Substantive Change Proposal

*“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”*



11460 Warner Ave.

Fountain Valley, CA 92708

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Submission prepared by:

Gayle Berggren, Ph.D., Professor

Joycelyn Groot, Dean, Military and Contract Education Programs

Coast Community College District

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**Table of Contents**

|  |  |  |
| --- | --- | --- |
| I. | Analysis of the Proposed Change ……………………………………………………… | 1 |

|  |  |
| --- | --- |
| Description of the Change ……………………………………………………………... | 1 |

|  |  |
| --- | --- |
| Operational Procedures ………………………………………………………………… | 4 |

|  |  |
| --- | --- |
| Relationship to the Stated Mission …………………………………………………. | 7 |

|  |  |
| --- | --- |
| Rationale for the Change ………………………………………………………………. | 8 |

|  |  |  |
| --- | --- | --- |
| II. | Description of the Planning Process that Led to the Request for the Change …………. | 10 |

|  |  |
| --- | --- |
| How the Change Relates to the Institution’s Planning Process and Stated Mission …... | 11 |

|  |  |
| --- | --- |
| The Assessment of Needs and Resources ……………………………………………… | 12 |

|  |  |
| --- | --- |
| Anticipated Effect of the Proposed Changes on the Rest of the Institution …………… | 14 |

|  |  |
| --- | --- |
| Intended Benefits that will Result from the Change …………………………………… | 14 |

|  |  |  |
| --- | --- | --- |
| III. | Provision for Human, Financial and Physical Resources ……………………………… | 15 |

|  |  |  |
| --- | --- | --- |
| IV. | Internal and External Approvals ……………………………………………………….. | 17 |

|  |  |  |
| --- | --- | --- |
| V. | Principles of Good Practice/Overseas International Education Programs for Non-US Nationals ……………………………………………………………………………….. | 19 |

|  |  |  |
| --- | --- | --- |
| VI. | Contractual Relationships with Non-Regionally Accredited Organizations …………... | 34 |

|  |  |  |
| --- | --- | --- |
| VII. | Eligibility Requirements for Accreditation ……………………………………………. | 44 |

|  |  |  |
| --- | --- | --- |
| VIII. | Compliance with Accreditation Standards …………………………………………… | 60 |

|  |  |
| --- | --- |
| Standard I – Institutional Missions and Effectiveness ……………………………. | 60 |

|  |  |  |  |
| --- | --- | --- | --- |
| Standard II – Student Learning Programs and Services …………………………... | | | 74 |
| A. | Instructional Programs | |
| B. | Student Support Services | |
| C. | Library and Learning Support Services | |

|  |  |  |  |
| --- | --- | --- | --- |
| Standard III – Resources ………………………………………………………… | | | 142 |
| A. | Human Resources | |
| B. | Physical Resources | |
| C. | Technology Resources | |
| D. | Financial Resources | |

|  |  |  |  |
| --- | --- | --- | --- |
| Standard IV – Leadership and Governance ……………………………………… | | | 197 |
| A. | Decision – Making Roles and Processes | |
| B. | Board and Administrative Organization | |

|  |  |
| --- | --- |
| IX. | List of Attachments |

|  |  |
| --- | --- |
| A. | Coastline Ranked the Highest in Awarding A.A. Degrees |
| B. | Early College High School Added to Distinguished School List |
| C. | Coastline College ESL Courses |
| D. | Coastline College ESL Credit Courses |
| E. | Exhibit C – Service Proposal Recommendations |
| F. | Coastline Mission Statement |
| G. | Coastline College Master Plan, Priorities and Initiatives |
| H. | Agreement for Contracted Education Services |
| I | Faculty Job Announcements; New Counselor and Instructor Resume |
| J. | Frank Jao Biography |
| K. | Board Policy-International and Multicultural Education |
| L. | Board Policy-Faculty Role in Governance |
| M. | Minutes of May 20, 2009 Board Meeting showing action to approve the additional location |
| N. | Academic Quality Rubrics |
| O. | Articles of Organization |
| P. | Pictures of High School |
| Q. | Map of High School Campus |
| R. | ECHS China Project Organization Chart |
| S. | Exhibit A – Cost Proposal for Phase 1 |
| T. | Letter of Authorization from Guangzhou Xiangjiang School |
| U | ESL Training Program-PowerPoint Presentation |
| V | Coastline Contract Education Program Organization Chart |

*Coastline Community College*

*Substantive Change Proposal*

**I. Analysis of the Proposed Change**

**Description of the Proposed Change**

Under a contract education arrangement, Coastline proposes to offer assessment, counseling, ESL programs, and credit-bearing college courses to high school-level *non-US nationals* living in China. The program concept is based on the Early College High School (ECHS) approach that blends high school and college into a rigorous yet supportive program, compressing the time it takes to complete high school and the first two years of college. There is desire to expand this program concept to other cities in China and/or other countries upon assessment of its full implementation with the Chinese high school identified in this proposal.

There are several reasons why Coastline is particularly suited to offer such a program. Not only does this type of program represent the College’s mission, Coastline also has extensive experience operating an Early College High School (ECHS); a renowned distance learning program; a distinguished ESL program; experience with international partnerships; a well-staffed contract education operations team; and faculty and staff experienced with delivery of credit-bearing programs to worldwide locations.

Coastline opened its Newport-Coastline ECHS in 2006 at Coastline’s Costa Mesa Learning Center. In 2009, the school was selected as a California Distinguished School (Attachment B). The ECHS initiative was founded with start up support from the Bill & Melinda Gates Foundation. Therefore, since this new program is a not part of the ECHS initiative, the college shall name its program “CCC Education Bound U.S.” (CCC EBUS). The goals of the CCC EBUS program are in line with the goals of an ECHS which is to provide a means of bridging the divide between high school and college (and in this case a means of bridging the global divide), provide specialized guidance and support to a cohort class, ease the transition of motivated students to higher education, assist students with preparation for admission and transfer to an American college, help students improve their academic skills, and offer college courses to the students upon qualifying for admission, while concurrently enrolled in high school.

The college will offer existing courses utilizing a variety of delivery methods in recognized fields of study that culminate in identified student competencies leading to transfer to a U.S. college or university. Coastline faculty will be given first consideration to teach in the contract education CCC EBUS program. Any new faculty will be hired according to standards set forth by the college, District, and State of California.

The CCC EBUS program is designed to acclimate students to Coastline’s instructional delivery methods through a blended learning environment where courses are taught on site at the high school utilizing the college’s learning management system (Seaport). This instructional delivery will introduce the students to distance learning so that as they progress through their educational program, they can transition to 100% online courses. As the college currently offers this same distance learning opportunity to our local students and excels in offering contract distance learning programs to our US military personnel (Attachment A-**Coastline Ranked the Highest in Awarding A.A. Degrees**), the college has sufficient human, financial, and physical (including technological) resources to support this new international population to be served.

Admission to the program shall be according to college policy for admission of high school students and according to language proficiency standards required for international/ESL students. All instruction will be done in English. Students will be required to meet minimum levels of English proficiency measured by the Test of English as a Foreign Language (TOEFL) or the ACT assessment according to proficiency levels determined by our ESL department in order to participate in college level courses.

The first phase of the CCC EBUS program is three-fold: 1) Through faculty development workshops, enlighten the high school faculty of activities that can be incorporated into their classrooms to enhance their students’ college resumes (e.g., service credit); 2) to provide English assessment and not-for-credit ESL classes to the students in preparation for admission to Coastline; and 3) to assign a counselor to the program to determine readiness, provide individual advisement and academic planning, and conduct on site college success workshops in support of the students’ goals. All the aforementioned will be not-for-credit programs delivered through contract education. (This arrangement is outlined in Attachment S – Exhibit A to the Agreement for Contract Education Services – Attachment H).

In Phase 1, the freshman class (10th grade ) would get ESL training, counseling, and advisement to prepare students for admission and determine their readiness for the rigor of college-level courses. Students identified and assessed among the freshmen class who meet language proficiency and readiness standards will be among the first cohort to take college-level courses. When the new freshman class starts, the existing 10th grade class moves to 11th grade, and a new counselor is assigned to the new incoming class. In 12th grade, they might be just taking college courses.

Prior to enrollment, Coastline’s ESL department shall provide oversight to the ESL training and evaluation that occurs in China and shall determine readiness to take college-level courses. This level of competency will be the same level as at our California site (see Attachments C-Coastline ESL Courses; Attachment D-Coastline Credit ESL Courses). When students have met a level of English competency to take credit-bearing curriculum they can enroll in a transfer-level course. (Note: according to our Matriculation guidelines, a student can take up to 6 units before needing to take the college placement tests. At that time they are stopped from enrollment until they take the tests. There is no matriculation “English proficiency level test” to place our ESL students within our regular curriculum.) An international student coming to our campus would need to pass the TOEFL test with a minimum score in order to take college courses, with the exception of ESL which requires to TOEFL for admission. For the EBUS program, the ACT assessment will be used to determine eligibility into one non-English dependent course; however, the TOEFL will be required for full participation in a credit college program and without the requirement of continued ESL. All course-related testing, including placement testing, will be conducted by paid Coastline employees in order to maintain security of the testing materials, student authentication, and quality and integrity of the evaluation process.

In our local ECHS program, students have a goal to graduate with both a high school diploma and an A.A. degree in 5 years. In China, high school is 10th-12th grade. As this school is designed to promote transfer opportunities to the US, the curriculum and focus of the students is to complete all their high school graduation requirements in the first two years allowing dedication to college course work in their 12th grade year. We anticipate that these students will be able to complete a majority of their lower division transfer requirements upon high school graduation.

It is projected that there will never be more than 100 students in each grade level. Currently, the high school has 25 students enrolled in their freshman class. Each class would keep the same advisor through to the end of their program.

A college bilingual counselor (Resume Attachment I-3) will travel to China in January 2010 to meet with each student individually and face-to-face, for their initial advisement. The same counselor will remain available to the students from California via email, phone, and chat capabilities, throughout their program. She will assist them with a transfer/degree plan, course recommendations, and preparing for application to an American university. Workshops will include topics such as SAT preparation, college application guidance, study skills, college exploration, learning strategies, time management, decision making, and other success tips.

Phase 2 of the project is to deliver credit-bearing general education and transfer courses (through modalities that Coastline already excels at: distance learning, hybrid, and onsite courses) in China to admitted students as well as continued assessment, advisement, college success, and faculty development services. Courses will be recommended by the college and delivered to a cohort of college-ready students who have met admissions standards. Instruction will take place on site in China, in both a classroom and computer lab setting to enable subject learning as well as access to the student learning management system (Seaport).

Upon selecting a major and completing lower division G.E. courses, the intent is that the students would be competent in distance learning in order to continue with their individual transfer requirements if necessary, through 100% distance learning.

Below are some details regarding our partners and the high school:

1. The company with whom we are contracting is U.S. College U.S. College Compass.
   1. The executed Agreement for Contracted Education Services (Attachment H) approved by our Board of Trustees in May 2009 (Attachment M) applies specifically to Phase 1 - providing assessment, counseling, college preparation and faculty development services to the students and faculty of the high school for one year.
   2. The services delivered in Phase 1 are continually assessed by the Task Force (see Attachment R) to determine the specific contractual arrangement that will be put in place for continued delivery of program.
2. The high school, Guangzhou Xiangjiang High School, herein referred to also as “GXHS,” is a private Chinese high school located at Jade-Green Island, Xintang Zhen, Zengcheng, Guangdong, China.
   1. GXHS is the high school section of the Guangzhou Xiangjiang School system, which launched its middle school section (from 7th to 9th grade) in September 2008. As of October 2009, there are total of 484 middle school and high school students combined. The school system is planning to launch its elementary school section in 2011.
   2. GXHS is a brand new high school section affiliated to the Guangzhou Xiangjiang School system, with its first 10th grade class of 25 students starting Fall 2009.
   3. It is a boarding school and it provides housing for both students and visiting instructors.
   4. The mission of the high school is preparation for transfer to a university in the United States.

**Operational Procedures**

Year 1

1. Planning, Development and Implementation (began April 2009 and currently underway)
   1. Pre-Planning (information gathering)
      1. Compare and align HS curriculum standards in China to curriculum standards of US. Chinese high schools are 3-year schools (10-12)
      2. Assess students English language proficiency
   2. CCC Task Force Identified
      1. Instructional Dean (ECHS administrator) or representative
      2. ESL Department Chair or representative
      3. Program Coordinator
      4. Counselor
      5. Faculty Representative
      6. Program Dean
      7. International Students Representative
      8. US College U.S. College Compass Representative
   3. Collaboration Activities:
      1. Faculty and Curriculum Planning
      2. Faculty Staff Development Workshops
         1. Project-based learning
         2. Digital Portfolio
         3. Service Learning (student involvement in activities outside of academic)
   4. Advisement/Counseling services to the students.
      * 1. Individual Learning Plans for students
        2. Motivational counseling to assure understanding and goals of the students in an ECHS program.
        3. Readiness Assessment
   5. ESL Assessment
      1. Classes and assessment occur throughout the fall semester.
      2. ACT test administered at end of fall to determine English proficiency and qualifications for credit-bearing courses.
      3. Determine ESL plan for spring semester
2. Intersession (January 2010)
   1. Counselor travels to China to meet with each individual student and their parents.
   2. Develop Individual Learning Plans
   3. Conduct Student Workshops
   4. Determine readiness
   5. Conduct High School Faculty Workshops
3. Semester 1 (Spring 2010)

a. college course (blended delivery for onsite and online instruction)

* + - 1. Recommend non-English dependent course such as Digital Art 110 or World Music – hybrid delivery to introduce technology, DL methodologies, prepare for digital portfolio.
      2. Consider blended or a team taught approach with ESL
  1. US College Prep Counseling – from a distance
  2. TOEFL exam administered at end of the semester to determine language proficiency of all students.

1. Summer 2010
   1. Admitted students meeting TOEFL guidelines enroll in credit course.
   2. Onsite delivery of course(s) to cohort of admitted students. Consider possibility of 2 college courses for qualified students.

Exhibit C (Attachment E) outlines plans for out years, upon determination of college-readiness of the students.

A contract is under development with college, legal, and risk services input to clearly identify the financial, legal, and academic responsibilities of each of the parties involved. The Statement of Work will outline the services to be provided by the college and US U.S. College Compass.

All program fees will be paid through a contract education arrangement, utilizing existing staff and resources in place at the college, and all cost of instruction paid by the company seeking the services.

Academic Credit

Students completing courses with passing grades will receive academic credit on the same basis as other Coastline students enrolled in comparable courses. All credit may be applied toward an Associate in Arts Degree from Coastline but the students’/programs’ goal is to fulfill IGETC transfer requirements. Although in our own Early College High School Program we expect students to complete an AA degree in year five after high school graduation, we do not necessarily expect all students in the CCC EBUS program to complete AA degrees. Through a combination of onsite and online courses, students will prepare for transfer to the four–year university.

**Projected date of the start of operations at the additional location:**

Phase 1 services: (September 2009 through February 2010) is underway; no credit-bearing courses are being offered. A bilingual counselor has just been selected with plans for travel to China in January 2010 to conduct individual assessment (Individual Educational Plans), workshops and orientation services. (Attachment I-Counselor Bio)

Phase 2- offering credit bearing courses is scheduled to begin in March 2010, for students who qualify for admission to the college.

Task Force meetings with the onsite ESL instructor are currently underway on a weekly basis for continual assessment of the program and progress of the students. At the end of Phase 1, a final report will be prepared by the ESL instructor outlining the student gains and instructor staff development gains for review by the Task Force, Senate, and College President.

The counselor will also prepare a report based on her counseling and advisement of each student at the high school. Her bilingual skills will enable her to clearly explain to the students, their parents, and the faculty the expectations for participation in the program, and what will be expected from the students. Agreement from the parents for participation in Phase 2 of the program will be obtained through obtaining of their signature on a Parent Permission form which will be translated in Chinese.

**Relationship to the College’s Stated Mission**

Both Coastline’s *Mission* Statement and *Master Plan Priorities and Initiatives*, which were developed with wide participation from all college constituencies, are supported by the development of this program. Coastline’s Mission is:

“Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom. Coastline Community College fulfills its *Mission* by providing:

|  |
| --- |
| * High-quality instructional programs, services, and entrepreneurial activities that meet the education, economic, and social needs of diverse students from local and global populations.” (This is one bulleted item from a list of ways that Coastline fulfills its mission. Attachment F-Coastline Mission Statement) |

Implementing this new activity allows Coastline to fulfill its *Mission* and also elements of its *Master Plan Priorities and Initiatives.* (Attachment G)

**Rationale for the Change**

The CCC EBUS Program encompasses programs and services normally offered by community colleges in addition to programs unique to Coastline which have already demonstrated proven success. These programs unique to Coastline and particularly suited for expansion worldwide include: ESL, distance learning instruction, high school collaborative programs, and contract education.

Coastline has long been recognized as a leader in distance learning nationally and internationally. In 1972 when the Coast Community College District produced its first college-level educational television series, the term “telecourse” had not yet been coined. Enrollments in television-based learning systems were inconsequential, and the budget, even then, was strained to the limit. Yet the institution’s leaders forged ahead, knowing that telecourses and other media-based instruction had the potential to reach new students and meet training needs of businesses and institutions as well as serving traditional educational purposes.

Today, Coastline delivers college credit courses and degree programs through various distance learning modalities to students worldwide through contract education. The college faculty are in full support of contract education activities which promotes collaboration and input through the shared governance model.

The CCC EBUS Program in China differs from current programs and activities already offered by Coastline as it proposes delivery of contract education credit-bearing courses to high school students in another country. The program will enable Coastline to provide valuable access to educational opportunities to new groups of students by building upon our current mission and success with non-traditional and distance learning delivery systems. Through the establishment of new international education linkages, we will have an opportunity to learn how to better serve our local non-native English language speaking students. The program will also increase awareness and understanding of a major Pacific nation by Coastline faculty, staff, and students.

Financial resources generated from this contract education endeavor will provide the college an avenue to acquire and upgrade new technological initiatives and advances that will enable us to better serve our current local and distance learning studies (e.g., Internet capabilities, gaming, Second Life, Seaport). We foresee updating and developing new programs, distance delivery techniques and standards, revising or creating new curriculum with an international/world focus, and a potential infusion of international students at Coastline. There is also some excitement at the possibilities of developing cooperative international projects among the Coastline/Newport Mesa ECHS, CCC EBUS and North Lindsey College, Kingsway, Scunthorpe-North Lincolnshire, England (a partner in the ECHS program).

One of the goals and objectives of our college Strategic Plan (Attachment G-Coastline College Master Plan and Priorities 4.6) is “CCC will establish partnerships in other nations to enhance international education opportunities and new revenue streams.” The CCC EBUS Program specifically fulfills the intent of that objective (discussed below).

The college Mission, Plan, and Budget Committee submitted various recommendations regarding how the college could increase its external revenues. Since Coastline is nationally and internationally recognized for its distance learning programs and military education programs, it made the greatest sense to capitalize upon our strengths and to branch out to serve additional, previously un-served student groups.

**II. Description of the Planning Process which Led to the Request for the Change**

Coastline is favorably recognized for its national and international telecourse distribution, its reputation in military education, and for its successful distance learning programs. As a result we are fortunate to frequently host a highly diverse group of visiting national and international educators.

Many of our foreign visitors have expressed a high level of interest in this service delivery model, as well as in the community college model of education; this type of educational opportunity is simply not available in most countries. Since 1990, several countries have approached Coastline for assistance in understanding how a similar model (distance learning/community college) could be developed and provided in their own countries.

Our first research and development agreement was a venture with a private business partner in Tokyo, Japan (1990). This contract did not mature past the research and development phase due to economic constraints of the partner. A similar research and development contract was undertaken with the Thailand Ministry of Education and a private business partner in 1995. This contract did not develop past the research and development phase. A Substantive Change report was submitted in 1995 with a revision in 1996 to start a distance learning AA degree program in Taiwan. This plan was not brought to fruition due to insufficient funding sources and lack of student enrollments. (It may have been a bit ambitious for that time.)

Coastline’s interest in the China program began in 2009 when a California corporation, U.S. College U.S. College Compass, who hearing of Coastline’s successful Early College High School program, approached Coastline to enter into a Contracted Education Services Agreement (Attachment H-Agreement for Contracted Education Services) to develop and deliver a similar program at a private high school in China. The employees at U.S. College Compass possess bilingual and cultural skills that enable Coastline to succeed in such a venture. Because the contract is fee based, it enables Coastline, without the use of any public funds, to explore the feasibility of extending our distance learning program to another country.

The college responded by establishing a broad-based Task Force with the following members: Joycelyn Groot, Dean of Contract and Military Education, Betty Disney, Dean of Instruction (General Education and ECHS Administrator), Dr. Linda Kuntzman, ESL Faculty and Department Chair, Jessica Zhou, U.S. College Compass Representative, Dr. Shalamon Duke, Dean of Counseling and Special Programs, Dr. Vangie Meneses, Vice President of Student Services, and Dr. Cheryl Babler, Vice President of Instruction.

The Task Force has since expanded to include Helen Lueng, Counselor, Dr. Vinicio Lopez, Dean of Instruction, Le-Jao Center (Math, Sciences, ESL), Dr. Joe Pulichino, Onsite ESL Instructor, Rosanne Freilich, Contract Education and Career Center Coordinator, and Karen Tran, International Students Clerk, Contract Education Department.

Following discussion in the Presidents Council, it was decided to enter into an Agreement to allow for an assessment and pilot of such a program. In 2009 the Coast Community College District (on behalf of Coastline Community College) entered into Agreement for Contracted Education Services (Attachment H). The college received $63,720.00 to provide services in China for the period of May 21, 2009 through June 30, 2010 (Attachment H).

**How the Change Relates to the Institution’s Planning Process and Stated Mission**

Coastline was conceived to be a “college without walls,” dedicated to nontraditional students, distance education and taking education of the student. When Coastline first opened its doors to students in 1976, it was the first non-campus college in California. To this end, we continue our commitment to innovation, quality, and serving students’ educational needs.

Our mission statement is “Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom.” (Attachment F)

The following two items from Coastline’s *Master Plan Priorities and Initiatives* demonstrate how the proposed new activity fulfills Master Plan priorities (Attachment G) and perceived College needs:

2.4. CCC will establish a coordinated international education programs to teach students about their responsibilities as local and global citizens.

4.6. CCC will establish partnerships in other nations to enhance international education opportunities and new revenue streams.

Through contract education funding streams, the college will be able to fulfill college *Mission* goals, and *Master Plan Priorities and Initiatives*. Coastline has a strong Contract Education department, and has a particularly well recognized contract education Military Education department, which offers distance education courses, including a full AA degree for military personnel around the globe. This department will take responsibility for coordinating the new CCC EBUS in China. The college will take every care to ensure that this new activity will be financially self-supporting, of highest educational standards, and educationally innovative.

The Mission, Plan and Budget Committee (MPBC) is the key planning body that receives input from many segments of the College, with a special focus on the annual planning and budgeting cycle. MPBC is co-chaired by a faculty member, who is elected by committee members, and an administrator appointed by the College. The mission is developed wide college participation (Attachment F).

**Assessment of Needs and Resources-China**

A site evaluation visit to GXHS was made by U.S. College Compass representative Jessica Zhou in February 2009. Her visit entailed making a full inspection of the proposed instructional site and facility, and a discussion of required instructional equipment needs and installation plans. Ms. Zhou has been most helpful in getting our ESL faculty member settled, and getting initial participants for our program.

The ESL teacher who is currently at the site reports that all students live at the high school, dorm style. This is his assessment of the students: “The day begins at 7:40 AM with a 15 minute flag-raising ceremony (love of country is stressed heavily here). Then, classes begin at 8:05. Each class period is 40 minutes followed by a 10 minute break, except for a 20 minute school calisthenics break – the entire school marches out to the soccer field and does their exercises together. There are five periods in the morning before the entire school takes lunch at 12:05. The lunch break lasts until 2:40. This break is taken very seriously by the teachers who usually go back to their rooms for a nap, as do the students. They think it odd that I will often work through this period. In the afternoon there are 3 more 40 minute sessions ending at 5:05. Between 5:05 and 7 PM, the students eat dinner and have free recreational time usually playing basketball, soccer, or badminton. From 7 PM until 10 PM, there are three study sessions. The students go to their classroom and a different teacher will come in for each session and proctor the students while they do their homework. And that end the school day – it’s a long one.”

“The school is administered by a Principal, Mr. Jinghui Chen, and a Vice Principal, Ms. Ou, who also teaches politics. There are a number of other administrative support staff – I don’t know them all. For the 10th grade, there is a supervisor who oversees the six 10th grade teachers. He makes sure the trains run on time.”

“By and large the students are all “only child” kids from well-to-do middle and upper middle class families.” The one child policy in place since 1978 has shifted the child raising model and so now parents will put everything into the welfare and upbringing of their one child. This is especially true when it comes to education and it is an article of faith here that a college education in America is the gold standard. So, they are very aware of and involved in what goes on here. Our big hurdle in preparing students for college in the US is their poor preparation in English despite several years of classes. This poor preparation is due to the fact many of them have had teachers who do not know English well and who have been schooled in the “grammar-translation” method of teaching ESL.

**Assessment of Needs and Resources-Primary Coastline Campus**

A five-member team meets each Thursday morning by conference call to discuss the ongoing project, to share solutions/successes, to evaluate ongoing effectiveness of the program, as well as to identify specific staff development needs related to improving their ability to work with international students. This team is made up of Joycelyn Groot, Dean of Contract and Military Education, Rosanne Freilich, Contract Education and Career Services Coordinator, Betty Disney, Dean (General Education) and ECHS Liaison, Dr. Linda Kuntzman, ESL Department Chair, Jessica Zhou, U.S. College Compass Representative, and Dr. Joe Pulichino, onsite ESL Teacher in China. Since the ESL teacher was hired in August, he presents information about his students and possible directions to take in pedagogy for this new venture. Bilingual counselor, Helen Leung has been added this team effective October 2009.

This team has developed a budget which is under constant review and changes based on program development and projections. This continues to be a work in progress in preparation for the signing of a subsequent agreement outlining roles and responsibilities and financial obligations of all parties.

Assessment of Partners

U.S. College Compass is 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 their recruitment enterprise is to assist students with preparing academically, culturally, and linguistically before they enter the United States’ educational system.

The company’s president, Mr. Frank Jao, 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. Mr. Jao is well known as the principal developer of an area known as “Little Saigon,” which has over 3,500 Asian businesses, located in City of Westminster in Southern California. In his capacity of CEO of the Bridgecreek Group, Inc., Mr. Jao oversees numerous companies under the Bridgecreek umbrella, which include real estate development, realty services, investment, and international affiliates. President George W. Bush appointed Mr. Jao in 2002 and 2003 to the board of the Vietnam Education Foundation (VEF), an independent Federal agency created by the US Congress and funded by the US Federal Government. It provides tremendous educational opportunities for students and scholars to come to the US for further education and research in science and technology. Mr. Jao was elected as the Chairman of the VEF Board in 2005. Mr. Jao was Co-Chairman of the Republican National Committee's Eagles. Mr. Jao has earned many awards of distinction, both civically and professionally. He has had the honor of being named one of “Orange County’s 50 Most Influential Business People” since 1996. (Attachment J-Frank Jao Biography)

In his role as Chairman of the Board of the Federal Vietnam Education Foundation Mr. Jao is affiliated and had established strong relationship with various education institutions in the U.S. and Asia, especially China and Vietnam. While exploring for local partners for an international education program in August 2008, Mr. Jao learned about Guangzhou Xiangjiang School (Xiangjiang School), a relatively new middle school in Guangzhou, China. Xiangjiang School was planning to launch its high school section in addition to its middle school. After a site visit and a thorough inspection by Jessica Zhou, Mr. Jao’s representative at Guangzhou Xiangjiang School in February 2009, and after series of market studies and discussions with Coastline Community College and Guangzhou Xiangjiang School, an agreement was achieved to launch the Coastline Community College’s CCC EBUS at the high school section of Guangzhou Xiangjiang School. U.S. College U.S. College Compass, LLC was created solely to service the program, and to act as the liaison between Guangzhou Xiangjiang School and Coastline Community College.

**Anticipated Effects and Benefits of the Proposed Change on the Rest of the Institution**

Since this activity is primarily a contract education activity we anticipate no adverse effects on the regular college program. The program will be managed by the Dean of Contract and Military Education, a unit of the instructional wing of the college. Contract Education programs are a collaborative effort with the instructional deans representing the various disciplines at the college. Contract Education is an ancillary division of the college and does not rely on public funding for its operations.

The attached Contract Education organization chart (Attachment V) demonstrates the infrastructure and staff resources available to support this program. Under the leadership of the Dean of Contract Education, the task force will continually assess and ensure program quality.

This project will provide professional development opportunities to those instructors who have the opportunity to participate. It will also enhance all students who have an opportunity to interact with these international students through various programs and projects providing a global perspective on the subject they are studying. For our existing ECHS program, there are plans for a “shared project” with a new “sister school” across the globe.

The college has also met with representatives from the University of California, Irvine which has expressed implicit interest in collaborating on this project. The university shall host the first US visit of the high school students and plans to expand on its articulation efforts to develop a plan for transfer to its university of the CCC EBUS students.

**Intended Benefits that will result from the Proposed Change**

The program will not only provide a potential source of revenue to the college, especially needed in today’s economy, but it will also provide a valuable opportunity to expand global efforts in support of our college’s mission and strategic plan. Successful implementation of this program will provide new and exciting multicultural education opportunities.

**III.**

**Evidence that the institution has analyzed and provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality:**

The college received $63,720.00 to provide initial services in China for the period of May 21, 2009 through June 30, 2010 (Attachment H). This includes ESL training and assessment, counseling, and professional development and student success workshops. We have also received a (Attachment E-Exhibit C: Service Proposal *Recommendations*) three-year plan through 2012, which outlines intent and goals for the program.

The physical resources were evaluated by U.S. College Compass. The high school Principal is eager to provide support, as well. The contract education funding that we have received is adequate for us to provide the ESL teacher and counselor during the first year. The resident ESL instructor and counselor were hired according to Coast District hiring practices (Attachment I-1 and I-2-Job Announcement). Current full time and part time faculty will be given first consideration to teach in this program, and if not interested, then the job opportunity will be advertised.

The ESL instructor concurred with U.S. College Compass that the physical resources are very appropriate for our students’ and faculty member’s needs. He states that “this is quite a modern, state-of-the art facility. It is well designed for light and space. The classrooms are fully AV and Internet ready. The computer lab is excellent, along with the technical team that manages it. The athletic field and play areas are also very good – a swimming pool is being built. The cafeteria is adequate, serving three hot meals a day, as are the “Chinese style” restrooms. The school has six levels.” (Attachment P-Pictures of High School; Attachment Q-Map of High School Campus)

“There is enormous capacity for growth. Many of the rooms remain empty. The school accommodates a 7th and 8th grade class (about 240 students in each) and a 10th grade class of 25. They expect to establish a 9th grade next year from the current 8th grade, recruit a new 10th grade of up to 90 – 100 and grow the current 10th grade. The students and teachers live here during the week in dormitories – I think 4 – 6 students in a room. They arrive every Sunday night by 7 PM and depart for the weekend on Friday at 4 PM. Most travel by bus, some are picked up by parents, and a few stay on the weekend because they live too far away. They all wear uniforms, including the teachers and staff.”

The school maintains a website (in Chinese) at [http://www.gzsxjzx.cn/](https://owa.coastline.edu/exchweb/bin/redir.asp?URL=http://www.gzsxjzx.cn/)

To assure compliance with the *Accreditation Principles of Good Practice in Overseas International Education Programs for non-US Nationals*, the college plans, upon full implementation of the program and when project-based funds become available, to secure a resident Coastline-hired Project Director who will ensure the quality of the educational program and any services that are provided by the Guangdong-based staff. Until then, the Dean of Contract Education will be in continuous contact with the on-site ESL faculty member and counselor and will travel to China as needed. The Project Director, CCC EBUS, will report to the Dean of Contract Education.

Through a translator, our computer services staff worked with his overseas counterparts to install needed ESL assessment software. So far this arrangement seems to work well, since Coastline has several Chinese speaking individuals on staff. Finding a time to coordinate the work is the greater challenge since there is a 16-hour time difference.

Coastline’s Mission, Plan, and Budget Committee will monitor budget information related to the international distance learning program; this will ensure that direction of funds received through the contract will be reviewed through a shard governance process.

Qualitative evaluations will be collected from the first semester/term faculty, staff, and students. Quantitative data evaluation regarding student success and retention will be completed at the end of the first semester/term. Student learning outcomes for each course will be collected and reported to each program department chair and reported to the instructional researcher, as is typical practice at the college.

**IV.**

**Evidence that the institution has received all necessary internal or external approvals**

The Coast Community College District has adopted a policy for international and multicultural education which recognizes the validity of developing and offering global competency for all its students, staff, faculty, and members of the community. Further, it encourages and supports the colleges to *“offer credit programs that allow students and faculty to study and teach in other areas of California, the United States, and foreign countries.”* (Attachment K-Board Policy-International and Multicultural Education)

The faculty at Coastline College, according to District policy (Attachment L-Faculty Role in Governance), understand that they are primarily responsible for curriculum, including establishing prerequisites and placing courses within disciplines. Further, it is understood that the District will reach mutual agreement with representatives to the Academic Senate in developing policies regarding “degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, faculty roles and involvement in accreditation processes, including self-study and annual reports, processes for program review, and processes for institutional planning and budget development.” Hence, the Academic Senate takes a keen interest in the academic quality and outcomes of this program, per its purview.

The formal internal approval process was made through the President’s Council, which includes the Academic Senate president, Vice President of Instruction, Vice President of Administration, and Vice President of Student Services, and a student government representative.

Coastline has a long history of contract-based programs and is experienced with writing, implementing, and successfully executing legal and binding contracts. This is evident through Contract Education Programs for the delivery of educational services (i.e. Department of Defense contracts serving the military community) and through our Coast Learning Systems arm of the college for mediated instructional program development and marketing. The college abides by policy set forth by the District’s Risk Services Department, Legal Counsel and Board Policy and has maintained integrity and standards for accreditation.

This Agreement for Contracted Education Services was reviewed by District Risk Services, District legal counsel and approved by our Board of Trustees, one of whom is an attorney. All appropriate internal approval, where required, has been met and current services meet Education Code Standards (where applicable). Approval processes continue in preparation for a credit-bearing educational program, including approval by our Accrediting Commission and other college constituencies. The Phase 1 Agreement was approved by the Board on May 20, 2009 (Attachment M-Minutes of Board Meeting). The Agreement provides an Exhibit C that outlines future plans for the program and indicates that an Agreement will be developed to clearly outline the roles and responsibilities of participating parties.

Although the Ministry of Education of the Republic of China does not formally recognize US college units studied by students within their borders, they do recognize that students may transfer these units to a US college or university. To date there are no laws regulating “distance learning” in China. The Ministry of Education, R.O.C. recognizes that it is definitely an educational trend of the future. Therefore new standards are being developed to regulate this future trend. All appropriate external approval where required, including government bodies have been secured by US U.S. College Compass.

**V. Principles of Good Practice in Overseas International**

**Education Programs For Non-Us 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 program is well established in our college mission statement, and in Board policy on international education. Our college mission statement is: “Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom.” (Attachment F-Mission Statement)

The Coast Community College District recognizes that today’s students will be confronted throughout their lives with issues that transcend national and international boundaries and further recognizes the importance of providing students an education with an international and multicultural dimension. To further this end, the District has adopted a policy of international and multicultural education that encourages and supports the colleges to “create linkages of global human resources, values and cultures; offer credit programs that permit students and faculty to study and teach in other areas of California, the United States, and foreign countries.”

It is the policy of the Coast Community College District to encourage and support 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. (Attachment K-Board Policy-International and Multicultural Education)

**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 contact 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 approved the Agreement for Phase 1 of the program and the administration has discussed the proposal repeatedly, and the Academic Senate has agreed to informally oversee the quality of the program. One of the members of the task force is an ESL faculty member who is also on the Senate; the individual writing the Substantive Change proposal is a member of the Senate. All constituency groups understand the relationship of the China 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 Agreement for Contracted Education Services was reviewed by legal counsel as well as our Board of Trustees, one of whom is an attorney. All appropriate internal approvals, where required, have been met. All appropriate external approvals have been met. The contract was approved by the Board on May 20, 2009 (Attachment M-Minutes of Board Meeting).

The Letter of Authorization gives U.S. College U.S. College Compass exclusive representation rights to negotiate and sign a contract with Coastline, who will deliver credit bearing courses, college preparation courses and workshops, counseling, and staff development, to the faculty and students at the Xiangjiang High School. (Attachment T-Letter of Authorization)

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

Our partner, U.S. College U.S. College Compass, is a local California-based corporation that was formed in 2009 for the purpose of student recruitment from Pacific Rim countries/cities such as Taiwan, China, Vietnam, and Singapore. One of the goals of their recruitment enterprise is to create electronic 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.

Based upon representations to Coastline, U.S. College U.S. College Compass has obtained all appropriate external approvals where required. Ms. Jessica Zhou from U.S. College Compass personally is fully committed to succeeding in this project and 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.

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

The Agreement for Contracted Education Services is with U.S. College U.S. College Compass, a California-based Corporation. This Agreement is a contract for Coastline to provide services and instruction at a high school. By means of this Agreement, Coastline will be providing the curriculum and instruction directly to the high school, via an Agreement with U.S. College U.S. College Compass, who has documented, accepted legal evidence for its operations in China (Attachment O).

**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 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. If the program is successful, the college may expand to high schools at other international sites. 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 US college or university. The college has also been asked to provide consultation to the high school administration to evaluate their high school and make recommendations for improvement to better align with the programs and services offered at the Coastline/Newport-Mesa ECHS.

**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 onsite resident Project Director to evaluate the effectiveness of the program and to assure student success, one or more representatives from faculty, staff, or college will visit no less than once a year.

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

The Senate is taking a keen interest in the quality and outcomes of this program, as is their purview. (Attachment L-Board Policy-Faculty Role in Governance)

Since complete control over the learning program and staff will always emanate from Coastline’s primary college campus, curriculum and instructional quality will be ensured. The faculty will be 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 CCC EBUS in China, the first of its kind for Coastline, will be under continuous scrutiny by the entire college. While we are eager to get it started, it is imperative that is be a success for both the college and the students it serves so that it may be used as a model for future contract education endeavors.

**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 with the 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.

Since the college opened in 1976, it has served the education needs of students through its many non-traditional programs and services. To this end, we continue our commitment to innovation, quality, and serving students’ educational needs. Our mission statement “Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom,” (Attachment F) recognizes this focus.

The student population expected to enroll in the CCC EBUS program will be high school students seeking to transfer to a US college or university. Upon successful completion of all required courses, students enrolled in the CCC EBUS will have taken courses meeting transfer requirements to a US College/University and/or AA degree requirements offered primarily via hybrid and subsequent through distance learning.

Through the addition of special support services to assist students to gain English speaking skills, study skills, American knowledge, and how to apply for college, we believe these international students will be given an outstanding opportunity to access an excellent American education.

**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.**

Coastline will provide qualified instructors and support staff to assure that courses offered are comparable in content, objectives, and academic rigor to those courses generally offered to other students at our primary US campus site.

All faculty in the China CCC EBUS Program will be instructors who teach the same courses in our regular college curriculum, and/or those hired according to standards set forth by the college, District and State. Coastline instructors, some who have taught at Coastline since its inception in 1976, have or will be hired through appropriate college procedures and hold credentials authorizing service in appropriate subject area(s). Coastline faculty will be responsible for grading student assignments, tests and assigning final course grades. Staff assigned to develop, coordinate and conduct the education and/or service(s) will be certified in accordance with the standards on file with the Coast Community College District and/or by documented experience and credentials.

The resident faculty and staff will be hired according to the same District procedures, but will be paid according to Contract Education rates.

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

The standard of student achievement in the China CCC EBUS Program will be equivalent to the standard of student achievement at the US primary campus site.

The instructors who will evaluate student performance and assign final grades to students in the CCC EBUS Program will be the same faculty who are teaching in the regular college program. There will be no differences in curriculum, learning objectives, course content, assigned course work, or methods of student evaluation.

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

The faculty assigned to the program will receive in-service training to expand their knowledge in working with the student population in the China CCC EBUS Program and in understating Chinese cultural issues, and pedagogy in working with high school-age students. The ESL teacher is already acquiring teaching methods that work best with these students. The faculty will meet frequently throughout the first semester/term to discuss practical concerns and issues. Further, the high school faculty will be provided in-service training to expand their knowledge of U.S. education culture.

**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 CCC EBUS Program will be held at Guangzhou Xiangjiang High School, a Chinese high school located at Jade-Green Island, Xintang Zhen, Zengcheng, Guangdong, China. The Letter of Authorization from the school principal gives U.S. College Compass exclusive representation rights to negotiate and sign a contract with Coastline, who will deliver credit bearing courses, college preparation courses and workshops, counseling, staff development, and diploma/degree for staff and students at the Xiangjiang High School. (Attachment T- Letter of Authorization).

The physical site was described in “Assessment of Physical Resources,” above.

**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.**

Financing of the international program is incorporated into the regular budgeting and auditing process.

Coastline currently 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 US campus, although we are not in a financial position to provide this distance learning instruction program long-term without the funding that we anticipate receiving as a result of implementing the project.

All college constituencies have been assured that Coastline has not used public funds to underwrite the program.

While realizing that all activities and services for the Chinese students must be tracked and costs covered by the contract income, the staff and faculty are dedicated to the success of the China CCC EBUS and are willing to perform additional duties so that the program can be initially successful.

Financing of the program, when implemented, will be 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 admission policy for this program is in line with college policy for international students studying in the U.S. 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 U.S. College Compass ESL test, the same standardized test used by Coastline’s two sister colleges, Orange Coast College and Golden West College. 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 hour/wk) program of ESL only. International students achieving a score of 71% or higher on the ACT U.S. College 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. (Attachment D-ESL Courses with ACT Scores). The policy in place for the CCC EBUS program uses the same standard.

A power point presentation (Attachment U) was delivered to the administration of the high school to clarify the policies and expectations for participation in the ESL training program and admission to the college program.

Students enrolled in ESL training as part of the China CCC EBUS are required to achieve a score of 71% or higher on the ACT U.S. College Compass ESL test in order to be permitted to enroll in a non-ESL college credit class (concurrently with 18 hours or more per week of 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 to 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 Project administrator and/or designee will administer 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 transcript clerk 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 GXHS 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. GXHS 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 US University to earn a US higher education degree (Bachelor’s or higher).

Through our ESL and advisement processes, students will be 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 US.

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

Each student admitted to the China CCC EBUS program will be recognized as a student of Coastline College. They will be entered into the District’s student management system, provided a MyCCC account, a Coastline ID number, a Coastline email 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 China CCC EBUS CCC EBUS will be college-level transfer courses (pursuant to the agreements with the California State University System and/or the University of California System), and will be applicable to the Associate in Arts Degree. It is not the goal or intent of these students to earn an Associate’s degree, although all courses shall be applicable to such. The intent is to prepare the students for transfer to a US University.

Currently, Coastline is collaborating with the University of California Irvine to design a “pathway for admission” for the CCC EBUS students, which can be used as a model for other colleges and universities. Courses scheduled for the program will be “exempt status” and only students from the CCC EBUS Program will be enrolled. Students completing courses with passing grades will receive academic credit on the same basis as other Coastline students enrolled in comparable courses. The students’ counselor will provide academic guidance throughout the student’s program. The college does not guarantee transferability of academic credits; however, the counselor will identify with the student their transfer plan and work with the transfer institution to assure transferability.

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

Coastline will serve as the institution of record for the specific courses offered in China through the Agreement for Contracted Education Services. Coastline will maintain lifetime academic records for all students taking courses pursuant to the Agreement. These records shall reflect the courses in which students have registered and completed. The college will provide transcripts of student records upon student’s request subject to any standard fee charged by the college for such transcripts.

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 will follow all institutional practices in identifying the credits earned through the CCC EBUS program. The course set up will be according to college and District standards, and in exempt status, as to be excluded from state apportionment. Transcripts for students enrolled in the China program will be identical to those for students enrolled in courses at the primary campus.

Procedures for students in the China CCC EBUS requesting transcripts will be the same as for all students enrolled at the primary college site.

**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 setting.**

Since the students are living in their home environment, culture is not an issue. Students are, in fact, trying to learn American culture from our instructors so they can better succeed when they come to America as part of their college transfer experience.

The CCC EBUS program is structured for student success. Where distance learning students in our regular college distance education program primarily study independent other than what may occur in the classroom chatrooms, students enrolled in the China program will be required to come to a classroom location at an established time and work with the teacher on their lesson together, as a group. All instruction and discussion will be held in English.

The high school and college will work together in determining the students’ weekly academic schedule with specific times set aside for the college courses.

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

All students will receive an Orientation Handbook (under development) which will specifically outline the goals and objectives for the program and the services that will or will not be provided. As this is a pilot program in China, the handbook will continue to be a “work in progress” as we continue to identify new and valuable information needed to assure student success. The attached PowerPoint presentation demonstrates the standard information communicated to the students, parents and high school faculty.

**Control and Administration**

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

Since complete control over the educational program and staff will always emanate from Coastline’s primary college campus, curriculum and instructional quality will be ensured.

The Agreement for Contract Services is currently under development and will go through all necessary reviews prior to Board approval. The Agreement will include specific expectations by all parties involved. Specifically, Coastline will have complete control over all academic matters to include admissions, registration, grades, faculty hiring, class scheduling, and student records. The content of the distance learning curricula will be identical to the courses and curriculum offered at Coastline’s US campus site, with has already received the approval of Coastline’s Curriculum Committee (a subcommittee of the Academic Senate). The faculty teaching overseas will be there only for one semester; they will be evaluated according to the same Union evaluation standards and time frames. (Attachment R-Organization Chart)

**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.**

To assure compliance with the *Accreditation Principles of Good Practice in Overseas International Education Programs for non-US Nationals*, the college plans, upon full implementation of the program and when project-based funds become available, to secure a resident Coastline-hired Project Director who will ensure the quality of the educational program and any services that are provided by the Guangdong-based staff. Currently, the onsite ESL faculty member 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 a manager is assigned to the coordination of this project implementation.

**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 will regularly evaluate all institutional staff and faculty involved in the China program. Students will be asked to evaluate the faculty. The program will undergo Program Review according to college guidelines with regard to program procedures and processes to evaluate their effectiveness and to ensure student success.

**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.**

We will expect the onsite Project Director to develop qualitative and quantitative measures to evaluate the success of the students and the program. These measures will be developed with the assistance of the Task Force and the college researcher. Qualitative evaluations will be collected from the first semester/term faculty, staff, and students. Quantitative data evaluation regarding student success and retention will be completed at the end of the first semester/term. One or more representatives from faculty, staff, or college will visit the program at least once a year.

The Academic Senate has stated that they will be reviewing the quality of the CCC EBUS as an objective of their Academic Standards subcommittee. This active committee last year wrote Academic Quality Rubrics for online, telecourse, and on-site courses to guide faculty in improving their courses. (Attachment N-Academic Quality Rubrics)

**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 shall set the rate for the China CCC 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 the China CCC EBUS, shall pay all fees associated to 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. The Contract Education Department has its own Accounting Technician who handles all student accounts receivable/payable. In addition, the Contract Education Department pays the salary of an Accounting Technician position who specifically supports ancillary operations and who is overseen by the Director of Fiscal Services.

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

The College will create, review, and/or approve all marketing materials relative to the China CCC EBUS which may be used by the high school in informing its community about their high school. All documents used in connection with the China program shall be subject to the prior approval of Coastline. Translations of all marketing materials generated by U.S. College Compass must be translated by an authorized Chinese language interpreter selected and employed by Coastline.

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

Because this is a specialized program for high school students and is limited in enrollment to students at this private high school, and is operating with no public money, the program is not described in the catalog.

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

Coastline will not sell or franchise the rights to its name or its accreditation.

**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 China CCC EBUS whether used or furnished by U.S. College Compass or the high school shall be subject to the prior approval of Coastline. Such approval and material shall also include any reference to accreditation. Translations of all related materials shall be completed by an authorized Chinese language interpreter selected and employed by Coastline.

Reference to accreditation in all college materials related to the China program shall be limited to the following: *“Coastline College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the US Department of Education.”*

**Contractual Arrangements**

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

The four primary documents: Agreement for Contracted Education Services (Phase 1), Cost Proposal, Letter of Authorization, and Exhibit C-Service Proposal Recommendations 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 (Attachments E, H, S, and T).

**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.**

The only Agreement currently in place provides for specific programs and services, referenced as Phase 1 of the program (Attachment H). The Agreement for Contract Services for Phase 2 of the program, which is the delivery of college level, credit bearing courses, will specifically outline the roles and responsibilities of all parties with Coastline having full control over all academic activities and will assure conformity with guidelines and requirements set forth by accreditation. (Attachment R-Organization Chart)

**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 Agreement for Contracted Services is NOT a foreign party. U.S. College Compass is a local California-based corporation. (Attachment O-U.S. College Compass Articles of Authorization)

**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. (Attachment O)

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

The Agreement for Contract Services for Phase 2 of the program shall include specifications regarding conditions for program termination that includes appropriate protection for enrolled students. In the event of termination of the Agreement for Contracted Education Services, all parties shall continue to provide the students who are currently enrolled in Coastline courses the opportunity to complete those courses as part of the program and all provisions of the Agreement for Contracted Education Services shall remain in force until the last student completes his/her courses. 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 primary purpose of the offering is educational;
* Courses offered are consistent with Coastline’s educational purpose and objectives;
* The 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, and 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.

**VI. 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?)**

This educational program has been designed for delivery of college courses that are currently available to regular Coastline students through proven means of delivery (onsite, distance learning, and blended), in recognized fields that culminate in identified student competencies leading to degrees, to non-US nationals living in China. The program is provided through the Contract Education department and all necessary expenses to operate the program shall come from the contract revenue. It is foreseeable (desirable) that the program could generate 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.

Referred to as “the college without walls,” the college opened in 1976 and has served the education needs of students through its many non-traditional programs and services worldwide. To this end, we continue our commitment to innovation, quality, and serving students’ educational needs. Our mission statement “Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom,” recognizes this focus. (Attachment F)

We consider this substantive change to be a change in geographic location only.

**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 (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. All faculty teaching the courses meet the standards for hiring set forth by the college according to District and state guidelines.

**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:**

**a. Recruitment and counseling of students.**

Students will 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.

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

The Onsite Project Director and/or counselor will oversee all admissions and registration paperwork required by the students. The high school will generate a list of students permitted to enroll in the China CCC EBUS Program. The college counselor will design a program of study and recommend courses for each class cohort. The application and registration forms will be completed and signed by the students and their parents and will be processed by and maintained at the college according to college policy. Students will utilize the same enrollment processes currently available to other students in the Coast District which includes online or paper-based admissions and registration.

**c. Instruction in the courses.**

Students will be taught only by Coastline instructors.

**d. Evaluation of student progress.**

Coastline instructors will evaluate students and assign grades.

**e. Record keeping.**

Coastline instructors will submit grades online. All records will be maintained at the college’s home campus.

**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, will monitor all charges, expenses and payments (A/R and A/P) for the delivery of this program.

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

Standard Coast District hiring procedures will be followed.

**h. Nature and location of courses.**

The CCC EBUS program will be held at GXHS Xiangjiang High School, a Chinese high school located at Jade-Green Island, Xintang Zhen, Zengcheng, Guangdong, China. The Letter of Authorization from the school principal gives U.S. College Compass exclusive representation rights to negotiate and sign a contract with Coastline, who will deliver credit bearing courses, college preparation courses and workshops, counseling, staff development, and diploma/degree for staff and students at the Xiangjiang High School.

**i. Instructional resources, such as the library.**

Not only do the CCC EBUS students have access to a modern, state of the art library on their high school campus, as enrolled Coastline students, all students will 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 a rapidly growing collection of full-text electronic books. Library resources are accessible 24/7 from the College Web site and at <http://library.coastline.edu>.

**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.**

We will address this requirement with our legal counsel and assure that the Agreement for Contract Services satisfies this requirement.

**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 US College U.S. College Compass, the Agreements are signed by the Administrative Liaison.

**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 Agreement will clearly establish the roles and responsibilities to be performed by each party to the Agreement, to include scope of work, term of agreement, and modification procedures.

**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 shall rest with Coastline. U.S. College Compass agrees that all faculty shall be recruited, selected, and employed by the District, and subject to the sole control of the District. District shall be in charge of providing all instructional academic materials under the Agreement for Contracted Services. This will be clearly specified in the Agreement.

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

a. Indirect Costs

b. Approval of Salaries

c. Equipment

d. Subcontracts and Travel

e. Property Ownership and Accountability

f. Inventions and Patents

g. Publications and Copyrights

h. Accounting Records and Audits

i. Security

j. Termination Costs

k. Tuition Refund

l. Student Records

m. Faculty Facilities

n. Safety Regulations

o. Insurance Coverage

All these areas of responsibilities of the institution and contractor will be clearly outlined in the Agreement.

**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 will be the same application as regular students, and it includes the obligations of both the institution and the student.

**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 applicant’s parents will be provided with a student understanding and certification form and will be asked to sign-off to the effect that they have read and agree the education procedures and conditions to which they are agreeing. On site staff will 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 shall be binding until it has been received by the primary campus site.

**Tuition Policies**

Fees and refund policies for courses and services will be clearly set forth in the Agreement.

**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.**

Rates will be per course or service provided, not per student. Upon graduation from high school, students (admitted to Coastline who has completed college courses), will have been given the preparation and information necessary to continue their course of study utilizing distance learning courses at Coastline. At that time, International (non-resident) tuition fees will apply as the students would no longer be considered represented in the China CCC 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 CCC EBUS Program during any given semester/term.

The high school charges a regular annual tuition which is setforth by the high school. All on-site CCC EBUS Program enrollment fees shall be covered by the high school tuition. Special programs such as study programs in the U.S. shall be a separate and optional expense to the parents and students who wish to participate in such programs.

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

All charges for materials such as textbooks will be included in the charges for the course.

**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 course fees shall be offered at rates to cover all costs for instruction, including faculty pay, textbooks, material and other college service fees and administrative fees for project administration and oversight.

**2. Refunds and Cancellations**

This will be explicitly outlined in the Agreement.

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

The course cancellation and student refund policy will be set forth in the Agreement. In regards to a student’s transcript, students will have the opportunity to drop or withdraw from a course in which they are enrolled according to college policies which are indicated below. A student drop or withdrawal will 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

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

A cancellation and refund policy shall be specified in the Agreement and contained in the registration enrollment agreement.

**3. Collection Practices**

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

Coastline shall invoice 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 current Agreement and shall be set forth in all subsequent agreements.

**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 will 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.

Coastline has complete control over all publications and marketing regarding the program and will 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 shall be subject to the prior approval of Coastline. Translations of all marketing materials generated by U.S. College Compass must be translated by an authorized Chinese language interpreter selected and employed by Coastline.

**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 China CCC 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 College will provide the education component of the college educational program at the Xiangjiang High School. All references to the College will be limited to the responsibility of the college to provide the education component, e.g., “college-level credit courses, taught in English, by Coastline College, accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of postsecondary Accreditation and the US Department of Education.” Documentation supporting Coastline’s accreditation is on file and available for review in the President’s Office.

**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 plan to hire “field representatives” for this program. As stated in Section 15, Admissions and Records above, China has its own processes for admission to high school. Students admitted to GXHS 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. GXHS 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 is designed to prepare students for attendance at a US University to earn a US higher education degree (Bachelor’s or higher) so the students who select admission to GXHS 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 Task Force. She shall coordinate any and all marketing and promotional activities that may occur to the Chinese community that the high school serves. As such, all these activities will be reviewed and approved by the Task Force.

As shall be pursuant to the Agreement, U.S. College Compass represents that they subscribe to, advocate, and demonstrate honesty and truthfulness in representations to their constituencies and the public; in pursuit of truth and dissemination of knowledge; in their treatment of and respect for District administration, faculty, staff, and students; in the management of their affairs in relationships with the Accreditation Association and other external agencies. U.S. College Compass shall not sell or franchise District’s name, CCC EBUS Program and 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.

**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.**

Our contracting partner, U.S. College Compass, is a California-based corporation. All legal documents (contracts/agreements) executed by Coastline pursuant to the CCC EBUS were made and entered into in the State of California and shall in all respect be 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.

**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 has no plans to hire 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 will not be paying tuition individually. All course fees will be paid by U.S. College Compass with the source of the funding coming from the high school from its regular 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 representative shall be used in these or other capacities and this will be explicitly provided for in the Agreement.

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

The U.S. College Compass Liaison shall be fully aware of the standards for advertising and promotional material which will be explicitly provided for in the Agreement.

**VII. Eligibility Requirements**

**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 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). As required to maintain eligibility for financial aid, Coastline participates in the Integrated Postsecondary Education Data System (IPEDS) for the National Center for Education Statistics (NCES).  IPEDS surveys for enrollment, program completion, faculty, staff, and financing are completed according to Department of Education timetables. Coastline 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 mission statement, adopted by our Board of Trustees, defines institutional commitment to achieving student learning. It is “Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom.” Coastline fulfills its *Mission* by providing:

|  |
| --- |
| * High-quality instructional programs, services, and entrepreneurial activities that meet the education, economic, and social needs of diverse students from local and global populations.” (This is one bulleted item from a list of ways that Coastline fulfills its mission. Attachment F-Coastline Mission Statement) |

Implementing the CCC EBUS Program allows Coastline to fulfill its *Mission* and also elements of its *Master Plan Priorities and Initiatives.* (Attachment G)

One of the goals and objectives of our college Strategic Plan (Attachment G-Coastline College Strategic Plan) is “CCC will establish partnerships in other nations to enhance international education opportunities and new revenue streams.” The CCC EBUS Program specifically fulfills the intent of that objective.

**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 board 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 representing a defined geographic area within the District. 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.

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.**

Currently, our college President, Dr. Ding Jo Currie is serving as the interim Coast District Chancellor while the District searches for a permanent Chancellor (interviews have just been completed). While Dr. Currie serves at the District, our current interim President is Kevin McElroy, our college Vice President of Administrative Services.

**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 qualified faculty and staff 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 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.

The college will hire a resident Program Coordinator to facilitate the CCC EBUS Program. With the addition of the resident ESL instructor and resident bilingual counselor, this staffing is sufficient to support the program.

**6. OPERATIONAL STATUS**

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

According to the Chancellor’s Office data mart, in 2008-2009, there were 22,768 students at Coastline. There could eventually be as many 300 students (approximately 100 per class) enrolled in the CCC EBUS Program each semester.

**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.**

According to the Chancellor’s Office data mart, in 2008-2009, there were 1,985 A.A. degrees awarded, and 91 certificates awarded.

**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.**

Through its Office of Instruction, Coastline offers courses in a variety of learning modalities in approximately 75 disciplines, leading to three A.A. Degrees and 38 types of certificates. The College offers classroom-based courses at more than 30 locations in Western Orange County and also offers modalities beyond the traditional classroom, including Weekend College; hybrid (part classroom part internet based); television broadcast and video-based telecourses; cable and satellite broadcasts; the Internet; CD-ROM/independent study; PDA based; and CODEC interactive video conferencing. Under contract with the County of Orange, Coastline operates the Orange County One-Stop Center and, through the Coast Community College District, participates in the Orange County Labor Market Consortium, the Statewide Student Follow-up System, and the statewide Vocational and Technical Education Act (VTEA) Accountability Program (which matches student records with those of the Employment Development Department). These partnerships provide the College with access to data on students taking training, students seeking employment, employers seeking workers, and employers needing specific training programs. These programs are congruent with our mission: “Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom.”

**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.**

Coastline awards credit based on the student’s achievement of the stated course learning outcomes. 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 syllabi and the course outlines on file in the Office of Instruction. 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.*

Methods of monitoring the appropriateness of standards and grading practices include program review, student surveys, feedback from four-year transfer institutions, occupational program advisory committee recommendations, local employer reports, state exam results, and matriculation research. Each semester the Office of Instruction provides deans with grade distribution patterns and data related to course completion and retention rates.

CCC EBUS Program students completing courses with passing grades will receive academic credit on the same basis as mainland Coastline students enrolled in comparable courses. All credit may be applied toward an Associate in Arts Degree from Coastline.

**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.**

The high quality of Coastline offerings is assured via a process of review that includes alignment of offerings with degree-level learning outcomes, assessments of the individual course and program outcomes, and feedback via the Program Review process to keep the course content relevant and current. Programs are evaluated in 5-6 year cycles.

As each new course comes to Curriculum Committee and as each program is evaluated and its courses are reviewed, each course outline includes student learning outcomes that are developed by the department. Many departments have developed program and degree-level core Institutional Outcomes, as well.

The collection of student outcome data in the CCC EBUS Program will guide the instructional staff and Contract Education department in the development of staffing and programming. The collection of student satisfaction and needs data will guide the staff in identifying student learning needs and providing appropriate services. Student learning outcomes for individual courses and discipline programs will be the same for students in the CCC EBUS Program as they are for students in mainland courses and programs. CCC EBUS Program outcomes will need to be developed as soon as some grade, student learning outcome, and retention and completion data can be analyzed for students in the CCC EBUS Program.

**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.**

The *Catalog* clearly states Coastline’s general education philosophy. 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. Expected learning outcomes for degree and certificate programs are clearly stated in course materials, which are on file in the Office of Instruction. Course outlines define student learning objectives and outcomes for each course. Students demonstrate achievement of learning outcomes through written assignments, essays, objective tests, final and mid-term examinations, reports, projects, skills demonstrations and other requirements. 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.

The *Catalog* describes the three A.A. degree 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. Option I (General A.A. degree) requires the completion of 18 general education units. Option II (A.A. transfer plan for CSU) requires the completion of at least 39 general education units. Option III (A.A. transfer plan for IGETC-CSU or UC) requires at least 37 units of general education.

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. The initial set of degree level outcomes continues to undergo refinement. As reviewed by the major constituency groups (Academic Senate, Classified Council, Management Team, and Institutional Effectiveness) in spring 2006 and presented to MPBC in May 2006 for acceptance as a major part of budget planning, the outcomes are:

**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.

Some faculty collect SLO data on degree-level learning outcomes. Programming has been developed so faculty can more easily report this data within our computerized course management system. The course outline forms have been revised to require input on general education learning outcomes.

Information in the *Catalog* and supplemental counseling material is reviewed and updated yearly. All general education information is clear and complete. The general education requirements are designed to provide students with opportunities to develop basic competencies and to explore a wide variety of subjects. Each of the three A.A. 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.

Program students will be introduced to the same general education courses that mainland students take. Student learning outcomes for individual courses, discipline programs, and degree outcomes will be the same for students in the CCC EBUS Program as they are for students in mainland courses and programs. These outcomes will be analyzed and discussed as the data becomes available.

**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.**

Coastline focuses on ethical behavior of its personnel through the College Mission Statement and the *Catalog*, which provide clear evidence that the College community values ethical standards. Union agreements for full-time faculty (CFE Contract Article VI.) and part-time faculty (CCA Contract) address issues of academic freedom and responsibility, as do Board Policies 050-2-1 through 050-2-8, *Employee Organizations.*

“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 Board of Trustees policy number 030-3-1.5 as approved February 5, 2003”-Academic Freedom]

**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. Coastline has long had a committed, caring core of part-time faculty who give time, energy, and expertise far beyond their contractual obligations, while the number of our full-time faculty has been relatively small. The Academic Senate believes that it would be preferable to increase the number of full-time faculty if funding were available. Board policy delineates the role of faculty in development of curriculum and assessment of learning. (Attachment L)

For the CCC EBUS Program, the college has employed a full-time ESL teacher to teach the not for credit portion of the program. It has employed a bilingual counselor to deliver workshops and work individually with students in developing their individual learning plans. If more than 100 students enroll in a semester, the college will employ an additional counselor. Each semester one or more faculty members will be sent to China to teach credit-bearing courses; these faculty members may be members of our existing full-time or part-time faculty. We believe the make-up of this team of faculty is sufficient to serve this group of students in the CCC EBUS Program.

**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’s commitment in assuring the quality of student support services in a decentralized environment is exemplified in its systematic planning and evaluation processes. In the summer of 2001 a planning project was initiated with the assistance of a consultant. The planning project focused on strengthening Virtual Services to students and the development and/or revision of the goals and objectives of each student service program to meet existing student needs and institutional goals. The result was implementation of a decentralized counseling model, with counseling offered not only at the College Center but also at the Le-Jao, Garden Grove, and Costa Mesa centers; online student orientation; online delivery of other resources such as email with a counselor and online counseling “chat” through enhanced technology-mediated communication and education planning.

The Distance Learning Department provides many services to students who live at a distance, including Web services and self-help materials, registration 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 on-line programs and systems in place to address this commitment (Virtual Library, on-line bookstore services, on-line application, assessment).

CCC EBUS Program students will have their own Counselor, and will have access to all online services that mainland students do.

Student satisfaction surveys and other outcome data will be 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 publishes policies pertaining to admissions, academic honesty, and code of conduct 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.

**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.**

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. Since nearly 50% of Coastline students 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 would employ Coastline’s leading-edge distance education technology to deliver resources, services, and learning support.

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.

Since they will have a Coastline ID number, CCC EBUS Program students will have 24/7 access to our Virtual Library.

**STUDENT SUCCESS CENTER**

**English 022 Series**—The SSC offers tightly focused, half-unit, English courses in subjects such as Avoiding Sentence Errors, Making Subjects and Verbs Agree, Choosing Words Correctly, and Understanding the Writing Process. Approximately 600 students enroll in these classes each year. The courses were developed in collaboration between Coastline and PLATO Learning, Inc. Because these courses are offered online, they would be available to CCC EBUS Program students who need additional work in English grammar.

**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. Cash flow, reserves, strategies for risk management, and planning for financial emergencies are in all cases 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. All financial resources are used in a manner consistent with the mission and goals of the College.

**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 Coastline’s ancillary operations, including the Student Advisory Council (SAC), Bookstore, Foundation, Contract Education (where the CCC EBUS Program would be audited), and Instructional Systems Development (ISD).

 External audit reports over the last several years have consistently indicated the college does an appropriate job of managing its finances according to accepted standard accounting practices and demonstrated fiscal responsibility in all general fund and ancillary accounts.  The following link is the archive for External Audit Reports:

http://www.cccd.edu/measurec/reports.aspx

 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.  Requisitions for supplies, equipment, and services require approval by the department manager and are checked against the appropriate budget.  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 Financial Management System to track and report all general fund expenditures.  The maintenance of the hardware and software and report writing capabilities is maintained by the District Information Systems Department.  All financial transactions (i.e. Purchase Requisitions and Purchase Orders) 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 within budget.

 All ancillary financial transactions and reporting are performed at the college level and overseen by the Fiscal Services Department.  The Great Plains proprietary financial software package, which is an industry standard and used by both of Coastline’s sister colleges, is utilized to process and track all ancillary transactions.  The same District financial guidelines and Board Policies used to govern general fund monies are also equally applied to ancillary money transactions.

 Ancillary operations are included in the annual audit of general funds and have received no audit exceptions.  The minimal audit recommendations received over the past five to six years have been appropriately responded to and accepted by the auditors.  External audits have not identified any material weakness for either the general fund or ancillary operations.  In coordination with the Districts Internal Auditor, the college tracks the progress towards the ongoing resolution of any audit findings or recommendations.

 Investment of college ancillary surplus monies follows established District guidelines and practices.

Coastline relies on four main processes—all deeply integrated into routine College operations—to regularly evaluate the allocation and use of College resources:

1.    The majority of College resources come from the general fund through the District Budget allocation model, which is tied to FTE productivity.  All College department budget allocations are a part of their respective College wing and are annually presented to the MPBC for review and endorsement.  Resource allocation effectiveness is reviewed by the committee down to the department level with questions and new decisions being made each year to best allocate general fund dollars.

2.    Another major analysis of resource allocation takes place through the bi-annual progress reports for College Master Plan priority progress given to the MPBC.  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 MPBC which are then forwarded to the President.  Progress levels and successful priority implementation determine support from the MPBC for future funding allocations towards Master Plan priorities.

3.    Financial resources generated through the ancillary operations such as Contract Education and Coast Learning Systems are also reviewed and recommended through the MPBC process.

4.    A full report of College expenditures and the College’s ending balance is provided to the MPBC at the end of each fiscal year.  The MPBC utilizes a formal process to review the data and makes recommendations to the College President for how to distribute the ending balance and what modifications should be considered for the new 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 shared governance structure within the college.  Regular oversight of college financial resources by the MPBC, through regular reports provided by the Office of Administrative Services ensure that representatives of all college constituencies effectively act as a “watch dog” over finances and are able to make suggestions and recommendations to improve in the use of college resources.

**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.**

Coastline has a culture of continuous improvement and planning that enables us to make progress toward serving students better and making Coastline a stronger institution. An ongoing loop of collegial, self-reflective dialogue about student learning and institutional processes informs discussions throughout the College—at managers’ meetings, in committees, in classified staff meetings, and in the Academic Senate. Individuals and groups continuously share ideas and outcomes about ways to improve the College. Coastline’s self-reflective dialogue about continuous improvement of student learning and institutional processes is informed by reports to the President’s Cabinet, College Council, and the MPBC. The reports cover the institution’s effectiveness, Program Review evaluations, attainment of Master Plan Priorities, and grant objectives. The Office of Research regularly updates the research for these reports.

The Office of Research reports directly to the College President; the supervisor’s office is located next to the President’s office. The Office of Research and the Instructional Coordinator/Researcher maintain a visible presence on campus by making regular research presentations at Academic Senate and Curriculum Committee meetings; 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. Because this data is organized and regularly updated, College faculty and staff have current information at hand with which to evaluate progress toward improvement of student learning and Coastline’s institutional effectiveness.

The Office of Research also provides leadership in the SLO implementation project; co‑chairs the Institutional Effectiveness Committee; assists in applying for grants; provides research and evaluation services for grant-funded projects; and conducts and publishes research on topics of concern in the community college world.

The collection of student outcome data in the CCC EBUS Program will guide the instructional staff and Contract Education department in the development of staffing and programming. The collection of student satisfaction and needs data will guide the staff in identifying student learning needs and providing appropriate services.

**20. PUBLIC INFORMATION**

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

**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**

**Requirements**

**• Admissions**

**• Student Fees and Other Financial Obligations**

**• Degree, Certificates, Graduation and Transfer**

**Major Policies Affecting Students**

**• Academic Regulations, including Academic Honesty**

**• Nondiscrimination**

**• Acceptance of Transfer Credits**

**• Grievance and Complaint Procedures**

**• Sexual Harassment**

**• Refund of Fees**

**Locations or publications where other policies may be found**

The *Coastline Community College Catalog* is available in both print and electronic formats. The online version is available through the College Web site (<http://coastline.edu>) or directly at Catalog contents are as follows; the references to page numbers correspond to both the print and electronic catalogs for 2009-2010:

**a. General Information**

* Official Name, Address(es), Telephone Number(s) are located on the inside front cover; the web site is located on the back cover
* Educational Mission is located on page 6.
* Course, Program, and Degree Offerings pages 20-63 and 82-170
* Academic Calendar and Program Length page 2
* Academic Freedom Statement ……………………………………………… page 66
* Available Student Financial Aid page 12
* Available Learning Resources [in the *Distance Learning Guide*

and in numerous separate brochures, leaflets, and other documents—printed and online]

* Names and Degrees of Administrators and Faculty pages 176-186
* Names of Governing Board Members page 1

**b. Requirements**

* Admissions page 10
* Student Fees and Other Financial Obligations pages 72-73
* Degree, Certificates, Graduation and Transfer pages 18-19, 29-34, 38-61

**c. Major Policies Affecting Students**

* Academic Regulations, including Academic Honesty pages 66-80
* Nondiscrimination page 6
* Acceptance of Transfer Credits page 69
* Grievance and Complaint Procedures page 78
* Sexual Harassment page 79
* Refund of Fees page 76

**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, 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 consistently describes its performance in similar terms to all external accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, recommendations from the Accrediting Commission are made available to the public 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, including the CCC EBUS Program, and undertakes to respond promptly to future recommendations.

**VIII.**

**Each accreditation standard will still be fulfilled related to the change and all relevant Commission policies are addressed**

CCC EBUS Program Compliance with Accreditation Standards

**STANDARD I. MISSION AND INSTITUTIONAL 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.**

**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.**

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

Description and Analysis

The Coastline Mission Statement has been a guidepost for innovations aiming at broader student access and greater student achievement:

**Mission Statement**

Both Coastline’s *Mission* Statement and *Master Plan Priorities and Initiatives*, which were developed with wide participation from all college constituencies, are supported by the development of the CCC EBUS. Coastline’s Mission is:

“Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom.” Coastline Community College fulfills its *Mission* by providing:

|  |
| --- |
| * High-quality instructional programs, services, and entrepreneurial activities that meet the education, economic, and social needs of diverse students from local and global populations.” (This is one bulleted item from a list of ways that Coastline fulfills its mission. Attachment F-Coastline Mission Statement) |

Implementing this new activity allows Coastline to fulfill its *Mission* and also elements of its *Master Plan Priorities and Initiatives.* (Attachment G)

This is fully discussed in the “Analysis of the Proposed Change-Relationship to the Stated Mission” section, above.

Flexible scheduling yields 4-, 8-, 12-, and 16-week courses. The *Access* program offers an all‑daytime schedule of courses leading to an A.A. degree in just two years. Other programs offer courses in the evening to accommodate working adults. Curriculum and scheduling of the *STAR* program, unique to Coastline, enable students to complete 50 college units in just one year. Online courses are accessible at all times. Half of all students enroll in at least one course delivered in some form of distance learning.

**Alignment with institutional character**—Coastline was founded as a college without walls, equipped to deliver instruction at locations convenient to the homes and workplaces of its students. The College now operates main learning centers in three Orange County cities, an administrative center in a fourth city, and offers instruction at more than 30 other locations in western Orange County. The cities that comprise the Coast Community College District are home to more than 730,000 people—greater than the entire population of Boston or Seattle.

Embracing its workforce development mission in broader terms than simply offering career and technical education, Coastline—under contract with the County of Orange—also operates the Orange County One-Stop Center, where it serves the general population in addition to the needs of its own students.

**Alignment with the student population**—Coastline has redefined “nontraditional student” beyond the now familiar profile of adults with family responsibilities and full-time jobs. With this broader dedication to its mission, the College serves many thousands of students from outside the classic mainstream of higher education. Coastline nontraditional students include immigrants; students over age 55; military personnel deployed worldwide; citizens for whom English is not their primary language; students who already hold bachelor’s or graduate degrees; high school students; and students incarcerated in the state’s prison system. The student body reflects the growing diversity of California: nearly 42% are of African-American, Asian, Pacific Islander, Native American, or Hispanic ancestry.

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

The Mission Statement is approved by the Board of Trustees and appears in or on most College publications, on the College Web site. The Mission Statement also appears on several College forms, particularly those related to ideas and concepts requesting Master Plan mini-grants or external funding.

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

The Mission, Plan and Budget Committee (MPBC) convenes a task force to review the institution’s Mission Statement annually. Initially, they inquire about any new or planned programs or services and critically evaluate the consistency of those activities with the current Mission Statement.

In 2005, they reviewed the accreditation survey responses related to the College’s mission to determine if the respondents’ perceptions correctly matched the intent of the Mission Statement wording. In previous years, they have conducted student essay contests on the College mission; some years they hold focus sessions with representatives of all constituencies; some years they have scrutinized the results of various independent surveys commissioned by the Coast Community College District. Another part of the MPBC’s review involves identifying emerging educational trends. New trends and accountability requirements prompted the addition of implementation strategies to the original Mission Statement.

Finally, the Mission Review Task Force seeks general input from faculty and staff on any new areas that should receive more emphasis in the Mission Statement. During the 2005-06 mission review process, the term “global responsibility” was suggested to better emphasize the College’s commitment to globalizing the thinking and awareness of its students.

Upon submission to the MPBC, the final recommendations of the Mission Review Task Force are tabled for one month to allow the major constituencies time to discuss the recommendations and state their concerns to MPBC representatives. The Mission Review Task Force often recommends that no changes be made.

The College President reviews the MPBC’s recommendation with the College Council and with the President’s Cabinet (the President and vice presidents of Coastline Community College). In each of the past 20 years, this process has been followed and the recommendations of the MPBC have been accepted by the President and approved by the Board of Trustees.

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

Every proposed idea and concept for a new program or service at Coastline must answer two questions: (1) Is the idea and concept consistent with the College Mission Statement? (2) How will the idea or concept help the College attain the goals expressed in its Master Plan priorities?

The College mission, as expressed in the Mission Statement and Master Plan priorities, drives Coastline planning in several senses. Because avowed mission is the philosophical heart—the answer to the “why?” question—within every College initiative, plan, and consequent decision-making necessarily reflect institutional mission. A sense of mission also infuses the College constituencies. These constituencies are broad-based, embracing faculty (part-time as well as full-time), staff, students, and managers. There is a sense of mission in Coastliners as individuals and in the formal apparatus of governance. The Academic Senate, the President’s Cabinet, College Council, Classified Council, and College committees all participate in a proactive search to find the optimum match between mission-oriented goals and operational realities.

Mission-oriented planning is particularly central to budgeting and the deliberations of the MPBC. The MPBC is the central thread in Coastline’s annual budget cycle, described in detail in II.B.6. It is a conviction of the MPBC that planning drives the budget process. Planning articulates the needs of College constituencies and draws upon their expertise, bringing mission-oriented thinking to the institutional planning process.

The College embraces the concept that planning should drive the budgeting process and provides ample opportunity for all constituencies to offer input to the process.

**Analysis and Planning**

While the funding for the CCC EBUS Program will originate from the Contract Education department, the Dean of that department made a series of presentations about the proposed project to the College Council, MPB, Distance Learning faculty, and Department Chairs. These individuals, in turn, brought information back to their own constituency groups (e.g., the Academic Senate). A Task Force of individuals with key skills was formed to plan for the project.

**B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures the 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.**

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

Coastline is a community college on the move. A culture of continuous improvement propels a process of consistent progress toward serving students better and making Coastline a stronger institution. An ongoing loop of collegial, self-reflective dialogue about student learning and institutional processes informs discussions throughout the College—at managers’ meetings, in committees, in classified staff meetings, and in the Academic Senate. Individuals and groups continuously share ideas about ways to improve the College.

Mechanisms for discussion, debate, and action in support of the continuous improvement cycle include the following. Each represents a process, program, or organizational entity whose activities support this Standard.

* Program Review
* Student Advisory Council, Classified Council, Instruction/Student Services Council, Academic Senate, and Blue Ribbon Management Team
* Mission, Plan and Budget Committee (MPBC)
* Curriculum Committee and Institutional Effectiveness Committee
* Seminars and training sessions on educational issues, such as student learning outcomes, assessment, and instructional design using technology
* All-College meetings
* Faculty and department meetings
* Task force meetings
* Grant-funded projects, such as the Early College High School (ECHS
* Collegewide newsletters and e-newsletters
* Special academic programs, such as *STAR* and *Access*
* Leadership Development Task Force

Individuals and groups at Coastline have been particularly diligent about clarifying and integrating student learning outcomes (SLOs) for the College. Coastline maintains a team of faculty and researchers who are especially well informed about developing SLOs and methods to track student learning. Through hands-on training, faculty revitalized their outlines and tools that emphasized student learning in classroom and distance-learning courses. The Student Services staff also participated in SLO workshops.

