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Please refer to document "Orange Coast College: Smoking Survey Results PDF" for a complete listing of the sample characteristics.

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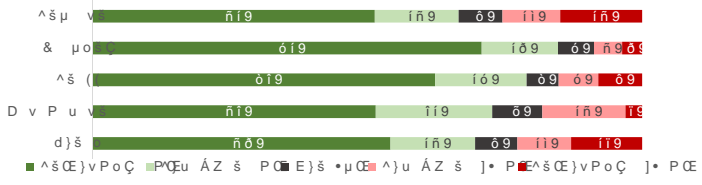
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ANALYSIS: Tobacco is the leading cause of preventable and premature death, accounting for an estimated 480,000 American deaths in the United States each year or one out of every five deaths.[i] These deaths are due to preventable conditions such as cancer, heart disease, stroke, and lung diseases including emphysema, pneumonia, and chronic airway obstruction.[ii] The COUGH Coalition, HSACCC, and

THAT the California Community Colleges Chancellor's Office support this Resolution

Contents

Accreditation Standards from ACCJC

Standard I: Institutional Mission & Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs

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provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs
B. Library and Learning Support Services
C. Student Support Services

Executive Summary for Standard II

OCC's Student Learning Programs and Support Services align with the campus mission to serve the educational needs of the community, to empower students to achieve, and to enable lifelong learning. Instructional programs are assessed through SLOs, while support service areas assess their work through AUOs. Both are assessed on three year cycles. The College also assesses the effectiveness of its programs through Comprehensive and Midterm Program Reviews, creating a culture of continuous improvement. The College provides degrees and certificates including associate degrees, transfer degrees, vocational training certificates, and workforce development. All instructional programs contain general education to ensure that students have a breadth of knowledge, and to support the campus mission. Faculty drive the campus curriculum process, which ensures the quality and rigor of all courses. The support services offered vary in modality, times offered, and – like the students the College serves – are diverse, to promote equitable outcomes in education.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources
B. Physical Resources
C. Technology Resources
D. Financial Resources

Executive Summary for Standard III

The College works effectively with the District office to secure funding for operational resources. The District makes initial allocations to the College, however, the College ultimately decides, through participatory governance, how to fund new resource needs across

Campus facilities are safe, secure, and scheduled efficiently to benefit students, faculty, and staff. Technology training and support is available to all campus constituents; online technical support ensures that all issues are logged and remediated. All campus constituents must follow best practices for data security and privacy as well as appropriate use policies. Finally, the College allocates financial resources to benefit student learning programs and services in accordance with the transparent processes described in the campus DMG. The College prioritizes budget planning and

progress at the midterm report in 3 1/2 years.

Visiting Team Details

The Commission assigns someone from ACCJC as a Liaison Officer to work with the team and the college – our Liaison is Vice President of ACCJC – Dr. Steven Reynolds. ACCJC also selects a Chair to lead the team. The typical chair has experience as a chief executive officer of an institution.

team chair along with at least one other team member will participate in these sessions. OCC will send out more information when these forums are scheduled.
- o In multi-college districts, the overall team chair (one of the three team chairs assigned to Coastline, Golden West or Orange Coast) will work with team members across the three sites to coordinate Standards IV.C. and IV.D. The Chancellor, District Office staff, and Board of Trustee members will also be interviewed.

4. On Thursday, the team is generally finishing up the report, investigating last details and preparing for the exit report.
- o Mid to late morning - The team chair will meet with the College President to review the findings of the self-evaluation visit. The team chair evaluating the District Office will review the findings with the Chancellor.
- o Late morning to early afternoon - The team chair will provide an exit report at a campus public meeting. The main findings and draft commendations and recommendations will be read. This is not a dialogue and neither the team chair nor team members will engage in dialogue with the audience. The exit report concludes the site visit.

After the visit
1. Within a few weeks after the visit, the team chair will finalize a draft report   the

Pirate's Booty: 5 Keys to Success

Key #1: Do you understand the role of Program Review and Outcomes Assessment?

EVERY program at OCC does program review. Program review is a six-year cycle with a mid-term update. Program review goals are integrated into the college's strategic plan through multi-year plans (annually updated). All SLOs and AUOs have been assessed and evaluated by all departments on campus. We just completed our third cycle and are currently in our fourth cycle.

