



Self Evaluation Report of Education Quality and Institutional Effectiveness

in Support of

Reaffirmation of Accreditation

Submitted by:

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges



Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Loretta P. Adrian, President
Coastline Community College, 11460 Warner Ave., Fountain Valley, CA, 92708

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's Accreditation status.

I certify there was broad participation by the campus community, and that the Board of Trustees has read the Report and was involved in the self evaluation process, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

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Dr. Loretta P. Adrian, President Date

Jim Moreno 11/21/12
Jim Moreno, President, Board of Trustees, Coast Community College District Date

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A. INTRODUCTION

a. History of the Institution

In 1947, the Orange Coast Junior College District was formed. A year later, the District opened its first college, Orange Coast College, in Costa Mesa, using facilities that had served as a U.S. Army Base. By 1966, the growing population of the District's 105-mile, eleven-city service area prompted the opening of a second college, Golden West College, in Huntington Beach. With the opening of the second college, the District changed its name to the Coast Community College District (CCCD), which it is still known by today.

In 1972, the CCCD had become one of the three community college districts in California to own and operate a public television station, KOCE-TV. The station was used to broadcast credit courses. As the District population continued to grow, a new type of student emerged: working adults who could not attend college during the day. An evening college was established to cater to this segment of the community not yet served by any other college in Orange County, and enrollment in the program exploded. A task force of District faculty and staff was formed to analyze the needs of this new market segment and to make recommendations on how to best serve this nontraditional student.

The ultimate result was the formation of a third college. This third college would not have a campus. Instead of students attending classes at one of the existing campus facilities, students would attend classes at a variety of community-based locations near where students worked and lived. This new "college without walls" would be known as Coastline Community College.

Coastline was also charged with the responsibility of delivering instruction electronically—it would operate a virtual campus accessible from anywhere, at any time. This included courses broadcast over the public television station KOCE and radio and other distance education modalities. An instructional design staff was formed, and new distance learning technologies evolved.

The "college without walls" eventually built facilities in distributed locations throughout the District. First came the construction of an administrative and student services headquarters (College Center in Fountain Valley, opened in 1983); a three-story, 45,000 square-foot learning center in Garden Grove (1997); a two-story, 33,000-square-foot instructional facility, the Le-Jao Center in Westminster (2005); and the newest building, a three-story, 68,000-square-foot instructional facility in Newport Beach, which will open spring 2013 (Intro.1: [Map of CCC Sites in Service Area.pdf](#); [Newport Beach Campus Map](#)); (Intro.2: [Map College Center \(Fountain Valley\)](#); [Map Garden Grove Center](#); [Map Le Jao Center \(Westminster\)](#); [Map Costa Mesa Center](#)).

The College also operates the Orange County One-Stop Centers funded by the Orange County Workforce Investment Board utilizing Workforce Investment Act (WIA) funding. In June 2012, the Orange County Board of Supervisors approved contracts for CCC to continue operations for July 1, 2012, through June 30, 2013; the total amount of the contract is \$5,577,262. More than 3,000 clients a month visit the One-Stop Centers in Westminster and Irvine. The Centers provide essential training and employment services that are critical to members of our community who are dislocated workers, disabled persons, veterans, seniors, and other adult populations.

When Coastline Community College opened its doors to students in September 1976, it boasted the largest opening-day student population in community college history. This record (more than 20,000 students) still stands. Today, Coastline is a known leader in innovative education via distance learning and distributed learning and management. This distributed college mode—with three stand-alone campuses each with its own dean—is led by a streamlined management team, two vice presidents and a president based at the College Center in Fountain Valley.

In the 36 years since Coastline began, the strategies it pioneered have yielded outstanding results. The College achieved national prominence in distance education, including 19 Emmy Awards and many other awards, as a developer and producer of distance learning courseware. Today the courses are highly popular with students: 64% of Coastline credit FTES were distance learning courses in fall 2011 (not including contract education enrollments). In addition, more than 350 colleges in the United States and Canada license and/or have purchased instructional courseware, audiovisuals, and/or textbooks produced at Coastline. Revenue from these products has helped the College support and develop innovative projects in instruction and student services.

The College forms progressive and unique relationships with business and industry. For example, Coastline has combined efforts with the Workforce Investment Board to operate the Orange County One-Stop Centers, which offer employment services for individual job-seekers and for businesses. Recently, Coastline's Institute for Economic Development (CiED) has been formed. The Coastline Institute for Economic Development (CiED) oversees the One-Stop Center as well as Coastline Business Development Programs that center on entrepreneurship and workforce development; it provides technical assistance, training, business education, mentorship, and small business programs tailored to women, veterans, youth, minorities, and special business development programs. Its goal is to implement programs that address service gaps that can sometimes lead to the failure of small businesses. In addition, Coastline's Contract Education Department provides an extensive program that allows enlisted members of the U.S. Military to easily pursue an education mainly via Distance Learning at Coastline. It also offers an international education program for foreign nationals that prepares Chinese high school students for transfer to U.S. institutions of higher education.

Two traits have characterized Coastline Community College since the day this unique institution was founded in 1976. One is steadfastness of purpose. Coastline has remained true to its founders' motto: "The community is our campus; its citizens are our students." The other constant is a commitment to change as an institutional dynamic. There is a steadfast determination to approach problems creatively and to view obstacles as opportunities. The College is proud to be one of 112 comprehensive community colleges in the state, but is also proud and protective of its unique characteristics and "non-traditional" methods of responding quickly to the changing needs and circumstances of students, community, and the larger world.

b. Major Developments Since the Last Education Quality and Institutional Effectiveness Review

In the six years since our last Accreditation visit, Coastline has experienced significant growth and transformation. Some changes are the result of demographic shifts in the communities we serve, and some are a consequence of changes in the economy of Southern California. Other variations are a direct result of planning and consensus-building by Coastline to better accomplish its mission. Examples include many new and expanded programs, partnerships, and facilities. Changes in the Coastline student body include increases in the number of students who attend full time, the number of students in the traditional college age group of 18–24 years, the number of students whose enrollment status is "continuing," and a significant increase in the number of Asian students.

For the first time in 30 years, Coastline identified a school mascot: a dolphin. The new College slogan "Tomorrow's College Today" was launched and trademarked for the College's sole use, and branding updates were made to the College logo, colors, and mascot.

The Art Gallery was opened in Huntington Beach with the first successful series of exhibitions during the 2006–07 school year, bringing in 1,850 visitors during that time period.

The College closed escrow on a 3.9-acre parcel of land in August 2009 to build its Newport Beach Center. The Center, scheduled to open spring 2013, will house general education classes, the Early College High School program, art, music, and the Coastline Art Gallery. The land for the Center was purchased from voter-approved "Measure C" bonds. Groundbreaking took place in February, 2011. Coastline received the 2012 Award for Environmental Excellence from the Orange County League of Conservation Voters for its commitment to sustainable building practices of the Newport Beach campus.

A new **Veterans Resource Center** (*see VRC*) opened spring 2012 in the College Center (Intro.2: [Map College Center \(Fountain Valley\)](#)). The VRC offers academic counseling, evaluation of military credit, mental health and disability services

referrals, employment and housing referrals, VA paperwork assistance, and peer support. The VRC offers veterans complimentary access to computers, copiers, fax machines, snacks, and coffee.

The **Credits for College** program continued to expand, eventually serving 18 local high schools. These schools offered our College classes on their campuses to high school students; general population students could also attend classes at these sites. As a consequence of budget cuts, the program was suspended at the end of the spring 2012 term.

The Bill & Melinda Gates Foundation gave Coastline a \$257,000 grant in 2005 to support Coastline's **Early College High School (ECHS)**, a collaborative partnership between Coastline and Newport-Mesa Unified School District. Portable classrooms were installed at the Costa Mesa Center campus to accommodate the growth of classes of ECHS. ECHS offers both high school and college classes and allows students to graduate with an Associate's degree in addition to their high school diploma. Students start as ninth graders and follow the program curriculum for five years. After a fourth year of study, they complete a diploma, after a fifth year, an Associate's degree. In 2008, Early College High School completed the year with an Academic Performance Index (API) score of 848, one of the second highest in the Newport Mesa School District; it had been targeted to improve its API score by 5 points but increased by 63 points. (The API is a measurement in California of academic performance and progress of individual elementary and high schools in California.)

Student Services implemented the MyCCC electronic student portal, giving students the opportunity to access the following activities and services with the College online: apply and register for classes, drop classes, check grades, print unofficial transcripts, get campus updates, retrieve e-mail messages from professors, and receive information about various campus events. In 2011, "MyCCC Mobile" applications were developed for iPhone and Android platforms (Intro.3: [MyCCC Mobile Application](#)). MyCCC Mobile provides up-to-the minute information to students, faculty, staff, and alumni of Coastline. These mobile apps are free to download (Intro.4: [Link to Apple Store](#); [Link to Android Store](#)).

The Contract Education **Military Education Program** continues to enable military personnel to take distance learning courses from all over the globe. In 2008 and again in 2009, the College was named one of the "Top Ten Military-Friendly Schools" in the United States by Military Advanced Education. In 2008 the Military Program's department was recognized by the Council of College and Military Educators (CCME) as the top institution that supplies quality educational programs to the armed services. In 2008, 2009, and 2010, Coastline was named a military-friendly school by *GI Jobs* magazine.

When servicemen and women choose to pursue a degree while serving in the U.S. military, many receive tuition assistance; a spring 2010 study conducted by

Military Times EDGE ranked Coastline as one of the most popular colleges among students using tuition-assistance funds. Coastline was ranked number 11 from a list of fifty published online (Intro.5: <http://www.militarytimesedge.com/>) and is one of few public colleges making the list.

Coastline awarded 1,890 associate degrees in the 2010–11 academic year, which included 1,511 graduates from Coastline’s Military Program. Coastline also placed 64th and 85th nationally for awarding associate degrees to Asian and Hispanic students, respectively.

Coastline was awarded the “Progress in Diversity” award in 2008 by the Association of California Community College Administrators for its efforts in creating diverse leadership training opportunities, workshops, and events.

In 2009, Coastline was named one of the top Associate’s-degree producers in the United States, ranking 68th. Only three community colleges from Orange County made the top 100. In spring 2011, Coastline was again named to the list by *Community College Week*, this time ranking 52nd in the nation, and was the highest ranked community college in Orange County.

In 2010 the College was awarded a Title III grant (a \$2,000,000 grant, with \$400,000 per year for five years) to provide outreach to minority audiences and engage them in programs that are accelerated and focused on transfer. This grant has allowed Coastline to establish a mentoring program known as the guideU Student Mentor Connection, to produce material that outlines transfer pathways, to conduct summer science and math academies, and to conduct outreach efforts targeted to this group of potential students.

The Contract Education department submitted a Substantive Change Report to the Accreditation Commission, which was approved in 2010, to start a program reaching beyond our local community with the global program “Education Bound United States” (EBUS). This contract education program provides English language instruction and Inter-segmental General Education Transfer Curriculum (IGETC) courses leading to an associate’s degree for high-school-aged non-U.S. nationals living in China. The contract education program expects to begin similar programs at additional sites in China, as well as in Vietnam, South Korea, and Turkey.

As a result of the combination of loss of staffing through retirements, voluntary separations, and a District-wide hiring freeze, between 2009 and 2012 a number of key administrative positions were either left vacant or filled with interim/acting personnel (e.g., Interim V.P. of Administrative Services, Interim V.P. of Student Services, Interim V.P. of Instruction). The College also engaged in several departmental reorganizations in 2010–12 in an effort to become more efficient with a smaller operating budget. Most notably, it went from a three-vice president organizational model to a two-vice president model, combining the duties of the Vice President of Instruction with the Vice President of Student Services. In spring 2012, the College consolidated the Instructional Systems Department (ISD)

with Computer Services creating the Office of Learning and Information Technology (OL&IT). A number of management and classified reorganizations were completed, and staff were reassigned to critical areas in the college.

In 2011–12 a new version of Seaport, Coastline’s learning management software (LMS) was launched, with training for all faculty and the expectation that both distance-learning and classroom-based faculty would develop Seaport Web sites where they would post course syllabi and report their Student Learning Outcomes. Seaport offers five main advantages over other LMS systems: 1) Built-in instructional design to assist faculty with their course design; 2) Freedom from escalating licensing costs of other course management systems; 3) Support for delivery in multiple instructional formats, including mobile platforms; 4) Simple, intuitive, easy-to-use student and faculty interfaces; 5) Support for Student Learning Outcomes assessment and reporting; and 6) Ability to modify the LMS code to meet new educational needs.

In fall 2012, the College developed a new, improved, Web site. It went live in November 2012.

c. Demographics and Student Achievement Data

Demographics

1. Fall Headcount, Seat Count, and FTES

Fall headcount has been steadily decreasing (comparing fall 2007 and fall 2011, there has been a 33% decrease). This is directly attributable to lower state funding resulting in fewer course offerings (see **Figure A.c.1**). **Figure A.c.2** shows that fall seat count has increased slightly since fall 2007 (a 5% increase for this same time period).

Figure A.c.3 shows a 2% increase in FTES over the period 2007–08 to 2011–12; this may reflect the concerted efforts the College has been making to increase the number of full-time students at Coastline.

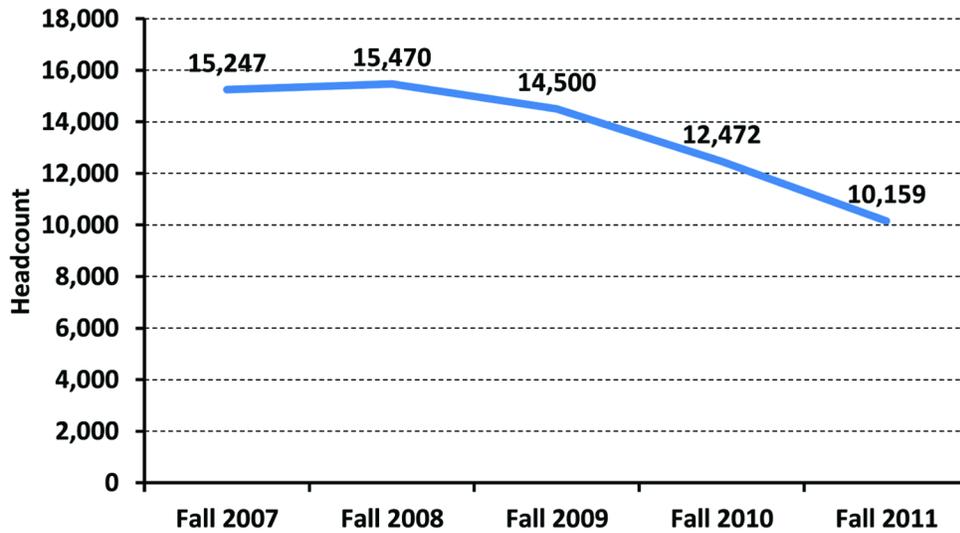
2. Enrollment Status and Unit Load

A great majority (38%) of Coastline students take fewer than six units at Coastline (see **Figure A.c.4**).

(For additional enrollment data, see Intro.6: [Enrollment Status & Unit Load Distribution.docx](#))

FIGURE A.c.1

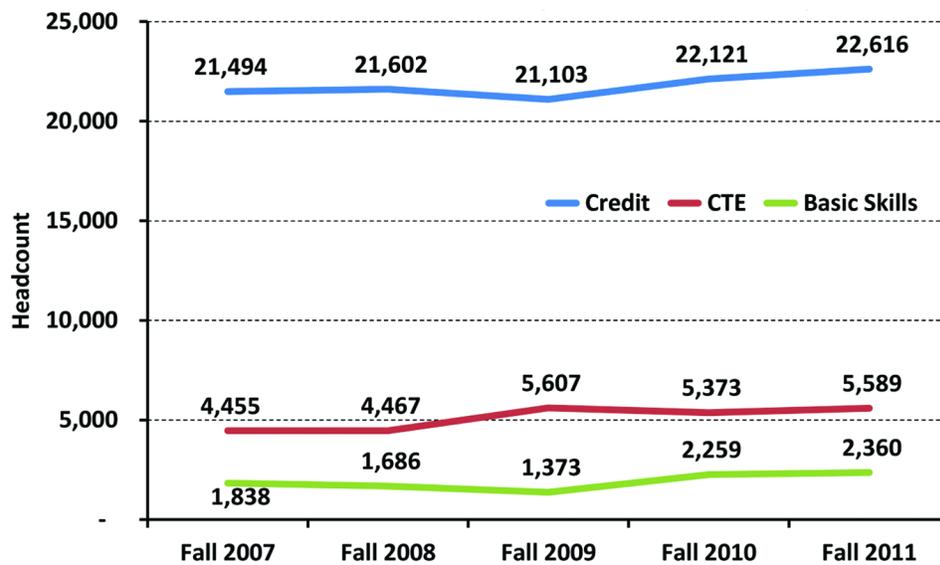
COASTLINE COMMUNITY COLLEGE FALL CREDIT HEADCOUNT



Source: Chancellor's Office, Datamart

FIGURE A.c.2

COASTLINE COMMUNITY COLLEGE FALL ENROLLMENT (SEAT COUNTS)



Source: Chancellor's Office, Datamart

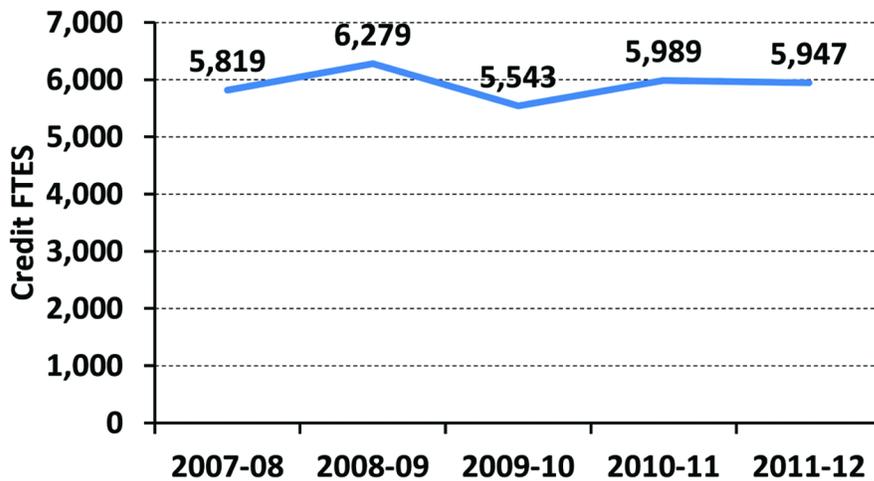
3. Degrees and Certificates Awarded

Table A.c.1 shows, comparing 2001 to 2010, a 128% increase in the number of certificates awarded, a 51% increase in the number of state-funded Associate’s degrees awarded, and a 770% increase in contract-funded Associate’s degrees awarded. In the last three years, however, there has been decrease in the number of Associate’s degrees awarded: Comparing 2008 to 2010, there was a 25% decrease in state-funded degree awards and a 24% decline in contract-funded Associate’s degrees awarded (attributable to an increase in other colleges offering military Associate’s programs). During 2008–10, there was an increase in the number of certificates awarded (a 163% increase); the increase in certificates can be attributed to a 925% increase in the number of students completing various business certificates and a 71% increase in paralegal program completions.

(For additional data regarding certificate and degree completion please see Intro.7: [Certificates & Degrees 2011 & Top Codes & Military & OCC & GWC.pdf](#))

FIGURE A.c.3

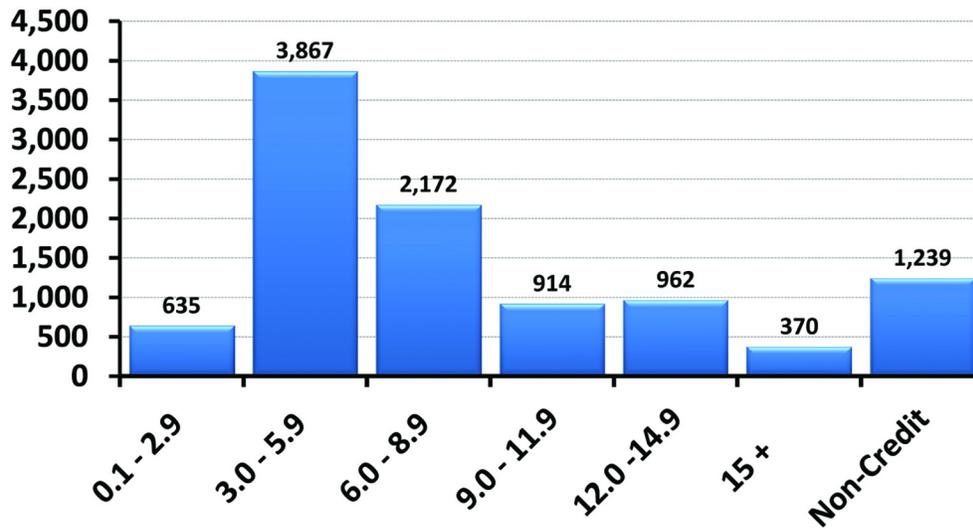
COASTLINE COMMUNITY COLLEGE FULL-TIME EQUIVALENT STUDENTS (FTES)



Source: Coastline College, Institutional Research & Planning

FIGURE A.c.4

COASTLINE COMMUNITY COLLEGE PART-TIME/FULL-TIME UNIT LOAD (FALL 2011)



Source: Chancellor's Office, Datamart

TABLE A.c.1

DEGREES AND CERTIFICATES AWARDED
2001-02 THROUGH 2010-11

Academic Year	Certificates 18 Units or More	Associate Degrees	
		State Funded	Contract Funded
2001-02	105	165	140
2002-03	104	175	177
2003-04	121	179	281
2004-05	66	191	491
2005-06	74	196	759
2006-07	63	239	1,229
2007-08	73	251	1,515
2008-09	91	384	1,601
2009-10	150	357	1,538
2010-11	239	249	1,218

Source: MIS Program Awards Files, 200102 to 2010-11

4. Education Goals

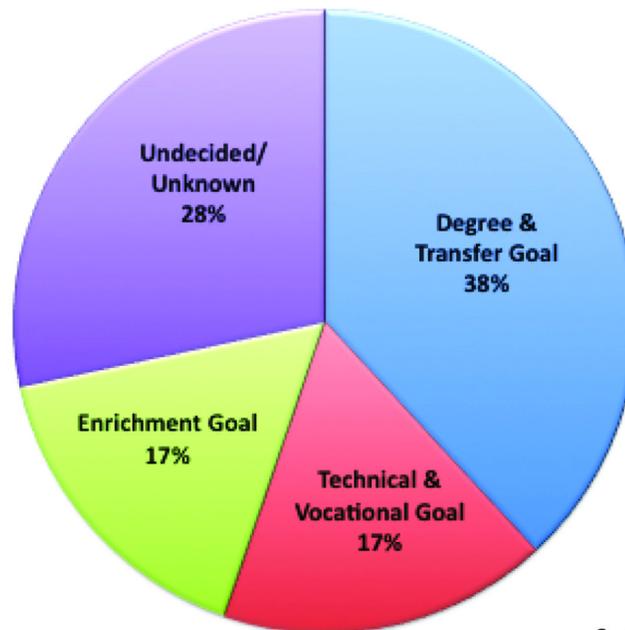
Figure A.c.5 shows that 38% of Coastline students declare a transfer goal and 17% declare a vocational goal; 28% are undecided. It has been found that many of the 38% declaring a transfer goal will use the units they earn at Coastline to ultimately earn an Associate’s degree at, and transfer from, another community college. These percentage rates have remained fairly constant over time (Intro.8: [Student Education Goals 2002-2011](#)).

5. Transfers to Four-Year Institutions

Figure A.c.6 shows there is some fluctuation in transfer rates to CSUs. The drop in CSU transfer rates in 2009–10 is a result of CSU closing spring 2010 admissions. UC enrollments are small, but steadily increasing. Transfers to private colleges appear to be decreasing for the last two years that data are available. Out-of-state transfers appear to be increasing substantially (a 172% increase comparing 2005 to 2009) (Intro.9: [CPEC Transfer Pathways.pdf](#)).

FIGURE A.c.5

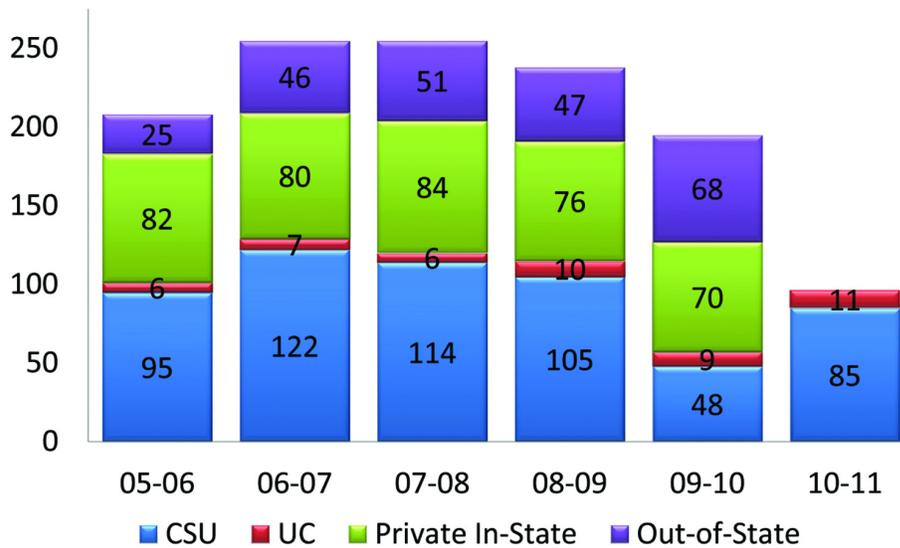
COASTLINE COMMUNITY COLLEGE
STUDENT STATED EDUCATIONAL GOAL, FALL 2011



Source: MIS Data Files

FIGURE A.c.6

COASTLINE COMMUNITY COLLEGE TRANSFER STUDENTS
TRANSFERS TO CSU, UC, PRIVATE IN-STATE, AND OUT-OF-STATE COLLEGES



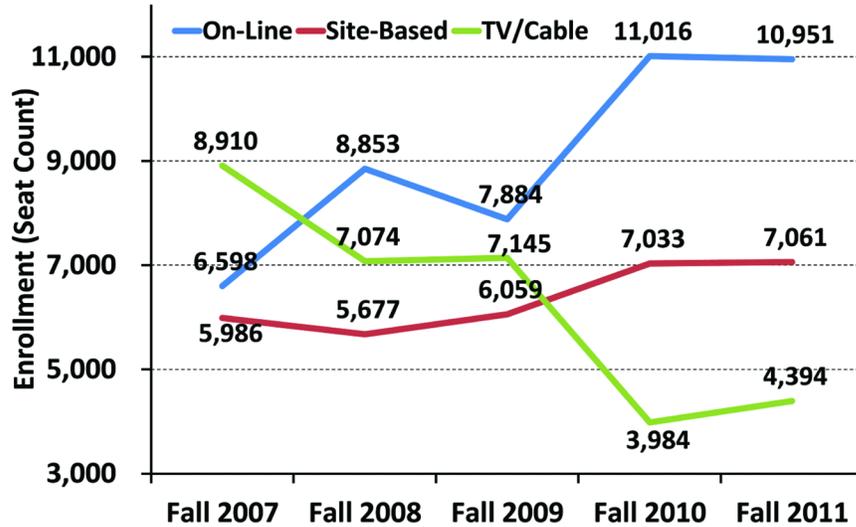
Source: Chancellor's Office & CPEC Data, 2005-06 to 2010-11

6. Method of Instruction

Since fall 2007, Coastline has been managing enrollment according to planned program needs of students, Education Master Plan goals and priorities, and budget needs (see **Figure A.c.7**). Site-based course enrollments have increased (18% increase) largely in response to College efforts to increase the number of students who attend the College full time, earn an Associate’s degree, and transfer. Online course enrollments have continued to climb (66% increase); they would grow unabated if not for the need to maintain a tight course schedule within a limited budget. In the time period fall 2007 to fall 2011, telecourse enrollments have dropped 51%. This is partly the result of student preference for online courses but also the result of planned enrollment management (telecourse offerings are occasionally reduced, such as during the summer session, in response to budget shortfalls). Telecourses are the only mode of instruction available to incarcerated students. Please refer to tables at this link for incarcerated student enrollments (Intro.10: [Incarcerated Telecourse Enrollments.docx](#)). Please refer to this table for information about various types of instruction and military/contract education enrollments (Intro.11: [Military Enrollment and Headcount All Programs 7.13.12.xls](#)).

FIGURE A.c.7

COASTLINE COMMUNITY COLLEGE
METHOD OF INSTRUCTION—CREDIT



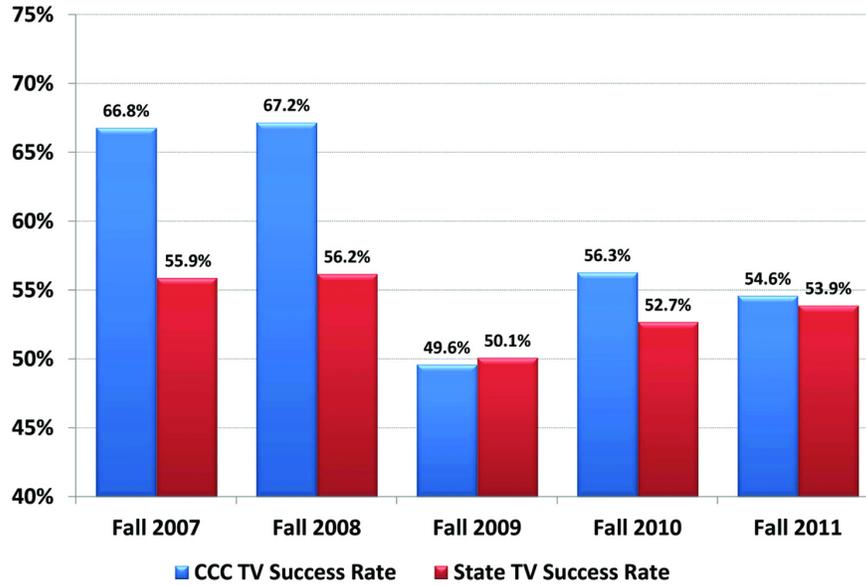
Source: Chancellor's Office, Datamart

7. Success and Retention Rates

Figures A.c.8 and A.c.9 show student success rates in telecourses and online courses. Although Coastline success rates generally remain above success rates for the state, Coastline's rates have dropped in recent years. This could be because students are taking more "seats" in distance learning courses than they did in previous years. Please refer to tables at the following link for success and retention data by ethnicity, tabbed by basic skills, vocational, and CTE programs (Intro.12: [Basic Skills_CTE_Vocational_Credit Success & Retention Data by Ethnicity 2006-10.xls](#)).

FIGURE A.c.8

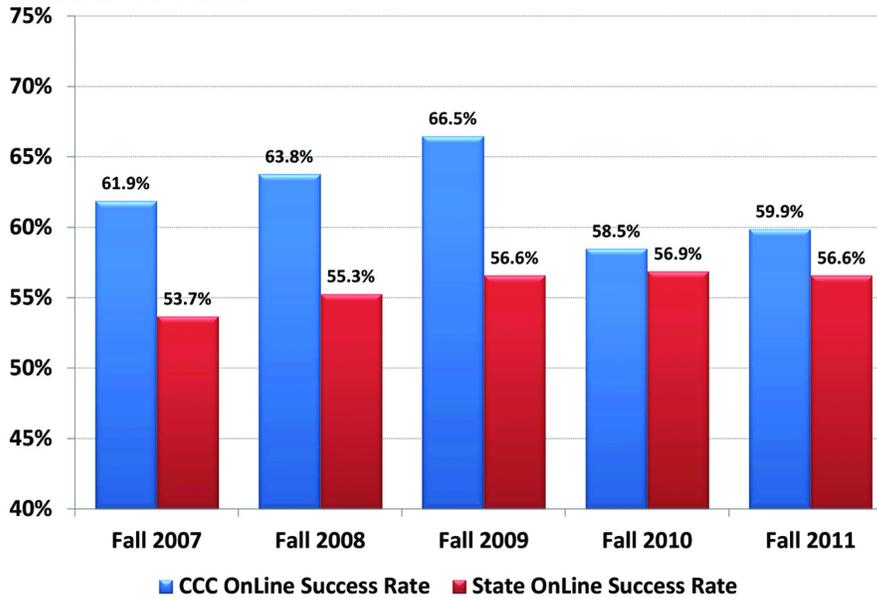
COASTLINE COMMUNITY COLLEGE
DL SUCCESS RATE: TELECOURSE



Source: MIS Data Files and Chancellor's Office Datamart, August 2012.

FIGURE A.c.9

COASTLINE COMMUNITY COLLEGE
DL SUCCESS RATE: ONLINE



Source: MIS Data Files and Chancellor's Office Datamart, August 2012.

Table A.c.2 displays College success rates for basic skills, credit, and vocational courses. Since fall 2007, basic skills success rates have steadily improved, credit success rates have remained the same, and vocational success rates have declined.

TABLE A.c.2
**STUDENT SUCCESS RATES
 FALL 2007–FALL 2011**

	SUCCESS RATE				
	(%)				
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Basic Skills	65	71	72	71	73
Credit	66	70	65	65	65
Vocational	67	68	65	61	62

Source: Chancellor's Office Data Mart.

Table A.c.3 displays College retention rates. Since fall 2007, basic skills retention rates have improved, but credit retention rates have essentially stayed the same whereas vocational retention rates have slightly declined.

TABLE A.c.3
**STUDENT RETENTION RATES
 FALL 2007–FALL 2011**

	RETENTION RATE				
	(%)				
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Basic Skills	83	94	90	87	91
Credit	83	90	87	83	83
Vocational	83	90	87	82	81

Source: Chancellor's Office Data Mart.

8. Basic Skills Completion Rates

Basic skills completion rates tend to improve the closer students get to transfer-level courses (but the cohort size is also smaller). (See **Table A.c.4**.)

TABLE A.c.4
BASIC SKILLS COMPLETION RATES
FALL 2009–FALL 2011

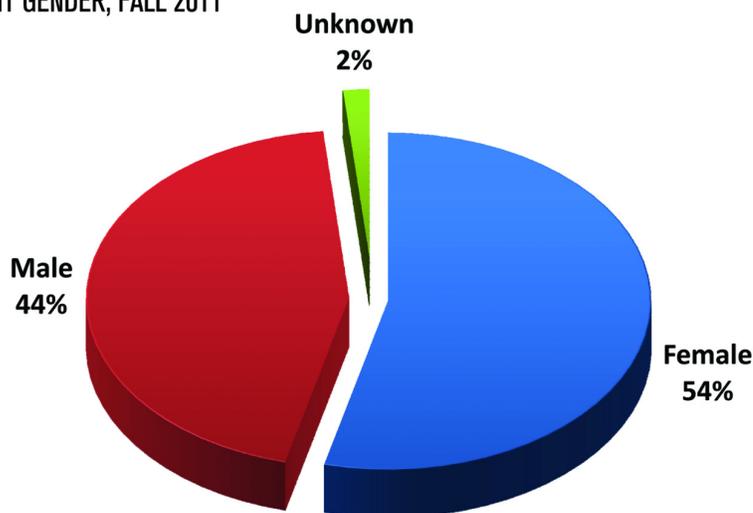
	COMPLETION RATE (%)			
	3 Levels Below Transfer	2 Levels Below Transfer	1 Level Below Transfer	Transfer Level
English Writing	76	82	83	100
Math	n/a	62	80	82

Source: CA Community Colleges Data Mart Progress Tracker.

9. Demographics

A slightly higher percent of Coastline students are female than male; this has been consistent at Coastline since its inception (see **Figure A.c.10**) (Also see gender tab in this document for fall 2007–2011 data: Intro.13: [Age, Gender, Ethnicity, Age by Ethnicity, Enrollment Status.xlsx](#))

FIGURE A.c.10
COASTLINE COMMUNITY COLLEGE
STUDENT GENDER, FALL 2011

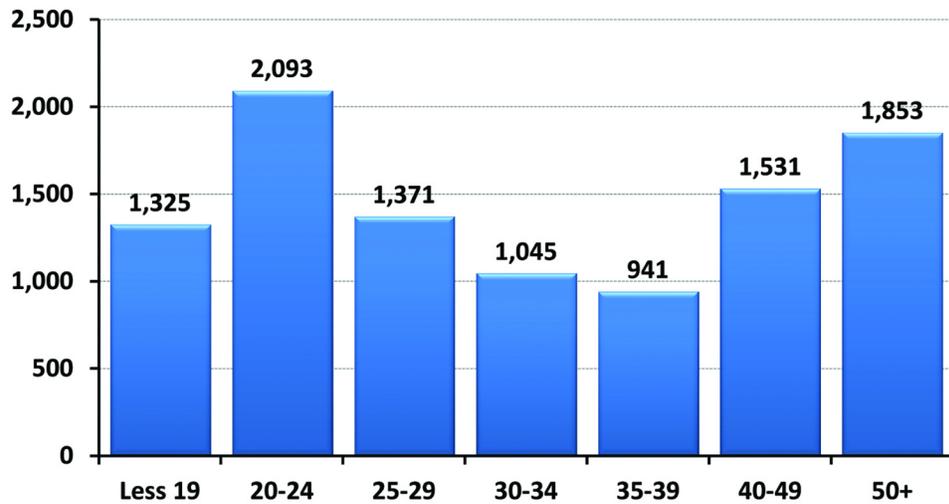


Source: Chancellor's Office, Datamart

Although the older age groups continue to be steadily large at Coastline, since fall 2007 the age group 20–24 has been steadily increasing in number (see **Figure A.c.11**). Although it dropped in fall 2011, it was still the largest age group (21%). (Also see age tab in this document for fall 2007–2011 data: Intro.13: [Age, Gender, Ethnicity, Age by Ethnicity, Enrollment Status.xlsx](#)) The only age group that has dropped in number is the 50+ group; this decrease is probably concomitant with planned College enrollment management reductions in personal enrichment courses and the discontinuation of the Emeritus program for senior citizens.

FIGURE A.c.11

**COASTLINE COMMUNITY COLLEGE
STUDENT AGE, FALL 2011**



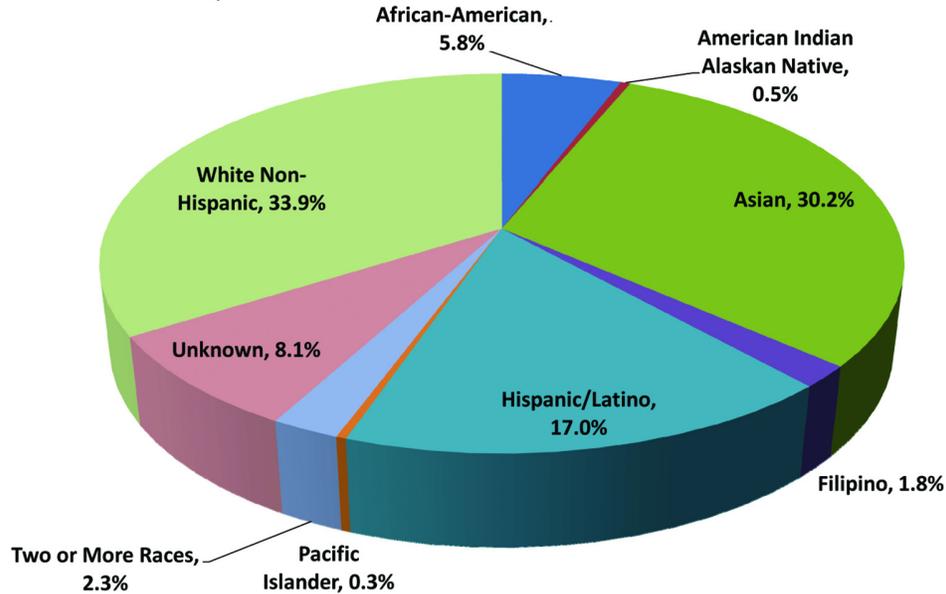
Source: Chancellor's Office, Datamart

10. Ethnicity

Figure A.c.12 displays College ethnicity percentages for fall 2011; **Figure A.c.13** shows changes in ethnicity for fall 2007 to fall 2011. White student enrollments have been slowly decreasing while Asian enrollments have been sharply increasing. The drop in Black student enrollments reflects the enrollment limitations placed on incarcerated students when telecourse offerings were reduced as a result of budget cuts (Also see ethnicity tab in this document for fall 2007–2011 data: Intro.13: [Age, Gender, Ethnicity, Age by Ethnicity, Enrollment Status.xlsx](#)).

FIGURE A.c.12

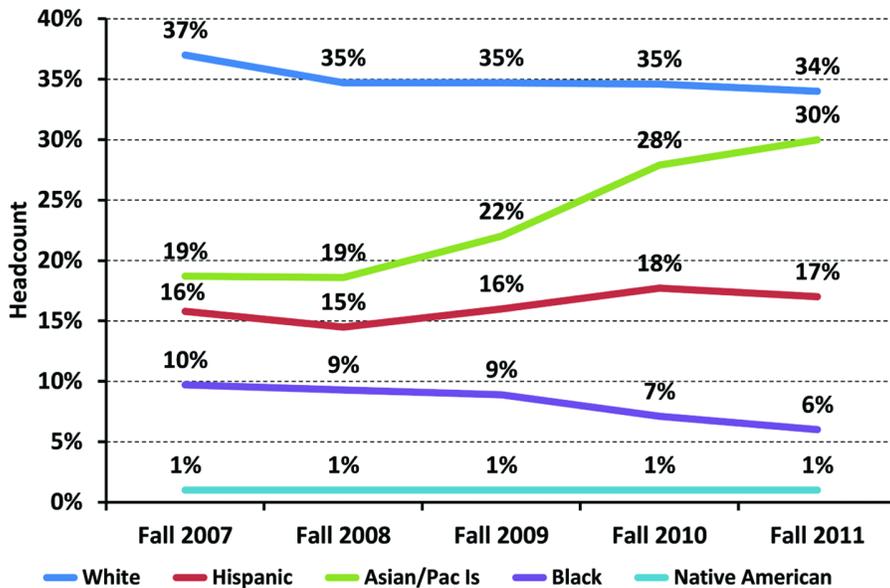
COASTLINE COMMUNITY COLLEGE
STUDENT ETHNICITY, FALL 2011



Source: Chancellor's Office, Datamart

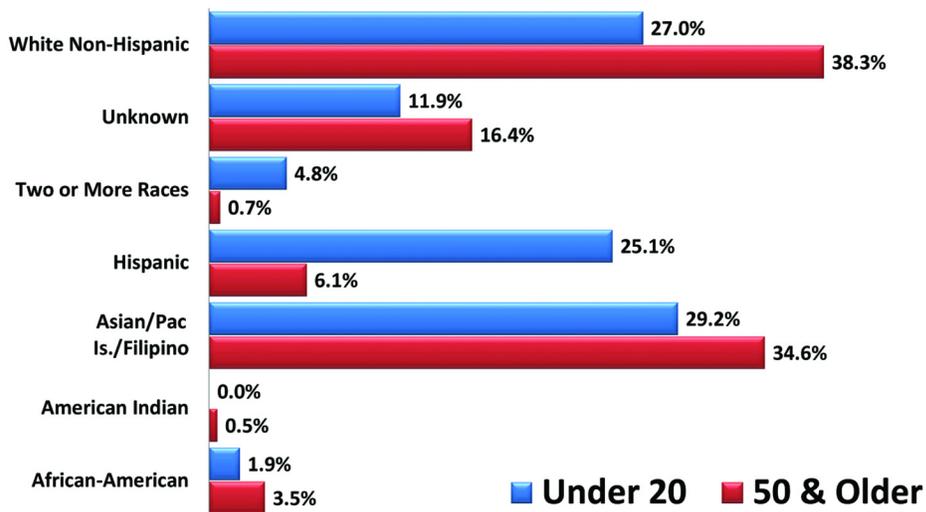
FIGURE A.c.13

COASTLINE COMMUNITY COLLEGE
STUDENT ETHNIC DISTRIBUTION



Source: Chancellor's Office, Datamart

Figure A.c.14 displays ethnicity by age. It is interesting to note that, when considering age, the student body is 25% Hispanic aged under 20 but only 6% Hispanic over the age of 50; this probably reflects typical college-age attendance patterns. There are also more Asian students over the age of 50 than there are Asian students aged under 20; this probably reflects older students taking coursework in the ESL program.

FIGURE A.c.14
COASTLINE COMMUNITY COLLEGE STUDENT ETHNICITY, FALL 2011
Under 20 compared to 50 & Older Years of Age


Source: Chancellor's Office, Datamart

11. Ethnicity of Surrounding Community

The table at the link below compares the ethnic breakdown of first-time student enrollees at Coastline in 2010 with the ethnic makeup of local public and private high schools as well as the county demographics for 18- to 24-year-olds, high school graduates, and eighth graders (five years previous to the date of data collection). The only notable differences are that Coastline enrolls more Asian students (25%) as compared to their percentage in the general county population (17%) and enrolls fewer Hispanic students (30%) than are present in the general county population (36%). In particular, Hispanic 18- to 24-year-olds (44% in the population) do not attend Coastline. However, when considering the number of Hispanics who have earned a high school diploma (32%) with the number currently served at Coastline (30%), the numbers are not significant (Intro.14: [CCC Ethnicity of First Time Enrollees Compared to Local HS and County Ethnicity 2010.xls](#)).

12. Feeder High Schools

Coastline is not well known as a destination college for high school transfers. The table at the link below displays the high schools from which recent high school graduates transferred and then enrolled at Coastline in 2011. Only 152 students from public high schools attended Coastline in 2011, and only five came from private high schools, with a total of 166 students transferring to Coastline from various types of high school in 2011 (Intro.15: [CCC K-12 Freshman CPEC.xlsx](#)).

B. ORGANIZATION FOR THE SELF EVALUATION PROCESS

The Vice President of Instruction worked with the President and the Senate Executive Committee to select an experienced faculty co-chairperson for the self evaluation process. This appointment was approved by the Academic Senate (Intro.16: [Academic Senate Minutes, May 17, 2011](#)). The faculty co-chair was provided with 50% release time for Accreditation duties, beginning in summer 2011.

The Accreditation self evaluation process was introduced in the spring 2011 semester, starting with the WASC New Standards' Orientation attended by ten Coastline members, of whom four were administrators, four were faculty, and two were classified staff. In May 2011 an e-mail announcement was sent to all employees notifying them that self evaluation teams would be formed and asking for their interest in serving. Additional faculty and classified staff were recruited from members of the Academic Senate, the full-time faculty, and the Classified Senate and through word of mouth. From the list of all interested employees or those identified as having particular knowledge relating to a Standard, the Standards teams were formed; from this list the tri-, quad-, or quin-chairs were selected. The co-chairs selected for each Standard included at least one faculty member, and efforts were made to select classified staff as well. It was decided to increase the number of chairs on some Standards due to the amount of material that needed to be handled. A separate subcommittee was added to Standard II to cover the EBUS (China) program.

The Steering Committee consisted of the Self-Study Co-Chairpersons, all Standard Co-Chairpersons, and the Accreditation Liaison Officer. The College President attended most Steering Committee meetings.

During summer 2011, all Commission policies, Commission correspondence to the College, College correspondence to the Commission, and previous self evaluation reports were placed on an electronic site ("the Dashboard") available to all the members of the Accreditation self evaluation team and members of the College. Pertinent documents such as the Education Master Plan and the Coast District Vision 2020 Master Planning Documents were also organized at the site. Writing templates for each Standard were also placed on the site.

A kick-off meeting was held in September 2011 to introduce Steering Committee members to the self evaluation process, and a timeline was presented and discussed. Steering Committee chairpersons were then responsible for marshalling their own teams to get their individual Standards reports written. At subsequent Steering Committee meetings, presentations of reports and actionable improvement plans were discussed (Intro.17: [Self-Study Timeline 5-1-11](#)); (Intro.18: [Training Agenda and Minutes for Steering Committee 9-29-11](#); [Training Agenda for ASG](#); [Steering Committee Minutes 10-27-11](#); [Steering Committee Minutes 11-17-11](#); [Steering Committee Minutes 12-1-11](#); [Steering Committee Minutes 12-15-11](#); [Steering Committee Minutes 2-16-12](#); [Steering Committee Minutes 1-12-12](#); [Steering Committee Minutes 3-1-12](#)).

In order to comply with the Commission “Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems,” both the District Trustees and the District formed Accreditation Committees. The Trustee group (the “Accreditation Committee”) was composed of the faculty co-chairpersons, the Accreditation liaisons, the College presidents, and two Board members (Intro.19: [CCCD Accreditation Committee Web Site Agendas and Minutes](#)). The District Accreditation Coordination Committee was attended primarily by chairs of Standards I, III, and IV, although all Standards members were invited; it was chaired by the Vice Chancellor of Educational Services and Technology. Coastline had received ten recommendations from the Commission following its site visit in 2007, of which six were related to the District or the Board. The purpose of the District Accreditation Coordinating Committee was to ensure that each of the colleges uniformly, correctly, and thoroughly responded to their respective recommendations and addressed the Standards related to District functioning. District staff wrote drafts for Standards III.A. Human Resources and IV.B. Board and Administrative Organization; material was also provided for financial, physical, and technological resources. Additionally, the District wrote a Functional Map (Intro.20: [Functional Map](#)). These initial drafts were taken into consideration as the colleges wrote their own evaluations pertaining to the Standards.

Particular care was taken by the Vice Chancellor of Educational Services and Technology to ensure that the sections written about the Board in Standards IV.B.1. and IV.B.3. would be factually accurate and consistent across all three colleges. It was agreed that the self descriptions and actionable improvement plans in these sections would be identical, but that the self evaluation sections could deviate according to each particular college’s perception and experience. Although the Standard IV teams from the three colleges worked together over many months and their materials were very similar, in the end, they were not identical and there were several areas of disagreement. In one final meeting on September 20, 2012, concessions were made by all parties, and it was agreed that all three colleges would accept renewed writings from the Vice Chancellor of Educational Services and Technology so all the narratives in these sections would

be identical.

The draft reports were analyzed using interviews, fall Accreditation Survey data, the Guide to Evaluating Institutions, the Mid-Term Report, the Interim Report, and Responses to Recommendations from the Most Recent Comprehensive Evaluation. Following this process the Steering Committee co-chairs met to review each other's work. The co-chairs were encouraged to share this information with their team members. Feedback was provided to the District Office.

The data tables were provided by the institutional researcher; analysis was written by the faculty co-chair.

The faculty self-evaluation co-chair provided training on Accreditation to the Associated Student Government (ASG) at its December 2011 meeting; members were provided with frequent Accreditation updates. They provided input to the Accreditation Student Survey. The ASG president was appointed to serve on Leadership and Governance Standard but due to daytime work schedule conflicts was largely unable to attend committee meetings; she was kept updated through e-mail and telephone updates. The Advisor to ASG chaired the Student Services section of Standard II. ASG received a full copy of the first draft of the report. The ASG office receives electronic and written information about all of the activities of the College, including Accreditation, and notification when subsequent copies were posted to the Dashboard.

During summer 2011, three draft Accreditation Self-Study Surveys were developed: student, faculty, and employee (which was sent to both managers and classified staff). The draft surveys were circulated widely throughout the College for feedback during the summer and then went to the Steering Committees for discussion in the fall. The surveys were deployed electronically by Survey Monkey in October 2011. Survey findings were reported and posted on the research Web site for college and department review and for team members to use in writing their reports in November 2011 (Intro.21: Accreditation Self-Study Survey Results: [Accreditation Survey Results Employee](#); [Accreditation Survey Results Full-Time Faculty](#); [Accreditation Survey Results Part-Time Faculty](#); [Accreditation Survey Results Student V1](#); [Accreditation Survey Results Student V2](#); [Accreditation Survey Results Military V1](#); [Accreditation Survey Results Military V2](#)).

Drafts were posted to the Dashboard on 3-9-12, 4-5-12, 5-5-12, 9-18-12, and 10-18-12; these drafts were available to anyone at the College. The first completed all-College draft was posted to the College Dashboard on June 20, 2012, with an e-mail encouraging all constituents to review the report and submit comments and suggestions. The Board was highly involved in reading drafts and making suggestions for changes, particularly in the governance sections. Copies were requested and sent to the Board on 3-11-12, 6-15-12, 7-23-12, 9-14-12, and 10-

17-12. The November 7, 2012, Board meeting was set as the date when the Board would review the final copy of the self evaluation report.

The self evaluation draft was edited by an English faculty member. Professional editing of the Self-Study manuscript was completed by the Director of Marketing and Public Relations. The Publications and Communications Department prepared the report for printing, which was completed in October 2012. The Steering Committee continued to meet with the Accreditation Liaison Officer—the Vice President of Instruction/Student Services—to prepare for the Accreditation Team visit in March 2013.

Steering Committee

Gayle Berggren, faculty, Accreditation Self Evaluation Co-Chairperson and SLO Coordinator; Dan Jones, Interim Vice President and Accreditation Liaison (fall 2011); Vince Rodriguez, Vice President, Instruction/Student Services (fall 2012); Lori Adrian, President, general member, Steering Committee

Standard I: Institutional Mission and Effectiveness

Darian Aistrich, staff (Institutional Improvement); Nancy Jones, faculty (Mission); Bob Nash, administrator (Mission); Vince Rodriguez, administrator (Institutional Improvement); Wendy Sacket, staff (Institutional Improvement)

Standard II: Student Learning Programs and Services

Betty Disney, contract administrator, EBUS; Bill Kerwin, administrator (Student Support Services); Vinicio Lopez, administrator (Instructional Programs & Library); Laurie Melby, administrator, EBUS; Carol Spoja, classified staff (Student Support Services); Cheryl Stewart, faculty librarian (Instructional Programs & Library)

Standard III: Resources

Ted Boehler, administrator (Technology Resources); Dave Cant, administrator (Physical Resources); Richard Kudlik, administrator (Human Resources); Rick Lockwood, faculty (Financial Resources)

Standard IV: Leadership and Governance

Maribeth Daniel, staff; Tarez Henderson, student, ASG President; Ann Holliday, faculty; Margaret Lovig, faculty; Senate President 2010–12; Lois Wilkerson, administrator

Standards Team

Standard I: Institutional Mission and Effectiveness

Mission

Araba Mensah, staff, Administrative Services; Chau Tran, faculty Senate; Michael Warner, faculty Senate

Institutional Improvement/Effectiveness

Lisa Lee, faculty Senate; Rachelle Lopez, staff; Lorraine Tsutsumida-Krampe, faculty

Standard II: Student Learning Programs and Services

Instructional Programs

Janice Duzey, staff; Ann French, staff; Nancy Jenkins, faculty; Dan Johnson, faculty Senate; Ted Marcus, faculty Senate; Velvet Miscione, faculty; Malinni Roeun, faculty

Student Support Services

Cristina Arellano, staff; Fred Feldon, faculty Senate; Ann Kennedy, staff; Ailene Nguyen, faculty Senate; Cynthia Pienkowski, administrator; Kim Peterson, faculty; Anita Preciado, faculty; Celeste Ryan, faculty Senate

Library & Learning Resources

Judy Montague, faculty; Daniel Pittaway, faculty

China EBUS

Jessica Kuang, faculty; Linda Kuntzman, faculty Senate

Standard III: Resources

Human Resources

Cheryl Chapman, faculty Senate; Christy Nguyen, faculty Senate; Sue Primich, faculty; Randall Warwick, faculty Senate

Physical Resources

Cynthia Berry, staff; Debbie Desmond, faculty; Jeanette Ellis, faculty Senate

Technology Resources

Lorie Eber, faculty; Debbie Secord, faculty; Mark Worden, staff; Meg Yanalunas, staff

Financial Resources

Yu-An Chang, faculty; Ann Holliday, faculty Senate; Christine Nguyen, faculty Senate; Khen Sayasy, staff

Standard IV: Leadership and Governance

Decision-Making Roles and Processes

Bob Covert, faculty Senate; Elaine Hill, staff; Noha Kabaji, faculty Senate

Board and Administrative Organization

Pedro Gutierrez, Senate President 2012–13; Ken Leighton, faculty Senate; Susan Winterbourne, faculty Senate

Report Preparation

Editors

Marilyn Fry, faculty; English Michelle Ma, Director, Marketing and Public Relations, Graphics

Reviewers

Mary Halvorson, Interim Vice President of Instruction, spring 2012; Ann Holliday, faculty Senate; Nancy Jones, faculty Senate; Dean of Instruction (beginning 2012–13) Margaret Lovig, Senate President 2010–12

Graphic Design and Printing

Judy Garvey, Director, Instructional Media, Design and Production; Michelle Ma, Director, Marketing and Public Relations, Graphics; Tom Nguyen, Offset Press Operator III; Wendy Sacket, Electronic Media Publishing Project Coordinator; George Santoro, Offset Press Operator III

Institutional Research

Jorge Sanchez, Associate Dean, Institutional Research and Planning; Shañon Gonzales, Senior Research Analyst

Survey Development, Design, and Deployment

Gayle Berggren, faculty Senate, SLO Coordinator, and Accreditation Co-Chairperson; Jorge Sanchez, Associate Dean, Institutional Research and Planning

Web Support

Bob Dixon, Developer, Office of Learning and Instructional Technology; Michelle Ma, Director, Marketing and Public Relations, Graphics; Dave Thompson, Director, eLearning Applications and Web Development.

C. ORGANIZATIONAL INFORMATION

a. Organizational Charts of Each Major Function

Organizational charts for each major College function are available as a separate document (Intro.22: [CCC Organizational Charts 2012-13 7-12](#)).

b. List of the Institution's Contracts with Third Party Providers

U.S. College Compass, L.L.C., an educational consulting company incorporated under the laws of California, U.S.A., located at 8907 Warner Ave., Suite 108, Huntington Beach, CA, U.S.A., 92647, to provide services related to international education (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

c. List of Off-Campus Sites and Centers, Including International Sites

1. Map of Coastline Sites

(Intro.1: [Map of CCC Sites in Service Area.pdf](#); [Newport Beach Campus Map](#))

2. EBUS Program—China

Guangzhou Xiang Jiang High School, Jade-Green Island, Xintang Zhen Zengcheng Shi, Guongdong, P.R. China 511340

d. Functional Map for the Coast Community Colleges and Coastline Community College

A functional map was prepared by the Coast Community College District (See Intro.20: [Functional Map](#)).

D. CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. AUTHORITY

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Coastline Community College operates under applicable provisions of federal law (Title 20 of the United States Code) of the Education Code the State of California, and of the California Code of Regulations (Title 5).

Coastline is one of 112 public, two-year, comprehensive community colleges authorized to operate by the state of California. As part of the Coast Community College District, Coastline College is governed by a locally elected, five-member Board of Trustees. Coastline College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Coastline last received reaffirmation of Accreditation in 2007.

2. MISSION

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.

Coastline's updated mission statement, adopted by our Board of Trustees on May 5, 2012, describes institutional commitment to academic quality and accessibility. It is "*Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.*" In 2012 it was decided instead of an annual review, that the mission statement will be reviewed every three years as part of the planning cycle (or more frequently if necessary). It is published widely throughout the College, including the Web page and the College Catalog (Intro.24: [Mission Statement on College Web Page](#)); (Intro.25: [Board Minutes 5-5-12, pg. 11](#)).

3. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out. This is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Coast Community College District is governed by a five-member Board of Trustees, with each member elected at large, but each member represents a defined segment from the District community that includes the cities of Seal Beach, Garden Grove, Huntington Beach, Westminster, Stanton, Fountain Valley, Costa Mesa, Newport Beach, and portions of surrounding communities (Intro.26: [District Trustees Areas Map](#)). Board elections are held in even-numbered years with staggered four-year terms of office. There is also a student trustee elected annually by selected members of the District Student Council. The student trustee has advisory voting rights (Intro.27: [BP 2105 Student Representative Selection Process](#)). The Board’s policy regarding Ethical Responsibilities describes the Board as an independent policy-making body whose primary duty is to “represent the entire community,” with each trustee acting as one member of a policy-making team. Decisions are made through voting; the Board then acts as a whole entity. Every year a Board President is elected to serve for one year. Board policy designates the President of the Board as the official spokesperson for the Board. The Board delegates “authority to the Chancellor as the Board executive” and confines “Board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the District.” An election for each position is held every four years, with two trustees running for election every two years in even-numbered years. The Board Conflict of Interest policy was revised 4-6-11 (Intro.28: [BP 2712 Conflict of Interest Code](#)); (Intro.29: [Board of Trustees Biographical Information-District Web Site](#)).

During these meetings the Board reviews employee issues, purchases, projects, contracts, student issues, and other matters within the scope of Title 5 of the California Code of Regulations. Board review contributes to the quality, integrity, and effectiveness of student learning programs and services and to the financial stability of the District and its constituent colleges.

4. CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Coastline's president was appointed by the Board in August 2010 following a national search for a full-time, permanent president. Her full-time responsibility is to serve the College (Intro.30: [Dr. Loretta Adrian Biography](#)); (Intro.31: [Christine Nguyen Biography](#)); (Intro.32: [Dr. Vince Rodriguez Biography](#)).

5. ADMINISTRATIVE CAPACITY

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Coastline College employs sufficient and qualified staff to support student learning programs and services wherever offered and by whatever means delivered and to improve institutional effectiveness. Personnel have appropriate preparation and experience to provide services necessary to serve students and to support the College mission and purposes. Staff are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission statement, Coastline is committed to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning (Intro.22: [CCC Organizational Charts 2012-13 7-12](#)).

6. OPERATIONAL STATUS

The institution is operational, with students actively pursuing its degree programs.

According to the Chancellor's Office Datamart, in fall 2011, there were 10,159 students at Coastline. In 2010–11 Coastline awarded 239 certificates and 1,467 Associate's degrees (See **demographics section**).

7. DEGREES

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled

in them.

As displayed in **Figure A.c.5**, 38% of Coastline’s students have transfer goals and 17% vocational goals.

The following information is provided in the College Catalog:

- List of degrees, course credit requirements, and length of study for each degree program.
- General education courses and requirements for each degree offered.
- Catalog designation of college-level courses for which degree credit is granted.

8. EDUCATIONAL PROGRAMS

The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Coastline offers courses in a variety of learning modalities in approximately 58 disciplines, leading to 32 A.A. degree majors, 25 A.S. degree majors, three AA-T transfer degrees (psychology, sociology, English; with history and mathematics pending approval) and 66 types of Certificates of Achievement, Accomplishment, or Specialization (pp. 45-64; 2012–13 Catalog). The Curriculum Committee ensures all programs are of sufficient content and length. A cycle of program review guarantees quality and rigor appropriate to the curriculum; Student Learning Outcomes are measured and reviewed in all courses and programs (see **II.A.2 Program Review**); (Intro.33: [Location of Programs Offered Web Site](#)); (Intro.34: [Programs and Certificates Offered Online.docx](#)).

9. ACADEMIC CREDIT

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

The College Catalog provides clear information about grades and the distinction between degree and non-degree credit courses. Institutional policies and transfer of requirements as well as the awarding of credit are clearly and accurately described in the CCC Catalog. Specifically, CCC awards academic credits based on the Carnegie formula; one semester unit of credit is defined as one hour of lecture plus the required two hours of preparation for each class hour or three

hours of laboratory work each week for a semester. This conforms to Title 5 standards, Section 55002.5 of the California Administrative Code (Intro.35: [2012-2013 Catalog](#)).

10. STUDENT LEARNING AND ACHIEVEMENT

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

All courses, regardless of the type of course, or where the course is offered, have course-level learning outcomes; all programs have program-level learning outcomes. These outcomes are identified for each program on the new College Web site that is available to students, faculty, and the public. Additionally, there are eight core-general education which serve as Institutional Student Learning Outcomes (ISLOs). If any course measures any of those core skills, then faculty members have identified the skill, and they measure it. Course, Program, and Institutional-level SLOs are continuously measured each term but are reported yearly, and faculty engage in assessment and dialog about them during the spring faculty meeting in order to improve institutional effectiveness and student success. The College has developed its own learning management software, Seaport³, to collect and report this data.

SLO results and analysis are included in the program reviews that occur every five years for all instructional and non-instructional programs. These results are used by programs to identify progress and problem areas and to make changes to ensure student success. In addition, annual reviews provide updates of specific activities taking place to accomplish program objectives. These annual program plans also use CSLO, PSLO, and ISLO data in their planning (Intro.36: Report from one program: [Paralegal All SLO Levels Outcomes Spring 2012.pdf](#)).

11. GENERAL EDUCATION

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5, Section 55806). The quality and rigor of these courses are consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

The Catalog clearly states Coastline's general education philosophy (p. 21). The College relies on the expertise of faculty to determine the appropriateness of each course and its stated SLOs through the curriculum and program review process. The College articulation officer confers with representatives from four-year universities and colleges to develop course-to-course transfer agreements that are based on SLOs (Intro.35: [2012-2013 Catalog](#)).

The General Education Philosophy statement in the Catalog has served to guide the evaluation and decision-making process of the Curriculum Committee for general education requirements and components in academic and occupational courses. During the 2004–05 academic year, this statement was used by the Academic Senate to identify and develop the eight Degree-Level Learning Outcomes for the College; they were adopted in May 2006 as outcomes measures as part of our budgeting and planning process. In spring 2011, they were adopted by the Academic Senate as outcomes measures for Institutional Student Learning Outcomes, and additional measurable outcomes were created for each statement. The outcomes statements are the following:

The Eight Degree-Level Learning Outcomes for Coastline Community College

1. Demonstrate understanding and appreciation for the visual and performing arts.
2. Demonstrate ethical civic, environmental, and social responsibility.
3. Demonstrate ability to apply critical thinking and analysis.
4. Demonstrate innovative thinking and adaptive, creative problem solving skills.
5. Demonstrate understanding and respect for cultural and global diversity.
6. Demonstrate information competency.
7. Use effective communication and interpersonal skills.
8. Use scientific and quantitative reasoning.

The general education requirements are designed to provide students with opportunities to develop basic competencies and to explore a wide variety of subjects. The Catalog describes the three Associate's degree options available to Coastline students and, for each option, lists all the required general education courses. Option I (General Associate's degree) requires the completion of 18 general education units. Option II (Associate's transfer plan for CSU) requires the completion of at least 39 general education units. Option III (Associate's transfer

plan for IGETC-CSU or UC) requires at least 37 units of general education. Each of the three Associate's degree options requires competencies in the basic subjects of fine arts, humanities, natural sciences, and social sciences. Options I and II also require a self-development component. Option III includes components necessary to transfer to CSU or UC (Intro.37: [Coastline Course Outlines Web Site](#)).

12. ACADEMIC FREEDOM

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Union agreements for full-time faculty (CFE Contract) and part-time faculty (CCA Contract) address issues of academic freedom and responsibility. The following statement of Academic Freedom appears in the College Catalog:

Academic Freedom Statement

Coastline Community College recognizes that the free search for truth and the expression of diverse opinions are essential to a democratic society and encourages and protects academic freedom as per Coast Community College District Board of Trustees policy number BP 4030 as approved 02/05/03 (Intro.38: [BP 4030 Academic Freedom Statement](#)).

13. FACULTY

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Coastline Community College employs qualified faculty to support student learning programs wherever offered and by whatever means delivered and to improve institutional effectiveness. Forty-two full-time faculty members were employed in 2011–12; their names, disciplines and degrees are published in the College Catalog. An additional five full-time faculty members were hired for academic year 2012–13. The search for a full-time accounting instructor will be repeated in fall 2012. Coastline has long had a committed, caring core of part-time faculty who give time, energy, and expertise far beyond their contractual obligations whereas the number of our full-time faculty has been relatively small. Board policy delineates the role of faculty in development of curriculum and assessment of learning (Intro.39: [BP 7837 Faculty/Academic Senate Role in](#)

[Governance](#)); (Intro.40: [CFE Union Contract](#)); (Intro.41: [CTA Contract](#)); (Intro.42: [Coastline Searchable Class Schedule](#)).

14. STUDENT SERVICES

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

The College has a comprehensive array of student services, including admissions and records, counseling, matriculation, tutoring, and career services. The College also offers decentralized counseling, with counselors available not only at the College Center but also at the Le-Jao, Garden Grove, and Newport Beach learning centers. Online student services include online application and registration, orientation, and online delivery of other resources such as e-mail with a counselor and online counseling “chat” through enhanced technology-mediated communication and education planning. Additionally, a full-time counselor is provided for our military program, and an on-site Chinese-speaking counselor is provided during the orientation portion of our EBUS (contract education) program.

The Distance Learning Department provides many services to students who live at a distance, including Web services and self-help materials, registration assistance, technical assistance, and proctoring assistance. The College Web site provides comprehensive information about Coastline, including an online Catalog, online Class Schedule, faculty and staff directories, and detailed descriptions of student services and learning resources.

The College is committed to providing student support services regardless of location or means of delivery and has traditional and several online programs and systems in place to address this commitment (Virtual Library, online bookstore services, online tutoring).

The following information is provided in the College Catalog:

- Available student services
- Programs for special student populations

Student satisfaction surveys and other outcome data are routinely analyzed to determine if students are receiving adequate services to support their learning and development.

15. ADMISSIONS

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Coastline College is an open-admissions institution, consistent with Title 5 and the statewide mission for California Community Colleges; it publishes policies pertaining to admissions in the Catalog, the Class Schedule, and on the College Web site. All policies are consistent with the College mission, the California Community College Education Code, and Matriculation regulations (Intro.43: Online Registration: ([Online Application](#); [Online Registration](#))).

The following information is provided in the College Catalog:

- Admissions policy from the College Catalog (Intro.35: [2012-2013 Catalog](#)).
- Statement of student qualifications for admission.

16. INFORMATION AND LEARNING RESOURCES

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

VIRTUAL LIBRARY

Established in 1999, Coastline's Virtual Library anticipated the trend to online storage and delivery of library materials. Since a large number of Coastline students are distance learners (currently 64% of Coastline credit FTES is in distance learning), and since Coastline has always been an innovator in technology-mediated instruction and support, it was determined that the library would be entirely electronic—a virtual library—accessible at all times from anywhere in the world with Internet access. The library employs Coastline's leading-edge distance education technology to deliver resources, services, and learning support (See **Library Resources**).

As implemented, Virtual Library holdings include general and specialized databases; full-text access to hundreds of periodicals, including major newspapers and scholarly journals; and a rapidly growing collection of full-text electronic books. Students at global sites have 24/7 access to our Virtual Library.

The Coastline Virtual Library shares ownership of the content for more than 55,000 ebooks in the Community College Library Consortium ebooks collection. The College ensures an annual budget that supports yearly subscriptions to databases that enable access to thousands of full-text periodicals online. In addition, since 1979 Coastline has had agreements with local city and county libraries and with five nearby community colleges, which provide local Coastline students access to viewing centers, electronic resources, print collections, and traditional librarian support.

Since the mid-1990s, Coastline has been a member of the North Orange County College Consortium (NOCCC), which was organized to reduce the cost of the integrated library system, Voyager by Endeavor, to each participating institution. [Voyager by Endeavor is a library automation system and is not related to Project Voyager, the enterprise system now being installed by the Coast Community College District.] Students at member colleges are able to obtain library cards at any other member library and have full access to collections. The Voyager by Endeavor system is maintained by NOCCC. Management and committees of the consortium meet regularly throughout the school year to share information, discuss problems, and evaluate the shared systems operation (Intro.44: [Coast-NOCCC Voyager Agreement](#)).

WHITTIER LAW LIBRARY

Coastline's Paralegal Program students utilize the law library at the Whittier Law School campus in Costa Mesa. The American Bar Association has specific library requirements for approved programs such as Coastline's Paralegal Program and requires written permission for students to use an outside source for legal research (Intro.45: [Whittier Law School Library Agreement](#)).

STUDENT SUCCESS CENTER

The Student Success Center (SSC) offers free, walk-in tutoring for all Coastline students. Tutoring is offered in a variety of subject areas, with emphasis on writing and math tutoring. Specialized tutoring is offered for specific courses such as science and accounting and it is also provided online. Further, the SSC offers a variety of informative workshops throughout the school year aimed at enhancing student success. Discipline-specific workshops are offered (e.g., math finals preparation) as well as sessions focused on successful student behaviors (e.g., study skills, time management, etc.).

For students studying at a distance, the SSC provides tutoring via arranged meetings by phone, e-mail, or Internet-based conferencing. Students may e-mail success@coastline.edu with their tutoring inquiry, and a staff member will reply to create a customized tutoring solution.

Using funds available from the Basic Skills Initiative, Coastline provides Smarthinking, which makes tutoring in math, pre-college through calculus, accessible to students worldwide.

The Student Success Center hosts a range of basic skills math, English, and study skills courses (Intro.46: [Student Success Center Web Site](#)). To support distance learning and students in institutional settings who need remedial assistance, the English department offers half-unit basic grammar, college spelling, and vocabulary courses in independent study mode.

17. FINANCIAL RESOURCES

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Annual audits conducted by the District testify to Coastline's financial integrity. A College planning and budgeting process is based upon Student Learning Outcomes and institutional effectiveness data. District processes for cash flow, reserves, strategies for risk management, and plans for financial emergencies are working adequately and enable Coastline to fulfill its mission. Local oversight and management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets are adequate to support students and student learning programs. All financial resources are used in a manner consistent with the mission and goals of the College (Intro.47: [Coast District 2011-12 Adopted Budget Summary](#)); (Intro.48: [Coast District 2012-13 Tentative Budget Presentation.pdf](#)); (Intro.49: [2009-10 Coast District Audit Report](#)); (Intro.50: [External Audits State and Federal](#)).

18. FINANCIAL ACCOUNTABILITY

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit, with its eligibility application, a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

Annual college financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services. The College's most recent audit was presented according to the standards of Governmental Accounting Standards Board (GASB) Statements No. 34 and 35 using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and Accountability Standards Committee, recommended that all community college Districts use the reporting standards under the BTA model.

Coastline's external audit is conducted annually between August and October as part of the CCCD annual external audit. It includes not only the general funds but also examines the financial operations of financial aid, grants, externally funded programs, contractual relationships, ancillary organizations, the Coastline Foundation, and institutional investments and assets. External audits have not identified any material weaknesses (Intro.51: [CCCD Budget Web Site-Audits and Reports](#)); (Intro.52: [CCCD Independent Auditor Report 2011-2012](#)); (Intro.53: [G.O. Bond Independent Audit 2011-2012](#)).

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Coastline Community College's default rates are at acceptable levels, although we constantly strive for improvement. We are not under any sanction nor are we required at this time to have a formal default reduction plan on file with the Commission or the Department of Education. Coastline is not under any warning or notification that it is engaged in fraud or abuse or that it is unable to meet its responsibilities in the proper administration of Title IV funds and programs (Intro.54: [Financial Aid Cohort Default Rates](#)).

19. INSTITUTIONAL PLANNING AND EVALUATION

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The College has a culture of continuous improvement and planning that enables Coastline to accomplish its institutional mission and to strive for institutional growth. The College has a documented six-year planning and evaluating cycle tied to the Education Master Plan, which also includes a resource allocation model, implementation, and re-evaluation model. The PIEAC committee prioritizes funding requests based upon master planning initiatives, and these are forwarded to the Budget Committee (Intro.55: [PIEAC Web Site](#)); (Intro.56: [2012-13 CCC Resource Allocation Proposal](#)); (Intro.57: [Financial Task Force Prioritization Worksheet 2011-2012.xlsx](#)); (Intro.58: [CCC Integrated Planning Guide Spring 2012](#)); (Intro.59: [Coastline Education Master Plan 2011-2016](#)).

The Office of Research and Planning reports directly to the College President; the researcher makes regular research presentations at key College meetings and functions.

The College developed its own technological methods of collecting SLOs and outcomes from dialog that are tied to planning. Quantitative and qualitative faculty information about student course, program, and institutional learning outcomes is collected at the end of each fall term and summarized at the beginning of each spring term; dialog among the faculty occurs at the beginning of the spring term. The data is uploaded to the Institutional Effectiveness Web site, where it is specifically made available to the PIEAC and Budget committees but is also available to program and department review committees, the College community, and the public as well (See II.A.1.c.); (Intro.60: [2009-10 - Master Plan Implementation MPI Projects Summary-Item 6 SLOs](#)); (Intro.61: [Close the Loop Survey](#)); (Intro.36: Report from one program: [Paralegal All SLO Levels Outcomes Spring 2012.pdf](#)).

The Public Information Office publishes an Annual Report regarding College achievements in the prior year made available to the public and mailed to residents living near the College (Intro.62: [Annual Report 2010.pdf](#)).

GENERAL INFORMATION	REQUIREMENTS	MAJOR POLICIES AFFECTING STUDENTS	Locations or Publications Where Other Policies May Be Found
• Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	• Admissions	• Academic Regulations, including Academic Honesty	
• Educational Mission	• Student Fees and Other Financial Obligations	• Nondiscrimination	
• Course, Program, and Degree Offerings	• Degree, Certificates, Graduation and Transfer	• Acceptance of Transfer Credits	
• Academic Calendar and Program Length		• Grievance and Complaint Procedures	
• Academic Freedom Statement		• Sexual Harassment	
• Available Student Financial Aid		• Refund of Fees	
• Available Learning Resources			
• Names and Degrees of Administrators and Faculty • Names of Governing Board Members			

20. PUBLIC INFORMATION

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

The Coastline Community College Catalog is available in both print and electronic formats. The online version is available through the College Web site (Intro.63: <http://www.coastline.edu>). Catalog contents are as follows; the references to page numbers correspond to both the print and electronic Catalogs for 2012–13 (Intro.35: [2012-2013 Catalog](#)).

a. General Information

- Official Name, Address(es), Telephone Number(s)..... pages 004, 007
- Web site..... back cover, page 006

- Educational Missionpage 003
 - Course, Program, and Degree Offerings pages 003, 21-40
 - Academic Calendar and Program Length..... inside cover
 - Academic Freedom Statement..... page 127
 - Available Student Financial Aid..... page 10
 - Available Learning Resources..... pages 14-20 & College Web Site
 - Names and Degrees of Administrators and Faculty.... pages 153–159
 - Names of Governing Board Members..... back cover
- b. Requirements**
- Admissions..... pages 13, 137–147
 - Student Fees and Other Financial Obligations..... page 14
 - Degree, Certificates, Graduation and Transfer pages 21–64
- c. Major Policies Affecting Students**
- Academic Regulations, including Academic Honesty... pages 127–136
 - Nondiscrimination..... page 20
 - Transfer Information pages 41–44
 - Grievance and Complaint Procedures..... page 135
 - Sexual Harassment..... page 131
 - Refund of Fees..... pages 144–145
- d. Locations or Publications Where Other Policies May Be Found**
- Coastline publishes policies pertaining to admissions, academic honesty, and Code of Conduct in the Catalog, in the Class Schedule, and on the College Web site. All policies are consistent with the College mission, the California Community College Education Code, and Matriculation regulations.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Coastline is committed to the highest standards of ethical conduct while carrying out its duties and responsibilities. Coastline adheres to all eligibility requirements, Accreditation Standards, and policies of the ACCJC. Coastline has sent numerous administrators, faculty, and classified staff to various Accreditation training workshops, and several have served as team members, team chairs, or assistants to the chairpersons on visiting teams, so they are alert to the Commission's Standards and policies, and they assist the College in remaining vigilant with the need to carry out the Accrediting responsibilities and to contact the Commission should any changes occur that might affect the College's Accredited status.

Coastline has consistently described its performance in similar terms in all publications and to all external accrediting agencies. Moreover, recommendations from the Accrediting Commission are made available to the public on the College Web site in a timely and detailed fashion.

As it has in the past, the College will continue to present to the Commission a comprehensive, candid assessment of its operations and will undertake to respond promptly to future recommendations.

The College does not hold accreditations by any other Accrediting bodies.

In January 2009, the Board created a committee of the Board specifically focused on Accreditation, which ensures the Board is involved in the process. The charge and role of this Board committee are described in Board Policy 2223 (Intro.64: [BP 2223 Board of Trustees' Accreditation Committee](#)). Additionally, Board Policy 3200 addresses Board assurance that the College adheres to Commission Standards (Intro.65: [BP 3200 Accreditation](#)) (Intro.19: [CCCD Accreditation Committee Web Site Agendas and Minutes](#)).

E. POLICIES

a. Contractual Relationships with Non-Regionally Accredited Organizations

No postsecondary educational institution accredited by a regional institutional accrediting commission can lend the prestige or authority of its accreditation to authenticate courses or programs offered under contract with organizations not so accredited unless it demonstrates adherence to the following principles:

1. The primary purpose of offering such a course or program is educational. (Although the primary purpose of the offering must be educational, what ancillary purposes also provide the foundation for the program or course such as auxiliary services, anticipated income, and public relations?)

The College's Education Bound U.S. (EBUS) contract education program for non-U.S. nationals living in China has been designed for delivery of college courses that are currently available to regular Coastline students through proven means of delivery (on-site, distance learning, and blended) in recognized fields that culminate in identified student competencies leading to degrees. The program is provided through the Contract Education Department, and all necessary expenses to operate the program derive from the contract revenue. Ancillary purposes are the generation of income for the College in support of future contract education activities and program development for the College.

2. Any course offered must be consistent with the institution's educational purpose and objectives as they were at the time of the last evaluation. If the institution alters its purpose and objectives, the regional commission must be notified and the policy on substantive change applied (How does the institution define the specific relationship between the primary and ancillary purposes and the contracted service and how does it demonstrate its capability to attain these purposes?)

Coastline has long been dedicated to employing diverse and innovative methods to deliver instruction and support services utilizing community locations and other appropriate sites as its campus to provide non-traditional distance education by taking education to the student.

In October 2009, Coastline submitted a Substantive Change Report entitled "Change in Geographical Area Served: A Contract Education Early College High School Program for Non - U.S. Nationals at a Private High School in China" (Intro.66: [Substantive Change Proposal 2009](#)). The program is commonly referred

to by its acronym, the “EBUS Program,” which stands for “Education Bound U.S.” The Substantive Change proposal was approved by the Commission in April 2010 (Intro.67: [WASC Substantive Change Notification Letter EBUS](#)). The EBUS Program delivers fee-based ESL training, followed by fee-based credit courses, modeled after our military contract education model, to students at a private high school in China.

3. Courses to be offered and the value and level of their credit must be determined in accordance with established institutional procedures, and under the usual mechanisms of review (What evidence exists that established institutional procedures have been followed?)

Coastline is offering its *same* courses (ESL on-site, distance learning, classroom based, and blended) that are currently available to regular Coastline students in recognized fields of study that culminate in identified student competencies leading to transfer to a U.S. college or university. All courses and their level of credit have been approved by our College Curriculum Committee. All courses are reviewed according to our program review process.

Institutional policies regarding awarding of credit are clearly and accurately described in the CCC Catalog. Specifically, CCC awards academic credits based on the Carnegie formula; one semester unit of credit is defined as one hour of recitation or lecture plus the required two hours of preparation for each class hour, or three hours of laboratory work each week for a semester. This conforms to Title 5 standards, Section 55002.5 of the California Administrative Code.

See **Standard II.A.2.a.** for a discussion of course and program development, approval, and evaluation.

4. Courses offered for credit must remain under the sole and direct control of the sponsoring accredited institution, which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract, with provisions to assure that conduct of the courses meets the standards of its regular programs as disclosed fully in the institution’s publications, especially as these pertain to:

Section II.d. of the contract with U.S. College Compass specifies, “District shall have the exclusive right to determine the educational content of EBUS materials to meet the educational needs of the Educational Partner and the students, including all design, development, and delivery of the EBUS educational programs and services” (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

a. Recruitment and counseling of students.

Students receive orientation and counseling from a bilingual Coastline counselor clearly communicating the goals of the program, expectations of the students, and information specific to the student's goals. The high school generates a list of students permitted to apply to the EBUS Program. Although the high school recruits students into the high school program, those students are only admitted into the EBUS college-credit classes once they have taken at least one semester of Coastline EFL training and once they have achieved a 71% or higher on the ACT. This score is the same for ESL students at Coastline in the United States.

b. Admission of students to courses and/or to the sponsoring institution where credit programs are pursued.

Students utilize the same enrollment processes currently available to other students in the Coast District, which includes online or paper-based admissions and registration. The On-site Project Director and/or counselor oversee all admissions and registration paperwork required by the students. The high school provides a list of students permitted to apply to the EBUS Program. The College academic advisor designs a program of study for each student and recommends courses for each class cohort. The application and registration forms are completed and signed by the students and their parents and are processed by and maintained at the College according to College policy (Intro.68: [EBUS Printable Application.pdf](#)).

c. Instruction in the courses.

Courses are taught only by Coastline instructors. Section II.e. of the contract with U.S. College Compass specifies, "The District shall hire, retain, or contract for all personnel necessary for the District to perform its obligations under this Agreement."

d. Evaluation of student progress.

Coastline instructors evaluate students, assign grades, and assess Student Learning Outcomes.

e. Record keeping.

Coastline instructors submit grades online. All records are maintained at the College's home campus. Section II.g. of the contract with U.S. College Compass specifies, "The District shall maintain all required student academic records related to the delivery of the educational services outlined in the Program Services Proposal."

f. Tuition and/or fees charged, receipt and disbursement of funds, and refund policy.

The Contract Education Department's accounting technician, with oversight by the College Administrative Services Office, monitors all charges, expenses, and payments for the delivery of this program.

g. Appointment and validation of credentials of faculty teaching the course.

Standard Coast District employee hiring procedures are strictly followed, including involvement of department chairpersons in the selection of qualified faculty.

h. Nature and location of courses.

The EBUS Program is held at Xiang Jiang High School (XJHS), a private, dormitory-style Chinese high school at this location:

- Guangzhou Xiang Jiang High School
- Jade-Green Island, Xintang Zhen
- Zengcheng Shi, Guongdong, P.R. China 511340

(Intro.69: [Map of XJS High School and Surrounding Area](#)).

i. Instructional resources, such as the library.

EBUS students have access to modern computer labs and a modern, state of the art library on their high school campus. As enrolled Coastline students, all students have sign-in privileges to Coastline's Virtual Library. Virtual Library holdings include general and specialized databases; full-text access to hundreds of periodicals, including major newspapers and scholarly journals; and full-text electronic books. Library resources are accessible 24/7 from the College Web site and at the Library Web site (Intro.70: <http://www.coastline.edu/library/>).

In establishing contractual arrangements with non-regionally accredited organizations, institutions are expected to utilize the following guidelines. The not-for-profit institution should establish that its tax-exempt status, as governed by state or federal regulations, will not be affected by such contractual arrangements with a for-profit organization.

The Coast District is authorized by Section 55170 of Title 5 of the California Code of Regulations and Section 78021 of the California Education Code to conduct contract instruction and consultation services to serve community needs. Operation of the EBUS program does not affect the College tax-exempt status.

THE CONTRACT

1. Should be executed only by duly designated officers of the institution and their counterparts in the contracting organization. While other faculty and administrative representatives will undoubtedly be involved in the contract negotiations, care should be taken to avoid implied or apparent power to execute the contract by unauthorized personnel.

For the College, all Agreements are reviewed and approved by the President, District Risk Services, District's Legal Counsel and then submitted for approval by the Coast Community College District Board of Trustees. The Agreements are then signed by the President of the Board of Trustees. For U.S. College Compass, the Agreements are signed by its President. (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)); (Intro.71: [EBUS Partnership Requirements 05-12-11](#)); (Intro.72: [U.S. College Compass Agreement 2010-2012.pdf](#)); (Intro.73: [Amended USCC Agreement for Contracted Services 5-7-12](#)); (Intro.74: [2009 Agreement for Contracted Services 2009 between USCC and XJHS](#)).

2. Should establish a definite understanding between the institution and contractor regarding the work to be performed, the period of the agreement, and the conditions under which any possible renewal or renegotiation of the contract would take place.

The U.S. College Compass Consultant Agreement with the Coast District clearly establishes the roles and responsibilities to be performed by each party to the Agreement, including scope of work, term of agreement, and modification procedures. Section III discusses USCC obligations; Section IV covers Terms and Termination (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

3. Should clearly vest the ultimate responsibility for the performance of the necessary control functions for the educational offering with the accredited institution granting credit for the offering. Such performance responsibility by the credit-granting institution would minimally consist of adequate provision for review and approval of work performed in each functional area by the contractor.

All academic matters are under Coastline's purview. U.S. College Compass agrees that all faculty shall be recruited, selected, and employed by the District and shall be subject to the sole control of the District. The District provides all instructional academic materials under the Agreement for Contracted Services; this is clearly specified in the Agreement. Section V.e. of the contract with U.S. College Compass specifies, "Each Party agrees that all courses offered as

part of the EBUS will remain under the exclusive, sole, and direct control and ownership of District. District shall exercise exclusive responsibility for EBUS courses, and shall have exclusive control for the determination of course standards.” In addition, Section V.d. states “District reserves the right to immediately terminate this Agreement should District determine, at its sole discretion, that any of the District’s colleges’ Accreditation status is placed at risk by this Agreement, or by actions relating to this Agreement” (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

4. Should clearly establish the responsibilities of the institution and contractor regarding:

- a. **Indirect Cost**
- b. **Inventions and Patents**
- c. **Tuition Refund**
- d. **Approval of Salaries**
- e. **Publications and Copyrights**
- f. **Student Records**
- g. **Equipment**
- h. **Accounting Records and Audits**
- i. **Faculty Facilities**
- j. **Subcontracts and Travel**
- k. **Security**
- l. **Safety Regulations**
- m. **Property Ownership and Accountability**
- n. **Termination Costs**
- o. **Insurance Coverage**

All of the listed responsibilities are identified in the U.S. College Compass Consultant to CCCD Contract 2012–16 (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

THE ENROLLMENT AGREEMENT

1. The enrollment agreement should clearly outline the obligations of both the institution and the student, and a copy of the enrollment agreement should be furnished to the student before any payment is made.

The enrollment application/agreement for EBUS students is the same application as for students at the regular campus. The students and parents also sign “expectation contracts” at the beginning of each year listing what is expected of

the students and parents. The Student Handbook contains the enrollment application/application. It is available in English and Chinese (Intro.75: [CCC-EBUS Handbook, Student English-Mandarin XJHS](#)); (Intro.68: [EBUS Printable Application.pdf](#)).

2. The institution should determine that each applicant is fully informed as to the nature of the obligation being entered into and the applicant's responsibilities and rights under the enrollment agreement before the applicant signs it.

As part of the China program student enrollment and orientation process, each student and his/her parents are provided with an expectations contract and are asked to sign-off to the effect that they have read and understand the education procedures and conditions to which they are agreeing. On-site staff assist with registration of students.

3. No enrollment agreement should be binding until it has been accepted by the authorities of the institution vested with this responsibility.

No student enrollment agreement is binding until it has been received by the primary Coastline campus site.

TUITION POLICIES

Tuition Fees and refund policies are set forth in side agreements. The Guangzhou Government "Pricing Department" sets rates that the XJHS may charge for tuition each semester (Intro.76: [XJHS Tuition Info English.docx](#)); (Intro.77: [Guangzhou Pricing Department re: Tuition \(Chinese\)](#)). Refund policies for courses and services are described in the U.S. College Compass Consultant to CCCD Contract 2012–16 (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

1. Rates

a. The total tuition for any specific given course should be the same for all persons at any given time. Group training contracts showing lower individual rates may be negotiated with business, industrial, or governmental agencies.

In the EBUS Program, tuition rates are per semester for service provided, not per student. Upon graduation from the EBUS high school program, students will have been given the preparation and information necessary to continue their course of study utilizing distance learning courses at Coastline or in the United States upon transfer to Coastline or other colleges and universities. At that time, International

(non-resident) tuition fees apply as these students are no longer considered to be represented in the EBUS Program.

b. Tuition charges in courses should be bona fide, effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates.

All course fees are legitimate and pursuant to the Agreement for Contracted Service and applicable to all students enrolling in the EBUS Program during any given semester/term.

The high school establishes and charges a regular annual tuition, which includes the on-site EBUS Program enrollment/tuition fees. Special programs such as study-abroad programs in the U.S. are a separate and optional expense to the parents and students who wish to participate in such programs. The Guangzhou Pricing Department sets rates that the XJHS may charge for tuition each semester (Intro.76: [XJHS Tuition Info English.docx](#)); (Intro.77: [Guangzhou Pricing Department re: Tuition \(Chinese\)](#)).

c. All extra charges and costs incidental to training should be revealed to the prospective student before enrollment.

All EFL materials such as textbooks are included in the fees for the EFL training. However, students who enroll in college courses must purchase their own college textbooks; this is made clear in the contract.

d. The institution should show that the total tuition charges for each of its courses is reasonable in the light of the service to be rendered, the equipment to be furnished, and its operating costs.

The College does not actually charge a tuition fee directly to students for the program. These fees are negotiated with the partner school, and the costs are passed along to students' parents when they pay the overall high school tuition fees. The College fees include all costs for instruction, including faculty pay, and materials for English language courses and other college service fees and administrative fees for project administration and oversight.

2. Refunds and Cancellations

Information about refunds and cancellations is outlined in Section VI of the Agreement (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

The Agreement states, "Cancellation of services prior to 90 days from the start of the each semester identified herein shall incur no cost to College Compass or payment to Coastline. Cancellation of services less than 90 days notice, and later than 60 days notice, shall be subject to an administrative charge of 20% of the

total cost of that semester. Cancellation of services less than 30 days prior to the start of a given semester shall be subject to an administrative charge of 25% of the total cost for services planned for that semester.” Refunds to or cancellation from the school are now included in the services proposal Coastline submits for Board approval.

a. The institution should have a fair and equitable tuition refund and cancellation policy.

The course-cancellation and refund policies are set forth in the Agreement. In regard to a student’s transcript, students have the opportunity to drop or withdraw from a course in which they are enrolled according to College policies indicated below. A student drop or withdrawal does not justify any type of refund for the delivery of the course.

First 30% of the Course..... Deadline to avoid transcript entry

First 75% of the Course..... Deadline to receive a “W” grade

EBUS does not have a refund policy for student tuition since the program services are charged to XJHS, and the tuition the student pays XJHS covers the cost of our program, plus their Chinese school curriculum, plus dorm use, meals, etc. XJHS charges its tuition, which includes CCC’s fees, by semester. If a student leaves in the middle of the semester, XJHS gives a 50% refund of the semester tuition if it is less than ten weeks into the semester; otherwise, tuition is not refundable.

b. The institution should publish its tuition refund and cancellation policy in its catalog or other appropriate literature.

A cancellation-and-refund policy is specified in the 2009 Agreement for Contracted Services 2009 between USCC and XJHS (Intro.74: [2009 Agreement for Contracted Services 2009 between USCC and XJHS](#)).

3. Collection Practices

a. Methods used by an institution in requesting or demanding payment should follow sound ethical business practices.

Coastline invoices U.S. College Compass for each semester program within thirty (30) days after receiving student enrollment materials. Payment to Coastline is due thirty (30) days after receipt of each invoice. Payment procedures are clearly outlined in the contract and follow sound business practices.

- b. If promissory notes or contracts for tuition are sold or discounted to third parties by the institution, enrollees or their financial sponsors should be aware of this action.**

Promissory notes or contracts for tuition do not apply to the Agreement for Contracted Education Services.

STUDENT RECRUITMENT

1. Advertising and Promotional Literature

- a. All advertisements and promotional literature used should be truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its courses and services, or the occupational opportunities for its graduates.**

All advertisements and promotional literature used are truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its courses, or services for its graduates.

Coastline's Contract Agreement mandates that Coastline have complete control over all publications and marketing regarding the program and mandates that all materials be reviewed to ensure that all print and media presentations about the program are factual, fair, and accurate. All documents used in connection with the China program by the high school and U.S. College Compass are subject to the prior approval of Coastline. Section II.h. of the Agreement states, "The District, independently of, and in coordination with College Compass, shall develop marketing materials in print and other delivery formats, for use in promoting EBUS to potential Educational Partners. Each Party shall have the right to approve any promotional and/or marketing materials when that Party or EBUS is mentioned in the materials, prior to any such materials being published, presented or distributed" (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

The College's Marketing and Public Relations Office works with other College departments to ensure that all College materials, including electronic, and representations made for student recruitment, are accurate.

- b. All advertising and promotional literature used should clearly indicate that education, and not employment, is being offered.**

All advertising, promotional literature and marketing materials, print and/or electronic, clearly indicate that education, and not employment, are being offered pursuant to the EBUS program. There is no vocational component to EBUS.

- c. All advertising and promotional literature should include the correct name of the school. So-called “blind” advertisements are considered misleading and unethical.**

All advertising, promotional literature and marketing materials, print and/or electronic, clearly indicate that Coastline Community College will provide the education component of the College educational program at the Xiang Jiang High School. All references to the College are limited to the responsibility of the College to provide the education component, e.g., “EFL training and college-level credit courses, taught in English, by Coastline Community College.”

2. Field Agents

- a. An institution is responsible to its current and prospective students for the representations made by its field representatives (including agencies and other authorized persons or firms soliciting students), and therefore should select each of them with the utmost care, provide them with adequate training, and arrange for proper supervision of their work.**

Coastline and U.S. College Compass do not use “field representatives” for this program. China has its own processes for admission to high school. Students admitted to XJHS are selected through a standardized testing process required of all middle school students. Their test scores determine what level of high school to which they may seek admission. XJHS is rated a 1 and a 4, which means students qualifying for admission to schools with those ratings may apply for admission to that particular school. The high school is designed to prepare students for attendance at a university to earn a U.S. higher education degree (Bachelor’s or higher), so the students who select admission to XJHS are choosing this high school for this goal.

U.S. College Compass has appointed a liaison to the program who is a member of the College’s EBUS Task Force. She coordinates any and all marketing and promotional activities that may occur in the Chinese community that the high school serves. As such, these activities are typically reviewed and approved by the Task Force.

Pursuant to the Agreement, U.S. College Compass represents that it subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and dissemination of knowledge; in its treatment of and respect for District administration, faculty, staff, and students; in the management of its affairs in relationships with the Accreditation Commission and other external agencies. U.S. College Compass shall not sell or franchise the names of the District, the EBUS Program, or academic programs. Further, during the term of the Agreement, U.S. College Compass will not contract with, or become affiliated with, another person or entity to render the services of the Agreement or similar services without District’s written approval.

U.S. College Compass agrees that in no way shall they misuse the District name or the names of its colleges. Section V of the Agreement clarifies the importance of both parties remaining in compliance with laws and Accreditation Standards at all times (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

b. It is the responsibility of an institution to conform to the laws and regulations of each of the areas in which it operates or solicits students, and in particular to see that each of its field representatives is properly licensed or registered as required by the laws of the state or other entity.

Coastline’s contracting partner, U.S. College Compass, is a California-based corporation. All legal documents (contracts/agreements) executed by Coastline pursuant to EBUS were made and entered into in the State of California and in all respects are interpreted, enforced, and governed under and by the laws of the State of California. Each of the parties submits to the jurisdiction of the Courts of the County of Orange, State of California. Section V.a. of the Agreement states, “The Parties shall assure that all services each performs in support of EBUS, and all activities related thereto, shall comply with all applicable federal and state and international laws, statutes, ordinances, regulations, rules, including the District’s Policies and Procedures” (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

Xiang Jiang High School has a letter from the Guangzhou Bureau of Education that endorses their cooperative education venture with Coastline (Intro.78: [2010 Letter from Guangzhou Bureau of Education \(Chinese\)](#)).

c. If field representatives are authorized to prepare and/or run advertising or to use promotional materials, the institution should accept full responsibility for the materials used and should approve any such in advance of their use.

The College does not use field representatives for this program.

d. When field representatives are authorized to collect money from an applicant for enrollment, they should leave with the applicant a receipt for the money collected and a copy of the enrollment agreement.

Students do not pay tuition individually. All course fees are paid to Coastline by U.S. College Compass with the source of the funding coming from the high school via its regular semester tuition.

- e. No field representative should use any title, such as “counselor,” “advisor,” or “registrar,” that tends to indicate that his duties and responsibilities are other than they actually are.**

No field representatives are used in these or other capacities.

- f. No field agent should violate orally any of the standards applicable to advertising and promotional material.**

The U.S. College Compass Liaison is fully aware of the standards for advertising and promotional material that is provided in the Agreement.

- g. Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals**

Principles of Good Practice

Institutional Mission

- 1. The international program is rooted in the U.S. institution’s stated mission and purposes and reflects any special social, religious, and ethical elements of that mission.**

The EBUS program is well established in our College mission statement and in Board policy on international education. Our College mission statement is “Coastline Community College promotes academic excellence and student success for today’s global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.”

Coastline Community College is committed to student learning through “accessible and flexible education” “for today’s global students” and Goal 4 of our Education Master Plan is “Coastline will strengthen and expand its entrepreneurial, grant development and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the College’s capabilities and opportunities for students.” In addition, the EBUS Program advances the Coast District’s Strategic Focus Area item 5: “Global/International Education” (Intro.59: [Coastline Education Master Plan 2011-2016](#)); (Intro.79: [District 2020 Educational Master Plan](#)).

Board policy of the Coast Community College District encourages and supports “the development of such aspects of international and multicultural education as providing access for the community, faculty, staff and students to affect and involve themselves in international programs; student, faculty, staff, and community exchange programs; consultant and support services to foreign

institutions; and the development of international contracts and affiliations” (Intro.80: [BP 5017 International and Multicultural Education](#)).

Upon the advice of District legal counsel, the Board will be considering a policy specific to international programs for approval. This will be related to Section 78015 of the California Code of Regulations “Contract Guide for Instructional Service Agreements between College Districts and Public Agencies” (Intro.81: [Section 78015](#)).

2. The faculty, administration, and governing board of the U.S. institution understand the relationship of the international program to the institution’s stated mission and purposes.

All factions at Coastline have consistently been involved in the development and planning for distance learning and local and international contract education ventures by serving on various committees through appointments by the Academic Senate or on task forces within the Student Services or Contract Education Department.

The Governing Board has received several reports about the EBUS Program (Intro.82: [August 2011 Board Presentation Entrepreneurial Revenue Opportunities](#)); the administration has discussed the proposal repeatedly; the Academic Senate has discussed the academic and instructional aspects of the project on several occasions (Intro.83: [Senate Minutes 10-6-09](#); [Senate Minutes 11-3-09](#); [Senate Minutes 2-2-10](#); [Senate Minutes 12-7-10](#); [Senate Minutes 5-3-11](#)).

One of the members of the EBUS task force is an ESL faculty member who is also on the Senate; the Senate’s Academic Standards Committee regularly reviews the progress of EBUS Program. All constituency groups understand the relationship of the EBUS program to the College mission.

Authorization

3. The international program has received all appropriate internal approvals where required, including system administration, government bodies, and accrediting associations.

The most recent Contract Agreement between Coast Community College District and U.S. College Compass was approved by the Board on June 20, 2012 (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

All Agreements for contracted education services are reviewed by Coast District legal counsel as well as the Board of Trustees. All appropriate internal approvals, where required, have been met. The Board approved the Substantive Change Proposal in 2009 (Intro.84: [Board Minutes 11-18-09 Substantive Change](#)). The Proposal was reviewed by WASC in early 2010. WASC responded with a

commendation regarding the overseas program and suggested that, since the EBUS program did not constitute a full program, a Substantive Change Proposal would be necessary when “the credits earned warrant the awarding of a degree or certificate” (Intro.67: [WASC Substantive Change Notification Letter EBUS](#)).

4. The international program has received all appropriate external approvals where required, including system administration, government bodies, and accrediting associations.

Coastline’s partner, U.S. College Compass, is a local California-based corporation that was formed in 2009 for the purpose of student recruitment from Asian countries/cities such as Istanbul, China, and Vietnam. One of the goals of its recruitment enterprise is to create American-style classrooms at international sites so that potential four-year students can become better prepared (academically, culturally, and linguistically) before they enter the United States’ educational system. Coastline relies on the representations of U.S. College Compass that all appropriate external approvals, where required, for implementation of the program have been obtained. Section V.a. of the Contract Agreement states, “The Parties shall assure that all services each performs in support of EBUS, and all activities related thereto, shall comply with all applicable federal and state and international laws, statutes, ordinances, regulations, rules, including the District’s Policies and Procedures” (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

Xiang Jiang High School has a letter from the Guangzhou Bureau of Education, which endorses their cooperative education venture with Coastline (Intro.78: [2010 Letter from Guangzhou Bureau of Education \(Chinese\)](#)).

5. The U.S. institution documents the accepted legal basis for its operations in the host country.

Coastline’s contracting partner, U.S. College Compass, is a California-based corporation. All legal documents (contracts/agreements) executed by Coastline pursuant to EBUS were made and entered into in the State of California and in all respects are interpreted, enforced, and governed under and by the laws of the State of California. Each of the parties submits to the jurisdiction of the Courts of the County of Orange, State of California. Section V.a. of the Agreement states, “The Parties shall assure that all services each performs in support of EBUS, and all activities related thereto, shall comply with all applicable federal and state and international laws, statutes, ordinances, regulations, rules, including the District’s Policies and Procedures” (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

Xiang Jiang High School has a letter from the Guangzhou Bureau of Education, which endorses their cooperative education venture with Coastline (Intro.78: [2010 Letter from Guangzhou Bureau of Education \(Chinese\)](#)).

Instructional Program

6. The U.S. institution specifies the educational needs to be met by its international program.

The student population to be served is composed of high school-aged students in a private boarding school in China. The mission of the high school is to prepare students for a U.S. higher education. Students served will include those who have a general interest in the courses offered as well as those who are interested in pursuing general education for transfer to a U.S. college or university. The College has identified the education needs of the students and provides services and an integrated education plan so students can meet their education goals (Intro.71: [EBUS Partnership Requirements 05-12-11](#)).

7. The content of the international educational program is subject to review by the U.S. institution's faculty.

Coastline was founded with a focus on innovation and experimentation, yet we recognize it is our responsibility to assure there is a system in place to maintain responsibility for quality, integrity, and effectiveness.

In addition to placing an on-site resident administrator to evaluate the effectiveness of the program and to assure student success, one or more representatives from the faculty, staff, or College visit frequently. Members of the Coastline core EBUS team made the following routine visits to the host school: Dean and project director in October 2010; instructional coordinator in November 2010; academic advisor in December 2010 and May 2011; project director in August 2011; ESL department chair in November 2011; project director in November 2011; academic advisor in December 2011 and May 2012; dean and instructional liaison in March 2012. In March 2012 the project administrator, instructional coordinator, and the bilingual independent consultant met with the XJHS staff to develop a Three-Year Strategic Plan 2012–2015 (Intro.85: [EBUS Three-Year Strategic Plan 2012-15](#)). These site visits provide opportunities to meet with the senior administration at XJHS to discuss partnership requirements; plan for future semesters; assess our program, courses and faculty; do presentations and workshops for students and parents; and strategize marketing and communications (Intro.71: [EBUS Partnership Requirements 05-12-11](#)); (Intro.86: [EBUS Site Visit Report-Fall 2011-Dept Chair](#)).

Coastline program administration communicates weekly and sometimes daily with XJHS via e-mail and phone. Additionally, we use semester newsletters and our Web site to provide program information for parents, students, and College faculty and staff as well as to highlight student events and to introduce our EFL and College course faculty (Intro.87: [Newsletter Fall 2010 English](#); [Newsletter Spring 2011 Chinese Version](#); [Newsletter Fall 2011 English](#); [Newsletter Spring](#)

[2011 English](#); [Newsletter Spring 2011 Chinese Version](#); [Newsletter Spring 2012 English](#); [Newsletter Spring 2012 Chinese](#)); (Intro.88: [EBUS Web Page](#)).

The content of the distance learning curricula is identical to the course and curriculum offered at Coastline's primary U.S. campus site, which has already received Coastline's internal Curriculum Committee (a subcommittee of the Academic Senate) approval. The courses and learning outcomes are under review by the faculty of their respective programs.

The Senate takes a keen interest in the quality and outcomes of this program and requests frequent updates at their meetings (Intro.83: [Senate Minutes 10-6-09](#); [Senate Minutes 11-3-09](#); [Senate Minutes 2-2-10](#); [Senate Minutes 12-7-10](#); [Senate Minutes 5-3-11](#)).

One of the members of the EBUS task force is an ESL faculty member who is also an elected member of the Senate; the Senate's Academic Standards Committee regularly reviews the progress of the EBUS Program. The Academic Standards sub-committee of the Academic Senate met with the EBUS program directors on February 15, 2011, to review the development of the EBUS program (Intro.89: [Academic Standards Committee Meeting Feb. 2011](#)).

Since complete control over the learning program and staff will always emanate from Coastline's primary college campus, curriculum and instructional quality are ensured. The program faculty are usually the same faculty who teach the courses in our regular instructional program at our primary campus site and/or those hired according to standards set forth by the College, District, and state.

The ESL faculty department chair is in frequent contact with the EBUS EFL faculty; she visited in fall 2011 to complete faculty evaluations and a program review (Intro.86: [EBUS Site Visit Report-Fall 2011-Dept Chair](#)). The instructional liaison has weekly conference calls with EFL and College course faculty, as well as the on-site advisor.

8. The International Education Program reflects the educational emphasis of the U.S. Institution including a commitment to general education when appropriate.

This program is specifically designed to reflect the educational emphasis of the U.S. institution's commitment to general education. Coastline has long been dedicated to employing diverse and innovative methods to deliver instruction and support services utilizing community locations and other appropriate sites as its campus to provide non-traditional distance education by taking education to the student. Our mission statement recognizes this focus: "Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education."

The students in the EBUS Program are high school students seeking to transfer to a U.S. college or university. Upon successful completion of all required courses, students enrolled in the EBUS will have taken courses meeting transfer requirements to a U.S. college/university and/or Associate's degree requirements offered primarily via hybrid and subsequently through distance learning.

9. The educational program is taught by faculty with appropriate academic preparation and language proficiencies whose credentials have been reviewed by the U.S. institution.

Section II.e. of the Contract Agreement states, "The District shall hire, retain, or contract for all personnel necessary for the District to perform its obligations under this Agreement" (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

Coastline provides qualified instructors to assure that courses offered are comparable in content, objectives, and academic rigor to those courses generally offered to students at our primary U.S. campus site. Many of the faculty in the EBUS Program are instructors who teach the same courses in our regular College curriculum. All faculty have been hired according to standards set forth by the College, District, and state. They hold credentials authorizing service in appropriate subject area(s). Bilingual Chinese counselors, qualified to serve in California community colleges, have been hired to serve in the program.

10. The standard of student achievement in the international program is equivalent to the standard of student achievement on the U.S. campus.

The ESL Department Chair oversees the quality of the EFL program and ensures that the standard of student achievement in that program is equivalent to the standard of student achievement at the U.S. primary campus site.

The instructors in the credit program who evaluate student performance and assign final grades are generally the same faculty who are teaching in the regular College program. There is no difference in curriculum (except that language supports are built in), learning objectives, course content, assigned course work, or methods of student evaluation (See **EBUS II.A.2.d.** for a description of additional delivery modes and teaching methodologies that address the diverse needs and learning styles of EBUS students.)

11. The international educational program where possible and appropriate is adapted to the culture of the host country.

The faculty assigned to the EBUS program receive in-service training to expand their knowledge of working with the student population in the EBUS Program, and in understanding Chinese culture and pedagogy in working with high school-age students. The faculty meet frequently throughout the first semester/term to

discuss practical concerns and issues. Further, the Chinese high school faculty are provided in-service training to expand their knowledge of U.S. education culture. The EBUS Three-Year Strategic Plan covers topics that will be covered in orientation for faculty and staff at both sites (Intro.85: [EBUS Three-Year Strategic Plan 2012-15](#)).

Resources

12. The institution currently uses and assures the continuing use of adequate physical facilities for its international educational program, including classrooms, offices, libraries, and laboratories, and provides access to computer facilities where appropriate.

The EBUS Program is held at Guangzhou Xiang Jiang High School, a Chinese high school located at Jade-Green Island, Guangdong, China. The physical site is a new, dormitory-style school with good computer labs, a library, and classrooms that are all utilized in the EBUS Program (Intro.69: [Map of XJS High School and Surrounding Area](#)).

13. The U.S. institution has demonstrated its financial capacity to underwrite the international program without diminishing its financial support of the U.S. campus.

Coastline has sufficient resources in terms of staff, faculty, distance learning delivery equipment, and curriculum to implement the program without diminishing its commitment and priority to the U.S. campus. Coastline is not using public funds to underwrite the EBUS Program.

Financing of the program is incorporated into the regular budgeting and auditing process of the College. The Contract Education Department has its own accounting technician who handles all accounts payable and accounts receivable transactions. In addition, the Contract Education Department pays a portion of the salary of an accounting technician position in the Administrative Services Department who reports to the accounting analysis technician, who is overseen by the Director of Fiscal Services.

Admissions and Records

14. International students admitted abroad meet admissions requirements similar to those used for international students admitted to the U.S. campus, including appropriate language proficiencies.

The admissions policy for the EBUS program is parallel with College policy for international students studying in the United States. The Coastline College ESL Program is a specialized English program for foreign-born or bilingual students

who need to improve their skills in speaking, comprehending, reading, or writing the English language. In Coastline's Intensive Program, both credit and non-credit courses in Grammar, Reading/Writing, and Listening/Conversation are offered at ten competency levels. Each course consists of 144 hours of classroom instruction (9 hours per week for 16 weeks), and students may take from one to three courses per semester. It generally takes a student one (16-week) semester to complete each level.

The assessment instrument used for initial placement into this program is the computer-based ACT COMPASS (COMputer Placement Assessment and Support System) ESL test, the same standardized test used by all three colleges in the Coast District. The assessment battery consists of three tests: ESL Grammar/Usage, ESL Listening, and ESL Reading. Cut scores for each level are average percentage scores for the three tests. Once students have been placed appropriately in the program, they are promoted from one level to the next by their instructors, based on satisfactory achievement of Student Learning Outcomes for each course. Students placed in the top three levels, 3B, 4A, or 4B (with scores of 71% or higher on the ACT test) or promoted to one of the top three levels are allowed to take one non-ESL credit course per semester concurrently with the ESL Grammar and Reading/Writing courses.

A TOEFL IBT score of 45 is required for admission to Coastline College for International students on F-1 visas. However, the TOEFL requirement is waived for students who enroll in a full-time, 12-unit (27 hours/week) program of ESL only. International students achieving a score of 71% or higher on the ACT COMPASS ESL test, therefore qualifying for ESL courses at level 3B, 4A, or 4B or promoted to level 3B, 4A, or 4B, are allowed to take one non-ESL course concurrently with 8 units (18 hours per week) of ESL courses (Intro.90: [CCC ESL Levels/Courses/Cut Scores.xls](#)). The policy in place for the EBUS Program uses the same standard.

Students enrolled in ESL training as part of the EBUS Program are required to achieve a score of 71% or higher on the ACT COMPASS ESL test in order to be permitted to enroll in a non-ESL college credit class (concurrently with ESL training) through Coastline College. Like other Coastline students, those who wish to apply for a credit course in the English Department must first achieve a qualifying score on Coastline's English Placement Test or successfully complete the course prerequisite, and those who wish to enroll in a math course must first achieve a qualifying score on the Math Placement Test or successfully complete the course prerequisite.

Coastline's Contract Education Department employs an assessment services coordinator to process English and math assessment for students in our contract education programs according to standards set forth by the College's matriculation officer. In order to assure the security of the placement testing process, the Coastline on-site administrator and/or designee administers required

placement tests to ensure security of testing materials and the integrity of the testing process.

In addition to the contract education ancillary managers and staff dedicated to admissions and records processes, ancillary funds also pay a portion of the salary of the staff aide (functioning as international student advisor/immigration technician) and hourly support staff in the College's admissions and records department overseen by the Registrar to handle any additional workload that may be generated from contract education students.

15. The U.S. institution exercises control over recruitment and admission of students in the international program.

China has its own processes for admission to high schools in China. Students admitted to XJHS are selected through a standardized testing process required of all middle school students. Student test scores determine what level of high school to which they may seek admission. XJHS is rated a 1 and a 4, which means students qualifying for admission to schools with those rates may apply for admission to that particular school. The high school's mission is to prepare students for attendance at a U.S. University to earn a U.S. higher education degree (Bachelor's or higher).

Through our ESL and advisement processes, students are assessed and counseled about their goals and objectives in order to determine if admission and enrollment in Coastline courses is the appropriate and possible pathway toward their goal to attend college in the United States.

16. All international students admitted to the U.S. program are recognized as students of the U.S. institution.

Each student admitted to the EBUS Program is recognized as a student of Coastline College. Students are entered into the District's student management system, provided a MyCCC account, a Coastline ID number, a Coastline e-mail account, and access to services currently available to current students.

17. All college-level academic credits earned in the international program are applicable to degree programs at the U.S. institution.

Except for the ESL preparatory courses offered prior to students' being admitted, all courses offered in the EBUS Program are college-level transfer IGETC courses (pursuant to the agreements with the California State University System and/or the University of California System) and are applicable to the Associate's Degree. It is not the goal or intent of these students to earn an Associate's degree, although all EBUS courses are applicable to such. The intent is to prepare the students for transfer to a U.S. University.

The EBUS counselor provides academic guidance throughout the student's program. The College does not guarantee transferability of academic credits; however, the counselor helps students identify their transfer plans.

18. The U.S. institution maintains official records of academic credit earned in its international program.

Coastline serves as the institution of record for the specific courses offered in China as specified in the Consultant Agreement (Section II.g.) (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)). Coastline maintains lifetime academic records for all students, which reflect the registration and courses students have completed. Upon student request, the College provides transcripts of student records subject to the standard College transcript fee.

The Contract Education Admissions and Records unit is responsible for registering students and maintaining active and permanent records. Coastline complies with all Education Code regulations and with the provisions of the Family Rights and Privacy Act of 1974 (Buckley Amendment), which gives the student the right to see the official school record and to restrict distribution of those records.

19. The official transcript of record issued by the U.S. institution follows the institution's practices in identifying by site or through course numbering the credits earned in its off-campus programs.

The official transcript of record for students taking courses in the EBUS Program follows all the same College institutional practices in identifying credits earned through course numbering. The transcripts for students enrolled in the China program are maintained in an identical way to those for students enrolled in courses at the primary campus.

Students

20. The U.S. institution assures that its institutional program provides a supportive environment for student development, consistent with the culture and mores of the international settings.

The high school where the students reside is responsible for their well-being and support, consistent with their own culture. EBUS faculty and staff introduce these students to American culture so they can better succeed when they come to America as part of their college transfer experience.

21. Students in the international program are fully informed as to services that will or will not be provided.

All students receive an Orientation Handbook, which specifically outlines the goals and objectives for the program and the services that are provided. The Student Handbook also contains student expectation contracts for both the student and parent to sign, signifying that they understand and agree to all Coastline rules, policies, and procedures outlined in the handbook (Intro.75: [CCC-EBUS Handbook, Student English-Mandarin XJHS](#)).

Control and Administration

22. The international program is controlled by the U.S. institution.

Complete control over the educational program, faculty, and staff always emanates from Coastline's primary college campus. The Contract Agreement specifies that Coastline is in control of the EBUS Program and the specific expectations of all parties involved (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)). Specifically, Coastline has complete control over all academic matters, including instruction, admissions, registration, grades, faculty hiring, class scheduling, and student records. The content of the distance learning curricula is identical to the courses and curriculum offered at Coastline's U.S. campus site, which has already received the approval of Coastline's Curriculum Committee (a subcommittee of the Academic Senate). The faculty teaching credit courses overseas are there only for one semester; they are evaluated according to the same Union evaluation standards and time frames (Intro.91: [EBUS Organizational Chart 7-12.pdf](#)).

23. The teaching and administrative staff abroad responsible for the educational quality of the international program are accountable to a resident administrator of the U.S. institution.

A Coastline-contracted Project administrator lives in China; the on-site staff report to her. She ensures the quality of the educational program and any services that are provided by the Guangdong-based staff. She reports weekly to the Task Force (under the direction of the Dean of Contract/Military Education), providing details about each week's challenges and accomplishments. The program is currently organized under the responsibility of the Dean of Contract Education, who reports to the Vice President of Instruction and Student Services (VPI/SS), and a manager is assigned to the coordination of the EBUS project implementation (Intro.91: [EBUS Organizational Chart 7-12.pdf](#)).

24. The U.S. institution formally and regularly reviews all faculty and staff associated with its international program.

As part of standard Union-negotiated contracts, Coastline regularly evaluates all EBUS staff and faculty involved in the China program. Students are also asked to evaluate the faculty. New faculty are reviewed in their first semester (Intro.85: [EBUS Three-Year Strategic Plan 2012-15](#)).

25. The U.S. institution assesses its international program on a regular basis in light of institutional goals and incorporates these outcomes into its regular planning process.

The EBUS Program is completing a program review at the end of fall 2012, which marks the first full cycle of the program.

Ethics and Public Disclosure

26. The U.S. institution can provide to its accrediting agencies upon request a full accounting of the financing of its international program, including an accounting of funds designated for third parties within any contractual relationship.

Coastline, upon request, can provide to the Commission a full accounting of the financing of this program. Coastline sets the rate for EBUS based on a per class or per service rate not on a per student rate. U.S. College Compass, officially recognized by the high school as their representative for EBUS, pays all fees associated with this program directly to Coastline. The program's finances are held to the standards and practices currently in place at the College for similar contract education programs.

27. The U.S. institution assures that all media presentations about the international program are factual, fair, and accurate.

Coastline's Service Agreement mandates that Coastline have complete control over all publications and marketing regarding the program and mandates that all materials be reviewed to ensure that all print and media presentations about the program are factual, fair, and accurate. All documents used in connection with the China program by the high school and U.S. College Compass are subject to the prior approval of Coastline. Section II.h. of the Agreement states, "The District, independently of, and in coordination with College Compass, shall develop marketing materials in print and other delivery formats, for use in promoting EBUS to potential Educational Partners. Each Party shall have the right to approve any promotional and/or marketing materials when that Party or EBUS is mentioned in the materials, prior to any such materials being published, presented or distributed" (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

28. The U.S. institution's primary catalog describes its international program.

The EBUS program is described in the Catalog on page 149 under Contract Education.

29. The institution does not sell or franchise the rights to its name or its accreditation.

Coastline does not sell or franchise the rights to its name or its Accreditation. Section V.e. of the contract with U.S. College Compass specifies, "Each Party agrees that all courses offered as part of the EBUS will remain under the exclusive, sole, and direct control and ownership of District. District shall exercise exclusive responsibility for EBUS courses, and shall have exclusive control for the determination of course standards." In addition, Section V.d. states "District reserves the right to immediately terminate this Agreement should District determine, at its sole discretion, that any of the District's colleges' Accreditation status is placed at risk by this Agreement, or by actions relating to this Agreement" (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

30. The U.S. institution assures that all references to transfer of academic credit reflects the reality of U.S. practice.

Coastline exercises control over marketing and publication materials and assures that all references to transfer of academic credit reflect true and actual reality of practices in the United States. All students in the EBUS program receive official transcripts of record which follow the same College practices in identifying credits earned through course numbering; course numbering indicates which courses articulate for transfer. The transcripts for students enrolled in the China program are maintained in an identical way as for students enrolled in courses at the primary campus.

31. The U.S. institution assures that if U.S. accreditation is mentioned in materials related to the international program, the role and purpose of U.S. accreditation is fairly and accurately explained within these materials.

All documents used in connection with the EBUS Program, whether used or furnished by U.S. College Compass or the high school, are subject to the prior approval of Coastline. Such approval and material also include any reference to Accreditation. Translations of all related materials are completed by an authorized Chinese language interpreter selected and employed by Coastline. Section III.f. of the Contract Agreements specifies, "College Compass, independently, and in conjunction with the District, shall develop marketing materials in print and alternate media forms, for use in promoting EBUS to potential Educational Partners. Each Party shall approve any promotional and/or marketing materials

where that Party or EBUS is mentioned, prior to any such materials being published, presented or distributed.”

Reference to Accreditation in all College materials related to the EBUS Program is limited to the following: “Coastline Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial, Ste. 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education” (Intro.72: [U.S. College Compass Agreement 2010-2012.pdf](#)).

Contractual Agreements

32. The official contract is in English and the primary language of the contracting institution.

The primary contract documents were all developed under the authority and with the assistance of the Coast Community College’s District legal counsel and are all written in English, which is the primary language of the primary partner, although copies are available in Chinese (Intro.72: [U.S. College Compass Agreement 2010-2012.pdf](#)).

33. The contract specifically provides that the U.S. institution controls the international program in conformity with these guidelines and the requirements of the U.S. institution’s accreditations.

Section II of the Contract Agreement specifies that Coastline is in control of the EBUS Program and the specific expectations of all parties involved (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)). Specifically, Coastline has complete control over all academic matters including instruction, admissions, registration, grades, faculty hires, class schedules, and student records.

34. The U.S. institution confirms that the foreign party to the contract is legally qualified to enter into the contract.

The party to the Contract Agreement is NOT a foreign party. U.S. College Compass is a local California-based corporation.

35. The contract clearly states the legal jurisdiction under which its provisions will be interpreted will be that of the U.S. institution.

Standard language set forth by legal counsel insures that all legal jurisdictions reside in the County of Orange, California, USA (Section XII. Dispute Resolution, Contract Agreement) (Intro.23: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

36. Conditions for program termination specified in the contract include appropriate protection for enrolled students.

Section VI.d. of the Contract Agreement specifies, “If an EBUS program semester is currently in progress at such time that [termination] notice is served, District and College Compass shall act in good faith to negotiate a resolution to continue to provide services to Educational Partner for the duration of that semester, so as to not adversely impact students.” In the event of such termination, Coastline shall use its reasonable best efforts to assist students to complete their program of study.

37. All contractual arrangements must be consistent with the regional commissions’ document, “Contractual Relationships with Non-Regionally Accredited Organizations.”

All contractual arrangements adhere to the regional commissions’ principles as outlined in the referenced document, with primary focus being given to the following:

- The primary purpose of the offering is educational
- Courses offered are consistent with Coastline’s educational purpose and objectives
- The courses offered and the value and level of their credit are in accordance with established institutional procedures under the usual mechanism of review
- Courses offered for credit are under the sole and direct control of Coastline, which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract, with provisions to assure that conduct of the courses meets the standards of its regular programs as disclosed fully in the College’s publications
- The contract, enrollment agreement, tuition policies, and student recruitment adhere to the Commission’s requirements

Documents Referenced in the Introduction section

History Section

Intro.1 Maps: ([Map of CCC Sites in Service Area.pdf](#); [Newport Beach Campus Map](#))

Intro.2 Maps ([Map College Center \(Fountain Valley\)](#); [Map Garden Grove Center](#); [Map Le Jao Center \(Westminster\)](#); [Map Costa Mesa Center](#))

Major Developments Section

Intro.3 [MyCCC Mobile Application](#)

Intro.4 [Link to Apple Store](#); [Link to Android Store](#)

Intro.5 <http://www.militarytimesedge.com>

Student Achievement Data

Intro.6 [Enrollment Status & Unit Load Distribution.docx](#)

Intro.7 [Certificates & Degrees 2011 & Top Codes & Military & OCC & GWC.pdf](#)

Intro.8 [Student Education Goals 2002-2011](#)

Intro.9 [CPEC Transfer Pathways.pdf](#)

Intro.10 [Incarcerated Telecourse Enrollments.docx](#)

Intro.11 [Military Enrollment and Headcount All Programs 7.13.12.xls](#)

Intro.12 [Basic Skills CTE Vocational Credit Success & Retention Data by Ethnicity 2006-10.xls](#)

Intro.13 [Age, Gender, Ethnicity, Age by Ethnicity, Enrollment Status.xlsx](#)

Intro.14 [CCC Ethnicity of First Time Enrollees Compared to Local HS and County Ethnicity 2010.xls](#)

Intro.15 [CCC K-12 Freshman CPEC.xlsx](#)

Organization for the Self Evaluation Process Section

Intro.16 [Academic Senate Minutes, May 17, 2011](#)

Intro.17 [Self-Study Timeline 5-1-11](#)

Intro.18 [Training Agenda and Minutes for Steering Committee 9-29-11](#); [Training Agenda for ASG](#); [Steering Committee Minutes 10-27-11](#); [Steering Committee Minutes 11-17-11](#); [Steering Committee Minutes 12-1-11](#); [Steering Committee Minutes 12-15-11](#); [Steering Committee Minutes 2-16-12](#); [Steering Committee Minutes 1-12-12](#); [Steering Committee Minutes 3-1-12](#)

Intro.19 [CCCD Accreditation Committee Web Site Agendas and Minutes](#)

Intro.20 [Functional Map](#)

Intro.21 Accreditation Self-Study Survey Results: ([Accreditation Survey Results Employee](#); [Accreditation Survey Results Full-Time Faculty](#); [Accreditation Survey Results Part-Time Faculty](#); [Accreditation Survey Results Student V1](#); [Accreditation Survey Results Student V2](#); [Accreditation Survey Results Military V1](#); [Accreditation Survey Results Military V2](#))

Organizational Information Section

Intro.22 [CCC Organizational Charts 2012-13 7-12](#)

Intro.23 [U.S. College Compass Consultant to CCCD Contract 2012-16](#)

Eligibility Requirements Section

Intro.24 [Mission Statement on College Web Page](#)

Intro.25 [Board Minutes 5-5-12, pg. 11](#)

Intro.26 [District Trustees_Areas Map](#)

Intro.27 [BP 2105 Student Representative Selection Process](#)

Intro.28 [BP 2712 Conflict of Interest Code](#)

Intro.29 [Board of Trustees Biographical Information-District Web Site](#)

Intro.30 [Dr. Loretta Adrian Biography](#)

Intro.31 [Christine Nguyen Biography](#)

Intro.32 [Dr. Vince Rodriguez Biography](#)

Intro.33 [Location of Programs Offered Web Site](#)

Intro.34 [Programs and Certificates Offered Online.docx](#)

Intro.35 [2012-2013 Catalog](#)

Intro.36 Report from one program: [Paralegal All SLO Levels Outcomes Spring 2012.pdf](#)

Intro.37 [Coastline Course Outlines Web Site](#)

Intro.38 [BP 4030 Academic Freedom Statement](#)

Intro.39 [BP 7837 Faculty/Academic Senate Role in Governance](#)

Intro.40 [CFE Union Contract](#)

Intro.41 [CTA Contract](#)

Intro.42 [Coastline Searchable Class Schedule](#)

Intro.43 Online Registration: ([Online Application](#); [Online Registration](#))

Intro.44 [Coast-NOCCC Voyager Agreement](#)

Intro.45 [Whittier Law School Library Agreement](#)

Intro.46 [Student Success Center Web Site](#)

Intro.47 [Coast District 2011-12 Adopted Budget Summary](#)

Intro.48 [Coast District 2012-13 Tentative Budget Presentation.pdf](#)

Intro.49 [2009-10 Coast District Audit Report](#)

Intro.50 [External Audits State and Federal](#)

Intro.51 [CCCD Budget Web Site-Audits and Reports](#)

- Intro.52 [CCCD Independent Auditor Report 2011-2012](#)
- Intro.53 [G.O. Bond Independent Audit 2011-2012](#)
- Intro.54 [Financial Aid Cohort Default Rates](#)
- Intro.55 [PIEAC Web Site](#)
- Intro.56 [2012-13 CCC Resource Allocation Proposal](#)
- Intro.57 [Financial Task Force Prioritization Worksheet 2011-2012.xlsx](#)
- Intro.58 [CCC Integrated Planning Guide Spring 2012](#)
- Intro.59 [Coastline Education Master Plan 2011-2016](#)
- Intro.60 [2009-10 - Master Plan Implementation MPI Projects Summary-Item 6 SLOs](#)
- Intro.61 [Close the Loop Survey](#)
- Intro.62 [Annual Report 2010.pdf](#)
- Intro.63 <http://www.coastline.edu>
- Intro.64 [BP 2223 Board of Trustees' Accreditation Committee](#)
- Intro.65 [BP 3200 Accreditation](#)

Contractual Relationships Section

- Intro.66 [Substantive Change Proposal 2009](#)
- Intro.67 [WASC Substantive Change Notification Letter EBUS](#)
- Intro.68 [EBUS Printable Application.pdf](#)
- Intro.69 [Map of XJS High School and Surrounding Area](#)
- Intro.70 <http://www.coastline.edu/library/>
- Intro.71 [EBUS Partnership Requirements 05-12-11](#)
- Intro.72 [U.S. College Compass Agreement 2010-2012.pdf](#)
- Intro.73 [Amended USCC Agreement for Contracted Services 5-7-12](#)
- Intro.74 [2009 Agreement for Contracted Services 2009 between USCC and XJHS](#)
- Intro.75 [CCC-EBUS Handbook, Student English-Mandarin XJHS](#)
- Intro.76 [XJHS Tuition Info English.docx](#)
- Intro.77 [Guangzhou Pricing Department re: Tuition \(Chinese\)](#)
- Intro.78 [2010 Letter from Guangzhou Bureau of Education \(Chinese\)](#)

Principles of Good Practice Section

- Intro.79 [District 2020 Educational Master Plan](#)
- Intro.80 [BP 5017 International and Multicultural Education](#)

- Intro.81** [Section 78015](#)
- Intro.82** [August 2011 Board Presentation Entrepreneurial Revenue Opportunities](#)
- Intro.83** Senate Minutes: ([Senate Minutes 10-6-09](#); [Senate Minutes 11-3-09](#); [Senate Minutes 2-2-10](#); [Senate Minutes 12-7-10](#); [Senate Minutes 5-3-11](#))
- Intro.84** [Board Minutes 11-18-09 Substantive Change](#)
- Intro.85** [EBUS Three-Year Strategic Plan 2012-15](#)
- Intro.86** [EBUS Site Visit Report-Fall 2011-Dept Chair](#)
- Intro.87** EBUS Newsletters: ([Newsletter Fall 2010 English](#); [Newsletter Spring 2011 Chinese Version](#); [Newsletter Fall 2011 English](#); [Newsletter Spring 2011 English](#); [Newsletter Spring 2011 Chinese Version](#); [Newsletter Spring 2012 English](#); [Newsletter Spring 2012 Chinese](#))
- Intro.88** [EBUS Web Page](#)
- Intro.89** [Academic Standards Committee Meeting Feb. 2011](#)
- Intro.90** [CCC ESL Levels/Courses/Cut Scores.xls](#)
- Intro.91** [EBUS Organizational Chart 7-12.pdf](#)

F. RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS REVIEW

Recommendation 1

The team recommends that in the College's next review of its mission statement, it clarify the College's intended student population.

The College meets this recommendation. The College reviews its mission statement yearly, as part of the planning process.

The Mission, Plan, and Budget Committee's (MPBC) Mission Review Task Force and the College's constituency groups spent substantial time during 2008 and 2009 on possible revisions to the mission statement in response to the visiting team's recommendation (RR.1: [MPB Minutes 5-7-08.pdf](#)); (RR.2: [Academic Senate Minutes 3-18-08](#); [Academic Senate Minutes 4-15-08](#); [Academic Senate Minutes 11-3-09](#)). The Task Force took under consideration a number of factors related to the overall mission of California Community Colleges and to Coastline's specific constituencies, but the College chose that year not to revise the mission statement. In 2009–10, the Mission Review Task Force re-opened discussions about the mission statement and, with input from all College constituencies, strongly deliberated whether to add the words “traditional” and “nontraditional” students to the College mission statement. At its meeting on November 19, 2009, the MPBC approved the following amended mission statement:

Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom.

Given ongoing changes in the educational environment and our student population, in 2011–12 the mission was studied again, (RR.3: [Academic Senate Minutes 11-1-11](#); [Blue Ribbon Management Minutes 4-3-12](#); [PIEAC 11-02-11 Highlights](#); [PIEAC 10-05-11 Highlights](#); [PIEAC 11-19-11 Highlights](#); [PIEAC 11-16-11 Highlights](#); [PIEAC 2-15-12 Minutes](#); [PIEAC 3-07-11 Minutes](#); [PIEAC 4-18-12 Minutes](#)) and changes were made to our mission, goals, and priorities. A new mission was approved by the Board on May 5, 2012 (RR.4: [Board Minutes May 2012, p. 12](#)). It is:

Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.

This mission reflects our intent to serve a student population that includes a

diverse group of individuals throughout Orange County, across California, and around the world. These include high school students, traditional-aged college students, older returning students, students working more than 30 hours per week, parents, military personnel, veterans, incarcerated students, intellectually disabled students, international students, students seeking traditional educational experiences, and others who cannot or prefer not to pursue their educational goals in traditional ways.

Recommendation 2

The team recommends that the College provide library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate its educational offerings to all student constituents, including distance learning, on campus, contract military, and incarcerated students, through the establishment of a permanent budget for these services, and by generating new processes to address the needs of students who are currently unable to receive service(s).

Library

The College meets this recommendation. In March 2007, Coastline's MPBC made a commitment to increase institutional funding for the library by \$5,000 a year from the General Fund for each of the next five years. This will result in a General Fund line item for the library of \$37,000, enabling Coastline to reach our target of \$35,000 of on-going funding by 2012–13, as planned. In addition, since the 2007–08 school year, the library has received \$71,309 in annual Lottery Fund monies. Telecommunications and Technology Infrastructure Program (TTIP) funds have been available since 2004–05 and have contributed substantially toward building the library collection, resources, and infrastructure (currently available for subscriptions) (RR.5: [Library Allocation 2006-2012.xlsx](#)).

With the current level of General Fund, TTIP, and Lottery funding, the Library is able to provide an adequate foundation for library services and a level of resources appropriate for a community college of Coastline's size and demographics. In order to adequately address issues raised in Recommendation 2, the Coastline Librarian researched resources available at colleges similar to Coastline based on FTES, headcount, or enrollments in three distance learning modalities. This research indicates that Coastline has resources and services that are equivalent to, and in some cases greater than, comparable colleges.

In addition to ensuring increased fiscal resources for the library, the College has taken steps to augment library services available to incarcerated and military students. Military students working in secure settings around the world have full access to the Coastline Virtual Library. Our largest delivery method, the Onshore Program, requires use of the Internet. Only about 2–5% of Coastline's military

students have absolutely no connectivity, but they are increasingly beginning to have some sort of weekly connectivity. The groups of students without connectivity are typically on submarines or in combat zones, and they are most likely to enroll in PocketEd and NCPACE programs, which do not require Internet connectivity. These are independent-study programs in which all materials are included with the package of materials that is sent to them when they enroll. Courses that require Internet access are not offered in independent-study PocketEd or NCPACE courses. The librarian works with the instructors as needed to assist in gathering appropriate course materials.

For incarcerated students, the librarian works with telecourse instructors to provide study and additional materials for their student handbooks. Some instructors require “textbook readers” to augment their student’s access to additional reading materials. In some cases, incarcerated students can make use of prison libraries for some of these types of assignments. When possible, the Coastline librarian works with prison personnel, such as education officers or librarians, to provide reference and research services and materials so that students can complete course assignments. In addition, instructors may create an alternative assignment for students who, because they do not have access to the Coastline Virtual Library or a traditional research library, are not able to complete a research assignment.

Learning Support Services

Coastline hired a full-time student success faculty coordinator in 2011 to teach reading and success-related courses, develop and expand our Student Success Center, and implement our Student Success Initiatives on an institution-wide basis. During the fall 2011 semester, this faculty member secured funding through Title III (AANAPISI) to expand the Student Success Center to an adjacent classroom space. The expansion included additional service hours, approximately 14 new student PC workstations, and new areas for study and tutoring. He also hired two new math tutors to meet increased demand in this area. Further, he codified a value system for the Student Success Center by promoting the acronym DOLPHIN (Dream, Organize, Learn, Persist, Have a Plan, Innovate, and Never Give Up) on flyers and marketing literature for the Center. Additionally, he coordinated free workshops for students in the area of English and math (RR.6: [College Prep Academy Summer 2012](#)). Finally, he provided structure to the basic skills reading program by adopting a textbook series for the five-level program and teaching a section of the first two levels (ENGL C091: Basic Reading 1 & ENGL C092: Basic Reading 2) in the program.

The Student Success Center (SSC) offers free, walk-in tutoring for all Coastline students. Tutoring is offered in a variety of subject areas, with emphasis on writing and math tutoring. Specialized tutoring is offered for specific courses such as science and accounting, and it is also provided online. For students studying at a distance, the SSC provides tutoring via arranged meetings by phone, e-mail, or

Internet-based conferencing. Students may e-mail success@coastline.edu with their tutoring inquiry, and a staff member will reply to create a customized tutoring solution. This also applies to military and incarcerated students.

Using funds available from the Basic Skills Initiative, Coastline provides Smarthinking, which makes tutoring in math, pre-college through calculus, accessible to students worldwide.

The Student Success Center hosts a range of basic skills math, English, and study skills courses (RR.7: [Student Success Center Web Site](#)). To support distance learning and students in institutional settings who need remedial assistance, the English department offers half-unit basic grammar, college spelling, and vocabulary courses in independent-study mode.

Recommendation 3

The team affirms the 2001 team's recommendation that the College develop a long-term staffing plan.

The College meets this recommendation. Guided by research and recommendations from outside experts and internal dialog, the College developed a Long-Term Staffing Plan tied to the Education Master Plan.

In April 2007, immediately following receipt of the Visiting Team's draft report, the College began work on the plan. The following elements essential to the process were identified:

- Department identification of needs including resource and staffing
- Analysis of staffing levels within departments over the last three to five years in comparison to enrollment trends, number of students served, department productivity, technology utilization, and diverse delivery systems
- Utilization of department program reviews, along with current research and identification of emerging needs

Coastline engaged in the following activities to develop the collaborative, long-range Staffing Plan:

- A study of longitudinal data related to departmental staffing levels in the previous three to five years in comparison to enrollment trends, customers served, and overall productivity; analysis of employee demographics and turnover and projection of retirements and future staffing needs.
- A staff survey was conducted to revisit the Master Plan priorities. Results were used to guide the planning process, identify accomplishments, determine if priorities were met, and determine next steps for a January 2008 Education Master Plan strategic planning workshop.

A two-day workshop involved leaders of College constituent groups who identified, examined, and discussed the College's strengths, weaknesses, opportunities, and threats. Outside facilitators were utilized to maximize the discussion and planning process (RR.8: [CCC Long Term Staffing Plan-2008-2013](#)).

Staffing planning has been a continuous part of the ongoing reorganization plans and implementation. In spring and summer 2012 a new Staffing Plan was developed for constituency review in fall 2012 (RR.9: [Staffing Plan 2013-2019](#)). The Staffing Plan will be updated as part of the CCC six-year planning and assessment cycle (See **Figure 1.B.1**).

Recommendation 4

The team recommends that the district, in collaboration with the appropriate bargaining units, revise evaluation processes, including methods and instruments for surveying student opinions, to align with a wider variety of instructional delivery methods and to facilitate meaningful feedback from distance education students.

The College meets this recommendation. An agreement was reached, and a Memorandum of Understanding was signed on March 4, 2010, to include a separate evaluation for faculty teaching classes through distance learning. At the end of the spring 2012 semester, the Coast Federation of Educators (CFE) and the management negotiation team had completed a draft of new templates for use by faculty peers, managers, and students in the evaluation process and a proposed revision for the Tenure Review process. These new evaluation processes and templates are being developed through interest-based negotiations and are nearing completion; work will resume in September 2012. In addition, to enable a higher rate of participation by students in the evaluation process, a software program is being assessed for future use (RR.10: [CFE Contract see page 124-125 Evaluation of Distance Learning Instructors](#)).

Recommendation 5

The team recommends that the cost of regularly replacing outdated computers and related technology be institutionalized in the College's budget process rather than relying on one-time funding.

The College meets this recommendation. Effective 2007–08, a line item of \$39,000 was established for computer replacement. As of now, the line item has increased by another \$10,000 for a total of \$49,000. Recognizing that this is not sufficient to cover the anticipated College-wide replacement cycle, in 2011–12 the Budget Committee allocated \$300,000 in one-time funding to be spent according

to the needs as outlined/recommended by the Technology Plan, of which the computer replacement cycle is a critical component. As of fiscal year 2012–13, the line item was increased by another \$50,000 for a total on \$100,000. With the current budget crisis that we are experiencing, the plan is to build up a reserve to address the IT needs based on one-time funding for now until additional funds can be secured, which is somewhat unlikely for the next few years. The Office of Learning and Information Technology (OL&IT) has developed an Equipment Replacement Plan for 2012–2016 that is linked to the College Education Master Plan (RR.11: [OL&IT Equipment Replacement Plan-Proposed 2012-2016.xlsx](#)); (RR.12: [Ending Balance Distribution Recommendation 2010-2011.pdf](#)).

Recommendation 6

The team recommends that the Board develop a clearly defined policy for addressing board member behavior that violates its Code of Ethics. Additionally, it is recommended that the district develop a written code of professional ethics for all its personnel.

The College meets this recommendation. The Board of Trustees Code of Ethics was updated in 2012. It delineates the ethical standards that the members of the Board are expected to follow and includes steps for addressing ethical violations, which were developed and added to the policy in 2007 (RR.13: [BP 2715 Code of Ethics for Members of the Board of Trustees](#)). The Board Conflict of Interest policy was revised 4-6-11 (RR.14: [BP 2712 Conflict of Interest Code](#)).

In February 2010, the Board of Trustees adopted Resolution #010-04, which establishes the Code of Ethical Conduct for All Coast Community College Personnel (RR.15: [Resolution 010-04, Code of Ethical Conduct for Employees](#)). In August 2012, a new “Code of Professional Ethics for all Employees of the CCCD” was passed (RR.16: [BPXX Employee Code of Ethics 8-16-12.pdf](#)).

In April 2012, the CCC Academic Senate adopted the 2009 American Association of University Professor’s Statement on Professional Ethics and placed the Statement on its Web site (RR.17: [Statement on Professional Ethics for Coastline Faculty](#)).

Recommendation 7

The team recommends that the Board adopt a formal written process for the selection of the chancellor, vice chancellors and College presidents. In addition, the Board should develop a policy that clearly delineates authority from the chancellor to the College presidents for the effective operation of the Colleges.

The College meets this recommendation. On November 19, 2007, the Coast Community College District Board of Trustees adopted a formal written process for the selection of the chancellor, vice chancellors, and college presidents. Policy 7909, “Search and Selection of the Coast Community College District Executive Management Employees,” was developed in consultation with constituent groups; it outlines the process and procedures to be followed in the selection and employment of the chancellor, vice chancellors, and college presidents (RR.18: [BP 7909 Search and Selection of District Executive Management Employees](#)).

Board Policy 2430, “Delineation of Authority to District Chancellor and College Presidents” was adopted January 21, 2009; it is based on Education Code 70902 (RR.19: [BP 2430 Delineation of Authority to District Chancellor and College Presidents](#)). It states “The Chancellor may delegate any powers and/or duties to the college presidents including the administration of the colleges and/or centers. The Chancellor, however, will continue to be specifically responsible to the Board for the execution of such delegated powers and duties. The presidents are expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through annual goal setting or the evaluation process, and perform other duties as required by the daily operation of the colleges.” (RR.20: [Board Policy 2430 CCCD Letter to Commission 12-3-08.pdf](#)).

Board Policy 2201 was revised May 2009, which delegates authority to the Chancellor of the District to administer the policies adopted by the Board and to execute all decisions of the Board requiring administrative action (RR.21: [BP 2201 Board of Trustees’ Standards for Administration](#)). The Board also grants the Chancellor the authority to delegate any powers and duties entrusted to him while remaining ultimately responsible for the execution of such delegated duties. It states, “The Chancellor may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges, but will be specifically responsible to the Board for the execution of such delegated powers and duties.”

Recommendation 8

The team recommends that the Board implement a process for the evaluation of its policies and procedures according to an identified time-line and revise the policies as necessary.

The College meets this recommendation. During spring 2009, the District Office, working with the Board of Trustees and the Chancellor's Cabinet, developed a process for reviewing current Board Policies and Procedures as well as for developing new policies and procedures. This new process was instrumental in the development and review of several Board policies, including the Search and Selection of the Coast Community College District Executive Management Employees, Fraud Prevention in Financial Statements and Whistle-blower Policy, and the Identity Theft Protection Policy. The process was revised January 20, 2010, and again March 21, 2012. The March 2012 revision of Board Policy 2410 set a cycle of four years for the review and revision of all current Board policies and administrative procedures. This was discussed at the Board Accreditation Committee meetings on February 7, 2012, and June 27, 2012, and at the Board Accreditation Study Session on February 8, 2012 (RR.22: [AP 2410 Board Policies and Administrative Procedures](#)); (RR.23: [BP 2410 Board Policies and Administrative Procedures](#)); (RR.24: [CCCD Board Policies Summary for Updating.pdf](#)).

Recommendation 9

The team recommends that the Board establish a process and specific timeline for updating the District's Vision 2010 plan.

The College meets this recommendation. The Board Accreditation Committee reviewed this recommendation along with District and College leadership. During 2008–09, a consultant was hired to do some preliminary environmental scanning in preparation for the master planning process. Interviews were conducted with community members, college leaders, students, and Board members to assess overall needs.

During the fall 2009 semester, the District's Vision 2010 plan was reviewed to assess the District's accomplishments against the established goals in the plan as well as to identify gaps. In October 2009, the Board held a special study session to review the District master planning process and to recommend a timetable. The Board determined that the District would establish a ten-year vision running through 2020 and complete a five-year master strategic plan with three-year review cycles. The Chancellor has established a process and a set of principles for District-wide participation.

MASTER PLANNING TIMETABLE	
2008/2009	2010/2011
<ul style="list-style-type: none"> Perform Environment Scan for Master Plan 	FALL
2009/2010	Develop Master Plan 2015
FALL	Develop Strategic Goals
<ul style="list-style-type: none"> Review District's 2010 Master Plan—Accomplishments and Gaps 	Develop Action Plans
<ul style="list-style-type: none"> Hold Board of Trustee Study Session on Master Plan Gaps 	SPRING
<ul style="list-style-type: none"> Establish Master Planning Timetable and Process 	Complete Master Plan
SPRING	Develop and/or Renew College Master Plans According to District's Master Plan
<ul style="list-style-type: none"> Conduct Board/Chancellor—Master Plan Workshop for Vision 2020 	2013/2014 (FALL)
<ul style="list-style-type: none"> Analyze Strengths, Weakness, Opportunities, and Threats 	<ul style="list-style-type: none"> Review/Evaluate & Renew Master Plan
<ul style="list-style-type: none"> Collect Data 	2015/2016 (FALL)
<ul style="list-style-type: none"> Launch Planning Process 	<ul style="list-style-type: none"> Renew Master Plan Vision 2020

Recommendation 10

The team recommends that the College and district adhere to the Commission policy for the evaluation of institutions in multi-College districts by immediately delineating specific district functions as distinct from those of the Colleges' functions, and communicate these delineated functions to all College and district constituencies, so that there is a clear understanding of their respective organizational roles, authority and responsibilities for the effective operations of the Colleges, and in meeting Accreditation Standards.

The College meets this recommendation. District policies, practices, and actions delineate the functions of the District and the responsibilities of the colleges in the delivery of instruction and student services, human resources, fiscal services, technology, and facilities (RR.25: [Coast District Policies Web Site](#)). They also describe the roles and responsibilities of the chancellor and of the presidents of the three colleges in the District. Faculty, management, and staff representatives are involved at all levels of the delivery system and understand their respective roles. The District-wide Functional Map (RR.26: [Functional Map](#)) lays out the

delineation of roles and responsibilities between the colleges and the District. It defines functional areas and the roles and responsibilities the colleges and the District have relative to each respective functional area.

Documents Referenced in the Responses to Recommendations section

- RR.1 [MPB Minutes 5-7-08.pdf](#)
- RR.2 Academic Senate Minutes: ([Academic Senate Minutes 3-18-08](#); [Academic Senate Minutes 4-15-08](#); [Academic Senate Minutes 11-3-09](#))
- RR.3 Various Minutes: ([Academic Senate Minutes 11-1-11](#); [Blue Ribbon Management Minutes 4-3-12](#); [PIEAC 11-02-11 Highlights](#); [PIEAC 10-05-11 Highlights](#); [PIEAC 11-19 -11 Highlights](#); [PIEAC 11-16-11 Highlights](#); [PIEAC 2-15-12 Minutes](#); [PIEAC 3-07-11 Minutes](#); [PIEAC 4-18-12 Minutes](#))
- RR.4 [Board Minutes May 2012, p. 12](#)
- RR.5 [Library Allocation 2006-2012.xlsx](#)
- RR.6 [College Prep Academy Summer 2012](#)
- RR.7 [Student Success Center Web Site](#)
- RR.8 [CCC Long Term Staffing Plan-2008-2013](#)
- RR.9 [Staffing Plan 2013-2019](#)
- RR.10 [CFE Contract see page 124-125 Evaluation of Distance Learning Instructors](#)
- RR.11 [OL&IT Equipment Replacement Plan-Proposed 2012-2016.xlsx](#)
- RR.12 [Ending Balance Distribution Recommendation 2010-2011.pdf](#)
- RR.13 [BP 2715 Code of Ethics for Members of the Board of Trustees](#)
- RR.14 [BP 2712 Conflict of Interest Code](#)
- RR.15 [Resolution 010-04, Code of Ethical Conduct for Employees](#)
- RR.16 [BPXX Employee Code of Ethics 8-16-12.pdf](#)
- RR.17 [Statement on Professional Ethics for Coastline Faculty](#)
- RR.18 [BP 7909 Search and Selection of District Executive Management Employees](#)
- RR.19 [BP 2430 Delineation of Authority to District Chancellor and College Presidents](#)
- RR.20 [Board Policy 2430 CCCD Letter to Commission 12-3-08.pdf](#)
- RR.21 [BP 2201 Board of Trustees' Standards for Administration](#)
- RR.22 [AP 2410 Board Policies and Administrative Procedures](#)
- RR.23 [BP 2410 Board Policies and Administrative Procedures](#)

RR.24 [CCCD Board Policies Summary for Updating.pdf](#)

RR.25 [Coast District Policies Web Site](#)

RR.26 [Functional Map](#)

Standard I. INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I Co-Chairs

Darian Aistrich, staff (Institutional Improvement)
 Nancy Jones, faculty (Mission)
 Bob Nash, administrator (Mission)
 Vince Rodriguez, administrator (Institutional Improvement)
 Wendy Sacket, staff (Institutional Improvement)

Team Members

Standard IA. Mission

Araba Mensah, staff, Administrative Services
 Chau Tran, faculty Senate
 Michael Warner, faculty Senate

Standard IB. Institutional Improvement/Effectiveness

Lisa Lee, faculty Senate
 Rachelle Lopez, staff
 Lorraine Tsutsumida-Krampe, faculty

I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

During the writing of the self-study, the College evaluated its mission statement and changed it slightly. The former mission statement was:

Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom.

In light of imminent multiple forces of change on the horizon for Coastline and California Community Colleges, including elimination of programs and possible new funding models, the College agreed that it was necessary to make slight changes to our mission. The new mission statement, approved by the CCCD Board on May 5, 2012, is:

Coastline Community College promotes academic excellence and student success for today’s global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.

In addition, a Vision Statement was written and approved by the Board on the same date:

Creating Opportunities for Student Success

Our mission defines Coastline’s broad educational purposes (“academic excellence” and “accessible, flexible, innovative education that leads to associate degrees, transfers, certificates, and basic skills”). It defines our intended student population (“today’s global students,” which includes non-U.S. national international students, international students, contract and non-contract students studying from locations across the globe through distance education, and students of many ethnicities studying on campus). The mission statement also clearly reflects that we are “committed to student learning and success” (1.A.1: [Board Minutes May 5 2012 p 12](#)); (1.A.2: [Board Minutes 6-20-12 p 28](#); to revise a grammatical error).

The Coastline mission and vision are also analogous to the CCCD mission and vision, which refer to “innovation,” “global community,” “excellence,” and “success” (1.A.3: [BP 1200 The Coast Community College District Mission and Vision Statements](#)).

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Since its founding in 1976 as a “college without walls,” Coastline has been unique. We are not like most colleges, and our students are not like most college students. The College was conceived in a district with two other excellent, traditional, campus-based colleges—Golden West College and Orange Coast College. Coastline was designed from the beginning to be an institution without a centralized campus to serve students who were not being well served by other community colleges.

Our student population includes a diverse group of individuals throughout Orange County, across California, and around the world. These include high school students, traditional-aged college students, people working more than 30 hours per week, parents, older returning students, military personnel, veterans, incarcerated students, intellectually disabled students, educationally disadvantaged students, international students, and others who cannot or prefer not to pursue their educational goals in traditional ways.

Coastline’s motto is “Tomorrow’s College Today” (1.A.4: [College Motto Web Site](#)). The College offers traditional day and evening classroom courses and provides conventional student services, Monday through Friday, 8 a.m. to 5 p.m., but Coastline does not set out to reproduce what most colleges are doing. We strive to create innovative programs and services through multiple modalities that serve “niche” markets and underserved student populations. That is at the heart of our “institutional DNA,” and it colors everything we do.

Some examples of Coastline’s unique programs designed to serve our unique student population are the following:

- Distance Learning: This program currently comprises 64% of Coastline credit FTES (fall 2011) (1.A.5: [Distance Learning Web Site](#))
- Military programs: These programs serve more than 4,000 active military personnel and veterans every semester, worldwide (1.A.6: [Military Program Web Site](#))
- Office of Learning and Information Technologies (OL&IT) (formerly ISD): Under the marketing name Coast Learning Systems, this unit produces and distributes high-quality courses and courseware for use by Coastline and for lease by other colleges worldwide (1.A.7: [Office of Learning Instruction & Technology \(Formerly ISD\) Web Site](#))
- STAR: This fast-track program allows students to earn an Associate’s degree in 3.5 semesters (1.A.8: [STAR Program Web Site](#))

- EBUS: Coastline’s Education Bound United States program serves Chinese high school students interested in attending college in the United States (1.A.9: [EBUS Program Web Site](#))
- Acquired Brain Injury (ABI) program: A world-renowned program designed to provide structured cognitive retraining for adults who have sustained a brain injury due to traumatic or non-traumatic injuries (1.A.10: [ABI Program Web Site](#))
- Early College High School: A program that allows students to earn both a high school diploma and an Associate in Arts degree in just five years (1.A.11: [Early College High School Web Page](#))
- Work-Based Learning: Through this program, Coastline students turn on-the-job learning and experience into college credit that can help compress the time required to earn a certificate or Associate’s degree (1.A.12: [Work-Based Learning Web Page](#))
- Orange County One-Stop Centers: In partnership with the Orange County Workforce Investment Board (OC-WIB), Coastline operates the One-Stop Centers to meet the needs of the employers and job seekers throughout the region (1.A.13: [One-Stop Centers Web Page](#))

Coastline serves its unique students with convenient services, including our Virtual Library and online counseling (1.A.14: [eChat Web Link](#)); (1.A.15: [eAdvising Web Link](#)); (1.A.16: [Virtual Library Web Page](#)).

Key words in Coastline’s mission statement that reflect our unique purpose, character, and student population include “flexible,” “innovative,” and “global.” Through its distributed learning centers and distance learning programs, Coastline serves its students with programs and services that are *flexible* and convenient, offering alternative pathways to those who might not otherwise be able to attain their educational goals. Coastline has also built a reputation for *innovative* programs such as our distance learning and military programs, which have become models emulated by other colleges across the nation.

In addition, Coastline has become one of the more assertive colleges in our region in creating programs for *global* students (e.g., EBUS Program). This reflects our District-wide goal of increasing our international student population 15% by 2020 (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) (1.A.17: [District Vision 2020 Educational Master Plan](#)); (1.A.18: [EBUS Brochure Summer 2010.pdf](#)).

Self Evaluation

The College meets this Standard. The College has established learning programs and services that are aligned with its special purposes, its character, and its student populations. As a comprehensive California Community College, it has attempted to develop these programs and services in innovative and creative

ways. Like other colleges, Coastline is always seeking continuous improvement. Ongoing changes in our student population and the educational environment require changes to our mission, goals, and priorities.

For instance, in addition to serving its primary students, Coastline has served many students from other colleges looking to “fill in” a course here or there when those courses are unavailable at their home institutions. As state funding begins to focus more on college productivity rates (e.g., degree/certificate completion and transfer), there may be a need to reconsider how those priorities will affect our traditional mission of open access to all students.

Also, Coastline considers itself an innovator that anticipates general changes in education. This was the case with our distance learning and military programs. Over the last few years, our sister colleges have been developing credible distance learning programs. Other colleges in the region have done the same, as have many private colleges. Coastline is continually pressed to improve upon the distance learning formula that has been one of its trademark programs. For example, we have ongoing efforts to improve our course quality (1.A.19: [Academic Quality Rubric](#)) and are working to offer our DL students easier access to student services.

In response to the Accreditation Self-Study Survey question “To what extent do you agree Coastline is fulfilling its mission statement, which is: Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom,” 43% of employees responded *extremely well*, 47% responded *moderately well*, 8% responded *somewhat well*, and only 2% responded *not at all well* (Question 1). In response to the same question, 36% of full-time faculty responded *extremely well*; 58% responded *moderately well*; 7% responded *somewhat well*; and none responded *not at all well* (Question 1). In response to the same question, 58% of part-time faculty responded *extremely well*; 36% responded *moderately well*; 4% responded *somewhat well*; and 4% responded *not at all well* (Question 1). [This question related to the prior mission statement.]

In response to the student Accreditation Self-Study Survey question “To what extent do you agree Coastline is fulfilling its mission statement, which is: Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom,” 65% of students responded *extremely well*, 30% responded *moderately well*, 4% responded *somewhat well*, and only 1% responded *not at all well* (Version 1, Question 1). [This question related to the prior mission statement.]

Actionable Improvement Plan

None

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The current version of Coastline’s mission statement was approved by the Coast Community College District Board of Trustees on May 5, 2012 (1.A.1: [Board Minutes May 5 2012 p 12](#)); (1.A.2: [Board Minutes 6-20-12 p 28](#); to revise a grammatical error).

The mission statement is published in all major college publications, including the College Catalog and College Web site (1.A.20: [2012-2013 Catalog Web Site](#)). The mission statement also appears on all College brochures (1.A.21: [Newport Beach Learning Center Mini Brochure](#)). In addition, it appears at the top of the agenda for every Academic Senate meeting and on the bottom of every major committee agenda (1.A.22: [Academic Senate Agenda 12-6-11](#)). Small posters designating the mission also appear in campus classrooms (1.A.23: [Mission Statement Poster.pdf](#)).

Self Evaluation

The College meets this Standard. The College has a mission statement that has been approved by the Board of Trustees and that is published and readily accessible to the campus community and the public in a variety of print and electronic formats.

In 2011–12 the College also developed a Vision Statement (1.A.24: [Mission and Vision Statements](#)).

Actionable Improvement Plan

None

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Review and discussion of Coastline’s mission statement have occurred annually. Each year, the Mission, Plan, and Budget Committee (MPB) [in 2011 it was separated into two committees—the “Planning, Institutional Effectiveness, and Accreditation Committee”—PIEAC, and the Budget Committee] appoints a Mission Review Task Force (MRTF) to meet and discuss the current goals and initiatives as well as their impact on the relevance of the mission statement to the College. These discussions also include an in-depth look at whom Coastline

serves and at the currency of the mission statement especially as it addresses the various innovative programs that Coastline offers or is planning to offer. The MRTF is made up of volunteers from the MPB committee that is, itself, a participatory governance committee made up of appointments from the Academic Senate, Classified Senate, Associated Student Government, and Blue Ribbon Management Team. **Table 1.A.1** summarizes when reviews of the mission statement occurred since the last Accreditation self evaluation.

TABLE 1.A.1
MISSION STATEMENT REVIEWED BY CONSTITUENCY GROUP

Academic Year	MPB/PIEAC	Academic Senate	Classified Senate	Blue Ribbon Management Team
2006–7	Dec. 6, 2006	Review completed as part of self study	Review completed as part of self study	Review completed as part of self study
2007–8	May 7, 2008	Apr. 15, 2008	***Mar. 20, 2008	n/a
2008–9	Dec. 3, 2008	*EMP Development	*EMP Development	*EMP Development
2009–10	Nov. 18, 2009	Nov. 3, 2009	n/a	n/a
2010–11	EMP Review	**EMP Review	**EMP Review	**EMP Review
2011–12	Apr. 4 & 18, 2011	Nov. 1, 2011	May 17, 2012	Apr. 3, 2012

Key:

* Mission, Plan, and Budget Committee recommended in spring 2009 that we not review the mission statement since we were entering into the development of the Education Master Plan (EMP), and the mission statement would be extensively reviewed and discussed.

** The 2010–11 academic year was focused on the updating of the EMP and the creation of the District Vision 2020 plan that included extensive review of the College’s mission statement.

*** Reported back to Academic Senate that the Classified Senate reviewed the mission statement, and comments were captured in the Academic Senate minutes (1.A.25: [Academic Senate Minutes 12-6-11, p. 4](#)).

During the 2007–08 academic year, the MRTF revisited the mission statement and focused on the legislative mandate for the California Community College system, which states that the intended student population that is to be served is “all over 18 who are capable of profiting from the instruction offered.” Coastline, through much dialog, decided that we would serve those students who would obtain benefit from educational programs whether it be from traditional course offerings or from non-traditional modalities and outreach ventures. Much of the

mission statement review during the 2008–09 academic year focused on the words “traditional and non-traditional students.” The MPB adopted the following mission statement at the November 18, 2009, meeting:

Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom.

Annual review and discussions about the relevancy of the mission statement have focused on student success, educational excellence, innovation, and globalization. The MRTF brought suggestions for changes to the mission statement to the full MPB committee for further discussion. The suggested changes and the resulting discussions were then vetted through the constituency groups with feedback gathered and brought back to the MPB committee for further discussion and adoption. When feedback resulted in significant proposed changes, MPB sent the changes back for review by the constituency groups with final approval being brought back to MPB. Highlights of the discussions included student success, academic excellence, innovation, and globalized education (1.A.26: [Academic Senate Minutes 11-1-11](#)); (1.A.27: [Blue Ribbon Management Minutes 4-3-12](#)); (1.A.28: [PIEAC 10-05-11 Highlights](#); [PIEAC 11-19 -11 Highlights](#); [PIEAC 11-02-11 Highlights](#); [PIEAC 11-16-11 Highlights](#); [PIEAC 2-15-12 Minutes](#); [PIEAC 3-07-11 Minutes](#); [PIEAC 4-18-12 Minutes](#)); (1.A.29: [ASG Minutes 2006-2007 when Mission was Discussed](#)).

For the academic years 2008–09 and 2010–11, Coastline was involved with EMP strategic planning. The 2008–09 academic year focused on the update of the 2006–2008 Education Master Plan. During the 2010–11 academic year the Coastline Education Master Plan 2011–2016 was developed, and at the same time, the College participated in the creation of the District’s Vision 2020 master plan. As a result of college-wide planning that included extensive review of the mission statement, the MPB decided that a secondary review of the mission statement in MPB would not be beneficial to Coastline, and so the review did not take place during the 2009–10 and 2010–11 academic years.

In the 2010–11 academic year, in response to concerns that the College planning process was not as robust as it had been in previous years, College Council recommended that MPB be split into two separate committees: Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee. **See I.B.6** for further explanation. The PIEAC, a participatory governance committee, addressed the mission statement review by creating two subcommittees to review and propose changes to the mission statement and vision statement. The mission and vision statements were vetted through the consistency groups and suggested changes were discussed at the PIEAC meetings. The latest vision statement was approved at the April 4, 2012, PIEAC meeting; and the latest mission statement was approved at the April 18, 2012, PIEAC meeting. Following approval, these statements were forwarded to College Council for

adoption. The mission statement was approved by the Board on May 5, 2012 (1.A.1: [Board Minutes May 5 2012 p 12](#)).

Self Evaluation

The College meets this Standard. The mission statement formal review processes followed by the MPB and now PIEAC included the opportunity for input from all employees through their representative constituency groups as well as through an all-college e-mail requesting input. While the review was conducted and vetted by the constituency groups, it was extremely time-consuming since each constituency group held its own discussion separately from the rest of the College. The most thorough discussions were held while we were in EMP strategic planning cycles where the mission statement was discussed in groups made up of the different constituencies. With the implementation of the new PIEAC and Budget committees, the discussions have had greater depth and will provide for consistent planning. As a result of this finding, it was decided, instead of an annual review, that the mission statement will be reviewed every three years as part of the planning cycle (or more frequently if necessary). Because it was reviewed in 2011–12, it will be reviewed again in 2015–16 (1.A.30: [CCC Integrated Planning Guide Spring 2012](#)).

In response to the Accreditation Self-Study Survey statement “All constituency groups have had opportunities to participate in reviews of the Mission statement,” 77% of employees responded *agree* or *strongly agree*, 3% responded *disagree*, and 20% responded *neutral* or *do not know* (Question 2). In response to the same question, 77% of full-time faculty responded *agree* or *strongly agree*, 3% responded *strongly disagree*, and 19% responded *neutral* or *do not know* (Question 2). In response to the same question, 66% of part-time faculty responded *agree* or *strongly agree*, 4% responded *strongly disagree*, and 31% responded *neutral* or *do not know* (Question 2).

Actionable Improvement Plan

None

I.A.4. The institution’s mission is central to institutional planning and decision making.

Descriptive Summary

The mission statement is at the center of every plan, goal, initiative, innovation, and budgetary decision made at Coastline. To ensure the inclusion of the mission statement and Education Master Plan (EMP) goals and initiatives into College discussion and planning, identification of how the mission or EMP goals align with projects or plans is required for any specialized requests. Grant idea proposals require justification of the idea based on meeting either the College

mission or a specific Master Plan initiative. Individuals proposing new initiatives are asked to identify how the initiative aligns with the mission of the College. When applications are requested for financial resources, the requestor must identify the mission, SLOs, or EMP goals and initiatives for which the request is related; a rubric rating them on these factors is also used for making funding decisions (1.A.31: [2012-13 CCC Resource Allocation Proposal](#)); (1.A.32: [PIEAC PAR Prioritization Survey.pdf](#)). The 2008–2011 Master Plan Final Report on Results and Outcomes summarizes outcomes of special projects that were linked directly to the previous mission (1.A.33: [2008-11 Master Plan Final Report on Results and Outcomes](#)).

The mission statement was included as a foundation for the Coastline Education Master Plan (EMP), Strategic Technology Plan (TP), Facilities Plan (FP), and Staffing Plan (SP). With the implementation of the new PIEAC and Budget committee structures in 2011–12, the inclusion of the goals of the EMP, TP, FP, and SP is the foundation for the program review process that feeds through the PIEAC and Budget Committee before being sent to College Council. By using these plans as the beginning structure for planning, the mission statement is interwoven throughout the entire planning process (1.A.34: [Vision 2020 Facilities Master Plan](#)); (1.A.35: [Coastline Education Master Plan 2011-2016](#)); (1.A.36: [Staffing Plan 2013-2019](#)); (1.A.37: [Strategic Technology Plan 2012-2017.docx](#)).

Self Evaluation

The College meets this Standard. The College constituencies work together to develop the mission statement. All members of key college decision-making bodies know and understand the mission thoroughly since it is discussed and possible changes are debated at least annually. The PIEAC ensures that Coastline integrates the mission statement into the planning and decision-making cycles. Accreditation Survey results demonstrate that the various constituencies believe the College is fulfilling its mission (See **Standard I.A.1**).

Actionable Improvement Plan

None

Documents Referenced in Standard I.A.

- 1.A.1 [Board Minutes May 5 2012 p 12](#)
- 1.A.2 [Board Minutes 6-20-12 p 28](#)
- 1.A.3 [BP 1200 The Coast Community College District Mission and Vision Statements](#)
- 1.A.4 [College Motto Web Site](#)
- 1.A.5 [Distance Learning Web Site](#)

- 1.A.6 [Military Program Web Site](#)
- 1.A.7 [Office of Learning Instruction & Technology \(Formerly ISD\) Web Site](#)
- 1.A.8 [STAR Program Web Site](#)
- 1.A.9 [EBUS Program Web Site](#)
- 1.A.10 [ABI Program Web Site](#)
- 1.A.11 [Early College High School Web Page](#)
- 1.A.12 [Work-Based Learning Web Page](#)
- 1.A.13 [One-Stop Centers Web Page](#)
- 1.A.14 [eChat Web Link](#)
- 1.A.15 [eAdvising Web Link](#)
- 1.A.16 [Virtual Library Web Page](#)
- 1.A.17 [District Vision 2020 Educational Master Plan](#)
- 1.A.18 [EBUS Brochure Summer 2010.pdf](#)
- 1.A.19 [Academic Quality Rubric](#)
- 1.A.20 [2012-2013 Catalog Web Site](#)
- 1.A.21 [Newport Beach Learning Center Mini Brochure](#)
- 1.A.22 [Academic Senate Agenda 12-6-11](#)
- 1.A.23 [Mission Statement Poster.pdf](#)
- 1.A.24 [Mission and Vision Statements](#)
- 1.A.25 [Academic Senate Minutes 12-6-11, p. 4](#)
- 1.A.26 [Academic Senate Minutes 11-1-11](#)
- 1.A.27 [Blue Ribbon Management Minutes 4-3-12](#)
- 1.A.28 [PIEAC Highlights \(PIEAC 10-05-11 Highlights; PIEAC 11-19 -11 Highlights; PIEAC 11-02-11 Highlights; PIEAC 11-16-11 Highlights; PIEAC 2-15-12 Minutes; PIEAC 3-07-11 Minutes; PIEAC 4-18-12 Minutes\)](#)
- 1.A.29 [ASG Minutes 2006-2007 when Mission was Discussed](#)
- 1.A.30 [CCC Integrated Planning Guide Spring 2012](#)
- 1.A.31 [2012-13 CCC Resource Allocation Proposal](#)
- 1.A.32 [PIEAC PAR Prioritization Survey.pdf](#)
- 1.A.33 [2008-11 Master Plan Final Report on Results and Outcomes](#)
- 1.A.34 [Vision 2020 Facilities Master Plan](#)
- 1.A.35 [Coastline Education Master Plan 2011-2016](#)
- 1.A.36 [Staffing Plan 2013-2019](#)
- 1.A.37 [Strategic Technology Plan 2012-2017.docx](#)

I.B. Improving Institutional Effectiveness

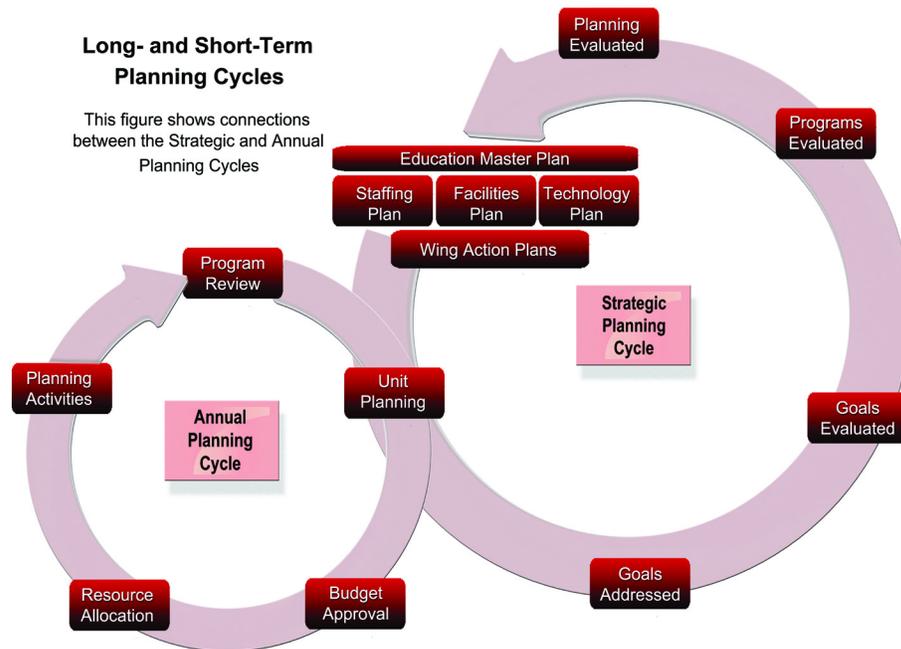
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The faculty identified Student Learning Outcomes (SLOs) at the course, program, and degree/institutional level, and the College has developed a process to electronically collect each of these Student Learning Outcomes. The faculty dialog about these Student Learning Outcomes on a regular cycle at the general faculty meetings; a process was developed for the faculty to report on the outcomes of their dialog to the PIEAC, indicating their plans to correct any noted deficiencies as a result of their dialog and any instructional needs that are specifically tied to each of the six Education Master Plan Goals. **See II.A.1.c.** for a complete discussion of the implementation of Student Learning Outcomes at Coastline (1.B.1: [Seaport Report Screen Showing SLOs Not Implemented--Sample from Business, Summer 2012](#)).

In its 2007 Accreditation evaluation report, the College was “commended for the integration of planning and budgeting.” In the 2010–11 academic year, under the leadership of our new president, the College felt that it could improve the planning process. The College Council recommended that the Mission, Plan, and Budget Committee (MPB) be split into two separate committees: Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee. The mandate of the PIEAC is “To provide oversight and leadership in support of institutional effectiveness and, through ongoing intentional college-wide evaluation, dialogue, planning, and coordination, ensure that the College fulfills its mission and meets or exceeds institutional and accreditation standards.” The timing for expansion of the new committees and procedures was good with respect to the parallel development of a new District Master Plan and a new College Education Master Plan but was difficult in terms of trying to simultaneously develop new planning procedures during the Accreditation self evaluation period. The College was concerned about not having sufficient time to effectively evaluate the new planning procedures in order to report on their effectiveness in the self evaluation report. The determination was made to move forward with these changes to strengthen the planning processes in light of the changing fiscal environment. **See Figure 1.B.1** for an illustration of the new

short- and long-term planning process, the secondary plans, and the evaluation cycles.

FIGURE 1.B.1



Source: CCC Integrated Planning Guide, p. 6.

As part of this effort, the College developed new procedures for resource allocation and identified precise Key Performance Indicators (KPIs). The Key Performance Indicators identify the specific ongoing and systematic assessment evidence used to measure the achievement of Student Learning Outcomes and evidence of institution and program performance. The institutional researcher provides research reports to key College committees; these reports demonstrate areas of effectiveness and areas needing improvement. He maintains an institutional effectiveness Web site where these results can be accessed by the College community (1.B.2: [Research Analysis & Reports](#)).

A new Integrated Planning Guide was created that describes the cycles and processes, timelines, primary and secondary plans that are linked to these processes, and links to budget and other plans. It also outlines the collaborative/participatory inquiry process and the evaluation of the planning process (1.B.3: [CCC Integrated Planning Guide Spring 2012](#)); (1.B.4: [PIEAC](#)

[PAR Prioritization Survey.pdf](#)); (1.B.5: [2012-13 CCC Resource Allocation Proposal](#)). The reorganization of these key processes allowed the College to better allocate its resources to effectively support student learning.

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

Descriptive Summary

Coastline has a culture of continuous improvement and dialog that drives its decision making, resulting in better service to students and strengthening of the institution. Collegial, self-reflective dialogue about student learning and institutional processes informs discussions throughout the College at managers' meetings, in various committees, in Classified Senate meetings, in Associated Student Government, and in the Academic Senate. Individuals and groups are encouraged to share ideas about how to improve the College. Yearly Education Master Planning sessions and town hall meetings present opportunities for discussion focused on improving student learning (1.B.6: [Email Collegewide re 7-15-09 Special Budget Meeting and Open Forum.doc](#); [Email Collegewide re 7-29-09 Special Budget Meeting and Open Forum.doc](#); [Email to 2009-2010 MPBC Members re: the 7-15-09 Special Budget Meeting and Open Forum](#); [Invitation to Attend Budget Concern Town Hall - 3-2-11](#); [Invitation to Attend Open Budget Update Forum 10-7-09](#)); (1.B.7: Examples of minutes from meetings where student outcomes were discussed: [04-19-2012 Classified Senate Minutes.pdf](#); [5-17-2012 Classified Senate Minutes.pdf](#); [2-21-12 Academic Senate Minutes.pdf](#); [3-6-12 Academic Senate Minutes.pdf](#); [3-13-12 College Council Minutes.pdf](#); [7-10-12 ASG Minutes.pdf](#)) (1.B.8: [Development of the CCC 2011-2016 EMP Documentation Log](#)).

Coastline's self-reflective dialogues are informed by reports to, from, and between the College Council, PIEAC, and Budget Committee. These reports detail the institution's effectiveness, Program and Department Review evaluations, attainment of Master Plan Strategic Initiatives, and grant objectives. The Office of Research and Planning is critical to the ongoing assessment and dialogue related to institutional effectiveness and maintains a visible presence on campus by making regular research presentations at Academic Senate, Management Team, PIEAC, and College committees. The Associate Dean, Institutional Research & Planning contributes to a culture of evidence by posting research data on the College Web site; by responding to research requests from students, faculty, and staff; and by conducting ongoing research for quality improvement (1.B.9: [Presentation on DL Student Success](#)); (1.B.2: [Research Analysis & Reports](#)).

Membership lists, meeting schedules, and mandates for college-wide committees, task forces, and councils appear in the College Committee List (1.B.10: [College Committee List 2012-2013](#)).

The Curriculum Committee reviews all new and revised course outlines to ensure SLOs are clearly written, pertinent to the course, and measurable. In addition, during the December 2011 Curriculum Committee meeting, courses without SLOs were identified and discussed. Action was taken during the April 2012 meeting to suspend every course that did not have SLOs in the course outline of record (1.B.11: [No SLOs Actions](#)).

SLOs are collected electronically at the course, program, and institutional level. (See **II.A.1.c.** for a full discussion about SLO implementation.) Throughout the semester and at the end of each term, a quantitative report is automatically generated for each course that indicates how many students fully achieved, partially achieved, or failed to achieve the stated learning outcomes by course, program, and institutional level. Students and faculty members are able to see these outcomes continuously throughout the semester. Additionally, the SLO coordinator is able to sign in to the Seaport SLO reporting feature to examine progress at any time during the semester.

Dialog about outcomes takes place at each spring faculty meeting. Although Seaport3 enables all SLO data to be collected continuously, the College has decided to formally collect SLOs in the fall for dialog/assessment in the spring. The SLO coordinator prints the Seaport reports, aggregated by discipline, and gives them to each department when they meet together at their Spring Faculty Meeting. Then the dialog and formal assessment of SLO results takes place, when the faculty can review the printed reports together and discuss the SLO outcomes for their departments at the course, program, and institutional level (1.B.12: [Acct Bookkeeping C of Ach](#); [Build Code Tech Code Prof C of Ach](#); [Build Code Tech Combo Build Insp C of Ach](#); [Build Code Tech Green Bldg Tech C of Ach](#); [Build Code Tech Permit Tech C of Ach](#); [Biol Tech](#); [Bus Bus Admin C of Ach](#); [Bus Bus Plan C of Spec](#); [Bus Comp Vista C of Spec](#); [Bus Gen Bus C of Ach](#); [Bus Home Bus C of Spec](#); [Bus HR Mgt C of Ach](#); [Bus Lead C of Ach](#); [Bus Marketing C of Ach](#); [Bus Mgt C of Ach](#); [Bus Retail Mgt C of Ach](#); [Bus S&M C of Ach](#); [Bus Supply Chain Mgt](#); [Comp Net Cisco Admins C of Accom](#); [Comp Net Cisco Cert New Prof Cert of Spec](#); [Comp Net Cisco C of Ach](#); [Comp Net Comp Tia C of Accom](#); [Comp Net Linux C of Spec](#); [Comp Net Microsoft C of Ach](#); [Comp Net Network Security C of Accom](#); [Comp Net Sharepoint C of Spec](#); [Comp Net Windows Server C of Ach](#); [DGA Found C of A](#); [DGA Gaming C of A](#); [DGA Motion Grap Design C of A](#); [DGA Print Design](#); [Education Studies C of A](#); [Emer Mgmt C of A](#); [Gerontology C of A](#); [Paralegal Studies AA Degree](#); [Process Technology C of A](#); [SPED Caregivers Camp](#)).

A Closing the Loop Survey (1.B.13: [Close the Loop Survey](#)); (1.B.14: [Close the Loop Survey Printable Fall 2012](#)) was developed in order to gather summative

data and feedback immediately from faculty within each major, program, and/or certificate immediately after the Spring Faculty Meeting dialog. The survey requests that the faculty provide a summary of their dialog, including 1) why SLOs may not have been met and what strategies the faculty might use to improve SLO implementation (technical or implementation aspects); 2) why students may not have achieved SLOs and what solutions or implementation strategies the faculty might undertake to improve SLO achievement in their departments (student related-aspects). In addition, the survey asks the faculty to identify instructional or other needs as related to key Education Master Plan Goals. In this way the dialog is summarized, and feedback is linked directly to the Education Master Plan. The results are compiled by Survey Monkey, and the data is displayed on the College PIEAC Web site, where the data is then available for review by the departments, for later use in program review and the planning (PIEAC) and Budget Committee. The SLO coordinator made reports about the implementation and the summative survey results to the Senate and other governance groups (1.B.15: [Report to Senate Sept. 2012](#)); (1.B.16: [Close the Loop Survey Results-Report to PIEAC-April 2012](#)) (1.B.17: [Close the Loop Survey Summary Spring 2012.pdf](#)) (1.B.18: [2-21-12 Academic Senate Minutes.pdf](#)).

At the Fall 2012 All-College Meeting, all instructional, administrative, student services, and instructional departments met in one ballroom to simultaneously review and discuss the results of their most recent program or department reviews. They discussed whether changes or improvements had occurred because of program review, and they suggested recommendations for improvement. They also discussed whether the College was at the Sustainable Continuous Quality Improvement level of implementation and, if not, what steps might be taken to achieve this level of implementation. In this way, all constituency members participated in collegial, self-reflective dialog about the continuous improvement of institutional processes.

Program quality and improvement are the primary focus of program and department review. Annual and periodic in-depth reviews are conducted to review each program's relevance, appropriateness, Student Learning Outcomes, and currency of curriculum and to identify future needs and plans. Results from the program review process inform the PIEAC, Budget Committee, College Council, and other committees and constituency groups to improve institutional effectiveness (1.B.19: [3-7-12 PIEAC Highlights.pdf](#)).

The Academic Senate discusses many areas of institutional quality and improvement. The Senate created an Academic Quality Rubric for faculty to use in assessing the quality of their own courses, and it was also presented in many staff development venues related to instructional quality (1.B.20 [Academic Quality Rubric](#)).

As an outcome of ongoing dialog and assessment of student needs and learning, the College applied for and received a four-year Title III Grant (2010–14) to improve student success and completion. The grant project provides the College with funding to improve its effectiveness as a comprehensive learning institution. For example, the grant has allowed the College to make considerable physical improvements to the Student Success Center and funding for student success courses.

Another example of the results of ongoing dialog and assessment of student needs is the hiring of a full-time faculty member in 2010 to coordinate the Student Success Center, where he is developing multiple approaches for the College to provide tutoring and other student learning support services.

Self Evaluation

The College meets this Standard. The College maintains an excellent program and department review process that assesses instructional and program student learning, has developed a method of assessing course-, program-, and institutional-level SLOs that are measured and dialogued about yearly, with dialog results linked to College goals and with summary results sent to the College planning committee and other governance committees. During the dialog, faculty discuss ways they can improve their teaching methodologies in order to improve student learning.

Until fall 2011, the Institutional Effectiveness Committee was a separate committee from the Mission, Plan, and Budget Committee. Based on input from employees and constituency members and dialogue at College Council, the decision was made to create one Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC). The thought was that this new committee would improve linkages between planning and effectiveness while also addressing Accreditation standards. One of the first tasks of the redesigned Committee was to review, define, and evaluate the College planning and prioritization process. This resulted in the committee prioritizing College goals, initiatives, and needs.

The Program and Department Review Committee ensures that detailed assessment of all programs and departments, including student services departments, occur every five years. From fall 2010 through spring 2012, the Program and Department Review Committee spent considerable time reviewing, evaluating, and updating the program review process to ensure that program reviews are as effective as possible; as a result of this review, the committee instituted an annual “mini-review” process that provides updates and information about recent changes, trends, or significant events. Most notably, program review reports and findings are forwarded to the PIEAC and utilized in planning and budgeting.

The CCC Integrated Planning Guide states the mandate of the PIEAC is “To provide oversight and leadership in support of institutional effectiveness and, through ongoing intentional College-wide evaluation, dialogue, planning and coordination, ensure that the College fulfills its mission and meets or exceeds institutional and accreditation standards.” It further states “The members are expected to participate in review and discussion of major planning and take the information back to their constituency groups for discussion and feedback. All constituency groups are represented within this committee. Balance of the committee membership and assessment of the committee mandate will be ongoing and evaluated on an annual basis.”

In response to the Accreditation Self-Study Survey statement “Coastline is committed to continuous improvement of student learning and institutional processes,” 86% of employees responded *strongly agree* or *agree*, and 5% responded *disagree* or *strongly disagree*; 10% responded *neutral* or *did not know* (Question 2). Of full-time faculty, 90% responded *strongly agree* or *agree*, and none responded *disagree* or *strongly disagree*; 10% responded *neutral* or *did not know* (Question 2). Of part-time faculty, 89% responded *strongly agree* or *agree*, and only 7% responded *disagree* or *strongly disagree*; 5% responded *neutral* or *did not know* (Question 2).

These extremely high agreement rates (86% of employees, 90% of full-time faculty, and 89% of part-time faculty responded *strongly agree* or *agree*) indicate that faculty and staff are highly aware of Coastline’s commitment to improvement of Student Learning Outcomes and institutional processes.

Actionable Improvement Plan

None

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The Education Master Plan Process

In 2011, the Coast Community College District (CCCD) completed the development of a ten-year vision and five-year master plan entitled the Vision 2020 Educational Master Plan (1.B.21: [District Vision 2020 Educational Master Plan](#)). This plan is intended to be an overarching framework for the District. It

seeks to promote the success of students while maintaining the vitality of the colleges in the District. This in turn, was the basis for the concurrent development of the Coastline Education Master Plan 2011–2016, which followed Coastline’s 2008–2011 Master Plan. In the new CCC plan, the District’s strategic themes (goals) were used as a framework for developing the College’s goals, initiatives, and key performance indicators.

The District’s *Strategic Themes* are

- ***Student Success:*** Promote student success through personal, career, and academic development.
- ***Basic Skills:*** Ensure that students have or are helped to acquire adequate levels of math, language and other skills necessary to be successful in programs offered by the Coast Colleges.
- ***Science, Technology, Engineering, Mathematics, and Medicine (STEM²):*** Promote student success in STEM²-related fields by collaborating to create an overall integrated strategy in support of enhanced STEM²-related certificates and degrees.
- ***Career and Technical Education:*** Perform a leadership role in developing the region’s workforce of the future.
- ***Global/International Education:*** Join forces and collectively become one of the nation’s community college leaders in promoting Global/International Education.
- ***Diversity:*** Encourage and support diversity—social, ethnic, racial, talent, and economic—and recruit and enlist qualified faculty and staff who will contribute diversity based on their personal and employment experience.

Coastline’s *Education Master Plan 2011–2016* goals are

1. Coastline will make learner success its core focus.
2. Coastline will increase student access and improve persistence, retention, and completion with a particular focus on basic skills.
3. Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.
4. Coastline will strengthen and expand its entrepreneurial, grant development and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the College’s capabilities and opportunities for students.
5. Utilizing participatory governance processes, Coastline will improve its collection, analysis, and use of data to enhance teaching, learning, and institutional effectiveness.
6. Coastline will purposefully advance and sustain the College’s capacity for

student success through the efficient use of resources, as well as expanded, diverse, and responsive programs and services.

From the six goals, Coastline has identified the following five Strategic Initiatives as priorities for implementation to meet the EMP Goals. Wing action plans (used to implement the strategic initiatives) will be presented to the PIEAC during the fall 2012 semester for prioritizing and funding. Wing action plans will be developed for each strategic initiative annually.

Coastline's Strategic Initiatives, based on Education Master Plan Goals for 2011–2016 are

1. Enrollment Management Initiative

CCC will develop and implement a mission-focused, comprehensive, and integrated enrollment management plan that facilitates student success.

2. High Quality Course, Programs, and Services Initiative

CCC will expand, implement, and assess the Quality Rubric for all online and face to face classes, student support services, and programs.

3. Integrated Planning Initiative (including the use of evidence-informed decision making)

CCC will implement, assess, and modify accordingly, the revised Planning and Institutional Framework.

4. Innovation Initiative

CCC will develop and implement new innovations to support teaching, learning, and College operations.

5. Entrepreneurship Initiative

CCC will expand entrepreneurial efforts to augment general fund budget and support programs/services for students and professional development for faculty/staff and to fund new innovations.

In addition, in its Integrated Planning Guide, the College has developed a Strategy Map which links goals, strategic initiatives, and Key Performance indicators (KPIs) (1.B.22: [Sample - Coastline College Strategy Map](#)). The Strategy Map includes a column in which specific strategic initiatives can be included and/or updated each year. The KPIs identify the measures that will be used for ongoing and systematic assessment of college-wide outcomes of institutional effectiveness. In addition, a Coastline Community College Scorecard (1.B.23: [Sample - Coastline Community College Scorecard](#)) was developed to summarize, on one page, each goal, and whether the goal was fully met, partially met, or not met, according to each KPI. The Strategy Map and the Scorecard were developed in 2012 and will be first implemented in the 2012–13 cycle.

Master Plan Implementation (MPI) Projects

Faculty, staff, and administrators work collaboratively toward the completion of Master Plan goals through Master Plan Implementation (MPI) Projects. To advance the 2008–2011 Master Plan, the College awarded \$251,996 for individual and group MPI Projects. These funds were allocated through a mini-grant proposal process that attracted many proposals from faculty, staff, and administrators. The President’s Cabinet evaluated and funded the proposals based on how the proposed activities would assist the College in accomplishing any one of its Master Plan priorities or initiatives.

The directors of the MPI Projects submitted progress and final reports on their projects and about how each project helped to accomplish 2008–2011 Master Plan priorities and initiatives (1.B.24: [2008-11 Master Plan Final Report on Results and Outcomes](#)).

Self Evaluation

The College partially meets this Standard. Prior to the development of the new planning model, the College had a procedure for reporting goal attainment and disseminating results through various feedback mechanisms (1.B.24: [2008-11 Master Plan Final Report on Results and Outcomes](#)). In the past year the College has been trying to improve the planning process; Goals and Strategic Initiatives are clearly stated and are consistent with the College mission. Measurable Wing Action Plans (used to implement the Strategic Initiatives) still need to be developed and presented to the PIEAC and Budget Committee (BC) in the fall 2012 semester for prioritizing and funding. Ultimately, the new Wing Action Plans will need to be evaluated once they have completed a full planning and budget cycle. Additionally, the Key Performance Indicators (KPIs) will also need to be measured, assessed, and evaluated to determine their effectiveness both as assessment measures and related to outcomes; cycles for comparison of achievement results also need to be developed. The Associate Dean, Institutional Research & Planning is currently working with the researchers at sister colleges and the District to develop common indicators that can be routinely drawn from an automated District database to support data needs for instructional program review and institutional effectiveness evaluation (see **Data Cube**).

In response to the Accreditation Self-Study Survey statement “In its Education Master Planning process, the college sets realistic goals,” 70% of employees responded *strongly agree* or *agree* and only 6% responded *disagree* or *strongly disagree*; 25% responded *neutral* or *did not know* (Question 2). Of full-time faculty, 56% responded *strongly agree* or *agree*, and 7% responded *disagree*; 36% responded *neutral* or *did not know* (Question 2). Of part-time faculty, 79% responded *strongly agree* or *agree*, and less than 1% responded *disagree* or *strongly disagree*; 21% responded *neutral* or *did not know* (Question 2). These high agreement rates (70% of employees, 56% of full-time faculty, and 79% of

part-time faculty responded *strongly agree* or *agree*) indicate that faculty and staff are aware of and agree that the College sets realistic goals in its Education Master Planning process.

In response to the Accreditation Self-Study Survey statement “The College sets priorities through a defined program review and planning process,” 77% of employees responded *strongly agree* or *agree*, and only 6% responded *disagree* or *strongly disagree*; 16% responded *neutral* or *did not know* (Question 2). Of full-time faculty, 65% responded *strongly agree* or *agree*, and 10% responded *disagree* or *strongly disagree*; 26% responded *neutral* or *did not know* (Question 2). Of part-time faculty, 74% responded *strongly agree* or *agree*, and only 3% responded *disagree* or *strongly disagree*; 22% responded *neutral* or *did not know* (Question 2). These high agreement rates (77% of employees, 65% of full-time faculty, and 74% of part-time faculty responded *strongly agree* or *agree*) indicate that faculty and staff are aware of and agree that the College sets priorities through a defined program review and planning process.

Actionable Improvement Plan

1. Develop measurable Wing Action Plans (used to implement the college goals and present to the PIEAC and Budget Committee (BC) in the spring 2013 semester for prioritization and funding. Evaluate Wing Action Plans once they have completed a full planning and budget cycle.
2. Utilize the Key Performance Indicators (KPIs) to assess EMP outcomes and determine a cycle for comparison of achievement results. Evaluate effectiveness of KPIs as assessment measures. (Same as I.B.3.)

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

At the end of 2010, Coastline began to gather data and input in order to update its Educational Master Plan (EMP). In 2011 it renewed and revamped its planning processes, with implementation of new procedures to begin in 2012–13. The new planning process better integrates institutional planning, which is documented in the Integrated Planning Guide. Highlights include:

- Institutional priorities, or institutional annual goals, are based on analysis of data, including but not limited to results from program review and Student Learning Outcome assessments;
- Wing Action Plans, unit goals, program review, and master planning documents will be informed by assessment data and other various institutional research/data sources;
- Budget allocations and prioritizations are based on the comprehensive plans and goals;
- Institutional effectiveness in achieving annual goals and priorities is evaluated and assessed;
- Institutional effectiveness results are communicated to the various College constituent groups, the Board of Trustees, and the general community. This aids in receiving qualitative feedback.

FIGURE 1.B.2



Source: CCC Integrated Planning Guide, p. 7.

Each spring, departments meet with their deans to prioritize a list of requests for funding; in April, these requests are further refined and are presented by vice presidents and wing leaders to the PIEAC for prioritization; prioritizations are forwarded to the Budget Committee for review and approval. Implementation takes place in the fall. **See Figure 1.B.2.**

A core component of Coastline's planning process is the ongoing assessment of Student Learning Outcomes at course, program, and institutional levels. Resources have been allocated to support this process, including the assignment of a full-time faculty member as the SLO Coordinator; development of a technology-assisted process for assessment and tracking of learning outcomes using Seaport3, the College's proprietary course management system; and training and learning aids for faculty to identify and assess these learning outcomes in their electronic Seaport grade books. In 2008–09, a Master Plan Implementation grant focused on two SLO areas: enhancement of an instructional SLO development plan and expansion of the Departmental Services Review (DSR) process. In 2009–10, a Master Plan Implementation grant focused on the continued development and implementation of institutional (ISLOs) (core degree-level SLOs).

Evaluation mechanisms at Coastline include the PIEAC, Program and Department Review Committee (which includes academic, non-instructional operations, and student services), and the Office of Research and Planning. Master Plan Initiatives (development projects that are internally funded by the College) also undergo annual evaluations and report their progress to the Budget Committee. The President's Cabinet is another body that receives annual reports and regular presentations about institutional effectiveness.

The planning and decision-making process for Coastline is dependent on the goals, initiatives, and key performance indicators established in the College Education Master Plan (EMP). The EMP development occurs on a six-year cycle with input and participation of the entire College. **Table 1.B.1** displays master planning activities by month. **Figure 1.B.3** illustrates the Coastline Six-Year Assessment and Planning Cycle.

TABLE 1.B.1
COASTLINE SIX-YEAR PLANNING AND ASSESSMENT CYCLE, BY MONTH

Month	Committee	Activity	Links to Planning and Budget Decisions
Sept.	Program Review	Education Master Plan Objective are distributed to programs/departments beginning the Program Review Preparation Year.	Program Review, SLOs, College-wide Goals & Initiatives
Dec.	Program Review	SLOs/PSLOs/ISLOs data are collected by the last day of the semester.	Program Review
Sept.	Program Review	Programs/departments being their program review writing phase.	Budget Allocation
Sept.–Dec.	Program Review	Presentations of program review completed the previous year take place in Academic Senate, Classified Senate, and Blue Ribbon Management Team.	Budget Allocation
Dec.	Program Review	Action and Resource Allocation one-year plans are submitted to Program Review and Wings.	College-wide Goals & Initiatives
Dec.	Program Review	Action and Resource Allocation one-year plans are forwarded from Program Review to PIEAC.	College-wide Goals & Initiatives
Dec.	PIEAC	Data are gathered for planning.	Program Review, SLOs, College-wide Goals & Initiatives
Feb.–May	Program Review	Data are gathered in preparation for Program/Departmental Review.	Program Review, SLOs, College-wide Goals & Initiatives
Feb.	Program Review	SLOs/PSLOs/ISLOs data are reviewed, and revision plans are created at the Spring All-College Meeting.	Program Review
Feb.	PIEAC	Data are reviewed and directives are set for the College.	College-wide Goals & Initiatives
Feb.	PIEAC	Directives are sent to Academic Senate, Classified Senate, and Blue Ribbon Management Team.	College-wide Approval & Awareness
Feb.	Budget	Data are gathered.	College-wide Goals & Initiatives

Source: CCC Integrated Planning Guide Spring 2012.

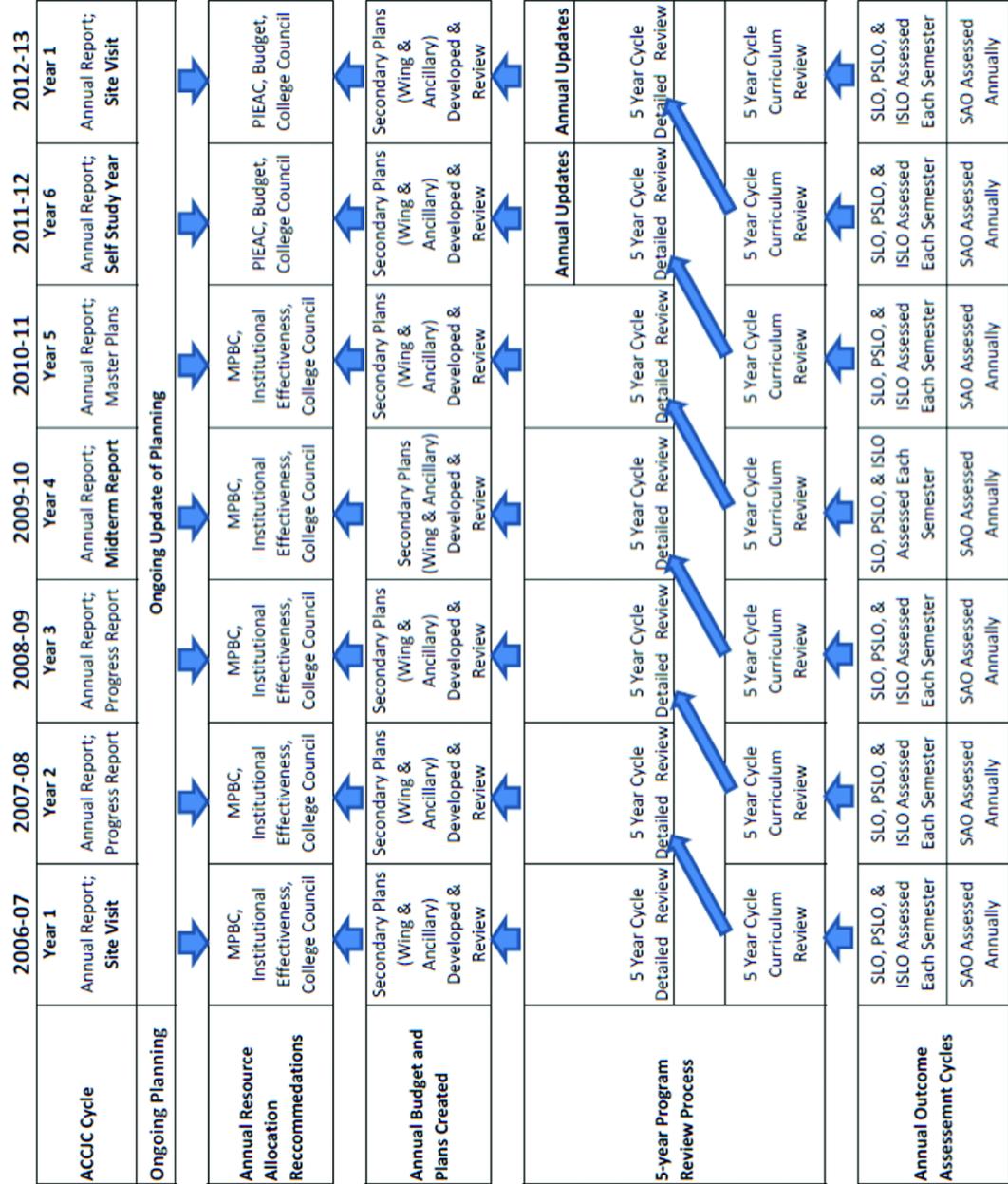
TABLE 1.B.1
COASTLINE SIX-YEAR PLANNING AND ASSESSMENT CYCLE, BY MONTH (CONT.)

Month	Committee	Activity	Links to Planning and Budget Decisions
Feb.–Mar.	Budget	Budget process begins.	Budget Allocation
Feb.	Wings	Wing budget process begins.	Budget Allocation
Feb.	PIEAC	Town Hall forums and public forums are held.	Budget Allocation
Mar.	Budget	Budget Committee reviews directives and responds back to PIEAC.	Budget Allocation
Mar.	Budget	Final budgetary directives are sent back to Budget Committee.	Budget Allocation
Mar.	Budget	Final budgetary directives are sent to Academic Senate, Classified Senate, and Blue Ribbon Management Team.	College-wide Approval & Awareness
Mar.–Apr.	PIEAC	PIEAC develops goals and objectives for following year.	College-wide Goals & Initiatives
Mar.	Budget	Budget is developed with information from PIEAC.	College-wide Goals & Initiatives
Apr.	PIEAC	PIEAC-developed goals and objectives are sent to Academic Senate, Classified Senate, and Blue Ribbon Management Team.	College-wide Approval & Awareness
Apr.	Budget	Additional funding needs are sent to PIEAC for clarification and directions.	Budget Allocation
Apr.	PIEAC	PIEAC responds to clarification request.	College-wide Goals & Initiatives
Apr.	Wing	Wing budgets are presented to Budget Committee.	Budget Allocation
May	PIEAC/President	Town Hall meetings are held to review objectives and goals.	College-wide Awareness
May	PIEAC	PIEAC reviews Town Hall feedback and makes adjustments to objectives and goals.	College-wide Goals & Initiatives

Source: CCC Integrated Planning Guide Spring 2012.

FIGURE 1.B.3

Coastline Community College Six-Year Planning and Assessment Cycle



Source: CCC Integrated Planning Guide Spring 2012.

Analysis of research is a vital component of the program and department review process at Coastline, as illustrated by the Instructional, Student Services, and Departmental Program Review Model templates. The analysis includes consistent data sets for each program being reviewed. Coastline constructed the Program Review outline templates (Instructional, Student Services, and Departmental) to consist of similar qualitative and quantitative data components so that data and outcomes can be easily collected and compared for institutional planning, assessment, and budget allocation purposes (1.B.25: [Program Review Report Format](#)).

Self Evaluation

The College partially meets this Standard. Coastline has implemented and maintained a well-coordinated institutional planning process that effectively links resource allocation and budget evaluation to administrative planning and implementation, ensuring that the College's Master Plan and its accompanying initiatives are continually assessed and brought in alignment with the College's long-range goals. Evaluation of program review, SLOs, and department-level evaluation uses data and feedback that are based on analyses of both quantitative and qualitative data. In its Integrated Planning Guide, the College has developed a Strategy Map that links goals, strategic initiatives, and Key Performance Indicators (KPIs) (1.B.22: [Sample - Coastline College Strategy Map](#)). The Strategy Map includes a column in which specific strategic initiatives can be included and/or updated each year. The KPIs identify the measures that will be used for ongoing and systematic assessment of college-wide outcomes of institutional effectiveness. In addition, a Coastline Community College Scorecard (1.B.23: [Sample - Coastline Community College Scorecard](#)) was developed to summarize, on one page, each goal, and whether the goal was fully met, partially met, or not met, according to each KPI. The Strategy Map and the Scorecard were developed in 2012 and will be first implemented in the 2012–13 cycle.

The key performance indicators, although not new measures, need to be assessed, and evaluated to determine their effectiveness related to outcomes; cycles for comparison of achievement results also need to be developed.

The Associate Dean, Institutional Research & Planning is currently working with the researchers at sister colleges and the District to develop a sustainable set of common indicators that can be routinely drawn from an automated District database to support data needs for instructional program review; it is called the "data cube." The researchers are currently developing a variety of standardized reports for program review needs and other college effectiveness/program informational needs. This data set will contain five years of comparison data. The intent is to have data cubes address student access (demographic in nature), student success (course success and retention) and student achievement (degrees,

certificates, and awards). For example, for each department, the report will include the number of sections, enrollment at census, the number of students who were wait-listed, the total FTES, WSCH, LHE (estimate), FTEF30 (estimate), FTES/FTEF (estimate), and the fill rate (percent). A data access process will allow users to create a variety of reports based on the dimensions and data needed. (1.B.26: [Enrollment Data Cube Report Oct. 2012](#)).

In response to the Accreditation Survey question “Integrated planning and budgeting for instruction, facilities, staffing, and technology is based upon qualitative and quantitative data,” 45% of full-time faculty *strongly agreed* or *agreed*, 39% were *neutral*, 10% *disagreed*, and 7% *did not know* (Question 2). Of part-time faculty, 54% *strongly agreed* or *agreed*, while 13% were *neutral*, and 25% *did not know*. Of employees, 57% *strongly agreed* or *agreed*, while 21% were *neutral*, and 11% *did not know*.

Actionable Improvement Plan

Utilize the Key Performance Indicators (KPIs) to assess EMP outcomes and determine a cycle for comparison of achievement results. Evaluate effectiveness of KPIs as assessment measures. (Same as **I.B.2.**)

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Broad-based planning is based upon core values stated in Board policy: “The Chancellor shall ensure that the District Office and the colleges have and implement a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research. All plans shall be submitted to the Board of Trustees” (1.B.27: [BP 3250 Institutional Planning](#)). Coastline’s master planning process has always examined how the College is aligned with current student needs, and it examines how those student needs will change in the future as a result of job market shifts, changing demographics, and other factors. The former planning group (MPB) and the current planning group (PIEAC) are both composed of members from a large and diverse group of constituencies. In addition to the formal planning groups, many other planning activities take place year-round through College committees and task forces. The process is broad-based, and planning goes forward simultaneously in parallel within and between many College entities (1.B.10: [College Committee List 2012-2013](#)).

In addition, throughout the year, President Adrian hosts numerous budget and planning meetings that are well publicized and are open to members of all

constituencies for idea gathering and sharing (1.B.28: Open Forums: [Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#)).

Quantitative research data and other resources are provided to the PIEAC as needed in the form of “Research Minutes”; examination of these data and other qualitative data on a regular basis ensures that the College remains on a consistent path of steady improvement and proven institutional effectiveness (1.B.2: Research Analysis & Reports).

The Integrated Planning Guide (page 5) contains the membership of the PIEAC, which includes members from all constituencies (1.B.3: [CCC Integrated Planning Guide Spring 2012](#)).

In 2011–12 the College developed the 2011–2016 Education Master Plan. Planning for the Education Master Plan was guided by two groups: the Core Planning Team and the Steering Committee. The members of both groups were drawn from faculty, staff, students, and administrators throughout the College, along with prominent community members (1.B.29: [EMP Core Group and Steering Committee 10-29-10.docx](#)); (1.B.30: [Coastline Education Master Plan 2011-2016](#)).

The approach used to develop the Education Master Plan was both participative and purposeful. The planning consultants were committed to gathering insights from as many individuals inside and outside the institution as possible in order to create a meaningful plan that would assist the institution over the next decade. Over the course of seven months, multiple meetings, planning sessions, focus groups, college-wide forums, interviews, Webinars, surveys, and phone conferences took place. Starting in December 2010, more than 300 individuals, including faculty, staff, and administrators at Coastline, plus external stakeholders, were involved in the planning process and engaged in rich, creative, and reflective dialogue and decision-making about Coastline’s future. Additionally, college-wide presentations and updates were scheduled throughout the planning process, yielding input from students, faculty, staff, and administration. A Web site was maintained with all documents, meeting notes, flyers, links to pertinent data and reports, links to local research and analysis, trends analysis, and other planning source data as well as links to Webinars, Power Points, and an EMP Suggestion Box (1.B.31: [Education Master Plan Web Site](#)); (1.B.32: [Education Master Plan Schedule 2010-11.docx](#)).

Self Evaluation

The College meets this Standard. The College maintains an effective, comprehensive approach to planning, which provides opportunities for members

from all constituencies to share in the development of Coastline's future by identifying staffing needs and priorities, suggesting new programs and services, and enhancing institutional effectiveness. Necessary resources are available to support planning.

In response to the Accreditation Survey question "All constituencies have opportunities to participate in the development of institutional plans and budgets," 78% of full-time faculty responded *strongly agree* or *agree*, and only 3% *disagreed*; 66% of part-time faculty *strongly agreed* or *agreed*, and only 2% *disagreed*; 77% of employees *strongly agreed* or *agreed*, and none *disagreed* (Question 2). These very high agreement rates (78% of full-time faculty, 66% of part-time faculty, and 77% of employees responded *strongly agree* or *agree*) indicate that faculty and staff are highly aware that they have opportunities to participate in the development of institutional plans and budgets.

In response to the Accreditation Employee Self-Study Survey statement "Classified staff members are a valued part of the decision-making process at this campus," 60% of employees responded *strongly agree* or *agree*, and only 7% responded *disagree* or *strongly disagree*; 33% responded *neutral* or *did not know* (Question 23).

In response to the Accreditation faculty Self-Study Survey statement "Faculty members are a valued part of the decision-making process at this campus," 61% of full-time faculty responded *strongly agree* or *agree*, and 25% responded *disagree* or *strongly disagree*; 14% responded *neutral* or *did not know* (Question 24). Of part-time faculty, 60% responded *strongly agree* or *agree*, and only 8% responded *disagree* or *strongly disagree*; 32% responded *neutral* or *did not know* (Question 24).

In response to the Accreditation Student Self-Study Survey statement "Students are a valued part of the decision-making process at this campus," 24% of students responded *strongly agree* or *agree*, and only 5% responded *disagree* or *strongly disagree*; 58% responded *neither agree nor disagree* (Question 13).

In summary, classified staff (60%), full-time faculty (61%), and part-time faculty (60%) agree that they are valued in the decision-making process at the College. The large percent of students (58%) without an opinion reflects the large number of students studying at a distance who are not aware of the decision-making processes on campus.

Actionable Improvement Plan

None

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Coastline employs local research studies, point-of-contact surveys, and standard reports as part of its ongoing process of evaluation. The College's Office of Research and Planning provides a variety of data reports on curriculum, enrollment, and student success; these results are posted on the Research, Planning, and Institutional Effectiveness Web Page. SLO dialog outcomes are posted at this site as well. Program review results are reported in several internal publications that are circulated to appropriate constituencies, often as part of presentations to various College committees, including PIEAC, and are posted to the Program Review Web site. In addition to being posted on the College research Web site, many of these reports include information about student success that is circulated through digital and print publications, including the @Coastline and Academic News & Views newsletters as well as the monthly President's Bulletin. The Public Relations Office distributes an Annual Report and also posts copies to their Web site (1.B.2: [Research Analysis & Reports](#)); (1.B.33: [@Coastline Newsletters Web Page](#)); (1.B.34: [Annual Report 2010.pdf](#)); (1.B.35: [Public Relations Web Page](#)); (1.B.36: [Academic Senate Newsletters](#)); (1.B.37: [President's Bulletin, May 4, 2012.pdf](#)).

At the Fall 2012 All-College Meeting, all instructional departments, administrative departments, student services departments, and instructional departments met in one ballroom to simultaneously review and discuss the results of their most recent program review. In this way, constituency members who may not have been familiar with the assessment results had an opportunity to review and discuss results and goal attainment.

Self Evaluation

The College meets this Standard. Coastline Community College has an institutional culture that is dedicated to systematic formal assessment, dialog about the results, and communication of results to various constituency groups.

Actionable Improvement Plan

None

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Through June 30, 2010, the College had made use of the Mission, Plan, and Budget Committee and its various task forces (Mission Review, Financial, and Planning) to assure the effectiveness of its ongoing planning and resource allocation process. In fall 2011, Coastline modified the cycles of planning and the organizational structure for the planning process while maintaining its historical planning cycles. These processes focused on bringing the planning documents (Education Master Plan, Strategic Technology Plan, Facilities Plan, and Staffing Plan) into one planning cycle.

Coastline supports its planning and resource allocation process with a systematic, ongoing evaluation of the process and a rigorous assessment of the plans that the process produces, including the results reported in the College Institutional Effectiveness Report to the State Chancellor's Office.

Coastline relies on four main processes—all deeply integrated into routine College operations—to regularly evaluate the allocation and use of College resources. The first method of assessment comes through the Budget Allocation Model, which is tied to FTES productivity. All College department budget allocations are a part of their respective College wing and are annually presented to the PIEAC/BC for review and validation. Resource allocation effectiveness is reviewed by the committee with questions and new decisions being made each year to best allocate General Fund dollars.

The second major analysis of resource allocation takes place through the biannual progress reports for College Education Master Plan priority progress reports given to the PIEAC/BC. College staff and departments identified as responsible for implementation of a particular priority (or initiative working towards success of a priority) provide progress reports to the PIEAC/BC that are then forwarded to the College Council and to the College President. Progress and successful project implementation determine support from the PIEAC/BC for future funding allocations toward EMP priorities.

The third method used to assess the effectiveness of financial resource utilization is the review of financial resources generated through the ancillary operations such as Contract Education and Coast Learning Systems/ISD/OL&IT; their budgets are also reviewed and recommended through the PIEAC/BC process.

Fourth, a full report of College expenditures and the College's ending balance is provided to the PIEAC/BC at the end of each fiscal year. The PIEAC/BC utilize a formal process to review the data and make recommendations to the College

Council and then to the College President for how to distribute the ending balance and what modifications should be considered for the upcoming year's College budget.

The College is able to ensure that it assesses its use of financial resources systematically and effectively by utilizing the established participatory governance structure within the College. Regular oversight of College financial resources by the PIEAC/BC, through regular reports provided by the Office of Administrative Services, ensure that representatives of all College constituencies effectively act as overseers of finances and are able to make suggestions and recommendations to improve the use of College resources.

As described in the CCC Integrated Planning Guide 2012–2013, the planning process will be evaluated as follows:

- Survey planning committee members mid-spring to record self evaluation of committee and member effectiveness using Survey Monkey; make results available to committees in late spring.
- Track completion (% completed) of planning initiatives and activities; report completion mid-spring.
- Evaluate goals/objectives for the year; collect comments via Year-End Progress Summary Report. Incorporate information in upcoming year goals and initiatives.
- Survey the College community every three years as part of Accreditation cycle to determine satisfaction with planning process and participation in the planning process.

Self Evaluation

The College partially meets this Standard. Assessment and effective use of College financial resources is primarily facilitated through the College's participatory governance structure utilizing the PIEAC/BC as its main component. The variety of College financial resources, General Fund allocation, ancillary income, and College foundation fund raising, are regularly reported to the PIEAC/BC for review and consideration. In this way, all College constituencies through committee representatives have the opportunity to understand where College financial resources originate, how and where they get allocated, and what benefits are returned to the College (1.B.3: [CCC Integrated Planning Guide Spring 2012](#)).

In addition to currently retained planning cycles, the College has a series of new planning cycles being implemented. The planning model was developed in 2011–12 and will be implemented in 2012–13. As with any new process, these planning cycles and processes are unproven and will be evaluated at the end of 2013.

Actionable Improvement Plan

Evaluate and modify, if needed, the effectiveness of the revised Institutional Planning Framework, including the resource allocation processes.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Coastline consistently and effectively assesses, adjusts, and improves evaluation mechanisms. There is an evaluation component to every organizational function at Coastline. This thinking pervades the College, from institutional level to department level. An evaluation mechanism is always at work, whatever the purpose and perspective of an activity. To provide a culture of self-analysis, Coastline employs evaluation mechanisms that incorporate feedback loops for measuring the extent to which institutional reviews produce institutional change. Primary assessment of institutional effectiveness occurs in two key committees, PIEAC and Program and Department Review Committee.

Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC)

The PIEAC, described in **I.B.2** above, provides oversight and leadership in support of Institutional Effectiveness and, through ongoing intentional college-wide evaluation, dialogue, planning, and coordination, it ensures that the College fulfills its mission and meets or exceeds institutional Accreditation standards. The companion Integrated Planning Guide describes the evaluation process and cycles for PIEAC. The PIEAC and Integrated Planning Guide were developed in 2011 as a way to improve planning, evaluating, and budgeting (I.B.3: [CCC Integrated Planning Guide Spring 2012](#)). (See **PIEAC Mandate**.)

Program and Department Review Committee

Program quality and improvement are the primary focus of Program Review. Annual and periodic in-depth reviews are conducted to review each program's relevance, appropriateness, Student Learning Outcomes, and currency of curriculum and to identify future needs and plans. In addition, information from the program review process informs the PIEAC, Budget Committee, College Council, and all other committees and constituency groups to improve institutional effectiveness. The Program and Department Review Committee evaluated its procedures in 2011 and as a result updated its procedural handbook and recommended that all programs would conduct an in-depth review every five

years with an annual report providing updates and information about new trends, events, or changes impacting the program. (See **Figure 1.B.4**.)

FIGURE 1.B.4
PROGRAM AND DEPARTMENTAL REVIEW COMMITTEE PROCESS



Source: CCC Integrated Planning Guide, p. 13.

Self Evaluation

The College meets this Standard. All programs are required to submit an in-depth review every five years and a mini-review every year. This process includes data provided from Institutional Research, Student Learning Outcomes (SLOs), and Student Services and Administrative Outcomes. A program review summary is submitted annually to the PIEAC for prioritization as it relates to the Education Master Plan's goals and initiatives. Enrollment management is tied to the program review as well as the PIEAC priorities established through the Staffing, Technology, and Facility Plans. **See Standard I.B.7** for a discussion of program evaluation, and **Figure 1.B.4** representing the Program and Departmental Program Review process (**See I.B.7. Program and Department Review**).

Critical aspects of the planning and decision making processes are program review validation reports and annual updates. The Program and Department Review Committee ensures that program goals and priorities align with the

Education Master Plan.

Although PIEAC and Program Review are critical to the evaluation of programs and services, evaluation mechanisms are also reviewed for their effectiveness. This occurs within each committee and department and at the institutional level. For example, College committees annually review their mandates and membership to ensure these committees remain effective and relevant. Recommendations for changes to committees are forwarded to College Council. College Council considers recommendations for changes to committees, evaluates the effectiveness of the committees, and makes adjustments to ensure effectiveness.

The PIEAC evaluates its planning process as follows:

- a. Survey PIEAC members regarding self-evaluation of committee and member effectiveness. Deploy survey mid-spring. Use Survey Monkey and make the results available to committees in summary form late spring.
 - b. Track and report completion (% completed) of planning initiatives/activities to PIEAC mid-spring. (This was accomplished well under the previous MPB planning structure (1.B.24: [2008-11 Master Plan Final Report on Results and Outcomes](#)).
 - c. Revise and evaluate committee goals/objectives for the year. Collect results and comments via Year-End Progress Summary Reports; incorporate information in upcoming year goals and initiatives.
 - d. Survey College community to determine satisfaction with planning process and participation in the planning process. Survey all employees every three years as part of Accreditation cycle.
- * Sample survey questions are included in the Integrated Planning Guide (1.B.3 Doc: [CCC Integrated Planning Guide Spring 2012](#)).

The College intensely evaluated its evaluation mechanisms in 2011–12 for instructional and department program review and for the planning and institutional effectiveness processes and initiated new procedures. The Program and Department Review Committee regularly assesses its evaluation processes, procedures, and rubrics. The relatively new PIEAC continues to develop systematic procedures for evaluating its planning process and budget allocation model.

Actionable Improvement Plan

None

Documents Referenced in Standard I.B.

- 1.B.1 [Seaport Report Screen Showing SLOs Not Implemented--Sample from Business, Summer 2012](#)
- 1.B.2 [Research Analysis & Reports](#)
- 1.B.3 [CCC Integrated Planning Guide Spring 2012](#)
- 1.B.4 [PIEAC PAR Prioritization Survey.pdf](#)
- 1.B.5 [2012-13 CCC Resource Allocation Proposal](#)
- 1.B.6 College-wide sessions re: MPB topics: ([Email Collegewide re 7-15-09 Special Budget Meeting and Open Forum.doc](#); [Email Collegewide re 7-29-09 Special Budget Meeting and Open Forum.doc](#); [Email to 2009-2010 MPBC Members re: the 7-15-09 Special Budget Meeting and Open Forum](#); [Invitation to Attend Budget Concern Town Hall - 3-2-11](#); [Invitation to Attend Open Budget Update Forum 10-7-09](#))
- 1.B.7 Examples of minutes from meetings where student outcomes were discussed: ([04-19-2012 Classified Senate Minutes.pdf](#); [5-17-2012 Classified Senate Minutes.pdf](#); [2-21-12 Academic Senate Minutes.pdf](#); [3-6-12 Academic Senate Minutes.pdf](#); [3-13-12 College Council Minutes.pdf](#); [7-10-12 ASG Minutes.pdf](#))
- 1.B.8 [Development of the CCC 2011-2016 EMP Documentation Log](#)
- 1.B.9 [Presentation on DL Student Success](#)
- 1.B.10 [College Committee List 2012-2013](#)
- 1.B.11 [No SLOs Actions](#)
- 1.B.12 SLO Reports for Select Programs, Spring, 2012, including course, program, and institutional-level SLOs: ([Acct Bookkeeping C of Ach](#); [Build Code Tech Code Prof C of Ach](#); [Build Code Tech Combo Build Insp C of Ach](#); [Build Code Tech Green Bldg Tech C of Ach](#); [Build Code Tech Permit Tech C of Ach](#); [Biol Tech](#); [Bus Bus Admin C of Ach](#); [Bus Bus Plan C of Spec](#); [Bus Comp Vista C of Spec](#); [Bus Gen Bus C of Ach](#); [Bus Home Bus C of Spec](#); [Bus HR Mgt C of Ach](#); [Bus Lead C of Ach](#); [Bus Marketing C of Ach](#); [Bus Mgt C of Ach](#); [Bus Retail Mgt C of Ach](#); [Bus S&M C of Ach](#); [Bus Supply Chain Mgt](#); [Comp Net Cisco Admins C of Accom](#); [Comp Net Cisco Cert New Prof Cer tof Spec](#); [Comp Net Cisco C of Ach](#); [Comp Net Comp Tia C of Accom](#); [Comp Net Linux C of Spec](#); [Comp Net Microsoft C of Ach](#); [Comp Net Network Security C of Accom](#); [Comp Net Sharepoint C of Spec](#); [Comp Net Windows Server C of Ach](#); [DGA Found C of A](#); [DGA Gaming C of A](#); [DGA Motion Grap Design C of A](#); [DGA Print Design](#); [Education Studies C of A](#); [Emer Mgnt C of A](#); [Gerontology C of A](#); [Paralegal Studies AA Degree](#); [Process Technology C of A](#); [SPED Caregivers Camp](#))
- 1.B.13 [Close the Loop Survey](#)

- 1.B.14 [Close the Loop Survey Printable Fall 2012](#)
- 1.B.15 [Report to Senate Sept. 2012](#)
- 1.B.16 [Close the Loop Survey Results-Report to PIEAC-April 2012](#)
- 1.B.17 [Close the Loop Survey Summary Spring 2012.pdf](#)
- 1.B.18 [2-21-12 Academic Senate Minutes.pdf](#)
- 1.B.19 [3-7-12 PIEAC Highlights.pdf](#)
- 1.B.20 [Academic Quality Rubric](#)
- 1.B.21 [District Vision 2020 Educational Master Plan](#)
- 1.B.22 [Sample - Coastline College Strategy Map](#)
- 1.B.23 [Sample - Coastline Community College Scorecard](#)
- 1.B.24 [2008-11 Master Plan Final Report on Results and Outcomes](#)
- 1.B.25 [Program Review Report Format](#)
- 1.B.26 [Enrollment Data Cube Report Oct. 2012](#)
- 1.B.27 [BP 3250 Institutional Planning](#)
- 1.B.28 Open Forums: ([Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#))
- 1.B.29 [EMP Core Group and Steering Committee 10-29-10.docx](#)
- 1.B.30 [Coastline Education Master Plan 2011-2016](#)
- 1.B.31 [Education Master Plan Web Site](#)
- 1.B.32 [Education Master Plan Schedule 2010-11.docx](#)
- 1.B.33 [@Coastline Newsletters Web Page](#)
- 1.B.34 [Annual Report 2010.pdf](#)
- 1.B.35 [Public Relations Web Page](#)
- 1.B.36 [Academic Senate Newsletters](#)
- 1.B.37 [President's Bulletin, May 4, 2012.pdf](#)

Standard II. Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II Co-Chairs

Betty Disney, contract administrator, EBUS
 Bill Kerwin, administrator (Student Support Services)
 Vinicio Lopez, administrator (Instructional Programs & Library)
 Laurie Melby, administrator, EBUS
 Carol Spoja, classified staff (Student Support Services)
 Cheryl Stewart, faculty librarian (Instructional Programs & Library)

Team Members

Standard IIA. Instructional Programs

Janice Duzey, staff
 Ann French, staff
 Nancy Jenkins, faculty
 Dan Johnson, faculty Senate
 Ted Marcus, faculty Senate
 Velvet Miscione, faculty
 Malinni Roeun, faculty
 Celeste Ryan, faculty Senate

Standard IIC. Library & Learning Resources

Judy Montague, faculty
 Daniel Pittaway, faculty

Standard IIB. Student Support Services

Cristina Arellano, staff
 Fred Feldon, faculty Senate
 Ann Kennedy, staff
 Ailene Nguyen, faculty Senate
 Cynthia Pienkowski, administrator
 Kim Peterson, faculty
 Anita Preciado, faculty

Standard II. China EBUS

Jessica Kuang, faculty
 Linda Kuntzman, faculty Senate

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

As its mission, Coastline Community College declares a commitment to academic excellence and student success through accessible, flexible, innovative education.

Coastline offers courses in a variety of learning modalities in approximately 58 disciplines, leading to 32 A.A. degree majors, 25 A.S. degree majors, three transfer degrees (psychology, sociology, and English with business administration, history, and mathematics pending Chancellor's Office approval), and 66 types of Certificates of Achievement, Accomplishment, or Specialization (pp. 45-64, 2012-13 Catalog). During the 2011–12 academic year, the College offered classroom-based classes at approximately nine sites in Western Orange County. The College also offers modalities beyond the traditional classroom, including hybrid classes (part classroom, part Internet based); television broadcast and video-based telecourses; cable and satellite broadcasts; the Internet; and CD-ROM/independent study. There is also a complete Associate's degree contract education program available for active Military students.

A systematic process of program review ensures that every program is evaluated in-depth every five years with an annual update to report on progress in meeting goals. During the five-year review, curriculum is reviewed and refined to meet expressed needs. Courses and programs are formally reviewed via the Program Review process. Many departments, especially in Career and Technical Education fields, maintain an ongoing program review by consulting community advisory boards. The College responds to emerging occupational fields with programs and online certificates, such as Gerontology and Human Services. Other certificates are available through distance learning delivery: Business, Emergency Management/Homeland Security, Management and Supervision, Office Support

Specialist, and Process Technology (2.A.1: [Programs and Certificates Offered Online.docx](#)).

New fields of study are carefully considered, and current fields of study are assessed using a combination of factors that include advisory board input, feedback from four-year institutions on transfer skills and lower division course needs, input from faculty, the Curriculum Committee, the Program and Department Review Committee, and alignment with Coastline's Mission Statement and Education Master Plan.

Coastline is in full compliance with state guidelines for approving and offering distance learning (DL) courses. All DL courses with parallel classroom courses share the same course outlines, but the course outline includes information regarding distance learning instructional methods, which are approved as part of the overall College curriculum approval process. Faculty members develop the course outline and course materials, and they can add or vary assignments as they feel appropriate and necessary for the distance learning format. The Associate Dean of Distance Learning must sign off on new curriculum that will be offered in a DL format.

In the year prior to program review, discipline faculty review and update each course outline in the program. Most Coastline programs contain a mix of on-campus and distance learning courses; many disciplines also have courses that are offered in the Contract Education Department, and now several disciplines also have courses in the overseas EBUS Program, so all these courses and programs are reviewed by the discipline simultaneously, regardless of their locations.

Program quality and improvement are the primary focus of Program Review. The Program and Department Review Committee ensures that program goals and priorities align with the Education Master Plan. Annual and periodic in-depth reviews are conducted to review each program's relevance, appropriateness, Student Learning Outcomes, and currency of curriculum and to identify future needs and plans. In addition, information from the program review process informs the PIEAC, Budget Committee, College Council, and all other committees and constituency groups to improve institutional effectiveness, primarily through annual reports. The Annual Institutional Planning Report form requests users to tie their action requests to either College Education Master Plans, Strategic Initiatives, five-year program review goals, Accreditation recommendations, SLO/SAO evaluations and assessments, College mission, or other relevant planning documents (2.A.2: [Annual Institutional Planning Report Form.pdf](#)). The Program and Department Review Committee evaluated its procedures in 2011–12.

Self Evaluation

The College meets this Standard. Administrators, counselors, department chairs, and faculty regularly examine the needs of students in order to update current

educational programs, to develop programs in emerging topics/fields, and to offer curriculum in a variety of educational modes. Administrators and faculty ensure that all programs address and meet Coastline's mission and uphold its integrity regardless of location or means of delivery. Quality and integrity is ensured through a curriculum process that is faculty centered; the Curriculum Committee is a subcommittee of the Academic Senate. There is broad-based College representation and a documented procedure for curriculum development (2.A.3: [College Committee List 2012-2013](#)); (2.A.4: [History of Curriculum Committee](#)). Additionally, state-approved certificates are passed by the Los Angeles Orange County Workforce Development Leaders (LOWDL) committee. LOWDL is a regional committee composed of business department and Career and Technical Education (CTE) department administrators in community colleges in Central and Southern Los Angeles County and North Orange County.

When new programs are considered, discussion takes place in various forums (e.g., with the originators, the Senate, College Council, Curriculum Committee, PIEAC planning committee), regarding whether the program meets the mission and fulfills one of more goals of the Education Master Plan. In addition, the College Education Master Plan was based upon the Coast District Vision 2020 Five-Year Plan; (2.A.5: [District Vision 2020 Educational Master Plan](#)). The District Strategic Focus Areas are considered when existing programs are reviewed and when new programs are developed.

The District Strategic Focus Areas

The Coast Colleges will promote student success through excellence in teaching and service, particularly in six strategic focus areas:

1. *Degree and Certificate Completion, and Transfer with Competence,*
2. *Rework Basic Skills,*
3. *Science, Technology, Engineering, Mathematics, and Medicine (STEM),*
4. *Career and Technical Education (CTE), & Creative Arts Skills and Careers,*
5. *Global/International Education, and*
6. *Diversity.*

Based upon these strategic focus areas, the College hired a full-time Student Success Coordinator in 2011 to implement and infuse new ideas in our Student Success Center and to support the District's Basic Skills initiative. Funding for new programs and modalities is prioritized through the College planning and budgeting process.

In addition to an in-depth program review every five years, all programs also conduct an annual report, providing updates and information about new trends, events, or changes impacting the program. Critical aspects of the planning and decision-making processes are program review validation reports and annual

updates (2.A.2: [Annual Institutional Planning Report Form.pdf](#)); (2.A.6: [Validation Form.docx](#)); (2.A.7: [Visual Arts Validation Report 2011-2012.docx](#)). The Program Review Committee ensures that program goals and priorities align with the Education Master Plan.

Actionable Improvement Plan

None

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

A distinguishing characteristic of Coastline throughout its history has been a systematic and continuous effort to identify student needs and to develop programs rigorously defined to meet those needs. Of the resulting programs, some serve traditional community college students seeking transfer credits or occupational preparation. Others serve highly nontraditional populations—groups that higher education often neglects or ignores.

