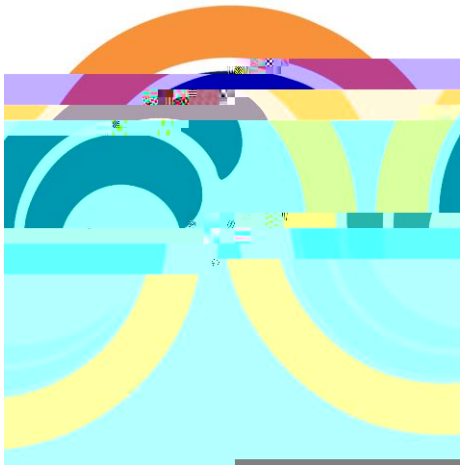

MIDTERM REPORT

Submitted by:

Orange Coast College

2701 Fairview Road

Costa Mesa, California 92626

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

March 2016

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Statement on Midterm Report Preparation

The Accreditation Coordinating Committee (ACC) coordinates t

College Response to Commission Action Letter and Team Recommendations

The College submitted its Self Evaluation in December 2012, which was followed by a site visit on March 18 2 Q 0 D \ W K H & R O O H J H U H F H L Y H G Report, representing the findings of the evaluation team, which praised the College for S U R G X F L Q Z U L W W H Q G R F X P H Q W that outlined... efforts to meet Commission EligibilityRespw wou

District Response to Commission Action Letter and Team Recommendations:

Process of Report Preparation

In order to provide continuity with the Chancellor's possible, the same district-wide workgroup that had previously developed responses to the ACCJC District-level recommendations sent to the colleges in July 2013 and July 2014 also develop the responses to the District Recommendations and Commission Recommendation 1 for the Midterm report due in March 2016. The initial workgroup was constituted based on the recommendation of the Chancellor's Cabinet which comprises the three College Presidents, the three Vice Chancellors, the District Director of Public Information and Governmental Affairs, and the District Director of Board Operations/Secretary of the Board of Trustees.

The members of the workgroup are listed below:

Coastline Community College
- Ann Holliday, President Academic Senate
- Margaret Lovig, Faculty

Golden West College
- Wes Bryan, President
- Grendaoll

their evaluation, effectiveness in producing those learning outcomes (Standard III.A.1.c)

This recommendation has been met (see June 2014 ACCJC action letter)

Further, the team recommends that the district develop administrative procedures that effectively carry out delegation of authority to the Chancellor and the college presidents. (Standards IV.B.I.j, IV.B.3.a, IV.B.3.g)

This recommendation has been met (see June 2015 ACCJC action letter)

Summary of actions and accomplishments to address the recommendation

Since the last comprehensive evaluation visit in March 2013, 17 board policies and administrative procedures related to delegation of authority to the Chancellor and the Presidents were revised or created, spanning all key areas of the District and the colleges. Some of these board policies and admini

recommendation and meets the Standards´ 7 K2014 Accreditation Visiting Tea

addition, at the November 18, 2015 Board meeting, new Board goals for 2015-17 were discussed (IDIS[52], [53]).

District Recommendation 4: To meet the Standards, and as recommended by the 2007 team, the team recommends that the Board implement a process for the evaluation of its policies and procedures according to an identified timeline and revise the policies as necessary. (Standard IV.B.1.e)

This recommendation has been met (see June 2014 ACCJC action letter)

Summary of actions and accomplishments to address the recommendation

The development and implementation of BP 2410 (IDIS[54]) and AP 2410 Board Policies and Administrative Procedures (IDIS[55]) in March 2012 helped clarify the process and responsibilities for revision and/or creation of policies and procedures. AP 2410 has been followed consistently since its ratification and has ensured that the District stays on track with an established schedule that calls for reviewing and updating all existing board policies and administrative procedures on a four-year cycle.

In Spring 2012, the Board of Trustees approved and directed staff to work on aligning the board policies and administrative procedures to conform to the chapter and numbering structure recommended by the Community College League of California (CCLC) (IDIS[56]). The Vice Chancellor of Educational Services and Technology convened a working group with representation from the units of the District Office who have overall responsibility for each area to work on this alignment. The Board of Trustees approved the implementation of the proposed recommendations at its meeting on August 1, 2012.

The Vice Chancellor of Educational Services and Technology has continued to provide overall coordination for this process.

Since the last accreditation follow-up visit in April 2015, the review and revision of board policies and administrative procedures have continued as scheduled at a steady pace. Between April 15, 2015 and January 20, 2016, 16 Board Policies and 17 Administrative Procedures were revised or created.

Summary of comments from accreditation follow-up visiting team regarding this recommendation:

The Accreditation Visiting Teams who visited the three colleges in April 2014 concluded in each of the three evaluation reports that "The District has satisfied this recommendation and now meets the standard."

The 2014 Accreditation Visiting Teams noted:

The job description for the Board Secretary was revised to remove responsibilities that overlap with the delegation of authority to the Chancellor and College Presidents and to reflect the support role that this position has relative to the Board of Trustees and the Chancellor. The title of the position was changed to District Director, Board Operations/Secretary to the Board of Trustees (COM[58]).

Summary of comments from accreditation follow up visiting team regarding this recommendation:

The Accr

Board of Trustees also meets regularly with the Chancellor, who participates in the evaluation of the person holding the position. The most recent regularly scheduled performance evaluation was conducted on September 16, 2016 (COM[59]). The Interim Chancellor contributed to and participated in this evaluation.

College Response to Self-Identified Issues

I.A.4
7 K H L Q V W L W X W L R Q D O P L V V L R Q D Q G Y D O X H V D U H V X S S R U W H G E \ L Q V W L W X W L R Q D O S O D Q Q L Q J D Q G G H F L V L R Q P D N L Q J

Actionable Improvement Plan I.A.4 (p. 69):

1. Survey employees on the Mission Statement to ensure its role as a guide to decision making in the next planning cycle.

Background from 2012 Self Evaluation:
Prior to the December 2012 Self Evaluation, & R O O H J H ¶ V 0 L V V L R Q 6 W D W H emphasizing W K H L Q V W L W X W L R Q D O S O D Q Q L Q J D Q G G H F L V L R Q P D N L Q J ¶ V U H O D W L R Q V K L S revision, employee survey results showed that while the majority of employees (faculty, administrators, and classified staff) agreed that the previous Mission Statement was related to decision making, only 50% of administrators agreed with the statement. The revision to the Mission Statement was finalized by College Council, a shared governance committee with broad campus representation, at its meeting on February 21, 2012. The College had hoped to see this number increase with the adoption of a new, refocused Mission Statement that more specifically emphasizes institutional priorities in planning and decision-making.

Description/Progress:
The Office of Institutional Effectiveness conducted a Personal Assessment of College Environment (PACE) survey of employees in) D O O W R G D V V H V V W K H H [W H Q influence, as well as another specific survey on the content of the mission statement (I.A.4[60]). The results of the PACE survey suggest that employees perceived no significant difference in the extent to which the actions of the institution reflect its mission. The mission statement was reviewed again in 2014-15 with the revision of the & R O O H J H ¶ V Val (Master Plan. L R Q As a result, a campus-wide survey was sent out for feedback (I.A.4[61]). The survey results P O O U R U H G & R O O H J H ¶ V Discussion Question Level 1 Refinement of the mission statement may be needed, especially with regard to areas of equity, diversity, and global awareness. After this campus-wide input and continued discussion at College Council, members endorsed the following revised Mission Statement on November 17, 2015 (I.A.4[62]):

> Orange Coast College serves the educational needs of its diverse local and global community. The college empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfer, certificate, career and technical education, basic skills, and workforce development to enable lifelong learning. The college promotes student success, learning and development by fostering a respectful, supportive, participatory, and equitable campus climate for student engagement and academic inquiry.

Timeline:
Planning agenda completed. However, while College employees have been surveyed a

number of times since the last Self Evaluation in 2012, the mission statement is continually being reassessed and revised as needed.

Responsible Party: Sheri Sterner, Institutional Effectiveness

I.B.1
The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Actionable Improvement Plan I.B.1 (p. 73):

2. Investigate and adopt structured opportunities to enhance and document dialogue regarding the results of program review and student learning outcomes assessment at the division, planning council, and institutional levels.

