

Orange Coast College: Smoking & Tobacco Use Survey Results

January 29, 2019
Report to Academic Senate

PREPARED BY OFFICE OF INSTITUTIONAL EFFECTIVENESS



Background

- Spring 2018
 - ASOCC Smoke Free Policy Taskforce: Jolly Tadros, Lian Elkazzaz, Thao Nguyen, Niousha Farhangi, Alexandra Olvera
 - California Youth Advocacy Network (CYAN)
 - Public Health Instructional Department
 - Strategies to gather support data; identify cessation resources; develop relationships (OCC SHC, TUPP, OCHCA)
- Fall 2018
 - Present initial idea to College Council and Student Senate
 - Develop and Deploy Smoking/Tobacco Free Campus Survey
 - U.S. Department of Health and Human Services (Tobacco-Free College Campus Initiative)
 - Objective: Gather data related to level of support for becoming a smoke/tobacco free campus
 - Email invitation to complete survey to all students, faculty, staff and students

Survey Instrument

Secondhand smoke is smoke or vapor from someone else's cigarette, cigar, pipe or e-cigarette that you breathe.

- Frequency of exposure, level of bother, health concerns, immediate health effects from second hand smoke
- Agree/disagree - It is okay for colleges to prohibit smoking on campus if that is necessary to keep secondhand smoke away from other students and staff.
- How much do you agree or disagree with Orange Coast College adopting and implementing a 100% smoke and tobacco-free campus?
- Do you agree or disagree with the following statement: Other things being equal, I would choose a "smoke-free" college over a college that allows smoking on campus.
- Demographics
 - Smoking/Vaping Status
 - Employee Group/Student
 - Age
 - Gender
 - Race/Ethnicity

Sample

There was a total of 1,464 survey respondents. Here's the breakdown by constituent group:

Constituent Group	Percentage
Student	79%
Faculty	9%
Staff	9%
Management	2%

Relative to Their Own Constituent Group:

- Student Response Rate: 5% (1,156 out of 21,455 students)
- Employee Response Rate: 19% (308 out of 1,641 employees)

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Sample Characteristics

	Overall Sample Characteristics	*Relative to the Actual OCC Fall 2017 Population...
Gender	55% Female 40% Male 5% Decline to State	For Student, Faculty, and Staff, a larger proportion of Females responded to survey compared to the actual Fall 2017 population.
Race/Ethnicity	39% White 22% Hispanic 20% Asian/Pacific Islander 14% Decline to State 3% Other, Non-White 2% African American 1% American Indian/Alaskan Native	For all 4 groups, a smaller proportion of individuals who identified as Asian/Pacific Islander and Hispanic responded, but this may be explained by the "Decline to State" rate. For Student, Faculty, and Management, a larger proportion of individuals who identified as White responded.
Age <small>Note: Age groups combined for purposes of this table.</small>	54% 24 and under 25% 25-39 21% 40+	For Staff and Management, respondents skewed older relative to actual population. For Students and Faculty, respondents skewed younger.

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

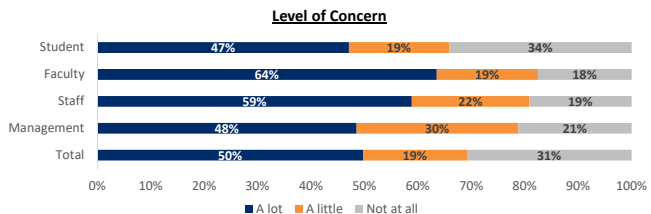
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Results Overview

- The majority of respondents have some level of concern about the effects of smoking and tobacco use on campus, and most concerns were related to health.
- The majority of each of the 4 constituent groups agree that OCC should adopt and implement a 100% smoke and tobacco-free campus.
- Less than 1/5 of OCC students and approximately 1/20 of employees engage in vaping or smoking.

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Level of Concern: 50% of respondents are greatly concerned about the effects of smoking and tobacco use on campus and 69% of OCC have some level of concern. These percentages are higher for employees than students.



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Level of Concern (cont.): Written Responses

998 people out of 1,443 (69%) indicated that they were "A lot" or "A little" concerned about the effects of smoking and tobacco use on campus.

- Those individuals had the opportunity to explain their primary concern with smoking and tobacco use on campus.
- 909 out of 998 (91%) provided a written response.

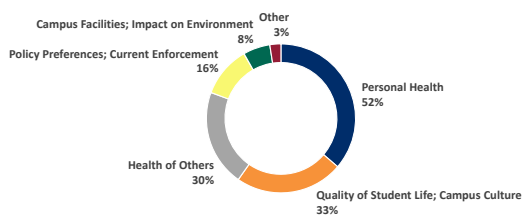
Responses were reviewed and coded into 5 main categories (see table below).

Theme	Sample Responses
Personal Health	"I have asthma and allergies - smoke causes me immediate discomfort."
Health of Others	"It potentially can cause birth defects for pregnant mothers who inhale it. It hurts people with asthma or lung problems."
Campus Facilities; Impact on Environment	"I have had to call campus safety to put two separate fires out on campus this semester caused by cigarettes."
Policy Preferences; Current Enforcement	"People just smoke wherever they want and there's no enforcement on smoking areas."
Quality of Student Life; Campus Culture	"I preferably would not like to be walking around campus with people blowing smoke everywhere, especially when I am walking to class and people blow smoke right in my face."

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Level of Concern (cont.): 82% of the written responses who indicated "a lot" or "a little" were related to health.

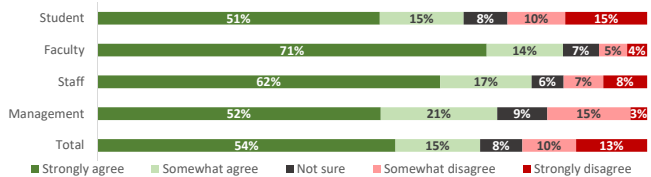


* Percentages will not add up to 100% as a single responses may be coded multiple categories.

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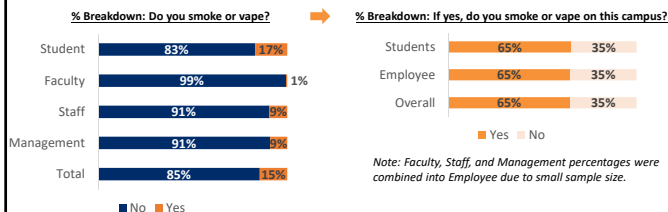
The majority of each constituent group agree that OCC should adopt and implement a 100% smoke and tobacco-free campus. A larger proportion of employees feel this way than students.



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17% of OCC students and 6% of employees engage in vaping or smoking. Of those who vape or smoke, 65% do it on campus.



Note: Faculty, Staff, and Management percentages were combined into Employee due to small sample size.

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Summary of Key Results

- 50% of respondents are greatly concerned about the effects of smoking and tobacco use on campus and 69% of OCC have some level of concern. These percentages are higher for employees than students
 - 82% written responses of those who expressed any level of concern were related to health (their own or others)
- The majority of each constituent groups agree that OCC should adopt and implement a 100% smoke and tobacco-free campus. A larger proportion of employees feel this way than students.
- 17% of OCC students and 6% of employees engage in vaping or smoking. Of those who vape or smoke, 65% do it on campus.

Please refer to document "Orange Coast College: Smoking Survey Results.PDF" for a complete listing of all survey results.

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Concluding Thoughts

- Initial review of results by College Council & ASOCC, fall 2019
- College Council Recommendation for spring 2019 dialogue/recommendations
 - Academic Senate
 - Classified Senate
 - Planning Councils
 - Others as identified
- Discussion of recommendations, March 2019
 - > Academic Senate, Classified Senate, Associated Students, Planning Councils
 - > College Council
 - > President
- Recommendation to Chancellor/Board of Trustees, April 2019
 - If applicable

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Survey Collaborators

- ASOCC Smoke Free Policy Task Force
 - Jolly Tadros, Lian Elkazzaz, Thao Nguyen, Niousha Farhangi, Alexandra Olvera
- OCC Public Health Instructional Department
 - Anna Hanlon, MS, MPH, EdD
- OCC Office of Institutional Effectiveness
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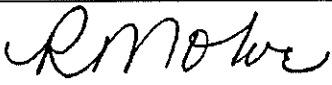





The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: May 14, 2018

SUBJECT: Resolution for a Smoke and Tobacco-Free Community College System		Item Number: 2.7	
		Attachment: Yes (3)	
CATEGORY:	Educational Services and Support	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Rhonda Mohr, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Eloy Ortiz Oakley, Chancellor	Action	X
		Information	

ISSUE: The student group, COUGH (Campuses Organized and United for Good Health), has requested the California Community College Chancellor’s Office and Board of Governors to discuss and adopt a resolution supporting the implementation of comprehensive smoke and tobacco-free policies at all 114 community college campuses.

BACKGROUND: This request has full support from the Health Services Association of California Community Colleges (HSACCC) and the Student Senate of California Community Colleges (SSCCC). COUGH student representatives and the HSACCC President presented a report and information on tobacco’s impact on community college students, faculty, and staff at the March 2018 Board of Governor’s meeting during public comment time. The President of the Student Senate of California Community Colleges presented the item to the Consultation Council on April 19, 2018. The Consultation Council gave unanimous support for the strongest possible action that the Chancellor’s Office can take under the law. The Council suggested that a resolution of support along with a packet of resources and guidance on policy implementation would be the strongest action that the Chancellor’s Office could take under the law as they do not have the legal authority to adopt a system-wide policy.

RECOMMENDED ACTION: It is recommended that the Board of Governors adopt the attached resolution in support of a completely tobacco-free California Community Colleges system and that the Chancellor’s Office issue guidance on policy language, policy implementation best practices, and available resources.

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 SSCCC are interested in educating and promoting services to assist tobacco users in quitting tobacco as well as abolishing secondhand smoke and tobacco waste on campus.

In order to counter the negative effects of tobacco on the college population, in 2011, the American College Health Association (ACHA) has recommended all colleges and universities adopt a 100% tobacco-free campus policy.ⁱⁱⁱ Furthermore, the U.S. Department of Health and Human Services created a Tobacco-Free College Campus.

Attachments: Smoke Free & Tobacco Free California Community Colleges Resolution (Attachment 1); Smoke/Tobacco-Free Policy Report Card (Attachment 2); and Community Colleges by Region (Attachment 3).

ⁱ U.S. Department of Health and Human Services. (2014). *The Health Consequences of Smoking – 50 Years of Progress: A Report of the Surgeon General*. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health.

ⁱⁱ Centers for Disease Control and Prevention. (n.d.). *Smoking & Tobacco Use: Tobacco-Related Mortality*. Accessed from www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/tobacco_related_mortality/index.htm.

ⁱⁱⁱ American College Health Association. (2011). *Position Statement on Tobacco on College and University Campuses*. Hanover, MD.

Attachment 1

Smoke Free & Tobacco Free California Community Colleges Resolution

WHEREAS, in the United States of America tobacco use is responsible for about one in five deaths annually (i.e., about 480,000 deaths per year, and an estimated 41,000 of these tobacco-related deaths are the result of secondhand smoke exposure)¹; and

WHEREAS, the Environmental Protection Agency has designated secondhand smoke to be a Group A carcinogen, where there is sufficient evidence that the substance causes cancer in humans and the Surgeon General has established that there is no safe level of second hand smoke exposure² people with and without medical conditions such as asthma, allergies, and other chronic illness experience worsening health outcomes as a result of smoke exposure³; and

WHEREAS, tobacco smoke outside of campus buildings can be drawn in through ventilation intakes and/or open doors and windows, and students, staff, faculty and guests should be able to walk through campus and enter their respective buildings free of exposure to tobacco smoke;² and

WHEREAS, to date 2,106 colleges and universities in the United States alone have become tobacco or smoke-free campuses⁵; and 100% smoke-free campus policies have been shown to be an effective intervention in reducing tobacco use among college students⁶; smoking remnants litter campus building entrances and increases the amount of time, labor and costs spent cleaning;⁴ and

WHEREAS, these smoke and tobacco-free policies apply to the use of any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form, and include the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form.

THEREFORE, LET IT BE RESOLVED,

THAT the Board of Governors of the California Community Colleges urges the adoption and implementation of 100% smoke and tobacco-free policies at all 114 California Community Colleges and all 72 college districts.

THAT the Board of Governors of the California Community Colleges encourages campuses to provide tobacco cessation services to students, faculty, and staff and/or refer to free services offered by the California Smokers Helpline at 1-800-NOBUTTS and www.nobutts.org.

THAT all students, faculty, and staff share in the responsibility for adhering to and making this policy successful.

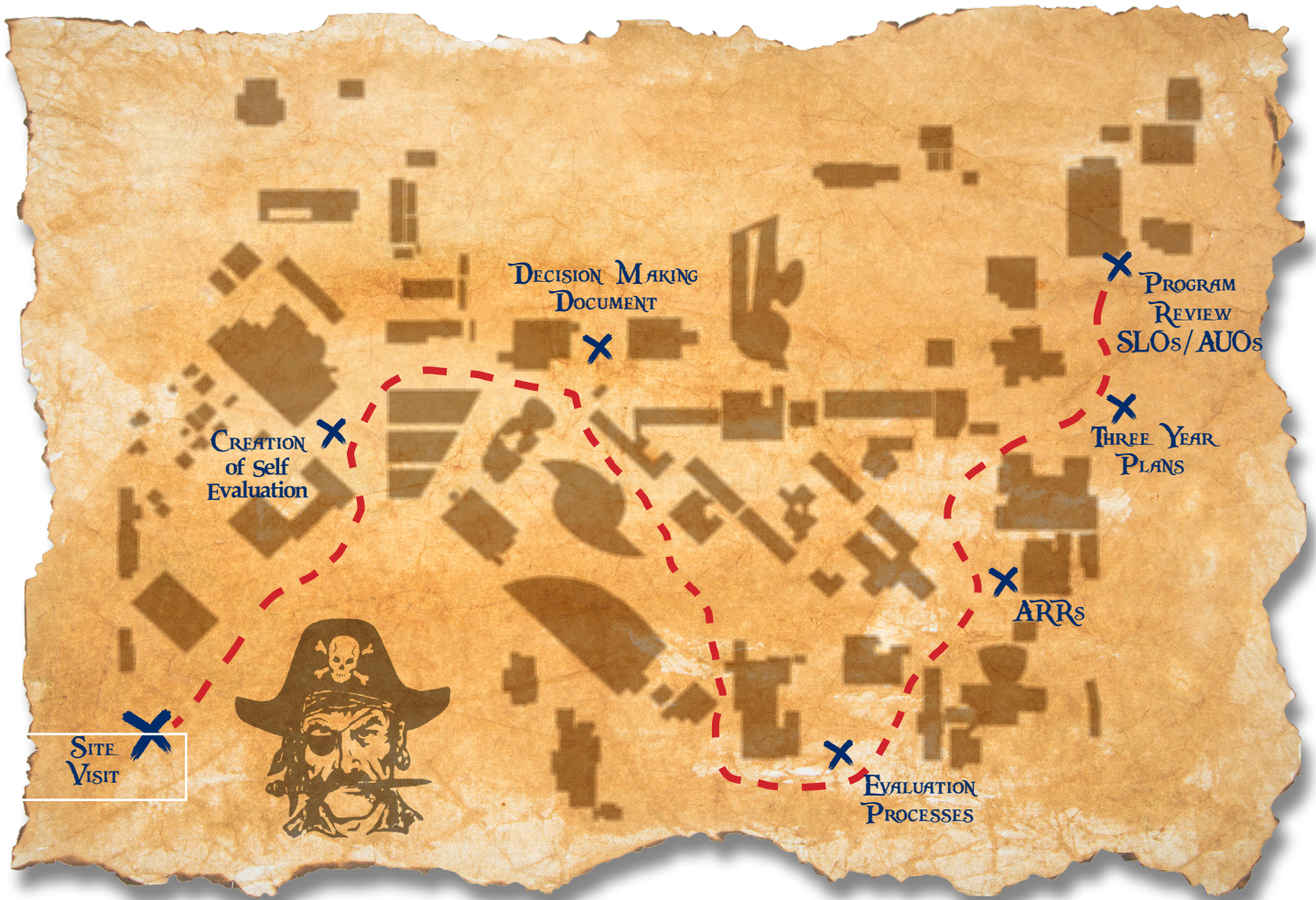
THAT the California Community Colleges Chancellor's Office support this Resolution by making available to college districts model smoke-free campus guidelines, resolutions and similar information for adoption by college campuses.

Selected References

1. U.S. Department of Health and Human Services. The Health Consequences of Smoking — 50 Years of Progress A Report of the Surgeon General. *US Centers Dis Control Prev.* 2014.
2. Zeise L, Dunn A, Donald J, et al. Respiratory health effects of exposure to environmental tobacco smoke. *Calif Environ Prot Agency.* 2003;8(2):131-139. <http://www.ncbi.nlm.nih.gov/pubmed/18815714>.
3. Services H. *The Health Consequences of Involuntary Exposure to Tobacco Smoke A Report of the Surgeon General.*
4. Sawdey M, Lindsay RP, Novotny TE. Smoke-free college campuses: no ifs, ands or toxic butts. *Tob Control.* 2011;20.
5. American Nonsmokers' Rights Foundation. Smokefree and Tobacco - Free U . S . and Tribal Colleges and Universities. 2018. <https://no-smoke.org/at-risk-places/colleges/>.
6. Seo D, Macy J, Torabi M, Middlestadt S. The effect of a smoke-free campus policy on college students' smoking behaviors and attitude. *Prev Med (Baltim).* 2011;(53):347-352. doi:10.1016/j.ypmed.2011.07.015.

PIRATES TREASURE MAP

TO A SUCCESSFUL ACCREDITATION VISIT



Orange Coast College
2018-2019

Accreditation

February 25-28, 2019



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CLAIM YOUR BOUNTY!



Throughout the document, there are hidden doubloons. Information highlighted by doubloons are very important items you need to know about to prepare yourself for the Accreditation site visit. This information is so important those who find all of the doubloons will receive pirate treasure! Here are the details:

- Identify all of the hidden doubloons and the topic it corresponds to and get a \$5 Starbucks gift card!
- Email your answer to occresearch@occ.cccd.edu to claim your bounty!

What is Accreditation?



Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation process provides assurance to the public that the accredited member colleges meet the Accreditation Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate. Regional accreditation through agencies such as ACCJC is required for an institution's students to be eligible to receive federal financial aid.

The Institutional Self-Evaluation Report

Highlights of the college's progress since our last self-evaluation include a revamped campus-wide program review and integrated planning process, implementation and completion of the third cycle of SLO assessment, and increased transparency in our decision making processes. Technology has been upgraded and refreshed, with wireless access around campus. Staff development has been restructured with an increased focus on classified and management activities while remaining strong in faculty development.

The ISER is the work of faculty, classified staff, students, and administrators who actively participated through the participatory governance committee structure, open forums and campus-wide callouts for feedback during successive drafts. A brief summary of each standard is provided below.

The full ISER can be accessed at the following URL:

http://www.orangecoastcollege.edu/about_occ/Accreditation/2019_Institutional_Self_Evaluation_Report/WEB_Orange_Coast_College_ISER_2019.pdf

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 and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

B. Assuring Academic Quality and Institutional Effectiveness

C. Institutional Integrity

Executive Summary for Standard I



The mission at OCC defines the purpose of the College as one that focuses on enriching student lives through degree attainment, transfer to four-year colleges, CTE, basic skills, workforce development and lifelong learning. The College relies on data to ensure that the mission is effective and that programs and services on campus align with the mission. Program Review, planning, and ARRs ensure that the mission guides decision making and resource allocation on campus, and that the College uses student achievement data and outcomes assessment data to ensure the quality of programs and services. The College strives to demonstrate integrity and transparency in all policies, actions, and communications. SLOs are published in the class schedule and on course syllabi; key documents on campus like the Decision Making Guide (DMG), the Catalog, and the Education Master Plan (EMP) are published on the college website ensuring that they are highly visible to the public, and are regularly reviewed, to ensure their accuracy to the public. CCCD Board Policy (BP) sets forth the codes of conduct for students and employees, the delegation of power from the Board to District and College executives, and the consequences of not adhering to the policies – ensuring that the environment of OCC is collegial, honest, ethical, and fair.


Standard II: Student Learning Programs & Services

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

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

- 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 the campus in Human Resources, Equipment, Facilities, Technology, Staff Development, and Supplies. All employees meet minimum qualifications or equivalency, have access to staff development, undergo regular evaluations, and conduct themselves ethically, according to BP.


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 ARRs through participatory governance processes. Financial reports are available to employees on demand and appear on Board Meeting agendas for discussion and transparency. Internal and external auditors ensure the stability and fiscal responsibility of the College.

Standard IV: Leadership & Governance


The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

- A. Decision-Making Roles and Processes*
- B. Chief Executive Officer*
- C. Governing Board*
- D. Multi-College Districts or Systems*

Executive Summary for Standard IV

 The College is proud of its transparent and well-defined participatory governance structure, which is inclusive of all campus constituents and fully explained in the DMG. Between BPs and the DMG, there is a clear map of governance roles and a successful balance in decision making and resource allocation at the Board, District, and campus levels, ensuring that the College can adequately support students and carry out its mission. The campus has developed, through participatory governance, student success metrics, an SLO/AUO process, and a Program Review process for continuous improvement. The College has achieved fiscal stability, with large ending balances and reserves over the past several years, and communicates clearly with all constituents and the public.

Quality Focus Essay (QFE) – Based on campus improvement with an emphasis on student success.

 This is a new area of the ISER to establish strategies for student focused improvement that will be accomplished during the next seven years. OCC will be expected to update our

progress at the midterm report in 3 1/2 years. You may recall the old process was writing improvement strategies following each standard that resulted in a large number of strategies that were more micro-oriented. The QFE creates an action plan by examining all of the following from a more holistic and macro perspective:

- Mission Statement
- Master Plan
- Answers to the standards in the ISER
- Examining the data

As a result of this analysis, we recognized the great extent to which the Educational Master Plan goals and objectives are aligned with the state's recent projects, Guided Pathways, AB 705 and Free College, and how a QFE integrating these goals would be transformational in meeting our student's needs. This plan reflects our focus during the seven-year accreditation cycle. It is a more organic and comprehensive approach that unifies the campus' focus on meeting student's needs. We encourage you to read through the essay to note the Action Plan, those specific departments, and constituents who will contribute to it on an established timeline, and how you see your role at the college contributing to this success. Additionally, this is not a stand-alone plan and its efforts are being integrated into the college's strategic and annual planning processes.

What to Expect

What is a site visit?

An evaluation team, made up of professional peers from other colleges who volunteer their services, offers independent insights based on careful analysis of the Self Evaluation Report and on-site evaluation.

The team:

- Evaluates the institution using the Accreditation standards.
- Validates the college's Institutional Self Evaluation Report (ISER).
- Confirms and finds evidence for the assertions in the ISER.
- Reviews problem areas inadequately recognized by the college staff.
- Assures the Commission that the institution:
 - Continues to meet Eligibility Requirements.
 - Continues to meet the four standards and cites deficiencies/areas for improvement
 - Has developed sound evaluation and planning procedures to foster improvement of student achievement and student learning outcomes.
 - Reviews and offers suggestions about the college Quality Focused Essay (QFE)
- Reinforces and extends the college's commitment to its continuing pursuit of excellence.

Team members have a special responsibility to maintain the integrity of the accreditation process and outcomes. Quality assurance to the public and institutional improvement for institutions can only be achieved through the commitment of all who participate.

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. Our chair will be Marvin Martinez, President of East LA College. Commission staff develops the teams from a roster of experienced educators who have exhibited leadership and balanced judgment. Our team has several faculty members, academic and student services administrators, a chief executive officer, a business officer and individuals with expertise and/or experience in learning resources, distance/correspondence education, and planning, research and evaluation.

Before the site visit

1. Our Team members receive the ISER with evidence (on a flash drive) and college catalog.
2. The college will prepare and send to the Team Chair before the visit a written update to summarize activities and other pertinent information that occurred since the ISER was published, if applicable.
3. The team chair and team assistant will conduct a half-day on-site pre-visit at the college about a week or two weeks prior to the visit and meet with the College President and any other individuals the College President deems appropriate. The pre-visit deals with logistics for the visit and discussing updates which are relevant for the team chair and members to know. After the team visit, the team chair will work with the College Accreditation Liaison Officer (ALO) and the President's Office to set up a tentative schedule of meetings and interviews requested by the site team members.

During the site visit (Monday, 2/25 - Thursday, 2/28)


1. Team members will arrive at an off-campus site and hold a team meeting on Monday, the first day of the visit. At this meeting, they will review the preparatory work they have completed and review the upcoming week's schedule. Selected team members may visit the district offices to begin the review of the district function.
2. Tuesday morning, team members will arrive on campus. The college will host a welcome meeting for the team members and the campus.
3. Tuesday – Thursday team members will interview and visit selected employees and departments.
 - A schedule of meetings and interviews will be set up in advance; however, this may change throughout the team visit.
 - Team members may choose to observe classes being taught, faculty in office hours and staff manning departments randomly and unexpectedly.
 - Two open forums (one during the day and one in the evening) for all constituents will be scheduled. These forums are an opportunity for any member of the college community to participate, ask questions, and share comments. The

- 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.
- 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.
 - 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.
 - 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 which will be sent to the College President for factual checking only. The College President can only provide corrections of facts, if they are stated incorrectly in the report or if key facts are missing. The actual evaluation cannot be changed.
2. Within a month, the team chair will submit the final team evaluation report to ACCJC along with the team's confidential recommendation.
3. ACCJC meets in closed session in June 2019 and discusses the evaluation report and the team recommendation regarding the accreditation status of the institution. ACCJC may choose to apply a different status than that recommended by the team based on a number of factors.
4. ACCJC will send to the College President (the Chancellor and the Board President receive a copy as well) a letter informing the college about the decision ACCJC made at its June 2019 meeting regarding the accreditation status of the college. The letter is sent at the end of June or in early July 2019. This information must be posted publicly.

Pirate's Code of Conduct

1. The pirate way: Let's welcome and assist our visitors! Professionalism, confidence, engagement, sincerity, and openness are part of who we are. Be aware of the days the site team is on campus and be flexible. Let's show the visiting team that we are student-focused and READY for action!

2. Go out of your way to help the members of the site team. Team members are not familiar with OCC and our campus. Help them find their way, getting them to essential meetings or specific facilities. **All team members will be wearing badges clearly identifying themselves.** Remember, the team can go anywhere and ask for anything – it is completely within their purview.
3. Respond to accreditation team requests IMMEDIATELY. **Any requests for information should be handled immediately and routed to the President's Office for distribution to the team members.** If you cannot locate information requested contact the President's Office. REMEMBER Check the Decision Making Document the answer may be in there!
http://www.orangecoastcollege.edu/about_occ/office_of_the_president/Pages/GDM.aspx)
4. Be Prepared Pirates!
 - The visiting team may visit:
 - A random selection of classes (including online classes) during the visit and no restrictions are placed on team members.
 - Regularly scheduled committee meeting if they happen on those days.
 - Faculty during office hours and classified professionals or management unannounced.
 - If a team member drops by to talk, be accommodating. For classified professionals, if you are on the front line providing service to students at the time, contact your supervisor to get coverage for your area to accommodate the team member's request.
 - If at all possible, please attend one of the Open Forums and the Exit Report Meeting. A detailed schedule will be distributed prior to the visit.
 - Support OCC and Remain Informed!

Pirate's Booty: 5 Keys to Success

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

Did you know...



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?

Did you know...



Your Program Review goals are integrated into the strategic plan through multi-year plans with a mid-cycle review. Plans are updated annually and resource requests can be made to support plans.



Key #3: ARR's (pirate code for arrrgh...bounty!)

Did you know...



Each year, the College Council endorses the prioritized Annual Resource Request list, which is located on the College Council portal site. We will post final results of this year's ARR's before the end of the fall 2019 semester.



Key #4: Do you know that OCC evaluates its processes regularly?



Your feedback has been used to improve the college's continuous improvement processes (like SLO/AUOs, program review, multi-year plans, and ARR's).



Key #5: Decision Making: A Guide to Planning and Governance



The Decision Making guide is updated annually with the most recent version posted in fall 2018 based on campus feedback and committee self-evaluation results.



OCC's S-E-A Shanty

The college's mission, vision, and values are the core of our success. Our college goals, supported by data and dialogue, help us focus on where we need to grow. Our master plans are the scaffolding to help us organize our efforts. And finally, the college's planning processes, with program review as the foundation, are the mechanisms to operationalize our plans and monitor our progress.

Mission Statement



Orange Coast College serves the educational needs of our 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 transfers, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning.

The college promotes student learning and development through fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry.

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 framework.

Community

Objective 1: Promote an inclusive college environment and intercultural understanding, to enable a stable society and the ability of graduates and employees to work in a diverse, culturally rich environment.

Objective 2: Develop and encourage faculty, staff, management and student engagement in global and international experiences, and facilitate a means to bring those experiences back to campus.

Objective 3: Develop, expand, and institutionalize community and industry connections.

Learning

Objective 1: Increase completion rates for a wide-range of students from a wide-range of backgrounds while preserving access and enhancing quality.

Objective 2: Implement a comprehensive approach for the development of integrated academic and support services to holistically address the needs of students.

Objective 3: Strengthen the scheduling processes for program/discipline pathways and learning practices to increase student goal completion.

Objective 4: Foster adaptable, innovative learning environments.

Access

Objective 1: Adapt basic skills instruction and support processes to increase skill development, and accelerate college level preparedness.

Objective 2: Assist students by creating a coordinated K-12, OCC, and four-year academic seamless pathway to degree and job attainment.

Objective 3: Increase completion rates for students from diverse social and academic backgrounds and eliminate academic achievement gaps.

Stewardship

Objective 1: Model and embed environmental sustainability practices within College instruction and programs.

Objective 2: Develop and maximize financial resources to benefit OCC students and programs.

Objective 3: Cultivate human potential to advance our mission and enhance the quality of the work and personal lives of our employees.

Objective 4: Promote an open environment with rigor, transparency, continuous improvement, and recognition of collaboration and individual achievement.

Objective 5: Enhance services and instruction through the use of self-directed, intuitive on-line technology.

Student and Employee Engagement

Objective 1: Create structured opportunities for student engagement within curriculum, co-curricular activities, and service learning opportunities.

Objective 2: Develop programs to promote faculty and student interaction, along with team and community building that advances the mission of the College.

Objective 3: Support the development of students.

Master Planning Documents

The Orange Coast College Educational Master Plan outlines the college's goals and is the framework for the college's planning processes. Supporting the Educational Master Plan are the college's supplemental master plans, such as the Facilities, Technology, Enrollment Management, and Human Resources/Staff Development.

http://www.orangecoastcollege.edu/about_occ/office_of_the_president/Pages/Educational-Master-Plan.aspx

Orange Coast College Atlas



The OCC Atlas has served as the college's official fact book since 2000. It was designed to provide pertinent information about Orange Coast College's students and the surrounding community. The OCC Atlas is arranged into five sections: Environment and Access, Student and Enrollment Trends, Student Outcomes, Student Equity Outcomes, and Employee Data. The atlas is published annually. The current version of the Atlas can be accessed at the link below.

http://www.orangecoastcollege.edu/about_occ/college-facts/Documents/OCC%20Atlas%202017-2018%20revised%20November%2020%202018.pdf

College Core Indicators & Institution Set Standards



Orange Coast College's core indicators are the critical outcomes that illustrate progress towards meeting its goals. Goals are further delineated by strategic objectives, which provide specifics on how goals are operationalized. Core indicators supporting the goals and strategic objectives are defined with performance targets to gauge the extent to which the College is making progress. The core indicators are organized by the College's values and goals (C-L-A-S-S). To access college's latest analysis on its progress towards its core indicators, click on the Core Indicators and Institution-Set Standards Report below.

http://www.orangecoastcollege.edu/about_occ/Institutional_Effectiveness/Documents/OCC%20Core%20Indicators_Nov%202018.pdf



The Academic Senate of Orange Coast College By-Laws

Article 1

Membership and Elections

Section 1. The Electorate. 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.

Section 2. Composition of the Senate. 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.

Section 3. Division Senators. 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 the Senate. During the month of February, eligible divisions shall report to the Senate the results of their elections of division Senators. Divisions shall be responsible for filling vacant seats when they arise. In such cases, divisions shall report to the Senate the results of their elections of replacement Senators. The Senate President shall report the results of division elections for regular or replacement Senators during the President's report/announcements at the next Senate meeting.

Section 4. Senators-at-Large. During the month of February, each eligible Division may nominate not more than two (2) candidates from the regular and contract Faculty for Senator-at-Large. Additional candidates may be nominated from the floor at a general meeting to be held during the month of March. Not later than the first week of March, the President of the Senate shall call an election of regular and contract Faculty to determine the Senators-at-Large. Voting shall be by secret ballot. Senators shall be seated in the order of popular votes received.

Permanent vacancies that occur prior to the next election will be replaced by the Senate President appointing a Faculty member for the remainder of the term from the alternate list of unelected nominees in order of popular votes received and seeking a majority endorsement from the Senate body. If the list has been depleted, an election will be held using procedures approved by the Senate. For temporary vacancies, a Senator may designate a substitute from the same constituency which they represent who will serve as if elected. If an extended absence of more than three (3) meetings is anticipated, the Senate shall hold an election or appoint a substitute who will serve until the original member is able to return. Individuals who resign or are otherwise unable to complete their term of office will be replaced through a new Senate election or an appointment process.

Section 5. Part-Time Senators-at-Large. Candidates from the part-time members of the Faculty shall receive notice in February that they may nominate themselves for one of three part-time voting Senator-at-Large positions. All interested nominees shall attend the designated meeting in February to present themselves and be endorsed by the Senate for a one year term of office. Vacancies that may occur prior to the next election shall be filled by appointment and endorsement of the Senate.

Section 6. Vacancies

- a. **Permanent Vacancies.** A permanent vacancy is established when a Senator submits a letter of resignation to the Senate President, is unable to complete the term of office, is absent for three (3) consecutive meetings without prior consent of the President of the Senate, or who becomes ineligible to hold membership in the Senate. Permanent vacancies shall be filled as provided in Sections 3, 4, and 5.
- b. **Temporary Vacancies.** Temporary vacancies occur when the President declares a Senator is on approved temporary leave. Then the Senate shall conduct an election to fill the seat for the duration of the leave as per Sections 3, 4, and 5; or, in lieu of an election, the Senator may designate a substitute from the same constituency which they represent who will serve as if elected.

Section 7. Tenure of Office. Approximately one-third (1/3) of the regular and contract Senate membership shall be elected each year; and each elected member shall serve for a term of three years except for the following changes for the 2016-2017 election cycles only:

- a. Effective for the 2016 Senator-at-Large election only, all five newly elected Senators-at-Large shall draw lots to determine which two shall serve two-year terms in order to re-establish the required one-third (1/3) election process as noted above; the remaining three shall serve three-year terms.
- b. Effective for the 2017 Division Senator election only, all six newly-elected Division Senators shall draw lots to determine which two shall serve two-year terms in order to re-establish the required one-third (1/3) election process as noted above; the remaining four shall serve three-years terms.

