*DRAFT 2/10/2014 – WORK IN PROGRESS. SECTIONS OF THE EVALUATION ARE STILL BEING DEVELOPED*



Evaluation of Vision 2020 Plan

**Educational Services and Technology**

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# Six District-Wide Strategic Themes and Goals

The Vision 2020 planning process has identified six strategic themes that can be **used to** **guide decision-making** at the Coast Colleges and District while encouraging each college to pursue its distinctive institutional mission and strengths.

## Status Summary

|  |  |
| --- | --- |
| Strategic Theme/District-Wide Goal | Status |
| Strategic Themes #1: Degree and Certificate Completion, Transfer with Competence District-wide Goal # 1: The District will support and encourage the Colleges’ efforts to increase certificate, degree completion and transfer with competence. | See below |
| Strategic Themes #2: Rework Basic Skills District-wide Goal #2: The District will support and encourage the College’s efforts to assure that students have or acquire adequate levels of math, language and other skills necessary to be successful in the programs offered by the Coast Colleges. | See below |
| Strategic Themes #3: Scientific, Technological, Engineering, Mathematics, and Medical (STEM2) District-wide Goal #3: STEM2: The District will support and encourage the College’s efforts to create integrated strategies in support of enhanced STEM2 certificates and degrees. | See below |
| Strategic Themes #4: Career and Technical Education (CTE) District-wide Goal #4: The District will support and encourage the Colleges’ efforts to take a leadership role in developing the region’s Career and Technical Education (CTE) workforce. | See below |
| Strategic Themes #5: Global/International Education District-wide Goal #5: The District will support and encourage the Colleges’ efforts to become one of America’s community college leaders in promoting Global/International Education. | See below |
| Strategic Themes #6: Diversity District-wide Goal #6: The District will support the College’s efforts to encourage and increase diversity – social, ethnic, racial, talent and economic. | See below |

## Metrics

### Strategic Themes #1: Degree and Certificate Completion, Transfer with Competence

District-wide Goal # 1: The District will support and encourage the Colleges’ efforts to increase certificate, degree completion and transfer with competence.

The total number of degrees awarded district-wide declined between 2008-09 and 2010-11 to 3,773 (includes Coastline’s Military program). However, the number of Degrees increased each of the last two years. The number of certificates awarded has increased (more than doubled) over the last five years.

The number of Coast District student transferring to a CSU has varied significantly over the last five years. 2009-10 showed the lowest number of transfers with only 1,340. The following year showed the largest number at 2,526. The wide variance is primarily due to the CSU system responding to California’s historic budget challenges. In 2009-10, the number of slots to receive transfer students was dramatically curtailed. Those restrictions were largely lifted in 2010-11. The numbers of transfers to UCs, In-State Privates (ISP), and Out-of-State (OOS) schools has remained relatively stable over the last five years, but ultimately showing a moderate increase over 2007-08.

### Strategic Themes #2: Rework Basic Skills

District-wide Goal #2: The District will support and encourage the College’s efforts to assure that students have or acquire adequate levels of math, language and other skills necessary to be successful in the programs offered by the Coast Colleges.

The Scorecard remediation measures are the percentage of credit students who start out at any levels below transfer in English, Mathematics, and/or ESL and are followed for six years to determine if they successfully completed a college-level course in the same discipline. The cohorts for each discipline are tracked from the time the student attempts a course any levels below transfer in mathematics, English, and/or ESL course at that college. Orange Coast’s remedial math rate is more than 12% higher than the State-wide rate. Golden West is at the State-wide rate (30.5%). Coastline is nearly 9% below the State rate. Golden West and Orange Coast have substantially higher remedial English rates than State rates (54% and 56%, respectively compared to 38% State-wide). Coastline’s remedial English (35%) rate is slightly below the State rate. The only College that meets or exceeds the State-wide ESL remediation rate is Golden West (24.0% compared to 23.6%). Orange Coast and Coastline both have remedial rates below 10%. Overall, the fact that all of these rates are below 60% (and in some cases as low as 10%) dramatically illustrates the challenge of remediation.

This measure tracks, for three years, incoming cohorts of students (Fall 2011) who placed in a math or English class that is two-levels below transfer. Results show that 10% of the math cohort and 26% of the English cohort successfully passed a transfer-level course in the same discipline with-in three years.

### Strategic Themes #3: Scientific, Technological, Engineering, Mathematics, and Medical (STEM2)

District-wide Goal #3: STEM2: The District will support and encourage the College’s efforts to create integrated strategies in support of enhanced STEM2 certificates and degrees.

No measures identified to date.

### Strategic Themes #4: Career and Technical Education (CTE)

District-wide Goal #4: The District will support and encourage the Colleges’ efforts to take a leadership role in developing the region’s Career and Technical Education (CTE) workforce.

This Scorecard measure is the percentage of students who completed several courses classified as career technical education (or vocational) in a single discipline and succeeded in completing a degree, certificate or transfer related outcome within six years. All three Colleges have CTE rates above the State-wide rate. Orange Coast has the highest rate, followed by Golden West, and then Coastline (68%, 61%, and 55%, respectively).

### Strategic Themes #5: Global/International Education

District-wide Goal #5: The District will support and encourage the Colleges’ efforts to become one of America’s community college leaders in promoting Global/International Education.

The number of international students with student visas attending the Coast Community College District was 886 in fall 2012. Overall, the number of international students has declined substantially between 2009 and 2012 due to the reduction in courses offered. The number has started to increase again in Fall 2013. In addition, effective Fall 2014, international students will receive priority registration which will help alleviate the challenges they faced previously in being able to enroll in the minimum 12 units they needed to fulfill the educational plans for which they were approved as international students.

### Strategic Themes #6: Diversity

District-wide Goal #6: The District will support the College’s efforts to encourage and increase diversity – social, ethnic, racial, talent and economic.

Social - International Students

The number of international students with student visas attending the Coast Community College District was 886 in fall 2012. Overall, the number of international students has declined substantially between 2009 and 2012.

Unduplicated District-wide Headcount by Country of Origin (TOP 5 Countries)

Source: CCCD Student Characteristics Cube

| **Country of Origin** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** |
| --- | --- | --- | --- | --- | --- | --- |
| Vietnam | 220 | 302 | 344 | 342 | 306 | 318 |
| Japan | 179 | 190 | 167 | 132 | 129 | 178 |
| South Korea | 202 | 192 | 185 | 170 | 142 | 137 |
| China | 16 | 18 | 22 | 33 | 60 | 80 |
| Taiwan | 23 | 23 | 18 | 21 | 17 | 20 |

International students from **114** countries have enrolled at Coast Colleges over the last five years. Vietnam, Japan, South Korea, and China top the list.

Ethnic/Racial Student Diversity

The largest number minority groups of students continue to be Asian and Hispanic. Every discrete group is showing a decrease in headcounts. However, that trend is mostly influence by introduction of the new ‘Multiple’ category and the overall reduction in student headcounts due to California’s historic budget challenges.

Economically Disadvantaged Students

Source: CCCD Student Information System

Overall, the number of economically disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) increased by 12% over the last five years.

### 

Financial Aid Awards

Source: CCCCO Data Mart

Over the past four years, the total financial aid awarded by each college has almost doubled from a total of $38.7 million awarded in 2008-09 to a total of $70.5 million awarded in 2011-12. This increase is reflective of the increase in the number of students who applied and qualified for financial aid as well as changes in federal regulations that increased the level of income that allows students to qualify for Pell grants.

# Implementation Strategies and Themes

…The Steering Committee considered many possible future scenarios in light of a Vision 2020 “desired future” for the Coast Colleges. Student success backed by a ‘whatever it takes’ commitment is the unifying theme that will help keep us focused. How best to marshal our forces, choose among the best ideas, and use resources wisely also was addressed by the Steering Committee at the macro level.

To carry student success vigorously into the next decade, the Coast Colleges will need to capitalize on their many strengths. The Steering Committee recommends the following six implementation strategies.

|  |  |
| --- | --- |
| Strategic Theme/District-Wide Goal | Status/Comments |
| 1. **Cooperation and Collaboration**   District-wide Plan Implementation Goal #1: The District will encourage and support proactive and purposeful cooperation and collaboration within and between the colleges. | Summary status being developed |
| 1. **College Master Plans**   District-wide Plan Implementation Goal #2: The District will encourage the Colleges, through their respective master planning processes and subsequent master plans, to identify strategies and metrics that align with the six District-wide goals. | Summary status being developed |
| 1. **Partnerships**   District-wide Plan Implementation Goal #3: The District will encourage and support the College’s efforts to form partnerships with strategic partners having shared goals. | Summary status being developed |
| 1. **Technology**   District-wide Plan Implementation Goal #4: The District will encourage and support efforts to bring gather together the technological expertise of the Coast Colleges to facilitate improved day-to-day operations and innovations in content delivery, student performance-early warning systems, individualized educational planning and expanded 24/7 services. | Summary status being developed |
| 1. **Sustainability**   District-wide Plan Implementation Goal #5: The District will encourage and support the Colleges’ efforts to attain environmental and Cost-to-Operate (CTO) sustainability for all Coast College programs and services. | Summary status being developed |
| 1. **Cultivate a Culture of Inquiry and Accountability through Evidence**   District-wide Plan Implementation Goal #6: The District will encourage and support the Colleges’ efforts to cultivate a culture of inquiry and accountability through evidence. | Summary status being developed |

# The Supplemental Plans: Implementation Summaries

## Human Resources Plan

The Human Resources Plan is to a) attract, retain and develop talented employees, b) produce a vision statement reflecting innovative practices in Human Resources, and c) develop a special talent pool model for Coast CCD.

**Staffing Plan**

|  |  |
| --- | --- |
| **Goal/Objective** | Status/Comments |
| 1. **Operate successfully with fewer resources.**  * Conduct organizational reviews that examine structure and function of each organization to optimize Service to students, Improve processes, and Control costs | Organizational review and restructuring has been ongoing District-wide since the development of Vision 2020. The Board adopted a reorganization and reassignment plan (Resolution #09-48) in December 2009 to provide a standard framework for how reorganization and consolidation decisions would be evaluated at every level within the organization. Additionally, the District offered six retirement/resignation programs between 2011 and 2013, which created a total of 96 classified, faculty, and management vacancies. These vacancies provided the opportunity for the District to reorganize individual departments, consolidate positions, and create new workflow efficiencies with a goal of increasing service to students. Additionally, in 2013 the District consolidated the Information Technology and the back office Financial Aid functions, maximizing the District’s economy of scale in service to both areas. Organizational reviews of Human Resources, Community Education, Risk Services and other programs are also currently underway during Fall 2014. |
| 1. **Meet immediate staffing needs within the hiring freeze environment.**   • Identify critical replacement positions.  • Minimize involuntary separations and lay-offs.  • Develop a vacancies prioritization rubric similar to Imperial Valley College. | December 2009 Board resolution #09-48 outlined a process for college and district-wide reorganization and reassignment. The plan defined avenues for administration at local levels to determine critical replacement needs, established a district-wide review for consolidation opportunities for each vacancy, and opened positions for internal transfer consideration. The District was successfully able to maintain full core services to students during the hiring freeze.  The number of involuntary separations and lay-offs has declined since the hiring freeze. The District and Colleges are now in a state of growth and positions are being filled.  Vacancy prioritization District-wide is still not defined; however, prioritization processes do exist locally at each of the colleges. |
| 1. **Redevelop the hiring process.**   • Develop different procedures for Managers, Faculty and Classified Staff.  • Explore state-of-art processes with the future in mind. | A Hiring Policy Task Force was formed in Spring 2009 to review and reform hiring policies and administrative procedures for managers, classified and confidential employees, and faculty. The policies related to hiring for each group have been updated and adopted by the Board. Administrative Procedures related to management, classified and confidential employee hiring have also been developed and adopted. The Administrative Procedures related to faculty hiring remain under development with a target completion date of Spring 2014. |
| 1. **Develop a professional development plan.**  * Create a Staff Development Task Force who can explore the creation and implementation of a Staff Development Web Portal. | A variety of new Professional Development programs have emerged throughout the District since Vision 2020 was drafted, however development of Professional Development Master Plan still needs to be done. HR will assemble a task force to begin this work in Spring 2014. |

## Technology Plan

The Technology Plan is to a) baseline the current state of technology across the District, b) research best practices to determine the desired state of technology for the Coast Colleges, c) create an integrated technology plan, and d) conduct this work in a way that promotes a shared vision for technology.

| Goal Area/Objectives | Status/Comments |
| --- | --- |
| **A. People**   1. Establish a Center of Excellence 2. Establish an Information Security Subcommittee 3. Support and encourage the use of selective outsourcing | Summary status being developed |
| **B. Process**   1. Prepare a rolling five-year financial forecast of information technology needs 2. Establish a district-wide Program/Project Management Office 3. Establish a funding model that encompasses the technology assets' total cost of ownership 4. Formalize and Assess IT Service Delivery Model and Performance Expectations 5. Develop a Disaster Response Recovery and Business Continuity Plans 6. Evaluate opportunities for providing software site licenses, processes to support volume purchasing of software, access to the software regardless of geographic location (i.e., off-site), and establishment of central maintenance and clearinghouse capabilities. 7. Establish a data classification scheme | Summary status being developed |
| **C. Technology**   1. Implement Intra-District Identity Management Approach 2. Maintain and enhance the network infrastructure and associated security through an ongoing fiscal and technological commitment 3. Provide secure off-campus access to college technology resources 4. Improve Self-Service Capabilities 5. Support each of the colleges in their efforts to maintain Peripheral Component Interconnect (PCI) compliance 6. Implement a network-based network access control solution 7. Implement an automated log file analysis and correlation tool 8. Implement mobile apps | Summary status being developed |
| **D. Productivity**   1. Create a District Portal 2. Promote a district-wide approach for planning and prioritizing Banner system support and enhancements 3. Develop and promote a formalized approach to innovation 4. Use technology to facilitate effective communication and open access to information to staff, faculty, and students. | Summary status being developed |

## Facilities Plan

The Facilities Plan is to a) produce an open, collaborative structure for facilities planning, b) assess the capacity and condition of all facilities, c) study the revenue-generating potential of all facilities, d) identify environmentally sustainable and revenue-saving strategies, and e) explore possible cross-college collaborations for more efficient and effective facility use.

| Goal /Objectives | Status/Comments |
| --- | --- |
| 1. Identify/define a district-wide structure for facilities planning that encourages open, honest collaboration and communication.  1.1 Identify participants for the process of facilities planning decision making.  1.2 Establish criteria for facilities decision making that reflect criteria set forth in the Educational Master Plan’s six strategic themes.  1.3 Develop an orientation to facilities planning and decision making. | Summary status being developed |
| 2. Conduct a needs assessment to examine existing capacity and physical condition of all facilities.  2.1 Assess facilities needs at each campus. | Summary status being developed |
| 3. Concentrate on revenue generating potential that could be derived from facilities.  3.1 Explore potential for private investment.  3.2 Share resources between the Coast Colleges and the community.  3.3 Study the possibility of developing CTE-related facilities that can be repurposed in a cost-effective manner as programs evolve and revolve. | Summary status being developed |
| 4. Identify revenue-saving strategies.  4.1 Explore sustainability (green) design strategies that can reduce operating costs and promote a more favorable public image.  4.2 Investigate the feasibility of establishing a capital needs “savings bucket” derived from bond measures as a method of sustaining facilities once they are in place.  4.3 Explore opportunities for cross-college collaborations for more efficient facility use. | Summary status being developed |

## Finance Plan

The Finance Plan is to a) explore new sources of revenue, and b) research way to reduce costs through reallocation of existing resources.

| Goal /Objectives | Status/Comments |
| --- | --- |
| 1. Alumni and Emeritus Support - Coast alumni and emeritus employees represent a vast untapped human resource capacity. |  |
| 2. Apportionment Funding –  Do opportunities for resident growth exist relative to apportionment funding of credit, non-credit, and enhanced non-credit offerings? | Background:  Modest opportunity exists.  The coastal orange county region is a relatively high cost of living region. Little undeveloped land exists suggesting only moderate opportunities for new population growth.  County-wide K-12 projections suggest flat or declining student populations.  Current Year:  The most recent data (P-1 enrollment) suggests that Coast will fully recover from Stabilization and earn approximately 1.3% in net new growth funding.  Budget Year:  Although the Governor's Budget Proposal for the 2014-15 FY identifies 3% growth funding our initial analysis suggests that Coast could conceivably earn 2% in  the Budget Year.  Initial modeling is being predicated on a 2% target. |
| 3. Centralization vs. Decentralization of Services - Can cost-savings be realized through restructuring ways in which services are centralized and decentralized? | Centralizing tasks and eliminating duplication of effort points, at least theoretically, to potential cost containment opportunities.  Recent efforts focused on Information Technology suggest benefits may begin to accrue several years out through natural attrition and capturing savings through positions not replaced. |
| 4. Entrepreneurial - Embracing an entrepreneurial spirit, look for opportunities available through:  • Contract Education,  • Grants,  • Public-Private partnerships, and  • Growth and service opportunities that lie outside the CCC apportionment funding model | Growth in non-resident (out of state and/or international) student populations offers a means to continue growth outside the state apportionment process, albeit without the protections of stability funding.  Non-resident FTES decreased by 26% over the last four years. In 2009-10, non-resident students generated 1,782 FTES. In 2012-13, that number dropped to 1,318.  (Source CCFS-320 Report)  Public-Private Partnerships:  A district-wide study to examine non-academic development opportunities began in 2012.  The current focus is on the site behind the district office and a variety of opportunities at OCC.  These opportunities may provide both revenue enhancement and a "hook" for new students.  A Request For Qualifications (RFQ) focused on the district office site was advertised in January 2014.  Respondents to this offering will be evaluated and a select group will be sent a Request For Proposals (RFP) later this year.  A broader range of opportunities is under study at OCC including student housing and other complimentary developments.  It is expected that during calendar year 2014 that a solicitation will be advertised for the OCC campus as well.  Also under consideration is a potential joint development with the Fair Board of a parking structure. |
| 5. Explore the Local Revenue Options that Exist for a California Community College - Opportunities may exist through public-private partnerships, and/or a parcel tax. | Several community college districts, all in the northern reaches of the state, have had success with a parcel tax.  Such a measure still requires a two-thirds super majority vote; a hurdle few districts can clear |
| 6. Foundation Support – To what extent can the Foundation provide revenue support? | (Foundation Directors) |
| 7. Review the District’s Resource Allocation Model - Coast District utilizes a resource allocation framework that is clearly delineated in budget documents. Given a highly volatile and uncertain fiscal state, does the current model allocate resources in the most efficient manner? Is the model sufficiently transparent? | Administrative Services is currently engaged in re-engineering the budget allocation model.  Guiding principles include greater transparency and understanding, ease of communication and better alignment with the state funding model (SB 361). |

# Goals from Appendix A

**Vision background – District Vision, Mission, Values, Principles and Goals**

*(Informational Only/no status or comments)*

1. Develop and enforce student-centered and student-first attitudes, processes, decisions, policies and culture.

2. Increase student success rates by adopting proven best practices and program designs.

3. Increase access and success to meet the changing students' needs of our community.

4. Provide leadership in addressing regional workforce training and development needs.

5. Embrace and increase the diversity of faculty, staff, administration and curriculum.

6. Invest in the professional and leadership development of all staff.

7. Create an institutionalized practice and culture of evidence in decision making.

8. Encourage and support creativity, flexibility and innovation.

9. Engage and invest in entrepreneurial activities to increase and diversify revenue streams.

10. Maximize the appropriate and strategic utilization of technology.

11. Enhance international educational learning opportunities for students, faculty and staff.

12. Achieve long-term financial stability and decrease reliability on state funding.

13. Strengthen and increase strategic alliances and partnerships in local and global communities.