Background from 2012 Self Evaluation:
Both the peer-review process in program review and the committee self-evaluation process support self-reflective dialogue about improvements within programs and planning committees. In addition, the participatory governance structure of planning committees provides for effective and ongoing, broad-based collegial dialogue. Nevertheless, the College identified a need to investigate and adopt more structured opportunities to enhance and document dialogue regarding the results of program review and student learning outcomes assessment at the division, planning council, and institutional levels.

Description/Progress:
In order to improve documentation and dialogue regarding assessment, planning, and Program Review, the College has begun using an integrated database, TracDat. In the current 2015-16 academic year, assessment, planning, and Program Review will all be recorded on TracDat for the first time. In addition, in Spring 2016, Program Review will be completed, including a synthesis of SLO assessment results from the just completed cycle (I.B.1[63]). As a result, documented conversations on course and program assessment, as well as program review and planning, is occurring at the department, division, and wing level (1.B.1[64]).

To more effectively

Indicators (KPIs). AUOs are documented, analyzed and synthesized via parallel outcomes and program review processes and documented in TracDat. As a result, a wide-campus infrastructure has been implemented to increase access to outcomes results and to facilitate dialogue. The Office of Institutional Effectiveness held workshops in the 2014-2015 to begin the development of the AUOs (IIB.1[67]), followed by meetings with individual departments. The identification of AUOs and KPIs for Administrative Services, Student Services, and Institutional Advancement and Effectiveness wings are complete. Non-instructional AUOs in the Instructional wing are in the process of being finalized.

Timeline:
Planning agenda completed. However, this is a continuous quality improvement item and therefore progress is ongoing. Further dialogue will occur in the Academic Senate and Planning Councils in Spring 2016.

Responsible Party: Sheri Sterner, Institutional Effectiveness; Georgie Mann, Program

meetings (I.B.3[68]). In Spring 2015, the College's Educational Master Plan (EMP) was updated (I.B.3[69]). The resulting goals and objectives are being built into the TracDat planning module, where goal attainment and resource allocation decisions are aligned with college-wide goals and objectives. This realignment of program review, student learning outcomes, and planning timelines allows for more efficient monitoring of progress made to achieve the & R O O H J H ¶ V J R D O V (I . B . 3 [70]) . A C T programs and departments will now undergo program review simultaneously (1st year of a 3-year cycle). Strategies will be aligned with college-wide objectives and are directly linked with resource allocation requests. An annual planning update is now required in years 2 and 3 of the program review cycle. The update consists of status updates on strategies and the request of resources to better facilitate the completion of strategies (I.B.3[71]).

In addition, the TracDat database will allow easy, on-demand reporting of progress towards college-wide objectives and goals, facilitating

II.C.1.a

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

Actionable Improvement Plans II.C.1.a(p. 154):

7. Identify appropriate funding levels for online database, book, and periodical budgets.

Background from 2012 Self Evaluation:

In fiscal years 2010-2011 and 2011-2012 the Library's book and periodical budgets were reduced as part of a campus-wide cost-reduction initiative, requiring the Library to rely on outside funding, such as the Friends of the Library group, to augment its budget, but this funding has not been stable. The College identified the need to eventually increase library funds to ensure the quality of its online database, book, and periodical budgets.

Description/Progress:

In November 2012, the Library received a free trial from Films On Demand and Alexander Street Press and then asked faculty to review those databases and provide feedback. From February to March 2013, representatives from the Library visited division meeting for Literature and Languages, Social and Behavioral Sciences, Business and Computing, and Math and Science, also conducting both written and online surveys to faculty (LC 1.a[87]). The librarians agreed, based on survey results, to purchase the Films On Demand database in April of 2013. Since the initial operation date, students and faculty have viewed videos on the platform over 20,000 times. Due to the popularity of this resource, more videos were added in January and July of 2015 (LC 1.a[88]). This database also greatly benefits online courses, as these films can be embedded in Blackboard. Training sessions for faculty have been done at Blackboard BbCamps, which has increased use by faculty.

Timeline: Planning agenda
Planning agenda completed.

Responsible Party: Michael Mandelkern, Library Division

87 Timeline

Responsible Party: Michael Mandelkern, Library Division

II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Actionable Improvement Plan II.C.1.c (p. 159):

10. Evaluate the need for more computer access at the Computer Center.

Background from 2012 Self Evaluation:
In the 2011 Technology Committee student survey, many students were satisfied with computer wait times at the Clark Computing Center on campus, with 5% very satisfied, 28% satisfied, and 35% neutral. Of students surveyed, 33% were dissatisfied, so this was identified as a possible area of improvement.

Description/Progress:
With the opening of the new Mathematics, Business, and Computing Center building on August 24, 2015, the College has expanded computer access to students, adding 160 computers and ten 40-seat computing center classrooms (IIC.1.c[91]). The computing center classrooms are adjacent to the open computing center and flexible to open when student

Background from 2012 Self Evaluation:
Although the College has had policies and procedures in place that serve as guidelines for H Q V X U L Q J D S S U R S U L D W H K L U L Q J S U R F H G X U H V D I W H U W H ' L V W U L F W ¶ V 3 R O L F \ D Q G 3 U R F H G X U H s ed during processes (BP 7120) and procedures for all constituencies at the College.

Description/Progress:
In December 2013, the Board of Trustees reviewed and ratified Board Policy 7120 on Employee Recruitment and Selection (III.A.1.a[92]). In addition, in September 2015, the Board reviewed and ratified Administrative Procedure 7120E (III.A.1.a[93]), which addresses classified staff hiring procedures, and AP 7120C (Faculty) (III.A.1.a[94]), which addresses faculty hiring procedures and practices performed by the Coast Community College District.

Timeline:
Planning agenda completed.

Responsible Party: Rich Pagel, Administrative Services; Andreea Serban, District

III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Actionable Improvement Plan III.A.1.c (p. 173):

12. Negotiate with faculty unions to include the revised evaluations contract article into the collective bargaining agreements.

Background from 2012 Self Evaluation:
Full- and part-time faculty members are meaningfully engaged in the development and D V V H V V P H Q W R I V W X G H Q W O H D U Q L Q J R X W F R P H V + R Z H Y H 6 W X G \ I D F X O W \ H Y D O X D W L R Q L Q V W U X P H Q W V G L G Q R W V R X W F R P H V Because the evaluation process is within the scope of collective bargaining, the District has been negotiating with the faculty collective bargaining units on the inclusion of specific language into the agreements.

Description/Progress:
Though negotiations with the full-time and part-time faculty unions are ongoing, Tentative Agreements (TAs) have been reached and signed, revising the tenure-track and adjunct evaluation processes and corresponding evaluation forms, which will include language on SLO assessment. The full- and part-time contract revisions include evaluation criteria assessing whether faculty are including SLOs on syllabi and using SLOs to improve student learning. In addition, included in these revisions are questions about whether full-time faculty

are participating in SLO/PLO assessment. These agreements will be finalized as of this 2015-2016 academic year (III.A.1.c[95,96]).

Timeline:
Planning agenda in process.

Responsible Party: Andreea Serban, District; Kevin Ballinger, Vice President of Instruction

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to V X S S R U W W K H L Q V W L W X W L R Q ¶ V P L V V L R Q D Q G S X U S R V H V

Working with constituents, district wide, on the development of new policies has led to increased awareness of Equal Opportunity Employment requirements and the need to explore with the

have been created to outline a means for investigating harassment claims submitted by students, staff, or faculty.

Timeline:
Planning agenda completed.

Responsible Party: Rich Pagel, Administrative Services; Andreea Serban, District; James Andrew, District

III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Actionable Improvement Plan III.A.5.a (p. 184):

17. Perform a needs assessment for the campus to identify gaps and provide programs to fill those gaps.

Background from 2012 Self Evaluation:
7 K H & R O Professional Development Advisory Committee (PDAC) meets twice a month and provides professional and personal growth opportunities for all individuals in the college community. Current professional development activities address specific needs, and participant evaluations indicate that activities are well received. As a component of the campus Annual Resource Requests (ARRs), all departments can submit staff development requests. These ARR requests are forwarded to the PDAC for consideration in their annual planning. In 1 0 h rrtmenPcB6(l R)-45 1 0 0 1l.i3(vit)-3(ies a)5(r)-6(e)4( )-9(we)6(ll)-it136g1 0 m398

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planning.

Actionable Improvement Plans III.C (p. 200):

18. Explore methods of identifying technology needs for the next three to five years. Provide strategies and training for managers, department chairs, and faculty on researching and identifying potential future technologies.