Discussion of SLOs is a frequent topic at the Curriculum Committee’s monthly meetings. The Instructional Coordinator/Researcher follows up to ensure a continuous dialogue about SLOs between workshop participants and the instructional designers using Coastline’s Seaport Course Development/Management System (III.C.1.a). In the STAR program, SLOs complement the collaborative environment already established by STAR’s organization as a learning community. The measurement of institutional effectiveness has had a significant impact on student learning at the College. Coastline’s 2000-05 Title III project provided the College with an enhanced capacity to track its effectiveness as a learning institution.

Coastline’s self-reflective dialogue about continuous improvement of student learning and institutional processes is informed by reports to the President’s Cabinet, College Council, and the MPBC. The reports cover the institution’s effectiveness, Program Review evaluations, attainment of Master Plan Priorities, and grant objectives. The Office of Research regularly updates the research for these reports.

The Office of Research reports directly to the College President; the supervisor’s office is located next to the President’s office. The Office of Research and the Instructional Coordinator/Researcher maintain a visible presence on campus by making regular research presentations at Academic Senate and Curriculum Committee meetings; 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. Because this data is organized and regularly updated, College faculty and staff have current information at hand with which to evaluate progress toward improvement of student learning and Coastline’s institutional effectiveness.

The Office of Research also provides leadership in the SLO implementation project (II.A.1.c); co‑chairs the Institutional Effectiveness Committee; assists in applying for grants; provides research and evaluation services for grant-funded projects; and conducts and publishes research on topics of concern in the community college world.

**Analysis and Planning**

Student Learning Outcomes will be evaluated in several ways, as part of the regular college processes.

For the CCC EBUS Program, we will expect the onsite Project Director to develop qualitative and quantitative measures to evaluate the success of the students and the program. These measures will be developed with the assistance of the Task Force and the Supervisor of Research. Qualitative evaluations will be collected and evaluated from the first semester/term faculty, staff, and students. Quantitative data evaluation regarding student success and retention will be completed at the end of the first semester/term. These evaluations will be discussed at key meetings of MPB and Senate. The Academic Senate has stated that they will be reviewing the quality of the CCC EBUS as an objective of their Academic Standards subcommittee.

A program evaluation strategy will be determined by the Task Force with the assistance of the Instructional Researcher. Our typical program evaluation may not be meaningful in terms of limited student enrollments, initially.

**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.**

Coastline has had, for nearly twenty three years, an active Planning and Development Department (PDD). In 2005, Government Relations was added to the department’s title. The Planning, Development, and Government Relations Department (PDGRD) facilitates the development of the College’s Strategic and Master Plans. PDGRD staff provide the College President and the MPBC with status reports on the attainment of the goals, priorities, and objectives of these plans.

Every five years, the MPB calls upon the college constituency to meet together to update the Master Plan. In 2005 and 2008 a consultant was used to assist with this important task. In 2008 those wishing to participate went on a three-day retreat. Once the plan is drafted, it is widely circulated among the decision making bodies (Senate, etc.) before it is approved by the MPB Committee. See table below for a summary of the development process for the 2008-2012 Master Plan.

|  |  |
| --- | --- |
| **MASTER PLAN DEVELOPMENT SCHEDULE** | |
|  | |
| All College Survey Designed and Conducted – Jorge Sanchez | November/December |
| Survey Results Summarized and Analyzed by Consultants | December |
| Planning Sessions @ Santa Barbara | January 17/18, 2008 |
| Committees/Department Work Groups/Constituencies Refine Initiative Proposal Using Planning Tool | February – March 31 |
| President Currie and Tom Snyder Provide Initiative Proposals to Consultants @ AACC | April 5, 2008 |
| Consultants Organize Proposal Initiatives and Create Agenda for All College Workshop | April 5-12, 2008 |
| All College Workshop – Final Initiatives and Priorities Recommendations Developed | April 18, 2008 |
| Constituency Groups Review Recommended Priorities and Initiatives and Report to MPBC | April 25, 2008 – May 10, 2008 |
| Final Approval by MPBC and College Council | May 21, 2008 and May 27, 2008 |
| President Currie Informs Chancellor and Board of Trustees | June 18, 2008 |
| Implementation Begins | July 1, 2008 |
|  | |

**Master Plan Implementation Projects**—In years when funds are available, the College President, with the assistance of the MPBC, identifies funds that can be used to fund Master Plan Implementation Projects (MPI Projects). Primary sources of the money come from the Instructional Systems Development (ISD), Military/Contract Education operations, and sometimes from the general fund.

These funds are allocated through a mini-grant proposal process. Many proposals came from faculty members excited about the opportunity to advance the institution. The President’s Cabinet evaluates the proposals based on how the proposed activities would assist the College in accomplishing any one of its initiatives.

The directors of the implementation projects submit quarterly status reports to the PDGRD on their projects and how each project is helping to accomplish a Master Plan Initiative. The excitement of Coastline faculty and staff to conduct MPI projects endorses the emphasis on the paramount importance of the planning process.

The Master Plan establishes a framework of priorities and initiatives. Within that framework, the Coastline practice of data-driven decision making and closed-loop planning has produced a series of innovations in student learning and support services. The College has launched new programs, such as an articulated program with the University of California, Irvine, in Informatics, a new branch of computer science. A Biotechnology Laboratory Technician program will meet the needs of a leading-edge Orange County industry. An innovative Banking for College program reaches out to enroll local high school students. In partnership with the Newport-Mesa Unified School District, an Early College High School applies far-reaching concepts in high school redesign. These innovations flow from a broad-based, open approach to developing and implementing institutional plans.

**MASTER PLAN**

**Coastline’s Strategic Priorities for July 1, 2008 to June 30, 2011**

| **PRIORITIES AND INITIATIVES for 2008 – 2011 MASTER PLAN** |
| --- |
| 1. **Services Priority:**   **Coastline will research, develop and implement high-quality services and personalized support that enables access and ensures satisfaction and success.** |
| ***Initiatives:*** |
| * 1. CCC will expand and enhance its support services and programs to better serve the needs of students and encourage their matriculation into CCC programs leading to certificates and degrees. |
| * 1. CCC will ensure a safe, secure, inviting teaching, learning and working environment using sustainable resources and materials.. |
| * 1. CCC will continue to expand its “Power of One” program. |
| * 1. CCC will promote greater communication between faculty, staff and students to enhance student success. |
| 1. **Programs Priority:**   **Coastline will research, create, expand, and deliver high-quality student-centered educational programs that anticipate and meet student needs locally, nationally, and globally.** |
| ***Initiatives:*** |
| 2.1. CCC will enhance its “pathways to student success” by focusing on student learning outcomes. |
| 2.2. CCC will explore different course methodologies and create pathways to implement offering new methodologies through an expedited process. |
| 2.3. CCC will launch a series of co-curricular activities open to Coastline students and the public to expand its educational reach and branding efforts. |
| 2.4. CCC will establish a coordinated international education program to teach students about their responsibilities as local and global citizens. |
| 2.5. CCC will expand and update its Career Technical Education (CTE) programs to meet current and anticipated workforce needs. |
| 2.6. CCC will continue to advance the quality of its instruction and support services through a comprehensive faculty and staff development program. |
| 2.7. CCC will emphasize the importance of research and development activities across all departments and disciplines. |
| 2.8. Coastline will update and expand the laboratories and courses for its career and transfer programs. |
| **3. Technology Priority:**  **Coastline will research and fully integrate its high-quality learning and service technology through technology-mediated instructional programs, integrated information systems, and communication strategies for enhanced use by students and staff.** |
| ***Initiatives:*** |
| 3.1. CCC will develop and implement new opportunities for learning in interactive 3-dimensional environments. |
| 3.2. CCC will enhance Seaport to incorporate student support, connectedness, and learning outcomes. |
| 3.3. CCC will enhance the computer systems, internet access service, cyber security standards and other technology infrastructure to meet the instructional and administrative needs of the college. |
| **4. Partnerships Priority:**  **Coastline will research and strengthen its partnerships with business, industry, government agencies, and educational institutions to address local and global needs, expand opportunities for students and enhance the resources of the college.** |
| ***Initiatives:*** |
| 4.1. CCC will develop partnerships with technology leaders in corporations and higher education, to sustain its use and knowledge of emerging technologies. |
| 4.2. CCC will enhance its outreach program for high school students, parents, counselors, business/industry, government and other targeted markets. |
| 4.3. CCC and its Foundation will develop a systematic process for the cultivation and solicitation of major donors, resulting in increased giving to the Foundation. |
| 4.4. CCC will form partnerships with one or more private and/or public universities to offer fully articulated bachelors degree programs at a Coastline site or in conjunction with the distance learning program. |
| 4.5. CCC will further increase its military-related, fee-based programming to generate new and expanded revenue for the college. |
| 4.6. CCC will establish partnerships in other nations to enhance international education opportunities and new revenue streams. |

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

The College employs an ongoing, systematic cycle of evaluation and improvement that moves the institution forward to progressively higher levels of effectiveness—a process that is central to Coastline’s culture. The evaluation cycle is multi-pronged and works continuously, addressing different topics in parallel in different areas of the College. The six principal evaluation mechanisms are:

1. **Institutional Effectiveness Committee**—Charged to provide oversight, leadership, and coordination for institutional effectiveness, this committee has wide representation and focuses on topics such as progress in implementing SLOs (II.A.1.c), the College’s degree-level learning outcomes, and core measures of institutional effectiveness. Co‑chair direction by the Supervisor of Research and the Instructional Coordinator/ Researcher ensures availability of timely and focused research data.
2. **Program Review**—Instructional programs undergo a rigorous review every five or six years. Student Services and Administrative Services programs and departments are reviewed annually. A searching analysis of needs and plans for continuous improvement characterizes all reviews.
3. **MPBC**—As noted earlier, the Mission, Plan and Budget Committee plays a central role in Coastline’s annual cycle of evaluation and planning. The committee sets priorities and establishes a focus and theme for each year. Often, the College President is invited to make suggestions for the theme and other matters within MPBC’s purview. The committee’s mandate gives it a central role in the systematic cycle of evaluation.
4. **Office of Research**—Research enters the evaluation cycle with work in the various areas that the College has selected for review that year. Some areas are reviewed annually; others are spotlighted for special examination. Coastline’s recent build-up in education for the incarcerated, for example, entailed a major research effort to identify student demographics and curricular needs.
5. **Evaluations**—Evaluation is not performed in a vacuum by any one department or office of the College, but by the entity involved, such as an instructional program undergoing Program Review or a department undergoing DSR or SSPR. The Office of Research provides data as background to begin the process. Master Plan Initiatives (internally-funded development projects) continually report progress.
6. **ROI Analysis**—Where appropriate, Coastline uses *Return on Investment* as a quantitative measure of program effectiveness. ROI analysis helps determine whether the College is realizing an acceptable return on investments in such areas as marketing campaigns. A tracking mechanism, such as an 800 number or a return address, is established as a basis for tracking results. Coastline allocates resources only when evaluation tools are at hand to determine whether the money is being wisely spent.

**Institutional Effectiveness Committee**—The Committee annually selects and revises Coastline’s top 15 effectiveness indicators. The indicators are selected from a list of some 40 possible metrics compiled and maintained by the Supervisor of Research. The Office of Research will distribute annual progress summary trend reports to the College governance groups.

During the past 21 years, Coastline has conducted more than 82 Program Reviews, guiding College decisions in such areas as program development, faculty staffing, student tracking, acquisition and maintenance of facilities, and expansion of technology-mediated instruction. The new Departmental Services Review (DSR) procedure is off to a good start. Continued refinements are planned as the process matures. Program Review, DSR, and Student Services Program Review (SSPR) are elements in the Coastline cycle of continuous review, planning, and improvement. Retrospective studies confirm that the process is successful in driving institutional change (I B.7).

**Other Departments**—In spring 2006 the Institutional Effectiveness Committee began discussing a new evaluation procedure designed for non-instructional operations of the College. Implementation of this new effectiveness review procedure, Departmental Services Review (DSR), began on April 5, 2006. Among other criteria, each unit involved in this process is prompted to examine the extent to which it contributes to and/or supports student learning.

The College monitors its effectiveness by researching and updating its Student Equity Plan and Matriculation Plans. In addition, the Office of Research surveys all students who are applying for graduation checks. The annual Graduate Petition Survey findings provide useful information regarding students’ familiarity, use, and satisfaction with Coastline services and facilities.

The decision in late 2005 to implement the *Project Voyager* enterprise information system (III.C.1.a) is expected to yield more timely access to reliable research data.

**Analysis and Planning**

See IB1

**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.**

The College takes pride in its 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 otherwise enhancing institutional effectiveness.

The response to Standard I.B.2 outlined in some detail the process used to develop the Coastline Master Plan. Many other planning activities take place year-round through College committees and task forces. The process is broad-based. Planning goes forward, simultaneously and in parallel, in three operational regions: *College Level* planning, *Administrative Functions* planning*,* and *Constituency Group* planning. In addition, *Advisory Groups* provide important inputs to planners inside the College.

Operations are as follows:

**College Level Planning**—Many entities participate in college level planning:

* **College Committees**—A great deal of planning is done by various committees with different charges, some with familiar titles, such as the Curriculum, Matriculation, and Facilities Committees. Other are specialized, shaped by Coastline’s culture and management style. The Institutional Effectiveness Committee and the Mission, Plan and Budget Committee are examples.
* **Mission, Plan and Budget Committee (MPBC)**—This key planning body receives input from many segments of the College, with a special focus on the annual planning and budgeting cycle. MPBC is co-chaired by a faculty member, who is elected by committee members, and an administrator appointed by the College.
* **College Council**—Provides recommendations, suggestions, feedback, advisement, and information to the Office of the President. Membership consists of the President’s Cabinet (College President and vice presidents) and leaders from constituency groups.
* **All-College Planning Meetings**—For topics requiring the widest participation. Example: development of the next Master Plan, due in the 2011-12 time frame.
* **Planning, Development, and Government Relations Dept**. **(PDGRD)**—A unique department, headed by a dean who oversees and supports the entire planning process. The PDGRD facilitates master plan implementation, tracks spending and allocations, and evaluates allocations.

**Administrative Functions Planning**—These entities participate in:

* **President’s Cabinet**—Meets weekly with the President to discuss all planning agendas.
* **Wing Manager Meetings**—Wing managers are the College vice presidents, who meet with their own department managers.
* **Instruction/Student Services Council**—Co-chaired by the Vice President of Instruction and the Vice President of Student Services, the Instruction/Student Services Council meets monthly to plan the linkages between the two major areas of the College. The Council mandate: introduce information and address issues that overlap Instruction and Student Services. Contract Education programs is represented in this council.
* **Department Manager Meetings**—The grassroots level of planning, where every staff member is involved.

**Constituency Group Planning**—College constituency groups have broad-based participation and play a leadership role in institutional planning:

* **Academic Senate**—The Academic Senate meets every other week to participate in formulating District and College policy on academic and professional matters; the agenda often reflects Senate priorities related to collegewide planning. Senators also meet regularly with the College President to discuss emerging issues and plans.
* **Classified Council**—Meets monthly to plan activities, either collegewide or with specific focus on the classified staff.
* **Blue Ribbon Management Team**—With broad representation (39 members in 2005-06), this group meets monthly to review and improve College operations and management through information sharing, discussion, and staff development.
* **Student Advisory Council (SAC)**—As it plans student activities, SAC participates in the overall College planning process.

**Advisory Groups**—Business, industry, and community-based advisory groups bring expertise and independent perspectives to the Coastline planning process. The following are typical:

* **Community Groups**—Coastline involves the community in its planning process. The Westminster Community Advisory Committee, co-chaired by the College President and the Mayor of Westminster, is an example. The committee agenda addresses College planning issues (Coastline’s Le-Jao Center is located in Westminster), along with community matters such as senior citizens attending Coastline emeritus programs and joint concern with K-12 schools.
* **Advisory Committees for Coastline Programs**—Coastline Career and Technical Education Programs, Special Programs and Services for Disabled, and other programs in specialized fields look to advisory committees for guidance on curriculum planning, student employment opportunities, and other occupation-specific considerations.
* **Coastline Foundation**—The Coastline Foundation Board is another example of community involvement in the College planning process.

**Analysis and Planning**

A Task Force for the CCC EBUS meets by conference call weekly, involving all the key players in planning and offeringopportunities for input by appropriate constituencies. This allows for a quick response to provide necessary program resources or program development elements.

**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.**

**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.**

**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.**

As its mission, Coastline Community College declares a commitment to student learning through accessible and flexible education within and beyond the traditional classroom (I.A.1 above).

A systematic process of program review, whereby every program is evaluated in five- or six-year cycles, has proven helpful in further refining the curricula to meet expressed local needs. Under contract with the County of Orange, Coastline operates the Orange County One-Stop Center and, through the Coast Community College District, participates in the Orange County Labor Market Consortium, the Statewide Student Follow-up System, and the statewide Vocational and Technical Education Act (VTEA) Accountability Program (which matches student records with those of the Employment Development Department). These partnerships provide the College with access to data on students taking training, students seeking employment, employers seeking workers, and employers needing specific training programs.

Administrators, counselors, department chairs, and faculty continually examine the needs of students in order to update current educational programs, develop programs in emerging topics/fields, and offer curriculum in a variety of educational modes. Courses and programs are developed by faculty and reviewed by the department chair, the discipline dean, a technical reviewer, and the Curriculum committee. Additionally, state approved certificates are passed by a Regional Committee, composed of members representing all the community colleges in the area. The direction for the College in terms of program offerings and modalities of instruction is aligned with the College Mission Statement and Master Plan and affirmed by the Curriculum Committee. Funds for new programs and modalities are prioritized in the Mission, Plan and Budget Committee (MPBC) in Coastline’s annual planning and budgeting process.

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Coastline ensures that its programs and services are of high quality and appropriate to student needs. Use of technology in support of instruction has increased. Web-based assignments and Web sites to support courses and programs have been developed by faculty. The Virtual Library has been developed to accommodate all teaching methodologies

The College has developed degree-level core Institutional Outcomes which have been approved by the Academic Senate and reviewed and accepted by the MPBC. The high quality of Coastline offerings is assured via a process of review that includes alignment of offerings with degree-level learning outcomes, assessments of the individual course and program outcomes, and feedback via the Program Review process to keep the course content relevant and current.

**Assessment and Planning**

See Assessment and Planning 1B1. The individual CCC EBUS courses will be evaluated as part of their discipline during their regular cycle of program review. The onsite administrator will ensure that they are being taught to appropriate college standards.

**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.**

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.

Some of the many “non-traditional” students that Coastline has excelled in serving: non-native English speakers, students deficient in basic skills, students enrolled but experiencing difficulty, students at work, students in uniform, incarcerated students, older students, students on public assistance, students with special learning needs, students who meet EOPS eligibility standards. In any given semester these programs serve thousands of Coastline students. Admissions and Records, Tutoring, Counseling, the Transfer Center, and Coastline’s Virtual Library provide many other services that enhance and support student learning.

The institution employs matriculation, Early Alert, instructor feedback to students, counseling, retention rates, online counseling and orientation, and other measures to assess the educational preparation of its students. Services have been developed to support students with a broad range of educational preparation and to ensure their success.

Research and analysis to identify student needs draws on detailed demographic information about students, including recent graduates; about the local labor market; and about the local population at large. The College also has access to District-based data on student demographics and goals. The District and College Research Offices provide basic data on demographic trends, job trends, student statistics, and program statistics.

Community-based advisory committees strengthen Coastline programs and courses by offering advice on workplace requirements and employment trends. The College has taken the lead in developing an alliance with three adult education schools that operate in the Coast Community College District. The goal of this association is to expand articulation and cooperation between adult education schools and the three Coast District colleges in the areas of ESL, occupational, and A.A. degree programs.

The Program Review process collects and coordinates data and enables program evaluation in detail. Some departments have developed routine ways to incorporate this data into their decision making; others have not yet done so. SLO data focuses on the use of research and student feedback to strengthen the identification and assessment of outcomes. Many departments are now using the results of research and assessment of target outcomes to strengthen their courses.

**Analysis and Planning**

The collection of student outcome data in the CCC EBUS will guide the instructional staff and Contract Education department in the development of staffing and programming. The collection of student satisfaction and needs data will guide the staff in identifying student learning needs and providing appropriate services. A plan will need to be developed for the systematic collection and storage of this data.

**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.**

Coastline offers a wide range of classes designed to fulfill the academic goals of its students, whether they are working toward an A.A. degree, a vocational certificate, transfer to a four-year institution, or to continue their lifelong learning. The College is acutely aware of student access as a critical element in learning. As noted earlier, the College offers classroom-based courses throughout the community and also offers modalities beyond the traditional classroom. These include:

* Weekend College
* Hybrid: part classroom, part Internet based
* Accelerated formats:
* STAR Program: earn 50 units in one year
* Weekend College
* 4-, 8-, 12-, and 16-week course formats
* Special packaging of courses for various student populations:
* Early College High School (partnership with Newport-Mesa Unified School District)
* Access Program: earn an A.A. degree, or upper division transfer credits, in two years of daytime classes
* Distance Learning: television broadcast and video-based telecourses; cable and satellite broadcasts; the Internet; CD-ROM/independent study

The College Accessibility Officer works to ensure that all College Web sites are 508-compliant. The Office of Special Programs and Services assists students with special learning needs, no matter what the instructional delivery method.

Distance learning courses are a major part of the curriculum of Coastline. Approximately 123 courses are offered each semester and during the winter intersession. Courses delivered by modalities other than classroom instruction now account for about 50% of all student ‘seats.’ The number of distance learning courses has expanded significantly in recent years, with the addition of many online courses. Distance learning courses at Coastline are subject to the same academic standards as classroom courses.

Distance learning courses are offered through the Distance Learning Department and are administered by the Dean of Distance Learning, who reports to the Vice President of Instruction. The Distance Learning Department arranges for course access and the development of new courses, provides support services to distance learning students and faculty, processes related paperwork and course support materials, and monitors department Web sites and the Cable TV station. The Military/Contract Education Department is a major user of distance learning services.

New instructional delivery systems are introduced in two ways: through the availability of new technologies and through the adaptation of existing Coastline instructional methods to serve specialized groups of students, such as incarcerated students and deployed military personnel. In either case the potential ramifications of the new system are discussed in several committees.

* The Technology Committee examines the use of technology for instruction.
* The Distance Learning Committee determines the direction of the College’s non-classroom instruction. Courses to be offered via non-classroom delivery methods are discussed in these committees and the Dean of Distance Learning must sign off on new curricula that will be offered outside the classroom. Proposed course delivery systems are discussed for each course as part of the overall College curriculum approval process.
* The Academic Senate is also advised, via demonstrations and presentations, of existing and potential new instructional modes of delivery.

Coastline is in full compliance with current state guidelines for the approval and offering of distance learning courses. Faculty members develop the course outlines and course materials, and they can add assignments or vary assignments as they feel appropriate and necessary. Distance learning courses are taught by fully qualified instructors, many of whom also teach classroom-based sections of the same course. Distance learning faculty are given special orientation and training in the unique aspects of their jobs. They are fully supported by the distance learning staff in technical and instructional design areas, materials preparation, and routine office matters. The Distance Learning department also maintains a technical support line to assist students with technical problems that may arise during their distance learning experience.

The variety of instructional delivery methods offered by Coastline effectively facilitates student learning.Students can combine classes in different formats to accommodate their schedules, and can receive instruction at virtually any time of day or night. The Academic Advising Plans in the College *Catalog* specify the courses that students may take to fulfill the various degree requirements for Options I, II, and III. Most of the basic general education classes are offered at various times, usually in multiple locations, and often in more than one format, e.g., classroom, telecourse, and/or Internet.

Students taking courses in the Distance Learning Department are routinely surveyed to evaluate the extent to which delivery methods meet student learning needs. Distance learning faculty are evaluated using the same (union contract) method as are classroom-based instructors. Distance Learning courses are routinely reviewed as part of the Program Review Process for their disciplines/programs. The Distance Learning Department and all its components underwent a Program Review in 2006-07.

While each program and department is unique, faculty are encouraged to have a Web page with links to their course information; each program is also encouraged to have a Web page. The goal is to offer program- and department-specific information on the College site so that students can readily identify courses and programs to meet their educational goals. There have been ongoing training opportunities for faculty who wish to develop a Web page for their program.

**Analysis and Planning**

The CCC EBUS will use existing online courses, with the teacher of record traveling to China to work with students onsite-a hybrid model. We believe this model will assist students in their learning of the English language and of the course content. When students have finished their high school program, they can enroll in Coastline distance learning courses as independent learners. This delivery system and mode of instruction will be effective and useful to the current and future needs of the CCC EBUS students.

**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.**

Planning, development, faculty training, collection and assessment of SLOs have been implemented at Coastline since 2003. SLOs are being applied at all levels—course, program, and institution—to operations throughout the College: instructional, student services, and administrative. SLO operations are supported by dedicated technology resources. SLO research and development, directed by the Office of Research, provides technical leadership in this complex and evolving field.

Table 2A.4 summarizes the SLO situation and outlook at Coastline. A narrative description is given here.

**SLO OPERATIONS**

Learning outcomes for all programs are reviewed and evaluated as part of the Program Review process, which is conducted approximately every five to six years. This process has resulted in many program enhancements, revisions, new courses, program options, and improvements, including modification of expected student learning outcomes. It is a goal of the SLO process to engage faculty and staff on a continual rather than episodic basis, meeting by meeting and semester by semester.

As courses and programs pass through Program Review and the Curriculum Committee process, special attention has been paid to re-writing the course outlines to include student outcomes that are tied to evaluation processes. Starting in 2006-07, every program that undergoes Program Review is evaluated for SLOs at the course level.

Faculty leaders received SLO training in small groups and train faculty in their departments. The first step was training on developing outcomes for courses and programs. The second step was training in the development of measures to specifically evaluate progress in meeting course and program SLOs. Advisory committees provide input into proposals for new courses and suggestions for the topics to be emphasized. The committees also clarify job market trends and evaluate current course offerings.

An MPI (college) grant-funded activity in January 2009 brought together a group of diverse faculty to decide how to best identify and report college institutional outcome data. It was decided to request programming support to develop the ability for faculty to report these outcomes when they graded the particular assignment that related to the institutional outcome. This would easily be possible for faculty grading assignments in Seaport. Currently, a “notes” area is available in Seaport where faculty can report their outcome data that can then be easily collected by the researcher. Faculty are reminded by email to post data in the “notes” section.

**TECHNOLOGY SUPPORT**

Coastline’s strengths in instructional design and technology are helping the faculty create SLOs and will help in such areas as building student engagement, tracking student outcomes, and measuring institutional progress in the SLO enterprise. The following systems and tools are in use:

* **Seaport**—A key feature of Coastline’s *Seaport* Course Management System (III.C.1.a) is a built-in instructional design guide that prompts the designer to include SLOs at course and unit levels. The programmers have been asked to design a feature that will automatically capture SLO-graded assignments for uploading into a researchable database.
* **SLO Program Review Web site**—the Program Review Web site provides up-to-date status for faculty and staff of SLO implementation in courses and other measures of institutional progress.

**RESEARCH AND DEVELOPMENT**

In addition to leading the SLO implementation project, the Office of Research is using the project as a vehicle for investigation in several areas of student learning and institutional effectiveness:

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| Table 2A.4. *Situation Overview:* Student Learning Outcomes at Coastline | | | | |
|  | | **Functional Area\*** | **Level of Instruction** | **Process, Status, and Plans** |
| **Operations** | | **Instructional** | Course | * Development, faculty training, and implementation, including peer mentor workshops, underway since 2003. * Handbook published: *A Guide to Writing Course-Level Student Learning Outcomes.* * SLOs addressed in course outline for all courses passing through Curriculum Committee since spring 2004. * SLOs addressed in course outline for all programs undergoing **Program Review** starting in 2006-07. |
|  | Program and Certificate | * Program-level SLOs incorporated in all programs undergoing **Program Review** starting in 2006-07. * Results appear in Program Review reports. |
|  | Institutional | * **Degree-Level Learning Outcomes** published in spring 2006. |
| **Student Services** | All levels | * **Student Services Program Review** (SSPR)process incorporates departmental service outcomes and SLOs. * Introduced in all Student Services programs, spring 2006. |
| **Non-Instructional** | All levels | * **Departmental Services Review** (DSR) measures how each non-instructional department contributes, directly or indirectly, to institutional Degree-Level Learning Outcomes. * Introduced in all Administrative Services departments and the Office of the President, spring 2006. |
| **Technology** | | * **Seaport** *Instructional Design Guide*—Built-in prompts to include SLOs in online courses. * **Program Review Web Site**—General-purpose, quick-updatable, collegewide status and information source for Program Review. | | |
| **\*** | **Functional Areas** correspond to *College Wings:*   * **Instructional** — *Office of Instruction* * **Student Services** — *Office of Student Services* * **Non-Instructional**—*Office of Administrative Services* and *Office of the President* | | | |

The College describes program and course outcomes through descriptions in the *Catalog*. In numerous brochures, the institution disseminates outreach and recruitment materials to make the public aware of program outcomes.

The College relies on several sources to provide indirect evidence of student learning. State Chancellor’s reports (VTEA, Partnership for Excellence, and Student Right-to-Know) contain information such as the number of students earning A.A. degrees and the options through which they achieved this; the number of students transferring to four-year colleges and universities; and the number of students earning vocational and occupational certificates. The College started developing Degree-Level Learning Outcomes in 2004-05. The proposed outcomes were reviewed by College committeesand are now part of the budgeting process. The latest Program Review standard includes prompts for departments to report on assessment of learning outcomes.

The process of developing course, program, and institutional SLOs has been brought to all appropriate committees of the College and was the catalyst for the formation of the new College committee on Institutional Effectiveness in 2004. Changes occurred in the Curriculum Committee process for curriculum approval, the Academic Senate, and the Program Review process. There has been a more thorough integration of research into the college decision-making processes via the Institutional Effectiveness Committee, and degree level learning outcomes for the College were developed from the General Education competencies specified in the *Catalog*.

**Assessment and Planning**

Student learning outcomes for individual courses and discipline programs will be the same for students in the CCC EBUS as they are for students in mainland courses and programs. CCC EBUS outcomes will need to be developed as soon as some grade, student learning outcome, and retention and completion data can be analyzed for students in the CCC EBUS. The Task Force will need to work with the Supervisor of Researcher in identifying these outcomes. How the data will be collected, and where it will be stored need to be determined so that it can be aggregated for future analysis.

**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, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.**

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.” (Board Policy 030-3-1, *Curriculum Development and Approval*).

Coastline uses a variety of criteria to help determine the categories and levels of programs to offer, whether continuing education, study abroad, short-term training, contract education, and mode of delivery regardless of type of credit awarded. Criteria include: 1) Assessment of needs within our district and our community, accomplished through participation in community-wide and districtwide committees, conducting surveys, and analyzing requests to fulfill program needs; 2) The use of advisory committees by vocational and certain other programs; and 3) New mandates and trends emanating from State and local levels.

Coastline offers pre-collegiate courses that help students raise their basic abilities so that they may succeed in college-level work. Students are identified via the matriculation process, by instructors and sometimes by themselves, to enroll in pre-collegiate courses in Basic Skills and English as a Second Language.

Several vocational programs offer courses for continuing education units (CEUs). To offer these courses often requires special approvals of the curriculum by State agencies. An example is the Gerontology Program, in which, to assure quality, there are set guidelines for courses approved for CEUs for nurses, nursing assistants, nursing home, and residential care administrators.

Coastline College has been building its study abroad program in cooperation with the District. There have been several successful trips to Europe where students have studied art and literature. Coastline’s Foundation has also sponsored trips to China.

Coastline is active in providing contract education; the program for military students is a major contract program. More details are contained in Standard II.B.3.c.

Courses offered by the College are designed by faculty, approved by the Curriculum Committee, and undergo review as part of the Program Review process, regardless of type of credit awarded, delivery mode or location***.*** Advisory committees are in place for appropriate programs. Categorical programs undergo rigorous review by external agencies. In total, these measures ensure high quality courses that continue to meet student needs.

**Analysis and Planning**

Because the CCC EBUS Program faculty will be the same teachers who developed the online version of our mainland courses, we expect the same high levels of instructional quality in our China program. Our onsite administrator will be responsible for overseeing that these teachers are available and to handle any misunderstandings that might occur about instructional assignments. Since the onsite administrator will also be responsible for supervising the quality of instruction of the ESL instructor and the counselor, care should be taken to hire an individual who has background experience in both of these areas.

**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.**

Coastline utilizes two main institutional processes to design, identify student learning outcomes, approve, and evaluate courses and programs. The processes are those of the Curriculum Committee and Program Review and have full faculty involvement. Courses offered by the College for credit, non-credit, and contract education are all designed by faculty and approved by the Curriculum Committee. Coastline has an active, faculty-driven process of Program Review designed to determine how effectively and efficiently programs are meeting their specific goals and objectives for establishing and improving instruction in courses and programs.

Initiated in 1987, the Program Review process was formalized in 1992 with the establishment of a Program Review Steering Committee. The Steering Committee is composed of five faculty members, including the Academic Senate President and the Curriculum Committee Faculty Co-Chair, three administrators (representing instruction and student services); one classified staff member; and one member of the Student Advisory Council. The Steering Committee is co-chaired by the Instructional Coordinator/Researcher and the Vice President of Instruction. The group meets monthly and is responsible for guiding the review process and determining the schedule for the review of programs.

Programs are reviewed once every five to six years. 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. Although the process was developed with a specific focus on instructional programs, reviews have been extended in recent years to enU.S. College Compass programs that have significant student service components, such as Special Programs and Services for the Disabled, Counseling, Military Student Programs, Distance Learning, and Library and Learning Resources.

Program reviews are conducted by teams consisting of a minimum of four faculty members (full-time and part-time from inside and outside the program being reviewed); the discipline dean; a classified representative; a student; and as appropriate, additional 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 student learning outcomes and assessment, enrollment history and trends, fiscal resources, community need and changing student demographics, and surveys of student and faculty satisfaction with program components. Appropriate business representatives are also surveyed and involved in the review of vocational programs. A Program Review Handbook describes the overall process and provides examples.

As part of their appraisal process, each team also reviews and updates the program’s curriculum; they also undertake an analysis of compliance issues related to matriculation and accessibility for students with disabilities. During this process appropriate student learning outcomes are identified, evaluated and re-aligned to fit academic standards and student needs. The review team compiles a written report and that gives a historical perspective of the program, documents the review findings, provides recommendations for strengthening the program, and identifies both short- and long-term program goals.

The completed reports are forwarded to the Steering Committee, which also meets with the representatives from each team to discuss the review findings. The Steering 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. 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.

In order to ensure that review findings are integrated into total College planning, an executive summary is utilized to facilitate broad dissemination of findings to faculty and other constituencies and planning groups, including the MPBC. There is also a separate but related process of Program Vitality Evaluation that is undertaken specifically when the continued viability of a program is questioned.

All distance learning courses and programs, regardless of type of credit awarded, distant delivery mode, or location, are evaluated within their own discipline, using the same procedures used for on-site courses and programs.

There are established guidelines for faculty/course evaluations, writing curriculum, program review, and program vitality. Evaluation of Coastline’s faculty members focuses on effective teaching, as delineated by the District’s collective bargaining agreement. Students are asked to evaluate instructors on a regular basis using a standardized student evaluation form established by the District. There are no differences in evaluation processes between instructors teaching site-based (classroom) courses and those teaching distance learning courses.

**Quality Assurances** **for Distance Learning Programs**

In spring 2009 the Academic Standards Subcommittee of the Academic Senate developed a handbook for all faculty members with a goal toward improving course quality. It addressed the topics of building quality courses, academic integrity; course content between online and seat-time courses needing to be identical, student motivation, and assessing students, and the college online course development system (Attachment N-Academic Quality Rubrics). This handbook was the topic of discussion at the All Faculty Fall 2009 meeting, and was also discussed at the Fall 2009 Distance Learning faculty meeting, as well as at a breakout session of the 2009 Summer Institute college staff development conference.

The college has its own online course development system called Seaport, and has a help desk with instructional developers who can assist faculty members who have questions about course development. The Distance Learning Office is also well staffed with individuals who can answer questions by phone or email.

**Analysis and Planning**

The learning outcomes for courses in the CCC EBUS have already been identified by the discipline faculty; it will be important that outcomes are carefully collected and entered into a separate database for the CCC EBUS for analysis. Both the ESL portion and the credit-bearing portion of the program will need to be evaluated. All faculty who teach in the program should be involved in its review, either by serving on the program review team, or by participating in developing a survey or by completing a survey. A member of the Academic Senate should serve on the review team. The students, involved Chinese staff, teachers, and parents should also be involved in the program review, through translated surveys.

**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.**

Coastline faculty, with advisory committee input where appropriate, define all aspects of competency levels and measurable student learning outcomes for courses, programs and certificate requirements. The Curriculum Committee evaluates and approves new courses, certificates, and programs, and proposed additions or modifications to degrees and certificates, in general and vocational education programs. The committee reviews proposals for contract education courses and programs, and oversees course content review for validation of prerequisites, which directly affect the sequencing of a given degree or certificate program. More specific to the length, depth, breadth, and sequencing of degree and certificate programs are the routine Program Reviews conducted by individual programs. Programs generally complete these reviews every five or six years. The Program Review process assesses student progress toward achieving measurable student learning outcomes for courses, certificates, programs, general education, and degrees. The College rigorously reviews quality, breadth, depth, rigor, sequencing, and time to completion of all programs.

The College, through its master planning process, brainstorms ideas for new programs, grant ideas, or cooperative ventures for consideration by the College. Only proposals that support Coastline’s mission are considered.

As set out above in II.2.a., competency levels and measurable student learning outcomes are determined via a collaboration of faculty and, if available, advisors from the community.

The process of structuring the relationship between learning outcomes, competency levels for degrees, certificates, programs, and courses starts at the course level. Lead faculty in the Program Review process coordinate with their team members to: 1) Examine existing curricula; 2) Determine outcomes for each course that build toward departmental goals; 3) Determine methods that can be used across all courses in a program; 4) Use results to re-align methods to better achieve learning goals; and 5) Disseminate Program Review information (outcomes, evaluation methods and collegewide assimilation) to all faculty members in the department.

The pathways for achieving outcomes at the course, program, degree and certificate, and institutional levels are being established via the Program Review process.

**Analysis and Planning**

See plan for A.2.a.

**A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

Coastline provides high-quality instruction that includes breadth, depth, and rigor in each of the three A.A. degree options by requiring competency in basic subjects of the communications, English, math, fine arts, humanities, natural sciences, and social sciences. Plus there is a global and multicultural studies requirement for each A.A. Degree Option and in Options I and II, a self-development requirement.

Faculty members, when appropriate and with advisory committee input, define all aspects of program and certificate requirements. The Curriculum Committee oversees course content review for validation of prerequisites, which directly affect the sequencing of a given degree or certificate program. The Program Review process also examines the appropriateness of length, depth, breadth, and sequencing of degree and certificate programs. All Coastline occupational programs have advisory committees, comprised of industry representatives, 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. Of particular challenge to occupational programs is the difficulty in tracking students once they leave the program and in conducting longitudinal studies on job placement and success in the workforce.

Coastline’s student population is for the most part nontraditional. They are older and want accessible learning experiences that suit their needs. The nontraditional student drives the curriculum development and course delivery processes in programs such as STAR, Access, Weekend College, Early College High School, and the Military Program. The prime directive of the College Mission Statement is to support student success by offering “accessible and flexible education within and beyond the traditional classroom.”

The needs of Coastline’s nontraditional students are the driving force for program and certificate development. For example, the STAR Program (Strategic, Technology-Assisted, Rapid Program) was designed to meet the needs of students with a short educational time line. STAR students will be able to complete 50 college units in just one year while working full time by attending class two nights per week and completing assignments online for their interdisciplinary class clusters. Another example is the Access Program, a general education program designed specifically to attract daytime ESL students, who can complete the course work necessary to an A.A. degree in two years. The program is easy to manage and follow. Classes are held during the day at the Le-Jao Center, where students have multiple support programs available on-site.

Three of Coastline’s newer programs—Informatics, Biotechnology, and the Early College High School—illustrate the depth, rigor, and alertness to emerging trends that characterize Coastline as an institution:

* **Informatics**—This 2 + 2 articulation program with the Donald Bren School of Information and Computer Sciences at UC Irvine introduces a new branch of computer science to the community college system: the interdisciplinary study of the design, use, and impact of information technology. Coastline Informatics students meeting transfer requirements with a high grade point average will be accepted as juniors in the UCI Informatics program. The program is funded in part by a National Science Foundation grant to Coastline and UCI.
* **Biotechnology**—An enterprising member of the Coastline science faculty observed that although Orange County is a national center of biotechnology research and manufacturing, not one of the nine community colleges in the county offered a program to train biological laboratory technicians. Coastline accordingly developed a program, with the close collaboration of an industry advisory committee to define the curriculum and establish employment potential in local industry. Program launch was supported in part by an internally-funded Coastline MPI grant.
* **Early College High School**—On August 14, 2006, Coastline and the Newport-Mesa Unified School District opened the first Early College High School in Orange County, with ninety 9th graders as the inaugural freshman class. The event climaxed more than three years of collaborative planning and development by College and School District faculty and staff. Coastline participation included securing a $400,000 grant from the Foundation for California Community Colleges, funded by the Bill & Melinda Gates Foundation and other foundations.

The institution demonstrates the quality of its instruction via graduation and transfer rates, business surveys, comments from advisory board members and feedback, when available, about the success of our transfer students from four-year institutions. Coastline College is guided by its mission and its master plan. Budget requests are prioritized based upon program success/need by the MPBC. Faculty are involved at all levels in deciding the breadth, depth, rigor, and sequencing of each program via participation in committees including, but not limited to, Program Review, MPBC, Academic Senate, and the Curriculum Council. Local need, advisory committee input, student feedback, the Master Plan, and the College mission also guide the decisions.

**Analysis and Planning**

While most students in the CCC EBUS don’t intend to earn an AA degree, the college will need to carefully monitor the needs of these students to be sure the courses they need are available for their efficient transfer.

**A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

A wide range of instructional delivery modes and teaching methodologies reflect the unusual range of circumstances that Coastline students seek. In addition to the traditional classroom, Coastline reaches students in such situations as:

* **Distance learners**—The entire educational process, including library and student support services, must be carried on electronically.
* **Military personnel**—Students at sea and in deployed military units often have no Internet access. Coastline has had to find other means to deliver interactive, richly featured content.
* **Incarcerated students**—In addition to denial of Internet access, Coastline’s incarcerated students must contend with lockdowns, restrictions on the use of hardcover books, and, for some students, the special restrictions of maximum security prisons.
* **Developmentally disabled students**—Coastline classes for students with severe to profound learning disabilities require instructors with unusual skills and unique instructional approaches.

**Instructional modalities**—To accommodate the diverse needs and learning styles of its students, Coastline offers instruction in these modalities: traditional classroom, CD-ROM, DVD, telecourses, cable, Web-based, Personal Digital Assistant (PDA) based, classroom and web combination courses, and accelerated format (STAR, Weekend College, 4-, 8-, 12-, and 16-week classes). Coastline prides itself in adapting technology to move the learning process forward and make programs convenient and accessible to students, whatever their circumstances. New delivery methods are grounded in on research on demographic and technology trends, input from faculty, and requests from College constituencies. Distance education courses are discussed below.

Distance learning courses are a major part of the transfer curriculum of Coastline and the largest special program in the college. Approximately 136 distance learning courses are offered each semester and about 40 courses in a summer session.

**Administration**—The number of distance learning courses has expanded significantly in recent years due to the addition of online courses. Distance learning (DL) courses at Coastline are subject to all the same academic standards as classroom courses. DL courses are offered through the Distance Learning Department and are administered by the Dean of Distance Learning, who reports to the Vice President of Instruction. The DL Department arranges for Internet course access and the development of new courses, provides support services to distance learning students and faculty, processes all the tests and paperwork associated with distance learning courses, and monitors the department Web site and cable TV broadcasts.

**Curriculum review and approval**—DL courses undergo the same review and curriculum approval process as other transfer courses. Coastline is in full compliance with state guidelines for approving and offering DL courses. When a DL course has a parallel classroom course, the course outline on file is the same. Faculty members develop the course outline and course materials, and they can add assignments or vary assignments as they feel is appropriate and necessary. DL courses are taught by fully qualified instructors, many of whom also teach classroom-based sections of the same course. DL faculty receive special orientation and training in the unique aspects of their jobs; they are fully supported by the DL staff in the areas of technical and instructional design, materials preparation, and office support.

The Distance Learning Committee, which is composed of faculty, classified staff, and administrators, facilitates the selection of new courses for acquisition or production. New course materials are reviewed by appropriate faculty members prior to a decision about acquisition or new course creation. The Distance Learning Committee also evaluates trends in distance learning enrollment, student completion rates, quality control, and other issues involving DL methodologies. DL courses generally articulate with public four-year institutions; some meet general education requirements, and some transfer as electives. The College reviews quality, rigor, and articulation considerations for all DL courses. Distance learning courses are reviewed as part of the regular Program Review process within their designated discipline or program.

**Student services**—DL support extends to students who live remote from the College. Services for these students include the Web site, electronic bookstore, media materials, online review sessions, Virtual Library, and test proctoring. Although there is essentially no difference between local programs and students at remote locations, the two programs may use different scheduling or learning strategies. For example, remote students may attend a review session via live streaming video and may rely more heavily on bulletin boards and discussion forums; proctored exams must be used. Currently students at remote locations are counseled by phone and mailed education plans.

**Technology**—Coastline’s new Seaport Course Management System illustrates the importance that the College attaches to teaching methodologies that reflect student needs. Seaport was conceived as both a course *design* system and a course *management* system. As such it offers major advantages—to students and to instructors—over WebCT and Blackboard. Seaport advantages include a built-in instructional design guide and intuitive, easy-to-use student and faculty interfaces. Details of Seaport appear in III.C.1.a. A technical help line is also available for students to receive assistance with online or other technical access issues. Basic support for distance learning students is integrated throughout the college, including counseling, library, financial aid, registration, and Bookstore services.

**Fulfilling degree requirements**—For many years there were not enough courses available via DL to fulfill all degree requirements. Now students can fulfill all Option I A.A. degree requirements via DL courses. Options II and III require a speech component taught in traditional methodology. Most students choose a combination of classroom courses, Weekend College courses, and courses from other institutions, along with distance learning courses, to fulfill degree requirements. Because of significant enrollment increases in DL courses, the College is currently considering ways to expand degree courses offered by this method.

**Ongoing research**—Coastline monitors all aspects of DL delivery. Every semester, during mid-term or final exams, students are asked to complete a sixty-item survey that elicits student satisfaction and opinions about academic rigor, technical issues, and recommendations. This information is studied by the department and is summarized and included in its annual distance learning report to the State Chancellor’s Office.

**Technical support**—The DL Office supports courses that are not technically offered via the Distance Learning Department. For example, hybrid courses have an online component but are not consistently supported by Distance Learning. The DL Office provides training and support in creating individual Web sites by classroom instructors for their courses.

**Analysis and Planning**

The hybrid model seems to be a particularly effective model for students in the CCC EBUS to meet their learning needs. As these students graduate from high school and leave the CCC EBUS, they will be prepared to take other distance learning courses from Coastline, if they choose.

**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.**

Coastline employs two main processes for the systematic review of courses and programs. One process is the Curriculum Committee; the other is Program Review. The Curriculum Committee undertakes reviews as part of its action on any proposal to add or change a course or program. Program Review addresses programs cyclically, every five or six years, irrespective of change activity. Relevance, appropriateness, implementation and use of SLOs, currency, and coordination with future needs and plans are all factors in the deliberations of both the Curriculum Committee and Program Review.

Program Review characterizes the program quantitatively, by course data such as enrollments, cancellations, attrition, and site-based/distance learning ratio. Also measured are student characteristics such as age, gender, ethnicity, employment status, and military or incarcerated status. Costs for faculty, support, facilities, supplies, and other factors are also counted.

To assess outcomes, Program Review applies numerous measures of effectiveness, including mapping of SLOs to Coastline’s Degree-Level Learning Outcomes; course success as determined by grade distribution and number of completers; and number of students who graduate or transfer. Obtaining and assessing survey data from students, faculty, alumni, and other constituencies is part of the process.

The total course and program evaluation process is described more fully in II.A.2, 2.a and 2.b, which set forth the role of the Curriculum Committee, the Program Review Committee, and the use of advisory committees, where appropriate, in the evaluation and continuous review of courses and programs. Standard I.B.3 provides additional information on the scheduling and outcomes of Program Review.

The general education philosophy statement in the *Catalog* lists and defines student learning outcomes, such as writing and speaking, problem solving, and critical thinking skills. A handbook on writing and incorporating SLOs has been created and distributed to all faculty members. The Academic Senate, Curriculum Committee, and Program Review Committee provide leadership and give priority to a comprehensive plan for the development of SLOs at all levels and across all programs and to link that effort to assessment and improvement of instruction. The newly developed institutional Degree-Level Learning Outcomes have been accepted by MPBC and incorporated into the budget process.

**Analysis and Planning**

The CCC EBUS will be evaluated through an on-going systematic program review process including relevance, appropriateness, achievement of learning outcomes, student satisfaction, student learning needs, and future needs and plans. See plans in A.2.a.

**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.**

The college uses Program Review and the curriculum process to engage in an ongoing systematic evaluation with integrated planning to assure its currency and measure achievement of stated student learning outcomes. In addition, faculty attend workshops to improve the development of student learning outcomes and assessment methods and use these improvements in curriculum development, course revisions and course syllabi. A more detailed description of the program review process appears in II.A.2.a and b. All new courses and course revisions presented to the Curriculum Committee require that the stated SLOs and assessment methods be current at the time of presentation. All courses and programs presented to the Curriculum Committee must be up-to-date at the time of presentation. The Program Review process includes a detailed evaluation of learning outcomes and assessment methods.

The Program Review Committee meets monthly and is responsible for guiding the review process for programs and disciplines and determining the schedule. Programs are reviewed every five or six years. The committee is faculty driven. Program Review teams consist of a minimum of four faculty members from inside and outside the program being reviewed; the discipline dean; a classified representative; a student; and, as appropriate, additional resource persons from the College or community.

The deliverable is a Program Review Report. To reach all appropriate constituencies, Program Review reports are distributed to the College President, the Vice President of Instruction, the discipline dean and discipline faculty, and any advisory committee concerned. The report is presented to MPBC and is available on request to the Academic Senate and appropriate faculty and staff. All reports are available on the Program Review Website.

Program Reviews follow a systematic, documented process developed with input from all constituencies. The college uses the results to improve outcomes and makes the results available to appropriate constituencies. In addition to instructional programs, service programs and college departments are now included in the review process.

**Analysis and Planning**

The CCC EBUS will be evaluated through an on-going systematic program review process including relevance, appropriateness, achievement of learning outcomes, student satisfaction, student learning needs, and future needs and plans. The institution will strive to improve those outcomes and to make the results available to appropriate constituencies including the College President, the Vice President of Instruction, and Task Force members. The report will be presented to MPBC and to the Academic Senate.

**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.**

Coastline departments are not yet developing department-wide assessment tools, and at this point the College does not use examinations as a tool to assess outcomes. The College is striving to align robust *departmental* outcomes that can expand into *program* outcomes.

**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**.

Coastline awards credit based on the student’s achievement of the stated course learning outcomes. 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 syllabi and the course outlines on file in the Office of Instruction. Each course outline specifies the criteria for evaluating student performance and awarding credit. Collegewide grading policies are also explained in the *Class Schedule* and the *College Catalog* (Policies and Regulations sections) and in the *Faculty Handbook.*

Methods of monitoring the appropriateness of standards and grading practices include program review, student surveys, feedback from four-year transfer institutions, occupational program advisory committee recommendations, local employer reports, state exam results, and matriculation research. Each semester the Office of Instruction provides deans with grade distribution patterns and data related to course completion and retention rates.

**Analysis and Planning**

Units and grades in the CCC EBUS will be assigned the same as they are assigned in mainland classes.

**A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.**

All instructors are required to follow the official course outline as approved by the Curriculum Committee. The awarding of degrees and certificates conforms to Title 5 standards. The *Catalog* provides clear information about courses to take to fulfill degree and certificate requirements.

Final approval of awarding degrees and certificates involves a thorough examination of the student’s academic record (degree audit) to verify that he or she has successfully fulfilled all degree or certificate requirements.

**Analysis and Planning**

Awarding of degrees in the CCC EBUS Program will conform to the same procedures as those college’s primary courses.

**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:**

**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.**

The *Catalog* clearly states Coastline’s general education philosophy. 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. Expected learning outcomes for degree and certificate programs are clearly stated in course materials, which are on file in the Office of Instruction. Course outlines define student learning objectives and outcomes for each course. Students demonstrate achievement of learning outcomes through written assignments, essays, objective tests, final and mid-term examinations, reports, projects, skills demonstrations and other requirements. 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.

The *Catalog* describes the three A.A. degree 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. Option I (General A.A. degree) requires the completion of 18 general education units. Option II (A.A. transfer plan for CSU) requires the completion of at least 39 general education units. Option III (A.A. transfer plan for IGETC-CSU or UC) requires at least 37 units of general education.

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. The initial set of degree level outcomes continues to undergo refinement. As reviewed by the major constituency groups (Academic Senate, Classified Council, Management Team, and Institutional Effectiveness) in spring 2006 and presented to MPBC in May 2006 for acceptance as a major part of budget planning, the outcomes are:

**The Eight Degree-Level Learning Outcomes for Coastline Community College — May 16, 2006**

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.

Criteria to assure that general education students are learning at an acceptable level are under development are tied to individual course student learning outcomes. The reliance on robust SLOs requires faculty to develop scoring rubrics having specific performance level criteria. Meanwhile, the course outline forms have been revised to require input on general education learning outcomes. A prompt now exists for those who are writing new outlines or updating old outlines to enter robust SLO statements. Program Review, faculty training workshops, and the curriculum process follow these standards for course development and approval.

Information in the *Catalog* and supplemental counseling material is reviewed and updated yearly. All general education information is clear and complete. The general education requirements are designed to provide students with opportunities to develop basic competencies and to explore a wide variety of subjects. Each of the three A.A. 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.

**Analysis and Planning**

Coastline complies with the standard. Through their credit program, CCC EBUS Program students will receive an understanding of the basic content and methodology of the major areas of knowledge including the humanities and the arts, the natural sciences, and the social sciences.

**A.3.b. A capability to be a productive individual and life long 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.**

Coastline faculty develop courses and programs designed to provide the student with the skills to be a productive individual, speak and write clearly, use computer technology, and to be competent in a society characterized by rapid change. Competence in critical thinking empowers the student to distinguish opinion from fact and belief from knowledge. Evaluative skills learned through elementary inductive and deductive reasoning have applications in problem solving in all aspects of everyday existence. Therefore, all examinations, assignments, and activities at Coastline reflect academic rigor by requiring critical thinking on the part of the student. Clear and correct use of English, both on tests and in written assignments, is expected of all students. Students are encouraged to take the proper level of English as soon as possible. Students needing assistance are identified by faculty, via the matriculation process, and by student self-selecting. The College ESL program, basic skills courses, Early Alert system, and the matriculation process help faculty to assist students in identifying and improving their skill levels.

Communication, scientific and quantitative reasoning, and critical thinking skills are infused throughout Coastline’s curriculum. All three A.A. degree options have speech, English and math, requirements. Life science and an earth science class, along with a lab, are required for transfer options. Coastline offers two courses specifically designed to teach critical thinking (Philosophy 115 and English 102), and these courses are accepted for transfer to the CSU system (under Option II), fulfilling the critical thinking requirement.

**Analysis and Planning**

Coastline meets this standard. Students in the CCC EBUS will develop the capability to become productive individuals and life-long learners. They will develop oral and written communication skills, and skills in information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

**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.**

General education courses provide a broad learning experience in ethical principles, interpersonal skills, respect for cultural diversity and civic responsibility. The A.A. 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. For example:

**Appreciation of ethical principles**—The second of Coastlines 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. Coastline philosophy courses explore ethical issues in depth. Many activities of the Coastline Student Advisory Council (SAC) encourage the development and appreciation of ethical principles.

**Civility and interpersonal skills**—Enrollment in one of Coastline’s Leadership courses, which teach these skills, is a prerequisite to membership in SAC. Courses in Speech, Management and Supervision, and Business English also foster development of these skills. Group projects stimulate collaboration and civil discourse in many disciplines.

**Respect for cultural diversity**—Instruction to meet the needs of a diverse student population is part of the Coastline mission. That goal becomes a learning outcome through such activities as:

* For thirty years, the Coastline ESL program has immersed students by the thousands in conditions of diversity in age, gender, language, and culture.
* In accordance with District policy, the Curriculum Committee approved a global and multicultural studies requirement of 2.5 units for each A.A. Degree Option and identified numerous courses that could meet that obligation (*Catalog* p. 20).
* The College Staff Diversity Committee has taken a very visible role in educating the College community about the importance of sensitivity to equity and cultural issues.

**Historical and aesthetic sensitivity**—Contact with students in Coastline’s nationally prominent Acquired Brain Injury (ABI) program acquaints other students with inspiring examples of success in college despite grave physical misfortune. Courses in fields such as anthropology, art, history, and humanities engage the student in historical and aesthetic issues on many levels.

**Willingness to assume civic, political and social responsibilities locally, nationally and globally**—SAC provides numerous opportunities for students to develop a willingness to assume these responsibilities. For example:

* SAC members participate in humanitarian projects such as Yoplait *Save Lids to Save Live*s (breast cancer prevention); *Angel Tag* (Christmas gifts for underprivileged children); *Daffodil Days* (cancer research); and collecting used books for children.
* SAC sponsors an annual Advocacy Trip to Washington, D.C. The SAC President joins the College President, the Academic Senate President, and the Dean of Planning, Development, and Government Relations for a three-day visit to Washington for meetings with organizations and government offices that are relevant to community college endeavors.
* On Election Day, students observe political involvement: Coastline volunteers its facilities to the Registrar of Voters as a public polling place and voting booths appear in the College lobby. Students also have voter registration opportunities.
* Faculty and staff set an example for students by participation in many civic and community projects.

**Analysis and Planning**

CCC EBUS Program students participating in the general education courses will receive a broad learning experience in ethical principles, interpersonal skills, respect for cultural diversity and civic responsibility. The A.A. degree options combine these courses to provide the student appropriate learning outcomes in the major areas of general education.

**A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Students may select from among many selected areas of emphasis such as science and math, social and behavior sciences, communications, and majors such as art, economics, and business administrations.

**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.**

Coastline’s vocational and occupational certificates and degrees equip the student with technical and professional competencies to prepare for employment or meet other standards of licensure and certification required in their field of study. The *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, preparation for external licensure and certification, for an A.A. degree, or for transfer to a four-year institution. The *Career & Technical Education Guide* describes degree and certificate options as well as employability information and related job market information. The specific student mastery of knowledge, skills, learning outcomes, and competency requirements can be found in the individual approved course outlines on file in the appropriate dean’s office as well as in the Office of Instruction.

Occupational programs undergo regular review by advisory committees. The advisory committees are made up of business/industry leaders, part-time and full-time faculty, administrators, students, 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.

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. Three College programs provide training designed to meet specific industry-based exams. These exams are 1) Building Inspection Technology – State Certification, 2) Computer Networking – A+, N+, Certified NetWare Administrator, Certified NetWare Engineer, Microsoft Certified Professional, Microsoft Certified Systems Engineer and CISCO, and 3) Real Estate – California Real Estate Broker Examination and California Certified Real Estate Appraiser. In addition, the Paralegal Studies Program, an ABA Approved Certificate and/or Degree program, meets the California Business & Professions Code requirements for employment as a paralegal, and the Mediation course within the Dispute Resolution Certificate meets the Dispute Resolutions Program Act (DRPA) training requirements for California.

New certificate of achievement programs are: Biological Technology and Informatics. The Informatics program has been developed in collaboration with UC Irvine and students are eligible for transfer at the completion of the certificate.

Currently the College offers 36 certificates of completion or achievement in vocational or occupational areas. 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. The College also offers twenty areas of concentration that correlate with the American Council on Education’s “Guide to the Evaluation of Educational Experiences in the Armed Services” and are provided for students who are actively deployed in the military.

According to the Board Policy 030-3-2, “the Chancellor of the Coast Community College District is charged with the responsibility to ensure program and course articulation with two-year colleges, four-year colleges, high schools and vocational/occupational organizations. The Board of Trustees has the responsibility to review all vocational programs subject to the provisions of Education Code 78016 and to make a determination regarding such programs’ continuance.”

**Analysis and Planning**

Only general education courses will be offered to CCC EBUS students.

**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 objectives consistent with those in the institutions officially approved course outline.**

**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.**

Students attending the College 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*.

Coastline’s articulation officer, a counselor, has responsibility for establishing and updating articulation of lower-division breadth and general education requirements for campuses of the University of California (UC), California State University (CSU), and private universities and colleges. She is a voting member of the College Curriculum Committee.

The District Board of Trustees adopted a policy to accept courses for credit from schools identified in *Accredited Institutions of Post Secondary Education*, published by the American Council on Education (ACE). All coursework from other California Community Colleges is accepted. The graduation clerk, in consultation with the 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 A.A. 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 at [http://www.assist.org](http://www.assist.org/). ASSIST lists transferable courses from all participating four-year colleges and universities that can be matched with courses at the community college.

Expected learning outcomes for degree and certificate programs are clearly stated in course materials, which are on file in the Office of Instruction. Instructors provide course syllabi, which define student learning outcomes to students in their courses. The College identifies program outcomes through descriptions in the *Catalog*. The institution designs outreach and recruitment materials to make the public aware of program outcomes. Finally, the College informs the public about programs and requirements via specific activities, including college and program orientations, College Web site, cable television advertisements, KOCE, and all local newspapers.

**Analysis and Planning**

CCC EBUS Program students will receive copies of the college catalog so they can understand policies of transfer of credit between institutions. Translated materials should also be made available to their parents, who are paying for their tuition. All translations will be performed by a qualified interpreter of the college’s choice.

**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.**

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.

When programs are eliminated from the curriculum or when the requirements for a program are changed, the Curriculum Committee must vote 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. 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.

Before a program is eliminated, either its department leadership must recommend the decision or the program must undergo thorough analysis via the Program Vitality process. Programs with declining enrollment and programs that prepare students for employment in a diminished job market, as evidenced by Program Review, can be the subject of a Program Vitality study. The study involves an independent panel of faculty and administrators outside the department affected.

In cases where the requirements have changed for a particular program, students who have not broken enrollment have the option of completing either the requirements in effect when they started the program. 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.

**Analysis and Planning**

If the CCC EBUS Program is terminated, the college will continue the semester in which students are enrolled, enabling all students to finish their courses.

**A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public, and its personnel through its *Catalog*s, 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.**

Coastline Community College strives for clarity, accuracy, and consistency in all representations made to its constituencies, the public and prospective students. Coastline provides information about services, programs, and policies through its Web site, e-mails, minutes of meetings, memos, newsletters, handbooks, annual reports, information packets, *Class Schedule, College Catalog, Transfer Handbook for Student Success, Career & Technical Education Certificate Programs, Distance Learning Guide*, press releases, and advertisements and brochures about specific programs or activities. Publications are produced and edited by the Graphics and Publication Department, which ensures that information is consistent among various departments within the College. Off-campus centers generate program-related publications on an as-needed basis. Individual divisions, departments, and programs regularly develop brochures and other print materials. Posters and brochures highlighting student services are kept on display in high student-traffic areas. The Graphics and Publications Office has the final authority over all publications.

The College keeps all institutional policies, practices, and publications current and focused on its mission, programs and services. Through a comprehensive system of participatory governance, input is gathered from all constituencies each time a policy, practice, or publication is created or changed. Publications printed periodically—the *Catalog, Class Schedule, Distance Learning Guide, Transfer Handbook for Student Success,* *Career & Technical Education Certificate Programs,* and the *Annual Report*—are reviewed by a variety of individual staff and committees representing faculty, students, and administrators. Each document is checked to ensure accurate representation of the College mission, programs, and services.

The College Web site includes a calendar of events, a searchable schedule, information on all departments, hyper-linked email address directory, information on all College publications, current news releases, special messages and all official publications. The *Catalog* serves as the primary source of information about: educational purposes; degrees; curricular and course offerings; academic calendar; program length; and names of administrators, faculty and governing board. The *Catalog* and Class Schedule are available online. The Class Schedule is mailed to all residents in the Coast District and all current students. It includes information about current course offerings, requirements for admission, educational resources, student fees and financial obligations, current semester calendar, financial aid, refund policies, and telephone contact numbers for all departments of the College.

The Office of Instruction is responsible for the precise and accurate information on course offerings that is published in the *Class Schedule* and *Catalog*, as well as updating and publishing the *Faculty Handbook* each fall. The faculty handbook contains a thorough review of Coastline policies, academic practices, personnel practices, services available to faculty and students, and other information important to faculty.

The Marketing and Public Relations Department creates an *Annual Report* which is distributed to community business and organizations, donors, volunteers, employees of the College, students and other affiliated groups (this document is funded through the Foundation). The report provides an overview of College accomplishments, highlights, and events, and recognizes contributions that take place during each academic year. Marketing and Public Relations is also responsible for developing and ensuring the accuracy of internal and external campus publications. The director serves as the official College spokesperson.

The Student Services Office is responsible for precise, accurate, and current information that pertains to requirements for admission, important dates related to the academic calendar, student service policies, student fees, financial obligations, financial aid, and refunds. The Counseling and Guidance Office is responsible for ensuring that all information concerning degree and certificate programs, transfer programs, matriculation, and educational resources in the *Catalog* and other publications is accurate and current.

**Analysis and Planning**

CCC EBUS Program students will receive pertinent copies of college materials such as the Catalog and Career and Planning Guide. They will also receive a bilingual orientation handbook. All marketing materials that are generated by the college or through our partner will be translated through a qualified interpreter selected by the college.

**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.**

**A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Faculty are guided by Coast Community College District Board Policy 030-3-1.5, *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 concerning 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. Academic freedom is discussed at orientation meetings for new faculty, and a motion in support of academic freedom was passed by Coastline’s Academic Senate on May 11, 1993 and the Academic Senate reaffirmed its support of the academic freedom statement on October 19, 1999.

The academic freedom statement adopted by the District in 1989 (see above) includes sections that address these issues for faculty. More specifically, it 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.”

Students who feel that faculty members have not presented fair, objective information in class or who think personal convictions of a faculty member have had a negative effect on class discussions, course objectives or a student’s grade, can speak with the Vice President of Instruction. As explained on page 63 of the *Catalog,* all students have the right to petition for redress of grievances. Grievance petitions are available in the Office of Student Services.

**Analysis and Planning**

Coastline meets this standard. CCC EBUS Program students will receive a copy of the college catalog and they will receive an overview in how to use it during one of their orientations.

**A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

The College has the responsibility of ensuring that grades represent the knowledge and skill level of each student; acts of academic honesty interfere with this duty. 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 030-10-1 *Student Code of Conduct and Disciplinary Procedures* delineates expectations concerning appropriate student behavior and sanctions for violations.

A definition of Academic Honesty, including examples of violations, appears in the *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 with the student, take one or more of the following actions: Issue a reprimand; give the student an “F” grade, zero points, or a reduced number of points on all or part of a particular paper, or examination; or, assign an “F” grade for the course. NOTE: A grade of “F” assigned to a student for academic dishonesty is final and shall be placed on the transcript. If the student withdraws from the course, a “W” grade will not replace and “F” assigned for academic dishonesty.

**Analysis and Planning**

CCC EBUS Program students will receive a copy of the college catalog and they will receive an overview about its contents and how to use it during one of their orientations.

**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 world views, give clear prior notice of such policies, including statements in the *Catalog* and/or appropriate faculty or student handbooks.**

As a publicly supported community college, Coastline does not seek to instill any specific beliefs or world views.

**A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Please refer to the section of this report entitled “Principles of Good Practice in Overseas International Education Programs For Non-US Nationals” for a full description of our how our CCC EBUS conforms to each Accreditation Standard.

**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.**

**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.**

Coastline has articulated the College’s mission by identifying the priorities for student support services in the College Master Plan (Attachment G):

1.1 CCC will expand and enhance its support services and programs to better serve the needs of students and encourage their matriculation into CCC programs leading to certificates and degrees.

2.6. CCC will continue to advance the quality of its instruction and support services through a comprehensive faculty and staff development program.

3.2. CCC will enhance Seaport to incorporate student support, connectedness, and learning outcomes.

The innovation of Coastline is evident in its strong integration of instructional and student services in such programs as the Incarcerated Students Educational Program (ISEP), Special Programs and Services, and Military/Contract Education. Each of these programs has developed processes where admissions, student follow-up, counseling, and instruction are all components of a seamless structure and delivery system.

The College is committed to providing student support services regardless of location or means of delivery and has traditional and several on-line programs and systems in place to address this commitment (Virtual Library, on-line book services, on-line application, assessment, and orientation). Coastline enjoys an exemplary reputation of being highly innovative in instructional delivery, which presents challenges and opportunities for student support services to meet that high bar of delivery of services.

The Office of Research has played a critical role in the review and evaluation processes for student support services. Support programs such as counseling, EOPS, Financial Aid, and DSPS undergo a rigorous review cycle as specified by the State Chancellor’s Office. Coastline has developed a separate program review process for student support services, tailored to student needs for counseling, financial aid, admissions and records, and other services. Counseling was last reviewed through the Instructional Program Review process in 2005. The review identified that the following objectives had been accomplished:

* Implementation of a decentralized counseling model, with counseling offered not only at the College Center but also at the Le-Jao, Garden Grove, and Costa Mesa centers;
* Rebuilding of the full-time counseling staff and identification of adequate classified staff and physical resources to support counseling, articulation, and other services;
* Expanded outreach and services to students through increased classroom visitations and presentations; through implementation of online student orientation and online delivery of other resources; and through enhanced technology-mediated communication and education planning;
* Collaboration with other departments in the collegewide initiative to begin to identify and track Student Learning Outcomes (SLOs);
* Improvement of the vitality of the counseling curriculum by adding new counseling courses and adapting existing courses for delivery via distance education modalities.

The Distance Learning Department provides many services to students who live at a distance, including Web services and self-help materials, registration 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.

**Analysis and Planning**

CCC EBUS Program students will receive matriculation services (assessment, orientation, counseling, registration, and followup) onsite. Their instructor or the onsite administrator will be able to assist them with technical difficulties they may experience such as signing on to their MyCCC or Seaport accounts.CCC EBUS students will receive an opinion survey regarding their satisfaction with the program and the services they have received.

**B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information.**

The *Coastline Community College Catalog* is available in both print and electronic formats. The online version is available through the College Web site (<http://coastline.edu>) or directly at Catalog contents are as follows; the references to page numbers correspond to both the print and electronic catalogs for 2009-2010:

**a. General Information**

* Official Name, Address(es), Telephone Number(s) are located on the inside front cover; the web site is located on the back cover
* Educational Mission is located on page 6.
* Course, Program, and Degree Offerings pages 20-63 and 82-170
* Academic Calendar and Program Length page 2
* Academic Freedom Statement ……………………………………………… page 66
* Available Student Financial Aid page 12
* Available Learning Resources [in the *Distance Learning Guide*

and in numerous separate brochures, leaflets, and other documents—printed and online]

* Names and Degrees of Administrators and Faculty pages 176-186
* Names of Governing Board Members page 1

**b. Requirements**

* Admissions page 10
* Student Fees and Other Financial Obligations pages 72-73
* Degree, Certificates, Graduation and Transfer pages 18-19, 29-34, 38-61

**c. Major Policies Affecting Students**

* Academic Regulations, including Academic Honesty pages 66-80
* Nondiscrimination page 6
* Acceptance of Transfer Credits page 69
* Grievance and Complaint Procedures page 78
* Sexual Harassment page 79
* Refund of Fees page 76

**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, 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, supplemental counseling publications, and Web site contain accurate information regarding all programs and services at Coastline. Supplemental counseling publications include *Career and Technical Programs* and the *Transfer Handbook for Student Success*. The Class Schedule is mailed to all residents in the Coast Community College District and to currently enrolled out-of-District students each semester; approximately 293,308 households receive the Class Schedule. In addition, the Catalog is available at no charge to students at the College Center and the Costa Mesa, Le‑Jao, and Garden Grove Centers.

The Catalog, Class Schedule, and Web site include admissions, graduation, social, academic, and refund policies, Code of Conduct (abbreviated versions), and complaint and grievance procedures. The Board-approved Code of Conduct provides student information regarding specific conduct that is expected of students, *Board Policy 030-10-1, Student Code of Conduct and Disciplinary Procedures*). Copies of the complete Code of Conduct and disciplinary procedures, which includes complete definitions of violations, are available in the office of the Vice President of Student Services.

The Class Schedule and College Web site provide easy access to information on policies, procedures and requirements. This information fulfills the College mission statement: “Coastline is committed to student success through accessible and flexible education within and beyond the traditional classroom.” The Class Schedule, which contains an Application to Register form, is mailed each semester to all residents of the Coast Community College District and to currently enrolled out-of-district students. The application can also be printed from the Web site and then mailed to the College or it can be completed and submitted online.

**Analysis and Planning**

CCC EBUS students will receive a copy of the college catalog as well a student handbook and support materials providing policy and other information. A translated version of the handbook shall also be developed for the non-English speaking parents and high school administrators.

**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.**

Coastline has a Supervisor of Research in the Office of Research who co-chairs the Institutional Effectiveness (IE) Committee and the Matriculation Committee. In collaboration with the Instructional Coordinator/Researcher (the other co-chair of the IE Committee), the Supervisor conducts research on courses, programs, services, and the College as a whole. A variety of tools, techniques, and formats are used, depending on the nature of the research, the timeline, and the constituency involved.

Coastline has a well-organized, comprehensive planning process built into its participatory governance structure, primarily through committees and task forces composed of representatives from each constituency group, including students. Planning is based on outcomes of research and Program Review findings, including qualitative student evaluations, usually in the form of surveys. The Student Advisory Council also serves as a communication link between students and College administration regarding student proposals for the introduction and improvement of programs, procedures, and services.

Surveys and other data gathering activities within the past three years that address the learning support needs of students include the Accreditation Self-Study Survey, the annual Graduate Petitioner Exit Survey, the annual Military Student Satisfaction survey, and EOPS point-contact surveys.

Two Master Plan Initiatives regarding this Standard that the Research Department strives to fulfill are

2.1. CCC will enhance its “pathways to student success” by focusing on

1. student learning outcomes.

2.7. CCC will emphasize the importance of research and development

* 1. activities across all departments and disciplines.

**Analysis and Planning**

CCC EBUS students will receive an opinion survey regarding their satisfaction with the program and the services they have received; this data will be analyzed and services will be provided as necessary. See planning A.2.a.

**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.**

Coastline was established as a "college without walls" and in keeping with that tradition, continues to provide both local and remote students with access to student support services using both traditional and technology-enabled delivery methods.

Coastline’s three main Learning Centers (Garden Grove, Le-Jao, and Costa Mesa) are fully equipped to fulfill a variety of student requests for service during daytime and evening operating hours. At other sites, instructors provide limited services, such as in-class registration, and make referrals to the nearest Coastline site where services are available. The Weekend College Program at the Costa Mesa Center also has limited staffing available on Saturdays to assist students. Counseling is available at all three sites and online via e-mail. The application and student orientation is available online. Librarian reference services (“Ask the Librarian”) are available by e-mail with response within 24 hours. All faculty have telephone numbers and voicemail capabilities, and many provide e-mail addresses to students.

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 mail-order materials, and proctoring assistance.

The College Web site includes basic information about the College, such as the staff directory, the schedule of classes, registration information, and information about programs, degrees, and certificates. The Web site also links to pages for financial aid and for online submission of an Application to Register. Online orientation, assessment, and basic skills instruction are available, as well as online chat with a counselor. Although these services were developed primarily for distance learning students, onsite students have benefited from them as well.

The Coastline student body is largely 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.

Each year the Vice President of Student Services meets with staff to review department goals and objectives and to develop new objectives for the coming year. These objectives are then reviewed by the College President.

Following is a brief description of major student services available at Coastline. Descriptions cover both onsite and offsite service delivery. The distributed nature of Coastline and the strong tradition of distance learning enhance student access to services.

**ADMISSIONS AND RECORDS**

Admissions and Records are 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, or online via the California Community College Application Center (“CCCApply”), or in person at the College Center.

Applicants receive an appointment date and time for touch-tone registration. To register, the applicant calls (714) 438-8250 and—interacting with a menu, not a person—enters the necessary data. The system answers incoming calls with a tri-lingual request to select operation in the desired language: “For English, press 1”; [then, in Vietnamese] “for Vietnamese, press 2”; [and, in Spanish] “for Spanish, press 3.” Late registration is also offered.

The Distance Learning and Contract Education Programs work cooperatively with Admissions to provide specialized application and registration procedures for students who do not live in the immediate area. Details appear in the *Distance Learning Guide*.

**BOOKSTORE**

Students can purchase textbooks, laboratory kits, and other materials by visiting the Bookstore, located in the College Center, or by ordering online.

**LIMITED ENGLISH PROFICIENT (LEP) STUDENT SUPPORT SERVICES**

The Coastline ESL program operates its own parallel support service for LEP students. Bilingual staff provide assistance with registration and ESL placement testing. Details of the Coastline ESL program appear in II.A.

**FINANCIAL AID**

Students seeking vocational training, an A.A. 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 the U.S. Department of Education booklet, *Funding Education Beyond High School: The Guide to Federal Student Aid*.

**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 onsite subspecialty physicians and ancillary services support. 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 subspecialty medicine/surgery.

**LEGAL CLINIC**

The Legal Clinic, a Coastline-sponsored service offered in conjunction with Coastline’s Paralegal Studies A.A. degree/Certificate Program, provides free legal counseling to students, alumni, faculty, and staff. Clients receive a 30-minute consultation with an attorney. Since inception, in 1989, approximately 7,000 students, alumni, faculty and staff have received legal information and assistance.

A panel of volunteer attorneys and Coastline students who are enrolled in Paralegal Studies staff 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.

**MYCCC**

All Coastline students receive a login and password to their own account which is a “portal” to Coastline. At this site, they see all the courses they are enrolled in. If their instructor has a website, they can click the link to enter it (all DL courses may be entered here). They can add or drop a class here. The link to their college email account is here. News about the college is here. Grades are here (one month after the semester is over). CCC EBUS Program students will receive a MYCCC account when they register.

**STUDENT SUCCESS CENTER**

See II.C.1.

**Analysis and Planning**

CCC EBUS students will have access to all online services, which they will learn about during their orientations. As they complete surveys, or as their onsite instructors or counselors become aware of additional services that they may require, we will make consideration of how these services might be provided in order to ensure their success.

**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.**

The College surrounds the Coastline student with a physical, organizational, and intellectual environment that encourages personal and civic responsibility and intellectual, aesthetic, and personal development.

**An inviting physical environment**—Coastline buildings and grounds are well maintained and aesthetically inviting. New construction expands facilities and replaces outdated buildings: the Le-Jao Center replaced a leased elementary school. Facility upgrades, such as ramps and automatic doors for the handicapped, render existing buildings more serviceable and attractive. The Student Center at Le-Jao Center provides a new and convenient gathering place. Urgent facility requirements receive prompt attention from the Maintenance and Operations Department.

**Encouraging personal and civic responsibility**—One of Coastline’s eight Degree-Level Outcomes is the demonstration of ethical civic, environmental, and social responsibility. The Student Advisory Council exists to further the student’s acquaintance with these obligations. Political Science courses introduce the student to the importance of human factors and personal involvement in shaping public policy. On Election Day, students observe that involvement at first hand: Coastline volunteers its facilities to the Registrar of Voters as a public polling place and voting booths appear in the College lobby. Students also have voter registration opportunities.

**Stimulating intellectual development**—At Coastline, goals and activities are student-centered throughout the institution. Virtual classrooms, a new College Web site, and the new Seaport Course Management System, for example, provide a higher level of engagement for distance learning students (see III.C.1.a for details of Seaport). Included in Coastline’s eight Degree-Level Outcomes are the development of information competency and the ability to use scientific and quantitative reasoning. There is an across-the-board emphasis on learning to apply critical thinking and analysis. As spelled out in the “Critical Thinking” passage in the *College Catalog*, “[A]ll examinations, assignments and activities at Coastline reflect academic rigor by requiring critical thinking on the part of the student.”

**Stimulating aesthetic development**— Of the approximately 350 classes in the Coastline Class Schedule, at least 15% are classes in art, music, or dance. The College operates its own art gallery. Exhibitions of student work are held regularly in the College Center.

**Personal development**—Among the character traits that Coastline seeks to develop are an understanding of and respect for cultural and global diversity. In the Coastline Master Plan, Priority 2.4. is “CCC will establish a coordinated international education program to teach students about their responsibilities as local and global citizens. Many Coastline courses in disciplines such as anthropology, foreign languages, and many art courses touch on diversity issues. Courses such as Speech 103 (Introduction to Intercultural Communications) require the student to confront diversity issues in detail.

**Leading by example: the Student Advisory Council**—Coastline builds leadership skills through the Student Advisory Council (SAC), the College’s primary student organization. Open to all students, SAC organizes activities that support the student body and activities that benefit the community at large. Students are part of Coastline’s participation in the annual United Way campaign; in *Angel Tree*, a Christmas present donation drive for underprivileged children; in textbook donation drives; and in *Daffodil Days*, a fund-raiser for cancer research

**Student participation in College advocacy**—Starting in 2003-04, SAC has sponsored an annual Advocacy Trip to Washington, D.C. The SAC President joins the College President, the Academic Senate President, and the Dean of Planning, Development, and Government Relations for a three day visit to the nation’s capital. Visits 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 federal officials of Coastline’s mission, programs, projects, services, and needs.

**Analysis and Planning**

The CCC EBUS Program plans to assist its students in building their resumes for readiness to apply to American colleges. One aspect of this will be encouraging them to participate in volunteer activities in their own communities and the importance of demonstrating appropriate civic responsibility, and developing aesthetic tastes and hobbies, as well as striving for intellectual goals.

**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.**

Coastline has faculty and staff positioned to support student development and success and to advise students effectively. Counseling Program Review (2005) findings indicated that counseling faculty regularly participate in professional conferences and discipline-related workshops and maintain membership in professional organizations. 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. Adjunct 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 department chair to help part-time counselors and the new full-time counselor stay informed on program requirements and changes. The training has been well received and more is requested. In spring 2005, the counseling faculty participated in an all-day workshop addressing Student Learning Outcomes. The workshop was designed to help faculty identify SLOs related to both counseling services and courses and to develop plans for monitoring student success.

Coastline has designed, currently maintains, and regularly evaluates the following counseling and/or advising programs to support the general student population as well as special student groups and targeted populations:

* CalWORKs
* Extended Opportunity Programs and Services (EOPS)
* Incarcerated Student Education Program
* International Student Program
* Matriculation
* Military Students Program
* One-Stop Center/Student Job Service Center
* Online Student Services
* Special Programs and Services for the Disabled (including the Acquired Brain Injury [ABI] program)
* Transfer Center
* Veterans Services

**CalWORKs.** The Coastline CalWORKs program offers comprehensive support services such as child care vouchers, transportation assistance, assessment skills testing, basic skills remediation, financial aid assistance, tutoring services, job placement assistance, and work-study opportunities.

**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. EOPS aims to provide qualified students with supplemental services and support to help them achieve their educational goals. The Program also links the students with instruction and provides services to support retention, transfer, and transition. Coastline EOPS strives to recruit students from a wide variety of ethnic backgrounds. In addition to English, Coastline EOPS staff speak Spanish, Vietnamese, Cantonese, Mandarin, and Trieu Chau, a Chinese dialect.

Since fall 1993, funding from Cooperative Agencies Resource for Education (CARE) has augmented EOPS Program services. CARE provides single parents who are receiving welfare benefits with additional support and services to enable economic self-sufficiency and to reduce welfare dependency. The EOPS Handbook explains CARE eligibility and benefits.

**INCARCERATED STUDENT EDUCATION PROGRAM (ISEP).** Research shows that educational opportunities for the incarcerated reduce recidivism and reduce tensions within the prison. Besides fulfilling the Coastline mission, the Incarcerated Student Education Program (ISEP) assists the California prison system in rehabilitating inmates and preparing them for life outside prison walls. The impact of higher education is documented in *Learning to Reduce Recidivism, A 50-State Analysis of Postsecondary Correctional Education Policy*, by The Institute for Higher Education Policy, November 2005.

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. The program provides accredited college-level distance learning courses, delivered on DVDs, to incarcerated persons in California state prisons. At this time Coastline offers a non-transfer Associate in Arts degree in General Education and Social Science. Coastline also offers courses that will fulfill many of the CSU requirements for transfer. It is the goal of ISEP to develop and offer telecourses that will meet the transfer requirements for the California State University system.

**INTERNATIONAL STUDENT PROGRAM.** The International Student Program at Coastline serves students in ESL and students in the regular College program; the proportion of international students in ESL is higher than in the regular College program.

**MATRICULATION.** The Matriculation Committee is co-chaired by the Supervisor of Research and the counseling chair. Upon completion of 12 units or enrolling 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. To assist students in this process, questions have been added to the Application to Register, answers to which will help the Admissions Office identify students that require matriculation. The questions are on the second page of the Application; a copy is printed inside the back cover of the Class Schedule.

Matriculation operations are coordinated from the College Center; services (admissions, registration, counseling, and orientation) are available at the various learning centers. 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; see II.B.3.e for details. Orientation is offered by counselors or online.

**MILITARY STUDENTS PROGRAM.** Through its Military Contract 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. In support of the College’s mission to deliver education both within and outside its brick and mortar confines, Coastline serves more than 10,000 military students in virtual online classrooms on military bases and in areas of conflict throughout the world. Courses are delivered on CD-ROM to students deployed to areas with no Internet access. Coastline students are located around the globe, including such places as Iraq and Afghanistan, and aboard ships and submarines at sea.

The Military Students Program requires close coordination between the College and over one hundred military education centers at military installations worldwide. The program is self-sustaining, funded entirely through government contract and tuition assistance (TA) paid to 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 differ in many respects from normal College functions in these areas.

Similarly, counseling, evaluations, and fulfillment of various contract deliverables require different skill sets from those needed for student service functions with civilian students. Accordingly, there is a specially trained cadre of student service professionals within the department which is above and beyond 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.

The largest contract education program for military personnel is 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 sailor 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)—that 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 reporting, and invoicing, are entered, recorded, and monitored through this portal. The system provides reporting and communication tools to ensure contract compliance and exercise quality control for all operations.

**ONE-STOP CENTER / STUDENT JOB SERVICE CENTERS.** The One-Stop/Student Job Service Centers are another unique program of Coastline student support services. With the collaboration and funding support of federal, state, and county agencies, Coastline Community College operates three 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.

All three centers use GadBall, the unique electronic job distribution network and career management portal. GadBall gives job seekers access to more than 200,000 active job leads, a career e-mail address, a career management portal to receive and manage all inquiries to their resume, and the ability to distribute their resume online to all of the major job boards with one click of the mouse, once an on-line resume is created.

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 youth, veterans, seniors, and individuals with disabilities.

Information on upcoming job and career fairs, on-site interviews with local employers, and the latest in computer literacy and employment skills assessment are available at the Student Job Service Center located within the Westminster One-Stop. These services are available to all Coastline students.

Students with disabilities can access a wide variety of programs available to support their successful entry into the workforce through 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; can help find 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, the County of Orange Social Services Agency, and the State Department of Rehabilitation share space at two of the 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 Fullerton. In addition to being open during normal business hours from 8:00 am to 5:00 pm, extended hours of operation at the Westminster and Irvine facilities allow job seekers access to services until 7:00 pm Monday through Thursday.

In age, Coastline students range from less than 19 years to over 50. Distribution by age is 3,080 less than 29 years, 3,473 between 30 and 49, and 3,386 over 50. Most Coastline students already have experience searching for employment; many are currently employed. Limited statistical data is currently available on the number of students accessing the One-Stop/Student Job Service Center. One-Stop Center sign-in sheets have recently been redesigned to include Coastline as a partner within the Center for students to access the Student Job Service Center. Information about the Student Job Service Center has also been added to the weekly orientations held at the One-Stop.

**ONLINE STUDENT SERVICES.** Unlike most community colleges, Coastline has no central campus. Instruction is instead offered in various locations throughout western Orange County. The typical Coastline student is either a distance learner or an in-class student studying onsite at various locations or a combination of both. 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 through e-mail (online advising), telephone, fax, and postal mail. Counselors continue to explore other innovative ways to provide counseling at a distance such as online chat.

The counseling staff consists of two full-time generalists, one half-time articulation officer/counselor, and one half-time counselor for ESL students. To assist the counseling staff a system was implemented whereby new students can complete online orientation before meeting with a counselor. Students can obtain a great deal of information through the Online Orientation, but if they have unanswered or complicated questions that need expert attention, students can call to schedule an appointment with a counselor.

The Online Student Orientation takes about 30 minutes to complete. Online orientation covers the same programs, policies, services and college information as the traditional on-site meeting. A separate orientation, tailored to military program requirements, is offered for military students.

**SPECIAL PROGRAMS AND SERVICES FOR THE DISABLED (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, vocational courses and remedial/nontransfer 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 AB-77 monies, which are categorically earmarked for students with disabilities in the College through the state Chancellor’s Office for 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 programs:

**ABI (Acquired Brain Injury) 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 a 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.

**Adaptive Fitness for Seniors—**the program consists of ten courses designed to assist seniors with disabilities in the maintenance of general physical fitness, and balance. Students participate in one to three class meetings per week for up to two hours. Classes are held at Oasis, Fountain Valley, and Westminster Senior Centers as well as Coastline’s Le-Jao Center.

**Developmentally Delayed Learner (DDL) Program**—

* **DDL Community -** is an educational program designed for students with very mild to moderate developmental delays (below average intellectual functioning with a potential for measurable achievement). Courses address primarily academic and fitness needs to foster maximum independence and health. This program serves approximately 400 students. Classes are offered at the Costa Mesa Center as well as satellite sites in Westminster, Fountain Valley, Garden Grove, San Juan Capistrano and Irvine, with future sites pending.
* **DDL Fairview Developmental Center** – is an educational program designed for students who reside at Fairview Developmental Center. These students have moderate to severe developmental delays and may have other disabilities such as mental illness, and/or physical impairments. A variety of courses are offered including; academics, music, art, communications, food preparation, computer skills, etc. This program is 100% funded by state categorical money earmarked for the Fairview Developmental Center program. Approximately 400 students are served.

**STAR**

See II.A.2.c for details of the STAR (*Strategic \* Technology-Assisted \* Rapid*) Program.

**TRANSFER CENTER.** The Coastline Community College Transfer Center, located in the Garden Grove Learning Center, assists students, staff, and the general public in making a smooth transition to a four-year institution. The transfer center was funded for three years through the University of California Irvine Transfer Consortium grant.

An extensive library of college and university catalogs is available in the Transfer Center. Three computer stations with printing capability are provided free for student usage. Internet access for transfer research, online application to various CSU, UC, and private institutions is available. Students can use the Eureka Career Information system for research in careers, employment outlook, scholarship, and educational institutions. Part-time personnel are available to assist students with transfer and career issues, and provide tips on using Transfer Center resources. Other services include information on majors, choosing the right college, appointments with university representatives, special workshops, and the annual University Transfer Event.

**TUTORING.** Coastline offers tutoring at the Student Success Center; see II.C.1 in Standard II.C. Tutoring for Coastline EOPS students is offered at Golden West College under special arrangements with that institution.

**VETERANS’ SERVICES.** The Veterans Service Office (VSO), located the College Center, serves approximately 150 veterans each semester; the number has about doubled in the years since Sept. 11, 2001. 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.

**Analysis and Planning**

In addition to having their own counselors to assist them, CCC EBUS students will have access to all online services, which they will learn about during their orientations. As they complete surveys, or as their onsite instructors or counselors become aware of additional services that they may require, we will make consideration of how these services might be provided in order to ensure their success.

**B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Inclusiveness for students, faculty, and staff, in policies and in practices, is key to the Coastline institutional culture. This outlook manifests itself in many ways:

**Events, staff, and programs that celebrate students with diverse backgrounds**—Special commencement ceremonies are held for ESL students and for students in Coastline’s nationally prominent Acquired Brain Injury (ABI) program. Coastliners are recognized contributors to the cause of diversity: the current EOPS Counselor/Coordinator received the 2005 Regina Stanback-Stroud Diversity Award from the Academic Senate for California Community Colleges. Coastline held a Latino Youth Leadership Academy in 2009.

**Targeted marketing**—The Marketing and Public Relations Department reaches out to local ethnic populations through marketing in Spanish and Vietnamese.Coastline participates in the Orange County Diversity Job Fair, joining such organizations as the Asian Business Association of Orange County and Asian Community Development to connect students with major local employers.

**Diverse hiring practices**—Coastline hires with an institutional commitment toward faculty and staff that are drawn from pools of candidates reflective of the surrounding community. The Staff Diversity Committee sponsors programs for faculty and staff, throughout the year, that build knowledge and promote awareness of diversity issues and concerns.

**Sensitivity in publications**—Photos of students in Coastline publications are reflective of students’ background and ethnicity.

**Total commitment to Section 508**—Coastline is committed to full compliance with Section 508 of the Americans with Disabilities Act. Ongoing activities include assuring compliance on College Web sites and the provision of closed captioning in distance learning courseware.

**A college open to *all***—Coastline places a broad interpretation on its obligation to provide open access. Coastline *seeks* students that many institutions admit—if at all—with reluctance, such as CalWORKs clients, the incarcerated, and victims of severe developmental disabilities and mental illness.

Coastline meets this standard as it fulfills its mission to provide, “High quality instructional programs and services that meet the needs of students in diverse local and global populations”. Coastline’s penchant for creativity, innovation, and entrepreneurship has served as fertile ground for such programs as the Incarcerated Student Educational Program, the Acquired Brain Injury Program, Developmentally Delayed Learner Program, Military Contract Program, Early College High School, 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.

**Analysis and Planning**

The nature of this program will enhance multicultural education opportunities for both faculty and students. The development of the CCC EBUS Program enables the college to explore new frontiers of global awareness and to enhance student understanding and appreciation of diversity.

**B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

All of Coastline’s placement tests are currently approved for use by the State Chancellor’s Office. The math test, a locally managed test, was developed in-house through the collaborative efforts of the mathematics faculty and the Coastline Office of Research. The College Board Computer Placement Test (CPT) is used for English placement. The American College Testing (ACT) U.S. College Compass instruments are used for ESL placement.

The matriculation researcher facilitates all studies required to maintain these placement instruments and to keep them on approved status with the Chancellor’s Office. The matriculation researcher maintains all research files for the placement instruments. Each file contains findings of research conducted to identify cut scores, validate multiple measures, and identify instances of potential disproportionate impact.

Two approaches are used to assess the overall appropriateness of the placement processes for ESL, English, and mathematics. The first approach involves consequential validity; a procedure whereby students and instructors are asked to provide their perceptions of the placement process. Table 2B.4 is an example of a consequential validity study recently conducted for the English assessment and placement procedure. As shown in Table 2B.4, 81% or more of the placed students agreed that their placement was appropriate into their respective English course. English instructors felt that 68% or more of the English placements were appropriate. The second approach for assessing the placement processes involves tracking the rates at which students succeed in placed courses and comparing these 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 2B.4. **English Placement Test Evaluation: Consequential Validity Study** | | | | | | |
| **Student Responses** | | **Course\*** | | | **Instructor Responses** | |
| **English**  **099AB** | **English 100** | **English 102** |
| **I placed into this course by:** | |  |  |  |  | |
| * Completing the prerequisite course. | | 18% | 42% | 52% |  | |
| * Taking the English placement test (see statistics below) | | 76% | 50% | 8% |  | |
| * Recommendation from an English instructor at his college. | | 2% |  | 2% |  | |
| * Evaluation of my transcripts or placement. | | 4% | 8% | 38% |  | |
| Students were asked this question: **Which of the following statements is most true of your placement in this course?** | |  |  |  | Instructors were asked to indicate the appropriateness of a student’s placement in the English course by responding to the options below: | |
| This course is too difficult 🢂  for me. | | 13% | 7% |  | 🢀 | **Inappropriately placed – student’s skill level is too *low* (should have enrolled in a lower level class).** |
| **16%** | **25%** |  |
| This course is the right level 🢂  for me. | | 81% | 89% | 100% | 🢀 | **Appropriately placed**. |
| **68%** | **73%** | **100%** |
| This course is too easy for me. 🢂 | | 6% | 4% |  | 🢀 | **Inappropriately placed – student’s skill level is too *high* (should have enrolled in a higher level class).** |
| **16%** | **2%** |  |
| \* Courses: | **E099** – Fundamentals of Composition  **XX%**  XX%  Legend: - Student Responses  - Instructor Responses  **E100** – Freshman Composition  **E102** – Critical Reasoning, Reading and Writing | | | | | |
| Source: | English Placement Test Evaluation, May 11, 2005  (document \_ \_ \_ ) | | | | | |

Except for EOPS students, Coastline does not require placement testing of students prior to first time enrollment. Only upon completion of 12 units, or enrolling in more than 6 units in the first semester, are students are advised that they are required to participate in matriculation. Students taking the placement tests are generally either referred by counseling or are self-referred students who are seeking to establish eligibility to enroll in English or math courses that have prerequisites. Matriculation operations are coordinated from the College Center; related services are offered at the various learning centers. Questions have been added to the Application to Register to help the Admissions Office identify students that require matriculation.

All current research indicates that Coastline placement methods, instruments, and procedures do not discriminate, and they provide good placement information to students. In general, students feel that they are placed properly more often than their instructors do. Table 2B.4, which summarizes the results of a consequential validity test evaluation of English placement, shows this distinction. In English 099, Fundamentals of Composition, 81% of student respondents believed, “This course is the right level for me.” Only 68% of instructors agreed.

**Analysis and Planning**

Students will be tested for eligibility to enter the CCC EBUS Program using the ACT test as one of the measures. Scores will be validated by the Coastline Research department on a consistent basis. CCC EBUS Program students will also need to take the matriculation English and math tests if they want to enroll in those courses. The Supervisor of Research should also collect their test scores to determine if there are any cultural biases in the cutoff scores, as related to our current student population.

**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.**

**Descriptive Summary**

All student records are scanned for secure onsite storage. The District’s Student Data Management System provides nightly back up of records and a collocated server provides back up support as well. As transcripts, student test scores, counselors’ education plans, and other pertinent documents are received in the Admissions and Records office, they are scanned through the optical imager.

College information systems security is maintained by the Computer Services Department.

**Analysis and Planning**

CCC EBUS students’ electronic records will be stored in the same manner as mainland students’ records are stored; in a secure manner with appropriate backups. Hard copy records shall be maintained, if necessary, in a secure location onsite under the supervision of the onsite manager.

**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.**

Coastline is committed to providing effective student-centered services. 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 Student Services Program Review process is under continual improvement and strengthening to ensure that our services contribute to the achievement of student learning outcomes. The review now incorporates department service outcomes and student learning outcomes. The review is designed to identify strengths and areas in need of improvement. The program reviews are utilized in the development of department plans that flow into the Student Services Wing plan. Criteria and priorities are discussed with constituent groups and the Student Services Planning Team and Student Services Managers establish the priorities for the Wing. Student Services presents its plan to Mission Planning and Budget who then makes recommendations to the president regarding budget allocation. The college continues to look at its processes to strengthen integration, participation, and decision-making.

**Analysis and Planning**

CCC EBUS students will receive an opinion survey regarding their satisfaction with the program and the services they have received; this data will be analyzed and services will be provided as necessary. See planning A.2.a. The CCC EBUS Program will undergo regular evaluations by the task force for continued improvement in support of student success.

**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.**

**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.**

Coastline library and learning support services reflect the institution’s unusual circumstances and strengths. With approximately half its students enrolled in distance learning courses, a full range of library and support services is needed online. To meet this need, 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.

The last nine years have seen expansion and improvement of library and learning resources. With new services added, usage of Coastline’s online Virtual Library has increased more than fourfold. The Student Success Center, Assessment Center, and several other computer-based facilities have been relocated and re-equipped for improved student service.

The organization of information and learning resources at the College reflects two priorities: to distribute physical resources and technological support throughout Coastline’s geographic service area, and to practice economies of scale that make optimum use of the resources available. Without a central campus, learning resources are provided at multiple locations—the College Center and the three main Learning Centers—and online, serving all students and vital for distance learning students.

**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. Since nearly 50% of Coastline students 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 would employ Coastline’s leading-edge distance education technology to deliver resources, services, and learning support.

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. Table 2C.1 summarizes library resources, which are accessible from the College Web site and at <http://library.coastline.edu>.

From the beginning, the library has relied on faculty and learning support professionals in the selection of materials and services for students. The Distance Learning Department (DL) provides the technical and Web support that enable the library to function. Maintenance and security of the computer network is primarily the responsibility of the Coastline Computer Services Department (CSD).

The library is staffed with one full-time faculty librarian, who occupies an office in the Garden Grove Center. The librarian has an M.A. in library science from an institution accredited by the American Library Association and is fully qualified to provide appropriate services to the College, students, staff, faculty, and administration. She is responsible for all library-related activities: administration, management, collection development, reference, bibliographic instruction, public relations, and working with students and faculty for library training. The librarian developed and teaches English 108, Library Resources and Research, which explores strategies for developing research projects using traditional and electronic libraries. The course is offered in both online and classroom sections.

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| Table 2C.1. **Coastline Virtual Library Resources** | | |
| **Database Title** | **Description** | **Scope** |
| **Beachcomber** | An Internet directory of Web sites reviewed and selected specifically to support Coastline curriculum. | Indexed to more than 200 topics |
| **Academic Search Elite**  (EBSCOhost) | Journal coverage, with embedded images, for most academic areas (e.g., biological sciences, engineering, language and linguistics, etc.). Search by subject, publication, company directory, or image collection. | 1,557 full-text periodical titles |
| **Military and Government Collection**  (EBSCOhost) | Journal and magazine articles on military and general interest topics (e.g., history, communications, physical sciences, engineering, health, social sciences, etc.). | 334 full-text periodical titles |
| **MAS Ultra – School Edition**  (EBSCOhost) | Journal and magazine articles for secondary education areas of study, including most curriculum areas for high school and community college education. | 490 full-text periodical titles |
| **Primary Search**  (EBSCOhost) | Articles, stories, poems, and activities to help develop reading skills and provide information on wide range of topics of interest to all ages. All full-text articles carry a reading level indicator (Lexiles). | 50 full-text magazines  100 student pamphlets |
| **Funk & Wagnalls - New World Encyclopedia**  (EBSCOhost) | Complete encyclopedia. | More than 25,000 entries |
| **Oxford English Dictionary (OED)** | A guide to the meaning, history, and pronunciation of more than half a million words. | Online version of 20 volumes |
| **CountryWatch** | Comprehensive, timely information about 191 countries. |  |
| **Encyclopedia Britannica Online** | Includes complete 32-volume encyclopedia, Britannica Internet Guide, and Merriam-Webster Dictionary and Thesaurus. | More than 100,000 articles |
| **ProQuest Direct** | Full text access to *The New York Times*, *Los Angeles Times*, *The Wall Street Journal*, *Washington Post¸* and *Christian Science Monitor*; also full text of 1,607 peer reviewed journals and magazines | Five national newspapers; 1,607 journals and magazines. |
| **Congressional Researcher** | Weekly publication provides original in-depth analysis of current controversial issues; includes bibliographies. | Archived back to 1991 |
| **SIRS Researcher** | General reference database for articles exploring social, scientific, economic, business, and other issues. | 1,500 full text articles |
| **SIRS Renaissance** | Current perspectives on architecture & design, culture, film, radio & TV, literature, performing and visual arts. | 700 full text articles |
| **SIRS Government Reporter** | Full text source for documents including U.S. Supreme Court decisions and data on federal agencies. |  |
| **NetLibrary** | Full text electronic versions of current books, covering most of the curriculum taught in community colleges. | Over 13,000 e‑book titles |

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 and serves on the following committees: Curriculum (standing member); Distance Learning; Mission, Plan and Budget; Staff Development; and Technology. The librarian is also a member of the Coastline Professional Development Institute and the Web Special Interest Group.

The librarian monitors attendance at class visits (orientations) and individual student contacts to document the number of students prepared to use the library. In addition, the College Web site captures statistics on student accesses to library materials.

An incident at the opening of the Early College High School (II.A.2.c), Coastline’s joint venture with the Newport-Mesa Unified School District, highlights the long-term significance of the Virtual Library. A group of 9th graders, the inaugural freshman class of the school, were being introduced to the library in a hands-on session. The students conducted some online searches under the guidance of the Coastline librarian. She reported that several of the students—“still children, but with gigabytes”—saved found articles on their flash drives. Evidence that at Coastline, instructional technology serves the college students of tomorrow as well as those of today.

In its early years, when it had no library, Coastline arranged access for students to the libraries at Orange Coast College and Golden West College, the other two institutions in the Coast Community College District. Since the late 1990s, Coastline has been a member of the North Orange County College Consortium, five colleges (Coastline, Golden West, Orange Coast, Fullerton and Cypress) that joined forces to provide an affordable integrated library system in each school library. Under the consortium agreement, students at any of the five colleges can obtain library privileges at any of the college libraries.

The librarian worked with the Academic Senate, the Instructional Coordinator/Researcher, and the Curriculum Committee to develop student learning outcomes (SLOs) for the library that relate to institutional effectiveness and degree-level learning outcomes. This work was accomplished as part of the Program Review of Library and Learning Resources, finished in 2006-07.

The librarian has a Westlaw password to assist paralegal students with legal research assignments. She has taken the Legal Research course to acquaint her with the program. All paralegal students receive a library orientation in class in the Introduction course and are required to use the Virtual Library in a project report.

**STUDENT SUCCESS CENTER**

The Student Success Center (SSC) was established in 1999 with funding from Coastline’s Title III grant.   In January 2006, the SSC relocated from the College Center to a state-of-the-art computer classroom at the new Le-Jao Center in Westminster.  The SSC is equipped with 24 computer stations with *Passkey* software, GED video tapes and books, and a supervised separate tutoring room equipped with tables and chairs.  The center offers ten short-term, special topic, online English classes; five half-unit prescriptive classes on the computer in reading, writing, and math to review/develop skills or to prepare students for their English or math placement tests; and walk-in individual English or math tutoring. All course work in the SSC is done on computers.

**English 022 Series**—The SSC offers tightly focused, half-unit, English courses in subjects such as Avoiding Sentence Errors, Making Subjects and Verbs Agree, Choosing Words Correctly, and Understanding the Writing Process. Approximately 600 students enroll in these classes each year. The courses were developed in a collaboration between Coastline and PLATO Learning, Inc.

**ASSESSMENT CENTER**

Assessment is located at the College Center. The Coastline English and math placement tests for matriculation as well as the Ability-to-Benefit Tests for financial aid are given in the computerized Assessment Center. Pencil-and paper placement testing is also offered for military students and the incarcerated students when requested by mail.  The need for testing by both these groups has shown tremendous growth in recent years.

**TUTORING**

In 2000, Title III funds and other grants enabled the College to establish a tutoring center that offered on-site and online tutoring in many subjects.  These programs grew during the two years they were offered.  When state grant funding ended, the SSC took over this function in a limited capacity.  On-site tutoring is offered in English, ESL, and math, serving 25 to 40 students per week.  (Tutoring in other subjects is available for Coastline students at Golden West College.) Staffing for tutoring includes a full-time instructor coordinator and an instructional associate as well as a sixty percent instructor working in the SSC with support from three hourly tutors.  The SSC is open forty hours each week from 10 a.m. until 8 p.m. Monday through Thursday. Math tutoring is also offered online 24/7 through Basic Skills Initiative funding.

**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/VCR’s with a mini-video library, and other peripherals. A log-in computer system uses Microsoft Access to track student computer usage. The Online Library is available on the Commons computers and the librarian’s office is near this location. The IC is staffed with one full time instructional associate, hourly classified staff, and student interns. The IC is open from noon to 9 p.m. Monday through Friday and 8:30 a.m. to 1 p.m. on Saturday.

Students registered in computer classes can use any College computer lab without charge one hour per week for each computer course taken. Registration in a half-unit lab course entitles any student to 36 hours of access to the open computer labs. Open computer labs are located at Garden Grove, Costa Mesa and Le-Jao Learning Centers.

**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 renting a full set of telecourse videotapes. The feasibility of an Internet-based, on-demand viewing system is under investigation. Telecourse viewing centers are located at the Costa Mesa and Le-Jao Centers and at the Assessment 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.

**TELEMEDIA**

This department provides audio-visual support for classroom instruction, distance learning, and contract education. Services include smart podiums, LCD projectors, satellite teleconferencing, CODEC conferencing, laptops for check out, audio and videotape duplication for instructors and students, cable course studies, CD-ROM development, video productions, and playback operations for distance learning courses. Telemedia provides operations support for the Cable Center, which duplicates and performs playback of video-based distance learning courses. The Cable Center also broadcasts promotional slides about student services and certificate programs on the College cable channel. Telemedia staff provide telephone assistance to students experiencing difficulty accessing Internet-based courses.

**PARALEGAL LIBRARY**

The Paralegal Studies Law Library contains three student computers equipped for Westlaw online legal research. The Library also stocks a collection of donated annotated legal code books, reporters, digests, encyclopedias, and practice texts. A work-study student staffs the room approximately 19 hours per week. Westlaw online legal research is partially funded by a SAC grant and partially by student password fees for instruction. Paralegal students can use the Whittier Law School Law Library, which is located near the Coastline Costa Mesa Center where the paralegal classes are taught.

**CABLE CENTER**

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 attend a cablecast course from home or work and can telephone their instructors following the cablecast. Students watch and follow their instructors’ lectures, read textbooks, and complete assignments. Students receive course information and assignments through the course student handbook. Students interact with their instructors in person or by telephone, fax, or email. Instructors administer examinations on-site.

**DISTANCE LEARNING DEPARTMENT**

The College Distance Learning Department (DL) offers a comprehensive selection of distance learning courses for students to earn College credit or to complete their educational goals with convenience and flexibility. Distance learning courses are offered through a variety of teaching methods: telecourses, cable courses, independent study/CD-RM, CODEC-interactive, and on the Internet. Clerical and technical support is available for distance learning faculty including assistance with web page development and online resources for distance learning courses.

**Analysis and Planning**

CCC EBUS students will be able to use most, if not all, of our online services, especially our Virtual Library. This feature should especially appeal to younger students who are computer savvy. The school’s computer lab will provide open access to the students seeking additional on-line support. The onsite Director will conduct orientation to students admitted to the CCC EBUS Program.

**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**.

The Coastline librarian and learning support services (LSS) faculty are active participants in participatory governance, including the budget process, the Academic Senate, the Curriculum Committee, and the MPBC.

Requests for new equipment go through the Block Grant and Instructional Equipment Task Force or directly to MPBC as a part of budget requests by each wing of the College. The Technology Committee, MPBC, the Block Grant Task Force, and the Facilities Committee work closely with the library, the Director of Computer Services, and the instructional deans to determine the most effective use of learning resources throughout the College.

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 as closely as possible. Because the virtual library concept is gaining acceptance throughout higher education, standards are beginning to develop. Coastline was an early adopter of the concept and has contributed significantly to the discussion of online collections, services, resources, and library operations.

LLS equipment and resources are closely linked to usage and demand, and are currently adequate and appropriate. See Standard III.C. for a more detailed report on equipment selection, maintenance, and support of educational programs and services.

**Analysis and Planning**

Library materials available for CCC EBUS students will be appropriate, as they are taking the same courses our mainland students are taking.

**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**.

Coastline has a strong commitment to information competency. The sixth of the College’s eight Degree-Level Learning Outcomes is: “Demonstrate information competency.”

The librarian conducts regular instructional class visits for on-site classes, and has developed online tutorials and research aids for finding and using sources, developing a research strategy, evaluating Web sites and other source materials, avoiding plagiarism, and other information- competency related topics. In addition, the librarian offers a one-unit online information competency class: English 108, Library Resources and Research. 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.

Another course, Counseling 107, was developed as a one-unit course to prepare students for success in online classes. The course was first offered in spring 2006.

All LSS courses and programs involve the use of computers, educational software, and/or telecourse media. The supervised LSS labs provide assistance on a variety of topics, including language acquisition, grammar and writing, computer use and etiquette, and use of the Internet.

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 the past five years the College has created new positions that directly support learning resources. See Standard III.C. for details of DL personnel and computer services support.

The College offers a two-day Summer 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 Committees and utilize experts from the College as well as outside speakers.

**Analysis and Planning**

The CCC EBUS students will be able to take online tutorials and can get assistance from their counselor or onsite instructors in how to use the library. The librarian might develop a Camtasia show to demonstrate library use. The librarian promises 24 hour return emails for students needing help with their library searches. The librarian shall be sought out for participation on the task force.

**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**.

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, dial-up Internet service, older slower computers, and hand-held personal digital assistants (PDAs).

For students without computer access and who are unable to come to a Coastline facility, library and LSS professionals depend on telephone and mail to provide services. Since a large percentage of Coastline students, chiefly military and incarcerated students, fall in this category, library and LSS staff are exploring additional ways to provide services, access to resources, and effective support.

**INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD)**

Comprised of three divisions (development, production and marketing distribution), ISD is responsible for developing, producing, and distributing complete distance learning courses (learning systems) that combine video, print, CD-ROM, and Internet components for use as a complete instruction package. These Web-based, telecourse, and CD-ROM productions— leased 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 development and production of all new technology-mediated instructional courses distributed by Coastline.

**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). At the Le-Jao Center, the counselor has set up a small room where career materials are available to students and where they can also use the computer and printer for non-counseling-related activities. Reference materials and computers are available for student use at the One-Stop Center, Student Success Center, EOPS Office, ESL, the Special Programs and Services Office, the Transfer Center, and the Paralegal Law Library.

**Analysis and Planning**

See planning C.1.b.

**C.1.d.** **The institution provides effective maintenance and security for its library and other learning support services**.

Coastline provides effective maintenance (Standard III.C) and security (Standard III.B) for its library and learning support services facilities.

**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.**

Since inception in 1976, Coastline has had agreements with its sister colleges, Golden West College and Orange Coast College, regarding library services and resources. Since Coastline was originally established as a “college without walls,” it was vital to establish access to adequate library facilities, and the agreements with the sister colleges served this function well for many years.

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. Students at member colleges are able to obtain library cards at any other member library and have full access to collections. The Voyager system is maintained by NOCCCD. Management and committees of the consortium meet regularly throughout the school year to share information, discuss problems, and evaluate the shared systems operation. The Coastline librarian participates in all meetings for the consortium, and during the 2004-05 school year, chaired the management committee.

Information about outside library and learning resources is available at each Coastline learning center and in the distance learning handbooks. The advent of the online Virtual Library is reducing the reliance of our students on traditional library resources.

**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**.

Coastline uses student surveys, graduation exit surveys, and focus groups to gather information about student needs and the adequacy of support services to meet those needs. Library and LSS professionals are establishing student learning outcomes at the program level and are participating in the larger organizational development of institutional SLOs. Information and learning resources are continually assessed, and new acquisitions are made through a governance process involving the Academic Senate, MPBC, Block Grant Task Force, Program 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.

**Analysis and Planning**

CCC EBUS students and onsite faculty will be asked to evaluate library and other learning support services to assure their adequacy in meeting their needs. The Research Department will evaluate how well these services contribute to the achievement of student learning outcomes as a basis for program improvement. See planning A.2.a.

**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.**

**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.**

**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.**

Coastline Community College employs qualified faculty and staff 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 statement, 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 resources planning is integrated with institutional planning.

**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 plays 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.**

To assure the integrity and quality of its programs and services, Coastline follows the hiring procedure for all classifications prescribed in the District Manual of Board Policies and Administrative Procedures (Board Policy Section 050, *General Personnel Policies*). Faculty and administrator positions meet the minimum qualifications established by the State Chancellor’s Office. New hire and replacement needs for full-time faculty are identified through policies and procedures as part of Coastline’s Program Review and financial planning process (III.D.1.a). Hiring is conducted as follows:

* The process of recommending new positions begins in the Academic Senate during the fall semester, when the Senate invites all interested disciplines to present their requests. The Instructional Coordinator/Researcher provides a 7- or 8-year FTE history by department and a report on FTES by department, including the ratio of full-time to part-time positions within the discipline. The Senate prioritizes the requests and makes recommendations to the Program Review Committee for action.
* The Program Review Committee prioritizes recommendations from instructional managers, Student Services/Counseling, and the Academic Senate against established criteria, processes, and data. Formal recommendations are made to the College President for full- time faculty and administrative hiring with a rationale for prioritization.
* At the President’s discretion, the College Council reviews recommendations from the Program Review and Mission, Planning and Budget Committees (MPBC). The President either endorses recommendations from Program Review and MPBC or returns them to the respective committee with recommendations for revision. Authorization is then given to the Vice President of Instruction or the Vice President of Student Services to begin the position announcement process.
* Part-time faculty positions are filled as vacancies or emergency hire needs occur. The instructional dean may hire from a District discipline pool of temporary candidates who meet minimum qualifications or are approved by an equivalency committee established by the Academic Senate in accordance with Board Policy 050-1-1.3, *Authorization for the Chancellor to Employ Certificated Temporary Staff*.
* Job criteria and minimum qualifications are described in the job announcement. Faculty positions include minimum qualifications determined by the California Community College Academic Senate. Administrative positions include minimum qualifications determined by the Chancellor’s Office. The Office of Human Resources and institutional constituencies determine the minimum qualifications for classified staff positions.
* The District distributes job announcements to some 350 state and local agencies and approximately 200 internal locations, and posts the announcements on the District Web site. Job openings for faculty and administrator positions are advertised nationwide and within local newspapers. Certain technical positions are advertised in technical journals and publications. To increase staff diversity, Coastline places recruitment announcements in publications with substantial minority readership.

Each District campus uses a Selection Committee Manual to guide those serving on hiring committees. Hiring procedures include orientation training on District hiring policies and a brief review of the District’s Equal Employment Opportunity and staff diversity goals. Selection committees develop a paper-screening document for initial applications review. The committee reviews and rates all applications by evaluating the applicant’s qualifications as related to the position announcement. The committee’s work is reviewed for consistency, fairness, and compliance by the campus Human Resources Department. Based on screening scores, a limited number of candidates are invited for a personal interview, conducted by the hiring committee. The final selection is the result of a collaborative process. Except for part-time employees, the President makes the final determination and forwards a recommendation to the campus Human Resources Department, which forwards the recommendation to the District Office of Human Resources for submission to the Board of Trustees for final approval.

After administrator or faculty candidates have been offered a position at Coastline, their paperwork is forwarded to the District Human Resources Office for processing. District Human Resources Office personnel staff verify transcripts and the accredited status of colleges where applicants earned their degrees (using the handbook *Accredited Institutions of Post Secondary Education*). Official transcript evaluations are required for all foreign degrees. Campus Human Resources ensures that all District hiring procedures are followed throughout the hiring process.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. All job descriptions are 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, and potential to contribute to the mission of the institution. Existing faculty play a significant role in selection of new faculty.

**Analysis and Planning**

The college meets this standard. CCC EBUS faculty and staff are hired according to the same procedures used in mainland hiring.

**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.**

The evaluation of each category of personnel is systematic and conducted at stated intervals. Using written criteria that reflect assigned duties, the evaluation process seeks to assess performance and provide information that can be used to encourage improvement. All actions following evaluation are formal and documented.

**Faculty**—Faculty evaluation is described in the bargaining agreements between the District and the Coast Federation of Educators/American Federation of Teachers. The evaluation process is outlined for Temporary Faculty, Categorical Faculty, Part-time (50%-60%), Contract (tenure track) and Regular Faculty (tenured).

**Tenured faculty**—Tenured faculty members are evaluated once every three academic years by a panel of peers, self-evaluation, and student surveys. The evaluation may also include an optional administrative evaluation. A written summary is included in the process evaluation and serves to document the evaluation.

**New contract faculty**—New contract faculty members who are first-semester, tenure-track faculty are evaluated as follows: the division dean forms a committee consisting of three tenured faculty members. The evaluation process includes classroom observations, student surveys, a self-evaluation, an evaluation conference, and evaluation reports. The evaluation reports include commendations and recommendations for improvement and professional development activities to enhance teaching effectiveness. After review by the dean, the vice-president recommends continuance or discontinuance of employment to the College President.

**Tenure-track faculty**—Tenure-track faculty members are evaluated each year throughout their four-year probationary period.

**Temporary faculty**—To evaluate a temporary faculty member, the division dean forms a panel of two tenured faculty. The panel observes the faculty member in class, conducts a student survey, holds an evaluation conference, and writes a formal evaluation report that is submitted to the dean. A categorical faculty member is evaluated through the same procedure established for evaluating a temporary faculty member. Categorical faculty members are evaluated in this manner once each year for the first four years and once every six semesters thereafter.

**Part-time faculty**—For part-time faculty (50%-60% teaching load), the instructional dean identifies an immediate supervisor, site administrator, or department chair to conduct an evaluation. The designated evaluator observes the instructor in class, conducts a student survey, meets with the instructor, and completes an evaluation form that is sent to the faculty for review and signature and submitted to the dean. Members are evaluated every six regular semesters thereafter.

**Classified**—Evaluation of classified staff is covered in the bargaining agreement between the District and the Coast Federation of Classified Employees. The performance appraisal process aims to provide the employee with commendations and recommendations. This is a mutually agreed upon document and evaluates up to twelve performance-related criteria. Employees are evaluated once every two years unless an interim evaluation is determined necessary by the supervisor. The District Office of Human Resources electronically notifies managers when a classified staff member’s performance evaluation period is approaching. An online appraisal form has proved to be very effective.

**Administrative**—Management evaluations are conducted every two years. The supervisor, in consultation with the employee being evaluated, convenes a panel to conduct the evaluation, which includes a behavioral survey and a written report. The panel submits the report to the supervisor who forwards it to the vice president who is responsible for writing the final evaluation.

**Goals of evaluation**—The intent of the performance appraisal for classified staff is “to provide the employee with commendations and recommendations. This process will be used as a tool to enhance employee performance and provide a means to plan and achieve long-term employment goals” (specified in bargaining unit contract). The purpose of full-time faculty evaluation is “to improve instruction, counseling and other educational services” (specified in bargaining unit contract). The purpose of part-time faculty evaluation is “to improve individual teaching performance” (specified in bargaining unit contract). The purpose of management evaluation is “to encourage higher levels of performance in the service of students, the institution and the community. In addition, it is to identify management performance requiring improvement in order to increase overall effectiveness and efficiency in the operation of the District.

**Analysis and Planning**

Faculty and staff in the CCC EBUS will be evaluated according the language in their bargaining contracts. Managers will be evaluated according to District policy. Students will evaluate individual faculty instructional effectiveness when faculty evaluations occur during the time they are in China.

**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.**

Coastline adheres to the faculty evaluation processes set out in the bargaining unit contracts, which include evaluation of the progress toward achieving student learning outcomes (SLOs). (Details of operations, technology, and research and development related to the identification and use of SLOs at Coastline appear in II.A.1.c.) There are separate evaluation processes for full-time and part-time faculty. These processes are set out in the union contracts negotiated on behalf of faculty

Article VIII, Section 1, defines the purpose of full-time faculty evaluation: “is to improve instruction, counseling and other educational services through the periodic evaluation of all faculty members” (*CFE/AFT Local 1911 contract*).

During the tenure track process for new full-time faculty, consisting of a four-year period, faculty are evaluated for multiple criteria, including: (1) “Excellent performance…as specifically listed in the faculty member’s position description” (2) “Respect for students’ rights, needs and opinions” (3) “Respect for colleagues and the teaching profession…” (4) Continued professional growth and leadership” and (5) “Additional standards of performance common to the profession”. Each of these categories is specifically set out in Appendix B to the CFE/AFT contract, Tenure Review Committee.

Specifically noted under (1) “Excellent performance…” are the following, quoted here verbatim:

5. Consistent responsibility in fulfilling official course outline requirements, including objectives, and maintaining student records;

6. Compliance with college requirements, including any departmental agreements, consistent with this bargaining agreement, and

7. Appropriate measurement of student progress.

In addition, all full-time faculty are required to submit a “faculty self-evaluation form” as a part of their evaluation. The following are examples of components of the self-evaluation process:

4. What methods of instruction or guidance are you currently using? What techniques have you found to be successful? How do these methods of instruction help the students to learn?

6. How do you evaluate student progress? What tests or other measure do you offer? What are the advantages or disadvantages?

7. What kinds of critical thinking assignments are required or recommended to students? By what criteria do you evaluate critical thinking assignments?”

11. What specific steps do you plan to take to improve your faculty assignment (i.e. teaching)?”

In addition to the self-evaluation form completed by faculty, an individual “Faculty Evaluation Report” by observation or evaluation is submitted by each evaluator. Among other criteria, this form includes evaluation of “preparation for class and organization of material consistent with approved course outline” and “instructor’s adaptability of teaching methods to learning needs of students”. A “Faculty Evaluation Summary Report” is prepared by the evaluation team chair.

Article X, Section 1, defines the purpose of part-time faculty evaluation: “the major objective of the evaluation process is to improve individual teaching performance” (*CCA Contract*).

All faculty evaluations include a “survey of student opinion of teaching.”

**A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

Management personnel of the District are expected to govern their conduct in accordance with the laws of the State of California and the written policies of the Board of Trustees of the District (Board Policy 010-2-1, *Board of Trustees’ Ethical Responsibilities*).

Coastline focuses on ethical behavior of its personnel through the College Mission Statement and the *Catalog*, which provide clear evidence that the College community values ethical standards. Union agreements for full-time faculty (CFE Contract Article VI.) and part-time faculty (CCA Contract) address issues of academic freedom and responsibility, as do Board Policies 050-2-1 through 050-2-8, *Employee Organizations.*

**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**.

The number and qualifications of Coastline employees are as follows (the Academic Senate has taken a position that the number of full-time faculty needs to be increased in order for faculty to meet its obligations to the college. There is a process to accomplish this as set forth above in III.A.1.a):

The College has a total of 956 employees, consisting of the following (*Employee Census, Fall 2009*):

Contract, Tenured, and Temporary Faculty 44

Part-time Faculty 266

Managers and Administrators 38

Confidential 1

Classified – Bargaining Unit CFCE 192

Short term 160-day Hourly 369

Student Assistants 20

Professional Experts 26

**Total**  956

The *Catalog* gives academic credentials of administrators and full-time faculty.

Coastline determines appropriate levels and organization of faculty and administrative staffing by internal departmental analysis and, with a more global perspective, by the College governance structure. The governance structure includes the Academic Senate, College Council, MPBC, and the College President, vice presidents, and managers. An integrated planning process coordinates decision-making by all participants.

Hiring additional staff to support programs and services is a desirable objective, but funding continues to be insufficient to staff at optimal levels. The relatively small number of full-time faculty and the large number of part-time faculty create some disadvantages, but many significant benefits for the College. 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 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, membership in the Academic Senate, attendance at social functions, and in College communications. Part-time faculty are intimately involved in every aspect of Coastline’s college life.

**Analysis and Planning**

It is likely that a mix of adjunct and full-time faculty will be sent to teach in the CCC EBUS Program. A teaching assignment for the program is voluntary and will be scheduled in accordance with the discipline Dean. A process for hiring and creating a part time faculty pool will also be implemented to assure quality instructors are available for the program. It is unknown what the effect of a full-time faculty member gone for one semester will be have on their mainland classes; likewise, it is unknown what the effect will be on an adjunct faculty member’s primary job when he/she leaves for China for one semester and whether this will have an effect on our ability to find qualified faculty to teach in the China program.

**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.**

**A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures**.

Coastline adheres to all personnel policies established by the District. These policies are consistently administered, are equitable, and ensure fairness in Coastline employment procedures. Policies and procedures reflect labor law, the Education Code, and Title 5 and are documented in the District Board Policy Manual. Board Policies 050-1-1 through 050-4-6 govern employee selection, terms and conditions of employment, equal employment opportunities, sexual harassment, gender equity, faculty hiring procedures, employee rights, organization recognition, and benefit entitlements. The Board Policy Manual is available district wide to all employees on the District Web site.

The District Office of Human Resources reviews and revises employment policies as needed. The Board of Trustees reviews all recommendations for policy revisions and votes to implement or not implement them. Generally, administration seeks a broad consensus from districtwide constituent groups and from within existing participatory governance structures before recommending significant changes in Board policies. The EEO/Staff Diversity plan also includes employment goals and hiring procedures.

The CCCD maintains a comprehensive Personnel Policy Manual covering all employee groups (faculty, administration, classified staff and hourly/student employees). The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**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.**

All personnel records at Coastline are maintained in a secure and confidential manner. The Office of Human Resources maintains the official personnel records of all employees. Title 5, Article 3, Sections 59022 and 59023, and the California Education Code 87031 and 87408 determine how records are to be maintained. Current employee records are stored in the Office of Human Resources in a secure environment. Former employee records are maintained in a secure District warehouse.

The District treats all personnel records as confidential. Selected Human Resources staff has access to records for day-to-day personnel transactions but the records are shielded from other staff members. Only the supervisor of the department, the Administrative Director of Human Resources or the Vice Chancellor of Human Resources can give permission to view personnel related documents. Employees may contact the District Office of Human Resources to access their employee records. Employees must remain in the office while reviewing their files.

**A.4. The institution demonstrates through policies and practices an appropriate**

**understanding of and concern for issues of equity and diversity.**

**A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

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 hiring and promotion of faculty and staff. The college maintains a Personnel Service/Human Resources Office at College Center to support all personnel.

Coastline’s commitment to diversity is demonstrated by the following non-discrimination statement, which is displayed in all College publications:

It is the policy of the Coast Community College District to provide all persons with equal employment and educational opportunities regardless of race, color, sex, national origin, religion, age, handicap, marital or Vietnam-era status.

In the *Catalog* and the *Class Schedule*, the non-discrimination statement appears in Spanish and Vietnamese as well as English.

The Staff Diversity Committee follows a mandate of helping the College to achieve its diversity goals in hiring. The committee reviews reports prepared by the State Chancellor’s Office and the Coast District Human Resources Office regarding hiring goals, disability (ADA) compliance practices, sexual harassment prevention policies and communications, hiring practices and procedures, and awareness and appreciation of diversity within the College. The committee develops and distributes printed and electronic materials celebrating diversity at Coastline. Recommendations are forwarded from the committee to College Council and the President’s Cabinet for consideration and action.

In spring 2004 a Coastline professor received the prestigious Regina Stanback-Stroud Diversity Award from the California Community College Academic Senate in honor of her outstanding service to the College in promoting programs and services that meet the needs of its diverse students. The Coastline EOPS Counselor/Coordinator received the same award in 2005. These are but two examples of the professionalism and commitment with which Coastline faculty serve a highly diverse student population.

**A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

The College Staff Diversity Committee meets monthly to address recommendations and needs of students and staff. Membership includes appointees from each of the employee constituencies and the Student Advisory Council. The mandate of the Staff Diversity Committee is “to help Coastline Community College achieve its staff diversity goals and create a supportive environment for faculty staff and students.” Each month the committee receives reports on the vacancies being filled. These reports include a description of the diversity ratios for those in the applicant pool, those interviewed, and those recommended for hire. In this manner the committee is regularly updated on the progress the College is making towards attaining the District’s EEO goals. The committee also learns about the nature of any discrimination complaints received by the EEO Officer, Sexual Harassment Prevention Officer, or ADA Compliance Officer.

The College reports to CCCD and CCCD annually reports progress in achieving its annual goals for hiring diversified candidates to the State Chancellor’s Office.

**A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

Coastline demonstrates integrity in the treatment of personnel by adhering to District policies and procedures for the fair treatment of its administration, faculty, staff, and students. These policies and procedures reflect labor law, the Education Code, and collective bargaining agreements. Indicative Board policies include 050-1-2, *Equal Employment Opportunity Policy Statement*; 050-1-14, *Gender Equity Policy Statement*; and 050-1-6 S*exual Harassment Policy Statement*.

**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.**

**A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

Coastline identifies its needs for faculty and staff development for teaching and learning through processes and practices described in II.A.1. Coastline professional development activities are designed to meet the needs of all personnel, consistent with the mission of the College and based on the teaching and learning needs of the personnel involved. All employees are encouraged to develop and grow in their professional knowledge and skills. To that end, managers and administrators work within their departments to encourage employees to engage in staff development activities. The Professional Development Institute (PDI), the Office of Instruction, the District Classified Professional Development Committee and the Coast District Management Association all participate in planning and offering professional development opportunities. At Coastline, the Leadership, Technology, and Distance Learning Committees plan regular workshops and programs for professional development.

Funding is available upon application for outside professional development activities. Faculty, managers, and staff apply to the appropriate source for funding of an outside activity. Professional development offered at the college is available at no cost to the participants. In some instances part-time faculty are compensated to participate in student learning development activities, and funds are available for part-time faculty to apply to attend outside activities. The two-day Summer Institute is especially designed to offer a wide variety of training for faculty and staff.

The College utilizes collaborative methods to discuss and plan professional development activities designed to meet the needs of all personnel. These activities are offered at various times throughout the year and efforts are made to afford all faculty and staff an opportunity to participate. Timing and scheduling are planned in consideration of the needs of all personnel.

The College is able to ensure that professional development opportunities address institutional needs and are evaluated for meaningful goals and content through reports submitted to and analyzed by the PDI. The Coastline sabbatical system encourages faculty to apply for and receive sabbatical leave. For management and staff personnel, administrative leave is available as appropriate (every five years) and entails a retrospective report. Applications for administrative leave are evaluated by the employee’s supervisor and the College President as part of Coastline’s overall planning and development process.

Tuition reimbursement is available for classified staff.

**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.**

The Coastline Staff Development Committee oversees staff development activities for all College personnel. These activities are systematically evaluated and the results of the evaluation are used as a basis for improvement and for implementation of new concepts not previously offered. The College makes staff development opportunities available throughout the academic year at no cost to the participants. In addition, funds are available for faculty development through the PDI. The Academic Senate provides funding for faculty members attending outside professional activities related to their discipline. A number of faculty participate in statewide committees; their activities are funded by the state Academic Senate or the Chancellor’s Office.

The Leadership Development Task Force plans professional development programs each fall and spring and the Leadership Academy in January. The Academy convenes for a full week, devoted to developing leadership qualities for Coastline personnel.

The Technology and Distance Learning Committees plan the Summer Institute, which devotes two days to technology and teaching techniques training and is open to all Coastline personnel.

All of the above activities are followed and evaluated. The results of the evaluations are used to design and improve the development activities for the following year.

**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.**

The College assesses Human Resource needs to support the Master Plan Priorities and Initiatives. Management and Classified Staff needs are determined through consultation among members of President’s Cabinet. Full-time faculty staffing needs are determined by consultation with deans, the Vice President of Instruction, the Vice President of Student Services, and the Academic Senate in coordination with Program Review and the MPBC.

Staffing planning begins at the department level and flows through Coastline’s integrated planning process, which includes review by the MPBC. When department managers submit requests to fill job vacancies, they must justify the request as essential to fulfill department responsibilities. Specific job-dependent requirements include the following:

* Vacant classified, confidential, and management positions require the completion of a Notice of Vacancy Form and completion of the associated process.
* New positions on specially funded programs are approved by the President’s Office on a Notice of Vacancy Form and completion of the associated process.
* New positions on General Funds are approved through the department, MPBC, and the College President’s Office on a Notice of Vacancy Form.
* New job classifications or titles, as defined by the requesting department, are approved by the MPBC and the President’s Office in support of the Master Plan Priorities and Initiatives.

The District Office of Human Resources reviews the appropriate placement and final approval by Vice Chancellor of Human Resources.

The Classified Staff Reclassification Process provides staff members an opportunity to request reclassification should their job duties expand beyond their existing job description as specified in the union contract.

**Analysis and Planning**

Staffing for the CCC EBUS Program does not require full college participation in planning. Feedback from other constituency groups other than just the Task Force, especially MBPC, will be sought so that full institutional planning and full shared governance can be utilized in all planning decisions regarding hiring in this program.

**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.**

**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.**

Coastline Community College plans and provides facilities and other physical resources sufficient to attain all goals of its Mission Statement, Master Plan, and other institutional obligations. All facilities are constructed and maintained in a manner to ensure efficient space utilization, access, safety, security, and a healthful learning and working environment. The College utilizes its existing shared governance structure with data provided to the appropriate committees to evaluate the safety of its facilities and ensure they sufficiently and efficiently meet the needs of the college.

**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.**

Coastline’s 30-year history of success in programs such as developing prizewinning distance learning courseware, creating a worldwide distance education system for deployed military personnel, and launching a succession of career and technical education programs, testifies to a congruent success in providing suitable facilities when and where needed. The key is the collegial process, involving all constituencies, with which the College plans, updates, and replaces equipment and maintains its programs and services.

**Planning accomplished**—The Le-Jao Center, Coastline’s new facility in Westminster, typifies the way Coastline’s long-range planning works and how it succeeds. The Center opened in spring 2006; planning began in August 2003. Facility specifications were developed in two phases. In Phase I the College and the District Administrative Services Office agreed on square footage and estimated cost. In Phase II, the faculty and staff who would occupy the Center coordinated with the College Facilities Committee to develop detailed building specifications. A Learning Center Design Team Task Force was formed and co-chaired by the Vice President of Instruction and Vice President of Administrative Services. The Dean of the Huntington/Westminster Center—a leased elementary school that the Le-Jao Center would replace—served on the Task Force throughout the process. The Design Team continued meeting until construction documents were completed and the project was sent out for construction bids. The extensive staff input in all phases of planning resulted in staff satisfaction when the Center was actually built and equipped.

**Planning for the future**—As some facilities projects reach completion, others are being planned for years into the future. For example, plans are being developed for a Coastal Learning Center to be built in Newport Beach in the south part of the District, capitalizing on rapid population growth in that area.

**Efficient space utilization**—The Coast Community College District commissioned a study by Maas Companies, space utilization consultants. The conclusion was that due to District classroom buildout levels, Coastline would fall very low on any future state capital feasibility improvement request. Consequently, Coastline does not anticipate any state-supported capital investment funds. The College has instead depended on Measure C, a bond issue described below, to meet facility needs.

The College continually evaluates the efficient utilization of its space inventory for both instructional and administrative use through input provided by individual staff and departments to the Office of Administrative Services and the Facilities Committee. Due to Coastline’s unique history of leasing the majority of its space at locations throughout the Coast Community College District, the College is constantly evaluating what minimum and optimal space needs will be needed to effectively support its programs and services. One of the primary responsibilities of the Vice President of Administrative Services is to keep abreast of the facility needs for all departments. The vice president does this through regular communication with the faculty, staff, and administration and through input from the Facilities Committee. The Vice President works with professionals in the local real estate market to identify appropriate facility lease opportunities and to negotiate the corresponding lease contracts for Board approval. The College has also employed the strategy of developing partnerships with other public agencies to acquire space in the most economical and efficient manner. Two examples of these partnerships are the lease for space for Instructional Systems Development operations) with the City of Fountain Valley and the land provided at no cost to the college by the City of Garden Grove Redevelopment Agency for the Garden Grove Learning Center.

Until 1997, the only owned college facility was the College Center in Fountain Valley. Since that time, the college has determined through market analysis and development of its Master Plan that a strategic mix of leased and owned facilities is the most economical and efficient way to meet the needs of its programs and services. In this way the college is able to continue to provide the most convenient and accessible site-based instruction to students while retaining flexibility in meeting market demand where programs are needed.

**Facility and equipment safety**—The College facilitates providing a safe environment and safe facilities primarily through services provided by the Security and Safety Department and work done through the Facilities Committee and the Safety/Health/Disaster Preparedness (S.H.D.P.C.) Committee. Issues involving safety for all College facilities are reported to the Safety and Security Department and/or the S.H.D.P.C. and forwarded as appropriate to Maintenance and Operations or the Office of Administrative Services. The college has effectively addressed safety concerns pertaining to either facilities or the maintenance of a safe environment for both students and staff through its shared governance committee structure which includes representation from all constituency groups.

**Planning mechanisms**—Coastline facilities planning is a systematic, formalized, ongoing process. There are two main mechanisms: the Mission, Plan and Budget Committee (MPBC) and the Facilities Committee (FC), 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, are forwarded to the MPBC or the Facilities Committee for action. Faculty and staff also have opportunities to request additional resources for programs and services from the following sources:

* The regular budget request process within their College wing
* Block grants
* Town hall budget meeting
* Master Plan Implementation (MPI) grants
* Student Advisory Council (SAC) grants

**Bond-driven planning**—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. The existence of this resource and the scope of bond-funded projects *force* the College to plan far ahead.

The Le-Jao Center in Westminster—the first learning center in the District completed with bond funding—opened for classes in spring 2006. This 33,000 square-foot facility is equipped with all necessary instructional technology and office equipment. All classrooms have multimedia equipment and all computer rooms have new equipment.

All classes at the old Huntington-Westminster Center were moved to the new Le-Jao Center. In the spring of 2006, more than 25 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 last remaining leased learning center, which occupies elementary school buildings in Costa Mesa constructed more than 40 years ago, is targeted for replacement in the FMP as soon as Newport Beach site is completed.

**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.**

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. Standards and activities are as follows:

**ADA COMPLIANCE**

The District may coordinate compli­ance with ADA evaluations on occasion, but each college in the District is responsible for maintaining its own ADA and safety compliance. As stated in the previous accreditation report, there were no plans at that time to undertake a new District-wide accessibility study or to institute any joint projects.

All new construction at Coastline is ADA compliant and is reviewed by the Division of the State Architect (DSA). This includes the Garden Grove Center and the Le-Jao Center. For existing Coastline locations, ADA modifications are made as necessary (or as stated in the previous report, by recommendations from Disabled Access Consultants, a consulting firm). At the Costa Mesa Center, for example, a ramp was constructed outside the Special Programs office for easier access and a sliding glass door was installed at the office entrance to meet accessibility requirements. Earlier this year, one male restroom and one female restroom were rebuilt near the Special Programs classrooms. In 2005, a walkway near the east end of the Costa Mesa Center was repaved when it was found to impede wheelchair access due to uneven pavement and moss caused by puddles after rains or lawn sprinklers.

When new first aid kits were installed throughout the college in 2004, care was taken to ensure that they were hung at ADA-acceptable heights. At the One-Stop Center in Westminster, accommodations were made to the workstation of a quadriplegic employee who is confined to a motorized wheelchair. Meetings of the Safety/Health/Disaster Preparedness Committee often address issues concerning the evacuation of special needs populations. Plans are being made to evaluate the different types of evacuation chairs that are available, and to buy some for the campuses which have more than one floor.

**Environmental Health and Safety**

Smoking Policy**—**Coastline adheres to District Board Policy 050-1-15, *Smoking Policy*. The law became effective on January 1, 2004, and the District directed each college to ensure its facilities complied with the order. The Safety/Health/Disaster Preparedness Committee recommended additional signage for each facility, and placement of ashtrays 20 feet or more from main entrances and exits.

**District/Coastline Policies**

The District maintains several policies related to main­taining physical facilities. The first of these, District Policy 040-2-5, Energy and Resources Conservation Policy, was approved by the Board of Trustees in 1986. This policy is a general commitment to focus on resource management in several broad areas.

The District also has a College Security Policy, 040-13-6, approved by the Board of Trustees in 1994. This policy complies with the U.S. Department of Education Clery Act requirements and 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.

The District has a *Use of Force Policy*, 040-13-7, revised by the District’s Crisis Response and Safety and Health (CRASH) Committee in 2003.

Coastline continues to use a special *Incident Report* form, available to students, staff, and faculty, for reporting a complete description of an observed incident. If students, staff, or faculty are involved in or witness an incident, they 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. Forms are available at various locations throughout the District and are distributed in faculty packets at the beginning of each semester. 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.

Coastline College coordinates with local law enforcement authorities on an as-needed basis. Coastline conducts courses in approximately 50 locations in 10 different jurisdictions. When a significant incident or a crime occurs that warrants attention, or there is a need to make a campus aware of local crime issues, a flier/bulletin that describes the incident, the actions taken, and related safety suggestions, will be distributed to all students, faculty, and staff

An *Emergency Procedures Manual* was revised and distributed collegewide in spring 2000. A new plan, based on Federal and State guidelines, was prepared by the District’s Emergency Preparedness Coordinator, working closely with Coastline’s Security Coordinator. 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 the concept of ICS (Incident Command System).

Although no classrooms at any facilities have telephones, emergency phones are available in the interior hallways of the Garden Grove Center. At the former Huntington-Westminster Center, and the current Costa Mesa Center, approximately two dozen red telephones are accessible to students and staff throughout the campus. From these emergency phones, callers can be connected to the school office or directly to the 9-1-1 operator.

All Coastline managers are assigned "evening duty" one or two nights each semester and are available by pager and phone between the hours of 5 pm and 10 pm for to respond to emergencies, significant events, or request from staff. A list of the evening administrators is prepared and distributed by the Security Office at the beginning of each semester.

**Security**

**Security Coordinator**—In May 2002, Coastline College hired its first Security Coordinator. Prior to that time, the supervision of the security officers had been handled by the Director, Maintenance and Operation. The 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 regarding 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. While the Security Coordinator works full-time, 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 to the Weekend College at the Costa Mesa Center or for Distance Learning review and testing dates, as well as one officer who provides daytime security and parking enforcement at the College Center and the three learning centers.

Generally, there is no Friday evening or weekend coverage, or any coverage for any of the high school or other off-campus sites. The Security Coordinator is on-call 24/7 and usually works a midday shift, from approximately 10:00 am to 8:00 pm. 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**—In 2003-04, Coastline installed a new security system purchased with G.O. Bond funds under the provision of improving campus security. Since Coastline does not have a fulltime 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 Committee, and approved by the College Council and the President.

The security system consists of the following three components at the indicated locations:

1. **Security cameras** at the College Center, Garden Grove Center, Westminster (Le-Jao) Center, and the Orange County One-Stop Centers.
2. **Card Access System for doors** at the College Center and two One-Stop Center.
3. **Wireless panic alarms** are available for interested employees at College Center, Costa Mesa Center, Garden Grove Center, and former Huntington-Westminster Center (and soon to be installed at Le-Jao Center).

**Safety/Health/Disaster Preparedness Committee**—The Security Coordinator chairs the Safety/Health/Disaster Preparedness Committee. The committee meets monthly from September through May, and is composed of representatives (faculty and classified employees) from each learning center, the One-Stop Center, and the College Center. Meetings cover security updates and concerns, health and safety issues, and disaster preparedness. Recommendations that are agreed upon by the members are forwarded to the Facilities Committee for approval.

**Emergency/Disaster Preparedness**

Since the hiring of the Director of Safety and Security (who is also responsible for disaster preparedness planning), the College has formulated plans and implemented measures as follows:

**Upgrade of First Aid Supplies**—As part of Coastline’s emergency preparedness efforts, it was determined that first aid supplies should be readily available to all employees and visitors.

**Automated External Defibrillators (AEDs)—**District EHS arranged for the purchase, training, and installation of AEDs at the College Center and three learning centers. A representative group of employees from each location or each department was trained in the operation of the life-saving devices. Refresher training is provided every six months, and the equipment is audited on a monthly basis.

**Emergency Preparedness Plan**—The District Emergency Operations Plan was written to meet State and Federal requirements. Under the auspices of the District-wide plan, Coastline and the other colleges developed Campus Response plans with standard operating procedures. Notebooks containing the plan were distributed to each member of the EOC. District-wide Red Cross Care and Shelter MOU’s and site plans are in place for Coastline locations. Members of the CRASH Committee, consisting of representatives from each campus, meet regularly to discuss items of mutual concern. The committee has developed many of the emergency response strategies used by the three colleges.

The District has a two-way radio program to equip building marshals for critical communication needs during a disaster or emergency event. Coastline conducted a successful test of these radios at the new Le-Jao Center. The District is currently working with the County Health Department and the Orange County Emergency Management Organization to develop a pandemic swine-flu response plan that can be implemented by all county agencies.

**Emergency Preparedness Training**—The following emergency preparedness training has been or will be provided:

**Emergency Preparedness Training**—The following emergency preparedness training has been or will be provided Coastline employees, as appropriate to job category:

* Standardized Emergency Management System (SEMS) training
* Emergency Operations Center (EOC) training
* Care and Shelter Training in compliance with Section 3110 of the California State Code
* Business Emergency Response Team Training (BERTT)
* Bomb Threat Awareness training
* Crisis Response Team (CRT) training
* Building Safety Assessment Program (SAP) training
* Hazardous spill training
* Disaster Preparedness Academy hosted by the Orange County Red Cross
* EOC Functional Exercise involving a plane crash scenario
* Evacuation drills at the College Center and all learning centers
* Orange County Annual Emergency Exercise
* National Incident Management System training
* Incident Command System (ICS) training
* Emergency communication training
* Weapons of Mass Destruction (WMD) Awareness training

**Emergency Equipment**—As part of a comprehensive disaster readiness program, Coastline has, on hand or planned, emergency equipment including: search and rescue bags; portable Command Boards for organizing a field command post; and an emergency response vehicle, with trailer, equipped with the necessary supplies to respond to an emergency and establish command or assist local authorities.

**Analysis and Planning**

The CCC EBUS Program utilizes a high school campus in China. This site is newly constructed with state of the art labs and classrooms. Please refer to the “Analysis of Physical Resources” section of the Substantive Change proposal for more information about the physical site in China.

**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.**

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 resources expended. To implement this concept, resources planning was integral to the development of the *2008-2011 Master Plan* and remains a key element in the Coastline annual planning process.

The college assesses the use of its facilities on an ongoing basis, year round. Because Coastline is not a traditional campus-based college and leases or rents many of its facilities to offer programs, the Vice President of Administrative Services in consultation with college staff and the Facilities Committee continually seeks new classroom space opportunities within the community to meet the needs of new programs or improve facility quality for existing programs. Input for the adequacy of existing space or need for new space is regularly communicated to the Facilities Committee from the Office of Instruction (and all other wings) through their representative serving on the committee. The Vice President of Administrative Services also attends staff meetings of other wings or standing college committee meetings (i.e., Instructional Deans Staff meetings or Academic Senate meetings) as requested to discuss facility needs and gather staff input.

Information and input is then either acted upon by the Office of Administrative Services or forwarded to the appropriate committee for consideration and recommendation.

**Analysis and Planning**

The CCC EBUS Program utilizes a high school campus in China. Annual site visits will occur to assure the facilities and equipment is maintained according to standards for effective learning. This site is newly constructed with state of the art labs and classrooms. Please refer to the “Analysis of Physical Resources” section of the Substantive Change proposal for more information about the physical site in China. Please see I.A.2.a. Planning.

**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.**

The college utilizes the work of the College Facilities Committee (FC) to develop, monitor, and recommend long range capital plans. The FC receives facility capital input and requests through the established participatory governance practice of the college from all constituencies and committees. The FC is regularly tasked to resolve major facility issues for the college, such as acting as the design team task force for a learning center and serving as the Facilities Master Plan Task Force. The FC forwards its recommendations to the College Council and President for final review, approval, and implementation if appropriate.

FC recommendations and updates are also regularly reported to the MPBC, Academic Senate, and Classified Council. 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 MPBC and Academic Senate. The cost of ownership for new facilities and equipment is also reviewed and recommended to the President through the MPBC budget planning process. Any additional facility expenses are tracked and reported by the Administrative Services Office in coordination with the FC. New ongoing facilities expenses such as utilities or service contracts are brought to the MPBC as part of the collegewide budget proposal for review and approval. Additional facility cost considerations are first reviewed by the FC when making new facility recommendations.

The Office of Administrative Services in consultation with the appropriate college department or the Facilities 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 MPBC 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 and construction of the Newport Beach. 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 specify the building in detail. The outcome has proved successful to all constituencies.

A second example is the provision of a new art gallery. Driven by input to the FC from the dean and faculty for the Art Department, the College in spring 2006 leased space in Huntington Beach for a new art gallery and classroom. The College had lost its lease on the prior—and very successful—gallery and classroom in 2004. The decision to identify and commit to a new gallery is another example of how Coastline used long range capital planning to support the College goal of expanding a successful instructional program.

The process for updating computers, multimedia systems, and other technology infrastructure is discussed in III.C.

In collaboration, where appropriate, with the District, the College has undertaken and satisfactorily executed large, long-range capital plans. The Vice President of Administrative Services coordinates planning primarily through the MPBC and FC committee structures and processes. The outcomes are achieved in a collegial and efficient manner.

**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.**

Coastline established a standing committee responsible for the oversight of college facility matters approximately thirteen years ago.  The Facilities Committee is mandated: “To review and plan for facilities to house sites, programs, and college operations.”

The committee operates within the established participatory governance practices and includes constituency representation from all groups in the College community.  Representation on the committee includes five faculty, four classified staff, five administrators, four managers, and a member from the Student Advisory Committee.

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 the College Council by the Vice President of Administrative Services.  The College President generally requests questions and input from members of the Council before taking final action on the recommendation.

To help ensure that facility decisions recommended by the Vice President of Administrative Services and the Facilities Committee are addressing institutional needs and plans for improvement, major equipment of facility plans are routinely reported to the Mission, Plan and Budget Committee (MPBC) for input and consideration.

The Task Force operates within the same participatory governance environment as the College Facilities Committee and makes all final recommendations to the College Council and President as appropriate.

Through the use of collegewide committees, Coastline has a well developed process to assess and make recommendation for new facilities. The opening of the Le-Jao Center in spring 2006 is an example of how this process integrates physical resource planning with larger institutional goals

**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.**

**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.**

At Coastline, a formal, integrated, ongoing process reflects a commitment to satisfy both sides of the equation: that all technology provided meets identified needs, and, within the constraints of technical and budgetary feasibility, all identified needs receive appropriate technological support. In this connection the College faces two challenges. One is technical: Coastline’s commitment to distance learning is such that failure of the internal server and communication network could conceivably shut down forty percent of Coastline classes. The other challenge is human: Coastline faculty and staff possess a wide spectrum of expertise in planning, creating, supporting, and using information technology for education. Differences of opinion sometimes arise about infrastructure that is technically achievable and that which is operationally and financially sustainable at a point in time.

The technology provisioning process is driven by the College *Master Plan* and implemented by College committees. The Technology Committee informs College constituencies of emerging technology trends and formulates plans and priorities for acquisition and deployment. The Mission, Plan and Budget Committee coordinates technology planning with institutional planning. The process mirrors Coastline’s stature and obligations as a profoundly technology-oriented institution.

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

With approximately half of its student body enrolled in distance learning courses, 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 the following technology resources:

**TECHNOLOGY SERVICES**

The Computer Services Department (CSD) plans, configures, installs, maintains, and updates all administrative and instructional computers and software for the three Coastline learning centers (Costa Mesa Center, Garden Grove Center, Le-Jao Center), the College Center administrative building and the Coastline Technology Center (both in Fountain Valley), and all Coastal One-Stop Center locations. CSD is responsible for:

* 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. Certain other servers are the responsibility of the Distance Learning Department.
* Software licensing
* Administrative desktop computers
* STAR Program course Web sites
* Instructional computers (including computer labs)

CSD is staffed with 11 full-time employees and three part-time employees. CSD has developed online procedures, including online request forms, which are used collegewide for such transactions as:

* Requests for hardware and software service
* Requests for and questions about new e-mail accounts
* Requests from new users for computer access
* Requests for assistance from College staff and requests from faculty for help with in-class technology requirements
* Requests to produce material for *Coastline Minutes* (marketing for departments or specific courses)
* Submission of online work requests by faculty and staff to the Maintenance & Operations (M&O) department for custodial services, grounds keeping, set-up and breakdown of conference room seating, and other services.

**System Availability and Security**

Coastline plans and manages its technology on the premise that dependable computer service is indispensable for many College operations, some of which, such as distance learning delivery for military students, are worldwide in scope. The distribution of Coastline learning centers in Orange County adds another layer of complexity. CSD has accordingly implemented systems and procedures to ensure a high level of system availability and to protect users against viruses, spam, and other external threats. Features of the network include:

**Dedicated servers and services**—The network contains numerous servers that provide application services to users. Access restrictions are tailored to application requirements. For example, Web Servers, which support services like the College Web site and distance learning courses, are accessible to the public. E-mail Servers are accessible to the public with designated restrictions. Administrative Servers, for departments such as Fiscal Services, Financial Aid, and Student Records, admit no public access of any kind. For added security, internal administrative areas of the network are isolated from student-accessible areas of the network.

**Firewalls**—The Coast Community College District connects Coastline and the other District colleges to CENIC, the statewide network for California educational systems. The connection from the District enters Coastline through two hardware firewalls, arranged in tandem. The firewalls provide two layers of protection against cybersecurity attacks, which occur constantly. CSD network monitoring and analysis equipment detect an attempted intrusion approximately once every 45 seconds. Other firewalls, deeper inside the network, provide added security. The CSD staff includes a full-time network analyst assigned to monitoring Coastline network infrastructure and security.

**Anti-virus protection**—Sophos anti-virus software in appropriate configurations (Enterprise, Server, and Client) runs on servers and desktop computers throughout the system. The software is automatically downloaded onto all network-connected computers daily—or more frequently, depending on the current virus threat.

**Availability assurance**—The District provides connection to the Internet. At Coastline, a fault-tolerant arrangement protects against interruptions in that service. In the event of failure in Coastline’s microwave connection to the District or in the District’s connection to the Internet, a so-called backdoor at Coastline automatically engages within 10 seconds. The backdoor reconnects Coastline systems to the Internet via a landline connection with Time Warner Cable. The Time Warner backup connection allows continued and uninterrupted Internet access for College and instructional Web sites and e-mail.

**Electrical and physical security**—Multiple uninterruptible power supplies (UPSs) store enough energy to power the network for up to 50 minutes in the event of a power failure; additional capacity is planned. A separate air conditioner, independent of the central air conditioning system, is installed to cool the server room. The server room can be approached only through a restricted-access department and entered only with closely controlled keys.

**PROFESSIONAL SUPPORT**

Coastline provides professional support in several key technology areas including telemedia services and distance learning.

**Telemedia Support**

Coastline’s telemedia services for faculty and staff include:

* Duplication of CD-ROMs and DVDs for student use at the various viewing centers located throughout the college and for resale through the College Bookstore
* Supplying equipment and technical support for training sessions
* Acquiring special equipment and software
* Upgrading, maintaining, and repairing telemedia equipment
* Capturing videotape and still recordings of various college-sponsored events, such as graduation
* Supplying telecourse masters to KOCE (for broadcast) and ACT, Inc. (for rental to students)
* Creation and broadcasting of *Coastline Minutes*, which help faculty and staff market specific academic programs, certificates, and courses (e.g., Digital Graphic Applications)
* Assistance in producing course materials, such as the *Virtual Museum* video created for Coastline’s online Art 100 course
* Oversight of technical assistance for distance learning courses

The Telemedia Department, staffed by two full-time employees and five part-time employees, maintains the following equipment:

* Two production studios at the College Center
* Classroom telemedia equipment
* Cable uplink and downlink for Coastline’s cable TV service
* Teleconference equipment

**Distance Learning**

The Distance Learning (DL) Department uses video lessons, audio cassettes, PDAs, DVDs, CD-ROMs, the Internet, and cablecast to distribute course content to distance learning students. The DL Department has 20 full-time employees and 16 part-time employees.

The DL Department maintains the servers that host the following:

* Online courses
* Virtual library
* Military courses
* Summer Training Institute
* Seaport course management system
* Quiz server (for student quiz software)
* Discussion forums (for online course participation)

The DL Department is also responsible for:

* Closed-captioning/transcription of audio review sessions
* Creation of transcripts of review sessions
* Online testing
* Creation of Distance Learning and course Web sites

In addition to classes supported by the DL Department, there are several classes offered through Distance Learning but supported by the course developer/publisher. Some were created for commercial distribution by the publisher or a creator/distributor such as Coast Learning Systems (the name under which Coastline markets instructional technology products developed by the Instructional Systems Development department). In cases where the course is supported by an outside group, the publisher or distributor typically sends representatives to meet and train faculty each semester. According to the chair of Coastline’s math department, the publisher has been both very knowledgeable and responsive to the needs of the college when support issues arise.

**Seaport Course Management System**

*Seaport* is a course management system (CMS) developed at Coastline in response to Priority 1, Initiative 3, of the *Master Plan (2005-2008)*:

CCC [Coastline Community College] will create and implement a DL instructional design template and a complementary DL course management system/process with an orientation and training program for all faculty teaching DL courses.

To begin, the DL Department solicited input from a Seaport planning team that included faculty members, instructional designers, and a software programmer. The team identified key elements of a distance learning course: homepage, instructor information, syllabus, student learning outcomes (SLOs), FAQs, and exam information. The team also created a lesson development template that included prompts to guide faculty through the creation of substantive, quality lessons.

Building on Coastline’s preeminent experience in creating, marketing, supporting, and using distance learning, Seaport was conceived as both a course *design* system and a course *management* system. As such, it offers four main advantages over Blackboard and WebCT: 1) Seaport’s built-in instructional design guide; 2) Freedom from escalating CMS licensing costs; 3) Support for delivery in multiple instructional formats; and 4) Simple, intuitive, easy-to-use student and faculty interfaces. The four advantages are significant in these respects:

1. **Built-in Instructional Design Guide**—For the instructor developing a course, Seaport encourages good instructional design. The system engages the instructor with specific input fields for SLOs (course-level and lesson-level), grading rubrics, course overview, letters of agreement, syllabus information, FAQs, course schedule, multiple lesson elements, streaming video, PowerPoint presentations, discussion forums, drop boxes, quizzes and testing, and other elements of best practice design.
2. **Freedom from Escalating CMS Costs**—Use of Seaport entails no licensing fees, no student costs for course content, and no charge to the student for technical support.
3. **Course Delivery in Multiple Formats and Operating Environments**—Coastline experience unequivocally showed the need for a uniform course development procedure that could then generate deliverables in diverse formats, such as hand-held PDA and cell phone downloads, CD-ROM, DVD, paper document, and HTML (Web site) files. Seaport has been designed to work on military and other protected corporate computers that prohibit the file loading required by traditional course management systems.
4. **User-Friendly Interfaces**—Seaport’s intuitive, easy-to-use interfaces for student and faculty minimize user problems and support issues, reduce faculty training time, reduce help desk support costs, and make the online course experience more pleasant and effective.

Seaport is an outstanding example of how Coastline applies technology to enhance effectiveness across the entire institutional spectrum, from instructional development to course administration to higher rates of student success.

**Project Voyager**

*Initiated and directed by the Coast Community College District, Voyager is not a Coastline technology project in the usual sense. However, Coastline faculty and staff anticipate benefits from Voyager in operations throughout the College. Voyager is cited at several points elsewhere in the Self-Study. A brief description is therefore presented here.*

Early in 2005 the District formed a constituent committee to evaluate and recommend an enterprise system for use throughout the District (an enterprise system provides solutions on an enterprise-wide, as opposed to departmental, basis). Later that year the Board 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 undertaking was designated *Project Voyager* at the District level. Coastliners usually call it *Banner,* after several of the software components.

To implement Voyager, the District purchased SCT Banner and Luminis Portal, families of enterprise software products produced by SunGard SCT, a business unit of SunGard Data Systems Inc. The District and the District colleges use the SunGard software as the basis of a system to manage districtwide finances, records, student services, customer service, human resources, communication, and other functions.

The acquisition of SunGard software for the District and its three colleges significantly improves Internet access to Student Services. The system provides faculty with important administrative and time saving functions, such as electronically updating class census rosters and reporting grades. Students can search for and register for classes online; review and request transcripts online; and—for the first time—all students have a College email address. Numerous other activities will be streamlined for staff, faculty, management, and students, including financial aid, registration, and student mail groups.

Since its inception, one of the biggest challenges facing Coastline—a college without walls—has been connecting students to learning, peers, faculty, and college life. Many Coastliners believe that a comprehensive e-Portal is the one approach that might empower students and faculty to bridge time and distance, inherent at a distributed campus, where many students take courses at a distance. The **Luminis** and **Student** modules in Voyager are expected to help Coastline bridge this gap and build a comprehensive virtual learning community that will engage all students regardless of where or how they take classes.

**Coastline Web Site: Section 508 Compliance**

The Coast Community College District, together with the State Chancellor's Office, endorses the Guidelines of the World Wide Web Consortium (W3C) as the standard for World Wide Web accessibility and compliance with the Americans with Disabilities Act. As part of its work, the W3C has developed accessibility guidelines for Web sites and pages, divided into three priority levels, Priority 1 being the most critical. The standards of the federal Rehabilitation Act, Section 508, are consistent with the W3C Guidelines and provide achievable, well-documented guidelines for implementation. The Section 508 guidelines include a combination of W3C Priority 1 and Priority 2 guidelines.

In 2002, the District 508 Task Force drafted the *CCCD Web Site Accessibility Guidelines,* with specifics spelled out in the related spreadsheet entitled *Web Accessibility Standards for CCCD*.

**FACILITIES**

Coastline operates technology facilities at the College Center, three main learning centers, and certain other locations. Most classrooms at the learning centers are equipped with standard telemedia devices (e.g., TV monitor, VCR, and overhead projector). Distance Learning course viewing centers, similarly equipped, are located at the Costa Mesa, Garden Grove, and Le-Jao Learning Centers, in the College Center, and in the Golden West College Library (in Huntington Beach), Orange Coast College Library (in Costa Mesa), and the Mary Wilson Public Library (in Seal Beach).

Each Learning Center has dedicated computer classrooms with up to 30 computer stations in each room. Depending on the courses offered at each center, the computer rooms and labs are configured to support curricular programs such as art, digital art, business computing, computer networking, and ESL. In addition, the information commons at the Garden Grove Learning Center serves as a computer lab open to all Coastline students. The Student Success Center, located at the Le-Jao Center, offers remedial courses by computer. The Student Success Center has 24 computers available for student use. Distance learning course midterm and final exam make-up testing is offered in the Assessment Center located at the College Center, which has 29 computers available for student use.

Under contract with the County of Orange, Coastline operates the Orange County One-Stop Center. To meet the needs of job seekers and employers, this facility offers computer-assisted assessment, training, research, and employment development opportunities. Coastline has operated the One‑Stop since July 1, 1998. In 2003 Coastline received a grant to expand coverage to all of Orange County (except for the cities of Anaheim and Santa Ana, which operate their own One-Stops).

**HARDWARE AND SOFTWARE**

Hardware and software purchases are evaluated through a process overseen by the Mission, Plan and Budget Committee (MPBC). Technology recommendations related to block grant instructional equipment funds are presented to MPBC. Once the available block grant money is identified, MPBC enlists the co-chair of the MPBC (usually a faculty member) and the head of CSD to create a task force to solicit, review, and prioritize all technology requests for block grant funds. Task force members have technical knowledge and represent all constituency groups.

The task force polls each College wing, requesting details of the technology needs for the departments in the wing. The task force reviews the lists submitted from each wing for block grant eligibility or identifies other possible funding sources (e.g., grants, VTEA, instructional equipment, etc.). After extensive review, technology resources which are identified as eligible for general fund and instructional equipment monies are compiled into one list and submitted to MPBC for final approval. After reviewing the task force documents, the MPBC makes its final recommendations for presentation to the College President.

**Analysis and Planning**

Technology is abundant at the CCC EBUS site. Mainland campus technology specialists have been able to assist their counterparts with software installations at the China site through the help of interpreters; the 16-hour time difference appears to be the only minor drawback in getting the work accomplished in a timely way. Onsite Coastline staff will assist students with Virtual Library and other online student services. Students will be surveyed to see if they are able to get the assistance they need in using technology.

**C.1.b. The institution provides quality training in the effective application of its**

**information technology to students and personnel.**

**TRAINING FOR STUDENTS**

**Information Commons**

Coastline’s Information Commons offers technology software support for students enrolled in any Coastline course. Support is offered in most Microsoft applications as well as Adobe Illustrator, Adobe Photoshop, QuarkXPress and Photoshop Elements. Also located on the Garden Grove Campus is a Viewing Center at the Information Commons Lab, which is open during Lab hours (noon to 9 p.m. Monday through Friday and 8:30 a.m. to 1 p.m. on Saturday).

At the Costa Mesa Center, Business Computing 300L, Computer Lab, provides computer time on varied schedules for students enrolled in any Coastline course.

**Computer Labs**

Teaching Rooms: Costa Mesa Center: Room 15

Le Jao Center: Rooms 4, 14, and 19

Garden Grove Center: Rooms 102, 104, 350, 352, and 353

Open Labs: Garden Grove Center Information Commons

**Other Student Facilities**

**Viewing Centers**—See C.1.a, Facilities, above.

**Facilities for Incarcerated Students**—Coastline provides video media to nine California state prisons for viewing by incarcerated students enrolled in Coastline courses. These correctional facilities are equipped for video media only, which are broadcast on closed-circuit television. No audio media are offered.

Both video and audio materials are updated when new editions are available. Video and audio media are replaced when found to be defective or in cases of loss due to theft.

**TRAINING FOR PERSONNEL**

**Information Systems Trainer**

Prior to the elimination of Staff Development funds in 2002, Coastline had an active staff development department including a part-time faculty trainer. Services included one-on-one training, group training, and phone support. In addition, the Coast Community College District offered technology training for products such as Word, Access, and PowerPoint. Courses were taught at the District training room and were made available at Coastline locations if sufficient numbers registered for on-site training.

Training arrangements changed in January 2005, when Coastline acquired a full-time Information Systems Trainer. The trainer, a member of the CSD staff, publishes a training schedule and arranges one-on-one training, small group training, and phone support. Most support goes to faculty needing assistance in the design of their Seaport courses.

**Summer Training Institute**

Coastline launched the Summer Training Institute during the summer of 2005. It has been offered each subsequent summer for faculty and staff. Approximately 50 participants spend two days learning about such topics as Seaport course design and management system, Microsoft Office, student assessment options, instructional design, and student learning outcomes (SLOs). A focus of the Institute is new technology and teaching topics.

**Technology Training for Educators**

The Technology Training for Educators series is offered as a continuation of the Summer Training Institute. Approximately five sessions are scheduled a year and are offered through the Distance Learning Department, often as “brown bag lunches.”

**Seaport User Training**

All Coastline faculty members who have been assigned to develop online courses attend Seaport User Training. In Seaport, XStandard editor is the component editor that instructors use to enter information into their course Web sites. Over the course of several workshops, instructors become familiar with how to enter material, build a quality course, develop quizzes and exams, and accessibility issues as they learn how to add each new element to their course Web pages (images, tables, lists, etc.). These materials are also available online.

**Telemedia Support Team for Training**

Telemedia Services works with faculty interested in developing *Coastline Minutes* to help market specific courses and programs, such as the Gerontology Program. In addition, the telemedia staff provides training in the use of technical equipment in Coastline’s lecture halls and classrooms, as well as assistance in the use of wireless access points available at some Coastline sites.

**Analysis and Planning**

All instructors who teach online courses in the CCC EBUS will have taken the Seaport training courses, so they should be able to easily assist their students in navigating the courses.

**C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

Policy direction for institutional technology is set forth in the Master Plan and implemented by designated groups and processes within the College. In the Master Plan, Priority 3 and subordinate Initiative 3.3 address technology infrastructure and equipment as follows:

3.3. CCC will enhance the computer systems, internet access service, cyber security standards and other technology infrastructure to meet the instructional and administrative needs of the college.

Responsibility for implementing this policy rests partly with the MPBC and partly with the Technology Committee. Technology needs are identified by individual departments, who submit requests to a task force established by the MPBC. The task force reviews the requests and makes recommendations back to MPBC.

The charter of the Technology Committee includes the following mandate:

To research and develop long- and short-range plans and priorities for Coastline Community College that will facilitate timely acquisition and deployment of state-of-the-art technology

Certain initiatives concerning technology resources, such as student data management, are dealt with through district-wide collaboration. These district-wide decisions are made with input from each college and afford greater buying power and consistency of operations within the district.

Although the desirability of replacing computers that are more than three or four years old is acknowledged, there is currently no replacement plan for administrative and instructional computers. This was not a major concern in years past because the amount of instructional equipment money available was sufficient to address needs as they arose. However, with the decrease in instructional funding, a comprehensive technology resource plan for maintenance and upgrading should be established and implemented.

Funding, as much as lack of planning, is the obstacle to a comprehensive replacement program. According to the director of computer services and head of CSD, replacing Coastline’s inventory of computers and other technology infrastructure will cost about $1 million. For replacement on a four-year cycle, this equates to an annual budget of about $250,000. A three-year cycle would require more than $300,000 annually. At present there is no discernable source for funding at those levels.

**Analysis and Planning**

The computers in the CCC EBUS are all new; there is even a lab dedicated to use for the program.

**C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

The technology infrastructure installed at Coastline supports the College educational mission and continues to enhance institutional effectiveness. In addition to familiar community college services, such as computer labs, smart classrooms, and distance learning courses, Coastline technology supports far-reaching initiatives. Examples include successful development of a new and functionally superior course management system (Seaport); the introduction of distance learning course delivery through novel platforms, such as PDAs; and an integrated system of computers, software, and administrative procedures for distance learning delivery to military personnel worldwide.

The distribution of funding for technology resources is determined primarily by MPBC in a process that is re-evaluated annually to maximize institutional effectiveness. The Technology Committee engages in forecasting to ensure institutional awareness of technology trends. Two specialist bodies, the Web Steering Committee and the Web Special Interest Group, work to improve and enhance Coastline’s overall presence on the Web.

Because Coastline perceives itself as a leader in technology, the institution devotes particular attention to technology issues. There is a high level of concern about system security and availability. The rapid advance of technology and the increasing sophistication of cybersecurity threats make this area particularly challenging.

**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.**

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 MPBC and carried out in Administrative Services.

In March, MPBC sponsors a special informal meeting (town hall) to which all College constituencies are invited. Attendees participate in the budget development process by sharing their concerns or ideas.

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 MPBC. The four College wings are the Office of Instruction; Student Services; Administrative Services, including collegewide; and the President’s Office. It is at this point that technology expenditure needs of the College are most typically addressed, because they are one-time expenses.

At least two meetings of MPBC are devoted to hearing presentations about budget requests. These requests include technology needs identified by wings and departments. The Financial Task Force (composed of members of the MPBC) then prioritizes the requests. The results are discussed by the full MPBC, and the recommendations are sent to the College President. If the President makes changes to the recommendations, she discusses them at the next MPBC meeting.

A parallel activity takes place with requests for instructional equipment and block grant funds. A task force collects requests from the same four wings and prioritizes the requests that meet the specific guidelines for instructional equipment (*Block Grants Prioritized Requests List*). The recommendations are brought to the full MPBC and an entire meeting is devoted to that topic. The results of the block grant process are known prior to the work done by the Financial Task Force, so items are not duplicated.

By September of each fiscal year, decisions willhave been made by MPBC and forwarded to the President for the distribution of the ending balance for any new ongoing or one-time funded allocations. During the year, MPBC requests updates about the block grant expenditures, updates about overall spending and revenue projections, and predictions for the end-of-year balance.

The four wings submit requests to MPBC 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 completion of the budget development worksheets, the block grant requests, and the budget augmentation requests.

Faculty input is solicited by the department chairs and deans through the departmental budget development process. In addition, block grant information is included in every semiannual department chair meeting.

All employees (classified, faculty, and management) receive invitations to present their ideas at the annual town hall sponsored by the MPBC. Students have the opportunity to make recommendations through their representative on the MPBC or through a formal request from the Student Advisory Committee that would be included in the Student Services wing’s budget development process.

The membership of the MPBC is another example of participatory governance, with membership from all constituencies. The meetings of MPBC are open to the College, and reports of MPBC proceedings are reported to the College Council and are distributed college-wide via e-mail.

Technology budgeting is defined by the MPBC’s past practices, developed as a core component of the College’s participatory governance model and its annual planning schedule. Healthy debate is encouraged in the MPBC meetings.

It has become 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.

Coastline uses the annual budgeting cycle as its formal process for identifying the needs and utilization of technology resources. There appears to be a lack of communication at all levels of what the process is and how those needs are met through the various constituencies that participate in the planning process.

**Analysis and Planning**

It is not anticipated that additional technology will be needed at the China site; However, the high school and U.S. College Compass shall work together with the college’s team to obtain additional technology support equipment if needed. Any equipment costs shall not be at the expense of the college’s general fund.

##### **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 resources planning are integrated with institutional planning.**

**D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

Coastline financial planning is aligned with the Master Plan, in which Priority 4 gives the College its distinctively entrepreneurial character. In accordance with Priority 4, the College undertakes to establish new and expanded partnerships with business and industry, government agencies, other institutions of higher learning, and K-12 districts. It is expected that a result of these new partnerships will be added revenue, increasing Coastline’s already substantial income from distance learning and military/contract education operations. Coastline’s cash flow, reserves, strategies for risk management, and planning for financial emergencies are in all cases appropriate to fulfillment of the College mission.

**D.1.a. Financial planning is integrated with and supports all institutional planning.**

The overall College 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 presidents. The worksheets contain adopted budget figures by individual expense category for the current year; expenditure balances to date for the current year; and expenditure balances to date for the same accounts. This information is used by each department to help determine what to request to be budgeted for the new 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. At present there are four wings: the Office of Instruction, the Office of Student Services, the Office of Administrative Services, and the President’s Office.) The target is passed down to the individual department managers and their staffs as a figure to which they should balance their total budget requests.

Departments within wings solicit input from their respective staffs to help formulate the final request, which is presented to the Mission, Plan Budget Committee (MPBC) by the vice presidents. (The President’s wing budget request is presented to the MPBC by the Vice President of Administrative Services).

Financial planning for the College is coordinated primarily through the Mission, Plan and Budget Committee (MPBC). Because the same committee reviews the Mission Statement, the three-year *Master Plan*, and the budget, there is a high degree of consistency between the budget and the institutional goals. (Attachment G-*Master Plan)*

Because the budget has been tight, budget allocations undergo close scrutiny to see whether they are consistent with formal planning documents. Requests for new funding (staff positions, equipment, etc.) go through one of two task forces of the MPBC: the Financial Task Force or the Block Grant and Instructional Equipment Task Force. Both task forces consider the relationship of the requests to other College planning documents, to the Master Plan, and to current Master Plan Initiatives. The *Block Grant Request Form* includes a column for identifying associated planning documents (Program Review, Strategic Plan, Minutes of Committee Meetings, Grants, etc.). Departmental planning efforts are communicated to MPBC annually via budget augmentation requests.

New full-time faculty positions at Coastline are generally funded from new monies or non-replacement of retiring or departing faculty. The process of recommending new faculty positions follows a different procedure than normal departmental budget requests and begins in the Academic Senate during the fall semester. Each fall, the Senate invites all interested disciplines to present and defend their requests. Among these requests are some which have also been made before the Program Review Committee during the program review process. The Instructional Coordinator/Researcher provides a 7- or 8-year FTE history by department and a report on FTES by department for the top 12 disciplines. The report includes the ratio of full-time to part-time positions within the discipline. Following the presentations, the Senate prioritizes the requests and forwards their recommendations to the Program Review Committee for action.

The Instructional Managers and Student Services follow a similar process and present their recommendations to the Program Review Committee.

Program Review hears these presentations, then prioritizes the disciplines and forwards information to the President if there is approval for a new hire or a replacement. Program Review notifies the Academic Senate if a request to fill a particular position has not been authorized. The approval process then terminates and no Presidential review is requested.

**Analysis and Planning**

Planning for the CCC EBUS Program budget takes place primarily within the Contract Education department, which will be responsible for its operation. The Task Force should work together to plan the budget, taking into consideration student outcomes and expressed needs for student services and other needs that become apparent as a result of program review and other research analysis regarding program effectiveness. Financial planning will need to include sufficient costs to student to cover program costs to ensure that no public funds are used for the CCC EBUS Program.

**D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

The annual budget planning process provides a realistic assessment of resource availability. By applying the District Budget Allocation Model to the Governor’s Proposed Budget, a reasonably accurate projection can usually be made for general funds, subject to changes from the Legislature and the “May Revise.” At present, Coastline receives 13.44% of the base general funds received by the entire District. However, this year, millions of dollars had to be cut, resulting in no summer telecourses, massive fall course cuts, and no planned intersession.

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 telecourses to Coastline students, partnering with the government in delivering Coastline distance learning courses to military students, and partnering with the Hispanic and Asian Chambers of Commerce to co-host an annual job fair.

**Analysis and Planning**

See D.1.a.

**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 and plans for payment of liabilities and future obligations.**

Each year, Administrative Services informs MPBC of the future obligations of the College. The obligations have consisted primarily of facility and equipment leases and payments on the Garden Grove building, the College Center, and the 10-year lease from the City of Fountain Valley for the ISD Center. These long term obligations are presented to the MPBC as college-wide expenses and receive first priority for budget allocation. 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 utilizing bond funding.

The obligations of the Coast Community College District, such as employee benefits, retiree benefits, and capital leases, are clearly identified in the District budget.

**Analysis and Planning**

See D.1.a.

Financing of the EBUS program is incorporated into the regular budgeting and auditing process.

Coastline currently 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 US campus, although we are not in a financial position to provide this distance learning instruction program long-term without the funding that we anticipate receiving as a result of implementing the project.

All college constituencies have been assured that Coastline has not used and will not use public funds to underwrite the program.

Financing of the program, when implemented, will be incorporated into the regular budgeting and auditing process of the college. The Contract Education Department has its own Accounting Technician who handles invoices and tuition assistance requests; 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.

**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.**

Financial planning follows an annual cycle, coordinated by the MPBC and carried out in Administrative Services.

In March, MPBC sponsors a special informal meeting 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 MPBC. Then, departments have been encouraged to prepare a list of one-time requests which can—potentially—be funded by the College ending balance if funding permits. These one-time funding requests are also tied to the Master Plan.

At least two meetings of MPBC are devoted to hearing presentations about budget requests. The Financial Task Force (composed of members of the MPBC) then prioritizes the requests. The results are discussed by the full MPBC, and the recommendations are sent to the President. If the President makes changes to the recommendations, she discusses them at the next MPBC meeting.

A parallel activity takes place with requests for Instructional Equipment and Block Grant funds. A task force collects requests from the same four wings and prioritizes the requests that meet the specific guidelines for instructional equipment. The recommendations are brought to the full MPBC and an entire meeting is devoted to that topic. The results of the Block Grant process are known prior to the work done by the Financial Task Force, so items are not duplicated.

By September of each fiscal year, decisions willhave been made by MPBC and forwarded to the President for the distribution of the ending balance for any new ongoing or one-time funded allocations. During the year, MPBC requests updates about the Block Grant expenditures, updates about overall spending and revenue projections, and predictions for the end-of-year balance.

The four wings submit requests to MPBC 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 completion of the budget development worksheets, the Block Grant requests, and the budget augmentation requests.

Faculty input is solicited by the department chairs and deans through the departmental budget development process. In addition, Block Grant information is included in every semiannual department chair meeting.

All employees (classified, faculty, and management) receive invitations to present their ideas at the annual town hall sponsored by the MPBC. Students have the opportunity to make recommendation through their representative on the MPBC or through a formal request from the Student Advisory Committee 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.

All of the concerns are recorded and expressed in the MPBC’s minutes. 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 MPBC.

The membership of the MPBC is another example of participatory governance, with membership from all constituencies (document 3D.11, *College Committee List*). The meetings of MPBC are open to the College, and reports of MPBC proceedings are reported to the College Council and are distributed collegewide via e-mail.

**D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

Annual audits conducted by the District testify to Coastline’s financial integrity. Cash flow, reserves, strategies for risk management, and planning for financial emergencies are in all cases 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. All financial resources are used in a manner consistent with the mission and goals of the College.

**D.2.a. Financial documents, including the budget and independent audit, reflect**

**appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Annual college financial reports and the independent external audit regularly reflect appropriate allocation and use of resources that support student learning programs and services.  Effective with the 2001-02 fiscal year, the College’s 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 Coastline’s ancillary operations, including the Student Advisory Council (SAC), Bookstore, Foundation, Contract Education, and Instructional Systems Development (ISD).

External audit reports over the last several years have consistently indicated the college does an appropriate job of managing its finances according to accepted standard accounting practices and demonstrated fiscal responsibility in all general fund and ancillary accounts.  External Audit Reports are archived at this link:

[http://www.cccd.edu/measurec/reports.aspx](https://owa.coastline.edu/exchweb/bin/redir.asp?URL=http://www.cccd.edu/measurec/reports.aspx)

 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.  Requisitions for supplies, equipment, and services require approval by the department manager and are checked against the appropriate budget.  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 Financial Management System to track and report all general fund expenditures.  The maintenance of the hardware and software and report writing capabilities is maintained by the District Information Systems Department.  All financial transactions (i.e. Purchase Requisitions and Purchase Orders) 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 within budget.

All ancillary financial transactions and reporting are performed at the college level under the direction of the Fiscal Services Department.  The Great Plains proprietary financial software package, which is an industry standard and used by both of Coastline’s sister colleges, is utilized to process and track all ancillary transactions.  The same District financial guidelines and Board Policies used to govern general fund monies are also equally applied to ancillary money transactions.

Ancillary operations are included in the annual audit of general funds and have received no audit exceptions.  The minimal audit recommendations received over the past five to six years have been appropriately responded to and accepted by the auditors.  External audits have not identified any material weakness for either the general fund or ancillary operations.  In coordination with the Districts Internal Auditor, the college tracks the progress towards the ongoing resolution of any audit findings or recommendations.

Investment of college ancillary surplus monies follows established District guidelines and practices.

Coastline relies on four main processes—all deeply integrated into routine College operations—to regularly evaluate the allocation and use of College resources:

1.    The majority of College resources come from the general fund through the District Budget allocation model, which is tied to FTE productivity.  All College department budget allocations are a part of their respective College wing and are annually presented to the MPBC for review and endorsement.  Resource allocation effectiveness is reviewed by the committee down to the department level with questions and new decisions being made each year to best allocate general fund dollars.

2.    Another major analysis of resource allocation takes place through the bi-annual progress reports for College Master Plan priority progress given to the MPBC.  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 MPBC which are then forwarded to the President.  Progress levels and successful priority implementation determine support from the MPBC for future funding allocations towards Master Plan priorities.

3.    Financial resources generated through the ancillary operations such as Contract Education and Coast Learning Systems are also reviewed and recommended through the MPBC process.

4.    A full report of College expenditures and the College’s ending balance is provided to the MPBC at the end of each fiscal year.  The MPBC utilizes a formal process to review the data and makes recommendations to the College President for how to distribute the ending balance and what modifications should be considered for the new 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 shared governance structure within the college.  Regular oversight of college financial resources by the MPBC, through regular reports provided by the Office of Administrative Services ensure that representatives of all college constituencies effectively act as a “watch dog” over finances and are able to make suggestions and recommendations to improve in the use of college resources.

**Analysis and Planning**

The CCC EBUS Program will be audited according to the same procedures as other ancillary programs of the colleges, as it is part of the Contract Education department.

**D.2.b. Appropriate financial information is provided throughout the institution.**

The Financial Management System has recently been replaced with a new system, Banner. With Banner, all identified end-users can access the system and make financial inquiries online. End-users can also order financial reports as needed. They 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 is automated in Banner, allowing end-users to go online to track their purchases and approval processes for those purchases.

Financial information regarding the institution is regularly shared at MPB meetings.

**Analysis and Planning**

The budget information will be shared and discussed with the Task Force on a regular basis; it will be shared with the MPB on scheduled meetings for updates on the program.

**D.2.c. The institution has sufficient cash flow and reserves to maintain stability,**

**strategies for appropriate risk management, and realistic plans to meet**

**financial emergencies and unforeseen occurrences.**

Cash flow arrangements and reserves are made at the District level.  For 2009-10, the district has set aside a 6% reserve for contingency totaling $13,293,671.  The reserve is based on prior year’s actual unrestricted general fund expenses. This is a reduction from 7.5% in 2008-09.  The State Chancellor’s Office recommends a minimum reserve of 5%. The excess reserve funds as well as the stability reserve were used to provide $5.8 million in one-time funds to balance the 2009-10 budget. The Retirees Liability Fund has $32.8 million set aside in the JPA Trust and district funds.  The district will update the actuarial study during 2009-10 to determine how funding reductions have affected the unfunded liability.  In addition, the college has access to the ending balance it generates individually as prescribed by the District Budget Allocation model.  Over the past three to four years, the college has had an ending balance of between $400,000 and $700,000, which is distributed according to college identified priorities.

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.

**Analysis and planning**

The Contract Education department has sufficient cash flow and reserves to maintain stability of the program short-term in the event of financial emergencies or unforeseen occurrences.

Coastline has sufficient resources in terms of staff, faculty, equipment, and curriculum to implement the program without diminishing its commitment and priority to the mainland campus, although we are not in a financial position to provide this instruction program long-term without the funding that we anticipate receiving as a result of implementing the project.

All college constituencies have been assured that Coastline has not used public funds to underwrite the program.

**D.2.d. 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.**

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. Requisitions for supplies, equipment, and services require approval by the department manager and are checked against the appropriate budget. 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 Banner Financial Management Software to track and report all general fund expenditures. The maintenance of the hardware and software and report writing capabilities is maintained by the District Information Systems Department. All financial transactions (i.e. Purchase Requisitions and Purchase Orders) 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 within budget.

All ancillary financial transactions and reporting are performed at the college level within the Fiscal Services Department. The Great Plains proprietary financial software package, which is an industry standard and used by both of Coastline’s sister colleges, is utilized to process and track all ancillary transactions. The same District financial guidelines and Board Policies used to govern general fund monies are also equally applied to ancillary money transactions.

Ancillary operations are included in the annual audit of general funds and have received no audit exceptions. The minimal audit recommendations received over the past five to six years have been appropriately responded to and accepted by the auditors. External audits have not identified any material weakness for either the general fund or ancillary operations. In coordination with the Districts Internal Auditor, the college tracks the progress towards the ongoing resolution of any audit findings or recommendations.

Investment of college ancillary surplus monies follows established District guidelines and practices.

**Analysis and Planning**

See planning D.2.a.

**D.2.e. All financial resources, including those from auxiliary activities,**

**fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

Coastline uses its financial resources, including those from auxiliary activities, fund-raising efforts, and grants, in a manner consistent with College mission and goals. The financial activities for all ancillary operations are reported to the MPBC bi-annually. Discussion of the finances and distribution of income from all ancillary operations is reviewed and recommended by the MPBC to the President.

The College operates five auxiliary activities, known at Coastline as ancillary organizations: Foundation, Bookstore, Student Advisory Council, Instructional Systems Development, and Contract Education. All grant funding agency guidelines and reporting requirements are kept in full compliance as required.

All ancillary operations for the college receive a full review by the external auditors and have demonstrated financial integrity as evidenced by the “clean” audits reported by the external auditors. As an additional safeguard, the District employees a full-time internal auditor who regularly reviews the financial practices of all district operations including the college’s ancillary accounts.

**CONTRACT EDUCATION**

Coastline Community College, through its Military Contract Education Program, has created a virtual global campus, with courses being offered world-wide to our country’s service members in all branches of the military. In support of the College’s unique mission statement to deliver education both within and outside of its brick and mortar confines, Coastline serves over 15,000 military students in virtual online classrooms on military bases and in areas of conflict throughout the world. For those military students that are deployed to areas with no Internet access, CD-ROM based courses are used to deliver college-level education to them. Coastline students are located around the globe, including such places as Iraq, Afghanistan and deployed ships at sea. This program requires close liaison between the College and over one hundred military education centers at military installations worldwide. The Military Contract Education Program is self-sustaining and is funded entirely from government contracts and tuition assistance (TA) paid by the military Services for individual service members’ tuition expenses.

The military education program at Coastline is a highly successful conglomerate of several different programs focusing on the unique needs and requirements of the individual branches of the armed services.

* Coastline has competed for (and won) participation in numerous contracts and partnerships sponsored by all the Services.
* That each Service has chosen Coastline to partner in their voluntary education programs speaks highly of the perceived quality of the academic programs and the student support services offered by Coastline.
* That Coastline military graduates are articulating into four-year programs and doing well at those institutions again speaks highly of the academic rigor and overall quality of courses in our military program, and suggests that the perceived quality is indeed real.
* That Coastline’s online military enrollments and military graduates have roughly doubled every year for the past seven years is testimony in part to the popularity of our program amongst military counselors (who recommend Coastline to their students) and the high retention rate of Coastline military students (who feel they are well served). Obviously, student satisfaction with both instruction and student services, as evidenced in both student surveys and anecdotal feedback, is a large factor in the dramatic growth in the military education program at Coastline.

**INSTRUCTIONAL SYSTEMS DEVELOPMENT**

The Office of Instructional Systems Development (ISD) is Coastline Community College’s national and international learning systems development, marketing, and distribution division.  ISD is specifically charged with: (1) designing, developing, and distributing high-quality learning systems consisting of broadcast quality telecourses, lecture support videotapes, 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 or other colleges in the Coast Community College District (District), and (4) generating revenue for Coastline to expand the quality, scope, and effectiveness of technology-based learning whether in the classroom or at a distance.

## ISD has a long commitment to quality, innovation, and effectiveness.  In 1972 ISD, then operating in the District, produced its first college-level television series, before the term “telecourse” was coined.  This commitment to explore new learner-centered modes of educational design and delivery, and the development of high-quality, academically-sound courses continues today.  Courses are designed using a well established and tested instructional systems development approach.  For each new course a comprehensive instructional design team, consisting of content experts from across the country, instructional designers, and media experts is formed.  Course objectives, learner outcomes, and instructional components are developed using an expert peer review process and tested with students and faculty, in the classroom, to ensure reliability.  Renowned scholars and expert teachers appear in, and consult on, every phase of each project.  When possible, courses are shot on location to achieve the authenticity of depicting real people and subject matter in true-to-life settings.  Coast Learning Systems produces user-friendly telecourses, as well as other computer and mixed-media-based learning systems, that consistently provide rigorous and quality instruction.

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ISD’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, this is changing; the rapid emergence of converging digital technologies (television, computers, telephony, etc.), the growing sophistication of interactive learning systems, the growing penetration of low-cost delivery systems, and most importantly the ubiquitous nature of the Internet have combined to both inspire and push ISD into new ways to design, develop, and deliver content to students no matter when or where they study and learn.  ISD designs new courses to fulfill a variety of instructional needs – distance education, distributed learning, and classroom instruction.  Development is not limited to just one type of distance education.  ISD is developing courses for online, telecourse, classroom, and hybrid delivery as well as self-paced delivery via interactive CD-ROM, DVD, or handheld computers/PDAs.  ISD strongly feels that a flexible, multimodal approach, designed to meet the needs of schools, instructors, and students, will maximize revenue and be mutually beneficial.

Each year, 64% of California’s community colleges use ISD courses.  Over 100,000 students, nationwide, earn credit from approximately 400 schools every year using Coast’s courses.  Since inception more than 33 years ago, ISD has produced over 500 hours of instructional video and over 15,000 pages of text for student guides and instructor manuals.  ISD currently offers 20 telecourses each consisting of videotapes, a student study guide, a faculty manual, and a test bank.  In addition, ISD offers 315 hours of lecture support video for classroom use, 22 online courses, and five Interactive CD-ROMS.

  ISD’s thrust for innovation and excellence has been recognized by academic and media peers nationally and internationally.  Over the years, ISD has received a host of awards, including more than 60 international, national, and regional awards for excellence in instructional design and production of educational courses. These awards include 14 Los Angeles Area Emmy Awards, four Cindy Awards, and four Telly Awards.  ISD’s recognition and success in the market is primarily attributed to the quality and rigor of its instructional design and development process.  ISD telecourses have been instrumental in the development of numerous contract education programs and innovative initiatives launched by Coastline Distance Learning and Contract Education Programs.  As a result, significant enrollment and revenue has been generated.  ISD telecourses led to the development and distribution of some of the first initiatives to educate military personnel at a distance using CD-ROMs, then through online instruction, and most recently by using handheld computers and PDAs.

Many of the colleges that offer comprehensive distance learning programs would have lacked the resources to launch their programs without access to ISD’s courses.  Equally important, many students enrolled in these courses would be unable to take college courses any other way.  Handicapped students—unable to travel, hear, or see—military students at sea or on remote bases, and working adults and single parents unable to attend traditional classes, all depend on user-friendly, ready-to-teach courses from ISD.

Despite the rapid growth and changes in online course offerings nationwide, ISD continues to have stable enrollments.  One of the most important reasons is that telecourses (television-based courses) do not need Internet access, and they offer the potential for large class sizes with a significantly lower cost per student.  The ability to operate without Internet access is critical in both Coastline’s military and incarcerated student programs.  ISD continues to experience strong demand for telecourses. There is little doubt that video-based learning (broadcast, tape, on-demand video, streaming, etc.), both passive and interactive, will play an ever increasing role in technology-based education.  It also clear that telecourses are no longer the only modality for distribution of quality distance learning courses.  This has changed forever – more courses are delivered today using the internet than all other media approaches combined.  As a result, ISD is designing and developing multi-modal delivery options for courses.

**Analysis and Planning**

The CCC EBUS, an ancillary activity, will be offered with quality and integrity, consistent with Coastline’s goals and mission.

**D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Due to 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:

* 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 Center.
* A memorandum of understanding wit 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.
* Many other contracts with private vendors and individuals.
* Contracts with local businesses for educational and training services.

It is Coastline’s practice to write cancellation or termination language into all contracts to protect the interests of the District.

The process for approving contracts includes legal review by the District and Board approval. On the Board President 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, contains fiscal commitmentsor that has insurance requirements of any type is to be considered a contract and is processed through established District Procedures for approval.

**Analysis and Planning**

CCC EBUS contracts adhere to Accreditation Commission standards outlined in the policy *“Contractual Relationships with Non-Regionally Accredited Organizations.”*

**D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

An intensive evaluation of the financial management system had been undertaken as a part of the development of the new Banner data system. Many improvements were achieved, such as streamlining the purchase order procedure through an electronic system, and being able to group expenditures from various accounts by their PRU (Program Review Units) to get better estimates of program costs.