Key #2: Do you know the cycle of the college review process?

Your Program Review eri ETEMC B4 y12 1 (g)3 .11 (e') (t)-1 (rat)4 (eg)3 (i)2 (c pp.002

Vision Statement

To be the standard of excellence in transforming lives through education.

Values and Goals – CLASS

The college's values were developed with broad based participation in 2008 and reviewed most recently in the development of the new Educational Master Plan. During the Educational Master Plan development, the college developed goal statements aligned with each value with one goal per value. They represent what OCC values, as a learning organization and community, and are the overarching themes that guide the development the college's more specific objectives that illustrate how we intend to carry out more specific activities and programs to meet our goals.

Community: Foster a culture that serves, engages and connects the campus to the local and global community.

Learning: Ensure students receive a quality education to become self-directed and successful lifelong learners.

Access: Create equitable access through effective and innovative pathways and programs that result in increased student success.

Stewardship: Sustain, improve, and create programs, physical and human resources, and infrastructure through processes that ensure accountability, continuous improvement, and long term viability.

Student and Employee Engagement: Promote active and collaborative participation leading to meaningful connections among people, places, and ideas within the college.

College Objectives

The college goals were a result of broad-based collaboration among faculty, staff, and community constituents during the Educational Master Plan development process. They are presented below in the CLASS

The Academic Senate
of Orange Coast College By-Laws

The Electorate shall consist of the Faculty, as defined in Article I of the Constitution, and the Senate shall be elected from the members of this body.

The Senate shall be composed of a Senator from each Division, the Library, and Student Services; nine Senators-at-Large, all elected from the regular and contract Faculty; and up to three voting Senators-at Large from the Part-time Faculty. There shall be included within the membership of the Academic Senate, a non-voting student who shall be appointed by the SGOCC. The student representative may designate for the record his/her support or opposition to any matter prior to the official Senate vote. A designation shall be recorded in the Senate meeting minutes. Such student shall have the right to attend all meetings of the Senate except those meetings prohibited by Education Code 72023.5 (a) (2) or when the Senate is in closed session.

Divisions are responsible for conducting their own elections of division senators. The Senate will conduct elections of division Senators if the division requests the assistance of

1. Rule on parliamentary procedures as prescribed in the latest edition of Robert's Rules of Order, Revised or such other rules or procedures as may be adopted by the Senate.

1. Attend meetings of the Executive Board as a non-voting member for one semester or one year following his/her last service as Senate President.

:
    a. Allocate additional duties to each officer as required.
    b. Meet no fewer than five times each semester.
    c. Implement policies adopted by the Senate; develop procedures; perform other functions that are not inconsistent with the intent, purposes, and provisions of the By-laws and directions of the Senate.

The Executive Board will meet following each Senate meeting in the Faculty House unless otherwise agreed on.

Amendments to these By-Laws may be proposed by the Executive Board or by a petition signed by one-third (1/3) or more of sitting Senators.

These By-Laws may be amended by a two-thirds (2/3) majority of the Senate.

The Senate will conduct electronic elections of senators.

a. Any faculty member may request to vote with a paper ballot. In such instances, the faculty member should request a paper ballot from the Senate President. The paper ballot must be requested and submitted during the period of electronic voting as determined by the Senate President. The Senate President will announce the dates of the election period at a Senate meeting.

b. The Senate will conduct elections for division Senators if the division requests the assistance of the Senate. Otherwise, the division will conduct its own elections and report the results to the Senate in February. The Senate President shall report to the Senate the results of division elections during the President's report/announcements at the next Senate meeting.

c. The Senate will conduct elections for senators-at-large through the electronic procedures adopted by the Senate. 1. To win the Senator-at-Large seat, a candidate must receive more votes than the other candidate(s). 2. If a candidate for Senator-at-Large runs unopposed, the Senate may elect the candidate by acclamation at a Senate meeting.

Adopted 12-12-1989
Amended 8-5-2005
Amended 2-2-2010
Amended 4-17-2012
Amended 4-12-2016

Orange Coast College

Faculty Academic Senate

November 13, 2018

Whereas: Current Academic Senate by-laws do   the current Orange Coast College,

   Faculty Academic Senate By-laws, and

Whereas: Senators represent a constituency of academic divisions, departments or the campus
   At-large, and

Whereas: