COASTLINE COMMUNITY COLLEGE
EDUCATION MASTER PLAN REPORT

Prepared by
Voorhees Group LLC
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PLANNING OVERVIEW

Coastline Community College has a long history of innovative programming owing, in part, to it's founding as a "college without walls", as well as the aggressive pursuit of new opportunities in the education marketspace. Founded in 1976, Coastline has an international reputation as one of the nation's most innovative institutions and by 2010 has won 19 Emmy Awards for courses designed, produced and delivered through television. During the 2010-2011 academic year the College offered classes at approximately 13 sites in Orange County. Coastline's distance learning programs afford education worldwide. In addition to traditional credit courses, Coastline has offers a range of noncredit classes although it recently made the decision to close its noncredit Emeritus College targeted at senior citizens. The College operates three main learning centers located in Costa Mesa, Garden Grove and Westminster. An administration center in Fountain Valley offers enrollment services, student assessment, counseling, a bookstore and other student services. A new learning center, now under construction in Newport Beach, is scheduled to open in 2012 and will replace the Costa Mesa learning center.

Coastline offers courses for students to fulfill their general education, transfer requirements, and/or to complete an associate degree or career technical education certificate. The College's English as a Second Language (ESL) program represents a significant component of credit and noncredit enrollment. Other significant academic entrepreneurial programs not typically found in community colleges include military education serving students located on bases and ships throughout the world, an incarcerated student program serving prisoners in state and federal penal institutions in California, and an extensive distance learning program. Coastline also operates an Early College High School, which was initially funded in part by the Bill and Melinda Gates Foundation, in which students earn Coastline College credits while still in high school. The College provides services to individuals with special disabilities including Developmentally Delayed Learner (DDL) students and Acquired Brain Injury (ABI) students. Coastline also manages two One-Stop Centers funded by the federal Workforce Investment Act under contract with Orange County government. One-Stop Centers are designed to meet the needs of job seekers and employers through collaborative efforts between federal, state, county and local agencies and businesses.

In 2002 the voters of Orange County approved the Coast Community College General Obligation Bond Measure C that made $68 million available to Coastline Community College. Approximately $33 million was allocated for capital projects and $23 million to retire lease financing and remaining projects such as the Westminster Learning Center.

Planning Questions

This education master plan for Coastline Community College is framed by the following questions:

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

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

3. Which demographic cohorts are increasing in number within Coastline's service area? How will the mix of demographic cohorts look in 2020? In 2030?

4. What is the current racial/ethnic mix among students? The service area? The projected mix?

5. How many immediate and recent high school graduates are currently served? What are the projections through 2020? Are there trends in academic preparation among recent high school graduates that would affect Coastline's academic planning?

6. What are the lessons to be drawn from Coastline's work with area high schools?

7. What are the lessons to be drawn from Coastline's workforce partnerships?

8. What is the College's experience in serving older students? Working-age adults and other nontraditional students?

9. What next steps build on the College's expertise in delivery of online education?

10. What are the mobility patterns within Orange County? What are the migration patterns?

11. What factors drive Coastline's current enrollment and program mix?

12. Will Coastline be able to sustain its current enrollment growth beyond the current recession?

13. Based on different scenarios for future enrollment, what are the likely needs for community college programs and services for Coastline's service area for the next ten years?

14. How can Coastline meet the needs for education through developing new programs, strengthening existing programs, support services, organizational development, technology, staffing, and marketing?

15. What programs and services will Coastline need to develop to meet the needs of locations within its (extended) service area and outside of its service area?

16. What is the current state of inquiry-based culture at the College? What internal data are critical to future strategy? How widely are external data used?

17. To thrive, every community college needs quality external data about the local county's K- 12 education sector, economic development organizations, and competitor higher education institutions. Are Coastline's projections for student enrollment, instructional facilities and space, existing programs, support services, and educational delivery systems in existing locations and in new centers realistic? How likely are these scenarios to develop?

18. What marketing and retention strategies will Coastline need to develop to meet customer needs for education through 2020?

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

20. How can Coastline most effectively integrate its planning and budget setting processes with existing or modified operational planning?

21. What assumptions does the College leadership make about the future of Coastline Community College?

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

23. What is the status of planning to expand Coastline's programs for founding and managing small businesses and encouraging entrepreneurship?

ALIGNMENT OF PLANNING

Coastline Community College presently benefits from planning that is both strategic and operational in nature via the existing Program Quality Review process, via the Coastline comprehensive Education and Facilities Master Plan 2005-2008 and via the 2008-2011 Education Master Plan update. This new 2011-2016 Education Master Plan seeks to incorporate existing work at Coastline by offering a fresh look at the realities of the College's internal and external environment and to offer a set of recommendations based on research. Recommendations emanating from this plan will require additional consideration in the course of existing and future planning. Accordingly, this Education Master Plan offers a framework and focused guidance for the College as it faces the future but does not replace other types of planning that must occur. This is particularly true in the development of new instructional programs where this Education Master Plan can assist in evaluating present programs and in making recommendations about new programs but cannot substitute for the professional judgment and further research required to optimally align programs.

Current Planning at Coastline is guided by two groups: the Core Planning Team and the Steering Committee. The members of both groups are drawn college-wide from faculty, staff, students, administrators, and prominent community members. The two groups were formed for the purpose of developing this Education Master Plan: however, the groups may wish to continue in order to further develop operational plans needed to implement or enact the current Education Master Plan.

In 2011 the Coast Community College District completed the development of a ten-year vision and five-year master plan entitled the Vision 2020 Education Master Plan. This plan is intended to be an overarching framework for the District. It seeks to promote the success of students while maintaining the vitality of the colleges in the District. In developing Coastline's Education Master Plan, the District's strategic themes (goals) were used as a framework for developing the College's goals and initiatives. Documented alignment between the District's goals and the College's goals provide clear evidence of the contributions that Coastline makes to achieving and sustaining the District's goals-referred to as *Strategic Themes*-which are:

- *Student Success*: Promote student success through personal, career and academic development.

- *Basic Skills*: Ensure that students have or are helped to acquire adequate levels of math, language and other skills necessary to be successful in programs offered by the Coast Colleges.

- *Science, Technology, Engineering, Mathematics and Medicine*: Promote student success in STEM[2]-related fields by collaborating to create an overall integrated strategy in support of enhanced STEM[2]-related certificates and degrees.

- *Career and Technical Education*: Perform a leadership role in developing the region's workforce of the future.

- *Global/International Education*: Join forces and collectively become one of the nation's community college leaders in promoting Global/International Education.

- *Diversity:* Encourage and support diversity -social, ethnic, racial, talent and economic- and recruit and enlist qualified faculty and staff who will contribute diversity based on their personal and employment experience.

Coastline's Organizational Structure

The Office of the President oversees the overall status of the College. Units include Research, Planning, and Grant Development; Institutional Effectiveness; the Center for Instructional Systems Development (known in the postsecondary marketplace as Coast Learning Systems); Student Services and Economic Development; Instructional Services; Administrative Services; the Coastline Community College Foundation; and Marketing and Government Relations.

Administrative Services. The Administrative Services wing includes these units: College Bookstore, Computer Services, Fiscal Services, Grant Management, Maintenance and Operations, Personnel Services, and Security and Public Safety.

Instruction. The Instruction wing consists of the following units and functions: General Education; Career and Technical Education; Basic Skills; ESL; International Education; Distance Learning; Military, Corporate and Community Education; and Incarcerated Student Programs. Physical locations in Orange County include: College Center (11460 Warner Avenue, Fountain Valley), the Le-Jao Center (14120 All American Way, Westminster), Garden Grove Center (12901 Euclid Street, Garden Grove) and the Costa Mesa Center (2990 Mesa Verde Dr. East). Functions now located at the Costa Mesa Center, which are leased from the Newport-Mesa Unified School District, will be moved to the Newport Beach Center (1515 Monrovia Avenue in Newport Beach) in fall 2012. Other locations include the Center for Instructional Systems Development (formerly the Tech Center, at 10200 Slater Avenue, Fountain Valley) and the Coastline Art Gallery (10156 Adams Avenue, Huntington Beach).

Student Services and Workforce Development. The Student Services and Workforce Development wing consists of these units: Admissions and Records, Financial Aid and Extended Opportunity Programs Services (EOPS), Counseling, Special Programs and Services for the Disabled, the Assessment Center, and Associated Student Government. This wing also operates two One-Stop Centers that house entrepreneurial programs and government-funded employment assistance programs in conjunction with the Orange County Workforce Investment Board. The centers are located at 125 Technology Drive West in Irvine and at 5405 Garden Grove Boulevard in Westminster.

PROCESS FOR THIS EDUCATION MASTER PLAN

The approach used to develop this Education Master Plan has been both participative and purposeful. The planning consultants, Voorhees Group LLC, believe that the insights of many individuals inside the institution and outside are necessary to create a meaningful plan that can assist the institution over the next decade. Moreover, an institution's own data and the data gathered externally must be converted into *actionable information* so that participants can see the probable impact of choices to be made. Over the course of seven months, multiple meetings, planning sessions, college-wide forums, interviews, webinars, surveys, and phone conferences took place. More than 300 individuals, including faculty, staff and administrators at Coastline were involved in the planning process and engaged in rich creative and reflective dialogue and decision-making regarding Coastline's future. Additionally, college-wide presentations and updates were scheduled throughout the planning process, yielding input from students, faculty, staff, and administration.

Learner and Institutional Alignment: A Framework for Student Centered Planning

Actionable planning focuses on learners, their success, and how the institution is aligned with their needs. It is helpful to explore the extent to which the college is aligned with its current and prospective learners. Voorhees Group LLC uses the diagram in Figure 1 to determine which data are most critical in developing strategic alternatives for a college. It is drawn from Voorhees Group LLC's fieldwork with community colleges across the United States. The learner is placed in the middle of all institutional actions to examine a range of factors that impact equilibrium or alignment and impact subsequent learner success.

Figure 1

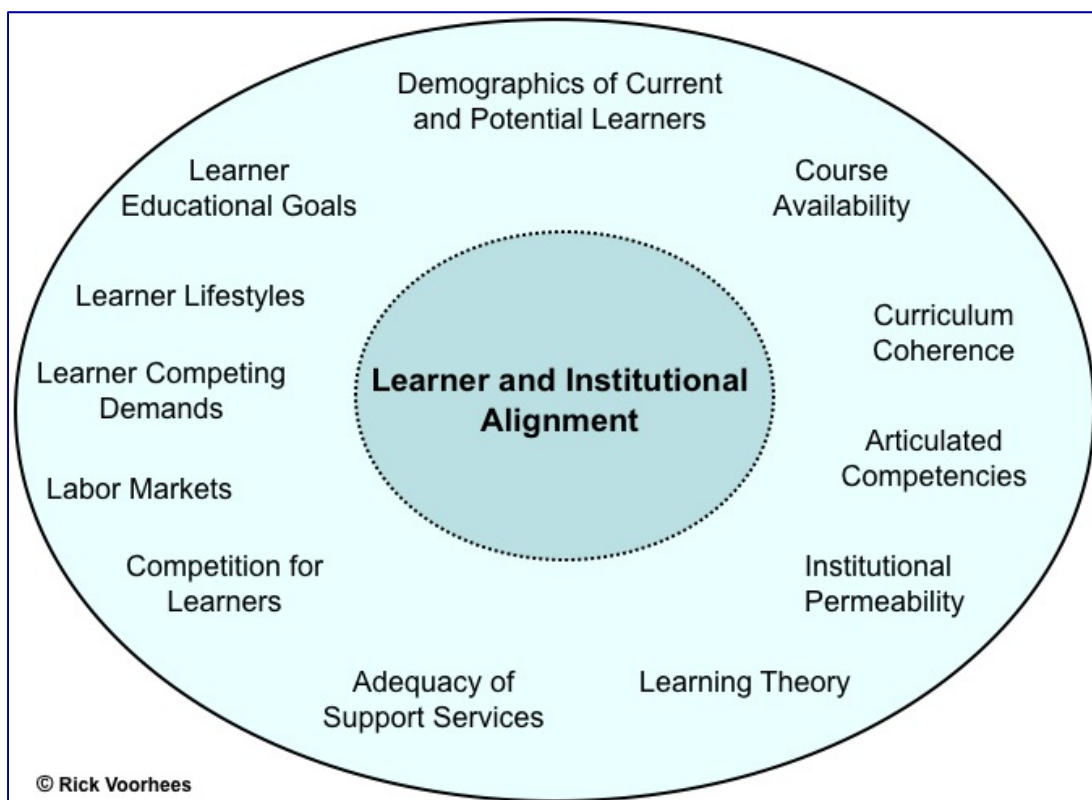Coastline Community College: Education Master Plan: 2011-2016

Figure 1 allows colleges to consider a range of factors that impact learner success and institutional alignment. It is a framework to identify, develop and/or refine, implement, and evaluate current and proposed programs. It looks at the curriculum broadly and individual programs in depth. Each of these components has been addressed in the course of facilitating Coastline's education plan. Coastline may also use this framework to consider how it arrays its instructional and support program to align with current and prospective learning needs as expressed by Figure 1.

- ✓ *Learner Objectives* are a starting place aligning the College with the needs and goals of its learners. What are the learner's reasons for enrolling in the College, in a class, or in a particular program? Are those objectives short-term or long-term? Are they fixed or are they changeable? Can the College use knowledge of learner objectives to add clarity to its efforts to demonstrate accountability?

- ✓ Understanding *Current and Potential Student Demographics* helps the College to serve current students and to anticipate the needs of future students.

- ✓ The match between *Curriculum Availability* and learners is critical to many decisions-especially those made by working adult students–about whether to enroll for a given class or program. Availability applies to scheduling and format decisions made by the College for learning experiences and classes.

- ✓ Learners will want to know and predict *Curriculum Coherence* to understand how their learning experiences will lead to other learning experiences and competencies.

- ✓ The College's ability to express its curriculum as *Articulated Competencies* is key to evaluation efforts as well as to recruiting students and potential business and industry partners.

- ✓ *Institutional Permeability* refers to the ease with which learners can navigate the institutional bureaucracy to gain admission, apply for financial aid, access academic advising, register for classes, and interact with officials. Institutional permeability also refers to the perceptions of the ease of interacting with the College carried by the community, potential business/industry partners, and prospective learners

- ✓ There is no single, correct *Learning Theory* that colleges can use to align their programs. Rather, questions need to be raised about which combination of learning theories among the several dozen that have been applied to college-level learning are most appropriate for the learners now served by the College and the objectives that they bring with them.

- ✓ What happens in the classroom is critical and so, too, are *Support Services*. The College already has a variety of support services. Best practice brings those services to the table early when designing, developing, and deploying programs.

✓ *Competition for Learners* has never been stronger in higher education as learners have more options now than perhaps ever before. The College competes for traditional-aged learners chiefly from other public community colleges and for nontraditional aged students from private providers who are nimble and understand that, for many learners, time is money.

✓ *Labor Markets* dictate the foundation for an effective array of programs, but may not always provide a failsafe means of starting or eliminating programs without substantial contact with the business and industry niche for which the program is intended. Coastline also can use its knowledge of labor markets to create program niches for its learners.

✓ Understanding the influence of family, job, and civic engagements that represent *Learner Competing Demands*, especially for community college students, can help design programs that build upon these realities so that they complement, rather than detract from, the learning experience.

✓ In a related vein, understanding the range of *Learner Lifestyles* and their influence on learning styles and preferences can pay dividends. One such example is the use of smartphones by learners from all income groups. This technology is often used hourly within self-defined communities or networks. How can those networks be used to promote interaction with the curriculum and success within programs?

INTEGRATION WITH EXISTING PLANNING

The following model for integrated planning was shared with, and adopted by, the Coastline Core Planning Team as the foundation for developing and implementing the operational plans for this Education Master Plan. This model is consistent with the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC) requirements for Sustainable Continuous Quality Improvement as described in their *Rubric for Evaluating Institutional Effectiveness-Part II: Planning*. The model consists of the following key components:

- *A Cycle of Planning*: The planning cycle includes predetermined intervals of comprehensive college-wide planning (e.g., every five years) with regular action planning by the various units of the college (e.g., every year).

- *Primary and Secondary Plans*: The plan contains a primary plan (e.g., Education Master Plan) and various other secondary plans that are linked to it (e.g., unit level plans, Technology Plan, Human Resources Plan).

- *Links to Budget and Other Plans*: There are clear links through decision processes, procedures, and protocols among the plan's goals, initiatives, outcomes, and budget planning and decision-making.

- *Planning Oversight Group or Committee*: There is a designated group, committee, or office assigned to overseeing development, coordination, and implementation of all plans at the college.

- *Ongoing and Systematic Assessment of Key Performance Indicators*: The plan contains a set of key performance indicators (e.g., retention, transfer, satisfaction, and awards conferred) that are regularly measured, tracked, and reported so that improvements can be made and plans adjusted.

- *Collaborative/Participatory Inquiry Process*: The planning processes are inclusive with multiple opportunities for all constituency groups to participate and provide input.

- *Evaluation of the Planning Process*: There is regular evaluation of the effectiveness of the planning process.

Integrated Planning Model

Figure 2 illustrates the balance among these components.

Figure 2

Integrated Planning Model

A Cycle of Planning	Primary and Secondary Plans	Links to Budget and Other Plans	Planning Oversight Group or Committee	Ongoing and Systematic Assessment of Key Performance Indicators	Collaborative Inquiry Process	Evaluation of the Planning Process
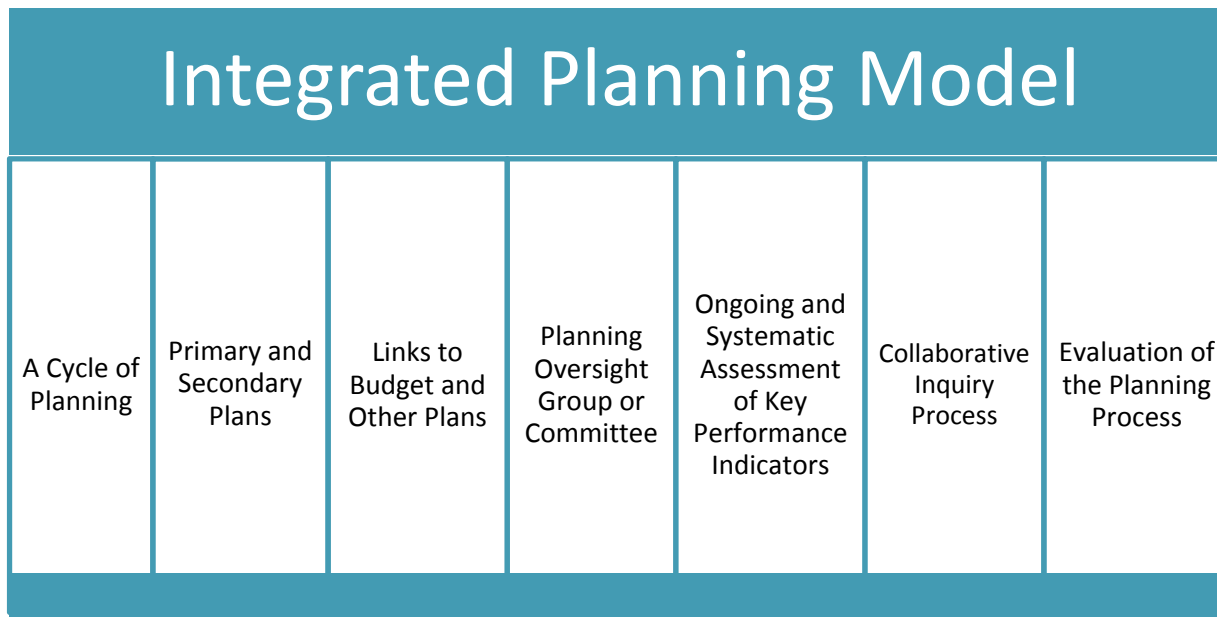
Characteristics of Institutional Effectiveness in Planning (ACCJC)

ACCJC also describes levels of implementation for determining institutional effectiveness in planning and expects colleges to be at the Sustainable Continuous Quality Improvement Level (below). Coastline will use this rubric to monitor future planning processes as well as the implementation of this current Education Master Plan.

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning
Awareness	The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan

Development	• The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	• The college has a well-documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

GOALS FOR THIS EDUCATION MASTER PLAN

The result of a planning process is a set of goals that fit the College's aspirations as well as current realities. The goals that Coastline Community College established for its future through this planning process appear below. Subsequent sections of this report provide the recommended initiatives to support these goals and key performance indicators and measures as accountability factors. It is expected that the College will refine recommended initiatives and key performance indicators each year in its operational planning processes.

1. ***Student Success****:*
   Coastline will make learner success its core focus.
   Linked to District Theme: Certificate and Degree Completion, Transfer with Competence

2. ***Access, Persistence and Completion:***
   Coastline will increase student access, and improve persistence, retention, and completion with a particular focus on Basic Skills.
   Linked to District Themes: Diversity and Basic Skills

3. ***Innovation & Improvement:***
   Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.
   Linked to District Themes: STEM^{2}and CTE & Creative Arts & Diversity

4. ***Partnerships:***
   Coastline will strengthen and expand its entrepreneurial and grant development, and collaborative activities through partnerships with business and industry, government agencies, and educational institutions, and the public to enhance the College's capabilities and opportunities for students.
   Linked to District Theme: Partnerships & Global/International Education.

5. ***Culture of Planning, Inquiry and Evidence:***
   Utilizing participatory governance processes, Coastline will improve its collection, analysis and use of data to enhance the teaching, learning, and institutional effectiveness resulting in increased student success.
   Linked to District Implementation Goal: Culture of Inquiry & Accountability through Evidence.

6. ***Growth and Efficiency:***
   Coastline will purposefully advance and sustain the College's capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.
   Linked to District Theme: Diversity.

ENVIRONMENTAL CONTEXT

Drawing from the Environmental Scan (Appendix A) prepared specifically for this Education Master Plan, the points below provide an overview of the need for planning as well as the key environmental factors that can aid or impede planning.

Orange County and the cities that comprise Coastline's service area have undergone significant demographic shifts since the year 2000. The number of working adults (25 to 44) is predicted to decline, resulting in about 18,000 fewer residents from which the College can draw future enrollment. This will cause the college to consider creating more learning packages and bundles since those remaining working adults may not be interested in pursuing either a degree or certificate. At the same time, the proportion of older adults (aged 50 and above) will increase but these potential learners may not be interested in degrees or full programs of study. The 20% of adults living near Coastline that have attended college but not yet finished a degree may be a prime target group for recruitment and retention initiatives.