Background from 2012 Self Evaluation:
Until recently, most of the college's identified technology needs focused on desktop computers. One identified area for improvement involves extending the planning timeframe for needs identified in the Comprehensive Program Review to look further into the future and eliciting more input on what technologies are likely to be needed by divisions and departments in the next three to five years. This would allow the Information Technology Department to be more proactive in addressing the future needs of the campus.

Description/Analysis:
Through the College's planning processes (Annual Resource Requests and Program Review), technology needs are identified, documented, and integrated with the college's planning process (III.C[114]). Both the College and District have reviewed technology needs for equipment and software replacement and made recommendations to the College and various governance and planning committees. In addition, the College is updating its Technology Plan with replacement guidelines and technology needs projection for the next three years (III.C[115]). Professional development in information technology is ongoing and one area of focus for the campus Professional Development Committee. Information technology training has been expanded in 2015 with the introduction of Lynda.com (Online Professional Development) for all staff and faculty (III.C[116]).

As a component of the campus Annual Resource Requests, all departments can submit technology needs requests. These ARR requests are forwarded to the Technology Committee for consideration in their annual planning. A revised technology plan will be completed end of Spring 2016 semester.

As a result of these processes, the following technologies have been identified as future needs: increasing wireless, exploring VDI, expanding storage capabilities, centralizing the OCC server room, and continuing to improve IT Services, and continu

The institution assures that any technology support provided is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.

III.C.1.a
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Actionable Improvement Plans III.C.1 and III.C.1.a (p. 202):

19. Revise the IT Project Request process.

Background from 2012 Self Evaluation:
$W WKH WLPH RI WKH &OOHJH¶V ODVW efficiencies YDOXDWLRQ required the multi-purposing of laboratory classrooms, which occasionally led to software

from hardware failure, human error, hacking or malware could be significant. A plan for data backup and restoration of electronic information is essential.

The District IT Infrastructure Team, which consists of the Infrastructure Emergency Response Team (IERT), is the group that supports this plan. The IERT determines what servers, storage, networks, software licenses, business application, and databases will be required for recovery such that downtime from a disaster is minimized. The IT Disaster Recovery plan outlines procedures related to data backup and offsite storage of system backup data, servers and workstations, IT data center redundancies, network redundancies, telecommunication, and Disaster Recovery testing (III.C.1[120]).

Timeline:
Planning agenda completed

Responsible Party: Andreea Serban, District; Rupa Saran, Information Technology

III.C.1.b
The institution provides quality training in the effective application of its information technology to students and personnel.

Actionable Improvement Plan III.C.1.b (p. 202):

21. Analyze pre- and post-test assessment of IT training to improve effectiveness of sessions.

Background from 2012 Self-Evaluation:
The College strives to provide students, faculty, staff, and administrators with effective training on software and systems, and feedback demonstrates broad satisfaction with the training provided. Since 2013, the effectiveness of these IT training sessions has been evaluated through developed outcomes assessments designed to improve the overall effectiveness of these training sessions, but in order to improve training, the College decided to consider analyzing pre- and post-test assessments of IT training.

Description/Analysis:
However, after considering the notion of pre- and post-test assessments of IT training, the Professional Development Advisory Committee (PDAC) determined that conducting both pre- and post-test assessments of training was impractical and inefficient. Currently, IT training sessions are developed through feedback and requests from division deans, management, and faculty. Training sessions are designed with clear purposes, objectives, and learning outcomes. Attendance is recorded, and attendees are given follow-up surveys through Campus Climate (III.C.1.b[121]), offering valuable feedback and suggestions. This feedback is then forwarded to PDAC for analysis and review, enabling the committee to make necessary adjustments and improvements.

Timeline:

Planning agenda completed. However, this is a continuous quality improvement item and therefore progress is ongoing.

Responsible Party: Rich Pagel, Administrative Services

III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Actionable Improvement Plan III.C.1.c (p. 203):

22. Identify a funding source to provide for ongoing technology replacement and infrastructure needs.

Background from 2012 Self Evaluation:
The process of identification, prioritization, and allocation of K H & R O O H J H ¶ V W H F K Q R infrastructure needs has been integrated and carried out through the planning process. However, the College identified the need for a funding source to address ongoing technology replacement expenses.

Description/Analysis:
Measu

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Actionable Improvement Plan IV.A.2.a (p.234):

23. Administrators should continue to explore various means of encouraging participation among classified staff members in the governance of the College.

Background from 2012 Self Evaluation:
When surveyed in 2011, only 29.9% of classified staff agreed with the statement "Each employee group has a substantive and clearly defined role in institutional governance." As a result, the College identified the need to explore means of encouraging participation among classified staff members in the governance of the College.

Description/Analysis:
Before the College's Classified Staff Evaluation Day in 2013, the Orange Coast Federation of Classified Employees was created to encourage classified staff participation:

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These SURFHVVHV IDFLOLWDWH GLVFXVVLRQ RI LGHDV DQG HIIH constituencies.

The policy outlines the process for conducting the self-evaluation. The Board conducted a self-evaluation at the meeting on October 17, 2011, and at subsequent meetings, the Board discussed the results of the self-evaluation, but did not adopt any action plans to improve their functioning, as the Board Policy states.

Description/Analysis:
In August 2012, the Board of Trustees revised Board Policy 2745, Board Self Evaluation (IV.B.1.g[134]) and developed a new process for its evaluation, which was implemented in Fall 2013. In addition to a self-evaluation by the Board members, the revised process included a 360-degree evaluation of the Board through a survey sent to all District employees, development of Board goals, and development of action plans relative to the Board goals.

In Fall 2013, the Board of Trustees conducted its evaluation consistent with the revised Board Policy 2745. On October 16, 2013, the Board discussed the evaluation results during a study session for this purpose (IV.B.1.g[135,136,137]).

Actions taken as a result of the evaluation were determined at the public meetings held on October 16, 2013 and November 6, 2013. This resulted in identifying goals and action plans for the Board of Trustees (IV.B.1.g[138]). The Board Accreditation Committee was charged with developing the process and measures to address areas of improvement.

Consistent with BP 2745, the Board of Trustees conducted a comprehensive self-evaluation again in Fall 2015. The survey sent to all employees in Fall 2013 was administered again in Fall 2015 with a deadline to respond of October 19, 2015 (IV.B.1.g[139,140]). The Board discussed its evaluation at the November 4, 2015 Board meeting as well as its previous goals (IV.B.1.g[141,142,143,144]). At the November 18, 2015 Board meeting, new Board goals for 2015-17 were discussed (IV.B.1.g[145,146]).

Timeline:
Planning agenda completed.

Responsible Party: Andreea Serban, District President of the Board of Trustees

IV.B.1.j

The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-College District/system or the College chief administrator (most often known as the president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively. In multi-College Districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

Actionable Improvement Plan IV.B.1.j (p. 253):

29. The College encourages the Board continue to work on clarifying the delegation of authority through the development of an administrative procedure related to BP 2201.

Background from 2012 Self Evaluation:
At the time of its last Self Evaluation, W K H & R O O H J H Z D V F R Q F H U Q H G D E R X delegation of authority to the Chancellor, particularly in relation to Board Policy 2201. The policy states that the Chancellor possesses the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Chancellor may delegate any powers and duties entrusted to him by the Board, but he or she is specifically responsible to the Board for the execution of such delegated powers and duties.

Description/Analysis:
Board Policy 2430

The District Office developed an approach and process for conducting administrative

[91] Math Business Computing Center stats
[92] Board Policy 7120 Employee Recruitment and Selection
[93] Administrative Procedure 7120E Recruitment and Selection for Classified Employees
[94] Administrative Procedure 7120C Faculty Hiring
[95] Full-time contract TAs
[96] Part-time contract TAs
[97] District-wide Strategic Plan 2012017 (Goal Area 2)
[98] IPC Fall 2015 Timeline and IPC Subcommittee minutes 11-15
[99] HR Annual Resource Request
[100] IPC Minutes 2-11-15
[101] Board Policy 3420 Equal Employment Opportunity,
Administrative Procedure 3420 Equal Employment Opportunity (December 2013)
[102] ³ ' L V W U L

[142] BOT Self-Eval Report 2013-2015
[143] Survey of District Employees Regarding Board
[144] 2013-2014 Board Goals + Added Goals
[145]

Orange Coast College

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COAST COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES