008-2009 year are creating timelines for completing all of their SLO assessments and are discussing the most effective methods and instruments for assessing their courses. Timelines assure that all CSLOs and PSLOs will be assessed at least once each three years (I.d.7).

- Assessment of SLOs and PSLOs is now part of “Instructional Unit Assistants (IUAs)” job descriptions. Making these duties explicit helps institutionalize a process to assure that each instructional department/program will have a point of contact and leadership for the assessment process (I.d.8).
- Assessment is also done as part of the Title III grant, which established objectives to strengthen student learning. By centralizing the Student Success Center, creating an early alert process and tracking software, developing the supplemental instruction program, and increasing tutoring services, the Student Success Center has grown by over 130% (I.d.9; I.d.10).
- The Student Success Center is using utilization, retention, and program completion statistics to conduct assessment and propose improvements, even though required program review is not scheduled until 2009-2010. As an example, data collection in the first year of the Title III grant showed the need for more space for tutoring. To create the space, the self-paced math program was moved to another location (I.d.10).

Student Services:

- In fall 2008, 80% of student support programs performed a measured assessment of two SLOs. The remaining 20% will be completed in spring 2009 (I.d.12).
- Data for upcoming assessment will be gathered from a variety of sources. For example, Student Government will use pre-/post-tests and questionnaires; Matriculation will use qualitative analysis and on-line registration statistics; the Children’s Center will use student employee evaluations and student parent conferences; EOPS will use review and tracking of student educational plans and student transcripts; and Financial Aid will use data tracking (I.d.13).
- Assessment done after the first year of implementing the Title III grant showed that student tracking and early alert technology solutions were needed. The Title III Coordinator researched both areas and worked with the Dean of Enrollment Services, the Matriculation Committee, and IT staff to develop and purchase software for this purpose (I.d.14).
- Assessment results and program review analysis will be incorporated into the Student Services three-year wing plan, which is scheduled to be drafted in March 2009 (I.d.15; I.d.16; I.d.17; I.d.18).
- Student Services has started the dialogue of post-assessment strategies. Specifically, this dialogue addresses how to use assessment to improve PSLOs (I.d.18).

President’s Wing:

- Five of the six support programs within the President’s wing will propose assessment methods for their PSLOs as part of their program review process in spring 2009 (I.d.19; I.d.20; I.d.21; I.d.22; I.d.23).
- The Technology Committee will survey stakeholders on Information Technology (IT) services and technological equipment in February and March 2009. The results of the survey will be used as part of the data available for the IT program review as well as a tool for assessment of its PSLOs (I.d.24).

- As part of writing the PSLOs and mission statements, IT identified four areas of study that will guide assessment process and its data collection (I.d.25).

Administrative Services:

- During the spring 2008 semester, a survey assessing the departments of Public Safety and Personnel Services was performed. Data used in the 2008 survey were included in both departments' program review documents (I.d.26; I.d.27).
- Assessment conducted as part of program review led to the following improvements in Public Safety: new equipment for public safety officers, facility improvements to the public safety building, and increased communication through a reinstated public safety dispatch position (I.d.28).
- Assessment conducted as part of the Personnel Services program review identified and resulted in many improvements. First, it has opened communications, as program review is a standing agenda item for monthly staff meetings. Second, specific improvements to date are a remodeled furniture layout for the personnel services offices for increased confidentiality and process flow; a review with payroll to discuss and expedite paperwork; the development of a procedure manual which is on the OCC Portal; more data, forms, and deadlines added to the Portal for improved customer service; cross-training and realignment of staff members' duties; and an orientation manual for new hires is in process (I.d.27; I.d.29; I.d.30).
- The other four areas of Administrative Services are conducting a college-wide survey in spring 2009 and will incorporate the results into program improvements, as have Public Safety and Personnel Services (I.d.31).

Recommendation 2:

The team recommends that the College strengthen the content of its program reviews to include a) comprehensive and meaningful analysis of data with particular emphasis on student enrollment, program completion, retention, success, and achievement of student learning outcomes and b) make improvements to its programs based on the results of the enhanced program review process.

Orange Coast College has significantly revised and improved its comprehensive program review process over the past two years. Beginning in 2007, all program reviews moved from a six-year cycle to a three-year cycle. During the 2007-2008 academic year, the first year of the new cycle, many lessons were learned. The most important outcome of that first year and its experiences was to revise and align the process such that forms and timelines of program review were common across all four wings of the college. This has significantly improved the ability of the college to compare program review goals, outcomes, and assessment.

The new college-wide program review alignment ensures that each program review includes the program's mission statement, student or program level outcomes, and assessment as an integral part of the process. Additionally, all program reviews have been made available to all stakeholders by being posted on the same program review page, located on the college portal.

To further the analysis of data and to enhance the program review process for Student Support Services, the Program Review Coordinator has created a portal-based document, "Program Review Guidelines," which explains the steps of the program review process. The document offers definitions of terms and models for data collection and analysis. The guidelines have facilitated the process, especially for support services performing program review for the first time, and the document has helped to align the program review process for all four wings.

All program reviews undergo peer review to facilitate translation of the required data and to assure the program review plans include the goals articulated in the Academic Master Plan and the Institutional Student Learning Outcomes. The peer review process is anonymous and is intended to assure a constructive means of quality control. Instructional wing peer review is performed by a team of faculty members, with the requirement that peer reviewers must be from a different academic division than that of the program they are reviewing. Previously, peer review for Administrative Services and Student Services was performed within each wing. As of February 2009, the peer-review process for these two wings, as well as the President's wing, will include inter-wing participants.

Through consultation with all four college wings, the Program Review Coordinator and the Dean of Library Services and Institutional Research have generated a Program Review calendar for the entire college. The calendar includes the important due dates for program review, as well as the timeline for incorporating the program review results, which include the assessment of CSLOs and PSLOs into the planning process and the generation of departmental, divisional, and wing plans.

Program review now serves as the foundation for all institution planning processes and allocation of resources. This is a significant improvement in the very culture of the college.

a. Comprehensive and meaningful analysis of data with particular emphasis on student enrollment, program completion, retention, success, and achievement of SLOs.

College-wide:

Comprehensive and meaningful analysis of data in the program review process has been a key component in the college's continuous improvement efforts. The college has utilized feedback resulting in better processes, increased resources, and training. The college as a whole has benefited from the comprehensive approach provided by the work of the Student Learning Committee (SLC) and the Accreditation Task Force (ATF).

- The college is currently in the second year of its three-year program review process. After the first year of implementing the new comprehensive program review process, program review participants provided feedback on the new forms, method of data collection, and the peer review process. This input has made the program review process more efficient and better addresses needs identified by the new planning process (II.a.1).
- Using the college planning and allocation processes, and to assure that appropriate resources are allocated to program review, a new position, Educational Research Analyst (ERA), was created and approved in spring 2008. Hired as a senior research analyst, this specialist assists the college with data collection, processing, and interpretation. Additionally, the senior research analyst is available for staff and faculty who are drafting their program reviews to help them analyze and interpret their data. In October 2008, the position was filled (II.a.2; II.a.3; II.a.4; II.a.5).
- Workshops have been organized by the Program Review Coordinator and funded by the President's Office to train faculty to work with data collection during the assessment and program review process (II.a.6).
- The Program Review Coordinator attended conferences in May and October of 2008 specifically focused on improving student success through program review and the assessment of SLOs. The Coordinator has incorporated this knowledge into workshops and has shared best practices in Senate, Instructional Planning Council, and Accreditation Task Force meetings (II.a.1; II.a.7; II.a.8).
- The ACCJC provided a speaker to outline the necessity of program review for the college planning process. Approximately 100 college members representing all four wings attended this presentation on September 5, 2008 (II.a.9).
- All four wings have integrated an annual program review for staffing, facilities, and equipment/technology. The results of these annual program review components for facilities and equipment/technology have been compiled into spreadsheets and given to the appropriate planning bodies for prioritization, decision-making, and inclusion in the wing plans. This is now an on-going process, such that each year the spreadsheets are updated with new program review content (II.a.10; II.a.11).

- The Student Learning Committee (SLC), responsible for SLO oversight, has received a Student Services wing trend analysis, and the 2007-2008 instructional and Administrative Services program reviews. Using a rubric, the committee evaluated these documents, and results were compiled. The SLC created a comprehensive trend analysis draft document, which was reviewed and endorsed in November 2008. The committee will discuss final approval of this document in March 2009. The draft document was disseminated to all planning councils in December 2008, and the finalized document will be sent to the appropriate planning councils for prioritization in spring 2009 (II.a.12; II.a.13).
- At the Accreditation Task Force it was decided on September 3, 2008, that all program reviews would undergo peer review that involved reviewers external to the division (in the case of instructional reviews) or external to the wing (in the case of other wings). This assures a higher level of quality control and allows for wider participation in the program review process (II.a.14; II.a.15).

Instructional Wing:

The instructional wing represents nearly 80% of college operations, with student learning being the ultimate focus of every member of the college community. The program review process and forms have improved data analysis of key student learning indicators. Furthermore, use of this data has been more thoroughly integrated into decision-making in the wing.

- Program review for the instructional wing includes data analysis of student enrollment, program completion for career programs, retention, success, and achievement of SLOs (II.a.16; II.a.17).
- The prompts for program review were revised in order to improve the analysis of data and to encourage examination of the cause and sources of the data (II.a.16; II.a.17).
- The Deans' Council used the annual program review equipment/technology documents to disperse 2008-2009 State Funded Equipment Funds (II.a.18).
- The Instructional Planning Council used the annual staffing program reviews to prioritize full-time faculty hire requests in October 2008 (II.a.19; II.a.20).
- The SLC created a draft trend analysis document, in which trends were statistically measured by frequency of request, and through categorization of departmental needs. Trends identified ranged from concerns about faculty hiring, facilities, and student retention rates. The SLC trend analysis document will be finalized in March 2009 and submitted to all planning councils. The use of comprehensive trend data compiled from program reviews ensures that the instructional wing has a means of overcoming a silo-effect and truly allows for more comprehensive and meaningful analysis of data (II.a.12).

Student Services:

The Student Services wing takes particular pride in having a long-standing process of self-evaluating the level of success its support services provide. This includes the use of appropriate data and meaningful analysis of that data.

- The Student Services program review process relies heavily on data analysis of enrollment trends, student success, retention, completion and achievement. Given the more support-specific role of Student Services programs, the data sources and analysis have been adapted to support programs (II.a.21; II.a.22).
- As part of its comprehensive program review process, Student Services integrated the assessment of two SLOs for each program undergoing program review (II.a.23).
- 100% of departments within Student Services have undergone comprehensive program review. Beginning in 2008-2009, this is the same review process for all wings, and to date, 100% of all Student Services programs have identified PSLOs, with 80% having been assessed (II.a.24).
- To aid in analysis of data, Student Services has practiced intra-wing peer review for many years. Beginning in March 2009, comprehensive program reviews will also undergo inter-wing program review (II.a.25; II.a.26).

President's Wing:

The President's wing has not previously undergone program review. However, in the on-going discussions of lessons learned from last year's new three-year cycle program review experience in the other three wings of the college, it was immediately recognized that the President's wing provides important student and college-wide support services that would greatly benefit from formal, rigorous program review, including the meaningful analysis of appropriate data.

- Five of the six departments within the President's wing are undergoing program review for the first time. As part of the process, departments wrote PSLOs. These PSLOs and their proposed assessment methods were integrated into the department's program review forms. Additionally, each department must recommend appropriate data to determine its effectiveness (II.a.27; II.a.28; II.a.29; II.a.30; II.a.31).
- Information Technology (IT) services underwent a substantial reorganization this year. IT also completed program review this year. As part of the IT assessment process, the Technology Committee is devising a survey to generate data on user satisfaction and user needs. The survey will investigate service levels, customer satisfaction, and user needs. The survey will be distributed to students and faculty in February 2009 and to staff in March 2009. The data will be compiled, analyzed, and distributed in spring 2009. It will also be included as data/support for the IT strategic plan (II.a.27; II.a.32).
- To facilitate comprehensive and meaningful analysis of data, the program reviews generated by the President's wing will undergo an inter-wing peer review process in February/March 2009 (II.a.33).

Administrative Services:

At Orange Coast College it is widely recognized that every component of our operations directly affect the success of our students, and this includes our Administrative Services programs and departments. The Administrative Services wing has embraced the program review process and is actively engaged in the new three-year cycle.

- Program level outcomes have been identified and incorporated into the program review forms for Administrative Services. Data compiled on work load, service records, work-order requests and stakeholder surveys will be evaluated to assess these outcomes and to prioritize the Administrative Services wing plan (II.a.34; II.a.35).
- As of fall 2008, three of the seven departments under Administrative Services had completed the new method of program review involving comprehensive data analysis. Two departments had performed survey data collection: Personnel Services and Public Safety. All seven departments will be included in the 2009 college survey for data collection (II.a.36; II.a.37; II.a.38).
- To aid in data analysis, Administrative Services refined its past peer review process and implemented its new method of both intra- and inter-wing peer review in January/February 2009 (II.a.39; II.a.40).

b. Make improvements to its programs based on results of enhanced program review.

College-Wide:

The college has made significant improvements based on program review. This section lists the most important improvements made in the last year and which have a college-wide impact.

- After one year of the new program review cycle, many improvements have been made to the program review and planning process.
 - A problem identified in the first cycle of program review was the need to clearly define the difference between equipment and supplies for planning and budgeting purposes. The SLC observed this trend and discussed the need to improve the program review forms and/or process so that the distinction between supplies and equipment was explicit, thereby facilitating the planning process (II.b.1; II.b.2).
 - The SLC is in the process of finalizing a comprehensive trend analysis document by analyzing the program review documents submitted last year. The process of compiling a comprehensive trend analysis has already demonstrated its usefulness in planning. The evidence of this is that the four wings, in drafting their three-year plans, all availed themselves of the SLC's trend draft documents distributed last fall. This enables the wing plans to have a means of integrating overall trends identified in a comprehensive analysis of program review (II.b.1; II.b.3; II.b.4; II.b.5; II.b.6; II.b.7).

- The SLC recognized the need to create more common processes for prioritizing hiring requests across staffing units. SLC recommended that all wings and the Planning and Budget Committee write and utilize rubrics for prioritization of all hiring requests. The instructional wing had already been using a rubric for prioritizing hiring requests for several years. A draft rubric for classified staff hiring request was presented to Planning and Budget on February 12, 2009 and will be tested for the first time on February 26, 2009. This new process, based on program review analysis, will greatly improve the college's ability to meaningfully prioritize staffing needs across wings (II.b.8; II.b.9; 11.b.10).
- The SLC recommended the development of a process to track facilities needs across the college. Spreadsheets itemizing facilities requests and equipment/technology requests were created. These two spreadsheets are distributed to all four wings of college to facilitate prioritization of facilities projects and equipment/technology projects—concerns that crosses all four wings. The creation and use of these spreadsheets, based on the SLC's recommendation, and compiled from elements of program review, are essential to the college's success in planning and decision-making (II.b.11; II.b.12).

Instructional Wing:

The instructional wing has for many years engaged in the process of program review. It is with the new enhanced program review process, the new three-year cycle, and the vast improvements made in integrating program review into decision-making and planning that this wing has experienced many recent benefits. Key improvements are listed below.

- Relying on the annual equipment/technology reviews from 2007-2008, the Dean's council distributed State Funded Equipment (SFE) funds for purchasing supplies and equipment needed for the classroom. The prior process for determining supplies and equipment funding relied on individual divisional practices. Compiling supply and equipment requests made in the program reviews from 2007-2008 created a macro-picture from which the deans could better identify needs and costs. Allocating funds based on program review requests was a small, but much more efficient adjustment to the process (II.b.13; II.b.14).
- As a result of the Office of Instruction's program review process, a new staffing need was identified and the position, Staff Aide, was approved through the college's planning committees. The position was filled in February 2009 (II.b.15).
- As a result of program review, the English department identified a trend responsible for the drop in enrollment of 100 students in its literature program. After identifying this trend, the department made adjustments to its scheduling, and in fall 2008, the semester following the program review, literature enrollment showed a substantial increase (II.b.16).
- The library's program review resulted in placing research guidelines online as well as updating/rescheduling workshops as a direct result of student surveys, which were part of the program review assessment method (II.b.17; II.b.18).

- Career Services conducted a program review of its Internship Academy and as a direct result has improved its handbook and increased orientations, both of which have contributed to the highest number of internship academy enrollments since the program's inception (II.b.19; II.b.20).
- Program review yielded improvements in the course content, course creation, and/or course offerings in numerous areas, including Counseling, Library, Interior Design, Physical Education/Athletics, Computer Science, Economics, Psychology, Fashion, Architecture, Film/Video, Emergency Medical Technician, Chemistry, Welding, Dental Assisting, Art History, Respiratory Care, English as Second Language, Accounting, Theatre, Political Science and American Studies, and Business Administration (II.b.21-41).
- Programs reporting staffing changes due to program review include Library, Physical Education/Athletics, Architecture, Accounting, and Respiratory Care (II.b.42-46).
- Programs reporting facility changes due to program review include the Student Success Center, Interior Design, Physical Education/Athletics, Theatre, Architecture, Anthropology, and Chemistry (II.b.47-53).
- Programs reporting significant equipment/technology improvements due to program review include Counseling, Diagnostic Medical Sonography, Cardiovascular Technology, Architecture, Welding, and Dental Assisting (II.b.54-58).
- Programs that have significantly changed their program curriculum include Architecture, Interior Design, Theatre, and Psychology (II.b.59-62).

Student Services:

The Student Services wing has embraced the new program review process and timeline and has experienced tangible program improvements due to the much more explicit integration of program review into the planning and decision-making processes of the college. Recent key improvements are listed below.

- As a result of the program review process, the Children's Center determined the need for new playground equipment based on safety concerns identified through the process and analysis of growth trends. The request for new playground equipment went through the new planning process and culminated in the installation and use of new playground equipment (II.b.63).
- The Financial Aid annual staffing program review recommended the need for more staff based on the use of workloads as a source of data for analysis and future growth based on trend estimates. This has resulted in the transfer of a staff member from a different department into Financial Aid to help with the increased work load and to aid the efficiency of the department (II.b.64).
- The data analysis in program review of the Student Government showed the need to expand the facilities for ASOCC. This expansion is currently in process (II.b.65).
- The Student Health Center analyzed user frequency and projected growth trends in its program review which resulted in a recommendation for new furniture. The furniture request has gone through the planning process and has been installed in the Center (II.b.66).

- In conjunction with the Title III Coordinator, Enrollment Services identified in its program review the need for software that would track at-risk students to help increase retention. The result was the combined efforts of the Title III Coordinator, the Dean of Enrollment Services, and the IT department to install a tracking system in fall 2008, with continued improvement made in spring 2009; to monitor students utilizing the Student Success Center; and to help identify and support at-risk basic skills students (II.b.67).

President's Wing:

Although new this year to the formal program review process, the President's wing has also benefited from improvements to its programs and operations as a direct result of program review. Evidence of this is listed below.

- An outside consultant's evaluation recommended the IT department be moved into the President's wing to improve oversight and to centralize the planning process for IT college needs. The consultant's report and the reorganization plan have been included as components of IT's program review where they were analyzed and used as a foundation for program improvement recommendations (II.b.68; II.b.69; II.b.70).
- It is the program review process that is allowing IT to better address needs and make recommendations for improvement. A specific need was identified from the annual technology component of program review undertaken by all programs in all wings. This need was for a more reliable and dispersed wireless network to facilitate learning and classroom instruction. The Technology Committee forwarded this identified need to the IT department, where it is being addressed as part of its program review (II.b.71; II.b.72).

Administrative Services:

Of the three departments that underwent comprehensive program review in 2007 – 2008, two have experienced tangible improvements as a direct outcome of the process. An additional benefit emanating from the Administrative Services wing and providing college-wide benefits is the creation of better facilities planning tools.

- Personnel Services identified the need to modify furniture layout to improve customer service and confidentiality. The Administrative Services Planning Council (ASPC) reviewed and ranked this need as the highest facilities priority for the wing. The modification was possible with existing surplus furniture and was completed in January 2009 (II.b.72; II.b.73).
- Public Safety, based on program review, made improvements in facilities, communication, and equipment. New carpet and paint were identified as needs, placed on the deferred maintenance list, and completed in summer 2008. Quarterly staff meetings have been organized to allow staff more opportunity to participate and suggest improvements. The dispatch process was improved through the reimplementation of centralized dispatch staff (II.b.74; II.b.75).
- The Program Review process has led to the creation of a facilities planning document. This document will be combined with the prioritized deferred maintenance list to create a master list of facility needs and priorities. The creation of a facilities planning document has promoted discussions regarding college facilities and maintenance needs for all wings and the prioritization of those needs into the three-year wing plans (II.b.76; II.b.77).

Recommendation 3:

The team recommends that the College a) broaden the focus of its academic, Student Services, and administrative planning and budgeting processes for human, physical, technological, and financial resources beyond an annual basis to encompass a longer-term framework. b) Plans, accompanied by budget allocations must be developed for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel. c) The transparency of the College's planning and budgeting processes must be enhanced, with the instructional stakeholders made more aware of the procedures and criteria employed. d) The process should draw upon findings and recommendations contained in the program review and be filtered through the College's planning committee structure

The college has worked diligently this past year to refine its planning process across the college. The college is organized into four wings, each wing has its own planning council, and each planning council is organized to ensure participatory governance. The planning councils provide recommendations to the college-wide Planning and Budget Committee and to the Student Learning Committee. The purpose of these two committees is to make recommendations to the college President. In addition to the planning councils, there are three college-wide committees that report to the Planning and Budget Committee. These are the Outreach and Recruitment, Facilities, and Technology Committees.

Wing plans based on program review, learning outcomes, and data collection have been created for Instruction, Student Services, Administrative Services, and the President's wing. These are three-year plans which address the Commission's recommendation that the college engage in longer term planning. All wing plan goals are aligned with the Academic Master Plan as well as the institutional SLOs. The wing plan drafts were reviewed by the Planning and Budget Committee on December 8, 2008, and will be finalized later this spring.

The college has integrated its planning by aligning the comprehensive program review process across all four wings, each wing using the same forms and prompts to generate its program reviews. All program reviews undergo a peer review process which ensures comprehensive analysis of data and furthermore encourages discussions about planning across departments within a wing and departments across wings. The new process is already improving the college's efficiency by allowing wings and departments to identify similar needs and to combine their plans for better allocation of funds and other resources.

This marks the first year of such comprehensive and integrated planning. The college intends to conduct the same review, revision, and presentation of wing plans to Planning and Budget each spring, incorporating the new data and recommendations from program review each year.

Statistical analysis of trends occurring in the instructional and Student Services program reviews were performed by members of SLC. The trend analysis work has allowed the college to create unified planning documents for equipment/technology and facilities.

These documents are based on program review and will be updated each spring as the cycle of a new program reviews are finalized. The collation of facilities and equipment requests has been used to draft the four wing plans. Additionally, the college is moving to a hiring plan for non-instructional personnel that mirrors the one used in

instruction for tenure-track hiring. This new process includes a three-time per year hiring request round (October, March, and June) which moves through the planning councils to Planning and Budget and utilizes a new rubric for prioritization of classified positions. The rubric was tested for the first time at the February 26, 2009, Planning and Budget meeting.

The college has worked to create a sustainable planning process, one that is transparent, fluid, and efficient. The current process also ensures all allocations will be based on program review, assessment of learning outcomes, and the examination of appropriate supporting data. A committee composed of three faculty members and one administrator has completed a first draft of a decision-making manual that explains the planning process and ensures transparency. The document contains planning flow charts of the allocation of resources for full-time faculty, classified, and management hiring; instructional equipment and supplies; and annual equipment/technology and facilities updates. The document also clarifies the deadlines and sequences for program review and the planning process.

The Planning and Budget Committee, which makes final recommendations for the allocation of resources to the college President, is the highest level planning committee at the campus. Members of this committee serve for three-year terms, as opposed to the more common one- or two-year terms for other committees. The increase in length of term was considered necessary to assure continuity and full-understanding of the planning process and reducing the learning curve by reducing the turn-over of members. This length of term was a topic of discussion and included a Planning and Budget Committee vote. Additionally, three members of the college Planning and Budget Committee will now serve on the District Budget Committee, created by the Acting Chancellor and meeting for the first time on March 5, 2009.

The college continues to use the OCC Portal intranet as a document library, making available all committee meeting agendas, minutes, meeting schedules, and other pertinent documents available to all college staff members. This web-based repository provides both on- and off-campus access. Active discussions are taking place concerning the proposed improvements that constituents would like to see in the organization of the Portal. This demonstrates that the Portal is being used, and the college is engaged in continuous improvement of its communication methods.

The Academic Senate promotes transparency of process and decision-making. It endorsed the formation of a new faculty member subcommittee of the Senate, the Transparency Committee. This new body is working to review planning and decision-making processes and then make recommendations to the Senate.

The college is making clear progress towards developing a sustainable planning and allocation process and on making that process transparent to stakeholders.

- a. **Broaden the focus of its academic, Student Services, and administrative planning and budgeting processes for human, physical, technological, and financial resources beyond an annual basis to encompass a longer-term framework. d) The process should draw upon findings and recommendations contained in the program review and be filtered through the College's planning committee structure.**

Human resource planning:

Human resources represent the most significant investment the college makes, accounting for approximately 89% of the total college budget. Drawing upon program review findings and using the college's planning structure, improvements have been made this past year in both the way the college prioritizes and plans to best allocate for this resource.

- The most dominant thread identified in the SLC's trend analysis document, compiled from and cited in 15.4% of the 2007-2008 program reviews for instruction and Student Services, was the need for more full-time faculty and classified staff to meet the demands of our growing student population and the projected increasing workloads. The SLC recommended that all wing plans take this trend into consideration and plan accordingly (III.a.1).
- In response to this need, the Planning and Budget Committee, following the recommendations contained in the SLC trend analysis of program reviews from 2007-2008, has drafted and piloted the use of a prioritization rubric for the ranking of hiring requests for classified positions across all four wings. A similar hiring rubric for ranking requests for new faculty positions has been used by the instructional wing for several years. The hiring rubric will make the prioritization of classified hires more transparent (III.a.2; III.a.3).
- Instructional departments were required to utilize their comprehensive program reviews and the supporting data to create their full-time faculty hiring requests, which were then reviewed by members of IPC, who relied on a prioritization rubric to rank departmental needs and to allocate funds for hiring new full-time faculty. IPC has continued to refine the rubric process, which includes both qualitative and quantitative data, and recommended in 2008 the hiring of eight faculty positions (III.a.4; III.a.5).
- Relying on the rubric results and the recommendation of the IPC, the Planning and Budget Committee approved six of the eight positions in December 2008 and February 2009 (III.a.6; III.a.7).
- The new three-year cycle and rubric hiring process has also triggered a college-wide discussion regarding the method of "replacement" allocations. Previously, replacement hires for classified positions tended to be automatic rather than planned, with requests coming at any time during the year. The college planning bodies did not have time or a mechanism to rank short-term or long-term hiring needs across the college. Though the practice is still fairly new, dialogue has led to a reaffirmation of the three-times per year hiring request cycle as well as a college-wide common rubric to establish priorities (III.a.8; III.a.9; III.a.10; III.a.11).
- The college has also agreed to allow positions of a sensitive nature, such as those that are needed for specific safety and compliance reasons, to be brought forward more often than the tri-annual cycle (III.a.12).
- The new Planning and Budget process of accepting hiring requests only three-times a year rather than on a continual basis has given departments and services the time to better identify their hiring goals and to reprioritize or reorganize their work loads as well as to use results from program review and assessment processes.

- The Financial Aid annual staffing program review recommended the need for additional staff based on the use of workloads as a data source and future growth based on trend estimates. This has resulted in the transfer of a staff member from a different department into Financial Aid to help with the increased work load and to aid the efficiency of the department (III.a.13).
- An example of an administrative position following the college's planning process from start to finish comes from the IT department. Based on an outside consultant's report in fall 2007 which analyzed user statistics, enrollment growth, and service records, the college approved a reorganization plan that included the creation and hire of a lead IT administrator. Review and approval took place in the Technology Committee, as well as in all wing planning councils. Their recommendation for hiring this position was presented and approved by the Planning and Budget Committee on October 23, 2008. The hiring was successful, with the new manager reporting to duty in February 2009 (III.a.14; III.a.15; III.a.16).
- After examining data of user trends and device usage, the IT department reorganized into three sections. As part of the process, the Interim Senior Director of IT, using the consultant's report as a guideline, reorganized by shifting staff into areas of most need and to better utilize staff talents. Though the workload measurements demonstrated a need to hire more technicians, the Interim Senior Director recommended a more efficient use of staffing resources by creating a pool of technicians to float between regional areas, thus conserving costs and maximizing the use of staff. Additionally, a standing agenda item of the Technology Committee is now an organizational effectiveness report from the IT department (III.a.17; III.a.18).

Physical Resource Planning:

A simple stroll across the campus reveals that physical resources are a high college priority. With the passage of Measure C, the college has benefited from a significant inflow of funds primarily dedicated to physical improvements. The physical campus has changed dramatically over the past four years with new buildings, renovations to existing structures, signage improvements, and the advent of continuous construction. The college has also experienced continuous improvement in its planning processes for physical resources.

- The Student Learning Committee (SLC) recommended that better college-wide methods of developing and tracking facilities needs be created and implemented. To that end, the Facilities Committee created a comprehensive spreadsheet by compiling the annual equipment/technology reviews. This document identifies the specific request, the program review from which the request was generated, the reasons/justifications for the requests, and a timeline for accomplishing the tasks (III.a.19).

- This facilities planning document will be used as a resource in the development of three-year wing plans. Each year the planning document will be updated and will be distributed to planning councils, who will in turn complete an annual review and revision of their wing plans (III.a.20).
- Included in the planning process executed by the wings, facilities requests will be prioritized. The plans will be returned to the Facilities Committee to forward onto Planning and Budget for approval and allocation. Projects that are unfunded will be sent back to the wings for re-prioritization (III.a.20).
- A spreadsheet has been created to monitor “Measure C” bond funds over the next five years. The spreadsheet includes building plans as well as their estimated costs to facilitate budgeting and allocation of the funds for college development (III.a.21).
- A Title III grant was awarded to the college in October of 2007 to develop its pre-transfer curriculum and address the specific basic skills needs of the college’s underprepared and at-risk students. The grant has incorporated facility needs into its comprehensive five year plan. Currently the Title III Coordinator is working on establishing space specifically for the basic skills programs in the Math, ESL, World Languages, and English departments (III.a.22).
- In 2008 the deferred maintenance list was reviewed by the Facilities Planning committee and presented to the Planning and Budget Committee for consideration of funding. During the May 2008 and June 2008 Planning and Budget Committee meetings the list was reviewed and \$900,000 from ending balance was identified for deferred maintenance projects. The projects were scheduled for the summer and fall of 2008. In the summer of 2008 approximately \$500,000 in projects were completed (III.a.23; III.a.24).
- With the State Budget issues identified in the early fall of 2008, the Planning and Budget Committee made the recommendation to hold on the remainder of deferred maintenance projects in order to determine if mid-year budget cuts were necessary. The committee members have demonstrated a much higher level of planning proficiency now that they have comprehensive planning document, such as the deferred maintenance list (III.a.25).

Technological Resource Planning:

Technology, both infrastructure and end-user equipment/applications, has become a much more significant component of college planning, particularly over the past ten years. While preparing the 2006 self study, the college realized a need for better planning and operational organization of its Informational Technology (IT) services. This past year, the college has succeeded in bringing many of the plans and recommendations from 2006 and 2007 to fruition.

- As part of the revised comprehensive program review process, all departments perform an annual review of equipment/technology needs. Using these annual reviews, the Program Review Coordinator assembled a comprehensive equipment/technology planning document. This document has been presented to the Technology Committee and the Planning and Budget Committee, and has been forwarded to all planning councils (III.a.26; III.a.27; III.a.28; III.a.29).

- Following the first cycle of our new program review process, confusion was apparent in distinguishing between the proper use of funds for equipment as distinct from technology as distinct from supplies (both instructional and non-instructional). As part of refining our planning process and ensuring accuracy, specific processes have been put into place to end this confusion and thereby assure accurate planning and allocation of funds (III.a.30; III.a.31).
- The annual equipment/technology review forms and the comprehensive spreadsheet have streamlined divisional dispersal of State Funded Equipment funds. These documents allow the deans to better predict their future budgetary needs (III.a.26; III.a.27).
- The college's IT structure has been improved to allow clear communication between the different sections within the IT department, and between the IT department as a whole and its users. This new structure should allow the college to determine its technology needs and to budget for those needs. Since the last site visit in spring 2008, the IT department was centralized and moved into the President's wing, and a new IT organization has been implemented. The reorganization allows clear delineations of responsibilities and methods for tracking user needs across the college. The IT department can now better determine its resources and its projected budgetary needs (III.a.17).
- As part of the reorganization of the IT department, a planning process for IT development and acquisitions has been drafted. The IT department is combining needs identified in its own comprehensive program review with those already identified in other college departments by the Program Review Coordinator. This document, when finalized, will be sent to the Technology Committee for prioritization. After prioritization IT will design an operational plan and a budget, to be then sent on to Planning and Budget for allocation (III.a.32; III.a.33; III.a.34).
- In December 2008, the Technology Committee created three new subcommittees for the purpose of drafting a new mission statement, a delineation of functions, and a rubric/ranking method for prioritization of technology requests from program review (III.a.35; III.a.36).
- Following the first year of the new Program Review process, a spreadsheet of technology needs compiled from the annual program review for equipment/technology revealed an overlap between areas of the college. The process demonstrated the need for the Technology Committee to adopt the role of recognizing college-wide needs and providing a forum for coordinating these types of requests—ultimately assuring more efficient budgeting (III.a.35).
- In its coordinating role, the Technology Committee will serve as the liaison body between the instructional and support service areas of college, the IT department, and the Planning and Budget Committee (III.a.35).

Financial Resource Planning:

Longer-term planning of financial resources is perhaps the greatest challenge the college faces, particularly in a multi-college district where competition for scarce resources can be exacerbating. The college has worked closely with district management and sister-colleges to adopt and implement a new budget model that establishes FTES targets for each college on a three-year basis, allowing the college to better plan for apportionment revenue.

California's current financial emergency has heightened the college's awareness of how important financial resource planning is and the need for flexibility in processes and models. At each Planning and Budget Committee meeting of the 2008-2009 year, there have been ongoing reports and updates as to the state budget impasse and potential funding reductions.

- Incorporating district FTES targets, the instructional wing has developed and implemented a budget allocation model for part-time/overload funding. This model is based on FTES generation, productivity measured by seat fill, student demand, and historical base-funding levels (III.a.37).
- Instructional divisions have participated in budget workshops led by the Director of Campus Budget and Financial Operations. These workshops continue to be scheduled as the divisions work to better budget methods using the Banner ERP system fully implemented a year ago (III.a.38).
- The Vice President of Administrative Services and the Director of Campus Budget and Financial Operations make regular presentations to planning councils, the Academic Senate, and the Planning and Budget Committee to inform and educate the college as to how the budgets are constructed, how the ending balance is derived, and where improvements are needed (III.a.39; III.a.40).
- The Vice President of Administrative Services and the Director of Campus Budget and Financial Operations prepared and presented a 2009 Budget Workshop for the college President and the vice presidents of instruction and Student Services. This workshop, conducted over a day and half, allowed the entire executive management team to closely review and gain a greater in-depth understanding of all wings' budgets (III.a.41).
- The college President has presented to the Planning and Budget Committee a new funding practice for classified positions. Given that the available budget is insufficient to meet all classified permanent requests, the top prioritized requests will be funded as possible, and the remaining requests will be allowed up to one-year of hourly funding from the current year-end balance. The committee has approved this model and will implement it beginning February 26, 2009 (III.a.42).

b. Plans, accompanied by budget allocations must be developed for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel.

Plans, with budget allocations, developed for the replacement of equipment and technology:

Whereas the previous section focused on planning, this section is more specific to plans with budgets. In the area of equipment and technology replacement, the college has made serious improvements which include methods for making more stakeholders aware of the replacement needs college-wide. Additionally, the college has refined planning methods and tools which allow for better budget estimates.

- The new Senior Director of Information Technology is currently combining the technology planning document compiled by the Program Review Coordinator with the equipment replacement lists compiled by IT technicians. With a comprehensive list of identified technology needs, the Technology Committee and the Senior Director will group related items to streamline pricing and more efficiently budget funds. Once budgets have been determined, the list will be prioritized by IT and the Technology Committee to be forwarded on to the Planning and Budget Committee (III.b.1).
- In 2008-2009, program review was the basis for allocating SFE funds. Relying on program review allowed deans in the instructional wing to allocate funds more quickly because the data showed the areas of most need. This process allows the deans to better predict what their budgetary needs will be in future years as they create a list of unfunded, and therefore future, requests (III.b.2).
- Classroom technology needs, both upgrades and replacements, have been planned with input from the instructional wing and the IT department. These plans include budget needs. Measure C bond funds have served as the primary budget source for instructional IT (III.b.3; III.b.4).
- Information technology infrastructure upgrades and replacements have been planned by the IT department and presented to the Planning and Budget Committee. Budget allocations have been approved by the Committee using ending balance funds. The Committee has recognized the need to build in on-going budget lines for planned replacements (III.b.5; III.b.6).

Plans, with budget allocations, developed for the repair and maintenance of buildings and facilities:

As noted in the previous section, the physical plant of the college is a top priority. The college is 60 years old and requires a high level of repair and maintenance. Additionally, many new buildings have been completed and others are in planning and construction stages. New facilities, particularly those that represent a net increase in square footage and those that increase the technological level of the spaces, require special maintenance. The college has and continues to improve its planning and budgeting in these areas.

- The Administrative Services wing annually compiles a deferred maintenance list in consultation with its maintenance and operations staff. This list assesses the safety and comfort needs of faculty, staff, and students and determines the costs of repairs and maintenance. The list is regularly updated as projects are budgeted, funded, and completed (III.b.7).
- The Facilities Master Plan is an overarching plan for college facilities. It will be annually revised to incorporate supporting documentation from program review and the deferred maintenance list (III.b.8).
 - During fall 2008, a total list of facility needs from program review was compiled. This planning list was provided to each wing for confirmation and prioritization (III.b.9).

- In spring 2009, a master list of deferred maintenance and program review needs will be prepared and prioritized by the campus Facilities Planning Committee. Annually, this “Facilities-Needs” list will be updated based on program review information and deferred maintenance assessment (III.b.10).

Plans, with budget allocations, developed for the hiring of instructional and non-instructional personnel:

The college has greatly improved hiring planning as addressed in section III.a. Budgets for staffing have traditionally been static, with vacancies and the subsequent salary savings providing the funds for replacement hires or reallocated for new position hires.

- Faculty hiring requests from instructional divisions are ranked by members of the IPC using common measurement criteria identified in a rubric. The college budgeting practice has been that faculty vacancies creating salary savings within the instructional wing have been allowed to stay within the wing and used for replacement positions. It is important to note that the wing prioritization process does not guarantee that each vacancy created will be replaced with a new hire in the same discipline. The actual disciplines that receive the new hires with the replacement funds are determined via the wing-wide prioritization process, which includes program review results (III.b.11; III.b.12).
- All hiring for classified and managerial positions is done on a tri-annual basis and is based on program review and analysis of data. The budgets for classified and management positions are not wing-specific (III.b.13).
- At the recommendation of SLC, the Planning and Budget Committee has recently drafted a rubric for ranking hiring requests of classified staff. The rubric was piloted on February 26, 2009 (III.b.14).
- Long-term budgets and hiring plans are complicated, due to the unpredictable nature of retirements and separations, especially among classified staff. The new three-times a year hiring schedule has allowed the college to have a more complete overview of its personnel needs. The current process includes a temporary budgeting solution: for any requested permanent position that is not approved due to insufficiently high prioritization, the college will provide one-year hourly funding from the current year’s ending balance. These positions may be brought back for reconsideration of permanent funding at the next hiring request meeting. This allows for longer-range planning while honoring classified staffing needs (III.b.15).

c. The transparency of the College's planning and budgeting processes must be enhanced, with the instructional stakeholders made more aware of the procedures and criteria employed.

Transparency and, concomitantly, awareness of procedures, have both been greatly enhanced at the college. Overall, the college relies on a number of means for providing information about the basis for planning and decision-making. Transparency is provided in a variety of modes. These include published minutes and open meetings of all the major planning and decision-making bodies; regular meetings of the wing planning councils; reports from the SLC, Outreach and Recruitment, Facilities and Technology Committees; and the posting of all major planning and policy documents on the OCC Portal. The college recognizes that transparency of decision-making is an on-going area for continuous improvement.

- A subcommittee of the ATF, composed of the Academic Senate President, the Program Review Coordinator, the Curriculum Chair, and the Dean of Library and Institutional Research, has written a draft for a decision-making manual that details the college's program review, planning, and budgetary processes. The document is modeled on the Moorpark College decision-making guide and will aid in making the planning process more transparent and in encouraging increased understanding and participation in shared governance throughout the college. A draft of the manual will be made available for college-wide review in spring 2009 (III.c.1).
- The Academic Senate created the Transparency Committee for the purpose of improving transparency of college processes and plans that relate to the "10 + 1" duties of the Senate. There is a special focus on the accreditation process (III.c.2; III.c.3; III.c.4).
- The Transparency Committee has met several times during fall and spring semesters this year and recently provided the ATF and the President with recommendations for strengthening the transparency of the college accreditation efforts and program review. The ATF and the President are reviewing these recommendations and working with the Transparency Committee chair, now a member of the ATF (III.c.5).
- The Program Review Coordinator has and continues to organize workshops for departments and divisions in the instructional wing on program review, writing PSLOs, and assessment training. These individual workshops are tailored to inform divisions of their specific role in the planning process and to familiarize faculty with the implementation of PSLOs in their assessments and program reviews. Transparency of decision making must include stakeholders being aware of the process, and this type of training helps assure this (III.c.6).
- An additional method of informing and making stakeholders aware of decision-making processes occurs in division meetings. All division deans are required to hold a minimum of three meetings per semester. The deans routinely discuss common college-wide agenda items to assure that consistent information is being conveyed to faculty and staff members (III.c.7 – 11).
- All planning documents, including peer-reviewed program reviews, three-year wing plans and drafts, and prioritization hiring lists for the instructional, Student Services, and Administrative Services wings, are made available to all college staff members on the OCC Portal (III.c.12).

- The ability to see all the college needs in one document allows for a more complete and informed discussion regarding technology and facilities planning. To this extent, the college spreadsheets for facilities and equipment/technology needs and priorities allow all stakeholders this type of review (III.c.13; III.c.14).
- Awareness of the ranking categories and the college priorities has allowed instructional departments to better assess their hiring needs through the use of data. Rubrics for hiring prioritization allow this awareness and are easily accessed via the OCC Portal (III.c.15; III.c.16).
- Transparency is built into the planning process.
 - All wings utilize peer review in their program review process. Peer review allows individual wing members from different departments to understand the trends and needs of other departments within their wings. Program review is no longer an insular activity in which only individual department members are aware of the plan identified in program review.
 - Following the peer review process and finalization of the program review, wing plans are assembled by compiling the plans within program review. These wing plans, once drafted, are sent out to the various departments within the wing to review and prioritize.
 - In each stage of this process more members of individual wings are made aware of the plans identified by their wing and by other departments.
 - The new process lends itself to transparency and to stakeholder involvement in every stage of the process (III.c.17).
- Concern regarding transparency of IT planning was identified in the 2007 and 2008 site visits, as well as the 2007 consultant's report. The recent IT reorganization has allowed the college to review and discuss ways of facilitating more transparency of IT plans (III.c.18 – 21).
- The Technology Committee is working with the newly hired Senior Director of Information Technology to identify ways of making IT planning more transparent. At the December meeting of the Technology Committee, a subcommittee was created to address mission and purpose. This subcommittee is actively meeting to determine the overall mission and purpose of the Technology Committee and to formalize how the committee fits into the college technology planning process. Preliminary conclusions include the Technology Committee providing oversight of campus technology, steering of IT planning, and promotion of technology resources. The overall goal is increased transparency and overall planning improvements (III.c.22 - 27).
- The Technology Committee has formal plans to conduct three user surveys in spring 2009. Survey results will not only allow feedback, but results will also be published to allow greater transparency and invite discussion and feedback from college constituencies (III.c.28).

Commission Concern 1:

The College must demonstrate that it is in compliance with Eligibility Requirement 8, which requires that a) the institution's degree programs "culminate in identified student outcomes."

The 2007 and 2008 Commission reports stated that Commission Concern 1 and Concern 2 (below) were based on the 2006 self study statement that instructors are not contractually required to provide a syllabus.

Although at the time of the site visits in March 2007 and April 2008 the college had already identified Institutional SLOs (ISLOs) which are the SLOs for the Associate in Art and Associate in Science degree programs, the campus had no method for "ensuring" student awareness of those SLOs. A syllabus is seen as necessary for "identifying" student outcomes. The Commission's first concern was resolved in three ways: CSLOs were approved for every course; a syllabus MOU was negotiated with the faculty union; and a process drafted by the syllabus task force which requires CSLOs on syllabi be made available to students was supported by the Academic Senate. In order to assure availability of course syllabi and by extension, course SLOs, every instructor is required to submit a copy of their course syllabus to their division office.

Our new program review process ensures that degree programs "culminate" in identified student learning outcomes. In writing their mission statements and their PSLOs as part of the program review process, programs aligned their learning outcomes with the ISLOs which are also the learning outcomes for OCC's degree programs. With each cycle of program review, every program will be assessing and improving their programs to help students meet their SLO's and the campus' ISLOs.

a. The institution's degree programs "culminate in identified student outcomes."

- As of November 2008 all course outlines of record contain identifiable student learning outcomes, and as of December 2008 all CSLOs were formally approved by the Curriculum Committee (C.I.a.1).
- As of spring semester 2009 all course syllabi are required to include SLOs. The Coast Community College District and the faculty bargaining unit (AFT/CTE) mutually supported this mandate and memorialized this agreement in a Memorandum of Understanding signed on October 27, 2008 (C.I.a.2).
- As of February 12, 2009 all certificate programs contain identifiable program level outcomes (C.I.a.3; C.I.a.4).
- All programs undergoing comprehensive program review must include PSLOs and those PSLOs must be aligned with the campus ISLO's as part of the program review process (C.I.a.5).
- The learning outcomes for the Associate in Arts and the Associate in Science degrees are the Institutional SLOs which were approved by Planning and Budget on December 5, 2005, and are included in the Academic Master Plan, are integrated into program review and are published in the OCC catalog (C.I.a.6; C.I.a.7; C.I.a.8; C.I.a.9).

- Despite general education requirements not being a “degree program,” they are recognized as a “Category 2” program since they lead to transfer. Discussion has taken place in the Academic Senate, Curriculum Committee, and IPC, with the decision made that a faculty team, led by the Program Review Coordinator, will begin work on drafting general education SLOs in spring 2009, with final approval to take place in fall 2009 (C.I.a.10).

Commission Concern 2:

The College should a) define and publish “for each program the program’s expected student learning and achievement outcomes.”

The 2007 and 2008 Commission reports stated that Commission Concern 1 and Concern 2 (below) were based on the 2006 self study statement that instructors are not contractually required to provide a syllabus. This has been reconciled in part by the syllabus process described above (p. 31) which ensures student access to learning outcomes. It is also addressed by the Curriculum Committee’s work to include PSLOs in the college catalog. Additionally, PSLOs are made public by posting program review documents on the OCC Portal. The college has fully reconciled this concern by assuring that all programs have defined PSLOs and that all PSLOs are published.

a. Define and publish “for each program the program’s expected student learning and achievement outcomes.”

- In November 2008, the Syllabus Task Force drafted a policy and procedure for ensuring that all course syllabi have SLOs and are made available to students. Faculty must provide their division office in the first week of class either a paper or electronic copy of the syllabus for each course. The syllabi are collected and maintained by the office coordinators and are available for any student to review (C.II.a.1).
- As of spring 2009, all course syllabi are required to include SLOs. The Coast Community College District and the faculty bargaining unit (AFT/CTE) mutually supported this mandate and memorialized this agreement in a Memorandum of Understanding signed on October 27, 2008 (C.II.a.2).
- The Staff Development Coordinator, with the endorsement of the Academic Senate, organized one-hour workshops covering methods of incorporating SLOs in course syllabi and different methods for publishing course SLOs. Also, to facilitate inclusion of SLOs on course syllabi, the Staff Development Coordinator generated easily completed templates including prompts for course description, learning objectives, student learning outcomes, and student responsibilities. This template was made available on the OCC Portal (C.II.a.3; C.II.a.4; C.II.a.5; C.II.a.6).
- All program level SLOs for certificate programs will be published in the OCC catalog, effective 2009-2010 (C.II.a.7).
- All program review documents are available on the OCC Portal and contain PSLOs for each program. This allows a means of not only identifying but also publishing outcomes for all wings of the college: Instruction, Student Services, Administrative Services, and the President’s wing (C.II.a.8).
- Student Services identified two PSLOs for every student program. These PSLOs have been arranged in a brochure available on MyOCC and the OCC website. A targeted announcement containing the Student Services PSLOs will be sent to students at the beginning of each semester (C.II.a.9; C.II.a.10; C.II.a.11).

Recommendation 11:

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 there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the colleges, and in meeting the accreditation standards.

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 (XI.1)
- District Office/College Functioning Map (XI.2)
- Summary of Functions (XI.3)
- District Organizational Chart (XI.4)

These documents were vetted and will be reviewed periodically through the Chancellor’s Cabinet, the participatory governance structure for the District (XI.5; XI.6; XI.7). 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. It heard reports regarding our progress report at its regular meeting on November 19, 2008. The Board has 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 the Board’s meeting on January 21, 2009 (XI.8).

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 portals. 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.

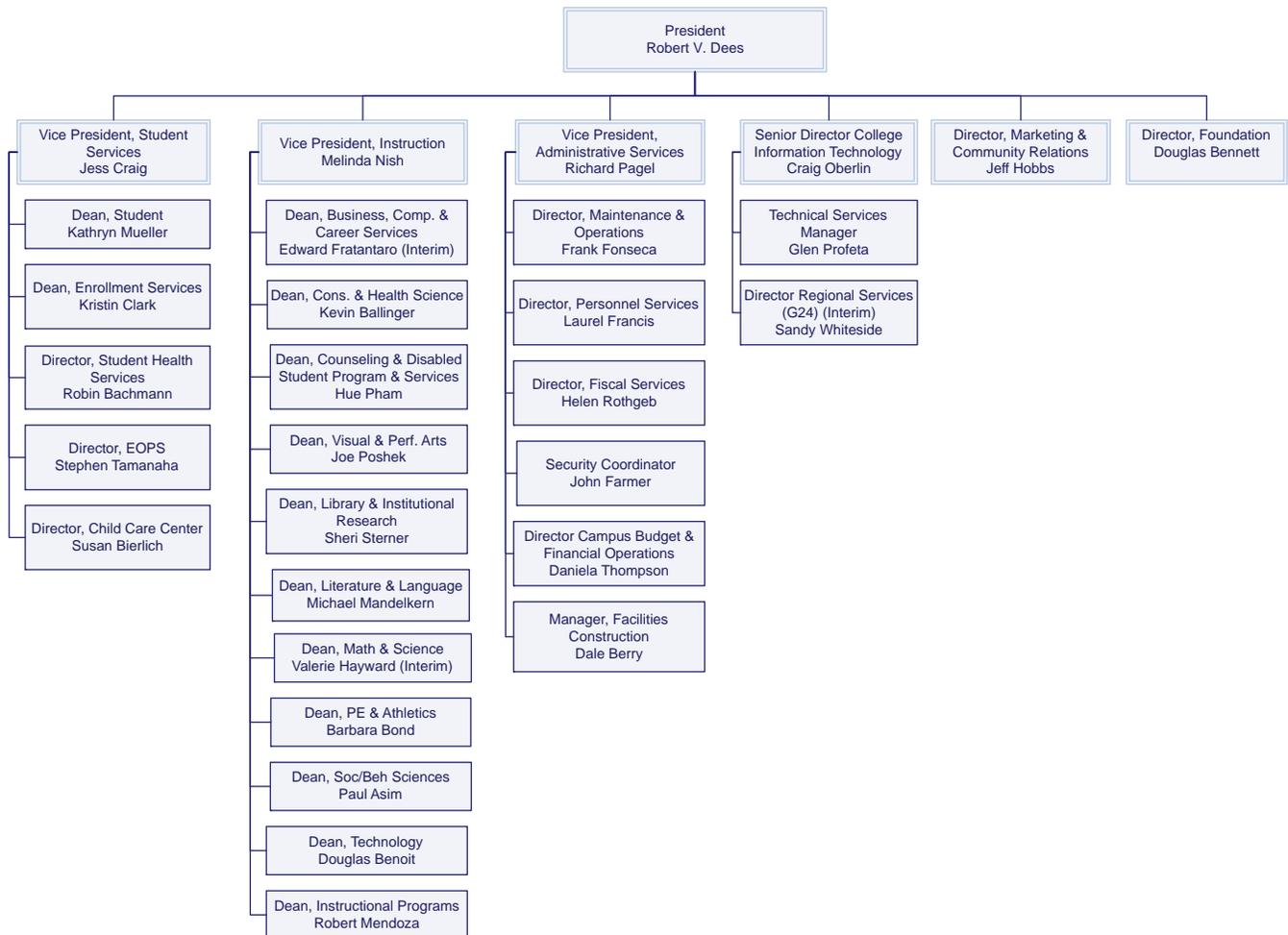
It should be noted that on January 7, 2009, the Board announced that the Chancellor is on leave and that the Vice Chancellor for Human Resources had been appointed Acting Chancellor. On January 21, 2009, the Board appointed the President of Coastline Community College to serve as Acting Chancellor. During this brief period of transition, there was some concern regarding the Board and Chancellor. To some in the District the governance process may appear to have been impacted. At the time of this report, there is close cooperation and organization of the Board and the Acting Chancellor. There is a strong commitment between the Board, District, and the three colleges to ensure that the business of the entire District remains a top priority.

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.

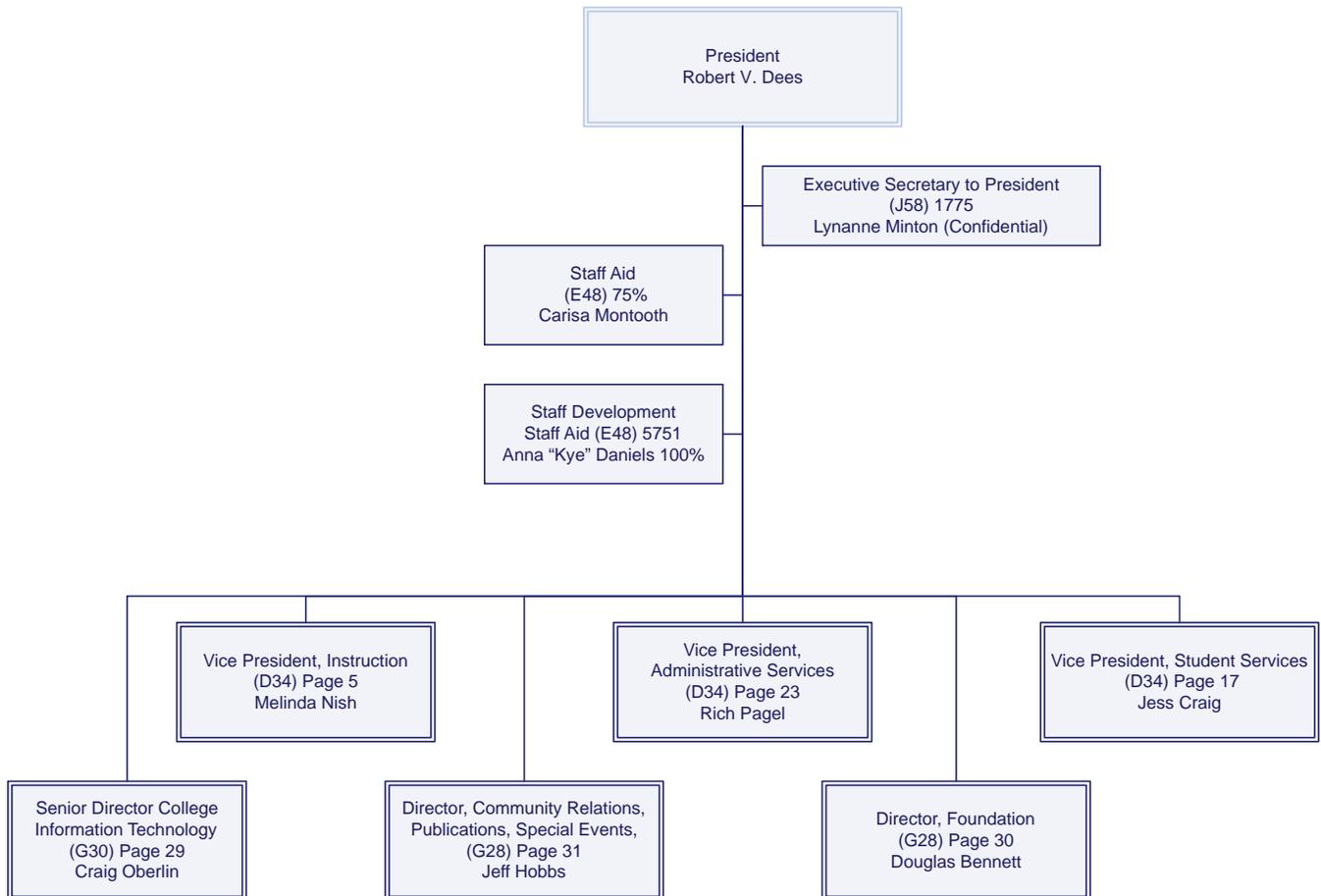
The challenge now is to further define and revise the various functions between the District and colleges to improve effectiveness and efficiency, as well as leverage resources under the challenges of the current economic environment. The initial anxiety caused by the changes in leadership has calmed, 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.

PLANNING ORGANIZATION OF THE INSTITUTION

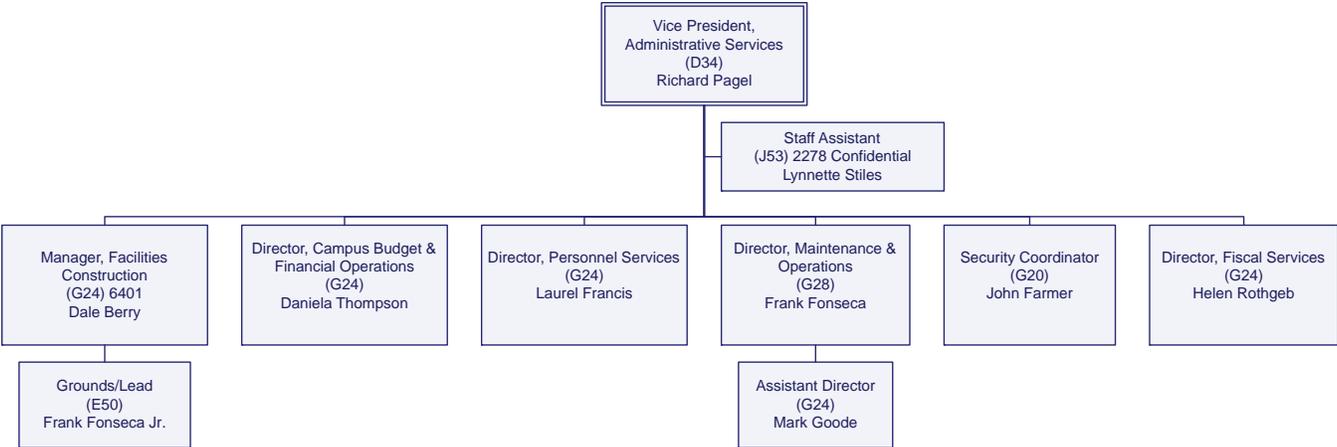
ORANGE COAST COLLEGE WING STRUCTURE



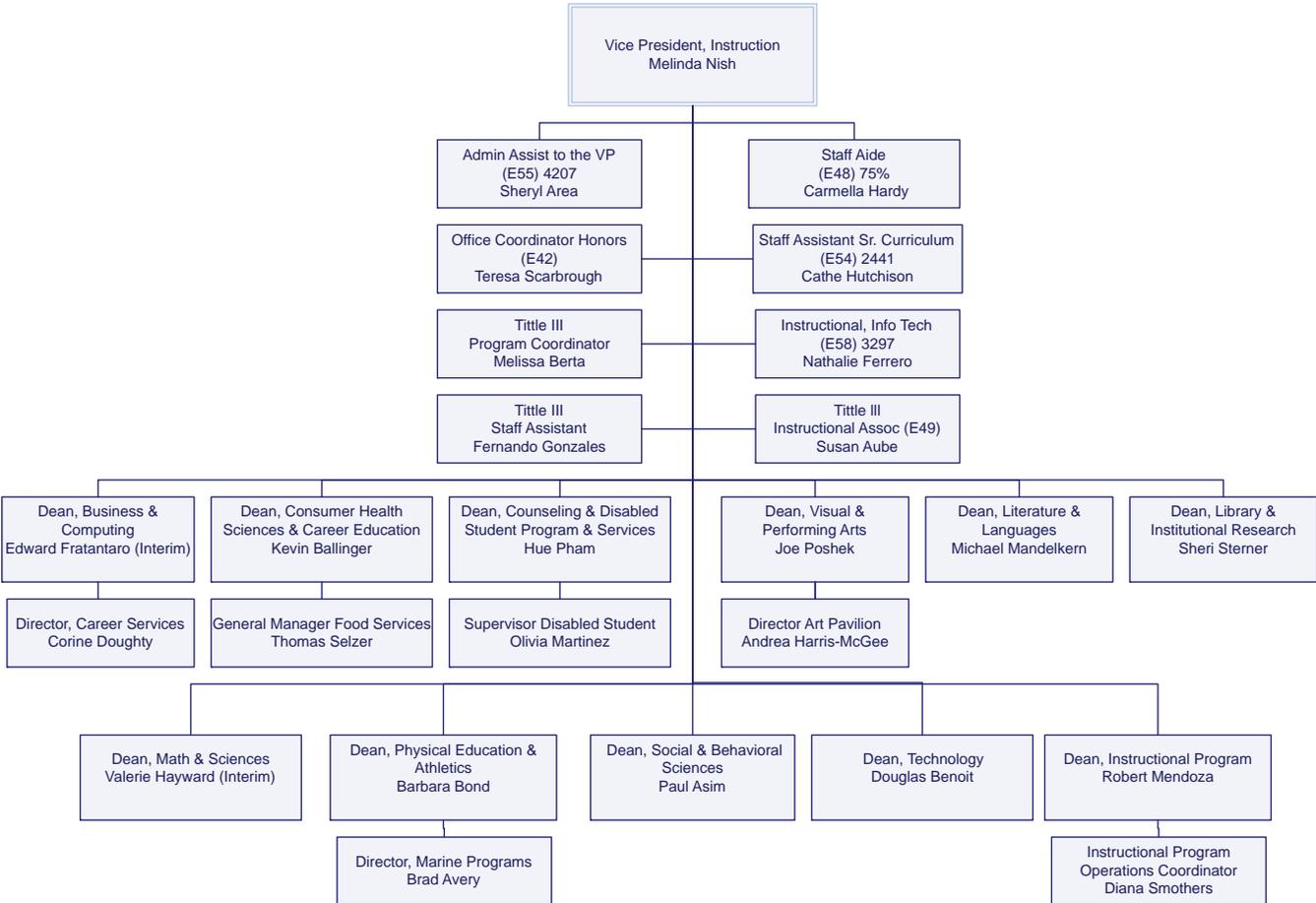
PRESIDENT'S WING



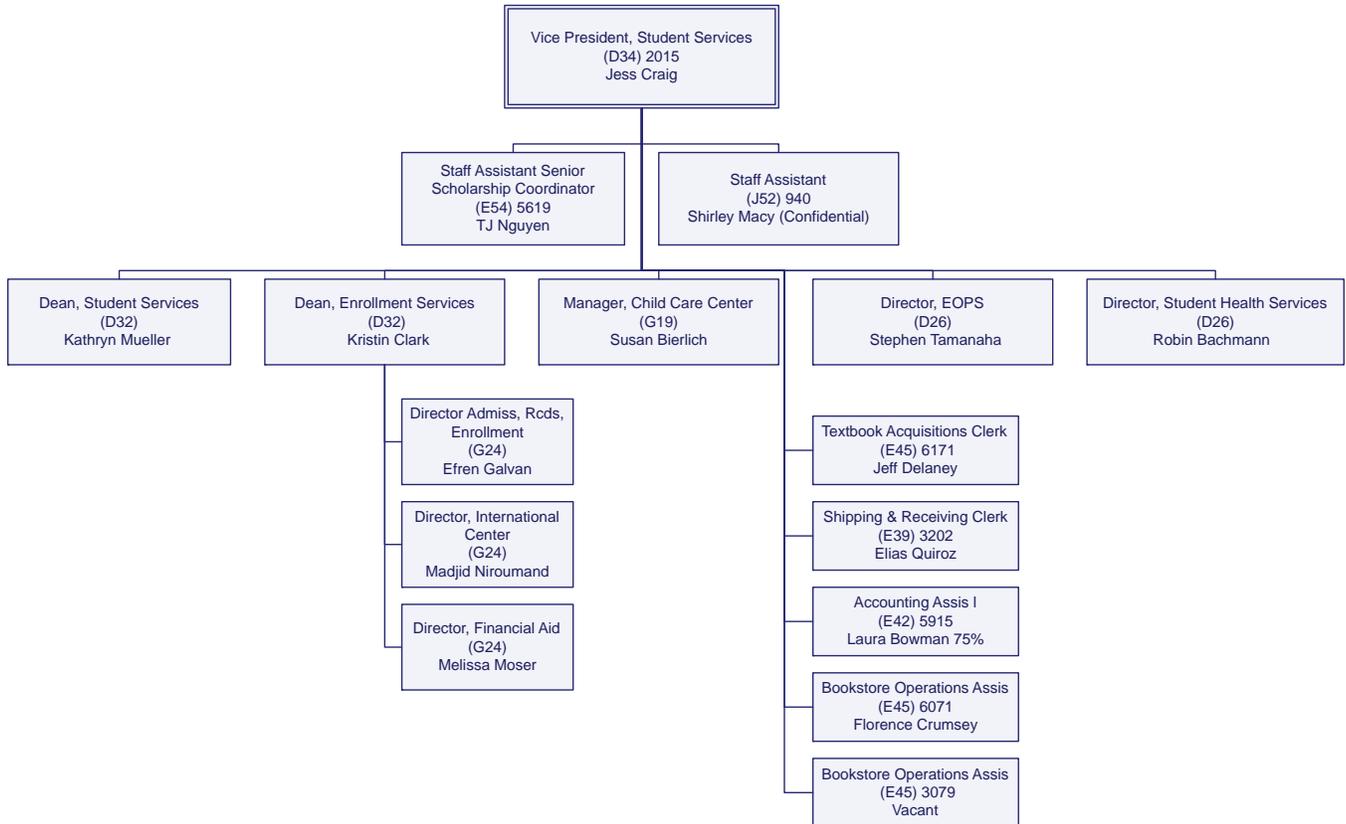
ADMINISTRATIVE WING



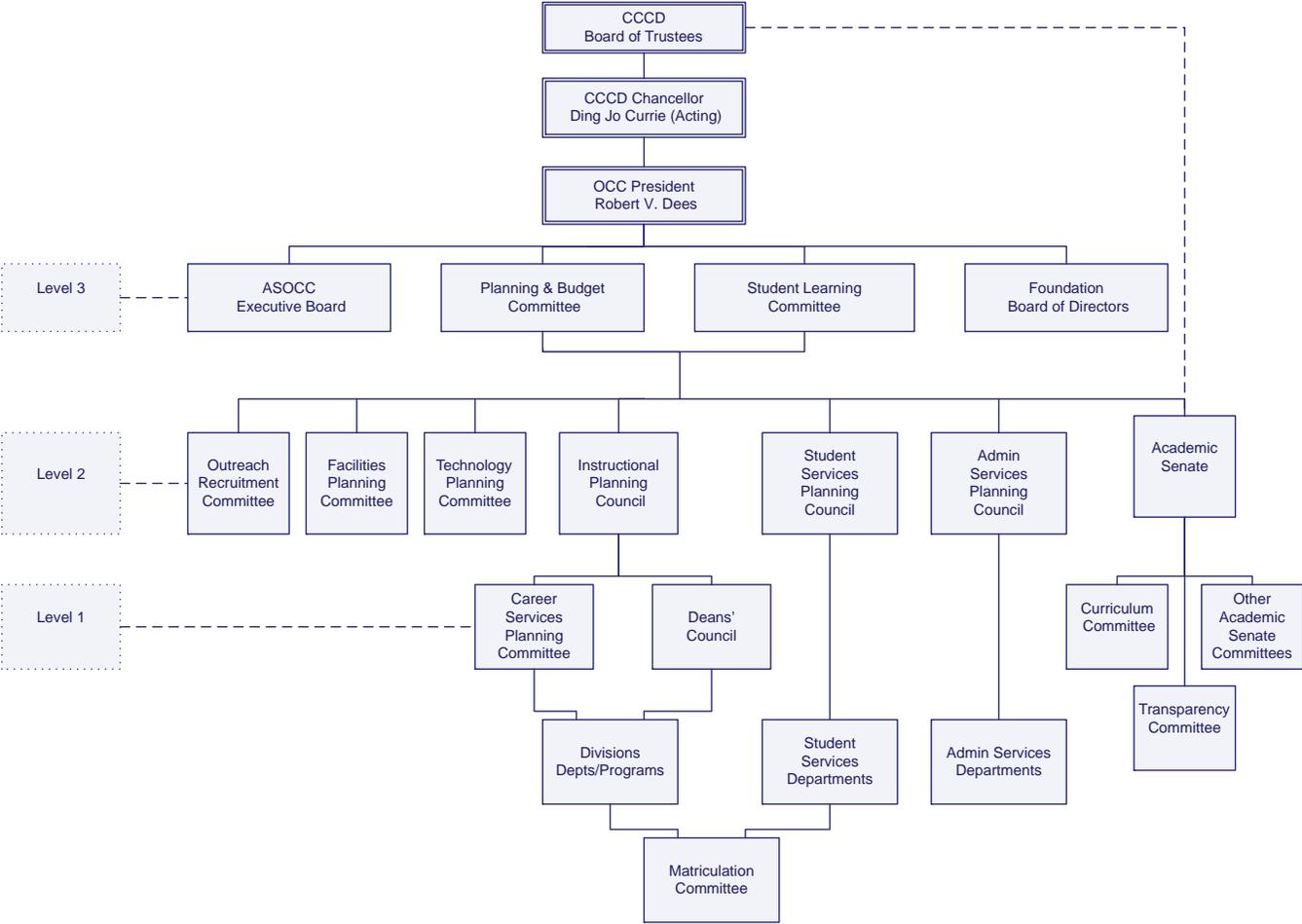
INSTRUCTIONAL WING



STUDENT SERVICES WING



COMMITTEE PLANNING STRUCTURE



LIST OF SUPPORTING EVIDENCE

RECOMMENDATION 1:

I.a.1.	Curriculum Committee Minutes 12/10/08	I.c.7	IT Reorganization Chart
I.a.2	Syllabus MOU	I.c.8	Administrative Services PSLO Spreadsheet
I.a.3.	Syllabi Task Force Recommendation	I.c.9	Administrative Services PSLOs Chart
I.a.4	Statement of Syllabi with SLOs	I.c.10	ASPC Minutes 10/22/08
I.b.1	Guidelines for Writing PSLOS Document	I.c.11	ASPC Minutes on Portal 11/19/08
I.b.2	PR Coordinator Training Summary	I.c.12	Administrative Services PR Forms
I.b.3	Adoption of Program Definition	I.d.1	PR Coordinator Training Summary (same as I.b.2)
I.b.4	ATF Minutes 8/25/08	I.d.2	PR Forms
I.b.5	ISLOs Document	I.d.3	Academic Senate Minutes 10/28/08 and 2/17/09
I.b.6	Program Review Form (PSLOs align with mission statement and ISLOs)	I.d.4	Allied Health List of Accrediting Agencies
I.b.7	OCC Portal PR Form Screen Shot with Mission Statement and ISLOs	I.d.5	Self-Report Memo
I.b.8	Curriculum Committee Minutes 3/4/09	I.d.6	PR Form (with assessment highlighted)
I.b.9	PSLOs Identified Document (as per Program Review Coordinator)	I.d.7	SLO Assessment Timelines (samples)
I.b.10	SLC Minutes 8/29/08	I.d.8	IUA Description (sample proof of assessment as part of IUA responsibilities)
I.b.11	SLC Minutes 11/14/08	I.d.9	Title III Steering Committee Agenda 2/23/09
I.b.12	SLC Minutes 11/14/08	I.d.10	Student Success Center Success and Retention Statistics
I.c.1	Student Services Summary	I.d.11	Self-Paced Math and Tutor Expansion Memo
I.c.2	Completed PR Forms for Student Services	I.d.12	Completed PR Forms for Student Services (same as I.c.2)
I.c.3	Student Services Chart	I.d.13	Student Services Summary (same as I.c.1)
I.c.4	President's Wing PSLOs	I.d.14	Title III Activity 2 Minutes 7/10/08
I.c.5	IT PSLOs	I.d.15	Student Services Trend Analysis
I.c.6	IT Mission Statement	I.d.16	Student Services Planning Grid

I.d.17	Student Services Wing Plan	II.a.13	Student Services Trend Analysis
I.d.18	Wing Plan Model	II.a.14	ATF Minutes 9/3/08
I.d.19-23	President's Wing PR	II.a.15	Peer Review Rubric
I.d.24	Draft of Technology Committee Survey	II.a.16	PR Prompts and Analysis Guide
I.d.25	IT PSLOs (same as I.c.5)	II.a.17	Economic Department's PR
I.d.26	Public Safety PR	II.a.18	Deans' Council Minutes 11/5/08
I.d.27	Personnel Services Survey used in PR	II.a.19	IPC Minutes 10/8/08
I.d.28	Public Safety Improvements	II.a.20	Sample of Staff Request Form
I.d.29	Personnel Services Procedural Manual	II.a.21	Student Services PR Form
I.d.30	Personnel Services Orientation Manual	II.a.22	Children's Center PR
I.d.31	Administrative Service Survey Samples	II.a.23	Student Services Spreadsheet
		II.a.24	Student Services PR Completion Chart
		II.a.25	Student Services Peer Review Process (intra-wing)
		II.a.26	Student Services Peer Review Process (inter-wing)

RECOMMENDATION 2:

II.a.1	Academic Senate Minutes 9/2/08 including PR Coordinator's PR PPT presentation	II.a.27-31	President's Wing PR IV Forms
II.a.2	Academic Senate Minutes 5/13/08	II.a.27	IT Program Review
II.a.3	IPC Minutes 5/7/08	II.a.32	Technology Committee Survey
II.a.4	Planning & Budget Minutes 6/5/08	II.a.33	President's Wing Peer Review Process
II.a.5	ERA/Research Analyst, Senior Job Description	II.a.34	Administrative Services PSLOs Compilation Document
II.a.6	PR Coordinator Training Summary (same as I.b.2)	II.a.35	Sample Administrative Services PR
II.a.7	IPC Minutes 9/3/08	II.a.36	Maintenance and Operations PR
II.a.8	ATF Minutes 8/25/08	II.a.37	Public Safety PR
II.a.9	ACCJC Maradian's PR PPT	II.a.38	Personnel Services PR
II.a.10	Facilities Spreadsheet	II.a.39	Administrative Services Peer Review (internal)
II.a.11	Equipment/Technology Spreadsheet	II.a.40	Administrative Services Peer Review (external)
II.a.12	SLC Trend Analysis Draft	II.b.1	SLC Trend Analysis Draft

II.b.2	Decision Making Document Draft: Equipment and Supplies Flow Chart	II.b.26	Economics Self Report: course improvements
II.b.3	Student Services Trend Analysis	II.b.27	Psychology Self Report: course improvements
II.b.4-7	Wing Plan Drafts	II.b.28	Fashion Self Report: course improvements
II.b.8	SLC Minutes 11/14/08	II.b.29	Architecture Self Report: course improvements
II.b.9	Planning & Budget Minutes 2/12/09	II.b.30	Film/Video Self Report: course improvements
II.b.10	Classified Staff Rubric (draft)	II.b.31	EMT Self Report: course improvements
II.b.11	Facilities Spreadsheet	II.b.32	Chemistry Self Report: course improvements
II.b.12	Equipment/Technology Spreadsheet	II.b.33	Welding Self Report: course improvements
II.b.13	Deans' Council Minutes 11/5/08	II.b.34	Dental Assisting Self Report: course improvements
II.b.14	Decision Making Document Draft: Equipment and Supplies Flow Chart	II.b.35	Art History Self Report: course improvements
II.b.15	Program Review for Office of Instruction	II.b.36	Respiratory Care Self Report: course improvements
II.b.16	English Self Report: course improvements	II.b.37	ESL Self Report: course improvements
II.b.17	Library Self Report: course improvements	II.b.38	Accounting Self Report: course improvements
II.b.18	Library Self Report: course improvements	II.b.39	Theatre Self Report: course improvements
II.b.19	CTE Handbook for Internships	II.b.40	Political Science and American Studies Self Report: course improvements
II.b.20	Internship Program Enrollment Increase Data	II.b.41	Business Administration Self Report: course improvements
II.b.21	Counseling Self Report: course improvements	II.b.42	Library Self Report: staffing improvements
II.b.22	Library Self Report: course improvements	II.b.43	PE & Athletics Self Report: staffing improvements
II.b.23	Interior Design Self Report: course improvements		
II.b.24	PE & Athletics Self Report: course improvements		
II.b.25	Computer Information Systems Self Report: course improvements		

II.b.44	Architecture Self Report: staffing improvements	II.b.62	Psychology Self Report: significant program change
II.b.45	Accounting Self Report: staffing improvements	II.b.63	Student Services: Children's Center improvements
II.b.46	Respiratory Care Self Report: staffing improvements	II.b.64	Student Services: Financial Aid improvement
II.b.47	Interior Design Self Report: facilities improvements	II.b.65	Student Services: ASOCC improvement
II.b.48	PE & Athletics Self Report: facilities improvements	II.b.66	Student Services: Student Health Center improvement
II.b.49	Theatre Self Report: facilities improvements	II.b.67	Student Services: enrollment management improvement
II.b.50	Architecture Self Report: facilities improvements	II.b.68	Consultant's Report Recommendations
II.b.51	Anthropology Self Report: facilities improvements	II.b.69	IT Reorganization Chart
II.b.52:	Chemistry Self Report: facilities improvements	II.b.70	IT Program Review
II.b.53	Student Success Center Self Report: facilities improvements	II.b.71	IT Goals & Objectives
II.b.54	Counseling Self Report: equipment additions	II.b.72	Technology Committee 10/8/08
II.b.55	Diagnostic Medical Sonography & Cardiovascular Tech Self Report: equipment additions	II.b.73	Personnel Program Review
II.b.56	Architecture Self Report: equipment additions	II.b.74	ASPC Minutes 11/19/08
II.b.57	Welding Self Report: equipment additions	II.b.75	Public Safety Program Review
II.b.58	Dental Assisting Self Report: equipment additions	II.b.76	ASPC Minutes 1-23-08
II.b.59	Architecture Self Report: significant program change	II.b.77	Facilities Spreadsheet
II.b.60	Interior Design Self Report: significant program change	II.b.78	Deferred Maintenance List 08/09
II.b.61	Theatre Self Report: significant program change		
		RECOMMENDATION 3:	
		III.a.1.	SLC Trend Analysis
		III.a.2	Planning & Budget Minutes 2/12/09
		III.a.3	Staffing Prioritization Rubric
		III.a.4	IPC Hiring Rubric (tenure-track hires)
		III.a.5	IPC Ballot
		III.a.6	Planning & Budget Minutes 12/4/08

III.a.7	Planning & Budget Minutes 2/12/09	III.a.30	Annual Review Forms (equipment and supplies)
III.a.8	SLC Minutes 11/14/08	III.a.31	Decision Making Document (equipment requests)
III.a.9	ATF Minutes 12/1/08	III.a.32	Equipment/Technology Spreadsheet
III.a.10	ATF Minutes 1/12/09	III.a.33	IT Department Priority List
III.a.11	Planning & Budget Minutes 2/12/09	III.a.34	IT Priority List with Budget
III.a.12	Planning & Budget Minutes 11/13/08	III.a.35	Technology Committee Minutes 12/10/08
III.a.13	Financial Aid Annual Staffing Review 2008	III.a.36	Description of Subcommittees of Technology Committee
III.a.14	Technology Committee Minutes 12/18/07	III.a.37	Budget Model for Part-time/Overload Allocations
III.a.15	Technology Committee Minutes 5/13/08	III.a.38	Fiscal Services Report on Budget Workshops
III.a.16	Planning & Budget Minutes 10/23/08	III.a.39	Administrative Services 6/5/08 PPT
III.a.17	IT Reorganization Plan	III.a.40	Academic Senate Minutes 2/10/09
III.a.18	Technology Committee Agenda	III.a.41	Budget Workshop Agenda
III.a.19	Facilities Spreadsheet	III.a.42	Planning & Budget Minutes 2/12/09
III.a.20	Wing Plan and PR Planning Timeline	III.b.1	Prioritized List from IT with Budgets
III.a.21	Measure C Spreadsheet	III.b.2	Planning & Budget Minutes 10/10/08
III.a.22	Title III Facilities Plan	III.b.3	IT Classroom Equipment Spreadsheets #1
III.a.23	Budget Overview 2008	III.b.4	IT Classroom Equipment Spreadsheets #2
III.a.24	Combined 2008/2009 Deferred Maintenance Lists	III.b.5	IT Infrastructure Plan
III.a.25	Planning & Budget Minutes 10/9/08	III.b.6	Planning & Budget Minutes 4/24/08
III.a.26	Annual Technology Review Forms	III.b.7	Deferred Maintenance List
III.a.27	Equipment/Technology Spreadsheet	III.b.8	Facilities Master Plan with Prioritized List
III.a.28	Technology Committee Minutes 10/22/08	III.b.9	Facilities Spreadsheet
III.a.29	Planning & Budget Minutes 10/30/08	III.b.10	Facilities Committee Minutes 8/7/08; 9/4/08; 10/2/08; 11/13/08; 2/5/09

III.b.11 IPC Hiring Rubric (tenure-track hires)

III.b.12 IPC Hiring Ballot

III.b.13 Decision Making Document Draft: Staffing Flow Chart

III.b.14 Classified Staffing Rubric

III.b.15 Planning & Budget Minutes 2/12/09

III.c.1 Decision Making Document Draft

III.c.2 Academic Senate Minutes 9-23-08

III.c.3 Academic Senate Minutes 9-23-08

III.c.4. Transparency Committee Statement of Purpose

III.c.5 ATF Minutes 2/2/09

III.c.6 PR Coordinator Training Summary

III.c.7-11 Dean's Council Minutes and Division Meeting Minutes (folder)

III.c.12 Program Reviews and Peer Reviews Published on the Portal

III.c.13 Facilities Spreadsheet

III.c.14 Equipment/Technology Spreadsheet

III.c.15 IPC Hiring Rubric (tenure-track hires)

III.c.16 IPC Portal: Hiring Criteria Document

III.c.17 Decision Making Document (Peer Review Process)

III.c.18 Instructional Wing Plan

III.c.19 Student Services Wing Plan

III.c.20 Administrative Services Wing Plan

III.c.21 President's Wing Plan

III.c.22 Technology Committee Minutes 12/10/08

III.c.23 Planning & Budget Minutes 10/23/08

III.c.24 IPC Minutes 10/08/08

III.c.25 SSPC Minutes 12/12/07

III.c.26 ASPC Minutes 5/14/08

III.c.27 IT Reorganization Plan

III.c.28 Draft of Technology Committee Survey

CONCERNS 1:

C.I.a.1 Curriculum Committee Minutes 12/10/08

C.I.a.2 Syllabi MOU

C.I.a.3 Curriculum Committee Minutes 3/4/09

C.I.a.4 Certificate PSLOS

C.I.a.5 Program Review Portal Site

C.I.a.6 Planning & Budget Minutes 12/5/05

C.I.a.7 Academic Master Plan

C.I.a.8 Program Review form

C.I.a.9 OCC AA & AS Degree Catalog Page

C.I.a.10 SLC Minutes 11/14/08

CONCERN 2:

C.II.a.1. Syllabus Task Force Procedure

C.II.a.2 Syllabi MOU

C.II.a.3 Staff Development Workshop Syllabi Flier

C.II.a.4 Staff Development Syllabi Template

C.II.a.5 Staff Development Syllabus Checklist

C.II.a.6 Staff Development Portal Page

- C.II.a.7 Curriculum Committee Minutes
3/4/09
- C.II.a.8 Program Review Portal Page
- C.II.a.9 Student Services Trifold Brochure on
MyOCC
- C.II.a.10 Student Services Trifold Brochure on
OCC website
- C.II.a.11 Student Service Targeted
Announcement

RECOMMENDATION 11:

- XI.1 Organizational Delineation of
Responsibility and Process for
Decision Making
- XI.2 District Office/College Functioning
Map
- XI.3 Summary of Functions
- XI.4 District Organizational Chart
- XI.5 Chancellor Cabinet Membership
2008-2009
- XI.6 Chancellor Cabinet Summary 7/7/08
- XI.7 Chancellor Cabinet Summary
10/6/08
- XI.8 Board Policy 010-2-6.1



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Robert Dees, President

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