Figure 3
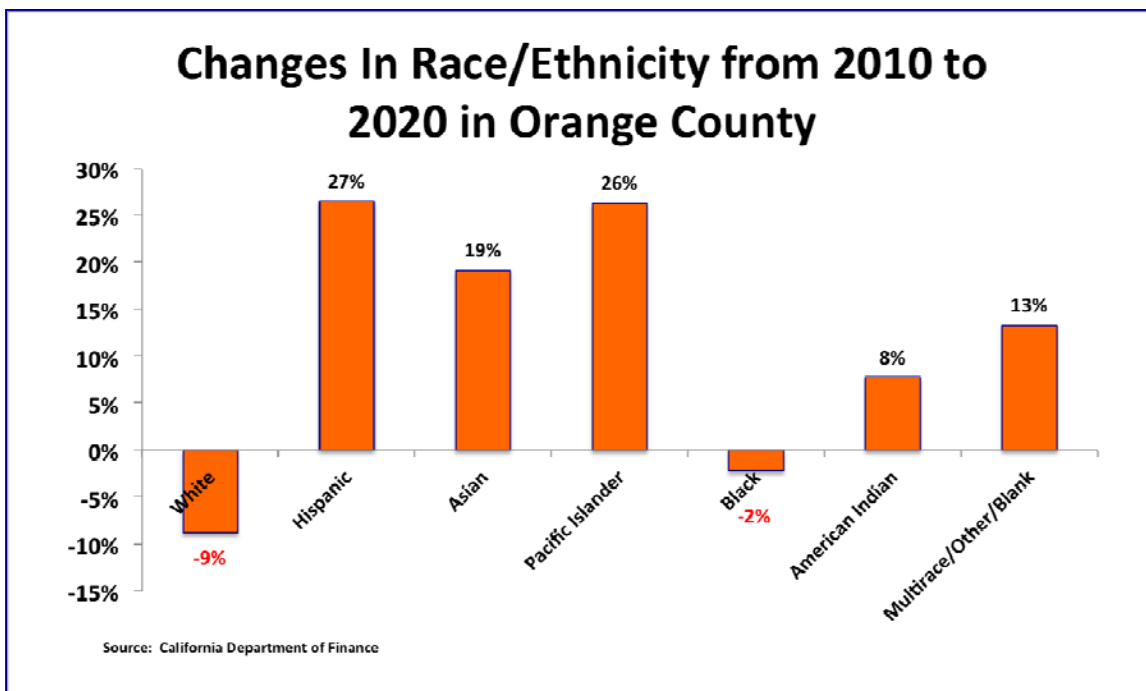
As age ranges shift in Orange County so, too, will the County's racial and ethnic categories (Figure 3). The proportion of Whites and Blacks are predicted to decline countywide while proportion of Hispanics, Asians, Pacific Islanders, and American Indians will increase. The proportion of multiracial citizens is also expected to increase.   According to official population projections published by the California Department of Finance, Hispanics accounted for 36% of Orange County's population in 2010 and are expected to increase to 42% and 48% of the County's total in 2020 and 2030, respectively. Most of the growth in Hispanic population will be the result of a higher birthrate resulting in higher K through 12 enrollment and subsequent higher education enrollments by Hispanics than is now the case.

There are also significant income shifts in key communities served by the College as proportionately fewer households now earn less than $25,000 compared to the year 2000, while about the same proportion (20%) are earning $150,000 or more.

It appears that Orange County has weathered the mortgage meltdown better than other parts of the country. The proportion of renters to owners in the cities served by Coastline suggests a mobile population and/or a population who either cannot afford to own homes or have been forced into renting. Housing costs are likely to continue to take a significant proportion of household income that might otherwise be directed to education or other expenditures.

Employment in the United States has decreased precipitously over the past two years. Hurt most are those workers with limited skills who previously depended on the manufacturing sector for their livelihood. California continues to lose jobs although professional and business service occupations are showing limited growth. The proportion of blue collar jobs among residents of communities served by Coastline Community College (18%) represents a potential market for retraining and skill upgrading.

Education remains the fastest route to the middle class. Good jobs for the 21st century will require some level of postsecondary education. There is a long way to go between the current proportion of bachelor's degrees and the goals of President Obama and leading education foundations.

Coastline has long recognized the increasingly Hispanic ethnicity of its service area, and of Orange County at large, and is responding accordingly. As of April 1, 2010, according to the Demographic Research Unit at the California Department of Finance, Orange County's total population of 3,010,232 included 1,012,973 residents of Hispanic origin—a 33.6% share. Percentages are higher in Coastline's local area: 35.8% Hispanic in Costa Mesa and 36.9% in Garden Grove, for example. Student headcount at Coastline for the fall semester was 9.6% Hispanic in 2000, had risen to 11.9% in 2005, and reached 16.4% in 2010. Coastline response includes the following:

- In 2009 the College contracted with alPunto Advertising, a firm in Tustin, to assist with research and recommendations to increase Hispanic enrollment.

- The staff of the Extended Opportunity Programs and Services (EOPS) unit at Coastline conducts outreach specially targeted at Hispanic high school students. Activities include presentations in Spanish with Spanish-language PowerPoint visuals.

- Starting in 2009, Coastline has each year joined with the League of United Latin American Citizens (LULAC) to sponsor the Latino Youth Leadership Academy. This event at Coastline's Garden Grove Center seeks to inspire high school students from Hispanic families to become leaders through educational advancement.

The recent challenge by the Community College League of California to community colleges to increase the number of associate degrees signals a shift in the education paradigm. In addition to increased retention, reaching ambitious completion goals will require new and

different types of students to enter and complete community college programs. One such segment is the significant proportion of adults in California who could use help in preparing to earn a GED.

National surveys indicate US students are spending more time in front of the TV or playing video games than they are studying. Information on the educational levels and credentials of K-12 teachers implies that, nationally, too many students are receiving their K-12 math instruction from unqualified teachers. This potential lack of full understanding in this subject may contribute to the national need for remedial work. If this same phenomenon is happening in Orange County, there could be a need for the K-12 system and the colleges to work together to ensure more students are ready for college-level work upon entry.

Orange County appears to have better secondary school students, based on AP exams and SAT/ACT tests, than the state as a whole and to pay teachers better. Coastline Community College's penetration rate within this key demographic is an important strategic consideration. The political and economic environment in the nation and especially in California will challenge Coastline Community College. California's revenues are not expected to match pre-recession levels for another six years. Rapid tuition increases at the CSU system may result in more students choosing community colleges. The College's unique history as an institution founded as a "college without walls" provides both opportunity and challenge in meeting the student success challenge. For example, the League's goal of increasing the number of associate degrees in the state will require re-thinking the ways in which prospective and new students interact with the college and what improvements are required.

As instructional technology continues to expand rapidly, the education space throughout the world is changing precipitously. There is increased competition for learners among institutions, and the recession has impacted the interest of colleges and universities to engage more fully in providing online learning.

At the same time that online learning is mushrooming, the United States is losing its prominence in math and science and thus in computing. Other countries are realizing the value of technology and developing new ways to integrate it into their societies. Education is developing new uses for technology, but wide gaps are becoming apparent in access to the latest versions for different groups of learners.

Orange County schools have favorable pupil-to-computer ratios, implying that incoming students from high school will be tech savvy. Coastline should consider taking part in the California Technology Assistance Project and other projects undertaken by the California Department of Education. Now seems to be the time to step up offering the many distance learning courses that the College has available and to develop new experiences based on learner demand and need.

PLANNING ASSUMPTIONS

Planning assumptions help guide the planning process by making explicit both internal and external realities—as well as anticipated realities—that can shape an organization's future. A college must constantly anticipate those strategic factors that are likely to affect its ability to succeed and to continuously assess the implications of those factors. As the results of Coastline's Education Master Plan unfold over the next years, it will be critical that planning assumptions are used to recalibrate the College's view of the future. Planning assumptions, like planning goals, need to be reviewed and monitored on an annual basis.

- Coastline Community College's planning process and the outcomes of that process will place the needs of current and potential learners first.

- Coastline will continue its tradition of innovation especially in distance learning and technology-enhanced education. The College will also be innovative and effective in delivery of face-to-face instruction.

- A different type of business model is imperative for community colleges in the 21st century. This model will require adept use of social media to sell Coastline's brand and to create new networks of potential learners.

- Coastline will continue to be a comprehensive community college that provides opportunities for student transfer, career and technical education, and basic skills. Coastline also will provide opportunities for lifelong learning and personal enrichment.

- The extent to which Coastline has aligned itself with the needs of its current and prospective learners will be determined by the development and use of actionable data.

- Changing demographics are the way of the future for Coastline. Like its service area and like Orange County as a whole, Coastline will continue becoming less White and more Asian and Hispanic.

- Population growth forecasts in key cities served by Coastline Community College (Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach and Westminster) are nearly flat through the year 2015.

- Flat growth will not uniform. There will be a decrease in the number of working-age adults (ages 25 to 44) in Costa Mesa, Garden Grove, Newport Beach, and Westminster. At the same time, there will be proportionately more potential learners aged 55 and above. Strategies to serve learners in both pools will vary markedly.

- The California state budget picture is critical. Revenues are not predicted to return to pre-recession levels until the year 2016. During this time, state support will not match increased enrollment, meaning that entrepreneurial sources of revenue must continue to be developed. The potential for disruption of services is high, and Coastline must make strategic choices about what it can and cannot do.

- There will be an increased call for transparency in government spending. Community colleges will not be immune from this pressure.

- Orange County appears to have better secondary school students, based on AP exams and SAT/ACT tests, than most other California counties. The penetration rate for high school graduates—driven by the alignment of program offerings and necessary student support services—will be an urgent priority for the College.

- Prospective learners have choices. Convenience is critical as is quality learning. They will find options when Coastline cannot meet their needs. This increased competition—particularly in online learning space—means that Coastline will need to intensify its efforts to recruit and retain students.

- Coastline will use the planning process to explore significant gaps between projected occupational openings and degrees currently being produced. The College will make adjustments accordingly.

- The Coast Community College District will need to revisit its policies and procedures on program deployment among its three colleges in both program delivery and program authorization.

- The College will utilize enrollment management techniques to increase its overall enrollment and to target new programs and students.

- Technology, particularly learning technology, is evolving every month. Coastline will continue to use its open source Learning Management System—Seaport—and look for ways to enhance it, thereby realizing a cost savings that can be invested in other learning technology.

- The cost of instructional technology is declining as applications are now available on the web clouds and hardware prices decrease. This also will free up resources that can be invested in other learning technology.

- Coastline's planning and budgeting processes will be transparent. All data used for the Education Master Plan will be sourced and made available to all participants for review. The final plan will include key performance indicators and measures as the avenue to charting the College's progress.

- The Education Master Plan process at Coastline will operate on both strategic and operational levels. Strategic goals will be adjusted on a multi-year basis unless rapid changes require more frequent revision. Operational planning will be driven annually by action priorities and success factors, ensuring that strategic goals are implemented. Action priorities will be linked to the College's budgeting cycle.

- The public university system in California has capped enrollment, meaning that students may arrive at Coastline to "prove up" prior to transferring to a 4-year campus. This can result in increased demand for general education and other transfer course as well as impacting basic skills enrollment.

- Coastline will continue its longstanding programs in military education. Competition from other higher education institutions will intensify, however, meaning that strategy will become increasingly important if Coastline is to maintain its market share.

- Coastline will continue to seek innovative ways to respond to the changing demands of its learning community. The increasingly competitive higher education environment and restrained operating budgets make innovation and entrepreneurship an educational imperative. Finding new markets, new or repurposed delivery systems and creative program and service offerings will help Coastline's competitive advantage thereby attracting more and different students, funders and partnerships.

- Small business entrepreneurship will remain a vital and vigorous sector of the Southern California economy. In Orange County, for example, 98.8% of the 5,807 businesses in technology clusters have fewer than 250 employees (U.S. Census, *2008 County Business Patterns; Orange County Workforce Indicators, 2010-2011*). In the Riverside/San Bernardino area, more than 85 percent of all manufacturers are small businesses (fewer than 500 employees). Traditional data sources typically ignore "nonemployer" firms, which produce goods through the efforts of family members or temporary help. In the 2004 there were 25,367 such firms in the five Southern California counties (Los Angeles Economic Development Corporation).

COASTLINE'S CURRENT STATUS

Enrollment History

Coastline Community College's enrollment draws from five major sources:

- Credit face-to-face site based,
- Noncredit face-to-face site based,
- Military distance learning,
- Incarcerated distance learning, and
- General student distance learning.

The current distribution of these enrollment sources is depicted in Figure 4.

Figure 4

**Coastline Community College
Enrollment by Category, Fall 2010**

Military Distance Learning, 4,196

Incarcerated Distance Learning, 1,775

General Distance Learning, 5,958

Noncredit f2f, 1,129

Credit f2f, 4,008

Source: Coastline Community College Institutional Research
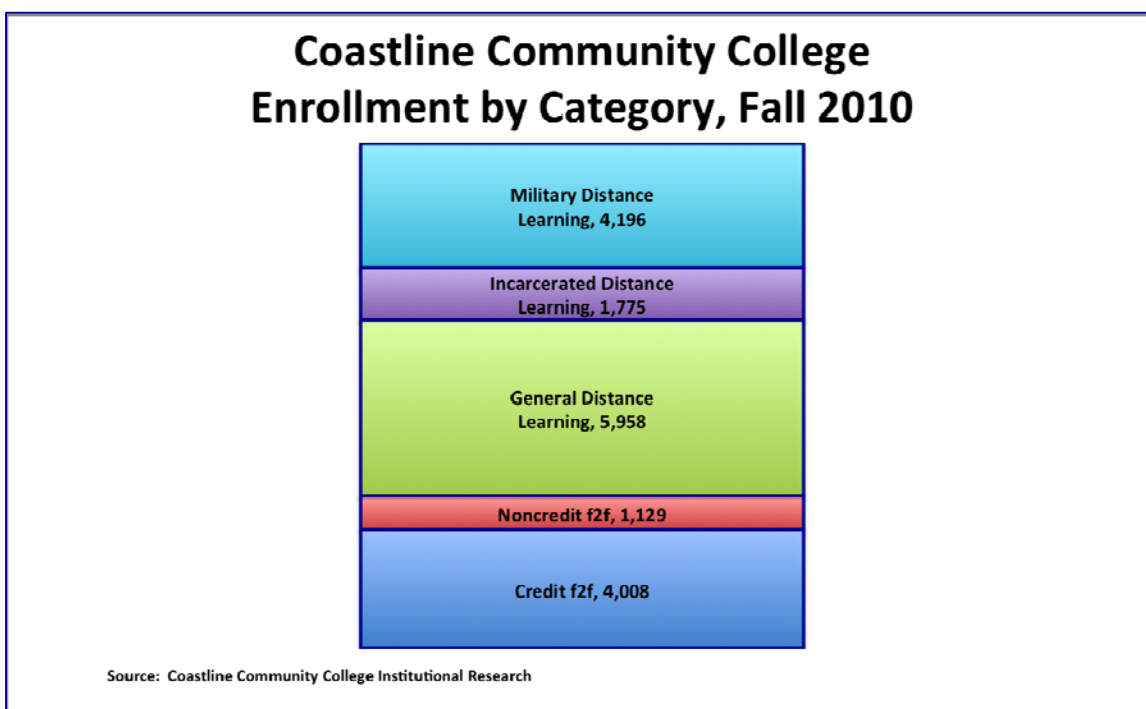
Enrollment scenarios developed for this Education Master Plan, given the underlying demographics in Orange County, predict that most enrollment growth through the year 2020 will occur in the area of general distance learning. Appendix F (Enrollment Scenarios and Projections) displays headcount enrollment trends for each of the enrollment categories above as well as enrollment potential based on past trends and market penetration rates.

Headcount Enrollment Trends

In recent years Coastline's fall semester headcount enrollment peaked in 2008 (Figure 5). These trends exclude cash-funded military enrollments. Enrollment in the following fall terms was lower although the overall enrollment trend since fall 2001 is upward. The recent budget shortfalls experienced by the state of California likely will have a negative effect on future enrollment trends, especially among low-income students who will be faced with higher fees. Further, recent U.S. Department of Education rule changes require colleges to receive state approval from all states in which they have students taking classes - even via distance learning - using federal or Title IV funding including military personnel using Tuition Assistance or the GI Bill poses challenges. The approval process is expensive and time consuming and will likely influence future enrollment in military programs.

Figure 5

Coastline Community College Headcount Enrollment Trends
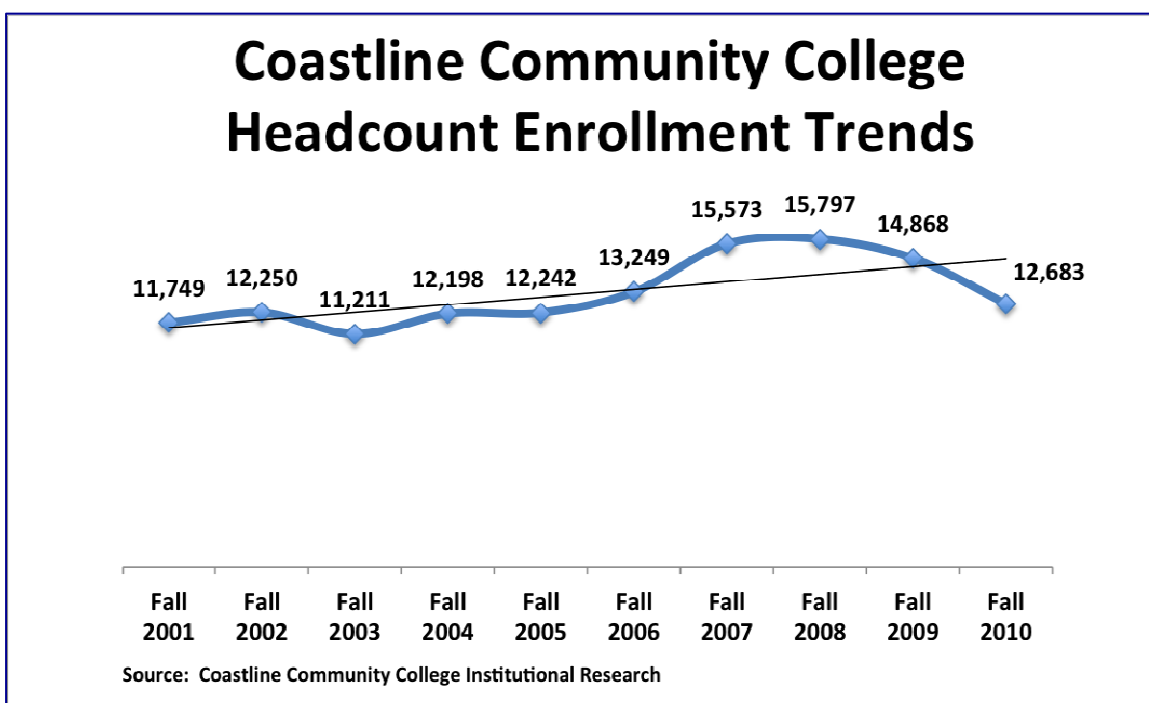
Learner Characteristics

Figure 6
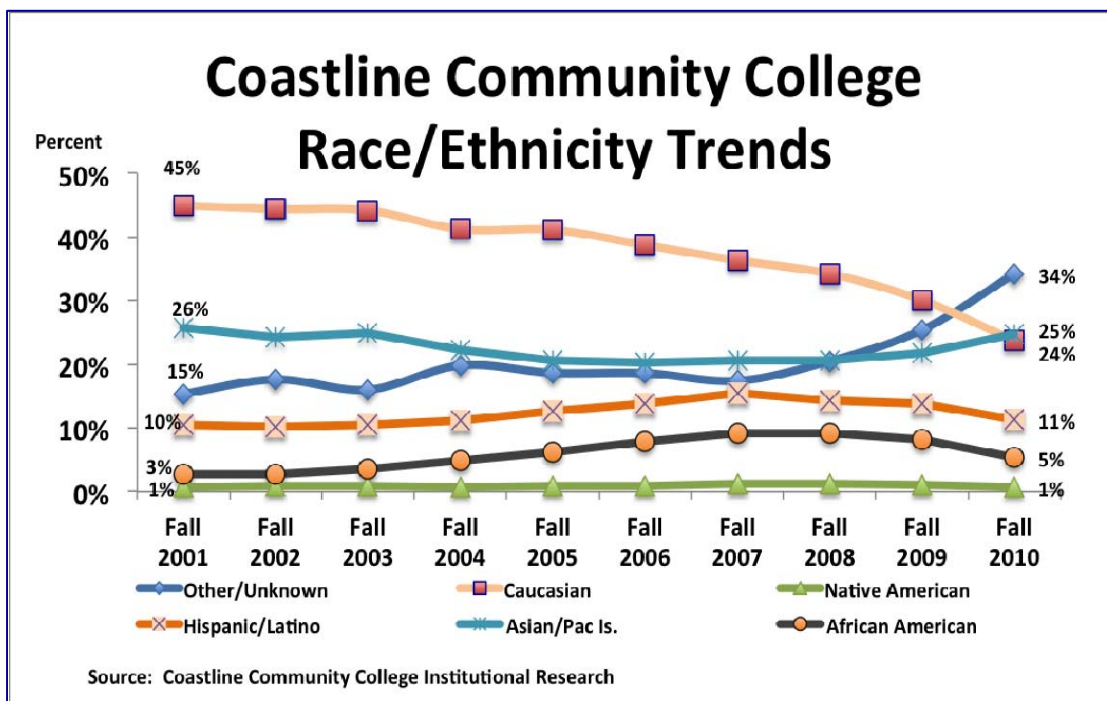
Coastline Community College has been a "minority majority" college for longer than a decade and is becoming more so (Figure 6).   Gender trends are less pronounced; in fall 2010 there were approximately 1,200 more females enrolled than males (Figure 7).

Figure 7
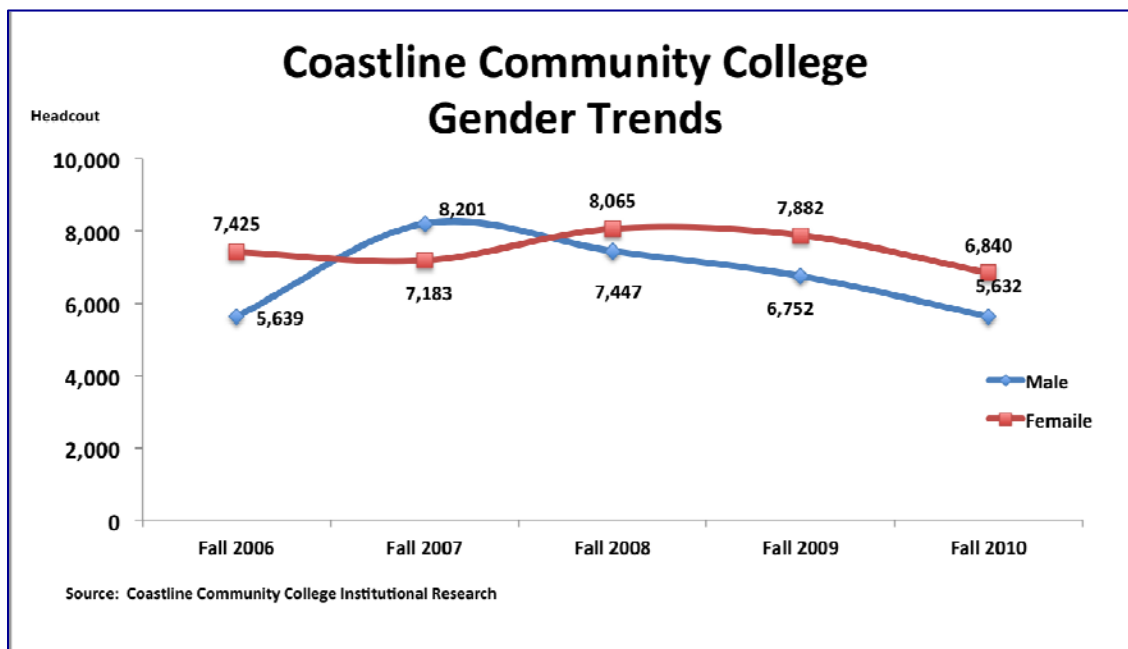
Changes in Coastline's age range trends reflect the decision to close its Emeritus College, a noncredit program serving senior citizens, in the fall of 2010 (Figure 8). Additionally, recent state funding decisions related to non-critical non-credit instruction has narrowed Coastline's mission to emphasize transfer, Career Technical Education and Basic Skills. Over the past decade the proportion of 20 to 29 year-olds has increased by 10 percent while the proportion of students over 60 has fallen by 12 percent.

Figure 8

Coastline Community College
Age Range Trends, Fall 2000 to Fall 2010

Source: Coastline Communiity College Institutional Research
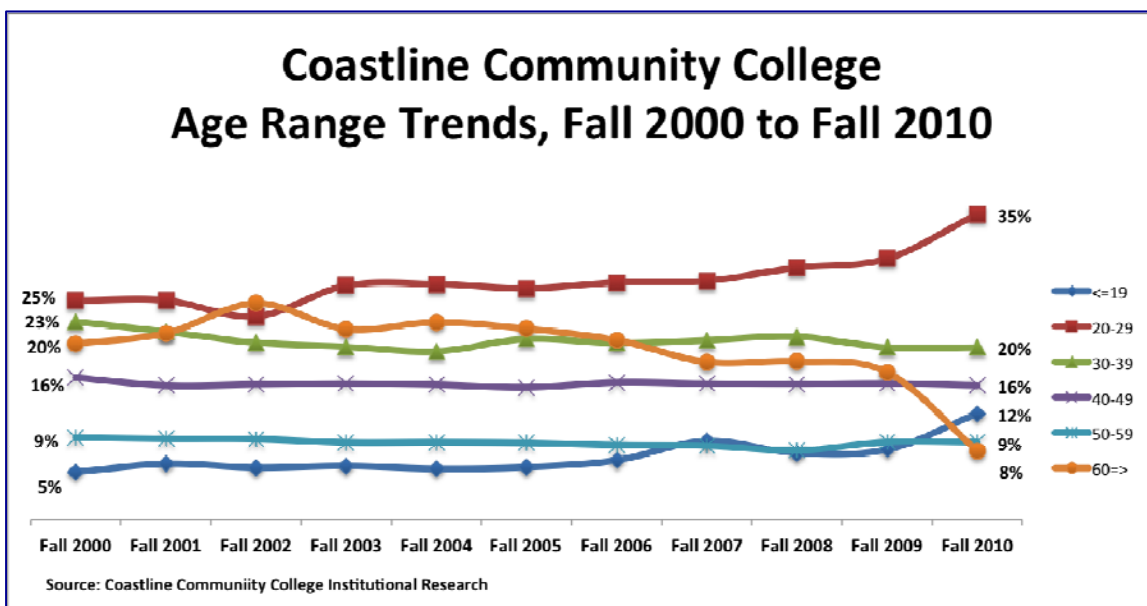
Females constitute a larger proportion of the 20 to 29 year-old student population (Figure 7), the age range that is growing most rapidly at the College (Figure 9).

Figure 9

Coastline Community College
Age by Gender, Fall 2010

Source: Coastline Community College Institutional Research
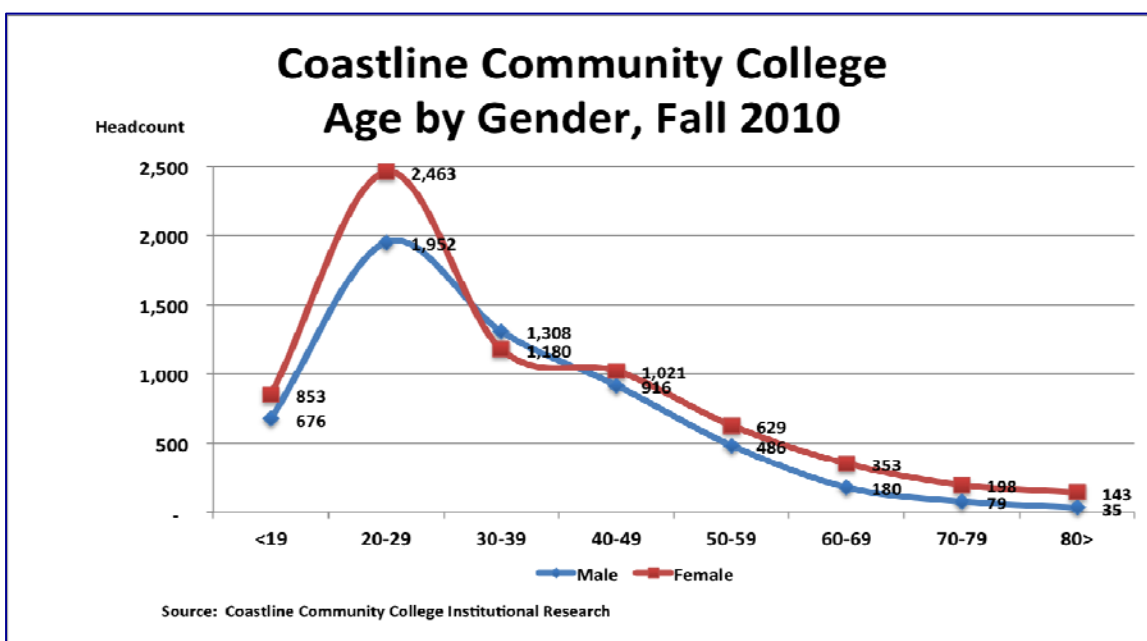
Secondary Schools

The College has experienced a decline in the number of secondary school students enrolling in the college in the same year they graduate from high school (Figure 10). This doesn't appear to be the result of recent enrollment trends in Coastline's feeder high schools, however (Table 1) since their enrollments are generally growing.

Figure 10

Source: California Postsecondary Education Commission, January 2010
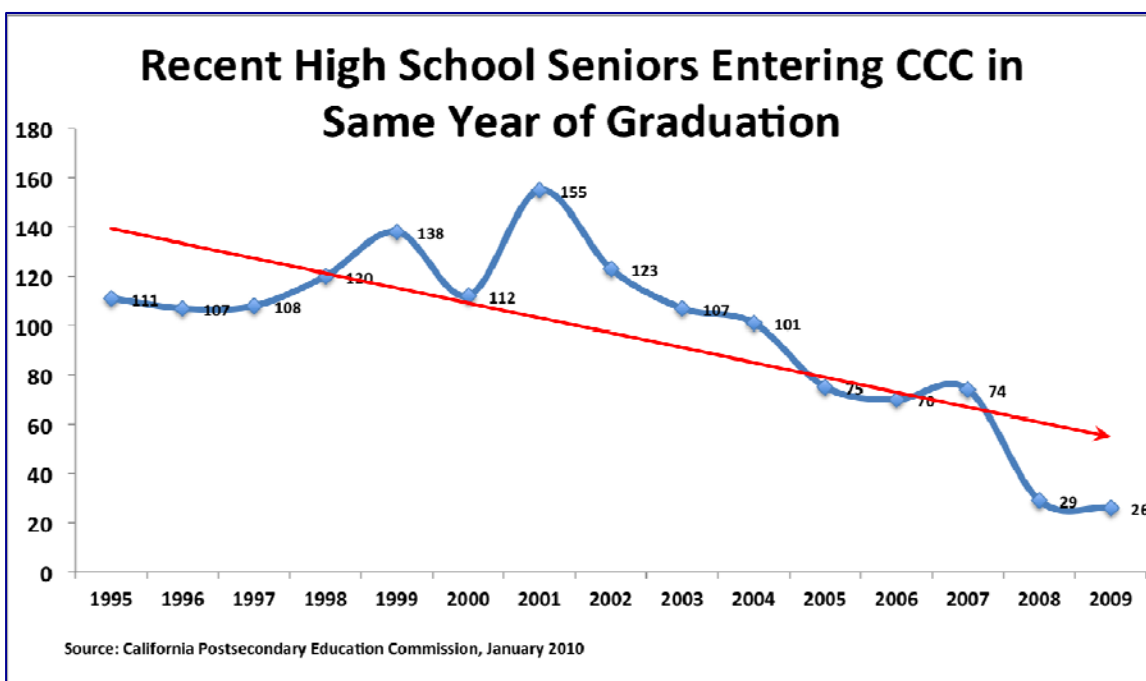
Table 1: 12th Grade Enrollments at Coastline's Feeder High Schools			
	2007-08	2008-09	2009-10
Back Bay High	108	95	65
Bolsa Grande High	389	452	402
Corona del Mar High	321	339	347
Costa Mesa High	273	281	259
Edison High	571	595	595
Estancia High	258	297	265
Fountain Valley High	771	769	817
Huntington Beach Union High	3,922	3,933	4,019
La Quinta High	419	419	484
Los Amigos High	482	428	918
Marina High	688	685	685
Newport Harbor High	568	523	573
Norte Vista High	365	363	481
Ocean View High	386	341	347
Orange High	555	509	561

Table 1: 12th Grade Enrollments at Coastline's Feeder High Schools			
	2007-08	2008-09	2009-10
Rancho Alamitos High	417	385	432
Westminster High	556	645	663
Feeder School Total	13,507	13,537	14,451
Source: California Department of Education. Feeder schools are those secondary schools from which Coastline drew the most enrollment in its peak year, 2001			

This slight upward trend in feeder high schools may not be sustainable, however, since it is projected that Orange County will experience an overall decline through the year 2020 (Figure 11).

Figure 11
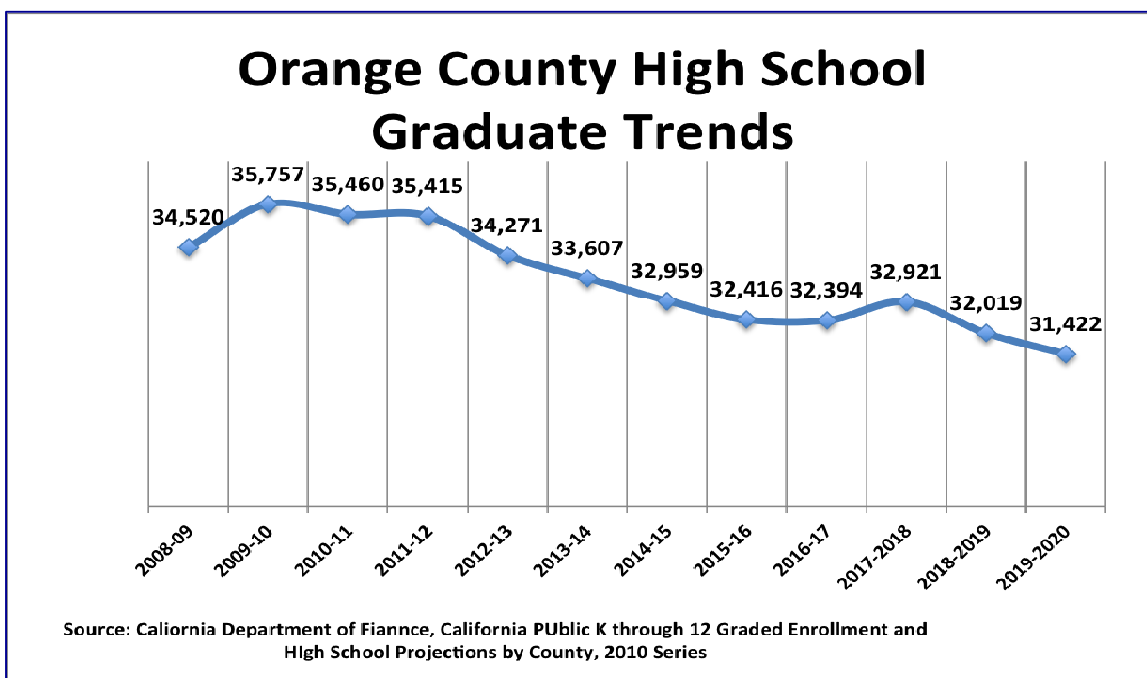
Student Flow in the Coast Community College District

Sixteen percent (n=297) of Orange Coast College graduates in 2008-2009 had attended Coastline. These OCC graduates averaged 8.6 earned credits at Coastline. Twenty-four percent (n=290) of Golden West College graduates in 2008-2009 had attended Coastline. These GWC graduates averaged 8.6 credit hours at Coastline. This flow between colleges is particularly noteworthy since cross enrollment isn't seamless in the Coast District. Each college within the District requires students to apply separately and there is no common class schedule among the colleges to facilitate cross-registration. Still, progress is being made. The Degree Audit project addresses course numbering and other alignment issues. The Coastline Class Schedule for Spring 2011 displays the General Education requirements for all three District colleges.

Transfer to Public Institutions

Figure 12 depicts transfer trends from Coastline to public 4-year colleges and universities in California. While the trend is upward, recent transfer numbers appear to have returned to levels last seen in the early 1990's.

Figure 12

Source: California Postsecondary Education Council
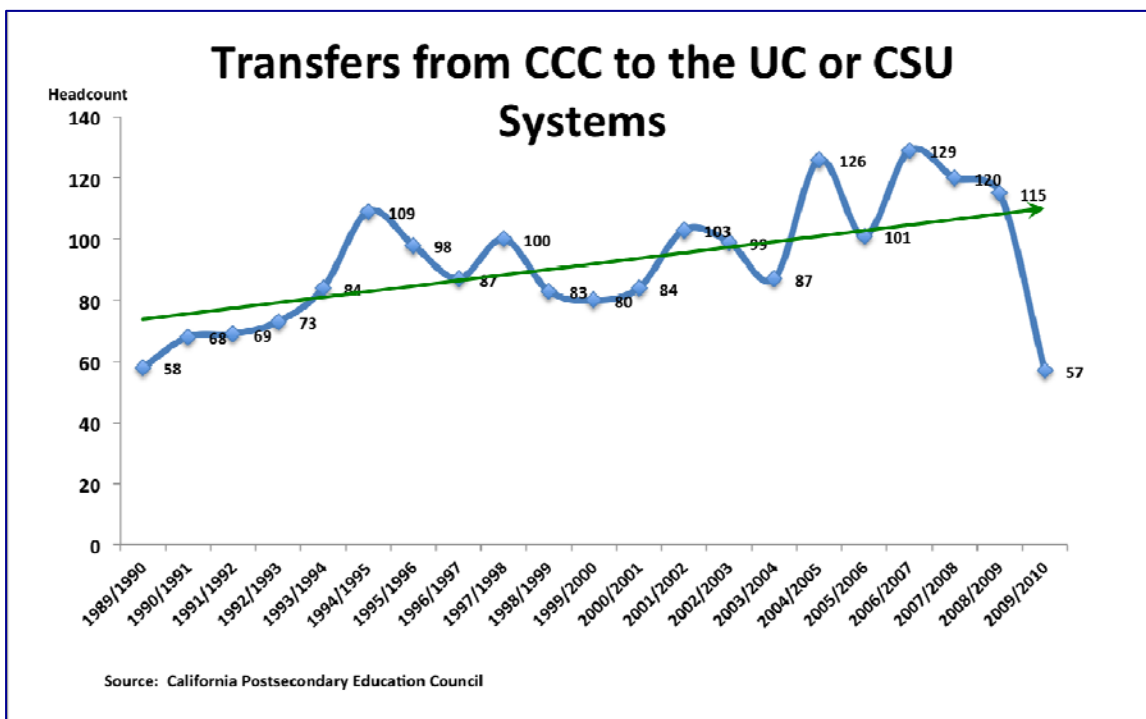
Cost of Attendance and Financial Aid

The most recent state budget proposal would raise community college student fees from $26 to $36 per unit.[1] It is also possible that fees could escalate to $66 per unit or higher, nearly triple their current level. Fees are one component of a student's cost of attendance. Table 2 displays trends in the estimated expenses that full-time students encounter when they choose to enroll at Coastline. Expenses for an off-campus full-time student in the current year are estimated at $14,356 while a student living with her or his family bears a $6,456 cost that excludes housing and other expenses. It is highly likely that these figures will increase in the foreseeable future.

Table 2. Coastline Community College Estimated Expenses for Full-Time Students, 2007-08 to 2010-11					
		2007-08	**2008-09**	**2009-10**	**2010-11**
Tuition and Fees					
	In-State	$527	$527	$650	$656
	Out-of-State	$4,178	$4,370	$4,586	$4,520
	Books & Supplies	$1,000	$1,000	$1,000	$1,000
Living Arrangement					
	Off-Campus				
	Room & Board	$8,900	$9,000	$9,000	$9,000
	Other	$3,600	$3,700	$3,700	$3,700
	Off Campus w/ Family				
	Other	$4,700	$4,800	$4,800	$4,800
TOTAL EXPENSES		2007-08	2008-09	2009-10	2010-11
In-state					
	Off Campus	$14,027	$14,227	$14,350	$14,356
	Off Campus with Family	$6,227	$6,327	$6,450	$6,456
Out-of State					
	Off-Campus	$17,678	$18,070	$18,286	$18,220
	Off-Campus with Family	$9,878	$10,170	$10,386	$10,320
Source: National Center for Education Statistics College Navigator Site. Retrieved April 2, 2011 at http://nces.ed.gov/collegenavigator					

Overall Penetration Rates

A critical benchmark in educational planning is a college's penetration rate, derived by measuring how it attracts enrollment from potential pools of students in its service area. Calculating the size of those pools and comparing the current market share (enrollments) from those pools helps a college to identify gaps in its enrollment strategies. Factors unrelated to outreach activities also influence market shares, however. The number of postsecondary institutions operating in Orange County, for example, can serve to reduce Coastline Community

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[1] Los Angles Times (March 31, 2011). *California community colleges to slash enrollment, classes.* Retrieved April 3, 2011 at http://articles.latimes.com/2011/mar/31/local/la-me-0331-community-colleges-20110331

College's penetration rates. These rates can also be reduced or increased by students who are attracted by the mix of available programs and program delivery options. Coastline's competitor analysis (Appendix C) provides an overview of new program opportunities. Among individuals aged 15 and older, Coastline's penetration rate for credit and non-credit programs in Orange County for fall 2010 was 0.28%.[2] Table 3 displays penetration rates by age range and race/ethnicity for the same time period.

Table 3 CCC Penetration Rates for Credit Classes by Age Range and Race/Ethnicity, Fall 2010						
Age Range	CCC	Orange County		Race/Ethnicity	CCC	Orange County
15-19	11.4%	8.9%		White	34.1%	47.5%
20-24	20.3%	8.5%		Hispanic	16.4%	31.7%
25-29	15.1%	8.3%		Asian	30.9%	17.1%
30-34	10.7%	8.2%		Pacific Islander	2.3%	0.4%
35-39	9.3%	9.1%		Black	5.3%	1.4%
40-44	8.3%	9.5%		American Indian	.8%	0.4%
45-49	7.2%	9.5%		Multiracial/Other/ Not Reported	10.2%	1.5%
50-54	5.6%	8.7%				
55-59	3.4%	7.4%				
60-64	2.5%	6.4%				
65+	5.4%	15.5%				
Source: Coastline Community College Institutional Research and California Department of Finance. Orange County data includes only citizens aged 15 years and older. Race/Ethnicity proportions for Coastline Community College include credit and noncredit enrollment, College data are influenced by the large proportion of students who indicate multiracial status or who chose not to report their race/ethnic status.						

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[2] This overall penetration rate is based on 1,303,569 citizens aged 15 years and older residing in the County divided by Coastline's credit enrollment from Orange County in fall 2010 of 3,618.

Budgets and Resources

       Coastline's 2009-2010 budget reflects $27,413,122 in unrestricted general fund revenue and $4,474,505 in restricted fund revenue. These figures represent 48% and 8%, respectively of Coastline's total revenue. The Coast Community College District experienced an overall $7.4 million decrease in income during this same period, the majority of which was a $4.8 million decrease in state funding. Local revenues account for another $1.4 million. Even larger reductions in state revenue are forecast for 2011-2012. Coastline's revenue and expenses from FY2009 are depicted in Figures 13 and 14.

Figure 13
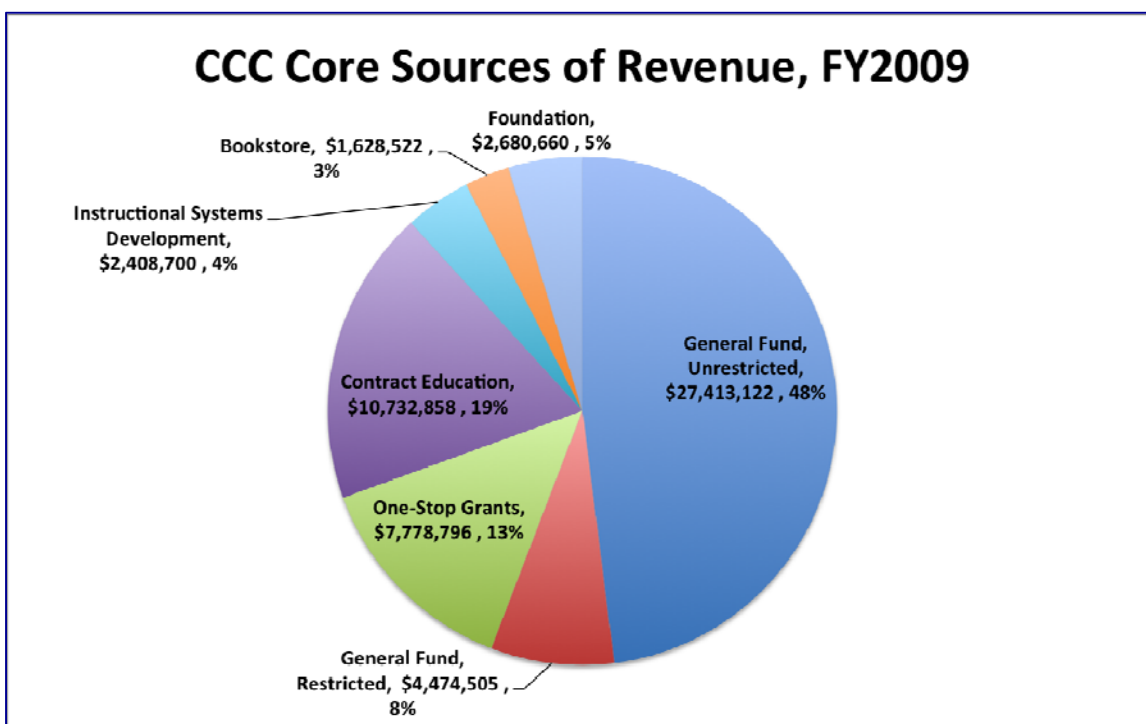
Source: Coastline Community College Administrative Services

Figure 14

CCC Core Expenses, FY 2009

- Other core expenses, 12,472,687, 30%
- Instruction, 14,488,291, 35%
- Student services, 4,240,181, 10%
- Institutional support, 5,706,195, 14%
- Academic support, 4,656,143, 11%
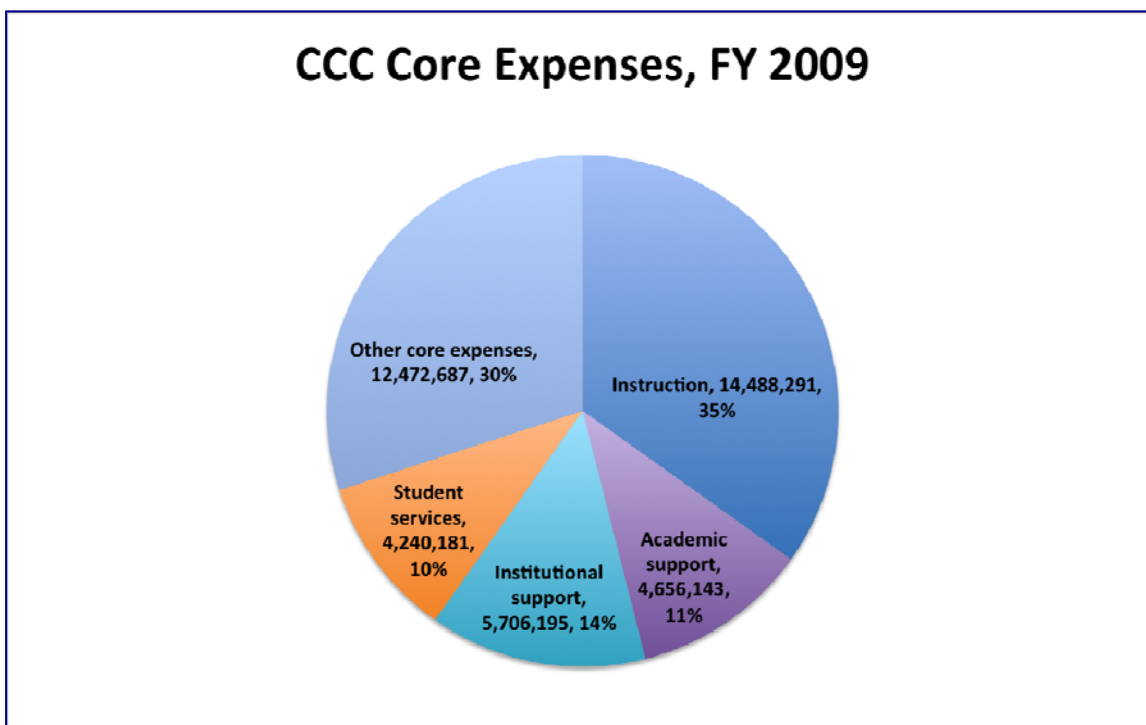
Source: Integrated Postsecondary Education Data System

Coastline's Entrepreneurial Status

California's community colleges are preparing for a grim scenario in the state's 2011-2012 budget. Among the many effects that the state downturn will produce will be the need for all community colleges to become even more entrepreneurial. Table 4 compares the proportion of revenue that California community colleges produce from independent sources. These data suggest that Coastline generates a much higher proportion of its overall revenue from independent operations than California community colleges as a whole or California community colleges with similar enrollment (between 20,000 and 30,000 unduplicated students). With declining revenue from the state and the rise in tuition that will likely discourage low-income student enrollment, all colleges will be looking to increase their revenue from independent sources. These data suggest that Coastline is well positioned to continue to earn a significant proportion of its future revenue through entrepreneurial actions.

Table 4		
Independent Operations and Institutional Revenue		
Institution(s)	Proportion of Revenues Generated from Independent Operations	Dollars Generated from Independent Operations
Coastline Community College	28%	$4,575,788
All California Community Colleges	4%	$1,395,322 (average)
California Community Colleges enrolling 20,000 to 30,000 Students	4%	$1,422,820 (average)
Note: data excludes revenues from auxiliary services including food services, health services, and college stores. Source: IPEDS Data Center retrieved April 3, 2011 at http://nces.ed.gov/ipeds/datacenter/		

Certificates and Degrees Awarded

Coastline awarded 153 certificates and 1,895 degrees in the 2009-2010 academic year (Tables 5 and 6). Coastline ranked 23rd overall in the United States for associate degrees awarded in 2010, owing to the large number of degrees produced by its military programs (Table 6).[3] Business and business-related areas account for the majority of state-funded degree and certificates awarded.

Table 5	
Certificates Awarded by TOP Code Concentration, Academic Year 2009-10	
Area and TOP Code	Number
Business and Management (05)	79
Communications (06)	3
Computer & Information Sciences (07)	4
Industrial Technology (09) Construction Inspection	26
Family and Consumer Sciences (13)	7
Law (14)	34
Total	153
Source: Coastline Institutional Research from Chancellor's Office Program Inventory	

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[3] Community College Week (n.d.). *Associate Degree & Certificate Producers, 2010.* Retrieved April 3, 2011 at http://www.ccweek.com/news/

Table 6 AA Degrees by TOP Code Concentration, Academic Year 2009-10		
Area and TOP Code	State Funded	Contract Funded
Business and Management (05)	117	0
Engineering and Industrial Technologies (09)	26	0
Family and Consumer Sciences (13)	3	0
Fine and Applied Arts (10)	1	0
Humanities and Letters (15) and Education (8)	2	0
Information Technology (07)	3	0
Liberal Arts & Sciences (49)	3	1,675
Law (14)	13	0
Psychology (20)	4	0
Public and Protective Services (21)	15	0
Social Sciences (22)	18	0
Unknown	15	0
Total	220	1,675
Source: CCC Institutional Research from Chancellor's Office Program Inventory		

Distance Learning

Coastline's Distance Learning spurs innovation and investment in technology to support instruction and student services. Innovation and technological investments also create commercial and entrepreneurial opportunities. Coastline is committed to the being a pioneer in the application of the latest technologies to enhance the learning process. In the beginning Coastline's innovation was marked by broadcast, cable television and video cassettes delivery. After the development of the Internet, Coastline moved into creating courses accessible on CD-ROM and DVD, on-line and via handheld devices such as personal digital assistants (PDAs) and smart cellular telephones. Over the years, the College has received over 65 awards for excellence in instructional design and mediated course development, including 19 educational/instructional Emmy Awards, four Cindy Awards, and four Telly Awards. The College's focus is on combining state-of-the-art teaching and learning strategies with new and emerging video, audio virtual reality, and interactive learning activities into a total learning experience for students. In fall 2010 the College offered more than 300 distance learning courses and these courses are trending upward (Figure 15).

The retention and success rates for Coastline online courses are 10% and 40% higher, respectively, than other California college's online offerings.[4] Coastline actively pursues quality in its online courses through collaborative content development, model design and development processes, and the Faculty Academic Quality Project that has adopted a best practices document that the Academic Senate endorses, though it is not mandatory for use by faculty.

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[4] Data taken from the California Community Colleges Chancellor's Office Data Mart. Retrieved June 3, 2011 at //misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm

Figure 15
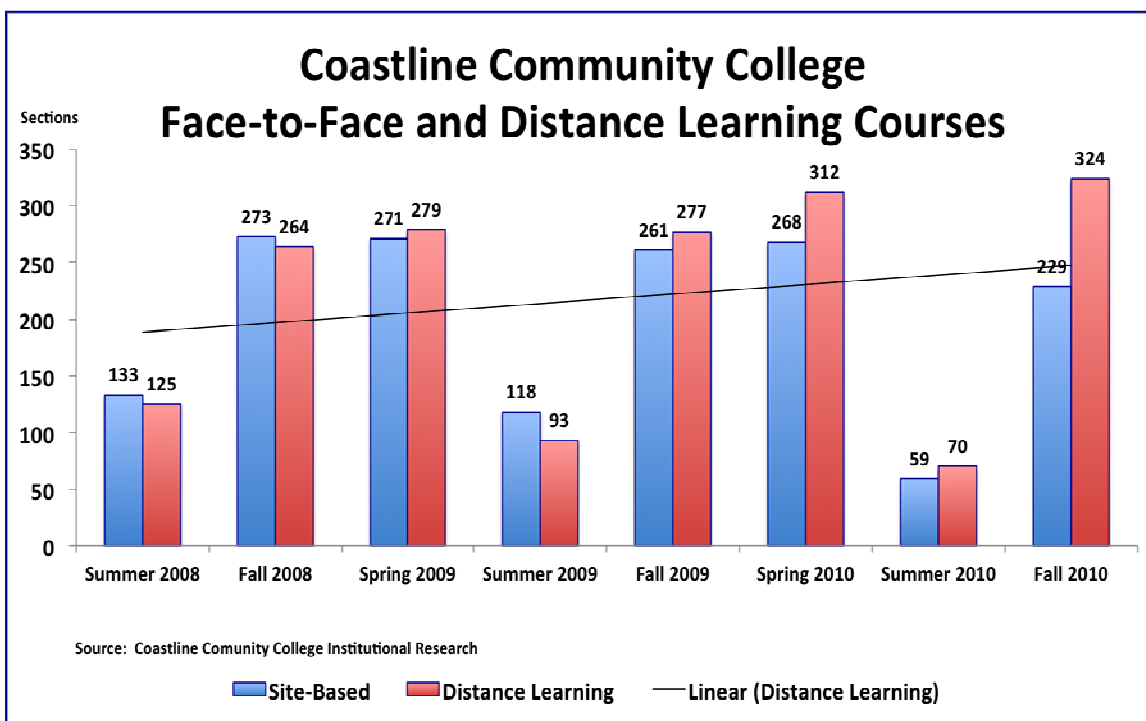
An internal survey of 803 online learners in summer 2010 produces strategic information that the College can use to further develop its programs and courses.[5] Demographic findings include: 67% female, one-third married, 35% had children at home, and 75% indicated English as first language. Nearly two-thirds were under the age of 33. Race and ethnicity categories were: Asian (25.5%), Caucasian (43.9%), and Hispanic/Latino (15%). Fifty-two percent reported earning a high school degree while nearly a third (31.5%) had already earned associate, baccalaureate, masters, or professional degrees.

Forty-three percent of the respondents attend college part-time, and 45% reported that Coastline was either their primary or only institution of attendance. Nearly one-third of Coastline's online students were new to this delivery strategy. Forty-five percent indicated they enrolled in online courses because of their work schedules while 19% reported family or health reasons. It is noteworthy that less than a third had sought advisement prior to enrollment; 70% self-selected enrollment in an online course. Nearly two-thirds reported that they had enrolled in an online course without participating in orientation. At the same time more than half rated advising and transfer advising as very important. It is clear that there is an appetite among current online learners for expanding and integrating support services for orientation, advisement and instructional support.

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[5] Rodriguez, V. (n.d.).   Summer 2010 Survey of Online Students. Internal document, Coastline Community College

Instructional Systems Development (ISD) is the arm of Coastline that promotes vision, collaboration, and inquiry around the effective uses of technology in teaching, learning, scholarship, and management. ISD innovates to supports instruction and student services as its primary focus. It also generates revenue to support the instructional, student services and administrative functions of the college. ISD supports the advancement of instruction through the integration of new and emerging learning technology, mediation and interactive systems/approaches. ISD provides training and support to faculty and staff in the application of new and innovative instructional systems and learning technologies. ISD helps to maximize the benefits of learning technology to ensure pedagogically sound solutions and quality learning outcomes. To assist in sustaining and expanding these activities, ISD should remain a leader in design and development of mediated learning systems while collaborating with other colleges.

A significant competitive advantage for Coastline is in providing both distance education and developing technology-mediated instruction products. More than 350 colleges in the United States and Canada lease courseware, textbooks, and other instructional materials developed by the Center for Instructional Systems Development (Coast Learning Systems). Coastline has developed and is in the process of commercializing its innovative *Computer Learning Content Information Management System* known as Seaport. ISD has produced such innovations as course content delivery via handheld PDAs (personal digital assistant) and cellular phones, game-based language instruction, and virtual learning environments. These innovations are extended to military students through Coastline's military education programs and to other colleges that license Coastline courseware. Coastline is an experienced creator of digital content and provider of online education.

Early College High School

Coastline co-sponsors an early college high school (ECHS) in conjunction with the Newport-Mesa Unified School District. This high school offers both high school and college classes with the goal that students would graduate in five years with both a secondary diploma and two years of college credit (usually sufficient for an Associate degree). Initially funded in part by the Bill and Melinda Gates Foundation and located on Coastline's Costa Mesa campus, Coastline's early college high school opened in August 2006. The ECHS has a maximum enrollment of one hundred students per grade.

Coastline's Early College High School is ranked in the top 10th percentile in California while Hispanic students are performing well above that state Academic Performance Index (API) standard score of 800. Hispanic students make up 2/3rds of the students with an average API score of 862.[6] ECHS provides a predicable source of Credit FTES for Coastline and is a source of pride and recognition for Coastline in the community.

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[6] Data taken from the California Department of Education's 2010 -11 Accountability Progress Reporting (APR) system. Retrieved June 3, 2011 at //misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm

ESL and Basic Skills Enrollments

      Basic Skills. Similar to other comprehensive community colleges throughout the United States, basic skills and English as a Second Language enrollments are increasing at Coastline. However, the proportion of overall enrollment in basic math and English compared to the overall course offerings at the College (5%) appear to be lower than might be found at other community colleges (Figure 16). While the relatively low overall enrollments may reflect the declining number of students entering the College immediately after high school completion the increase may be attributable to their increasing need for remedial assistance to succeed. On the other hand, the increase may be because returning adults have been referred to basic education to supplement the skills they need for the job market. Coastline requires basic skills assessment, but placement into remedial classes suggested by placement testing is not mandatory. Research is needed to determine the source of basic skills enrollment but in particular cohort analyses are needed to determine which types of students enroll in Basic Skills, how many complete a recommended remedial sequence, and how many make the progression to "regular" college classes. Attention should be paid to how long it takes for students to attain particular milestones to measure how fast students are progressing. For example, tracking the number of students entering from feeder high schools that require remediation and sharing these data with those high schools in a spirit of collaboration may help to reduce the number of underprepared students entering Coastline.

Figure 16

Source: Coastline Community College Institutional Research
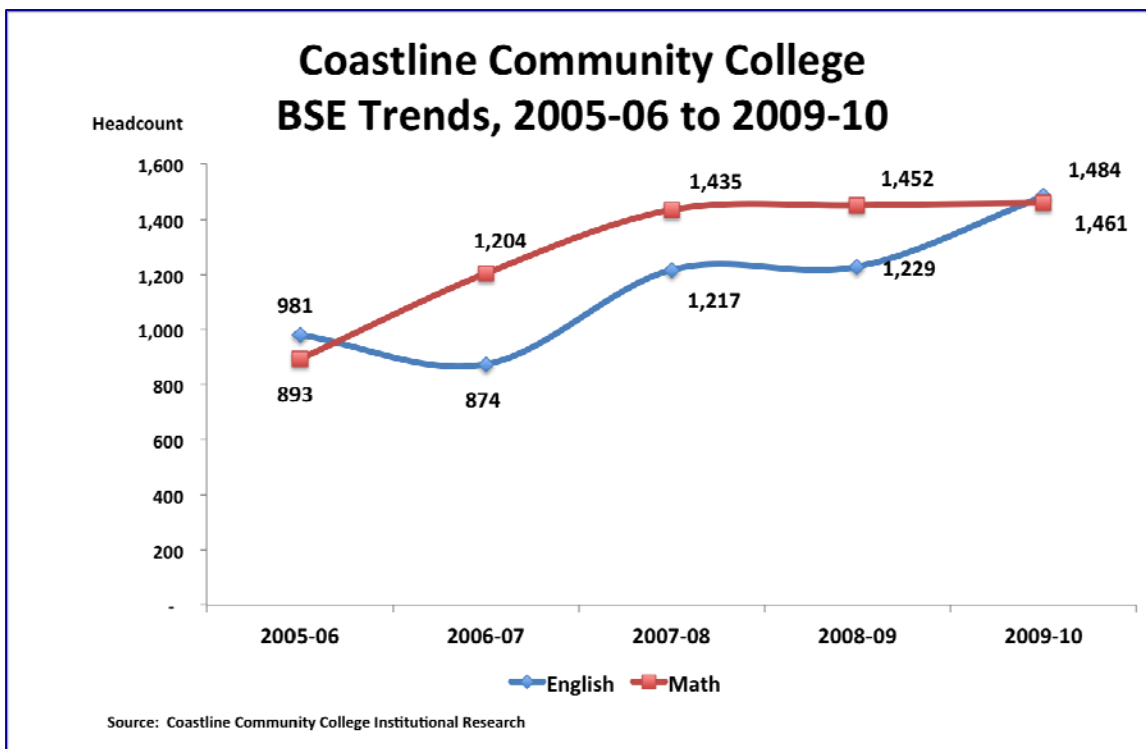
English as a Second Language. The Coastline English as a Second Language department offers a specialized program for English Language Learners (ELL) who need to improve their skills in speaking, comprehending, reading, or writing the English language. The program currently offers 57 credit courses in ESL sentence structure, reading/writing, and listening/conversation for students at nine discrete levels of English proficiency from basic literacy to pre-college level (i.e., a level comparable to English 098). For the spring 2011 semester, the program offered 56 ESL sections (39 day/17 evening) at three sites: Coastline's Le-Jao and Garden Grove centers and a storefront site at Brookhurst Street and Hazard Avenue in Westminster. Thirty-eight day and evening ESL sections are currently offered at the Le-Jao Center. Students at this center may enroll in a program of six, eight, or sixteen hours of instruction per week, or, to accelerate their rate of progress, they may enroll in a full, intensive daytime program of twenty-four to twenty-eight hours of face-to-face ESL instruction per week. Student services include counseling. Bilingual Vietnamese-speaking and Spanish-speaking staff members at the Le-Jao Center provide assessment and registration for ESL students.

The assessment instrument used for placement in Coastline's ESL program is the ACT Compass/ESL test, the same one used by ESL departments in sister colleges in the District (Orange Coast College and Golden West College). Spring 2010 duplicated course enrollments were 811 credit and 1,611 non-credit (0-unit). For fall 2010 these figures were 1,184 credit and 703 noncredit. Coastline's ESL program offers nine discrete levels, low beginning to pre-ENG 099 (the highest level is 2 levels below CCC's freshman composition course) and the combining of credit and noncredit courses within single sections (see Table 6).

Table 7. Recent ESL Headcount Enrollments by Credit and Noncredit				
	Summer 2009	Fall 2009	Spring 2010	Fall 2010
Credit	232	411	404	649
Noncredit	527	837	923	455
Both	32	60	56	52
Total	791	1,308	1,383	1,156

There also is a need for Coastline to better understand the progression of students in its ESL programs, particularly as its ESL efforts support students whose goal is to complete a college credential. The creation of strengthened pathways from program entry to certificate and degree completion is a desirable direction for all college programs. For this to happen, college faculty, staff, and administrators from across silos should work together to review processes, and services at each stage of the student's experience with the college and redesign or better align college practices to accelerate entry into and completion of programs of study leading to credentials of value. Students question the length of time it takes to complete programs, especially when they begin their academic careers in ESL and/or basic skills education.

Contextualized Delivery of Basic Skills and ESL.   National research suggests that contextualized basic skills and ESL instruction is often more successful than traditional models of delivering ESL and basic skills.[7] When disadvantaged learners are subject to a curriculum structure that requires completion of sequences of basic skills and/or ESL courses <u>prior</u> to enrolling in courses leading to career or transfer goals they oftentimes become discouraged with the length of their studies. In contrast, delivery modes that integrate both basic skills and ESL within classes accelerate student success and provide a contextualized learning experience that can produce superior outcomes. Contextual delivery draws on diverse instructional strategies designed to seamlessly link foundational skills with academic or occupational content. Given the foregoing structure of curriculum at Coastline, particularly the nine semester length of its ESL program, as well as the increasing number of students entering the College with one or more skill deficits, the College should seriously consider contextualizing its foundational delivery strategies.

Military Programs

Coastline offers programs across all branches of military service. These programs include the Navy College Distance Learning Partnership (NCDLP), the Navy College Program Afloat College Education (NCPACE), the Air Force General Education Module (GEM), Coast Guard Ashore and SOCCOAST Afloat Courses for Cutters, and programs for the Marine Corps. Coastline's military education efforts also include special consideration for spouses including affordable tuition and books, self-paced "anytime-anywhere education" courses delivered online, and degree programs that are achievable in spite of frequent changes of duty station. The military program also cooperates with testing centers to provide military personnel opportunities for standardized examinations including the College Level Entrance Examination Program (CLEP) exam, DANTES Subject Standardized Tests (DSST), and Excelsior College Examinations (ECE).

Military programs enrolled 4,196 headcount students in fall 2010.   Coastline's military enrollments in fall terms are trending downward (see Appendix B, CCC Enrollment Scenarios and Projections for more detail). According to college officials, competition for military enrollments is intensifying among community colleges, universities and for-profit institutions. Since the military program produces cash revenue for the College, future enrollment is a concern.

PocketEd Program. This innovation makes use of Personal Digital Assistant (PDA) technology to provide courses for service members. There are currently 15 PocketEd courses that are designed to be completed within 12 weeks. Students who enroll in the PocketEd Program will receive a PDA with their first course packet. The PocketEd program has served Coastline as a place to test the effectiveness of this alternative delivery model before implementing it more widely throughout all students.

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[7] See, for example, Workforce Strategy Center (2003, January) *Building Bridges to College and Careers: Contextualized Basic Skills Programs at Community Colleges* and California Basic Skills Initiative (2009) Contextualized Teaching & Learning: A Faculty Primer A Review of Literature and Faculty Practices with Implications for California Community College Practitioners.

Incarcerated Student Programs

Coastline provides audio and video media to inmates at 65 to 70 California county, state, and federal prisons and hospitals. Because inmates are not allowed access to the web, these facilities are equipped to deliver instructional media through either closed-circuit television or through videocassettes and DVD's. Coastline's incarcerated programs account for 1,775 enrollments in fall 2010, down from a peak of 4,772 in fall 2008. Incarcerated enrollments are influenced by resources available from the California Department of Rehabilitation and Corrections that provide instructional support for inmates' enrollment in higher education. These resources have been cut recently, and the corresponding influence on incarcerated enrollments is now evident. However, with increased state revenue and funding over the next year, Coastline is prepared for an increase in incarcerated enrollment.

Corporate, Workforce, and Community Services

This unit is responsible for working with local businesses and the Orange County community at large. It provides career service advising to help prospective students find a major, career, or job through testing and assessment for workforce skills, licensure testing or certification testing. This unit also works to adapt existing Coastline courses and programs for workforce needs. Programs have included: Boeing Preferred School Partner (PSP) Program, Customer Service Academy, Dale Carnegie Training, English as a Second/Foreign Language, Chinese for Business Communications, Management and Supervision, Computer Services Technology, Bookkeeping/Accounting, Emergency Management, and Personal Mastery.

Course Scheduling

The times during a day at which face-to-face classes are scheduled dictate their availability to certain types of students and are a key consideration in enrollment management. For example, full-time students without job or family obligations are likely to want classes that are scheduled throughout the day; part-time students, especially working adults, are likely to prefer face-to-face classes scheduled in the evening hours. Figure 17 depicts how Coastline Community College arrayed its class start time schedule in 2009-2010.

Figure 17

Coastline Community College
Class Start Times, 2009-2010

Bar chart showing class start times:
- 6a-8:55a: 131
- 9a-11:35a: 247
- Noon-2:55p: 179
- 3p-5:40p: 82
- 6p-8:10p: 275

Data Provided by Coastline Community College Institutional Research
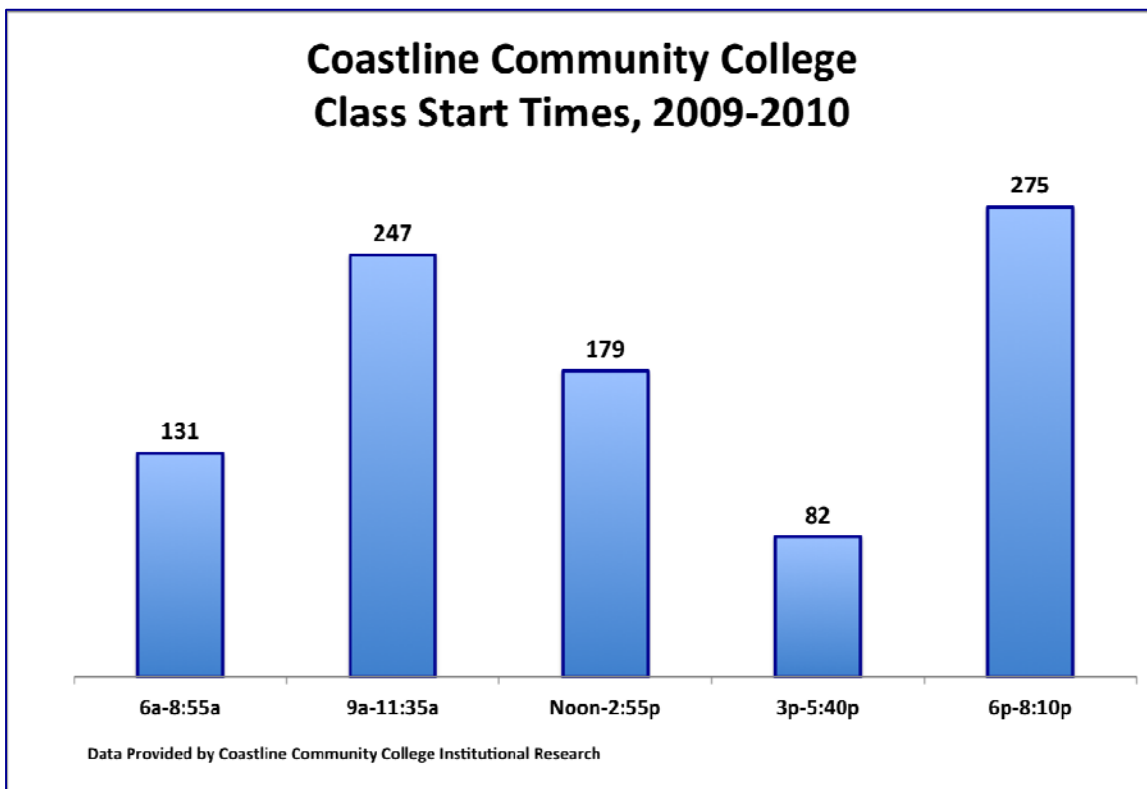
Figure 18 shows that in 2009-2010 Coastline Community College scheduled its classes chiefly on a four-day schedule with Fridays constituting the fewest number of sections scheduled. Together, Figures 17 and 18 suggest that Coastline has considerable opportunities to pursue flexibility in scheduling to meet the preferences and needs of its students.

Figure 18

Day Distribution of F2F
Classes, 2009-2010

Bar chart showing day distribution of F2F classes:
- Monday: 342
- Tuesday: 338
- Wednesday: 360
- Thursday: 323
- Friday: 82
- Saturday: 20
- Sunday: 0

Data Provided by Coastline Community College Institutional Research
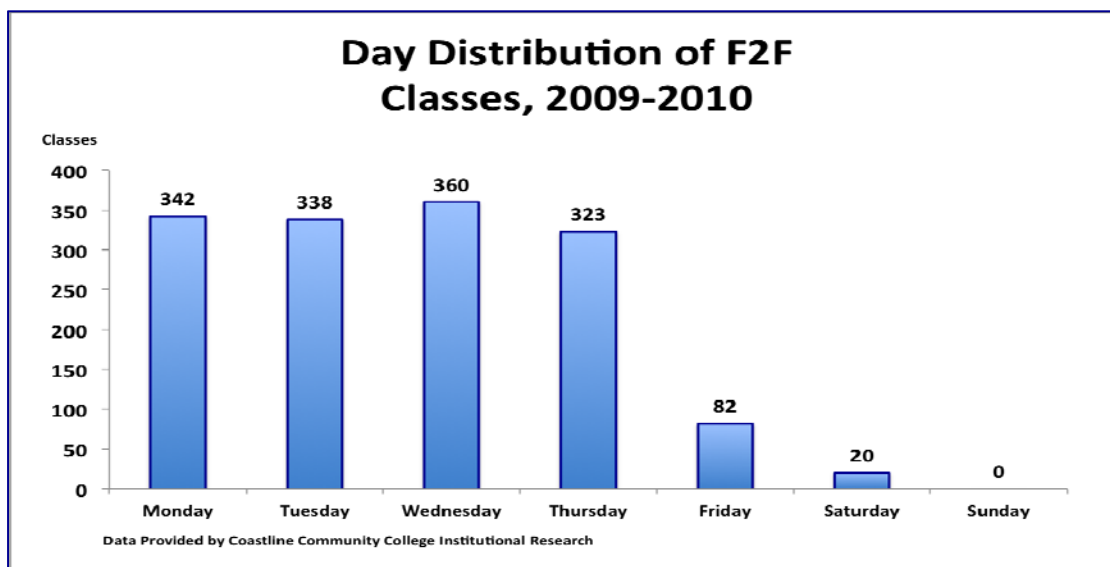
Figure 19 displays that the class sections are increasingly being taught by full-time faculty, a result of shrinking instructional resources to hire part-time faculty. Coastline will want to strategically plan for using faculty resources to accommodate the scheduling needs of learners as well to plan for the new programs suggested in subsequent sections of this report.

Figure 19

Class Sections Taught by Faculty Status
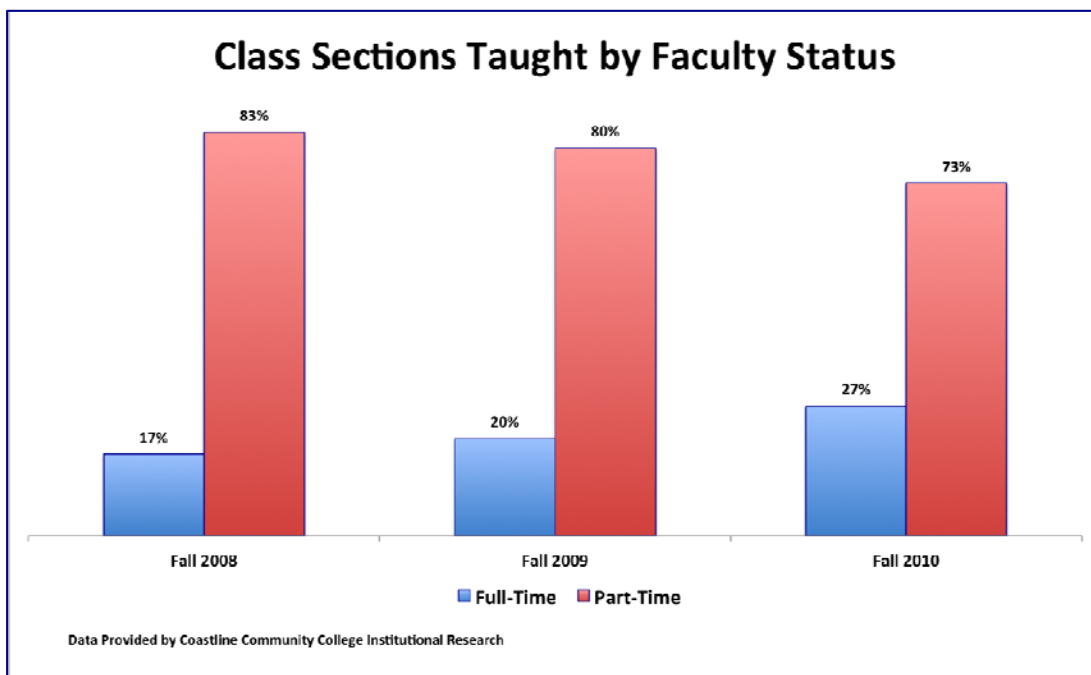
LABOR MARKETS AND EMPLOYMENT

National Labor Markets and Community Colleges

The most recent research brief on this topic from the Association for Community Colleges provides a glimpse of the top 15 programs (credit and noncredit) at community colleges (Table 8). Of the programs in Table 8, business, computer technology, and computer networking are currently within the menu of course offerings at Coastline.

Table 8	
Hot Programs at Community Colleges	
1. Registered Nursing	9. Health Information Technology
2. Law Enforcement	10. Construction
3. Licensed Practical Nursing	11. Education
4. Radiology	12. Business
5. Computer Technologies	13. Networking
6. Automotive	14. Electronics
7. Nursing Assistant	15. Medical Assistant
8. Dental Hygiene	
Source: McPhee, S. Hot Programs at Community Colleges. Association for Community Colleges. Retrieved April 8, 2011 at http://www.aacc.nche.edu/Publications/Briefs/Documents/10122004hotprograms.pdf	

California Labor Markets and Community Colleges

Table 9			
California Occupations with Most Job Openings, 2008-2018			
Occupational Title	Total Job Openings	2010 Median Hourly Wage	Education & Training Levels
Personal and Home Care Aides	201,410	$10.41	Short-term OJT
Retail Salespersons	198,970	$10.21	Short-Term OJT
Cashiers	188,560	$9.49	Short-Term OJT
Waiters and Waitresses	169,820	$9.18	Short-Term OJT
Combined Food Preparation and Serving Workers, Including Fast Food	103,450	$9.18	Short-Term OJT
Registered Nurses	102,090	$40.22	Associate Degree
Customer Service Representatives	98,070	$17.05	Moderate-Term OJT
Office Clerks, General	85,620	$14.07	Short-Term OJT
Laborers and Freight, Stock, and Material Movers, Hand	83,350	$11.64	Short-Term OJT
Elementary School Teachers, Except Special Education	80,810	n/a	Bachelors Degree
Stock Clerks and Order Fillers	77,270	$10.85	Short-Term OJT
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	67,760	$8.99	Short-Term OJT

Occupational Title	Total Job Openings	2010 Median Hourly Wage	Education & Training Levels
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	66,400	$9.35	Short-Term OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	57,720	$25.54	Work Experience in Related Occupation
Teacher Assistants	55,790	N/A	Short-Term OJT
Secondary School Teachers, Except Special and Vocational Education	52,890	[3]	Bachelors Degree
Executive Secretaries and Administrative Assistants	51,360	$22.21	Moderate-Term OJT
Accountants and Auditors	50,660	$32.13	Bachelors Degree
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	47,790	$27.23	Moderate-Term OJT
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	47,460	$11.53	Short-Term OJT
Security Guards	47,000	$11.76	Short-Term OJT
First-Line Supervisors/Managers of Retail Sales Workers	45,890	$18.09	Work Experience in Related Occupation
Food Preparation Workers	45,060	$9.51	Short-Term OJT
Cooks, Fast Food	43,910	$9.07	Short-Term OJT
Bookkeeping, Accounting, and Auditing Clerks	42,730	$18.42	Moderate-Term OJT
Truck Drivers, Heavy and Tractor-Trailer	41,690	$19.82	Moderate-Term OJT
Receptionists and Information Clerks	40,670	$13.28	Short-Term OJT
Dishwashers	40,590	$9.13	Short-Term OJT
Cooks, Restaurant	39,910	$11.71	Long-Term OJT
Landscaping and Groundskeeping Workers	39,200	$12.13	Short-Term OJT
Child Care Workers	37,610	$10.77	Short-Term OJT
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	34,490	$9.26	Short-Term OJT
Nursing Aides, Orderlies, and Attendants	33,510	$12.58	Short-Term OJT
Licensed Practical and Licensed Vocational Nurses	33,430	$23.95	Postsecondary Vocational Training
Dining Room and Cafeteria Attendants and Bartender Helpers	33,020	$9.08	Short-Term OJT
Medical Secretaries	32,940	$15.19	Postsecondary Vocational Training
Construction Laborers	32,370	$17.55	Moderate-Term OJT
Computer Software Engineers, Applications	31,980	$48.75	Bachelors Degree

Table 9
California Occupations with Most Job Openings, 2008-2018

Occupational Title	Total Job Openings	2010 Median Hourly Wage	Education & Training Levels
Management Analysts	31,930	$38.06	Bachelors Plus Work Experience
Medical Assistants	31,820	$14.41	Moderate-Term OJT
Maintenance and Repair Workers, General	30,760	$18.76	Long-Term OJT
Maids and Housekeeping Cleaners	29,470	$9.98	Short-Term OJT
Home Health Aides	29,110	$10.25	Short-Term OJT
Carpenters	27,430	$25.19	Long-Term OJT
Amusement and Recreation Attendants	27,310	$9.41	Short-Term OJT
Tellers	26,020	$12.55	Short-Term OJT
Industrial Truck and Tractor Operators	25,830	$15.54	Short-Term OJT
Truck Drivers, Light or Delivery Services	25,470	$14.74	Short-Term OJT
Shipping, Receiving, and Traffic Clerks	25,190	$13.88	Short-Term OJT

Table 9
California Occupations with Most Job Openings, 2008-2018

Source: California Employment Development Department (n.d.). Occupations in Demand Retrieved April 8, 2011 at http://www.labormarketinfo.edd.ca.gov

Orange County Labor Markets and Community Colleges

Table 10 displays projected job openings for occupations that require some form of postsecondary training below a bachelor's degree. Appendix B displays those occupations in Orange County for which an Associate degree or certificate is not necessary for job entry. It is certain, however, that candidates for those positions would benefit by a postsecondary award.

Table 10
Orange County Employment Outlook for Jobs with
30 or More Annual Openings by Education Level

Description	2020 Jobs	% Change	Annual Openings	2010 Median Hourly Wage	Education Level
Real estate sales agents	45,736	22%	1,442	$8.44	Vocational certificate
Registered nurses	26,202	28%	925	$36.45	Associate's degree
Medical secretaries	13,026	28%	419	$15.01	Vocational certificate
Nursing aides, orderlies, and attendants	12,642	30%	390	$12.97	Vocational certificate
Licensed practical and licensed vocational nurses	7,154	27%	327	$24.14	Vocational certificate
Computer support specialists	8,978	14%	327	$23.33	Associate's degree
Hairdressers, hairstylists, and cosmetologists	8,838	31%	309	$14.44	Vocational certificate

Description	2020 Jobs	% Change	Annual Openings	2010 Median Hourly Wage	Education Level
				Table 10 Orange County Employment Outlook for Jobs with 30 or More Annual Openings by Education Level	
Automotive service technicians and mechanics	7,554	8%	189	$19.92	Vocational certificate
Appraisers and assessors of real estate	5,441	20%	174	$12.09	Vocational certificate
Paralegals and legal assistants	4,595	30%	147	$27.55	Associate's degree
Veterinary technologists and technicians	2,441	64%	133	$14.83	Associate's degree
Preschool teachers, except special education	4,951	8%	128	$12.37	Vocational certificate
Legal secretaries	3,965	23%	117	$20.12	Vocational certificate
Computer specialists, all other	3,359	14%	104	$32.79	Associate's degree
Massage therapists	2,618	33%	92	$15.68	Vocational certificate
Fitness trainers and aerobics instructors	3,206	14%	90	$15.34	Vocational certificate
Medical and clinical laboratory technicians	2,324	32%	90	$17.96	Associate's degree
Manicurists and pedicurists	2,972	17%	80	$10.29	Vocational certificate
Dental hygienists	2,086	28%	78	$43.32	Associate's degree
Emergency medical technicians and paramedics	1,769	29%	67	$13.90	Vocational certificate
Interior designers	1,667	11%	63	$20.80	Associate's degree
Bus and truck mechanics and diesel engine specialists	2,252	6%	62	$24.06	Vocational certificate
Travel agents	2,471	21%	60	$16.74	Vocational certificate
Medical records and health information technicians	1,651	25%	60	$16.26	Associate's degree
Library technicians	1,082	17%	57	$18.47	Vocational certificate
Radiologic technologists and technicians	1,837	24%	57	$28.25	Associate's degree
Respiratory therapists	1,503	25%	52	$30.23	Associate's degree
Computer, automated teller, and office machine repairers	2,406	(13%)	48	$18.26	Vocational certificate
Electrical and electronic engineering technicians	2,087	2%	48	$25.00	Associate's degree
Security and fire alarm	1,421	24%	47	$21.32	Vocational certificate

Description	2020 Jobs	% Change	Annual Openings	2010 Median Hourly Wage	Education Level
Table 10 Orange County Employment Outlook for Jobs with 30 or More Annual Openings by Education Level					
systems installers					
Architectural and civil drafters	1,716	1%	46	$26.42	Vocational certificate
Surgical technologists	1,001	34%	44	$21.67	Vocational certificate
Healthcare technologists and technicians, all other	1,179	27%	44	$20.87	Vocational certificate
Physical therapist assistants	947	46%	39	$27.58	Associate's degree
Healthcare practitioners and technical workers, all other	810	23%	37	$33.35	Vocational certificate
Barbers	993	34%	36	$15.33	Vocational certificate
Biological technicians	645	34%	33	$16.71	Associate's degree
Skin care specialists	836	34%	31	$15.56	Vocational certificate
Civil engineering technicians	953	20%	31	$31.67	Associate's degree
Source: Reille, A. (2011, January). California Center for Excellence, LA-Orange Region. www.coeccc.net					

NEW PROGRAMS AND RECOMMENDATIONS FOR EXISTING PROGRAMS

Strategic Enrollment Management

An Education Master Plan is the ideal place to examine recommended new programs as well as recommendations for existing programs. The recommended framework for looking at Coastline's present and future menu of instructional offerings is found in Figure 1 (Leaner and Institutional Alignment) which establishes factors that present barriers or opportunities for the College to align itself with learners. These discussions are necessary to ensure the vitality of Coastline's programs. These discussions, however, should be guided by the action priorities recommended later in this report as well as a commitment to use ongoing research to shape the menu of future programs. A desired direction would be the creation of an Academic Plan that can help the College decide a schedule of program implementation and reduction that fits its program review process in conjunction with the information reviewed in this Education Master Plan report.

It is also clear that Coastline's ability to grow and meet learner demand is well within reach. The capabilities it has created to serve online learners and to use technology to accelerate learning processes provide a strong foundation for the College's future. Coastline should use this expertise to expand high demand online programs not just in its service area but statewide and nationally. Coastline should also explore collaborative partnerships. Many colleges in the United States could benefit from the knowledge that the College has developed about how to enhance learning through technology and would welcome collaborative and entrepreneurial working relationships.

Program Competitor Analysis

Voorhees Group LLC prepared a competitor analysis to provide Coastline a detailed look at programs offered by institutions—public, private for-profit, and private not-for-profit—that offer programs at the associate degree-level and below. Figure 20 depicts Coastline's competition within a 30-mile radius and shows that nearly all of Coastline's competitors are sister community colleges. For-profit institutions account for eight percent of the total programs offered in Coastline's geography. Close inspection of these data (Appendix C) suggests that, while for-profit competitors pose only a slight numerical challenge to community colleges, they also have identified a market niche in the healthcare field where they offer compressed programs that accelerate students' time at the institution.[8] Many students are willing to pay high rates of tuition in exchange for an accelerated academic program.

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[8] The full set of competitor data, providing an institution-by-institution analysis can be found on Coastline Community College's planning website

Figure 20

Coastline Competitors in a 30-mile Radius

- 2-year, Private not-for-profit, 569, 0%
- 2-year, Private for-profit, 10,004, 3%
- < 2-year, Public, 5,129, 1%
- < 2-year, Private not-for-profit, 406, 0%
- < 2-year, Private for-profit, 15,901, 5%
- 4-year, Primarily Associate's, Private for-profit, 3,309, 1%
- 2-year, Public, 315,579, 90%
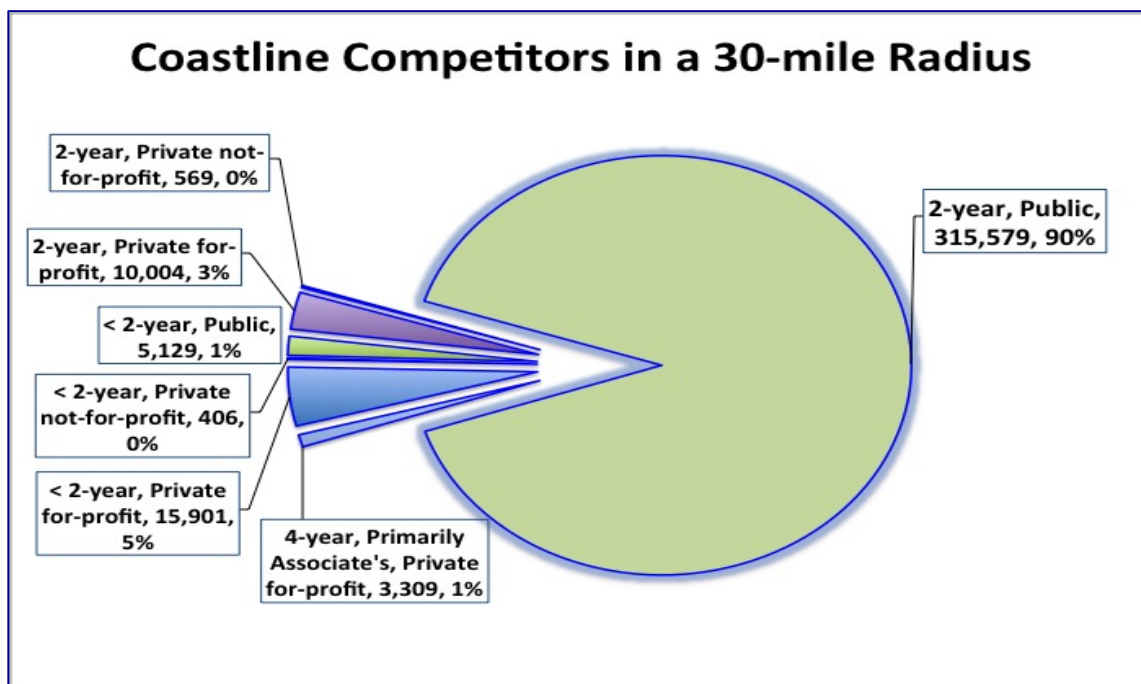
Appendix C is drawn from Voorhees Group LLC's fieldwork with community colleges throughout the United States. It offers potential programs that Coastline or other community colleges might consider based on a national overview of programs in place at other institutions. Appendix C is sorted by CIP code (a national taxonomy of instructional programs) and reveals that of potential programs that Coastline might consider 78 have no competition within a 30-mile radius. Not all of these programs will be viable for the College to implement given existing instructional expertise but they do provide a starting point. Several are highlighted in the subsequent section. There are also 127 potential programs that exist in this 30-mile range offered only by one or two competing institutions.

Existing Program Trends and Strengths

Appendix D displays instructional program trends from fall 2005 to spring 2009 for Coastline. These data show the historical ebb and flow of enrollments by program at the College. Table 11 displays those programs that have gained headcount enrollment of 20% or more between fall 2005 and fall 2009. It is important to note that some programs may have grown proportionately but that their overall headcount enrollment is low, suggesting that even minor swings in student enrollment can cause large proportionate gains. Those programs gaining more than 200 headcount include Foods and Nutrition, Management and Supervision, Biology, Communication, Business, Mathematics, English, Physical Education, Psychology, and Philosophy.

In contrast to enrollment gains for certain programs, Appendix D indicates that various Coastline programs declined by more than 20% from fall 2005 to fall 2009: Real Estate, Social Sciences, Strategies for College Success (COUN), Astronomy, Italian, Dance, Geography, and

Leadership. Again, several of these programs had only modest enrollment in fall 2005 which means that even minor declines in headcount enrollment might signal large proportional drops in enrollment. However, much like the data of Table 9, these findings can lead to internal dialog about which programs should be increased and which might be dropped. For example, Strategies for College Success is a class whose content other community colleges have found to be valuable in helping new students make progress, and Coastline should decide whether it should be strengthened or made mandatory for all new students.

Table 11						
Programs Growing by 20 Percent or More from Fall 2005 to Fall 2009						
Program/Prefix	Change in Headcount Fall 2005 to Fall 2009	% Change Fall 2005 to Fall 2009		Program/Prefix	Change in Headcount Fall 2005 to Fall 2009	% Change Fall 2005 to Fall 2009
Foods & Nutrition	307	230%		French	49	46%
Management & Supervision	271	198%		Photography	(22)	45%
Anthropology	149	136%		Vietnamese	40	44%
Ecology	82	77%		Physical Education	484	36%
Chinese	23	74%		Digital Graphics Applications	14	34%
Chemistry	159	69%		Paralegal Studies	96	30%
Biology	553	66%		Building Codes Technology	(21)	29%
Communication	235	60%		Psychology	602	28%
Business	1240	55%		Computer Services Technology	111	25%
Mathematics	532	52%		Speech	28	24%
English	369	46%		Philosophy	270	21%

Program Quality Questionnaire

A survey was distributed to faculty, staff, and administrators in the fall of 2010 asking them to summarize their instructional and non-instructional programs and services and to provide their perceptions of their core strengths, needs, and challenges, as well as goals for the future. The full responses to the questionnaire can be found in Appendix E. Below is a summary of the comments from the questionnaire.

Core strengths perceptions included:
1. **Faculty**. Generally, faculty and administrators believe that the quality of the faculty (instructional and non-instructional) is excellent in many subject areas and disciplines. Their expertise, teaching, and dedication are what constitute this excellence.
2. **Multi-modal Delivery**. The high number of classes that are offered via multiple modalities (face-to-face, online, and hybrid) give Coastline not only its uniqueness and a competitive advantage that sets them apart from other institutions, but also the ability to better meet the needs of its extended learning community. Faculty and administrators agree, however, that there are many more new opportunities.

3. **Programs**. The programs at Coastline are another core strength, many of which have won awards of excellence, most of which have demonstrated innovative approaches to teaching and learning. The continuous quality improvement efforts and innovation are an integral part of sustaining program excellence.

4. **New Facility** (Newport Beach Center). The new facility in Newport Beach will expand the outreach of the community Coastline serves and will replace the Costa Mesa Center. This facility will provide needed additional space for existing and new programs and will provide the technology needed to accommodate these programs.

5. **Strong Enrollments**. The current trend toward very strong enrollments represents a core strength at Coastline and is a characteristic of not only the demand but the quality of the programs and services offered as well as instruction.

Needs and Challenges perceptions included:

1. **Student Success**. Student learning and student success are paramount, and with increasing demand for accountability in this area, there is a heightened sense of which programs, classes, services and instructional approaches can improve student learning and student success. More research and assessment on student learning outcomes, as well as study of best practices, and dialogue among instructional faculty and student services support practitioners, is needed in order to improve student learning outcomes.

2. **Faculty and Staff**. In order to continue to innovate and grow, more faculty are needed to develop key programs matched to transfer and labor markets, curriculum, and lessons that may be used for multi-modal instructional delivery. There is a need for expanded professional development in both technology and pedagogy, especially among adjunct faculty. In addition, more staff is needed to support faculty and programs in this growth and innovation.

3. **Technology**. With the increasing demand for online course delivery (including online/remote labs, distance presentations and group discussion and interaction), there comes an increased need for improved technology to support this. An example is the need for a student tracking system. This need is acknowledged in planning, now underway, for tracking system development funded by Coastline's five-year Title III/AANAPISI grant from the U.S. Department of Education. For technology innovations generally, the impact on College infrastructure (e.g., software, hardware, and human resources) will require a well-planned approach for meeting this demand which could be addressed through a technology plan.

4. **Marketing and Recruitment**. In spite of high demand and bloated enrollments, there is a keen awareness that this is part of a cyclical trend in which enrollments have peaks and valleys. Many programs have a need for increased marketing and recruitment efforts in order to increase visibility that will help to attract new students and sustain their programs.

5. **Partnerships**. Many programs would benefit from increasing their association and collaboration with local businesses and professional groups. These partnerships would help students with employment opportunities and/or smoother pathways for transitioning to the four-year universities.

Overarching Goals included:

    1. Improve Student Success (i.e., successful course completion rates, transfer rates, number of awards conferred, and subsequent course success rates).

    2. Increase the number of quality online course offerings including fully online degrees and certificates to match labor and transfer markets. Short-term programs that enable learners to enter the job market directly appear to be especially needed.

    3. Increase the use and capability (infrastructure) of technology for course delivery to expand the community for online learners.

    4. Expand marketing and recruitment efforts to match learner needs and aspirations with the course and program offerings.

    5. Continue to create innovative programs and curriculum that respond to the demands of the college learning community.

Existing Programs to Strengthen

Given the data sources above as well as our interviews and interactions with Coastline's faculty, staff, and administrators, Voorhees Group LLC believes there are opportunities to strengthen existing programs to appropriately expand the College's reach and learner alignment. Table 12 reflects this synthesis by suggesting programs to strengthen along with rationale for doing so.

Table 12 Existing Programs to Strengthen	
Program	Rationale
Basic Skills Education	Although Orange County high school students appear to achieve at a higher rate than statewide averages, it is also likely that if more recent graduates are recruited, they will require more and not fewer BSE courses. Adult learners pursuing skill upgrades will also require assistance. The College should consider making course placement based on BSE assessment mandatory.
Computer Support Technology	An increasing job market with more than 300 annual openings in Orange County suggests room for expansion.
Dance	Underused facilities in secondary schools may promote a point of cooperation. Baby Boomers may potentially see dance as an alternative to yoga.
ESL	Accelerate student progression in ESL by collapsing the current nine levels to provide quicker entry to college level courses.
Foreign Languages	Given the diversity of Orange County and the increasing diversity of the United States, international language knowledge is an increasing necessity. There are significant competitors for self-learning (including, for example, Rosetta Stone®) but Coastline could consider creating modularized/hybrid instruction for groups, especially Baby Boomers who wish to visit other countries and cultures.
Gerontology	Orange County is rapidly aging, suggesting an expanded need for gerontology services.

Table 12 Existing Programs to Strengthen	
Program	Rationale
Music	Music appreciation and performance may be a niche market for both retired Baby Boomers as well as younger students.
Paralegal	There are 147 annual openings for paralegals and legal assistants in Orange County but 12 competitors. A possibility exists to improve Coastline's competitive advantage by creating a hybrid degree program subject to ABA approval.
Process Technology	There are 27 annual openings for geological and petroleum technicians in Orange County with no other competitors.
Real Estate	Increased demand for realtors in Orange County. The program could be expanded to include appraisal, a specialty area that is also experiencing demand.
Strategies for College Success	Student success classes frequently spell the difference between retention and leaving college. National research suggests that students placed at the lowest levels of BSE can double their success probability by such courses. The College should consider making its student success class mandatory for students placed at the lowest levels of BSE.
Transfer Programs	A modest number of students take advantage of transfer opportunities. According to the California Postsecondary Commission, fewer than 100 students transferred to public universities in California from Coastline.

Distance learning. One of Coastline's fundamental strengths lies in distance learning delivery. As an early leader in online education, Coastline has enjoyed a competitive advantage for more than a decade in designing and providing instruction via the Internet. This advantage was built on an early mastery of technology and deep understanding of learning styles. However, many institutions have caught up to Coastline, at least in a technological sense, and the competition in the online marketplace is strong-especially among community colleges. Colleges and organizations that are able to offer quality learner-centered experiences using the latest media in conjunction with superior learner support will dominate the next frontier in distance learning. This plateau will be reached by a combination of Coast Learning Systems working closely with instruction, and especially workforce development, to create courses and modules that match documented labor market needs. The future of enrollment growth at the College is directly tied to distance learning (see Appendix C, Enrollment Scenarios and Projections) and now appears to be a ripe time to take that capability to new levels.

English as a Second Language. The current ESL program is 9-10 semesters in length. A student entering at the lowest level needs 3-4 years to move to college-level classes. Students entering at the High Beginning or Low Intermediate level need 2-3 years. The rationale for this design appears to be based on two commitments. First, the ESL program leaders want to serve students with very low proficiency levels with an academic, analytic approach to language learning instead of an exclusively communicative, functional approach as is common in adult education programs. Second, program leaders are committed to offering a comprehensive program that prepares students to meet the language demands of college-level classes.

Offering a more compressed ESL curriculum would appear to benefit learners, however. One route to accelerating student transition into college courses is to encourage appropriate college level courses to be taken while students are enrolled in ESL classes, i.e. contextualize delivery.

Pre K through 16 Linkages. Throughout the planning process, the need to link closer with the K through 16 systems in Orange County was frequently heard. Entry into the College by students enrolling directly from high schools is declining, and solid research is needed to determine why this pattern is occurring. Coastline operates the Early College High School, and while that provides opportunities for high school students out of the mainstream, it is a different delivery mechanism and doesn't answer the total question of why penetration rates in feeder high schools are declining. One strategy frequently employed by community colleges is a systematic report back to high schools about how students are faring in both basic skills education as well as other college classes. Conversations held during the planning process with teachers and administrators at both the Newport-Mesa Unified School District and the Huntington Beach Union High School District indicate a willingness and expectation to increase reciprocal communication. While Orange County high schools appear to be growing for the next several years, efforts to increase communication will pay dividends now and especially after their enrollment begins an anticipated decline (Figure 11).

Even given these recommendations, Coastline will also want to consider the 7% decline in 15 to 19 year-olds from 2010 to 2020 predicted for Orange County (Figure F-3, Enrollment Scenarios and Projections) and the implications this has for its efforts to recruit more younger students. Simply, the competition will be keen for this market segment. Differentiation of the student experience will be key to how successful Coastline can penetrate this market segment. One possibility suggested in the planning process may be to recruit students who have taken online classes in secondary schools and, since they are accustomed to this delivery mode, extend their experiences by online college level classes offered by Coastline.

Student Support Services

Key to Coastline's future enrollments is the quality of student support both for face-to-face students as well as online students. Given that advising is an expressed concern, Coastline should consider broadening the responsibility for advising outside of the current counselor model. There is a receptivity to provide basic advising services via technology through services as degree audit and through providing answers to routine questions. Involving faculty more closely in course and program advising would also benefit students as they would have access to more resources and free counselors to deal with personal counseling. Strong consideration should also be given to group advising through an expanded student success class that would provide the tools students need to overcome initial barriers to success as well as establishing a foundation for navigating necessary interactions with all parts of the campus.

RECOMMENDATIONS FOR NEW COURSES AND PROGRAMS

Given the data and information above as well as our interviews and interactions with Coastline's faculty, staff, and administrators, Voorhees Group LLC believes there are opportunities to create new programs to appropriately expand the College's reach and learner alignment. The competitor analysis performed for this planning process as well as the capability of the College's distance learning programming also informs those programs suggested in Table 13. Our work with faculty and staff throughout this process indicates receptivity to online delivery as well as repackaging existing courses to meet learner needs. These recommendations are not a substitute for a fully developed academic plan that could use these recommendations to create other recommendations. Such a plan would specify program rationale and would also include timetables and responsibilities for implementation.

It makes sense for the College to consider the nature of Orange County and California labor markets (as well as national markets) when developing new programs and when considering the future of existing programs. Namely, most of the new jobs that are created require short-term training short of a degree or certificate. Responding to that fact, most learners are interested in the skills that can be gained expeditiously that lead to employment. The College would do well to think about curriculum design that doesn't automatically parallel a standard 16- or 17- week semester. Rather, thought should be given to bundling classes in ways that are deliverable in shorter time frames and in delivery formats, such as online, that improve their accessibility for learners. Expanding what the College has learned in deploying technology for military students to all students is a desired direction.

Developing new programs is neither easy nor inexpensive. The foregoing data and information in this plan point to potential new programs that should be considered in the short-term. These programs mentioned below will have few current competitors, strong connections to local and regional labor markets, and, in most instances, ties to existing Coastline programs. With few exceptions, the programs suggested below have no competition within a 30-mile radius of Costa Mesa. It is recommended that high-cost programs be developed only in conjunction with business, industry, or public sector partners. Several of the recommended programs can be built from existing programs and by combining faculty expertise. There are also programs that would be new endeavors for the College and ought to be pursued most logically when there are strong partnerships or perhaps, slightly ahead of those partnerships.

Each program suggested below requires further development and should be used only as a starting point in a rational process of program development through solid academic planning. Coastline should also prepare for the introduction of other programs not on this list but which emerge as new opportunities still need to be identified. As this process unfolds, it is important that new program development be focused on several programs each year while attention is given to strengthening the existing programs identified earlier. In other words, this work will require careful prioritization.

The recommended new programs below have few competitors. At the same time, competitors can develop quickly once niche markets are identified through research. Voorhees Group LLC believes, however, that colleges that create and/or adapt curriculum before other

providers and figure out how to create online degree and certificate programs will sustain a competitive advantage.

Table 13 Suggested New Programs		
Program	Rationale	Cost Factor
Administrative Assisting	There are more than 1,300 annual openings for administrative assistants in Orange County, and the competition among providers is low. Coastline might think of this program for hybrid or online delivery with modules built on identifiable skills.	Low cost.
Assisted Living Administrator	No programs exist in a 30-mile radius of the College. An aging Baby Boom population will require more assisted living. Consider developing program in conjunction with care facilities and assisted living partners.	Moderate cost.
Biomedical Engineering Technology	There are 51 annual openings in Orange County and two competitors. This program would utilize the science education capability and laboratories the College has recently built.	Moderate cost that could partially be defrayed by an industry partner or partners.
Geomatics/Global Information Science	An emerging field with no competitors.	Moderate cost.
Pre-Allied Health	Coastline could provide a preparatory ladder for students who are not presently ready to enter allied health programs such as nursing, radiology, pharmacy technician, and physician assisting because of their cognitive skills. There is no physician assistant program in the 30-mile radius of the College	Not fully known although Coastline has laid a foundation for this program in the science area with its array of science labs at the Le Jao Center.
Retail Supervision	Labor market demand is high for retail salespersons, but the training required is only short-term and salaries are low. A supervision program, on the other hand, may help those individuals already employed as retail salespersons to train and supervise salespersons.	Low cost
Teaching Assisting	There are 435 annual openings for teacher assistants in Orange County and no known competitors in 30-mile radius.	Low cost.
Social and Human Service Assistants	There are 77 annual openings in Orange County for social and human service assistants and four competitor programs. This may be an opportunity to forge a	Low cost.

Table 13 Suggested New Programs		
Program	Rationale	Cost Factor
	partnership with Orange County and municipal governments to provide on-the-job college training.	
Viticulture/Enology	Wine technology is an emerging field with no competitor programs in a 30-mile radius.	Moderate cost to start.
Work-Ready Certificate	A certificate program in which the College would certify fundamental employability skills necessary for workplace success. Three core areas could be certified: applied mathematics, reading, and information literacy. Program would award credit for skills already mastered in these areas through prior learning assessments. .	Moderate costs to develop the assessments and protocols for awarding credit for prior learning. Possible use of college-developed skill assessments already in use.

ENROLLMENT SCENARIOS AND PROJECTIONS

Appendix F offers expanded scenarios and enrollment projections for Coastline Community College through the year 2020. Two distinct methodologies are used to build enrollment scenarios: (1) existing market shares for face-to-face credit and noncredit enrollments were overlaid on official California demographic projections for 2020; and (2) existing enrollment trends for distance learning, military, and incarcerated enrollments extrapolated to 2020. We use these techniques to estimate enrollments based on the status quo, i.e., the effect of not changing the college's fundamental approach to enrollment management. Status quo means that the College will have done little new to align its programs and services with the needs of existing and new learners within the projection period. Figure 21 illustrates the impact of actively pursuing enrollment management strategies discussed throughout this report.

The underlying demographics of Orange County and other counties from which Coastline now draws students mitigate against large enrollment gains in younger age segments as well as the mid-career adults segment. Two other enrollment sources—military and incarcerated—are not as amenable to enrollment management strategies since decisions about their funding sources lie outside of Coastline's purview. Our analyses indicate that most of Coastline's growth potential to the year 2020 will be in the area of distance learning. Distance learning enrollments are malleable but at the same time the most difficult to project since, in theory, there are no boundaries for online education.

Figure 21

Sources: California Department of Finance population projections, market share data provided by Coastline Community College Institutional Research, and trend analysis of previous enrollment
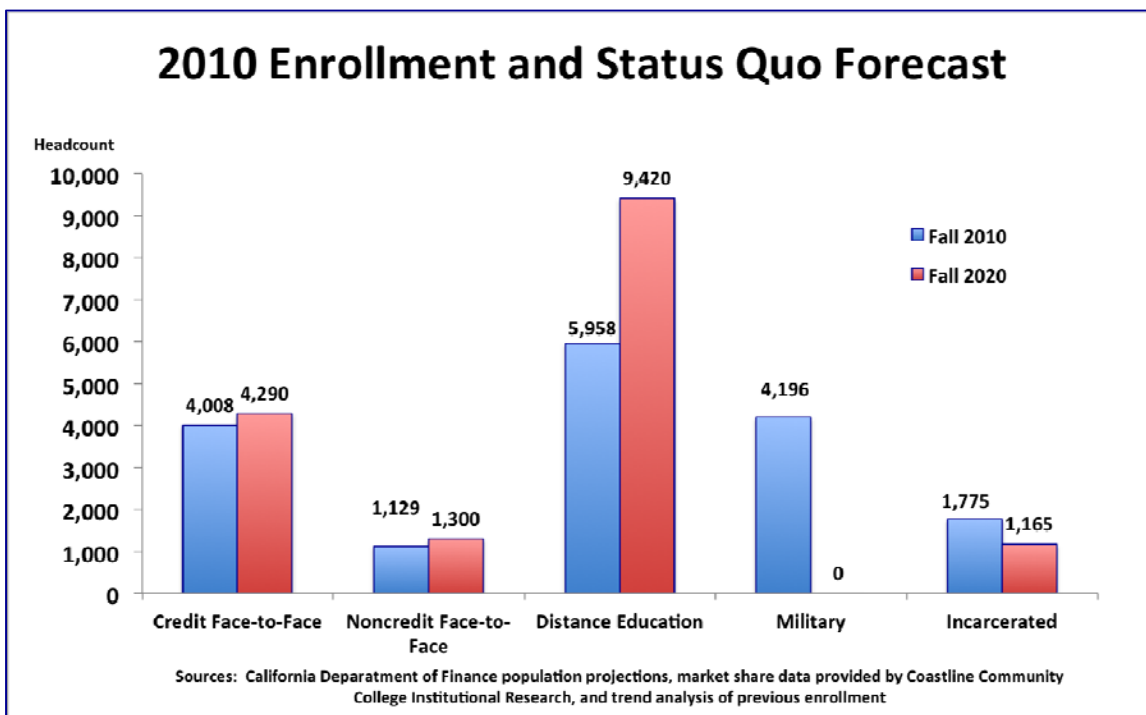
OPERATIONAL PLANNING AND BUDGETING PROCESSES

Operational v. Strategic Planning

There is a wide difference between activities that are day-to-day operational and those that are truly strategic in nature. Not everything that is done at Coastline on a day-to-day basis is strategic. There are many activities that an excellent organization would do as a matter of course. Few of these activities, however, involve making conscious choices about the future of the College by aligning institutional budgets or providing a way of measuring progress.

A rolling three-year budget cycle would best fit Coastline's goal of making this Education Master Plan operational. Within this cycle (Figure 22) action priorities would be developed by a combination of suggestions by the Mission, Plan and Budget Committee and the units responsible for the work. These would be prioritized, and those activities would be the focus of planning and budgeting for the next cycle. A three-year cycle is highly recommended since many of the prioritized activities are unlikely to bear fruit within a one-year timeframe.

Figure 22

Education Master Planning and Annual Operational Planning

Coastline Community College Planning

Review of Strategy Implementation via Success Factors. Revise as Appropriate.

Rolling 3-Year Unit Plans Updated. Resources identified to support strategies

Collect data and information to measure performance

Approve budget and unit operational plans

Value of Strategic Choices

It should be the President's cabinet's role to distinguish those strategies that have sustainable impact across the whole institution from those that simply reflect good work that ought to be pursued as a matter of course by a continuously improving college. This level of planning requires managers to consider all activities within their units, what those activities contribute to the Coastline and whether all activities should continue. Accordingly, the goal in this process is to act strategically while continuing to pursue excellence in current operations.

Budget Links

The link between Coastline's new Education Master Plan and the College's budgeting process is critical. Coastline's resources are not unlimited. In the context of the institutional planning process, all managers need to take a very long look at costs and specify the resources that are necessary to accomplish each strategy. Managers should assume the burden of identifying a budgetary source for recommended strategies from their areas, especially when new dollars are necessary to accomplish a given strategy. Experience suggests that many strategies can be accomplished by reallocating present resources and/or by creating new resources through entrepreneurial activities.

Planning Calendar

Voorhees Group LLC recommends a rolling three-year planning process to support the Strategic Education Master Plan. This process will conclude each year through the College's budgeting and planning cycle to form a collective, college-wide response to the Strategic Education Master Plan's goals. All strategies should be monitored and refreshed each year in conjunction with the planning and budgeting process. The process is envisioned as a cycle (Figure 21) with the approximate target dates specified below for each year.

February 15, administrators present strategies and success factors developed for the next year to the cabinet and Planning Council for consideration.

March 1, the Planning Council holds town hall and public forums.

April 15, the Planning Council and cabinet determine which strategies and success factors will comprise the College's budget plan for the next year. Actions are communicated back to all stakeholders along with an evaluation of the current year's strategies.

May 1, the cabinet finalizes budget for the next fiscal year including the dollars that are matched to strategies.

May 15, annual plan including goals, strategies, and success factors is published with specific responsibilities affixed.

July 1, new fiscal and planning year begins

November 1, campus and stakeholder input meetings commence. Review plan and make recommendations about strategies and success factors for current year and for year two and three.

Other Planning and Budgeting Advice

The College will need to be judicious in the number of goals and strategies that it pursues. The College should consider a very limited set of goals and strategies (perhaps no more than three or four large goals, for example) that are truly pivotal and strategic. This does not mean that strategies that do not make the annual plan are unimportant. Again, an excellent college pursue many activities simply because excellence is a goal. Careful attention to which initiatives are truly strategic versus those which are operational will serve the College well as a dividing point. When these decisions are made, it is critical to convey the strategic nature of how strategies and success factors were culled to all parties involved in the planning process. Stakeholders in planning should not loose sight of the value of this process if strategies that are near and dear to them are not acted upon in a given planning cycle.

GOALS, INITIATIVES, AND KEY PERFORMANCE INDICATORS

As a result of developing the 2011-2016 Education Master Plan, Coastline has revised the Goals and Initiatives the college has been operating under. The following goals, initiatives and key performance indicators were created through broad constituency input to address the future needs of Coastline's service community, its students and provide the most comprehensive high quality services possible.

The initiative and forthcoming implementation strategies will be developed throughout the summer and fall. Implementation strategies will be presented to the Mission, Plan and Budget Committee in the Fall for prioritization and funding. During the funded period of each initiative and implementation strategy, key performance indications and data needed to address performance will be defined, collected, analyzed, and reviewed. Yearly progress reports will be collected, summarized and presented to the Mission, Plan and Budget Committee resulting in adjustments to initiative and implementation strategies.

Coastline's Goals for 2011-2016 have been aligned to Accreditation Standards and to the District's Vision 2020 Goals to reflect an integrated planning process and to demonstrate full accountability and compliance with our mission to serve our students and community.

EDUCATION MASTER PLAN: 2011-2016
GOALS, INITIATIVES, AND KEY PERFORMANCE INDICATORS

GOAL I: STUDENT SUCCESS

GOAL I: COASTLINE WILL MAKE LEARNER SUCCESS ITS CORE FOCUS.
Linked to District Theme: *Certificate and Degree Completion, Transfer with Competence*

GOAL I: INITIATIVES

I.a. CCC will increase the number of Transfer Admission Guarantee (TAG) and Memorandums of Understandings (MOU) with four-year colleges and universities to promote student transfer.

I.b. CCC will develop and implement an Enrollment Management Plan that increases the number of full-time and/or transfer students the college serves.

I.c. CCC will establish clear pathways and course sequencing from Basic Skills to CTE and STEM[2] to A.A. / A.S. and transfer to assist students in achieving their educational goals.

I.d. CCC will develop new fully articulated transfer courses and programs as required by AB 1440.

I.e. CCC will increase its articulation agreements with service area high schools and regional occupation centers.

I.f. CCC will magnify the options for student advisement and student support services.

I.g. CCC will provide students with an increased number of hybrid and online courses and 100% online programs.

I.h. CCC will increase the number of students completing career certificates, A.A. / A.S. degrees, and transfer readiness.

I.i. CCC will install an electronic tool which integrates a variety of resources to assist students and counselors with the development of education plans.

I.j. CCC will establish an online system that allows students to track their academic progress.

I.k. CCC will develop and implement accelerated and contextualized ESL and basic skills programs.

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

GOAL I: INITIATIVES (Continued)

I.m. CCC will monitor the progress of its Title III/ANAPISI component projects with a view to expanding collegewide such programs as the student roadmap and tracking system, prep institutes for the underprepared, and the Student Liaison Corps, launched as the GuideU Mentor-Connection.

I.n. CCC will focus on improving the institution-wide dialog related to maximizing student success through faculty and staff analysis of Student Learning Outcomes (SLOs) assessment and evaluation at course, program, and degree-levels of learning.

GOAL I: KEY PERFORMANCE INDICATORS

Access
- Number of articulation agreements with four year and feeder high schools
- Number of agreements/partnerships with local corporations to help their employees obtain AA degrees, transfer to degree programs, and/or certificates (similar to Univ. of Phoenix model).
- Increase percentage of hybrid and online course offerings
- Number of hybrid and online enrollments

Success
- Number and percentage of students successfully completing a student success course (e.g., Counseling 105)
- Number and percentage of students using Student Success services
- Number and percentage of students who create formal educational plans with Coastline
- Successful course completion volume and rates college wide, by program (i.e. Basic Skills),
  and by ethnicity
- Transfer rates, volume, and prepared/readiness
- Number of degrees and certificates conferred
- Subsequent success rates: such as transition from basic skills to transfer level, job placement, promotion, salary increase, and other evidence of career advancement.
- Alumni survey
- Number of employees who use training and professional development resources
- Percent improvement each year in the number of students at the college who achieve stated SLOs at the course, program, and degree-level.

GOAL II: ACCESS, PERSISTENCE & COMPLETION

GOAL II: COASTLINE WILL INCREASE STUDENT ACCESS, AND IMPROVE PERSISTENCE, RETENTION, AND COMPLETION WITH A PARTICULAR FOCUS ON BASIC SKILLS.
Linked to District Themes: *Diversity and Basic Skills*

GOAL II: INITIATIVES

II.a. CCC will provide an integrated multilingual transitional orientation program for students new to multi-model learning options.

II.b. CCC will implement a case management system for student support services.

II.c. CCC will develop and implement an Enrollment Management System and Marketing Plan that responds rapidly to shifting District demographics (such as the increase in the Hispanic faction of the District population) and to employment training needs, subject to fluctuations in the state budget restrictions.

II.d. CCC will expand the number of "learning community" opportunities for its students.

II.e. CCC will enhance its use of technology, including learning in interactive three-dimensional learning environments and enhance its technology infrastructure to meet the instructional and administrative needs of the college.

II.f. CCC will participate in the development and promotion of districtwide course schedules.

II.g. CCC will implement technological solutions that will increase student access to instructional software and redesign systems to have the capability to reach our students via mobile technology such as smartphones, tablets and other mobile devices.

II.h. CCC will explore allocating scholarships to attract students into target programs, such as those with a focus to on Science, Technology, Engineering, Math and Medicine (STEM[2]).

II.i. CCC will continue offer international study abroad opportunities for students to broaden their understanding of their responsibility as world citizens.

II.j. CCC will use research results and other evaluation data to foster wider institutional dialog focusing on conscious improvements in the areas of persistence, retention, and completion.

GOAL II: KEY PERFORMANCE INDICATORS

Retention

- Retention numbers and rates college wide, by program, and by ethnicity
- Persistence rates
- Retention and persistence rates relative to other community colleges in various modalities
- Subsequent enrollment numbers and rates: Basic Skills to transfer level
- Number and percent of students completing orientation programs

Enrollment Management and Marketing Effectiveness

- Number of participants who attend outreach activities and participants who enroll
- Number of potential students who name Coastline as their home college
- Enrollment Management and Integrated Marketing Plan
- Percentage of Hispanic students in overall College enrollment.
- Percentage of Asian students in overall College enrollment.
- Percentage of African-American students in overall College enrollment.

GOAL III: INNOVATION & IMPROVEMENT

GOAL III: COASTLINE WILL CONTINUE TO CREATE AND NURTURE INNOVATIVE PROGRAMS, SERVICES AND TECHNOLOGY SOLUTIONS THAT RESPOND TO THE NEEDS AND EXPECTATIONS OF ITS LEARNING COMMUNITY.
Linked to District Themes: *STEM^2 and CTE & Creative Arts & Diversity*

GOAL III: INITIATIVES

III.a. CCC will increase the number of complete online and hybrid programs.

III.b. CCC will provide short-term and accelerated CTE programs for the unemployed and underemployed.

III.c. CCC will develop and provide innovative programs, CTE certificates, and transfer opportunities with a particular focus on Science, Technology, Engineering, Math and Medicine (STEM**²**).

III.d. CCC will select three to eight online, hybrid, and site-based courses each year to receive focused educational enhancement through technology-mediated strategies (e.g., hybrid science labs, virtual simulations, mobile options, game-based learning activities, learning object repositories, adaptive learning systems, and performance analytics to drive improved student performance)

III.e. CCC will offer 24/7 course delivery modalities for use in multiple environments (e.g., asynchronous interactive online learning tools, social networking, smart phone access/mobile applications, lecture capture, POD/VOD casting, multi-modal/simulcast/ video conferencing).

III.f. CCC will enhance the college's infrastructure and use of technology to meet the instructional and administrative needs of the college.

III.g. CCC will continue to enhance Seaport to support student success and address faculty needs (e.g., incorporate student support connectedness, improve student learning outcomes tracking/reporting, expand course analytics, expand performance analytics, and facilitate hybrid delivery).

III.h. CCC will assess, support, and foster college-wide technology literacy among all employees to streamline daily communication, conduct of business, scheduling, and teaching/learning.

III.i. CCC will continue to enhance Seaport to support Student Learning Outcomes development, implementation, assessment and evaluation of SLO's and Program Review Information.

GOAL III: KEY PERFORMANCE INDICATORS

Program Quality

- Number of completed program quality reviews and number of new improvement initiatives implemented based on feedback from those reviews
- Placement and transfer rates of program completers
- Graduate satisfaction with CCC educational experience
- Staff and faculty satisfaction with CCC tools, resources, and experience
- Number of new STEM[2]/CTE certificate programs added.
- Increase in number of CTE certificates awarded
- Increase in number of courses adapted to hybrid and fully online programs
- Number of faculty taking part in training and initiatives to incorporate rich media and new educational technologies in their courses
- Increase in number of courses and faculty who add rich media and new educational technologies to improve course quality and student satisfaction
- Number of faculty using Seaport to improve course quality and student satisfaction
- Number of tours given to colleagues and potential partners to demonstrate Coastline's best practices
- Number of grants awarded, papers/articles published, partnership agreements to develop innovations and improve best practices
- Resources and dollars invested in new technology and innovative programs/initiatives
- Number of initiatives regarding new technologies and innovations that are proposed, developed, and implemented
- Awards or other honors and recognition by peers/colleagues and associations worldwide for innovations in teaching and technology.
- Number of faculty, students, and/or counselors receiving Seaport alerts to result in interventions for "at risk" and/or outstanding student performance.
- Research results indicating students in innovative programs achieve SLOs at similar rates as students in established learning formats.

Employability

- Employer satisfaction with CCC graduates
- Number of employers participating in program design
- Number of CCC students who report getting new/better jobs or advancing their careers as a result of their coursework

GOAL IV: PARTNERSHIPS

GOAL IV: Coastline will strengthen and expand its entrepreneurial, grant development, and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the College's capabilities and opportunities for students.
Linked to District Theme: *Partnerships & Global/International Education*

GOAL IV: INITIATIVES

IV.a.   CCC will collaborate on mutually-beneficial projects with the District and its sister colleges.

IV.b.   CCC will develop partnerships with corporate leaders in higher education to sustain the college's use and knowledge of best practices and emerging technologies.

IV.c.   CCC will enhance outreach efforts to the public, business/industry, government, and other identified targeted markets.

IV.d.   CCC will develop a systematic process for cultivating and soliciting major donors, resulting in increased giving to the Foundation.

IV.e.   CCC will expand partnerships with private and/or public universities to offer fully articulated BA/BS degree programs.

IV.f.   CCC will enhance outreach effort to high school students, parents and counselors, including outreach to alternative high schools (online and home-schooled).

IV.g.   CCC will continue its study abroad opportunities for students.

IV.h.   CCC will expand its partnerships in other nations, designing and providing specific training and educational fee-based programs for non-U.S. nationals,

IV.i.   CCC will commercialize and offer Seaport Learning Management System to academic, government, and corporate institutions nationwide.

IV.j.   CCC will integrate and offer Coast Learning Systems high quality online content via Seaport to colleges and universities nationwide.

GOAL IV: INITIATIVES (Continued)

IV.k.   CCC will form collaborative partnerships with other high performance online/technology based institutions to offer a wide range of full online degree and certificate programs to students nationwide.

IV.l.   CCC will identify, design, and offer specific training and educational fee-based programs for the public, industry, government entities, and U.S. military personnel.

IV.m.   CCC will design courseware, virtual training environments, educational technology training packages/services, and course management and support systems for use by Coastline and for sale/lease to other education entities.

IV.n.   CCC will produce a variety of support materials for use in outreach, targeted to specific audiences.

IV.o.   CCC will conduct a full scale-communications audit of all college-to-student, college-to-business and college-to-public communications, create a formal report, and recommend tactics for coordinating, consolidating, reformatting, or re-timing communications for maximum impact and cost-savings.

IV.p.   CCC will continue to expand its use of social media to connect with potential student, the community, and partners.

IV.q.   CCC will continue to enhance its website as a tool for potential partners, students, and the public to find information about Coastline.

GOAL IV: KEY PERFORMANCE INDICATORS

Partnerships

- Number and variety of partnerships
- Number of internships, externships, service learning programs, etc.
- Amount of corporate giving
- Net increase in CCC Foundation participation, revenue, resources
- Increase in new programs generated through partnerships with private or public organizations
- Increased capacity/enrollment and scope of opportunities for students and employees

GOAL V: CULTURE OF PLANNING, INQUIRY & EVIDENCE

GOAL V: Utilizing participatory governance processes, Coastline will improve its collection, analysis and use of data to enhance teaching, learning and institutional effectiveness.
Linked to District Implementation Goal: *Culture of Inquiry & Accountability through Evidence*

GOAL V: INITIATIVES

V.a.   CCC will establish research cohorts of entering students and identify realistic targets for improvement.

V.b.   CCC will survey the college community to determine what data and information needs exist and how those needs can be translated into actionable information to support decision-making.

V.c.   CCC will create an online fact book that includes basic institutional information and data trends.

V.d.   CCC will establish and implement an annual college research agenda that is linked to the strategic/master plan.

V.e.   CCC will plan, develop, and improve SLO assessment and will use the results as a basis for college planning and performance improvement.

V.f.   CCC will enhance the analytics capabilities of Seaport for the purpose of real-time (formative) and summative performance improvement in both teaching and learning.

V.g.   CCC will implement decision support systems such as executive dashboards, data mining, and college intelligence systems that will analyze all data and create knowledge as an output
that will assist in making proactive decisions.

V.h.   CCC will modify data collection procedures used with students to reduce the percentage of students who declare ethnicity "Unknown" or leave the question blank.

V.h.   CCC will modify data collection procedures to capture all forms of certificate achievement and awarding to include all active award type.

GOAL V: KEY PERFORMANCE INDICATORS

Evidence and Inquiry

- Existence of data-driven reports supporting the operational and strategic planning processes
- End user satisfaction with data availability
- Number of at-risk students identified by Seaport
- Number of at-risk students assisted by interventions
- Number of faculty using real-time analytics to improve student learning
- Number of reports issued in accordance with the college research agenda
- Activity on the online fact book web site, measured by number of page views or other appropriate metric
- Responses to a survey of faculty, classified staff, and management soliciting opinions on such matters as the effectiveness of the Office of Institutional Research
- Number and percentage of students successfully completing a student success course (e.g., Counseling 105)
- Number and percentage of students using Student Success services
- Number and percentage of students who create formal educational plans with Coastline
- Successful course completion volume and rates college wide, by program (i.e. Basic Skills),
  and by ethnicity
- Transfer rates, volume, and prepared/readiness
- Number of degrees and certificates conferred
- Subsequent success rates: Basic Skills to transfer level, job placement, career advancement, etc.
- Number of surveys administered survey per year
- Response rates to surveys of faculty, classified staff, management and students.
- Activity on the online factbook web site, measured by number of page views and other appropriate internet metrics.
- Number of departments with current Department Services Reviews reports.
- Percent improvement each year in the number of faculty who enter course, program, and degree-level SLO data (without needing follow-up reminders)

GOAL VI: GROWTH & EFFICIENCY

GOAL VI: Coastline will purposefully advance and sustain the College's capacity for student success through the efficient use of resources, as well as expanded, diverse and responsive programs and services.
Linked to District Theme: *Diversity*

GOAL VI: INITIATIVES

VI.a. CCC will increase its state, federal, contract education and entrepreneurial programs and activities in order to enhance the quality, effectiveness, convenience and cost-effectiveness of instruction, student and administrative services for students

VI.b. CCC will explore the potential for new revenue streams—i.e. profit-sharing partnerships, monetizing the website, increasing campus facility rentals—to enhance programs and services.

VI.c. CCC will monitor the progress of its Title III/AANAPISI component projects with a view to expanding collegewide such programs as the student roadmap and tracking system, prep institutes for the underprepared, and the Student Liaison Corps, launched as the GuideU Student-Mentor Connection.

VI.d. CCC will develop a systematic process for cultivating and soliciting major donors, resulting in increased giving to the Foundation.

GOAL VI: KEY PERFORMANCE INDICATORS

Growth and Innovation

- Increased net revenue each year from entrepreneurial activities (i.e. contracting with certain industries and education programs)
- Increase net investment in college programs, services, and infrastructure financed through entrepreneurial activities
- # of new programs, courses
- Growth of programs, enrollment
- Increase in new courses, courseware, and media developed by Coast Learning Systems
- Increase in Coast Learning Systems/CISD courses, courseware, and media used by Coastline instructors and courses
- Increase in "outside" clients served by CCC's Contract Education and CISD through training, consulting, and program design/development agreements
- Increase in "outside" clients leasing Seaport LMS

Productivity and Efficiency

- FTES – Full-Time Equivalent Students
- Faculty Load as measured by Weekly Student Contact Hours per Lecture Hour Equivalent
- Number of services mediated (made more effective/efficient) through the use of technology
- Number of grants submitted, awarded, paper/articles published, partnership agreements to develop innovations and improve best practices

COASTLINE COMMUNITY COLLEGE

Education Master Plan 2011-2016

Goal Alignment: *Coastline* to *ACCJC* to *Coast Community College District*

Goal Alignment: *Coastline* to *ACCJC* to *Coast Community College District*

		I. Student Success	II. Access, Persistence & Completion	III. Innovation & Improvement	IV. Partnerships	V. Planning, Inquiry & Evidence	VI. Growth & Efficiency
ACCJC Standards	**Standard I. Institutional Mission & Effectiveness**						
	A. Mission	■	■	■			
	B. Improving Institutional Effectiveness	■	■	■		■	
	Standard II. Student Learning Programs & Services						
	A. Instructional Programs	■	■	■			
	B. Student Support Services	■	■	■	■		
	C. Library and Learning Support Services	■					
	Standard III. Resources						
	A. Human Resources	■					■
	B. Physical Resources				■	■	■
	C. Technology Resources	■		■	■	■	■
	D. Financial Resources					■	■
	Standard IV. Leadership and Governance						
	A. Decision-Making Roles and Processes					■	■
	B. Board and Administrative Organization				■	■	■
District Themes	**Certificate & Degree Completion, Transfer with Competence**	■	■	■	■	■	
	Basic Skills	■	■	■		■	■
	STEM²	■		■	■	■	■
	Global/International Education				■	■	■
	Diversity	■	■			■	
	CTE & Creative Arts – Skills and Careers	■	■	■	■	■	■

Coastline Community College
Education Master Plan – June 2011

APPENDIX A: ENVIRONMENTAL SCAN

Demographics

Nationwide

- Demographically, the United States is growing increasingly complex. Thirty-one percent of the total U.S. population consists of racial and ethnic minorities. Twelve percent of the total population is foreign born. Of these, a majority (51.7%) is from Latin America while more than one quarter (26.4%) are from Asia (US Census, American Factfinder. Retrieved November 14, 2010 at http://factfinder.census.gov/)

- For the first time in its history, the nation is experiencing a large proportion of children and young adults who are not of European ancestry. In 2009, one in five children were identified as of Hispanic ethnicity while 55% were identified as White Only. This gap is expected to decrease over the foreseeable future given the birthrate of Hispanics in general. (US Census, American Factfinder. Retrieved November 14, 2010 at http://factfinder.census.gov/)

- Twenty percent of the population over 5 years of age speaks a language other than English at home. (US Census, American Factfinder. Retrieved November 14, 2010 at http://factfinder.census.gov/)

California

- California is expecting to add between 7 and 11 million people by 2025. Many of these will be immigrants who typically do not have the same level of technology skill as native-born Americans. (California Community Colleges, Technology III Plan, 2008 Update. Retrieved October 28, 2010. http://www.cccco.edu)

- In 2006-2008, 80 percent of Californians 25 years and over had at least graduated from high school and 29 percent had a bachelor's degree or higher. Twenty percent were dropouts; they were not enrolled in school and had not graduated from high school. (U.S. Census Bureau, American Community Survey 2006-2008)

Orange County

- Orange County's overall population ranks it as the third largest in California by population. In 2009 the county's population was 3,139,017, behind Los Angeles (10,393,185) and San Diego (3,173,407) counties. (Orange County Government. [2010]. Orange County 2010 Community Indicators Report. Retrieved November 11, 2010 at http://www.ocgov.com/vgnfiles/ocgov/CEO/Docs/2010%20Community%20Indicators.pdf

- Since the 1980s, natural increase (births minus deaths) has outpaced migration as the county's principal source of growth. Long-range projections suggest this pattern will

continue, with natural increase becoming the sole contributor to future growth.
(Government of Orange County, 2010)

- By 2050 the age composition of Orange County is projected to be much older and much less White. Individuals over 65 will make up 21% of the county's population while the proportion of the 24-54 year olds will decrease from 46% to 35%. (Orange County Workforce Indicators 2010/11. Orange County Workforce Investment Board and Orange County Business Council, 2010)

- Latinos will be the largest ethnic group in Orange County by 2020, comprising 41% of the population and increasing to 53% by 2050. (Orange County Workforce Indicators 2010/11. Orange County Workforce Investment Board and Orange County Business Council, 2010)

- Immigration to the US has also contributed to the county's growth. The proportion of foreign-born residents increased from 6% in 1970 to 30% in 2008. (Government of Orange County, 2010)

- 44% of Orange County residents aged five years or older speak a language other than English at home. Of those, a majority speaks Spanish (61%) followed by Asian/Pacific Islander languages (28%), and other Indo-European languages (9%). The remaining 2% speak other languages. 12% of the total population report that they do not speak English "well" or "at all." (Government of Orange County, 2010)

- In 2008, Orange County's median age was 36 years. 25% of the population was under 18 years and 11% were 65 years and older. However, dramatic swings are on the horizon. (Government of Orange County, 2010)

- Projections from 2010 through 2050 anticipate a 94% increase in the older adult population, compared to a 27% increase among all ages. As a result, the proportion of the population that is 65 years and older will increase from a projected 11% in 2010 to 22% percent in 2050. (Government of Orange County, 2010)

Costa Mesa, Garden Grove, Newport Beach and Westminster

- From 2010 to 2015 the total population of the key cities served by Coastline Community College is expected to increase by 3,264 individuals, an annual increase of just 0.14 percent. (ESRI, Age 50+ Report. Data developed specifically for this environmental scan)

- Similar to national and county trends, the population profile is aging in these cities. During the same years that the overall population is expected to grow only marginally, the proportion aged 50 years and above is expected to rise by 11,264, a statistic that is perhaps attributable to out-migration of younger residents and an in-migration of older residents. (ESRI, Age 50+ Report)

- The median age of these four cities is 35.7, slightly lower than the US median age of 36.8. The median age by race/ethnicity for these cities is: White (41.0), Black (32.7),

American Indian (30.6), Hispanic (25.4), and Asian (35.3). (ESRI, Age by Race by Sex Profile and US Census Bureau American Fact Finder)

- Significant change in age ranges has occurred since the year 2000. Similar to projections for all of Orange County, the proportion of individuals aged 45 and older in these four cities will increase. Of particular interest to the college is the proportional decrease in working-aged adults; projections show that 25 to 34 year olds will decrease by 2.0% (n=5,394) while 35 to 44 year-olds will decrease by 3.6% (n=12,750). (ESRI, Demographic Projection)

- Despite the current national recession, median household income is expected to rise from $73,310 in 2010 to $84,371 in 2015. (ESRI, Demographic and Income Profile)

- Relative affluence is also signaled by a projected major shift in household income since the year 2000 through 2015. In 2000, about 20% of all households in these cities made $24,999 or less; by 2015 this proportion will drop to 10%. At the upper income end, 9% of all households made $150,000 or more in 2000. In 2015 that proportion is expected to double. (ESRI, Demographic and Income Profile)

- 50% of the population aged 15 and greater in these cities are married. 35% have never been married while 10 percent are divorced and 5% are widowed. (ESRI Market Profile)

Summary, Population Characteristics

Orange County and the four cities by CCC's as important locations in their service area have undergone significant demographic shifts since the year 2000. The number of working adults (25 to 44) is predicted to decline, resulting in about 18,000 fewer residents from which the College can draw. This will limit the target market for this demographic and cause the college to think of learning packages and bundles since those remaining working adults may not be interested in pursuing either a degree or certificate. At the same time, the proportion of older adults (50 and above) will increase but these potential learners may not be interested in degrees or full programs of study.

At the same time that age ranges are shifting in Costa Mesa, Garden Grove, Newport Beach and Westminster, the number of Whites is shrinking. The proportion of Asians is increasing but not as fast as Hispanics. There are also significant income shifts in these communities as proportionately fewer households now earn less than $25,000 compared to the year 2000, while about the same proportion (20%) are earning $150,000 or more. The 20% of adults living in the four cities served by Coastline that have not yet finished a degree may be a prime target group for recruitment and retention initiatives.

Housing

Orange County

- As of 2008, the average household size in Orange County was 3.0 persons, higher than California (2.9) and the US (2.6). (Orange County Government, 2010)

- As of November 2010, 1 in 14 mortgages in Orange County are in default. However, the 90-day delinquency rate (the first sign of trouble) is 2.7% lower than California's overall rate and slightly less (0.6%) than the national rate. (Collins, J. [November 1, 2010]. 1-in-14 O.C. mortgages are in default. Orange County Register. Retrieved online at: http://mortgage.ocregister.com/2010/11/01/1-in-14-o-c-mortgages-are-in-default/39666)

- The majority of housing in Orange County is owner-occupied (61%) compared to renter-occupied (39%).   About half (52%) are single-family detached units. (Orange County Government, 2010)

- Although more than 3,000 residential building permits were issued in 2008, this total represents a decline of 57% between 2007 and 2008. (Orange County Government, 2010)

Cities of Westminster, Garden Grove, Costa Mesa, and Newport Beach

- Garden Grove (3.7) and Westminster (3.4) have higher average household sizes than the county average of 3.0. Costa Mesa's average household size is slightly smaller, at 2.7, while the average in Newport Beach is 2.3. (US Census Bureau 2008)

- In 2010, the combined cities have a 48.5% owner-occupied housing unit habitation while 45.2% is renter occupied. (Data retrieved October 27, 2010, from ESRI Business Analyst Online [BAO] database. www.esri.com/bao)

- Housing takes about 32% of household budgets in these four cities. Transportation (15%), food (12%), and pensions (10%) are other large expenditures. Education expenditures account for only 2% of annual household budgets. (ESRI, Household Budget Expenditures)

Summary, Housing

Relatively speaking, it appears that Orange County has weathered the mortgage meltdown better than other parts of the country. The proportion of renters to owners in the cities served by Coastline suggest a mobile population and/or a population who either cannot afford to own homes or have been forced into renting. Housing costs are likely to continue to take a significant proportion of household income that might otherwise be directed to education or other expenditures.