Section 8. Recall and Removal of Senators.

- a. **Division Senators.** A Division may replace its Senator at any time upon the majority vote of the regular and contract Faculty of the Division at a special election called by petition of one-third (1/3) of the regular and contract Faculty of that Division.
- b. **At-large Senators.** The Faculty-at-large may replace an at-large Senator at any time upon the majority of votes of the regular and contract Faculty at a special election called by petition of one-third (1/3) of the regular and contract Faculty.

Article II

Officers and Committees

Section 1. Officers of the Senate.

a. The Senate shall be organized annually during the week following the Spring break. The first order of business of the organizational meeting of the Senate shall be the election of officers except the immediate Past President. The officers shall consist of President, Vice President, Secretary, and Parliamentarian, and the immediate Past President. The President, only upon completion of his/her final elected term of office, shall serve as immediate Past President for one semester or one year only if she/he is an elected Senator. If the immediate Past president is no longer a Senator, he/she may remain as an advisor to the Executive Board.

b. Election of Officers. The Senate officers shall be elected by the Senate from the Senate membership. The officers shall be elected by a simple majority of votes cast by a written, secret ballot, and they shall take office on July 1 of the year elected and serve until June 30 of the following year. The term for the office of President shall be for one year with no more than three years in succession.

c. The President shall:

1. Preside over all Senate meetings and Executive Board meetings.
2. Represent and act as spokesperson for the Academic Senate and the Executive Board
3. Along with the Executive Board:
 - (a) be responsible for establishing the time and place for all Executive Board meetings.
 - (b) be responsible for the preparation of the agenda for all Senate meetings and Executive Board meetings.
 - (c) be responsible for establishing and administering the annual Senate budget and reporting all yearly expenditures to the Senate body in a printed report.
4. Perform any other function normally thought to be within the realm of a presiding officer that is otherwise not denied by the by-laws, Senate rules, or Executive Board rules and not prohibited by the Senate body.

d. The Vice President shall:

1. Act as President in the absence of that officer.
2. Succeed to the Presidency in the event of a vacancy in that office.
3. Attend specific committee meetings to represent the Senate as assigned by the Executive Board or the Senate.
4. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

e. The Academic Senate Secretary shall:

1. Be responsible for all minutes of the Senate meetings.
2. Distribute electronically the approved minutes to the faculty, College President, Chancellor, Board of Trustees, the Academic Senate Presidents of Coastline Community College and Golden West College, and the faculty union Presidents.
3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

f. The Parliamentarian shall:

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.

g. The Immediate Past President may:

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.
2. Perform such functions as the President may assign to assist in carrying out the purposes and policies of the Academic Senate.

h. Non-voting Members of the Senate and the Executive Board: The Curriculum Committee Chair and the Professional Development Institute Committee Chair shall be non-voting members of the Senate and Executive Board.

Section 2. Committees. The Senate shall create committees when it deems them necessary. Each Senate committee shall establish bylaws approved by the membership of the committee and the Senate. Committees will submit a report to the Senate at least once yearly in either written or oral form.

Article III

Meetings and Senate Procedures

Section 1. Regular Meetings of the Senate. During the school year a regular meeting of the Senate shall be held at least once a month but not more than twice a week at a time and place designated by the Senate.

Section 2. Special Meetings of the Senate. The President may call a special meeting of the Senate or Faculty at his/her discretion. Upon written petition signed by three (3) or more Senators, the President shall call a special meeting of the Senate to be held within one week after receipt of such petition. Written notice of special meetings shall be given to all members of the Senate at least two regular school days prior to the meeting and shall contain a general statement of the business to be brought before such meeting.

Section 3. Quorum. A quorum for the conduct of an Academic Senate meeting shall be twelve (12) members.

Article IV

The Executive Board

Section 1. Composition of the Executive Board. The officers of the Senate, the Curriculum Committee Chair, and the Professional Development Institute Committee Chair shall constitute the members of the Executive Board.

Section 2. Responsibilities of the Executive Board. The Executive Board shall be responsible for establishing and administering the Senate budget, creating the agenda for Senate meetings, and acting for the Senate when school is not in session. The Executive Board shall be subject to the orders of the Senate and none of its acts shall conflict with action taken by the Senate. All official action taken by the Executive Board shall be reported to the Senate at the next official meeting of the Senate. The meetings of the Executive Board shall be open.

The Executive Board shall:

- 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.

Section 3. Executive Board Meeting Time. The Executive Board will meet following each Senate meeting in the Faculty House unless otherwise agreed on.

**Article V
Amendments of By-Laws**

Section 1. 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.

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

**Article VI
Election Procedures**

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.

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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 not provide submission of a vote by Proxy, and

Whereas: Proxy voting can be validated by amending 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: Proxy voting will allow voting Academic Senate members to dutifully represent
constituents on issues brought before the Senate, and

Whereas: A valid proxy vote is one offered in writing, signed and submitted by a voting
Senate member;

Be it Resolved: The Orange Coast College Faculty Academic Senate amend the By-Laws to
include the submission of vote by proxy.

Submitted by Darryl Isaac, Academic Senator for the Consumer and Health Sciences Division
November 20, 2018