- An **ESL program** offers instruction and services for non-native English speakers at the Le-Jao and Garden Grove Centers. Intensive courses to improve academic English reading, writing, speaking, and listening skills are offered for students at seven discrete proficiency levels. Since 1980, the program has served more than 25,000 students. Currently, more than 1,000 students are enrolled in ESL classes every semester, but demand always exceeds the capacity of the program. Vietnamese and Spanish-speaking support staff administer standardized placement tests to all new students and assist them with registration and fee waiver applications. The ESL program currently participates in two Workforce Investment Act (WIA) Title II grant projects to offer non-credit ESL instruction and a U.S. Citizenship and Immigration Services grant to offer training for the naturalization test (2.A.7: [Visual Arts Validation Report 2011-2012.docx](#)); (2.A.8: [ESL Web Page](#)).
- The Coastline **Student Success Center (SSC)** helps Coastline students have a successful college experience by providing free English and math tutoring. The SSC offers a range of self-paced 0.5 unit credit courses in basic math, English, and study skills. The SSC operates on the following value system: DOLPHIN—Dream,

Organize, Learn, Persist, Have a plan, Innovate, and Never give up!
(2.A.9: [Student Success Center](#)).

- **Work-Based Learning** allows students to apply classroom theories to real-world work experiences. This program turns on-the-job experience into College credit that can lead to a certificate or Associate’s degree. Coastline offers ten programs that include a work-based learning component (2.A.10: [Work-Based Learning Web Page](#)).
- **Corporate and Workforce courses** are offered through our contract education division. This unit is responsible for working with local and national businesses and the Orange County community at large. It provides career service advising to help prospective students find a major, career, or job through testing and assessment for workforce skills, licensure testing, or certification testing. This unit also works to adapt existing Coastline courses and programs for workforce needs. Programs have included Boeing Preferred School Partner (PSP) Program, Customer Service Academy, Dale Carnegie Training, English as a Second/Foreign Language, Chinese for Business Communications, Management and Supervision, Computer Services Technology, Bookkeeping/Accounting, Emergency Management, and Personal Mastery (2.A.11: [Corporate and Community Services Web Site](#)); (2.A.12: [Corporate Workforce Brochure](#)).
- Coastline’s **Military Education Program**—Coastline has created a virtual global campus with courses offered worldwide to service members in all branches of the U.S. armed forces and their dependents. In support of the College’s mission to deliver education both within and outside its physical environment, Coastline annually serves more than 10,000 military students in online and independent study classes on military bases, ships, and submarines in areas of stability and in conflict throughout the world (in the 2011–12 year, these students generated nearly 18,000 enrollments). These programs include the Navy College Distance Learning Partnership (NCDLP), the Navy College Program Afloat College Education (NCPACE), the Air Force General Education Module (GEM), Coast Guard Ashore, SOCCOAST Afloat Courses for Cutters, and programs for the Marine Corps. Coastline’s military education provides affordable tuition and books, self-paced “anytime—anywhere education” courses delivered online, and degree programs that are achievable in spite of frequent changes of duty station. The military program also cooperates with testing centers to provide military personnel opportunities for standardized examinations including the College Level Entrance Examination Program (CLEP) exam and DAN TES (Defense Activity for Non-Traditional Education Support) (2.A.13: [2012-2013 Catalog Web Site](#), pp. 167-168); (2.A.14: [Military Prospective Students Web Site](#)).

Courses are delivered online, on CD-ROM, on SD Cards (external Storage Device cards), and by PDAs (Personal Digital Assistants/small hand-held computers) to students deployed to areas without Internet access (2.A.15: [Pocket Ed/PDA Program Web Site](#)).

The Military Education Program requires close coordination between the College and dozens of military education sites on military installations worldwide. The program is self-sustaining, funded entirely through government contract and tuition assistance (TA) paid by the Military Services for Individual Service Members' Tuition Expenses. Administering the program requires staff trained in the admissions, registration, and invoicing procedures unique to the military, which differ in many respects from normal college functions in these areas (2.A.16 CCC Web [Navy Fees and Tuition Web Site](#)); (2.A.17: [Army Fees and Tuition Web Site](#)).

Coastline is a significant participant in the Navy College Program for Afloat College Education (NCPACE), in which Coastline manages a consortium of ten colleges that provide technology-delivered (primarily CD-ROM) courses to sailors aboard deployed ships at sea. The Contract Education Operations unit at Coastline designed, developed, and manages a data information management system—the Data Management Exchange Network (DMEN)—which enables Coastline's management role in NCPACE. Secure access to the DMEN portal is given to partner colleges and distance learning site managers at Navy bases worldwide. All programmatic transactions, such as student admission and registration, grade reports, and invoices are entered, recorded, and monitored through this portal. The system provides reporting and communication tools to ensure contract compliance and to exercise quality control for all operations (2.A.18: [Navy College Program Web Site](#)).

Coastline's military programs have experienced a mild downward trend in total enrollments over the past three years. For the FY 2008–09, Coastline had 24,227 total enrollments. In FY 2009–10, Coastline had 22,237 total enrollments. For FY 2010–11, Coastline had 18,917 enrollments. Present data indicates a leveling of total enrollments for FY 2011–12 (2.A.19: [Military Enrollment and Headcount All Programs 7.13.12.xls](#)).

- Coastline's **Incarcerated Student Education Program (ISEP)** serves students throughout the California state prison system. Besides fulfilling the Coastline mission, enrolling incarcerated students supplements the California prison system's role in rehabilitating inmates and preparing them for life outside prison.

In 2005, Coastline negotiated an agreement with the California Department of Corrections and Rehabilitation (CDCR) to establish a

pilot program with nine California state prisons. Coastline currently provides courses to inmates at 65 to 70 California county, state, and federal prisons and hospitals. Because most inmates are not allowed access to the Internet, these facilities are equipped to deliver general education instructional distance learning media through either closed-circuit television or DVDs. At this time Coastline offers inmate students these degree options:

- ❖ A.A. degree with an emphasis in American Studies, Arts and Humanities, Social and Behavioral Sciences, or Science and Math (this is an Option 1, non-transferable A.A.) or
- ❖ A.A. degree with a major in Sociology or Business with a Concentration in General Business (this is an Option 1, non-transferable A.A.) or
- ❖ Certificate of Achievement in Business with a Concentration in General Business.

Coastline also offers courses that will fulfill many of the CSU requirements for transfer. Comprehensive resources have been developed for incarcerated students, including the Incarcerated Student Education Guide (2.A.20: [Incarcerated Student Guide Fall 2012](#)); (2.A.21: [Spring 2012 ISEP Textbook Supplement.pdf](#)). Student educational plans and other Counseling services are provided via correspondence and telephone. Midterms and final exams are proctored.

Coastline's Incarcerated Student Program is run by two classified staff members with the assistance of hourly employees. A part-time counselor works with them to provide Education Plans. Incarcerated students are advised to enroll in Counseling 105—Succeeding in College, during which they complete the various components of matriculation (2.A.22: [Counseling Courses](#)).

Coastline's incarcerated programs enrolled 2,031 students in fall 2011 (accounting for 3,582 enrollments). Incarcerated enrollments are influenced by resources available from the California Department of Rehabilitation and Corrections, which provides instructional support for inmates' enrollment in higher education.

- The **CalWORKs Program** at Coastline provides a comprehensive program of instruction and student support services for CalWORKs participants. This program aims to prepare participants to transition into unsubsidized employment as well as to achieve long-term self-sufficiency (2.A.23: [CalWORKs Web Site](#)).
- Programs and courses developed by Coastline's **Office of Special Programs and Services** address the needs of students with disabilities, including those with acquired brain injuries;

developmental delays in learning; and hearing, visual, or physical disability (2.A.24: [Special Programs and Services for the Disabled Web Site](#)).

- **Emeritus Program** (As a result of budgetary constraints in the State of California, in fall 2010, the College discontinued its Emeritus classes at senior centers.)
- The **Extended Opportunities Programs and Services (EOPS)** Department provides outreach and recruitment activities to a variety of community-based groups and to other agencies on request. It targets a widely diverse population such as students from underrepresented, low income, and single-parent groups (2.A.25: [EOPS Program Web Site](#)).
- **Distance Learning** courses enable students to study from anywhere, anytime, globally (See **Standard II.A.1.b.**). Distance Learning combines technology (television, Internet, computers, FAX/modems, cable broadcast, PDFs, and telephone) with textbooks and printed materials to bring course content, instructors, and students together (2.A.26: [Distance Learning Web Site](#)).
- Coastline co-sponsors **Early College High School (ECHS)** in conjunction with the Newport-Mesa Unified School District (NMUSD). ECHS offers high school and college courses with the goal that students graduate in five years with a secondary diploma and two years of College credit (usually sufficient for an Associate's degree). ECHS opened in August 2006. It is ranked in the top 10th percentile for API scores in California; Hispanic students are performing above the state Academic Performance Index (API) standard score of 800. Hispanic students make up two-thirds of the students with an average API score of 901 in 2011 (in 2010 their average score was 862.6). ECHS provides a predictable source of credit FTES for Coastline and is a source of pride and recognition for Coastline in the community (Data retrieved June 24, 2012, from the California Department of Education's 2011–12 Accountability Progress Reporting system at (2.A.27: [2011-12 Accountability Progress Reporting \(APR\)](#)); (2.A.28: [ECHS Web Site](#)).
- In the Orange County Register's 2012 Best High School's report, ECHS was named the 5th best public high school in Orange County. The article noted ECHS's "academic successes and an unwavering commitment to helping socioeconomically disadvantaged teens get to college" (2.A.29: [Register Article ECHS Web Site](#)).
- The **Credits for College (C4C)** program offers high school students a variety of college courses each semester at various high schools in four Orange County school districts (these courses are also open for enrollment by non-high school students) (2.A.30: [PowerPoint on Credits for College](#)). (Note: the Credits for College program was

suspended at the end of the spring 2012 term, a consequence of budget cuts.)

- The **STAR Fast Track** program was designed to meet the needs of students with an accelerated educational time line. STAR students have the opportunity to complete 60 college units in just 3.5 semesters. Working students may participate by completing cohort classes online, and non-working students may complete classes by attending cohort onsite courses during the day. This program is facilitated by a classified staff member who also has a Master's degree in counseling (2.A.31: [STAR Program Web Site](#)).
- The **Pacific Bridge** program (grant-funded by the U.S. Department of Education Title III Asian American and Native American Pacific Islander-Serving Institutions-AANAPISI) assists qualified Coastline students in attaining educational goals. Pacific Bridge has eleven program components focused on one goal: Coastline will redesign its educational programs and student support services to increase by 500 the number of AAPI students enrolled in degree-applicable courses, earning an Associate's degree, or transferring to a UC or CSU campus. The program components are:
 1. A corps of Student Liaison volunteers who will maintain personal contact with each student;
 2. A student-accessible, self-service road map and educational progress tracking system;
 3. Culturally sensitive orientation and college success courses;
 4. Student support services, offered online and at each of Coastline's distributed learning centers, including multi-subject tutoring and an expanded assessment program to identify unpreparedness in time for corrective action;
 5. Workshops to give students a running start in math, science, and humanities courses;
 6. Supplemental instruction;
 7. A mentoring program;
 8. A university-transfer collaborative with a California State University institution;
 9. Improvements in course scheduling to reduce time to earn a degree;
 10. A communication program targeted at Generation 1.5 AAPI students in local schools; and
 11. Staff development to build awareness of AAPI students' needs. (2.A.32: [President's Bulletin announcing Pacific Bridge Grant](#))

In any given semester, these programs serve thousands of Coastline students. Services have been developed (Admissions and Records, Tutoring, Counseling, the Transfer Center, and Coastline's Virtual Library) to support students with a broad range of educational preparation and to ensure their success. Details appear

at the following links in II.B and II.C ([See II.B. Student Support Services](#); [II.C. Learning Support Services](#)).

Research and analysis to identify student needs draws on detailed District, student, and community demographic information; local labor market information; and comparisons to national, state, and local higher education data (2.A.33: [Research & Planning Statistical Archives](#)).

Community-based advisory committees strengthen Coastline CTE programs and courses by offering advice on workplace requirements and employment trends.

The Program Review process relies on the collection and coordination of various types of data that enable in-depth program evaluation. All departments include student surveys, which collect student satisfaction and opinion information; student feedback assists in the identification and strengthening of assessment of learning outcomes. The College developed its own technological procedures for gathering and assessing course, program (including certificate), and degree (institutional) outcomes that tie into program review and the planning and budgeting processes (See **II.A.1.c.**).

The March 30, 2011, document “Accountability Reporting for the California Community Colleges” (ARCC) provides data on common student progress and achievement indicators. Overall, Coastline’s ARCC 2011 data suggest a healthy campus, as evidenced by performance on the Student Progress and Achievement Rate (SPAR). Coastline’s SPAR outperformed its peer group average by 3.5%. Coastline also outperformed the peer group average on the Annual Successful Course Completion Rate for the Credit Basic Skills Courses measure by 6.7%. These are highly important student success indicators that demonstrate the College’s ability to serve our mission and the needs of our community. On the remaining indicators, Coastline was slightly below the peer group averages with the exception of the Improvement Rate for Credit ESL Courses measure (2.A.34: [ARCC 2012 Report](#)).

Coastline is making a concerted effort to attract first-time students who will consider Coastline their home college. This effort has taken shape through partnerships with local school districts for programs such as our ECHS, which is recognized as a California Distinguished School; the STAR Fast-Track psychology, business, and history degree programs, which will start fall 2012; the Pacific Bridge program; and development of innovative technologies to support the design and delivery of high-quality distance learning courses.

Self Evaluation

The College meets this Standard. In June 2011, the College hired a professional consulting team to assist the College in the preparation of the Coastline Education Master Plan Report for 2011–2016. The team had expertise in institutional research, planning, curriculum development, and developmental/basic skills

education. They provided a tremendous amount of information on competitor programs and analysis, as well as census data, national, state, and local labor market trends and analysis, and helped create a comprehensive analysis of the college's programs. Additionally, the EMP consultants facilitated myriad discussions and forums within the college in order to analyze the College and assist in the development of the EMP (2.A.35: [Development of the CCC 2011-2016 EMP Documentation Log](#)). The resulting EMP model is consistent with the WASC Accrediting Commission for Community and Junior Colleges (ACCJC) requirements for rigorous, Sustainable Continuous Quality Improvement as described in its Rubric for Evaluating Institutional Effectiveness—Part II: Planning. This Education Master Plan for Coastline Community College was framed by such questions as:

Which populations and subpopulations does Coastline Community College now serve? More critically, however, which subpopulations or market segments within the College's service area are not served?

What is the College's current penetration rate among subpopulations or market segments? How can Coastline increase its market share of these segments to meet its enrollment goals to better serve the community?

How can Coastline's existing planning best incorporate the results of a new strategic Educational Master Plan? What planning and assessment processes are necessary for the College to meet its obligations to the citizens of its service area?

Which strong practices support improved student outcomes in course completion, graduation, transfer, and employment?

(Please see 2.A.36: [Coastline Education Master Plan 2011-2016](#) for a full list of the 23 questions used in framing the EMP planning document).

In addition, the Office of Institutional Research and Planning provided data and conducted a number of studies used in the development of the Education Master Plan; it also was instrumental in identifying the key performance indicators (KPIs) that CCC has been using to assess student achievement and new KPIs to measure institutional progress toward achieving new stated learning outcomes and strategic initiatives (2.A.33: [Research & Planning Statistical Archives](#)).

The College has developed a **Strategy Map** which links goals, strategic initiatives, and KPIs. The KPIs identify the measures that will be used for ongoing and systematic assessment of college-wide outcomes of institutional effectiveness (2.A.37: [Sample - Coastline College Strategy Map](#)). In addition, a **Coastline Community College Scorecard** (2.A.38: [Sample - Coastline Community College Scorecard](#)) was developed to summarize, on one page, each goal, and whether the goal was fully met, partially met, or not met, according to each KPI. The Strategy Plan and the Scorecard were developed in 2012 and will be first implemented in the 2012–13 planning cycle.

The Associate Dean, Institutional Research & Planning is currently working with the researchers at sister colleges and the District to develop a sustainable set of common indicators that can be routinely drawn from an automated District database to support data needs for instructional program review and other college effectiveness measures; it is called the “data cube.” The researchers are currently developing a variety of standardized reports for program review needs and other college effectiveness/program informational needs. This data set will contain five years of comparison data. The intent is to have data cubes address student access (demographic in nature), student success (course success and retention) and student achievement (degrees, certificates, and awards). For example, for each department, the report will include the number of sections, enrollment at census, the number of students who were wait-listed, the total FTES, WSCH, LHE (estimate), FTES/FTEF (estimate), and the fill rate (percent). A data access process will allow users to create a variety of reports based on the dimensions and data needed. (2.A.39: [Enrollment Data Cube Report Oct. 2012.xls](#)).

In response to the EMP strategic planning recommendations related to basic skills, the Student Success Center (SSC), which provides drop-in tutoring and basic skills coursework, expanded its capacity in spring 2012. An extension to the SSC was opened to support embedded tutoring; Supplemental Instruction (SI) Leaders were added along with faculty workshops to assist students with work outside of the classroom. Also in spring 2012, the Student Success Coordinator began hosting online tutoring for math and English, which features tutors who are familiar with each course and students. In short, the College demonstrates its commitment to identified EMP goals through the employment of effective practices to address basic skills needs of students who otherwise would be at risk to graduate.

Coastline assesses student progress toward achieving stated Student Learning Outcomes through an institutionalized process in which SLOs are collected through technological means and faculty dialog takes place once a year. Faculty report their needs as a result of their discipline SLO dialogs once a year to the PIEAC committee and every six years through program review and annual reports.

In response to the fall 2011 Accreditation employee Self-Study Survey question “CCC has a good procedure to develop, approve, and implement new courses and programs,” 59% of employees responded *strongly agree* or *agree*, and 5% responded *disagree* or *strongly disagree*; 36% responded *neutral* or *do not know* (Question 4). In response to the same question, 82% of full-time faculty responded *strongly agree* or *agree*, and none responded *disagree* or *strongly disagree*; 18% responded *neutral* or *do not know* (Question 3). Of part-time faculty, 67% responded *strongly agree* or *agree*, 6% responded *disagree* or *strongly disagree*; 26% responded *neutral* or that they *did not know* (Question 3). These high agreement rates (59% of employees, 82% of full-time faculty, and 67% of part-time faculty responded *strongly agree* or *agree*) indicate that faculty

and staff agree that Coastline has a good procedure to develop new courses and programs.

Actionable Improvement Plan

None

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Coastline Community College was founded in 1976 with the specific mission of serving adult students through alternative delivery and scheduling formats. In addition to its classroom-based programs, the College has exceptional distance learning and instructional system design departments. Over the years, the College has received more than 118 awards for excellence in instructional design and mediated course development, including 19 educational/instructional Emmy Awards (2.A.40: [Emmy Awards](#); [Other Awards](#)). The College focuses on combining state-of-the-art teaching and learning strategies with new and emerging video, audio, virtual reality, and interactive learning activities into a total learning experience for students. In fall 2012, the College offered 208 distance learning sections.

Coastline's creative scheduling and innovative instructional delivery formats are an excellent match for the educational needs and lifestyles of working adults. In addition to serving working students, Coastline successfully serves the needs of more traditional students. These students find Coastline's wide range of general education distance learning and site-based classes a flexible option to augment their schedules (2.A.1: [Programs and Certificates Offered Online.docx](#)).

Coastline is committed to providing accessible, flexible, innovative education that leads to attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education. The College offers classroom-based courses at sites throughout the community; it also offers modalities beyond the traditional classroom. These scheduling and delivery alternatives include the following:

- Hybrid courses: part classroom, part distance learning
- Accelerated formats:
 - ❖ STAR Fast Track Program: 60 units can be completed units in just 3.5 semesters (2.A.31: [STAR Program Web Site](#));
 - ❖ 8-, 12-, and 16-week course formats for general and contract student populations
 - ❖ Special packaging of courses for various student populations,

including Early College High School (partnership with Newport-Mesa Unified School District) Credits for College (Note: the Credits for College program was suspended at the end of the spring 2012 term, a consequence of budget cuts.)

EBUS Program for non-US nationals in China (2.A.41: [EBUS Program Web Site](#))

- Distance Learning: Television broadcast and video-based telecourses; telecourse/CD-ROM/independent study, cable, and satellite broadcasts; online courses; and Personal Digital Assistant (PDA) courses for military students (PDA and cellular phones, game-based language instruction, and virtual learning environments have been developed by ISD/OL&IT. These innovations are extended to military students through Coastline's military education programs and to other colleges that license Coastline courseware.)
- PocketEd Program: This innovation makes use of PDA technology to provide courses for service members. There are currently nine PocketEd courses that are designed to be completed within 12 weeks. Students who enroll in the PocketEd Program receive a PDA with their first course packet. The PocketEd program has served Coastline as a place to test the effectiveness of this alternative delivery model before implementing it more widely throughout the entire student body (2.A.15: [Pocket Ed/PDA Program Web Site](#)).

Distance learning courses are a major part of the curriculum of Coastline. The College ranks as one of the largest providers of distance learning among the California Community College System institutions (2.A.42: [California Legislative Analyst's Office, The Master Plan at 50: Using Distance Education to Increase College Access and Efficiency; 10-25-10](#)).

Courses delivered by modalities other than classroom instruction now account for 64% of credit FTES (fall 2011) at Coastline (2.A.43: [Credit FTES 2006-2011](#)). The number of distance learning courses has expanded significantly in recent years, with the addition of many online courses.

Distance learning courses are administered through the Distance Learning Department and are under the supervision of the Associate Dean, Distance Learning & Professional Development, who reports to the Vice President of Instruction and Student Services. The Distance Learning Department staff arrange for course operation and student access, provide support services to distance learning students and faculty, process related paperwork and course support materials, and monitor department Web site servers and the Cable TV station. Permanent staff members coordinate review sessions, testing times, and locations, and online quizzes, midterm exams and final exams. Each semester, proctor agreement forms are set up, and proctored tests are mailed in a timely fashion to incarcerated and non-incarcerated students who live at a distance.

The Military Education Program uses the same Coastline courses and instructors but provides its own distance learning services (2.A.44: Military Program Web Site). Curriculum and instruction used in the Military Education Program must meet the same rigorous standards as courses in Coastline’s regular FTES-generating programs. Curriculum development, approval, and review for military courses fall within the purview of the individual academic departments. Military Education Program staff members are responsible for scheduling, delivery, and support operations.

Self Evaluation

The College meets this Standard. Coastline excels at utilizing delivery systems and modes of instruction compatible with the curriculum and appropriate to the current and future needs of its students. This Standard also parallels Goal 3 of our Education Master Plan, which is “Coastline will continue to create and nurture innovative programs, services and technology solutions that respond to the needs and expectations of its learning community.”

The staff members in the Center for Instructional Systems Development (now the “Office of Learning and Information Technologies”) encourage innovation and passion for technology. Their creativity and quality educational products create commercial and entrepreneurial opportunities for the College, which, in turn, support instruction and student services. Coastline is committed to being a pioneer in the application of the latest technologies to enhance the learning process. Over the years, the College has received numerous awards for excellence in instructional design and mediated course development, including educational/instructional Emmy Awards, Cindy Awards, and Telly Awards. The College’s focus is on combining state-of-the-art teaching and learning strategies with new and emerging video, audio, virtual-reality, and interactive-learning activities into a total quality learning experience for students.

The College continues its commitment to cutting-edge, quality technology through the development of its Seaport learning management software. In spring 2012, Coastline launched Seaport3, which provides students and faculty an ever-increasing variety of ways to communicate, store, and transfer course-level information. Since the great majority of the College’s courses are online, the Seaport upgrade will significantly and positively impact the learner’s experience and the accessibility and flexibility of the College’s course offerings (see **Standard III.C.1.a. Seaport Learning Management System** for an in-depth description of Seaport3).

The College complies with the Commission’s “Policy on Distance Education and on Correspondence Education” by verifying the identity of online students through the use of a secure log-in and password, which students set up through the MyCCC District portal at the time of their registration. Proctored examinations requiring student identification are required for students who take

their exams onsite or at distant locations. Students are notified of their privacy rights at the time of registration; no fees are charged to verify student identity (2.A.45: [MyCCC Web Page](#)); (2.A.46: [Proctor Rules](#)); (2.A.47: [FERPA Privacy Rights-Web Site](#)).

The Education Master Plan concludes, “The cost of instructional technology is declining as applications are now available on the Web clouds and hardware prices decrease. This also will free up resources that can be invested in other learning technology; technology, particularly learning technology, is evolving every month. Coastline will continue to use its proprietary source Learning Management System—Seaport—and look for ways to enhance it, thereby realizing a cost savings that can be invested in other learning technology (p. 17)” (2.A.36: [Coastline Education Master Plan 2011-2016](#)). Budget limitations have severely strained what the College has been able to invest in staffing to devote to the development of learning technology. This is an area the College has been addressing through the reorganization process (please see **Standard III C.1.a. CISD for a full discussion of technology and staffing**).

Actionable Improvement Plan

None

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Coastline has made excellent progress in implementing Student Learning Outcomes and expects to attain the level of Proficiency and Continuous Improvement by fall 2012. Key to our progress has been the overall institutional commitment to supporting Student Learning Outcomes and the development of technological means of assisting faculty in identifying student achievement and providing support needed to ensure student success. The College has implemented a schedule for collecting course, program, and institutional SLOs each fall and holding faculty dialog about those outcomes at the Faculty Meeting held at the beginning of the semester.

The Board of Trustees issued a formal resolution in November 2009 to reaffirm its commitment to supporting Student Learning Outcomes and the SLO programs being pursued at each of the colleges within the District (2.A.48: [Board Resolution on SLOs November 2009](#)).

In the years 2006–10, as part of its Master Plan Implementation (MPI) process, the College allocated funds to support Student Learning Outcomes training and expansion of program review. These special MPI grant funds were provided in

addition to the regular ongoing College general fund budget allocation for staff and operations in these areas; they were used to conduct training events and to provide faculty stipends for developmental work. In 2008–09, the Student Learning Outcomes (SLO) MPI grant focused on two specific areas: 1) development of an updated SLO plan based on analysis of work to date and identified needs and 2) expansion of the Department Services Review (DSR) process (2.A.49: [2009 Memo for SLO Coord. to VP Outline Implementation Plan to Integrate SLOs into Seaport](#)); (2.A.50: [2008-09 Final Report - MPI Projects \(p. 3-4\)](#)).

From the SLO planning process emerged a desire for the development of a technology-assisted process for assessing, tracking, and following up on learning outcomes. Based on interdisciplinary input, the College designed a plan to incorporate assessing, tracking, and following-up of Student Learning Outcomes into Seaport—the College’s proprietary course management system. In October 2009, the first step in this process went live: a SLO Progress Notes component. *All* faculty members (i.e., regardless of whether they were distance-learning or classroom-based instructors) were asked to use the Progress Notes section in Seaport to report outcomes for fall Semester 2009, which continued until fall 2011. Seaport provided a computerized report of faculty assessments (2.A.51: [SLO AS President Email](#)); (2.A.52: [SLO Training: Progress Notes Seaport 2](#)); (2.A.53: [Course SLO Notes in Seaport 2 Report Screen-CST Department-Spring 2011-Example.docx](#)).

In spring 2010, an MPI grant was awarded to the SLO coordinator to determine a method for identifying, measuring, and collecting degree-level SLOs (called Institutional Student Learning Outcomes, or ISLOs) (2.A.54: [2009-10 Master Plan Implementation Projects Summary](#)--reference item 6). A team of 11 interdisciplinary faculty members met and developed a method for quantitatively measuring the existing eight core College outcomes. The Academic Senate approved their suggested plan in April 2011 (2.A.55: [4-19-11 Academic Senate Minutes](#)), and the entire faculty was trained in how to identify and measure ISLOs at the fall 2011 faculty meeting. The Senate also approved a procedure for an all-College faculty assessment and dialog of SLOs to take place thereafter each spring at the faculty portion of the All-College Meeting (2.A.56: [12-6-11 Senate Minutes](#)); (2.A.57: [ISLO Reporting Example for Psychology Program Learning Goals](#)); (2.A.58: [Psychology Training Example PSLO & ISLO](#)); (2.A.59: [2009-10 - Master Plan Implementation MPI Projects Summary-Item 6 SLOs](#)).

In preparation for the transition to technology-facilitated SLO collection, each discipline/department created maps that aligned course Student Learning Outcomes (CSLOs) with program Student Learning Outcomes (PSLOs), and degree learning outcomes (ISLOs). This was done for every academic and certificate “program” that appeared in the College Catalog. Some departments have been voluntarily submitting “maps” to smaller areas within their larger departments for ease in collecting and assessing SLOs (2.A.60: Sample

Alignment Maps: [Astronomy](#); [Biology](#); [Adv Account Cert Spec](#); [Building Codes AS](#) ; [Bus Admin Mjr](#); [Bus Plan Cert Spec](#); [Chemistry](#); [Cisco](#); [Computer Networking AA](#) ; [Education Studies AA](#); [Emerg Mgt Homeland Security](#); [English Program Goals Pt1](#); [English Program Goals Pt2](#); [English Program Goals Pt3](#); [Gerontology](#); [Geographic Information Systems](#); [Cert of Spec](#); [History](#); [Health & Fitness](#); [Home Business Cert Spec](#); [Intermediate Accounting Cert Spec](#); [Leadership Cert Accomp](#); [Mgt & Superv AA](#); [M&S S&M Cert of Achiev](#); [Microsoft](#); [Process Technician](#); [Project Mgmt Cert Accomp](#); [Physics](#); [Process Tech Fund Cert Accomp](#); [Real Estate Broker Cert Achiev](#)).

In spring 2012, when a new version of Seaport (Seaport3) debuted, all faculty were required to report SLOs using Seaport3. In preparation, the Coast District Banner system was used to upload all course-level SLOs (CSLOs) into each faculty member's courses; program SLOs (PSLOs) and institutional SLOs (ISLOs) were also loaded into each Seaport shell. In this way, all faculty members had course, program, and institutional-level SLOs automatically visible in their courses (also visible to their students). Faculty had to initially identify, within their electronic Seaport grade books, the percent that each of their assignments (discussion boards, tests, reports, field trips, projects, portfolios, journals, etc.) contributed to each particular course-level, program-level, or institutional-level SLO (2.A.61: [Weighting CSLO Example Psych 165.docx](#)). Thereafter, CSLOs, PSLOs, and ISLOs are automatically quantitatively recorded as each instructor assesses each student's performance on the identified assignments (2.A.62: [Instructor Seaport3 SLO Report Screen Web Design & Word Spr 2012.docx](#)). Students and faculty are able to see their progress in achieving each SLO throughout the semester (2.A.63: [SLO Screen Student View](#)). Instructors are also asked to make a qualitative comment in a separate text box at the end of the fall semester; this text box requests a self evaluation of how the course might be improved to help students better achieve the stated learning outcomes (or a reason for why students did not achieve their outcomes, etc.) (2.A.64: [Qualitative Notes Box for a Psychology PSLO.docx](#)). Throughout the semester and at the end of each term, a quantitative report is automatically generated for each course, which indicates how many students fully achieved, partially achieved, or failed to achieve the stated learning outcomes at the course, program, and institutional level SLOs. (2.A.65: Select SLO Reports for Select Programs, Spring, 2012, including course, program, and institutional-level SLOs: [Acct Bookkeeping C of Ach](#); [Build Code Tech Code Prof C of Ach](#); [Build Code Tech Combo Build Insp C of Ach](#); [Build Code Tech Green Bldg Tech C of Ach](#); [Build Code Tech Permit Tech C of Ach](#); [Biol Tech](#); [Bus Bus Admin C of Ach](#); [Bus Bus Plan C of Spec](#); [Bus Comp Vista C of Spec](#); [Bus Gen Bus C of Ach](#); [Bus Home Bus C of Spec](#); [Bus HR Mgt C of Ach](#); [Bus Lead C of Ach](#); [Bus Marketing C of Ach](#); [Bus Mgt C of Ach](#); [Bus Retail Mgt C of Ach](#); [Bus S&M C of Ach](#); [Bus Supply Chain Mgt](#); [Comp Net Cisco Admins C of Accom](#); [Comp Net Cisco Cert New Prof Cer tof Spec](#); [Comp Net Cisco C of Ach](#); [Comp Net Comp Tia C of Accomp](#); [Comp Net Linux C of Spec](#); [Comp Net Microsoft C of Ach](#); [Comp Net Network Security C](#)

[of Accomp](#); [Comp Net Sharepoint C of Spec](#); [Comp Net Windows Server C of Ach](#); [DGA Found C of A](#); [DGA Gaming C of A](#); [DGA Motion Grap Design C of A](#); [DGA Print Design](#); [Education Studies C of A](#); [Emer Mgnt C of A](#); [Gerontology C of A](#); [Paralegal Studies AA Degree](#); [Process Technology C of A](#); [SPED Caregivers Camp](#); [Spanish Major Report All SLO Levels Outcomes Spring 2012.pdf](#); [Psychology Program-Report by Institutional Level SLOs Spring 2012.pdf](#); [English Major-Report by Program-Level SLOs Spr2012.pdf](#); [Paralegal All SLO Levels Outcomes Spring 2012.pdf](#)).

Dialog about outcomes takes place at each spring faculty meeting. Although Seaport3 enables all SLO data to be collected continuously, and faculty can continuously see their own data, the College has decided to formally *collect* SLOs in the fall for dialog assessment in the spring. The SLO coordinator prints the Seaport reports, aggregated by discipline, and gives them to each department when they meet together at each Spring All-College Meeting. Then the dialog and formal assessment of SLO results takes place, when the faculty can review the printed reports together and discuss the SLO outcomes for their departments at the course, program, and institutional level. In addition, the department chairs have access to the live data at any time during the semester through the SLO coordinator. During the two set-up phases (Seaport2 and Seaport3), the department chairs received e-mails from the SLO coordinator throughout the semester with reminders and requests to encourage their discipline faculty to make the qualitative notes and to set up their grade books in Seaport3. Additionally, reports about implementation results were made to the Academic Senate and other governance groups (2.A.66: [Seaport2 SLO Completion by Department Spring 2011](#)); (2.A.67: [Reminder to Faculty to Complete SLOs in Seaport3](#)); (2.A.68: [Report to Senate Sept. 2012](#)); (2.A.69: [Close the Loop Survey Results-Report to Senate and PIEAC-April 2012](#)); (2.A.70: [Close the Loop Survey Summary Spring 2012.docx](#)).

A Closing the Loop Survey (2.A.71: [Close the Loop Survey](#)) was developed in order to gather summative data and feedback immediately from faculty within each major, program, and/or certificate immediately after the Spring All-College Meeting dialog. The survey requests that the faculty provide a summary of their dialog, including 1) why SLOs may not have been met and what strategies the faculty might use to improve SLO implementation (technical or implementation aspects) and 2) why students may not have achieved SLOs and what solutions or implementation strategies the faculty might undertake to improve SLO achievement in their departments (student related-aspects). In addition, the survey asks the faculty to identify instructional or other needs as related to key Education Master Plan Goals. In this way the dialog is summarized, and feedback is linked directly to the Education Master Plan. The printed survey is available for the convenience of faculty in completing it during the meeting (the SLO coordinator completes the survey online for them if they desire), but the chairs have one week to complete it online. The results are compiled by Survey Monkey, and the data is

displayed on the College Institutional Effectiveness Web site, where the data is then available for review by the departments, for later use in program review and by the (PIEAC) and the Budget Committee (2.A.72 CCC Web. [Closing the Loop Survey Summary charts, Spring 2012](#)). We expect that yearly display of this data on this site will illustrate our ongoing commitment to make our learning outcomes available to the public as well.

The Closing the Loop Survey was developed by the SLO coordinator with the assistance of the Academic Standards Committee of the Academic Senate. It was approved by the Senate in December 2011 (2.A.56: [12-6-11 Senate Minutes](#), p. 7) and the PIEAC in November 2011 (2.A.73: [PIEAC Minutes 11-16-11](#)). The faculty were trained in its use and in the dialog process at the Spring 2012 All-College Meeting. With feedback from faculty, department chairs, and the Senate, it was updated and re-deployed at the 2012 Fall Faculty Meeting (2.A.74: [Close the Loop Survey Printable Fall 2012](#)). Summary findings were presented to the Senate and PIEAC (2.A.69: [Close the Loop Survey Results-Report to Senate and PIEAC-April 2012](#)); (2.A.70: [Close the Loop Survey Summary Spring 2012.docx](#)).

To reinforce the many excellent features of the Seaport3 SLO collection process and to encourage more classroom-based teachers to utilize and to better understand how Seaport works, at the Fall 2012 All-College Meeting, a Seaport trainer demonstrated Seaport features and highlighted the SLO assessment process (2.A.75: [Faculty Meeting Flyer 8-31-12.pdf](#)) Following this presentation, the SLO Coordinator provided direction, and the faculty held its second simultaneous all-faculty dialog within their discipline groupings. They provided summative feedback on the Close the Loop Fall 2012 Survey (2.A.74: [Close the Loop Survey Printable Fall 2012](#)). Although the dialogs are “scheduled” to be held in spring, it was felt this additional dialog was necessary as it provided the faculty and the College its first opportunity to dialog about the quantitative results available through Seaport3 (2.A.70: [Close the Loop Survey Summary Spring 2012.docx](#)).

A table summarizes Coastline’s activities for the past ten years with regard to the ACCJC Levels of Implementation (2.A.76: [SLO Implementation Timeline Table](#)).

Self Evaluation

The College meets this Standard. The College has institutionalized a technologically supported process that provides meaningful outcomes data for use within departments and for the College planning and budget process in order to improve learning outcomes and to assist students in achieving their educational goals.

The model developed by Coastline for measuring Student Learning Outcomes is highly innovative and functional; it meaningfully maps course, program, and institutional outcomes, assigns weights to corresponding assessments according to

levels of importance, and allows instructors to measure them using technological means. A clear cycle of SLO assessment and dialog has been established that ties into the College planning and budgeting cycle. These tie-ins permit the PIEAC to keep student success data and student needs at the forefront of decision making.

The College SLO assessment plan has been continuously evaluated to improve its efficacy and to ensure the College reaches the sustainability level of the ACCJC's SLO Assessment Rubric. There are four areas being monitored and fine-tuned: 1) the ability of Seaport's SLO fields to seamlessly collect and report necessary SLO data at course, program, and degree/institutional levels, 2) the ability of instructors to correctly utilize Seaport's grade book in order to properly assess each level of SLOs, 3) the ability of the Close the Loop Survey to collect meaningful summative data for the planning (PIEAC) and budget committees, 4) the overall evaluation of whether the entire process adequately uses assessment results to make improvements in student goal attainment.

The SLO Coordinator and the Seaport designers also plan to develop additional reports so that SLO outcome data can be more easily summarized for tracking and reporting to governance committees and PIEAC.

Actionable Improvement Plan

None

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, contract and community education, study abroad, short-term training courses and programs, programs for international students, and other special programs, regardless of type of credit awarded, delivery mode or location.

All courses offered by Coastline, regardless of type of credit awarded, delivery mode, or location, maintain high quality and undergo periodic review that assures continuous, sustainable improvement to standard and quality. The College assures the quality and improvement of all instructional courses and programs by maintaining compliance with the District Board Policy, which states "The patterns of educational opportunity offered by the District shall demonstrate a balanced consideration of student needs including preparation for transfer to an upper division educational institution (grade 15 equivalent), occupational skills instruction, basic skills remediation, short-term vocational instruction, paraprofessional training, general education, and cultural and civic enrichment" (2.A.77: [BP 4020 Curriculum Development and Approval](#)).

The College engages in ongoing, purposeful assessment of programs as to quality, effectiveness, relevance, and other outcomes measures. Data from the Office of

Institutional Research and Planning and other sources are used to compare and evaluate programs and to assess trends. The Curriculum Committee engages in a systematic review of courses. These processes are described in detail in **section II.A.2.a.** below. Periodic review also ensures high quality instruction in all courses offered by the College; these procedures are described in detail in **section II.A.2.c.** Career Technical Education (CTE) programs undergo additional review processes by advisory committees comprised of business and industry leaders as well as College faculty and administrators. This is detailed in **II.A.2.c.** and **II.A.2.e.**

Coastline uses a variety of measures to help determine the effectiveness and quality of programs, whether study abroad, short-term training, contract education, or new mode of delivery regardless of type of credit awarded. Criteria include 1) Assessment of needs within our District and our community, determined through participation in community-wide and college-wide committees, surveys, and analysis of requests based upon program review needs; 2) The use of advisory committees in career and technical education and certain other programs; 3) New mandates and trends emanating from state and local levels; 4) Student Learning Outcomes and SLO dialog; 5) Prioritization of program requests based upon trends, forecasting models, goals, and initiatives in the Education Master Plan and approved by the PIEAC and Budget Committee.

In addition, the Coast District, in cooperation with the College researchers, has been developing a set of sustainable data elements that can be requested in batch format for programs undergoing annual or six-year program review; it is called the “data cube.” The researchers are currently developing a variety of standardized reports for program review needs and other college/program informational needs. This data set will contain five years of comparison data. The intent is to have data cubes address student access (demographic in nature), student success (course success and retention) and student achievement (degrees, certificates, and awards). For each department, the report will include the number of sections, enrollment at census, the number of students who were wait-listed, the total FTES, WSCH, LHE (estimate), FTEF30 (estimate), FTES/FTEF (estimate), and the fill rate (percent). A data access process will allow users to create a variety of reports based on the dimensions and data needed. (2.A.39: [Enrollment Data Cube Report Oct. 2012.xls](#)).

The following are examples of Coastline programs that evolved from the criteria above:

Career and Technical Education programs require special approval by the Los Angeles Orange County Workforce Development Leaders (LOWDL) committee. Coastline’s Gerontology Program is an example in which quality guidelines for courses are established for Continuing Education Units (CEUs) for nurses, nursing assistants, and nursing home and residential care administrators.

Coastline offers its successful study-abroad summer programs in Europe where students study languages, art and literature. In tandem with the District, Coastline offered study abroad in Italy during the summer 2012 semester (2.A.78: [Study Abroad Italy Summer 2012 Web Site](#)); (2.A.79: [Study Abroad 2012 Brochure](#)); (2.A.80: [Coast District Study Abroad Locations Web Site](#)). Coastline offers training for the business community in a collaboration between the Business Computing Department and the Orange County One-Stop Centers (2.A.81: [One Stop Flyer](#)) to develop workforce skills for the currently unemployed. Coastline students can attend courses to reinforce or develop new business skills.

The EBUS contract-education program for non-native nationals living in China offers ESL instruction and credit instruction leading to an Associate's degree. The courses and program are evaluated through an ongoing interdisciplinary process as the program expands. See **the EBUS section at the end of Standard II.C.**

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

A subcommittee of the Academic Senate developed an Academic Quality Rubric instructional best-practices document that was endorsed by the Academic Senate, though it is not mandatory for use by faculty (2.A.82: [Academic Quality Rubric](#)).

Please refer to **section II.A.1.c.**, which thoroughly describes the steps faculty use to design and identify learning outcomes for courses and programs and the procedures used for measuring them.

In addition to SLO assessment and dialog, which is tied to the planning and budgeting process, Coastline employs two additional institutional processes to design, identify Student Learning Outcomes, approve, and evaluate courses and programs: Curriculum Committee and Program and Department Review Committee. Both processes are well established and are key to the development, administration, and evaluation of programs. All courses and programs offered for credit and through contract education are designed by faculty and approved by the Curriculum Committee, a sub-committee of the Academic Senate.

All programs are subject to a comprehensive five-year review as part of the process. As with the Curriculum Committee, program review is a faculty-driven process and is designed to determine how effectively and efficiently programs are meeting their specific goals and objectives and how instruction and student learning can be improved. Initiated in 1987, the program review process was formalized in 1992 with the establishment of a Program Review Steering Committee (now the Program and Department Review Committee) (2.A.3: [College Committee List 2012-2013](#)). The group meets monthly and is responsible

for guiding the review process, for determining the schedule for the review of programs, and for receiving and validating program self-reports. Table 2.B.5, located in Standard II.B.4., gives a program review schedule for the Administrative, Student Services, and Academic Program Reviews for Fall 2011–Fall 2015. (2.A.83: [Program Review Schedule-Large.xlsx](#)). Beginning in the fall 2011 semester, the program review process was slightly restructured; curriculum continued to be revised and updated the year before data collection. Gathering of data now takes place in the fall semester, with reporting and presenting to the committee occurring during the spring semester. This change enables outcomes to be better integrated with College planning and budgeting.

The schedule of programs to be reviewed each year is determined in the preceding year based on a number of factors, including enrollment trends and the date of the program’s last review. Efforts are also made to coordinate the College program review schedule with other mandated reviews and to balance the workload among the instructional administrators and lead faculty. Program reviews follow a systematic, documented process developed with input from all constituencies (2.A.83: [Program Review Schedule-Large.xlsx](#)); (2.A.84: [Sample Program Review Report Format](#)); (2.A.85: [Sample Student Survey Template](#)); (2.A.86: [Sample Faculty Survey Template](#)).

Although the process was developed with a specific focus on instructional programs, reviews have been extended in recent years to encompass programs that have significant student service and support operation components, such as Special Programs and Services for the Disabled, Counseling, Military Education Program, Distance Learning, and Library and Learning Resources (2.A.87: [Program Review Web Site](#)). In 2011, the name of the committee was officially changed from the “Program Review Committee” to the “Program and Department Review Committee” to reflect the fact that the committee also reviews the program review reports of administrative programs, which conduct their own program reviews and annual departmental service reviews (2.A.89: Department Services Outcomes Examples: [M & O Dept Services Outcomes FY 2011-12.docx](#); [Security, Public Safety & Disaster Prep Dept Service Outcomes FY 2011-12.docx](#)).

Program reviews are conducted by teams made up of various constituencies, as needed: full-time and part-time faculty members (from inside and outside the program being reviewed); the discipline dean; classified representatives; students; and, as appropriate, resource persons from the College or community. The review process uses both quantitative and qualitative data to determine the effectiveness and vitality of each program. Review teams are charged with evaluating the program based on identified and assessed Student Learning Outcomes, enrollment history and trends, fiscal resources, community need, and changing student demographics. Surveys of students, faculty, and appropriate business representatives are also conducted as part of the review process to validate need, assess satisfaction with program components, and solicit recommendations for

improvement. The Program and Department Review Web site describes the overall process and gives examples (2.A.87: [Program Review Web Site](#)).

As part of the appraisal process, each team also reviews the program's curriculum and undertakes an analysis of compliance issues (such as prerequisites) and accessibility for students with disabilities. During the review process, expected Student Learning Outcomes are reviewed, evaluated, and re-aligned to fit academic standards and student needs. The review team compiles a written report that includes a historical perspective of the program, documents Student Learning Outcomes and other review findings, provides recommendations for strengthening the program, and identifies both short- and long-term program goals (2.A.84: [Sample Program Review Report Format](#)).

The completed reports are forwarded to the Program and Department Review Committee, which also meets with the representatives from each team to discuss the review findings. The Committee prepares a written Validation Report, identifying and commending program strengths and accomplishments, requesting clarification of the review findings if necessary, and providing additional recommendations and suggested goals as may be appropriate (2.A.6: [Validation Form.docx](#)). Review teams are given an opportunity to respond in writing to the Validation Report before the Program Review and Validation Reports are forwarded to the College President and the Academic Senate.

Significant steps have been taken to enhance the utility of program review and to ensure that review findings are integrated into total College planning. These include 1) Soliciting recommendations for the allocation of full-time faculty positions from the Program and Department Review Committee; 2) Incorporating an executive summary into each review report to facilitate broad dissemination of findings to other constituencies and planning groups, including the Budget Committee and PIEAC; 3) Developing a separate but related process of Program Vitality Evaluation that is undertaken specifically when the continued viability of a program is questioned; 4) Linking annual program review reports to the College Master Plan Goals, and in turn, PIEAC (2.A.2: [Annual Institutional Planning Report Form.pdf](#)).

Self Evaluation

The College meets this Standard. Based on the Education Master Plan Goals, Coastline's Strategic Initiative 2 (High Quality Course, Programs, and Services Initiative) is "Coastline will expand, implement, and assess the Quality Rubric for all online and face to face classes, student support services, and programs." This reflects Coastline's mission statement and its continuing commitment to academic excellence in all courses, regardless of delivery modality.

In response to the faculty Accreditation Survey statement "CCC relies on faculty to identify and measure Student Learning Outcomes (SLOs)," 93% of full-time faculty *strongly agreed* or *agreed*, and 4% *strongly disagreed* or *disagreed*; 4%

were *neutral* (Question 3). In response to the same statement, 93% of part-time faculty *strongly agreed* or *agreed*, and 1% *strongly disagreed*; 7% were *neutral* (Question 3). These extremely high rates of agreement indicate that faculty are highly aware of and are involved in the SLO process.

The College has taken steps to support program quality and the program review process through the allocation of department chair positions (2.A.90: [Department Chairs 2011-13](#)). Department chair hours are usually increased during a program's review years to accommodate the implementation of program review activities.

Until 2009, a full-time faculty member had coordinated program review, but her position was not replaced when she retired. The committee is currently co-chaired by the Dean of Career and Technical Education and the Chairperson of the Curriculum Committee (a full-time faculty member). The Office of Research and Planning provides course and enrollment data, and the department offices provide assistance with student survey deployment.

In 2011–12, the Program and Department Review Committee restructured the program review process; it now requires an in-depth review of each program every five years with an annual report from each program providing analysis of key data indicators and updates and information about new trends impacting the program. The District Office is developing programming to supply the annual data (2.A.39: [Enrollment Data Cube Report Oct. 2012.xls](#)).

Based upon discussion emanating from the Academic Senate, the Program and Department Review Committee has added inter-disciplinary programs such as Early College High School (ECHS), EBUS, and STAR to the updated program review calendar. Previously, only the courses in these programs underwent review with their respective disciplines.

Actionable Improvement Plan

None

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, and programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Sections II.A.1.c and II.A.2.a describe how Coastline's faculty identifies measureable Student Learning Outcomes for courses, certificates, and programs, including general and vocational education and degrees. **Section II.A.1.c**

describes the procedures used by the College to regularly assess student progress toward achieving those learning outcomes.

Many programs at Coastline were developed by and are taught by practicing experts in the field. For example, Building Codes Technology, Emergency Management, Homeland Security, Paralegal Studies, Process Technology, and Real Estate were developed by and are taught by part-time instructors who are leaders in their fields. This collaboration allows Coastline's students to gain unique knowledge and feedback about their skills and preparation.

Advisory committee meetings have excellent participation and are structured to meet the needs of the respective disciplines to provide better outcomes for students. Advisory committee guidelines are in place and are reviewed each year for accuracy (2.A.91: [Advisory Committee Handbook](#)).

Active advisory committees include Business Advisory Committee, Accounting Advisory Committee, Computer Information Systems Advisory Committee, Emergency Management Advisory Committee, Paralegal Advisory Committee, and the Business Computing Advisory Committee.

In addition, several Coastline faculties are members of the Business Education Statewide Advisory Committee (BESAC).

Self Evaluation

The College meets this Standard. As described in **II.A.2.a**, competency levels and expected Student Learning Outcomes are determined via collaboration of faculty and, when appropriate, advisors from the community.

A new Dean of Career and Technical Education (hired June 2012) will develop new community business ties and expand advisory committees for key vocational programs. One of her primary tasks will be to seek alternative fiscal sources to fund educational programs that benefit students, increase graduation rates, and help to make a difference in community economic development.

Actionable Improvement Plan

None

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Coastline provides high-quality, rigorous instruction in each of the three Associate's degree options by requiring demonstration of breadth of competency in communications, English, math, fine arts, humanities, natural sciences, and

social sciences. Each Associate's degree option also includes a global and multicultural studies requirement. Options I and II add a self-development requirement (2.A.92: [Option I Requirements](#); [Option II Requirements](#); [Option III Requirements](#)).

Faculty members define all aspects of program and certificate requirements. The Curriculum Committee oversees course content for validation of prerequisites, which directly affect the sequencing of a given degree or certificate program. All Coastline occupational programs are required to have advisory committees comprised of industry representatives, in order to ensure relevance and currency of the curriculum. Some occupational programs are defined by outside accrediting or regulatory agencies, and all students successfully completing these programs meet or exceed the technical and professional competence requirements of the agencies.

Coastline's students are diverse and they seek accessible learning experiences that suit their life and work situations. Responding to the needs of nontraditional students requires innovative solutions and drives curriculum development and course delivery alternatives for programs such as STAR Fast Track, Early College High School, the Military, and other Contract Education programs. These initiatives are in direct response to the College mission to support student success by offering "accessible, flexible, innovative education." Instructors in these programs are selected through the same hiring procedures as regular instructional programs and receive the same types of evaluations.

For online courses, the Seaport course management system is organized so that instructors can build high quality, rigorous courses. The Academic Standards subcommittee of the Academic Senate, along with knowledgeable College staff, developed quality standards for in-class, telecourse, and online courses. The materials were organized into an "Academic Quality Rubric" that was adopted by the Senate and used in many faculty and staff development activities and has been shared, upon request, with many other Colleges (2.A.82: [Academic Quality Rubric](#)).

To publicize the Rubric and gain faculty acceptance of its use, in 2010 the Academic Senate sponsored a contest of instructional excellence, based upon the Academic Quality Rubric. Five instructors were awarded monetary prizes, and their techniques and core indicators for instructional excellence were broadly shared as part of staff development workshops.

Self Evaluation

The College meets this Standard. Coastline's Strategic Initiative 2 (High Quality Course, Programs, and Services Initiative) is "Coastline will expand, implement, and assess the Quality Rubric for all online and face to face classes, student support services, and programs." This reflects Coastline's mission statement and

its continuing commitment to academic excellence in all courses, regardless of delivery modality.

In response to the student Accreditation survey question “Programs and courses are offered in a manner which enable me to complete my entire program as announced,” 73% of students *strongly agreed* or *agreed*; 6% *strongly disagreed* or *disagreed*; and 21% were *neutral* or *did not know* (Question 3, Student Survey Version 1).

In response to the student Accreditation survey question “I am satisfied with the overall quality of instruction,” 87% of students *strongly agreed* or *agreed*; 5% *strongly disagreed* or *disagreed*; and 7% were *neutral* (Question 2, Student Survey Version 1).

In response to the fall 2011 Accreditation employee Self-Study Survey question “There is a sufficient number of GENERAL EDUCATION courses offered each semester which enable students to complete their educational goals within a reasonable period of time,” 67% of employees responded *strongly agree* or *agree*, and 16% responded *disagree* or *strongly disagree*; 18% responded *neutral* or *did not know* (Question 3). In response to the same question, 35% of full-time faculty responded *strongly agree* or *agree*, and 21% responded *disagree* or *strongly disagree*; 45% responded *neutral* or *did not know* (Question 4). Of part-time faculty, 66% responded *strongly agree* or *agree*, 8% responded *disagree* or *strongly disagree*; 26% responded *neutral* or responded they *did not know* (Question 4).

In response to the fall 2011 Accreditation employee Self-Study Survey question “Programs and courses are offered in a manner that enable students to complete their entire programs as announced,” 56% of employees responded *strongly agree* or *agree*, and 14% responded *disagree* or *strongly disagree*; 30% responded *neutral* or *did not know* (Question 3). In response to the same question, 43% of full-time faculty responded *strongly agree* or *agree*, and 29% responded *disagree* or *strongly disagree*; 29% responded *neutral* or *did not know* (Question 4). Of part-time faculty, 62% responded *strongly agree* or *agree*; 10% responded *disagree* or *strongly disagree*; 28% responded *neutral* or responded they *did not know* (Question 4).

Actionable Improvement Plan

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Instructional delivery modes and teaching methodologies reflect the unusual range of circumstances in which many Coastline students study. In addition to the traditional classroom, Coastline reaches students in such situations as the following:

Distance learners—The entire educational process, including library and student support services, must be delivered electronically.

Military personnel—Although most military students are able to utilize online forms of education, students at sea and in deployed military units (an estimated 2–5% of military students) sometimes have no Internet access. Coastline provides other ways to deliver interactive, richly featured content.

Incarcerated and other institutionalized students—Using televised lessons or DVDs and other packaged materials, incarcerated students or students in institutional/hospital settings have the ability to enroll in many GE courses, which prepare them to complete an Associate’s degree. Proctors are required for their exams.

Developmentally disabled students—Coastline classes for students with severe to profound learning disabilities require instructors with unusual skills and unique instructional approaches.

ESL and International Students—Traditional and fast-track educational programs are available to ESL and International Students. Support activities such as a Student Success Center, student clubs, and basic skills activities supplement classroom instruction. Students also have access to services such as scholarships, EOPS, and CalWORKs. These programs provide students with support that prepares them for employment or enables them to continue their educations.

Instructional modalities—To accommodate the diverse needs and learning styles of its students, Coastline offers instruction in a variety of delivery modes including traditional classroom, CD-ROM, DVD, telecourse, online, cable, independent study, Personal Digital Assistant (PDA)—based, and hybrid courses that mix classroom and Web-based instruction. Coastline also offers courses in accelerated formats ranging from eight to twelve weeks.

The STAR Fast Track degree program, starting fall 2012, will also offer accelerated programming in key major areas (Business, History, and Psychology). As part of the Title III grant, courses are being organized so students can complete their Coastline degree in three primary semesters and one summer

session. Additional support services will be provided to assist in making the student experience successful.

Distance learning courses are a major part of the transfer curriculum of Coastline and the largest special program in the College. There has been a steady increase in distance learning classes versus site-based classes. In fall 2010, 61% of all seats (duplicated) at Coastline were in a distance learning modality, compared to 27% in fall 2001, and 51% in fall 2006 (2.A.93: [Method of Instruction 2001-2010](#)).

The first two of Coastline's six Education Master Plan Goals are Goal 1) Coastline will make learner success its core focus and Goal 2) Coastline will increase student access and improve persistence, retention, and completion with a particular focus on basic skills. With learner success and a new focus on learning outcomes as core features of the Education Master Plan, many faculty members have adopted interactive teaching methodologies that increase student learning and success and that reflect the learning styles of more members of their student audiences including students from a wide variety of cultural and ethnic backgrounds, ages, and experiences.

There are several College programs that provide a supportive community of peers, counselors, and faculty, including Pacific Bridge, Acquired Brain Injury (ABI), Early College High School, EOPS/CARE, CalWORKs, and STAR, which assist students in defining their educational goals and developing a plan of action to achieve them. In these programs, faculty might use collaborative learning pedagogies that include various group activities, team-teaching, communities, computer lab assignments, online research, online discussions, hybrid courses, and clubs.

The College Seaport course management system was specifically developed with the guidance of Coastline instructional designers to address diverse learning styles. Courses feature highly organized content using sophisticated template materials, textbooks, bulletin-board forums, chat rooms, streaming video media, and e-mail. In some courses, assessments are completely online; others require that at least one or two exams be given onsite or be proctored, with photo identification required of all students. Recent additions to the system include tools to help instructors better track student course participation and performance, an integrated method for tracking and reporting Student Learning Outcomes, and a Learning Objects component that allows faculty to more easily enrich their course content with media and graphics.

A number of faculty utilize outside publisher materials for their online courses, including MyMathLab, MyEconLab, and MySocLab, to better serve their students.

Faculty teaching in distance learning modalities receive an orientation from the DL Department and are provided with resources to help them craft their online classes. An office located in the faculty area of the DL Department is staffed with specialists who can immediately aid instructors with technological issues related

to course delivery in all modalities. Additional support is offered through a training and resources Web site created and maintained by the College's Office of Learning and Information Technology (OL&IT) (2.A.94: [OL&IT Help Page](#)). Summer Technology Institute is offered each summer to provide training to both faculty and staff about innovative ways to use technology in the classroom or in distance learning.

Self Evaluation

The College meets this Standard. Students agree that instructional technological methodologies largely meet their needs. In response to the student Accreditation self-study statement "I am satisfied with instructors' use of technology in CLASSROOM courses," 71% of students *strongly agreed* or *agreed*; less than 5% *disagreed* or *strongly disagreed*; and 24% were *neutral* or *did not know* (Question 2, Version 1). In response to the Accreditation self-study statement "I am satisfied with instructors' use of technology in ONLINE courses" 84% of students *strongly agreed* or *agreed*, and 6% *disagreed* or *strongly disagreed*; 11% were *neutral* or *did not know* (Question 2, Version 1).

The Distance Learning Department sponsors a meeting once a semester that brings together the faculty who teach in the distance learning modality, including faculty in contract education. This meeting provides an opportunity for these faculty members to receive information and updates about distance learning methodologies and students and also provides a forum to discuss areas of concern and to share suggestions about best practices in a collegial manner.

Actionable Improvement Plan

None

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Coastline employs three primary, faculty-driven processes for the systematic review of courses and programs: Curriculum Committee, Program and Department Review Committee, and SLO dialog. The Curriculum Committee reviews and acts on all proposals to add or change courses or programs. Program review addresses programs cyclically (five-year complete review, and annual updates), irrespective of change activity. SLO dialog reviews SLO outcomes once a year at the course, program, and institutional level; the result of this review is summarized and reported to the planning (PIEAC) committee, which forwards prioritized requests to the Budget Committee. In this way, relevance,

appropriateness, achievement of learning outcomes, currency, and future needs and plans are considered at least yearly for every program.

Program review uses both quantitative and qualitative data. Quantitative review includes analysis of course data such as enrollments, cancellations, attrition, and site-based/distance learning ratio. Also analyzed are student demographics such as age, gender, ethnicity, employment status, and military or incarcerated status. Costs for faculty, support, facilities, supplies, and other factors are also reviewed. Depending on the program, analysis of data collected from surveys of students, faculty, employers, alumni, and other constituencies is also part of the review process. SLO data and summary data from the annual SLO spring dialog are also available.

In addition, the Coast District, in cooperation with the college researchers, has been developing a set of sustainable data elements that can be requested in batch format for programs undergoing annual or six-year program review. This data set will contain five years of comparison data. For each department, it will include the number of sections, enrollment at census, the number of students who were wait-listed, the total FTES, WSCH, LHE (estimate), FTES/FTEF (estimate), and the fill rate (percent). Other elements being developed include student success (retention and persistence) and student demographics. (2.A.39: [Enrollment Data Cube Report Oct. 2012.xls](#)).

Please refer to **section II.A.2.a.** for more comprehensive discussion of the program review process at Coastline and **section II.A.1.c.** for a description of the SLO assessment process.

Self Evaluation

The College meets this Standard. Coastline has established effective processes for the creation and review of courses and programs on a five-year cycle with annual updates.

To survive within a stark budget situation, the College has been forced to make difficult class cuts and program closures. In fall 2010, it cut the Emeritus program for senior citizens. In fall 2011, Coastline leaders continued discussions with key decision-making bodies and in numerous study sessions and open, well-publicized budget forums about what might be the processes or criteria used if additional programs needed to be closed. It was decided that courses and programs that were not immediately relevant and necessary to the College mission of assisting students in achieving basic skills, vocational certificates, or Associate's degrees would be temporarily cut.

In response to the fall 2011 Accreditation employee Self-Study Survey question "Coastline is committed to continuous improvement of student learning and institutional processes," 86% of employees responded *strongly agree* or *agree*, and 5% responded *disagree* or *strongly disagree*; 10% responded *neutral* or *did*

not know (Question 2). In response to the same question, 90% of full-time faculty responded *strongly agree* or *agree*, and none *disagreed* or *strongly disagreed*; 10% responded *neutral* or *did not know* (Question 2). Of part-time faculty, 89% responded *strongly agree* or *agree*; 6% responded *disagree* or *strongly disagree*; 5% responded *neutral* or responded they *did not know* (Question 2).

Actionable Improvement Plan

None

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Please refer to **section II.A.1.c** for a complete history of the development of Student Learning Outcomes for courses, programs, certificates, and degrees (ISLOs), their use in integrated planning at Coastline, and a full and candid self-evaluation. All courses, certificates, programs, including general education and vocational education programs, and degrees have identified Student Learning Outcomes. Because SLOs are collected technologically, student progress in meeting various SLOs is available to students and faculty throughout the semester. Outcomes are continuously collected; they are available for review at any time and are archived at the end of each semester and term. The College has selected a cycle of assessment to coincide with the spring budgeting process. The faculty formally meets to assess SLO outcomes once a year at the spring All-College Faculty Meeting. A summative report of their discussion and needs is forwarded to the PIEAC. Over ten years, Coastline steadily achieved the highest levels of the ACCJC Levels of SLO Implementation (2.A.76: [SLO Implementation Timeline Table](#)).

SLO results and analysis are included in the program reviews, which occur every five years for all instructional and non-instructional programs. These results are used by programs to identify progress and problem areas and to make changes to ensure student success. In addition, annual reviews provide updates of specific activities taking place to accomplish program objectives. These annual program plans also use CSLOs, PSLOs, and ISLOs data in their planning.

Individual programs needing funding to further their program or student goals request funds using the Resource Allocation Proposal (2.A.95: [2012-13 CCC Resource Allocation Proposal](#)), which is submitted to the PIEAC during the regular funding cycle. The PIEAC uses a Prioritization Allocation Rubric (2.A.96:

[PIEAC PAR Prioritization Survey.pdf](#)) to determine which proposals to fund based on documentation of need from each department's annual review. The process is documented in the Integrated Planning Guide (2.A.97: [CCC Integrated Planning Guide Spring 2012](#)). Other data come to the PIEAC from the annual spring dialog at the faculty meeting (Close the Loop Survey) (2.A.71: [Close the Loop Survey](#)). Results from this survey assist the PIEAC in understanding and addressing the needs and issues of student learning (2.A.69: [Close the Loop Survey Results-Report to Senate and PIEAC-April 2012](#)).

A key factor that ensures Coastline's ability to integrate SLOs measurement into planning is technology. Coastline developed its own learning management software for online courses, and in October 2009, the College developed Seaport "shells" for all faculty (regardless of whether they were distance learning faculty), where they could enter their course-level SLO Progress Notes within the Seaport grade book. This was the first step in automating collection of SLOs, which previously had been collected in a four-column paper format. This continued until spring 2012, when Seaport enabled all faculty to set up their assignments within Seaport so that it would automatically collect course-, program-, and institutional-level SLOs. Once properly set up, indicating the proportion of assignments that measure each SLO, then the SLOs are automatically measured as the instructor grades the assignments. A report feature allows the SLO coordinator to aggregate the data by discipline for discussion at the annual all-faculty meeting. At that meeting, a summary report is completed (collected by survey) and the results reside on the Institutional Effectiveness Web site; results are sent to the PIEAC committee where requests are prioritized before sending to the Budget Committee. In this way, SLO outcomes and requests from faculty dialog are integrated into planning (2.A.65: Sampling of Spring 2012 Seaport3 SLO Outcomes Reports by Various Programs: [Paralegal All SLO Levels Outcomes Spring 2012.pdf](#); [Spanish Major Report All SLO Levels Outcomes Spring 2012.pdf](#); [Psychology Program-Report by Institutional Level SLOs Spring 2012.pdf](#); [English Major-Report by Program-Level SLOs Spr2012.pdf](#)); (2.A.51: [SLO AS President Email](#)); (2.A.52: [SLO Training: Progress Notes Seaport 2](#)).

Self Evaluation

The College meets this Standard but it seeks to improve so that it may reach the level of sustainability on the Commission's Quality SLO Rubric. Please refer to the **self evaluation for section II.A.1.c** for a complete analysis of Coastline's progress in meeting this Standard. There are four areas being monitored and fine-tuned: 1) the ability of Seaport's SLO fields to seamlessly collect and report necessary SLO data at course, program, and degree/institutional levels; 2) the ability of instructors to correctly utilize Seaport's grade book in order to properly assess each level of SLOs; 3) the ability of the Close the Loop Survey to collect meaningful summative data for the PIEAC and Budget Committee; 4) the overall

evaluation of whether the entire process adequately uses assessment results to make improvements in student goal attainment.

The SLO Coordinator and the Seaport designers also plan to develop additional reports so that SLO outcome data can be more easily summarized for tracking and reporting to governance committees and PIEAC.

At the end of each fall semester, every instructor writes a short self evaluation in a text-box explaining how the course might be improved to help students better achieve the stated learning outcomes (2.A.64: [Qualitative Notes Box for a Psychology PSLO.docx](#)). At any time during the course, a teacher may select a report feature to view student progress toward meeting SLOs; it indicates how many students fully achieved, partially achieved, or failed to achieve the stated learning outcomes. Seaport's report features also enable the instructor to easily identify and contact students who are not succeeding (2.A.98: [Student Monitoring Screen At Risk Criteria](#)). Faculty received additional training on how to use these features at the fall 2012 Faculty Meeting. It is anticipated that this technological support will assist the faculty in improving student outcomes.

Actionable Improvement Plan

In 2013 evaluate the efficacy of Seaport's SLO technical applications and related procedures to collect useful student achievement data and to effect improvements in student outcomes.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Several disciplines have faculty that are working together to create common course exams, such as in the math department, but they are not "departmental" or "program" exams. Some courses in the departments of Gerontology, Health, Nutrition, and Physical Education have pre- and post tests to measure student progress, but grades are based on multiple course-level measures, not on a "department" exam. The English, math and ESL departments use placement exams to place students within various levels of their curriculum and use course-level exams and other assignments to measure student learning. Their placement exams are standardized tests that have been validated by the Institutional Research Department on our student population, and tests for bias have been conducted.

Self Evaluation

The College meets this Standard. The only departmental or program tests being used are placement tests; they are standardized tests, have been validated on the campus, and have been found to have no adverse effects on underrepresented groups.

Actionable Improvement Plan

None

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Coastline awards credit based on the student's achievement of the stated course learning outcomes. Course, program, and institutional level outcomes are assessed each time instructors grade assignments or projects that they have identified in Seaport as relating to specific SLOs. Every Coastline instructor has a Seaport course Web site where they place their course syllabi and where students can see CSLOs, PSLOs, and ISLOs related to their courses.

The awarding of grades and College credit conforms to Title 5 standards. The Catalog provides clear information about grades and the distinction between degree and non-degree credit courses. This distinction is also stated in the course outlines and on the course syllabi. Each course outline specifies the criteria for evaluating student performance and awarding credit. College-wide grading policies are also explained in the Class Schedule and the College Catalog (Policies and Regulations sections).

Articulation agreements with four-year institutions demonstrate the congruence of Coastline credit-awarding policies with generally accepted norms of higher education.

Self Evaluation

The College meets this Standard. Course outlines, which are developed by the faculty and reviewed and approved by the Curriculum Committee, provide detailed information about number of hours of instruction for particular courses per semester. The Curriculum Committee evaluates course objectives, content, compliance with Title 5, methods of evaluation, and SLO alignment with objectives.

Actionable Improvement Plan

None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The criteria for receiving degrees and certificates are stated in the College Catalog. The Curriculum Committee, a subcommittee of the Academic Senate, through a comprehensive review process that is in compliance with Title 5, approves individual courses and their respective learning outcomes as well as degree programs in transfer and general education, vocational and career certificate programs. In its review process, the Curriculum Committee carefully examines the SLOs in courses. Within disciplines, faculty collaboratively write their program SLOs and identify the courses in their programs that link to the Institutional-level SLOs. Students who successfully follow a program of study and who demonstrate proficiency through performance assessments in each of these outcomes are awarded degrees and certificates.

Self Evaluation

The College meets this Standard. Coastline confers degrees or certificates only upon successful demonstration of competencies as defined by each course outline. Through statistics available on Seaport³, students are able to see personal progress toward meeting CSLO achievement while they are enrolled in an online course.

Actionable Improvement Plan

None

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and the arts, the natural sciences, and the social sciences.

Descriptive Summary

The general education program at Coastline Community College is the basis for all degree programs and is designed to help students develop the knowledge and skills that will contribute to their intellectual, personal, and professional growth. It is a broad-based and comprehensive program that introduces students to the major areas of higher education. The following General Education Philosophy is clearly stated in the Catalog (2.A.13: [2012-2013 Catalog Web Site](#), p. 21):

General Education Degree-Level Student Learning Outcomes

The term “general education” refers to a broad-based and comprehensive program that introduces students to the major areas of higher education: the humanities, fine arts, social sciences, and natural sciences. The general education program is the basis for all degree programs at Coastline Community College and is designed to help students develop the knowledge and skills that will contribute to their intellectual, personal, and professional growth.

Upon completion of a degree-level program, students will be able to:

1. Demonstrate understanding and appreciation for the visual and performing arts.
2. Demonstrate ethical civic, environmental, and social responsibility.
3. Demonstrate ability to apply critical thinking and analysis.
4. Demonstrate innovative thinking, adaptability, and creative problem-solving skills.
5. Demonstrate understanding and respect for cultural and global diversity.
6. Demonstrate information competency.
7. Use effective communication and interpersonal skills.
8. Use scientific and quantitative reasoning.

The College Catalog clearly describes the three Associate degree general education options available to Coastline students and, for each option, lists all the required general education courses. Supplemental counseling material provides similar information in the form of an Academic Advising Plan (2.A.92: [Option I Requirements](#); [Option II Requirements](#); [Option III Requirements](#)). Option 1 (Coastline’s basic Associate’s degree pattern) requires the completion of 18 general education units. Option 2 (general education transfer plan for CSU) requires the completion of at least 39 general education units. Option 3 (general education transfer plan for IGETC-CSU or UC) requires at least 37 units of general education. Information in the Catalog and supplemental counseling material is reviewed and updated yearly.

Core Degree Outcome 1 (Demonstrate understanding and appreciation for the visual and performing arts), Core Degree Outcome 2 (Demonstrate ethical civic, environmental, and social responsibility), Core Degree Outcome 5 (Demonstrate understanding and respect for cultural and global diversity), and Core Degree Outcome 8 (Use scientific and quantitative reasoning), specifically address this Standard. The specific learning outcomes for the natural sciences are indicated in **Table 2.A.1**, as an example; please see the complete document to view the achievement criteria for each of the eight degree-level learning outcomes (2.A.99: [Core Degree Outcomes with Assessments](#)).

TABLE 2.A.1

CORE DEGREE OUTCOME FOR SCIENTIFIC AND QUANTITATIVE REASONING

• Demonstrate scientific and quantitative reasoning	
Criteria (Achievement at 80% or higher for each element)	Suggested Methods of Assessment
Scientific Reasoning <ul style="list-style-type: none"> • Determines whether question can be addressed by “scientific method” • Explains difference between hypothesis, theory, and law • Distinguishes between positive and negative results • Explains necessity for controls and validation of results • Distinguishes between results and conclusions 	Lab reports Poster presentations Case studies Research reports Analysis of journal articles
Quantitative Reasoning <ul style="list-style-type: none"> • Uses mathematical functions and algebraic formulas to solve common consumer and business numerical problems • Reads and interprets graphs such as bar, line, or circle graphs • Uses appropriate technology to solve mathematical problems 	Math worksheets Math verbal problems Discussion
Primary Assessment: (Scientific) Almost any science course or Anthropology 185; (Quantitative) Passing Math Placement Test or 2 years of high school algebra or Math 030 or higher (except Math 080) Additional Assessment Options: (Quantitative) Accounting	

Source: General Education Degree-Level Student Learning Outcomes

Self Evaluation

The College meets this Standard. The General Education philosophy is printed in the College Catalog according to Board Policy 4025 (2.A.100: [BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)). This statement has served for many years to guide the evaluation and decision-making process of the Curriculum Committee for general education requirements and components in academic and occupational courses. During the 2004–05 academic years, this statement was used by the Academic Senate to identify and develop the eight Core Degree-level Learning Outcomes for the College. It was reviewed by the major constituency groups (Academic Senate, Classified Council, Management Team, and MPB) in spring 2006 and presented and approved by MBP in May 2006.

Actionable Improvement Plan

None

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

See **section II.A.3.a** for a discussion of the General Education philosophy statement, which includes eight core competency outcomes needed for meeting a degree. Core Degree Outcome 7 (Use effective communication and interpersonal skills), Core Degree Outcome 6 (Demonstrate information competency), Core Degree Outcome 8 (Use scientific and quantitative reasoning), Core Degree Outcome 3 (Demonstrate ability to apply critical thinking and analysis), and Core Degree Outcome 4 (Demonstrate innovative thinking, adaptability, and creative problem-solving skills) specifically address this Standard. Please refer to the document “Core Degree Outcomes and Assessment” to view the achievement criteria for each of the eight degree-level learning outcomes (2.A.99: [Core Degree Outcomes with Assessments](#)).

Coastline faculty develop courses and programs designed to provide the student with the skills to be a productive individual, to speak and write clearly, to use computer technology, and to be competent in a society characterized by rapid change.

Communication, scientific and quantitative reasoning, and critical thinking skills are infused throughout Coastline’s curriculum. Each of Coastline’s three Associate’s degree options (Option 1, Option 2, and Option 3) have speech, English composition, and math requirements. Transfer degree options require life science, earth science, and labs. Coastline offers two courses specifically designed to teach critical thinking (Philosophy 115 and English 102). These courses are accepted for transfer under Option 2. English 102 fulfills the critical thinking requirement in Option 3 (2.A.92: [Option I Requirements](#); [Option II Requirements](#); [Option III Requirements](#)).

Self Evaluation

The College meets this Standard. See **the self evaluation for II.A.3.a**.

Actionable Improvement Plan

None

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity, and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

Descriptive Summary

See **section II.A.3.a** for a discussion of the General Education philosophy statement, which includes eight core competency outcomes needed for meeting a degree; these are now measured as ISLOs. The following goals specifically address this Standard: Core Degree Outcome 2 (Demonstrate ethical civic, environmental, and social responsibility) and Core Degree Outcome 5 (Demonstrate understanding and respect for cultural and global diversity) (2.A.99: [Core Degree Outcomes with Assessments](#)).

General education courses provide a broad learning experience in ethical principles, interpersonal skills, respect for cultural diversity, and civic responsibility. The Associate's degree options combine these courses to provide the student appropriate learning outcomes in the major areas of general education. Numerous Coastline programs, policies, and activities speak to the elements of this Standard.

The second of Coastline's eight Degree-Level Learning Outcomes is to demonstrate ethical civic, environmental, and social responsibility. Ethical principles are the cornerstone of Coastline policies on academic honesty, students' rights, and the student code of conduct. Many activities sponsored by Coastline's Associated Student Government (ASG) encourage the development and appreciation of ethical principles among the student body.

Specific courses that encourage the development of ethics and civility and that encourage the willingness to assume civic, political and social responsibilities locally, nationally, and globally include Philosophy 120 (ethics) and Political Science 180 (American Government). Courses in speech, management and supervision, and business English also foster the development of these skills. Group projects stimulate collaboration and civil discourse in many disciplines.

Many courses are available that expose students to respect for cultural diversity and historical and aesthetic sensitivity; these include anthropology, art, criminal justice, English, language, geography, gerontology, history, humanities, human services, music, philosophy, and sociology. Coastline's three Associate's degree options all include a Global and Multicultural Studies requirement of 2.5 units or more.

Self Evaluation

The College meets this Standard. In numerous courses it has provided opportunities for students to develop and demonstrate appropriate behavior related to appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. **See the self evaluation for II.A.3.a.**

Actionable Improvement Plan

None

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs offered at Coastline require students to declare a major or to concentrate in at least one Area of Emphasis. Areas of Emphasis provide an opportunity for students to take courses in their areas of interest and apply them to an Associate's degree. They are appropriate for students who do not plan to transfer as well as for those who are transferring. Students who plan to transfer should consult with a counselor to make sure they select the appropriate courses with the Area of Emphasis for their planned major and selected transfer university. The Areas of Emphasis are American Studies, Arts and Humanities, Communications, Physical Education and Health, Science and Math, and Social and Behavior Sciences. Pages 34–39 of the 2012–13 Catalog describe the Areas of Emphasis and the majors that fall within each Area (2.A.13: [2012-2013 Catalog Web Site](#)).

Majors include Art, Business Administration, Economics, English, French, Gerontology, Health and Fitness, History, Human Services, Liberal Studies (for teaching), Mathematics, Psychology, Sociology, and Spanish. In addition, the College has Associate's transfer degrees (related to S.B. 1440, the Student Transfer Achievement Reform Act) approved by the state in psychology, sociology, and English. History, business, and mathematics are pending approval.

Self Evaluation

The College meets this Standard. Coastline College offers 32 A.A. and 25 A.S. degrees. Transfer degree majors prepare students for upper division work in a particular subject matter and range from narrow specialty majors (e.g., Psychology) to broad course patterns that also satisfy university GE requirements (e.g., Liberal Studies). Career degree majors prepare students for immediate employment and/or the upgrading of their employment skills and include

specialized occupational courses. Career degree majors may also prepare students for upper division work in a particular subject matter (e.g., Business Administration).

Actionable Improvement Plan

None

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Coastline offers vocational education and degrees in various combinations, including certificates and A.A./A.S. degrees. Certificates are classified by the number of units needed to complete them, such as Certificates of Specialization (fewer than 12 units), Certificates of Accomplishment (12–17 units), and Certificates of Achievement (18–26 units—these are noted on transcripts). All certificate and degree programs have been reviewed and approved by the Curriculum Committee, the Board of Trustees, and the Academic Affairs Division of the California Community Colleges Chancellor’s Office. In addition, all Certificates of Accomplishment and Associate in Arts and Sciences degrees for Career and Technical Education (CTE) have been reviewed and approved by the LOWDL (Los Angeles/Orange County Workforce Development Leadership) regional consortia as prescribed by the CTE Division at the State Chancellor’s Office. These approved programs are recorded with the California Community Colleges Curriculum Inventory and will be available in the future at the newly established Web site for the State Chancellor’s Office. Once completed, the Web site will allow comparison of data from similar programs at other community colleges around California.

In addition to aligning with local industry requirements, several of Coastline’s CTE programs are approved by external agencies:

- **Paralegal Studies**—is approved by the American Bar Association (ABA).
- **Educational Studies**—those who wish to work as early childhood educators must apply for a permit from the California Commission on Teacher Credentialing (CTC).

Among the certificate and degree programs that are aligned with state or national licensure and/or certification requirements are:

- Accounting (CPA Licensure, Financial Planning Certification, VITA Internships)
- Building Codes (International Code Council)
- Business Computing (Microsoft Office Specialist)
- Computer Networking (CompTia, CISCO-CCNA, CCNP, Microsoft-MCTS)
- Digital Graphic Arts (ACME Animation, Adobe Certified Expert)
- Emergency Management (FEMA, Emergency Management Institute, CAL EMA/CSTI, National Response Framework)
- Medical Coding Specialist (AHIMA certification exam)
- Real Estate (California Real Estate Sales, California Real Estate Broker Licensure)
- Retail Management (Western Association of Food Chains)

All CTE certificates and degrees are reviewed and evaluated by their industry advisory committees at least once a year for alignment with specific industry hiring needs and trends.

Self Evaluation

The College meets this Standard. The goal of Coastline's Career and Technical Education (CTE) programs is to prepare students to enter their chosen careers. CTE programs reflect the input of their respective industry advisory committees and meet the requirements of outside accrediting and licensing agencies. CTE programs can be broadly divided into three categories: those in which curriculum meets locally-established standards; those approved by professional organizations or licensing agencies; and those aligned with state or national licensure and/or certification exam requirements. Depending on their structure, programs can fall into all three categories simultaneously. All Coastline CTE programs meet regularly with their advisory committee members to review certificate and degree offerings and to discuss relevant national, state and local labor market projections. Based on the committee's recommendations, programs revise existing certificates and degrees, create new certificate and degree options, and remove obsolete offerings.

CTE certificates and degrees equip students with technical and professional competencies to prepare for employment or to meet standards of licensure and certification required in their field of college study. The College Catalog contains descriptions of degree and certificate programs; course descriptions; and explanations of whether the course of study is intended to prepare a student for a specific employment opportunity, for preparation for external licensure and certification, for an Associate's degree, or for transfer to a four-year institution. Occupational programs undergo regular review by advisory committees. The advisory committees are made up of business/industry leaders and part-time and full-time faculty, administrators, and staff. The function of the committees is to

review programs as they relate to content, focus, and curriculum. As part of this review process, business/industry leaders provide input into the direction of industry growth, needs, and trends, thus molding the programs to fit with the needs and trends in industry.

Coastline provides students with hands-on training and robust learning experiences. For example, a 2011 Coastline event called “So You Want to Be a Nerd?” gathered close to 200 future video game programmers, artists, designers, animators, and producers, providing attendees with the opportunity to meet hiring managers from two of Orange County’s top video game firms. These firms were onsite to explain the many different job functions found at major video game firms and to describe the education and training that candidates need to be considered for one of these positions. This event supported students and prospective students in our Digital Media Animation and Gaming Foundations certificate program.

Another method of documenting occupational competence is through industry examinations. These exams are created, monitored, and graded by business/industry groups and are designed to provide a minimum level of competency for employers to judge students’ competence. Coastline is an approved Pearson Vue, Prometric, and Novell Authorized Testing Center and provides students with access to industry certification exams.

Currently the College offers 67 types of Certificates of Achievement, Accomplishment, or Specialization (2.A.13: [2012-2013 Catalog Web Site](#)). Certificates are granted on the accomplishment of a set of coursework that is defined by the individual program with input from the advisory committee and then approved by the Curriculum Committee.

Coastline’s new Dean of CTE, hired June 2012, will be active in developing new partnerships and improving existing ones. Since the last self-study, the College has strengthened its advisory committees in all CTE departments.

Actionable Improvement Plan

None

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

Coastline provides students with accurate, accessible, and current information that helps them understand and meet requirements for degrees, certificates, and transfer. The College provides information through a variety of methods and media, including the Catalog and the Web site (2.A.13: [2012-2013 Catalog Web Site](#)); (2.A.101: [Counseling Web Site](#)). Course syllabi describe course methods and objectives and provide a contract between students and their instructors. Instructors post their syllabi on their own Seaport Web sites, where their SLOs are also displayed (2.A.102: Sample Seaport Course Syllabi: [Syllabus Business Computing 147 Beg Word](#); [Syllabus History 170](#); [Syllabus Principles of Human Sexuality 1.docx](#); [Syllabus English 099.docx](#)).

Self Evaluation

The College meets this Standard. In the College Catalog, all certificate and degree programs include a clear description of course and requirements. A special section of the Catalog is devoted to “Career and Technical Educational Programs” (2.A.13: [2012-2013 Catalog Web Site](#), pp. 45–65). Expected Student Learning Outcomes for all certificate programs are available interactively by program from the College Web site.

Beginning spring 2012, all faculty were required to organize course materials within a Seaport course shell; they were minimally required to post a course syllabus and identify within the grade book how they would be measuring CLSOs, PSLOs, ISLOs (if their course mapped to any ISLOs). Seaport automatically populates each instructor's courses with this SLO information, which can be seen by students as well (2.A.103: [Seaport3 Screen Shot Example Showing SLO Screens.docx](#)). This prevents instructors from entering different SLOs than are officially approved on the course outline. Syllabi contain the content from the course outlines in a practical form describing the operational details of each course, and they function as a contract between students and their instructors.

In response to the Student Accreditation survey question “Instructors provide a course syllabus that describes course requirements,” 93% of students *strongly*

agreed or *agreed*; 2% of students *strongly disagreed* or *disagreed*; and 5% were *neutral* (Question 2, Student Survey Version 1).

In response to the Student Accreditation survey question “Instructors inform students of skills or learning outcomes we are expected to achieve,” 91% of students *strongly agreed* or *agreed*; 2% of students *strongly disagreed* or *disagreed*; and 6% were *neutral* (Question 2, Student Survey Version 1).

Actionable Improvement Plan

None

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Students attending Coastline can receive credit to fulfill degree requirements in a variety of ways, including transfer of coursework from other institutions, credit by exam, College Level Examination Program (CLEP), advanced placement credit, licensure credit, foreign college units (must be evaluated by an approved transcript service), and military service credit. Policies and procedures about these alternatives are clearly stated in the Catalog (2.A.13: [2012-2013 Catalog Web Site](#), pp. 138, 167).

Coastline’s articulation officer, who is a counselor and voting member of the College Curriculum Committee, has responsibility for establishing and updating articulation of lower-division breadth and general education requirements according to Board Policy 4050 Articulation (2.A.104: [BP 4050 Program Course Articulation](#)). This includes articulation agreements for course to course, major to major, program to program, general education (breadth) to general education (breadth), major prerequisite to major prerequisite, and lower division courses to upper division courses. Articulation agreements are also established between Coastline and high schools, Regional Occupational Programs (ROPs), other community colleges, the CSU System, CSU individual campus sites, the UC System, UC individual campus sites, and Independent Colleges and Universities. Each Coastline division initiating potential transfer curricula works with Coastline’s articulation officer to ensure that proposed course offerings correspond with coursework at other institutions.

Coastline accepts coursework from other California community colleges. The graduation clerk, in consultation with counselors, evaluates courses from outside the California community college system; these units are accepted if the course is within the scope of Coastline curriculum. Coastline, in cooperation with the 14 other community colleges in Region 8 (Orange County and surrounding area), participates in an articulation program designed to facilitate the student transfer process between Region 8 colleges. Courses that meet Associate's degree general education requirements at each individual college are accepted as meeting the general education requirements by all the other Region 8 colleges.

Another tool used to access course transferability is the database system referred to as ASSIST (Articulation System Stimulating Inter-institutional Student Transfer). ASSIST is known as the official source for California articulation and student transfer information and is available on the Internet (2.A.105: <http://www.assist.org>). ASSIST lists transferable courses from all participating community and four-year colleges and universities that can be matched with courses at Coastline.

Self Evaluation

The College meets this Standard. Coastline maintains updated formal articulation agreements that have been established with both CSU and UC systems as well as with private colleges and universities. The articulation officer, the Student Services Department, and the Curriculum Committee continue to seek, expand, and improve articulation agreements with four-year institutions. Each year the list continues to grow. The Military and other Contract Education Programs have developed additional articulation agreements particularly suited to distance learning students. The agreements include all Coastline students and are not limited to those in the Military Education Program.

The Transfer Center, the EOPS Office, and the Counseling Department provide students with a variety of services to assist them in the transfer-of-credit process. These services include the provision of information about articulation agreements, print and electronic college catalogs and materials from various academic institutions, and campus visits by representatives from a various academic institutions.

Actionable Improvement Plan

None

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Coastline makes every effort to ensure that all students in discontinued programs are able to complete their education in a timely manner with a minimum of disruption.

Generally, changes to occupational certificate programs are made to maintain alignment with employment trends and demands for new technologies and skills. Changes in general education programs usually reflect articulation issues and are made to improve the transferability of College courses to other institutions, particularly four-year universities and colleges. When programs are eliminated from the curriculum or when the requirements for a program are changed, the Curriculum Committee votes to approve the action. The deans or faculty members recommending the changes must provide evidence to show why the changes are necessary and how they would result in improving the College curriculum.

Before a program is eliminated, its department leadership must recommend the decision or the program must undergo thorough analysis via the Program Vitality process (2.A.106: [Program Vitality Evaluation](#)). Programs may be referred for Vitality Evaluation by the discipline dean, department chair, Program and Department Review Committee, or any College constituency; or the recommendation for Vitality Review may emerge from the formal program review process. Programs with declining enrollments, diminishing job markets; or staffing, facility, or fiscal exigencies may be the subject of a Program Vitality study. The study involves an independent panel of faculty and administrators outside the affected department.

Because employment trends change as technologies advance, some programs that are no longer in high demand must be eliminated. Coastline's structured process of Vitality Evaluation has proven a successful mechanism for reviewing vitality and, when necessary, achieving a phased elimination of programs in a way that provides opportunities for students in mid-program to complete their studies and that also safeguards faculty rights and interests. A key part of this process is working with the counseling department to facilitate transition.

In cases where the requirements have changed for a particular program, students who have not broken enrollment have the option of completing the new requirement or the requirements in effect when they started the program or the current program requirements. If any of the required classes are not currently offered or have not been offered for a reasonable period of time, students may file a petition to waive the requirement or substitute another class as described above.

Self Evaluation

The College meets this Standard. Because of the ongoing budgetary constraints faced by higher education in California, in fall 2010, the College made a decision to close its Emeritus courses at senior centers; these courses did not lead to a degree or certificate. In fall 2011, in discussions with key decision making bodies, Coastline leaders continued the discussion about the processes and criteria to be used if additional programs needed to be closed. The College closely examined its programs within the context of the entire institution to ensure that our resources are being narrowly allocated to best meet the overall College mission, the Education Master Plan Goals, and the needs of students and the community. In spring 2012, the decision was made to cut parent education courses, Credits for College (C4C) courses, most physical education courses, most performing arts courses, and many art courses; this would take effect fall 2012. Students in the eliminated programs/courses have not been prevented from completing their programs of study; the parent education program did not lead to a certificate; C4C high school students may take courses at Coastline campus sites; and key art and music courses needed for degree completion are still available.

The College is mindful that it is necessary to maintain as many program courses as possible in order to facilitate student success and completion of programs of study.

Actionable Improvement Plan

None

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Coastline College represents itself clearly, accurately, and consistently in all materials, both print and online.

Currently, knowledgeable staff responsible for policies and different departments review and proof various sections of the College Catalog prior to publication. The Catalog is updated and published annually with edits contributed throughout the school year. A print version is available from the Counseling Office or for purchase in the Bookstore. The Catalog is also posted online as a searchable PDF for download and printing (2.A.13: [2012-2013 Catalog Web Site](#)).

The online searchable schedule of classes is linked to the Banner system, including curriculum and registration. It displays all courses, including additions, cancellations, or other changes, which are updated immediately in real time; it also displays enrollment caps for each course, actual enrollments, and the number of students on the wait lists for each course. Students can search the schedule by instructor, department, and type of course and can also search the schedules of Orange Coast College and Golden West College (2.A.107: [Searchable Class Schedule](#)).

The Director of Marketing and Public Relations ensures that the College's identity is established through its publications, including the Catalog, Class Schedule, program brochures and other materials and that these materials maintain the integrity of the College. The department has also been active in developing new forms of communication and interaction with the community, including Twitter, blogs, and Facebook (2.A.108: [Public Relations Web Page](#)).

The Vice President of Instruction and Student Services is regularly updated on District policies that are being reviewed by the Board of Trustees. These policies are simultaneously reviewed by sister colleges, and if they affect students, they are reviewed by the ASG. If they affect instruction, they are reviewed by the Academic Senate. The Academic Honesty policy was most recently reviewed and updated at Coastline.

Self Evaluation

The College meets this Standard. The College represents itself clearly and accurately. **Table 2.A.2** displays employee and student responses to the Accreditation Survey statement "Please indicate how strongly you agree or disagree with these statements about Coastline's published materials and its representations about itself." The table shows that most employees and students *strongly agreed* or *agreed* that the Catalog, Web site, class schedule, and other publications were clear and accurate.

The College streamlined its Catalog production process in the 2011–12 school year, with planned implementation of the new process in the 2012–13 school year. Traditionally, a paper Catalog was produced and updated every year by making edits to the paper copy. The new method places all of the information online, assigning "section editors" to specific parts of the Catalog for which they are responsible. These section editors have the ability to update the Catalog throughout the year. Each year in early June, the updated sections will be pulled to produce a "point in time" document that serves as the contract between the student and the College for the coming school year. Online, students will have the option to choose to view the archived PDF Catalog (for a selected year) or to view the LIVE and living document that is continually updated. A full disclosure will be included noting the differences between these options, and students will be reminded that only the archived PDF Catalog for the year they began their

program is the official contract for their term. This process will enable students to view a most up-to-date copy of the Catalog at all times.

In response to the fall 2011 Accreditation employee Self-Study Survey question “Degrees and certificates are clearly described in the college Catalog,” 81% of employees responded *strongly agree* or *agree*, and 5% responded *disagree*; 14% responded *neutral* or *did not know* (Question 3). In response to the same question, 93% of full-time faculty responded *strongly agree* or *agree*, and 4% responded *disagree*; 4% responded *did not know* (Question 4). Of part-time faculty, 84% responded *strongly agree* or *agree*; 3% responded *disagree*; 13% responded *neutral* or responded they *did not know* (Question 4).

Actionable Improvement Plan

None

TABLE 2.A.2

EMPLOYEE AND STUDENT RESPONSES TO ACCREDITATION SURVEY QUESTION
 “Please indicate how strongly you agree or disagree with these statements about Coastline’s published materials and its representations about itself?”

	Agree/ Strongly Agree				Disagree/ Strongly Disagree				Neutral/ Do Not Know			
	Employees (%)	F-T Faculty (%)	P-T Faculty (%)	Students (%)	Employees (%)	F-T Faculty (%)	P-T Faculty (%)	Students (%)	Employees (%)	F-T Faculty (%)	P-T Faculty (%)	Students (%)
The college CATALOG is clear and accurately represents policies and practices at Coastline	81	79	87	85	9	3	2	1	10	17	11	14
Coastline’s PRINTED class schedule is accurate and clear	73	76	87	83	9	7	4	1	19	17	9	15
Coastline’s ONLINE class schedule is accurate and clear	78	79	82	89	5	0	3	3	17	21	15	8
Coastline’s WEBSITE is clear and accurate	47	52	74	85	33	21	8	4	21	27	18	12
Coastline’s PUBLICATIONS (brochures, newspaper ads) provide clear and accurate information about programs and services to students	73	66	73	84	5	7	4	2	22	28	24	14

Source: Employee Accreditation Self-Study Survey, Question 5; Full-Time and Part-Time Faculty Accreditation Self-Study Survey, Question 7; Student Accreditation Self-Study Survey, Version 1, Question 4.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

District policies and administrative procedures addressing issues of academic freedom and responsibility, including student academic honesty, are developed through participatory governance, including significant input and collaboration from each of the three academic senates in the Coast District. Pertinent Board policies published on the Coast Web site include:

- Academic Freedom (2.A.109: [BP 4030 Academic Freedom](#))
- Student Code of Conduct and Disciplinary Procedures (2.A.110: [BP 3902 Student Code of Conduct and Disciplinary Procedures](#))

Policies are provided to students in the Catalog and on the College Web site (2.A.111: [Academic Honesty Web Site](#)).

Self Evaluation

The College meets this Standard. Policies regarding academic freedom and responsibility and student academic honesty are established and thoroughly reviewed. The topic of academic honesty and integrity is one of ongoing discussion among faculty leaders. The Academic Senate Newsletter publishes articles on how to prevent cheating, and the yearly staff-development Summer Technology Institute hosts breakout sessions on topics such as the prevention of cheating or the use of Turnitin.com plagiarism software (2.A.112: [Email Invitation to Summer Institute](#)); (2.A.113: [Academic Senate Newsletter March 2011--Article on Academic Honesty](#)).

Actionable Improvement Plan

None

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Faculty are guided by Coast Community College District Academic Freedom Board Policy (2.A.109: [BP 4030 Academic Freedom](#)), which notes that faculty

members “shall not be subject to any adverse action affecting . . . employment status” if they “examine or endorse unpopular or controversial ideas appropriate to course content” in student discussions or in academic research and publications. Additional sections of the statement refer to faculty members’ responsibilities not to speak “for the College or District” when speaking or writing as a private citizen, out of the classroom. The statement about academic freedom and responsibility is available to faculty and is a part of the CFE/AFT and CCA contracts for full- and part-time faculty (2.A.114: [District Web Site Union Agreements.aspx](#)).

Self Evaluation

The College meets this Standard. The academic freedom statement specifically states that “the faculty member shall attempt to be accurate, objective, and show respect for the opinions of others.” In addition, faculty members are responsible for “presenting all points of view, including library materials of interest, information, and enlightenment, without regard to the race or nationality or social, political, or religious view of the authors.”

In response to the fall 2011 Accreditation student Self-Study Survey statement “Instructors attempt to be fair and objective in their presentation of course materials,” 90% of students responded *strongly agree* or *agree*, and 2% responded *disagree* or *strongly disagree*; 7% responded *neutral* or *did not know* (Question 2, Version 1).

In response to the fall 2011 Accreditation faculty Self-Study Survey statement “I distinguish my personal convictions or opinions from objective presentations of course material,” 94% of part-time faculty responded *strongly agree* or *agree*, and 0% responded *disagree* or *strongly disagree*; 7% responded *neutral* or *not applicable* (Question 6). In response to the same question, 93% of part-time faculty responded *strongly agree* or *agree*, and 4% responded *disagree* or *strongly disagree*; 4% responded *neutral* or *not applicable* (Question 6).

Actionable Improvement Plan

None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

The College has the responsibility of ensuring that grades represent the knowledge and skill level of each student. Faculty have the primary authority to ensure that academic honesty is maintained in their classes, but students also share that responsibility and are expected to refrain from acts of academic

dishonesty. District Board Policy “Student Code of Conduct and Disciplinary Procedures” delineates expectations concerning appropriate student behavior and sanctions for violations (2.A.110: [BP 3902 Student Code of Conduct and Disciplinary Procedures](#)).

A definition of academic honesty, including examples of violations, appears on page 127 of the 2012–2013 College Catalog and is included in the fall and spring Class Schedules. An instructor who has evidence that an act of academic dishonesty has occurred shall, after speaking to the student, take one or more of the following actions: issue a reprimand or give the student an “F” grade on an assignment or zero points or a reduced number of points on all or part of a particular paper or examination.

Self Evaluation

The College meets this Standard. Clear expectations regarding academic honesty, including consequences for dishonesty have been established and are widely available. The Dean of Student Services and the Academic Senate worked together in fall 2011 to revise the College academic honesty procedures. Specific text was added to address use and misuse of online materials and online exams. The examples of academic dishonesty were updated to include misuse of technology. Report forms were updated to enable faculty members either to counsel students themselves or to formally report incidents of academic dishonesty or other violations of the Student Code of Conduct. Report forms were also made available to instructors online.

The College librarian maintains accounts for Turnitin.com plagiarism software and provides training upon request and at staff development workshops. The Seaport₃ programmers are planning to integrate a link to Turnitin.com so its interface will be seamless with the Seaport₃ course home page homework drop boxes.

In response to the student Accreditation Survey question “Instructors clearly specify expectations concerning academic honesty and the consequences for dishonesty,” 95% of students *strongly agreed* or *agreed*; 2% of students *strongly disagreed* or *disagreed*; and 3% were *neutral* or *did not know* (Question 2, Student Survey Version 1).

Actionable Improvement Plan

None

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

As a publically supported community college, Coastline does not seek to instill any specific belief or worldview.

Descriptions about codes of conduct are explained in previous sections. Student learning about ethical principles, civility, and willingness to assume responsibility are described in **section II.A.3.c**; faculty academic freedom is described in **section II.A.7**; faculty's distinguishing between personal conviction and professionally accepted views is in **section II.A.7.a**; and student academic honesty is in **section II.A.7.b**.

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies (Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals).

Descriptive Summary

In October 2009 Coastline submitted a Substantive Change Report entitled "Change in Geographical Area Served: A Contract Education Early College High School Program for Non-U.S. Nationals at a Private High School in China" (2.A.115: [Substantive Change Proposal 2009](#)). The program is commonly referred to by its Acronym, "EBUS," which stands for "Education-Bound U.S." The Substantive Change proposal was approved by the Commission in April 2010 (2.A.116: [WASC Substantive Change Notification Letter EBUS](#)). The EBUS Program delivers fee-based English as a Foreign Language (EFL) training, followed by fee-based credit courses, modeled after our military contract education model, to students at a private high school in China. It does not offer a full Associate's degree.

The College remains in communication with the Commission, calling to inquire whether substantive change or other reports are needed in the operation of our programs. A conference call was held on October 25, 2011, with Dr. Susan Clifford of the Commission and College staff to discuss how the Contract Education Office should proceed with plans to expand the EBUS program into other countries, as discussed in our Substantive Change proposal. Upon Dr. Clifford's advice, the College sent the Commission a letter of intention to expand the existing EBUS Program into other countries (2.A.117: [Letter of Intention to Expand Existing Program](#)). On July 12, 2012, an updated letter was sent to the Commission explaining contracts coming into fruition, one with a full-A.S. degree program (2.A.118: [WASC Program Update Letter 7-12-2012](#)).

Self Evaluation

The College meets this Standard. Self evaluations of each of the sections of Standard II.A and II.B for the EBUS Program are also provided within this report (See **EBUS II.A.**; **EBUS II.B.**). Additionally, the Accreditation policy Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals is addressed in the front materials of this report (See **Principles of Good Practice**).

California's community colleges are preparing for a grim scenario in the state's 2012–13 budget. Among the many effects that the state budget downturn will produce will be the need for all community colleges to become even more entrepreneurial in order to find revenues from independent sources. Coastline's Education Master Plan notes that Coastline generates a much higher proportion of its overall revenue from independent operations than California community colleges as a whole or California community colleges with similar enrollment (between 20,000 and 30,000 unduplicated students). With declining revenue from the state and the rise in tuition that will likely discourage low-income student enrollment, all colleges will be trying to increase their revenue from independent sources. These data suggest that Coastline is well positioned to continue to earn a significant proportion of its future revenue through entrepreneurial actions.

Planned Expansion of Overseas Education Programs for Non-U.S. Nationals

In alignment with the following College and District Mission Goals, the College Contract Education Department is currently actively pursuing educational partnerships within the global community.

College Goals 3 and 4:

Goal 3: Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.

Goal 4: Coastline will strengthen and expand its entrepreneurial, grant development, and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the College's capabilities and opportunities for students.

College Goals 9 and 13:

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

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

PARTNERSHIPS ARE BEING DEVELOPED IN THESE AREAS:

Vietnamese Aviation Academy (VAA), Ho Chi Minh City, Vietnam—In winter 2012, VAA, a vocational aviation college, requested that the College provide a curriculum plan and three-year schedule to offer EFL and courses leading to an A.S. degree in business administration. The first cohort class would include about 60-100 students, and each student admitted must test into our ESL level 3B to be accepted. This would be a college-college program.

In summer 2012, the College notified the Commission of its intent to begin writing a Substantive Change proposal for the VAA program since our eventual intent is to offer more than 50% of the courses needed to obtain a degree. Upon receipt of Ministry approval, a proposal will be submitted to the Commission's Substantive Change Committee.

2013 Planned Contracts:

Kavram University, Istanbul, Turkey—In spring 2013 the College will potentially offer English as a Foreign Language (EFL) courses on a not-for-credit basis to build enrollment. The school has vocational programs, some of which require English competency. It also provides evening and weekend test preparation classes. Coastline will send one EFL instructor there for the first year with a plan to enroll up to 30 students. The hope is that enrollments will grow so we can eventually offer college credit courses to language-qualified students. This is an after-school program for high-school and college-aged students.

Qingdao English Language School, Qingdao, China—Projected to start in fall 2013 with 60–100 students for EFL and credit college courses, this is a U.S. College Compass (USCC—third party partner) contract. This is similar to the program we currently have at Xiang Jiang High School in China.

Times Media, Seoul, South Korea—This is a proposal to launch a 2+2 program, with all instruction delivered online, to 20–25 students per class and up to 240 cohorts at two sites in Korea (Seoul and Busan). Times Media was referred to Coastline by CSULB, which also has a program with it. Times Media would like Coastline to deliver three degree pathways, recognizing that some students will

want to come to CCCD after one year to finish their general education courses for transfer. This would be a college-college program.

Beijing Private Tourist School/Mingde, Beijing, China—This is an after-school program with two high schools in close physical proximity. This contract is with United Education Alliance. The school expects 30–90 students for the first cohort. This program will be similar to the program we currently have at Xiang Jiang High School in China.

Actionable Improvement Plan

None

Documents Referenced in Standard II.A.

- 2.A.1 [Programs and Certificates Offered Online.docx](#)
- 2.A.2 [Annual Institutional Planning Report Form.pdf](#)
- 2.A.3 [College Committee List 2012-2013](#)
- 2.A.4 [History of Curriculum Committee](#)
- 2.A.5 [District Vision 2020 Educational Master Plan](#)
- 2.A.6 [Validation Form.docx](#)
- 2.A.7 [Visual Arts Validation Report 2011-2012.docx](#)
- 2.A.8 [ESL Web Page](#)
- 2.A.9 [Student Success Center](#)
- 2.A.10 [Work-Based Learning Web Page](#)
- 2.A.11 [Corporate and Community Services Web Site](#)
- 2.A.12 [Corporate Workforce Brochure](#)
- 2.A.13 [2012-2013 Catalog Web Site](#)
- 2.A.14 [Military Prospective Students Web Site](#)
- 2.A.15 [Pocket Ed/PDA Program Web Site](#)
- 2.A.16 [Navy Fees and Tuition Web Site](#)
- 2.A.17 [Army Fees and Tuition Web Site](#)
- 2.A.18 [Navy College Program Web Site](#)
- 2.A.19 [Military Enrollment and Headcount All Programs 7.13.12.xls](#)
- 2.A.20 [Incarcerated Student Guide Fall 2012](#)
- 2.A.21 [Spring 2012 ISEP Textbook Supplement.pdf](#)
- 2.A.22 [Counseling Courses](#)
- 2.A.23 [CalWORKs Web Site](#)

- 2.A.24 [Special Programs and Services for the Disabled Web Site](#)
- 2.A.25 [EOPS Program Web Site](#)
- 2.A.26 [Distance Learning Web Site](#)
- 2.A.27 [2011-12 Accountability Progress Reporting \(APR\)](#)
- 2.A.28 [ECHS Web Site](#)
- 2.A.29 [Register Article ECHS Web Site](#)
- 2.A.30 [PowerPoint on Credits for College](#)
- 2.A.31 [STAR Program Web Site](#)
- 2.A.32 [President's Bulletin announcing Pacific Bridge Grant](#)
- 2.A.33 [Research & Planning Statistical Archives](#)
- 2.A.34 [ARCC 2012 Report](#)
- 2.A.35 [Development of the CCC 2011-2016 EMP Documentation Log.docx](#)
- 2.A.36 [Coastline Education Master Plan 2011-2016](#)
- 2.A.37 [Sample - Coastline College Strategy Map](#)
- 2.A.38 [Sample - Coastline Community College Scorecard](#)
- 2.A.39 [Enrollment Data Cube Report Oct. 2012.xls](#)
- 2.A.40 Awards ([Emmy Awards](#); [Other Awards](#))
- 2.A.41 [EBUS Program Web Site](#)
- 2.A.42 [California Legislative Analyst's Office, The Master Plan at 50: Using Distance Education to Increase College Access and Efficiency; 10-25-10](#)
- 2.A.43 [Credit FTES 2006-2011](#)
- 2.A.45 [MyCCC Web Page](#)
- 2.A.46 [Proctor Rules](#)
- 2.A.47 [FERPA Privacy Rights-Web Site](#)
- 2.A.48 [Board Resolution on SLOs November 2009](#)
- 2.A.49 [2009 Memo fr SLO Coord. to VP Outline Implementation Plan to Integrate SLOs into Seaport](#)
- 2.A.50 [2008-09 Final Report - MPI Projects](#)
- 2.A.51 [SLO AS President Email](#)
- 2.A.52 [SLO Training: Progress Notes Seaport 2](#)

- 2.A.53 [Course SLO Notes in Seaport 2 Report Screen-CST Department-Spring 2011-Example.docx](#)
- 2.A.54 [2009-10 Master Plan Implementation Projects Summary](#)
- 2.A.55 [4-19-11 Academic Senate Minutes](#)
- 2.A.56 [12-6-11 Senate Minutes](#)
- 2.A.57 [ISLO Reporting Example for Psychology Program Learning Goals](#)
- 2.A.58 [Psychology Training Example PSLO & ISLO](#)
- 2.A.59 [2009-10 - Master Plan Implementation MPI Projects Summary-Item 6 SLOs](#)
- 2.A.60 Sample Alignment Maps: ([Astronomy](#); [Biology](#); [Adv Account Cert Spec](#); [Building Codes AS](#); [Bus Admin Mjr](#); [Bus Plan Cert Spec](#); [Chemistry](#); [Cisco](#); [Computer Networking AS](#); [Emerg Mgt Homeland Security](#); [English Program Goals Pt1](#); [English Program Goals Pt2](#); [English Program Goals Pt3](#); [Gerontology](#); [Geographic Information Systems](#); [Cert of Spec](#); [History](#); [Health & Fitness](#); [Home Business Cert Spec](#); [Intermediate Accounting Cert Spec](#); [Leadership Cert Accomp](#); [Mgt & Superv AA](#); [M&S S&M Cert of Achiev](#); [Microsoft](#); [Process Technician](#); [Project Mgmt Cert Accomp](#); [Physics](#); [Process Tech Fund Cert Accomp](#); [Real Estate Broker Cert Achiev](#))
- 2.A.61 [Weighting CSLO Example Psych 165.docx](#)
- 2.A.62 [Instructor Seaport3 SLO Report Screen Web Design & Word Spr 2012.docx](#)
- 2.A.63 [SLO Screen Student View](#)
- 2.A.64 [Qualitative Notes Box for a Psychology PSLO.docx](#)
- 2.A.65 Spring 2012 SLO Outcomes by Department: ([Acct Bookkeeping C of Ach](#); [Build Code Tech Code Prof C of Ach](#); [Build Code Tech Combo Build Insp C of Ach](#); [Build Code Tech Green Bldg Tech C of Ach](#); [Build Code Tech Permit Tech C of Ach](#); [Biol Tech](#); [Bus Bus Admin C of Ach](#); [Bus Bus Plan C of Spec](#); [Bus Comp Vista C of Spec](#); [Bus Gen Bus C of Ach](#); [Bus Home Bus C of Spec](#); [Bus HR Mgt C of Ach](#); [Bus Lead C of Ach](#); [Bus Marketing C of Ach](#); [Bus Mgt C of Ach](#); [Bus Retail Mgt C of Ach](#); [Bus S&M C of Ach](#); [Bus Supply Chain Mgt](#); [Comp Net Cisco Admins C of Accom](#); [Comp Net Cisco Cert New Prof Cer tof Spec](#); [Comp Net Cisco C of Ach](#); [Comp Net Comp Tia C of Accomp](#); [Comp Net Linux C of Spec](#); [Comp Net Microsoft C of Ach](#); [Comp Net Network Security C of Accomp](#); [Comp Net Sharepoint C of Spec](#); [Comp Net Windows Server C of Ach](#); [DGA Found C of A](#); [DGA Gaming C of A](#); [DGA Motion Grap Design C of A](#); [DGA Print Design](#); [Education Studies C of A](#); [Emer Mgnt C of A](#); [Gerontology C of A](#); [Paralegal](#)

[Studies AA Degree; Process Technology C of A; SPED Caregivers Camp; Spanish Major Report All SLO Levels Outcomes Spring 2012.pdf](#) ;
[Psychology Program-Report by Institutional Level SLOs Spring 2012.pdf](#); [English Major-Report by Program-Level SLOs Spr2012.pdf](#))

- 2.A.66 [Seaport2 SLO Completion by Department Spring 2011](#)
- 2.A.67 [Reminder to Faculty to Complete SLOs in Seaport3](#)
- 2.A.68 [Report to Senate Sept. 2012](#)
- 2.A.69 [Close the Loop Survey Results-Report to Senate and PIEAC-April 2012](#)
- 2.A.70 [Close the Loop Survey Summary Spring 2012.docx](#)
- 2.A.71 [Close the Loop Survey](#)
- 2.A.72 [Closing the Loop Survey Summary charts, Spring 2012](#)
- 2.A.73 [PIEAC Minutes 11-16-11](#)
- 2.A.74 [Close the Loop Survey Printable Fall 2012](#)
- 2.A.75 [Faculty Meeting Flyer 8-31-12.pdf](#)
- 2.A.76 [SLO Implementation Timeline Table](#)
- 2.A.77 [BP 4020 Curriculum Development and Approval](#)
- 2.A.78 [Study Abroad Italy Summer 2012 Web Site](#)
- 2.A.79 [Study Abroad 2012 Brochure](#)
- 2.A.80 [Coast District Study Abroad Locations Web Site](#)
- 2.A.81 [One Stop Flyer](#)
- 2.A.82 [Academic Quality Rubric](#)
- 2.A.83 [Program Review Schedule-Large.xlsx](#)
- 2.A.84 [Sample Program Review Report Format](#)
- 2.A.85 [Sample Student Survey Template](#)
- 2.A.86 [Sample Faculty Survey Template](#)
- 2.A.87 [Program Review Web Site](#)
- 2.A.88 [Program Review Validation Form](#)
- 2.A.89 Department Services Outcomes Examples: ([M & O Dept Services Outcomes FY 2011-12.docx](#); [Security, Public Safety & Disaster Prep Dept Service Outcomes FY 2011-12.docx](#))
- 2.A.90 [Department Chairs 2011-13](#)
- 2.A.91 [Advisory Committee Handbook](#)
- 2.A.92 [Option I Requirements; Option II Requirements; Option III Requirements](#)

- 2.A.93 [Method of Instruction 2001-2010](#)
- 2.A.94 [OL&IT Help Page](#)
- 2.A.95 [2012-13 CCC Resource Allocation Proposal](#)
- 2.A.96 [PIEAC PAR Prioritization Survey.pdf](#)
- 2.A.97 [CCC Integrated Planning Guide Spring 2012](#)
- 2.A.98 [Student Monitoring Screen At Risk Criteria](#)
- 2.A.99 [Core Degree Outcomes with Assessments](#)
- 2.A.100 [BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
- 2.A.101 [Counseling Web Site](#)
- 2.A.102 Sample Seaport Course Syllabi: ([Syllabus Business Computing 147 Beg Word](#); [Syllabus History 170](#); [Syllabus Principles of Human Sexuality 1.docx](#); [Syllabus English 099.docx](#))
- 2.A.103 [Seaport3 Screen Shot Example Showing SLO Screens.docx](#)
- 2.A.104 [BP 4050 Program Course Articulation](#)
- 2.A.105 <http://www.assist.org>
- 2.A.106 [Program Vitality Evaluation](#)
- 2.A.107 [Searchable Class Schedule](#)
- 2.A.108 [Public Relations Web Page](#)
- 2.A.109 [BP 4030 Academic Freedom](#)
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- 2.A.111 [Academic Honesty Web Site](#)
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- 2.A.116 [WASC Substantive Change Notification Letter EBUS](#)
- 2.A.117 [Letter of Intention to Expand Existing Program](#)
- 2.A.118 [WASC Program Update Letter 7-12-2012](#)

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Coastline Community College serves a diverse group of students through outreach efforts to local high schools and special population groups through our involvement in the community as well as globally. Coastline adheres to Title 5 California Code of Regulations and Board Policy in ensuring student access to courses through an open-access admission policy (2.B.1: [BP 5010 Admissions Policy](#)). This information is in the College Catalog, posted on the Web site, and shared with students.

International Students are recruited through contracts with USA Guide as well as agreements made with companies that primarily recruit from China. Students must meet the College eligibility requirements for enrollment by showing proof of completing a high school diploma in their home countries and have sufficient knowledge of English proficiency. A list of residency requirements is available on the Web site and provided in the International Student Brochure used for recruitment purposes (2.B.2: [International Students Web page](#)); (2.B.3: [International Student Brochure](#)).

Student services support is critical to student success. Coastline is committed to providing student support services to achieve and enhance the instructional learning environment. In addition to admissions, assessment, career planning, counseling, disabled support, employment, financial aid, health services, outreach, scholarships, and transfer assistance, specific programs established to assist diverse students include the offices of CalWORKs, DSP&S, EOPS/CARE, the One-Stop Centers, and the Student Success Center. Coastline currently has a Title III grant that also assists students in achieving goals and success. These are discussed in detail in the next section.

Self Evaluation

The College meets this Standard. Coastline conducts a variety of recurring student, staff, and faculty surveys to evaluate the effectiveness of student support services. These surveys assess the strengths and weaknesses of student support services and assist the College in developing strategies to improve the quality of student support services and the student learning experience (2.B.4: [Accreditation](#))

[Survey Results Student V1](#); [Accreditation Survey Results Student V2](#); [Accreditation Survey Results Military V1](#); [Accreditation Survey Results Military V2](#)); (2.B.5: [Counseling Incarcerated Survey Results 2009.pdf](#)); (2.B.6: [Counseling Services Survey Results 2010.pdf](#)); (2.B.7: [SSC Student Survey Results and Discussion 5-12](#)); (2.B.8: [DL Student Success Survey Presentation 11-17-2010](#)). (See **Student Technology Survey Results in III.C.2.**) The College has Student Learning Outcomes and assessment measures in place to determine effectiveness; program review provides quality improvement of services and meets matriculation requirements. Faculty and staff discuss ways to enhance services to improve access and student success, and faculty now suggest services as part of their annual SLO dialog.

The College continues to apply for grants to assist specific populations. The College currently has a U.S. Department of Education Title III grant to serve Asian American and Native American Pacific Islanders. Hispanics are an underserved group in some of our geographic areas. The College strives to recruit members from this group by partnering with the League of United Latin American Citizens of Orange County to hold an annual Latino Youth Leadership Academy, which provides leadership training to area high school Hispanic youth (2.B.9: [Latino Youth Leadership Conference Agenda 3-2-12](#)). In addition a special recruitment was targeted to Hispanic high school students in 2011–12 (2.B.10: [FUTURO Spring 2012 English.pdf](#); [FUTURO Spring 2012 Spanish.pdf](#); [Luis And Kim Marketing Flier.pdf](#)).

In response to recommendations in the Admissions and Records Program Review, in 2010–11 the Counseling and the Admissions and Records offices were completely remodeled to provide better student access. The Counseling Office now provides computers at which students can access their records or apply or register online, with staff assistance, if needed. The Admissions and Records offices meets ADA requirements and provide a better process for customer flow (2.B.11: [Admissions and Records Program Review](#)).

Actionable Improvement Plan

None

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Coastline offers quality support services that enhance the achievement of the mission of the College by providing “accessible, flexible, innovative education

that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.”

Each service program conducts systematic, recurring assessments of its student support services to assure that services are structured to assist and support student learning, and are focused on enhancing the College’s mission and goals through department reviews and established Service Area Outcomes.

Coastline fulfills its mission by identifying clearly defined goals for the College as a whole and specifically for Coastline’s student support services, as set forth in the Coastline Education Master Plan for 2011–2016 (2.B.12: [Coastline Education Master Plan 2011-2016](#)).

All six Education Master Plan goals provide the framework for the College to promote excellent student support services:

Goal 1 - Student Success: Coastline will make learner success its core focus.

Goal 2 - Access, Persistence, and Completion: Coastline will increase student access and improve persistence, retention, and completion with a particular focus on Basic Skills.

Goal 3 - Innovation & Improvement: Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.

Goal 4 - Coastline will strengthen and expand its entrepreneurial, grant development, and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the College’s capabilities and opportunities for students.

Goal 5 - Utilizing participatory governance processes, Coastline will improve its collection, analysis, and use of data to enhance teaching, learning, and institutional effectiveness, resulting in increased student success.

Goal 6 - Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.

The College’s ongoing commitment in assuring the quality of student support services is also demonstrated through its systematic planning and evaluation processes, as described in **Standard I.B.**

To proactively maintain effective student support services, Coastline’s Student Services managers meet regularly to review the responsiveness and effectiveness of student support services and to ensure these departments are meeting departmental goals and Service Area Outcomes (See **II.B.4 for Student Service Program Reviews**); (2.B.13: [Stud Services MGRS Minutes 02-10-12](#); [Stud Services MGRS Minutes 3-22-12](#); [Stud Services MGRS Minutes 6-15-12](#)). The Student Services managers also conduct monthly Student Support Services staff meetings with all student support service departments to discuss existing student

service challenges. During these meetings they also discuss methods by which they can promote effective and responsive practices; review Student Support Services program goals and objectives; strengthen program review processes; and also develop open and clear dialogue between departments that conduct student support services, in order to improve Student Learning Outcomes.

The Dean, Military and Contract Education and the Associate Dean, Distance Learning and Professional Development each report to the Vice President of Instruction and Student Services. These deans work closely with the Student Services managers and other instructional deans and department chairs in developing integrated student support services. This team-oriented approach supports critical student services required under the existing contracts, including EBUS. This collaboration is essential to the continued success of providing effective and efficient services to students in Coastline's special programs such as the incarcerated and contract and military programs.

Distance learning students interact with Student Services staff for registration but also rely heavily upon the distance learning staff for assistance in accessing their courses and in understanding how to use technology or to access other College services. Incarcerated students receive student support services through the Incarcerated Student Program Office, and they receive counseling, orientation, and assessment services when they enroll in a specialized course, Counseling 105.

Because military students pay for their courses through contract fees, the Military Education Program has set up an extensive student service department, which assists students with registration, counseling services, orientation, and access to their courses and answers any questions they may have. Likewise, specialized support services have been developed for students in the EBUS Program in China. The College ensures that the contract education staff meet the needs of contract program students. If additional workload occurs on behalf of contract education students, e.g., managing transcripts, the Contract Education Office assumes staff costs.

Coastline demonstrates its ability to support students well through the integration of instruction and student support services to special populations such as the DSPS/Special Programs and Services, Military Education Program, and Incarcerated Students Program. Each of these programs has developed processes whereby admissions, assessment, student follow-up, counseling, instruction, and evaluation are all fully integrated components of program structure and instructional delivery system (2.B.14: [Special Programs Web Page](#)); (2.B.15: [Military Programs Web Page](#)); (2.B.16: [Incarcerated Student Guide Fall 2012](#)).

Coastline's ongoing, cyclic internal review practices ensure that continued evaluation of student support services takes place. The Counseling, EOPS, Financial Aid, DSPS, Assessment Center, Admissions, One-Stop Centers, and other departments undergo a rigorous, cyclical, internal program review process

focused on the effectiveness of services offered (2.B.17: [Program Review Procedures](#)) (See also **Standard I.B.2—Planning/Program Review**).

The EOPS, the One-Stop Centers, and the mainstream support for DSPS department conducted the first non-instructional student services program reviews in 2007 (2.B.18: [EOPS Program Review](#); [One-Stop Program Review](#); [DSPS Program Review](#)).

The Admissions and Records Department, the Developmentally Delayed Learning (now called “Intellectual Disabilities”) for the Community and for Fairview, and Financial Aid conducted regular program reviews in 2009 (2.B.18: [Admissions and Records Program Review](#); [Developmentally Delayed Program Review](#); [Fairview Program Review](#) [Financial Aid Program Review](#)).

The CalWORKs Program completed its program review in 2009; the Counseling Department conducted its instructional program review in 2010 (2.B.18: [Counseling Program Review PowerPoint 2010](#); [Counseling Services Student Survey & Results 2010](#); [2009 CalWORKs Program Review](#)).

Coastline also conducts a variety of recurring student, staff, and faculty surveys as another mechanism used to evaluate the effectiveness of student support services. These surveys assess the strengths and weaknesses of student support services and assist the College in developing strategies to improve the quality of student support services and the student learning experience (2.B.4: [Accreditation Survey Results Student V1](#); [Accreditation Survey Results Student V2](#); [Accreditation Survey Results Military V1](#); [Accreditation Survey Results Military V2](#)); (2.B.5: [Counseling Incarcerated Survey Results 2009.pdf](#)); (2.B.6: [Counseling Services Survey Results 2010.pdf](#)); (2.B.7: [SSC Student Survey Results and Discussion 5-12](#)); (2.B.8: [DL Student Success Survey Presentation 11-17-2010](#); contains 1999 DL Student Success Surveys beginning on page 7).

Regular departmental services outcomes reviews are conducted for Admissions and Records, CalWORKs, EOPS, Financial Aid, and Counseling. These yearly reviews are linked to the EMP goals for student success and retention (2.B.19: Departmental Services Outcomes: ([A&R Departmental Services Outcomes 04-02-2012](#); [CalWorks Departmental Services Outcomes 04-02-2012](#); [EOPS Departmental Services Outcomes 04-2-2012](#); [Financial Aid Departmental Services Outcomes 04-2-2012](#); [Counseling Department Services Outcomes 4-3-2012.docx](#)).

The following programs provide student services and enhance achievement of the College’s mission by providing access and support to diverse student populations:

CalWORKs

The Coastline CalWORKs program offers and/or coordinates access to support services such as child care vouchers, transportation assistance, assessment skills testing, developmental skills remediation, financial aid assistance, tutoring

services, job placement assistance, and work-study opportunities. During the three years from 2009 through 2011, the Coastline CalWORKs Program served approximately 225 students. Coastline's CalWORKs Program served 67 students in 2009–10, 70 students in 2010–11, and, as of March 2012, approximately 85 students during 2011–12. Some of these students are new; some are returning. These numbers reflect the fact that students may cycle in and out of the program from year to year.

Coastline's CalWORKs program demonstrates how analysis and discussion create new ways of utilizing, coordinating, and supporting our varied programs and services. The CalWORKs program, originally offered at the Garden Grove site, is now aligned with the EOPS Office at the College Center and is under the supervision of the Dean of Counseling & Matriculation.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

Coastline's Extended Opportunity Programs and Services (EOPS) offers a variety of programs to assist economically and educationally disadvantaged students (2.B.20: [EOPS Handbook-2012 Cover](#); [EOPS Handbook-2012 Inside Pages](#)). EOPS strives to provide qualified students with supplemental services and support so they can achieve their educational goals. Students receive follow-up with their instructors, and they are provided retention, transfer, and transition assistance. A comparison of EOPS students to the general Coastline student population is shown in **Table 2.B.1** for the 2011–12 period (2.B.21: [EOPS Web Page](#)).

In addition to English, Coastline EOPS staff members speak Spanish, Vietnamese, and Chinese dialects. In the three academic years from 2008 to 2011, the Coastline EOPS Program served a total of 552 students.

Since fall 1993, the EOPS Program has also provided augmented services through the Cooperative Agencies Resource for Education (CARE) program. CARE provides single parents who are receiving welfare benefits with additional support and services to enable economic self-sufficiency and to reduce welfare dependency.

TABLE 2.B.1
COMPARISON OF EOPS STUDENTS TO GENERAL STUDENT POPULATION 2011-2012

	COASTLINE COMMUNITY COLLEGE			EOPS		
	Summer 2011	Fall 2011	Spring 2012	Summer 2011	Fall 2011	Spring 2012
TOTAL STUDENTS	5,903	13,878	12,977	44	175	154
Non-Credit only	499	2,677	2,535			
0.1– 5.9 units	3,658	5,852	5,259			
6.0– 11.9 units	1,742	3,754	3,571	43	6	20
12.0– 18.9 units	3	1,517	1,558		154	127
19.0 units or more	1	78	54	1	15	7
FULL-TIME STUDENTS	n/a	1,332	n/a	44	175	154
GENDER						
Female	3,176	7,284	6,599	32	115	100
Male	2,649	6,389	6,206	12	60	50
Unknown	78	205	172			
ETHNICITY						
Vietnamese	851	2,411	2,196	31	118	110
Other Asian/Pacific Islander	283	609	527	none	2	2
African American	392	776	715	1	6	4
Filipino	70	160	145	1	1	1
Hispanic	564	1,423	1,357	5	20	16
Native American	35	98	93	none	none	none
Caucasian	1,247	2,931	2,597	none	28	21
Other/Unknown	2,641	5,470	5,347	6	2	2

Source: Coastline EOPS Student Profile and Outcomes, 2007–2012.

INCARCERATED STUDENTS PROGRAM

In 2005, Coastline negotiated an agreement with the California Department of Corrections and Rehabilitation (CDCR) to establish a pilot program with nine California state prisons. Coastline currently provides courses to inmates at 65 to 70 county, state, and federal prisons and hospitals. Because most inmates are not allowed access to the Internet, these facilities are equipped to deliver general education instructional distance learning media either through closed-circuit television or through DVDs. At this time Coastline offers the following degree options for inmate students:

- A.A. degree with an emphasis in American Studies, Arts and Humanities, Social and Behavioral Sciences, or Science and Math (this is an Option 1, non-transferable A.A.) or

- A.A. degree with a major in Sociology or Business with a Concentration in General Business (this is an Option 1, non-transferable A.A.) or
- Certificate of Achievement in Business with a Concentration in General Business.

Student educational plans and other counseling services are provided via correspondence and telephone. Midterms and final exams are proctored. Coastline's Incarcerated Students Program is run by two classified staff members with assistance from hourly employees. A part-time counselor works with them to provide education plans.

Incarcerated Student Support Services

Orientation

Coastline's DL department coordinates the distribution and mailing of multiple copies of the Incarcerated Student Guide (updated for each instructional cycle) to each prison's educational office. Prison proctors distribute the Guide and use it to orient students to Coastline's offerings, deadlines, and procedures (2.B.16: [Incarcerated Student Guide Fall 2012](#)). Admissions and Records staff process applications and course registration requests from incarcerated students. The Bookstore processes textbook orders.

Assessment

Math: The Assessment Center mails math placement-exam packets to the proctors of incarcerated students. The proctors administer the math placement exams to their students and return the completed exams with any student work to the Assessment Center using return-address envelopes provided with the packets. The Assessment Center then uses internal systems to score, place, and enter each student's scores and placement information to their electronic record in Banner. A Math Placement Results letter is mailed back to the site proctors, who distribute the results to the incarcerated students.

English: Coastline offers students the opportunity to demonstrate that they meet the prerequisite (English 103) to enroll in English 135 (Business Writing) through Credit by Exam (CBE). The CBE request form is initiated by the incarcerated student and completed by the proctor, who mails it to Coastline with a \$25 CBE fee. The CBE request is forwarded to an English faculty member (usually the Department Chair for English) who sends the exam to the site proctor. When the student has completed the exam, the proctor mails it back to Coastline and two English faculty members grade the exam and complete a CBE grade card. The CBE grade card is forwarded to the graduation specialist in A&R, who posts the

credit to the student's record. Students who do not receive credit for English 103 (Business English) may enroll in the course, as it has no prerequisites.

Counseling

The Counseling 105 (Strategies for College Success) course instructor has built additional orientation information into the course curriculum. Students enrolled in Counseling 105 learn about the benefits of having a Student Educational Plan (SEP) and are encouraged to maintain regular correspondence with an academic counselor to ensure their SEP is up-to-date and accurate.

Inquiries and requests for academic counseling and development of Student Educational Plans are generally sent through the U.S. mail and directed to the Counseling Department, which assigns counselors to review and respond to mail from incarcerated students. Occasionally, a prison site proctor may contact the Counseling Department by phone to follow-up on the status of an inmate's inquiry. A site proctor may also request a pre-scheduled phone-based counseling appointment to discuss a particular inmate's SEP. If a student has included the name of a contact person on his or her privacy release form (i.e., the person is listed in Banner) this individual can call on behalf of the student to discuss the SEP.

Student-Proctor-Instructor Support

In addition to the services noted above, staff members in Coastline's A&R and Distance Learning Department provide day-to-day support to incarcerated students, prison proctors, and Coastline instructors to facilitate communication, solve problems, and encourage course completion and success.

Questions/problems are addressed via phone, e-mail, and regular U.S. mail. Staff access the most recent information through Banner or the Web-based "proctor database." The Distance Learning department also maintains a ParScore system to process Scantron quiz/exam forms; the system forwards student scores to individual Coastline Seaport course grade books and provides hard copy reports that are mailed to students. Every year, a phone conference/webinar is held to orient new prison proctors and to offer brainstorming sessions to improve our processes. In addition to forwarding questions through their proctors and/or snail mail, many incarcerated students also have access to a secure e-mail system called Corrlinks.

INTERNATIONAL STUDENT PROGRAM

The International Student Program at Coastline serves students in ESL and students in the College's regular programs. In fall 2011 there were 50 full-time international students, with 32 taking general education courses and 23 in ESL courses. In fall 2012 there were 29 continuing international students, one student on OPT (optional practical training), and 12 new international students. Enrollments nearly quadrupled during 2007–10. The College is actively recruiting

for this program through “Study in the USA,” a recruitment agency that helps students find out about our College through a Web site (2.B.22: [Study USA Web Site](#)). An international student Web site has been enhanced, and the District’s International Student Dual Enrollment Program is being merged with Coastline’s international student efforts. Coastline’s general counselors advise international students and assist in the development of their educational plans. The International Student Program Office is staffed with a staff aide/immigration technician. She handles all other aspects of college life (adjustment, class fit, class schedules, general admissions questions, course questions, housing information, commuting information, academic disciplinary questions, etc. (2.B.2: [International Students Web page](#)); (2.B.23: [Coast District International Students Web Page](#)); (2.B.3: [International Student Brochure](#)).

MATRICULATION

Upon completion of 12 units or enrollment in more than six units in the first semester, students are advised that they must participate in matriculation, an organized process of orientation, assessment, counseling, and student progress follow-up. Students then must complete the orientation prior to being allowed to enroll in six units (2.B.24: [Matriculation Web Page](#)).

Matriculation operations are coordinated from the College Center; student support services (i.e. admissions, registration, counseling, orientation, etc.) are available online and at the College Center as well as at the various learning centers. An updated Student Orientation, adopted in fall 2011 and implemented prior to the spring 2012 semester, is offered for students online (2.B.25: [Online Student Orientation](#)). ESL assessment is offered at the Le-Jao Center. Coastline offers placement testing at places and in formats suited to a student’s location and circumstances; military students are allowed to take their placement tests online, in the presence of a proctor. Incarcerated students may take the math placement test in the presence of a proctor (because English composition is not offered in video format in the prisons, the English placement test is not offered to incarcerated students; the English Credit by Exam procedure is coordinated through the Admissions Office). EBUS students are given their placement tests by College instructors or administrators.

MILITARY EDUCATION PROGRAM

Coastline has created a virtual global campus with courses offered worldwide to service members in all branches of the U.S. armed forces and their dependents. In support of the College’s mission to deliver education both within and outside its physical environment, Coastline serves approximately 10,000 military students in online classrooms on military bases, including ships and submarines, in areas of stability and in conflict throughout the world. These programs include the Navy College Distance Learning Partnership (NCDLP), the Navy College Program Afloat College Education (NCPACE), the Air Force General Education Module

(GEM), Coast Guard Ashore and SOCCOAST Afloat Courses for Cutters, and programs for the Marine Corps. Coastline’s military education includes affordable tuition and books, self-paced “anytime–anywhere education” courses delivered online, and degree programs that are achievable in spite of frequent changes of duty station. The military program also cooperates with testing centers to provide military personnel opportunities for standardized examinations including the College Level Entrance Examination Program (CLEP) exam and DANTES (Defense Activity for Non-Traditional Education Support); (2.B.26: [2012-2013 CCC Catalog: see pgs 19, 138, 167-168 re: CLEP & DANTES](#)); (2.B.15: [Military Programs Web Page](#)). Courses are delivered online, on CD-ROM, on SD cards (external Storage Device cards), and by PDAs (Personal Digital Assistants, small hand-held computers) to students deployed to areas without Internet access.

The Military Education Program requires close coordination between the College and dozens of military education sites on military installations worldwide. The program is self-sustaining, funded entirely through government contract and tuition assistance (TA) paid by the military services for individual service members’ tuition expenses. Administering the program requires staff trained in the admissions, registration, and invoicing procedures peculiar to the military, which differs in many respects from normal College functions in these areas.

Coastline is a significant participant in the Navy College Program for Afloat College Education (NCPACE), in which Coastline manages a consortium of ten colleges that provide technology-delivered (primarily CD-ROM) courses to sailors aboard deployed ships at sea. The Contract Education Operations unit at Coastline designed, developed, and manages a data information management system—the Data Management Exchange Network (DMEN)—which enables Coastline’s management role in NCPACE. Secure access to the DMEN portal is given to partner colleges and distance learning site managers at Navy bases worldwide. All programmatic transactions, such as student admission and registration, grade reports, and invoices are entered, recorded, and monitored through this portal. The system provides reporting and communication tools to ensure contract compliance and to exercise quality control for all operations.

ORANGE COUNTY ONE-STOP CENTER (AND) STUDENT CAREER AND EMPLOYMENT CENTER

Under the umbrella of the Coastline Institute for Economic Development, the Orange County One-Stop Centers and the Student Career and Employment Center are unique programs among Coastline student support services. With the collaboration and funding support of federal, state, and county agencies, Coastline Community College operates two One-Stop Centers in Orange County. The centers provide seamless and comprehensive employment-and-training-related services under one roof to the general public and Coastline student job seekers (2.B.27: [One-Stop Centers Web Page](#)); (2.B.28: [Student Career and Employment Center](#)); (2.B.29: [One Stop Flyer](#)). The Centers are in the process of building a job

resume system as well as an electronic job board that will provide resumes for every client registered at the One-Stop Centers and a job distribution network with career information. The Job Board gives job seekers access to more active job leads, a career e-mail address, and the ability to distribute their resumes online. These systems will be available to any Coastline student wishing to utilize the services.

The One-Stops also provide free access to computers, copiers, fax machines, and telephones; postal mail service to submit applications and resumes not sent electronically; a career resource library; career-planning and job-search coaching; the latest statistics and trends on the Orange County job market; training referrals; networking opportunities; resume and interviewing-skills coaching; assistance in identifying marketable skills; and specialized services for dislocated workers, low-income adults, youth, veterans, seniors, and individuals with disabilities.

Information on upcoming job and career fairs, onsite interviews with local employers, and the latest in computer literacy and employment skills assessment are available at the Student Career and Employment Center located at the Orange County One-Stop Center in the city of Westminster. These services are available to all Coastline students (2.B.30: [North OC Job Fair Flyer & Job Seekers Workshops 2012](#); [Central OC Job Fair Flyer & Job Seekers Workshops 2012](#) ; [South OC Job Fair Flyer & Job Fair Readiness 2012](#)).

Students with disabilities can access a wide variety of programs available to support their successful entry into the workforce through the assistance of staff and special software, the Disability Program Navigator (DPN). The DPN connects such individuals to programs and benefits to assure that each individual receives the level of benefits, services, and support needed. The DPN serves as a resource link to obtaining assistive technology for employment. The DPN staff can assist users in finding answers to benefit-related questions and is knowledgeable about the utilization of Social Security Work Incentives. Also available, as needed, is the service of an interpreter for students who are deaf or hard of hearing.

The Employment Development Department and the State Department of Rehabilitation share space at two of the One-Stop Centers; more than 50 other community services agencies partner in the operation of the One-Stop System. The Centers are located in Westminster and Irvine; there is a satellite facility in Buena Park that is operated by a partner, ProPath, Inc. Hours of operation are Monday through Friday, 8:00 a.m. to 5:00 p.m. Extended hours of operation at the Westminster and Irvine facilities allow job seekers access to services until 7:00 p.m. one night a week as well as on Saturdays.

Coastline students range in age from younger than 19 to older than 50. Most Coastline students already have experience searching for employment; many are currently employed. During the 2009–10 year, more than 1,600 students received assistance at the One-Stop Centers. One-Stop Centers have redesigned their intake process, and through the assistance of Coastline’s IT and ISD departments, they

have developed an electronic intake that provides clients with an access card that they can scan when they arrive to use Center services. Information about the Centers has also been added to the weekly orientations held at the One-Stop locations.

SPECIAL PROGRAMS AND SERVICES FOR THE DISABLED (SPSD/DSPS)

Coastline's Office of Special Programs and Services for the Disabled provides support services to students with disabilities who are enrolled in general education/transfer courses, career and technical education courses, and remedial/non-transfer courses. According to the Title 5 Implementation Guidelines of 1997, "Support services are those specialized services available to students with disabilities which are in addition to the regular services provided to all students. Such services enable students to participate in regular activities, programs and classes offered by the college." The programs and services are funded by AB77 monies, which are categorically earmarked for students with disabilities in the College through the state Chancellor's Office for the Disabled Students Programs and Services department.

The services may include but are not limited to test-taking facilitation, registration assistance, adaptive equipment, interpreter services, note-taking services, and specialized tutoring and reader services.

Special Programs also provides the following specialized instructional programs:

- **Acquired Brain Injury (ABI) Program**—This educational program provides structured cognitive retraining for adults who have sustained a brain injury due to traumatic (such as a motor vehicle accident or fall) or non-traumatic (such as a non-age-related stroke, brain tumor, or infection) injuries. Coastline's ABI Program has developed unique curriculum to address the special needs of the survivor. The ABI Program emphasizes cognitive retraining, socialization, and career development to promote individual responsibility and independence. Students in the program learn strategies to compensate for deficits in verbal and figural skills, attention, memory, critical thinking, and organization. Coastline was the first community college in the nation to offer such a program, which has long served as a model for other colleges (2.B.31: [ABI Program Web Page](#)).
- **Adapted Fitness**—This program consists of four courses with ten course sections. The courses are designed to assist students with physical disabilities who, due to the specific nature of a disability, require an individualized adapted physical conditioning program. Students participate in one to two class meetings per week for up to two hours. Classes are held at the Oasis Center, Founders Village, Leisure World, and Westminster Senior Center (2.B.32: [Adaptive Fitness Program Web Page](#)).

- **Intellectual Disabilities Program (ID)**—This educational program is designed for students with intellectual and developmental disabilities (below average intellectual functioning with a potential for measurable achievement in education, independent living, and/or vocational settings). Students range from very mild to moderate developmental delays to severe and profound (2.B.33: [Intellectual Disabilities Program Web Page](#)).

The ID program is divided into two separate areas: instruction offered at Fairview Development Center and instruction offered for community-based students.

Fairview Developmental Center (175 students served): Students who reside in this state-run residential facility require 24-hour supervision and training. Residents may be medically fragile and/or have behavioral challenges; the majority of students are severely developmentally delayed. This program is funded completely by state categorical funds earmarked specifically for the developmental center program. Classes are academic, fitness, and/or enrichment in nature (2.B.34: [Fairview Developmental Center](#)).

Community-based Students (575 students served): Classes for students living in the community are offered at a variety of sites (day programs, Boys and Girls Club, workshops, large group homes, etc.) in Westminster, Fountain Valley, Garden Grove, and at the main College learning center in Costa Mesa. Students in this program have mild to moderate intellectual disabilities. Classes are primarily academic in nature. Funding is from AB77, state categorical funds for disabled students. These courses are 0-unit.

The ID program has a new **Vocational Program**, in which students with very mild to moderate intellectual disabilities take a different vocationally focused class five days a week. During the second semester, the program will link with job developers to assist graduating students with desired employment. These students are a part of the 575 community-based student number count. These courses are 0-unit.

STAR/FAST TRACK PROGRAM

The STAR Fast Track Program was designed to meet the needs of students with a short educational time line. STAR students have the opportunity to complete 60 college units in just 18 months. Working students may participate by completing cohort classes online, and non-working students may complete classes by attending cohort onsite courses during the day. This program is facilitated by a classified staff member who also has a Master's degree in counseling (2.B.35: [STAR Web Page](#)).

TRANSFER CENTER

The Coastline Transfer Center is located in the Garden Grove Learning Center. The Transfer Center has recently been remodeled, providing students with an aesthetically pleasing environment with updated computers and resources to assist students, staff, and the general public in making a smooth transition to four-year educational institutions. An extensive library of print and electronic college and university catalogs is available in the Transfer Center as well as at the Counseling Office in Fountain Valley. Three upgraded computer stations with printing capability are available free for student use. Internet access is available for transfer research and for submitting online applications to various CSU, UC, and private institutions. Students can use the Eureka Career Information system for researching careers, employment outlook, scholarships, and educational institutions. Other services include information on majors and colleges; appointments with university representatives; special workshops; and the annual University Transfer Event. Full-time and part-time personnel are available to assist students with transfer and career questions and to provide assistance in using Transfer Center resources (2.B.36: [Transfer Center Web Page](#)).

VETERANS SERVICES/VETERANS RESOURCE CENTER

The Veterans Service Office (VSO) (2.B.37: [Veterans Home Page](#)), located at the College Center, serves approximately 300 veterans each semester. The VSO provides certification service, electronically certifying each veteran's status to the Department of Veterans Affairs; processes GI Bill applications; and maintains files and monitors the courses in each veteran student's educational plan. Referrals are made to appropriate departments for counseling, assessment, and other student services. The majority of Coastline veterans are distance-learning students with whom the VSO transacts business by phone and e-mail. The College is in the process of certifying an additional employee from the Military Department to enhance its service for veterans.

The newly opened Veterans Resource Center (2.B.38: [VRC Web page](#)), located at the College Center, provides expansive federal, state, local, private, and College resources to recently displaced veterans and their families. The VRC provides veterans with a comfortable environment where they can study, identify resources at their disposal, and receive third-party external support services onsite. The College is implementing a Virtual Veterans Resource Center for distance-learning students and for those students enrolled in military programs.

In fall 2011, Coastline was named among 22 institutions in a "Best for Vets" survey, considering emphasis on academic accreditation, central veterans offices, and staff knowledgeable about veterans' issues (2.B.39: [Military Times Article, 2011](#)).

Self Evaluation

The College meets this Standard. The College demonstrates a sustained and innovative commitment focused on providing effective student support services that enhance student learning, regardless of location or means of instructional delivery. This commitment is demonstrated through the diverse methods in which student support services are delivered to our students such as the Web site, flyers, counseling, admissions and records, e-advising, and guideU Mentor programs. In addition, program review continues to assess services and provides yearly updates on progress.

For example, Coastline's Counseling Department provides students with academic and personal counseling in many formats: in-person, by telephone, by e-mail/e-chat, and by correspondence. Admissions, Financial Aid, Counseling, and other services offer extended hours during the beginning of semester periods to more effectively serve students.

Coastline has implemented Project Voyager, an enterprise software system that enables the College to provide online application and registration processes and other online critical student support services. The Student Support Services Office has implemented the Banner Document Management System (BDMS), which provides for student documentation to be electronically stored and efficiently retrieved, enabling College staff to better serve students. For example, using BDMS, counselors can instantaneously retrieve all student transcripts, education plans, academic advisement plans, and other documentation needed to more effectively serve Coastline students during counseling appointments.

A Title III grant is supporting Coastline's involvement in preparing information about Certificate of Achievement options for a Web-based student interface tool, Coast Pathways, designed to help students understand how course requirements fit their educational plans, career goals, and intended timeline to completion. It is expected that the information will be counselor-reviewed and available for student use by mid-November 2012. Eventually, Coast Pathways will be replaced by Ellucian DegreeWorks.

The District-wide implementation of DegreeWorks is being led by the Vice Chancellor for Educational Services and Technology. Slated for full implementation by fall 2013, DegreeWorks is a Web-based software that is a fully integrated complement to Banner. DegreeWorks will include information about all Coastline's educational programs (as well as those of GWC and OCC) and serve as a real-time degree audit tool for counselors and students to store, update, and access Student Education Plans, course of study degree requirements, course completion, articulated course credit earned at other institutions, and petition requests. Additionally, DegreeWorks will offer the opportunity to generate reports on aggregate student data and completion rates to assist college planning and discussions regarding curriculum, instruction, and resource allocation (2.B.40: [Coast Pathways Cost Estimations 10-10-2011.pdf](#)).

Coastline students have online access to the following services: online financial aid application processes, virtual library services, online bookstore services, and online orientation services. The College Web site provides comprehensive information about Coastline, including an online Catalog, Class Schedule, detailed description of student support services, self-help resources, and student assistance information.

A review of the *Counseling Services Student Survey, 2010*, Questions 9, 10, and 16, indicates that 87% of students agreed that counselors advised them of understanding graduation, transfer, or certificate program requirements and alternatives; 93% of students agreed that the geographic locations for counseling services were convenient to the student; 92% of students found support staff courteous where they received counseling; 90% of students said that counselors made them feel comfortable and supported (2.B.6: Counseling Services Student Survey & Results 2010 [Counseling Services Survey Results 2010.pdf](#)).

Similar positive results have been noted for the College's Admissions and Records Department: 94% of students were satisfied with information provided by Admissions staff; 93% of students were satisfied with the College's general registration procedures; 92% of students found the Admissions & Records Department helpful (2.B.11: [Admissions and Records Program Review](#), p. 8).

Coastline's CalWORKs 2010 Program Review findings show consistent student satisfaction with the services provided. On a scale of 1 (*not happy*) to 5 (*happy*) with services offered, CalWORKs participants responded as follows: Counseling Services-4.6; Campus Referrals-4.3; Community Referrals-4.3; Work Study-4.4; Overall Rating-4.7 (2.B.18: 2009-2010 CalWORKs Program Review, Section 4).

In response to the fall 2011 student Accreditation Self-Study Survey question, "What is your level of awareness, need, or satisfaction with the following Counseling services at Coastline?" related to Academic Advising/Planning, 49% of students responded *Used/Satisfied*, and 32% responded *Heard Of/Don't Need*. Related to Financial Aid, 53% of students responded *Used/Satisfied*, and 32% responded *Heard Of/Don't Need*. Related to Group New Student Orientation to College, 24% of students responded *Used/Satisfied*, and 49% responded *Heard Of/Don't Need* (Version 1, Question 6). These results reveal that students who receive services are satisfied, but a large group of students is unaware of the existence of services.

In response to the fall 2011 student Accreditation Self-Study Survey question "How do you describe your relationship with Coastline Community College?" 43% of students responded they were *part-time students at Coastline* (enrolled in fewer than 12 units at Coastline this semester); 16% responded *I attend multiple colleges, and I consider ANOTHER college to be my primary college* (Version 2, Question 21). These factors help to explain the lack of awareness of student services among some students.

The Student Services staff have been working with the Director of Public Relations to improve the College Web site and to produce quality marketing of services to heighten awareness of departments such as such Student Success Center, Counseling, Transfer Center, and Career Center.

Actionable Improvement Plan

None

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information.

Descriptive Summary

The Coastline Community College Catalog is available in both print and electronic formats (2.B.41: [2012-2013 Catalog Web Site](#)). The online version is available through the College Web site as a searchable PDF for download and printing. Catalog contents are as follows, (the references to page numbers correspond to both the print and electronic Catalogs for 2012–13):

II.B.2.a. General Information

Official Name, Main Telephone Number	pages 4, 7
Web Site Address	back cover, page 6
Academic Calendar	Inside front cover
Accreditation Information	page 2
Coastline's Educational Mission	page 3
Available Student Financial Aid and Scholarships	page 10
Academic Freedom Statement	page 127
Available Learning Resources	pages 8–20
Names and Degrees of Administrators and Full-time Faculty	pages 153–155
Names of Part-time and Temporary Faculty	pages 155–159
Names of Governing Board Members	back cover

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

II.B.2.b. Requirements

Admissions	pages 137–147
Student Fees and Other Financial Obligations	page 140
Degree and Certificates, Graduation and Transfer	pages 21–64
Graduation	page 21
Transfer	pages 41–44

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

II.B.2.c. Major Policies Affecting Students

Academic Regulations, including Academic Honesty	pages 127–136
Nondiscrimination	page 20
Acceptance of Transfer Credits	pages 138–139
Grievance and Complaint Procedures	page 135
Sexual Harassment	page 132
Refund of Fees	pages 144–145

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

II.B.2.d. Locations or Publications Where Other Policies May Be Found

Coastline publishes policies pertaining to admissions, academic honesty, and Code of Conduct in the Catalog, in the Class Schedule, and on the College Web site. All policies are consistent with the College mission, the California Community College Education Code, and Matriculation regulations.

The Catalog, Class Schedule, and Web site contain clearly defined, accurate information about all programs and services at Coastline. In years prior to spring semester 2012, the Class Schedule was mailed to all residents in the Coast Community College District. Due to the current state and College budget reductions, the Class Schedule is no longer mailed to residents, but it is available

online as a searchable schedule of classes that is linked to the Banner system, including curriculum and registration (2.B.42: [Searchable Class Schedule](#)). It displays all courses, including additions, cancellations, or other changes, which are updated immediately in real time; it also displays enrollment caps for each course, actual enrollments, and the number of students on the wait lists for each course. Students can search the schedule by instructor, department, and type of course and can also search the schedules of sister colleges. The Catalog, Class Schedule, and Web site include admissions, graduation, social activities, academic and refund policies, code of conduct, and complaint and grievance procedures.

Self Evaluation II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d

The College meets these Standards. It ensures that clear, comprehensive, and accurate information is available. The Catalog, Web site, and Class Schedule provide easy access to information on policies, procedures, requirements, and available College student support services. This information fulfills the College Mission Statement: *“Coastline Community College promotes academic excellence and student success for today’s global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.”*

In accordance with Board policy, the College includes a nondiscrimination statement in all printed materials (2.B.43: [BP 1201 Non-Discrimination Statement](#)).

The College maintains Twitter, YouTube, and Facebook accounts to keep students up to date on student events (2.B.44: [Public Relations Web Page Links to Twitter, Facebook, YouTube](#)). In addition, the College has free mobile applications for Android and iPhone users, which enable students to easily access the College schedule, maps, contact information, billing, and registration information (2.B.45: [MyCCC Mobile Application](#)).

In response to the fall 2011 Accreditation student Self-Study Survey statement “Coastline’s publications provide clear and accurate information about courses, programs, degrees, certificates, and services to its students,” 84% of students *strongly agreed* or *agreed*, and less than 2% *disagreed* or *strongly disagreed*; 14% were *neutral* or responded they *did not know* (Version 1, Question 4).

In response to the fall 2011 Accreditation employee Self-Study Survey statement “The college CATALOG is clear and accurately represents policies and practices at Coastline,” 81% of employees *strongly agreed* or *agreed*, and 9% *disagreed* or *strongly disagreed*; 10% were *neutral* or responded they *did not know* (Question 5). In response to the same question, 87% of part-time faculty responded *strongly agreed* or *agreed*, 2% *disagreed* or *strongly disagreed*; 11% were *neutral* or responded they *did not know* (Question 7).

Actionable Improvement Plan

None

II.B.3. The institution researches and identifies the required learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Coastline is committed to providing matriculation and other services that support students at all levels of learning, at all points in their programs of study, and that assist them in being able to access flexible learning options. Student needs are analyzed through comprehensive program reviews; research; student surveys. Additionally, suggestions received from distance learning students, staff, faculty, the Academic Senate, Associated Student Government, Student Success Committee, and departmental and Student Services meetings, also provide insight into what is needed to promote and support students. Each instructional program review report includes student success data provided by the Office of Institutional Research. Program review summaries also inform the College PIEAC and Budget Committee. The Close the Loop faculty dialog survey also summarizes faculty perceptions and suggestions about student needs so they can be successful in goal attainment (2.B.46: [Close the Loop Survey Results Report to PIEAC 4-2012.docx](#)); (2.B.47: [Close the Loop Survey Summary Spring 2012.docx](#)).

The Education Master Plan, developed in 2011 by all constituency groups working with a consulting team's assistance and data provided by the College Office of Institutional Research, presented a review of state, local, and College trends related to a variety of student learning needs, projected through 2016. The team had expertise in institutional research, planning, curriculum development, and developmental/basic skills education. They provided a tremendous amount of information on competitor programs and analysis as well as census data, national, state, and local labor market trends and analysis, and a comprehensive analysis of the College's programs. Additionally, the EMP consultants facilitated myriad discussions and forums within the College in order to analyze the College and assist in the development of the EMP. This data enabled the College to forecast enrollment management needs and resulting changes that may need to be accommodated in Student Services.

Self Evaluation

The College meets this Standard. Through surveys, program review data, research, and ongoing informal meetings and discussions, the College identifies and provides services to support students as they progress through their programs of study. For example, the College expects the population of student veterans to

increase, so in response, in fall 2011, remodeled the first floor of the administration building to accommodate a room for a Veterans Center in order to meet their needs (see **II.B.3.c**).

Disabled Students Programs and Services (DSPS), EOPS/CARE, ESL, Student Success, and Pacific Bridge are examples of programs that have identified and met the needs of students in specific population groups. With consistent assessment of Student Learning Outcomes as part of the student services program review process, these programs make improvements as needed. SLO and Service Area Outcome (SAO) program reporting is being improved so that results can be linked to the College planning model.

Coastline can expect its student demographics to continue to change. Like its service area and Orange County as a whole, Coastline will have fewer White students and more Asian and Hispanic students. Coastline has long recognized the increasingly Hispanic makeup of its service area, and of Orange County at large, and is responding accordingly. As of April 1, 2010, according to the Demographic Research Unit at the California Department of Finance, Orange County's total population of 3,010,232 included 1,012,973 residents of Hispanic origin (33.6%). Percentages are higher in Coastline's local area: Costa Mesa is 35.8% Hispanic, and Garden Grove is 36.9%. Hispanic student enrollments have been growing; fall student enrollments at Coastline were 9.6% in 2000, 11.9% in 2005, 16.4% in fall 2010, and 16.9% in fall 2011. Coastline's response includes the following:

- In 2009 the College contracted with alPunto Advertising, a firm in Tustin, to assist with research and recommendations to increase Hispanic enrollment.
- The Extended Opportunity Programs and Services (EOPS) staff conducts outreach specially targeted at Hispanic high school students. Presentations are conducted in Spanish with Spanish-language PowerPoint visuals.
- Starting in 2009, each year Coastline has joined with the League of United Latin American Citizens (LULAC) to sponsor the Latino Youth Leadership Academy. This event at Coastline's Garden Grove Center or Le-Jao Center seeks to inspire high school students from Hispanic families to become leaders through educational advancement (2.B.12: [Coastline Education Master Plan 2011-2016](#), p.14); (2.B.9: [Latino Youth Leadership Conference Agenda 3-2-12](#)).
- In 2011, the Marketing and Outreach staff worked together to develop newsletters and flyers targeted to Hispanic Youth at the local high schools (2.B.10: [FUTURO Spring 2012 English.pdf](#); [FUTURO Spring 2012 Spanish.pdf](#); [Luis And Kim Marketing Flier.pdf](#)).

There is a predicted decrease in the number of working-age adults (ages 25 to 44) in Costa Mesa, Garden Grove, Newport Beach, and Westminster. At the same time, there will be proportionately more potential learners aged 55 and above.

Strategies to serve learners in both pools will vary markedly (2.B.12: [Coastline Education Master Plan 2011-2016](#), p. 16). Prospective learners have choices. Convenience is critical as is quality learning. Coastline carefully watches these demographic changes and strategically plans to meet these learner's needs.

Basic Skills Education (BSE)—Similar to other comprehensive community colleges throughout the United States, basic skills and English as a Second Language (ESL) enrollments are increasing at Coastline. However, the proportion of overall enrollment in basic math and English compared to the overall course offerings at the College (5%) appears to be lower than might be found at other community colleges. Although the relatively low overall enrollments may reflect the declining number of students entering the College immediately after high school completion, the increase may be attributable to their increasing need for remedial assistance to succeed. On the other hand, the increase may be because returning adults have been referred to basic education to supplement the skills they need for the job market. Coastline requires basic skills assessment, but placement into remedial classes suggested by placement testing is not mandatory. Research is needed to determine the source of basic skills enrollment; but, in particular, cohort analyses are needed to determine which types of students enroll in Basic Skills, how many complete a recommended remedial sequence, and how many make the progression to “regular” college classes. Attention should be paid to how long it takes for students to attain particular milestones to measure how fast students are progressing (2.B.12: [Coastline Education Master Plan 2011-2016](#), p. 43).

Although Orange County high school students appear to achieve at a higher rate than statewide averages, it is also likely that if more recent graduates are recruited, they will require more and not fewer BSE courses. Adult learners pursuing skill upgrades will also require assistance. The College should consider making course placement based on BSE assessment mandatory (2.B.12: [Coastline Education Master Plan 2011-2016](#), p. 43).

In summer 2011, Coastline hired a Student Success Coordinator/full-time faculty member to strengthen and revitalize the College's student success and basic skills efforts. In light of Coast District Master Plan Goal 2 (Rework Basic Skills) and Coastline Education Master Plan Goal 2, “Coastline will increase student access, and improve persistence, retention, and completion with a particular focus on basic skills,” this is a critical area of focus for Coastline.

In response to the fall 2011 Accreditation employee Self-Study Survey statement “Coastline provides comprehensive student support services,” 70% of employees *strongly agreed* or *agreed*, and 12% *disagreed*; 18% were *neutral* or responded they *did not know* (Question 6).

In response to the fall 2011 Accreditation employee Self-Study Survey statement “Coastline evaluates the learning support needs of its students and provides services and programs to address those needs,” 59% of employees *strongly*

agreed or *agreed*, and 7% *disagreed*; 34% were *neutral* or responded they *did not know* (Question 6). In response to the same question, 62% of full-time faculty *strongly agreed* or *agreed*, and 28% *disagreed*; 10% responded they *did not know* (Question 8).

Actionable Improvement Plan

None

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

At its inception, Coastline was established as a “College without Walls”; in keeping with that tradition, Coastline continues to provide both local and remote students with easy access to student support services using both traditional and technology-enabled delivery methods.

Coastline’s four main learning centers (College Center, Garden Grove, Le-Jao in Westminster, and Costa Mesa) are fully equipped to fulfill a variety of student requests for service during daytime and evening operating hours. Counseling is available at all four sites and online, including by e-chat and e-mail (2.B.48: [Contact a Counselor](#)). The application (2.B.49: [Online Application](#)) and registration (2.B.50: [Online Registration](#)) process, student orientation (2.B.25: [Online Student Orientation](#)), and counseling services are available online. Librarian reference services (2.B.51: [Coastline Virtual Library](#)) are available by phone and e-mail response within 24 hours.

Coastline’s Web site features curriculum-specific Web pages (2.B.52: [Departments](#)). All faculty have assigned College telephone numbers, voicemail capabilities, and e-mail addresses. Faculty members are easily locatable on the faculty/staff directory via the College’s Web site (2.B.53: [Directory](#)). The Distance Learning Department provides many services to students who live at a distance. These services include Web resources and self-help materials, mail-in applications, registration assistance, Bookstore Web-based and mail-order materials (2.B.54: [Coastline Bookstore Web Page](#)), and proctoring assistance (2.B.55: [Distance Learning Web Page](#)).

The College Web site (2.B.56: [CCC Web Page](#)) includes extensive information about the College, such as the staff directory; the schedule of classes; application and registration information; and information about programs, degrees, and certificates. The Web site also links to pages for financial aid and other services.

Title III grant funding has enabled the College to develop an updated online orientation program, assessment, expanded student success and support functions, and developmental skills instruction.

Following is a brief description of major student services available at Coastline. Descriptions cover both on-site and off-site service delivery. The distributed nature of Coastline and the strong tradition of distance learning enhance student access to services.

ADMISSIONS AND RECORDS

The Admissions and Records Department is responsible for maintaining all student information, records, and transcripts. The department also coordinates all registration activities and student mailings each semester. Students submit an Application for Admission by mail, online via the California Community College Application Center (2.B.57: [CCCApply](#)), or in person at the College Center or at a learning center. Information for each student is stored in CCCApply, which allows students to apply to other state community colleges without completing a separate application. The District developed a short version called “Express App,” first utilized spring 2012, which allows students to easily apply to any of the three colleges within the Coast Community College District.

Applicants receive a registration appointment date and time via e-mail or regular mail. Applicants use their personal MyCCC Web site to register (2.B.58: [MyCCC Web Page](#)). Students can obtain timely assistance via the CCC Help Desk (2.B.59: [Help Desk](#)), a student-services support function that assists students during the registration. Military students are assisted in the application and registration process by the Contract Education Department (see **Section II.B.3.c**); Incarcerated student applications and registrations are processed by the Incarcerated Students Office (see description below). In an effort to provide quality and timely service to this population, AXIOM software has been purchased to integrate with BANNER in the processing of applications and registrations. This software will be tested for the fall 2012 applications.

ASSESSMENT CENTER

The Assessment Center is located on the fourth floor of College Center and provides both student support services for placement testing and also provides learning support services as a testing center for walk-in distance learning midterm and final examination testing, including make-up testing. Students may either call the Assessment Center to schedule an appointment or use the online scheduler (2.B.60: [Schedule Alternate Exams Web Site](#)); (2.B.61: [Assessment Center Web Page](#)).

The Assessment Center is staffed with a placement test coordinator, who is assisted by part-time hourly staff. She oversees onsite and off-site testing (including the coordination of math and English placement exams for Early

College High School every spring). The Assessment Center also processes math and English Placement exams for military students and supplies and processes results for math placement exams to proctors of incarcerated students.

COUNSELING AND ADVISEMENT

The online and matriculation aspects of Counseling are described in II.B.3.c.

The Counseling Department facilitates student success by offering a comprehensive range of services that promote educational, career, and personal development. The division offers counseling and advising services at multiple sites and online, including appointment scheduling, walk-in counseling and advising, financial aid, and veterans' educational plans. The Counseling Department provides the following programs and services (2.B.62: [Counseling Department](#)):

- General counseling and advising (walk-in or by appointment)
- Student educational plan development
- Transfer services (2.B.36: [Transfer Center Web Page](#))
- Unofficial transcript evaluations
- Placement test interpretation
- Certificate and degree applications
- Probation/disqualified student petitions and follow-up
- Exceeding maximum unit petitions
- Personal counseling
- Online advising (e-chat and e-advising) (2.B.63: [eChat Web Link](#)); (2.B.64: [eAdvising Web Link](#))
- Contact a Counselor (send a Counselor a question by e-mail and receive an answer by e-mail) (2.B.48: [Contact a Counselor](#))
- Other specialized counseling services such as university and job application preparation, and Veteran's educational plans
- Time management and study skills workshops
- Liaison support to instructional divisions
- Bilingual services in Spanish, Vietnamese

A Title III grant is supporting Coastline's involvement in preparing information about Certificate of Achievement options for a Web-based student interface tool, Coast Pathways, designed to help students understand how course requirements fit their educational plans, career goals, and intended timeline to completion. It is expected that the information will be counselor-reviewed and available for student use by mid-November 2012. Eventually, Coast Pathways will be replaced by Ellucian DegreeWorks.

The District-wide implementation of DegreeWorks is being led by the Vice Chancellor for Educational Services and Technology. Slated for full implementation by fall 2013, DegreeWorks is a Web-based software that is a fully

integrated complement to Banner. DegreeWorks will include information about all Coastline's educational programs (as well as those of GWC and OCC) and serve as a real-time degree audit tool for counselors and students to store, update, and access Student Education Plans, course of study degree requirements, course completion, articulated course credit earned at other institutions, and petition requests. Additionally, DegreeWorks will offer the opportunity to generate reports on aggregate student data and completion rates to assist College planning and discussions regarding curriculum, instruction, and resource allocation (2.B.40: [Coast Pathways Cost Estimations 10-10-2011.pdf](#)).

BOOKSTORE

Students can purchase textbooks, laboratory kits, and other materials by visiting the Bookstore, located in the College Center, or by ordering online. The Coast Community College District has contracted with Follett, Inc., to administer its District-wide bookstore operations. Students can purchase books online, by telephone, by mail, and in person. To assist students in reducing the costs of textbooks, a Rent-A-Text program (2.B.65: [Rent-A-Text FAQs](#)) was initiated in fall 2010 (2.B.54: [Coastline Bookstore Web Page](#)).

DISTANCE LEARNING SUPPORT SERVICES

The Distance Learning Office staff assist students in accessing their courses; they provide technical support to students, and answer all general questions. Their support extends to students who live outside the Coast District, which as of fall 2010 represented 57% of Coastline's total student population (2.B.66: [CCC Research Report Area of Residence 2010-11](#)). Services for these students include information on the College Web site, electronic bookstore, media materials, online review sessions, Virtual Library, and test proctoring. Although there is essentially no difference between local programs and programs at remote locations, the two may use different scheduling or learning strategies. For example, students outside the College geographical area may attend a review session via live streaming video and may rely more heavily on bulletin boards and discussion forums. Currently, students at remote locations are counseled by phone and mailed education plans. The Distance Learning Department also provides a number of automated online aids such as online makeup exam scheduling and an online exam and review schedule for telecourses (2.B.55: [Distance Learning Web Page](#)); (2.B.67: [Exam and Review Schedule Lookup Web Site](#)); (2.B.60: [Schedule Alternate Exams Web Site](#)).

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

The DSPS program and services are described in [II.B.3.c](#).

EXTENDED OPPORTUNITIES (EOPS)/CARE

EOPS/CARE eligible students are those who begin their college careers with educational deficits as well as language, social, and economic challenges. The EOPS/CARE program, funded by the State Chancellor's Office and District-matching and back-fill funds, provides services that are over and above what the College may otherwise offer to the general student population in order to guide and ensure the successful completion of student's educational goals.

EOPS/CARE's "over and above" services include targeted recruitment of students who may have never considered college a viable option, assistance through matriculation, including mandatory orientation, dedicated counselors who meet with students three times a semester, priority registration, textbook assistance (vouchers and loan program), skill-building workshops, assistance with transfer planning (including fee waivers for UC and CSU applications), and grants and emergency loans.

guideU STUDENT-MENTOR CONNECTION

The guideU Student-Mentor Connection provides students with help and advice needed to successfully navigate the higher education experience. The guideU program targets students aiming to complete a degree or certificate in three or fewer years. The mentors are specially trained volunteer Coastline faculty and staff members who have in-depth knowledge of how the College works, who are fully integrated into all College processes, and who are confident to answer Coastline-related questions. They can be reached by phone, e-mail, or text message. They also volunteer during the beginning of the semester to assist students by answering questions and directing students to appropriate resources (2.B.68: [guideU Program Brochure](#)).

LIMITED ENGLISH PROFICIENT (LEP) STUDENT SUPPORT SERVICES

The Coastline ESL program operates its own parallel support service for LEP students. Vietnamese- and Spanish-speaking support staff administer standardized placement tests to all new students and assist them with registration and fee waiver applications. Details of the Coastline ESL program appear in **II.A.1.a. ESL**.

FINANCIAL AID

Students pursuing career and technical education (CTE) training, an Associate's degree, or transfer to a four-year institution may qualify for federal, state, or community financial assistance in the form of grants, low-interest loans, and work opportunities. Information accessible to students about Financial Aid appears on the College Web site, in the Catalog, in the Class Schedule, and in U.S. Department of Education materials (2.B.69: [Financial Aid Office Web Page](#)).

During the 2010–11 academic year, the Financial Aid Office served 11,263 Coastline students, who received a total of \$11,773,598 in BOGW fee waivers, grants, loans, and other forms of financial assistance. During the 2009–10 academic year, the Financial Aid Office served 11,088 Coastline students, who received a total of \$7,958,539 in these forms of financial assistance. **See Table 2.B.2.**

During the past four years, the Financial Aid Department experienced a high volume of student contact. Financial Aid also provides its students with counseling and support services. **Table 2.B.3** displays a summary of financial aid student contact for FY 2007 through FY 2010.

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Coastline Community College's default rates are at acceptable levels, although we constantly strive for improvement. We are not under any sanction nor required at this time to have a formal default reduction plan on file with the Commission or the Department of Education. Coastline Community College is not under any warning or notification that it is engaged in fraud or abuse or that it is unable to meet its responsibilities in the proper administration of Title IV funds and programs (2.B.70: [Financial Aid Cohort Default Rates](#)).

Coastline's Financial Aid student loan default rates for fiscal years 2007 through 2009 are shown in **Table 2.B.4.**

In the Accreditation student survey, a number of students expressed dissatisfaction with the amount of time it took to receive their aid. The problem resulted from the fact that, in fall 2011, the Financial Aid Office paid as many students as they did for all of the previous year—doubling both students and money paid out. With a small staff, they were unable to pay students as quickly as they would have preferred and as fast as students needed the money, but they performed the processing to the best of their ability with the small number of staff in the department—the smallest in the District with student numbers comparable to sister school GWC. As indicated in their last program review, the Financial Aid Office says that it needs additional space for staff to work; this problem will be solved as space is freed on the fourth floor when the Computer Services Department relocates.

To mainstream their processes, Financial Aid personnel have eliminated any extraneous forms, and all forms are online now; they use e-mail extensively; they have updated and keep improving their Financial Aid Web site (2.B.69: [Financial Aid Office Web Page](#)) They close their office on Tuesdays and Fridays to allow for more timely processing of applications. In order to maintain constant communication, students can e-mail them to receive information during the time the office is closed.

TABLE 2.B.2
NUMBER OF FINANCIAL AID STUDENTS SERVED
BY TOTAL AMOUNT AWARDED AND TYPE OF AWARD 2007–2011

	2007–08 AWARDS/ \$ AMOUNTS	2008–09 AWARDS/ \$ AMOUNTS	2009–10 AWARDS/ \$ AMOUNTS	2010–11 AWARDS/ \$ AMOUNTS
BOGW Fee Waiver	9,065	10,043	8,774	7,697
Grants	\$1,614,440	\$1,802,540	\$1,896,187	\$2,134,990
Loans	1,136	1,308	1,748	2,710
Work Study	\$1,961,077	\$2,545,297	\$4,061,728	\$6,761,190
	274	387	560	851
	\$920,428	\$1,363,892	\$1,979,332	\$2,854,886
	9	7	6	5
	\$44,014	\$33,564	\$21,292	\$22,532
TOTAL	10,484	11,745	11,088	11,263
	\$4,539,959	\$4,539,959	\$7,958,539	\$11,773,598

Source: Financial Aid Office

TABLE 2.B.3
FINANCIAL AID STUDENT CONTACTS FOR 2007–2010

COUNSELING/ SUPPORT CONTACTS	2007–08	2008–09	2009–10	2010–11
July	351	272	395	442
August	566	490	554	770
September	332	406	633	639
October	255	277	387	565
November	145	178	316	500
December	157	163	223	356
January	395	302	515	570
February	240	400	434	584
March	175	217	445	394
April	208	206	339	259
May	203	262	341	528
June	206	372	407	656
FRONT DESK TOTAL	3,233	3,545	4,989	6,263
Director's Counseling (Personal & Phone)				
TOTAL	328	220	369	508
BFAP Counselors' (Personal & Phone)				
TOTAL	1,552	2,164	2,419	3,431
Personal/ Front Desk Visits				
GRAND TOTAL	5,113	5,929	7,777	10,202

Source: Financial Aid Office Counts of Counter Visits

TABLE 2.B.4
FINANCIAL AID STUDENT LOAN DEFAULT RATES 2007–2009

	FY 2009	FY 2008	FY 2007
Default Rate	12.8	6.4	5.5
Number in Default	15	6	6
Number in Repay	117	93	109
Enrollment Figures	17,730	14,420	12,989
% CALCULATION	0.7	0.6	0.8

Source: National Student Loan Data System

HEALTH CARE

Unlike traditional college health plans, where the institution itself delivers services on campus, the Coastline Student Health Services Program offers a wide range of medical treatments and services under contract with Memorial Prompt Care, a private provider. Memorial Prompt Care is a full-service primary care and urgent care center with on-site sub-specialty physicians and ancillary support services. The center was established as an affiliate of Long Beach Memorial Hospital and has been providing high quality medical care for the community since 1984. All of the physicians are board certified in either primary or sub-specialty medicine/surgery. There are three sites where students can receive services: Huntington Beach on Beach Blvd (at Main), Huntington Beach on Adams (at Magnolia), and Westminster on Golden West (at McFadden) (2.B.71: [Health Services](#)).

The student health program provides these services:

- **Generic Medications**
- **Radiology Referrals**
- **Weight Control Counseling**
- **Mental Health Counseling**
- **TB Skin Testing**
- **Urgent Care**
- **Minor Surgery**
- **Blood Pressure Screening**
- **Women’s Health Care Issues**
- **Ancillary Services (Physical Therapy)**
- **Community Agency Referrals**
- **Health Care and Age-Specific Screenings**
- **Immunizations**
- **Lab Testing**
- **Medical/Health Assessments**
- **Orthopedic Supplies**
- **Vision and Hearing Screening**
- **Wellness/Health Information**

All students enrolling in one or more courses are required to pay the Health Services Fee of \$10. This is a mandatory fee unless the student presents a waiver or meets certain criteria (2.B.72: [Health Fee Exemptions](#)).

LEGAL CLINIC

The Legal Clinic, a Coastline-sponsored service offered in conjunction with Coastline’s ABA approved Paralegal Studies Associate’s degree/Certificate Program, provides free legal counseling to students, alumni, faculty, and staff. Clients receive a free 30-minute consultation with an attorney (2.B.73: [Legal Clinic General.pdf](#)). Since its inception in 1989, approximately 8,140 students, alumni, faculty, and staff have received legal information and assistance. A panel of volunteer attorneys, assisted by Coastline students who are enrolled in Paralegal Studies, provide staffing for the Legal Clinic. The attorneys fulfill their pro-bono responsibilities and assist in student training. Paralegal Studies students have the opportunity to gain practical experience and to meet course practicum requirements. The students schedule appointments, interview clients, summarize

data, and observe the attorney-client evaluation. In addition to legal consultation, appointments are available for mediation services and for HICAP, the Health Insurance Counseling and Advocacy Program that assists individuals with Medicare problems and other health insurance concerns. In 1992, the Paralegal Studies Program opened an off-site Legal Clinic at the Costa Mesa Senior Center, a nonprofit organization that serves individuals over the age of 50 (2.B.74: [Legal Clinic-Costa Mesa.pdf](#)).

COASTLINE'S INSTITUTE FOR ECONOMIC DEVELOPMENT

The Coastline Institute for Economic Development (CiED) oversees the One-Stop Center, as well as Coastline Business Development Programs that center on entrepreneurship and workforce development; it provides technical assistance, training, business education, mentorship, and small business programs tailored to women, veterans, youth, minorities, and special business development programs. Its goal is to implement programs that address service gaps that can sometimes lead to the failure of small businesses.

ONE-STOP CENTER/STUDENT CAREER AND EMPLOYMENT JOB CENTER

Information about the One-Stop Center and Student Career and Employment Center Job Center is described at in **II.B.3.c. ONE-STOP CENTER.**

STUDENT SUCCESS CENTER

Information about the Student Success Center is described in **II.C.1.**

TRANSFER CENTER

Information about the Transfer Center is described in **II.B.1 (see Transfer Center).**

II.B.3.a. Self Evaluation

The College meets this Standard. The Coastline student body is largely older adult, part-time, and geographically dispersed. The College has developed a comprehensive range of student services with the flexibility to serve this demographic. Evaluation procedures for each service differ, depending on the nature of the service, its funding requirements, and size.

In response to the fall 2011 Student Accreditation Self-Study Survey statement "Indicate how easy it is to use these technologically supported services," 88% of students responded Coastline's online application and registration was *Very Easy* or *Slightly Easy*, and only 4% responded it was *Slightly Hard* or *Very Hard*. Regarding E-Chat online advising, 30% of students responded it was *Very Easy* or *Slightly Easy*, and only 5% responded it was *Slightly Hard* or *Very Hard*; 53% responded they *did not know* (Version 2, Question 5).

In response to the fall 2011 Accreditation Employee Self-Study Survey statement “Student support services are offered in different modes, locations, and times to meet the needs of students,” 69% of employees *strongly agreed* or *agreed*, and 11% *disagreed* or *strongly disagreed*; 20% were *neutral* or responded they *did not know* (Question 6). In response to the same statement, 58% of part-time faculty *strongly agreed* or *agreed*, and 8% *disagreed* or *strongly disagreed*; 28% responded they *did not know* (Question 8).

Actionable Improvement Plan

None

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Since Coastline’s student body is generally older than at most traditional community colleges, students are typically more mature. Maturity among Coastline students contributes to a friendly learning environment where it is easy to make friends and where peers are supportive and encouraging, both in campus-based courses, and in online course communities. Also, the smaller sizes of each learning center create a more familiar, inviting learning setting where students can get to know the faculty and staff on a more personal basis.

The College works with its Associated Student Government (ASG) to develop and build leadership skills within its student population. The ASG membership is open to all students and organizes activities that support the student body and benefit the community at large. Students participate in the annual United Way campaign; Angel Tree, a Christmas present donation drive for underprivileged children and senior citizens; textbook donation drives; food drives; and Daffodil Days, a fund-raiser for cancer research. Coastline’s ASG demonstrated its awareness and support to the needs of Veteran students by contributing funds to the remodeling of a new Veterans Resource Center at the College Center, which opened spring 2012.

The ASG actively participates in statewide, regional, and local advocacy efforts, such as the Student Senate for California Community Colleges, Congress to Campus, March in March Rally, and Lobby Day. These advocacy events are thoroughly planned to include meetings with organizations and government offices that are relevant to community college endeavors. The goal is to build mutual awareness among Coastline students and local, state, and federal officials of Coastline’s mission, programs, projects, services, and needs.

See **section II.A.3.c.** for additional discussion on campus climate.

The first two of the eight College Core Degree-level Learning Outcomes (2.B.75: [Eight Core Outcomes](#)) are:

1. Demonstrate understanding and appreciation for the visual and performing arts.
2. Demonstrate ethical civic, environmental, and social responsibility.

These core outcomes also serve as the basis for Coastline's Institutional-level SLOs; as such, specific courses measure their achievement. For example, art, music, theater arts, and humanities courses measure achievement of intellectual and aesthetic development; political science, business, and philosophy courses measure achievement of personal and civic responsibility.

The fifth Core Degree-level Learning Outcome is "Demonstrate understanding and respect for cultural and global diversity." Among the character traits that Coastline seeks to develop in its students are an understanding of and respect for cultural and global diversity. Coastline focuses on creating, expanding, and enhancing educational programs and student support services that reflect the College's global orientation. Many Coastline courses in disciplines such as art, anthropology, English, foreign languages, geography, humanities, music, philosophy, and sociology include global and cultural issues.

In spring 2012, of the approximately 650 sections offered in the Coastline Class Schedule, at least 44 sections were in art, music, dance, or theatre. The College operates its own art gallery, which supports aesthetic and personal development of students through exhibitions of student work. (Note: As a result of severe budget cuts, the decision was made to cut theatre, dance, and non-degree-applicable art and music courses from the fall 2012 schedule.)

Although 58% of students who participated in the fall 2011 Accreditation student survey reported that they were primarily online students at Coastline, it is interesting to note that a fairly large percent still reported interest in extracurricular activities. In response to the question "How important is...Having a variety of clubs to join?" 45% responded *Not at All Important*, but 28% responded *Extremely Important* or *Very Important*. In response to the question "How important is ... Having a variety of honor societies to join?" 41% replied *Not at All Important*, but 33% responded *Extremely Important* or *Very Important*. In response to the question "How important is ... Having a variety of activities sponsored by student government to benefit students, such as special speakers?" 42% replied *Not at All Important*, but 31% responded *Extremely Important* or *Very Important* (Version 1, Question 14).

Self Evaluation

The College meets this Standard. ASG sponsors several clubs, including Paralegal Club, Student Activities Club, Math Club, International Students Club, Global Outreach, and ABI Alumni Club. Current and previous ASG advisors and club

advisors lament that it is difficult to bring together a consistent group of students for regular “club” activities from among a group of older, working students. Electronic meetings were tried by one club advisor, but they were not well attended, either. If the College begins to recruit younger students as suggested in the Education Master Plan, greater attention will need to be paid to creating a campus environment with activities for younger college students with more opportunities for exploring and engaging in personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

In 2010, Coastline’s ASG voted to change its constitution so that its members are no longer required to be simultaneously enrolled in a leadership course; it was argued that requiring members to be enrolled in a course in order to participate in student government posed an additional burden on ASG recruitment. The leadership courses are being offered in the AANAPSI grant program, but they are not attracting enough students to fill them. Students who were enrolled in the previous leadership courses were required to serve on at least one college committee; working students unable to participate in College service were given the option of performing community service activities or attending local civic meetings and reporting back to the group, where they all learned critical civic and business leadership skills. It is difficult to judge the effect of not offering formal leadership training to ASG members since the current ASG group is smaller than some of the previous groups that were enrolled in the courses; also, there has been turnover in advisors and several changes in the advisor’s roles.

In response to the fall 2011 Accreditation student Self-Study Survey statement “Ability to apply ethical civic, environmental, and social responsibility,” 60% of students replied that they were *Prepared Well* or *Prepared Okay*, and less than 3% replied they were *poorly prepared* or *not at all prepared*; 33% replied they *did not know* (Version 2, Question 11).

Actionable Improvement Plan

None

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Coastline has faculty and staff positioned to support student development and success and to advise students effectively. Counseling program review (2010) findings indicated that counseling faculty regularly participate in professional conferences and discipline-related workshops and maintain membership in professional organizations (2.B.18: Counseling Program Review PowerPoint

2010--2.B.18 [Counseling Services Student Survey & Results 2010](#) or 2.B.19 [Counseling Department Services Outcomes 4-3-2012.docx?](#)). The majority of Coastline counselors attend UC and CSU counselor conferences each year to stay current on transfer issues. They also attend career conferences when held in the Southern California area. Part-time counselors are also encouraged to attend conferences and workshops. Full-time counselors actively pursue professional development courses and programs for salary advancement. Training opportunities are provided throughout the year by the Division Dean/Department Chair to help counselors stay informed of program requirements and changes.

Without a centralized campus, Coastline's instruction is offered in various locations throughout western Orange County (2.B.76: [Maps Web Page](#)). Coastline students may be either distance learners, in-class students studying onsite at various locations, or students using a combination of onsite and distance-learning modalities. Recognizing that traditional face to face counseling does not meet the needs of every student, the Counseling Department has implemented options for students to receive counseling at each learning center or through the following electronic or correspondence means: e-mail, "Contact a Counselor" with questions answered through a text box from the counseling home page, e-chat, online advising, telephone, fax, and postal mail. Counselors continue to explore other innovative ways of providing counseling at a distance.

The counseling staff consists of five full-time generalists, one contract full-time military general counselor, and sixteen part-time generalists. In addition, there are three part-time (.55 FTE) EOPS-specific counselors and two part-time financial aid counselors. To assist the counseling staff new students are directed to complete Online Orientation before meeting with a counselor. Students can obtain a great deal of information through the Online Orientation, but if a student has unanswered or complicated questions that need expert attention, students can call to schedule an online, in-person, telephonic, or e-chat/e-advise appointment with a counselor.

The Online Student Orientation (2.B.25: [Online Student Orientation](#)) was substantively revised in 2011 through the cohesive efforts of Coastline counselors, Admissions and Records staff, and other constituency groups. Online Orientation takes about 25 minutes to complete; it covers the same programs, policies, services, and college information as the traditional onsite meeting. A separate orientation, tailored to military program requirements, is offered for military students.

In addition to general counseling and advising, the College provides student advisement and categorical program support services for the following programs to support general and special student populations:

- CalWORKs
- Extended Opportunity Programs/Services (EOPS)
- International Student Program

- Military Education Program
- Online Student Services
- Orange County One-Stop Centers/Student Career and Employment Center
- Special Programs and Services for the Disabled (and Acquired Brain Injury program)
- Transfer Center
- Veterans Services/Veterans Resource Center

INTERNATIONAL STUDENT PROGRAM

The International Student Program at Coastline serves students in ESL and students in the College's regular programs. The proportion of international students in ESL is higher than in the regular College programs. There are currently 50 full-time international students, studying both ESL and regular major programs (See **the section on international students in II.B.1**).

MILITARY EDUCATION PROGRAM

The Dean, Military and Contract Education reports to the Vice President of Instruction and Student Services. This Dean works closely with other Instructional Deans and department chairs in all instructional matters; she also develops integrated student support services with the Student Services departments. This team-oriented approach supports critical student services required under the existing contracts. This collaboration is essential to the continued success of Coastline's military program.

The Military Education Program also requires close coordination between the College and dozens of military education sites on military installations worldwide. The program is self-sustaining, funded entirely through government contract and tuition assistance (TA) paid by the military services for individual service members' tuition expenses. Administering the program requires staff trained in the admissions, registration, and invoicing procedures specific to the military, which differ in many respects from normal College functions in these areas.

Similarly, counseling, evaluations, and fulfillment of various contract deliverables require a different knowledge base from those needed for student service functions with civilian students. Accordingly, there is a specially trained cadre of student service professionals within the Military Education Department, which is distinct from the regular College student services operation. In addition, sophisticated, technological mechanisms enable the College to deliver student support services to our service member students throughout the world (See **II.A.1.a. Military Education Program**).

Self Evaluation

The College meets this Standard. The College has developed and maintained a variety of counseling and academic advising programs to support student development. The counseling staff undertake routine preparation and continued training to remain prepared for the advising function. Coastline's ongoing, cyclic internal review practices ensure that continued evaluation of student support services takes place. The Counseling, EOPS, Financial Aid, DSPS, Assessment Center, Admissions, and One-Stop Centers have recently completed internal program reviews focused on the effectiveness of services offered.

The Counseling Department conducted its regular department program review process in 2010 (2.B.18: [Counseling Program Review PowerPoint 2010](#)). The EOPS, the One-Stops, and the Mainstream Support for DSP&S Departments conducted the first non-instructional student services program reviews in 2007 (2.B.18: [EOPS Program Review](#); [One-Stop Program Review](#); [DSPS Program Review](#)). The Admissions and Records Department, the Developmentally Delayed Learning for the Community and for Fairview, and Financial Aid conducted regular program reviews in 2009 (2.B.18: [Admissions and Records Program Review](#); [Developmentally Delayed Program Review](#); [Fairview Program Review](#) [Financial Aid Program Review](#)). The CalWORKs program conducted a regular program review in 2010 (2.B.18: [2009 CalWORKs Program Review](#)).

The College provides a comprehensive array of student support services. Some are traditional; others are unique to Coastline. With its largely part-time, adult, and dispersed student body, the College is challenged to ensure that all students are aware of the many services available to them and to ensure that students have access to as many of these support services as possible. Processes are in place to strengthen collaboration and communication between the programs.

The Education Master Plan recommends that Coastline should consider the provision of advising outside of the current counselor model, through the use of technology services such as degree audit and through providing answers to routine questions. A degree audit and online/automated education plan are in development. The District is beginning the implementation of Degree Works and has a completion timeline of June 2013. This will allow students to develop their education plans and help meet the Student Success Act of 2012 related to establishing program/major goals. The Counseling group and the Student Success Committee are discussing strategies for implementation of these recommendations and other recommendations from the statewide Student Success Task Force.

Actionable Improvement Plan

None

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Promoting the inclusiveness of students, faculty, and staff in the shaping of College procedures and practices is a foundation of the Coastline institutional culture. This approach to inclusiveness presents itself through the following activities:

- Special commencement ceremonies and other events highlight the accomplishments of Coastline’s ESL students as well as for students in Coastline’s nationally prominent Acquired Brain Injury (ABI) programs.
- A Latino Youth Leadership Academy encourages underrepresented youth at the College and in the community.
- Study Abroad Programs connect Coastline students with students of other cultures.
- The College’s communications team reaches out to local ethnic populations through informational materials and targeted marketing in Spanish and Vietnamese.
- Creative communications such as Twitter, Facebook, and other forums reach new student groups in new technological mediums.
- A commitment to Section 508 of the Rehabilitation Act of 1973 is evidenced through DSPS and Special Programs activities and by assuring accessibility on College Web sites and in distance learning courseware.
- “A College Open to All” approach is evidenced in Coastline’s provision of programs and services to populations that are not served by many community colleges, such as CalWORKs clients, the incarcerated, and students with severe cognitive and/or physical disabilities.
- An annual EOPS/CARE event recognizing graduating students and scholarship recipients.
- A CCC scholarship awards ceremony.

Also see **II.A.3.c.** (respect for diversity).

Self Evaluation

The College meets this Standard. Coastline’s penchant for creativity, innovation, and entrepreneurship has served as a catalyst for the development of services and programs that serve diverse students, including the Incarcerated Students Program, the Acquired Brain Injury Program, the Intellectual Disabilities

Program, Military Education Program, Early College High School Program, and Latino Youth Leadership Academy, to name a few. The institution infuses student understanding and appreciation of diversity throughout its curriculum offerings, programs, workshops, staff development, and numerous cultural activities.

In response to the fall 2011 Accreditation employee Self-Study Survey statement “Coastline promotes the development of a diverse educational and cultural campus environment,” 78% of employees responded *strongly agree* or *agree*, and 3% *disagreed*; 12% were *neutral* or responded they *did not know* (Question 18). In response to the same question, 79% of full-time faculty and 81% of part-time faculty responded *strongly agree* or *agree*; 4% of full-time faculty *disagreed* and no part-time faculty *disagreed*; 18% of full-time faculty and 19% of part-time faculty were *neutral* or responded they *did not know* (Question 17). These very high agreement rates indicate that faculty and staff are in agreement that Coastline does a good job of promoting a diverse educational and cultural campus environment.

Actionable Improvement Plan

None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Every three years, in conjunction with the Assessment Center, the Research Department evaluates the College placement tests by performing consequential validity and disproportionate impact studies (2.B.77: [English Placement Test Consequential Evaluation 2009](#)). The English Placement Exam was recently evaluated and adjustments were made to the cut-scores based on a comparison of placement levels to grades achieved in each English course. Studies like these, which are performed on a regular basis, allow the College to ensure that its placement exams are appropriately placing students (2.B.78: [English & Reading Cut Scores 2012](#)).

A locally developed math placement exam was revised in 2011 and is in the process of implementation and validation. The College recently received approval from the State Chancellor’s Office to begin using this test (2.B.79: [My Math Test Placement Exam.pdf](#)).

The College Board Computer Placement Test (CPT/ACCUPLACER) is used for English placement. The American College Testing (ACT) COMPASS instruments are used for ESL placement. The ACCUPLACER Reading

Comprehension Test is being used to collect data in anticipation of setting scores for reading advisories.

The Office of Institutional Research and Planning facilitates all research studies required to maintain these placement instruments and to ensure they reliably predict course success. This office maintains the documentation of techniques used to identify cut scores, validate multiple measures, and identify instances of potential disproportionate impact. Two approaches have been used to assess the overall appropriateness of the placement processes for ESL, English, reading, and mathematics. The first approach was consequential validity, a procedure whereby students and instructors were asked to provide their perceptions of the placement process.

The second approach for assessing the placement processes involved tracking the rates at which students succeeded in placed courses and comparing those success rates to students who entered the course through other means (i.e., having completed the prerequisite course). Both approaches have shown positive support for Coastline's placement procedures.

Self Evaluation

The College partially meets this Standard. All current research indicates that Coastline placement methods, instruments, and procedures do not have a disproportionate impact on any groups and that they provide good placement information to students.

The EBUS Program uses the same ESL and math placement tests as the regular college. It has shared its placement test results with the ESL and Math departments, but the College has yet not conducted any formal validation of placement test scores or bias studies of the exams on the China student population. Data collection has been ongoing, but sample sizes have thus far been insufficient in order to conduct a meaningful review; since placements are still being made regardless of cut scores, a statistical test will be performed to compensate for restriction of range.

The Mathematics Department reports that some changes or adjustments to cut scores and resulting student course placements may need to be made for the China students. They have stated that the math curriculum in China differs from what is covered in mainland high schools, and it is their belief that Chinese students are at a disadvantage on the College placement test. They will continue to collect student placement test data in an effort to achieve adequate sample sizes; then validation and bias studies on the EBUS math placement test population will be conducted.

Actionable Improvement Plan

Evaluate the effectiveness and fairness of placement exams and practices used with students in international programs. (Same as **EBUS II.B.3.e.**)

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision or secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

All student records such as transcripts, student test scores, counselors' education plans, and other important student records received by the Admissions and Records Office are scanned into the Banner Document Management System (BDMS) using an optical imager for secure onsite storage. The District's Banner System backs up all records nightly. Banner data is then backed-up at two off-site locations in the District. College information systems security is maintained by the College and the District's Computer Services Departments.

The College adheres to Title 5 regulations and The Family Educational Rights and Privacy Act (2.B.80: [FERPA](#)) regulations that define student records and the way they are maintained. FERPA requirements are strictly followed regarding the release of student records. The Registrar is the supervisor of records. Students must provide written consent to release non-directory information to third parties not listed. Using personal usernames and passwords, students may access their own records electronically via MyCCC (2.B.58: [MyCCC Web Page](#)), the District portal to students' own directory and academic records.

Self Evaluation

The College meets this Standard. Coastline maintains student files in a secure manner with respect to confidentiality and right to privacy. Faculty and staff are aware of the confidentiality of records and ensure that records are secure. They are trained to be conscientious about appropriate release of student records and compliance with FERPA guidelines. Secure electronic systems are consistently backed-up at off-site locations. Banner program development and training are ongoing.

Actionable Improvement Plan

None

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Coastline is committed to evaluating its student support services in order to best identify and meet student needs. This commitment is evidenced by the creation of new programs, the restructuring of existing programs, the collaborative efforts of different departments and personnel, and the continual analysis and dialog of student service departments in examining how they can improve. A formal process of program review enables the service programs to address the mission of the program, initiatives, budget limitations, state and federal mandates, trends, program strengths, and needed areas of improvement.

Coastline's ongoing, cyclic internal review practices ensure that continued evaluation of student support services takes place. The Counseling, EOPS, Financial Aid, DSPS, Assessment Center, Admissions, One-Stop Centers, and other departments undergo a rigorous, five-year, internal program review process focused on the effectiveness of services offered (2.B.17: [Program Review Procedures](#)) (see also **Standard I.B.2 — Planning/Program Review**). Annual department reviews are also now required.

The EOPS, the One-Stops, and the Mainstream Support for DSP&S Departments conducted non-instructional student services program reviews in 2007 (2.B.18: [EOPS Program Review](#); [One-Stop Program Review](#); [DSPS Program Review](#)).

The Admissions and Records Department, the Developmentally Delayed Learning for the Community and for Fairview programs, and Financial Aid departments conducted regular program reviews in 2009 (2.B.18: [Admissions and Records Program Review](#); [Developmentally Delayed Program Review](#); [Fairview Program Review](#) [Financial Aid Program Review](#)).

Regular Service Area Outcome (SAO) reviews are conducted for Admissions and Records, CalWORKs, EOPS, Financial Aid, and Counseling. These yearly reviews are linked to the EMP Goals for student success and retention (2.B.19: [A&R Departmental Services Outcomes 04-02-2012](#); [CalWorks Departmental Services Outcomes 04-02-2012](#); [EOPS Departmental Services Outcomes 04-2-2012](#); [Financial Aid Departmental Services Outcomes 04-2-2012](#));). The Counseling Department and the CalWORKs program conducted their regular program reviews in 2010 (2.B.18: [Counseling Program Review PowerPoint 2010](#); [2009 CalWORKs Program Review](#)); (2.B.19: [Counseling Department Services Outcomes 4-3-2012.docx](#)).

The schedule for student services program reviews varies by the number of offices within a Department. **Table 2.B.5** shows the schedule of program review for individual areas.

The program review process is initiated and monitored by the Program and Department Review Committee. Conclusions and recommendations are forwarded to PIEAC, which makes program and institutional resource allocation recommendations to College Council.

Self Evaluation

The College meets this Standard. Through department program reviews, division meetings, and feedback from students and other College constituents, program improvements are made to better serve students. To that end, the College takes seriously the need for on-going systematic evaluation to determine the efficacy and relevancy of its support services. The informal internal review process and the formal student services program review processes provide continuous assessment and improvement mechanisms to ensure that our services contribute to the achievement of Student Learning Outcomes. The program review process incorporates the results of student surveys, department service outcomes, and Student Learning Outcomes. The review is designed to confirm departmental strengths and to identify service areas in need of improvement (2.B.4: [Accreditation Survey Results Student V1](#); [Accreditation Survey Results Student V2](#); [Accreditation Survey Results Military V1](#); [Accreditation Survey Results Military V2](#)); (2.B.5: [Counseling Incarcerated Survey Results 2009.pdf](#)); (2.B.6: [Counseling Services Survey Results 2010.pdf](#)); (2.B.7: [SSC Student Survey Results and Discussion 5-12](#)); (2.B.8: [DL Student Success Survey Presentation 11-17-2010](#)).

Student support service priorities are discussed with constituent groups and the Student Success Committee, the President, Vice Presidents, faculty, and Student Services Managers to more clearly establish the priorities for student support services. The College continues to look at its processes to strengthen integration, participation, and decision-making. In the program review process, Student Services recommended a higher level of staffing. However, in the fiscal budget situation, it has not been allowed to grow to the level needed to most effectively serve students.

The College is collectively involved in coordinating and synchronizing the program review process, outcomes assessment, EMP strategic planning and study, and Accreditation through the six-year planning and assessment cycle, which was established in the Education Master Plan 2011–2016.

TABLE 2.B.5
SCHEDULE OF ADMINISTRATIVE, STUDENT SERVICES, AND ACADEMIC PROGRAM REVIEWS

Data Gathering	Reporting Period	Administrative Departments/Programs
Fall 2011	Spring 2012	Visual Arts
Fall 2011	Spring 2012	Accounting
Fall 2011	Spring 2012	EBUS
Fall 2011	Spring 2012	EOPS
Fall 2011	Spring 2012	Library and Learning Resources
Fall 2011	Spring 2012	Mainstream Support (DSPS & ADA)
Fall 2011	Spring 2012	One-Stop Center
Fall 2011	Spring 2012	Real Estate
Spring 2012	Fall 2012	Paralegal
Spring 2012	Fall 2012	Building Codes Technology
Spring 2012	Fall 2012	Business (Management & Supply Chain)
Spring 2012	Fall 2012	Distance Learning (include Study Abroad)
Spring 2012	Fall 2012	ESL
Spring 2012	Fall 2012	Emergency Management
Spring 2012	Fall 2012	Performing Arts
Spring 2012	Fall 2012	Science
Spring 2012	Fall 2012	Associated Student Government
	Fall 2012	ECHS
	Fall 2012	Information Commons
Spring 2013	Fall 2013	Admissions & Records (include Intl Students)
Spring 2013	Fall 2013	CST/Networking
Spring 2013	Fall 2013	DDL Fairview & DDL Community
Spring 2013	Fall 2013	Financial Aid
Spring 2013	Fall 2013	Gerontology
Spring 2013	Fall 2013	Health, PE, and Nutrition
Spring 2013	Fall 2013	Matriculation (Credit and Non-Credit)
Spring 2013	Fall 2013	Social Sciences
Spring 2013	Fall 2013	Student Success
Spring 2013	Fall 2013	OLIT
		STAR
Spring 2013	Fall 2013	Foundation
Spring 2014	Fall 2014	Business Computing
Spring 2014	Fall 2014	Cal Works
Spring 2014	Fall 2014	Counseling
Spring 2014	Fall 2014	DGA
Spring 2014	Fall 2014	DSP&S (All areas)
Spring 2014	Fall 2014	Education/TEACH3
Spring 2014	Fall 2014	Humanities
Spring 2014	Fall 2014	Mathematics
Spring 2015	Fall 2015	Acquired Brain Injury
Spring 2015	Fall 2015	Emergency Management
Spring 2015	Fall 2015	International Languages
Spring 2015	Fall 2015	Military Program (including Military-CTE programs; CJ, Elec., etc.)
Spring 2015	Fall 2015	Process Technology
Spring 2015	Fall 2015	Parent Education
Spring 2015	Fall 2015	Psychology

Source: Program and Department Review Committee

Actionable Improvement Plan

None

Documents Referenced in Standard II.B.

- 2.B.1 [BP 5010 Admissions Policy](#)
- 2.B.2 [International Students Web page](#)
- 2.B.3 [International Student Brochure](#)
- 2.B.4 Accreditation Survey Results ([Accreditation Survey Results Student V1](#); [Accreditation Survey Results Student V2](#); [Accreditation Survey Results Military V1](#); [Accreditation Survey Results Military V2](#))
- 2.B.5 [Counseling Incarcerated Survey Results 2009.pdf](#)
- 2.B.6 [Counseling Services Survey Results 2010.pdf](#)
- 2.B.7 [SSC Student Survey Results and Discussion 5-12](#)
- 2.B.8 [DL Student Success Survey Presentation 11-17-2010](#)
- 2.B.9 [Latino Youth Leadership Conference Agenda 3-2-12](#)
- 2.B.10 [FUTURO Spring 2012 English.pdf](#); [FUTURO Spring 2012 Spanish.pdf](#); [Luis And Kim Marketing Flier.pdf](#)
- 2.B.11 [Admissions and Records Program Review](#)
- 2.B.12 [Coastline Education Master Plan 2011-2016](#)
- 2.B.13 Student Services Managers Meeting Minutes ([Stud Services MGRS Minutes 02-10-12](#); [Stud Services MGRS Minutes 3-22-12](#); [Stud Services MGRS Minutes 6-15-12](#))
- 2.B.14 [Special Programs Web Page](#)
- 2.B.15 [Military Programs Web Page](#)
- 2.B.16 [Incarcerated Student Guide Fall 2012](#)
- 2.B.17 [Program Review Procedures](#)
- 2.B.18 Student Service Program Reviews: ([Admissions and Records Program Review](#); : [Counseling Program Review PowerPoint 2010](#); [Counseling Services Student Survey & Results 2010](#); [EOPS Program Review](#); [One-Stop Program Review](#); [DSPS Program Review](#); [Developmentally Delayed Program Review](#); [Fairview Program Review](#) [Financial Aid Program Review](#); [2009 CalWORKs Program Review](#))
- 2.B.19 Departmental Services Area Outcomes ([A&R Departmental Services Outcomes 04-02-2012](#); [CalWorks Departmental Services Outcomes 04-02-2012](#); [EOPS Departmental Services Outcomes 04-2-2012](#); [Financial Aid Departmental Services Outcomes 04-2-2012](#); [Counseling Department Services Outcomes 4-3-2012.docx](#))

- 2.B.20 [EOPS Handbook \(EOPS Handbook-2012 Cover; EOPS Handbook-2012 Inside Pages\)](#)
- 2.B.21 [EOPS Web Page](#)
- 2.B.22 [Study USA Web Site](#)
- 2.B.23 [Coast District International Students Web Page](#)
- 2.B.24 [Matriculation Web Page](#)
- 2.B.25 [Online Student Orientation](#)
- 2.B.26 [2012-2013 CCC Catalog: see pgs 19, 138, 167-168 re: CLEP & DANTES](#)
- 2.B.27 [One-Stop Centers Web Page](#)
- 2.B.28 [Student Career and Employment Center](#)
- 2.B.29 [One Stop Flyer](#)
- 2.B.30 [One Stop Flyers \(North OC Job Fair Flyer & Job Seekers Workshops 2012; Central OC Job Fair Flyer & Job Seekers Workshops 2012 ; South OC Job Fair Flyer & Job Fair Readiness 2012\)](#)
- 2.B.31 [ABI Program Web Page](#)
- 2.B.32 [Adaptive Fitness Program Web Page](#)
- 2.B.33 [Intellectual Disabilities Program Web Page](#)
- 2.B.34 [Fairview Developmental Center](#)
- 2.B.35 [STAR Web Page](#)
- 2.B.36 [Transfer Center Web Page](#)
- 2.B.37 [Veterans Home Page](#)
- 2.B.38 [VRC Web page](#)
- 2.B.39 [Military Times Article, 2011](#)
- 2.B.40 [Coast Pathways Cost Estimations 10-10-2011.pdf](#)
- 2.B.41 [2012-2013 Catalog Web Site](#)
- 2.B.42 [Searchable Class Schedule](#)
- 2.B.43 [BP 1201 Non-Discrimination Statement](#)
- 2.B.44 [Public Relations Web Page Links to Twitter, Facebook, YouTube](#)
- 2.B.45 [MyCCC Mobile Application](#)
- 2.B.46 [Close the Loop Survey Results Report to PIEAC 4-2012.docx](#)
- 2.B.47 [Close the Loop Survey Summary Spring 2012.docx](#)
- 2.B.48 [Contact a Counselor](#)

- 2.B.49 [Online Application](#)
- 2.B.50 [Online Registration](#)
- 2.B.51 [Coastline Virtual Library](#)
- 2.B.52 [Departments](#)
- 2.B.53 [Directory](#)
- 2.B.54 [Coastline Bookstore Web Page](#)
- 2.B.55 [Distance Learning Web Page](#)
- 2.B.56 [CCC Web Page](#)
- 2.B.57 [CCCApply](#)
- 2.B.58 [MyCCC Web Page](#)
- 2.B.59 [Help Desk](#)
- 2.B.60 [Schedule Alternate Exams Web Site](#)
- 2.B.61 [Assessment Center Web Page](#)
- 2.B.62 [Counseling Department](#)
- 2.B.63 [eChat Web Link](#)
- 2.B.64 [eAdvising Web Link](#)
- 2.B.65 [Rent-A-Text FAQs](#)
- 2.B.66 [CCC Research Report Area of Residence 2010-11](#)
- 2.B.67 [Exam and Review Schedule Lookup Web Site](#)
- 2.B.68 [guideU Program Brochure](#)
- 2.B.69 [Financial Aid Office Web Page](#)
- 2.B.70 [Financial Aid Cohort Default Rates](#)
- 2.B.71 [Health Services](#)
- 2.B.72 [Health Fee Exemptions](#)
- 2.B.73 [Legal Clinic General.pdf](#)
- 2.B.74 [Legal Clinic-Costa Mesa.pdf](#)
- 2.B.75 [Eight Core Outcomes](#)
- 2.B.76 [Maps Web Page](#)
- 2.B.77 [English Placement Test Consequential Evaluation 2009](#)
- 2.B.78 [English & Reading Cut Scores 2012](#)
- 2.B.79 [My Math Test Placement Exam.pdf](#)
- 2.B.80 [FERPA](#)

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Coastline library and learning support services reflect the institution's unique circumstances and strengths. With more than half its students (seat count) enrolled in distance learning courses, a full range of library and support services is provided online. For example, Coastline has had a Virtual Library since 1999. To meet the needs of distance learners, Coastline plans and deploys the distance education technology for which the College is nationally prominent. Acquisition of equipment, software, and electronic information resources is coordinated through Coastline's integrated planning and budgeting process (See **III.D.1.a**).

Student success is hallmarked in the College mission statement and has always been an institutional focus. Tutoring and other learning strategies are offered through the Student Success Center. Evaluation of learning support programs, including the library, takes place systematically as part of the program review process. The most recent program review was completed in spring 2012 (2.C.1: [Library Program Review Report 2011-2012](#)). The many changes in staffing, physical locations, funding, technology, resources, and services for both the library and learning support services during the last six years have required creativity and flexibility in order to maintain quality resources and high levels of service for students.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

To support instructional programs and the intellectual, aesthetic, and cultural activities of its students, Coastline provides support services that reach both onsite students and off-site students. The Coastline Virtual Library is accessible 24 hours a day, seven days a week via the Internet. Coastline provides learning support

through a Student Success Center (including tutoring), an Information Commons, telecourse viewing centers, streaming media, telemedia, Cable Center, Distance Learning Department, Paralegal Library, Instructional Systems Development, and additional resources in various locations throughout the College. Each learning center is equipped with computer workstations, telecourse viewing equipment, and other learning support services for local students.

Although distance learning students are not able to utilize the physical equipment available at onsite centers, Coastline endeavors to create online or distance delivery options for learning support services and activities. Students are provided information about these services, resources, and facilities through the College Web pages (2.C.2: [Coastline Web site](#)); the printed and online College Catalog; counseling and advising sessions; fliers; posters; in-class presentations; e-mail; blogs; Twitter; Facebook; and, significantly, word-of-mouth (face to face as well as online in chat rooms and discussion forums) (See **II.B.1** for a discussion of student services offered to distance learning students.)

Coastline distributes physical resources and technological support throughout its geographic service area and practices economies of scale that make optimum use of the resources available; this supports Goal 6 of the Education Master Plan: “Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources, as well as expanded, diverse, and responsive programs and services.” Learning resources are provided at the College Center, the three main learning centers, and online in order to meet the needs of all students whatever their circumstances may be. Both library and learning resource personnel have provided input regarding their program and onsite needs for the new Newport Beach Learning Center (2.C.3: [CCC Education Master Plan 2011-2016.pdf](#))(2.C.4: [Maps Web Page](#)); (2.C.5: [Map of CCC Sites in Service Area](#)).

LIBRARY

Established in 1999, Coastline’s Virtual Library anticipated the trend to online storage and delivery of library materials that portends far-reaching impact on college libraries and their users. More than 60% of Coastline’s FTEs come from students who are distance learners, and since Coastline has always been an innovator in technology-mediated instruction and support, it was determined that the library would be entirely electronic—a virtual library— accessible at all times from anywhere in the world with Internet access. The library employs Coastline’s leading-edge distance education technology to deliver resources, services, and learning support.

The Virtual Library maintains a small but broad, current, and relevant collection that supports the curricular and academic needs of both students and faculty members. Holdings include general and specialized databases; full-text access to thousands of periodicals, including major newspapers and scholarly journals; and

a collection of more than 50,000 full-text electronic books. **Table 2.C.1** summarizes current library resources, which are accessible through authenticated login. Links to the Library Resources login bar are located on the College Web site, on class Seaport home pages, and at <http://coastline.edu/library>. Students and instructors are encouraged to take advantage of a variety of tutorials, orientations, slide presentations, and learning aids available in the Virtual Library in a variety of formats (2.C.6: [Instructional Videos and Tutorials](#)).

The library is staffed with one full-time faculty librarian, who occupies an office in the College Center. In addition to her library-related responsibilities for administration, management, collection development, reference, bibliographic instruction, public relations, and work with students and faculty for library training, the librarian developed and teaches Library Science 101, Information Competency and Library Research, which explores strategies for developing research projects using traditional and electronic libraries. The course is offered online.

To ensure that library resources meet the needs of students and their assignments, the librarian maintains regular contact with other faculty members. Committee membership is an important venue for these contacts. The librarian is a member of the Academic Senate. She serves on the following committees: Curriculum (standing member); Distance Learning & Technology; PIEAC; Student Success; and Program and Department Review. In addition, the librarian is a member of the College grant team. In this capacity, she is able to secure library consideration in every grant proposal; she is aware of all grant fund programs on campus and of their information needs; she provides research support as grants are developed; she represents faculty on the grant team and acts as a liaison to the Academic Senate.

About six years ago, the librarian created a Reserve Textbook Library for local students. The collection is maintained and operated from the Information Commons at the Garden Grove Center. Students access and use the textbooks onsite. This service helps students in two ways: it enables students to stay up with assignments while waiting for their ordered textbooks to arrive, and it provides access to the textbooks for the semester to students who are unable to purchase them. Each semester instructors are reminded to order desk copies of their textbooks to place in the Reserve Collection and then to notify their students.

TABLE 2.C.1
COASTLINE VIRTUAL LIBRARY RESOURCES

RESOURCE	DESCRIPTION
Access Science	Science reference center with continuously updated, fully searchable, media-rich content, terms, images and videos.
Access World News: Research Collection	Comprehensive news collection provides access to print and online-only newspapers, blogs, newswires, journals, broadcast transcripts and videos from around the world.
Congressional Quarterly	In-depth, unbiased coverage of health, social trends, criminal justice, international affairs, education, the environment, technology, and the economy; comprehensive single-themed reports published online 44 times a year.
CountryWatch	CountryReviews™, CountryWatch Data, the CountryWatch Map Gallery, the Image Gallery, the Global Guide, the weekly Political Intelligence Briefing, and the Associated Intelligence Wire.
Credo Reference	Online reference collection of hundreds of reference books, images, maps, videos, tables, and more.
EBSCOhost Web	Thousands of full-text journals, magazines, government publications, dissertations, and other sources.
EBSCOhost eBook Collection	50,000 e-book titles selected specifically to support community college curriculum.
Encyclopedia Britannica; Academic Edition	All the content of the print version plus media collection, videos, news links, and workspace options.
NewsBank	Current Events, Special Reports, NewsBank Maps, and Teacher/Librarian Resources.
ProQuest	Thousands of full-text journals, magazines, government publications, dissertations, and other sources, including the <i>New York Times</i> , <i>Los Angeles Times</i> , <i>Wall Street Journal</i> , <i>Christian Science Monitor</i> , and <i>Washington Post</i> .
SIRS Knowledge Source	Search portal to selected articles and special features such as Pro vs. Con, SIRS Issues Researcher, SIRS Government Reporter, SIRS Renaissance, Leading Issues, Natural Disasters, Focus on Terrorism, and Today's News.
OED Online	Online Oxford English Dictionary: the definitive record of the English Language.
Oxford Reference Online; Premium	224 reference titles, 1.4 million entries from the Oxford Companion series, 16,000+ illustrations, 47 timelines, 775+ maps, 36,000+ bibliographies, 167,000+ biographical entries, 3,000 editorially selected external Web links, and new and revised titles added regularly.

Source: Library Program Review, p. 10.

ASSESSMENT CENTER

The Assessment Center, located on the fourth floor of College Center, primarily provides student support services as described in **Standard II.B.3.a (See Assessment Center)**. However, it also provides learning support services as a testing center for walk-in distance learning midterm and final examination testing, including make-up testing. Students may either call the Assessment Center to schedule an appointment or use the online scheduler (2.C.7: [Test Scheduler](#)). Students working at a distance may use a proctor to take their midterms and final exams (2.C.8: [Proctor Rules](#)); (2.C.9: [Assessment Center Web Page](#)).

The Assessment Center is staffed with a placement test coordinator, who is assisted by part-time hourly staff. She oversees onsite and off-site testing (including the coordination of math and English placement exams for Early College High School every spring). The Assessment Center also processes math and English Placement exams for military students and supplies and processes results for math placement exams to proctors of incarcerated students. When time permits, the Assessment Center proctors exams for students from other colleges for a fee of \$25.00.

When space is available, the Assessment Center provides a quiet study area, computer lab, and telecourse viewing center for Coastline students.

STUDENT SUCCESS CENTER

The Coastline Student Success Center (SSC) was originally created in 2000 using Title III grant funding for the creation of a computerized Assessment Center with additional grants for tutoring. Computerized onsite and online basic skills courses were developed to provide students with a foundation for further advancement. A full-time faculty member was placed in the Center as the coordinator with a full-time classified staff assistant; evening hours were supported with hourly math and English faculty members who tutored, assisted students with the computerized courses and supervised hourly tutors in an adjoining room. Despite the success of the tutoring program and attempts to tie the Early Alert program to the SSC courses, basic skills enrollments were not sufficient to support the salaries of personnel after Title III grant funding ended. It was believed that greater student enrollment would be achieved by relocating the SSC to a learning center (rather than at the administrative center), so in 2006 the Student Success Center (including courses and tutoring) was moved to the Le-Jao Center, where it is currently housed. The Assessment Center remains at the College Center in Fountain Valley, where students take placement tests and distance learning course tests. The Student Success Center maintains a Web site with current announcements, description of services, and other information (2.C.10: [Student Success Center Web Site](#)).

In spring 2012, the SSC expanded its capacity through a renovation that enabled it to accommodate 14 additional computers. Also in spring 2012, the SSC began hosting online tutoring for math and English, which features tutors who are familiar with Coastline course culture.

The SSC hosts more than a dozen half-unit, self-paced basic skills courses in math and English. These courses offer students the benefit of flexible scheduling, and the onsite instructional staff provide guidance and assistance with coursework. The majority of courses are modularized and the curriculum is distributed through Passkey, a computer application. The SSC is currently equipped with 38 computers for students to complete their coursework via Passkey. To support distance learners and students in institutional settings who need remedial assistance, the English department offers half-unit basic grammar, college spelling, and vocabulary courses in independent study mode.

TUTORING

The Student Success Center (SSC) offers free, walk-in tutoring for all Coastline students. Tutoring is offered in a variety of subject areas, with emphasis on writing and math tutoring. In spring 2012 the SSC began hosting embedded online tutoring in math and English. Specialized tutoring is offered for specific

courses such as science and accounting, and it is also provided online. Further, the SSC offers a variety of informative workshops throughout the school year aimed at enhancing student success. Discipline-specific workshops are offered (e.g., math finals preparation) as well as sessions focused on successful student behaviors (e.g., study skills, time management, etc.). The SSC also provides ongoing workshops to target areas of specific need related to math, English, and academic counseling services. English and math faculty conduct content-specific workshops at the SSC, and counselors conduct workshops related to orientation and matriculation (2.C.11: [College Prep Academy Summer 2012](#)).

Tutoring is provided by College faculty and hourly employees hired specifically as SSC tutors. The SSC has expanded its hours to accommodate demand and currently operates Monday through Thursday 8:30 a.m. to 8:00 p.m. and Fridays 8:30 a.m. to 5:00 p.m. The Student Success Coordinator, who is a full-time faculty member, manages the SSC.

For students studying at a distance, including military students, the SSC provides tutoring via arranged meetings by phone, e-mail, or Internet-based conferencing. Students may e-mail success@coastline.edu with their tutoring inquiry, and a staff member will reply to create a customized tutoring solution.

Using funds available from the Basic Skills Initiative, Coastline provides Smarthinking, which makes tutoring in math, pre-college through calculus, accessible to students worldwide.

INFORMATION COMMONS AND COMPUTER LABS

The Information Commons (IC) is located at the Garden Grove Center and has 35 Windows computer stations, six Macintosh computers, two TV/VCRs with a mini-video library, and other peripherals. A variety of application software is available, as determined by the CTE courses offered. A log-in computer system uses Microsoft Access to track student computer usage. The Virtual Library is available on the Commons computers. The IC is staffed with one hourly classified employee and is open from noon to 4 p.m. and from 5 p.m. to 9 p.m., Monday through Friday. Other smaller open computer labs are located at the Costa Mesa Center and Le-Jao Center (2.C.12: [Information Commons Web Site](#)).

In conjunction with the STAR program and with the cooperation of the SSC, beginning at the Garden Grove Learning Center in fall 2012, the Information Commons will expand its services to provide tutoring in reading, math, and accounting. The lab will be utilized as part of the tutorial assignments, and two offices will be used for one-on-one and small group tutoring.

The Information Commons hosts a telecourse viewing center, the Textbook Reserve Library, and ESL testing and classroom support (grammar software). The IC also serves as a professional testing center and is associated with Prometric and Pearson View testing organizations. These services are offered for cost to

outside test takers and offered at a reduced cost for Coastline CTE students as permitted by testing organization contracts. The IC lab is also equipped to be transformed in times of emergencies into a Regional Emergency Operations Center staffed by local emergency and law enforcement personnel.

TELECOURSE VIEWING CENTERS

Telecourse viewing centers are maintained for students who do not have television or cable access and for students who have missed telecourse or cable broadcasts. Students also have the option of buying or renting a full set of selected telecourse media on DVDs (although not all series are available for purchase) through the Coastline Bookstore, Coast Learning Systems, and/or Intellect. Some courses may be viewed at no cost through Annenberg online. Telecourse viewing centers are located at the Le-Jao Center, the Garden Grove Center, and the Assessment Center in the College Center. Other viewing centers are available at public locations: Golden West College Library in Huntington Beach, Orange Coast College Library in Costa Mesa, and Mary Wilson Public Library in Seal Beach. Complete sets for current telecourse classes are maintained at these public locations by a full-time distance learning classified employee on a regular basis. Coastline provides full sets of telecourse DVDs at all the major prisons in California for viewing by incarcerated students (2.C.13: [Maps and Viewing Centers Web Site](#)).

STREAMING MEDIA

Students who have a computer and Internet access are able to view select telecourse and cable videolessons as streaming media through the associated course Web site, the associated producer's Web site, or Annenberg online.

PARALEGAL STUDIES LAW LIBRARY

The Paralegal Studies Law Library, located at the Costa Mesa Center, is a teaching library with donated books and computer access for online legal research; and this information, combined with access to the Whittier Law Library in Costa Mesa, meets American Bar Association (ABA) guidelines. The teaching library is contained in a classroom at the Costa Mesa Center. Paralegal students have full access to this room at all times the Center is open except during evening classes of instruction. Students can gain access to the library when class is not in session by signing in at the office at the Costa Mesa Center. The library contains five student computers equipped for student use. All have the Microsoft Office Suite, Internet, and Westlaw online legal research access. In addition, one of the computers has legal software for Abacus and Smart Draw, two popular legal programs. All five computers are linked to a printer. The Paralegal Library stocks a collection of donated annotated legal code books, reporters, digests, encyclopedias, and practice texts. Westlaw online legal research is funded by the College. Paralegal students also use the Whittier Law School Law Library, which

is located near the Costa Mesa Center, where the paralegal classes are taught. When the Paralegal program moves to the Newport Beach Center, the computers, printer, and legal books will also be relocated, and access hours will be expanded.

TELEMEDIA DEPARTMENT/CABLE CENTER

Composed of four main divisions (instructional design and faculty support; eMedia, publishing, and video production; eLearning, research, and development; and marketing and publisher partnerships), Instructional Systems Development (ISD) [after the reorganization, the name was changed to the Office of Learning and Information Technologies (OL&IT)] is responsible for developing, producing, and distributing complete distance learning courses (learning systems) that combine video- and computer-based media with accompanying instructional materials (including study guides and test banks) ready to be used within a course management system. These Web-based, video-based, and DVD courses—licensed by educational institutions throughout the United States and abroad—are used by the College’s distance learning students and by distance learning students worldwide. ISD is responsible for the design and production of all new technology-mediated instructional courses distributed by Coastline. Because the College develops these course materials, it is able to offer them to students without the need to pay course licensing fees. Details of ISD operations appear in **Standard III.D.2.e. (See OL&IT).**

Cablecast courses are locally produced lessons shown on cable TV from the College Cable Television Center. For students who do not have cable access within the District, cablecast lessons are available one week after broadcast at the College Telecourse Viewing Centers (described above). Students receive course information and assignments through the course student handbook. Students interact with their instructors in person or by telephone, fax, or e-mail. Instructors administer examinations onsite.

The Center is also used for local production of complete telecourses. The Telemedia staff also support delivery and archiving of video, satellite, audio, and Web conferences for instruction and professional development.

In addition to airing telecourses and providing operational support to the Cable Center, as described in the overview above, the two full-time staff members in this department duplicate and perform playback of video-based distance learning courses and provide audio-visual support to the College and classroom instruction, distance learning, and contract education. The Cable Center also broadcasts promotional slides about student services and certificate programs on the College cable channel. Telemedia staff provides telephone assistance to students experiencing difficulty accessing Internet-based courses. The Telemedia staff also support delivery and archiving of video, satellite, audio, and Web conferences for instruction and professional development.

DISTANCE LEARNING DEPARTMENT

The Distance Learning Department provides support to all DL students, including those who live outside the College area. Services for students are listed on the Distance Learning Web site (2.C.14: <http://dl.coastline.edu/>), which includes links to course Web sites, Military program, broadcast schedule, Adobe Acrobat download link, Virtual Library, maps, tutoring information, transferability of courses, general information, contact information, technical help, searchable schedule of classes, How to Get Started, schedule alternate exams, testing and review times and locations, media materials, telephone assistance, and test proctoring. Students can “Learn to be Successful in a Distance Learning Course,” watch a Camtasia video on how to access an online course and MyCCC account and how to buy books, and can be connected to other College sites. They can also take a self-help test, “Am I a Good Candidate for DL Course?” The Distance Learning Department provides assistance through walk-in, phone, voicemail, e-mail, and discussion boards for students who have questions or problems with using passwords to courses, signing on to MyCCC, understanding how electronic homework drop boxes and telecourses work, etc. Technical assistance is also provided; this is discussed in the Telemedia Department section. Telephone assistance is provided to students during office hours of 8 a.m. to 5 p.m., Pacific Standard Time. Students can also post questions to staff via the DL e-mail (2.C.15: dlearning@coastline.edu). This information is clearly stated on the distance learning Web site under “contact information.” (2.C.16: [Technical Help Web Site](#)); (2.C.17: [How to Begin Your Course Web Page](#)).

Permanent staff coordinate scheduling of review sessions, testing times, and locations as well as online quizzes, midterms, and final exams. Distance learning staff coordinate proctor agreement forms, and proctored tests are mailed (in a timely fashion) to students who live at a distance and to incarcerated students each semester (with troubleshooting when tests do not arrive). Staff type, update, and prepare for printing hard copies and Web-published telecourse handbooks; score Scantron quizzes each semester and send feedback reports to thousands of students; scan Scantron midterm and final exams; keep hard-copy grade sheets up to date for telecourse classes each semester; keep track of incarcerated student materials that are received after grades have been turned in; and contact instructors when they need to complete “grade change” cards. This totals approximately 100,000 quizzes and exams that are scanned and feedback reports that are mailed to incarcerated students each year. Another 200,000 online quizzes and exams were processed by the distance learning staff, but this number is decreasing as faculty are increasingly able to manage their own grade books and quizzes in Seaport. It would seem that an army of staff would be needed to assist the more than 8,000 individual students (many of whom enroll in more than one course) through to completion each semester. It is done with only six permanent classified staff and the assistance of only several part-time staff each term. (Because of budget cuts, the College is offering fewer telecourses, and one of the

permanent DL staff members was reassigned in spring 2012 to cover workload in another department. Most hourly staff were also let go.)

The full-time counselors (from the Counseling Office) staff online assistance that is available to distance learners from the Counseling Web page. One site called eChat Live is currently available Tuesday 9 a.m. to 11 a.m. and Wednesday 10 a.m. to noon. The other site is called eAdvising, which is available Tuesday 8 a.m. to 9 a.m. and 11 a.m. to noon and Wednesday noon to 2 p.m. Appointments are not necessary. The Counseling Support Team e-Chat hours are Monday through Thursday 9 a.m. to 4:30 p.m. and Friday 8:30 a.m. to 12:00 noon; students may e-mail questions, which are answered by Counseling Office staff.

Online orientation is available from the Counseling homepage. Incarcerated students are encouraged to enroll in Counseling 105— Succeeding in College. While participating in this course, which is taught by a counselor, students receive orientation and placement testing and work on the development of their education plans (2.C.18: [Contact a Counselor Web Site](#)); (2.C.19: [Online Orientation Web Site](#)).

Because so many students take math courses at a distance, the math department has been using a 24/7 online math tutoring service since fall 2008 through an outside vendor (2.C.20: <http://www.smarthinking.com>). This is paid with Basic Skills Initiative state funding and is free to student participants.

Because students with many types of disabilities enjoy the flexibility of taking distance learning courses, the DL Department has taken care to ensure that all online materials are Web Compliant for disabled users. The DL Web page <http://dl.coastline.edu/> has several “W3C stickers” at the bottom of the page indicating our compliance. When readers click on the “stickers,” they will be taken to the W3C site, where they can check compliance, and get immediate results about accessibility.

ADDITIONAL RESOURCES

Additional learning resources are available at various locations throughout the College. For example, some counselors have computerized databases available for student use (e.g., job search and employment databases). Reference materials and computers are available for student use at the ESL Department, One-Stop Center, Student Success Center, EOPS Office, ESL, the Special Programs and Services Office, the Transfer Center, and the Paralegal Law Library.

Library Self Evaluation

Statistics have been gathered on library usage since 2001–02.

Table 2.C.2 shows the number of accesses made each year to the various library databases and e-Books.

The apparent drop in usage is a result of two occurrences: a lower number of students being served as a result of workload reductions and fewer database products as a result of budget reduction measures.

Class assignments and faculty direction drive the use of the Virtual Library. Those

assignments and direction are, in turn, contingent on faculty familiarity with library resources. Based on the Accreditation full-time and part-time faculty surveys, roughly 30% of full- and part-time faculty reported giving assignments that required the use of the library. Thirty-six percent of students responded that they had courses that required their use of the Virtual Library.

In response to the Faculty Accreditation Self-Study Survey question “During the current semester, how many of your courses have assignments that require the use of the Virtual Library?” 70% of full-time faculty responded *None of my courses*; 15% responded *Less than half of my courses*; 4% responded *Half of my courses*; 4% responded *More than half my courses*, and 7% responded *All of my courses*. In response to the same question, of part-time faculty, 73% responded *None of my courses*; 10% responded *Less than half of my courses*; 4% responded *Half of my courses*; 3% responded *More than half my courses*, and 11% responded *All of my courses* (Question 12). The librarian has reviewed these rates and will develop strategies to increase faculty awareness and use of library resources.

In response to the student Accreditation Self-Study Survey question “During the current semester, how many of your courses have assignments that require the use of the Virtual Library?” 64% of students responded *None of my courses*; 28% responded *50% (half of my courses)*; 5% responded *75% (about 3/4 of my courses)*; and 4% responded *100% (all of my courses)* (Version 2, Question 3).

Based on the Accreditation Student Self-Study Survey question “How easy it is to obtain the resources you need from Coastline’s Virtual library?” 36% of students reported it was *Very Easy* or *Slightly Easy*; 11% reported it was *Neither Easy Nor*

TABLE 2.C.2
TOTAL ANNUAL DATABASE AND eBook ACCESSES

YEAR	Database Totals	eBook Totals
2001–2002	6,531	96
2002–2003	21,737	466
2003–2004	43,093	918
2004–2005	44,481	942
2005–2006	34,091	553
2006–2007	46,279	970
2007–2008	56,817	420
2008–2009	79,406	1,425
2009–2010	61,904	1,940
2010–2011	61,450	1,107
2011–2012	n/a	n/a

Source: Library Program Review, p. 7.

Hard; 4% reported it was *Slightly Hard* or *Very Hard*; and 49% reported *Never Used It* (Version 2, Question 4).

In response to these survey outcomes, the librarian has added more guides and tutorials to the Instructional Videos and Tutorials page on the library Web site. In addition, guidelines for using the library have been added to all telecourse handbooks (2.C.6: [Instructional Videos and Tutorials](#))

Coastline added information competency to its list of institutional core outcomes in 2006. As a result, classes tracking student achievement of this core student learning outcome generally require research of some kind specifically within the Coastline library. As Coastline assesses, dialogs, and evaluates its institutional core outcomes, greater emphasis may be placed on achievement of information competency skills and thus greater use of and dependence on the Coastline Virtual Library.

The library is an integral part in the Coastline Student Success movement and will work closely with faculty, the Student Success coordinator, and other learning support services to increase use of library resources and services.

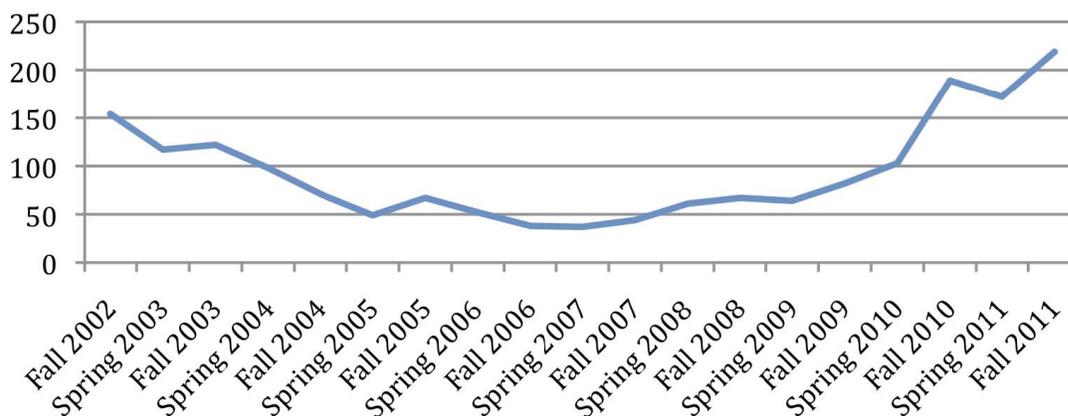
The Distance Learning Department (DL) provides the technical and Web support that enables the library to function. Maintenance and security of the computer network is primarily the responsibility of the Coastline Computer Services Department (CSD).

Since the last Accreditation self evaluation, the library has been able to make significant improvements in access, development of instructional materials for students, and responsiveness to student and faculty requests. The login procedure has been simplified to two steps and makes use of the MyCCC username and password database to authenticate users and permit single-sign-on access to all of the searchable databases. The next step will be to improve the Web pages so navigation is more intuitive for library users; this will require the expertise of a Web designer.

Student Success Center/Tutoring Self Evaluation

Enrollment in SSC courses in math and English has grown in recent years (see **Figure 2.C.1**). In its most recent semester (fall 2011), there were 219 basic skills math and English SSC enrollments. To put this in perspective, as recently as spring 2010, SSC enrollment was 103. Therefore, the SSC has more than doubled its enrollment in a relatively short span.

FIGURE 2.C.1
STUDENT SUCCESS CENTER ENROLLMENT
MATH AND ENGLISH ON-SITE CLASSES, FALL 2002- FALL 2011

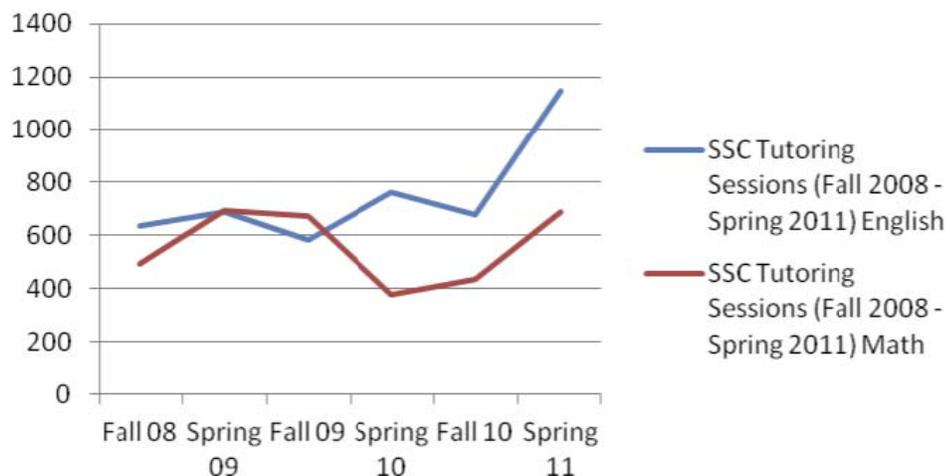


Source: Student Success Center Enrollment Reports

The SSC has plans to expand services to accommodate subject area tutoring in more content areas and to increase capacity to serve the growing student demand for tutoring and student services. In spring 2012, using Title III funds, 14 new computers were installed in a new classroom space for SSC use; two additional new computers have also been purchased. The expansion will allow the SSC to further differentiate and focus the services it can offer to students, including online tutoring, general computer use, and course-specific computer applications.

The introduction of online tutoring in spring 2012 in math and English will allow the SSC to reach out to the extensive distance learning population at the College. Further, an electronic tracking system was deployed in spring 2012 to improve accountability measures so that the Student Success Coordinator can better monitor the demand and use of the SSC in order to make data-informed decisions about how to evolve the services provided.

Also in spring 2012, the SSC began actively surveying students to gauge interest in the various modes and models of instruction and tutoring provided by the Center. Data from surveys, combined with analysis of course completion and other success data, will allow the Student Success Coordinator to make decisions and function from a data-informed perspective (2.C.21: [SSC Student Survey Results and Discussion 5-12](#)).

FIGURE 2.C.2
**NUMBER OF STUDENT SUCCESS CENTER
 MATH AND ENGLISH TUTORING SESSIONS, FALL 2008–SPRING 2011**


Source: Student Success Center Enrollment Reports

Figure 2.C.2 demonstrates the increased use of math and English tutoring since fall 2008. In spring 2011, SSC tutors conducted 1,146 tutoring sessions in English/ESL and 689 in math as compared to fall 2008, when SSC tutors conducted 634 tutorial sessions in English and 495 in math. Thus, the number of English tutorial sessions increased by 44% in spring 2011, and math sessions increased by 28%. Because the demand for tutoring continues to increase, the SSC plans to increase its capacity to better serve student need.

In spring 2012, the SSC launched an online tutoring pilot, targeting students in basic math (Math C005) and pre-algebra (Math C008). Embedded online tutoring will continue in 2012–13, with plans to embed a tutor in sections of English E099 as well as online math courses.

In 2011–12, the SSC implemented supplemental instruction by providing a Supplemental Instruction (SI) Leader who attended all lectures and conducted weekly workshops with students for select biology sections. In 2012–13, the SI project will continue under the supervision of the Student Success Coordinator in conjunction with the dean of instruction for Biology C210 (microbiology), Biology C220 (anatomy), and Biology C225 (human physiology).

Further, in 2012–13, the Student Success Coordinator will conduct formal tutor training workshops for SSC tutors in “effective ways to tutor” in order to empower tutees to advance in their learning and self-efficacy.

There are plans to hire additional tutors who are specialists in a variety of content areas, such as hard sciences, accounting, and business education. This will be part of an effort to reach out to students from various major areas. In 2012–13, utilizing Title III funds, an accounting tutor and a writing/research tutor will be provided to support student cohorts in the newly created STAR Program.

For students studying at a distance, the SSC provides tutoring via arranged meetings by phone, e-mail, or Internet-based conferencing. Students may e-mail success@coastline.edu with their tutoring inquiry, and a staff member will reply to create a customized tutoring solution. This information and assistance will be extended to military students in fall 2012.

Distance Learning Self Evaluation

Despite recent severe cutbacks to staffing, the Distance Learning Department continues to provide efficient services to students. The timing of staffing cutbacks occurred serendipitously to the release of Seaport, as faculty were able to take more control over their quiz and grade book functions, necessitating less assistance from staff to perform these functions.

As the District initially moved into the Banner system with student portals for self-service and access to personal schedules, the District initially engaged a 24/7 after-hours agency (“Presidium”) to assist students after hours. This service was quickly discontinued, however, since the agents did not have authority to reset passwords. In 2011, the District set up a computerized system so students and instructors can reset their own passwords. The updates to Seaport online quizzes and exams also enable instructors to handle student problems on weekends or evenings that previously only the Distance Learning Department could handle.

Self Evaluation

The College meets this Standard, but the College believes it could do a better job of making students aware of services and learning resources available to them.

Respondents to the Accreditation student survey largely reflect the somewhat transitory nature of Coastline’s student population: 58% of survey respondents indicated their primary mode of taking courses at Coastline was online; 16% of survey respondents indicated “I attend multiple colleges, and I consider another college to be my primary college.” An additional 8% responded “I attend multiple colleges, but Coastline is my primary college”; 43% responded they considered themselves to be part-time students at Coastline. Given these demographics and the fact that 25% of students are new to Coastline each semester, it is not surprising that many students are not aware of student learning resources offered by the College.

The responses to the Accreditation Student Self-Study Survey “What is your level of awareness, need, or satisfaction with each of the following services/activities at

Coastline?” (Version 1, Question 8) in each of five major learning resources are shown in **Table 2.C.3**.

TABLE 2.C.3

RESPONSES TO ACCREDITATION SURVEY QUESTION

“What is your level of awareness, need, or satisfaction with each of the following services/activities at Coastline?”

	Used/ Satisfied	Used/ Not Satisfied	Heard of/ Don't Need	Never Heard of/ Don't Need
Information Commons	29%	3%	36%	32%
Student Success Center	22%	3%	36%	39%
Textbook Reserve Library	19%	5%	33%	43%
Tutoring Center	21%	6%	42%	31%
Virtual Library	32%	12%	27%	29%

Source: Student Accreditation Self-Study Survey, Version 1, Question 8.

Actionable Improvement Plan

Coastline will develop strategies to increase student and faculty awareness and use of library and learning support resources and services to promote student success.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The library relies on guidelines from the Association of College and Research Libraries and the California Chancellor’s Office for standards pertaining to library equipment and resources. Since the Coastline library is virtual (entirely electronic), most of the building, staffing, budget, and collections standards do not apply. However, to the degree these guidelines do apply, Coastline adheres to them as closely as possible. Because the virtual library concept is gaining acceptance throughout higher education, standards are beginning to develop. As an early adopter of the virtual library concept, Coastline has contributed significantly to the discussion of online collections, services, resources, and library operations.

From the beginning, the library has relied on faculty and learning support professionals in the selection of materials and services for students. The Coastline librarian and other learning support services faculty are active participants in participatory governance, including the budget process, the Academic Senate, the Curriculum Committee, the Budget Committee, the Student Success Committee, the Distance Learning Committee, and the PIEAC; and they are well-informed, vocal, and good advocates for student learning needs. Since the library budget is small, all databases and online resources are purchased through the Council of Chief Librarians Community College Library Consortium, which offers these products at a great discount. The shared eBook collections, which are the basis for Coastline's sizeable collection of eBooks, were selected by a panel of California community college librarians (2.C.22: [Collection Development Policy for the CCL Shared E-Book Collection](#)).

Library and learning support equipment and resources are closely linked to usage and demand and are currently adequate and appropriate. Funding sources include categorical funding from the State Chancellor's Office, grants from other sponsors, and general revenue funds. Previously used funding included the State Chancellor's Office categorical funding for instructional equipment, library materials, and a Scheduled Maintenance Grant, which are currently unfunded, and the Technology and Telecommunications Infrastructure Program (TTIP), a direct allocation to colleges, which is also currently unfunded.

Self Evaluation

The College meets this Standard. Although library and learning support equipment and resources are closely linked to usage and demand, they are funded at minimally appropriate and adequate levels. Usage and demand may actually increase with a larger collection and more subject-specific resources.

The California state budget crisis has influenced Coastline Library budget decisions. Database subscriptions are the largest component of Virtual Library purchases. In the past, the actual and planned expenditures for online resources had leveled out at about \$65,494 a year. However, because of the need to reduce expenses by 15%, that amount is currently at \$55,000.

In response to the full-time Faculty Accreditation Self-Study Survey statement "The Virtual Library's resources and services support Coastline student's learning experiences," 54% of faculty *strongly agreed* or *agreed*; 7% *disagreed* or *strongly disagreed*; and 39% were *neutral* or *did not know* (Question 11). In response to the same question, 44% of part-time faculty *strongly agreed* or *agreed*; only 1% *disagreed*; and 55% were *neutral* or *did not know* (Question 11).

In response to the full-time Faculty Accreditation Self-Study Survey statement "Instructional and computing equipment is appropriate and well maintained," 69% of full-time faculty responded *strongly agree* or *agree*; 17% *disagreed* or *strongly disagreed*; and 14% were *neutral* or *did not know* (Question 14). In

response to the same question, 75% of part-time faculty *strongly agreed* or *agreed*; 7% *disagreed*; and 18% were *neutral* or *did not know* (Question 14).

In response to the Accreditation Self-Study Survey statement “Coastline evaluates the learning support needs of its students and provides services and programs to address those needs,” 62% of full-time faculty *strongly agreed* or *agreed*; 28% *disagreed*; and 10% responded *did not know* (Question 8). Of part-time faculty, 76% *strongly agreed* or *agreed*; 8% *disagreed*; and 16% *did not know* (Question 8).

Actionable Improvement Plan

None

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Coastline has a strong commitment to information competency. The sixth of the College’s eight Degree-Level Learning Outcomes is “Demonstrate information competency” (2.C.23: [Core Degree Outcomes](#)).

The librarian has developed online tutorials and research aids for finding and using sources, developing a research strategy, evaluating Web sites and other source materials, ways to avoid plagiarism, and other information-competency related topics (2.C.6: [Instructional Videos and Tutorials](#)). Scheduled onsite workshops have not been well-attended, but the librarian has been able to reach a number of students each semester by giving library instruction in-class, upon instructor request. Since 2000, the librarian has offered an online information competency class. Until recently, this class was offered as English 108, Library Resources and Research; in 2011, this course went through the Curriculum Committee revision process and has since been offered as a two-unit Library Science course since fall 2012. In addition, instructors work with the librarian to develop class assignments that require students to use the Virtual Library and that incorporate information competency elements into the assignment outcomes.

The librarian provides training every summer at the College Summer Technology Institute, presenting topics for faculty and staff related to library, information competency, Web use, research, plagiarism, Turnitin.com, copyright, and other related themes. These sessions are usually well attended. She provides individual appointments for faculty to set up Turnitin accounts following these presentations. Upon request, the librarian attends discipline and/or department meetings during the semester to provide in-services on library resources and services to faculty and staff.

The librarian provides regular personalized support and training to students online through her Virtual Library Web site, “Ask a Librarian,” and onsite when students make an appointment or drop in to her office at College Center for consultation (2.C.24: [Ask a Librarian Web Link](#)); (2.C.25: [Tally for Ask a Librarian](#)). Additional opportunities for instruction, tutoring, and training occur during telephone and e-mail exchanges.

All library and learning support courses and programs involve the use of computers, educational software, and/or telecourse media. The supervised library and learning support labs provide assistance on a variety of topics, including language acquisition, grammar and writing, computer use and etiquette, and use of the Internet.

Self Evaluation

The College meets this Standard. Delivery of library services and development of new projects is an ongoing process. The librarian works with the DL Department and SSC to improve and expand services. In 2011, the College hired a new Student Success Coordinator who will play a major role in coordination, instruction, and direct support of new learning resources.

TABLE 2.C.4
NUMBER OF CLASS VISITS MADE BY LIBRARIAN AND
NUMBER OF STUDENTS IN ATTENDANCE

YEAR	Number of Class Visits	Number of Students
2007–2008	10	350
2008–2009	13	440
2009–2010	13	475
2010–2011	17	595
2011–2012	6	250
TOTAL	59	2,110

Source: Library Program Review, p. 7.

TABLE 2.C.5
NUMBER OF REFERENCE INTERACTIONS BY
NUMBER OF INSTRUCTIONAL OPPORTUNITIES

YEAR	Reference Interactions	Number of Instructional Opportunities
2007–2008	183	92
2008–2009	367	184
2009–2010	n/a	n/a
2010–2011	1,007	504
2011–2012	519	260
TOTAL	2,076	1,040

Source: California Community College Library/Learning Resources Data Survey for 2010–11 and 2011–12.

The number of invitations to deliver in-class instruction rose between 2007 and 2011. During those four years, a total of 2,110 students received information competency instruction during class visits (See **Table 2.C.4**). In 2011–12, several of the library’s most ardent faculty supporters retired, resulting in fewer classroom visits by the librarian. This created a drop in the number of students serviced that year. Coastline has hired five new full-time faculty members and we anticipate they will be avid users of the library and all of its services including class visits (one of the new instructors requested two class visits during the fall 2012 semester, for example).

At least half of all reference requests tallied involve some degree of instructional exchange. This is typical in most library interactions, but since Coastline's library is entirely virtual, this may be the librarian's only opportunity to introduce important concepts and information to students. Students are generally quite receptive to the additional information because it empowers them to be more effective researchers and ultimately more confident students. While there is no evidence to support this last claim, the following table shows the number of reference interactions since 2007 and the number of probable instructional exchanges that took place (See **Table 2.C.5**).

The total number of students who received instruction through a reference encounter between 2007 and 2012 was 1,040. While this number is not as high as that achieved by visiting the classes, it still represents an effective approach to delivering information competency and library research skills instruction to Coastline students. We improved access to the library databases in the 2011–12 school year and anticipate that the number of students seeking help with electronic research and homework issues will continue to increase.

Student use of the library is closely linked to curricular requirements. The librarian has worked in the past with faculty members to develop assignments and opportunities for integration of library use into their curriculum. With the addition of five new full-time faculty members in 2012 and two new full-time faculty members in 2013, the librarian anticipates opportunities for growth and innovation.

To further develop faculty and staff awareness of the Virtual Library, the College offers a two-day Summer Technology Institute for faculty and staff training that reviews technology and classroom techniques that support teaching and learning. Follow-up workshops are held in the fall semester. Summer Institutes are planned and developed by the Technology and Distance Learning Committee and utilize experts from the College as well as outside speakers (2.C.26: [Email Invitation to Summer Institute](#)); (2.C.27: [Seaport Training Course Registration Web Site](#)); (See **III.C.1.b. Summer Technology Training Institute**). In addition, the librarian has made presentations to the Classified Senate, the STAR Program instructors, the Distance Learning Faculty meeting, and other faculty gatherings.

Actionable Improvement Plan

None

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Because so many students are located far from Coastline learning centers, the College uses remote access technologies to deliver many library and learning support services. Service delivery methods are designed to accommodate the wide variety of systems and configurations from which Coastline's students access support services, including, but not limited to, broadband Internet service, older slower computers, iPads, cell phones, and hand-held Personal Digital Assistants (PDAs). In spring 2012, a free MyCCC Mobile application was developed for Androids, which allows students to browse the Class Schedule, view class times and locations, and access maps to find locations of specific learning centers. Military Mobile Applications are also widely used to connect students to services and all Internet-based resources (2.C.28: [MyCCC Mobile Application](#)).

Library and learning support professionals use telephone and mail to provide services to students who do not have computer access or who are unable to come to a Coastline facility. Since a large percentage of Coastline students, chiefly military and incarcerated students, fall in this category, library and learning support staff are always exploring additional ways to provide services, access to resources, and effective support.

The College has taken steps to augment library services available to incarcerated and military students. Military students working in secure settings around the world have full access to the Coastline Virtual Library. Our largest delivery method, the Onshore Program, requires use of the Internet. Only about 2–5% of Coastline's military students have absolutely no connectivity, but they are increasingly beginning to have some sort of weekly connectivity. The group of students without connectivity is typically on submarines or in combat zones, and they are most likely to enroll in PocketEd and NCPACE programs, which do not require Internet connectivity. These are independent-study, self-paced programs in which all course materials are included with the package of materials that is sent to students when they enroll (some courses such as Research Methods in Psychology are not offered in independent study format because they require Internet access). For media material, NCPACE students receive CD-ROMs; PocketEd students receive "SD Cards" for use in PDAs. The librarian works with the instructors, as needed, to assist in gathering appropriate course materials.

EBUS students have full access to the Coastline Virtual Library, but they have been using the library at their own high school to complete their college course assignments.

For incarcerated students, the librarian works with telecourse instructors to provide study and additional materials for their student handbooks. Several instructors require “textbook readers” to augment their students’ access to additional reading materials. Instructors include all necessary reviews or homework materials in their instructional handbooks. For students with no access to the Internet, such as incarcerated students, instructors may develop alternative assignments to meet the requirements of the class.

Self Evaluation

The College meets this Standard. Access to Virtual Library resources has been improved so that faculty, staff, and students sign-on with a less cumbersome method of authentication than in the past; however, the method currently in use is interrupted whenever the District undertakes database maintenance. Although access to other services is restored rather quickly, it often takes a day or two for library access to be restored.

Because inmate students do not have access to the Internet, they are unable to access the Coastline Virtual Library. By law, prisons provide access to resources for legal research; a librarian manages the prison library and facilitates inmate access to legal resources. There is no requirement for the libraries to support any other inmate activity although many librarians are able to create small informal lending libraries in order to provide reading material to inmates.

Since 2010, the Coastline librarian has processed individual incarcerated student requests. These requests are initiated by a letter from the student or a contact from a third-party intermediary, such as a spouse, parent, teacher, or counselor.

Actionable Improvement Plan

None

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Coastline provides a Virtual Library for our registered students that can be accessed from the College Web site. The Virtual Library provides access to crucial research databases such as Congressional Quarterly, EBSCOhost, Oxford Reference Online, and Country Watch, among others. Their respective providers maintain these databases. The Virtual Library is secured through an authentication process that requires a username and password. Only registered students and college employees can log-in and have access to Virtual Library resources (2.C.29: [Coastline Virtual Library Web Page](#)).

Other learning support services include access to computer labs such as the Student Success Center, and Information Commons. The computer labs are maintained by technicians who are assigned to specific computer labs. They work closely with instructors to ensure all the software is maintained and is up to date; instructors determine the version of the software so it matches the curriculum.

Maintenance and security of the computer network is primarily the responsibility of the Coastline Computer Services Department (CSD). There are various layers of security for our computer labs. They are typically attended by a lab assistant who checks the students in if they will be using any of the computers. There are also cameras at the entrance to our buildings and the doors are locked during non-school hours. The majority of our computer labs have deep-freeze software to ensure the computers are kept virus free. Anti-virus software, Sophos, is installed on each computer to protect our systems and network. Our firewalls were upgraded in February 2012 to a Cisco Adaptive Security Appliance (ASA), which provides Internet-based security. Additionally, the computer labs are in a different subnet and are protected through access-lists. (Information about the security of the physical locations of the learning centers is described in **III.B.1.b.—Security.**)

The District policy and procedure for Acceptable Electronic use contains provisions to protect computer systems and networks (2.C.30: [BP 3720 Computer & Electronic Resources Systems Acceptable Use Policy & Procedure](#)).

Self Evaluation

The College meets this Standard. The College provides satisfactory maintenance and security for its Virtual Library and learning support services.

Currently, lab computers do not require student log-in access. However, the College is working on a plan to require that all students log-in with their student ID and password in order to have computer access. This plan should be completed by December 2012.

The Distance Learning Department (DL) and the Coastline Computer Services Department (CSD) provide the technical and Web support that enable the Virtual Library to function. During the past three years, the loss of both the College Web master and the director for CSD along with numerous support personnel have negatively impacted the library. As a result, the library has been unable to respond quickly to some technical issues related to student access.

Despite loss of personnel and cuts in the budget, the library has been able to make significant improvements in access, development of instructional materials for students, and responsiveness to student and faculty requests. The log-in procedure has been simplified to two steps and makes use of the MyCCC username and password database to authenticate users and permit single-sign-on access to all of the searchable databases. The next step will be to improve the Web pages so they

are more intuitive for library users; this is planned when the College is able to hire a Web designer.

Actionable Improvement Plan

None

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Coastline's Paralegal Program utilizes the law library at the Whittier Law School campus in Costa Mesa. The American Bar Association has specified library requirements for approved programs. If the program is utilizing an off-site law library the program is required to submit a letter from the law library confirming access for the paralegal students to use the library for legal research. The College has this letter of agreement from the law school (2.C.31: [Whittier Law School Library Agreement](#)). The ABA only requires the official letter when application is made for re-approval of the program every seven years.

The legal research class meets at the Whittier Law Library, with the course instructor, approximately six times during the sixteen-week semester. The students can go to the Whittier Law Library at any time during the course or while attending other paralegal classes as it is open-access and does not require the College to specify dates when the students will be at the law library. The legal research class is taught every fall and spring semester, and there have been no changes with access.

Since the mid-1990s, Coastline has been a member of the North Orange County College Consortium (NOCCC), which was organized to reduce the cost of the integrated library system, Voyager by Endeavor, to each participating institution. (Voyager by Endeavor is a library automation system and is not related to Project Voyager, the enterprise system now being installed by the Coast Community College District.) Students at member colleges are able to obtain library cards at any other member library and have full access to collections. The Voyager by Endeavor system is maintained by NOCCC. Management and committees of the consortium meet regularly throughout the school year to share information, discuss problems, and evaluate the shared systems operation (2.C.32: [Coast-NOCCCD Voyager Agreement](#)).

Self Evaluation

The College meets this Standard. Materials and services provided by the Whittier Law Library are useful, easily accessible, and well utilized by Coastline students. The paralegal program instructors evaluate all aspects of the program, including library services, on a regular basis and are satisfied that students are being well served with this library use arrangement.

Information about outside library and learning resources is available on the Library Web site (2.C.33: [Books and Online Catalogs](#)). The availability of the online Virtual Library is reducing the reliance of our students on traditional library resources.

In response to the student Accreditation Self-Study Survey question “To complete your assignments that require library use, what library(ies) do you use?” 41% of students responded *Coastline’s Virtual Library*; 14% responded *An academic library at another college*; 7% responded *A virtual library at another college*; 35% responded *A public library*; and 80% responded *The Internet* (percents add to more than 100% because students could select more than one answer) (Version 2, Question 2).

In response to the Accreditation student Self-Study Survey fill-in question “To complete your assignments that require library use, what library(ies) do you use?” from 23 responses, only one student wrote “Whittier Law Library,” and one student wrote “Orange Coast College” (Version 2, Question 2); the other replies were non-specific (“my other campus” or “the Internet,” etc.).

Actionable Improvement Plan

None

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Coastline uses a regular cycle of program review to gather information about student outcomes and the adequacy of support services to meet student needs. Information and learning resources are regularly assessed, and new acquisitions are made through a governance process involving the Academic Senate, PIEAC, Block Grant Task Force, Program and Department Review Committee, Technology Committee, and College Council. In addition, faculty communicate at discipline meetings—and informally with their deans and department chairs—

about trends and the need for updated or new materials and equipment to meet student needs.

The Library completed its first program review in 2006–07 and completed its second program review in spring 2012 (2.C.1: [Library Program Review Report 2011-2012](#)). The Student Success Center is scheduled for program review fall 2013. Distance Learning completed its program review in 2007–08; its 2011–12 review was postponed until fall 2012 because of key staff involvement in Accreditation Self Evaluation activities. Information Commons, which has never been reviewed, is scheduled for fall 2012.

Self Evaluation

Coastline meets this Standard but would like to improve. In distance learning, there is regular assessment of student satisfaction with learning materials, procedures, and resources. In other areas, the College relies on program review surveys, point-of-contact surveys, user postings on the Virtual Library and College Web sites, and anecdotal reports and comments from students and instructors. As the responsibilities of the librarian increase, a need arises for more specific instruments to weigh student and faculty satisfaction levels and to determine Student Learning Outcomes (2.C.34: [DL Student Success Survey Presentation 11-17-2010](#)).

The librarian tracks reference and feedback queries, and requestors are asked to supply feedback about the librarian's response. Institution of the Student Learning Outcomes/Service Area Outcome cycle helps in quantifying the contribution the library and other learning support services make to the College. The SLOs also help identify specific target areas for improvement. At Coastline one of our institutional core outcomes is information competency, so continuous program improvement is helping to achieve this outcome.

The Information Commons is being restructured during fall 2012 to enable long-term staffing and the provision of new services, including tutoring for the STAR program. After one year of implementation, it would be useful to evaluate outcomes and effectiveness of the new programming through a Departmental Service Review. The Information Commons has never undertaken a program review or service area review. It is recommended that, following the reorganization of the lab during fall 2012, a review be conducted to provide feedback on the reorganization and student success and that it be added to the regular cycle of program review.

In response to the student Accreditation Self-Study Survey statement “The Virtual Library has adequate and up-to-date resources to meet my needs, 45% of students responded *strongly agree* or *agree*,” 2% responded *disagree* or *strongly disagree*, and 53% responded that they were *neutral* or *did not know* (Version 2, Question 1).

Actionable Improvement Plan

Develop and assess Student Learning Outcomes and goals for the Information Commons as a Learning Support Center.

Documents Referenced in Standard II.C.

- 2.C.1 [Library Program Review Report 2011-2012](#)
- 2.C.2 [Coastline Web site](#)
- 2.C.3 [CCC Education Master Plan 2011-2016.pdf](#)
- 2.C.4 [Maps Web Page](#)
- 2.C.5 [Map of CCC Sites in Service Area](#)
- 2.C.6 [Instructional Videos and Tutorials](#)
- 2.C.7 [Test Scheduler](#)
- 2.C.8 [Proctor Rules](#)
- 2.C.9 [Assessment Center Web Page](#)
- 2.C.10 [Student Success Center Web Site](#)
- 2.C.11 [College Prep Academy Summer 2012](#)
- 2.C.12 [Information Commons Web Site](#)
- 2.C.13 [Maps and Viewing Centers Web Site](#)
- 2.C.14 <http://dl.coastline.edu/>
- 2.C.15 dlearning@coastline.edu
- 2.C.16 [Technical Help Web Site](#)
- 2.C.17 [How to Begin Your Course Web Page](#)
- 2.C.18 [Contact a Counselor Web Site](#)
- 2.C.19 [Online Orientation Web Site](#)
- 2.C.20 <http://www.smarthinking.com>
- 2.C.21 [SSC Student Survey Results and Discussion 5-12](#)
- 2.C.22 [Collection Development Policy for the CCL Shared E-Book Collection](#)
- 2.C.23 [Core Degree Outcomes](#)
- 2.C.24 [Ask a Librarian Web Link](#)
- 2.C.25 [Tally for Ask a Librarian](#)
- 2.C.26 [Email Invitation to Summer Institute](#)
- 2.C.27 [Seaport Training Course Registration Web Site](#)

- 2.C.28 [MyCCC Mobile Application](#)
- 2.C.29 [Coastline Virtual Library Web Page](#)
- 2.C.30 [BP 3720 Computer & Electronic Resources Systems Acceptable Use Policy & Procedure](#)
- 2.C.31 [Whittier Law School Library Agreement](#)
- 2.C.32 [Coast-NOCCCD Voyager Agreement](#)
- 2.C.33 [Books and Online Catalogs](#)
- 2.C.34 [DL Student Success Survey Presentation 11-17-2010](#)

~Note: This Section is provided to describe the EBUS contract education program and to briefly show how the EBUS Program fulfills each Standard component.~

STANDARD II. Educational Bound United States (EBUS) Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

EBUS II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Overview

Education Bound United States (EBUS) was established in fall 2009 through Coastline's Contract Education Department in partnerships with U.S. College Compass (a U.S. company) and Xiang Jiang High School, a new private high school located outside of the city of Guangzhou in Guangdong Province, China (E.2.A.1: [U.S. College Compass Agreement 2010-12](#)); (E.2.A.2: [Map of XJS High School and Surrounding Area](#)). In the first semester of the EBUS Program, 25 students enrolled in the appropriate levels of Coastline's English as a Foreign Language (EFL) program, consisting of not-for-credit courses taught onsite by a qualified American EFL instructor hired according to Coastline's hiring procedures. All students took Coastline's ESL placement test, American College Testing's ACT COMPASS (COMputer Placement Assessment and Support System), and received a battery of comprehensive English exams upon entering the program. Because the high school was new and initially had low school enrollments, Coastline's EFL instructor also served as the onsite coordinator representing Coastline as the onsite administrator.

Since the EBUS inception, Coastline has offered EFL classes each consecutive semester at XJHS, and upon receipt of WASC authorization in 2010 (E.2.A.3: [WASC Substantive Change Letter](#)); (E.2.A.4: [Substantive Change Proposal 2010](#)), has also offered a total of ten credit college courses in the English language, to qualified students whose English language ability is measured at level 3B (in Coastline's California campus' ESL curriculum placement level or the equivalent of 71-79% range on the ACT) (E.2.A.5: [EBUS Student GPA by Course Outcomes](#)); (E.2.A.6: [CCC ESL Levels - Credit Courses](#)). The College credit courses were taught hybrid, online at the beginning of the semester and then face to face at the end of the semester, when the Coastline instructors could travel to China (E.2.A.7: [EBUS Brochure 2010](#)). Each traveling College faculty member is given a copy of the faculty handbook which provides detailed program information, specifics about the host school, how to prepare for travel to the host school, and what to expect upon arrival (E.2.A.8: [CCC-EBUS Handbook, Traveling Faculty REVISED FALL 2011](#)); (E.2.A.9: [Sample Instructor Letter of Agreement-2010-2011](#)); (E.2.A.10: [Faculty CCC-EBUS Handbook, Jade Green Assignment](#)).

The Dean of Military and Contract Education is responsible for the EBUS Program. Most of the existing staff and student service structures of the Contract Education Department (E.2.A.11: [Contract Education Military Program Organizational Chart](#)) such as admissions and enrollment are utilized to administer the program. The EBUS core team is made up of staff both at Coastline and at the host school in China. This core team has weekly conference-call meetings to discuss plans for each upcoming semester, student needs and assessments, logistics and staffing, and other host-school or other specific program needs. Minutes are taken from these meetings and are sent to the administrative staff at XJHS as well as to our core team members. The onsite administrator at the school during the semester was also our lead EFL instructor until October 2011, when he returned to the United States for personal reasons. In fall 2012, the College interviewed and hired a new EFL/instructional coordinator and contracted with California ETEC (ETEC is a California-based "Educational and Training Export Consortium" which assists in providing international staffing) to provide a bilingual onsite administrator effective August 2012 (E.2.A.12: [CV Dean, Contract Ed.](#)); (E.2.A.13: [EBUS Organizational Chart 2012.xlsx](#)); (E.2.A.14: [Sample EBUS Teleconference Minutes](#)); (E.2.A.15: [CV Instructional Liaison](#)); (E.2.A.16: [CV Pulichino-On-Site Administrator.pdf](#)); (E.2.A.17: [CV Mefford-On-Site EFL Administrator](#)); (E.2.A.18: [Bilingual Onsite Administrator Letter of Interest](#)); (E.2.A.19: [Onsite Coordinator Job Description](#)).

As of fall 2011, the program has enrolled 136 students. Thirty-one of those students have left the program including 15 who have transferred to various schools in the United States. Of those students who have transferred, eight have come to Coastline to continue intensive ESL and complete general education coursework (E.2.A.5: [EBUS Student GPA by Course Outcomes](#)).

Members of the Coastline core team make routine visits to the host school: dean and project director in October 2010; instructional coordinator in November 2010; academic advisor in December 2010, and May 2011; project director in August 2011; ESL department chair in November 2011; project director in November 2011; academic advisor in December 2011 and May 2012; dean and instructional coordinator in February 2012; newly hired International EFL Coordinator in May 2012. These site visits provide opportunities to meet with the senior administration at XJHS to discuss partnership requirements; plan for future semesters; assess our program, courses, and faculty; do presentations and workshops for students and parents; and strategize marketing and communications (E.2.A.20: [EBUS Partnership Requirements 05-12-11](#)); (E.2.A.21: [EBUS Site Visit Report-Fall 2011-Dept Chair](#)).

Coastline program administration communicates weekly and sometimes daily with XJHS via e-mail and phone. Additionally, we use semester newsletters and our Web site to provide program information for parents and students as well as to highlight student events and to introduce our EFL and college course faculty (E.2.A.22: Newsletters: [Newsletter Fall 2010 English](#); [Newsletter Fall 2011 English](#); [Newsletter Spring 2011 Chinese Version](#); [Newsletter Spring 2011 English](#); [Newsletter Spring 2012 English](#); [Newsletter Spring 2012 Chinese](#)); (E.2.A.23: [EBUS Web Page](#)).

The EBUS Program was more difficult to implement than was anticipated. Contracts, protocols, procedures, and policies have not been entirely clear to all parties all the time. Communication between the College EBUS Program staff and XJHS has often been difficult, and expectations have sometimes been divergent. In spite of this, the program has made progress along with modifications each year. There has been good support for the students in their EFL classes, and the site assistance for the College hybrid classes also provided student support. The EBUS academic advisor has visited frequently to help the students with their educational planning for U.S. transfer. Student English ability has improved, and those who qualified for college credit classes have been successful. In March 2012, the project administrator, instructional coordinator, and the bilingual independent consultant met with the XJHS staff to develop a Three Year Strategic Plan 2012–2015 (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)). This plan lays out the strengths of the program, a vision, three-year goals and plans for improving instructional programs and operations, oversight, improvement of student services, and partnership effectiveness and efficiency.

Physical and Learning Resources

The physical resources of the host school were evaluated by U.S. College Compass. The campus (which accommodates both a middle school and high school) is large, gated, and nicely landscaped. A large athletic field accommodates both track and field activities, and a swimming pool is being planned. There is a full-service cafeteria, serving three hot meals a day. The

beautiful library building is the focal point of the campus with an over-life size statue of Confucius on the second floor in front of the International Educational Exchange Center (E.2.A.25: [Site Visit - Confucius.jpg](#)).

The high school building has six floors with stair and elevator access and bathrooms on each floor. There are meeting rooms and offices for teachers and administrators. The classrooms are AV-equipped. There are two computer labs that are used for distance-learning classes, which are managed by an on-site technical team. Through a translator, our computer services staff worked with their overseas counterparts to install necessary ESL assessment software. Students can access Coastline's online portal, MyCCC; Coastline's Course Management System, Seaport; Coastline's Virtual Library; and other Web sites needed for their studies. There is good capacity for growth at the high school with many classrooms still empty. As of fall 2011, there were more than 100 high school students (10th through 12th graders) (E.2.A.2: [Map of XJS High School and Surrounding Area](#)); (E.2.A.26: Pictures: [Site Visit 10-11-10.jpg](#) [Xiang Jiang Athletic Field and Swimming Pool Building.JPG](#); [Xiang Jiang Front Gate.JPG](#); [Xiang Jiang New Building and Playground.JPG](#); [Xiang Jiang Typical Classroom.JPG](#); [XJ Athletic Field.JPG](#); [XJ Interior Hallway.JPG](#); [XJ Morning Exercise with Flag.JPG](#)).

The students and teachers live at the school during the week in dormitories, four to six students in a room. They arrive every Sunday night by 7 p.m. and depart for the weekend on Friday at 4 p.m. Most travel by bus; some are picked up by parents; and a few stay on the weekend because they live too far away from home. They all wear uniforms, including the teachers and staff.

EBUS II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

EBUS Descriptive Summary

The international program Education Bound United States (EBUS) offers college counseling services, intensive English language training, and college-level courses to Chinese high school students while in their home country in order to prepare them for successful transfer to U.S. colleges and universities. The EBUS Program supports our College mission statement, "Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education," and Goal 4 of our Education Master Plan: "Coastline will strengthen and expand its entrepreneurial, grant development and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the

College’s capabilities and opportunities for students.” In addition, the EBUS Program advances the Coast District Strategic Focus Area item 5: “Global/International Education.”

The EBUS Program upholds the mission’s integrity in the following ways. All EBUS students take an ESL Placement exam (ACT) upon entering the program to determine their level of English ability and their course placement. Qualifying placement test scores are identical to those used by Coastline’s ESL Institute in Southern California. Instructors hired to teach for EBUS apply and are interviewed according to standard Coast District hiring procedures with the assistance and approval of the appropriate division dean and department chair. As with all Coastline instructors, they must also meet the state minimum qualifications. The College-credit courses offered to qualified students are on the IGETC track and are carefully selected by the EBUS Instructional Coordinator and EBUS Counselor for their appropriateness for the students’ academic goals and needs (E.2.A.27: [Sample Job Description and Announcement Geography 100](#)); (E.2.A.28: [Sample 3 Year College Level Curriculum Plan](#)); (E.2.A.29: [Sample 3YR Curriculum.Plan.Rev.1.12.10](#)); (E.2.A.30: [3-Year Curriculum Plan Chart 4-1-12](#)); (E.2.A.31: [Sample ACT Test Results](#)).

Students enroll in the EBUS Program because their goals are to attend college and get their college degree(s) in the United States. The EBUS academic advisor meets with the students individually to create Individual Learning Plans. The advisor also provides workshops for EBUS students and their parents about the U.S. higher educational system: how it works, what it requires, and how community colleges help them to meet their goals. EBUS students receive a handbook explaining the program and its goals and requirements. The Student Handbook also contains student expectation contracts for both the student and parent to sign, signifying that they understand and agree to all Coastline rules, policies, and procedures outlined in the handbook (E.2.A.32: [CCC-EBUS Handbook, Student English-Mandarin XJHS](#)). EBUS instructors receive orientation training and a handbook to help prepare them for their international assignment (E.2.A.33: [Seaport Training Web Page](#)); (E.2.A.8: [CCC-EBUS Handbook, Traveling Faculty REVISED FALL 2011](#)); (E.2.A.34: [Sample ILP](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. The EBUS curriculum plan is reviewed and (if necessary) revised each semester based on student test performance, student course grades, faculty and counseling input, and student survey responses (E.2.A.35: Survey Templates: [Survey Template - Student.pdf](#); [Survey Template - Faculty.pdf](#)). The EBUS core team holds telephone conferences weekly to discuss curriculum, student performance, future plans, and program needs (E.2.A.14: [Sample EBUS Teleconference Minutes](#)). The EBUS academic advisor interacts with students virtually and in person throughout the year to gain feedback about program quality, student performance, expectations, and needs. EBUS

administrators do onsite visitations to evaluate the program and to meet with the high school administration to discuss program plans, progress, and concerns. EBUS faculty are evaluated according to the Coastline faculty evaluation guidelines (E.2.A.21: [EBUS Site Visit Report-Fall 2011-Dept Chair](#)).

The Academic Standards Committee (a subcommittee of the Academic Senate) regularly meets with the EBUS program directors to review the progress of the EBUS Program. Additionally, both the Program Director and the Dean of Military and Contract Education make consistent reports to the Senate about the EBUS Program so the Senate can ensure that the program meets the mission and that the instructional program has high quality (E.2.A.36: [Senate Minutes 10-6-09](#); [Senate Minutes 11-3-09](#); [Senate Minutes 2-2-10](#); [Senate Minutes 12-7-10](#); [Senate Minutes 5-3-11](#)).

Since the first three-year cycle of credit instruction began fall 2011, the College hired a bilingual educational consultant to assist with an EBUS Program assessment during November–December 2011, and a follow-up face to face Strategic Planning meeting between all EBUS partners to establish a Three-Year Implementation Plan for improvements beginning fall 2012 (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)).

The College has had many systematic self evaluation processes in place for EBUS. There is an onsite administrator contracted by the college, who upholds our integrity abroad. The first onsite administrator returned to the United States for personal reasons in fall 2011; a second bilingual onsite administrator was hired August 2012. An ESL program coordinator was hired spring 2012. These changes will enable the EBUS Program to maintain and improve communication with the high school host and enhance program functioning and student success (E.2.A.19: [Onsite Coordinator Job Description](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

EBUS Descriptive Summary

To identify and meet the varied English educational needs of its students, EBUS assesses student English proficiency each semester to determine improvement and placement in the appropriate EFL class (E.2.A.31: [Sample ACT Test Results](#)).

EBUS currently offers three levels of EFL classes each semester based on established student need. Since the goal of all EBUS students is to transfer to U.S. universities, EBUS offers IGETC credit courses as well. The course offerings are reviewed and, if necessary, revised each semester based on student stated majors and their educational preparedness. Educational preparedness is determined through placement testing results, student EFL grades, and faculty and counseling recommendations. If determined to be qualified, currently, EBUS students enroll in one transfer class per semester. To enhance student educational preparation for transfer classes, the EFL classes reinforce academic English especially as it relates to the transfer courses being offered using “prerequisite knowledge lists” provided by the transfer course instructors (E.2.A.37: [Sample Prerequisite Skills: Sample Prerequisite Knowledge Biology 100 Reyes 2011](#); [Sample Prerequisite Knowledge History 170 Johnson 2011](#); [Sample Prerequisite Knowledge Humanities 100 Sanders Spring 2011](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. Each semester, EBUS analyzes and (if necessary) revises its curriculum plan based on student test performance, student course grades, faculty and counseling input, Chinese administrative input, and student survey responses (E.2.A.35: [Survey Template - Student.pdf](#); [Survey Template - Faculty.pdf](#)).

See **EBUS II.B.3**. Before developing the EBUS Program, Coastline entered into an agreement with U.S. College Compass, a local California-based corporation formed in 2009 for the purpose of recruiting students from countries such as China, Vietnam, and Turkey. One of the goals of its recruitment enterprise is to assist students with preparing academically, culturally, and linguistically before they enter the United States’ educational system. U.S. College Compass is uniquely situated to assist Coastline in identifying and preparing to serve the varied educational needs of the foreign students based upon their educational preparation and the diversity, demographics, and economy of their particular community.

EBUS Actionable Improvement Plan

None

EBUS II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

EBUS Descriptive Summary

Since the primary EBUS student objective is to transfer to an American university, EBUS hires native American-English speaking ESL instructors to

teach their courses face to face in China. Also to meet their transfer objective, EBUS offers IGETC courses to those students whose English-speaking skills qualify them to enroll in these credit-bearing courses. Initially these courses are being offered in a hybrid format with the instructors onsite in China to facilitate face to face learning for three-four weeks of the 16-week semester (calculus was offered face to face spring 2012 with an additional planned face to face offering fall 2012). The online portion of these courses is taught in both synchronous and asynchronous sessions. Using online educational technologies helps prepare the students for their future instructional options in the United States.

Each semester Coastline sends a bilingual academic advisor to China to meet with students and prepare Individual Learning Plans (ILPs), to provide workshops to students to prepare them for the American college experience and college success skills; and to meet with parents and help them understand the American college system (E.2.A.34: [Sample ILP](#)). Upon return from China, the ILP is reviewed by a Coastline counselor for verification and approval (E.2.A.38: Counselor CVs: [CV Counselor Chang](#); [CV Counselor Leung](#)); (E.2.A.39: Workshop PowerPoints: [Workshop PowerPoint - Counseling.ppt](#); [Workshop PowerPoint - A U.S. Bachelor Degree](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. ESL test scores and EFL course grades are reviewed each semester by faculty to evaluate student achievement (E.2.A.5: [EBUS Student GPA by Course Outcomes](#)). Analysis of this data is used to make adjustments to the EFL curriculum. Each semester, the transfer course grades are reviewed along with student course evaluations, faculty evaluations, and faculty feedback to help determine how well the courses and delivery systems meet the EBUS student needs. At the EBUS staff annual retreat, these issues are also examined and suggested improvements and changes are noted (E.2.A.40: [EBUS Annual Planning Meeting 8-22-11](#)). Eight students have now transferred to Coastline in the United States and their progress is being monitored to assess how well the EBUS courses prepared them for their future educational needs in the United States (E.2.A.35: [Survey Template - Student.pdf](#); [Survey Template - Faculty.pdf](#)).

Analyzing student success in classes delivered primarily from a distance, the EBUS core team believes distance learning courses are not as effective as face to face classes would be for these students' unique needs. This was also discussed with the stakeholders in the development of the three-year EBUS strategic plan (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)). In spring 2012, calculus was offered face to face. The EBUS core team plans to offer more face to face classes as long as future enrollments can justify compensating instructors for an entire semester teaching load abroad.

EBUS Actionable Improvement Plan

None

EBUS II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

EBUS Descriptive Summary

EBUS college-credit courses follow the approved Coastline course outlines, which include Student Learning Outcomes for each course taught in the program. EBUS follows Coastline's policies by requesting instructors to assess student learning outcome achievements at course, program, and institutional levels. The EBUS SLO outcomes are available for discussion at the spring faculty meeting when the SLO outcomes dialog takes place. If the EBUS faculty members are present at the meeting, then they can further elaborate with discipline peers about learning outcomes of EBUS students (E.2.A.41: [SLO Progress Notes Music 100 Spr 2010](#); [SLO Progress Notes Math Spr 2010](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. This is an interdisciplinary program. To date, there have been no transfer classes repeated in the program, so there has been no need to compare SLO assessment results in order to make improvements for identical repeat courses. The math department has discussed both course outcomes and placement test outcomes and has relayed these discussions to the Academic Senate. The math teacher who taught calculus for EBUS regularly attends Senate meetings and is a member of the Academic Standards Committee. As a member of that committee, she participated in the development of the Close the Loop survey, which captures the SLO faculty dialog summary and forwards results to the PIEAC planning committee.

EBUS Actionable Improvement Plan

None

EBUS II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, contract and community education, study abroad, short-term training courses and programs, programs for international students, and other special programs, regardless of type of credit awarded, delivery mode or location.

EBUS Descriptive Summary

Coastline assures that courses in the EBUS Program, including contract EFL and collegiate-level courses, are clearly offered in the name of the institution and have high quality. All EBUS instructors meet or exceed the California Community College minimum hiring qualifications. They participate in an orientation to the program that includes a cultural orientation. The College credit instructors also participate in instructional techniques training for online and face to face learning. They all receive the course outline of record, are instructed to assess the SLOs on the course outline, and are given the Academic Quality Rubric created by the Coastline Academic Senate. New instructors are evaluated and student surveys are performed each semester. The results of these evaluations are shared with the instructors at the end of each semester. As instructors return from their onsite teaching assignment, they meet with the instructional coordinator to debrief and discuss ideas for future course and program improvement or the next version of the orientation and training for future EBUS instructors. The EFL instructors meet regularly to discuss the progress of their students, to evaluate instruction and instructional materials, and to plan for taking their students to the next level of proficiency (E.2.A.21: [EBUS Site Visit Report-Fall 2011-Dept Chair](#)). In addition, the EBUS three-year Strategic Plan calls for an annual program review. It states, “Continuous improvement is key to the program’s success. All partners agree that an annual evaluation of all components of the program should be regularly conducted. In addition, student evaluations should be carried out by someone the students trust. A recommendation was made for an outside evaluator. Students may also provide input in the evaluation process. Students’ input may be solicited using focus groups or using online survey” (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. In fall 2011, The EBUS Program began the program review process. In September 2011, the project administrator, instructional coordinator, and the bilingual independent consultant met with the XJHS staff to develop a Three-Year Strategic Plan 2012–2015 (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

EBUS Descriptive Summary

EBUS uses Coastline's established learning outcomes for course, program, and degree-level outcomes and submits them on the same cycle as for general courses. The EBUS Program began interdisciplinary program review at the end of fall 2011 to be finished in fall 2012. Thereafter, it will enter into the four-year college program review cycle, with an annual mini-review, to be reviewed by the College Program and Department Review Committee; however, budget needs will not be forwarded through the regular planning and budgeting process since EBUS is funded through contract education.

EBUS Self Evaluation

The EBUS Program meets this Standard. All Coastline credit class instructors collect SLOs at the same time they grade assignments as this process is integrated into Seaport.

EBUS Actionable Improvement Plan

None

EBUS II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

EBUS Descriptive Summary

The EBUS Program uses Coastline's established learning outcomes for the credit courses that are taught in the program. These learning outcomes were established by the faculty members in each respective department.

EBUS Self Evaluation

The EBUS Program meets this Standard. The EBUS credit course instructors assess student progress toward achieving course Student Learning Outcomes

(E.2.A.41: [SLO Progress Notes Music 100 Spr 2010](#); [SLO Progress Notes Math Spr 2010](#)).

Based on continuous evaluation, the curriculum plan for the college courses offered at XJHS has gone through numerous revisions. The academic advisor and instructional coordinator outline a program academic pathway based on the students' academic areas of interest, and on meeting core general education classes toward their desired degrees. At the onset of the program the College projected possible completion of up to 42 college credits by the end of the students' third year in the program; upon re-evaluation, it is now projected that students can possibly earn 23 college-level units while in high school. Based on the students' language proficiency, recognizing that American college courses reflect a Western bias in history and culture that is new to many Asian students, we realigned our curriculum plan to build and scaffold student vocabulary and knowledge as it relates to specific disciplines (E.2.A.30: [3-Year Curriculum Plan Chart 4-1-12](#)); (E.2.A.37: [Sample Prerequisite Knowledge Biology 100 Reyes 2011](#); [Sample Prerequisite Knowledge History 170 Johnson 2011](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

EBUS Descriptive Summary

EBUS offers IGETC credit courses to provide students with instruction that is appropriately broad, deep, and rigorous for transfer. In the EBUS orientation training, instructors are provided a link to the Coastline Academic Quality Rubric to use as a tool for creating quality courses. EBUS instructors also sign a Letter of Agreement listing the requirements of teaching for EBUS, which include several quality control items (E.2.A.42: [Academic Quality Rubric](#)); (E.2.A.9: [Sample Instructor Letter of Agreement-2010-2011](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. The EBUS classes are appropriately sequenced so students can advance toward their goal to achieve a U.S. degree by taking college courses within the time frames of the contract. The EBUS counselor approves all courses as appropriate prior to each semester. The EBUS Instructional Coordinator reviews all instructor training competencies for completion.

EBUS Actionable Improvement Plan

None

EBUS II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

EBUS Descriptive Summary

EBUS courses are taught many ways and use a wide variety of teaching methods including face to face instruction; asynchronous Web-based instruction using text, images, videos, and interactive PowerPoints; and synchronous distance-learning instruction using instructor lecture, student presentations, in-class group work, discussion, questions and answers, etc.

Instructors make accommodations to their schedules and teaching techniques and work collaboratively with other instructors. As we prepare for each upcoming semester, the instructional coordinator contacts the instructional dean and discipline chair, asking for faculty recommendations for the courses we will offer. Since EBUS courses are paid through contract- education funding, these courses do not count toward the regular faculty load. Coastline would like to offer each 16-week course in face to face format, but due to teaching loads and other commitments, it has been difficult to find instructors able to teach onsite until after the U.S. semester is complete. Since XJHS's semester is 20 weeks long, we have traditionally started the 16-week college-credit courses about three weeks into the high school semester. This ensures that the college courses end at the same time as the high school courses and about a month after regular U.S. college courses are over. This schedule enables instructors to teach face to face for the final three to four weeks of instruction.

Once recommended instructors are identified, the instructional liaison meets with the faculty to provide an overview of the program, the students, and our expectations. If a class is offered and accepted, we ask that the instructor sign a detailed letter of agreement to participate in an online training workshop and to submit a list of prerequisite knowledge that the instructor expects students to know when taking the class. This prerequisite list is sent to the EFL instructors onsite to use in their classes to start preparing students for the class the following semester. It is also shared with the host school so that the Chinese high school instructors can also present it to their students, with the intent that the high school curriculum and College curriculum can be fit together for a seamless transition. Coastline instructors are also asked to create prerequisite knowledge assessments that are given to the students just prior to the beginning of the College classes so the instructors can get a sense of student ability (E.2.A.8: [CCC-EBUS Handbook, Traveling Faculty REVISED FALL 2011](#)); (E.2.A.9: [Sample Instructor Letter of Agreement-2010-2011](#)); (E.2.A.37: [Sample Prerequisite Knowledge Biology 100](#)

[Reyes 2011](#); [Sample Prerequisite Knowledge History 170 Johnson 2011](#); [Sample Prerequisite Knowledge Humanities 100 Sanders Spring 2011](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. Instructors vary their teaching styles to accommodate the attention span and learning styles of younger students and unique cultural learning patterns. Students evaluate the classes in terms of their effectiveness for them (E.2.A.35: [Survey Template - Student.pdf](#); [Survey Template - Faculty.pdf](#)).

Each EBUS distance learning course is delivered through a Seaport Web site, and all EBUS students have MyCCC accounts to access their credit courses (E.2.A.43: [Coastline Community College - MyCCC](#)). During the online portion of instruction, students are provided both synchronous and asynchronous instruction. EFL instructors who are onsite at XJHS facilitate and assist students during the online portion of credit classes. The EFL instructors are given the prerequisite knowledge list created for the credit class they facilitate so they can complement their EFL instruction with prerequisite materials from the college credit course. They also review the syllabus and textbook to become knowledgeable about the class content so they can provide appropriate training, if needed, during their EFL courses. This additional support assists students in being successful in college-level courses and enables the College to ensure the integrity and rigor of its courses.

In 2010, the EBUS Program tried to integrate instruction more closely with the Chinese host school by having the host school's math instructor facilitate Coastline's math course, but it was discovered that there were deep discrepancies between our educational processes and theirs, which confirmed for us the extreme importance of the critical thinking components of each of our Coastline classes.

Once a credit course is well under way, the instructional coordinator or designee observes the class. Students complete a course/instructor survey for every College course they take. Once an instructor returns from an onsite teaching assignment, he/she meets with the instructional coordinator to debrief. This debriefing provides insights for continuous program improvements for future implementation. In November 2010, the instructional coordinator did a site visit where she observed the College courses from the perspective of the student, did course evaluations, had students do course evaluations, and presented workshops to students and faculty.

The College sent a bilingual IT expert to the school to assess the computer lab at the school and to work with them to establish IT specifications in order for students to use Seaport and to access other ethnologically delivered content (primarily for EFL instruction) (E.2.A.44: [EBUS Computer Lab Recommended Standards](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

EBUS Descriptive Summary

EBUS has been in existence since fall 2009. Through spring 2012, it has offered only a total of ten credit courses to relatively few students. Although evaluation strategies have been used and reviewed individually (student surveys, faculty surveys, faculty evaluations, placement testing, course grades, SLO notes, instructor training activities, weekly program discussions, annual retreats, meetings with our Chinese partners to discuss program progress), they have yet to be systematically reviewed as a whole for future planning.

EBUS Self Evaluation

The EBUS Program meets this Standard. In spring 2012 the EBUS Program began the program review process. In spring 2012 the program had its first group of seven EBUS students transfer to Coastline in the United States. (One EBUS student transferred to Coastline for fall 2011 and has since transferred to another community college.) All five of the students in the following photograph have transferred to U.S. community colleges; four of them are currently at Coastline (E.2.A.45: [Photo of EBUS Students who have Transferred to the U.S. 10-11-10.jpg](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

EBUS Descriptive Summary

[See EBUS II.A.2.a.](#) and [EBUS II.A.2.e.](#) The evaluations currently performed are shared with the appropriate groups. The faculty evaluations and student surveys are shared with the instructor of each respective course. The instructor performance on the orientation training is shared with that instructor. The general

program debriefing evaluations and surveys are shared with the EBUS core team, which includes faculty, staff and administration. Student placement test scores and grades are also shared with key EBUS core team members. Along with all the other evaluations, performance indicators, and survey data, the credit course instructors' SLO assessments are reported on Seaport to be shared with other faculty and their departments. This all aids in planning.

The director of Coastline's ESL department is in weekly contact with the EFL Coordinator and the EFL instructors, and she is very familiar with student progress in meeting student outcomes.

EBUS Self Evaluation

The EBUS Program meets this Standard. EBUS has many individual evaluation processes in place. It is currently undertaking a formal program review. This will be completed in 2012. In September 2011, the project administrator, instructional coordinator, and the bilingual independent consultant met with the XJHS staff to develop a Three-Year Strategic Plan 2012-2015 (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

EBUS Descriptive Summary

There are no program or departmental exams used in the EBUS program.

EBUS Self Evaluation

The College is only using placement examinations, which are discussed in **II.B.3.e**.

EBUS Actionable Improvement Plan

None

EBUS II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

EBUS Descriptive Summary

The awarding of grades and College credit conforms to Title 5 standards. The Catalog provides clear information about grades and the distinction between degree and non-degree credit courses. This distinction is also stated in the course outlines and on the course syllabi. Each course syllabus specifies the criteria for evaluating student performance and awarding credit. College-wide grading policies are also explained in the Class Schedule and the College Catalog (E.2.A.46: [2012-2013 Catalog Web Site](#)) and in the Faculty Manual (E.2.A.8: [CCC-EBUS Handbook, Traveling Faculty REVISED FALL 2011](#)).

Articulation agreements with four-year institutions demonstrate the congruence of Coastline credit awarding policies with generally accepted norms of higher education.

EBUS credit courses follow the established Coastline course outlines, which include the stated learning outcomes. Instructors award credit in the EBUS Program as they would in any college-level course. Coastline awards credit based on the student's achievement of the stated course learning outcomes. Course, program, and institutional level outcomes are assessed each time instructors grade assignments or projects that they have identified in Seaport as relating to specific SLOs. All Coastline instructors have Seaport course Web sites where they place their course syllabi and where students can see CSLOs, PSLOs, and ISLOs related to their courses.

EBUS Self Evaluation

The EBUS Program meets this Standard.

EBUS Actionable Improvement Plan

None

EBUS II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

EBUS Descriptive Summary

Students in the EBUS Program do not receive a degree or certificate. Students receive general education credit-bearing courses that they can apply toward an A.A. or A.S. degree to be awarded after they transition to the United States for completion of a degree program at an institution of higher learning. Each college-

credit course offered at XJHS is an IGETC transfer or elective UC/CSU transferrable course, is taught by Coastline instructors, and meets all of the same instructional criteria of courses taught at Coastline in the United States.

EBUS Self Evaluation

The EBUS Program meets this Standard.

Program-Level Goals for the EFL Program are:

By the end of EBUS EFL Level 3, students will accomplish the following TOEFL-based skills:

- **Listening:** Given a short academic topic listening prompt, the student will answer comprehension questions to synthesize, interpret, analyze, and apply his/her understanding at a 70% accuracy rate.
- **Speaking:** Given a short academic topic listening and reading prompt, the student will verbally synthesize, interpret, analyze, and apply his/her understanding at a 70% accuracy, complexity, and fluency rate.
- **Reading:** Given a short academic topic essay or article, the student will paraphrase and express the supporting details at a 70% accuracy rate.
- **Writing:** Given a short academic topic essay prompt, the student will write a well-developed five-paragraph essay stating and defending his/her opinion with a 70% accuracy, complexity, and fluency rate.

EBUS Program-Level Goals are:

By the end of the EBUS Program, students will be able to:

- Qualify for and be successful in college-level courses in the United States.
- Pursue ongoing academic, occupational, and personal growth by applying
 - ❖ The language skills learned in EBUS EFL classes
 - ❖ The college success skills, independent and critical thinking skills, problem solving skills, and organizational skills developed through EBUS classes, academic advisement, and workshops
 - ❖ The knowledge learned about U.S. culture and the U.S. higher education system through EBUS classes and workshops
- Critically analyze and evaluate U.S. higher education options in terms of individual educational needs and goals by applying knowledge gathered and research skills developed during EBUS workshops and individual academic advisement sessions.
- Recognize and respect human diversity and communicate openly with a wide range of people as demonstrated by successfully adapting to the U.S. culture.
- Overcome adversity, accept boundaries, and maintain high standards

as demonstrated by learning a new language and a new culture and being successful in U.S. colleges/universities.

- Be productive, environmentally aware, and economically independent citizens who will contribute positively to our global society by applying the knowledge and skills acquired in the EBUS program and as Coastline International students.

The credit course instructors' SLO assessments are reported on Seaport to be shared with other faculty and their departments and ultimately the PIEAC.

EBUS Actionable Improvement Plan

None

EBUS II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

EBUS II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and the arts, the natural sciences, and the social sciences.

EBUS Descriptive Summary

EBUS offers credit classes from Coastline's approved list of IGETC courses. The program is based upon Coastline's philosophy statement, which is published in the College Catalog, and the eight core-degree learning outcomes, on which institutional learning outcomes are based (E.2.A.47: [Core Degree Outcomes](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. Each semester the EBUS counselor reviews and approves the appropriateness of the curriculum for the EBUS general education transfer program. These courses include the major areas of knowledge from the eight core-degree learning outcomes. Qualified EBUS students in the first cohort have had the opportunity to enroll in Music 100, Math 180 or 030, Geography 100, Humanities 100, History 170 or Counseling 105, Art 105 and/or Biology 100 (E.2.A.28: [Sample 3 Year College Level Curriculum Plan](#));

(E.2.A.29: [Sample 3YR Curriculum Plan Rev.1.12.10](#)); (E.2.A.30: [3-Year Curriculum Plan Chart 4-1-12](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

EBUS Descriptive Summary

EBUS offers credit classes from Coastline's approved list of IGETC courses. The program is based upon Coastline's philosophy statement, which is published in the Catalog and the eight core-degree learning outcomes, on which institutional learning outcomes are based. See **section II.A.3.a** for a discussion of the General Education philosophy statement, which includes eight core competency goals needed for meeting a degree.

EBUS Self Evaluation

The EBUS Program meets this Standard. See the **self evaluation for II.A.3.a**.

EBUS Actionable Improvement Plan

None

EBUS II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

EBUS Descriptive Summary

EBUS offers credit classes from Coastline's approved list of IGETC courses. The program is based upon Coastline's philosophy statement, which is published in the Catalog and the eight core-degree learning outcomes, on which institutional learning outcomes are based. Last summer, students completed History 170 (U.S. History to 1876) during a summer visit to Southern California.

See section **II.A.3.a** for a discussion of the General Education philosophy statement, which includes eight core competency outcomes needed for meeting a degree.

EBUS Self Evaluation

The EBUS Program meets this Standard. See the self evaluation for **II.A.3.a**. (E.2.A.30: [3-Year Curriculum Plan Chart 4-1-12](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

EBUS Descriptive Summary

EBUS does not grant a degree to our Chinese students at Xiang Jiang High School. It does provide general education credit bearing courses toward an A.A. or A.S. degree to be awarded after the student transitions to the United States for completion of the degree program. EBUS is a starting point for foreign students to achieve a degree in the United States.

The EFL (or English as a Foreign Language) component of our program is offered by Coastline as not-for-credit and is taught by Coastline ESL instructors. The host school does include the student's grades from these courses on the student's high school transcripts toward their foreign language requirement. The EFL program offered onsite is under the direction of Coastline's ESL department chair.

EBUS Self Evaluation

The EBUS Program does not address this Standard as it does not offer a complete degree. Technically, the "focus area of study" for these high school students is facility with the English Language, which is noted on their high school transcripts, and successful completion of general education classes leading to transfer.

EBUS Actionable Improvement Plan

None

EBUS II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

EBUS Descriptive Summary

This Standard is not applicable to the EBUS Program (it does not offer vocational or occupational certificates or degrees.)

EBUS Self Evaluation

The EBUS Program does not address this Standard.

EBUS Actionable Improvement Plan

None

EBUS II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

EBUS Descriptive Summary

The EBUS academic advisor meets with EBUS students and their parents each semester to explain the IGETC pathway and transfer policies. She meets individually with students to develop Individual Learning Plans. Upon request, she meets individually with parents to explain, in Chinese, the educational program and the transfer policies. She also holds workshops on these topics, explaining both in English and Chinese.

The EBUS Program does not offer vocational or occupational certificates or degrees, as this is not an objective of this contract-education program. All students have Coastline student ID numbers and are encouraged to access their courses via Seaport and other College materials via the College Web site. The EBUS teachers teaching credit courses are required to post their syllabi on their Seaport course Web sites. The EFL teachers use a paper syllabus that includes course learning outcomes (E.2.A.48: [Sample EFL Syllabus S1-1](#)); (E.2.A.49: [Sample EFL Syllabus S3 College English](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. The EBUS Program clearly describes its programs to students and parents.

EBUS Actionable Improvement Plan

None

EBUS II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

EBUS Descriptive Summary

EBUS offers only Coastline's IGETC track and elective UC/CSU transferrable credit courses to facilitate the mobility of students to UC or CSU schools without penalty.

EBUS Self Evaluation

The EBUS Program meets this Standard. Students in the EBUS Program are high school students who have not yet earned credit from any other sources (E.2.A.30: [3-Year Curriculum Plan Chart 4-1-12](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

EBUS Descriptive Summary

Section VI.d. of the Contract Agreement specifies, "If an EBUS program semester is currently in progress at such time that [termination] notice is served, District and College Compass shall act in good faith to negotiate a resolution to continue to provide services to Educational Partner for the duration of that semester, so as to not adversely impact students." In the event of such termination, Coastline shall

use its reasonable best efforts to assist students to complete their program of study (E.2.A.50: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. The EBUS Program requirements have not significantly changed. All students who have enrolled in EBUS from the beginning have had the opportunity to qualify for enrollment in College credit IGETC-track classes. Should any disruptions occur, the EBUS Program would follow the established College procedures for eliminated programs. (See **II.A.6.b.**)

EBUS Actionable Improvement Plan

None

EBUS II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

EBUS Descriptive Summary

EBUS reviews its publications and, if necessary, revises its publications to be sure statements are accurate, consistent, and clear. Many EBUS publications are also translated into Chinese. The College uses its own Chinese-speaking faculty to do translations and proofing. Translations enable the College to provide more clarity to the intended audience. The EBUS Program follows College policies for promotion and recruitment to potential and current students.

Coastline's Contract Agreement mandates that Coastline have complete control over all publications and marketing regarding the program and mandates that all materials be reviewed to ensure that all print and media presentations about the program are factual, fair, and accurate. All documents used in connection with the China program by the high school and U.S. College Compass are subject to the prior approval of Coastline. Section II.h of the Agreement states, "The District, independently of, and in coordination with College Compass, shall develop marketing materials in print and other delivery formats, for use in promoting EBUS to potential Educational Partners. Each Party shall have the right to approve any promotional and/or marketing materials when that Party or EBUS is mentioned in the materials, prior to any such materials being published, presented or distributed" (E.2.A.50: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. The XJHS high school creates its own promotional materials to recruit students to its high school. It is proud of the EBUS program and sometimes includes information about EBUS in its high school marketing materials without first consulting with the College. When this has been discovered, the EBUS staff explain to the host school that we need to approve all publications about the EBUS Program. Both the Contract (Section II.h.) (E.2.A.50: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)) and the Strategic Plan (Develop Comprehensive Marketing Plans & Materials) (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)) specify the topic of prior approval of promotional and marketing materials. The College remains vigilant in reviewing the high school Web site and its promotional brochures.

EBUS Actionable Improvement Plan

None

EBUS II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

EBUS Descriptive Summary

District policies and administrative procedures addressing issues of academic freedom and responsibility, including student academic honesty, are developed through participatory governance, including significant input and collaboration from each of the three academic senates in the Coast District. Pertinent Board policies published on the Coast Web site include Academic Freedom (E.2.A.51: [BP 4030 Academic Freedom](#)) and Student Code of Conduct and Disciplinary Procedures (E.2.A.52: [BP 3902 Student Code of Conduct and Disciplinary Procedures](#)).

Policies are provided to students in the Catalog, on the College Web site, and through links to the Web page on each Seaport course home page on the information menu bar. The Academic Honesty Policy and examples of academic dishonesty appear in the EBUS Student Handbook (E.2.A.53: [EBUS Student Handbook](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. Policies on academic freedom and responsibility and student academic honesty are established and thoroughly

reviewed. The Senate Newsletter publishes articles on how to prevent cheating, and the yearly staff-development Summer Technology Institute hosts breakout sessions on the prevention of cheating or Turnitin.com, which are generally well attended (E.2.A.54: [Academic Senate Newsletter March 2011--Article on Academic Honesty](#)); (E.2.A.55: [Email Invitation to Summer Institute](#)).

EBUS Actionable Improvement Plan

None

EBUS II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

EBUS Descriptive Summary

Faculty are guided by Coast Community College District Academic Freedom Board Policy (E.2.A.51: [BP 4030 Academic Freedom](#)), which notes that faculty members “shall not be subject to any adverse action affecting . . . employment status” if they “examine or endorse unpopular or controversial ideas appropriate to course content” in student discussions or in academic research and publications. Additional sections of the statement refer to faculty members’ responsibilities not to speak “for the College or District” when speaking or writing as a private citizen, out of the classroom. The statement about academic freedom and responsibility is available to faculty and is a part of the CFE/AFT and CCA contracts for full- and part-time faculty.

EBUS Self Evaluation

The College meets this Standard. The academic freedom statement specifically states that “the faculty member shall attempt to be accurate, objective, and show respect for the opinions of others.” In addition, faculty members are responsible for “presenting all points of view, including library materials of interest, information, and enlightenment, without regard to the race or nationality or social, political or religious view of the authors.”

In response to the fall 2011 Accreditation student Self-Study Survey statement “Instructors attempt to be fair and objective in their presentation of course materials,” 90% of students responded *strongly agree* or *agree*, and 2% responded *disagree* or *strongly disagree*; 7% responded *neutral* or *did not know* (Version 1, Question 2).

In response to the fall 2011 Accreditation faculty Self-Study Survey statement “I distinguish my personal convictions or opinions from objective presentations of course material,” 94% of full-time faculty responded *strongly agree* or *agree*, and 0% responded *disagree* or *strongly disagree*; 7% responded *neutral* or *not*

applicable (Question 6). In response to the same question, 93% of part-time faculty responded *strongly agree* or *agree*, and 4% responded *disagree* or *strongly disagree*; 4% responded *neutral* or *not applicable* (Question 6).

EBUS Actionable Improvement Plan

None

EBUS II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

EBUS Descriptive Summary

The Academic Honesty Policy and examples of academic dishonesty appear in the EBUS Student Handbook (E.2.A.53: [EBUS Student Handbook](#)). This is based upon District Board Policy “Student Code of Conduct and Disciplinary Procedures,” which delineates expectations about appropriate student behavior and sanctions for violations (E.2.A.52: [BP 3902 Student Code of Conduct and Disciplinary Procedures](#)). The Academic Honesty Policy is also available from the College Web page (E.2.A.56: [Academic Honesty Policy](#)). All EBUS teachers support these guidelines.

EBUS Self Evaluation

The EBUS Program meets this Standard. **See the self evaluation section for II.A.7.b.**

EBUS Actionable Improvement Plan

None

EBUS II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

EBUS Descriptive Summary

As a publically supported community college, Coastline does not seek to instill any specific belief or worldview.

The EBUS Faculty and Student Handbooks explain the behavioral codes of conduct expected of EBUS faculty and students (E.2.A.8: [CCC-EBUS Handbook, Traveling Faculty REVISED FALL 2011](#)); (E.2.A.53: [EBUS Student Handbook](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard.

EBUS Actionable Improvement Plan

None

EBUS II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

EBUS Descriptive Summary

Please refer to the EBUS responses to the ACCJC document “ACCJC Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals,” which are addressed in the introductory materials of this report. In brief, the EBUS Program:

- Is rooted in the Coastline mission statement: “Coastline Community College promotes academic excellence and student success for today’s global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.”
- Has received all appropriate approvals (E.2.A.3: WASC Substantive Change Notification Letter EBUS [WASC Substantive Change Letter](#)); (E.2.A.57: [Board Minutes 11-18-09 Substantive Change](#)); (E.2.A.58: [2010 Letter from Guangzhou Bureau of Education \(Chinese\)](#))
- Specifies its goal to prepare Chinese students for successful transfer to U.S. colleges and universities in order to meet the growing demand from the Chinese for U.S. educational degrees (E.2.A.50: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).
- Is evaluated by Coastline’s faculty who teach in the program and who also visit the school to perform faculty evaluations of the teachers who teach there (E.2.A.21: [EBUS Site Visit Report-Fall 2011-Dept Chair](#)).
- Reflects the educational emphasis of Coastline by offering general education transfer courses (E.2.A.29: [Sample 3YR Curriculum.Plan.Rev.1.12.10](#)).
- Hires only faculty who have met the California Minimum Qualifications as verified by District Human Resources (E.2.A.16: [CV Pulichino-On-Site Administrator.pdf](#)).
- Uses the classrooms, offices, library, and computer labs at the Chinese high school where the program is located (see facility description in

- EBUS (See **EBUS II.A. Physical and Learning Resources section**).
- Is underwritten by U.S. College Compass, LLC, which contracts Coastline for the EBUS educational services (E.2.A.1: [U.S. College Compass Agreement 2010-12](#)).
 - Has admissions requirements similar to those used for international students admitted to the U.S. campus (E.2.A.59: [EBUS Printable Application.pdf](#)).
 - Exercises control over the recruitment materials used by the high school to recruit new students (E.2.A.60: [Summer Program Flyer.pdf](#)).
 - Recognizes all EBUS students as students of Coastline. All college credits earned are recorded on Coastline official transcripts that are maintained by Coastline, and all college credits earned are applicable to Coastline degree programs (E.2.A.50: [U.S. College Compass Consultant to CCCD Contract 2012-16](#)).

EBUS Self Evaluation

The College seeks to systematically improve the EBUS Program and to remain in compliance with all Commission Standards and Policies at all times through frequent meetings with the onsite faculty and staff and the partners. We review the curriculum plan each semester, making sure we are offering appropriate IGETC courses. We annually review the admissions process and forms and the recruitment materials. We read the literature that constantly confirms the need for our kind of educational services in China. We debrief with our highly qualified faculty who teach in the program and learn from their insights.

Since data from our first student cycle was just completed fall 2011, the College has hired an educational consultant to assist with an EBUS program review, with a follow-up face to face Strategic Planning meeting to establish a three-year implementation plan for improvements beginning fall 2012 (E.2.A.24: [EBUS Three-Year Strategic Plan 2012-15](#)).

EBUS Actionable Improvement Plan

None

Documents Referenced in EBUS Standard II.A.

- E.2.A.1 [U.S. College Compass Agreement 2010-12](#)
- E.2.A.2 [Map of XJS High School and Surrounding Area](#)
- E.2.A.3 [WASC Substantive Change Letter](#)
- E.2.A.4 [Substantive Change Proposal 2010](#)
- E.2.A.5 [EBUS Student GPA by Course Outcomes](#)
- E.2.A.6 [CCC ESL Levels - Credit Courses](#)

- E.2.A.7 [EBUS Brochure 2010](#)
- E.2.A.8 [CCC-EBUS Handbook, Traveling Faculty REVISED FALL 2011](#)
- E.2.A.9 [Sample Instructor Letter of Agreement-2010-2011](#)
- E.2.A.10 [Faculty CCC-EBUS Handbook, Jade Green Assignment](#)
- E.2.A.11 [Contract Education Military Program Organizational Chart](#)
- E.2.A.12 [CV Dean, Contract Ed.](#)
- E.2.A.13 [EBUS Organizational Chart 2012.xlsx](#)
- E.2.A.14 [Sample EBUS Teleconference Minutes](#)
- E.2.A.15 [CV Instructional Liaison](#)
- E.2.A.16 [CV Pulichino-On-Site Administrator.pdf](#)
- E.2.A.17 [CV Mefford-On-Site EFL Administrator](#)
- E.2.A.18 [Bilingual Onsite Administrator Letter of Interest](#)
- E.2.A.19 [Onsite Coordinator Job Description](#)
- E.2.A.20 [EBUS Partnership Requirements 05-12-11](#)
- E.2.A.21 [EBUS Site Visit Report-Fall 2011-Dept Chair](#)
- E.2.A.22 Newsletters: ([Newsletter Fall 2010 English](#); [Newsletter Fall 2011 English](#); [Newsletter Spring 2011 Chinese Version](#); [Newsletter Spring 2011 English](#); [Newsletter Spring 2012 English](#); [Newsletter Spring 2012 Chinese](#))
- E.2.A.23 [EBUS Web Page](#)
- E.2.A.24 [EBUS Three-Year Strategic Plan 2012-15](#)
- E.2.A.25 [Site Visit - Confucius.jpg](#)
- E.2.A.26 Pictures:; [Site Visit 10-11-10.jpg](#) [Xiang Jiang Athletic Field and Swimming Pool Building.JPG](#); [Xiang Jiang Front Gate.JPG](#); [Xiang Jiang New Building and Playground.JPG](#); [Xiang Jiang Typical Classroom.JPG](#); [XJ Athletic Field.JPG](#); [XJ Interior Hallway.JPG](#); [XJ Morning Exercise with Flag.JPG](#)
- E.2.A.27 [Sample Job Description and Announcement Geography 100](#)
- E.2.A.28 [Sample 3 Year College Level Curriculum Plan](#)
- E.2.A.29 [Sample 3YR Curriculum.Plan.Rev.1.12.10](#)
- E.2.A.30 [3-Year Curriculum Plan Chart 4-1-12](#)
- E.2.A.31 [Sample ACT Test Results](#)
- E.2.A.32 [CCC-EBUS Handbook, Student English-Mandarin XJHS](#)
- E.2.A.33 [Seaport Training Web Page](#)
- E.2.A.34 [Sample ILP](#)
- E.2.A.35 Survey Templates: ([Survey Template - Student.pdf](#); [Survey Template - Faculty.pdf](#))

- E.2.A.36 [Senate Minutes \(Senate Minutes 10-6-09; Senate Minutes 11-3-09; Senate Minutes 2-2-10; Senate Minutes 12-7-10; Senate Minutes 5-3-11;\)](#)
- E.2.A.37 [Sample Prerequisite Knowledge Skills: \(Sample Prerequisite Knowledge Biology 100 Reyes 2011; Sample Prerequisite Knowledge History 170 Johnson 2011; Sample Prerequisite Knowledge Humanities 100 Sanders Spring 2011\)](#)
- E.2.A.38 [Counselor CVs: \(CV Counselor Chang; CV Counselor Leung\)](#)
- E.2.A.39 [Workshop Powerpoints \(Workshop PowerPoint - Counseling.ppt; Workshop PowerPoint - A U.S. Bachelor Degree\)](#)
- E.2.A.40 [EBUS Annual Planning Meeting 8-22-11](#)
- E.2.A.41 [SLO Progress Notes Music 100 Spr 2010; SLO Progress Notes Math Spr 2010](#)
- E.2.A.42 [Academic Quality Rubric](#)
- E.2.A.43 [Coastline Community College - MyCCC](#)
- E.2.A.44 [EBUS Computer Lab Recommended Standards](#)
- E.2.A.45 [Photo of EBUS Students who have Transferred to the U.S. 10-11-10.jpg](#)
- E.2.A.46 [2012-2013 Catalog Web Site](#)
- E.2.A.47 [Core Degree Outcomes](#)
- E.2.A.48 [Sample EFL Syllabus S1-1](#)
- E.2.A.49 [Sample EFL Syllabus S3 College English](#)
- E.2.A.50 [U.S. College Compass Consultant to CCCD Contract 2012-16](#)
- E.2.A.51 [BP 4030 Academic Freedom](#)
- E.2.A.52 [BP 3902 Student Code of Conduct and Disciplinary Procedures](#)
- E.2.A.53 [EBUS Student Handbook](#)
- E.2.A.54 [Academic Senate Newsletter March 2011--Article on Academic Honesty](#)
- E.2.A.55 [Email Invitation to Summer Institute](#)
- E.2.A.56 [Academic Honesty Policy](#)
- E.2.A.57 [Board Minutes 11-18-09 Substantive Change](#)
- E.2.A.58 [2010 Letter from Guangzhou Bureau of Education \(Chinese\)](#)
- E.2.A.59 [EBUS Printable Application.pdf](#)
- E.2.A.60 [Summer Program Flyer.pdf](#)

EBUS II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

EBUS II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

EBUS Descriptive Summary

The EBUS Program provides support for its students in the following ways. Coastline provides ESL and Math Placement exams so students enroll in the appropriate level classes for their needs. We provide guidance in the admissions and registration process. We provide face to face counseling in the EBUS students' native language and provide each student with an Individual Learning Plan. We provide face to face workshops on the higher education system in the United States, on the role of community colleges in that system, and on the college application and transfer process. We also provide onsite workshops on U.S. culture. The bilingual EBUS counselor is available to respond to student questions year-round by e-mail. Students also have access to Coastline's Virtual Library, MyCCC, Seaport, and the College Web site, where additional student support information can be found.

EBUS Self Evaluation

The EBUS Program meets this Standard. After each visit to China, the academic advisor writes a summary report about the processes completed and student progress in achieving goals (E.2.B.1: [Sample Counselor Report 12-2011 Chang](#)). The report also includes student-stated majors and preferences and any concerns. This report is reviewed by the core team and reviewed at the annual program planning retreat (E.2.B.2: [Counselor Report Chang June 2012](#)).

In a meeting with key stakeholders, including parents, a three-year strategic plan was developed that included discussion and planning for student services. Four key items were identified: 1) orientation to be jointly developed for consistency; 2) collaboration to be used between CCC, XJHS, and parents to resolve

disciplinary issues; 3) an increase in Internet access to be allowed for students taking online courses; and 4) collaboration to be initiated in assisting students with transition and transfer to U.S. educational institutions (E.2.B.3: [EBUS Three-Year Strategic Plan 2012-15](#)).

EBUS Actionable Improvement Plan

None

EBUS II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

EBUS II.B.2.a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

EBUS Descriptive Summary

The Coastline Catalog is available to EBUS students online (E.2.B.4: [2012-2013 Catalog Web Site](#)). The EBUS Student Handbook also provides information specific to EBUS students.

EBUS Self Evaluation

The EBUS Program meets this Standard. The EBUS Student Handbook is reviewed and when necessary revised each year (E.2.B.5: [EBUS Student Handbook](#)).

EBUS Actionable Improvement Plan

None

EBUS II.B.2.b. Requirements

- Admissions
- Student Fees and Other Financial Obligations

- Degree, Certificates, Graduation and Transfer

EBUS Descriptive Summary

Admission requirements and fees are published in the high school recruitment materials in Chinese. EBUS does not offer degrees or certificates. The transfer process is covered by the academic advisor in workshops that include informational handouts (E.2.B.6: [Workshop PowerPoint - Counseling.ppt](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. Admissions forms are reviewed and improved as needed each year as are the transfer workshops. Admissions and transfer information should be printed in the EBUS Student Handbook. This will be addressed during the EBUS annual retreat in 2012.

EBUS Actionable Improvement Plan

None

EBUS II.B.2.c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

EBUS Descriptive Summary

EBUS follows Coastline's published policies. All the policies that apply to EBUS students can be found in the Coastline online Catalog (E.2.B.4: [2012-2013 Catalog Web Site](#)). The EBUS Student Handbook also publishes the Coastline academic regulations and academic honesty policies (E.2.B.5: [EBUS Student Handbook](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. During the EBUS annual retreat in 2012, the topic of whether to add additional policies to the EBUS handbook will be discussed.

EBUS Actionable Improvement Plan

None

EBUS II.B.2.d. Locations or Publications Where Other Policies May Be Found

EBUS Descriptive Summary

EBUS follows Coastline's published policies. All the policies that apply to EBUS students can be found in the Coastline online Catalog (E.2.B.4: [2012-2013 Catalog Web Site](#)). The EBUS Student Handbook also publishes the Coastline academic regulations and academic honesty policies (E.2.B.5: [EBUS Student Handbook](#)). The EBUS Student Handbook is distributed in hard copy to students and is available on Coastline's EBUS Web site (E.2.B.7: [EBUS Web site](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. It would be easier for EBUS students if more Coastline policies specifically applicable to EBUS students were published in the EBUS Student Handbook. This will be addressed during the EBUS annual retreat in 2012.

EBUS Actionable Improvement Plan

None

EBUS II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

EBUS Descriptive Summary

Before developing the EBUS Program, Coastline entered into an agreement with U.S. College Compass, a local California-based corporation formed in 2009 for the purpose of recruiting students from Pacific Rim countries/cities such as Taiwan, China, Vietnam, and Hong Kong. One of the goals of its recruitment enterprise is to assist these students to prepare academically, culturally, and linguistically before they enter the United States' educational system.

The company's chairman is a major donor to Coastline College and a member of our Foundation Board. One of Coastline's buildings, our Le-Jao Center in Westminster, is named after him and another donor. He is well known as the principal developer of an area known as "Little Saigon," which has more than 3,500 Asian businesses, located in the city of Westminster in Southern California. President George W. Bush appointed him in 2002 and 2003 to the board of the Vietnam Education Foundation (VEF), an independent Federal agency created by the U.S. Congress and funded by the U.S. Federal Government. It provides tremendous educational opportunities for students and scholars to come to the United States for further education and research in science and technology. In his role as Chairman of the Board of the Federal Vietnam Education Foundation, our

partner is affiliated and had established strong relationships with various education institutions in the United States and Asia, especially China and Vietnam.

While exploring for local partners for an international education program in August 2008, our partner learned about Guangzhou Xiang Jiang School (Xiang Jiang School), a relatively new middle school in Guangzhou, China. Xiang Jiang School was planning to launch its high school section in addition to its middle school. After a site visit and a thorough inspection by his representative, and after a series of market studies and discussions with Coastline Community College and Guangzhou Xiang Jiang School, an agreement was achieved to launch the Coastline Community College's EBUS program at the high school section of Guangzhou Xiang Jiang School. U.S. College Compass, LLC was created solely to service the program and to act as the liaison between Guangzhou Xiang Jiang School and Coastline Community College. Through its assistance, the learning and support needs of this student population were determined.

EBUS Self Evaluation

The EBUS Program meets this Standard. The learning needs of the EBUS student population were identified prior to Coastline's entering into the contractual arrangement. Support needs and Coastline's appropriate services are anticipated, and changes are made as needed.

EBUS Actionable Improvement Plan

None

EBUS II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

EBUS Descriptive Summary

All EBUS students are in one location at a dormitory-style high school in China, and all have access to the same student services mentioned above in **EBUS II.B.1.**

EBUS Self Evaluation

The EBUS Program meets this Standard.

EBUS Actionable Improvement Plan

None

EBUS II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

EBUS Descriptive Summary

The EBUS Program is housed in the Xiang Jiang High School facility. It is a large and fairly new campus with facilities appropriate for the upper socioeconomic Chinese community it serves. The Student Handbook includes policies for high school behavior expectations, classroom expectations, behavior expectations, EBUS expectations, and EBUS Program-Level Goals. These goals are the following:

By the end of the EBUS Program, students will be able to:

- Qualify for and be successful in college-level courses in the United States.
- Pursue ongoing academic, occupational, and personal growth by applying:
 - ❖ The language skills learned in EBUS EFL classes
 - ❖ The college success skills, independent and critical thinking skills, problem solving skills, and organizational skills developed through EBUS classes, academic advisement, and workshops
 - ❖ The knowledge learned about U.S. culture and the U.S. higher education system through EBUS classes and workshops
- Critically analyze and evaluate U.S. higher education options in terms of individual educational needs and goals by applying knowledge gathered and research skills developed during EBUS workshops and individual academic advisement sessions.
- Recognize and respect human diversity and communicate openly with a wide range of people as demonstrated by successfully adapting to the U.S. culture.
- Overcome adversity, accept boundaries, and maintain high standards as demonstrated by learning a new language and a new culture and being successful in U.S. colleges/universities.
- Be productive, environmentally aware, and economically independent citizens who will contribute positively to our global society by applying the knowledge and skills acquired in the EBUS program and as Coastline International students.

EBUS Self Evaluation

The EBUS Program meets this Standard. EBUS students participating in the general education courses receive a broad learning experience in ethical

principles, interpersonal skills, respect for cultural diversity, and civic responsibility. The Associate's degree options combine these courses to provide students appropriate learning outcomes in the major areas of general education. The academic advisor gives students a research assignment to seek information about the American college and university system as a means to assist them in preparing for college and culture in America.

EBUS students also are involved in extracurricular activities to support their educations. They have been involved in an "exchange program" with the Global Outreach Club (GO! Club) of Coastline's mainland ECHS. The EBUS students have a sports club and music club, and in winter 2010 they entered an English speaking contest, performing a modern version of Romeo and Juliet, where they were awarded a Gold medal as the best in all of Guangdong Province. In summer 2011, the College hosted a partnership with CSULB involving 25 qualified EBUS students who came to Southern California to study EFL while taking one college class (History 170 or Counseling 105, based on English ability). They lived on the CSULB campus in the dorms. The students were also taken on weekend excursions and lectures as a part of an enculturation to America (E.2.B.8: [Summer Program Flyer](#)); (E.2.B.9: [Newsletter Spring 2011 English \(Gold Medal\)](#)).

EBUS Actionable Improvement Plan

None

EBUS II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

EBUS Descriptive Summary

The EBUS counseling and advising services were tailor-made for the program. The academic advisor is bilingual and helps students develop Individual Learning Plans (ILPs) so they know what courses they need to take and what options they have to achieve their desired goals. The advisor explains the U.S. college system, the function of the community college, the college application process, and the transfer process (E.2.B.10: [Sample ILP](#)).

In 2009 a bilingual academic advisor was hired to provide counseling services (onsite once a semester; ongoing via Skype; and e-mail as needed) to our students in China. She met with the Senior 1 students in January 2010, and completed ILPs for each student. She also provided workshops for both students and parents to help them better understand the American college system and the transfer option from community college to universities. As part of her counseling assignment, she acted as a liaison with the administration at XJHS and communicated back to the core team at Coastline during weekly conference calls.

In fall 2010 the original advisor left on maternity leave, so the College hired an interim bilingual advisor to meet the new and returning students at XJHS. He completed ILPs for the incoming students and workshops for both students and their parents. We have since hired a bilingual advisor from Santa Monica College who has had several years experience working with the international student population there. She was onsite doing ILPs and workshops on the U.S. college system and student success in May/June of 2011, in December 2011, and again in May/June, 2012. The ILPs are vetted through a Coastline counselor in Southern California, as is the curriculum plan. The counselor's knowledge of the student's interest of study has been critical in developing the curriculum plan as we seek to offer classes that will move the cohort of students toward their degree goals (E.2.B.10: [Sample ILP](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. The counseling services are reported and reviewed each semester to determine what might need to be added or changed to enhance student understanding of the U.S. higher education process and options. This process is working well. Only bilingual Chinese counselors are being used for advisement, so this makes hiring advisors a little more difficult. Their work is overseen by the main campus counselors. The counseling function will be evaluated as part of the EBUS program evaluation.

EBUS Actionable Improvement Plan

None

EBUS II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

EBUS Descriptive Summary

EBUS follows Coastline's practices. The EBUS curriculum plan includes classes that have been designated by the Coastline Curriculum Committee as fulfilling the global/multicultural course requirements (E.2.B.11: [Sample 3 Year College Level Curriculum Plan](#)). The EBUS academic advisor gives workshops on U.S. culture to help EBUS students appreciate (among other things) the diversity in the United States. The on-site EFL instructors typically teach up to 20 hours per week for 16 weeks per semester. These hours of instruction include teaching their EFL classes; facilitating the college courses; supervising the homework periods for students at night; and staging "movie night," another activity to help students get familiarized with American culture, language, and Western history. EFL instructors also infuse American cultural events and holidays into their classroom experiences to help students prepare for their transition to the U.S (E.2.B.12: [Picture of American](#)

[Cultural Event-Halloween](#)); (E.2.B.13 [Picture of American Cultural Event-Pizza Party](#)).

EBUS Self Evaluation

The EBUS Program meets this Standard. The purpose of the program is to assist students in understanding American culture and diversity, and this is being achieved.

EBUS Actionable Improvement Plan

None

EBUS II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

EBUS Descriptive Summary

EBUS uses the same ESL and math placement tests approved by the College for placing students into appropriate level ESL and math classes in mainland courses. When students begin the semester, they are given an ACT assessment to assist the EFL coordinator to determine proper class placement. At the end of the first semester, students are assessed again to determine if they will qualify at level 3B or above to take a college course in the next semester. This is the same process used at Coastline's Southern California campus for local ESL students (E.2.B.14: [Sample ACT Results](#)).

EBUS Self Evaluation

The EBUS Program partially meets this Standard. The EBUS Program has shared its placement test results with the ESL and Math Department, but the College has not yet conducted any formal validation of placement test scores or bias studies of the exams on the China student population. Data collection has been ongoing, but sample sizes have thus far been insufficient to conduct any statistical validations or reliability studies; since placements are still being made regardless of cut scores (additional multiple measures are taken into account), a logistical regression or similar statistical test will be need to be performed to compensate for restriction of range (caused by allowing students to enroll who may not have met the cut score criteria). In addition to ACT testing, EBUS is adding both TOEFL and IELTS (International English Language Testing System) testing in order to expand data collection, to aid in proper placement, and to reduce bias.

The Math Department reports that some changes or adjustments to cut scores and resulting student course placements may need to be made for the China students; math faculty are waiting for the new state wide math test and hope to perform the

validation on that test rather than to re-validate the existing placement test on the China student population. They have stated that in China the math curriculum differs from what is covered in the Southern California curriculum; and as a result, the Chinese students may be incorrectly placed by the College placement test.

EBUS Actionable Improvement Plan

Evaluate the effectiveness and fairness of placement exams and practices used with students in international programs. (Same as **II.B.3.e.**)

EBUS II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

EBUS Descriptive Summary

EBUS student records are maintained by Coastline in the same manner as for general Coastline students. FERPA Laws are published in both the EBUS Faculty and Student Handbooks. EBUS students sign release forms for information to be shared with parents.

EBUS Self Evaluation

The EBUS Program meets this Standard. All EBUS records are handled in the same manner as general student records except for registration and some FERPA records. Because the EBUS Program is a contract education program, EBUS students enroll in classes differently. When a student enrolls at XJHS, Coastline registration clerks hand-enter the application into the Banner system. The student is given a Student Handbook that requires the student's and his/her parent's signatures on a student expectations contract. The handbook outlines the program expectations and also includes a FERPA waiver so students' grades may be shared with their parents. The handbook has been translated into Chinese to ensure that students understand the expectations completely. New faculty are reminded about the FERPA laws as they apply to EBUS in the Orientation Training Workshop (E.2.B.15: [EBUS Printable Application.pdf](#)).

EBUS Actionable Improvement Plan

None

EBUS II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

EBUS Descriptive Summary

The EBUS Program provides the student services listed in **EBUS II.B.1** and consistently evaluates student grades and outcomes in an effort to improve the program. In March 2012, the project administrator, instructional coordinator, and the bilingual independent consultant met with the XJHS staff to develop a Three-Year Plan 2012–2015 (E.2.B.3: [EBUS Three-Year Strategic Plan 2012-15](#)) The plan specified an annual program review that would evaluate student achievement of key goals including persistence, retention, and transfer rates. The plan states, “Continuous improvement is key to the program’s success. All partners agree that an annual evaluation of all components of the program should be regularly conducted.”

EBUS Self Evaluation

The EBUS Program meets this Standard. EBUS uses student, staff, and parent feedback to evaluate and enhance the services provided. As students are now transferring to Coastline in the United States, we need to evaluate the services for international students. We are meeting with the Coastline international student personnel (starting spring 2012) to coordinate efforts to support our EBUS students as they continue their studies at Coastline in the United States. We have hired an EBUS Student Advisor (bilingual) part time, to interact with the students, track their progress, answer questions, address concerns, and set up activities (this is currently staffed with a faculty member and is not a counseling position).

EBUS Actionable Improvement Plan

None

Documents Referenced in EBUS Standard II.B.

E.2.B.1 [Sample Counselor Report 12-2011 Chang](#)

E.2.B.2 [Counselor Report Chang June 2012](#)

E.2.B.3 [EBUS Three-Year Strategic Plan 2012-15](#)

E.2.B.4 [2012-2013 Catalog Web Site](#)

E.2.B.5 [EBUS Student Handbook](#)

E.2.B.6 [Workshop PowerPoint - Counseling.ppt](#)

- E.2.B.7 [EBUS Web site](#)
- E.2.B.8 [Summer Program Flyer](#)
- E.2.B.9 [Newsletter Spring 2011 English \(Gold Medal\)](#)
- E.2.B.10 [Sample ILP](#)
- E.2.B.11 [Sample 3 Year College Level Curriculum Plan](#)
- E.2.B.12 [Picture of American Cultural Event-Halloween](#)
- E.2.B.13 [Picture of American Cultural Event-Pizza Party](#)
- E.2.B.14 [Sample ACT Results](#)
- E.2.B.15 [EBUS Printable Application.pdf](#)

Standard III. RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated Student Learning Outcomes, and to improve institutional effectiveness.

Standard III Co-Chairs

Ted Boehler, administrator (Technology Resources)
 Dave Cant, administrator (Physical Resources)
 Richard Kudlik, administrator (Human Resources)
 Rick Lockwood, faculty (Financial Resources)

Team Members

Standard III.A. Human Resources

Cheryl Chapman, faculty Senate
 Christy Nguyen, faculty Senate
 Sue Primich, faculty
 Randall Warwick, faculty Senate

Standard III.C. Technology Resources

Lorie Eber, faculty
 Debbie Secord, faculty
 Mark Worden, staff
 Meg Yanalunas, staff

Standard III.B. Physical Resources

Cynthia Berry, staff
 Debbie Desmond, faculty
 Jeanette Ellis, faculty Senate

Standard III.D. Financial Resources

Yu-An Chang, faculty
 Ann Holliday, faculty Senate
 Christine Nguyen, faculty Senate
 Khen Sayasy, staff

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

A high priority is placed on assuring that personnel are fully qualified for their positions. When filling positions for full-time faculty, classified staff, and management, a hiring committee comprised of diverse constituents, including members with specific expertise in the discipline or position requirements, is assembled at the onset of the recruitment process. The committee's initial responsibility is to develop and review the job description and verify that the duties and qualifications appropriately reflect current standards and expectations. This process is designed to ensure that prospective employees have a clear understanding of the qualifications and attributes for a successful person/position and person/organization match.

Methods used to assure qualifications for each position are closely matched to specific programmatic needs:

- Minimum Qualifications are reviewed as established by the Board of Governors of the California Community Colleges (educational administrators, full-time faculty, and part-time faculty positions).
- All job announcements and performance measures are reviewed and approved by the College Personnel Office and the District Office of Human Resources.
- Position responsibilities, appropriate knowledge, skill, ability, and other desirable characteristics are reviewed by constituency groups.
- Job specifications are periodically reviewed and updated to ensure that classification and duties are appropriate for the position (classified staff and classified management positions).

All search committee members are required to attend orientation training approved by the District Office of Human Resources. The orientation includes information on Equal Employment Opportunity (EEO) requirements, Board policies, and applicable procedures; and it takes place prior to review of applications. An EEO recruitment coordinator facilitates the committee's work to ensure consistency in processes (3.A.1: [District Job Openings, Showing Minimum Qualifications Link](#)); (3.A.2: [Board Policy 7838 Faculty Hiring](#)); (3.A.3: [Board Policy 7832 Evaluation and Improvement of Instruction](#)); (3.A.4: [Board Policy 7839 Faculty Qualifications](#)); (3.A.5: [Minimum Qualifications for Faculty & Administrators in CA Community Colleges](#)); (3.A.6: [Search Committee EEO Orientation PowerPoint](#)).

Self Evaluation

The College meets this Standard. The committee format has proven effective in improving job descriptions and ensuring the selection of employees who are well qualified for their positions. The use of an EEO Coordinator is also very valuable in ensuring process integrity.

Actionable Improvement Plan

None

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Job announcements are developed at the College level and include performance responsibilities, examples of duties, minimum qualifications, and desirable qualifications (3.A.7: [Job Announcement Example VP](#)). Positions are advertised by the District Office of Human Resources in accordance with applicable procedures, with Search Committee requests, and in consultation with College Personnel Offices. Procedures for selection of personnel are clearly and publicly stated. These procedures include Recruitment and Selection (3.A.8: [BP 7121 Employee Recruitment & Selection Policy](#)), Faculty Hiring (3.A.2: [Board Policy](#)

[7838 Faculty Hiring](#)), Faculty Qualifications (3.A.4 Web [Board Policy 7839 Faculty Qualifications](#)), Classified Hiring (3.A.9: [BP 7856 Classified Staff Hiring](#)), Confidential Hiring (3.A.10: [BP 7859 Confidential Staff Hiring](#)), and Management Hiring (3.A.11: [BP 7888 Management Hiring Policy](#)).

Each hiring committee develops criteria for screening and evaluating candidates based on the position responsibilities and qualifications in compliance with applicable Board Policy and procedures and state and federal law. The College determines if an applicant is well-qualified through the collective performance measures (rubric) of the criteria established.

Applicants demonstrate their subject matter knowledge through a variety of performance demonstrations including but not limited to appropriate teaching demonstrations, oral presentation, writing samples, or other performance indicators related to the responsibilities of the position. Candidates are evaluated based on knowledge and competence, commitment to service, and potential contributions to the department and District. Performance measures (rubric) are used to determine subject matter knowledge.

Verification of a finalist's competencies is managed through reference checks, and the Department of Human Resources handles transcript and degree verification.

Self Evaluation

The College meets this Standard. Faculty members play a vital role in the selection of new faculty. Overall, the College demonstrates effectiveness in this area of hiring qualified faculty. The one area of challenge is in granting faculty equivalency. There have been inconsistencies, particularly with part-time faculty hiring for single subjects. There has not been adequate training for determining faculty equivalency, and standards for granting equivalency have not always been consistent District-wide. To address this concern, the faculty subcommittee of the District Hiring Policy Task Force has taken a lead role in working through faculty senates, District-wide, to redesign the faculty equivalency process. The subcommittee, incorporating feedback from each senate, developed a recommended process for District-wide implementation. This work is scheduled to be completed in spring 2012. In March 2012, Coastline's Academic Senate finished training its faculty who were elected to serve on equivalency committees.

Actionable Improvement Plan

None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The College is committed to the ethical obligation of providing performance feedback and the performance evaluation is the formal, structured process that allows administrators to meet that responsibility. The intent of a properly delivered performance evaluation is to boost productivity, identify performance gaps, and promote continuous improvement in the quality of work. Follow-up occurs when the nature of the assignment or other circumstances make it meaningful to do so (3.A.3: [Board Policy 7832 Evaluation and Improvement of Instruction](#)).

Evaluation forms and procedures are reviewed and revised as needed for relevance and effectiveness in accordance with the various collective bargaining agreements; these discussions are scheduled on a regular basis (3.A.12 Web [CFE Union Contract](#)); (3.A.13: [Classified Union Contract 2009-2010](#)); (3.A.14: [Classified Performance Appraisal Form](#)); (3.A.15: [Part-Time Faculty Union Contract](#)).

Coastline Human Resources provides feedback reports to managers on a monthly basis to ensure that classified evaluation review cycles are completed. At the time of this writing, it was decided to also include feedback on faculty appraisals (3.A.16: [Status of Performance Evaluations.docx](#)).

Self Evaluation

The College partially meets this Standard. There is significant improvement, District-wide, in the timely completion of evaluations. However, there are still inconsistencies in District record-keeping and in strict adherence to timelines. To encourage improvement in timelines, the management evaluation includes a component that indicates timely completion of evaluations as a key responsibility. By way of incentive, management longevity stipends are tied to ensuring employee evaluations are current (3.A.17: [CCCD: Management Evaluation Procedures Web Site](#)); (3.A.18: [Management Evaluation Process](#)); (3.A.19: [Board Policy 7884 Management Longevity](#)).

The effectiveness of the current evaluation processes for all employee groups is currently being discussed. The classified and full-time faculty unions and the

Board of Trustees have all discussed the current evaluation systems and their effect on performance enhancement. There is interest in making changes to evaluation frequency, appraisal systems, and self evaluation models; these items are all negotiable.

Further, the Board of Trustees has expressed an interest in moving from a cycle that is every other year for managers and classified employees to an every-year cycle. It should be noted that managers who have a large number of direct reports will be severely challenged by that expectation. For classified employees, this is a negotiable item.

Managers are being asked to determine a way to measure their performance relative to the three overall CCCD goals as presented by Chancellor Jones (**Goal 1 – 60 by 2014** Attain a 60% completion rate for students by the year 2014; **Goal 2 – 15 by 2020** Attain a 15% international student population by the year 2020; **Goal 3 – THE place to work** Be the most desirable employer by the year 2015).

In response to the Accreditation Self-Study Survey statement “My performance evaluations have encouraged relevant improvements,” 60% of employees responding to the statement *strongly agreed* or *agreed*, and 30% were *neutral* or *did not know* (Question 20).

Actionable Improvement Plan

Work with the District to develop a plan to ensure that certificated evaluations are completed in a timely manner.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Full- and part-time faculty members are meaningfully engaged in the development and assessment of Student Learning Outcomes. To encourage part-time faculty participation in SLO development, the Union contract provides a stipend for those who teach 7.5 Lecture Hour Equivalents (LHE) or less in a semester.

Beginning spring 2012, all instructors use the Coastline-developed Seaport course-management tool to post online, at a minimum, their syllabus and student assessment criteria and to identify and measure course, program, and institutional-level Student Learning Outcomes (SLOs), regardless of the type of class (e.g., online or classroom-based course). Each teacher identifies which assignments measure the Student Learning Outcomes, and as the teacher assesses student work, the SLOs are automatically measured each semester. All SLOs are collected in the fall and in the spring of each year, faculty members dialog about

their SLOs at a faculty meeting that all faculty are required to attend. In this manner, all faculty assess and discuss with peers their effectiveness in producing learning outcomes.

Evaluation components include reflection on the objectives of assignments, and students have the opportunity to rate whether or not the instructor has made clear what is expected in the course.

Self Evaluation

The College meets this Standard. Student Learning Outcomes are listed on the syllabus and are automatically posted on the Seaport course Web sites for each course. SLO evaluation has now become technologically embedded within the teaching process at Coastline and therefore, is measured as part of the evaluation of the teaching process.

Faculty evaluation instruments do not specifically use the term “Student Learning Outcomes.” The evaluation process is within the scope of collective bargaining. There have been two attempts to update the evaluation process and instruments through faculty negotiations over the past four years. However, budgetary considerations have dominated the focus of negotiations and both faculty and management representatives agreed to roll over existing language in order to meet timelines for instituting a remedy for budgetary shortfalls. Negotiations are, again, occurring in the year of 2012. The Board of Trustees, faculty representatives, and management representatives agree that the evaluation process requires updating to reflect best practices (3.A.20: [District Web Site Union Agreements.aspx](#)).

Actionable Improvement Plan

None

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

In 2010, the Board adopted a Resolution specifying a Code of Professional Ethics for all faculty, classified staff, and management (3.A.21: [Resolution 010-04 Code of Ethical Conduct for Employees.docx](#)).

Faculty, classified staff, and managers are held accountable for adherence to laws, regulations, and Board Policies related to Code of Conduct. Academic senates operate in a context of identified and shared ethical responsibilities. The full-time faculty collective bargaining agreement contains an article on Academic Freedom and Responsibility (pp. 6–7) (3.A.12: [CFE Union Contract](#)). The responsibilities that moderate freedom include ethical responsibilities in working respectfully

with students, ethical handling of controversial subject matter, and critical self discipline.

In April 2012, the Academic Senate adopted the 2009 American Association of University Professor's Statement on Professional Ethics and placed the Statement on its Web site (3.A.22: [Statement on Professional Ethics for Coastline Faculty](#)).

Self Evaluation

The College meets this Standard. On August 15, 2012 the Board passed a new policy entitled "Code of Professional Ethics for all Employees of the CCCD" (3.A.23: [BP 7XXX Code of Ethics Draft](#)).

Actionable Improvement Plan

None

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

In spring 2012, Coastline had 701 employees; their distribution is shown in **Table 3.A.1**. There are currently 41 full-time faculty members. There are 28 managers serving the College in various certificated and classified positions. Educational administrators are hired to provide leadership and support to the instructional program. Classified managers are hired to oversee college support functions.

TABLE 3.A.1

STAFFING AT COASTLINE SPRING 2012

Exec/Admin/Managerial	28
Part-Time Faculty < 50%	139
Full-Time Faculty 50–60%	113
Full-Time Faculty	41
Confidential	1
Classified	155
Short-Term Hourly	188
Professional Experts	27
Student Assistants	9
TOTAL EMPLOYEES	701

Source: CCCD Dept. of Human Resources/Census Spring 2012

The Catalog presents the academic credentials of administrators and full-time faculty. The College relies on its full-time and part-time faculty to safeguard curriculum, provide instruction, participate in governance, and promote college life.

The District continually evaluates what constitutes a sufficient number of full-time faculty members and ensures there are sufficient numbers of faculty to meet student needs in high demand classes, to ensure program vitality, and to meet or exceed the target of the state required faculty obligation number. Adherence to the 50% law serves as a benchmark. Ranking processes occur at each college to identify subject area priorities for full-time faculty hiring. As resources are available for faculty hiring, the ranked priorities are relied upon heavily in determining discipline areas that will receive full-time faculty. Based on the ranking procedure, in spring 2012, Coastline was allowed to hire (to start in fall 2012) an additional six new, full-time faculty members in key vocational and general education areas including paralegal, English, speech, sciences (anatomy/physiology and physics/astronomy), and accounting. Three of these new faculty members will fill positions of retiring faculty members, and three will fill newly created positions for impacted general education fields (especially sciences). [The search for a full-time accounting instructor will be repeated in fall 2012.]

Classified staff fulfill support functions in the areas of direct classroom support, admissions and records, paraprofessional counseling support, technology, clerical services, maintenance and operations, campus safety, and governance.

Because faculty, classified staff, and management comprise approximately 88% of the costs in the District's budget, many positions have not been replaced over the past two years due to budgetary constraints. The College and the District office have been increasingly conscious, through necessity, of the need to evaluate each and every position in terms of student demand and operational effectiveness. From 2010 to present, there has been a hiring slow down, requiring that needed positions are first filled through reorganization, transfers, or internal only recruitment. External recruitment is allowed under strict parameters mandated through Resolution by the Board of Trustees (3.A.24: [Board Resolution 11-32 Reorganization and Lateral Transfer Plan BOT Minutes 10-17-11](#), see page 11).

Every position requested for recruitment must be justified both at the local level and by President's Council (comprised of the three college presidents, two vice chancellors, chaired by the chancellor), prior to approval to proceed with recruitment.

In fall 2012, Coastline hired a dean of instruction for career and technical education who will head the Garden Grove Learning Center; this position has been vacant for three years. A new Vice President of Instruction and Student Services started summer 2012; this is a reorganized position, taking the College from a formerly three-VP model to a two-VP model.

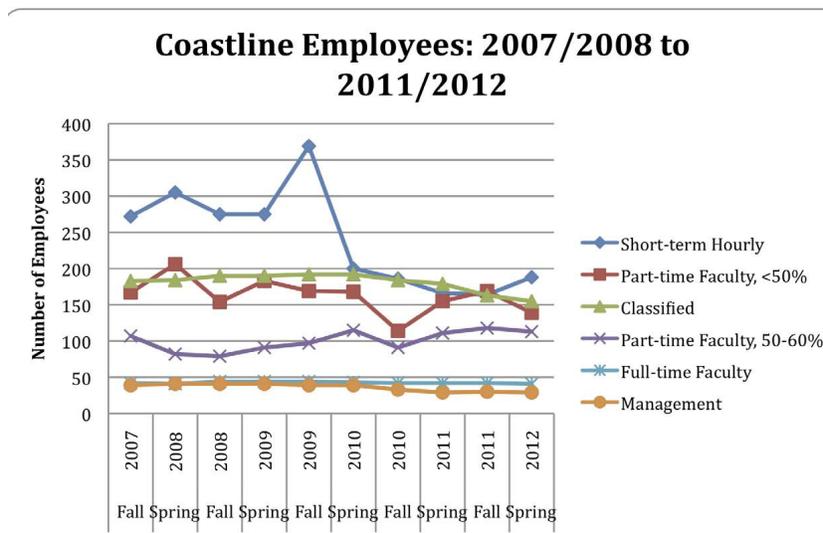
Self Evaluation

The College meets this Standard. The Academic Senate has taken a position that it would always be preferable to increase the number of full-time faculty at Coastline in order for faculty to meet its obligations to the College and students. Although the relatively small number of full-time faculty and the large number of part-time faculty create disadvantages, there are many significant benefits for the College in this situation. Employment of part-time faculty yields increased flexibility in course scheduling and in timely response to workforce trends in business and industry. Coastline's part-time faculty are committed and caring, and they give time, energy, and expertise far beyond their contractual obligations. The high level of respect, inclusiveness, and appreciation for part-time faculty is evidenced in the College's consistent invitations to, and participation of part-time faculty in, all Coastline activities, such as staff development, equal rights in voting and leadership roles in participatory governance committees, voting membership in the Academic Senate, attendance at social functions, and inclusion in College communications. Part-time faculty are intimately involved in every aspect of Coastline's college life.

The number of Coastline administrators and support staff who have been filling interim and multiple roles at the current time is not desirable, but is resourceful in these time of fiscal restraint.

Over the past five years, the number of full-time faculty at Coastline has declined by 2%; classified staff numbers declined by 9%; and management (certificated and classified combined) declined by 35% (see **Table 3.A.2** and **Figure 3.A.1**). These reductions stemmed largely from retirement incentives and natural attrition. Budgetary considerations have been the driving force of decisions relating to replacements. Ongoing discussions are occurring regarding staffing needs in all areas. There are varying opinions about whether or not there are sufficient numbers of staff. Since the colleges and District Office continue to provide a broad array of classes and services to students, it can be argued that the numbers are sufficient though not perhaps optimum, given increasing demands and decreasing personnel.

FIGURE 3.A.1
CHANGE IN COASTLINE EMPLOYEE NUMBER BY CATEGORY,
SPRING 2007 TO SPRING 2012



Source: Coast Community College District Census Reports

TABLE 3.A.2
PERCENT CHANGE IN STAFFING AT COASTLINE 2007 TO 2012

GROUP	# in 2007	# in 2012	% Change
Exec/Admin/Managerial	43	28	-35%
Part-Time Faculty < 50%	148	139	-6%
Full-Time Faculty 50–60%	107	113	+6%
Full-Time Faculty	42	41	-2%
Confidential	1	1	none
Classified	172	155	-9%
Short-Term Hourly	258	188	-27%
Professional Experts	24	27	+13%
Student Assistants	37	9	-76%
TOTAL EMPLOYEES	832	701	-16%

Source: CCCD Dept. of Human Resources/Census Spring 2007 and Spring 2012

In response to the Accreditation Self-Study Survey statement “Staff are sufficient in number to provide effective support service,” 39% of full-time faculty responded *strongly agree* or *agree*; 29% responded *disagree* or *strongly disagree*, and 32% were *neutral* or *did not know*. Of part-time faculty, 72% responded *strongly agree* or *agree*, 15% responded *disagree* or *strongly disagree*, and 14%

were *neutral* or *did not know* (Question 18). Of employees responding to the statement, 41% responded *strongly agree* or *agree*, 25% were *neutral* or *did not know*, and 34% *disagreed* or *strongly disagreed* (Question 19). Roughly a third of full-time faculty and staff were likely to disagree that staff are currently in sufficient number.

The District will work with faculty senates and employee representative groups to develop plans for replacement of personnel as fiscal resources are available. The District will also design and implement a broad-based reorganization to ensure efficiencies and effective coverage in areas of high need and demand.

Actionable Improvement Plan

None

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

There are approximately 140 Board Policies guiding the work of Human Resources. The District relies on the policy services of the Community College League of California (CCLC) to determine which policies are mandated by law and to access models for local use. In 2010, the Office of Human Resources developed a three-year plan for the systematic review of HR Policies (3.A.25: [Web Site of Coast District Personnel Policies and Procedures](#); [Web Site of Coast District Certificated Personnel Policies](#); [Web Site of Coast District Classified Personnel Policies](#); [Web Site of Coast District Confidential Personnel Policies](#); [District Supervisory/Management & Management Personnel Policies](#)).

The process for Policy development typically begins with a request from the Board of Trustees, a change in legal requirements, or constituent interest. The need for the development of a Policy or the updating of a Policy begins with a presentation to Chancellor's Cabinet, comprised of leaders from each of the District's internal constituent groups. Several HR Policies have been updated or developed with the assistance of a Task Force comprised of District-wide representatives.

Based on current requirements, draft policies are forwarded to the District's General Counsel for review to ensure consistency with current legal requirements.

The Board adopts policy in a two-reading process. Therefore, newly developed policies or revised policies are placed on a Board Agenda for review during public meetings, allowing broad-based exposure prior to adoption. Once adopted, policies are placed on the District's Web site to allow for full public access (3.A.26: [District Board Policies Web site](#)).

Self Evaluation

The College meets this Standard. Though many HR policies are out of date, significant strides have been made in the area of policy review and development over the past five years. Legal mandates and constituent feedback has driven many of the more recent policy changes. The development of a Management Hiring Policy and Procedure was a high priority for the District based on real or perceived inconsistencies in management hiring. The District's General Counsel has also identified policies that require immediate updating to avoid legal exposure. Competing time demands make it challenging to make timely policy changes. However, the review process is ongoing and has also resulted in increased focus on ensuring policies are consistently administered.

Actionable Improvement Plan

None

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

In 2007, the Board of Trustees, chancellor, faculty senates, and employee representative groups developed a Board policy for executive hiring. Subsequently, a Hiring Policy Task Force was formed in May 2009 to work with Human Resources to update all of the District's hiring policies and procedures for faculty, classified staff, and management. The Task Force received training in Equal Opportunity Employment prior to engaging in the work of policy development.

Eight Board Policies related to hiring were developed or revised, as applicable, by the Task Force, reviewed by General Counsel, and adopted by the Board in March 2010. Specifically, the Task Force presented policies relating to Equal Opportunity Employment (3.A.27: [BP 3420 Equal Employment Opportunity \(EEO\) Policy](#)), Equal Opportunity Plan (3.A.28: [BP 3421 Equal Employment Opportunity \(EEO\) Plan Policy Statement](#)), Recruitment and Selection (3.A.8: [BP 7121 Employee Recruitment & Selection Policy](#)), Faculty Hiring (3.A.2: [Board Policy 7838 Faculty Hiring](#)), Faculty Qualifications (3.A.4: [Board Policy 7839 Faculty Qualifications](#)), Classified Hiring (3.A.9: [BP 7856 Classified Staff Hiring](#)), Confidential Hiring (3.A.10: [BP 7859 Confidential Staff Hiring](#)), and Management Hiring (3.A.11: [BP 7888 Management Hiring Policy](#)). The Task Force also significantly revised the District's Nepotism Policy to address any bias in hiring or supervision of employees based on relationships by blood, marriage, adoption, or domestic partnerships where conflicts of interest may exist (3.A.29: [BP 7310 Nepotism](#)).

The Task Force finalized its work on Management Hiring Procedures, which were ratified by the Board of Trustees in August 2011, as being consistent with its adopted policy.

Self Evaluation

The College meets this Standard. Until the formation of the Hiring Policy Task Force, the District Office of Human Resources was working with policies and procedures that were significantly out of date. Updated methods were used to reflect best practices and incorporate the use of current technology. However, those practices were not clear District-wide, and some consistency was lost. Working with constituents District-wide on the development of new policies has increased awareness of Equal Opportunity Employment requirements and planted seeds for emerging trust. However, much work still needs to be done to complete the effort.

The focus on the management hiring procedures dominated much of the time of the Task Force that is now being refocused to update faculty hiring procedures, faculty equivalency processes, classified hiring procedures, and confidential staff hiring procedures.

The District plans to rename the Task Force the Equal Employment Opportunity (EEO) Advisory Committee and to task it with completion of the EEO Plan.

In response to the Accreditation Self-Study Survey statement “Coastline ensures fair employment procedures for all personnel,” 57% of full-time faculty responded *strongly agree* or *agree* and 32% were *neutral*; of part-time faculty, 70% responded *strongly agree* or *agree* and 11% were *neutral* (Question 17). Of employees responding to the statement, 65% responded *strongly agree* or *agree*, 12% were *neutral*, and 20% *disagreed* or *strongly disagreed* (Question 18).

Actionable Improvement Plan

None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The District maintains personnel records for employees (past and present) to document employment-related decisions and benefit choices and to comply with statutory record-keeping requirements. Only one official master personnel file is maintained by the District and is kept in the District Office of Human Resources. The District follows Education Code 87031 regarding employee access to personnel records and Labor Code 1198.5 regarding employee inspection of

records (3.A.30: [Ed Code 87301 Personnel Records](#)); (3.A.31: [Labor Code 1198.5 Employee Inspection of Records](#)). This is outlined in bargaining agreements (3.A.20: [District Web Site Union Agreements.aspx](#)).

To ensure confidentiality of personnel information, access to an employee's file is restricted to the employee, an authorized agent, and authorized administrators and supervisors. Employees' medical and benefits records files are maintained separately from personnel files in accordance with the Americans with Disabilities Act. Access to an employee's medical file and any medical-related information is restricted to the employee and the Vice Chancellor of Human Resources or his/her designee.

Each employee has the right, by appointment, to review and copy, but not remove, the contents of his/her own official personnel file. Any other reproduction of master file documents occurs in the course of day-to-day human resources work or by court order.

Self Evaluation

The College meets this Standard. Master file documents are well-organized and filed in a timely manner. Anyone outside of Human Resources staff and immediate organizational supervision must be given written permission by the employee to review the master file. Once granted, persons reviewing a file must present a photo ID and complete/sign a Personnel File Utilization Form stating the purpose of the file review. Once signed, this form is kept in the master file. These forms provide an excellent "paper trail," ensuring only persons authorized by the employee are viewing confidential employee information.

Actionable Improvement Plan

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

To ensure a broad, diverse applicant pool, the District Office of Human Resources distributes position announcements to all District employees as well as to outside institutions, registries, listservs, scholarly publications, and other agencies as appropriate.

In accordance with Board Policy, the Coast Community College District remains committed to providing equal employment opportunity for all persons and continues to refine recruitment and selection efforts to promote diversity and equity (3.A.27: [BP 3420 Equal Employment Opportunity \(EEO\) Policy](#)); (3.A.28:

[BP 3421 Equal Employment Opportunity \(EEO\) Plan Policy Statement](#)); (3.A.32: [BP 7813 Gender Equity Policy Statement](#)). The Coast Guiding Principles and goals were collaboratively developed and incorporated in the District Vision 2020 Educational Master Plan (3.A.33: [District Vision 2020 Educational Master Plan](#)). District Principles include:

Diversity – Reflect inclusiveness with all ethnic, socioeconomic, educational, abilities, and cultural backgrounds (3.A.34: [District Mission & Vision Statements](#)).

Equity – All staff members serve and contribute to our students’ success with equal importance.

Methods used to facilitate the achievement of diversity goals are as follows:

- Use of electronic applications and screening tools (broad outreach and assessment consistency)
- Marketing materials that reflect commitment to equal employment opportunity
- Participation in diversity job fairs
- Use of state and national academic listservs
- Distribution of job summaries to more than 200 local community organizations
- Partnership and use of California Community College Registry
- Collaborative creation and consistent application of training and diversity information.

(3.A.35: [How to Apply-District Electronic Application](#)); (3.A.36: [CA Community Colleges Job Registry](#))

Self Evaluation

The College meets this Standard. Ongoing discussions reflect understanding and commitment; however, improvement is needed to translate stated commitment to actual achievement of the goal of a minority ratio that is more congruent with the student population. Please refer to **Standard III.A.4.b Self Evaluation** for a complete review of issues related to equity and diversity.

In response to the Accreditation Self-Study Survey statement “Coastline promotes employee diversity,” 75% of full-time faculty responded *strongly agree* or *agree*, and 21% were *neutral*; of part-time faculty, 82% responded *strongly agree* or *agree*, and 10% were *neutral* (Question 17). Of employees responding to the statement, 79% responded *strongly agree* or *agree*, and 9% were *neutral* (Question 18).

Actionable Improvement Plan

None

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Coastline adheres to the District EEO/Staff Diversity Plan, which includes employment goals and hiring procedures. The campus Human Resources Office fosters diversity and appreciation for diversity in numerous activities undertaken each year. Diversity is an aspect of orientation for committee recruitment, staff development, arts and cultural events, recruitment for students, and the hiring and promotion of faculty and staff.

The College maintains a Personnel Service/Human Resources Office at College Center to support all personnel.

Self Evaluation

The College meets this Standard. Coastline's commitment to diversity is demonstrated by the following non-discrimination statement, which is displayed in all College publications:

"The Coast Community College District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information." (3.A.37: [BP 1201 Non-Discrimination Statement](#))

In the Catalog and the Class Schedule, the non-discrimination statement appears in Spanish and Vietnamese as well as English.

The Diversity, International and Intercultural Committee follows a mandate of promoting the development and implementation of practices that will enhance understanding and competence about our responsibilities as local and global citizens while creating a supportive environment for students, faculty, and staff. The committee charge and membership was updated at the beginning of fiscal year 2011–12. The goal of the committee is to promote awareness and appreciation of diversity within the College by exposing faculty, students, and staff to the various cultural and socioeconomic backgrounds of those that we serve. The committee's hope is that, by promoting this awareness throughout the college community, it will be ingrained in our faculty and staff and will be reflected in diverse hiring practices. The committee will also annually review reports that include a description of the diversity ratios for those in applicant pools, those interviewed, and those recommended for hire.

In response to the Accreditation Self-Study Survey statement “Coastline promotes the development of a diverse educational and cultural campus environment,” 79% of full-time faculty responded *strongly agree* or *agree* and 14% were *neutral*; of part-time faculty, 81% responded *strongly agree* or *agree* and 20% were *neutral* or *did not know* (Question 17). Of employees responding to the same statement, 78% responded *strongly agree* or *agree*, and 20% were *neutral* or *did not know* (Question 18).

Actionable Improvement Plan

None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The District Office of Human Resources and EEO/Recruitment Coordinators monitor hiring processes to ensure consistent and equitable application of approved procedures. Managers and other personnel are provided with relevant training regarding equal employment opportunity and the District’s stated commitment to equity and diversity.

The demographics of the District’s workforce is reviewed annually and presented in a public Board meeting. This includes local ethnicity data, student ethnicity data, District-wide ethnicity data, and college ethnicity data (3.A.38: [Fall 2010 Employee Ethnicity Coast District](#)); (3.A.39: [Fall 2010 Student Ethnicity Coast District](#)); (3.A.40: [Coast District Employee Demographics](#)).

Self Evaluation

The College meets this Standard. The college regularly assesses its record in employment equity and diversity. Over the past five years, Coastline has made strides in the hiring of Asian and Latino employees, particularly faculty and clerical staff (3.A.40: [Coast District Employee Demographics](#)). Although the employee body is not as diverse as the student population and surrounding community, there has been an increase in hiring staff members from monitored groups.

Actionable Improvement Plan

None

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

There are three unions in the District: The full time faculty are represented by the Coast Federation of Educators (CFE); the part-time faculty are represented by the Coast Community College Association (CCCA); and the classified staff are represented by the Coast Federation of Classified Employees (CFCE). Working conditions are collectively bargained, and the District strives to adhere to the Collective Bargaining Agreements. Two unrepresented groups—the Association of Confidential Employees (ACE) and the Coast District Managers Association (CDMA)—address working conditions through a less formal meet-and-confer process. There are also policies with accompanying procedures that address issues of equity, non-discrimination, acceptable computer use, and workplace violence (3.A.20: [District Web Site Union Agreements.aspx](#)); (3.A.41: [BP 3510 Workplace Violence Plan](#)); (3.A.42: [BP 7803 Sexual Harassment Policy Statement](#)); (3.A.43: [Discrimination Complaint Form](#)); (3.A.44: [Full-Time Faculty Union Due Process Draft - 7-13-11.docx](#)); (3.A.45: [BP 3720 Computer and Electronic Resources Systems Acceptable Use Policy and Procedure](#)). The College Catalog includes statements about Academic Freedom, Academic Honesty, Family Educational Rights and Protection Act (FERPA), and Student Code of Conduct (3.A.46: [2012-2013 Catalog Web Site](#)). There are policies to address student concerns and established student organizations to ensure students have a voice in District operations (3.A.47: [Student Board Policies Web Page](#)). The District continues to advocate for programs and services for students to ensure fulfillment of its mission.

Self Evaluation

The College meets this Standard. With a backdrop of diminishing resources, staff have described feelings of isolation and declining empowerment; the College President meets with the College Classified Senate executive board monthly. She also meets with the full- and part-time faculty union representatives on a monthly basis as well as with the student association president and with the managers as a group once a month. She meets with the College Council, which is the main decision-making body, including members from all constituency groups, twice a month. She also meets with the Academic Senate President and the Senate executive board members twice a month during the academic year. In this way, the College President is able to keep abreast of any perceived problems within each constituency group and to work toward a quick resolution.

The District plans to develop and administer a District-wide climate survey; in August 2012, the Board passed an employee Code of Conduct regarding professionalism, ethical standards in the workplace, and civility. Concerns in the

District related to bullying have prompted employee representative groups to request a Board policy of zero tolerance for bullying behaviors.

In response to the faculty Accreditation self-study question “Overall, how would you assess the campus environment for faculty at Coastline?” 61% of full-time faculty reported it was *excellent* or *good*, and 29% reported it was *fair*. Of part-time faculty, 80% reported it was *excellent* or *good*, and 11% reported it was *fair* (Question 17).

In response to the employee Accreditation self-study question “Overall, how would you assess the campus environment for employees at Coastline?” 73% of employees reported it was *excellent* or *good*, and 22% reported it was *fair* (Question 17).

In response to the Accreditation self-study statement “I am treated with respect and dignity,” 75% of full-time faculty responded *strongly agree* or *agree*, and 18% were *neutral*; of part-time faculty, 90% responded *strongly agree* or *agree*, and 3% were *neutral* (Question 17). Of employees responding to the same statement, 79% responded *strongly agree* or *agree*, and 11% were *neutral* (Question 18).

Actionable Improvement Plan

None

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

Professional development activities are supported for all employee groups, District-wide (3.A.20: [District Web Site Union Agreements.aspx](#)); (3.A.48 Web Sites for Board Policies related to Professional Development: [BP 7854 CCCD Classified Employees Professional Development Program Guidelines](#); [BP 7862 CCCD Confidential Employees Professional Development Program](#); [BP 7886 Management Professional and Staff Development Program](#)).

FACULTY

Each college has professional development funding for full-time faculty to encourage pursuit of goals that increase knowledge in a specific discipline and to enhance teaching effectiveness. Funds are allocated to allow horizontal moves for faculty as they advance in educational pursuits. Sabbatical leaves are also funded for projects that refresh and enhance a faculty member’s subject area expertise.

Coastline's professional development funds are administered by the Professional Development Institute (3.A.49: [Professional Development Institute Web Page](#)); (3.A.50: [PDI 2011-12 Conference Expense Report](#)).

The Collective Bargaining agreement with CFE also provides for faculty retraining leave so that faculty members teaching in areas where student demands have diminished are able to refocus their careers to support other areas of the organization.

Individual part-time faculty may apply for funds to attend conferences or workshops (no more than twice a semester), with a limit not to exceed \$700 per request, on a first-come, first-served basis, subject to overall funding (3.A.51: [CTA Contract](#), p. 17). The Professional Development Institute/Committee provides funding oversight for workshop and conference attendance for both part-time and full-time faculty members; however, the funding sources come from separate sources for the two faculty groups (3.A.50: [PDI 2011-12 Conference Expense Report](#)).

Online training is available for Seaport learning management software (3.A.52: [OL&IT Faculty & Staff Support Web Site](#)).

CLASSIFIED STAFF

Classified staff are encouraged to pursue higher education, and funds are set aside for their professional development. Through the most recent round of negotiations, the updated Collective Bargaining Agreement with CFCE also allows for reimbursement for participation in classes that enhance effectiveness in current assignments or that promote wellness (3.A.53: [Staff Development Guidelines Web Site](#)); (3.A.48: [BP 7862 CCCD Confidential Employees Professional Development Program](#)); (3.A.54: [Professional Development Classified Staff Tentative Agreement 11-16-11](#)).

Classified staff have the opportunity to train in areas of interest through a structured job training/job shadowing program. Successful completion of the program guarantees an interview in the assignment of interest (3.A.55: [District Job Training Brochure](#)).

MANAGEMENT

Funds are allocated for managers to attend conferences and for education in pursuit of advanced degrees. Managers are encouraged to attend workshops offered annually by Liebert Cassidy Whitmore through the Southern California Community College District Employment Relations Consortium (3.A.56: [Liebert Cassidy Whitmore Web Site](#)) (3.A.48: [BP 7886 Management Professional and Staff Development Program](#)); (3.A.57: [Coast District Management Professional & Staff Development](#)).

The District has held a series of workshops for managers over the past several years on focused topics leading to the improvement of skills (3.A.58: [CCCCD Management Training 2010-2012.docx](#)). The District is planning a fall 2012 workshop for managers based on the strategic planning book *Flash Foresight* by Daniel Burrus.

Self Evaluation

The College meets this Standard. There is an effective array of professional development training, including options for employees interested in degree attainment and job-specific training.

The District would like to improve training for new faculty members to aid their success in the classroom and training for new managers to aid success in leadership. At Coastline, new faculty members receive group orientation prior to the start of the school semester. A Faculty Resources Web site contains materials of use to all faculty (3.A.59: [Faculty Resource Materials](#)). The Office of Learning and Information Technology maintains a help and documentation site (3.A.52: [OL&IT Faculty & Staff Support Web Site](#)). Mentors were assigned to assist all faculty when the Seaport's learning management software was introduced (3.A.60: [Mentors Mentees List](#)).

Actionable Improvement Plan

None

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Coastline faculty, managers, and staff receive many professional development and training opportunities through a variety of sources that meet the needs of employees; the organization; and, ultimately, the students and other customers we serve.

For example, the District offers regular training in identified areas of need:

- Interest-based bargaining to build trust and increase efficiency and effectiveness in the negotiations process
- Training for all managers when collective bargaining agreements change
- Technology training in new and emerging technologies and training to increase skill level for current applications
- Mandated sexual harassment prevention training for all managers
- All management professional workshop days (Example topics include Crucial Conversations, Four Generations in the Workplace, Budget

Trends, Community Colleges in Transition.)

Using in-house and outside experts, Coastline also develops and delivers its own professional development opportunities designed specifically to meet our local needs at no cost to participants. These include the following regular events:

- All-College Spring Workshop (once a year—for all faculty and staff) This workshop (either half-day or full-day) focuses on special topics of need as determined by the President’s Council and the College Professional Development & Leadership Committee. Previous topics include Student Success, Customer Service, Sustainability, Networking, etc. There are also plans to offer an All-College Fall Workshop.
- Coastline Leadership Academy (once a year—winter/spring—for all faculty and staff) A limited group of Coastliners (10 to 12 per year) are accepted after an application process to attend this very popular, five-day, off-site program to develop leaders from all constituency groups (3.A.61: [Leadership Institute Flyer fall 2010](#)); (3.A.62: [Fall 2010 Leadership Workshop Flyer](#)).
- All-College Meeting (once a year—for all faculty and staff) These meetings coincide with the beginning of each term and are held in a community ballroom (the Rose Center) which is adjacent to the Le-Jao Center. The first hour is dedicated to presentations and updates about the College, usually followed with small group activities that involve faculty, classified staff, and administrators (recent topics include accreditation, program review, master planning, etc.). The second hour is dedicated to faculty activities in the ballroom (recent topics have included Academic Quality Rubric training, Program and Institutional SLO training and development, curriculum training, Seaport training, dialog on SLO outcomes, etc.). After the large group faculty meeting, the faculty break into smaller discipline groups in classrooms at the Le-Jao Center. Attendance at the All-College meeting is mandatory for faculty, according to Union Contracts. (3.A.63: [Faculty Meeting Flyer 8-31-12.pdf](#)).
- Summer Technology Institute (once a year—for all faculty and staff) This two-day conference includes sessions on various areas of instructional technology, including best practices in online teaching/learning, hands-on workshops in the use of specific software applications (e.g., MS Office Suite, Adobe, TechSmith), mobile applications in education, etc. During the last few years, Coastline has invited members of our sister colleges (Golden West College and Orange Coast College) to both present and attend the Summer

Technology Institute (3.A.64: [Email Invitation to Summer Institute](#)).

The Coastline Professional Development and Leadership Committee assists with these and other training and support activities with the following mandate:

To promote, coordinate, recommend, and support the creation and delivery of professional development and leadership programs that increase the effectiveness of our institution and the satisfaction of our employees.

Other opportunities and resources developed or coordinated by this committee and the Office of Learning and Information Technology include:

- Webinars and Brown Bag Lunch seminars on various topics using different sources including in-house experts, the Instructional Technology Council, Magna Publications, the American Management Association, etc.
- An online faculty/staff support Web site (3.A.52 CCC Web [OL&IT Faculty & Staff Support Web Site](#)) that provides:
 - Online help aids for Coastline’s Seaport learning management system
 - Helpful tools for using MyCCC, MS Office, OWA, etc.
 - Other professional development resources, such as @ONE, Lynda.com, Edustream, etc.
 - Resources especially valuable to new employees
 - A list of upcoming training events and an online tool to register for them
 - An online Help Center to submit 24/7 requests for help or suggestions for improvement.
- Leadership roundtable events that bring community leaders to Coastline for open Q&A with employees about various topics and challenges in leading people, projects, and organizations.

In 2009, Coastline developed and deployed a more comprehensive New Faculty Orientation program, a two-hour, face to face presentation augmented with a PowerPoint presentation designed to introduce the College and its culture and key departments and leaders as well as important services and local support staff. Coastline was asked to share our PowerPoint presentation with our sister colleges, and they are “borrowing” elements of it to use in their own orientation programs.

Also, professional development and/or educational/conference reimbursement funds are available for Coastline faculty through the Professional Development Institute, for management through the Coast District Management Association, and for classified staff through the Classified Senate. The Academic Senate also

provides funding for faculty members attending outside professional activities related to statewide Academic institutes and activities. A number of faculty participate in statewide committees; their activities are funded by the Academic Senate for California Community Colleges (ASCCC) or the Chancellor's Office (See III.A.5).

In addition, those involved with professional development at Coastline sit on a Joint District Staff Development Coordinating Group for the purpose of sharing resources between the sister colleges and our District Office for the benefit of all District faculty and staff.

Self Evaluation

The College meets this Standard. Currently the training provided is aimed at addressing specific needs, just in time. Through verbal or written evaluations, feedback indicates the activities are well received. Respondents feel the opportunities have been useful and relevant and have helped them improve their work performance and career advancement.

The College is exploring ways to use existing resources, both fiscal and human, to design a more coordinated professional development effort to continuously promote training and learning, beginning with hiring/orientation, continuing through the first year and beyond. In 2012, Coastline created a new administrative position (Associate Dean, Distance Learning & Professional Development) that will have responsibility for guiding and coordinating professional development activities at the College. Key goals are to identify core competencies, to more systematically focus professional development events and resources on those core skills, and to efficiently assess program development to ensure it is meeting the needs of all constituencies.

The District is exploring ways of using existing resources, both fiscal and human, to design a more coordinated professional development effort District-wide. Currently, faculty and staff from sister schools are invited to attend and present at each other's structured staff development programs.

In response to the Accreditation Self-Study Survey statement "I attend on-campus staff development activities (e.g., Summer Institute)," 93% of full-time faculty responded *yes*; of part-time faculty, 65% responded *yes* (Question 19). Of employees responding to the statement, 54% responded *yes* (Question 21).

In response to the Accreditation Self-Study Survey statement "I have engaged in other professional activities for which I received financial support or other reimbursement by the college within the last three years," 64% of full-time faculty said *yes*; 38% of part-time faculty said *yes* (Question 19); and 75% of employees said *yes* (Question 21).

In response to the Accreditation Self-Study Survey statement "I have engaged in other professional activities within the last three years and did not receive support

from the college for this participation,” 75% of full-time faculty said *yes*; 63% of PT faculty said *yes*; and 58% of employees said *yes* (Question 21).

Actionable Improvement Plan

None

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Structured professional development activities such as Summer Technology Institute and All College Spring Workshop are evaluated by tracking attendance and deploying surveys, usually online (via SurveyMonkey). Survey results are analyzed by the Professional Development & Leadership Committee, and are used as a basis for improvement and for implementation of new opportunities not previously offered.

In addition, the Office of Learning and Information Technology (OL&IT) maintains a Faculty/Staff Support Web site of help aids; tutorials; instructional materials; training registration; and a help ticket system that tracks help requests by topic, date, and user; this enables the OL&IT staff to focus their training on key areas of concern or confusion. In the response e-mail, it has a space for the recipient to respond whether the help received was helpful (yes/no). OL&IT also has a suggestion box/link and posts changes it has made in response to suggestions from the field (3.A.52: [OL&IT Faculty & Staff Support Web Site](#)).

Self Evaluation

The College meets this Standard. Participants are asked to evaluate professional development programs. The Professional Development & Leadership Committee also surveys the constituency regarding its perceived staff development needs (3.A.65: [2010 Summer Institute Evaluations](#)) (3.A.66: [2011 Spring Workshop Evaluation Survey Results](#)); (3.A.67: [2009-2010 Professional Development Survey Results](#)).

Actionable Improvement Plan

None

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The District Vision 2020 Educational Master Plan includes a Human Resources and Staffing Plan document that addresses the staffing needs of the District (3.A.68: [District Vision 2020 Educational Master Plan](#) see appendix H). The College developed its own Staffing Plan for 2008–2013 (3.A.69: [CCC Long Term Staffing Plan-2008-2013](#)), and has a new 2013–2019 plan ready for constituency review in fall 2012 (3.A.70: [Staffing Plan 2013-2019](#)). Staff planning has been a continuous part of ongoing reorganization planning and implementation, based upon the College mission. The Staffing Plan will be updated as part of the six-year Strategic Education Master Planning cycle (**See: Strategic Planning Cycles**).

One of the critical features addressed in the District Staffing Plan is the need for careful planning for full-time faculty replacement, considering the aging of the faculty in the District, including at Coastline. Two key areas discussed are the 50% Law and Faculty Obligation Number (FON). California Education Code 84362 requires a minimum of 50% of a community college district's current education costs be spent during each fiscal year for salaries of classroom instructors. Remaining in compliance with the 50% Law over the next decade will continue to be a challenge as it has been in recent years. For instance, in the most recent two budget years, the District's compliance level has been right at the 50% calculation or only slightly over, leaving little margin for error. Furthermore, 118 of the District's 428 full-time faculty, or almost 28%, are 60 years old or older. By June 2012, more than half the District's full-time faculty will be over the age of 55, and more than 96 instructors will have reached the age of 62. The impending retirement of such a large percentage of full-time faculty over the next several years will put pressure on the District's ability to stay in compliance with the 50% Law as well as the mandatory Faculty Obligation Number (FON). As faculty at the higher ranges on the salary schedule retire, they will be replaced with new faculty working at lower pay, thus reducing the overall expenditures for instruction and potentially creating an adverse effect for the 50% calculation. The District and its colleges will need to ensure an aggressive campaign to identify full-time faculty vacancies with sufficient time to hire new faculty to replace those who will be retiring as well as hiring sufficient faculty to remain within the FON.

Optimally, at least six months is needed to recruit faculty. The challenge of replacing full-time faculty is further exacerbated by a large decrease in the number of full-time faculty in recent years and the fact that many academic

departments/disciplines throughout our District, including at Coastline, have only one full-time faculty member. One person cannot adequately serve on the high number of faculty selection committees that would be needed if many faculty were to retire in any one year.

Coastline assesses human resources needs to support the Master Plan Priorities and Initiatives. Classified staff planning begins at the department level and flows through Coastline's integrated planning process, which includes review by the PIEAC and BC. When department managers submit requests to fill job vacancies, they must justify the request as essential to fulfill department responsibilities. Currently, any vacancies are discussed in Coastline's President's Cabinet meetings. If approved for recruitment in President's Cabinet, the president must submit the request for approval by the District President's Council prior to approval by the Board.

Prioritization for full-time faculty staffing needs is determined by consultation with deans, the Vice President of Instruction/Student Services, and the Academic Senate in coordination with Program and Department Review, the PIEAC, and Budget Committee (BC). Prioritization takes place yearly.

Self Evaluation

The College meets this Standard. The Coast District Staffing Plan endeavors to provide a framework by which the District continuously monitors and enhances its percentage of current expense of education specifically expended on classroom instructors. With a focus on increasing the percentage of expenses directly applied to the teaching of students by instructors, the District also seeks to enhance its complement of classroom-related, full-time/part-time faculty and instructional related classified staff. The College reviews its own Staffing Plan in light of these resources.

Human resources are at the core of most institutional discussions and decisions. Employees currently comprise 88% of the District budget; therefore, budget planning includes strategic planning relative to staffing levels and benefits offerings. Planning related to the organizational mission also includes decisions related to human resources to ensure placement of employees in areas that contribute to institutional effectiveness.

Actionable Improvement Plan

None

Documents Referenced in Standard III.A.

- 3.A.1 [District Job Openings, Showing Minimum Qualifications Link](#)
- 3.A.2 [Board Policy 7838 Faculty Hiring](#)
- 3.A.3 [Board Policy 7832 Evaluation and Improvement of Instruction](#)

- 3.A.4 [Board Policy 7839 Faculty Qualifications](#)
- 3.A.5 [Minimum Qualifications for Faculty & Administrators in CA Community Colleges](#)
- 3.A.6 [Search Committee EEO Orientation PowerPoint](#)
- 3.A.7 [Job Announcement Example VP](#)
- 3.A.8 [BP 7121 Employee Recruitment & Selection Policy](#)
- 3.A.9 [BP 7856 Classified Staff Hiring](#)
- 3.A.10 [BP 7859 Confidential Staff Hiring](#)
- 3.A.11 [BP 7888 Management Hiring Policy](#)
- 3.A.12 [CFE Union Contract](#)
- 3.A.13 [Classified Union Contract 2009-2010](#)
- 3.A.14 [Classified Performance Appraisal Form](#)
- 3.A.15 [Part-Time Faculty Union Contract](#)
- 3.A.16 [Status of Performance Evaluations.docx](#)
- 3.A.17 [CCCD: Management Evaluation Procedures Web Site](#)
- 3.A.18 [Management Evaluation Process](#)
- 3.A.19 [Board Policy 7884 Management Longevity](#)
- 3.A.20 [District Web Site Union Agreements.aspx](#)
- 3.A.21 [Resolution 010-04 Code of Ethical Conduct for Employees.docx](#)
- 3.A.22 [Statement on Professional Ethics for Coastline Faculty](#)
- 3.A.23 [BP 7XXX Code of Ethics Draft](#)
- 3.A.24 [Board Resolution 11-32 Reorganization and Lateral Transfer Plan BOT Minutes 10-17-11](#)
- 3.A.25 [Web Sites for District Personnel Policies \(Web Site of Coast District Personnel Policies and Procedures; Web Site of Coast District Certificated Personnel Policies; Web Site of Coast District Classified Personnel Policies; Web Site of Coast District Confidential Personnel Policies; District Supervisory/Management & Management Personnel Policies\)](#)
- 3.A.26 [District Board Policies Web site](#)
- 3.A.27 [BP 3420 Equal Employment Opportunity \(EEO\) Policy](#)
- 3.A.28 [BP 3421 Equal Employment Opportunity \(EEO\) Plan Policy Statement](#)
- 3.A.29 [BP 7310 Nepotism](#)
- 3.A.30 [Ed Code 87301 Personnel Records](#)
- 3.A.31 [Labor Code 1198.5 Employee Inspection of Records](#)
- 3.A.32 [BP 7813 Gender Equity Policy Statement](#)

- 3.A.33 [District Vision 2020 Educational Master Plan](#)
- 3.A.34 [District Mission & Vision Statements](#)
- 3.A.35 [How to Apply-District Electronic Application](#)
- 3.A.36 [CA Community Colleges Job Registry](#)
- 3.A.37 [BP 1201 Non-Discrimination Statement](#)
- 3.A.38 [Fall 2010 Employee Ethnicity Coast District](#)
- 3.A.39 [Fall 2010 Student Ethnicity Coast District](#)
- 3.A.40 [Coast District Employee Demographics](#)
- 3.A.41 [BP 3510 Workplace Violence Plan](#)
- 3.A.42 [BP 7803 Sexual Harassment Policy Statement](#)
- 3.A.43 [Discrimination Complaint Form](#)
- 3.A.44 [Full-Time Faculty Union Due Process Draft - 7-13-11.docx](#)
- 3.A.45 [BP 3720 Computer and Electronic Resources Systems Acceptable Use Policy and Procedure](#)
- 3.A.46 [2012-2013 Catalog Web Site](#)
- 3.A.47 [Student Board Policies Web Page](#)
- 3.A.48 [Web Sites for Board Policies Related to Professional Development \(BP 7854 CCCD Classified Employees Professional Development Program Guidelines; BP 7862 CCCD Confidential Employees Professional Development Program; BP 7886 Management Professional and Staff Development Program\)](#)
- 3.A.49 [Professional Development Institute Web Page](#)
- 3.A.50 [PDI 2011-12 Conference Expense Report](#)
- 3.A.51 [CTA Contract](#)
- 3.A.52 [OL&IT Faculty & Staff Support Web Site](#)
- 3.A.53 [Staff Development Guidelines Web Site](#)
- 3.A.54 [Professional Development Classified Staff Tentative Agreement 11-16-11](#)
- 3.A.55 [District Job Training Brochure](#)
- 3.A.56 [Liebert Cassidy Whitmore Web Site](#)
- 3.A.57 [Coast District Management Professional & Staff Development](#)
- 3.A.58 [CCCD Management Training 2010-2012.docx](#)
- 3.A.59 [Faculty Resource Materials](#)
- 3.A.60 [Mentors Mentees List](#)
- 3.A.61 [Leadership Institute Flyer fall 2010](#)
- 3.A.62 [Fall 2010 Leadership Workshop Flyer](#)

- 3.A.63 [Faculty Meeting Flyer 8-31-12.pdf](#)
- 3.A.64 [Email Invitation to Summer Institute](#)
- 3.A.65 [2010 Summer Institute Evaluations](#)
- 3.A.66 [2011 Spring Workshop Evaluation Survey Results](#)
- 3.A.67 [2009-2010 Professional Development Survey Results](#)
- 3.A.68 [District Vision 2020 Educational Master Plan](#) see appendix H
- 3.A.69 [CCC Long Term Staffing Plan-2008-2013](#)
- 3.A.70 [Staffing Plan 2013-2019](#)

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Coastline provides safe and sufficient physical resources for its programs and services. The Vice President of Administrative Services and the Director of Maintenance and Operations oversee the overall maintenance and safety of Coastline’s physical facilities. The District Vice Chancellor of Administrative Services supports the College in physical resource planning and assists the College in obtaining available state funding for repairs, renovations, land acquisition, and building projects.

Coastline’s administrative offices are located centrally in the College Center, a four-story building in Fountain Valley. The College operates its site-based educational program in three primary locations: Westminster, Garden Grove, and Costa Mesa. The College will open a new 67,000 square foot building in spring 2013—the Newport Beach Learning Center. This facility will replace the current Costa Mesa Center, which is leased. The new facility will be state-of-the-art in terms of teaching/learning space. The Le-Jao Learning Center, built in 2006, also provides a modern, new facility for teaching/learning in its compact 35,000 area square feet. The Garden Grove Learning Center was constructed in 1997 and offers 45,000 square feet of modern space. The Facilities Plan (FP) developed in 2011 concluded that the current and planned “teaching space,” consisting of lecture and laboratory, will be sufficient to meet required needs through the year 2020 (p. 33) (3.B.1: [Map of CCC Sites in Service Area](#)); (3.B.2: [Map College Center \(Fountain Valley\)](#)); (3.B.3: [Map Garden Grove Center](#)); (3.B.4: [Map Le Jao Center \(Westminster\)](#)); (3.B.5: [Map Costa Mesa Center](#)); (3.B.6: [Newport Beach Campus Map](#)); (3.B.7: [Vision 2020 Facilities Master Plan](#)).

The College also provides courses at several off-campus locations (3.B.8: [Leases at a Glance 6-2012](#)) including local high school campuses. These facilities must comply with building regulations issued by the Division of the State Architect (DSA) and federally mandated health and safety requirements, ensuring ADA access. To ensure off-site facilities have the resources that aid in the delivery of Coastline’s educational programs, each department chairperson works with the

learning center dean and his staff who are in closest geographic proximity to the site to coordinate off-site audiovisual and other equipment needs.

Training in English as a foreign language and some general education credit courses are offered in a contract education program for non-U.S. nationals at Xiang Jiang High School, a new private high school located outside of the city of Guangzhou in Guangdong Province, China. This site has been evaluated by the College program administrators and is considered to be a state-of-the art facility that provides excellent physical resources and technical equipment to support the educational resource needs of our students (3.B.9: [Map of XJS High School and Surrounding Area](#)).

Distance learning resources are coordinated by the Distance Learning Department at the College Center, which maintains a Web site of help topics and a staff that provides assistance to faculty and students on-site, by telephone, or through e-mail. The Computer Services Department maintains servers from the College Center, with backup servers for the College distance learning program leased off-site in the city of Costa Mesa.

The Computer Services Department is responsible for all infrastructure, wireless, e-mail, computer systems, servers, programming, audio-visual, and help desk. Computer Services backs up all institutional data nightly and also utilizes Infrastructure-as-a-Service (IaaS) for our Learning Management System and Military systems. The College has entered into an agreement with Time Warner to provide a mesh metro Ethernet network that will interconnect all our geographically dispersed locations with fiber and afford us a 1G bandwidth to each site.

Coastline depends heavily on technology. As a result, it is constantly looking for ways to leverage existing resources to do more with less. Since the College lacks a formal data center and related facilities, in summer 2012, key servers and other systems were relocated to the District data center where space and a quality data center is already in place to host Coastline collateral systems and distributed facilities. A new network design connects all the various sites with fiber to ensure continuity and quality of service for all technologies with adequate response times and bandwidth.

The Office of Special Programs and Services for the Disabled (SPSD) maintains a close relationship with the Maintenance and Operations Department to ensure there are no physical barriers that prevent students from achieving their educational goals. A faculty member from the SPSD office serves on the Facilities & Sustainability Committee and brings accessibility concerns to the committee. The College is in compliance with state and federally mandated Americans with Disabilities Act (ADA) standards and consistently makes improvements to the College's offices and buildings to ensure accessibility. ADA and other safety issues are addressed through the campus' Facilities & Sustainability Committee on an ongoing basis.

The Facilities Committee reviews and recommends policies governing the College's facilities to the College Council. Major projects that compete for College-level funding are referred to the College Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC), which then prioritizes and refers requests to the Budget Committee. Requests for building and grounds maintenance, equipment maintenance, or custodial services are submitted online (3.B.10: [Request for Maintenance or Service Online Form](#)).

Coastline's Campus Safety and Security Department is responsible for assuring the safety and welfare of Coastline students, employees, and visitors; preventing theft and vandalism of College property; reporting unlawful activity to the College and local law enforcement; making notifications about safety issues; providing parking lot escorts; and preparing incident reports. Three part-time campus safety officers (19.5 hour-per-week employees) work Monday through Thursday from approximately 5:30 p.m. to 10:30 p.m. One each is assigned either to the Costa Mesa Center, Garden Grove Center, or the Le-Jao Center, and additional hourly officers are utilized, as needed.

In 2008, Coastline's Security Coordinator, working with the District's Emergency Preparedness Coordinator, completed an Emergency Plan that meets state and federal legal requirements. Floor Marshals, designated for each of the main campuses, receive annual training to improve emergency management response and coordination efforts. The training includes evacuation procedures, basic search and rescue techniques, fire suppression, Stryker evacuation chair training, emergency communications, and the location of emergency shutoffs and emergency supplies.

The College ensures a safe environment and safe facilities through feedback from the Facilities & Sustainability Committee and the Safety/Health/Disaster Preparedness (SHDP) Committee, which include representation from all constituency groups (3.B.11: [College Committee List 2012-2013](#)). Issues involving safety of all College facilities are reported to the Safety and Security Department and/or the SHDP and forwarded as appropriate to Maintenance and Operations or the Office of Administrative Services.

District Administrative Services Oversight

As adopted in 1992, BP 4611 Illness and Injury Prevention Program stipulates the Board's policy of providing a safe and healthful workplace for its students, faculty, administrators, staff and visitors (3.B.12: [BP 4611 Injury and Illness Prevention Program](#)).

The District's Risk Management Department, with assistance from the District's insurance broker, conducts a biannual safety and loss prevention inspection of all facilities owned by the District and its colleges. The District maintains an ongoing Ex-Mod below 1, which reflects a loss ratio less than the average community college District in our insurance pool.

On a continuous basis, the District's Environmental Health and Safety Department evaluates safety programs, projects, and facilities to identify potential risk exposure and implement appropriate engineering, administrative, or personal protective measures.

Self Evaluation

The College meets this Standard. The Coast District developed a Vision 2020 Facilities Plan (FP) with specific recommendations for each of the colleges in May 2011. The FP effectively analyzed the physical safety and sufficiency of College physical resources for the next nine years. The College Facilities & Sustainability Committee and the SHDP Committee meet monthly, using a participatory governance structure with data provided from appropriate departments and individuals to evaluate the adequacy and safety of its facilities and to ensure that they efficiently meet the needs of College programs and services (3.B.7: [Vision 2020 Facilities Master Plan](#)).

Actionable Improvement Plan

None

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

In May 2011, with participation of College constituency groups, the Coast District developed a Vision 2020 Facilities Plan (FP) with specific recommendations for each of the colleges (3.B.7: [Vision 2020 Facilities Master Plan](#)). The three overarching goals of the plan are to 1) Provide the optimal physical settings to support the District's overall academic mission, 2) Serve as a resource for decision-making relative to development of the colleges and the District in the future, 3) Articulate with and support the District's Vision 2020 Educational Master Plan. The planning process identified six key areas for analysis and input:

1. Existing conditions
2. Capacity for and the impact of growth
3. Space needs/future space priorities
4. Foundation for the vision
5. The proposed program of work
6. One vision (a unified perspective for all three colleges through a District-wide vision)

Space needs and priorities identified in the FP for Coastline were

1. Individual space categories that demonstrate a need for space:
 - Library/Learning Resources—including Success Centers
 - Support spaces for students—including Food Services and Assembly
 - Instructional media spaces
2. Priority on reorganization and redefinition of existing space for greater/higher utilization:
 - Space that promotes and enhances the connection of students with the campus
 - The conversion of existing spaces on the campuses to meet projected changes in the curriculum
3. Foundations for future vision included needs for the following:
 - LRC and support space for students
 - Student gathering spaces—both indoor and outdoor
 - Facilities to support the beginning of a student life emphasis on the campus
 - Food services incorporated into the campus design to encourage students to stay on the premises
 - Large multi-use room for testing, orientation, and assembly
 - Space for international students
 - Videoconferencing space to support program delivery

Additionally, the plan noted that

- Future facility emphasis should be placed on creating flexible, multifunctional teaching/learning spaces.
- The emphasis for space at Coastline will be on reorganization/redefinition of space, particularly space for students/student life and reconfigured space to support new degree programs.

The Le-Jao Learning Center, located in Westminster, typifies the way Coastline's long-range planning works and how it succeeds. That Center opened in spring 2006; planning began in August 2003. The same planning process was incorporated into the planning process for our new Newport Beach Center. In Phase I, the College and District Administrative Services agreed on square footage, estimated cost, and delivery method. In Phase II, a design team task force was developed, which included members of the Facilities & Sustainability Committee as well as faculty and staff who would occupy the center. The planning process began in January 2009, and the center is scheduled to be completed and occupied by the spring of 2013. The design team task force continued meeting until construction documents were completed and the project was sent out to bid. A separate furnishing task force has been created that includes

staff and faculty; this task force has determined what furnishings would best meet the needs of the students and faculty.

Coastline's facilities planning is a systematic, formalized, ongoing process that is composed of two main processes: The PIEAC/Budget Committee and the Facilities & Sustainability Committee (FSC), with their respective planning and budgeting processes. Equipment and facility issues that surface in the meetings of other committees, such as the Curriculum Committee and the Safety/Health/Disaster Preparedness Committee (SHDP), are forwarded to the PIEAC or the Facilities & Sustainability Committee for action.

With input from the SHDP Committee, the Facilities & Sustainability Committee creates a prioritized list of items that need to be repaired as well as needed capital improvements. The Vice President of Administrative Services takes these recommendations to the PIEAC.

Measure C, a \$370 million General Obligation (G.O.) bond approved by the voters in November 2002, provided Coastline with \$62 million in funds to build and update facilities and purchase equipment (3.B.13: [Measure C Facts Online](#)); (3.B.14: [CCCD Measure C Web Site](#)); (3.B.8: [Leases at a Glance 6-2012](#)).

Land acquisitions and facility development began after the original G.O. Bond priority list was approved for Coastline. The FP recommended combining a number of projects on the list to maximize the benefits derived from Bond resources. The FMP was developed to provide flexibility in planning; the Facilities & Sustainability Committee continues to review facility options presented by the Administrative Services Office to determine the sequence in which projects will be completed. All modifications to the original G.O. Bond project list have been presented by Administrative Services to the District Citizens' Oversight Committee (C.O.C.) for review and approval (3.B.15: [Citizen's Oversight Committee](#)).

Using Measure C Bond funding, the College has completed the construction of one new learning center, completed safety and parking upgrades at the College Center and Garden Grove Center, completed HVAC and energy upgrades to the College Center, and retired lease and financing debt for classrooms. See **Table 3.B.1**.

TABLE 3.B.1

MEASURE C GENERAL OBLIGATION BOND COASTLINE ALLOCATION

Debt Repayment (College Administration & Garden Grove Center)	\$17,700,000
Le-Jao Center (New Construction)	12,340,697
Site Improvement (Circulation, Light, Parking)	167,298
HVAC Utility Upgrades (Infrastructure Upgrade)	1,617,609
Newport Beach (New Construction)	29,500,000
TOTAL	\$61,325,604

Source: Administrative Services Office

Utilization

A District-wide space inventory is conducted yearly, which is reported to the state.

The use of more modern furnishings is allowing the College to utilize more office space more efficiently.

The Facilities & Sustainability Committee hears requests from the Office of Instruction related to reorganization of classroom space. Maintenance and Operations develops cost analyses, and proposals are returned to the FSC. If approved by the FSC, proposals are presented to PIEAC and, if approved, to the Budget Committee in time for the March or April budget deadlines.

DESCRIPTION OF PHYSICAL RESOURCES Le-Jao Center

The first building in the District completed with bond funding was Coastline's Le-Jao Learning Center, located on one acre in the city of Westminster. It opened for classes in spring 2006. All classrooms at this 35,000-square-foot facility are multi-media equipped, and all computer rooms have new equipment. This two-story facility has three staff offices, two ESL offices, six counseling offices, faculty office space, one science wet lab, four computer labs, ten general classrooms, a student lounge, and a Student Success Center.

All classes at the formerly leased Huntington-Westminster Center were moved to the new Le-Jao Center. In spring 2006, more than 25 additional classes were added to the schedule, compared to classes at the old center the year before. Also in spring 2006, the Student Success Center was moved to Le-Jao Center from the College Center.

The FMP notes the following challenges for the Le-Jao Center:

- A shortage of land to expand academic capacity
- A need for support facilities that promote success and extended learning opportunities for students
- A lack of student-oriented spaces that provide and/or promote socialization and a sense of campus community
- A lack of on-site parking and convenient access to public transportation

Recommended FP improvements at Le-Jao include:

- Redesign of the student lounge and ground-level courtyard
- Creating a “cyber library”/open student lounge/“success center” at the second floor of the facility between the east and west wings of the building (This is planned for 2014/2015.)

The FP also recommends that the Coast District enter into discussion with the local K-12 District regarding the acquisition of the joint use of land currently owned by the middle school east of the Le-Jao Educational Center.

In a shared agreement with the county, Coastline students park free in the County Courts parking lot (south of the Le-Jao Center and the City’s Rose Center complex). The College is working with city officials in possibly acquiring use of the parking spaces in a newly built county parking structure for City Hall and the Police Department (directly west of the Le-Jao Center). This is still in the discussion phase.

Garden Grove Center

The Garden Grove Center is a three-story building of approximately 45,000 square feet that is located on a four-acre site in the city of Garden Grove. A portion of the building is currently shared with California State University, Fullerton, in a sublease agreement. Coastline’s portion has seven offices, four general classrooms, 11 computer labs, two science wet labs, two lecture halls, faculty office space, and an Information Commons/learning resource center that doubles as our incident command center for disaster preparedness. The site directly south of and abutting the Garden Grove Center is occupied by Concorde Career College and the University of La Verne. The FP (pp. 51–52) notes the following challenges for the Garden Grove Center:

- Enhancing the identity of the College as a learning institution/site within the community it serves.
- Enhancing way-finding from the street to the parking to the College’s front door.
- A need for support facilities that promote success and extended learning opportunities for students (This is planned for 2016–17).

- Providing student-oriented spaces which support socialization and a sense of campus community/life (e.g., food service areas, internal and external informal gathering areas).
- Converting existing space to meet projected curriculum changes (This is planned for 2016–17).

With the maturity of the CSUF lease (year 2017), the FMP suggests that the College capture the current space occupied by CSUF for additional ground floor space to support the creation of a student success center/LRC, perhaps adjoining and opening it to a cyber cafe/student lounge.

Newport Beach Learning Center

The Newport Beach Learning Center is a three-story, 67,000-square-foot facility, which occupies two parcels totaling about 3.9 acres in a residential neighborhood; it overlooks the Pacific Ocean. When it is completed in spring 2013, all the courses and programs that are currently offered at the leased Costa Mesa site will be moved to the new learning center. The College art and dance programs will be held at this site as will the Early College High School and parent education programs. The student Art Gallery, which is currently housed in approximately 2,000 square feet of storefront property in the city of Huntington Beach, will also be relocated there. The new building will house five staff offices, seven ABI offices, six faculty offices, three conference rooms, one activity room, five art rooms, an art gallery, two science wet labs, four computer labs, 14 general classrooms, and a student gathering space. It also has a full-service kitchen and a roof garden that offers an ocean view with ample gathering space for students and also can be used to host large events. The building is designed at the level of “gold,” according to the energy efficiency standards developed by the Leadership in Energy & Environmental Design (LEED). [Note: the parent education and dance programs were suspended fall 2012 as a result of budget reductions. As of October 2012, it was also unclear if ECHS would be moving to the NB Center.] (3.B.16: [Newport Beach Learning Center Mini Brochure](#)); (3.B.17: [Newport Beach Ribbon Cutting Oct 3, 2012](#)); (3.B.18: [Orange County Register Article Newport Beach Center](#)).

The FMP (p. 60) notes the following challenges for the Newport Beach Center:

- Lack of land for expansion; to address long-term growth, it is recommended that the District begin the process of identifying land acquisition opportunities and/or opportunities for joint use of the adjoining City of Newport Beach-owned site east of the current facilities.
- A need for student spaces; the facility as currently planned lacks student-oriented spaces that promote socialization and support facilities that promote success and extended learning opportunities.

College Center

Coastline's Administrative Center is a four-story, 60,000-square-foot building located in the city of Fountain Valley on approximately 1.5 acres of a four-acre site. The balance of the site was developed under long-term ground leases, providing ongoing revenue to the District. The Administrative Center houses the College Bookstore, which has been outsourced to Follett Corporation through June 2014; Student Services; Military and Contract Education Department; Distance Learning Office; and Coastline's administrative offices. The building footprint and internal organization have evolved over time in relationship to changing uses and needs, including the addition of a bookstore at the ground level. In the past several years, the third floor was remodeled to accommodate the growing distance learning and military education programs; the Admissions and Counseling Office were recently remodeled, and a small Veterans Center was added.

The FMP (pp. 56–58) notes the following challenges for the Administrative Center:

- Enhancing the identity of the Center and way-finding from the street and parking lot, to the front door (Specifically, signage on the street and at the parking lot entries needed to be improved.)
- Reorganizing the space for greater efficiency and function.
- Enhancing “way-finding” within the building to better serve students.

It was recommended to make the front entry more welcoming with a court or patio, and all student services should be relocated to the first and second floors.

Coastline's Center for Instructional Systems Development

Formerly housed in a site leased from the city of Fountain Valley, this group moved in summer 2012 (when the lease expired) to a new 10,000-square foot leased site behind the College Center. Current plans are to also relocate the Information Technology (IT) department to this site and create the Office of Learning and Information Technologies (OL&IT) to establish a faculty and staff training center for Coastline. This will also allow the College to become more efficient in staffing and will provide additional space for reorganization of staff and existing operations within the College Center.

The cost to implement the Coastline FMP is summarized in **Table 3.B.2**.

TABLE 3.B.2

COST TO IMPLEMENT VISION 2020 COASTLINE FACILITIES MASTER PLAN

PROJECT	SCOPE	USABLE SQ. FT.	COST
Newport Beach Learning Center	New Construction	46,406	\$20,000,000*
Le-Jao LRC/Student Support Ctr	New Construction/Expansion	1,710	1,024,000
Le-Jao Land Acquisition	Acquisition	n/a	4,862,500
Newport Beach LRC/Student Support	Renovation/Expansion	2,400	1,021,140
Garden Grove—Classroom Reuse	Renovation	3,600	1,912,464
Garden Grove Student Success Ctr/LRC	Renovation	4,800	2,259,180
College Center—Student Support	Renovation	19,854	8,341,211
Newport Beach Land Acquisition	Acquisition	n/a	8,320,000
Multi-College Success Center	New Construction	4,000	TBD
Core Amenities Support			9,199,272
TOTAL COST			\$56,939,768

Source: Vision 2020 Facilities Master Plan, p. 129.

* Total cost for NB Ctr. is \$48M. The \$20M represents the amount financed by the College to complete the NB construction. Since we only have \$29M left in the Measure C G.O. bond to cover the project, we had to finance the difference of \$20M. Our plan is to include this in the next bond to retire this debt.

District Administrative Services Oversight

In partnership with the State Chancellor’s Office, the Facilities Department conducts a comprehensive Facilities Condition Assessment every five years. This assessment forms the foundation for Capital Infrastructure and Scheduled Maintenance needs.

On an annual basis, each campus submits a scheduled maintenance priority list to the District Office. These needs are entered, categorized, and summarized in the State FUSION reporting system. The District subsequently analyzes all campus proposed needs and develops District-wide Scheduled Maintenance Project Proposals for the most urgent and most-qualified projects.

Upon receipt of scheduled maintenance grant funding, the District allocates funds to the appropriate budgets, ensures the procurement of services consistent with the stipulations of the grant, and tracks/submits reimbursement documentation to the State Chancellor’s office as required.

Self Evaluation

The College meets this Standard. The District FMP concluded that the current and planned “teaching space,” consisting of lecture and laboratory, will be sufficient to meet required needs through the year 2020 (p. 33). According to the State’s Title 5 Standards for quantifiable measures used to determine space needs for the key categories of lecture, laboratory, office, library/learning resources, and instructional media, the College will have space deficiencies in the areas of library and learning resources. The College facility plans address the creation of space deficiencies by planning for additional success centers; support spaces for

students, including food services and assembly; and instructional media spaces (FMP, pp. 31–33) (3.B.7: [Vision 2020 Facilities Master Plan](#)).

Planning will place a priority on reorganization and redefinition of existing space for greater/higher utilization: space that promotes and enhances the connection of students with the campus; and the conversion of existing spaces at the Learning Centers to meet projected changes in the curriculum.

Last year, the Budget Committee approved one-time funding from the College ending balance to purchase and install digital signage on the street and at the parking lot entries to replace the outdated monuments identifying the College Center building. Through the Facilities & Sustainability Committee's recommendation, two signs were purchased and installed May 2012, resolving a challenge identified in the FP. At the same time, interior directory signs for the College Center were also installed May 2012 in the front lobby by the receptionist area as well as in the hallways across from the elevators. This also fulfills a challenge identified in the FP.

The FMP was developed with the expectation that State of California Capital Outlay Budget Program funds would be utilized with the College making the necessary match requirements. Currently, the Coast District is planning to put another bond on the November election ballot; if it passes, Coastline will use the new bond monies to accomplish the remaining objectives in the FMP for Coastline. If the bond does not pass, then we will revisit funding priorities for the facility plan in PIEAC (3.B.19: [Board Meeting July 25, 2012 Ordering Election for Bond](#)).

Once the Computer Services Department is relocated to its new location in the back lot of the Administration Center in June 2012, the Facilities & Sustainability Committee will begin discussion on how to most effectively utilize the space vacated by IT. Moving student services functions to the first and second floor as an option will be analyzed and considered, as suggested in the FP.

Table 3.B.3 shows FTES by learning site for 2011–12. The College has been actively studying enrollment growth patterns and adjusting course scheduling to enable the Le-Jao Center to generate more than 1,000 FTES needed to be eligible to apply for additional state funding as a “Center.”

TABLE 3.B.3
FTES BY LEARNING SITE 2011-2012

SITE	CREDIT	NON-CREDIT
Distance Learning	3,788	0
Costa Mesa Center	484	44
Garden Grove Center	540	17
Le-Jao Center	946	102
Ancillary	46	86
TOTAL	5,804	249

Source: Banner Student Information System

In response to the Accreditation student self-study question “If you attend classes at a physical Coastline site, please rate how well the classrooms at that site meet your LEARNING NEEDS,” of those students for whom this question was applicable, 50% of students responded the Costa Mesa site met their needs *Very Well*, and 40% responded *Somewhat Well*. For the Garden Grove site, 67% of students responded the site met their needs *Very Well*, and 30% responded *Somewhat Well*; only 2% responded *Not Very Well*. For the Le-Jao site, 66% of students responded the site met their needs *Very Well*, and 26% responded *Somewhat Well*; only 6% responded *Not Very Well* (Survey 2, Question 7).

In response to the Accreditation student self-study question “If you attend classes at a physical Coastline site, please rate how well the INTERIOR of the site(s) where you attend are MAINTAINED (e.g., classrooms, labs, restrooms),” of those students for whom this question was applicable, 39% of students responded the Costa Mesa site met their needs *Very Well*, and 42% responded *Somewhat Well*; 18% responded *Not Very Well* or *Not at All Well*. For the Garden Grove site, 75% of students responded the site met their needs *Very Well*, and 21% responded *Somewhat Well*; only 3% responded *Not Very Well*. For the Le-Jao site, 70% of students responded the site met their needs *Very Well*, and 20% responded *Somewhat Well*; 10% responded *Not Very Well* or *Not at All Well* (Version 2, Question 8).

Actionable Improvement Plan

None

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Coastline is committed to providing a healthy living and working environment for students, faculty, and staff by systematically monitoring the College premises for factors such as ADA compliance, environmental health and safety, security, and disaster preparedness. Its various sites are maintained by three full-time maintenance personnel, two full-time groundskeepers, and five full-time custodians.

All new construction at Coastline is ADA compliant and is reviewed by the Division of the State Architect (DSA). This includes the new Newport Beach Center, the Garden Grove Center, and the Le-Jao Center. For existing Coastline locations such as the College Center, ADA modifications are made as necessary, such as the newly remodeled Student Services area. In recent years, the College addressed disability accommodation by replacing hinged entry doors with sliding doors at the College Center, the Special Programs Office, and the Garden Grove and Le-Jao Learning Centers. The Student Services remodel in 2011 also provided better wheelchair access with wheelchair-height counters.

The Vice President of Administrative Services ensures that all leased facilities comply with current access standards and have adequate security in place before recommending that the College enter into a lease contract with the owner. The One-Stop Centers conducted physical and program accessibility evaluations in 2010–11 as part of Disability Act Accessibility Guidelines and Title 24 requirements for the Employment Development Department (3.B.20: [WIA One-Stop Disability Compliance Assessment Irvine 2010-11](#); [WIA One-Stop Disability Compliance Assessment Westminster 2010-11](#)).

DISTRICT POLICIES/COASTLINE PROCEDURES

The District maintains several policies related to maintaining physical facilities. The first of these, BP 6960 Energy and Resources Conservation, was approved by the Trustees in 1986. This policy is a general commitment to focus on resource management in several broad areas (3.B.21: [BP 6960 Energy and Resources Conservation](#)).

Board Policy 3522 Responsibility for Investigation of Violent Crimes complies with the U.S. Department of Education Clery Act requirements, which focuses on reporting crime statistics and disclosing security policies and procedures, information regarding campus facility access and facility maintenance, interagency relationships between College security personnel and local police

agencies, and security awareness and crime prevention programs existing on campus (3.B.22: [BP 3522 Responsibility for Investigation of Violent Crimes](#)); (3.B.23: [CCC Campus Safety & Security Reports Web Site](#)); (3.B.24: [Clery Report 2011.xlsx](#)).

The District has a Use of Force Policy, revised by the District's Crisis Response and Safety and Health (CRASH) Committee in 2003 (3.B.25: [BP 3523 District Use of Force](#)).

Coastline continues to use a special Incident Report form, available to students, staff, and faculty, for reporting a complete description of an observed incident (3.B.26: [Student Accident Incident Report Form](#)); those involved in or are witness to an incident may file an Incident Report at the College Center or at the nearest learning center. A College suggestion/hazard form is also available to students, faculty, and staff desiring to report a safety or hazard concern. All reports are kept on file and are periodically reviewed. In addition, the Security Coordinator designed new Incident Forms for the safety officers and staff to use to report crimes and suspicious activities.

When a significant incident or a crime occurs that warrants attention, or if there is a need to make the campus aware of local crime issues, a flyer/bulletin that describes the incident, the actions taken, and related safety suggestions are distributed to all students, faculty, and staff (3.B.27: [Safety Information Bulletin 01-09-09 One-Stop Theft](#); [Safety Information Bulletin Suspicious Person 05-18-09](#); [Safety Information Bulletin Student Restraining Order 3-24-11](#)).

In 2008, the District's emergency preparedness coordinator, working closely with Coastline's security coordinator, completed an Emergency Plan, which meets state and federal legal requirements. The District's response to a major disaster will be conducted within the framework of this plan and will be guided by the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) and the concept of ICS (Incident Command System). Floor Marshals, designated for each of the main campuses, receive annual training to improve emergency management response and coordination efforts. The training includes evacuation procedures, basic search and rescue techniques, fire suppression, Stryker evacuation chair training, emergency communications, and the location of emergency shutoffs and emergency supplies.

For many years, Coastline managers have been assigned "evening duty" two or three nights each semester, being available by pager and phone between the hours of 5 p.m. and 10 p.m. to respond to emergencies, significant events, or requests from staff. A list of the evening administrators was prepared and distributed by the Security Office at the beginning of each semester. Beginning in November 2011, Coastline's evening duty process was simplified by designating the Area Deans as the primary point of contact for emergency notifications on a 24/7 basis. If the associated Area Dean is not available, a second level pool of administrators

is designated to respond. In addition, emergency contact numbers for facility and security issues have been distributed to staff and faculty.

SECURITY

Coastline's security coordinator supervises the Campus Safety Department, which is responsible for the safety and welfare of Coastline students, employees, and visitors. The Department's duties include, but are not limited to, protecting persons and property, preventing theft and vandalism of College property, reporting any unlawful activity to the College and local law enforcement, making notifications about safety issues, providing parking lot escorts, and preparing incident reports.

Coastline is unique in that it does not have a 24-hour campus safety department or a central campus like the other colleges in the District. The security coordinator works full time, and three part-time campus safety officers (19.5 hour-per-week employees) work Monday through Thursday from approximately 5:30 p.m. to 10:30 p.m. One each is assigned to the Costa Mesa Center, Garden Grove Center, and Le-Jao Center. In addition, the security coordinator maintains a cadre of hourly (160-day) employees who can provide relief for the other officers and can be deployed as necessary for Friday or weekend classes, distance learning review and testing dates, and special events. In addition, one officer provides daytime security and parking enforcement at the College Center and the three learning centers.

Generally, there is no Friday evening or weekend coverage, and there is no coverage for off-campus sites. The security coordinator is on call 24/7 and usually works a midday shift, from approximately 11:00 a.m. to 8:00 p.m. The coordinator responds to daytime security problems and also provides supervision to the officers. Besides providing security at the learning centers and College Center, he personally assists the One-Stop Centers with advice, responding to security problems and assisting with the design, maintenance, and operation of their security systems.

Security Systems

Coastline utilizes security cameras and card-access doors to effectively secure the campuses. Since Coastline does not have a full-time security force, an added degree of protection was required to address the College's primary concerns of the safety of students, staff, and visitors and the protection of property. The security system was researched by the security coordinator, subsequently recommended by the Safety/Health/Disaster Preparedness Committee and the Facilities & Sustainability Committee, and approved by the College Council and the President. The system has proven effective in preventing crime, identifying suspects and suspicious persons/vehicles, and providing a video record of certain events.

In 2006, Coastline purchased a custom-designed Ford Expedition, which functions as a mobile command post and is equipped with a power inverter, computer, satellite television system, DVD player, emergency lighting, emergency radios, and a public address system. In addition, the rear of the vehicle contains a command box, similar to those used by police and fire units at the scene of emergencies or disasters, which has drawers for storage and flat surfaces for maps and papers.

In 2007, Coastline purchased a 14-foot enclosed trailer for the storage of emergency supplies. The trailer is parked at the Coastline warehouse and is available to be towed to any College location that requires extra supplies during an emergency. The trailer contains food and water, handheld radios and chargers, various search and rescue equipment, and first aid supplies. In 2008 and 2010, similar emergency supplies were obtained for the three learning centers. Security personnel periodically review the location of the supplies with staff, conduct an inventory, and provide training.

The state inspects the College elevators yearly. The kitchen at the Costa Mesa Center used by the Early College High School is inspected by the Orange County Health Care Agency. The College remains in compliance with these external inspections.

District Administrative Services Oversight

Several facilities have been newly built or renovated under the District's Measure C Capital Bond Program. Engineered into these capital projects have been safety measures, air quality control, ADA accessibility parameters, and seismic safety precautions.

Pursuant to Government Code 4450-4461, construction plans are reviewed and approved by the Division of State Architects (DSA) in order to ensure the compliance with Title 24 building code and/or all other relevant construction codes and standards. The District is responsible for ensuring compliance with this requirement. Furthermore, the District must contract an independent DSA-certified inspector to oversee construction code compliance for each DSA project.

Self Evaluation

The College meets this Standard. The Safety Committee is composed of representatives from each of the learning centers who identify the needs of the College and facilities; they report concerns or hazards.

The instructional deans recommend that at least once each semester and once in the summer the Director of Maintenance and Operations make a facility inspection with each site dean and facilitator to review the status of work request orders and discuss future maintenance needs of the site. The instructional deans also recommend that a system be developed that will inform the site dean and

facilitator when a work order request for maintenance is received and a notification of when the repair or cleaning will occur. They also recommend that notification be sent to the site facilitator when the work order request is completed. At present, the only way to determine whether a work order is completed is to check weekly and see if the work has been finished. This recommendation is being implemented.

All facilities owned by the College and all future facilities outlined in the FMP are or will be constructed to the latest ADA compliance standards to assure accessibility and to provide a healthful learning environment. Safety at all owned sites is also being considered as a high priority through the allocation of safety officers' coverage and installation of electronic security systems at all current and future owned sites.

Physical safety in College facilities in terms of healthful working conditions has also been more closely monitored in recent years. Air quality in some of the buildings owned by the College had been highlighted as a concern by staff in the Safety/Health/Disaster Preparedness Committee and reported to Administrative Services. The College Center is a 21-year-old building and was found to have extensive mold build-up in the exterior walls due to rain leakage. To address the problem, a floor-by-floor full mold abatement was performed with complete air quality testing and approved health quality certification.

In response to the Accreditation student Self-Study Survey question "If you attend classes at a physical Coastline site, please rate how SAFE you feel at that site(s)," for the Costa Mesa Center, 90% of students responded *Very Safe* or *Slightly Safe*, and 5% responded *Slightly Unsafe* or *Very Unsafe*; 5% were *Neutral*. For the Garden Grove Center, 93% of students responded *Very Safe* or *Slightly Safe*, and 6% responded *Slightly Unsafe* or *Very Unsafe*; 1% were *Neutral*. For the Le-Jao Center, 85% of students responded *Very Safe* or *Slightly Safe*, and 13% responded *Slightly Unsafe* or *Very Unsafe*; 2% were *Neutral* (Survey Version 2, Question 9).

In response to the Accreditation employee Self-Study Survey question "Please rate how SAFE you feel at the site where you work, and any additional Coastline sites that you frequently visit," for the College Center, 87% of employees responded *Very Safe* or *Slightly Safe*, and 7% responded *Slightly Unsafe* or *Very Unsafe*; 8% responded *Neutral* or *Not Applicable*. For the Costa Mesa Center, 57% of employees responded *Very Safe* or *Slightly Safe*, and 5% responded *Slightly Unsafe* or *Very Unsafe*; 38% responded *Neutral* or *Not Applicable*. For the Garden Grove Center, 61% of employees responded *Very Safe* or *Slightly Safe*, and 2% responded *Slightly Unsafe* or *Very Unsafe*; 37% responded *Neutral* or *Not Applicable*. For the Le-Jao Center, 51% of employees responded *Very Safe* or *Slightly Safe*, 4% responded *Slightly Unsafe* or *Very Unsafe*; 46% responded *Neutral* or *Not Applicable*. For the high school sites, 29% of employees responded *Very Safe* or *Slightly Safe*, and 2% responded *Slightly Unsafe* or *Very Unsafe*; 64% responded *Neutral* or *Not Applicable* (Employee Survey, Question 16).

Actionable Improvement Plan

None

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

The overarching concept in Coastline physical resources planning is that rigorous adherence to “process” is the mechanism most likely to achieve outcomes agreeable to all constituencies and to maximize the return on expended resources. Resource planning was integral to the development of the District Vision 2020 Facilities Plan and the District 2011–2016 Master Plan and remains a key element in the Coastline annual planning process. In its evaluation, the FMP evaluated weekly student contact hours (WSCH), WSCH per section, FTES, lecture hours, and lab hours at each learning center, off campus, and for distance education (3.B.7: [Vision 2020 Facilities Master Plan](#)).

The instructional deans regularly meet to discuss and identify utilization need based upon curricular growth or changes. The institutional researcher makes presentations to key committees about changes he sees in growth patterns. He has been active in collecting data to assist the College in scheduling courses so that the Le-Jao Center can generate more than 1,000 FTEs needed to be eligible to apply for additional state funding as a “Center.” The next target will be the new center in Newport Beach (see **Table 3.B.3**).

A District-wide space inventory is conducted yearly, which is reported to the state.

Instructional divisions request repairs and upgrades to classroom equipment. Acquisition and replacement of equipment is handled primarily with state lottery funds. The instructional deans meet regularly to prioritize needs for multimedia purchases, installation, and upgrades as well as computer replacement. The Technology Committee coordinates the computer replacement cycle. The Office of Learning and Information Technology (OL&IT) has developed an Equipment Replacement Plan for 2012–2016 that is linked to the College Education Master Plan (3.B.28: [OL&IT Equipment Replacement Plan-Proposed 2012-2016.xlsx](#)).

District Administrative Services Oversight

The District relies on the State’s space standards to evaluate facilities utilization. The District reviews and updates annually its Space Inventory for submission to the State Chancellor’s office. Furthermore, the District reviews annual

capacity/load and enrollment growth trends and identifies potential impacts as they relate to the District's capital improvement planning efforts.

This data is critical to the development of our District's five-year construction plan. This plan is largely reflective of 1) Input of campus needs, 2) District and campus educational vision, 3) Program capacity/load analysis, 4) Adequacy of existing instructional space.

The District has largely funded equipment replacement through the use of Measure C bond funds and general fund ending balance. [Coastline used Measure C bond funds to purchase equipment only if the equipment was purchased for a new building.] The District is exploring the feasibility of an equipment replacement endowment fund with the passage of a future General Obligation bond on the November 2012 election ballot.

Self Evaluation

The College meets this Standard. The planning process related to physical resources is well developed. The District Office provides effective support in that planning. The instructional deans work well in identifying utilization needs. Mechanisms for planning, such as utilizing PIEAC and the Budget Committee, work well in identifying priorities. The Maintenance and Operations Department regularly evaluates facilities and non-instructional equipment. The instructional deans recommend that, at least once each semester and once in the summer, the Director of Maintenance and Operations make a facility inspection with the site dean and facilitator to review the status of work request orders and discuss future maintenance needs of the site. This recommendation is being implemented.

Actionable Improvement Plan

None

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The Vision 2020 FMP includes the long-range capital plans for Coastline's future physical resource improvement goals. The District Vice Chancellor of Administrative Services works with the College in developing projections for the total cost of ownership of new facilities and equipment. The plan for finding outside (the District) financial support to augment local funding is based in two primary sources: 1) the state's Capital Outlay Budget Program (COBP), and 2) Joint Venture and Entrepreneurial activities.

Measure C Bonds provided the funding for construction of the two new education centers. The COBP represents the best possibility for long-term, large-scale financing support for the District’s capital construction program but comes with caveats and requirements; must compete with other Colleges throughout the state for funding and must have matching local funds. The District has a Ten-Year Capital Improvement Program based upon the possibility of receiving funding support through the passage of an additional general obligation bond or an extension of the current bond program during the 2012 presidential election (3.B.29: [Ten Year Capital Improvement Program and Preliminary Bond Information](#)).

The FP discusses the financing mechanisms to support the plan for revenue resourcing. One plan that Coastline is currently pursuing is Formalization of Educational Centers in which Districts can receive an annual stipend from the state for educational centers, provided the center meets the state’s criteria for formal recognition. If the Le-Jao Center can qualify as a formal education center, it would result in an additional yearly \$1 million in state funding. The Garden Grove Center and the new Newport Beach Learning Center will also be considered as candidates if they can meet the 1,000 annual FTES criteria (see **Table 3.B.3**). A letter of intent for formal center status will need to be filed and approved by several agencies (Board of Governors, Demographic Research Office, Department of Finance, and the Legislative Analyst’s Office). **Table 3.B.4** shows the Vision 2020 FMP projected revenue resourcing from the State of California Capital Outlay Budget Program necessary for fulfilling Coastline’s facility planning.

TABLE 3.B.4
VISION 2020 FMP REVENUE RESOURCING FOR COASTLINE COLLEGE FROM
STATE OF CALIFORNIA CAPITAL OUTLAY BUDGET PROGRAM (COBP)

PROJECT	1st Yr FUNDING	START DATE	SCOPE	PROJECTED STATE \$ RESOURCES	DISTRICT \$	TOTAL PROJECT COST
Le-Jao LRC/Student Support Area	2014/2015	2015/2016	New Constr./ Expansion	\$819,200	\$204,800	\$1,024,000
Newport Beach LRC/Student Support	2015/2016	2016/2017	Renovation/ Expansion	816,912	204,228	1,021,140
Garden Grove— Classroom Reuse	2016/2017	2017/2018	Renovation/ Expansion	956,232	956,232	1,912,464
Garden Grove Success Center/LRC	2016/2017	2017/2018	Renovation	1,807,344	451,836	2,259,180
College Center—Student Support	2017/2018	2018/2019	Renovation	4,170,606	4,170,606	8,341,211
TOTAL				\$8,570,294	\$5,987,702	\$14,557,995

Source: Vision 2020 Facilities Master Plan, p. 132.

Existing long-term capital plans are outlined in the documentation for the Measure C General Obligation Bond passed in November 2002. The College utilizes the work of the College Facilities & Sustainability Committee (FSC) to develop, monitor, and recommend long-range capital plans. The FSC receives requests for facility development through the established participatory governance practice of the College from all constituencies and committees. The FSC is regularly tasked to resolve major facility challenges for the College, such as acting as the design team task force for a learning center and serving as the Facilities Plan Task Force. The FSC forwards its recommendations to the Vice President of Administrative Services, who presents them to the PIEAC and the Budget Committee for discussion and implementation if approved.

FSC recommendations and updates are also regularly reported to the PIEAC, Academic Senate, and Classified Senate. This regular interaction helps ensure that facility and capital plans have been developed in support of institutional improvement goals stipulated by major planning components of the College such as the PIEAC and Academic Senate. The cost of ownership for new facilities and equipment is also reviewed and recommended to the President through the PIEAC budget planning process. Any additional facility expenses are tracked and reported by the Administrative Services Office in coordination with the FSC. New ongoing facilities expenses such as utilities or service contracts are brought to the PIEAC as part of the College-wide budget proposal for review and approval. Additional facility cost-considerations are first reviewed by the FSC when making new facility recommendations.

The Office of Administrative Services, in consultation with the appropriate College department or the Facilities & Sustainability Committee, attempts to identify all relevant elements of cost of ownership (including additional staffing needs or on-going service maintenance) when making decisions about new facilities or equipment.

When large new equipment purchases (such as computer network upgrades) are recommended to the PIEAC for approval, additional on-going expenses in support of the new equipment (“cost of ownership”) are included in the information presented to the committee for consideration.

A recent example of Coastline’s long-range capital planning process was the design of the Newport Beach Learning Center. First, the College and the District established targets for square footage and total cost. Then, in a second phase, Coastline faculty and staff who would use the building worked with the professional planners to develop building specifications in detail.

The process for updating computers, multimedia systems, and other technology infrastructure is discussed in **III.C.1.c**.

District Administrative Services Oversight

CCCD's long-range capital plans are driven by each campus's educational master plan and the Vision 2020 Facilities Master Plan. The District carefully considers the State's capital funding criteria and other external funding opportunities in the formulation of its capital plans.

Although the District has not formally adopted a "total cost of ownership" decision-making model, the District places a primary interest on the construction of low-maintenance, low-operating cost facilities. Furthermore, the incorporation of sustainable design principles is a primary objective for all new construction and renovation projects.

Self Evaluation

The College meets this Standard. In collaboration, where appropriate, with the District, the College has undertaken and satisfactorily executed several large, long-range capital plans. The Vice President of Administrative Services coordinates planning primarily through the PIEAC and FSC committee structures and processes. The outcomes are achieved in a collegial and efficient manner.

Actionable Improvement Plan

None

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The District Vision 2020 Facilities Master Plan, which includes physical resource planning for Coastline, is integrated with the District Educational Master Plan, which, in turn, is integrated with the College Education Master Plan. The District Vice Chancellor of Administrative Services is responsible for the overall District physical resource planning, but the College systematically assesses the use of physical resources and uses the results of the evaluation as the basis for improvement.

Coastline established the Facilities & Sustainability Committee (FSC) as a standing committee responsible for the oversight of College facility matters approximately sixteen years ago. The mandate of the Facilities & Sustainability Committee is "To review and plan for facilities to house sites, programs, and College operations" (3.B.11: [College Committee List 2012-2013](#)).

The FSC operates within the established participatory governance practices and includes constituency representation from all groups in the College community. Representation on the committee includes three faculty, two classified staff, two administrators, and a member from the Associated Student Government. The FSC meets from 2 p.m. to 4 p.m. on the second Thursday of each month during the academic year and for additional specially scheduled meetings as necessary.

The committee gathers data, hears presentations and requests, deliberates, and makes final recommendations to the College President on all major facility issues. Recommendations are formally presented to PIEAC by the Vice President of Administrative Services.

To help ensure that facility decisions recommended by the Vice President of Administrative Services and the Facilities & Sustainability Committee are addressing institutional needs and plans for improvement, major equipment and facility plans are routinely reported to the PIEAC and other decision making bodies at the College for input and consideration.

District Administrative Services Oversight

Capital planning is integrated with educational master planning. As part of the Facilities Plan development, each campus, through its respective participatory governance processes, evaluates program and service offerings, reviews enrollment goals and projections, and considers necessary facilities requirements.

Input to existing facility and infrastructure conditions is made to the State FUSION system.

The Board-appointed Land Development Committee ensures that planning objectives are consistent with the District vision and reflect the institutions' overall capital improvement goals.

Self Evaluation

The College meets this Standard. Through the use of College-wide committees, Coastline has a well developed process to assess and make recommendations for new facilities. The openings of the Le-Jao Center in spring 2006 and the Newport Beach Center in spring 2013 are examples of how this process integrates physical resource planning with larger institutional goals.

The primary evaluation process the College uses to assess the effective use of physical resources is through qualitative evaluations within key committees, such as the Facilities & Sustainability Committee, PIEAC, and College Council.

Actionable Improvement Plan

None

Documents Referenced in Standard III.B.

- 3.B.1 [Map of CCC Sites in Service Area](#)
- 3.B.2 [Map College Center \(Fountain Valley\)](#)
- 3.B.3 [Map Garden Grove Center](#)
- 3.B.4 [Map Le Jao Center \(Westminster\)](#)
- 3.B.5 [Map Costa Mesa Center](#)
- 3.B.6 [Newport Beach Campus Map](#)
- 3.B.7 [Vision 2020 Facilities Master Plan](#)
- 3.B.8 [Leases at a Glance 6-2012](#)
- 3.B.9 [Map of XJS High School and Surrounding Area](#)
- 3.B.10 [Request for Maintenance or Service Online Form](#)
- 3.B.11 [College Committee List 2012-2013](#)
- 3.B.12 [BP 4611 Injury and Illness Prevention Program](#)
- 3.B.13 [Measure C Facts Online](#)
- 3.B.14 [CCCD Measure C Web Site](#)
- 3.B.15 [Citizen's Oversight Committee](#)
- 3.B.16 [Newport Beach Learning Center Mini Brochure](#)
- 3.B.17 [Newport Beach Ribbon Cutting Oct 3, 2012](#)
- 3.B.18 [Orange County Register Article Newport Beach Center](#)
- 3.B.19 [Board Meeting July 25, 2012 Ordering Election for Bond](#)
- 3.B.20 [WIA One-Stop Disability Compliance Assessment Irvine 2010-11; WIA One-Stop Disability Compliance Assessment Westminster 2010-11](#)
- 3.B.21 [BP 6960 Energy and Resources Conservation](#)
- 3.B.22 [BP 3522 Responsibility for Investigation of Violent Crimes](#)
- 3.B.23 [CCC Campus Safety & Security Reports Web Site](#)
- 3.B.24 [Clery Report 2011.xlsx](#)
- 3.B.25 [BP 3523 District Use of Force](#)
- 3.B.26 [Student Accident Incident Report Form](#)
- 3.B.27 [Safety Bulletins \(Safety Information Bulletin 01-09-09 One-Stop Theft; Safety Information Bulletin Suspicious Person 05-18-09; Safety Information Bulletin Student Restraining Order 3-24-11\)](#)
- 3.B.28 [OL&IT Equipment Replacement Plan-Proposed 2012-2016.xlsx](#)
- 3.B.29 [Ten Year Capital Improvement Program and Preliminary Bond Information](#)

III.C. Technology Resources

Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.

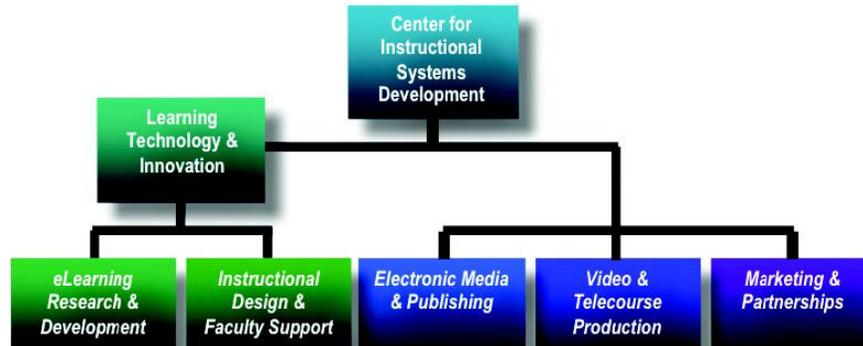
Descriptive Summary

For 36 years, technology has been a key driver of teaching, learning, and ensuring student access and success at Coastline Community College. Founded as a “college without walls,” alternative and traditional learning through technology has long been deemed by the institution’s leaders to be compatible with the needs and goals of the District and the nation. Coastline’s faculty, staff, and students embraced this emphasis. As a result, the instructional environment at Coastline, since its inception, has been driven by learning and information technology coupled with innovation and creativity. Technology-mediated instruction and innovation offers Coastline students more than mere interaction with software and hardware (computers, television, and mobile devices); it provides students additional time for meaningful contact with peers, instructors, and the community, enabling them to work and learn while taking a proactive role in their educations.

Learning and information technologies have long been organized as the cornerstone of Coastline’s teaching and learning environment. Moreover, Coastline continuously looks for improvements in application and use of new and emerging technologies, organizational structures, staffing, and programs to sustain and improve its services and programs to advance the Coastline student success agenda.

In 2007, components of Distance Learning, Telemedia, Learning Management System (LMS) development, faculty course development support, and learning technology innovation were merged into the Center for Instructional Systems Development (CISD). The goal of this merger was to consolidate planning, design, development, and administration of learning technology activities and services. **Figure: 3.C.1** displays the organizational structure of the CISD as it was redesigned in 2007; the many responsibilities of each of its departments are shown in **Table 3.C.1**.

FIGURE 3.C.1
**CENTER FOR INSTRUCTIONAL SYSTEMS DEVELOPMENT
(COAST LEARNING SYSTEMS) ORGANIZATION, 2007-2011**



Even though the structure for CISD was working, statewide budget reductions have forced Coastline to re-examine all staffing and organizational alignments over the past two years. As a result, in spring 2012, CISD was once again reorganized to not only reduce costs but to consolidate areas where additional synergies could be achieved while allowing Coastline to leverage existing staff in locations where they would make the greatest contribution. Another significant factor in the analysis of CISD reorganization was CISD's ancillary revenue decline. Reducing CISD staff not only resulted in a leaner, more cost-efficient organization; it also placed critical staff in areas of the College with the greatest need. As part of the reorganization, it was decided and agreed to by a broad constituency that Coastline's Computer Service Department should be merged into CISD. The resulting organization, the Office of Learning and Information Technologies (OL&IT), is illustrated in **Figure 3.C.2**. It retains all of the roles and responsibilities of the previous organization plus those of the Computer Services Department.

TABLE 3.C.1
CISD FUNCTIONAL RESPONSIBILITIES, 2007–2011

<p>Center for Instructional Systems Development (Coast Learning Systems)</p> <ul style="list-style-type: none"> • Manage and coordinate design, development, acquisition, evaluation, and utilization of innovative learning systems for Coastline and national distribution of multi-modal learning systems (online courses, video-based courses, textbooks, workbooks, eBooks, and test banks) to other educational institutions nationally and internationally. • Develop strategic partnerships and grants to expand design, development, and application of new and emerging learning technologies/systems. • Devise systems, programs, and processes to offer and develop new and emerging learning technologies as a self-funded program. • Lead acquisition and implementation efforts for new instructional technologies. • Provide training and support for innovative, new, and emerging instructional technologies/systems. • Research, evaluate, and implement new and emerging instructional technologies/systems that will improve student learning, retention, and satisfaction and improve overall quality of instruction in Coastline.
<p>Learning Technology & Innovation</p> <ul style="list-style-type: none"> • Evaluate, recommend, manage, and facilitate adoption & training for innovative, new, and emerging learning/instructional technologies (collaborative teaching and learning systems, dynamic learning tools/environments). • Manage Web development and instructional design for new learning systems. • Manage faculty adoption, training, and integration of new instructional technologies.
<p>eLearning Research & Development</p> <ul style="list-style-type: none"> • Design & develop Web-based instructional media products (Web sites, mobile/PDA applications, simulations/games, and virtual learning/teaching environments). • Manage/support and delivery of instructional Web system and services for CCC courses (Seaport LMS - development and operation, SQUID testing and evaluation systems, Faculty Help System, and Student Knowledgebase). • Manage/support and delivery of AV system and services to CCC including (cable operations, duplication, and video support services).
<p>Instructional Design & Faculty Support</p> <ul style="list-style-type: none"> • Instructional systems design and development (analysis, design, development, implementation and evaluation). • Project management (peer review) and content development, writing and editing for nationally distributed courses and products. • Faculty course development support and consultation. • Faculty and staff training for technology-based systems and programs (Seaport LMS, SQUID, MyCCC, and productivity/operations applications).
<p>Electronic Media & Publishing</p> <ul style="list-style-type: none"> • Design and develop print and interactive/online turn-key instructional courses/products (faculty manuals and test banks, textbooks and study guides/workbooks - print and/or eBooks). • Manage/support and deliver licensed instructional Web services to external clients (Moodle server and systems). • Manage and coordinate acquisition of licensed intellectual property for print/online products.
<p>Video & Telecourse Production</p> <ul style="list-style-type: none"> • Design and develop audio, video, and/or multimedia-based instructional courses/products. • Manage, develop, and coordinate media repository and archive system. • Coordinate sale and licensing of ISD/copyrighted video/media resources. • Manage and coordinate acquisition of licensed intellectual property for audio and video products.
<p>Marketing & Partnerships</p> <ul style="list-style-type: none"> • Market and distribute courses nationally and internationally, including <ul style="list-style-type: none"> ❖ Course licensing and fulfillment. ❖ New product/course research and partnership development. ❖ Online faculty support for licensed courses (product training, demonstrations, and 24/7 help).

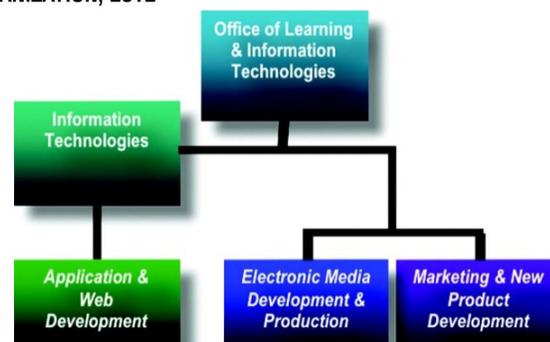
Until fall 2011, two committees, Technology and Distance Learning, in conjunction and collaboration with the Computer Services Department (CSD), Distance Learning (DL), and the Center for Instructional Systems Development (CISD), were responsible for ensuring that technology supported the needs of learning, teaching, communicating, researching, and operating systems College-wide. Because many of the same staff served on both committees, the Technology Committee and the Distance Learning Committee were consolidated. The DL Committee was retained as a subcommittee of the Technology Committee along with the Voyager Planning/Implementation Team, and Summer Technology Institute Planning Team.

The Technology and Distance Learning Committee (T&DLC) has the following three mandates:

1. To review, evaluate, and advocate for new and emerging technologies that will enhance student learning and improve instruction, communication, and computing technologies at Coastline.
2. To develop long- and short-range plans and priorities for Coastline Community College to facilitate the acquisition and deployment of state-of-the-art technology.
3. To review, evaluate, and propose guidelines and procedures for Coastline's Distance Learning Program and processes to improve student success, satisfaction, and retention in this modality.

The T&DLC meets once a month during academic terms and is made up of a broad-based constituency representing faculty, classified staff, management, and students. The committee is co-chaired by a faculty member and the Senior Director of Information Technology. Subcommittees meet separately based on needs of the committee; relevant topical issues are addressed as specific agenda items by the full committee. The Distance Learning Subcommittee reviews distance learning courses and curriculum in relation to issues of feasibility, production, facilities, technology, marketing, contract education, research, and student support services. The Voyager Planning and Implementation Task Force, co-chaired by the Executive Dean, Learning and Information Technologies and the Senior Director, Information Technology, meets

FIGURE 3.C.2
OFFICE OF LEARNING AND INFORMATIONAL TECHNOLOGIES (OL&IT)
REORGANIZATION, 2012

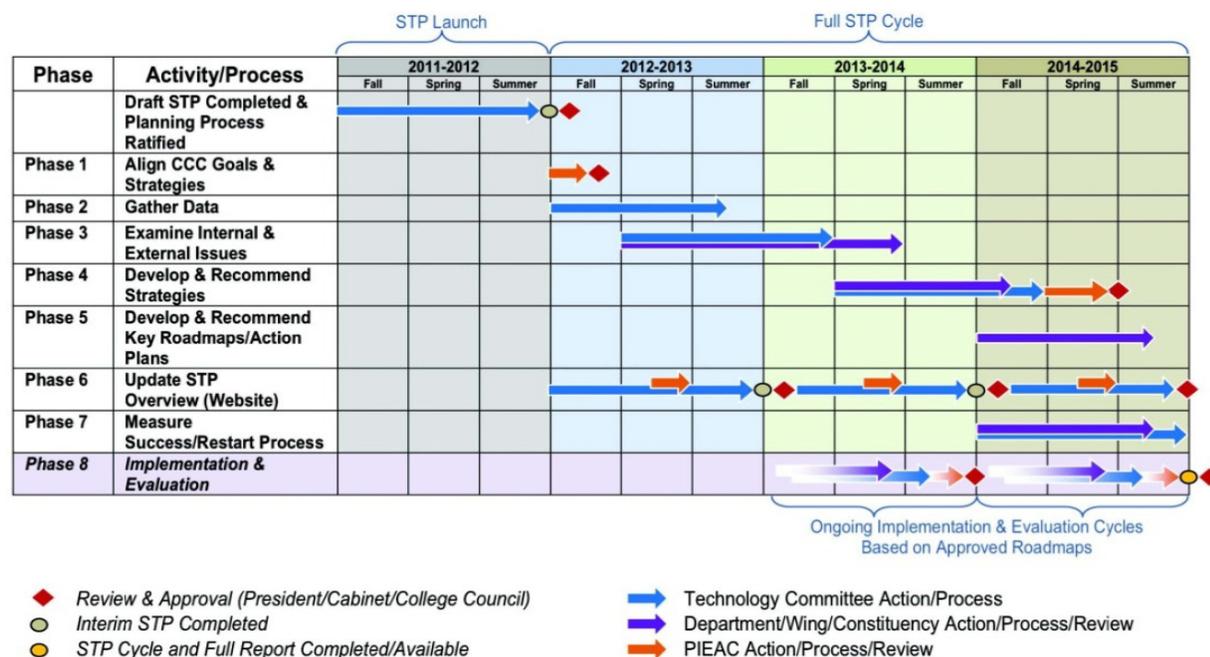


monthly or weekly as needed to address and resolve operational and/or technical problems with Voyager and related systems, e.g., Seaport, MyCCC, CCC Web site, etc. This task force played a key role in the implementation of Voyager (Banner/Luminis) in 2008 and more recently (fall and spring 2011–12) in the implementation and migration of Seaport (Coastline’s LMS) from Version 2 to 3.

Technology planning is integrated with institutional planning in multiple ways contributing to a collaborative review through consideration of needs in relation to department goals and college-wide planning priorities.

Each year departments are invited to contribute recommendations to the technology planning processes as well as to develop and submit new technology-based goals and objectives aligned to the College’s master planning initiatives (a model of the process and the process life cycle is illustrated in **Figures 3.C.3** and **3.C.4**). Subsequent technology planning, development, and implementation progress and achievements are reported by the T&DLC to the PIEAC as part of the ongoing Strategic Technology planning and evaluation process. From 2008 through 2011, the MBP funded a number of technology projects that were managed by the CISD. These are summarized in the following document (3.C.1: [CISD Master Plan Initiatives Jan. 2008 with MPBC 2008-2011 Worksheet](#)).

FIGURE 3.C.3

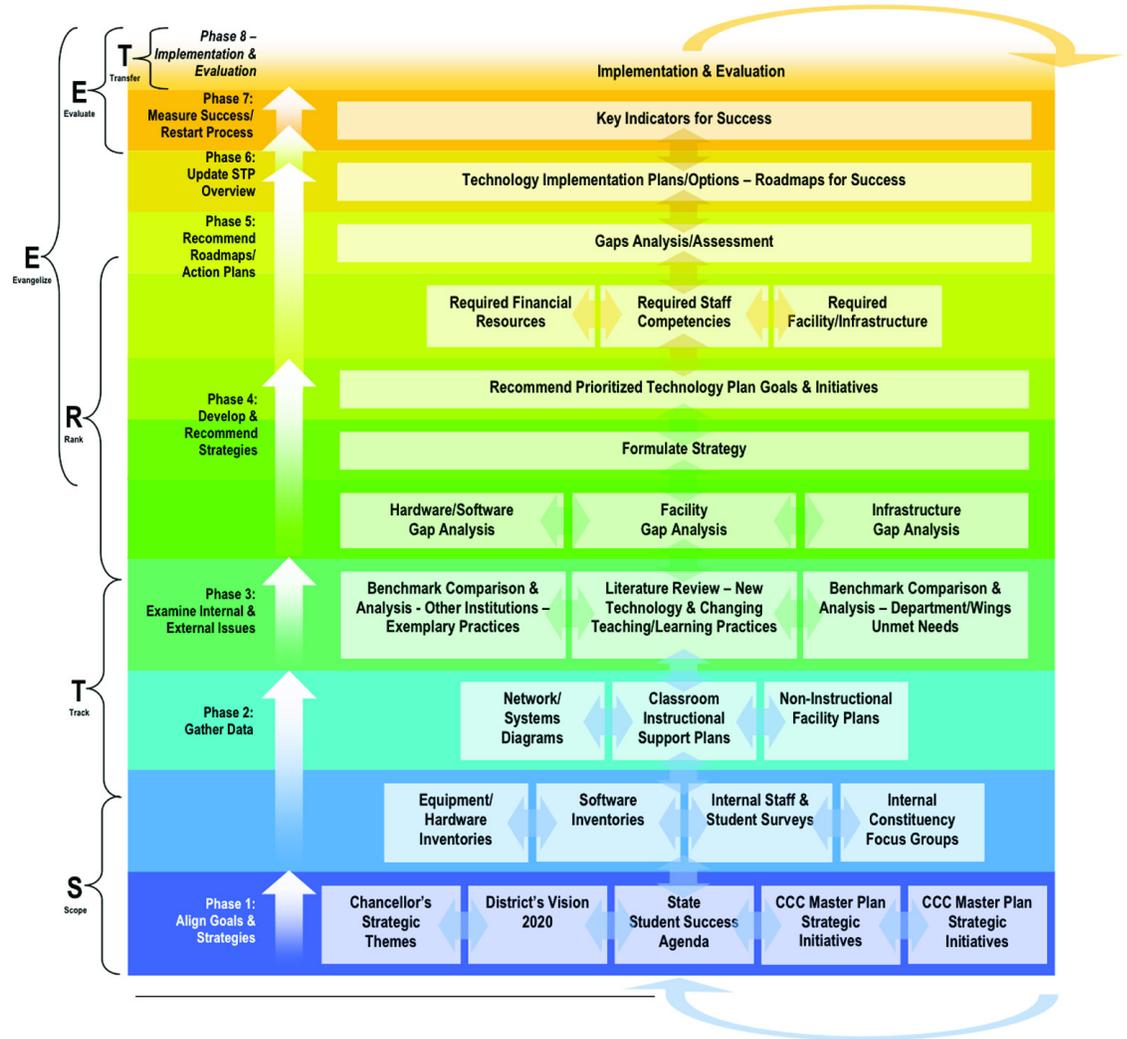


Source: Strategic Technology Plan 2012–2017, p. 26.

Departments and committees are also invited to submit Resource Allocation Proposals to the PIEAC in the spring of each year in an effort to secure funding

for activities designed to advance and/or improve student success, teaching and learning, and/or operational effectiveness consistent with the Strategic Technology Planning process and College-wide Master Planning priorities. For approved activities, periodic reports are required, outlining progress and overall achievements (3.C.2: [2012-13 CCC Resource Allocation Proposal](#)); (3.C.1: [CISD Master Plan Initiatives Jan. 2008 with MPBC 2008-2011 Worksheet](#)).

FIGURE 3.C.4
STRATEGIC TECHNOLOGY PLANNING MODEL—PHASES



Source: Strategic Technology Plan 2012–2017, p. 27.

Under the new committee alignment and planning process, all committees and departments will be invited to provide an annual presentation to the Technology and Distance Learning Committee regarding technology priorities and needs each spring. Specific equipment, hardware, and systems upgrades and acquisitions that have not already been submitted for inclusion in the College Strategic Technology Plan will be included as well as new technology-based goals and initiatives to improve teaching, learning, and operating effectiveness. The T&DLC consolidates this information into an overall recommendation aligned to the College's Strategic Technology Plan and planning process and submits it to the PIEAC for approval in accordance with established funding processes. Additionally, a District-wide Continuous Improvement Team (CIT) meets frequently to address ongoing technology requirements. This team was formed by the District June 2008, following the successful implementation of Coast Community College's Banner system (Project Voyager). The Continuous Improvement Team (CIT) and its eight sub-committees were formed to address ongoing technology needs District-wide. It meets every three weeks and is composed of the chairs of the eight sub-committees (Research and Reporting, Student Systems, Instruction, Finance, Human Resources, Financial Aid, Information Technology, and Luminis). These subcommittees represent all constituencies within the District. District-wide Information-Technology (IT) support and priority rankings are based on CIT's findings and recommendations (3.C.3: [CIT Meeting Notes March 8, 2012](#)); (3.C.4: [CIT Agenda 09-22-2011](#)); (3.C.5: [CIT Meeting Notes July 19 2012](#)).

Self Evaluation

The College meets this Standard. Existing College and District committees ensure that needs of learning, teaching, College-wide communications, research, and operational systems are addressed. The technology planning and provisioning process is driven by the College Education Master Plan (3.C.6: [Coastline Education Master Plan 2011-2016](#)) and implemented by College committees. Technology interests emanate from a variety of College constituencies and are forwarded through various committees into the planning and procurement process for review and action consistent with the College's master planning goals and objectives.

Actionable Improvement Plan

None

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

Descriptive Summary

With 64% of its credit FTES in distance education courses and with all DL, face to face, and hybrid courses utilizing online means for tracking and reporting of SLOs and grades, Coastline is uniquely dependent on technology. Network availability and security are vital to student learning programs and services. To meet these demands, the College plans, acquires, and employs a wide range of technology-based resources and systems.

TECHNOLOGY SERVICES

The Computer Services Department (CSD)

The Computer Services Department plans, configures, installs, maintains, and updates all administrative and instructional computers and software for the three Coastline learning centers (Costa Mesa/Newport Beach Center, Garden Grove Center, Le-Jao Center), the College Center administrative building, the Center for Instructional Systems Development, and both Orange County One-Stop Center locations. CSD is responsible for the following:

- Computer network infrastructure (routers, switches, and other network-related equipment and software)
- Network security
- Instructional servers and e-mail servers
- Web servers, including those that host the College Web site, searchable Class Schedule, searchable course descriptions, and other functions
- Software licensing
- Administrative desktop computers
- STAR Program course Web sites
- Instructional computers (including computer labs)
- One-Stop Center computer support
- Military Programs computer infrastructure support

System Availability and Security

Coastline servers and infrastructure have encountered numerous outages and failures over the last several years due to a combination of hardware failures, network outages, facilities issues, hacking attempts, District and College-related connection issues, and weather and disaster-related problems. These outages, though usually short-lived, have caused serious disruption of services for both

staff and students, including effects on military education contracts. Though staff works together at times of emergency, there has occasionally been some confusion regarding responsibility and the most appropriate solution. To solve these issues, two major decisions were made: 1) To outsource mission-critical servers to a location capable of providing 24/7 operation and maintenance in a secure environment and 2) to consolidate management of CISD and CSD into one department and to integrate staff with similar and overlapping responsibilities.

The initial attempt to outsource servers by establishing a co-hosted environment using CCC's systems was unsuccessful. As a result, the decision was made to move to a world-class enterprise cloud provider with complete physical redundancy and dynamic extensibility to eliminate downtime and any hardware or bandwidth constraints. In order to ensure that Coastline had the ability and flexibility to quickly ramp-up computing processing power as needed, Infrastructure-as-a-Service (IaaS) was selected from an established vendor, Terremark. Terremark Worldwide was selected because of its competitive pricing, reliability, and the fact that the Department of Defense and other major organizations that need high throughput, reliability, and security use its infrastructure. Transition to this off-site vendor was completed in summer 2011 with the move of mission-critical services supporting instruction, distance learning, and military programs. Some less critical activities for development and specialized support services will continue to be hosted internally. Concurrent with this activity there was a full review of security, software, and hardware needs, including IT support responsibilities and responsiveness.

Reorganization and consolidation of CISD and CSD was approved by the Board and was implemented March 2012. This resulted in the formation of a new department, the Office of Learning and Information Technologies, as discussed in **Standard III.C.1**.

The Center for Instructional Systems Development (CISD)

The Center for Instructional Systems Development (now Office of Learning and Information Technologies) has long been a self-funded ancillary center of excellence for design and creation of mediated educational products such as turn-key online courses, textbooks, workbooks, audiovisuals, distance learning labs, and telecourses. CISD products are marketed as a source of external funding to educational institutions worldwide. In 2007 with the integration of distance learning developmental activities into CISD, CISD assumed additional responsibilities for internal training and support for faculty and staff, including the offering of the annual Summer Technology Institute; support of the College's Learning Management System, Seaport3, and oversight of the server elements related to the distance learning program and telemedia support activities.

CISD and its component units have long been a source of significant research and development for the College in new educational programs, services, and delivery

methods using new and emerging technology including e-books, lab simulations, 3-D/virtual environments, mobile technology, and other activities. However, as a direct result of statewide budget reductions and a decline in CISD ancillary revenue, a reduction in the scope of these activities has been necessary. In the past several years, to limit expenditures, personnel have been shifted to other critical positions to cover budget shortfalls and staffing shortages. This includes the reassignment of the following: 1) Dean of Innovation and Learning Technology to an area discipline dean; 2) Director, Telecourse Production to Manager of the EBUS Program; 3) Director, Instructional Design & Faculty Support to Associate Dean, Distance Learning & Professional Development. In addition, other CISD staff have been assigned increased roles in College-wide technical support including more traditional college responsibilities such as help-desk activities and infrastructure support.

Coastline's proprietary Learning Management System, Seaport, continues as a key focus of the department's efforts with plans underway for commercial distribution to other education institutions as well as ongoing expansion and enhancement to support the College's instructional programs with ever expanding and improving online and mobile support elements.

CISD also provides online services and course content hosting to more than 150 institutions licensing its courses. With the decision to outsource Coastline's internal mission-critical hosting services, CISD made the same decision for its ancillary services. However, because of cost and the needs for a smaller, more nimble environment, the decision was made to use Amazon's Elastic Computer Cloud service. This service delivers dynamic scalable, pay-as-you-go computer capacity well matched to CISD cyclical needs.

PROFESSIONAL SUPPORT

Coastline provides other professional support in several key technology areas, including Telemedia Services and Distance Learning.

Telemedia Support

Telemedia services are an integral part of CISD's activities provided by two full-time employees and hourly support staff, employed for special events. Telemedia performs the following services:

- Management of the production studio at the College Center
- Organization of classroom media equipment
- Management of media and the event capture control room and videoconferencing systems at the Garden Grove Center
- Management of cable television origination and playback for Coastline's educational channel
- Organization and repair of videoconferencing equipment

- Duplication of CD-ROMs and DVDs
- Technical support and equipment set-up for training sessions and professional presentations
- Media equipment upgrade, maintenance, and repair
- Sound reinforcement, video capture, and still recordings of various College-sponsored events, such as graduation.

Distance Learning Department

The Coastline Distance Learning (DL) Department supports faculty in the delivery of online courses, telecourses, and distance learning support processes. It is also a source of reference for students enrolled in these courses, providing supplemental information about DL processes and procedures through phone, e-mail, and face to face contact. Over the past two years, the DL Department has been reduced in scope and staffing from previous levels as DL has become mainstreamed into most College-related educational activities. The advent of Coastline's internally developed LMS (Seaport) has greatly aided in this transition to more faculty-centered and hands-on involvement and has reduced the need for many of the support processes formerly provided by DL staff. For example, testing, electronic assignment drop-boxes, student communication, grade processing, and other elements are now controlled directly by faculty using Seaport, rather than DL staff. Though the department no longer requires faculty to hold physical office hours in the DL Office, the location still serves as a contact point for faculty needing assistance from the College's instructional designers/trainers and other staff. Instructor seating and private faculty-student conference areas are provided. As a result of this change in operations, and other external budget pressures, the department now maintains five full-time and two part-time employees.

Support functions of the Distance Learning Office include:

- Processing of Scantron materials (including quizzes from incarcerated students and other telecourse students who don't take their quizzes online and midterm and final examinations taken on-site or through proctors)
- Assisting faculty and students with a variety of DL-related questions or problems
- Assisting in the operation of the College Assessment Center, where DL students can also schedule and take midterm and final exams
- Assisting faculty with securing closed-captioning/transcriptions for materials
- Assisting faculty and students with recommendations related to DL-based courses.

Seaport Learning Management System

Building on Coastline's experience in creating, marketing, supporting, and using distance learning, the College made a decision in 2006 to create a software environment that could support the unique range of Coastline's distance learning programs. "Seaport" was conceived as both a course design/authoring system and a learning management system (LMS). Its flexible and dynamic architecture allows faculty to focus their attention on teaching versus struggling to get their classes online. Its instructional features include:

- automated student monitoring and alerts
- integrated course, program, and institutional SLO tracking and analytics
- drag-and-drop interface for rapid course creation
- integrated, media-ready learning object repository
- intuitive user interface
- object sharing across courses, departments, or campuses
- flexible grading tools

In addition to its design features, Seaport offers five main advantages to Coastline over other LMS systems:

- Automated support for SLO assessment and reporting
- Instructional design framework that assists faculty with course design
- Freedom from escalating licensing costs inherent in proprietary learning management systems
- Ability to modify Seaport's software code to meet new teaching and learning, research, and student support needs
- Support for delivery in multiple instructional formats including mobile platforms

Seaport now has a six-year history of validating the reasons for its creation. It is in Version 3 of its development with many new added features and options that have been requested by faculty (see **Table 3.C.2** for a listing of features). For example, new code has been written in Seaport for automated gathering and reporting of course, program, and institutional-level student learning outcome data in an easy-to-use format tied directly to the grade book as a component of the instructional process.

In an effort to leverage the cost of developing and maintaining ongoing Seaport development and hosting, efforts are underway to market Seaport to educational institutions nationwide. Consistent with this goal, Seaport's availability was announced at the Instructional Technology Council's eLearning 2012 Conference in Long Beach, California (February 2012). In addition, two pilot implementations were launched, one in 2010 for corporate training and the other in 2011 for a for-profit College. Both pilots have proved successful, and multiple-

year support agreements have been approved by the District Board and each organization.

Seaport training is provided for faculty on a regular basis with both on-site and online options for faculty as needed, including a storehouse of self-help materials with video tutorials that may be accessed 24/7 (**section III.C.1.b.** provides additional detail regarding training and collateral resources). Additionally, support from the College's instructional designers/trainers is available for any faculty wanting personal assistance with new course design or revisions.

Project Voyager

Early in 2005 the District formed a constituent-based committee to evaluate and recommend an enterprise resource planning (ERP) system for use throughout the District. The Board subsequently approved the Voyager Plan, a comprehensive measure to move the District to the forefront of technology for all aspects of College operation and management. The Voyager project includes the two primary components of the Banner operations software and the Luminis Portal family of enterprise software products produced by SunGard SCT. This software serves as the basis of a system to manage District-wide finances, records, student services, customer service, human resources, communication, registration, and other functions.

The College maintains its own cross-functional Voyager Implementation and Planning Team to respond to College-specific issues that relate to the Voyager system used by the District's three Colleges. This team, which meets regularly, addresses any problems with the Luminis-Banner system, new upgrades, and other recommendations related to the systems function and/or integration with other systems (3.C.7: [Voyager District Web Site](#)).

The District hosts the Banner system, sub-systems, telecommunication services, and the CENIC Internet connection for the campus. Through a District-wide Continuous Improvement Team (CIT), future enhancements to improve effectiveness are under regular evaluation.

FACILITIES

Coastline operates physical technology facilities at the College Center, three main learning centers, and certain other locations (3.C.8: [Map of CCC Sites in Service Area](#)). Most classrooms at the learning centers are equipped with standard telemedia devices (e.g., computer display systems and projectors).

Each learning center has dedicated computer classrooms (3.C.9: [Computer Classrooms by Site](#)). Depending on the courses offered at each center, the computer rooms and labs are configured to support curricular programs such as fine art, digital art, business computing, computer networking, and ESL. In addition, the Information Commons at the Garden Grove Learning Center serves

as an open computer lab for registered Coastline students. The Student Success Center, located at the Le-Jao Center, offers remedial courses via computer-assisted instruction. Computer-based English and math placement tests are offered in the Assessment Center located at the College Center. Instructional software decisions are made by faculty teaching the course in collaboration with the dean of each particular area. The Computer Services department assists in compatibility evaluation, obtaining quotes and installing the software once approved.

TABLE 3.C.2

SEAPORT FEATURES

FEATURE	DESCRIPTION
ANNOUNCEMENTS	<ul style="list-style-type: none"> • Post immediately or at a later date • Include images, files, and links; HTML/WYSIWYG editor
CALENDAR	<ul style="list-style-type: none"> • Enter dates automatically based on lesson dates, assignment due dates, forum and quiz open/close dates • View by course, across all courses, by department/organization
DISCUSSION FORUM	<ul style="list-style-type: none"> • Sort by topic, open date, close date, graded/non-graded, visible, number of times viewed, number of replies • Assign groups manually/randomly, students locked out of other groups • Reorder topics (drag & drop) • Define open and close dates, visible or hidden • Edit by HTML/WYSIWYG • Grade directly from discussion thread postings • Sort forum roster by points, topic, or student (master list of all postings)
DROP BOX	<ul style="list-style-type: none"> • Accept more than 50 file types (Word, Excel, PowerPoint, JPG, PDF, zip, etc.) • Create separate drop boxes for each assignment • Upload files to share with students • “Share” files uploaded by students
GRADE BOOK	<ul style="list-style-type: none"> • Provide feedback and hidden notes for each student on each assignment • Define categories and weights for each category • Reorder assignments (drag & drop) • Define weights to assignments • Assign due dates for all types of assignments (drop box, forums, etc.) • Enhance view and usability for scoring: vertical and horizontal scrolling, freeze/lock columns, drag & drop to rearrange columns, show/hide columns, change number of students displayed per page • Import and export Excel (allows for grading offline) • Export as PDF file • Create reports and statistics: by student, by assignment • View results by assignment or student • View statistics by assignment or final grade • Grade directly from essays, drop box assignments, forum postings, etc. • Integrate with Turnitin.com
JOURNAL	<ul style="list-style-type: none"> • Define settings: open and close dates, public or private, visible or hidden • Define ability of students to edit or delete their own journal entries • Comment on individual entries • Enter scores for individual entries or one score for the entire journal assignment • Grade directly from journal entries

Source: Seaport Marketing Flyer

TABLE 3.C.2
SEAPORT FEATURES (CONT.)

FEATURE	DESCRIPTION
LESSONS	<ul style="list-style-type: none"> • Create effective, highly mediated lessons • Use instructional design template, guidelines, and help aids • Use learning object repository to share assets across lessons, courses, departments, or organization; make assets public or private • Use Learning object types: images, files, URLs, HTML, YouTube, EduStream, Second Life, Survey Monkey • Upload learning objects via zip file, bulk upload, or drag & drop from Desktop • Drag & drop learning objects to lessons • Organize objects in user-defined folder/file structure; search for learning objects based on keyword
QUIZ/EXAM TOOL	<ul style="list-style-type: none"> • Set different quiz times for individual students • Receive notification when quiz has been submitted (turn on or off) • Import from outside test banks, Word, text files, etc. • Use different quiz types: Multiple choice, T/F, short answers, essay. Multiple choice and T/F automatically graded • Create exams with pooled and randomized questions • Set open/close dates • Include questions and/or answers with images, audio, video, Web links, files, etc (HTML/WYSIWIG editor) • Issue a "Special Entry Code" to allow a student to bypass quiz open/close date
SCHEDULED EMAILS	<ul style="list-style-type: none"> • Set up e-mails ahead of time, specify date of delivery, select recipients • Format text in message (HTML/WYSIWYG editor) • Sort by subject, date sent, or status
STUDENT LEARNING OUTCOMES	<ul style="list-style-type: none"> • Display course, program, and institutional-level SLOs within each course • Connect SLOs to assignments • Define SLO achievement levels • Measure SLO achievement • View statistical reports during the semester by achievement level, SLO#, assignment, and student • View end of term SLO reports
STUDENT MONITORING	<ul style="list-style-type: none"> • Identify "At-Risk" students by score, number of assignments missed, incomplete Letter of Agreement, etc. • Identify "excelling" students by score, %, number of assignments complete; generate certificate, send e-mail
MISCELLANEOUS	<ul style="list-style-type: none"> • Easy and consistent navigation for students and faculty; intuitive design, low learning curve • Student roster and grade book automatically updated from Banner • System-wide messages (from admin, departments, college, etc.) • List of courses separated by current, past, future terms; sort list of courses by Course ID, course name, or CRN • Textbook information automatically retrieved based on ISBN • Student view: all coursework, grades, forum activity, and SLO achievement on one screen; printable view • Mobile learning capability for students to access course content • Letter of Agreement submitted online by student

Source: Seaport Marketing Flyer

Under contract with the County of Orange, Coastline also operates the Orange County One-Stop Centers, with locations in Westminster and Irvine and a satellite operation in Fullerton. To meet the needs of job seekers and employers, these facilities offer computer-assisted assessment, training, research, and employment development opportunities (3.C.10: [One Stop Flyer](#)).

The Center for Instructional Systems Development (Coast Learning Center) had been located in a leased facility in Fountain Valley's city administrative center. However, the City of Fountain Valley notified the College that this property was scheduled to be demolished summer 2012. As a result, the CISD and CSD (the new Office of Learning and Information Technologies) were relocated to a College-owned building adjacent to the College Center. This move was scheduled for completion by summer 2012. The move presents a unique opportunity for the College to consolidate staffing and bring the department to closer working proximity to the Instructional Services and Distance Learning departments. As such, a Center for Teaching and Learning is planned for the new site that will merge available technology resources currently available via CISD and CSD in one location.

Self Evaluation

The College meets this Standard. Coastline depends heavily on the use of technology. As a result, it is constantly looking for ways to leverage existing resources to do more with less. Based on a recent internal and external review of IT operations within Coastline, the decision was made to reorganize and merge CISD and CSD departments to better serve the College. This will improve sharing of limited resources and increase program accountability. Moreover, since the College lacks a formal data center and related facilities, it has decided to relocate key servers and other systems to the District data center, where space and a quality data center is already in place to host Coastline collateral systems and distributed facilities. A new network design will connect all the various sites with fiber to ensure continuity and quality of service for all technologies with adequate response times and bandwidth.

In response to the Accreditation Survey statement "Technology staff is knowledgeable," 84% of employees replied *strongly agree* or *agree*, 4% replied *disagree* or *strongly disagree*, and 13% were *neutral* or *did not know* (Question 11). In response to the same question, 86% of full-time faculty replied *strongly agree* or *agree*, 7% replied *disagree* or *strongly disagree*, and 7% were *neutral* or *did not know*; 90% of part-time faculty replied *strongly agree* or *agree*, 1% replied *disagree*, and 9% were *neutral* or *did not know* (Faculty Survey, Question 14).

In response to the Accreditation Survey statement "Instructional and computing equipment is appropriate and well maintained," 66% of employees replied

strongly agree or *agree*, 9% replied *disagree* or *strongly disagree*, and 25% were *neutral* or *did not know* (Employee Survey Question 11). In response to the same question, 69% of full-time faculty replied *strongly agree* or *agree*, 17% replied *disagree* or *strongly disagree*, and 14% were *neutral* or *did not know*; 75% of part-time faculty replied *strongly agree* or *agree*, 7% replied *disagree*, and 19% were *neutral* or *did not know* (Faculty Survey Question 14).

In response to the faculty Accreditation Survey statement “My computer hardware and software programs are adequate for my needs,” 64% of full-time faculty replied *strongly agree* or *agree*, 21% replied *disagree* or *strongly disagree*, and 14% were *neutral*; 73% of part-time faculty replied *strongly agree* or *agree*, 11% replied *disagree* or *strongly disagree*, and 16% were *neutral* or *did not know* (Question 15).

In response to the student Accreditation Survey statement “The classroom computer labs are equipped with updated computers and software,” 47% of students replied *strongly agree* or *agree*, and only 2% *disagreed* or *strongly disagreed* (51% of students replied *neutral* or *did not know*, which is understandable, since a large percent of students completing the survey were distance education students) (Version 2, Question 1).

In response to the student Accreditation Survey statement “The availability of open computer labs is sufficient to meet my educational needs,” 39% of students replied *strongly agree* or *agree*, and only 6% *disagreed* or *strongly disagreed* (55% of students replied *neutral* or *did not know*) (Version 2, Question 1).

College-wide student, faculty, staff, and management Technology Surveys were distributed in the spring 2011 semester by the Technology Committee in collaboration with the Office of Instructional Systems Development. A series of questions probing barriers to the use of technology were asked of each constituency group. In response to the Faculty Technology Survey question “How much of a barrier are the following in your use of technology in your teaching?” “Lack of onsite support” was identified as a *low* or *below average* barrier by 48% of faculty respondents (21% replied *average*, 9% *above average*, and 18% *high*). “Inadequate technical support” was identified as a *low* or *below average* barrier by 48% of faculty respondents (33% replied *average*, 6% *above average*, and 9% *high*). However, 61% of faculty felt that “Inadequate technical support for students” was an even greater issue (49% replied *average*, 3% *above average*, and 9% *high*). When asked about “Lack of current hardware and software,” 66% of faculty indicated that this was a concern (30% *average*, 21% *above average*, and 15% *high*) (3.C.11: [Graph: Faculty Barriers to Use of Technology in Teaching](#)).

Asking managers and classified staff corresponding questions elicited similar but less positive responses overall. Managers (74%) indicated that “lack of onsite support” was an issue (e.g., 37% *average*, 26% *above average*, and 11% *high*) whereas 64% of classified staff thought so (24% *average*, 20% *above average*, and 20% *high*). Significantly higher than faculty, managers indicated that 63%

feel that “inadequate technical support for you [the respondent]” was a significant concern (26% *average*, 21% *above average*, and 16% *high*) (3.C.12: [Graph: Manager Barriers to Use of Technology in Departments](#)).

Classified staff were even more negative, indicating that 72% were concerned (21% *average*, 30% *above average*, and 21% *high*). However, only 58% of managers felt that “inadequate technical support for your staff” was an issue (10% *average*, 32% *above average*, and 16% *high*). When asked about “lack of current hardware and software,” 79% of managers indicated that this is a concern (47% *average*, 21% *above average*, and 11% *high*) whereas classified staff were much less concerned, rating this issue virtually the same as faculty at 67% (16% *average*, 33% *above average*, and 18% *high*) (3.C.13: [Graph: Classified Barriers to Use of Technology in Departments](#)).

In response to concerns about technology assistance, in October 2011, the OL&IT staff developed a Help Desk Web Site where faculty and staff can submit questions and receive a quick e-mail answer or assistance. This system alleviates the difficulties associated with technology assistance in a distributed campus (3.C.14: [OL&IT Faculty/Staff Support Help Request Web Site](#)).

In the Technology Committee’s Student Technology Survey, a series of questions probing barriers to the use of technology was asked corresponding to those asked other constituency groups. In response to the question asking students to rank barriers to the use of technology, the item “not enough money to purchase equipment and software needed” stands out from the other items; 44% of students ranked this as *high*, and 81% indicated this as an issue (when considering the combined total of respondents who selected *average*, *above average*, and *high*) (3.C.15: [Graph: Student Barriers to Use of Technology in Learning](#)).

A Management Technology Survey question asked managers to rank the importance of technology-related issues in regard to the College overall. They identified two key areas with highest priority: Replacement funding to keep technology and software current and Funding to acquire new technology (3.C.16: [Graph: Manager Perceptions of Important Technology Issues at College](#)).

Actionable Improvement Plan

None

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

Descriptive Summary

TRAINING FOR STUDENTS

Based on its own extensive curriculum in technical subjects, Coastline offers students computer training and various opportunities for self-study and practice (3.C.17: [Online Class Schedule](#)). There are five research computers in a classroom available at Costa Mesa Center for paralegal students in addition to computer lab access for instruction.

Information Commons

Coastline's Information Commons at Garden Grove offers technology software support for students enrolled in Coastline courses. The Commons is open with the presence of a lab technician during scheduled hours for assistance with most Microsoft applications as well as Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Corel Painter, QuarkXPress, and Photoshop Elements. At the various learning centers, computer time is available on varied schedules for students registered in computer lab courses. Coastline has twenty-four computer labs in our various instructional buildings and One-Stop sites available for student use.

TRAINING FOR PERSONNEL

District

As needed, District IT provides, either through staff or consultants, workshops for campus personnel. Staff training documentation is available on the Voyager Web site, and procedure manuals are available in the Voyager portal (3.C.18: [District Voyager Training Web site](#) (password protected)).

Summer Technology Institute

Coastline launched the Summer Technology Institute during summer 2005 and has continued this highly successful training program each summer (3.C.19: [Email Invitation to Summer Institute](#)). Sessions are offered to address instructional needs and to provide technology-related training for faculty, classified staff, and managers. New tools and software are introduced and made available to participants to facilitate instructional improvement and enhanced productivity. Topics include new technologies, social network opportunities for education, PowerPoint tips, MS office updates, capture software, instructional design concepts, learning communities, 3-D simulations, virtual labs, mobile computing, course accessibility, and other topics. Typically, 120–150 faculty and staff attend the popular event held mid-summer over a two-day period. Efforts are currently under way to expand this program District-wide. The topics covered in the 2011 Institute are listed in **Table 3.C.3**.

TABLE 3.C.3

COASTLINE COMMUNITY COLLEGE SUMMER TECHNOLOGY INSTITUTE
PRESENTATION TOPICS, JULY 2011

• Accessibility	• iPhones, Smart Phones, Tablets, eReaders and the Coming Mobile Education Convergence
• Adobe Acrobat Pro	• Learning Styles: Myth or Magic
• Basic Skills: Speak Up! How I Wish School Were Different (panel)	• Mobile Education: Smartphones, iPad, Notebooks, Tablet PC, Kindle, Nook
• Basic Skills: Turnitin, PeerMark, GradeMark	• Office 2010: Excel
• Camtasia/Jing	• Office 2010: Word
• CCC Confer	• Photo Editing
• Cheating!!	• Seaport V3: Calendar
• Class Team Projects: How to Manage, Support, and Participate	• Seaport V3: Course Information Templates
• Coast Learning Systems & Edustream: How You Can Make Use of These Resources	• Seaport V3: Dropbox, Gradebook, & SLOs
• College Survival Skills	• Seaport V3: Forums & Journal
• Copyright	• Seaport V3: Lesson Manager
• Enhance Your Class Projects with Graphics, YouTube, and Sound	• Seaport V3: Overview
• ePortfolios in Your Course	• SnagIt
• Financial Aid and Other "Paying for College Strategies"	• Study Strategies to Balance Family, Work, and School
• Free or Cheap Educational Resources for Your Course	• Twitter
• Free Sources for Software and Materials to Support Your College Success	• Using Audio in Your Course
• Games in Education: Simulations, Serious Games, SoftChalk, Raptivity, Flash Games, Crossword Puzzles	• Using CCC's Course Quality Rubric and PIE Materials to Improve Your Course
• Google Tools	• Web 2.0: Social Networking in Your Course
• Got Computer Problems? Simple Troubleshooting Tips	• Windows 7
• How to Be Successful in a Distance Learning Class	• Xtra Normal: Video Presentations for the Camera Shy
• How to Research on the Internet	• YouTube in Your Course

Source: Summer Institute Schedule 2011

Web User Training and Support

All Coastline staff and faculty members who have been assigned to maintain pages on the Coastline Web site (3.C.20: [CCC Web Page](#)) are required to attend a three-hour Web-User Training orientation. The training includes specific instruction in using the XHTML editor (XStandard) to edit Web pages and in incorporating accessibility accommodations as pages are edited. Coastline also has a subscription to Lynda.com (3.C.21: www.Lynda.com), an online training resource.

Seaport Training and Support

Migration from one learning management system to another or from one version to the next can be challenging. The transition from Seaport Version 2 to Version 3 was no exception. Beginning in summer 2011 with a small number of pilot testers and then engaging all the faculty for a spring 2012 implementation for all courses, regardless of delivery modality, was a significant challenge for faculty as well as for the development and training support staff. From October 2011 through January 2012, 46 Seaport training sessions (online and face to face) were conducted (3.C.22: [Seaport Training Course Registration Web Site](#)). A total of 277 faculty, staff, and managers attended these sessions. Additional training sessions were held in spring 2012 for faculty who needed assistance in setting up their SLOs in Seaport, and three “super mentor faculty” also provided online assistance to faculty with their SLO setups. In addition, numerous online training and job aids were developed and posted for faculty self-help (see **Table 3.C.4**)

(3.C.23: [OL&IT Seaport Faculty/Staff Support Web Site](#)). In addition, October 2011 through February 2012, 514 help tickets (requests) were submitted to the “Seaport Help Desk” (3.C.14: [OL&IT Faculty/Staff Support Help Request Web Site](#)); 456 of these tickets were quickly resolved (88%) by the development and training team. Of the remaining 58 (11%) open tickets, 6 (1%) were classified as high priority (major issue that must be resolved as quickly as possible), 14 (2%) were classified as medium priorities (minor issues); and 38 (7%) were low priorities (this category includes “wish list” and “let’s talk about it” items). New faculty technology orientation is also provided (3.C.24: [New Faculty Orientation Fall 2012](#)).

Training and job aids were developed and provided by the CISD (see **Table 3.C.1**). However, a significant amount of critical support and consultation was provided faculty-to-faculty College-wide through a Faculty Mentor program. Without Faculty Mentors’ assistance and collaboration, this training initiative would have taken much longer and/or failed (3.C.25: [Mentor-Mentee List](#)).

In Seaport, an ADA-compliant editor is used by faculty to enter information into their course Web sites. In this way, instructors become familiar with accessibility issues as they learn how to add new elements to their course Web pages (images, tables, lists, etc.).

For student use of Seaport and Coastline’s Web site, help pages and training videos have been placed in key locations so they can learn how to access various technological resources, such as Virtual Library instructional videos (3.C.26: [Virtual Library Link](#)); (3.C.27: [Help Desk/Knowledge Base](#)); (3.C.28: [Student Help Desk](#)) and how to access a course Web site (3.C.29: [How To Access Your Course Web site](#)); (3.C.30: [Sample Seaport Student Help Screen](#)); (3.C.31: [Seaport Help Screen Example 1](#)).

TABLE 3.C.4
SEAPORT JOB AIDS (FEBRUARY 2012)

Mentors and Mentees List	
Getting Started	
• Logging Into Seaport ³	• Password Recovery
• Change Roles	• Student View
• Edit Personal Profile	
Import	
• The 6 Step Course Prep Checklist	• Have You Checked?
• Seaport ² >> Seaport ³	• Seaport ³ >> Seaport ³ (course rollover)
• SQuID 2 >> SQuID 3	
Courses I'm Teaching	
• Default View	• Select Semester
• Select Course	
Course Announcements	
Course Information Templates	
• How to Begin	• Course Profile
• Course Syllabus	• Learning Outcomes
• Exam Information	• Grading Rubric
• FAQs	• Letter of Agreement
Course Lessons (formerly Lesson Manager)	
• Add a New Lesson	• Edit Lesson
• Link a Tool to a Lesson (Discussion Forum, Dropbox, Journal, Quiz)	
Course Materials	
Discussion Forums	
• Overview	• Create New Discussion Forum Topic
• Forum Postings—View, Edit, Delete	• Grade Forum Postings
Dropbox	
• How to Create	
Gradebook	
• Setting up Grade Scale	• Setting up Assessments List
• Working with Gradebook Grades	• Export Gradebook to Excel
• Export Gradebook to PDF	• Working with Gradebook Reports
• Viewing Gradebook Statistics	
Journal	
• How to Create	
Quizzes and Exams	
• List Quizzes/Exams	• Create New Quiz/Exam
Student Learning Outcomes (SLOs)	
• SLO Distribution	• SLO Fully/Partially Met Percentages
• SLO Statistics	• SLO Qualitative Notes
Student Roster	
• Information Details	• Summary
• Track	• Send E-mails

Source: OLIT Faculty/Staff Support page

Telemedia Services Support Team for Training

Telemedia Services assists faculty, staff, and students in developing audio and video promotional material. Currently the College telephone system messages (e.g., heard while callers are on hold) features the Art Program and recruitment for Associated Student Government). Telemedia Services also produces video

advertising called “Coastline Minutes” to market courses and programs such as the Gerontology Program on the College cable channels. The Coastline Cable Station broadcasts through Time Warner on the following channels: 1) Costa Mesa - Channel 27; 2) Fountain Valley, Garden Grove, Huntington Beach, Midway City, Stanton, and Westminster - Channel 95; and, Seal Beach - Channel 99. In addition, the Telemedia staff provide training in the use of technical equipment in Coastline’s lecture halls and classrooms and assist in the use of wireless access points available at Coastline sites. They also train and assist the faculty in creating audio materials for use in their distance education courses.

Training Personnel

The College’s training support staff currently consist of an instructional design supervisor/manager in CISD, one trainer, and two instructional designers. They provide Seaport training at the various centers for faculty and staff and write instructions and documentation for various procedures that are distributed or retained online as training for employees and students. They present various workshops at the Summer Technology Institute and are also available (on a rotational basis) four days a week in the Distance Learning Office for faculty walk-in assistance.

Training opportunities for faculty and staff include licensed online support materials freely available 24/7 to any staff member in general-purpose software, such as Microsoft Office; training in specialized subjects (Web site maintenance); training for non-technical faculty in unique systems (Seaport); and ad hoc training in response to user requests. Periodic training for Project Voyager related subject areas and upgrades are administered by the District and are offered on an as-needed basis with follow-up support by College trainers.

Self Evaluation

The College meets this Standard. The College provides quality training in the effective application of its information technology to students and personnel.

Reorganizations at the College due to budget cuts have left some departments such as CISD shorter in staffing; for example the Dean of Innovation and Learning Technology has been assigned as an area discipline dean and will become the dean of the new Newport Beach Center. An instructional designer and head of Instructional Design and Faculty Support has assumed new duties as the Associate Dean, Distance Learning and Professional Development. In lean budget times, our goal is to become more efficient with less staff.

Self-Study Survey findings indicate general satisfaction among faculty and staff with the quality and availability of Coastline technology training.

In response to the Accreditation Survey question “Technology training is available and is sufficient to meet my needs,” 76% of full-time faculty replied

strongly agree or *agree*, 7% replied *disagree* or *strongly disagree*, and 17% were *neutral* or *did not know*; 79% of part-time faculty replied *strongly agree* or *agree*, 5% replied *disagree* or *strongly disagree*, and 16% were *neutral* or *did not know* (Faculty Survey, Question 14). In response to the same question, 57% of employees replied *strongly agree* or *agree*, 10% replied *disagree* or *strongly disagree*, and 33% were *neutral* or *did not know* (Employee Survey Question 11).

In response to the Accreditation faculty Survey question “The College has adequate staff to support STUDENTS in the use of technology,” 32% of full-time faculty replied *strongly agree* or *agree*, 14% replied *disagree* or *strongly disagree*, and 54% were *neutral* or *did not know*; 50% of part-time faculty replied *strongly agree* or *agree*, 12% replied *disagree* or *strongly disagree*, and 38% were *neutral* or *did not know* (Question 15).

Actionable Improvement Plan

None

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The District hosts the Banner system, sub-systems, telecommunication services, and the CENIC Internet connection for its institutions. The Banner system is upgraded semi-annually; these upgrades are coordinated through the Continuous Improvement Team (CIT). District-wide IT infrastructure planning and equipment upgrades or replacements are coordinated through a District-wide IT Director’s committee. The Voyager Web site lists upgrades and acquired technology (3.C.32: [District Voyager Enhancement Projects](#)).

The Coastline Voyager Implementation Team reviews all Banner/Voyager related software installations. Coastline projects are ranked and submitted to the President as recommendations. The President collaborates with the other campus presidents to agree on single District-wide rankings for software that are used by District Information Systems (DIS) as its software priorities.

The Office of Learning and Information Technology has written an Equipment and Replacement Plan for 2012–2016 that is linked to the Strategic Technology Plan and the College Education Master Plan (3.C.33: [OL&IT Equipment Replacement Plan-2012-2016 \(1\).xlsx](#)). Planning for institutional technology is set forth in the Education Master Plan and implemented by designated groups and processes within the College. In the Master Plan, Goal 3 specifically addresses technology: “Coastline will continue to create and nurture innovative programs,

services, and technology solutions that respond to the needs and expectations of its learning community.”

Technology planning needs are identified by individual departments and various College constituencies and are forwarded through various committees, including the Distance Learning and Technology Committee (DL&TC), into the planning and budgeting process for review and action consistent with the College’s master planning goals and objectives. A Useful Life Cost of Inventory document assists the Distance Learning and Technology Committee in planning for technology replacement and maintenance agreements (3.C.34: [Useful Life Cost of Technology 2011-2016.pdf](#)).

The DL&TC has the following three mandates:

1. To review, evaluate, and advocate for new and emerging technologies that will enhance student learning and improve instruction, communication, and computing technologies at Coastline.
2. To develop long- and short-range plans and priorities for Coastline Community College to facilitate the acquisition and deployment of state-of-the-art technology.
3. To review, evaluate, and propose guidelines and procedures for Coastline’s Distance Learning Program and processes to improve student success, satisfaction, and retention in this modality.

Additionally, certain technology components are sometimes planned through the identified objectives of certain grants such as Vocational and Applied Technology Education Act (VATEA), Business Education Statewide Advisory Committee (BESAC), the Asian American and Native American Pacific Islander-Serving Institutions Program (AANAPISI) grant, and others (3.C.35: [Grants Received 2006-07 thru 2010-11](#)). These grants are subject to College, President, and Board approval of objectives but are largely administered within the structure of the grant management system and personnel involved and are coordinated with existing purchasing processes within the College structure.

Hardware and software purchases are evaluated through a process overseen by the PIEAC and allocated by the Budget Committee. Technology recommendations frequently originate with the DL&TC process, where task force members have technical knowledge and represent all constituency groups. Other recommendations come through discipline deans who make recommendations based on faculty requests and instructional program needs, including the program review process. Additional requests are made as part of the budgeting process by each department (wing) and the IT department, which has responsibility for IT equipment replacement and ongoing infrastructure operations (3.C.36: [Financial Task Force Prioritization Worksheet 2011-2012.xlsx](#)).

The following infrastructure renewal and upgrade projects were in various stages of evaluation or implementation by the Computer Services Department (CSD) in spring 2012:

- Set up one Virtual Desktop Infrastructure (VDI) instructional lab in the Garden Grove Center
- Establish Infrastructure-as-a-Service for Seaport
- Relocate CCC systems to the District Data Center
- Deploy a mesh metro Ethernet that will connect all College sites with fiber
- Upgrade firewalls
- Deploy a secure and authenticated wireless system at every site
- Design and build the network infrastructure for the new Newport Beach Learning Center
- Implement Axiom
- Resolve e-mail archiving challenge
- Migrate Exchange e-mail 2003 to Exchange 2010
- Establish toner recycling program for all printers college-wide
- Develop replacement plan for desktop, servers, projectors, and infrastructure plan

(3.C.37: [IT Goals and Objectives 2012-2018 1.docx](#)); (3.C.38: [Technology Vision 2015.docx](#)); (3.C.33: [OL&IT Equipment Replacement Plan-2012-2016 \(1\).xlsx](#))

Self Evaluation

The College meets this Standard, but the College wants to improve in this area. The College prides itself on being a leader in the application of technology in education. The College is skillful in scanning the external environment and preparing for future technology needs. Current committee processes for planning, acquiring, maintaining, and replacing technology infrastructure have been working.

The District's Technology Plan was developed to provide a broad conceptual framework for development and utilization of information technology throughout the District. However, creating actionable initiatives to leverage this framework for teaching and learning remains a key challenge for each college to accomplish in collaboration with the District. Consistent with the District's Plan, the DL&TC developed a Vision 2015 Technology Plan (3.C.38: [Technology Vision 2015.docx](#)) in April 2010 to serve as a model for development of the College's new dynamic Strategic Technology Plan (3.C.39: [Strategic Technology Plan 2012-2017.docx](#)).

Coastline's Strategic Technology Plan is described as dynamic because it was designed and exists as a living document, continuously updated to capture and leverage the opportunities and challenges of the ever changing technology environment. The plan was launched with the development of a Draft Strategic Technology Plan: 2012–2017. This draft described the purpose of the plan and outlined goals and performance indicators for the next five years. Most importantly however, the plan launched an ongoing process to drive rapid and

efficient technology infusion and utilization. The plan described the process and the steps adopted to analyze, evaluate, and manage technology initiatives. In addition, it outlined key drivers and indicators for success and ongoing renewal.

Based on the full *Strategic Technology Planning Cycle*, a new plan emerges every three years after analysis of 1) the College's existing infrastructure (hardware, software, teaching and learning processes/systems, etc.); 2) the environment (technology, education, governance, and funding); and 3) competitors (exemplary practices, partnerships, and opportunities). Nevertheless, since the plan and the process are dynamic, new considerations, funding opportunities, regulations, partnerships, etc. will be constantly evaluated and added into the plan, allowing for rapid adoptions of new initiatives at any time.

Upgrade and replacement needs and future technology needs are under severe pressure from budget shortages and remain a matter of concern. Additionally, some sources of funding depended upon in the past for technology upgrades, such as VATEA funds, Perkins grants, ending year balances, and contract education monies are no longer assured sources of funding.

Effective 2007–08, a line item of \$39,000 was established for computer replacement; the line item was subsequently increased by another \$10,000 for a total of \$49,000. Recognizing that this is not sufficient to cover for the College-wide replacement cycle anticipated, in 2011–12 the Budget Committee allocated \$300,000 in one-time funding to be spent according to the needs as outlined/recommended by Computer Service's equipment acquisition plan, of which the computer replacement cycle is a critical component. As of fiscal year 2012–13, the line item was increased by another \$50,000 for a total of \$100,000. With the current budget crisis that we are experiencing, the plan is to build up a reserve to address the IT needs based on one-time funding for now until additional funds can be secured, which is somewhat unlikely for the next few years. Prudent planning and prioritization of activities and support processes are needed to ensure that the College will be able to meet critical infrastructure needs and to maintain support for its technology-dependent distance learning programs. If the November 2012 Bond measure passes, the College plans to set aside bond money in an endowment account specifically for technology replacement needs.

Substantive infrastructure elements or large-scale expenditures, depending on their purpose, typically go through a variety of reviews, including the Office of Instruction, Distance Learning and Technology Committee, Facilities & Sustainability Committee, Computer Services Department, Academic Senate, PIEAC, College Council, and Budget Committee for final review and recommendation to the President's Office for expenditure approval.

Half the faculty and staff agreed that the College is maintaining and replacing its technology infrastructure to meet their needs:

In response to the Accreditation Survey question "CCC maintains, upgrades, or replaces its technology infrastructure and equipment to meet INSTRUCTIONAL

needs,” 50% of full-time faculty replied strongly agree or *agree*, 25% replied *disagree* or *strongly disagree*, and 25% were *neutral* or *did not know*; 61% of part-time faculty replied *strongly agree* or *agree*, 13% replied *disagree* or *strongly disagree*, and 26% were *neutral* or *did not know* (Faculty Survey Question 14).

In response to the Accreditation Survey question “CCC maintains, upgrades, or replaces its technology infrastructure and equipment to meet STAFF needs,” 49% of employees replied *strongly agree* or *agree*, 23% replied *disagree* or *strongly disagree*, and 28% were *neutral* or *did not know* (Employee Survey Question 11).

Actionable Improvement Plan

Assess and refine the planning and budgeting process in order to fund predictable financial obligations, such as instructional (e.g., computer labs) and non-instructional equipment replacement, including technology equipment (e.g., College network upgrades), that will predetermine the allocation of funds.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The Coast District Office of Administrative Services, with the assistance of various College-wide committees, establishes the priorities for major technology projects and purchases. Through CIT, all technology support and services are reviewed to ensure that each institution’s needs are met. Services include the Banner system and related sub-systems, Wide Area Network (WAN), Internet, software licenses, and telecommunications. The Voyager Web site lists all enhancements pending with priority ranking, in-progress, or completed (3.C.32: [District Voyager Enhancement Projects](#)).

Other funding sources for technology include categorical funding from the State Chancellor’s Office, grants from other sponsors and general revenue funds. Previously used funding included the State Chancellor’s Office categorical funding for instructional equipment and library materials and a Scheduled Maintenance Grant, which are currently unfunded. Other funding included the Telecommunications and Technology Infrastructure Program (TTIP), a direct allocation to colleges, which is also currently unfunded (except for subscription costs).

In 2007–08, the College created a line item of \$39,000 for the cost of regularly replacing outdated computers and related technology. In subsequent years, the line item was increased by another \$10,000 for a total of \$49,000. Recognizing that this is not sufficient to cover for the College-wide replacement cycle

anticipated, in 2011–12, the Budget Committee allocated \$300,000 in one-time funding to be spent according to the needs as outlined/recommended by the Strategic Technology Plan, of which the computer replacement cycle is a critical component. In 2012–13, the line item was increased by another \$50,000 for a total of \$100,000. The financial plan is to build up a reserve to address IT needs based on one-time funding for now, until additional funds can be secured, which is somewhat unlikely for several years, unless the Bond passes in November 2012.

Since 2007–08, the College has made an effort to add \$5,000 each year to the general fund allocation for library subscriptions. We will reach our target of \$35,000 of on-going funding by 2012–13 as planned. Additionally, the library has received one-time funds from TTIP and Lottery.

In 2007–08, the College made significant investments in an off-site Technology Center in Fountain Valley and relocated the newly reorganized CISD to this location. The space vacated by the CISD at the College Center was renovated, allowing the Distance Learning, Contract Education, and Military and Contract Education Departments to expand, resulting in significantly improved facilities for staff, faculty, and students at the College Center location. Moreover, new technology was added to improve and modernize overall capabilities and services. At the Technology Center, new nonlinear editing systems, video storage and streaming systems (16 terabytes), encoding and transcoding systems, hosting, digital graphics and animation, and computer programming systems were upgraded and replaced. At the College Center, new faculty and staff offices, conference rooms, Distance Learning Student Services area, and Distance Learning and Military Program support areas were enhanced and enlarged. The budget for the renovation was funded by ancillary/contract education.

In summer 2012 the City of Fountain Valley did not renew the lease for the Technology Center; plans were made to move the staff to a new 10,000-square-foot leased site behind the College Center. Current plans are to also relocate the Information Technology (IT) department to this site and create the Office of Learning and Information Technologies (OL&IT) to establish a faculty and staff training center for Coastline. This will also allow the College to become more efficient in staffing and will provide additional space for reorganization of staff and existing operations within the College Center.

Self Evaluation

The College meets this Standard. Because Coastline perceives itself as a leader in technology, the institution has always devoted particular attention to technology issues and perhaps feels more concerned than other institutions about its inability to move forward on technology fronts or to devote adequate resources to new projects and new product development during these difficult budget times. However, through its Center for Instructional Systems Development and creative

faculty, staff, and managers, the College continues the pursuit of grants and outside funding opportunities to promote the College's future vision and plans.

The College is currently maintaining computer labs, smart classrooms, and distance learning courses but has experienced severe pressures in being able to support and pursue more far-reaching Master Plan initiatives and future objectives. Personnel shortages in the technical support infrastructure, due to retirement incentives, hiring freezes, and budget shortages, have taken a toll on current responsiveness to needs and future development initiatives in such areas as e-books, mobile platform support, virtual labs, and other aspirations. Although the College still has capable personnel in many of these areas, workload and budget constraints, along with a pragmatic priorities assessment, have served to dampen the development environment until the climate improves.

In response to the Accreditation Survey question "CCC provides sufficient financial support for technology learning resources," 43% of full-time faculty strongly agreed or agreed, 21% disagreed or strongly disagreed, and 36% were neutral or did not know; 52% of part-time faculty replied strongly agree or agree, 6% replied disagree or strongly disagree, and 43% were neutral or did not know (Faculty Survey Question 14). In response to the same question, 45% of full-time employees strongly agreed or agreed, 17% disagreed or strongly disagreed, and 38% were neutral or did not know (Employee Survey Question 11).

Actionable Improvement Plan

None

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology planning at the District level is primarily coordinated through the Continuous Improvement Team (CIT). This provides a bottom-up approach for evaluating technology resources and identifying areas for improvement. The District has a Vision 2020 Technology Plan as an adjunct to its Educational Master Plan. The District-wide CIT committee and its eight subcommittees meet frequently to address ongoing technology requirements (3.C.40: [Coast District Vision 2020 Educational Master Plan](#)).

The College Distance Learning and Technology Committee facilitates constituency-based technology planning for the College. This is discussed in III.C.1 (3.C.41: [Technology/Distance Learning Committee Minutes](#)).

Departments and committees are invited to submit Master Planning Initiative (MPI) proposals each spring in an effort to secure funding for unique initiatives designed to advance and/or improve student success, teaching and learning, and/or operational effectiveness consistent with College-wide Master Planning priorities. For approved MPI activities, periodic reports are required that outline progress and overall achievements. The MBP in 2008–2011 funded a number of technology projects that were managed by the CISD (3.C.1: [CISD Master Plan Initiatives Jan. 2008 with MPBC 2008-2011 Worksheet](#)).

College-wide student, faculty, staff, and management Technology Surveys were conducted in the spring 2011 semester by the Technology Committee in collaboration with the Center for Instructional Systems Development. The purpose of these surveys was to identify the technology needs and preferences of each constituency group and to assess the technology resources and services that are currently available at CCC. Additionally, follow-up interview/consultations were done with a number of key departments that use and/or support various technology elements of the College's teaching and learning processes. These consultations included CISD, IT, the Fiscal Services Department, Distance Learning, Student Services, One-Stop Centers, and the Office of Instruction. The College Technology Committee conducted a meta-analysis of the collected data, comparing Coastline to successful institutions similar to Coastline, in order to gauge the efficacy of various practices that might suggest ways to improve Coastline's educational technology planning directions (3.C.42: [Classified Staff Technology Survey 2010-11.pdf](#); [Faculty Technology Survey 2010-2011.pdf](#); [Management Technology Survey 2010-2011.pdf](#); [Student Technology Survey 2010-2011.pdf](#)). Results of the surveys for students, classified staff, faculty, and managers are summarized below. Full document details are listed in the referenced documents.

2011 Technology Survey Summary and Declared Levels of Satisfaction

The Technology Committee solicited faculty, staff, managers, and students for their opinions about availability and support for technology at Coastline. In total, 790 survey responses were received from students (14% of students who were sent an e-mail invitation), 90 from faculty (21% of all full and part-time faculty who were sent an e-mail), 20 (67%) from management, and 68 (77%) from classified staff.

Of the faculty surveyed, 59% indicated that they were full-time and 41% part-time. With regard to teaching experience, 74% indicated that they had more than ten years of experience teaching higher education, and only 4% indicated that they had less than two years experience teaching in higher education; 49% indicated that they had taught more than six courses online, and 18% indicated that they had taught no online courses.

A majority of students (53%) indicated they fell into the age range of 18-30, and 32% indicated they were younger than 25. In contrast, 38% of faculty indicated they were over 60, and 38% indicated they fell into the age range of 45–60. Only 7% of faculty reported they were under 30 years of age. This difference indicates a potential digital technology gap between faculty and students. However, only 1% of faculty indicated they have no Internet access at home, and just 4% indicated they have no computer at home. Two percent (2%) of students indicated they do not have Internet access at home, and only 1% indicated they have no computer at home.

Training was ranked by faculty as the most important technology initiative the College needs to address over the next five years (94%). The next items, electronic books, small device convergence support, and degree road maps all ranked second in importance with 70% of faculty indicating these as important preferences. Lecture capture and simulations ranked the lowest with 48% and 52% rankings, respectively. This last ranking presents a challenge for technology advocates since many see both of these approaches as key learning technologies for improving student success.

Almost 40% of Coastline’s students considered themselves to be power users and extremely “Tech-Savvy” whereas only 4% of student indicated they just “barely get by.” It is also interesting to note that 55% of students feel they are more skilled or much more skilled than their peers. These are important indicators, since they tend to demonstrate the technology sophistication of CCC’s students. This may be no surprise since 50% of the students completing the survey indicate that they take classes online, and another 26% indicate that they are taking a combination of online and classroom-based courses (76% total).

When students were asked about barriers to student use of technology at Coastline, 61% (considering a combination of high and above average) indicated that “not enough money to purchase needed equipment and software” was the most significant barrier. The second highest item noted by 28% of students was “the college owns equipment/software I would like to use, but gaining access is too difficult or inconvenient.” The third highest item, indicated by 25% of students, was that there is “not enough help available when students have problems with technology.” These three items are significant because resolution of these issues may be possible through various solutions that do not require expensive studies and/or costly implementation of new technology. For example, even though not enough funding is a challenging issue, one the College is also facing, it is feasible that, by leveraging the purchasing power of the College and the District, the College may be able to arrange student discounts for hardware and software. Providing access to existing resources and offering more student assistance in using technology may also be achievable within current resources.

When students were asked to rank the importance of features used in their Seaport courses, they overwhelmingly selected announcement and calendars as the most

important, followed by discussion forums, student resources sharing, plagiarism review, and interactive simulations. The lowest rankings, in contrast, were given to e-portfolios, social media, and blogs, respectively. This is not really a surprise because students are logically most interested in dates that assignments and other requirements are due.

Previously presented in-text graphs show responses from students, faculty, and staff (Docs: (3.C.11: [Graph: Faculty Barriers to Use of Technology in Teaching](#)); (3.C.12: [Graph: Manager Barriers to Use of Technology in Departments](#)); (3.C.13: [Graph: Classified Barriers to Use of Technology in Departments](#)); (3.C.15: [Graph: Student Barriers to Use of Technology in Learning](#)); (3.C.16: [Graph: Manager Perceptions of Important Technology Issues at College](#)).

Vision 2015 Recommendations

The College Distance Learning and Technology Committee, as part of its charge, made a number of recommendations presented at the College's 2010 Summer Technology Institute. These included recommendations for emphasis in the following categories:

- Infrastructure Needs
- Communications Needs
- LMS (Seaport) Directions
- Classroom Technology Needs
- Training Needs
- Portable Convergence Goals
- Electronic Textbook Developments
- Serious Simulation Projects
- Virtual Lab Development
- The Knowledge Garden Concept
- Educational Aspirations & Directions

Of these identified categories, substantive progress has been made in the areas of Infrastructure, Communications, LMS activity, Training, and Classroom Technology. But much work is still to be done to address the goals of Portable Convergence (cell, iPad, tablet, hybridization notes) and Electronic Textbook possibilities.

Some excellent efforts have been initiated in the areas of prototyping virtual lab development and simulations, but it is felt that this huge area of opportunity is still underdeveloped on behalf of better instruction and distance delivery access opportunities. Finally, the idea of the Knowledge Garden, where a common learning repository is available for faculty and students, is in its first stages of implementation. With the new version of Seaport, Seaport3, a common learning assets repository was implemented. Now it is possible for faculty to share objects

(images, graphics, video, audio, interactivity activities, etc.) across departments and/or with all faculty. Additional features will be made available soon.

The Center for Instructional Systems Development created a Strategic Action Plan for 2009–2012, which links department planning and objectives to the College Master Plan. It encompasses four major objectives: 1) Promote the creation of a student-centered environment that provides instructional technology and mediated instructional products as tools to empower students, faculty, and staff for effective learning and teaching now as well as for life-long learning; 2) Develop a flexible infrastructure of instructional technology that will enable CCC to thrive in the present and grow into the future; 3) Establish expanded self-sustaining capacity to promote the design, development, acquisition, and implementation of state-of-the-art learning technologies and mediated learning resources/systems for CCC; 4) Provide instructional technology training and professional development opportunities for our staff and the communities we serve.

Technology planning at Coastline strives to balance the needs of constituencies at different levels of sophistication with differences of opinion on technical trends and feasibility. Against that background debate, technology planning is integrated with financial planning at the institutional level. The work follows an annual cycle, coordinated by the PIEAC and the Budget Committee processes and carried out in Administrative Services.

Self Evaluation

The College meets this Standard. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. The implementation of the College-approved six-year planning and assessment cycle synchronized with yearly program mini-reviews and scheduled updates of plans linked to the Education Master Plan, such as the Strategic Technology Plan 2012–2017, will result in better coordination and achievement of goals and initiatives.

Actionable Improvement Plan

None

Documents Referenced in Standard III.C.

- 3.C.1 [CISD Master Plan Initiatives Jan. 2008 with MPBC 2008-2011 Worksheet](#)
- 3.C.2 [2012-13 CCC Resource Allocation Proposal](#)
- 3.C.3 [CIT Meeting Notes March 8, 2012](#)
- 3.C.4 [CIT Agenda 09-22-2011](#)

- 3.C.5 [CIT Meeting Notes July 19 2012](#)
- 3.C.6 [Coastline Education Master Plan 2011-2016](#)
- 3.C.7 [Voyager District Web Site](#)
- 3.C.8 [Map of CCC Sites in Service Area](#)
- 3.C.9 [Computer Classrooms by Site](#)
- 3.C.10 [One Stop Flyer](#)
- 3.C.11 [Graph: Faculty Barriers to Use of Technology in Teaching](#)
- 3.C.12 [Graph: Manager Barriers to Use of Technology in Departments](#)
- 3.C.13 [Graph: Classified Barriers to Use of Technology in Departments](#)
- 3.C.14 [OL&IT Faculty/Staff Support Help Request Web Site](#)
- 3.C.15 [Graph: Student Barriers to Use of Technology in Learning](#)
- 3.C.16 [Graph: Manager Perceptions of Important Technology Issues at College](#)
- 3.C.17 [Online Class Schedule](#)
- 3.C.18 [District Voyager Training Web site \(password protected\)](#)
- 3.C.19 [Email Invitation to Summer Institute](#)
- 3.C.20 [CCC Web Page](#)
- 3.C.21 [www.Lynda.com](#)
- 3.C.22 [Seaport Training Course Registration Web Site](#)
- 3.C.23 [OL&IT Seaport Faculty/Staff Support Web Site](#)
- 3.C.24 [New Faculty Orientation Fall 2012](#)
- 3.C.25 [Mentor-Mentee List](#)
- 3.C.26 [Virtual Library Link](#)
- 3.C.27 [Help Desk/Knowledge Base](#)
- 3.C.28 [Student Help Desk](#)
- 3.C.29 [How To Access Your Course Web site](#)
- 3.C.30 [Sample Seaport Student Help Screen](#)
- 3.C.31 [Seaport Help Screen Example 1](#)
- 3.C.32 [District Voyager Enhancement Projects](#)
- 3.C.33 [OL&IT Equipment Replacement Plan-2012-2016 \(1\).xlsx](#)
- 3.C.34 [Useful Life Cost of Technology 2011-2016.pdf](#)
- 3.C.35 [Grants Received 2006-07 thru 2010-11](#)
- 3.C.36 [Financial Task Force Prioritization Worksheet 2011-2012.xlsx](#)
- 3.C.37 [IT Goals and Objectives 2012-2018 1.docx](#)
- 3.C.38 [Technology Vision 2015.docx](#)

- 3.C.39 [Strategic Technology Plan 2012-2017.docx](#)
- 3.C.40 [Coast District Vision 2020 Educational Master Plan](#)
- 3.C.41 [Technology_Distance Learning Committee Minutes](#)
- 3.C.42 [Classified Staff Technology Survey 2010-11.pdf](#) ; [Faculty Technology Survey 2010-2011.pdf](#) ; [Management Technology Survey 2010-2011.pdf](#) ; [Student Technology Survey 2010-2011.pdf](#)

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1. The institution's mission and goals are the foundation for financial planning.

Descriptive Summary

The Board of Trustees adopted the Vision 2020 Educational Master Plan in spring 2011. In addition to identifying an Institutional Vision Statement, Mission Statement, and Implementation Strategies, this document includes sections addressing institutional resource areas including Technology, Facilities, Finance, and Human Resources (3.D.1: [Coast District Vision 2020 Educational Master Plan](#)). Key elements of this plan that guide financial planning include cooperation and collaboration, College master plan content, partnerships, technology, and sustainability.

Coastline relies upon its mission and goals as a foundation for financial planning; this is described in its Education Master Plan 2011–2016 (3.D.2: [Coastline Education Master Plan 2011-2016](#)). The document identifies the campus mission and related goals for developing a governance and budget process that is inclusive and open. Financial planning also adheres to the District policy, which states, “The annual budget shall support the District’s master and educational plans” (3.D.3: [Board Policy 6200 Budget Preparation](#)). The College has made significant budget cuts in the past three fiscal years as a result of state funding reductions. Keeping a focus on the mission and goals has been critical to the processes related to the reductions, including cutting courses and reorganizing staff positions.

Self Evaluation

The College meets this Standard. When resources were available in 2006–07, the College was actively developing new programs and adding new courses, such as the Early College High School and additional online courses; these ventures were readily funded. Since that time, the College continues to support its mission of access and success by offering courses with high demand, and it continues to offer

existing services that will ensure student success through reorganization rather than allocating new funding, which does not exist. Despite the budget constraints and the need to reduce costs, the College continues to support the need for replacement of retired full-time faculty. Five new full-time faculty members were hired for 2012–13 to support key areas in the College’s vocational and general education offerings (paralegal, English, speech, sciences [anatomy/physiology], and physics/astronomy; accounting will be re-advertised fall 2012, resulting in a sixth full-time position).

In support of the College mission related to student success, the College hired a full-time faculty member to coordinate the Student Success Center. The funding for this position currently comes from the Title III Grant; the position will be institutionalized when the grant funding ends. This faculty member has been actively working to develop innovative ways to serve a wide variety of Coastline students, thereby supporting Strategic Initiative 4: “CCC will develop and implement new innovations to support teaching, learning, and College operations.” The College continues to promote and allocate one-time funding for College-wide funding requests, which are based upon the five Strategic Initiatives and ranked for funding priority by the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC).

Actionable Improvement Plan

None

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial planning is integrated with and clearly supports institutional planning. The budget planning process is largely driven by the budget development calendar established each year by the District Administrative Services Office. Through a budget model allocation, revised recently to align with the SB 361 state funding model, each college is provided with an allocation, based on the FTES productivities generated by each college. Through the College’s strategic plan to expand its entrepreneurial activities and with the support of Measure C, the College has also been able to meet many of its long-term institutional planning goals. Several major capital projects were envisioned and reflected in institutional planning documents such as in the District’s Educational Master Plan 2020 (3.D.1: [Coast District Vision 2020 Educational Master Plan](#)) and the Coastline Education Master Plan 2011–2016. The new Newport Beach facility is in the process of being successfully completed, and the new Coastline Community College Integrated Planning Guide has been successfully developed by the

Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) in 2011–12 (3.D.4: [CCC Integrated Planning Guide Spring 2012](#)).

In addition to the planning and budget committees formed at the college level, effective March 2009, the District Budget Advisory Committee (DBAC), a participatory governance committee, was also formed at the District level with 20 members representing all constituencies District-wide. The purpose of this committee is to bring the colleges together so that budget information and updates can be easily disseminated to each college while at the same time ensuring that the colleges' institutional planning processes are aligned with the District's Vision 2020 Educational Master Plan. Information received from DBAC is then communicated back to Coastline's PIEAC and Budget Committee where planning assumptions are formed and developed, incorporating all budget scenarios and best practices as provided by the Vice Chancellor of Administrative Services.

At the College level, the budget planning process starts at the departmental level. Each budget planning cycle, department managers are issued budget development worksheets from the College budget office through their respective vice president. The worksheets contain adopted budget figures by individual expense category for the current year, expenditures to date for the current year, and balances available to date for the same accounts. This information is used by each department to help determine what additional resources, in addition to the existing budget, to request for the upcoming fiscal year via the worksheets. The College Budget Office also supplies a target budget amount for each College wing (a Coastline wing is an organizational unit consisting of all the departments that report to a particular vice president or to the College President). The target is passed down to the individual department managers and their staff as a figure to which they should balance their total budget requests. Departments solicit input from their respective staff to help formulate the final request, which is then presented to the PIEAC by the vice presidents. The President's wing budget request is presented to the PIEAC by the Vice President of Administrative Services (3.D.5: [Budget Development Worksheet 2012-2013.pdf](#)).

The Budget Committee relies on prioritization that is established by PIEAC to match funding for programs, initiatives, projects, and services.

Data Gathering

During the fall semester, the PIEAC gathers data from the College in the form of Program Review Annual/Five-Year Resource Plans and Allocation Predictions, Education Master Plan Goals and Objectives, Facilities Master Plan Goals, Technology Master Plan Goals, District 20/20 Educational Master Plan, Chancellor's directives, Legislative directives, College President's directives, Grant Team ideas and proposals, and budget information from Administrative Services.

Strategic Planning

In February, the PIEAC reviews input from various College groups based on the constituency area of purview and incorporates their views into the goals and objectives. Prioritized goals and objectives for the academic year are used to determine the directives for the budget allocation process. These directives are vetted through the constituency groups with input brought back to PIEAC prior to approval by the first PIEAC meeting in March.

Directives Sent to Budget Committee

Following the directives being approved by the constituency groups, the PIEAC sends budgetary requests linked to the Education Master Planning goals and objectives to the Budget Committee for use in determining the feasibility of such requests and the final preparation of the budget.

Financial planning for the College is coordinated primarily through the PIEAC and the Budget Committee (BC). In the past, the former planning committee (Mission, Plan, and Budget) reviewed the Mission Statement, the three-year Master Plan, and the budget. Thus, there has always been a high degree of consistency between the budget and the institutional goals. With the splitting of the PIEAC and BC in 2011–12, the PIEAC now drives the financial planning for the College and the BC will be responsible for identifying resources to implement the recommendations coming from PIEAC (3.D.6: [CCC Budget Committee Minutes of September 14, 2011](#)). **Figure 3.D.1** illustrates the PIEAC Decision-Making Process.

Because the District has experienced significant budget cuts for the past three years, budget allocations undergo close scrutiny to see whether they are consistent with formal planning documents. Requests for new funding (staff positions, equipment, etc.) may be presented through the program review process or directly to the PIEAC, which considers the relationship of the requests to other College planning documents, to the Master Plan, and to current Master Plan Initiatives. Departmental planning efforts are communicated to PIEAC/BC annually via Budget Requests (3.D.7: [2012-13 CCC Resource Allocation Proposal](#)). The process for determining new classified or new full-time faculty positions at Coastline is outlined in the Staffing Plan (3.D.8: [Staffing Plan 2013-2019](#)).

FIGURE 3.D.1
 PIEAC DECISION-MAKING PROCESS



Source: CCC Integrated Planning Guide Spring 2012.

Self Evaluation

The College meets this Standard. During the past two years of budget reductions, faculty and staff have had the opportunity to participate in the process and see how operational planning is responsive to budget exigencies.

The College developed procedures for integrating results into institutional and financial planning through the Integrated Planning Framework. The College will begin implementing this in 2012–13.

Since fiscal year 2009–10 to now, the College was forced to absorb more than \$3.5 million in budget reductions because of state cutbacks. The College has used the Education Master Plan and the prior MPBC process to fund critical operational budget expenses on a one-year-at-a-time approval basis (3.D.9: [2008-11 Master Plan Final Report on Results and Outcomes](#)). The budget allocation approvals and recommendations have become known throughout the College as so-called “one-time monies” distributed to departments for activities that frequently have ongoing expenses (non-contractual) by nature or intent. Although compelling arguments and rationales are presented by departments to the MPBC for the one-time allocations, relevant baseline institutional data to support the

budget requests is minimal and is not a standardized expectation from the MPBC for making its recommendations to the President. Although instructional program review outcomes are linked well to institutional planning, department service reviews are not (3.D.10: [2007-08 MPBC One-Time Funding Requests for 2008-09](#); [2008-09 MPBC One-Time Funding Requests for 2009-10](#); [2009-10 MPBC One-Time Funding Requests 2010-11](#); [2010-11 MPBC One-Time Funding Requests for 2011-12](#)).

With the newly formed PIEAC in 2011–12, the College is in the process of developing a procedure to integrate department and service area review results into the institutional and financial planning processes. All funding requests presented to PIEAC will have to clearly demonstrate that they originate from recommendations in their departmental service reviews (3.D.4: [CCC Integrated Planning Guide 2012](#)).

In addition, the College President holds frequent open meetings at various campus sites seeking input from all constituency groups on topics such as Strategic Planning and the Education Master Plan as well as other pertinent topics and issues (3.D.11: [Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum 4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#)).

In response to the Accreditation Survey statement “Integrated planning and budgeting for instruction, facilities, staffing, and technology is based upon qualitative and quantitative data,” 45% of full-time faculty *strongly agreed* or *agreed*, and 45% were *neutral* or *did not know*; 10% *disagreed* (Question 2). Of part-time faculty, 54% *strongly agreed* or *agreed*, and 38% were *neutral* or *did not know*; 8% *disagreed* or *strongly disagreed* (Question 2). Of employees, 57% *strongly agreed* or *agreed*, and 32% were *neutral* or *did not know*; 11% *disagreed* or *strongly disagreed* (Question 2).

Actionable Improvement Plan

None

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The District’s annual budget is developed based on a realistic assessment of available financial resources. The process begins with the release of the

governor's annual budget. Using this information, the Vice Chancellor of Administrative Services develops budget assumptions that are clearly stated in the adopted budget document and in subsequent updates. Key assumptions include projected enrollment data, faculty obligations, cost of living adjustments (COLA), growth factor, deficit factors applied to state apportionment, and other significant information (3.D.12: [Functional Map](#)); (3.D.13: [Coast District Budget Information Web site](#)); (3.D.14: [BP 6300 Fiscal Management](#)).

In accordance with Title 5 of the Education Code, Coast Board Policy 6200 (3.D.3: [Board Policy 6200 Budget Preparation](#)) sets forth a date of May 1 when it will release a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget.

The annual budget process begins by estimating the revenue to be received by the District, then applying the District Budget Allocation Model to estimate Coastline's share of General Funds. External dedicated income is then added to yield the total available income. By applying the District Budget Allocation Model (3.D.15: [Budget Summary CCCD 2011-2012 Budget Allocation Model Section IV-p. 71](#)) to the Governor's Proposed Budget, a reasonably accurate projection can be made for General Funds, subject to changes from the Legislature and the "May Revise." At present, Coastline receives 13.97% of the base General Funds received by the entire District. This is a relatively stable percentage that changes only when several years of enrollment data show a shift in the proportion of FTES generated by each of the three colleges. As of June 2012, District General Funds allocated to Coastline were tentatively at \$23,154,804 (3.D.16: [Coast District Adopted Budget 2011-2012](#)); (3.D.17: [Coast District 2012-13 Tentative Budget Presentation.pdf](#)).

Dedicated revenue, defined as non-apportionment miscellaneous externally-generated funds devoted to individual campuses within the District, is less predictable since externally generated funds (e.g., telecourse licensing income, contract education income, subleases, transcript fees, and non-resident tuition) depend upon many factors; thus, budget projections of dedicated revenue are conservative. For 2012–13, \$1.27 million of dedicated revenue was projected in the Coastline Tentative Budget. Over the last five years, the dedicated revenue has consistently exceeded budget projections.

Ongoing expenditures are predicted and reflected in the general budget. Over the past five years, the predictable over-expenditures (compared to adopted budget) for part-time faculty pay, utilities, etc., have been mostly balanced by increases in revenue or under-expenditures in other areas. A substantial portion of Distance Learning's operational expenses are currently funded by Contract Education revenues since these two departments work collaboratively to provide all aspects of services required by these contracts. This is a collaboration that is essential to the continued success of Coastline's military program.

The majority of income from Cost-of-Living Adjustments (COLA) cannot be used to supplement general (non-salary) operating costs since the current Bargaining Unit contracts stipulate that COLA received from the state budget allocation is to be used for salary increases. However, given the significant budget cuts, which continue to occur, no COLA has been funded by the state for several years, and it is not anticipated that it will be funded in the foreseeable future. There is conversation that perhaps COLA will no longer be automatically given to the salary schedule but rather used to offset other operational costs.

In addition to the General Fund dollars received annually from the state through the District's Budget Allocation Model, the College actively engages in various entrepreneurial activities to create additional revenue streams for the College. These additional sources of revenues enable the College to continuously ensure, promote, and improve the level of services and quality of education offered to our students. Entrepreneurial activities include partnering with different publishers to develop and introduce new distance learning courses to Coastline students, partnering with the government in delivering Coastline distance learning courses to military students, partnering with Boeing or Chevron to provide specific training skills to their employees, and partnering with the Orange County One-Stop Centers in developing relationships with businesses throughout the communities. In addition, partnering with the Orange County Business Service Centers also helps the College gain valuable insights into employment trends and labor market information as clients are being placed in vacant positions.

Self Evaluation

The College meets this Standard. With regard to ongoing, predictable obligations, the College strives to live within the general budget. The goal is to depend only on the General Fund allocation for regular operations, allowing external income to be re-invested for generating more income to support other College priorities. Ancillary fund income has remained flat over the past several years as a result of the significant downturn in the economy. Since the last accreditation visit, Coastline has had positive general fund ending balances of \$1,500,000, \$2,037,000, \$633,000, \$403,000, and \$303,000, respectively, for the last five years, indicating that the budgeting process is realistic and that dedicated revenues have exceeded projections.

On April 10, 2012, the Board passed a Resolution stating that, to achieve a balanced District budget for 2012–13 without layoffs, a 3% voluntary or involuntary reduction in salaries and benefits would be needed. Further, layoffs of classified personnel would be initiated if the balanced budget could not be achieved through the 3% salary reductions (3.D.18: [Resolution 12-11 3percent Cut.pdf](#)). The reduction was resolved through furloughs of seven unpaid furlough days for educational administrators and classified managers and five unpaid furlough days for classified and confidential staff for academic year 2012–13 (3.D.19: [Board Minutes 5-16-13 Item 2410 p. 10](#)); (3.D.20: [Furlough FAQs](#)).

Actionable Improvement Plan

None

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary

Each year, Administrative Services informs PIEAC and the Budget Committee (BC) of the future obligations of the College. The obligations have consisted primarily of facility and equipment leases and debt service payments on the Newport Beach building (in construction). These long-term obligations are presented to the PIEAC/BC as College-wide expenses and receive first priority for budget allocation (3.D.21: [College-Wide Budget Request 2010-2011.pdf](#)).

Effective 2012–13, despite the budget cuts imposed on the College, through effective planning and prioritizations guided by PIEAC, the Budget Committee was able to redirect and allocate an on-going line item budget within the general fund for technology totaling \$240,000, to go toward the implementation of initiatives coming from the Strategic Technology Plan. As of 2004–05, with the passing of the General Obligation Bond, the College was able to use bond money to pay off the Garden Grove building and the College Center. In addition, the Le-Jao Learning Center in Westminster was also constructed and finished in December 2005 using bond funding. The remainder of the bond funding has been utilized to secure the land and begin construction of the Newport Beach Learning Center (3.D.22: [Coast District Measure C Reports](#)); (3.D.23: [General Obligation Bond Performance Audit 2010](#)); (3.D.24 [Citizen Oversight Committee Measure C](#)).

Although the Le-Jao Center was built entirely with bond funding, the Le and Jao families donated \$1 million to a capital campaign that established an endowment for the building. The fund provides the interest income for the future maintenance or operational needs of the building.

Self Evaluation

The College meets this Standard. The District and the College work together to assure the long- and short-term financial stability of the District and the College. In accordance with Title 5 of the Education Code, the District is required to have a balanced operational budget and sufficient reserves to cover unexpected shortages. The audit reports for the Coast District and for Coastline Community College confirm that plans exist for payment of future obligations.

For the 2012–13 Tentative Budget, the District has set aside \$51.4 million in the JPA Trust and District funds. A Reserve for Contingencies is also established at \$11.6 million, which is a 5.5% reserve of the prior year’s expenditures. The obligations of the Coast Community College District, such as employee benefits, retiree benefits, and capital leases, are all clearly identified in the Coast District 2012–13 Tentative Budget Summary (3.D.17: [Coast District 2012-13 Tentative Budget Presentation.pdf](#)). Payment schedules are identified and referenced in the latest Coast District Audit Report (3.D.25: [2010-11 Coast District Audit Report](#)).

Actionable Improvement Plan

None

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Financial planning follows an annual cycle, coordinated by the PIEAC/BC and carried out in Administrative Services. In March, PIEAC/BC sponsors a special informal meeting (3.D.26: [Email Collegewide re 7-15-09 Special Budget Meeting and Open Forum.doc](#); [Email Collegewide re 7-29-09 Special Budget Meeting and Open Forum.doc](#); [Email to 2009-2010 MPBC Members re: the 7-15-09 Special Budget Meeting and Open Forum](#); [Invitation to Attend Budget Concern Town Hall - 3-2-11](#); [Invitation to Attend Open Budget Update Forum 10-7-09](#)) to which all College constituencies are invited. At the town hall, attendees participate in the budget development process by sharing their concerns or ideas. Presentations are limited to five minutes; written input is also encouraged and presented to the committee.

In May, the ending balance for the current year is estimated; next year’s annual income is projected; and budget worksheets (distributed in March to the four College wings and completed with department input) have been presented to the PIEAC. Prior to 1999–2000, the worksheets have generally assumed the same amounts in discretionary accounts as the previous year’s budget. Since then, departments have been encouraged to prepare a list of one-time requests that can, potentially, be funded by the College ending balance if funding permits (3.D.7: [2012-13 CCC Resource Allocation Proposal](#)). These one-time funding requests are also tied to the Educational Master Plan.

At least two meetings of PIEAC are devoted to hearing presentations about budget requests. Effective 2011–12, the four wings submit requests to PIEAC for new funding. Each wing is responsible for soliciting requests from the administrators, faculty, and support staff in the divisions that comprise the wing.

The formal process includes completing the budget development worksheets and filling out the Resource Allocation Proposal (formerly known as the budget requests), based on the recommendations coming from Program/Departmental Services Reviews. PIEAC will review all Resource Allocation Proposals and score them using the Prioritization Allocation Rubric Survey to ensure the funding requests are linked to our planning process (3.D.27: [PIEAC PAR Prioritization Survey.pdf](#)).

Throughout the departmental budget development process, faculty input is solicited by the department chairs and deans.

All employees (classified, faculty, and management) receive invitations to present their ideas at the annual town hall sponsored by the PIEAC. Students have the opportunity to make recommendations through their representative on the PIEAC or through a formal request from the Associated Student Government that would be included in the Student Services budget development process. Individuals who do not wish to or are unable to attend the town hall are encouraged to e-mail their concerns to the co-chairs, who read the e-mailed concerns to the full committee.

Discussions at town hall meetings reflect a wide range of issues. For example, students have previously expressed their concerns about the limited availability of tutoring services. Individual faculty members have requested very specific support for their classrooms and their students. Classified staff have open dialog about career growth at Coastline and an annual campaign to raise funds for College scholarships for classified staff.

All of the concerns are expressed and recorded in the minutes of each PIEAC meeting. The vice presidents are asked to consider and/or conduct further research on the concerns expressed in the town hall and to include their findings and recommendations in their final budget requests to the PIEAC.

By September of each fiscal year, decisions will have been made by PIEAC and forwarded to the President for the distribution of the ending balance for any new ongoing or one-time funded allocations. During the year, PIEAC/BC requests updates about overall spending and revenue projections and predictions for the end-of-year balance (3.D.28: [Budget Committee Meeting Calendar.pdf](#)); (3.D.27: [PIEAC PAR Prioritization Survey.pdf](#)).

Self Evaluation

The College meets this Standard. PIEAC/BC are composed of members from all constituencies (3.D.29: [College Committee List 2012-2013](#)). The meetings of PIEAC and BC are open to the College, and reports of PIEAC and BC proceedings are reported to the College Council and are distributed College-wide via e-mail.

The budget process is defined by the PIEAC/BC and developed as a core component of the College's participatory governance model and its annual

schedule. Healthy debate is encouraged in the PIEAC/BC meetings. It has become a Coastline practice to prioritize items beyond the expected funding. In this way, additional planning is not needed if new funds are received and/or if there is an ending balance.

In response to the Accreditation Survey question “All constituencies have opportunities to participate in the development of institutional plans and budgets,” 78% of full-time faculty responded *strongly agreed* or *agreed*, and only 3% *disagreed*; 66% of part-time faculty *strongly agreed* or *agreed*, and only 2% *disagreed*; 77% of employees *strongly agreed* or *agreed*, and none *disagreed* (Question 2). These findings indicate that most of Coastline’s staff are aware of and participate in the planning and budgeting process. In the past, in some areas of the College, some departments lacked full participation in the budget development and management process.

In response to the Accreditation Survey question “Coastline’s President effectively controls budget and expenses,” 36% of full-time faculty responded *strongly agreed* or *agreed*, and only 14% *disagreed* or *strongly disagreed*; 50% were *neutral* or *did not know*. Of part-time faculty, 46% *strongly agreed* or *agreed*, and only 6% *disagreed* or *strongly disagreed*; 48% were *neutral* or *did not know*. Of employees 48% *strongly agreed* or *agreed*, and only 7% *disagreed* or *strongly disagreed*; 45% were *neutral* or *did not know* (Question 27). The large percent of full- and part-time faculty and employees (50%, 48%, 45%) who were *neutral* or who *did not know* reflects that a large number of employees that are not actively involved in governance-type committees and have not had a chance to work closely enough with the President to rate whether she effectively controls budget and expenses. The small *disagree* and *strongly disagree* ratings (14%, 6%, and 7%) are actually very favorable, especially in light of massive class schedule cuts, which resulted in staff taking on extra work from positions that have not been filled as a result of retirements or resignations.

Actionable Improvement Plan

None

III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Annual internal and external audits conducted through the District testify to Coastline’s financial integrity. Cash flow, reserves, strategies for risk management, and plans for financial emergencies are appropriate to fulfillment of the College mission, as are oversight of management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and

institutional investments and assets. With the implementation of Banner in 2006, financial reports for general funds are accessible and readily available to all end users for tracking, monitoring, and reconciling purposes. Effective 2011, financial information is also available for online inquiry to designated end users for all auxiliary operations. All financial resources are used in a manner consistent with the mission and goals of the College (3.D.30: [Board Policy 6402 Internal Audit Services Charter](#)); (3.D.14: [BP 6300 Fiscal Management](#)). In addition, there have been no negative findings for either general fund or auxiliary fund external audits, indicating that sufficient and appropriate internal control structures are in place.

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

Annual College financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services. The District's audited financial statements are presented according to the standards of Governmental Accounting Standards Board (GASB) Statements No. 34 and 35 using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and Accountability Standards Committee, recommends that all community college districts use the reporting standards under the BTA model (3.D.31: [BP 6400 Audits](#)); (3.D.32: [BP 6401 Internal Audit Department Manual of Policies](#)).

Coastline's external audit is conducted annually between August and October as part of the District's annual external audit. It includes not only the general funds but also Coastline's ancillary operations, including the Associated Student Government (ASG), Foundation, Contract Education, and Office of Learning and Information Technologies (OL&IT). In addition, it also covers Measure C, a \$370 Million General Obligation Bond passed in November 2002. These annual audit reports are presented to the Board's Audit and Budget Committee, to the Citizens' Oversight Committee, to the Foundation Board of Directors, and ultimately to the Board of Trustees for final review and approval.

Self Evaluation

The College meets this Standard. The District's past audit reports reflected no materials findings for the college for both general and auxiliary funds (3.D.33: [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)).

Actionable Improvement Plan

None

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

External audit reports over the last several years have consistently indicated the College does an appropriate job of managing and accounting for its finances according to accepted standard accounting practices and demonstrated fiscal responsibility in all General Fund and ancillary accounts (3.D.33: [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)).

Self Evaluation

The College meets this Standard. The most recent external audit was completed in November 2011, for the fiscal year ending June 30, 2011. There were two minor compliance findings by the external auditor for that period related to financial aid's timeliness in returning of Title IV funds. In coordination with the District's Internal Auditor, the College has issued a response in a timely manner, and the external auditor has accepted the response. The independent external auditor presented this audit report to the Board of Trustees, orally and in hard copy. The audit report is available to the public upon request (3.D.33: [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)).

Actionable Improvement Plan

None

III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary

In 2006, the District's financial management and accounting software, PNI, was replaced with Banner. This system is a proven product in use at other colleges that has integrated Student Services, Financial, and Human Resources programs. With Banner, all identified end users can access the system and make financial inquiries online. End users can also run ad-hoc financial reports as needed through Banner Self-Service. Users are no longer required to contact the business office to order a special report or wait until the end of the month to get their monthly copies. In addition, the requisition process was automated in Banner, allowing end users to go online to track their purchases and approval processes for those purchases. Effective 2011, the auxiliary operations are now also able to view and make on-line inquiries for their financial needs, in addition to the monthly financial reports currently provided by the Fiscal Services Department for their review and reconciliation.

The Banner end-user is the designated person(s) in a department who has received training in Banner procedures. As needed, the end-user can print up-to-date financial reports and track purchases for any member of the department's faculty or staff. A formal request is not necessary. However, depending on the nature of the report, a supervisor's approval may be required.

The Coast Board of Trustees meets monthly and at minimum receives quarterly financial updates regarding state, District, and campus budgets. The annual budget process for the next fiscal year begins early, and the Board holds public hearings to review the proposed and adopted annual budgets. The adopted budget is posted on the District Web site (3.D.17: [Coast District 2012-13 Tentative Budget Presentation.pdf](#)).

The Citizens' Bond Oversight Committee was appointed by the Board of Trustees when voters approved Measure C in June 2006, in compliance with Proposition 39 requirements. The committee is responsible for reviewing expenditures related to the District's general obligation bond. The committee meets quarterly, and all meetings are open to the public (3.D.24: [Citizen Oversight Committee Measure C](#)).

The District Budget Advisory Committee is a participatory governance committee, which meets as needed. Led by the Vice Chancellor of Administrative Services, the committee reviews budget issues and progress on revenue and expenses throughout the year. This committee also reviews major budget policy and procedures and addresses budget-related questions that may arise from the campuses (3.D.34: [District Budget Advisory Committee \(scroll down\)](#)).

The College Council, Academic Senate, Classified Senate, and Management Team are also regularly provided with update budget information, either through their representatives serving on the PIEAC, Budget Committee, and District Budget Advisory Committee or through communication coming from the President's Weekly Bulletin.

Self Evaluation

The College meets this Standard. Since the Banner System has been implemented, end users are now better equipped to predict and track departmental costs. Financial information is available to those who request or seek it out. There are many opportunities for all constituency groups to obtain financial information and to participate in the discussions about the fiscal issues related to the College and District through committee participation or Town Hall meetings.

In response to the Accreditation Survey question "Appropriate and timely financial information is provided regularly as needed throughout Coastline," 54% of full-time faculty responded strongly agreed or agreed, 18% were neutral or did not know, and 29% disagreed or strongly disagreed; 54% of part-time faculty responded strongly agree or agree, and 42% were neutral or did not know; 4%

disagreed or strongly disagreed (Question 22). Of employees, 52% responded strongly agree or agree, and 39% were neutral or did not know; 8% disagreed or strongly disagreed (Question 13).

Actionable Improvement Plan

None

III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities fund-raising efforts, and grants, are used with integrity in a manner consistent with intended purpose of the funding source.

Descriptive Summary

Coastline uses its financial resources, including those from auxiliary activities, fund-raising efforts, and grants, in a manner consistent with the College mission and goals. The financial activities for all ancillary and auxiliary operations are reported to the PIEAC/BC biannually. Discussion of the finances and distribution of income from all ancillary operations is reviewed and recommended by the PIEAC/BC to the President (3.D.35: [Board Policy 3600 Auxiliary Organizations](#)).

The College operates two auxiliary organizations (Foundation and Associated Student Government) and two ancillary organizations (Office of Learning and Information Technologies, and Contract Education). At the time of the last Accreditation, the College Bookstore was an auxiliary organization, but it is now a contract arrangement with Follett Books, the same as at our sister colleges. All grant funding agency guidelines and reporting requirements are kept in full compliance as required. The College recently completed the first year of a five-year Title III grant and is completing the annual reporting requirements.

All ancillary operations for the College are reviewed by the external auditors and have demonstrated financial integrity as evidenced by the “clean” audits reports (3.D.33: [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)). As an additional safeguard, the District employs a full-time internal auditor who regularly reviews the financial practices of all District operations including the College’s ancillary accounts.

Each operation is described in more detail and evaluated separately below.

COASTLINE COMMUNITY COLLEGE FOUNDATION

Foundation reported assets of \$2,638,844 on June 30, 2011, the most recent audit period (3.D.36: [Foundation 2010-11 Audit Report.pdf](#)); the 2011–12 budgets showed income of \$302,500 and expenditures of \$298,400. The Foundation Board is composed of 20 volunteer members, not including the College President, the Director of Fiscal Services, the Foundation Executive Director, and her

assistant serving as the secretary to the Foundation (3.D.37: [Board Policy 6320 Investment Policy](#)).

Each year, the Foundation Board adopts an annual plan for raising money. A budget is adopted with projected income and expenses. The Board of Directors must approve that budget and all related expenditures. If surplus income remains after designated expenses are paid out, the Board has complete discretion to allocate the surplus.

Past practice has been to place the surplus income into a reserve account. The Board has been developing expenditure priorities, which include increasing staff to assist with fund-raising, building endowments, and assisting the College with special one-time funding allocations.

The major fund-raiser for the last ten years has been the “Visionary of the Year” Award Gala (3.D.38: [Visionary Event Invitation 2011](#)); (3.D.39: [Visionary Event Program 2011](#)). This event honors visionaries for their outstanding contributions, support, and services to the local communities. Funds are raised through corporate or other sponsorships. This event directly reinforces the benefits of higher education and partnerships between the College and the community; it also provides an opportunity for Coastline to enhance its visibility in the community. Proceeds from the event raise money for student scholarships.

The Coastline Foundation met its fund-raising goal for the Osher challenge in October 2009. Coastline was one of a few colleges to reach this milestone as part of a three-year effort to build a \$100 million endowment for California’s community college students.

The Foundation Office tracks donations, and the College Fiscal Services Office provides accounting services and monthly financial reports. The Foundation can invoice as necessary and provides receipts for cash and non-cash donations. Expenditures are made with Foundation Purchase Orders as well as with Direct Pay Request Forms (3.D.40: [Foundation Purchase Order and Direct Pay Request.pdf](#)). Signatures of the appropriate manager or project director and the Foundation Director are required on both of these forms. Payment is made when the invoice or other backup paperwork is submitted.

The Foundation is audited by a District-selected independent auditor each year. The report for the year ending June 30, 2011, noted that the Foundation operations are conducted in conformity with regulations and that accounts are maintained in accordance with the general accepted accounting principles of fund accounting. There were no formal recommendations.

ASSOCIATED STUDENT GOVERNMENT (ASG)

The Associated Student Government (ASG) has its own bylaws and officers who are elected from active ASG members (3.D.41: [ASG Bylaws 2012](#)). The Dean of Enrollment Services currently supervises the overall activities of ASG.

ASG's funds are raised through a College Services Charge of \$6.00 per student per semester (unless the student requests and secures a waiver), collected at the time of registration. Funds are used primarily to support student services and to enhance instructional programs.

ASG funds are kept in a co-curricular account, which is monitored by Administrative Services. The account is subject to the same internal and external audits as are General Fund monies.

Each May, ASG prepares a proposed budget for the upcoming year. The total budget for 2011–12 is \$121,662 (3.D.42: [ASG 2011-2012 Budget](#)). According to the bylaws, the budget is submitted to College Council for final approval. Typically, the budget has included funds for students to attend statewide meetings, for scholarships, for campus activities, and for requests submitted by various College staff.

A quorum is set at 33 1/3% of the ASG membership (Executive Board and ASG officers). For financial purposes, it is 50% + 1 vote of those present. ASG activities continue to support Coastline's programs and services, mission, and goals.

CONTRACT EDUCATION

Since its inception, Coastline has actively pursued contract education partnerships with businesses, corporations, community organizations, and government agencies. Coastline's Corporate, Workforce, and Community Services Department offers career, training, and workforce-assessment programs and services in order to meet the needs of students, local businesses, and community members. Courses can be adapted from existing courses and programs offered by Coastline or customized to meet specific needs. The classes are flexible and can be provided at a location at the College, at a company site, or by utilizing distance learning.

Of the three colleges in the Coast Community College District, Coastline has the largest contract education program. The Dean of Military and Contract Education is responsible for contract and fee-based education at Coastline. The department operates as an ancillary unit of the College and receives no state apportionment for its operation. These programs include an operation that provides student support services, contract development and management, data management, marketing, outreach, and instructional services.

Coastline's Military Education Programs are designed for active-duty military service members, their dependents, and veterans who are located all over the world. Coastline is a proud educational member of Service-member Opportunity Colleges (SOC) and partner in several programs involving the United States Navy, Army, Marine Corps, Coast Guard, Air Force, Army National Guard, and reserve components of all the services. Courses are delivered via Internet in 8-

week sessions and via CD-ROM, Independent Study Labs, and PDA devices configured into 12-week sessions.

Coastline has been serving the military community for nearly 30 years and has been recognized as a leader in providing military educational services to active-duty military service members. Our dedicated team of faculty, counselors, and staff provide programs, courses, resources, and services specific to the needs of the military community. Courses offered through Coastline's Military Programs are available to military service members, based on the type of program and course delivery method desired by the military-student.

Other services unique to the operation in support of military contracts include:

- Online Registration and portal capabilities
- Proctoring services for assessment and exams
- SOC (Service-members Opportunity Colleges) agreements: Degree plans for military personnel
- Specialized team of staff serving various service branches
- Government reporting and invoicing

In 2011–12, total operating costs for Contract Education were budgeted at \$6.1 million. Projected revenue was \$8.4 million.

Coastline's Education Bound U.S. (EBUS) program is an international high school-to-college program in China designed to generate a pipeline of successful international students to the Coast District and U.S. universities. The program enables students to effectively improve their English language skills, obtain college success skills, and take college courses while attending high school or college in their native country, through on-site, blended, or facilitated distance learning delivery. Coastline submitted a Substantive Change proposal to WASC in fall 2009 and received approval to pilot its first program in 2010. This program meets College mission and goals related to entrepreneurial partnerships. Refer to **Section II.A.8.** for a discussion of planned expansions into other overseas education partnerships (3.D.43: [Letter of Intention to Expand Existing Program](#)).

Coastline also manages Workforce Training Grants awarded through the Orange County Workforce Investment Board (WIB). Coastline was awarded a \$363,792 grant to 1) create an ESL program for nurses working in a hospital setting; 2) develop a virtual hospital on a Second Life island through which the ESL classes will be taught; and 3) teach computer literacy for those with little or no computer knowledge.

OFFICE OF LEARNING AND INFORMATION TECHNOLOGIES (OL&IT)

The Office of Learning and Information Technologies (OL&IT) is Coastline's internationally recognized learning systems development, marketing, and distribution unit. OL&IT is specifically charged with 1) designing, developing, and distributing high-quality learning systems consisting of broadcast quality

telecourses, lecture support/CD-ROMs, student study guides, faculty manuals, online courses, and interactive computer learning systems; 2) marketing and licensing learning systems to colleges and universities internationally; 3) operating as a self-funded ancillary responsible for developing and sharing new and innovative learning resources and systems at no cost to Coastline and other colleges in the Coast Community College District; and 4) generating revenue for Coastline to expand the quality of technology-based learning whether in the classroom or at a distance. OL&IT conducts its business operations under the name Coast Learning Systems.

OL&IT's primary function since its inception has been the design, production, and distribution of telecourses—video lessons produced around a specific textbook and study guide. Traditionally, these courses were delivered to students via PBS broadcasts, closed circuit television networks, cablecasts, and video rentals. Today, however, the rapid emergence of converging digital technologies (computers, PDAs, Smartphones, cell phone applications, etc.), the growing sophistication of interactive learning systems, and the ubiquitous nature of the Internet have combined to propel OL&IT in new directions. OL&IT is now developing courses and media resources for online, telecourse, classroom, and hybrid delivery as well as self-paced delivery via interactive CD-ROM, DVD, or handheld computers/PDAs. OL&IT strongly feels that a flexible, multimodal approach, designed to meet the needs of schools, instructors, and students, will maximize revenue and be mutually beneficial.

Collaborating with both private and public organizations, OL&IT has produced some of the most widely used telecourses in the nation. This approach to collaboration has been extended to online and interactive CD-ROM based courses. Agreements between the District (on behalf of OL&IT) and publishers, technology companies, academic experts, and other colleges and universities to develop and market new learning technology or instructional media is a shared collaborative relationship. As such, agreements are carefully reviewed for business risk and financial and educational benefit to the District and Coastline. Projects consist of joint development of instructional systems and joint marketing of collateral products. Projects are funded through educational grants, advances against publication of workbooks or media, shared intellectual property, and revenue splits. Project expenses and revenues are audited each year to ensure that funds are appropriately expended and that projected returns on investments are achieved.

Given the rapid growth in online course offerings at educational institutions nationwide, in recent years OL&IT has struggled to maintain a competitive edge in the instructional technology sales market. In one sense, the ability to operate without Internet access (i.e., the ability to use video-based materials) is critical in both Coastline's military and incarcerated student programs. There is little doubt that video-based learning (broadcast, tape, on-demand video, streaming, etc.) will continue to play a role in technology-based education. It also clear that

telecourses are no longer the only modality for distribution of quality distance learning courses. As a result, OL&IT is designing and developing multi-modal delivery options for courses.

OL&IT is not currently profitable. In spring 2012, the College consolidated and reorganized the Instructional Systems Design (ISD) department by moving some of the staff to other positions in the College without incurring additional costs to the College operation. The reorganized ISD department reports to the VP of Administrative Services; it formerly reported to the President. Its name was changed to Office of Learning and Information Technology (OL&IT).

Self Evaluation

The College meets this Standard. All resources earned through grants or auxiliary, ancillary, or contract agreements are used with integrity in a manner consistent with the intended purpose of the funding source. This is strongly evidenced through past annual audit reports as there have been no material findings indicating otherwise. In addition, the annual audit reports for the G.O. bond also reflected no adverse findings and found that this fund was managed with integrity, consistent with the intended purpose of that funding source.

Actionable Improvement Plan

None

III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvements.

Descriptive Summary

The College's internal control systems are evaluated and assessed for validity and effectiveness annually through the external audit process. The College uses the District-wide Banner system to track and report all General Fund expenditures, including all restricted Federal and State grants. The maintenance of the hardware and software and report-writing capabilities is maintained by the District Information Systems Department. All financial transactions are subject to established electronic approval queues, starting at the departmental level with final review by the Fiscal Services Department, which guarantees the transactions are legitimate and are within budget.

All ancillary financial transactions and reports, including externally funded programs and contract education, along with the Coastline Foundation, are performed at the College level within the Fiscal Services Department. The Great Plains proprietary financial software package, which is an industry standard and is used by both of Coastline's sister colleges, is utilized to process and track all

ancillary transactions. Although this system is not integrated with the Banner system and is independently operated at each college, the same District financial guidelines and Board policies used to govern General Fund monies are also equally applied to ancillary money transactions.

Self Evaluation

The College meets this Standard. Coastline finances fall within the scope of the annual District audit. Based on the last audit report, there were no findings of any weaknesses in the institution's internal control systems; therefore, no recommendations have been forwarded for improvement (3.D.33: [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)).

Actionable Improvement Plan

None

III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary

Fiscal solvency responsibility rests with the Board, the Chancellor, and the Vice Chancellor of Administrative Services. Board Policy 6200 Budget Preparation and Board Policy 6300 Fiscal Management establish the Board-approved budget preparation criteria and standards for fiscal responsibilities (3.D.3: [Board Policy 6200 Budget Preparation](#)); (3.D.14: [BP 6300 Fiscal Management](#)). Those criteria and standards include the following:

- The annual budget shall support the District's master and educational plans.
- Assumptions upon which the budget is based shall be presented to the Board for review.
- By May 1 of each year, the Board will be provided with a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserves shall be between 3% and 5% of prior year unrestricted actual expenditures (the proposal is to change the minimum level of reserves to 7%).
- Changes in the assumptions upon which the budget is based shall be reported to the Board in a timely manner.
- Adequate internal controls exist.

- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.
- The records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.
- As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

The Board, Chancellor, Vice Chancellor of Administrative Services, college vice presidents of administration, and college fiscal directors have established effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program changes. The Vice Chancellor of Administrative Services sends regular updates from several sources about the California budget. Each college is responsible for its respective budget, but the Vice Chancellor of Administrative Services ensures that the colleges and District services function within allocated budgets. The District is on stable fiscal ground.

The vice chancellor relies on the District Budget Advisory Committee, the Chancellor's Cabinet, and the Chancellor's Staff to raise questions, contemplate issues, and communicate news and plans. He and the Chancellor work closely with the presidents and vice presidents of administration for the colleges to ensure that participatory governance is followed and also that all are informed on the direction in which the District is moving. For example, at the November and December 2011 meetings of the District Budget Advisory Committee, the Vice Chancellor of Administrative Services discussed the budgeting principles, criteria, and priorities as well as the expected reductions in state funding for 2011–12 based on the scenarios included in the Governor's budget for 2011–12 (3.D.44: [November 2011 DBAC Presentation](#)). Additional budget presentations reside at the DBAC Web site (3.D.45: [DBAC Minutes-scroll to bottom](#)); (3.D.46: [May 17, 2012 Budget Presentation 2012-2013](#)).

The District uses multiple strategies to achieve its current level of financial stability. This approach begins with compliance with District policy and procedures regarding fiscal management procedures, which include internal practices of monitoring expenditures to assure that they are consistent with allocations and account balances especially in the current environment of readjusted allocations. This plan is accomplished in real time by supervisors and managers as they monitor the accounts for which they are responsible. The District took steps to cut spending over the past three years. It instituted a temporary freeze on hiring, kept essential positions vacant for as long as possible,

implemented early retirement incentives, and reduced health-care costs. The District's internal auditor monitors fiscal management. In the most recent external audit, there were no negative material findings. The District had no instances of non-compliance or other matters that were required to be reported under government auditing standards.

The administration of Measure C funds for new facilities or renovations for the District has also been administered responsibly, as attested to regularly by the quarterly reports posted on the District Web site (3.D.22: [Coast District Measure C Reports](#)). District facilities management oversees the build-out, with consultants for specific areas of project management. The Measure C Citizens' Bond Oversight Committee oversees the entire process. An independent audit reflected sound financial practices. Because of its sound financial practices, the District has a high bond rating. The Citizens' Bond Oversight committee reviews project costs and provides project oversight (3.D.47: [6-14-06 Citizens' Oversight Committee Minutes](#)).

Self Evaluation

The College meets this Standard. The financial condition of the State of California is an enormous challenge for community colleges and thus for the Coast Community College District. The Board and the District gather a range of information, stay alert, and formulate contingency plans and allocation and budget control. It is predicted that this situation will continue for several years.

The District has relied on a wide and comprehensive establishment of Board financial policies covering the widest range of issues. Thus far, the District has been able to support its mission.

Actionable Improvement Plan

None

III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Cash flow arrangements and reserves are made at the District level and are presented regularly throughout the fiscal year by the Vice Chancellor of Administrative Services to the Board of Trustees and the Board's Audit and Budget Committee. In 2012–13, the Coast Community College District set aside a 5.5% reserve for contingency, totaling \$11.6 million, in comparison to 6% at the time of the last accreditation. The reserve is based on the prior year's actual

unrestricted General Fund expenses. The State Chancellor's Office recommends a minimum reserve of 5%.

The Vice Chancellor of Administrative Services has been working with the District and colleges to develop contingency plans to meet financial emergencies should Proposition 30, the Governor's tax proposal, fail to gather sufficient support from the voters at the November 2012 elections. The "Stabilization Concept" has been discussed as one way to reduce costs by limiting course offerings in 2012–13 and closely monitoring targeted Full Time Equivalent Students (FTES). This will help align the District's overall FTES against the anticipated workload reduction proposed by the state. In addition to the Stabilization concept, the "Rainy Day" fund concept was also introduced to allow each college to continue its services and offerings through June 2013 with minimal disruption to the college operation while at the same time allowing the District and College the opportunity to develop a plan to address the budget deficits and identify and evaluate all possible solutions to have a balanced budget for 2013–14 (3.D.48: [Board Budget Presentation 3-22-12-Includes Rainy Day and Stabilization Projections](#)).

The District has also established a \$51.4 million balance in the JPA Trust and District funds. In addition, the College has access to the ending balance it generates individually as prescribed by the District Budget Allocation model (3.D.49: [Coast Adopted Budget 2011-12; Section IV](#)). Over the past three to four years, the College has had an ending balance of between \$400,000 and \$2,000,000, which is distributed according to College identified priorities (See III.D.1.d.) (3.D.14: [BP 6300 Fiscal Management](#)).

The Coast District purchases \$5 million of primary comprehensive general liability insurance of as well as property insurance covering loss by fire and theft through the Statewide Association of Community Colleges (SWACC) Joint Powers Association. The District also purchases \$20 million of excess liability coverage through the Schools Excess Liability Fund (SELF). Business Interruption coverage is included in the aforementioned coverage. Facilities lease agreements include provisions for facility users to provide a minimum of \$1 million in liability coverage, naming the District as an additional insured, which is primary to the District's coverage in the event of mishap by a third-party facility user.

The District's risk management activities are administered by the Vice Chancellor of Administrative Services in conjunction with each college's Vice President of Administrative Services.

Self Evaluation

The College meets this Standard. Per the latest Coast District Audit Report, the District maintains a higher percentage cash reserve than is required by the State Chancellor's Office and maintains adequate cash flow arrangements. The year-

end balances have been positive for the last several years, and since authorizations to spend the balance are not made until well into the next fiscal year, the ending balance provides some cushion for unforeseen circumstances. With the uncertainty in the state budget condition in recent years, Coastline has established a reserve and continues to be fiscally responsible by setting aside a contingency fund that has been accumulated over the years in anticipation of unexpected and unforeseen emergencies (3.D.50: [Ending Balance Distribution Recommendation 2010-2011.pdf](#)).

Effective 2011–12, the Budget Committee reviews the ending balance and makes recommendations on the unallocated ending balance based on the funding priorities set forth by the Planning, Institution Effectiveness, and Accreditation Committee as a direct result of the program and department services review outcomes. These recommendations are then forwarded to College Council to be forwarded to the President and can only be spent with the President’s authorization and approval. Beyond these measures, however, the College relies upon the District reserve and District risk management policies for catastrophic expenses. There is no separate written College plan to respond to financial emergencies.

Actionable Improvement Plan

None

III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Administrative Services has processes in place for oversight of all Coastline finances. Expenditures are reviewed monthly and results distributed to the appropriate managers. College-wide summaries, such as year-end projections, are reviewed regularly with the President. Administrative Services participates in the annual planning and budgeting process. As part of that process, fiscal services are reviewed for compliance with standards of accuracy and efficiency. Coastline finances fall within the scope of the annual District audit, which examines the financial operations of financial aid, grants, externally funded programs, contractual relationships, ancillary organizations, the Coastline Foundation, and institutional investments and assets.

The Vice President of Administrative Services is responsible for the financial oversight of all College monies, including all of the ancillary operations. The vice president is supported by the College’s Director of Fiscal Services and the Fiscal Services staff.

The College uses the District-wide Banner system to track and report all General Fund expenditures, including all restricted Federal and State grants. The maintenance of the hardware and software and report-writing capabilities is managed by the District Information Systems Department. All financial transactions are subject to established electronic approval queues starting at the departmental level with final review by the Fiscal Services Department, which guarantees the transactions are legitimate and are within budget.

All ancillary financial transactions and reports, including externally funded programs and contract education, along with the Coastline Foundation, are performed at the College level within the Fiscal Services Department. The Great Plains proprietary financial software package, which is an industry standard and is used by both of Coastline's sister colleges, is utilized to process and track all ancillary transactions. Although this system is not integrated with the Banner system and is independently operated at each college, the same District financial guidelines and Board policies used to govern General Fund monies are also equally applied to ancillary money transactions.

Investment of College ancillary surplus monies follows established District guidelines and practices (3.D.37: [Board Policy 6320 Investment Policy](#)).

Self Evaluation

The College meets this Standard. The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, the Foundation, and institutional investments and assets.

Ancillary and auxiliary operations are included in the annual audit of General Funds. The Financial Aid Department receives an annual external audit for compliance with Title IV regulations. Any findings or recommendations are reported to the Board of Trustees, and corrective actions are implemented immediately to assure compliance with federal and state regulations. District Legal Counsel reviews all contracts for auxiliary operations such as Contract Education and Coast Learning Systems prior to approval by the Board of Trustees to ensure that neither the District nor the College is exposed to any potential liabilities.

The Coastline College Foundation also has its own Board of Directors and Investment Committee to oversee the finances of its operation. The Executive Foundation Board of Directors meets on a monthly basis, and the full Foundation Board of Directors meets on a quarterly basis. Financials, including investment activities, are presented monthly to the foundation board for review. The independent audit reports, prepared by the external auditors, are presented to both the District Board of Trustees and the Foundation Board of Directors for their review annually. Since the last accreditation, there have been no negative audit findings with any auxiliary operations.

In November 2002, the District passed a General Obligation Bond for \$370 million for specific facilities projects. The Citizens' Oversight Committee was formed and holds meetings twice per year in March and September to monitor the progress of the construction projects as well as reviewing the financials related to these specific projects. Annual audit reports are also prepared by the external auditor, and these reports are presented to both the District Board of Trustees and the Citizens' Oversight Committee (3.D.24: [Citizen Oversight Committee Measure C](#)).

For 2010–11, the financial audits of Financial Aid, EOPS, Contract Education, ISD, and sublease contracts showed no irregularities. The District maintains a Web site of all audit findings: (3.D.33: [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)).

Actionable Improvement Plan

None

III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB) compensated absences, and other employee related obligations.

Descriptive Summary

In accordance with the Governmental Accounting Standards Board (GASB) Statements No. 43 and 45, the District has identified its future liabilities for Other Post-Employment Benefits (OPEB) expenses through analysis by an independent actuary. According to the most recent actuarial report, the District's Actuarial Accrued Liability (AAL) as of May 1, 2012 is \$99,096,647. This amount includes both the Normal Cost and the Past Service Liability for the District's employees determined using various assumptions for mortality rates, inflation, interest rates, service period, etc. In order to mitigate this liability, the District has developed a plan to fund it completely by 2024–25. This plan takes into account the fact that the District has already set aside more than \$44 million in an irrevocable trust with the Community College League of California, as well as more than \$9.5 million locally at the County Treasury. In addition to these current assets, the District's Board has approved a plan to contribute \$480,000 of lease revenue annually to the fund, as well as reinvesting the interest earnings on the balance already in the accounts, which result in an estimated \$2–\$3 million annually using a conservative estimate of 4% as a rate of return.

Self Evaluation

The College meets this Standard. The District has followed the requirements of GASB 43/45 and has developed a plan to fund the liability over the course of the

next 15–20 years, even though funding is not required under the GASB 43/45 regulations. Barring any changes to the plan made through negotiations, the District has a plan to fully fund the liability and adjusts the plan every two years according to current and projected economic circumstances (3.D.51: [Retiree Liability Funding Plan 2012.xlsx](#)).

Actionable Improvement Plan

None

III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

In conformity with the Governmental Accounting Standards Board (GASB) Statements No. 43 and 45, the District is required to have an independent actuarial valuation of its OPEB liabilities every two (2) years. The District has used an independent contractor to complete an actuarial valuation of its OPEB liabilities every two (2) years since 2002. Once completed, the District reevaluates its plan to fund the liability and adjusts it accordingly (3.D.52: [Actuarial Study OPEB 2012 Report.docx](#)).

Self Evaluation

The College meets this Standard. The most recent actuarial valuation was completed as of May 1, 2012, which will be utilized in the determination of the District's OPEB asset/liability planning by its external auditors.

Actionable Improvement Plan

None

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

Coastline currently has incurred two local debt instruments: one for the completion of the Newport Beach Center and the other for the upgrading of the technology infrastructure for the College and its centers. In August 2011, through a \$20 Million Lease Revenue Bond issued by the Community College Leagues of California, Coastline was able to complete the construction project for its Newport Beach Center, scheduled to open for instruction in spring 2013. The

annual debt payment is scheduled at \$1.36 million per year through May 2041. Through the College PIEAC and Budget Committee, the College was able to set aside \$8 million in an escrow account as a reserve for this financing plan while continuing to make the annual debt payment through the on-going facilities lease savings of \$360,000 and from the surplus generated from the contract education operation.

For the technology upgrade, the College was able to secure a financing plan through Bank of America for \$725,000 for five years, starting in July 2012 and ending in 2016. This financing plan was also approved by PIEAC, and a line-item budget was already built into the College general fund budget to cover for this expense for the next five years. This is the College's commitment to allocating resources to support the College's Strategic Technology Plan. Both these financing plans were subsequently presented to and approved by the Board of Trustees.

In July 2012, Coast District Board of Trustees approved the District to place another General Obligation Bond, known as Measure M, on the ballot at the upcoming November 2012 election. If Measure M passes, the \$20 million debt for Newport Beach will be immediately retired, and the funding from the escrow account will be released and reallocated to other areas of need based on the priorities set forth in the Education Master Plan.

Self Evaluation

The College meets this Standard. Through effective planning, the College was able to build into the College operational budget an on-going line item to service the annual debt payment for the technology upgrade and another \$8 million in reserve to secure payments for the Newport Beach Center for the next eight years.

Actionable Improvement Plan

None

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

Annual college financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services. The College's most recent audit was presented according to the standards of Governmental Accounting Standards Board (GASB) Statements No. 34 and 35 using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and

Accountability Standards Committee, recommended that all community college Districts use the reporting standards under the BTA model.

Coastline's external audit is conducted annually between August and October as part of the CCCD annual external audit. It includes not only the general funds but also examines the financial operations of financial aid, grants, externally funded programs, contractual relationships, ancillary organizations, the Coastline Foundation, and institutional investments and assets. External audits have not identified any material weaknesses (3.D.33: [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)); (3.D.53: [G.O. Bond Independent Audit 2011-2012](#)).

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. The annual fiscal year cohort default rate published by the Department of Education is used to manage and monitor Coastline Community College's compliance with federal requirements. Coastline Community College's default rates are at acceptable levels, although we constantly strive for improvement through student loan counseling and due diligence, such as student contact and follow up.

Self Evaluation

The College meets this Standard. The College is not under any sanction nor is it required at this time to have a formal default reduction plan on file with the Commission or the Department of Education. Coastline is not under any warning or notification that it is engaged in fraud or abuse or that it is unable to meet its responsibilities in the proper administration of Title IV funds and programs (3.D.54: [Financial Aid Cohort Default Rates](#)).

Actionable Improvement Plan

None

III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provision to maintain the integrity of the institution.

Descriptive Summary

As a result of Coastline's focus on entrepreneurial activities and other outside partnerships beneficial to the institutional mission and goals, the College regularly undertakes a variety of contracts, including the following:

- Contracts with the U.S. military for educational programs and services.
- Contracts with local government agencies, such as the contract with the County of Orange to operate the Orange County One-Stop Centers and Orange County Business Service Center-North..
- A memorandum of understanding with the Newport-Mesa Unified School District to participate in the operation of an Early College High School.
- A contract for operation of Student Health Services.
- A contract for the operation of the College Bookstore with Follett Higher Education.
- Many other contracts with private vendors and individuals.

It is Coastline's practice to write cancellation or termination, as well as indemnification language, into all contracts to protect the interests of the College and District.

The process for approving contracts includes legal review by District Risk Services and District General Counsel and Board approval. Individual managers have been reminded that only the Board President, as designated by Board action, is authorized to sign off on agreements, contracts, leases, or other documents that commit the District to obligations of time, money, space, equipment, etc. Any agreement that exposes the District to liability, that contains "hold harmless" and/or indemnification language, that contains fiscal commitments, or that has insurance requirements of any type is to be considered a contract and is processed through established District procedures for approval.

Self Evaluation

The College meets this Standard. At Coastline, the majority of contracts are in the areas of contract education, telecourse and other instructional product development, and building leases and subleases (3.D.55: [Leases at a Glance 6-2012](#)). All contracts undergo legal review through District Risk Services and District General Counsel and are sent to the Board of Trustees for approval. All contracts are reviewed at the vice president or president's level to ensure that they support the mission and are executed to maintain the integrity of the College. In addition, contracts are reviewed as a part of the internal and external audit process.

The contracts for the EBUS Program to deliver education in China follow each of the standards required in the Commission policy entitled "Contractual Relationships with Non-Regionally Accredited Organizations"; this policy is addressed in the front materials of this report (**See: Contractual Relationships with Non-Regionally Accredited Organizations**).

Actionable Improvement Plan

None

III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

In summer 2005, the District began the implementation of Project Voyager, with SCT Banner as a principal component, to replace the PNI system. The SCT Banner Finance, Human Resources, and Student Modules have all been integrated, eliminating unnecessary work to replicate data from one system to another. In addition, a Continuous Improvement Team (CIT) has been formed, which meets regularly to discuss potential upgrades and improvements that need to be made to the Banner systems to improve functionality for students, faculty, and staff alike (3.D.56: [CIT Meeting Notes March 8, 2012](#)); (3.D.57: [CIT Agenda 09-22-2011](#)); (3.D.58: [CIT Meeting Notes July 19 2012](#)); (See **Standard III.C. Voyager** for a discussion of Voyager specifications); (3.D.59: [Voyager Web Site](#)).

In addition to the internal review process of the District's and College's effectiveness in the fiscal planning and monitoring processes, the annual external audit report information is also included when considering how to improve financial managing and planning. Findings or recommendations described in the annual audits helped to shape the way the District customized the financial module of Banner.

The District employs an internal auditor, who regularly reviews financial procedures at each College. As noted in **III.D.2.a.**, external audits demonstrate the integrity of Coastline's financial management system. There were no findings or recommendations from the external auditor for the most recent audit period, which ended June 30, 2011.

Self Evaluation

The College meets this Standard. The new Banner system meets reporting needs. The first-year financial statements generated by the new system have been audited, without exception, by outside external auditors. On a day-to-day basis, the new system provides real-time budget-to actual comparisons, allowing monitoring of operational spending and contractual obligations as well as quick response by managers.

Actionable Improvement Plan

None

III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

Coastline relies on four main processes—all deeply integrated into routine College operations—to regularly evaluate the allocation and use of College resources.

The first method of assessment comes through the Budget Allocation Model, which is tied to FTES productivity. All College department budget allocations are a part of their respective College wing and are annually presented to the PIEAC/BC for review and validation. Resource allocation effectiveness is reviewed by the committee with questions, and new decisions are made each year to best allocate General Fund dollars.

The second major analysis of resource allocation takes place through the biannual progress reports for College Education Master Plan priority updates given to the PIEAC/BC. College staff and departments identified as responsible for implementation of a particular priority (or initiative working towards success of a priority) provide progress reports to the PIEAC/BC that are then forwarded to the College Council and to the College President. Successful priority implementation or meaningful progress in meeting goals will determine support from the PIEAC/BC for future funding allocations toward Master Plan priorities.

The third method used to assess the effectiveness of financial resource utilization is the review of financial resources generated through the ancillary operations such as Contract Education and Coast Learning Systems/OL&IT; their budgets are also reviewed and recommended through the PIEAC/BC process.

Fourth, a full report of College expenditures and the College's ending balance is provided to the PIEAC/BC at the end of each fiscal year. The PIEAC and the BC utilize a formal process to review the data and make recommendations to the College Council and then to the College President for how to distribute the ending balance and what modifications should be considered for the upcoming year's College budget.

The College is able to ensure that it assesses its use of financial resources systematically and effectively by utilizing the established participatory governance structure within the College. Regular oversight of College financial resources by the PIEAC/BC and through regular reports provided by the Office of Administrative Services ensure that representatives of all College constituencies effectively act as overseers over finances and are able to make suggestions and recommendations to improve the use of College resources.

Self Evaluation

The College meets this Standard. Assessment and effective use of College financial resources is primarily facilitated through the College's participatory governance structure, utilizing the PIEAC/BC as its main component. The variety of College financial resources, General Fund allocation, ancillary income, and College Foundation fund raising are regularly reported to the PIEAC/BC for review and consideration. In this way, all College constituencies through committee representatives have the opportunity to understand where College financial resources originate, how and where they get allocated, and what benefits are returned to the College.

Actionable Improvement Plan

None

Documents Referenced in Standard III.D.

- 3.D.1 [Coast District Vision 2020 Educational Master Plan](#)
- 3.D.2 [Coastline Education Master Plan 2011-2016](#)
- 3.D.3 [Board Policy 6200 Budget Preparation](#)
- 3.D.4 [CCC Integrated Planning Guide Spring 2012](#)
- 3.D.5 [Budget Development Worksheet 2012-2013.pdf](#)
- 3.D.6 [CCC Budget Committee Minutes of September 14, 2011](#)
- 3.D.7 [2012-13 CCC Resource Allocation Proposal](#)
- 3.D.8 [Staffing Plan 2013-2019](#)
- 3.D.9 [2008-11 Master Plan Final Report on Results and Outcomes](#)
- 3.D.10 [2007-08 MPBC One-Time Funding Requests for 2008-09; 2008-09 MPBC One-Time Funding Requests for 2009-10; 2009-10 MPBC One-Time Funding Requests 2010-11; 2010-11 MPBC One-Time Funding Requests for 2011-12](#)
- 3.D.11 [Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#) ; [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum4-29-11.pdf](#) ; [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#) ; [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#)
- 3.D.12 [Functional Map](#)
- 3.D.13 [Coast District Budget Information Web site](#)
- 3.D.14 [BP 6300 Fiscal Management](#)
- 3.D.15 [Budget Summary CCCD 2011-2012 Budget Allocation Model Section IV-p. 71](#)

- 3.D.16 [Coast District Adopted Budget 2011-2012](#)
- 3.D.17 [Coast District 2012-13 Tentative Budget Presentation.pdf](#)
- 3.D.18 [Resolution 12-11 3percent Cut.pdf](#)
- 3.D.19 [Board Minutes 5-16-13 Item 2410 p. 10](#)
- 3.D.20 [Furlough FAQs](#)
- 3.D.21 [College-Wide Budget Request 2010-2011.pdf](#)
- 3.D.22 [Coast District Measure C Reports](#)
- 3.D.23 [General Obligation Bond Performance Audit 2010](#)
- 3.D.24 [Citizen Oversight Committee Measure C](#)
- 3.D.25 [2010-11 Coast District Audit Report](#)
- 3.D.26 Town Hall Flyers: [Email Collegewide re 7-15-09 Special Budget Meeting and Open Forum.doc](#); [Email Collegewide re 7-29-09 Special Budget Meeting and Open Forum.doc](#); [Email to 2009-2010 MPBC Members re: the 7-15-09 Special Budget Meeting and Open Forum](#); [Invitation to Attend Budget Concern Town Hall - 3-2-11](#); [Invitation to Attend Open Budget Update Forum 10-7-09](#)
- 3.D.27 [PIEAC PAR Prioritization Survey.pdf](#)
- 3.D.28 [Budget Committee Meeting Calendar.pdf](#)
- 3.D.29 [College Committee List 2012-2013](#)
- 3.D.30 [Board Policy 6402 Internal Audit Services Charter](#)
- 3.D.31 [BP 6400 Audits](#)
- 3.D.32 [BP 6401 Internal Audit Department Manual of Policies](#)
- 3.D.33 [CCCD Web Site for External State and Federal Audit Reports \(scroll down\)](#)
- 3.D.34 [District Budget Advisory Committee \(scroll down\)](#)
- 3.D.35 [Board Policy 3600 Auxiliary Organizations](#)
- 3.D.36 [Foundation 2010-11 Audit Report.pdf](#)
- 3.D.37 [Board Policy 6320 Investment Policy](#)
- 3.D.38 [Visionary Event Invitation 2011](#)
- 3.D.39 [Visionary Event Program 2011](#)
- 3.D.40 [Foundation Purchase Order and Direct Pay Request.pdf](#)
- 3.D.41 [ASG Bylaws 2012](#)
- 3.D.42 [ASG 2011-2012 Budget](#)
- 3.D.43 [Letter of Intention to Expand Existing Program](#)
- 3.D.44 [November 2011 DBAC Presentation](#)
- 3.D.45 [DBAC Minutes-scroll to bottom](#)

- 3.D.46 [May 17, 2012 Budget Presentation 2012-2013](#)
- 3.D.47 [6-14-06 Citizens' Oversight Committee Minutes](#)
- 3.D.48 [Board Budget Presentation 3-22-12-Includes Rainy Day and Stabilization Projections](#)
- 3.D.49 [Coast Adopted Budget 2011-12; Section IV](#)
- 3.D.50 [Ending Balance Distribution Recommendation 2010-2011.pdf](#)
- 3.D.51 [Retiree Liability Funding Plan 2012.xlsx](#)
- 3.D.52 [Actuarial Study OPEB 2012 Report.docx](#)
- 3.D.53 [G.O. Bond Independent Audit 2011-2012](#)
- 3.D.54 [Financial Aid Cohort Default Rates](#)
- 3.D.55 [Leases at a Glance 6-2012](#)
- 3.D.56 [CIT Meeting Notes March 8, 2012](#)
- 3.D.57 [CIT Agenda 09-22-2011](#)
- 3.D.58 [CIT Meeting Notes July 19 2012](#)
- 3.D.59 [Voyager Web Site](#)

Standard IV. LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the organization. Governance roles 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 administrator.

Standard IV Co-Chairs

Maribeth Daniel, staff
 Tarez Henderson, student; ASG President
 Ann Holliday, faculty Senate
 Margaret Lovig, faculty; Senate President 2010–12
 Lois Wilkerson, administrator

Team Members

Standard IV.A. Decision Making Roles and Processes:

Bob Covert, faculty Senate
 Elaine Hill, staff
 Noha Kabaji, faculty Senate

Standard IV.B. Board and Administrative Organization

Pedro Gutierrez, Senate President 2012–13
 Ken Leighton, faculty Senate
 Susan Winterbourne, faculty Senate

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

Coastline's leaders have established an open and transformative organizational structure in which all members of the organization can participate, directly or indirectly, in the operation and decision-making of the College. From her first day, the College President encouraged all faculty and staff to participate in the pursuit of institutional excellence. As time allows, the President attends the Classified Senate and Academic Senate, follows their agendas, and meets regularly with their executive officers. The president has also established open hours when anyone may visit her without needing to make an appointment (4.A.1: [President's Open Hours](#)).

In 2011, the Mission, Plan, and Budget Committee was restructured into two committees, the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee, to more effectively manage the planning, staffing, technology, and facilities recommendations from Program and Department Review and other participatory governance groups. The first tasks of PIEAC were to update the College Education Master Plan (2011-2016) (4.A.2: [Coastline Education Master Plan 2011-2016](#)) and to develop goals and initiatives. The PIEAC also reviewed and updated the mission statement and developed a vision statement in spring 2012. The College Education Master Plan, mission statement, and vision statement were all vetted by the College's constituency groups. In 2011, PIEAC approved a process for receiving and reviewing summary feedback from faculty dialog about student progress in meeting SLOs. It also developed a process for evaluating its own effectiveness as a planning committee (4.A.3: [CCC Integrated Planning Guide Spring 2012](#)).

The College has ten standing committees and governance councils and an additional 17 work groups and ad hoc panels (4.A.4: [College Committee List 2012-2013](#)). Collectively, these constituencies are responsible for reviewing, recommending, and initiating new programs, plans, and strategies in cooperation with or on behalf of Coastline management, Academic Senate, and other governance structures through the participatory process.

Self Evaluation

The College meets this Standard. Commitment to institutional improvement is embodied in the College mission statement, "Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of

associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education,” and in Goal 5 of the College Education Master Plan, “Culture of Planning, Inquiry and Evidence: Utilizing participatory governance processes, Coastline will improve its collection, analysis and use of data to enhance teaching, learning and institutional effectiveness” (4.A.2: [Coastline Education Master Plan 2011-2016](#)).

See also the **self evaluation of IV.A.2.a** related to the integrity of leadership.

Actionable Improvement Plan

None

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institutional-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Coastline prides itself on being an innovative institution that encourages its employees to think creatively. At most meetings, leaders work to empower members to try new roles and to work toward institutional excellence. The College holds College-wide gatherings or town-hall meetings to gather ideas and input. All ideas are welcome.

The College President has instituted open office-hour walk-in opportunities for all Coastliners to meet with her privately to discuss concerns or to suggest new ideas. This open-door approach allows the President to learn more about the work of faculty and staff and to gather information and suggestions from those with whom she does not meet regularly. She also holds open forums at different campus sites to gather input from all constituencies (4.A.5: [President’s Open Hour Invitation 2012](#); [Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum 4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#)).

The College Council, a primary multi-constituency advisory committee to the president, has recently added additional representatives from the Academic Senate and the Classified Senate.

Until the 2011-2012 program year, the President had continued a traditional end-of-year internal grant competition for mini-grants, for which any Coastline employee could apply, to further the Education Master Plan (EMP) goals (4.A.2: [Coastline Education Master Plan 2011-2016](#)). These internal grants have allowed faculty and staff, individually or in groups, to implement their ideas for program improvement, for faculty training, and for the exploration of new technologies to improve classroom instruction and distance learning delivery. Due to the budget impact, no mini-grants were distributed, and the ending balance went to prioritized program costs for the 2012-2013 program year.

The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) is an integral part of Coastline's environment, working to facilitate new initiatives and to continuously improve practices, programs, and services. PIEAC, co-chaired by the Academic Senate President and the Vice President of Instruction and Student Services, has the following mandate: "To provide oversight and leadership in support of institutional effectiveness and, through ongoing intentional College-wide evaluation, dialog, planning, coordination, and use of systematic data to ensure student learning, ensure that the College fulfills its mission and meets or exceeds institutional Accreditation standards. PIEAC reports, informs, and seeks approval from College Council."

Coastline's annual PIEAC planning cycle includes stakeholder input, review and recommendation from various entities, data and research presentations, town hall meetings, forums, and wing reports that result in new strategies and success factors for the next year's budget and annual plan (4.A.7: [PIEAC Agendas and Minutes Web Site](#)); (4.A.6: [Email Collegewide re 7-15-09 Special Budget Meeting and Open Forum.doc](#); [Email Collegewide re 7-29-09 Special Budget Meeting and Open Forum.doc](#); [Email to 2009-2010 MPBC Members re: the 7-15-09 Special Budget Meeting and Open Forum](#); [Invitation to Attend Budget Concern](#); [Invitation to Attend Open Budget Update Forum 10-7-09](#)); (4.A.8: [Town Hall Flyers](#)).

The Budget Committee, co-chaired by the Academic Senate President (or a faculty member) and the Vice-President of Administrative Services, is mandated "to identify resource allocation based on the mission, plans, and goals of the College as articulated in the EMP and developed and recommended by the Planning, Institutional Effectiveness, and Accreditation Committee." The resulting plans and budgets are sent to the College Council for review and approval, which then forwards its recommendations to the College President.

The Associated Student Government (ASG), as empowered by the Board of Trustees, encourages all students to participate in the governance process. Each fall and spring, a recruiting campaign is launched to encourage students to join

ASG. Most College committees include at least one student representative from ASG, and the College elicits student feedback when plans for change are discussed and formulated. In this way, Coastline includes students as valued contributors of information and ideas. The Associated Student Government is also informed of any potential changes in Board Policy that affect students so they can discuss concerns, issues, and provide feedback (4.A.9: [BP 3901 Student Role in Governance](#)); (4.A.10: [BP 5404 Student Advisory Council – Coastline Community College](#)); (4.A.11: [BP 5413 Student Government](#)); (4.A.12: [ASG Bylaws 2012](#)).

The College-mandated committees, councils and other governance bodies are responsible for reviewing, recommending, and initiating new programs, plans, strategies, or policies in cooperation with or on behalf of Coastline administration, Academic Senate, and other governance structures through the participatory process (4.A.4.: [College Committee List 2012-2013](#)).

Self Evaluation

The College meets this Standard. The College is committed to institutional improvement through the vision statement, mission statement, and Education Master Plan goals, utilizing the participatory structure of the College. The College also nurtures the participation of its members who contribute outside of organized governance pathways.

In response to the Accreditation employee Self-Study Survey statement “Classified staff members are a valued part of the decision-making process at this campus,” 60% of employees responded *strongly agree* or *agree*, and only 7% responded *disagree* or *strongly disagree*; 33% responded *neutral* or *did not know* (Question 23).

In response to the Accreditation faculty Self-Study Survey statement “Faculty members are a valued part of the decision-making process at this campus,” 61% of full-time faculty responded *strongly agree* or *agree*, and 25% responded *disagree* or *strongly disagree*; 14% responded *neutral* or *did not know* (Question 24). Of part-time faculty, 60% responded *strongly agree* or *agree*, and only 8% responded *disagree* or *strongly disagree*; 32% responded *neutral* or *did not know* (Question 24).

In previous surveys the College has noticed similar response rates (60% agreement) from employees and faculty regarding College involvement and from the group (33%) who are *neutral* or *did not know*. The Academic Senate continues to write a monthly informative newsletter (now it is both printed and electronic), which is distributed to all faculty and employees. The employee group has formed a Classified Senate, and all employees are encouraged to attend. At the beginning of each academic year, calls for committee involvement are sent to all employees and faculty. Mechanisms exist for any faculty member or employee to get involved in governance and other College activities; however, participation suits a

smaller group of faculty and employees, and the larger group seems satisfied with this arrangement.

In response to the Accreditation student Self-Study Survey statement “Students are a valued part of the decision-making process at this campus,” 34% of students responded *strongly agree* or *agree*, and only 8% responded *disagree* or *strongly disagree*; 58% responded *neither agree nor disagree* (Version 2, Question 13). The large percent of students without an opinion reflects the large number of students studying at a distance who are not aware of the decision-making processes on campus.

In response to the Accreditation employee Self-Study Survey statement “Decisions at this college are made using the principles of participatory governance,” 49% of employees responded *strongly agree* or *agree* and 9% responded *disagree* or *strongly disagree*; 42% responded *neutral* or *did not know* (Question 26). Of full-time faculty, 57% responded *strongly agree* or *agree*, and 21% responded *disagree* or *strongly disagree*; 22% responded *neutral* or *did not know* (Question 26). Of part-time faculty, 57% responded *strongly agree* or *agree*, and only 5% responded *disagree* or *strongly disagree*; 39% responded *neutral* or *did not know* (Question 26).

Further evidence of the collaborative environment of governance:

1. Classified employees at Coastline participate in decision-making through the labor agreement between Coast Community College District and Coast Federation of Classified Employees, (4.A.13: [Coast District Web Site to Union Agreements](#)—*Coast Federation of Classified Employees, Local 4794*), through committee assignments, and through the Classified Senate. The mandate of Classified Senate is “To participate in the decision-making process within the College on operational and professional matters.”
2. New full-time faculty members participate in institutional planning through the faculty tenure process. This four-year process assesses the faculty member’s involvement in College governance and professional development activities.
3. Annually, full- and part-time faculty members are eligible to apply to the Academic Senate for academic rank. Since the last Accreditation report, 25 faculty members have received rank. To receive a rank, the faculty member must have participated in College service and professional development within three years prior to applying, in addition to meeting the required number of years teaching. The three categories of rank are Assistant Professor, Associate Professor, and Professor (4.A.14: [Academic Rank Policies and Procedures](#)).
4. Representation and membership participation exists for faculty through the Academic Senate, for classified employees through the Classified Senate, for students through ASG, and for management through CDMA (Coast

District Management Association). Coastline's College Council has representative members from all College constituencies, i.e., faculty, classified staff, students, and management. As shown in the College Committee List, this broad spectrum of participation extends to all Coastline Committees. This year additional faculty and classified seats were added to the College Council membership (4.A.4: [College Committee List 2012-2013](#)).

The College Council mandate was revised in spring 2012; it is "To act on College committee and constituency recommendations, to foster College communication and information sharing, and to review overall College operations."

Actionable Improvement Plan

None

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

Coastline first implemented the Participatory Governance Philosophy and Procedures (PGPP) in July 2002 (4.A.15: [Participatory Governance Philosophy and Procedures 7-12](#)). This living document is revised as the needs of the College, constituencies, and stakeholders change; it was last reviewed in summer 2012. In 1988, with the passage of AB 1725, Coastline faculty and staff developed the first participatory governance document.

The PGPP policy identifies the governance mechanisms and structure for the following decision-making groups: College Council, Academic Senate, Classified Senate, Management Team, and Associated Student Government. For each group, the PGPP contains a description of the following: how the committee or group is organized, how the committee membership is determined, how the group functions, how items of concern get to the group, and when the group meets.

Self Evaluation

The College meets this Standard. The Participatory Governance Philosophy and Procedures is a working document at the College and is currently in the review process (4.A.15: [Participatory Governance Philosophy and Procedures 7-12](#)). The restructuring of the planning and budget committees as well as the implementation of the Education Master Plan goals have facilitated a review of the governance process at the College. This document has been reviewed by

College Council annually as part of the College Committee List process and has been circulated for a College-wide review, comment, and modification on a regular basis since its implementation in 2002. In 2011, the Board of Trustees granted five additional areas of primary responsibility to the Academic Senate in the list of 10+1 (4.A.16: [BP 7837 Faculty-Academic Senate Role in Governance](#)). In 2009–10, the District formed a District Budget Committee that has college-wide representation from the constituency groups from each college (4.A.17: [Coast District Budget Web Site](#)); (4.A.18: [3-22-12 District Budget Advisory Committee Meeting Summary](#)); (4.A.19: [ASG 12-26-11 Minutes](#)).

In addition, Coastline’s commitment to participatory governance is demonstrated in the Education Master Plan, Goal 5: Culture of Planning, Inquiry and Evidence: “Utilizing participatory governance processes, Coastline will improve its collection, analysis and use of data to enhance teaching, learning and institutional effectiveness.”

The PGPP document states, “This true participatory governance environment is collegial, practical and efficient. It is based on open, clear lines of communication between and among all Coastline constituencies. . . The participatory governance environment continually evolves, embraces the future, and reflects the College mission. All College committee meetings are open; anyone may attend except when confidential personnel matters or contract negotiations are being discussed” (4.A.15: [Participatory Governance Philosophy and Procedures 7-12](#)).

Actionable Improvement Plan

None

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Participation in institutional governance at Coastline is broad and deep. Mechanisms include committees, councils, task forces, town meetings, and formal decision-making bodies such as the Academic Senate and ASG. The process encourages informed representation from every appropriate constituency at each level of policy making and planning.

Processes and guidelines for participatory governance within Coastline are set forth in Participatory Governance Philosophy and Procedures (4.A.15: [Participatory Governance Philosophy and Procedures 7-12](#)).

Administrators provide input into planning through their service on multiple committees, including the PIEAC and the Budget Committee. The College President serves as chair of the Blue Ribbon Management Team, which consists of all managers as well representatives from Classified Senate and Academic Senate. A representative from ASG is also invited to attend. She also chairs the College Council, which includes representatives from all College constituencies.

Faculty have a substantive and clearly defined role in College governance, primarily through the Academic Senate. The Senate discusses major issues of the College and passes motions and resolutions, primarily in the areas of the “10 +1” related to academic and professional faculty issues. The Senate takes relevant motions and resolutions to the College President and/or the College Council. When appropriate, major initiatives and those shared with sister colleges are taken directly to the Board of Trustees for discussion or action. The College President meets regularly with the Academic Senate Executive Committee.

Subcommittees of the Academic Senate, including the Curriculum Committee, provide written and/or oral reports to the Academic Senate. Reports are recorded in the Academic Senate’s meeting minutes and distributed College-wide. Meeting agendas are posted 72 hours before each meeting. This ensures that all students, all employees, and the public are aware of items to be considered and have an opportunity to give their input or attend the meetings. Any faculty member, College employee, student, or community member may attend an Academic Senate meeting to address an issue of faculty concern. At the beginning of each semester, the Senate encourages all faculty to speak to their Senate representatives, attend Senate meetings, and submit articles to the Academic Senate Newsletter for College-wide distribution. Academic Senate meets twice a month (4.A.20: [Academic Senate Constitution](#)); (4.A.21: [Academic Senate By-Laws 5-1-12](#)); (4.A.22: [Academic Senate Web Site](#)); (4.A.23: [Academic Senate Newsletters](#)); (4.A.24: [Academic Senate News & Notes, Agendas, and Minutes](#)).

Students provide input into institutional decision-making through the ASG and by serving on College committees, most of which have seats for student members. At its regular meetings, ASG discusses proposed projects, plans, or policies that directly affect students. ASG holds an annual election of officers and holds monthly meetings (4.A.12: [ASG Bylaws 2012](#)). A Coastline student served as the Student Trustee for the Coast Community College District Board of Trustees and as chair of the District Student Council for the 2010-2011 academic year.

The goals of the Classified Senate are to coordinate the selection of representatives to serve on College/District governance committees; participate in the development and shaping of institutional planning; collaborate in budget planning and development; review regulations and procedures relating to physical safety and make recommendations; recommend and help create staff development activities; enhance relations with students, faculty, and management; lead

College-wide campaigns that contribute to student success and engagement; and contribute to the discussion regarding academic and professional matters.

Classified Senate (CS) conducts an annual election to select officers for the coming fiscal year and holds monthly meetings open to all classified staff, faculty, and student representatives and any guests who wish to attend. Special meetings are held to discuss and gain consensus on immediate College issues that need constituency input. The CS provides its input in written form as well as in presentations to the requesting College committee co-chairs. Agendas and minutes are posted, and the CS makes regular College-wide announcements about upcoming events. The CS provides written and in-person presentations to requesting committees and constituency groups. The College President values effective communication and includes the classified staff in all activities and requests representation equal to that of faculty and administrators on College committees and task forces and meets monthly with the Classified Executive Board.

The College Committee List specifies committee membership. Great care is taken and considerable energy and human resources are devoted to ensuring that all committees, including the College Council, are populated by representatives from the appropriate constituencies. Since the Board recognizes the Academic Senate and the Associated Student Government (ASG) as decision-making bodies, they both follow the Brown Act and post and make minutes available to all constituencies (4.A.25: [ASG Web site; Minutes](#)); (4.A.24: [Academic Senate News & Notes, Agendas, and Minutes](#)). All College committees include faculty representation so that institutional policies, plans, and budget matters remain under review of the Academic Senate. All full- or part-time faculty can join in College governance through their role in College committees. All faculty are encouraged each year to sign up to serve on committees. Of the 28 voting members of the Curriculum Committee, 21 are elected faculty members (4.A.4: [College Committee List 2012-2013](#)); (4.A.26: [History of Curriculum Committee](#)).

Self Evaluation

The College meets this Standard. The College President provides effective leadership in planning, setting goals, and establishing priorities. Faculty and administrators have a substantive and clearly defined role in institutional governance, and they exercise a substantial voice in the development and review of policies, plans, and budget.

The classified staff have developed a strong, organized group that is well recognized for service and support to the College and for its fund-raising efforts in support of classified staff for continuing-education scholarships. The student group, although very small, has established mechanisms for providing input into College decisions, and students serve on key College committees.

In response to the Accreditation Self-Study Survey statement “All constituencies have opportunities to participate in the development of institutional plans and budgets,” 59% of employees responded *strongly agree* or *agree*, and 9% responded *disagree* or *strongly disagree*; 32% responded *neutral* or *did not know* (Question 13). Of full-time faculty, 68% responded *strongly agree* or *agree*, and 18% responded *disagree* or *strongly disagree*; 14% responded *neutral* or *did not know* (Question 22). Of part-time faculty, 54% responded *strongly agree* or *agree*, and only 5% responded *disagree* or *strongly disagree*; 39% responded *neutral* or *did not know* (Question 22). As previously discussed, strong processes exist for faculty and staff to participate in planning; an interested group continues to actively participate.

Actionable Improvement Plan

None

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

As stated in Board Policy (4.A.16: [BP 7837 Faculty-Academic Senate Role in Governance](#)), the District will rely primarily upon the advice and judgment of the three academic senates in developing policies involving academic and professional matters (according to Section 53200(c) of Title 5 (4.A.27: [Section 53200\(c\) of Title 5- Academic Senates](#)).

The Senate is charged with recommending full-time faculty hiring priorities, including those for counselors and librarians. In doing so, it must evaluate each program in detail (FTES-generation, the number of full- and part-time faculty, the future viability of the program, the mission of the College, and other factors). Consequently, the Senate plays a key role in shaping academic programs and services.

The Curriculum Committee is a sub-committee of the Academic Senate. It reviews all new and revised course outlines and certificate programs to ensure academic integrity and rigor. A course outline must include measureable Student Learning Outcomes, and the assessment of these outcomes is closely examined by faculty, by departments, and in program review. The Academic Senate Web site offers comprehensive guidance on curriculum development. The site provides the following information: 1) A guide to writing a course outline, including regulations and guidelines issued by the state Academic Senate and Coastline’s own course outline specifications; 2) Instructions for writing Student Learning Outcomes; 3) Templates for course outlines, new course proposals and related

documents, and other hints and recommendations to ensure consistency; 4) current curriculum deadlines and meeting schedules (4.A.28: [Academic Senate Website-Curriculum Forms](#)). [In summer 2012, the District adopted CurricUNET to handle curriculum online; the District trained key staff and faculty in its use. The College began to update procedures for its implementation in fall 2012.]

The Senate sponsors the yearly Dialog and Close-the-Loop Survey administration at the spring faculty meeting to review course, program, and institutional Student Learning Outcomes; findings are forwarded to the PIEAC.

The discipline deans work closely with faculty in their respective programs and with advisory committees to develop and implement recommendations about new programs, student learning programs, and services, which become part of each discipline's program review.

Self Evaluation

The College meets this Standard. The Academic Senate and the Curriculum Committee, working with the academic administrators, review and fulfill appropriate requests for learning programs and services.

The Academic Standards Subcommittee of the Academic Senate, along with key members of the instructional design staff and Seaport trainers, developed and published a model rubric to use as a guide to measure the academic quality of instruction for all methods of instruction (in-class, online, and telecourse). The document provides standards for the course syllabus, lesson content, Student Learning Outcomes, assessment, and grading policies (4.A.29: [Academic Quality Rubric](#)).

In response to the Accreditation Self-Study Survey statement "Faculty members are encouraged to develop new courses and programs," 86% of full-time faculty responded *strongly agree* or *agree*, and none responded *disagree* or *strongly disagree*; 14% responded *neutral* or *did not know* (Question 3). Of part-time faculty, 63% responded *strongly agree* or *agree*, and 10% responded *disagree* or *strongly disagree*; 27% responded *neutral* or *did not know* (Question 3). Of employees, 55% responded *strongly agree* or *agree*, and only 5% responded *disagree* or *strongly disagree*; 39% responded *neutral* or *did not know* (Question 4).

Actionable Improvement Plan

None

IV.A.3. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Coast Community College District has governance policies that detail the roles of faculty and students in the decision making of the District. Coastline has a governance structure that includes all constituencies, i.e., managers, faculty, classified staff, and students. Those in leadership capacities select participants within their constituency groups to serve on College- and District-wide governance committees to share and communicate their ideas. This dialog is open and collaborative and strives to always keep what is best for the students and the institution at the forefront. The College's participatory governance committee structure allows opportunity for all constituencies to provide input and make recommendations (4.A.15: [Participatory Governance Philosophy and Procedures 7-12](#)).

Both Coast Community College District and Coastline Community College willingly comply with the federal and state community college mandates as they relate to the governance structure, but most important, as a matter of good practice in decision making. Examples include the following:

- Board Policy recognizes the associated student organizations as the representatives of the students in the formation and development of District and college policies and procedures that have or will have a "significant" effect on students. The District is committed to participatory governance and views its students as a valued, integral community whose views and ideas are imperative in developing policy and procedure (4.A.9: [BP 3901 Student Role in Governance](#)).
- Board Policy recognizes and respects the academic senates of the three colleges as the governance bodies of the colleges representing faculty on academic and professional matters (4.A.16: [BP 7837 Faculty-Academic Senate Role in Governance](#)).

These Board policies are implemented at Coastline through constituency representation on standing College and District governance committees established at the beginning of each academic year. Appointments are made through respective bodies: Blue Ribbon Management Team, Academic Senate, Classified Senate, and Associated Student Government. These committees work together to establish and facilitate discussion and build consensus. Collaborative decision-making is actively encouraged.

The College President also informs the College community about noteworthy events, issues, and updates through campus-wide “President’s Bulletin” e-mails. The President’s Bulletin is an internal communication sent via e-mail (4.A.30: [President's Bulletin, May 4, 2012.pdf](#)).

The President’s Office also distributes an electronic and hard-copy “@Coastline,” an internal newsletter for faculty and staff. It is distributed every other month, and back issues are online (4.A.31: [@Coastline Newsletter Web site](#)).

The Coastliner newsletter, which highlights information about the College, is written for the community by the Director of Public Relations and Marketing and is funded by PR and the Foundation. *The Coastliner* (spring), and the annual report (fall) are distributed on campus and are also delivered to all residences within a half-mile radius of each of our campuses. The Annual Report is also posted to the Public Relations Web site (4.A.32: [Annual Report 2010 pdf](#)); (4.A.33: [Public Relations Web Page](#)); (4.A.34: [Coastliner Spring 2012](#)).

Self Evaluation

The College meets this Standard. The College follows District participatory governance policies and cultivates an atmosphere of participatory governance planning and decision making at the College. The College is transparent in its efforts to be inclusive and informative. Established processes facilitate effective and efficient dialog within the College and the District.

The District 2020 Vision Educational Master Plan specifically notes, “Only through proactive cooperation and collaboration within and among the colleges can we achieve the goals and meet the challenges described in this report.” Recent and representative examples of the benefits of such cooperation and collaboration such as meetings involving enrollment management and budget planning clearly demonstrate the power of this strategy. All employees who participate in these discussions are now vigilant in looking for similar opportunities in which cooperative, collaborative efforts will increase the likelihood of student success.

In response to the Accreditation faculty Self-Study Survey statement “I believe the Academic Senate effectively represents faculty,” 64% of full-time faculty *strongly agreed* or *agreed*, and 14% *disagreed*; 22% were *neutral* or *did not know* (Question 24). Of part-time faculty, 58% *strongly agreed* or *agreed*, and only 8% *disagreed* or *strongly disagreed*; 35% were *neutral* or *did not know* (Question 24).

In response to the Accreditation employee Self-Study Survey statement “I believe the Classified Senate effectively represents classified staff,” 48% of employees *strongly agreed* or *agreed*, and only 13% *disagreed* or *strongly disagreed*; 40% were *neutral* or *did not know* (Question 23).

In response to the Accreditation student Self-Study Survey statement “I believe the Associated Student Government effectively represents students,” 33% of

students responded *strongly agree* or *agree*, and only 5% responded *disagree* or *strongly disagree*; 63% responded *neither agree nor disagree* (Question 13). The large percent of students without an opinion reflects the great number of students studying at a distance who are not aware of the activities of the Associated Student Government.

Actionable Improvement Plan

None

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The Institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Coastline Community College provides the College community and the public with information through published policies and procedures, audits, research, reports (including letters and reports from the Accrediting Commission), and meeting agendas and minutes. These documents are published at the College's Web site (4.A.35: [Coastline Accreditation Web site](#)).

The College has in the past and will continue to comply with the Accrediting Commission Standards, policies, and guidelines by filing requested reports on time, responding to Commission requests for information with complete reports, and designating an Accreditation Liaison Officer to ensure compliance. The College has responded to the Commission by timely submission of our Annual Reports, Mid-Term Reports, and any needed follow up. Recommendations made by the Commission are responded to quickly and thoroughly.

The College communicates with the Commission to ensure that all needed information is included in reports; the College remains in communication with the Commission, calling to inquire whether substantive change or other reports are needed in the operation of our programs. A Substantive Change Report was submitted in 2009 and accepted by the Commission in 2010 (4.A.36: [Substantive Change Report-EBUS 2009](#)). The College recently sent the Commission a letter of intention to expand the existing EBUS Program into other countries (4.A.37: [Letter of Intention to Expand Existing Program](#)). On July 12, 2012, an updated letter was sent to the Commission explaining contracts coming into fruition, one with a full-A.S. degree program (4.A.38: [WASC Program Update Letter 7-12-2012](#)).

In summer 2012, the College notified the Commission of its intent to begin writing a Substantive Change proposal for the Vietnamese Aviation Academy (VAA) in Ho Chi Minh City, Vietnam, since our eventual intent is to offer more than 50% of the courses needed to obtain a degree. The College notified the Commission on October 8, 2012, by email that the VAA's approval from the Ministry of Education to offer this International Partnership program is still pending. Upon receipt of Ministry approval, a proposal will be submitted to the Commission's Substantive Change Committee.

External agencies with which Coastline successfully works include the Veterans Administration and the American Bar Association (Paralegal Program). The College adheres to U.S. Government rules and regulations for our International Students Program, ensuring that all Visa requirements are followed. In addition, we are a Title III Asian American and Native American Pacific Islander serving institution, and we follow all federal rules and regulations. The College also has a multiple-year grant from the Department of Labor—Workforce Investment Act that requires strict adherence to federal, state, and county regulations.

Coastline adheres to applicable provisions of federal law (Title 20 of the United States Code), the Education Code of the State of California, and the California Code of Regulations (Title 5). The acceptance of audits and reports submitted to federal, state, and other external agencies is evidence of Coastline's honesty and integrity and confirms the excellent relationship it has with these entities. Coastline completes all reports according to the Department of Education timetables for the Integrated Postsecondary Education Data System (IPEDS) for the National Center for Education Statistics (NCES).

Self Evaluation

The College meets this Standard. Past acceptance of reports by the Accrediting Commission and other outside agencies is proof that the College is honest and has integrity in its relationships with external agencies. The College's Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) keeps the Accrediting Commission standards, policies, and guidelines, as well as the College's mission and commitment to students in the forefront when planning. In addition, all required reports have been filed, and there are no outstanding audit issues from any of these programs.

Actionable Improvement Plan

None

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The overarching description and structure for the College's governance and decision-making processes are found in its participatory governance document, Participatory Governance Philosophy and Procedures (PGPP). This document is reviewed in its entirety by all constituency groups on a six-year cycle; in the past several years it has been reviewed every two years and has completed a review in spring 2012. Throughout the review of the governance and decision-making structures and processes, the College President ensures an open dialog and exchange of views and ideas (4.A.15: [Participatory Governance Philosophy and Procedures 7-12](#)).

College Committee mandates and membership are reviewed annually to determine their viability. Information is solicited from the committees and the constituency groups for suggestions to improve each committee's contribution to the College mission. All final College committee changes are made at the College Council, which includes representatives from all constituency groups and is chaired by the president. Minutes for all College committees and constituency groups are posted on the College Web site on the dashboard at <http://www.coastline.edu/admin> (password sign-in) (4.A.39: [College Council Minutes 3-13-12.pdf](#); [College Council Minutes 5-8-12.pdf](#); [College Council Minutes 5-22-12.pdf](#); [College Council Minutes 6-26-12.pdf](#)).

The PIEAC was formed in fall 2011 through the participatory governance process. After review by the Mission, Plan, and Budget Committee and constituent feedback to the College Council, the planning and budgeting committees were divided in order to provide the College with a more effective planning procedure. Through this same method, several committees have been combined to be more efficient, such as the Facilities & Sustainability Committee. The PIEAC is developing an evaluation of the planning process as a part of its Integrated Planning Guide (4.A.3: [CCC Integrated Planning Guide Spring 2012](#)).

Self Evaluation

The College meets this Standard. The College depends on its constituent groups and committees to make recommendations in all areas of the College through the participatory governance process to continue improvement to the institution's effectiveness and Student Learning Outcomes. It strives to meet the needs of its

students in an ever-changing educational environment through regular assessment.

In response to the fall Accreditation employee Self-Study Survey statement “The administration at Coastline provides effective leadership that supports the College’s mission,” 60% of employees responded *strongly agree* or *agree*; 12% responded *disagree* or *strongly disagree*, and 27% were *neutral* or *did not know* (Question 19). Of full-time faculty, 50% responded *strongly agree* or *agree*; 18% responded *disagree* or *strongly disagree*, and 32% were *neutral* or *did not know* (Question 18). Of part-time faculty, 83% responded *strongly agree* or *agree*; 5% responded *disagree* or *strongly disagree*, and 12% were *neutral* or *did not know* (Question 18).

In response to the fall Accreditation employee Self-Study Survey statement “I have the opportunity to participate meaningfully in shared governance at Coastline,” 59% of employees responded *strongly agree* or *agree*; 11% responded *disagree* or *strongly disagree*; 19% were *neutral* and 12% *did not know* (Question 26). Of full-time faculty, 68% responded *strongly agree* or *agree*; 11% responded *disagree* or *strongly disagree*; 18% were *neutral* and 4% *did not know* (Question 26). Of part-time faculty, 60% responded *strongly agree* or *agree*; 8% responded *disagree* or *strongly disagree*; 21% were *neutral* and 12% *did not know* (Question 26). The higher *neutral* and *did not know* responses among employees likely reflects hourly staff input, and part-time faculty are less likely to be interested in opportunities to be involved in college governance.

Actionable Improvement Plan

None

Documents Referenced in Standard IV.A.

- 4.A.1 [President's Open Hours](#)
- 4.A.2 [Coastline Education Master Plan 2011-2016](#)
- 4.A.3 [CCC Integrated Planning Guide Spring 2012](#)
- 4.A.4 [College Committee List 2012-2013](#)
- 4.A.5 President’s Open Hour Invitations: ([President’s Open Hour Invitation 2012](#); [Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum 4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#) [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#))
- 4.A.6 [PIEAC Agendas and Minutes Web Site](#)); (4.A.6: [Email Collegewide re 7-15-09 Special Budget Meeting and Open Forum.doc](#); [Email Collegewide re 7-29-09 Special Budget Meeting and Open Forum.doc](#); [Email to 2009-](#)

[2010 MPBC Members re: the 7-15-09 Special Budget Meeting and Open Forum; Invitation to Attend Budget Concern; Invitation to Attend Open Budget Update Forum 10-7-09](#)

- 4.A.7 [PIEAC Agendas and Minutes Web Site](#)
- 4.A.8 [Town Hall Flyers](#)
- 4.A.9 [BP 3901 Student Role in Governance](#)
- 4.A.10 [BP 5404 Student Advisory Council – Coastline Community College](#)
- 4.A.11 [BP 5413 Student Government](#)
- 4.A.12 [ASG Bylaws 2012](#)
- 4.A.13 [Coast District Web Site to Union Agreements](#)
- 4.A.14 [Academic Rank Policies and Procedures](#)
- 4.A.15 [Participatory Governance Philosophy and Procedures 7-12](#)
- 4.A.16 [BP 7837 Faculty-Academic Senate Role in Governance](#)
- 4.A.17 [Coast District Budget Web Site](#)
- 4.A.18 [3-22-12 District Budget Advisory Committee Meeting Summary](#)
- 4.A.19 [ASG 12-26-11 Minutes](#)
- 4.A.20 [Academic Senate Constitution](#)
- 4.A.21 [Academic Senate By-Laws 5-1-12](#)
- 4.A.22 [Academic Senate Web Site](#)
- 4.A.23 [Academic Senate Newsletters](#)
- 4.A.24 [Academic Senate News & Notes, Agendas, and Minutes](#)
- 4.A.25 [ASG Web site; Minutes](#)
- 4.A.26 [History of Curriculum Committee](#)
- 4.A.27 [Section 53200\(c\) of Title 5- Academic Senates](#)
- 4.A.28 [Academic Senate Website-Curriculum Forms](#)
- 4.A.29 [Academic Quality Rubric](#)
- 4.A.30 [President's Bulletin, May 4, 2012.pdf](#)
- 4.A.31 [@Coastline Newsletter Web site](#)
- 4.A.32 [Annual Report 2010.pdf](#)
- 4.A.33 [Public Relations Web Page](#)
- 4.A.34 [Coastliner Spring 2012](#)

- 4.A.35 [Coastline Accreditation Web site](#)
- 4.A.36 [Substantive Change Report-EBUS 2009](#)
- 4.A.37 [Letter of Intention to Expand Existing Program](#)
- 4.A.38 [WASC Program Update Letter 7-12-2012](#)
- 4.A.39 Sample College Council Minutes: [College Council Minutes 3-13-12.pdf](#); [College Council Minutes 5-8-12.pdf](#); [College Council Minutes 5-22-12.pdf](#); [College Council Minutes 6-26-12.pdf](#)

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary

The legal basis and authority of the Board of Trustees are derived from California Education Code Section 70902 (4.B.1: [CA Ed Code 70902](#)). The duties and responsibilities of the Board of Trustees are outlined in the same section. Board Policy 2201 delegates authority to the Chancellor of the District to administer the policies adopted by the Board and to execute all decisions of the Board requiring administrative action (4.B.2: [BP 2201 Board of Trustees' Standards for Administration](#)); (4.B.3: [BP 2430 Delineation of Authority to District Chancellor and College Presidents](#)). The Board also grants the Chancellor the authority to delegate any powers and duties entrusted to him to enhance organizational functioning while remaining ultimately responsible for the execution of such delegated items. The Chancellor is expected to perform the duties contained in the job description and to fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The goals for job performance are developed and jointly agreed to by the Board and the Chancellor.

As described in the District-wide Functional Map and in Board policies, the organizational roles of the District and the Colleges are clearly defined (4.B.4: [Functional Map](#)).

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The Board of Trustees is the publicly elected body of independent representatives from the community, consisting of five members. The Board sets such policies as are necessary to govern the conduct of the District as outlined in California Education Code Section 70902 (4.B.1: [CA Ed Code 70902](#)). The Board is subject to the provisions of the Constitution of the State of California, the Rules and Regulations of the Board of Governors of the California Community Colleges,

and its own policies and procedures (4.B.5: [Web Policies Related to Board of Trustees-Series 2000](#)). The policies adopted by the Board are consistent with the provisions of law but do not encompass all laws relating to the District's activities.

The Board is committed to fulfilling the responsibilities outlined in California Education Code Section 70902, which are to represent the public interest; establish policies that define the institutional mission; and set prudent, ethical and legal standards for District operations. The Board also hires the Chancellor, and delegates power and authority to the Chancellor to effectively lead the District, assures fiscal health and stability, monitors institutional performance and educational quality, and advocates for and protects the District (4.B.6: [BP 7909 Search and Selection of District Executive Management Employees](#) - Chancellor - Vice Chancellors - College Presidents).

The Chancellor has the responsibility for carrying out the policies established by the Board through administrative procedures. Students and employees are expected to adhere to the policies established by the Board and to abide by the administrative procedures and regulations designed to implement the policies as well as all provisions of law pertinent to their activities.

The Board has the responsibility to establish a search process for the District Chancellor, which complies with relevant regulations, and to select and hire the Chancellor. After the retirement of the previous Chancellor, which was announced in January 2011 and became effective June 30, 2011, the Board utilized Board Policy 7909 Search and Selection of Executive Management, approved in November 2007, to conduct its search. The Board suggested the formation of a search committee with representation from all constituent groups of the District and the community. The Board secured the services of a consultant who worked closely with this committee, assisting in formulating the strategy for reviewing applications, selecting interviewees, conducting interviews with the search committee, selecting finalists, and Board interviews with the finalists. The process culminated with the Board's selection of the new Chancellor who started on August 3, 2011 (4.B.6: [BP 7909 Search and Selection of District Executive Management Employees](#) - Chancellor - Vice Chancellors - College Presidents).

The evaluation of the Chancellor is conducted annually. The process for the annual evaluation is outlined in Board Policy 2435 Evaluation of the Chancellor (4.B.7: [BP 2435 Evaluation of the Chancellor](#)). As stated in the policy, "The Board of Trustees shall conduct an evaluation of the Chancellor at least annually, using an evaluation process developed in cooperation by the Board of Trustees and the Chancellor. Such evaluation will be based on the job description, Board-adopted goals, job performance, including strengths and weaknesses, and will consider any requirements set forth in the employment contract with the Chancellor."

Self Evaluation

The College meets this Standard. The Board of Trustees establishes policies at open Board meetings with a well publicized agenda and provides access to all agenda attachments at the District Web site. The Board's policies regarding the quality, integrity, and effectiveness of student learning programs and services can be found at the District Web site (4.B.8: Board Policy Web Site: [Educational Programs and Student Relationships](#)). In order to remain current on each college's programs and services, presentations to the Board are made at open meetings, which include accomplishments, plans, and needs of each college. The Board of Trustees issued a formal resolution in November of 2009 to reaffirm their commitment to supporting Student Learning Outcomes and the initiatives being pursued at each of the colleges within the District (4.B.9: [Board Resolution on SLOs November 2009](#)).

The Board oversees budget deliberations and has taken care to assure the fiscal stability of the District. All policies pertaining to financial operations can be found at the District Web site under the heading of Business Operations (4.B.10: [Board Policy Web Site: Business Operations](#)). The financial instability of the state has prompted the Board to have budget updates at almost every Board meeting. These presentations by the Vice Chancellor of Administrative Services are available at the District Web site for review by those unable to attend Board meetings (4.B.11: [District Budget News Web site](#)).

Actionable Improvement Plan

None

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Coast Community College District Board of Trustees is an independent Board with a five-member team elected at large, but each member represents a defined segment from the District community that includes the cities of Seal Beach, Garden Grove, Huntington Beach, Westminster, Stanton, Fountain Valley, Costa Mesa, Newport Beach, and portions of surrounding communities (4.B.12: [District Trustees/Areas Map](#)). Board elections are held in even-numbered years with staggered four-year terms of office (4.B.13: [BP 2100 Board Elections](#)). There is also a student trustee elected annually by members of the District Student Council. The student trustee has advisory voting rights (4.B.14: [BP 2105 Student Representative Selection Process](#)). The Board of Trustees carries out the

philosophy, mission, and priorities of the Coast Community College District through the execution of defined policies and responsibilities.

At the core of the Board is its continuing commitment to focus on the community, which it has served since the District's founding in 1947. The Board members are active participants and citizens in the community. The Board encourages the attendance of the public at the open Board meetings. The Board president sends reports to the community about the achievements of the Coast Colleges (4.B.15: [6-19-12 Moreno Editorial](#)).

The public may view Board agendas and minutes posted on the District Web site, attend open Board meetings, and address the Board on agenda items. The Board appoints citizens on all appropriate committees, such as the Citizens' Oversight Committees for the Measure C bond and strategic planning committees. Citizens are also appointed to major District search committees such as for the Chancellor, the college presidents, and the vice chancellors.

Self Evaluation

The College meets this Standard. Although the Board has struggled to act as a whole, it has recognized this and schedules retreats and study sessions to reconcile differences, develop working relationships with one another and senior-level managers, and adopt a common direction. Such retreats are devoted to a variety of topics including mission and vision, goal setting, and Accreditation. The College appreciates the Board's efforts to improve communication and encourages the continuation of retreats and study sessions.

It should be noted that the minutes for the Board meetings do not include information about discussions or deliberations that take place, thus making it difficult for citizens to inform themselves. Three years ago the Board decided to release only action minutes of their meetings; however, recordings of the meeting are retained for up to 30 days after each meeting. During reviews of drafts of the institutional self-evaluation, where the concern about the limitation of action minutes was noted, the Board Accreditation Committee and the Board as a whole, discussed this issue and were responsive (4.B.16: [Accreditation Committee Minutes April 17, 2012](#), item 7); (4.B.17: [Board Minutes 5-16-12 p. 6](#)). In response to this concern, the Board voted at the August 1, 2012, meeting to have more detailed minutes for topics related to student success, instructional programs, student services, budget, and fiscal stability, Board policies, plans, Student Learning Outcomes and other topics of interest. For those topics, more detailed minutes would be prepared to capture a summary of the discussion of the Board. The change in minutes has been implemented and is reflected in the level of detail that has been incorporated starting with the minutes of the August 1, 2012, Board meeting (4.B.18: [Board Study Session August 1, 2012-Item 11](#)).

Actionable Improvement Plan

None

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The District's Vision and Mission Statements and Values and Principles, which are posted on the District Web site, are as follows:

Vision Statement

Coast Colleges provide excellence, innovation and success in education to inspire and transform lives in our local and global community.

Mission Statement

Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical and life-long educational opportunities.

Values

We value

1. The mission and responsibilities of our profession
2. Students' success
3. Teaching and learning excellence
4. Learning, fairness, unity, and continuous improvement
5. Collaborative, institutional culture
6. Support of students, faculty, management, and staff
7. Active outreach
8. Professional integrity
9. A transparent, accessible, and balanced governance structure

Principles

1. Learning: Student-centered and outcome-based for optimal success.
2. People: Respect for and commitment to invest in people.
3. Focus: Vision inspired, student centered, and goal driven by strategic master plans.
4. Agility: Flexible, responsive, and courageous when needs require change in practices and conditions.

5. Integrity: Truthfulness as the first and most important trait to good institutional citizenship.
6. Collaboration: Shared responsibility and teamwork across disciplines, departments, divisions, colleges, and district.
7. Engagement: Broad-based involvement of stakeholders to encourage optimal decision-making.
8. Diversity: Reflect inclusiveness with all ethnic, socio economic, and educational abilities and cultural backgrounds.
9. Equity: All staff serve and contribute to our students' success with equal importance.
10. Unity: The importance of the collective good and bond is greater than the gain of individuals, departments, colleges.

Goals

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.

The Board maintains broad oversight of the District's educational programs through Board policies that establish standards for graduation, curriculum, and program development. The Board is also directly responsible for guaranteeing the District's institutional integrity. It does so by periodically reviewing and approving the District's Vision and Mission Statements, Values, and Principles. These are posted to the District Web site and provide guidance for actions of the Board. They define the District's role in and commitment to "provide excellence,

innovation and success in education to inspire and transform lives in our local and global community” (4.B.19: [District Vision and Mission Statements Web Site](#)).

The curriculum approval process further details the Board’s role in ensuring the quality of the District’s academic offerings. In accordance with state law, the Curriculum Committee from each college manages curriculum changes and development of new courses and programs. These are reviewed by the college presidents and the Chancellor and ultimately approved by the Board (4.B.20: [BP 4020 Curriculum Development and Approval](#)).

At its regular, special, and committee meetings, the Board reviews reports and presentations on instruction and student services, College and District operations, strategic planning updates, and formal budgets. The Board gives approval for all educational programs and construction of all facilities. The Board reviews and approves changes to the District and college budgets throughout the year, which supports the goal of addressing the priorities and improving student learning programs. As a result of Title 5 changes, curriculum standards have been adopted that expand the Board’s role in approving stand-alone programs and courses (4.B.21: [Presentation Student Success at CCC](#)); (4.B.22: [Student Success PowerPoint 6-15-11](#)).

Annually, updated college-based program reviews ensure the relevancy and quality of educational programs. The District Educational Master Plan, Vision 2020, was developed through institutional dialogue and provides the context for policy and funding decisions made by the Board (4.B.23: [Coast District Vision 2020 Educational Master Plan](#)).

Self Evaluation

The College meets this Standard. The College has curriculum approval procedures and program review procedures in place, which have been developed through collegial consultation. The College presents periodic reports to the Board on instructional programs and student services offered to students to ensure their quality and integrity. Through the District and College planning and budget development process, the College ensures that resources are in place to support its programs and services.

Actionable Improvement Plan

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board reviews and approves the annual District budget. It reviews financial reports for the District, authorizes expenditures for the construction and maintenance of facilities, and approves all educational programs.

The Board, through the work of its committees—Accreditation, Career Technical Education, Land Development, Legislative Affairs, Budget and Audit, and Personnel—ensures the high quality of the District’s educational programs, oversees the financial health and integrity of the District, and confirms practices are consistent with policies (4.B.24: [BP 2222 Board of Trustees’ Land Development Committee](#)); (4.B.25: [BP 2223 Board of Trustees’ Accreditation Committee](#)); (4.B.26: [BP 2224 Board of Trustees’ Career Technical Education Committee](#)); (4.B.27: [BP 2225 Board of Trustees’ Personnel Committee](#)); (4.B.28: [BP 2227 Board of Trustees’ Legislative Affairs Committee](#)); (4.B.29: [BP 2228 Board of Trustees’ Audit and Budget Committee](#)).

The Board is kept apprised of the District’s and colleges’ activities and outcomes, development, and issues in numerous ways. Trustees are regularly provided information on current issues, new activities and program changes in communications from the Chancellor and in Board meetings through reports, presentations, and Board agenda items for both information and action.

The Board assures the fiscal integrity of the District through the regular review of the budget, through the development and application of Board-adopted budget guidelines, and by requiring a minimum contingency reserve. Legal matters of the District are discussed in both open and closed sessions of Board meetings, as appropriate and allowed by law. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of its decisions. The Board conducts closed sessions for decision making related to legal matters such as personnel evaluation and disciplinary actions, negotiations, and the advice of counsel on pending litigation (4.B.3: [BP 2746 General Counsel](#)).

Self Evaluation

The College meets this Standard. The Board has passed a policy to clarify that, although “it has the ultimate responsibility for educational quality, legal matters, and financial integrity” and that “it is the legal responsibility of the Board of Trustees to maintain, operate, and govern the District and its Colleges,” it is committed to the principles of participatory decision-making (4.B.31: [BP 2510 Participation in Local Decision Making](#)). Although the Board has ultimate responsibility for educational quality, legal matters, and financial integrity, it allows for input from the colleges through the constituencies in the Chancellor’s Cabinet, the District Budget Advisory Committee, and reports at Board meetings

from representatives of all constituent groups. The Board is using its subcommittee meetings and study sessions to interact with the colleges on a variety of topics from career technical educational to fiscal matters. Actions by the Board of Trustees are final and are not subject to any other body once a decision has been made.

During the past two years, a District Budget Advisory Committee (4.B.32: [District Budget Advisory Committee-scroll to bottom of Web Page](#)), with representatives from all constituencies from the three colleges, has met to develop and suggest strategies on both long-term and short-term budgetary matters; the Chancellor chairs the committee. This committee has also provided the College community opportunities to learn more about the budgeting process and external and internal budgeting concerns. The District has lost 24% of its state revenues in the last four years (it dropped from \$73.9 million, and in fiscal year 2011–12, it is \$55.8 million). Additional cuts in the state revenues are expected in 2012–13 and beyond. These conditions leave the Board with significant fiscal challenges for the immediate future.

Actionable Improvement Plan

None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

Board Policies series 2000 specify the Board’s size, duties, responsibilities, structure, committees, and operating procedures. Board Policy 2010, Board Membership, and Board Policy 2100, Board Elections, specify that the Board consists of five members elected by the citizens of the Coast Community College District to serve four-year terms. Per Board Policy 2100, Board Elections, elections to office for three trustees shall alternate with elections to office for two trustees. The Board maintains a Web site of policies related to the Board (4.B.33: [BP 2200 Board Authority, Responsibility and Duties](#)); (4.B.34: [BP 2010 Board Membership](#)); (4.B.35: [BP 2410 Board Policies and Administrative Procedures](#)); (4.B.13: [BP 2100 Board Elections](#)); (4.B.5: [Web Policies Related to Board of Trustees-Series 2000](#)).

Board Policy 2105 also stipulates that a student trustee is elected for a one-year term beginning June 1. The District Student Council elects the student trustee. The student trustee can cast an advisory vote and does not participate in closed sessions (4.B.14: [BP 2105 Student Representative Selection Process](#)).

Self Evaluation

The College meets this Standard. Board policies, agendas, and minutes are posted on the District Web site. The District Web site is publicly accessible by all employees and community members (4.B.36: [AP 2410 Board Policies and Administrative Procedures](#)); (4.B.35: [BP 2410 Board Policies and Administrative Procedures](#)).

Actionable Improvement Plan

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board's Code of Ethics sets forth the operational and ethical responsibilities of the Board members (4.B.37 [BP 2715 Code of Ethics for Members of the Board of Trustees](#)). The Board's meeting times and procedures are well established, and the Board operates consistently with them.

Because the District has previously opted to subscribe to the Community College League of California's (CCLC) "Policy and Procedure Service," the Board adopted many of the policies available through this service that are related to the District. Legal counsel has reviewed these policies to ensure their overall accuracy and the use of appropriate language.

The District has made efforts to engage in a process to review and update Board policies and recommend new ones, as needed. Due to turnover in some executive positions, many existing policies have not been reviewed in recent years. In April 2011, each of the three vice chancellors developed a schedule for the review of the Board policies pertinent to the areas under their purview. However, these schedules have not been followed, and the review has fallen behind.

As of December 2011, a renewed effort and priority has been placed on updating the previously established schedules and ensuring that the review of existing policies proceeds according to the updated schedules. In order to clarify and formalize the process by which existing Board policies and administrative procedures are revised or new ones are created, the District, through discussions in the Chancellor's Cabinet and in Board meetings, developed and implemented, in February 2012, Administrative Procedure 2410, Board Policies and Administrative Procedures. The process defined in this administrative procedure has since been followed (4.B.35: [BP 2410 Board Policies and Administrative Procedures](#)); (4.B.38: [5-7-12 Chancellor's Cabinet Policy Review-Attachment.pdf](#) ; [6-11-12 Chancellor's Cabinet Policy Review-Attachment.pdf](#)).

The Vice Chancellor of Educational Services and Technology provided analyses and recommendations regarding development of new Board Policies and administrative procedures that are required. A consultant from CCLC participated in the March 21, 2012, Board study session and discussed with the Board effective practices for the development and revision of Board policies (4.B.39: [March 21, 2012 Board Meeting Minutes, Item 13](#)).

After further review and analysis of the current structure and numbering of existing Board policies and administrative procedures, the Vice Chancellor of Educational Services and Technology also provided an extensive analysis with recommendations for changes in the current structure, numbers, and, in some cases, content of Board policies. These changes would bring the content of Board policies and administrative procedures into alignment with the CCLC structure and numbering format (4.B.40: [Board Study Session February 8, 2012](#)); (4.B.41: [Accreditation Committee Agenda February 7, 2012](#)). At their August 1, 2012, meeting, the Board approved implementation of the proposed recommendations, and the work is under way to implement them (4.B.18: [Board Study Session August 1, 2012-Item 11](#)) (4.B.42: [CCCD Board Policies Summary for Updating.pdf](#)).

Self Evaluation

The College partially meets this Standard. The Board does largely follow its policies, but there are still many procedures that need to be developed and policies that need revision and updating. As noted, a renewed effort is under way to implement the revised schedule. The newly developed administrative procedure AP 2410 clarifies the process by which existing Board policies and administrative procedures are reviewed or new ones developed (4.B.36: [AP 2410 Board Policies and Administrative Procedures](#)).

Actionable Improvement Plan

The District will complete the review of all existing Board policies by the end of spring 2013.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Board allocates travel and educational funds for its members on an annual basis and has established an annual cap of \$5,000 per trustee. Members of the Board have travel expenses paid whenever they travel for Board development, as representatives of the District, or when they perform services directed by the Board (4.B.43: [BP 2735 Board of Trustees' Travel](#)). In addition, the Trustees are

members of professional organizations such as CCLC and have opportunities for personal education and development. Over the last five years, two current and former Board members have served on the Board of the California Community College Trustees in addition to serving on CCLC's Advisory Committee on Education Services.

The Board conducts retreats and study sessions on topics of interest related to Board responsibilities. Orientation of new Board members is accomplished through meetings with the Secretary of the Board, the Board President, individual Board members, and various administrative staff. New members also receive District background information and materials published by the CCLC. In addition, newly elected and/or appointed Trustees are supported and encouraged to attend the new trustee orientation program established by the CCLC and held on an annual basis in conjunction with the League Legislative Conference.

Self Evaluation

The College meets this Standard. New trustees meet with District staff members, attend Board retreats, and attend the League's new-trustee orientation. They read information about the colleges and District provided to them in a trustee handbook. Because Board members are elected in staggered terms, a continuity of membership is assured even through a new member may come aboard. Additionally, Board members are invited to attend many College functions, during which they can learn about the educational programs and services of the College.

Actionable Improvement Plan

None

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board of Trustees engages in a process of self-evaluation for assessing Board performance. Board Policy 2745 establishes the expectation for the Board to conduct a self evaluation "in order to identify strengths and areas in which it may improve its functioning." (4.B.44: [BP 2745 Board Self-Evaluation](#)). The policy outlines the process for conducting the self-evaluation. The Board conducted its most recent self-evaluation at the meeting on October 17, 2011, as well as at subsequent meetings at which the Board discussed the results of the self-evaluation (4.B.45: [Board Minutes October 17, 2011](#)); (4.B.39: [March 21, 2012 Board Meeting Minutes, Item 13](#)).

Self Evaluation

The College partially meets this Standard. The Board has a self-evaluation process that is clearly defined and published as a Board policy. However, the Board does not strictly follow its policy. For example, the policy states that the Board shall approve an evaluation instrument during a September meeting of odd-numbered years. This did not happen in September 2011. The policy also states that Board members will complete the self-evaluation and submit their responses to the Board secretary at least ten days prior to the evaluation meeting so that tabulated responses can be presented to the Board President. The Board President is responsible for providing a summary to the Board in the form of a written communication to be provided to the Board at an agenda meeting as the Board is subject to the Brown Act. In 2011, the Board completed and submitted the self-evaluations at the evaluation meeting in October 2011. At the March 21, 2012, and May 16, 2012, meetings, the Board continued to discuss their results but did not adopt any action plans to improve their functioning as the Board Policy 2745 stipulates (4.B.39: [March 21, 2012 Board Meeting Minutes, Item 13](#)); (4.B.46: [Board Minutes 5-16-12 Item 3.05-Board self eval](#)); (4.B.47: [Board Minutes 8-15-12, Item 27.03 - Board self eval](#)).

Actionable Improvement Plan

The Board will model best practices of continuous improvement by completing its evaluation process, taking appropriate action in response to the evaluation summary.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board of Trustees Code of Ethics was originally adopted in 1991 and was revised in 1997, in 2007, and again in 2012. It delineates the ethical standards that the members of the Board are expected to follow and includes steps for addressing ethical violations, which were developed and added to the policy in 2007. There are also two Board policies for the disclosure of any conflicts of interest (4.B.37: [BP 2715 Code of Ethics for Members of the Board of Trustees](#)).

Self Evaluation

The College meets this Standard. The Board of Trustees has a Code of Ethics which outlines the steps taken to address ethical violations. The policy was discussed and adopted in an open Board meeting. No claims of ethical violations have been made since its adoption.

Actionable Improvement Plan

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Trustees is an active and informed participant in the Accreditation process. The Board of Trustees is regularly informed of the new Accreditation requirements and Accreditation processes in other colleges in the system by the Chancellor, Vice Chancellor of Educational Services and Technology, and college representatives. In January 2009, the Board created a committee of the Board specifically focused on Accreditation. The charge and role of this Board committee are described in Board Policy 2223, Board of Trustees' Accreditation Committee (4.B.25: [BP 2223 Board of Trustees' Accreditation Committee](#)). In addition to the meetings of this Board committee, discussions related to Accreditation are scheduled with the full Board in study sessions for the Board as a whole to review drafts of the institutional self-evaluations for re-affirmation of Accreditation and other Accreditation-related reports. At the November 14, 2011, meeting of the Board Accreditation Committee, the then-Interim Vice Chancellor of Educational Services (currently Vice Chancellor of Educational Services and Technology) and college representatives reviewed and discussed with the Board members the status of Accreditation and the timeline for institutional evaluations for each college. Topics covered included the process, coordination, and approach to developing the institutional self-evaluations and integration of materials, writing, and evidence from and about the District; the status of the District-related recommendations from the 2007 comprehensive Accreditation visit; the ACCJC Policy and Procedures for Evaluation of Institutions in Multi-College Districts; the sections from the ACCJC Guide to Evaluating Institutions regarding Standard IV.A and Standard IV.B (4.B.48: [Accreditation Committee Minutes November 14, 2011](#)); (4.B.49: [CCCD Accreditation Committee Web Site Agendas and Minutes](#)). At the February 7, 2012, meeting of the Board Accreditation Committee, the Interim Vice Chancellor of Educational Services provided materials and discussed Board policies and administrative procedures that are needed in support of the Accreditation Standards and a revised draft of the functional map delineating roles and responsibilities between the District and the College. The College President provided a status update on the institutional self-evaluation. The Board as a whole held study sessions on Accreditation on February 8, 2012, March 21, 2012, and August 1, 2012 (4.B.40: [Board Study Session February 8, 2012](#)); (4.B.39: [March 21, 2012 Board Meeting Minutes, Item 13](#)); (4.B.18: [Board Study Session August 1, 2012-Item 11](#)); (4.B.41: [Accreditation Committee Agenda February 7, 2012](#)).

Throughout the Accreditation time span since the last visit, the Board has received regular updates on the Accreditation process and reviews and approves, as necessary, the self-evaluation, mid-term reports, progress reports, and Accreditation-related substantive change requests at its open meetings.

Self Evaluation

The College meets this Standard. The Board of Trustees' Accreditation Committee meets regularly, and it hears reports from the colleges on the institutional self-evaluations and timelines. The Board occasionally places Accreditation on the agenda at its meetings and listens to reports on the progress made by the colleges, as well as any recent actions by the ACCJC. It also reviews draft self-evaluations. Copies of the self-evaluation drafts were requested and sent to the Board on 3-11-12, 6-15-12, 7-23-12, 9-14-12, and 10-17-12. The November 7, 2012, Board meeting was set as the date when the Board would review the final copy of the self evaluation report. The Board members have been reviewing the draft self-evaluation documents and making recommendations on their contents (4.B.50: [CCCD Accreditation Committee Minutes April 17, 2012, item 7](#); [CCCD Accreditation Committee Minutes July 27, 2012, item 8](#)).

Actionable Improvement Plan

None

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy 7909 describes the responsibility of the Board of Trustees in the search and selection of the Chancellor. In 2011, the Board selected a new Chancellor for the District. The process involved a national search, evaluation, and selection of final candidates by a search committee composed of college constituents and then selection of the Chancellor by the Board of Trustees (4.B.6: [BP 7909 Search and Selection of District Executive Management Employees](#)); (4.B.51: [Search and Selection Timeline for New Chancellor.docx](#)).

The Board conducts an evaluation of the Chancellor at least annually. The evaluation must comply with any requirements set forth in the contract of employment with the Chancellor as well as Board Policy. The Board evaluates the Chancellor using an evaluation process that is described in Board Policy 2435. The performance goals and objectives are developed jointly between the Chancellor and Board. The evaluation is conducted in closed session (4.B.7: [BP 2435 Evaluation of the Chancellor](#)).

The Board delegates authority to the Chancellor and college presidents in Board Policies 2430 and 2201 (4.B.2: [BP 2201 Board of Trustees' Standards for Administration](#)); (4.B.3: [BP 2430 Delineation of Authority to District Chancellor and College Presidents](#)). The policy states that the Chancellor possesses the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Chancellor may delegate any powers and duties entrusted to him by the Board, but he is specifically responsible to the Board for the execution of such delegated powers and duties. Additional policies illustrate the delegation of authority. For example, Board Policy 7111 authorizes the Chancellor to employ certificated temporary staff; Board Policy 7112 authorizes the Chancellor to employ classified staff; Board Policy 7113 authorizes the Chancellor to accept written resignations from certificated and classified staff. Such policies ensure that the Chancellor is empowered to hire selected personnel in a timely fashion when managing resignations and retirements (4.B.52: [BP 7111 Authorization for the Chancellor to Employ Certificated Temporary Staff](#)); (4.B.53: [BP 7112 Authorization for the Chancellor to Employ Classified Staff](#)); (4.B.54: [BP 7113 Authorization for the Chancellor to Accept Written Resignation from Certificated and Classified Personnel and Date of Resignation](#)).

The Chancellor operates within and with a clearly defined and articulated governance process beginning with the main participatory governance committee, the Chancellor's Cabinet, which meets on a monthly basis. It is composed of District and college constituent groups, including the executive managers, the presidents of the academic senates, the presidents of the classified senates, the presidents of each union or employee association, and a representative of the student government. As such, the Board expects the Chancellor to consult with college and District constituents on District-wide decisions, including institutional planning, budgeting, and adopting policies and procedures to promote the mission and goals of the District and College.

In our multi-college District, Board Policy 7909, described above in the selection of the Chancellor, also describes the process by which the Board of Trustees selects the college presidents. The College followed this policy in 2010 when our current College President was hired. The Board has no policy governing the evaluation of the College President. However, there is an administrative procedure for evaluating all management employees, which applies to the College President. Presidents are evaluated no less than once every two years according to

Board Policy 7887 (4.B.55: [BP 7887 Regular Evaluation of Classified and Certificated Managers](#)).

Self Evaluation

The College partially meets this Standard. The policies and procedures are in place for the selection and evaluation of the Chancellor. These have been implemented within the last two years. The Board clearly follows these policies.

Board Policy 2435 states in part: “The Board of Trustees shall conduct an evaluation of the Chancellor at least annually using an evaluation process developed in cooperation by the Board of Trustees and the Chancellor. Such evaluation will be based on the job description, Board-adopted goals, job performance, including strengths and weaknesses, and will consider any requirements set forth in the employment contract with the Chancellor.”

The Board appears to be evaluating the Chancellor on a monthly basis as this item appears regularly on the Board agenda during closed session. In 2010, the evaluation of the Chancellor appeared no less than thirteen times on the Board agenda. In June 2012, the Board President noted that “the current chancellor requested this in order to discuss his goals and objectives to make certain he is within the parameters and direction expected by this Board.” At the June 27, 2012, Board Accreditation Committee Meeting, it was decided that Board Policy 2435 Evaluation of the Chancellor should be updated to reflect the actual practice of the Board in its evaluation of the Chancellor.

The colleges are concerned about the Board’s delegation of authority to the Chancellor. For example, the previous Chancellor wrote a letter to the Board, which she read publicly and asked to be included in the Board minutes, objecting to a proposed resolution at the April 6, 2011, meeting. The resolution, justified as a response to the ongoing budget crisis, would have put an immediate halt to transfers of management employees. One of the points made by the Chancellor, in her letter, was that the resolution interfered with the responsibility of administrators to operate the District and colleges. Additionally, the proposed resolution would have disregarded the results of the participatory governance process set up at the colleges to determine which positions are absolutely necessary for the colleges’ operations despite the budget crisis. The Board of Trustees did table the resolution. The Chancellor and a trustee then worked on revising the resolution in light of the negative feedback from District and college constituents; the revised resolution passed unanimously at the May 4, 2011, meeting (4.B.56: [Chancellor's Response to Trustee Resolution re Admin Freeze 04-06-11.pdf](#)); (4.B.57: [Resolution BOT 4-6-11](#)); (4.B.58: [Resolution BOT 5-4-11](#)).

Actionable Improvement Plan

The College encourages the Board to continue to work on clarifying the delegation of authority through the development of an administrative procedure related to BP 2201 Board of Trustees' Standards for Administration.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The College President has primary responsibility for the College and its operations. She is responsible for initiating a comprehensive review of all College processes and procedures and has engaged the entire College in this review through Presidential Forums, regular meetings with constituency groups and College committees, and bulletins. She writes articles for the College newsletter, the *Coastliner* (4.B.59: [Coastliner Spring 2012](#)) and sends a regular e-mail President's Message (4.B.60: [President's Bulletin, May 4, 2012.pdf](#)) to update the College community of events, budget, and other important issues. The President leads the All-College meetings held each semester. The President holds open office hours monthly and remains accessible for anyone wishing to meet with her one on one. She also holds open forums at different campus sites to gather input from all constituencies (4.B.61: [Open Hour Invitation 2012](#)); (4.B.62: [Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum 4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#)).

The president leads the College Council, which has a mandate, "To act on College committee and constituency recommendations, to foster College communication and information sharing, and to review overall College operations." The institutional researcher works closely with the president to provide the data and analysis needed to make decisions for planning and assessing institutional effectiveness. In addition, the president is responsible for selecting and developing personnel.

The College President has also provided leadership by providing the College with the means to administratively move forward despite the loss of many key managers through retirement by developing short-term and long-term reorganization plans. A reorganization plan was vetted through all constituency groups, College Council, and the President's Cabinet. This plan allowed previous and new positions to be advertised and filled.

Self Evaluation

The College meets this Standard. After some dialog, the College President combined several committees to eliminate redundancy, but split the Mission, Plan, and Budget Committee into PIEAC (Planning, Institutional Effectiveness, and Accreditation Committee) and Budget Committee. Under the leadership of the president, PIEAC spent the 2011-2012 academic year developing comprehensive plans and processes for all-College planning, which includes more data collection and assessment of the new processes. A new Integrated Planning Guide was also developed which describes the cycles and processes, timelines, primary and secondary plans that are linked to these processes, and links to budget and other plans. It outlines the collaborative/participatory inquiry process, and evaluation of the planning process (4.B.63: [CCC Integrated Planning Guide Spring 2012](#)). The Integrated Planning Guide includes a spring survey of planning committee members, as well as other evaluation processes such as program review and a routine review of institutional data.

Actionable Improvement Plan

None

IV.B.2.a. The president plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

Although the president has primary responsibility for the quality of instruction and services as well as the financial integrity of the College, she empowers her existing managers and delegates duties as appropriate to those responsible for specific oversight. The president's senior staff includes two vice presidents. There is a Vice President of Instruction/Student Services and a Vice President of Administrative Services. Beginning fall 2012, a plan to convert from a three-VP model to a two-VP model became a reality, and leadership for the departments of Instruction and Student Services was consolidated under one Vice President.

The secondary management structure supports senior management. This includes various administrative positions. Reporting directly to the president are the Vice President of Administrative Services, the Vice President of Instruction and Student Services, Associate Dean of Institutional Research, the Executive Director of the Foundation, and the Director of Public Relations and Marketing. The Vice President of Instruction and Student Services supervises three Deans of Instruction, the Dean of Enrollment Services, and the Dean of Counseling. The Vice President of Administrative Services supervises the Executive Dean of the Office of Learning & Information Technologies (OL&IT), the Director of

Business Services and Entrepreneurship, the Director of Maintenance and Operations and the Director of Security. Economic Development and Coast Learning Systems is also under the direction of the Vice President of Administrative Services. The organizational chart displays the primary reporting structure of the College (4.B.64: [CCC Organizational Chart 2012-13 7-12](#)).

The president ensures an adequate administrative structure by consulting extensively with all constituencies for feedback and support in evaluating current and proposed change. Final recommendations from the College Council and the senior cabinet assist the president in her decision making. In response to budget constraints and retirements, the College frequently evaluates the administrative structure to ensure it maintains sufficient staff and an organizational structure that will support and reflect the College's purpose, size, and complexity.

Self Evaluation

The College meets this Standard. The College President shows effective leadership by taking primary responsibility for the quality of all aspects of the College during a time of major budget cuts and loss of personnel.

Actionable Improvement Plan

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve Student Learning Outcomes; AND**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

Most reflective of a collegial process set into motion by the President was her initiation and guidance leading to the development of an updated Education Master Plan (EMP) for the future of Coastline (4.B.65: [Coastline Education Master Plan 2011-2016](#)). Beginning in 2010, she provided opportunities for all constituency groups and the community at large to participate in discussion forums to provide input and feedback. Over the course of seven months, multiple meetings, planning sessions, College-wide forums, interviews, webinars, surveys, and phone conferences took place. More than 300 individuals, including faculty, staff, and administrators at Coastline, were involved in the planning process and

engaged in rich, creative, and reflective dialogue and decision-making about Coastline's future. Additionally, College-wide presentations and updates were scheduled throughout the planning process, yielding additional input from students, faculty, staff, and administration. (4.B.66 [Development of the CCC 2011-2016 EMP Documentation Log](#)).

During the Education Master Plan process, external conditions, such as the state of the economy, social conditions, and perception of College reputation, were studied by the institutional researcher, the consultants, and the constituency groups during multiple forums. The researcher worked closely with the President and the various College committees to analyze data and to include necessary information as goals and initiatives were being formalized. The President valued and subsequently instilled to the College and community at large the critical importance that there be a reliable, accurate, and ongoing culture of evidence reflective of high quality research that supports planning and informed decision making.

A new Integrated Planning Guide was also developed, which describes the cycles and processes, timelines, primary and secondary plans that are linked to these processes, and links to budget and other plans. It outlines the collaborative/participatory inquiry process and the evaluation of the planning process (4.B.67: [PIEAC PAR Prioritization Survey.pdf](#)); (4.B.68: [2012-13 CCC Resource Allocation Proposal](#)). The Integrated Planning Guide includes a spring survey of planning committee members as well as other evaluation processes such as program review and a routine review of institutional data (4.B.63: [CCC Integrated Planning Guide Spring 2012](#)).

Values, goals, and broad priorities related to the College mission are incorporated within the EMP and are evaluated on a regular basis through the planning process. The President monitors the process as the plan is implemented.

To allow a better assessment of progress and to better align the goals and initiatives of the EMP with the budget, the President, through a collaborative effort, revised some critical governance committees. The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) was established to replace the Mission, Plan, and Budget Committee (MPBC). The Budget Committee remained a separate committee to focus on the funding for the priorities established by the PIEAC Committee. The President serves as an active member of the PIEAC.

As a result of evaluating its effectiveness, the Program and Department Review Committee has revised its cycle of review so that now all programs are required to submit an in-depth review every five years and a mini-review every year. This process includes data provided from Institutional Research, Student Learning Outcomes (SLOs), and Student Services and Administrative Outcomes. A program review summary is submitted annually to the PIEAC for prioritization as it relates to the Education Master Plan's goals and initiatives and the College

mission. Enrollment management is tied to program review as well as the PIEAC priorities established through the Staffing, Technology, and Facility Plans (4.B.69: [Staffing Plan 2013-2019](#)); (4.B.70: [Vision 2020 Facilities Master Plan](#)); (4.B.71: [Strategic Technology Plan 2012-2017.pdf](#)).

In addition to utilizing the above established procedures, the President chairs the Blue Ribbon Management Team and the College Council; holds President's Forums at the various sites; and, as needed, attend the Classified Senate and the Academic Senate to provide updates and to receive feedback. She writes articles for the College newsletter, the *Coastliner* (4.B.59: [Coastliner Spring 2012](#)), and sends a regular e-mail President's Message (4.B.60: [President's Bulletin, May 4, 2012.pdf](#)) to update the College community of events, budget, and other important issues. The President leads the All-College meetings held each semester. The President holds open office hours monthly and remains accessible for anyone wishing to meet with her one on one. She also holds open forums at different campus sites to gather input from all constituencies (4.B.61: [Open Hour Invitation 2012](#)); (4.B.62: [Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum 4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#)).

Self Evaluation

The College meets this Standard. The president initiated and led the College in the Education Master Planning process and promoted widespread involvement. The President continues to be involved with all constituency groups and encourages informed decision making and evaluation of planning and budget processes linked to the Education Master Plan.

The CCC Integrated Planning Guide states the mandate of the PIEAC is "To provide oversight and leadership in support of institutional effectiveness and, through ongoing intentional College-wide evaluation, dialogue, planning and coordination, ensure that the College fulfills its mission and meets or exceeds institutional and accreditation standards." It further states, "The members are expected to participate in review and discussion of major planning and take the information back to their constituency groups for discussion and feedback. All constituency groups are represented within this committee. Balance of the committee membership and assessment of the committee mandate will be ongoing and evaluated on an annual basis."

In response to the Accreditation survey question "Coastline provides participative processes for discussion, planning, and implementation of new and innovative ideas," 67% of employees responded *strongly agree* or *agree*, and 7% responded *strongly disagree* or *disagree*; 26% responded *neutral* or *did not know* (Question

13). Of full-time faculty, 68% responded *strongly agree* or *agree*, and 14% responded *strongly disagree* or *disagree*; 18% responded *neutral* or *did not know* (Question 22). Of part-time faculty 63% responded *strongly agree* or *agree*, and only 4% responded *strongly disagree* or *disagree*; 33% responded *neutral* or *did not know* (Question 22). These findings indicate that most of Coastline's staff are aware of and participate in the planning and budgeting process.

Actionable Improvement Plan

None

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president attends the District Presidents' Cabinet. The president also attends the District Chancellor's Cabinet, which includes the three presidents, the three vice-chancellors, and representatives from the union, academic senates, classified, and student groups. During these meetings, various statutes, regulations, and policies are discussed. The president delegates appropriate policies to her vice presidents and deans to ensure that regulations, statutes, and policies are implemented within their areas of responsibilities. The Academic Senate reviews policies that affect faculty and provides feedback to the College Council and the president; the Associated Student Government reviews policies that pertain to students.

There are joint meetings between the Vice President of Instruction and Student Services and the Vice Chancellor of Education and Technology as well as meetings between the Vice President of Administrative Services and the Vice Chancellor of Administrative Services. In these meetings, there are discussions of policy changes as well as procedures to align with Board Policy and statute and regulatory changes.

Self Evaluation

The College meets this Standard. The president, management, and staff are aware of the statutes, regulations, and governing board policies within their areas of responsibility.

Actionable Improvement Plan

None

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

As a member of PIEAC, the President ensures that budgetary decisions that move forward are based on valid research data and are tied to the Education Master Plan. Recommendations are made from this committee to the College Council and then to the President. Each vice president, dean, and manager is held responsible for maintaining his or her budget while meeting the priorities of the department, including the outcomes identified in program reviews. Financial planning follows an annual cycle, coordinated by the PIEAC/BC and carried out in Administrative Services.

In May, the ending balance for the current year is estimated, next year's annual income is projected, and budget worksheets (distributed in March to the four College wings and completed with department input) have been presented to the PIEAC (4.B.72: [Budget Development Worksheet 2012-2013.pdf](#)).

By September of each fiscal year, decisions will have been made by BC and forwarded to the President for the distribution of the ending balance for any new ongoing or one-time funded allocations. During the year, PIEAC and BC request updates about overall spending and revenue projections and predictions for the end-of-year balance (4.B.63: [CCC Integrated Planning Guide Spring 2012](#)).

Self Evaluation

The College meets this Standard. The president effectively controls budget and expenditures through established College procedures. The budget process is defined in the Integrated Planning Guide and was developed as a core component of the College's participatory governance model and its annual schedule (4.B.63: [CCC Integrated Planning Guide Spring 2012](#)). Healthy debate is encouraged in the PIEAC/BC meetings. PIEAC/BC are composed of members from all constituencies, including the president (4.B.73: [College Committee List 2012-2013](#)). The meetings of PIEAC and BC are open to the College, and minutes of PIEAC and BC are reported to the College Council and are posted on the College Web site (4.B.74: [PIEAC Minutes Web Site](#)); (4.B.75 [Budget Committee Agenda and Minutes Web Site](#) (requires password)).

Actionable Improvement Plan

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President attends and supports a wide variety of community events, holds President's Forums, and e-mails faculty, staff and management to discuss key community college issues. She also held community meetings when developing the budget and the Education Master Plan (4.B.76: [Community Events Attended by President](#)).

The president ensures that the community receives the *Coastliner* newsletter, which highlights information about the College. It is written for the community by the Director of Public Relations and Marketing and is funded by PR and the Foundation. The *Coastliner* (spring) and the annual report (fall) are distributed on campus and are also delivered to all residences within a half-mile radius of each of our campuses. The Annual Report is also posted to the Public Relations Web site (4.B.77: [Annual Report 2010.pdf](#)); (4.B.78: [Public Relations Web Page](#)); (4.B.59: [Coastliner Spring 2012](#)).

Self Evaluation

The College meets this Standard. The President communicates effectively with the communities served by the institution and is active in local, state, national, and global communities.

In response to the Accreditation employee Self-Study Survey question "Coastline's president communicates regularly with all constituencies," 64% of employees responded *strongly agree* or *agree*, and only 13% responded *disagree* or *strongly disagree*; 24% responded *neutral* or *did not know*. Of full-time faculty, 70% responded *strongly agree* or *agree*, and only 15% responded *disagree* or *strongly disagree*; 15% responded *neutral* or *did not know* (Question 27). Of part-time faculty, 74% responded *strongly agree* or *agree*, and only 3% responded *disagree* or *strongly disagree*; 23% responded *neutral* or *did not know* (Question 27).

Actionable Improvement Plan

None

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

A new Chancellor was selected in May 2011, and he assumed the position on August 3, 2011. The District decision-making structure includes the Presidents' Council, which meets every Monday afternoon for three hours; it consists of the Chancellor, the three vice chancellors, and the three college presidents. It reviews and implements the Board of Trustees' policies and divides its agendas into operational and strategic foci, depending on the meeting. It also reviews current issues with District-wide implications and advises the Chancellor accordingly.

All District Office management meets with the Chancellor once a month. These meetings serve as a means to enhance communication and coordinate District projects, issues, and plans.

The Chancellor has established three major stretch goals for the District:

- Attain a 60% completion rate for students by the year 2014.
- Attain a 15% international student population by the year 2020.
- Be a most desirable employer by the year 2015.

These goals are in addition to the strategic goals outlined in Vision 2020, the District strategic plan adopted in June 2011 (4.B.23: [Coast District Vision 2020 Educational Master Plan](#)).

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

District policies, practices, and actions delineate the functions of the District and the responsibilities of the colleges in the delivery of instruction and student services, human resources, fiscal services, technology, and facilities (4.B.79: [Coast District Policies](#)). They also describe the roles and responsibilities of the Chancellor and of the presidents of the three colleges in the District. Faculty, management, and staff representatives are involved at all levels of the delivery system. Participatory governance is a hallmark of District-wide committees. The District-wide Functional Map (4.B.4: [Functional Map](#)) lays out the delineation of roles and responsibilities between the colleges and the District. It defines

functional areas and the roles and responsibilities the colleges and the District have relative to each respective functional area.

The Chancellor, as CEO of the District, and the vice chancellors reporting to him implement Board policies. The College President, as CEO of the College, has clear roles and reports to the Board through the Chancellor. The Chancellor's Cabinet, which is fully representative of the constituent groups from the three colleges and the District Office, facilitates clear communication and resolution. It is within the Chancellor's Cabinet and in other District advisory committees that continued dialog about the roles of District/colleges occurs, and the effectiveness of that functional relationship is assured.

Through collaboration and discussion, the District and the three colleges define areas of responsibility. They share these plans with the various constituency groups. When adjustments are made, these changes are communicated to faculty and staff through the distribution of organizational and functional charts. College presidents, presidents of the academic senates, and representatives from faculty and classified unions and student associations are members of the Chancellor's Cabinet; they directly advise the Chancellor and, thus, the Board on matters of the District and the colleges.

Self Evaluation

The College meets this Standard. The District system clearly delineates and communicates the functions of the District and the responsibilities of the colleges in their various operations. Paying additional attention to coordinating and integrating services and activities within the District office, this determination guides a range of changes made at the District level to assure that this delineation of functions is made clear and that it is communicated effectively to District faculty and staff. Every step is served well by a commitment to participatory governance.

Actionable Improvement Plan

None

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The District provides the infrastructure and leadership in advancing its mission:

Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical and life-long educational opportunities.

DISTRICT OPERATIONS AND SERVICES

District Operation and Services includes the following units:

- Chancellor's Office
- Educational Services and Technology, which includes the District Information Services Department
- Institutional Research
- Technology Services-District Information Systems
- Human Resources
- Administrative Services
- Fiscal Services
- Facilities & Operations
- Board Office
- District Foundation

Description—Chancellor's Office

The Chancellor is the CEO of the District and provides leadership for the District in advancing its mission. The Chancellor's Office provides District master planning and community relations. It oversees state and federal relations, legislative advocacy, public affairs, and media relations; and it provides strategic leadership for the Foundation and fundraising. The Chancellor's Cabinet, chaired by the Chancellor, is the overarching participatory governance committee for the District and provides the linkage back to the colleges.

The three vice chancellors and the Director of the District Foundation are members of the Chancellor's Cabinet; through them, their advisory committees, such as the District Budget Advisory Committee, are also represented. Core contributors to the Chancellor's Cabinet are the three colleges through the college presidents and the presidents of the academic senates, faculty and classified unions, and student associations.

Description—Educational Services

The Division of Educational Services and Technology provides oversight, coordination, and support for instruction, student services, and career/technical education programs across the District as well as for grant development, educational and strategic planning, institutional research, international programs, and economic and partnership development. The Division of Educational Services and Technology provides support and coordination for College Accreditation and integration of District-related information in the College institutional self-evaluations.

The division also provides leadership for the strategic planning, development, implementation, and support of District-wide information and learning

technologies for instruction, student services, and administrative and operational systems.

The District Information Services (DIS) unit reports to the Vice Chancellor of Educational Services and Technology. DIS is responsible for information systems, networks, and communication and computer services. The department makes specific recommendations to the District Executive Team on the use of technology throughout the District about both ongoing activities and future directions. Each college also has its own information technology staff and operations.

The largest technology project in recent years has been the implementation of the Banner Enterprise Resource Planning System and the Luminis portal—MyCoast. The portal system is available to all students, faculty, and staff. All major components of the system, student, financial, and human resources, are up and running; and DIS is working with teams of staff members and faculty from the colleges to monitor the systems and troubleshoot problems. DIS is currently engaged in many major projects including the implementation of DegreeWorks, an online student education plan and degree audit system; the consolidation and enhancement of PowerFAIDS financial aid software; implementation of Banner Student Accounts Receivables for financial aid awarding and disbursement starting with the 2013–14 financial aid award cycle, and other activities.

The District-wide Functional Map provides additional information on the services provided by the District Educational Services and Technology (4.B.4: [Functional Map](#)).

Description—Human Resources

The Coast Community College District employs approximately 2,400 full- and part-time employees. It is the focus of the District to provide an educational and employment environment that is committed to high quality, equal opportunity, and diversity.

Directed by the Vice Chancellor of Human Resources, this unit is responsible for personnel services, benefits, employment services, training and development, classification and compensation, labor and employee relations, and diversity and equal opportunity in the workplace. It facilitates the recruitment, selection, and evaluation of personnel as well as the implementation of Board hiring, diversity policies, and administrative procedures. It is responsible for all contract positions to ensure that funding is authorized and that the positions are approved in compliance with Board policy.

Human Resources handles all grievances, complaints, and litigation related to personnel actions. Human Resources coordinates all bargaining and meet-and-confer sessions with employee organizations. The vice chancellor serves as chief negotiator for the District with teams drawn from central services and college

administrators. The District-wide Functional Map and the narrative in **Standard III.A** provide additional information on the services provided by District Human Resources.

Description—Administrative Services

The Vice Chancellor of Administrative Services is the chief business officer of the District and is responsible for accounting, budget, environmental compliance, hazardous materials and safety management, safety services, finance, payroll, and risk management. In addition to these areas, Administrative Services manages the District's facilities, operations, and construction management. The vice chancellor chairs the District Budget Advisory Committee, which generally meets once a month. He oversees the development of the annual budget and the distribution of federal and state funds and local resources in accordance with the District Vision 2020 Educational Master Plan, Vision 2020 Facilities Master Plan, and the annual goals and objectives of the colleges and District services. With advice from the District Budget Advisory Committee and the Chancellor's Cabinet, the vice chancellor allocates financial resources to each college in consultation with the Chancellor, presidents, vice chancellors, and vice presidents. All budget documents are easily found online at the Web site as well as current and previous state budget information (See also **IV.B.3.c**, **IV.B.3.d**) (4.B.23: [Coast District Vision 2020 Educational Master Plan](#)); (4.B.70: [Vision 2020 Facilities Master Plan](#)); (4.B.32: [District Budget Advisory Committee-scroll to bottom of Web Page](#)); (4.B.11: [District Budget News Web site](#)).

Budget Operations: Administrative Services is responsible for coordinating the development of the District's annual budget. Working closely with the vice chancellors and college vice presidents, it reviews budget policy and budget scenarios with the vice chancellor, who then makes recommendations to the Presidents' Council (comprised of the chancellor, the three vice chancellors, and the three college presidents) and to the Chancellor's Cabinet. A tentative budget is prepared by the Budget Office in conjunction with the colleges for Board approval in June. A final budget is prepared in August. The Budget Office also prepares the three quarterly reports. The District Budget Advisory Committee, chaired by the vice chancellor, reviews budgets regularly, makes suggestions, and raises concerns.

Accounting Services is responsible for the accumulation and distribution of District-wide financial information for both internal and external use. It provides an array of fiscal support services, including accounts payable, accounts receivable, financial analysis, and cashier services, as well as general accounting services. It prepares the annual financial statements in accordance with generally accepted accounting principles. The department also prepares state-mandated reports such as the annual Financial and Budget Report; Quarterly Financial Status Report; and Estimated Enrollment Fee Revenue Report, in accordance with instructions issued by the California Community Colleges Chancellor's Office.

Payroll Services functions as the administrator for net pay and tax withholdings. Working in coordination with the human resources department, payroll staff compute and distribute employee compensation in accordance with District policy, federal and state laws, California Education Code, and contractual agreements. All payroll-related processing for probationary, permanent, and temporary employees is handled in Central Services. Part-time faculty, overload, and student employees' assignments are handled at each college.

The **Risk Management Department's** mission is to provide a safe environment conducive for work and learning and to protect and preserve District property and assets. Responsibilities include purchasing and managing insurance, managing property and liability claims, providing safety training for faculty and staff, and maintaining compliance with OSHA regulations.

Purchasing: Administrative Services facilitates purchasing and competitive procuring of goods and services.

The **Facilities and Operations** function provides maintenance and repair services at the District Office as well as custodial services and grounds maintenance. Each college also has its own maintenance and operations departments.

The **Construction Management** function executes the capital construction program as well as major renovation, repair, and maintenance projects.

The **District Information Systems** is responsible for information systems, networks, and communication and computer services. The department makes specific recommendations to the District Executive Team on the use of technology throughout the District regarding both ongoing activities and future direction.

The District-wide functional map (4.B.4: [Functional Map](#)) and the narratives in Standards III.B, III.C, and III.D provide additional information on the services provided by the District Administrative Services.

Description—Board Office

The staff of the Board Office reports to the Board of Trustees and provides Board meeting support, including agendas and minutes for Board meetings, and, in collaboration with the Chancellor and vice chancellors, supervision of Board policies and administration procedures. The Board Office also assists the Board of Trustees with various projects and provides administrative assistance for Board travel.

Description—District Foundation

The vision of the District Foundation is “to encourage innovative and creative educational growth in the District by providing training and development

opportunities for faculty and staff to enhance their capabilities, and continuously improve student instruction.” (4.B.80: [CCCD Foundation Web Page](#)).

The District Foundation covers a range of functions: organization and leadership, major gifts, annual giving, planned giving, fundraising strategies, outreach and events, and results and goals. The Foundation Board of Directors is comprised of nine influential members of the local and District community who understand the key roles that the Coast Colleges play in the region. The Foundation Board is also committed to raising awareness and generating the philanthropic support for all three colleges.

Self Evaluation

The College meets this Standard. The District has a comprehensive set of services that support the College in its mission and functions.

In response to the Accreditation employee Self-Study Survey question, “The District provides necessary services that support Coastline’s mission,” 49% of employees responded *strongly agree* or *agree*, and only 7% responded *disagree* or *strongly disagree*; 44% responded *neutral* or *did not know* (Question 28). Of full-time faculty, 36% responded *strongly agree* or *agree*, and 21% responded *disagree* or *strongly disagree*; 43% responded *neutral* or *did not know* (Question 28). Of part-time faculty, 41% responded *strongly agree* or *agree*, and only 4% responded *disagree* or *strongly disagree*; 56% responded *neutral* or *did not know* (Question 28). The large percent of employees and full-, and part-time faculty (44%, 43%, 56%) who were *neutral* or who *did not know* reflects that they do not interact with the District and, therefore, are not in a position to judge whether the District provides services that support Coastline’s mission.

Actionable Improvement Plan

None

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The District provides fair distribution of resources that support the effective operations of the colleges. An inadequacy of funding is related to the State of California and not to the District budget process. The District uses a fair and consistent full-time equivalent student (FTES)-based formula for allocation of resources. Funds are allocated utilizing the District’s designed budget principles and formulas. Members of the District Budget Advisory Committee, the Presidents’ Council, and the governing councils of the three Colleges review the process regularly.

The District planning and budgeting processes are guided by the District Vision 2020 Educational Master Plan, the District Mission and Vision Statements, and related implementation strategies. The budget development is based on principles, guidelines, and priorities set up by Vision 2020 and College plans.

The budgetary guiding principles are as follows:

- One-time revenues will be allocated to one-time expenditures.
- On-going expenditures shall be covered from on-going revenues.
- Year-end balances are not budgeted for ongoing expenses.
- Contractual obligations and fixed costs are budgeted first.
- Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.
- New positions must be fully funded:
 - Salary
 - Benefits
 - Support expenses
- Decisions on new positions must be made in the context of statutory and regulatory requirements.

Budget prioritization criteria are as follows:

- Health and safety
- Mandates
- Contractual obligations
- Recommendations from District Budget Advisory Committee (DBAC)

The District budget allocation model is depicted in **Table 4.B.1** and **Figure 4.B.1**.

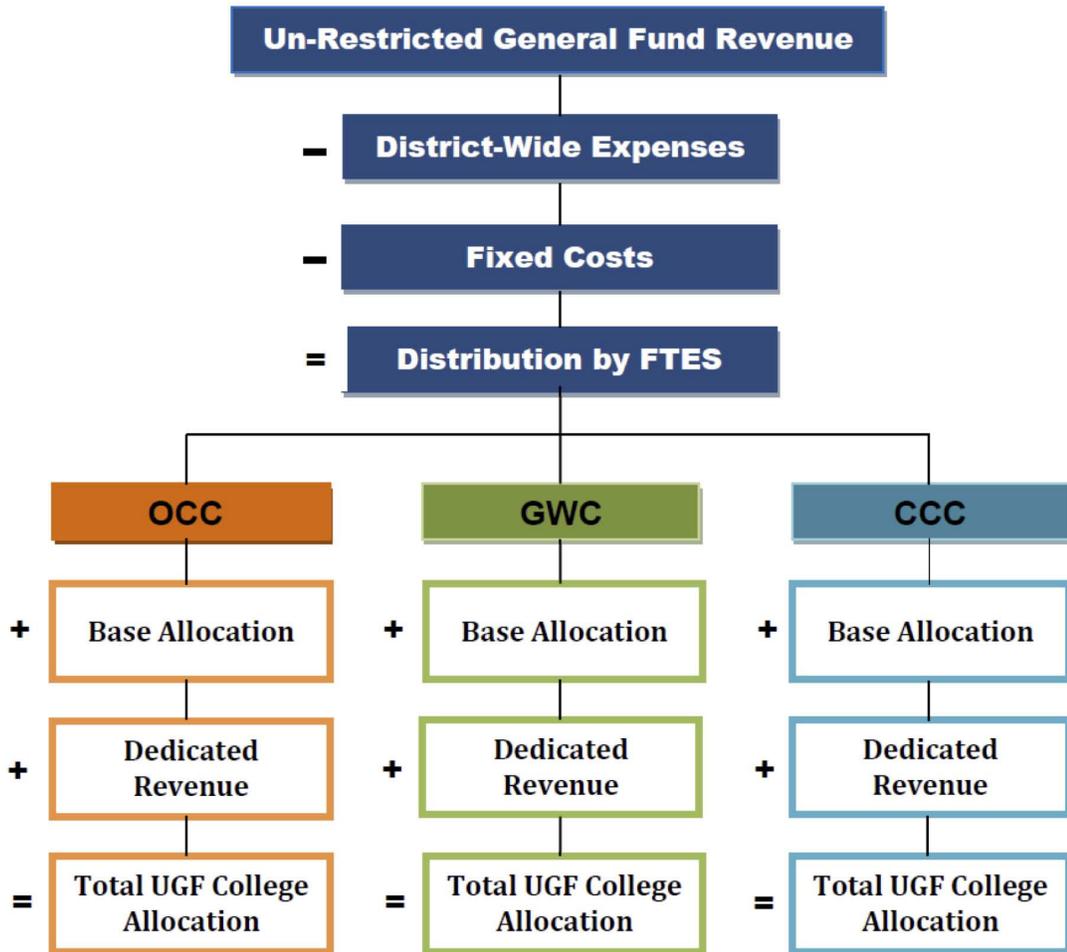
TABLE 4.B.1

**COAST DISTRICT BUDGET ALLOCATION MODEL
INCLUDED/EXCLUDED CATEGORIES**

INCLUDED	
• Unrestricted General Fund	• Part-Time Faculty Parity
• Apportionment	• Interest Income
❖ Base Allocation	• Joint Use Development
❖ FTES Revenue	• La Habra Rentals
• Lottery	• KOCE Debt Payment
EXCLUDED	
• Categorical Funds	
• Grant Funds	
• Enterprise Funds	
• Other "Dedicated" Revenue	

Source: District Administrative Services

FIGURE 4.B.1
COAST DISTRICT UNRESTRICTED GENERAL FUND REVENUE ALLOCATION MODEL



OCC=Orange Coast College, GWC=Golden West College, CCC=Coast Community College,
UGF=unrestricted general fund

Source: District Administrative Services

Practices are consistent with the law and sound fiscal management and ensure that fiscal plans provide for contingencies and reserves as much as is possible. Human resource planning is integrated with budget planning. The Vice Chancellor of Administrative Services chairs the District Budget Advisory Council and is a member of the Chancellor’s Cabinet. The District Human Resources division has

worked closely with the budget leaders to implement two early-retirement initiatives and the related consequences created as a result.

Staff, faculty, and management have had appropriate opportunities to participate in and influence the development of college financial plans and budgets. The colleges distribute the resources utilizing resource guiding principles. Even in tough financial times, through program reviews, the resource allocation process fairly provides for materials, equipment, and personnel.

The Chancellor has responsibility for the oversight and allocation of resources to the colleges. Each college prepares an annual budget that is reviewed and approved by the Chancellor and his Cabinet. Formulas for resource allocation have long been in place and developed by the District and worked through with governance groups to direct this process. Within the fiscal constraints the District faces, each program and its leaders are able to advocate for their needs. The District Budget Advisory Committee advises the Chancellor. Its members include management, faculty, and staff from each college, as well as union representatives.

Allocation of human resources and facilities resources is designed to be an equitable and sound process, based primarily on negotiated formulas and procedures. With the current budget shortfall, allocation reductions have been fair and consistent with the mission and have followed District goals to avoid the layoff of the permanent workforce and to provide the least disruption to delivery of instructional and student support services. Strategies to reduce expenditures have included canceling of classes for which the colleges will not be funded by the state, a temporary hiring freeze, early-retirement incentives, and renegotiation of health benefits. In student services, there have been reductions as well, with the College reducing the hours of operation for services and reducing the scope of some services because of significant reductions of matriculation funds. Every effort has been made to minimize the impact of these reductions on students and to support matriculation costs using other funds.

Self Evaluation

The College meets this Standard. The District provides a fair distribution of resources, and in the current budget shortfall, that means a fair distribution of funding reductions. The colleges have been able to continue offering their instructional programs and student support services at a reduced core level; however, it has been a hardship in terms of workload for faculty and staff.

In response to the Accreditation employee Self-Study Survey statement “The District treats each college, including Coastline, fairly,” 38% of employees responded *strongly agree* or *agree*, and 16% responded *disagree* or *strongly disagree*; 47% responded *neutral* or *did not know* (Question 28). Of full-time faculty, 24% responded *strongly agree* or *agree*, and 29% responded *disagree* or *strongly disagree*; 47% responded *neutral* or *did not know* (Question 27). Of part-

time faculty, 33% responded *strongly agree* or *agree*, and only 8% responded *disagree* or *strongly disagree*; 59% responded *neutral* or *did not know* (Question 27). The large percent of employees, full-, and part-time faculty (47%, 47%, 59%) who were *neutral* or who *did not know* reflects that they do not interact with the District, and therefore are not in a position to judge whether the District treats each college fairly. However, a fairly large number of full-time faculty (29%) *disagreed* or *strongly disagreed*.

Actionable Improvement Plan

None

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

Fiscal solvency responsibility rests on the Board, the Chancellor, and the Vice Chancellor of Administrative Services. Board Policy 6200 Budget Preparation and Board Policy 6300 Fiscal Management establish the Board-approved budget preparation criteria and standards for fiscal responsibilities (4.B.81: [BP 6200 Budget Preparation](#)); (4.B.82: [BP 6300 Fiscal Management](#)) Those criteria and standards include the following:

- The annual budget shall support the District's master and educational plans.
- Assumptions upon which the budget is based shall be presented to the Board for review.
- By May 1 of each year, the Board will be provided with a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserves shall be between 3% and 5% of prior-year unrestricted actual expenditures (the proposal is to change the minimum level of reserves to 7%).
- Changes in the assumptions upon which the budget is based shall be reported to the Board in a timely manner.
- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

- The records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.
- As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

The Board, Chancellor, Vice Chancellor of Administrative Services, college vice presidents of administration, and college fiscal directors have established effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program changes. The Vice Chancellor of Administrative Services sends regular updates from several sources about the California budget. The California budget is a moving target, but the District has been knowledgeable and alert to any exigencies and has planned for and/or anticipated them. Each college is responsible for its respective budget, but the Vice Chancellor of Administrative Services ensures that the colleges and District services function within allocated budgets. The District is on stable fiscal ground.

The vice chancellor relies on the District Budget Advisory Committee, the Chancellor's Cabinet, and the Chancellor's staff to raise questions, contemplate issues, and communicate news and plans. He and the Chancellor work closely with the presidents and vice presidents of administration for the colleges to ensure that participatory governance is followed and also that all are informed on the direction in which the District is moving. For example, at the November and December 2011 meetings of the District Budget Advisory Committee, the Vice Chancellor of Administrative Services discussed the budgeting principles, criteria, and priorities as well as the expected reductions in state funding for 2011-2012 based on the scenarios included in the Governor's budget for 2011-12 (4.B.83: [November 2011 DBAC Presentation](#)). Additional budget presentations reside at the DBAC Web site (4.B.84: [DBAC Minutes-scroll to bottom](#)); (4.B.85: [May 17, 2012 Budget Presentation 2012-2013](#)).

The District uses multiple strategies to achieve its current level of financial stability. This approach begins with compliance with District policy and procedures regarding fiscal management procedures, which include internal practices of monitoring expenditures to assure that they are consistent with allocations and account balances especially in the current environment of readjusted allocations. This plan is accomplished in real time by supervisors and managers as they monitor the accounts for which they are responsible. The District has taken steps to cut spending over the past three years. It instituted a temporary freeze on hiring, has kept essential positions vacant for as long as possible, has implemented early retirement incentives, and has reduced health-care costs. The District's internal auditor monitors fiscal management. In the most recent external audit, there were no negative material findings. The District had no instances of non-compliance or other matters that are required to be reported under government auditing standards.

The administration of Measure C funds for new facilities or renovations for the District has also been administered responsibly, as attested to regularly by the quarterly reports posted on the District Web site (4.B.86: [Measure C Reports](#)). District facilities management oversees the build-out, with consultants for specific areas of project management. The Measure C Citizens' Bond Oversight Committee oversees the entire process. An independent audit reflected sound financial practices. As a result of its sound financial practices, the District has a high bond rating. The Citizens' Bond Oversight committee reviews project costs and provides project oversight (4.B.87: [6-14-06 Citizens' Oversight Committee Minutes](#)).

Self Evaluation

The College meets this Standard. The financial condition of the State of California is an enormous challenge for community colleges and, thus, for the Coast Community College District. Finance is one of the greatest challenges the District and the colleges face today. Fiscal resources continue to decline, as does state funding. The Board and the District gather a range of information, stay alert, and formulate contingency plans and allocation and budget control. It is predicted that this situation will continue for several years.

The District has relied on a wide and comprehensive establishment of Board financial policies covering the widest range of issues. Thus far, with the talent, thought, energy, and dedication of staff, faculty, and administrators, the District has been able to support its mission.

Actionable Improvement Plan

None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

Consistent with Board Policy 2430 Delineation of Authority to District Chancellor and College Presidents, the Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated District policies without his interference and holds them accountable for the operation of the colleges. Although new to the position, the Chancellor is demonstrating a practice of noninterference with the presidents as they lead their colleges. The college presidents are active on the Chancellor's Cabinet, during which policies and the operation of the individual colleges and centers are discussed. The Chancellor meets regularly with the presidents, and they often join

forces as a team to further major District-wide strategic goals and initiatives (4.B.3: [BP 2430 Delineation of Authority to District Chancellor and College Presidents](#)).

The Chancellor utilizes the presidents' evaluations to determine the success of the operation of the individual colleges as well as Board reports, state-of-the-college reports, and observable proactive leadership. Board agenda items and presentations reflect the successful operation of the individual colleges (4.B.88: [Board Agenda March 2, 2011-Example of Informative Reports](#)).

Self Evaluation

The College meets this Standard. The Chancellor provides thoughtful and proactive leadership for the District and allows each college to operate under the leadership of its respective presidents. He has acted in a manner consistent with Board Policy 2430 and has delegated appropriate authority to the presidents.

In response to the Accreditation employee Self-Study Survey statement “The chancellor gives full responsibility and authority to Coastline’s president to implement and administer District and system policies for Coastline,” 42% of employees responded *strongly agree* or *agree*, and only 2% responded *disagree* or *strongly disagree*; 56% responded *neutral* or *did not know* (Question 28). Of full-time faculty, 28% responded *strongly agree* or *agree*, and 14% responded *disagree* or *strongly disagree*; 57% responded *neutral* or *did not know* (Question 28). Of part-time faculty, 32% responded *strongly agree* or *agree*, and only 2% responded *disagree* or *strongly disagree*; 66% responded *neutral* or *did not know* (Question 28). The large percent of employees and full- and part-time faculty (56%, 57%, 66%) who were *neutral* or who *did not know* reflects that they not actively involved in governance-type committees and are not in a position to judge whether “the chancellor gives full responsibility and authority to Coastline’s president to implement and administer District and system policies for Coastline.”

Actionable Improvement Plan

None

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The District acts as the liaison between the colleges and the Board of Trustees and exchanges information and thinking on a regular basis. The Chancellor and

District office staff provide leadership to facilitate the decision analysis and communication flow between and among the colleges and the Board of Trustees. This action is accomplished through the governance and committee structure of the colleges and the District. Excellence in the District rests on innovation, teamwork, and the removal of obstacles to success.

College constituents and District managers sit on District-level participatory governance committees described in section **IV.B.3.b**. The Chancellor's Cabinet provides access to the President's Council and the Board of Trustees. The college presidents are members of the Chancellor's Cabinet as are the presidents of the academic senates, student councils, and employee group representatives. They communicate their needs and critical thinking through this forum. They use a range of communication strategies to ensure the flow of information from the colleges to the Board and from the Board back to all college employees. The Chancellor sends a weekly News Brief to all District office and college employees (4.B.89: [Chancellor's Weekly News Brief](#)). The Chancellor reaches out to the constituencies by attending, based on invitation, meetings of college academic senates and other college governance committees. He is focused on increasing collaboration among the three colleges to further the mission of the District and service to and success of students. For example, on December 2, 2011, the Chancellor convened a joint meeting of the Student Success Committees from the three colleges to foster inter-college collaboration to better use the colleges' resources to serve our students and increase their success through the Persistence, Acceleration, Completion framework. In September 2011, the Chancellor took the Presidents' Council on a retreat. Together they focused on energizing the meetings and strategizing the issues of immediate importance and those of longer strategies.

The three vice chancellors meet regularly with the college vice presidents and with other college staff, as appropriate, to facilitate District-wide coordination and achievements of District-wide planning goals and various initiatives and projects. For example, the Vice Chancellor of Educational Services and Technology has been working with the College Vice Presidents and Directors of International Student Programs to facilitate the planning necessary to move towards achieving one of the Chancellor's stretch goals to reach 15% international student body by 2020 (4.B.90: [CCCD International Students Dual Admissions Program](#)).

Self Evaluation

The College meets this Standard. The District Office provides guidance and support in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the Colleges.

Actionable Improvement Plan

None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The Board of Trustees evaluates District governance and decision-making structures and processes on an as-needed and as-requested basis to ensure that they assist the colleges in meeting their educational goals. As part of the Accreditation self-study in each cycle, faculty, staff, and students are also surveyed at each college to determine whether they think the governance and decision-making structures appear to be clear and effective.

In a routine manner, processes and procedures are reviewed at the various advisory boards' meetings and changes are made. These groups include the Chancellor's Cabinet and the District Advisory Budget Committee. The Board takes a special interest in recommendations and concerns from the community.

The District-wide Functional Map outlines the way in which the District currently allocates responsibility among the District and the colleges for the many operational functions of the District. The document indicates whether the colleges or the District has responsibility for a particular operational function and includes definitions of those responsibilities. The mapping document will be the subject of ongoing dialog both at the College and throughout the District, in order to produce as clear a picture as possible of how operational responsibility in the District is assigned (4.B.4: [Functional Map](#)).

Self Evaluation

The College partially meets this Standard. Continuous evaluation of processes and structures has led to a range of actions by the District and/or the Chancellor, and the colleges. The District has assessed and acted upon data to improve services. The District evaluates District role delineation, governance, and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. However, these evaluations have taken a primarily informal route without a systematic and consistent mechanism such as an administrative program review. The Chancellor and the District executive staff have discussed and agreed to take steps towards developing and implementing a program review process for the District Office major areas in 2013–14. The

District, under the leadership of the Board and the new Chancellor, is looking ahead.

Actionable Improvement Plan

The College recommends that the District Office develop and implement an administrative program review process for self improvement of its services to the colleges.

Documents Referenced in Standard IV.B.

- 4.B.1 [CA Ed Code 70902](#)
- 4.B.2 [BP 2201 Board of Trustees' Standards for Administration](#)
- 4.B.3 [BP 2430 Delineation of Authority to District Chancellor and College Presidents](#)
- 4.B.4 [Functional Map](#)
- 4.B.5 [Web Policies Related to Board of Trustees-Series 2000](#)
- 4.B.6 [BP 7909 Search and Selection of District Executive Management Employees](#)
- 4.B.7 [BP 2435 Evaluation of the Chancellor](#)
- 4.B.8 Board Policy Web Site: [Educational Programs and Student Relationships](#)
- 4.B.9 [Board Resolution on SLOs November 2009](#)
- 4.B.10 Board Policy Web Site: [Business Operations](#)
- 4.B.11 [District Budget News Web site](#)
- 4.B.12 [District Trustees/Areas Map](#)
- 4.B.13 [BP 2100 Board Elections](#)
- 4.B.14 [BP 2105 Student Representative Selection Process](#)
- 4.B.15 [6-19-12 Moreno Editorial](#)
- 4.B.16 [Accreditation Committee Minutes April 17, 2012](#)
- 4.B.17 [Board Minutes 5-16-12 p. 6](#)
- 4.B.18 [Board Study Session August 1, 2012-Item 11](#)
- 4.B.19 [District Vision and Mission Statements Web Site](#)
- 4.B.20 [BP 4020 Curriculum Development and Approval](#)
- 4.B.21 [Presentation Student Success at CCC](#)
- 4.B.22 [Student Success PowerPoint 6-15-11](#)
- 4.B.23 [Coast District Vision 2020 Educational Master Plan](#)
- 4.B.24 [BP 2222 Board of Trustees' Land Development Committee](#)

- 4.B.25 [BP 2223 Board of Trustees' Accreditation Committee](#)
- 4.B.26 [BP 2224 Board of Trustees' Career Technical Education Committee](#)
- 4.B.27 [BP 2225 Board of Trustees' Personnel Committee](#)
- 4.B.28 [BP 2227 Board of Trustees' Legislative Affairs Committee](#)
- 4.B.29 [BP 2228 Board of Trustees' Audit and Budget Committee](#)
- 4.B.30 [BP 2746 General Counsel](#)
- 4.B.31 [BP 2510 Participation in Local Decision Making](#)
- 4.B.32 [District Budget Advisory Committee-scroll to bottom of Web Page](#)
- 4.B.33 [BP 2200 Board Authority, Responsibility and Duties](#)
- 4.B.34 [BP 2010 Board Membership](#)
- 4.B.35 [BP 2410 Board Policies and Administrative Procedures](#)
- 4.B.36 [AP 2410 Board Policies and Administrative Procedures](#)
- 4.B.37 [BP 2715 Code of Ethics for Members of the Board of Trustees](#)
- 4.B.38 [5-7-12 Chancellor's Cabinet Policy Review-Attachment.pdf](#) ; [6-11-12 Chancellor's Cabinet Policy Review-Attachment.pdf](#)
- 4.B.39 [March 21, 2012 Board Meeting Minutes, Item 13](#)
- 4.B.40 [Board Study Session February 8, 2012](#)
- 4.B.41 [Accreditation Committee Agenda February 7, 2012](#)
- 4.B.42 [CCCD Board Policies Summary for Updating.pdf](#)
- 4.B.43 [BP 2735 Board of Trustees' Travel](#)
- 4.B.44 [BP 2745 Board Self-Evaluation](#)
- 4.B.45 [Board Minutes October 17, 2011](#)
- 4.B.46 [Board Minutes 5-16-12 Item 3.05-Board self eval](#)
- 4.B.47 [Board Minutes 8-15-12, Item 27.03 - Board self eval](#)
- 4.B.48 [Accreditation Committee Minutes November 14, 2011](#)
- 4.B.49 [CCCD Accreditation Committee Web Site Agendas and Minutes](#)
- 4.B.50 [CCCD Accreditation Committee Minutes April 17, 2012, item 7](#); [CCCD Accreditation Committee Minutes July 27, 2012, item 8](#)
- 4.B.51 [Search and Selection Timeline for New Chancellor.docx](#)
- 4.B.52 [BP 7111 Authorization for the Chancellor to Employ Certificated Temporary Staff](#)
- 4.B.53 [BP 7112 Authorization for the Chancellor to Employ Classified Staff](#)
- 4.B.54 [BP 7113 Authorization for the Chancellor to Accept Written Resignation from Certificated and Classified Personnel and Date of Resignation](#)
- 4.B.55 [BP 7887 Regular Evaluation of Classified and Certificated Managers](#)

- 4.B.56 [Chancellor's Response to Trustee Resolution re Admin Freeze 04-06-11.pdf](#)
- 4.B.57 [Resolution BOT 4-6-11](#)
- 4.B.58 [Resolution BOT 5-4-11](#)
- 4.B.59 [Coastliner Spring 2012](#)
- 4.B.60 [President's Bulletin, May 4, 2012.pdf](#)
- 4.B.61 [Open Hour Invitation 2012](#)
- 4.B.62 President's Forums: ([Pres Open Forum Spring 2011 3-8-11.pdf](#); [Pres Open Forum Spring 2011 3-7-11.pdf](#); [Pres Open Forum Spring 2011 3-16-11.pdf](#); [Pres Open Forum 3-17-11.pdf](#); [Pres Open Forum 2011 3-21-11.pdf](#); [Pres Open Forum 4-29-11.pdf](#); [Pres Open Forum Spring 2011.pdf](#); [Pres Open Forum Fall 2011.pdf](#); [Pres Open Forum Fall 2011 10.26.pdf](#); [Pres Open Forum Fall 2011 11.29.pdf](#); [Pres Open Forum Fall 2011 12.5.pdf](#))
- 4.B.63 [CCC Integrated Planning Guide Spring 2012](#)
- 4.B.64 [CCC Organizational Chart 2012-13 7-12](#)
- 4.B.65 [Coastline Education Master Plan 2011-2016](#)
- 4.B.66 [Development of the CCC 2011-2016 EMP Documentation Log](#)
- 4.B.67 [PIEAC PAR Prioritization Survey.pdf](#)
- 4.B.68 [2012-13 CCC Resource Allocation Proposal](#)
- 4.B.69 [Staffing Plan 2013-2019](#)
- 4.B.70 [Vision 2020 Facilities Master Plan](#)
- 4.B.71 [Strategic Technology Plan 2012-2017.pdf](#)
- 4.B.72 [Budget Development Worksheet 2012/2013.pdf](#)
- 4.B.73 [College Committee List 2012-2013](#)
- 4.B.74 [PIEAC Minutes Web Site](#)
- 4.B.75 [Budget Committee Agenda and Minutes Web Site](#)
- 4.B.76 [Community Events Attended by President](#)
- 4.B.77 [Annual Report 2010.pdf](#)
- 4.B.78 [Public Relations Web Page](#)
- 4.B.79 [Coast District Policies](#)
- 4.B.80 [CCCD Foundation Web Page](#)
- 4.B.81 [BP 6200 Budget Preparation](#)
- 4.B.82 [BP 6300 Fiscal Management](#)
- 4.B.83 [November 2011 DBAC Presentation](#)
- 4.B.84 [DBAC Minutes](#) - scroll to bottom

- 4.B.85 [May 17, 2012 Budget Presentation 2012-2013](#)
- 4.B.86 [Measure C Reports](#)
- 4.B.87 [6-14-06 Citizens' Oversight Committee Minutes](#)
- 4.B.88 [Board Agenda March 2, 2011-Example of Informative Reports](#)
- 4.B.89 [Chancellor's Weekly News Brief](#)
- 4.B.90 [CCCD International Students Dual Admissions Program](#)

STANDARD	EVALUATION	ACTIONABLE IMPROVEMENT PLAN	Person Responsible	Completion
<p>I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p>	<p>Partially meets the standard</p>	<ol style="list-style-type: none"> 1. Develop measurable Wing Action Plans used to implement the college goals and present to the PIEAC and Budget Committee (BC) in the spring 2013 semester for prioritization and funding. Evaluate Wing Action Plans once they have completed a full planning and budget cycle. 2. Utilize the Key Performance Indicators to assess EMP outcomes and determine a cycle for comparison of achievement results. Evaluate effectiveness of KPIs as assessment measures. (Same as I.B.3.) 	<p>Vice President Instruction/ Student Services Vice President Administrative Services President PIEAC Committee Associate Dean Institutional Research & Planning</p>	<p>Spring 2013 Spring 2013</p>
<p>I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</p>	<p>Partially meets the standard</p>	<p>Utilize the Key Performance Indicators to assess EMP outcomes and determine a cycle for comparison of achievement results. Evaluate effectiveness of KPIs as assessment measures. (Same as I.B.2.)</p>	<p>PIEAC Committee Associate Dean Institutional Research & Planning</p>	<p>Spring 2013</p>
<p>I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</p>	<p>Partially meets the standard</p>	<p>Evaluate and modify, if needed, the effectiveness of the revised Institutional Planning Framework, including the resource allocation processes.</p>	<p>PIEAC Committee</p>	<p>Annually</p>
<p>II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</p>	<p>The College meets the standard but it seeks to improve so that it may reach the level of sustainability on the Commission's Quality SLO Rubric.</p>	<p>In Spring 2013 evaluate the efficacy of Seaport's SLO technical applications and related procedures to collect useful student achievement data and to effect improvements in student outcomes.</p>	<p>SLO Coordinator</p>	<p>Spring 2013</p>

STANDARD	EVALUATION	ACTIONABLE IMPROVEMENT PLAN	Person Responsible	Completion
<p>II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	<p>Partially meets the standard</p>	<p>Evaluate the effectiveness and fairness of placement exams and practices used with students in international programs. (Same as EBUS II.B.3.e.)</p>	<p>Associate Dean Institutional Research & Planning</p>	<p>Spring 2014</p>
<p>II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>	<p>Meets the standard, but the college could do a better job of making student aware of services and learning resources available to them</p>	<p>Coastline will develop strategies to increase student and faculty awareness and use of library and learning support resources and services to promote student success.</p>	<p>Librarian & Student Success Coordinator</p>	<p>Spring 2013</p>
<p>II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	<p>Meets the standard; however, the college wants to improve</p>	<p>Develop and assess Student Learning Outcomes and goals for the Information Commons as a Learning Support Center.</p>	<p>Dean of Instruction CTE/GCC</p>	<p>Spring 2013</p>
<p>EBUS II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p>	<p>Partially meets the standard</p>	<p>Complete a program review in 2012.</p>	<p>Program Director EBUS</p>	<p>Fall 2012</p>
<p>EBUS II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	<p>Partially meets the standard</p>	<p>Evaluate the effectiveness and fairness of placement exams and practices used with students in international programs. (Same as II.B.3.e.)</p>	<p>Associate Dean Institutional Research & Planning</p>	<p>Spring 2014</p>
<p>III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	<p>Partially meets the standard</p>	<p>Work with the District to develop a plan to ensure that certificated evaluations are completed in a timely manner.</p>	<p>Vice President Instruction/ Student Services & District</p>	<p>Spring 2013</p>

STANDARD	EVALUATION	ACTIONABLE IMPROVEMENT PLAN	Person Responsible	Completion
<p>III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>	<p>Meets the standard; however, the college seeks to improve.</p>	<p>Assess and refine the planning and budgeting process in order to fund predictable financial obligations, such as instructional (e.g., computer labs) and non-instructional equipment replacement, including technology equipment (e.g., College network upgrades), that will predetermine the allocation of funds.</p>	<p>PIEAC Committee</p>	<p>Annually</p>
<p>IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</p>	<p>Partially meets the standard</p>	<p>The District will complete the review of all existing Board policies by the end of Spring 2013.</p>	<p>Vice Chancellor of Educational Services & Technology</p>	<p>Spring 2013</p>
<p>IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</p>	<p>Partially meets the standard</p>	<p>The Board will model best practices of continuous improvement by completing its evaluation process, taking appropriate action in response to the evaluation summary.</p>	<p>District</p>	<p>TBD</p>
<p>IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	<p>Partially meets the standard</p>	<p>The College encourages the Board to continue to work on clarifying the delegation of authority through the development of an administrative procedure related to BP 2201 Board of Trustees' Standards for Administration.</p>	<p>District</p>	<p>TBD</p>
<p>IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>Partially meets the standard</p>	<p>The College recommends that the District Office develop and implement an administrative program review process for self-improvement of its services to the colleges.</p>	<p>District</p>	<p>TBD</p>

CCC Actionable Improvement Plans and Work Plan 2012-2013

For a complete summary of all accreditation standards along with their corresponding actionable improvement plans, please see (AIP.1: [CCC Self Evaluation Summary Accreditation Standards.docx](#))

A

AANAPISI—U.S. Department of Education Title III grant: “Asian American and Native American Pacific Islander-Serving Institution”

AAPI—Asian American Pacific Islander

ABI—Acquired Brain-Injury Program

ABA—American Bar Association

ACT—American College Testing (ESL Placement Test)

AP—Administrative Policy

ARCC—Accountability Reporting for the (California) Community Colleges

AS—Academic Senate

ASSIST—Articulation System Stimulating Inter-institutional Student Transfer

B

Banner—A family of application software products used in the Voyager project.

BDMS—Banner Document Management System

BOGW—Board of Governor’s fee Waiver

BOT—Board of Trustees

BP—Board Policy

BSE—Basic Skills Education

C

C4C—Credits for College

CalWORKs—California Work Opportunity and Responsibility to Kids

CARE—Cooperative Agencies Resource for Education

CASA—Comprehensive Adult Student Assessment System

CBE—Credit by Exam

CCC—Coastline Community College

CCCA/CTA/NEA—Coast Community College Association-California Teachers Association/National Education Association (part-time faculty union)

CCCD—Coast Community College District

CCLC—Community College League of California

CCME—Council of College and Military Educators

CDCR—California Department of Corrections and Rehabilitation

CDMA—Coast District Management Association

CFCE—Coast Federation of Classified Employees (classified employees union)

CFE/AFT—California Federation of Educators/American Federation of Teachers (full-time faculty union)

CIED—Coastline Institute for Economic Development (Orange County One-Stop Centers)

CISD—Center for Instructional Systems Development; in 2012 it changed its name to the Office of Learning and Information Technologies (OL&IT)

CID—Continuous Improvement Team (District-wide Technology Committee)

CLEP—College Level Entrance Examination Program

CMC—Costa Mesa Center (college learning center)

CMS—Course Management System; also known as **LMS** (Learning Management System)

CPT—College Board Computer Placement Test (CPT/ACCUPLACER) (English placement test)

CS—Classified Senate

CSLO—Course Student Learning Outcome

Coast Learning Systems—The name under which Coastline markets instructional technology products developed by Instructional Systems Development (ISD), now known as the Office of Learning and Information Technologies (OL&IT)

CSD—Computer Services Department

CTE—Career and Technical Education

D

DANTES—Defense Activity for Non-Traditional Education Support

DBAC—District Budget Advisory Committee

DDL—Developmentally Delayed Learner (former name of ID Program)

DIS—District Information Services

DL—Distance Learning

DMEN—Data Management Exchange Network (Military Program)

DSPS—Disabled Students Programs and Services (also known as **SPSD**)

DSR—Departmental Services Review; a form of program review applied to departments that don't directly serve students, such as Administrative Services and the President's Office.

DSN—Disability Program Navigator.

E

eArmy U—U.S. Army education program for which Coastline provides contract educational services.

EBUS—Education Bound U.S.

ECHS—Early College High School

EEO—Equal Employment Opportunity

EFL—English as a Foreign Language (as in the EBUS Program)

ERP—Enterprise Resource Planning

ESL—English as a Second Language

EMP—Education Master Plan; contains the **FMP** (Facilities Master Plan), **SP** (Staffing Plan), and

TP—(Technology Plan)

ETEC—Educational and Training Export Consortium

F

FMP—District 2020 Facilities Master Plan; same as **FP** (Facilities Plan for CCC)

FON—Faculty Obligation Number

FTES—Full-Time Equivalent Student

G

GASB—Governmental Accounting Standards Board; organized in 1984 to establish standards of financial accounting and reporting for state and local government entities

GEM—Air Force General Education Module

GGC—Garden Grove Center (college learning center)

guideU—The guideU Student-Mentor Connection

H

HEA—Higher Education Act

I

IC—Information Commons (Learning Resource Center/computer lab located at Garden Grove Center)

ID—Intellectual Disabilities Program; new designation for Developmentally Delayed Learner Program

IELTS—International English Language Testing System

IERPDD—Institutional Effectiveness, Research, Planning, and Grant Development Department

IGETC—Intersegmental General Education Transfer Curriculum

ILP—Individual Learning Plan

ISD—Office of Instructional Systems Development (former name); after its 2012 reorganization, the name was changed to the Office of Learning and Information Technologies (OL&IT)

ISEP—Incarcerated Students Education Program

ISLO—Institutional Student Learning Outcome (degree-level)

IT—Information Technology

J

JPA—Joint Powers Association (financial)

K

KPI—Key Performance Indicator(s); measurement in Strategic Planning

L

LJC—Le-Jao Center (college learning center)

LLS—Library and Learning Support

LMS—Learning Management System; also known as **CMS** (Course Management System)

LOWDL—Los Angeles Orange County Workforce Development Leaders

LRC—Learning Resource Center

LSS—Learning Support Services

Luminis—A software product used in the Voyager project.

M

Military and other Contract Education Programs—Collective title for all contract education programs offered by Coastline.

Military Education Program—Collective title for military education programs offered by Coastline under contracts with the armed services (e.g., eArmy U and NCPACE).

MPBC—Mission, Plan, and Budget Committee; former name for PIEAC (Planning, Institutional Effectiveness, and Accreditation Committee)

MPI—Master Plan Initiative or Master Plan Implementation (“Master Plan Implementation Project”)

MRTF—Mission Review Task Force

N

NBC—Newport Beach Center (college learning center)

NCDLP—Navy College Distance Learning Partnership

NCPACE—Navy College Program for Afloat College Education

O

OL&IT—Office of Learning and Information Technology (Faculty/Staff Support); new name for the Center for Instructional Systems Development and Computer Systems Department

online—A distance education course in which teaching materials and assignments are delivered via the World Wide Web.

OSHA—Occupational Safety and Health Administration

Other Contract Education Programs—Non-military contract and fee-based education programs offered by Coastline.

P

PDA—Personal Digital Assistant; a form of handheld computer.

PDI—Professional Development Institute

PGPP—Participatory Governance Philosophy and Procedures

PIEAC—The Planning, Institutional Effectiveness, and Accreditation Committee; new name for

the MPBC (Mission, Plan, and Budget Committee)

PSLO—Program Student Learning Outcome

S

SAO—Service Area Outcome

SD card—Small external digital storage device typically used in a cell phone or other handheld device; used in PocketEd.

Seaport—Coastline’s course creation and management software.

SEP—Student Education Plan

SI—Supplemental Instruction

SLO—Student Learning Outcome

SMP—Staffing Master Plan

SOCOCOAST—“Servicemembers Opportunity Colleges”; the “COAST” refers to the Coast Guard. Each military branch has its own acronym (e.g., Navy = SOCNAV, Marine Corps = SOCMAR).

SP—Staffing Plan

SPSD—Special Programs and Services for the Disabled

SQUID or SQuID—Seaport Quiz Designer; a module within Coastline’s course creation and management software

SSC—Student Success Center

SSPR—Student Services Program Review; a form of program review applied to Student Services programs

STAR—Strategic, Technology-Assisted Results; an accelerated degree program for students

SunGard SCT—The producer of the Voyager, Banner, and Luminis software products that manage various District-wide functions.

T

TA—Tuition Assistance

T&DLC—Technology and Distance Learning Committee

telecourse—A distance education course delivered through prerecorded video lessons that augment a textbook, study guide, and other educational materials.

TOEFL—Test of English as a Foreign Language

TP—Technology Plan

TTIP—Telecommunications and Technology Infrastructure Program

U

USCC—U.S. College Compass; a third-party provider for the Contract Education Department

V

VATEA—Vocational and Technical Education Act

Vision 2020—Coast District Education Master Plan document

Voyager—A project of the Coast Community College District to implement a District-wide software system. The system will provide District and College faculty, staff, and students with access to academic and administrative information. *See also* **Banner**, **Luminis**, and **SunGard SCT**.

VPI/SS—Vice President of Instruction and Student Services

VRC—Veterans Resource Center

VSO—Veterans Service Office

W

WIA—Workforce Investment Act

WIB—Orange County Workforce Investment Board

wiki—A type of Web site that allows visitors to add, remove, or otherwise change the available content (“What I Know Is”).

wing—At Coastline Community College, an organizational unit consisting of all the departments that report to a particular vice president or to the College President.

X

XJHS—Xiang Jiang High School, a private high school located outside of the city of Guangzhou in Guangdong Province, China; participating site in the EBUS program