In addition to the internal review process of the district and college’s effectiveness in fiscal planning and monitoring processes, the annual external audit report information is also included when considering how to improve financial management and planning.

The District employs an internal auditor who regularly reviews financial procedures at each college. External audits demonstrate the integrity of Coastline’s financial management system.

**D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

Coastline relies on four main processes—all deeply integrated into routine College operations—to regularly evaluate the allocation and use of College resources:

1. The majority of College resources come from the general fund through the District Budget allocation model, which is tied to FTE productivity. All College department budget allocations are a part of their respective College wing and are annually presented to the MPBC for review and endorsement. Resource allocation effectiveness is reviewed by the committee down to the department level with questions and new decisions being made each year to best allocate general fund dollars.
2. Another major analysis of resource allocation takes place through the bi-annual progress reports for College Master Plan priority progress given to the MPBC. 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 MPBC which are then forwarded to the President. Progress levels and successful priority implementation determine support from the MPBC for future funding allocations towards Master Plan priorities.
3. Financial resources generated through the ancillary operations such as Contract Education and Coast Learning Systems are also reviewed and recommended through the MPBC process.
4. A full report of College expenditures and the College’s ending balance is provided to the MPBC at the end of each fiscal year. The MPBC utilizes a formal process to review the data and makes recommendations to the College President for how to distribute the ending balance and what modifications should be considered for the new 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 shared governance structure within the college. Regular oversight of college financial resources by the MPBC, through regular reports provided by the Office of Administrative Services ensure that representatives of all college constituencies effectively act as a “watch dog” over finances and are able to make suggestions and recommendations to improve in the use of college resources.

The entire process is described in detail in D.1.d.

**STANDARD IV. LEADERSHIP AND GOVERNANCE**

**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. 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.**

**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.**

**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 institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Coastline has developed an organizational structure through which all members of the organization can participate, directly or indirectly, in the operation and decision-making of the College. Over many years, and after much collaboration, the College has evolved into an organization that encourages participation of every employee in processes for institutional evaluation and improvement at all levels.

The College President from the start established that, under her leadership, all faculty and staff were encouraged to participate in the pursuit of institutional excellence for Coastline. She attended the Classified Council and the Academic Senate. She instituted walk-in opportunities for all Coastliners to meet with her privately to discuss their concerns for new ideas and issues. The President holds informal teas in her office with faculty and staff to learn more about their work and offer a forum where they can express themselves and offer suggestions for improvement. This open-door approach allows the President to gather information and ideas from those with whom she does not meet regularly.

To effect change often requires money. The President instituted an internal grant competition for mini-grants, for which any Coastliner may apply, to further Coastline’s Master Plan. These *Master Plan Implementation* (MPI) projects have allowed faculty and staff, individually or in groups, to implement their ideas for program improvement, faculty training, and for the exploration of new technologies to improve classroom instruction and distance learning delivery.

The Mission, Plan and Budget Committee (MPBC) is an integral part of Coastline’s environment, working to facilitate new initiatives and to continuously improve practices, programs, and services. The MPBC is co-chaired by a faculty member and the Dean of Planning, Development, and Government Relations. The committee develops and prioritizes a list of potential expenditures aimed at accomplishing objectives in the Master Plan and addresses other institutional priorities, such as Partnership for Excellence (PFE).

Under the lead of the MPBC, a collegewide forum is held to solicit budget requests from any staff member or student. A financial task force composed of MPBC members considers each budget request, and then, after extensive research and discussion, creates a prioritized list of expenditures. Following further modification by the full MPBC, the list is submitted to the President, accompanied by a resolution. The resolution generally states, “MPB Committee urges the President to follow the prioritized list of institutional funding expenditures to accomplish institutional goals and objectives.” In September, MPBC receives a detailed response from the President specifying the requests that were funded.

The Student Advisory Council (SAC), 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 the Leadership course and to campaign for SAC offices. Most College committees include at least one student representative from SAC, and the College endeavors to elicit student feedback when plans for change are being formulated. In this way Coastline recognizes that students are valuable sources of information and ideas.

Coastline has 27 committees plus several work groups, teams, and councils. Collectively, these collaborative are responsible for reviewing and initiating new programs in cooperation with or on behalf of Coastline management and other governance. In summary, the College President has endeavored to empower *every* College employee.

Representation and membership participation exists for faculty through the Academic Senate, for classified employees through the Classified Council, for students through the Student Advisory Council, and for management through CDMA (Coast District Management Association). With rare exceptions, collegewide decisions are finalized and adopted through the College Council and President’s Cabinet. Coastline’s College Council has representative members from all College constituencies, e.g., faculty, classified staff, students, and management.

**Analysis and Planning**

While teaching abroad, faculty will participate in weekly task force meetings to assess the effectiveness of the program. Upon returning, a post assessment process will also take place to address how to improve the program, instructionally, and for students. EBUS Program students will interact with other Coastline students through interactive online courses and through collaborative projects with the existing Early College High school program. We might approach Student Advisory Council to see if they can adopt an active role in representing this group of students through a Google Group or online meetings. This effort is currently underway in support of the military student programs.

**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.**

**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.**

Across the whole constituency of Coastliners—students, faculty, classified staff, and management—participation in institutional governance is broad and deep. Mechanisms include committees, councils, task forces, town meetings, and the Academic Senate. The process encourages informed representation from every appropriate constituency at each level of policy making and planning.

The College Committee List specifies committee membership. Great care is taken and considerable energy and human resources are devoted to ensuring that all committees, from the President’s Council to the Academic Senate to the Classified Council and the Student Advisory Council, are populated by representatives from the appropriate constituencies. The Classified Council, the Student Advisory Council, and other College committees operate in a similar way: agendas are posted and meeting minutes are made available to all Coastliners. The transparency of rules for committee membership and committee operation guarantees faculty, staff, administrator, and student participation in collegewide collaborative decision-making processes.

**The College President is guided by the spirit of the Mission Statement to shape and enhance the experience of each student, staff, and faculty member. With the focus of the Mission Statement in mind, the President has administrators, faculty, and staff in place to achieve its goals. Three vice presidents, six academic deans, and many managers work with the President toward the success of the College and its students.**

**The President serves as chair of the Blue Ribbon Management Team which consists of all managers, the College Council, and the Leadership Development Task Force. During the course of a year, the President visits many of Coastline’s 27 committees. 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. 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.**

All subcommittees of the Academic Senate, including the Curriculum Committee, provide written and/or oral reports to the Academic Senate. These reports are recorded in detail in the Academic Senate’s meeting minutes and distributed collegewide, in hard copy to all Senators and electronically to all Coastliners. Meeting agendas are posted 72 hours before each meeting. This long-standing policy at Coastline ensures that all students and employees are aware of items to be considered and have an opportunity to give their input or attend the meetings. Any faculty member can come to the Academic Senate to address an issue of faculty concern. In fact, at the beginning of each semester, a Senate message goes out to all faculty encouraging them to speak to their Senate representatives, attend Senate meetings, and submit articles to the Academic Senate’s newsletter for collegewide publication.

All College committees include faculty representation so that institutional policies, planning, and budget matters remain in view 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. The majority of the members of the Curriculum Committee, 23 of the 29 voting members, are faculty members.**

**The Academic Senate makes recommendations about disciplines that need department chairs and about disciplines for which fulltime faculty should be hired. It determines the makeup of the Curriculum Committee, which is a subcommittee of the Academic Senate.**

**Analysis and Planning**

**All faculty members in the CCC EBUS will be represented by the Senate. They can bring topics of concern to the Senate by telephone or Internet.**

**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.**

The Coastline Academic Senate focuses primarily on academic and professional matters. Coastline’s Academic Senate and its Executive Officers promote a culture of openness; candid discussions of Coastline programs and services are outcomes of this collaborative environment. **The Academic Senate has taken a keen interest in the CCC EBUS. It will refer matters of particular interest to its subcommittee-the Academic Standards Committee, a particularly active committee of the Senate.**

The Senate is charged with recommending full-time faculty hiring priorities, including 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, and so forth). Consequently, the Senate plays a key role in shaping academic programs and services. Of course, budget concerns and the recommendations of the President and instructional managers play a deciding role in this process, but the dialogue concerning the hiring decision begins in the Academic Senate and moves to Program Review.

The Curriculum Committee reviews all new and revised course outlines and certificate programs to ensure academic integrity and rigor. A course outline must include measurable outcomes, and the assessment of these outcomes is very closely examined. Course outlines that omit required elements are routinely rejected and sent back to the originating faculty member for further review. The Academic Senate Web site offers comprehensive guidance. The site provides the following information:

* A guide to writing a course outline, including regulations and guidelines issued by the Statewide Academic Senate and Coastline’s own course outline specifications;
* An explanation of course outline terminology; lists of recommended verbs; templates for course outlines, new course proposals, and related documents; and other hints and recommendations to ensure consistency.
* Background information and procedural guidelines about methods of instructional delivery.

**The College President guides institutional improvement of the teaching and learning environment by working closely with the Academic Senate, including meeting with the Executive Council of the Senate. The President holds open office hours on Tuesdays at noon to provide a place for all who wish to voice ideas and thoughts regarding the College.**

**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.**

Through many years of open and collaborative undertakings, Coastline’s environment has evolved into a learning community characterized by mutual respect and teamwork. Innovation is encouraged and debate is expected at all levels. There is a conviction that success breeds success and that every challenge is an opportunity. Consequently, launching new programs such as EBUS that benefit students, serve the community and encourage diversity is the norm, not the exception.

Coastline Community College and Coast Community College District (CCCD) organizational structures are governed in accordance with this philosophy, coupled with a commitment to compliance with federal and state community college mandates. The governing board, administrators, faculty, staff, and students work together seamlessly for the common good of students and the community. Board policies and practices consistently endorse participatory governance. For example:

* Board policy *“…*recognizes the Associated Student Organization(s) or its equivalent within the District as the representative of the students in the formulation and development of District and College policies and procedures that have or will have a significant effect on students…” The policy further states that 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.” (*Board Policy 030‑9‑1, Student Role in Governance*)
* Board policy extends the same recognition to faculty, e.g., “…District recognizes the Academic Senate(s) as the representative of the faculty in making recommendations to the administration of the College and to the governing board of the District with respect to academic and professional matters…” (*Board Policy 060-1-10, Faculty Role in Governance*)
* Board policy ensures uniform and equitable employer/employee relations and open channels of communication. Most important, the Board “…views its faculty as a rich professional entity with both knowledge and expertise in developing policy and procedure.” ( *Board Policy 060‑1‑7, Relations Between District and Certificated Employees*) As a result, the Academic Senate’s input is essential in the development of policies dealing with academic and professional matters.

Coastline implements these policies by involving faculty, staff, and students in almost all committee activities. Through the College Council, Academic Senate, Classified Council, Student Advisory Council (SAC), standing College committees, and ad hoc work teams, processes and practices have been established to facilitate discussion and build consensus.  Students, staff, faculty, and administrators alike have a shared opportunity to participate in and contribute to all aspects of the College’s operation. Most important, staff, regardless of level, have the right to express opinions without reproach. Collaborative decision-making is not only ubiquitous, it is actively encouraged.

Lines of communication from the board to Colleges and College staff, and from committees within the College to staff and students, are established through distribution of standing committee minutes using information letters, bulletins, and District and College Web sites.  College Council minutes are distributed to division chairs, administrators, and council members.  Board of Trustees meeting summaries are distributed to each department and posted for all staff to review in paper form. These summaries are also available to students and District constituencies on the District Web site.

The academic senate presidents of the three District Colleges and the presidents of classified and certificated bargaining units participate in regularly scheduled Board of Trustee meetings. Each College president and the president of each academic senate sit at the Board of Trustees table; each is a member of the Chancellor’s Cabinet, thus serving as both liaison to and a representative of the District board.

The Academic Senate, Classified Council, and the Student Advisory Council are also key communication channels in keeping faculty, staff, and students informed. Representatives of each organization serve as members of the College Council. Faculty and classified participate in all standing committees. Student Advisory Council representatives are also eligible and invited to participate on all committees, but not always available to participate.

The Academic Senate, as prescribed by board policy, represents all faculty on issues affecting academic and professional matters. Board policy in the area of curriculum, relies on advice and judgment of the District’s three academic senates as defined by law. Procedures to implement board policy at the college level are developed collegially with the elected representative of the Academic Senate. Coastline faculty (full-time and part-time, as well as student services counselors and the College librarian), elect approximately nine faculty each year to serve three years as representatives to the senate. As set forth in the Academic Senate By-Laws, elections are staggered so a majority of senators are returning each year with only nine new members. Academic Senate meetings are open to all faculty, students, classified staff, and administrators. However, only elected faculty senators may vote on issues before the Academic Senate.

The President meets regularly with the Executive Committee of the Academic Senate. Committee members discuss with the President issues that are relevant to the College and senate. At the academic department level, faculty participate in planning and budget development through their department chair and dean. The duties and responsibilities of the department’s faculty leadership include planning and budget development. All faculty members are encouraged to participate in department planning and in College work groups and committees. To ensure that plans match actions, faculty evaluation and program review includes a critique of each faculty member’s contribution to governance of the College. Since Coastline relies heavily on part-time faculty, they are invited to provide ideas for institutional improvement through faculty discussions and at discipline and department meetings. Part-time faculty are encouraged to attend all meetings. Because of Coastline’s unique mission and funding model, part-time faculty participation in the Academic Senate, College committees, and councils is critical.

Through the Classified Council at Coastline, classified staff serve in an advisory role in the formulation of College policy and decision-making. Classified staff are encouraged to provide suggestions for programs and service improvements via department, workgroup, and Classified Council meetings as well as annual town-hall meetings sponsored by the MPBC. Classified staff are also encouraged to make recommendations for improvements in standing committee meetings (since all have Classified Council representation) or directly to the President who regularly meets with Classified Council representatives. Classified Council promotes communication among classified members, assists in planning staff development, and facilitating social interaction between employees. The primary event coordinated by Coastline’s Classified Council is the annual Fall Event (including Halloween activities). This popular annual event serves as a networking, fund raising, and motivational opportunity for all College employees.

Students play an important role in college and District governance. One student trustee is selected from nominations submitted by the Student Advisory Council or other student organization at each college. (*Board Policy 010‑2‑14.2, Student Representative, District Student Council*.) The student trustee, though non-voting, gives students a voice in the formulation and development of District policies and procedures. The student trustee attends all board meetings, except closed sessions, and is recognized as a regular board member in board discussions and the questioning of witnesses appearing before the board. The student trustee is an important link between the Board of Trustees and student governance at each of the District colleges. In addition, the President of each Student group has the opportunity to attend regularly scheduled board meetings and make reports regarding student activities and programs at their respective colleges.

The CDMA Supervisory/Manager Manual defines the role of administrators in the governance process. All Coastline managers and supervisors are members of Coastline’s Blue Ribbon Management Team through which the President and the management team discuss issues important to the College. The District and the College require managers and supervisors to encourage and facilitate adherence to the established governance process beginning at the department level and extending through the College Council and the President’s Cabinet. Coastline’s College Council serves as the primary campuswide consultation group for participatory governance. Chaired by the President, the College Council has representation from all College constituencies.

Identification and discussion of mission-critical goals and objectives occurs at every level in the College. At the departmental level all staff are encouraged to set quality improvement goals and implementation objectives to better serve constituencies and improve service to students. The College’s mission, the new Master Plan, and the desire for continuous improvement are intrinsically linked.

Collegewide, institutional improvement suggestions are solicited and coordinated by the MPBC. Recommendations originating from Classified Staff come directly from the Classified Council to the College Council or from classified staff via their immediate supervisor to the College’s executive leadership team (President’s Cabinet), composed of the College President and vice presidents. Recommendations from faculty come from their department chair or dean or from standing committees or the faculty senate.

The governance process at Coastline is open and flexible. To ensure inclusiveness and synchronization with department goals and the College’s Master Plan priorities, the President’s Cabinet sends all issues to the appropriate department, committee, and/or manager for review and approval. Every effort is made to ensure that consensus is reached on new initiatives and programs prior to implementation. The College Council, President’s Cabinet, and the President are the final steps for approval of new initiatives beyond the scope of an individual department/wing. Initiatives requiring new funding and or resources must also receive review and approval from the MPBC.

**Planning Agenda**

Approach the Student Advisory Council (SAC) to see if they can involve the EBUS Program students in any SAC activities via distance methodologies. The concept is currently being explored for implementation among our military student population.

**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.**

The submission of audits and reports, and their acceptance by the cognizant authorities, is evidence of Coastline’s commitment to honesty and integrity in relations with external agencies. Reports are filed on time; deadlines are met. As it has in the past, the College will continue to present to the Commission a comprehensive, candid assessment of its operations and undertakes to respond to future recommendations. We endeavor to report honestly about our CCC EBUS in China.

Coastline 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). As required to maintain eligibility for financial aid, Coastline participates in the Integrated Postsecondary Education Data System (IPEDS) for the National Center for Education Statistics (NCES).  IPEDS surveys for enrollment, program completion, faculty, staff, and financing are completed according to Department of Education timetables.

Coastline is committed to the highest standards of ethical conduct while carrying out its duties and responsibilities. To ensure appropriate implementation of all statutory requirements, the Coast District has incorporated several statements into its Board Policies, Administrative Regulations, and statements of practice and procedure. Governing board responsibilities and ethical conduct requirements are also delineated in Board Policy.

Coastline adheres to all eligibility requirements, accreditation standards, and policies of the ACCJC. Coastline consistently describes its performance in similar terms to all external accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, recommendations from the Accrediting Commission are made available to the public in a timely and detailed fashion.

**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.**

Coastline employs a decision making process that is reviewed annually to ensure that the role of leadership is effective and includes evaluation for improvement. The process works for the College in good times and in times of challenge. Each year the College Council reviews and analyzes the committee and task force structure to determine whether committee and task force mandates have resulted in effective progress for the College and remain consistent with Mission and Master Plan priorities. Changes are made as needed. The committee co-chairs are included in this process and any changes are reviewed when the committees meet. Following any change, input from the committee as a whole is presented to the College Council for discussion and resolution.

In fall 2004, the Institutional Effectiveness Committee was formed to lead the College through research, analysis, and leadership, and to establish programs of evaluation, including data results for future planning.

The MPBC serves the College in guiding the budget model, analyzing progress and appropriate use of funds and involving all constituency groups for broad College representation. The College Council regularly assesses the pulse of the College by hearing reports from all College groups. The Council approves formal College events and participates in College leadership.

The President’s Cabinet meets weekly to discuss accomplishments, issues, and concerns presented from across the College. The Council guides the President, as she leads the College, in meeting the priorities of the Master Plan, in fulfilling the College Mission, and in developing strong leadership throughout the institution.

The President meets regularly with the leadership of the Academic Senate, the Classified Council, and the Student Advisory Council (SAC). She maintains an ongoing dialogue with the leaders of these groups and attends meetings as appropriate. At these meetings she discusses plans and changes under consideration at the College and hears and respects the input provided by each group. The President is acutely aware of the importance of faculty, staff, and students in the success of Coastline.

Coastline’s participatory governance structure has been documented. Revisions to the reporting process have been made, based on leadership dialogue and evaluation of services performed. For example, the Computer Services Department was moved to the Administrative Services wing (wings are organizational units at Coastline). Military/ Contract Education was moved to Instruction.

**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.**

**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.**

**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.**

# The Coast Community College District is governed by a five-member Board of Trustees, with each member representing a defined geographic area within the District. 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” (*Board Policy 010-2-1, Board of Trustees’ Ethical Responsibilities*).

An election for each position is held every four years, with two trustees running for election every two years in even-numbered years. When a vacancy occurs, there are three options to fill the vacancy. The first is to do nothing, and run the Board with four members; the second is to hold a special election; and the third is to select a new member. The process for selecting a new candidate includes posting notices of the opening in newspapers and public places, setting criteria for the application and a deadline for it to be filed, holding a public forum where each applicant makes a formal oral presentation, and developing a process to select a candidate. A District Student Trustee is elected after an application process by members of the District Student Association. The Association is made up equally of representatives from each of the three colleges in the District.

Board meetings are generally held in the District boardroom on the first and third Wednesdays of the month. Agendas are published and posted in accordance with the Brown Act, including posting on the District Web site and at the District Office. In addition to the five elected Trustees and the one Student Trustee, all College constituency groups are represented. Permanent seats at the board meetings are filled by the three College Presidents, the three college Academic Senate Presidents, Vice Chancellor of Human Resources, District Chancellor, Vice Chancellor of Administrative Services, Associate Vice Chancellor of Educational Services and the Board of Trustees Secretary.

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.

General District Policies are adopted and revised by the Board of Trustees through open discussions and vote. A regular review of policies was conducted at the last District Accreditation review. As a result, most of the policies have been reviewed and updated using input and approval from the various constituency groups. The District follows the Community College League of California’s Board Policy and Administrative Procedure Services, which provides for biannual updates to help ensure that policies reflect current laws and regulations.

**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.**

As set forth on the District Web site, the District Mission Statement is as follows:

The primary mission of the Coast Community College District (CCCD) is to provide quality lower-division and occupational education to ensure that students from all ages and from all socio-economic backgrounds have the opportunity to achieve their postsecondary educational goals. Inherent in this mission is the provision of transitional instruction and those support services that promote student success. In addition, the District will offer non-credit courses and other community service programs that will meet cultural, recreational, professional in-service, and personal development needs.

The Board holds itself responsible to ensure that every student has the opportunity for the highest quality education consistent with the fiscal constraints of the District. Board policy establishes goals (*Board Policy 010-1-3, Mission Statement*) that drive the quality, integrity, and continuing improvement of student learning programs and services. These goals include:

* Goal 1: Provide the highest quality lower-division transfer education.
* Goal 2: Provide the highest quality occupational education training and retraining that meets community and student needs.
* Goal 3: Provide the highest quality transitional and life-long education programs that meet community needs.
* Goal 6: Provide learning resources and student support services needed to promote student success and to measure that success.
* Goal 8: Develop, implement, and maintain programs that address international and intercultural education.
* Goal 9: Maintain an energetic, involved, and informed faculty, classified staff, and administration through staff development, training, and other programs and initiatives.
* Goal 10: Increase the diversity of faculty, staff, and administrative personnel so that the district's employees reflect the diversity of California's population.
* Goal 11: Maintain and update one-year and five-year improvement plans on an annual cycle, and ten-year and twenty-year master improvement plans on a five-year cycle. The plans will include these elements: instruction, support services, human resources, facilities, and other capital expenditures.

Coastline’s Mission Statement is set forth on the College Web site as follows:

“Coastline Community College is committed to student learning through accessible and flexible education within and beyond the traditional classroom.”

**Analysis and Planning**

The District Mission Statement encompasses the essence of the Coastline Mission Statement as well as the Mission Statements of the two sister colleges. The Board acknowledges the need for each college to observe policies that ensure the quality, integrity, and improvement of student learning programs and services. The District Mission Statement supports the EBUS Program.

**B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

The Board of Trustees is cognizant of its responsibility for educational quality, legal matters, and financial integrity. Board members derive their knowledge and input from various sources, but primarily through the District Chancellor. The Board uses the District law firm to review policies, procedures, and contracts that might place the District and the Board in conflict with the law.

Financial integrity is a key factor in Board deliberations. The Trustees have repeatedly expressed the desire to maintain a level of financial integrity that would meet or exceed the minimum standards set. For example, the Board has determined to implement the Governmental Accounting Standards Board (GASB) standards for funding models dealing with retirements several years prior to the required implementation date.

The District has a history of fiscal conservatism in its budgeting and funding models. This stance has more than once been very helpful in meeting state budget readjustments as well as semester-to-semester fluctuations in FTE generation. In addition, the District believes in the autonomy of the individual colleges and encourages entrepreneurial ventures. District policy allows the individual colleges to keep any ending balance at their local colleges instead of turning it back to the District. This promotes additional conservative budgeting and creative thinking.

**Analysis and Planning**

The Board is aware of the CCC EBUS Program and approved the initial Agreement for Contracted Services for program exploration and implementation. The Interim Chancellor is also fully aware of the program and is kept abreast of the accomplishments and challenges of this program.

**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.**

All Board policies are available to all District staff on a network drive (the “P” drive) to which all have access. Any change proposed to Board policy is published in a Board agenda and in subsequent minutes of Board meetings. The Board’s mission, size, membership, terms of office, meeting dates, agendas, minutes and other information are available on the District Web site.

**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.**

In 2004, as a tool for efficient update of District policies, the Board subscribed to the Community College League of California (CCLC) policy update service. The update process is ongoing. Board policies and procedures are posted on the intranet.

**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.**

The Board encourages participation in trustee organizations and education professional groups at the state and national levels. According to the Chancellor, the trustees pursue their own professional development in different ways, each unique and effective. To educate new members, the Chancellor and individual College Presidents have provided tours, discussions, and information about each college. In addition, the District has provided extensive background data to support decision-making. This background data has been offered to the entire Board, reminding the longer-term Board members of information and procedures. Board members are encouraged to participate in regular Board development activities, including conferences and workshops on boardsmanship offered by the California Community College Trustees (CCCT) organization and the national Association of Community College Trustees. New Board members attend the annual Effective Trustees Workshop and Trustee orientation in January of each year.

The bylaws provide for a mechanism for continuity of board membership and staggered terms of office.

The members of the Board of Trustees have been active in statewide and national trustee organizations in many leadership positions over the years. This continuing involvement has resulted in outstanding board development. In support of new member orientation, the background data provided by the Chancellor, College Presidents and District staff has provided ongoing development for seated Board members as well as new members.

**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.**

The Board evaluates itself in the spring of each odd-numbered year. The Board takes appropriate action, in response to the evaluation summary, during a public meeting. The evaluation may be used to identify Board accomplishments in the past year and goals for the following year. (*Board Policy 010-2-9, Board Self-Evaluation*.)

**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.**

Board Policy 010-2-1 (*Board of Trustees’ Ethical Responsibilities*) defines the Board’s code of ethics. In addition, the Board President is charged with communicating with individual Board members about their responsibilities and ensuring Board compliance with policies on Board education, self-evaluation, and the Chancellor’s evaluation (*Board Policy 010-2-3, Officers*).

**B.1.i. The governing board is informed about and involved in the accreditation process.**

The Board of Trustees is actively involved in the accreditation process. The Trustees are aware of the requirements and resource allocation that are necessary to prepare such a review. This is a direct result of the previous District Accreditation Review, conducted in 2005-2006.

**Analysis and Planning**

The CCC EBUS Substantive Change Proposal, when completed, will be sent to the Board for review.

**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.**

The Board is responsible for selecting the District Chancellor. Policy 020-1-2 outlines the roles and responsibilities of the Chancellor. The Chancellor is appointed to assist the Board of Trustees in policymaking for the District and shall have the authority for and be fully accounting to the Board of Trustees for the ordering, administering, and supervising of all District Activities. Board Policy 010-2-6 states that administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative procedures are to be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Chancellor.

Currently, our college President, Dr. Ding Jo Currie is serving as the interim Coast District Chancellor while the District searches for a permanent Chancellor (interviews have just been completed). While Dr. Currie serves at the District, our current interim President is Kevin McElroy, our Vice President of Administrative Services.

**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.**

**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.**

The College President empowers her managers to review, reorganize, and restructure their departments. If a manager feels his or her department needs restructuring, the manager is invited to write a proposal describing the desired changes. Similarly, the President monitors the current College organization and may suggest changes. In this fashion, form follows function. Support and resources are provided and accountability expected. Needed changes are incremental, allied to College key functions, aligned with the College Master Plan, and draw upon the opinion and advice of all College constituencies.

**The President is guided by the Mission Statement to shape and enhance the experience of each student, staff member, and faculty member at the institution. With the focus of the Mission Statement in mind, the President has administrators, faculty and staff in place to enable the institution to achieve its goals. Coastline has a President, three vice presidents, six deans and sufficient supervisory managers to fulfill its mission. Faculty, staff, administrators, and students figure largely in participatory governance at Coastline. The President serves as chair on the Blue Ribbon Management Team, College Council, and the Leadership Development Task Force. During a given year, the President will visit many of the 27 committees at Coastline.**

**Faculty has a substantive and clearly defined role in the governance of the College, primarily through the Academic Senate. The Senate discusses major issues of the College and passes motions and resolutions. The Senate takes these motions and resolutions to the College President and the College Council. The Academic Senate makes recommendations about disciplines that need department chairs and about disciplines for which full-time faculty should be hired. It determines the makeup of the Curriculum Committee, which is a subcommittee of the Academic Senate. All full- or part-time faculty can have a substantive role in College governance through their role in College committees. All faculty are encouraged to serve on committees. The majority of the Curriculum Committee—23 of the 29 voting members—are faculty.**

**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.**

*Note: The following text treats each of the four bullets under B.2.b as a separate component of Standard IV and responds to each with a separate descriptive summary, self evaluation, and planning agenda.*

***[First bullet under Standard IV.B.2.b]***

* **establishing a collegial process that sets values, goals, and priorities;**

The College President described her process as a search for collective vision leading to collective planning and involving all groups of the College. She instituted a review of Coastline’s strategic plan activities to assess the College’s focus on College objectives and strategies.

Although she is not a member, the President attends many of the MPBC meetings, the primary committee responsible for the overall coordination of the College planning process. At the beginning of each year, the President meets with the MPBC to assess the outcomes and effectiveness of the previous year’s plans and goals as well as to assist in the development of the major issues to address during the upcoming fiscal year. The MPBC is responsible for developing and evaluating the Master Plan. The President ensures that the College moves forward to implement the Master Plan.

The President communicates with all divisions of the College. She requests and reviews annual operational objectives from each of the five College department administrators, encouraging planning for immediate and long-term College needs. In addition to her regular attendance as chair of College Council and the Blue Ribbon Management Team, she occasionally attends other committee meetings and visits the Academic Senate, Classified Council, and Student Advisory Council. The President also makes informal visits to different departments and sites in the College. Along with all the other administrators, she takes her turn serving as evening administrator, available for emergencies or problems. The President writes an article each month for submission to “Coastliner,” the College newsletter.

The President participates in the All-College Meeting held at the beginning of each semester and the All-College Workshop held each spring. She holds an “open hour” every Tuesday and hosts a by-invitation tea in her office once a month. She is also accessible for private meetings with faculty, staff members, and students.

In 2005 the President organized the Coastline **Leadership Development Task Force**, focused on developing leaders from within the College. The President chairs the monthly **Leadership Development Task Force meetings. I**n April 2005 the task force held its first workshop, followed by a second workshop in November. The first Leadership Academy was held in January 2006, and in April the task force developed the All-College Workshop.

***[Second bullet under Standard IV.B.2.b]***

* **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

All instructional and student services evaluation and planning is referenced to the Master Plan. Instructional evaluation is tied to the Program Review process. Enrollment patterns, demographics, and curriculum content are some of the elements reviewed and monitored. Student characteristics and achievements are studied by the Institutional Effectiveness Committee, which conducts ongoing evaluations in support of the program to implement student learning outcomes.

External conditions such as the state of the economy, social conditions, and perception of College reputation, will be studied by Coastline internal researchers. The President makes use of the Institutional Effectiveness Committee by supporting the committee’s effort in data collection. The office of the Supervisor of Research, who co-chairs the committee, is located next door to the President’s Office. The Director of Research reports to the President. The Institutional Effectiveness Committee gathers data by conducting surveys of staff, faculty and students and by attending California community college conferences and seminars. Survey data is analyzed and then posted, as appropriate, on Coastline’s Research Web site, which is accessible to the public.

***[Third bullet under Standard IV.B.2.b]***

* **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**

Because Coastline and its President seek always to meet student needs, Coastline’s Master Plan drives the budget; the MPBC allocates the resources using collegial consultation. The President works to focus the College on matching the educational plan with resources sufficient to achieve student-learning outcomes. The President emphasizes resource development within all groups at Coastline.

***[Last bullet under Standard IV.B.2.b]***

* **establishing procedures to evaluate overall institutional planning and implementation efforts.**

The President encourages dynamic and systematic use of the College committee structure to establish procedures and to evaluate overall institutional planning and implementation efforts. The President communicates regularly with the committee chairs. The chairs are expected to explore with their committee members the need for change in the areas of membership, function, and relevance. She uses both internal and external methods to evaluate overall institutional planning and implementation efforts. The Master Plan provides a yardstick for progress reporting, annual review of the process of initiative, and instructional evaluation, all of which are reported to the President.

As chair of the Institutional Effectiveness Committee, the Supervisor of Research provides an ongoing update to the College President on the demographics and enrollment of students and how they are functioning programmatically. The President has worked closely with the Supervisor to develop policies and procedures that maximize research opportunities and exploit the resulting information in developing goals and plans.

The President encourages the dynamic and systematic use of the College committee structure to establish procedures for evaluating institutional planning and implementation efforts. She monitors each committee, communicating regularly with committee chairs. Each chair continually reviews the membership, function, and relevance of the committee. Recommendations are made accordingly. For example, the Academic Senate discusses and passes motions and resolutions relating academic and professional matters. The Academic Senate President takes these motions and resolutions to the College President and the College Council. If there is a Resolution, the resolution is presented to the Board of Trustees.

Full- and part-time faculty, administrators, and classified staff play a substantive role in College governance through their service on College committees. Their input and contributions are solicited and valued.

The Institutional Effectiveness Committee continually investigates ways to use SLOs as metrics for operations throughout the College. This ongoing process is used to evaluate the effectiveness with which overall planning is coordinated with SLOs.

Although no recent survey has been conducted by Coastline of the economy in the College service area, abundant information is available from the California Employment Development Department, the U.S. Census, the Orange County Workforce Investment Board, the Orange County Business Council, and other sources.

College committees are crucial to the participatory governance of the College and provide valuable feedback in the evaluation of overall institutional planning and implementation efforts. The President continually supports committee membership and participation for all Coastline faculty, administrators, and staff. She conveys this focus via e-mails, memos, and oral communications.

**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.**

The President uses a decentralized, distributive process to hold management and staff accountable for compliance with statutes, regulations, and policies pertinent to their areas.

**Statutes, regulations, and governing board policies are implemented primarily through College committees, which make recommendations and suggestions as part of the participatory governance framework. The Academic Senate makes recommendations, primarily about academic and professional matters, directly to the President, the College Council, and the Board of Trustees. When the President makes recommendations of her own, she usually consults with the College Council and the President’s Cabinet, then takes those recommendations to the Chancellor, who takes them to the Board.**

**B.2.d. The president effectively controls budget and expenditures.**

The MPBC is mandated “To review the College Mission and Goals Statement in light of the District Mission Statement and changing societal needs, and develop an annual plan to achieve these goals.” The President sees her role as facilitator to ensure that the MPBC has valid data on which to base informed decisions. She exercises decentralized control in the sense that each vice president, dean, and manager is held responsible for working within his or her budget. The President also exercises centralized control by maintaining an overall perspective to ensure that there are no ‘holes’ in the checks and balances of the Coastline expenditure process.

**Budgeting has been a challenge this past year! The President has worked diligently with all wings of the College to assist in maintaining the Coastline budget with maximum benefit to all concerned. Budget constraints are often discussed in the Blue Ribbon Management Team meeting, held the first Tuesday of every month.**

**B.2.e. The president works and communicates effectively with the communities served by the institution.**

The President is an active participant in civic affairs in each of the Orange County cities where Coastline has a learning site, and she encourages faculty and staff to make similar efforts. The President and Coastline hold memberships in community organizations such as chambers of commerce and civic advisory boards. Newsletters, press releases and spot announcements on the Coastline cable television station provide effective communication with the community. Coastline advocacy efforts reach out to the local, state, and federal government. As part of this effort, President Currie devotes one day per month to visiting government offices.

**The new Le-Jao Center in the City of Westminster materialized to its full extent because of communication with the community. The President spearheaded a joint academic/business/local government initiative to establish a new Coastline facility for our students in a neighborhood where English is the second language for a high proportion of the residents.**

**Analysis and Planning**

**Mr. Jao, the major donor for our Le-Jao Center, is the leading proponent for our CCC EBUS. He is also a member of our Foundation Board.**

**Interim Chancellor Dr. Currie will be especially helpful in analyzing the cultural and educational aspects of our new CCC EBUS as she is native Chinese and is kept abreast of the accomplishments and challenges of the program to date.**

**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.**

**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.**

In the Coast Community College District model, the District provides support and resource allocation for the colleges, while the colleges function autonomously. The District supports the colleges in the areas of human resources, legal, fiscal and budgeting, payroll, educational services support, and training. The District—through the Chancellor, her executive staff, and the departments located at the District office—acts as a liaison between the colleges and the governing board. The District and College organizational charts delineate these relationships.

The autonomous college model encourages teamwork and college-wide buy-in on planning and budgeting. Constituency groups are in general agreement that they are actively involved in decision making. This involvement encourages the entrepreneurial outlook and outside-the-box thinking for which Coastline has earned national recognition. The District allows Coastline to propose new ventures that have resulted in outstanding programs for U.S. military students worldwide, for incarcerated students, and for course development and revenue generation through Coast Learning Systems, the production, marketing, and distribution division of Coastline Community College. And now, the CCC EBUS in China.

The autonomous philosophy allows Coastline to innovate and ultimately to provide a better education for its students. The District and Board exercise oversight and final approval, while Coastline has the flexibility to dream and experiment.

**B.3.b. The district/system provides effective services that support the colleges in their missions and functions.**

The District is responsible for human resources, State reporting mechanisms, resource allocation including buildings and grounds, top-level budgeting and districtwide enrollment management systems. Educational services, instruction, lower-level budgeting, and entrepreneurial ventures are the responsibilities of the individual colleges.

**B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

The Vice Chancellor of Administrative Services meets regularly with the three college Vice Presidents of Administrative Services to review budgets and financial actuals. This routine coordination provides a good working relationship between the colleges and the District. Currently, the budget allocation for Coastline is 13.44% of the overall District budget.

Coastline’s Vice President of Administrative Services has achieved outstanding results in negotiations with the sister colleges and the District Vice Chancellor. His presentation of Coastline’s unique needs has produced changes in allocations, such as the rounding up of District percentages and the reimbursement of Coastline’s rental facilities from District Funds. These negotiations, coupled with the practice of each college keeping funds from the ending balance, have worked to the advantage of Coastline.

**B.3.d. The district/system effectively controls its expenditures.**

The District maintains a conservative approach to budgeting and spending. The District Administrative Services constantly reviews and evaluates the budget as it relates to the three colleges and reviews the progress in a candid manner with the colleges.

**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.**

The Chancellor has publicly expressed her policy of autonomous operation at the District colleges. The Chancellor will intervene only if a college president should act in a manner inconsistent with established guidelines. This autonomy does not work in a vacuum: sustained communication between the College Presidents and the District Chancellor helps anticipate problems and resolve issues with harmony and dispatch.

**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.**

The entities of the Coast District continuously exchange information at all levels. Key committees meet routinely to communicate and identify potential problems before they develop. At the District level, the Chancellor’s cabinet serves as a forum for debate and for review of Board agendas and Board topics. Cabinet membership consists of the Chancellor, the three College Presidents, the three Academic Senate presidents, the three vice chancellors, and full-time union representatives. Additional meetings serve to coordinate enrollment management, Instruction, Administrative Services, and Student Services.

In its own affairs, Coastline is committed to free and open communication. Local committees include the College Council, which consists of the three Vice Presidents, the Academic Senate President, a Classified Council representative, a Classified union representative, a student representative, the dean in charge of Coast Learning Systems, and the College President. The Academic Senate Executive Committee meets twice monthly with the College President to discuss issues and to provide the President with faculty input.

**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.**

The District regularly evaluates its role in providing services and support to the colleges in meeting educational goals. The District updated its enterprise resource system (Voyager), and its District Master Plan. Planning for the implementation of the Voyager project has required the District to work with college representatives in evaluating decision-making structures and processes, and how to best integrate them into the new system.