Employment

Nation

- The fastest growing occupations through the year 2018 for which community colleges can play a role in training are mainly in the healthcare area: compliance officers, dental assistants, medical assistants, pharmacy technicians, skin care specialists, fitness trainers and aerobics instructors, home health aides, personal and home care aides, physical therapist aides, and occupational therapist aides. (Bureau of Labor Statistics. Fastest Growing Occupations Table. Retrieved November 14, 2010 at http://www.bls.gov/emp/#tables)

- Traditional blue collar occupations have declined rapidly in the nation especially those jobs that require little formal training or on-the-job training. Many of these are in the production or manufacturing area and have been absorbed overseas. (Bureau of Labor Statistics. Fastest Growing Occupations Table. Retrieved November 14, 2010 at http://www.bls.gov/emp/#tables)

- Almost one-third of U.S. manufacturing companies responding to a recent survey say they are suffering from some level of skills shortages. (Chronicle of Higher Education [November, 2007]. House bill for renewing Higher Education Act includes new accountability and antipiracy provisions. Retrieved November 13,2007 at http://chronicle.com/daily/2007/11/663n.htm)

California

- California's unemployment rate has grown from 4.9% at the beginning of 2007 to 12.4% as of September 2010, with 2,269,948 officially unemployed. The national unemployment rate was lower (9.6). (Bureau of Labor Statistics [BLS]. Data retrieved Nov 1, 2010 from Bureau of Labor Statistics Database at http://www.bls.gov/data/ and California Economic Indicators [September/October 2010]. Retrieved November 14, 2010 at http://www.dof.ca.gov/HTML/FS_DATA/indicatr/ei_home.htm)

- California continues to shed jobs. Only two of the state's major industry sectors made gains in August 2010: professional and business services (300 jobs) and mining and logging (200). These sectors lost jobs: government (9,200), trade, transportation, and utilities (8,600), construction (3,900), manufacturing (3,800), financial activities (3,700), information (2,800), education and health services (1,400), other services (500), and leisure and hospitality (100). California Economic Indicators [September/October 2010]. Retrieved November 14, 2010 at http://www.dof.ca.gov/HTML/FS_DATA/indicatr/ei_home.htm

Orange County

- Small businesses are a backbone of the Orange County economy. Fewer residents work in large firms (500+ employees) than the statewide average (16% vs. 21% in 2008). (Orange County Government, 2010)

- Since 2002, small firms with 0-4 employees witnessed the fastest employment growth (+18%), adding over 5,000 new jobs. Conversely, firms with over 100 employees increased by 28 new firms but showed the most significant employment declines, shedding 45,000 jobs since 2002. (Orange County Government, 2010)

- Orange County's unemployment rate remains below state and national averages. Unemployment in 2009 was significantly higher than in the previous 20 years (9.1% as of December 2009). However, Orange County's rate has remained well below the state average (12.1%) and on par with the national average (9.7%). (Orange County Government, 2010)

Cities of Westminster, Garden Grove, Costa Mesa, and Newport Beach

- 48% of workers in these cities are employed in the service industry, 13 percent are employed in manufacturing, 10% in agriculture/mining, and 10% in finance/insurance/real estate industry. (ESRI, Market Profile)

- By occupation, 65% are white collar (management/business/financial, professional, sales, and administrative support), while 18% are blue collar (farming/forestry/fishing, construction/extraction, installation/maintenance/repair, production, and transportation) (ESRI, Market Profile)

- The average travel time to work is 25.6 minutes, meaning that the 96% of workers in these cities spend nearly an hour each day commuting. (ESRI, Market Profile)

Summary, Employment

Employment in the United States has decreased precipitously over the past two years. Hurt most are those workers with limited skills who previously depended on the production sector for their livelihood. California continues to loose jobs although professional and business service occupations are showing limited growth. The proportion of blue collar jobs among residents of communities served by Coastline Community College (18%) represents a potential market for retraining and skill upgrading.

Economics and Education

Nationwide

- Opportunities in the middle class are shrinking for those without college. In 1967 almost half of American families were headed by high school dropouts while 70% of those headed by high school graduates, were in the middle class. By 2004, only a third of dropouts' families and half of high school graduates' families were still in the middle class. Virtually all had fallen below the $28,000 mark defining middle class. (Carnevale, A. P. [2006, September 22]. Discounting Education's Value. Chronicle of Higher Education, B7-B9)

- Educational attainment levels of those 25 and over, based upon the 2006-2008 American Community Survey 3-Year Estimates, were shown as 84.5% of the population had finished high school and 27.4% had a bachelor's degree or higher. The Obama Administration and several national foundations are working to increase the number of Americans with degrees. (U. S. Census Bureau, American FactFinder, 2009 GCT1501. Percent of People 25 Years and Over Who Have Completed High School [Includes Equivalency] Universe: Population 25 years and over)

- The poverty levels of individuals by educational attainment continue to go down as education increases and salaries continue to improve as levels increase. (U. S. Census Bureau, American FactFinder, 2009)

- The least educated workers, that is, those without either a high school diploma or GED, are having the hardest time in the current recession. One way to help ease their burden is through bridge programs designed especially for adults needing more education or skills. (Alssid, A. J., Goldberg, M., and Klerk, S. M., Workforce Strategy Center, Building a Higher Skilled Workforce. Retrieved November 4, 2010. (http://www.workforcestrategy.org/images/pdfs/publications/bridge_connect_report_2010-11.pdf)

- National surveys indicate US students are spending more time in front of the TV or playing video games than they are studying. Information on the educational levels and credentials of K-12 teachers implies that nationally too many students are receiving their K-12 math instruction from unqualified teachers. This potential lack of full understanding in this subject may contribute to the national need for remedial work. If this same phenomenon is happening in Orange County, there could be a need for the K-12 system and the college to work together to ensure more students are ready for college level work upon entry

California

- The U. S. Census Bureau estimates that 80.6% of people in California over the age of 25 have completed high school. (U. S. Census Bureau, American FactFinder, 2009)

- The American Council on Education (ACE) estimates that there are approximately 5.5 million people in California who are within the target population of the GED test. In 2009, only a little over 58,000 started the process of taking the GED and only slightly more than 33,500 successfully completed the process. This was 0.6% of the target population. (American Council on Education, 2009 GED Testing Program Statistical Report, page 22 Table 2. (http://www.acenet.edu/Content/NavigationMenu/ged/pubs/2009ASR.pdf)

- Fewer than 18,000 General Education Diplomas (GEDs) were awarded to California 18- to 24-year-olds in 2000. The 3.1% ratio of GED awards to those with less than a high school education (18- to 24-year-olds only) places California at 49th of the 50 states on this measure. (Hayward, G.C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. [2004, May]. Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education.)

- The proportion of the population over 25 with a bachelors degree or higher is 29.9 (U. S. Census Bureau, American FactFinder, 2009 GCT1502. Percent of People 25 Years and Over Who Have Completed a Bachelor's Degree Universe: Population 25 years and over (http://factfinder.census.gov/servlet/GCTSubjectShowTablesServlet?_lang=en&_ts=306063392204.)

- The 2007-08 NCES high school graduation rate for the state was 80.2. Orange County did better with a rate of 89.9. (California Department of Education, Data and Statistics, DataQuest. Retrieved October 29, 2010. (http://dq.cde.ca.gov/dataquest/)

Orange County

- It is estimated that 82.5% of the 25 and older population in Orange County holds a high school diploma. The percent with a bachelor's degree or higher is 35.2, a rate significantly higher than California's average. (U. S. Census Bureau, American FactFinder, 2009)

Cities of Westminster, Garden Grove, Costa Mesa, and Newport Beach

- Among adults aged 25 and older, 10% have less than a 9th grade education, 9% have attended high school but did not graduate, 21% are high school graduates. The remainder has some experience with college and/or has graduated. 20% have some college but no degree, 8.1% have associate degrees, 22% have bachelor's degrees and 10% have graduate/professional degrees. (ESRI Market Profile)

Summary, Economics and Education

Education remains the fastest route to the middle class. Good jobs for the 21st century will require some level of postsecondary education beyond high school. There is a long way to go between the current proportion of bachelor's degrees and the goals of President Obama and leading education foundations.

Coastline serves a learner population that is proportionately more Asian and less African American than institutions nationally and within California. Additionally, the population served

is more educated than the state as a whole meaning that parents in the county want their children to go on to postsecondary work. Community colleges are still a good value in California.

The recent challenge by the Community College League of California to community colleges to increase the number of associate degrees is indicative of a shift in the education paradigm. In addition to increased retention, reaching ambitious completion goals will require new and different types of students to enter and complete community college programs. One such segment are the significant proportion of adults in California who could use help in preparing to earn a GED.

Secondary Schools

National

- At the national level, only 68% of ninth graders graduate from high school in four years, and only 18% go on to complete an associate's degree within three years after entry into a community college or a bachelor's degree within six years of enrolling in a 4-year college. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our country—are less than half of those for white and Asian-Pacific Islanders. (National Center for Public Policy and Higher Education [2005, July]. The Need for State Policy Leadership. Retrieved February 12, 2006, at http://www.highereducation.org)

- The idea of year around school is expanding rapidly across the nation. This would provide more days in school and less time away from class, thus reducing both the spring and summer slump. (MSNBC.COM, Year-round school gains ground around U.S., October 27, 2010, http://www.msnbc.msn.com/id/39748458/ns/us_news-life/)

- Sixty-nine percent of United States public school students in fifth through eighth grade are taught mathematics by a teacher without a degree or certificate in mathematics. (Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5 By Members of the 2005 "Rising Above the Gathering Storm" Committee; Prepared for the Presidents of the National Academy of Sciences, National Academy of Engineering and Institute of Medicine, 2010. http://www.nap.edu/catalog/12999.html)

- Ninety-three percent of United States public school students in fifth through eighth grade are taught the physical sciences by a teacher without a degree or certificate in the physical sciences. (Rising Above the Gathering Storm, 2010)

- The United States ranks 20th in high school completion rate among industrialized nations and 16th in college completion rate. (Rising Above the Gathering Storm, 2010)

- The World Economic Forum ranks the United States 48th in quality of mathematics and science education. (Rising Above the Gathering Storm, 2010)

- The average American K-12 student spends four hours a day in front of a TV. (Rising Above the Gathering Storm, 2010)

- The United States has fallen from first to eleventh place in the OECD rankings for in the fraction 25-34 year olds that has graduated from high school. The older portion of the U.S. workforce ranks first among OECD populations of the same age. (Rising Above the Gathering Storm, 2010)

- Youths between the ages of 8 and 18 average seven-and-a-half hours a day in front of video games, television and computers—often multi-tasking. (Rising Above the Gathering Storm, 2010)

California

- In 2008-09, the state of California had 231,050 students take AP exams out of the 961,187 students enrolled in grades 11 and 12. Approximately 58% of the exams resulted in scores of 3 or more. Most colleges accept this level of score as indicating that the student should be given college credit for the AP course.   Orange County had 25,495 students take AP exams out of the 82,278 students enrolled in grades 11 and 12. Approximately 68% of the exams resulted in scores of 3 or more. (California Department of Education, Data and Statistics. Retrieved on October 26, 2010. Calculation by author from table retrieved. http://www.cde.ca.gov/ds/)

- More than one in every three students in the California Community Colleges enroll in a basic skills class: nearly one-half million in English and mathematics, with additional enrollments in basic skills reading and English as a Second Language courses. Nationwide, 40 percent of all college students end up taking at least one remedial course (Adelman, 2004) at an estimated cost to taxpayers of $1 billion (Breneman and Haarlow, 1998). (Basic Skills as a Foundation for Success in California Community Colleges "The Poppy Copy". RP Group, 2007)

- That same year, the state tested 34.7% of 12th graders with the SAT exam. The averages were 495 in critical reading, 513 on math and 494 in writing with 48.9% equal to 1,500 or more in total. The SAT is normed so that the average score in each section is 500. Thus having a total of 1500 or more implies that the student earned at least average scores. Orange County's results were higher. The county tested 40.8% of its 12th graders and had the following results. The averages were 523 in critical reading, 552 in math and 525 in writing with 61.6% equal to or above 1,500 for their total. (California Department of Education, Data and Statistics, 2008-09)

- The same type results were seen for the ACT, although the percent of students tested was much lower. The state tested 14.0% and Orange County tested 17.4%. The state average was 21.9, while the county's was 23.8. The state had 57.4% of its students with a score above or equal to 21 and the county had 72.4. (California Department of Education, Data and Statistics, 2008-09)

Orange County

- Coastline Community College serves two K-12 school districts with high schools within its service district. Those are Garden Grove and Orange. A third district, Westminster Elementary does not contain a high school. Orange County contains additional districts that were not on the CCC list. As noted earlier, the 2007-08 NCES high school graduation rate for the entire Orange County was 89.9. For Garden Grove Unified it was 92.4 and for Orange United it was 90.4. (California Department of Education, Data and Statistics, DataQuest. Retrieved October 29, 2010 at http://dq.cde.ca.gov/dataquest/)

- For 2008-09, Orange County secondary schools were proportionately more Asian and white and less African American than the State as a whole. (California Department of Education, Educational Demographics Office (CBEDS, sifb0809 7/7/09). Retrieved October 26, 2010. http://www.cde.ca.gov/ds/sd/)

- The 2008-09 annual teacher's salary for Garden Grove United was $78,330 compared to the statewide average for unified school districts of $66,642. For Orange Unified it was $70,336, and for Westminster Elementary the average was $70,039 compared to the statewide average for elementary school districts of $66,351. (California Department of Education, Ed-Data. Retrieved on October 26, 2010 at http://www.ed-data.k12.ca.us/welcome.asp)

Summary, Secondary Schools

National surveys indicate US students are spending more time in front of the TV or playing video games than they are studying Information on the educational levels and credentials of K-12 teachers implies that nationally too many students are receiving their K-12 math instruction from unqualified teachers. This potential lack of full understanding in this subject may contribute to the national need for remedial work. If this same phenomenon is happening in Orange County, there could be a need for the K-12 system and the college to work together to ensure more students are ready for college level work upon entry.

Orange County appears to have better secondary school students, based up AP exams and SAT/ACT tests, than the state as a whole and to pay teachers better. Coastline Community College's penetration rate within this key demographic is an important strategic consideration.

Community Colleges and Higher Education

National

- Nationwide, community colleges are meeting unprecedented demand for their services in the face of flattened traditional public financial support, forcing them to seek new revenue streams to maintain and expand programs.

- The federal government has recognized the importance of community colleges and is seeking to provide avenues to enhance their funding to enable them to contribute more fully to economic development. For example, in fall 2010 solicitation for the Community College and Career Training Grant (CCCTG) program is slated to occur. This program has been funded at $2 billion over four years ($500 million each year) and will support efforts that provide education and training services. (American Association of Community College Trustees. Advocacy. Retrieved November 14, 2010 at http://www.acct.org/advocacy/latest)

- In Texas and other states, legislatures are considering implementing "performance based budgeting." If the Texas proposal passes it will mark a fundamental shift in budgetary policy with 10 percent of funds falling into the performance category. With the changes that occurred in the mid-term elections, it is anticipated that this view will expand to other states. (Inside Higher Ed, Push for Performance. Retrieved November 3, 2010. http://www.insidehighered.com/news/2010/11/02/texas)

- The Achieving the Dream national initiative has cast a spotlight on the success rates of low-income students and students of color. Two key target groups that are vital to America's future. This initiative has attracted more than $90 million in foundation support, the largest single gifts ever to community colleges. Several California community colleges participate directly in this initiative: College of the Sequoias, Los Angeles Southwest College, San Jose City College, and Evergreen Valley College. (See www.achievingthedream.org for further details)

- Most students whose parents have had high levels of postsecondary education attend community colleges for the purpose of transferring to a 4-year college. In contrast, many first-generation community college students attend to improve job skills and obtain an associate degree. (American Association of Community Colleges [2005]. Faces of the Future: A Portrait of First-Generation Community College Students. Retrieved September 19, 2006 at http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/FacesoftheFuture/FacesoftheFuture.htm)

- The United States ranks 27th among developed nations in the proportion of college students receiving undergraduate degrees in science or engineering. (American Council on Education, 2006)

- First-generation community college students are more likely to be women, older than traditional college age, employed fulltime, and to support dependents living at home. (American Association of Community Colleges, 2005)

- Private donations to community colleges appear to be on the rise as more two-year institutions develop fund-raising programs. In the 2003-4 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised $122.4 million, up from the $93.3 million raised by 86 community colleges surveyed the year before. (Strout, E. Community Colleges Struggle When It Comes to Soliciting Private Donations. Volume 52, Issue 23, Page A25. Retrieved February 17, 2006, at http://chronicle.com/weekly/v52/i23/23a02501.htm)

- There is a rising demand for a host of services that community colleges can provide. There is already unmet demand for instruction in English as a second language, and it will be further fueled by an expanding immigrant population, which has reached the highest proportion of the U.S. population in three-quarters of a century.

- The increase in cost of higher education in America has substantially surpassed the growth in family income in recent decades. United States current and former students have amassed $633 billion in student loan debt. (California Community Colleges Strategic Plan [2006, January]. Retrieved November 27, 2007 at http://strategicplan.cccco.edu/)

- According to the ACT, 78 percent of high school graduates did not meet the readiness benchmark levels for one or more entry-level college courses in mathematics, science, reading and English. (American Council on Education. Missed Opportunities revisited: New information on students who do not apply for financial aid. Issue Brief , February 2006. Retrieved February 14, 2006, at http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm & ContentFileID=1374.)

- Community college students may not be participating deeply in their learning. A 2010 survey (Community College Survey of Student Engagement, CCSSE) including 241 community colleges indicates that only 43 percent of students reported that they "included diverse perspectives (different races, religions, genders, political beliefs, etc.) in-class discussions." Forty-five percent noted they "learned something that changed [their] viewpoint about an issue or concept." Fifty-six percent stated that they "put together ideas or concepts from different courses when completing assignments or during class discussions" and "examined the strengths or weaknesses of [their] own views on a topic or issue." Finally, only 57 percent reported that they "tried to better understand someone survey figures may be too low to support the desired graduation rate increases sought nationwide. (Inside Higher Ed [November 12, 2010], Encouraging Deep Learning. Retrieved November 13, 2010 at http://www.insidehighered.com/news/2010/11/11/ccsse)

California

- California's state revenues are not expected to return to pre-recession levels until 2016, significantly behind the national projection of 2013 and the longest time to recovery of any state. (National Council of State Legislatures quoted in the Wall Street Journal, September 28, 2010, page A4)

- In November 2010, the California State University System boosted tuition for all students 5% for the rest of this school year [2010-2011] and an additional 10% for next year. Student fees had already gone up 5% this fall. This follows a 32% increase for last

year (Los Angeles Times, November 11, 2010. Cal State trustees approve 15% tuition increase. Retrieved November 14, 2010 at http://articles.latimes.com/2010/nov/11/local/la-me-calstate-tuition-20101111)

- As of November 2010, three out of four Californians think the state does not give enough money to colleges. Three years ago, this figure was 57% suggesting that Californians now are more willing to pay higher taxes to support higher education. (Chronicle of Higher Education [November 18, 2010]. Californians Are More Worried About Higher Education, Poll Says. Retrieved November 19, 2010 at http://chronicle.com/blogs/ticker/californians-are-more-worried-about-higher-education-poll-says/28415)

- The Community College League of California is urging the state's two-year institutions to award one million more certificates and degrees by 2020. According to the League, this figure constitutes California's share of President Obama's goal of producing an additional five million community college graduates in the coming decade. Each of the state's 112 community colleges will need to boost its average annual completions from 1,200 to 3,500 to meet this goal. (Inside Higher Ed [November 11, 2010], Group Wants Million More Calif. Community College Grads. Retrieved November 13, 2010 at http://www.insidehighered.com/news/2010/11/12/qt#243335)

- Thirty years ago, ten percent of California's general fund went to higher education and three percent to prisons. Today, nearly eleven percent goes to prisons and eight percent to higher education. Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5. By Members of the 2005 "Rising Above the Gathering Storm" Committee; Prepared for the Presidents of the National Academy of Sciences, National Academy of Engineering and Institute of Medicine, http://www.nap.edu/catalog/12999.html)

- Proposition 98 approved in 1988 and amended in 1990 guarantees minimum funding for K-14 in California based on a specific calculation that takes into account local property taxes and state revenue growth. After the economic downturn in 2001-02 the state implemented equalization funding in 2006 that augmented the community college system budget by $130 million in an effort to alleviate some of the disparity of funding for poorer districts. These new dollars were partially allocated through the Basic Skills Initiative dollars that colleges have continued to receive as part of their base. (http://www.edsource.org/ retrieved November 13, 2010)

- California community colleges approved a strategic plan for the system early in 2006 that included five strategic goals: college awareness and access; student success and readiness; partnerships for economic and workforce development; system effectiveness; and resource development. (California Community Colleges Strategic Plan [2006, January]. Retrieved November 27, 2007 at http://strategicplan.cccco.edu/)

- Recent dramatic cuts to the California community college budget have forced colleges to limit the number of services that fall under the categorical programs (e.g., EOPS, DSPS and CalWORKS).

- The new AB 1143 awards funds to colleges whose students complete the most degrees and certificates. Opponents of the bill note that only 29% of community college students are degree or certificate seeking and that the mission of the California community college system is to serve a much broader intention, e.g., personal

development, basic skills, and career technical training. The California Board of Governors will convene a task force to examine and recommend best practices and models for evaluating colleges. (Retrieved November 13, 2020 http://www.ccleague.org/i4a/pages/index.cfm?pageID=3416

- Former Governor of California, Arnold Schwarzenegger, signed into law the historic Student Transfer Achievement Reform Act, Senate Bill 1440. This bill is intended to help simplify the transfer process between the California community colleges and California State University systems. It's expected to save the state approximately $160 million annually and provide access to four-year institutions to approximately 40,000 additional community college students. (retrieved November 13, 2020 http://www.ccleague.org/i4a/pages/index.cfm?pageID=3416

- A recent statewide report in California reviewed the literature and effective practices in the area of community college basic skills, a priority area in the System's strategic plan. (Research and Planning Group for California Community Colleges [2007, March]. Basic Skills as a Foundation for Student Success in California Community Colleges).

- The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade. Three-fourths of this growth will occur in the state's community colleges. (Hayward, G. C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. [2004, May]. Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education).

- According to the California Community College Chancellor Jack Scott, the 2010-11 budget contains $126 million for growth. While the increase in enrollment funding will help the colleges, it will fund only 60,000 of the 200,000 unfunded students on the various campuses (California Community College Chancellor's Office, News Release. Retrieved November 3, 2010. (http://www.cccco.edu/Home/tabid/189/Default.aspx).

- In 2007, California had the highest faculty to student ratio of any two-year, degree granting college system in the nation (California Postsecondary Education Commission, 50 State Comparison - Postsecondary Education Data Graph, Student to Faculty Ratio Retrieved October 27, 2010. http://www.cpec.ca.gov/StudentData/50StateGraph.ASP)

- California had the lowest average annual undergraduate tuition, fees, room, and board charged for full-time students in public, 2-year, degree-granting institutions, 2008-09. (California Postsecondary Education Commission, 50 State Comparison - Postsecondary Education Data Graph, Student to Faculty Ratio Retrieved October 27, 2010. http://www.cpec.ca.gov/StudentData/50StateGraph.ASP)

Coastline Community College

- Between 2007 and 2008, there was a dramatic drop in people with associate and/or bachelors degrees returning to Coastline. (California Postsecondary Education Commission, Students at the Community Colleges Coastline Community College. Retrieved October 26, 2010. (http://www.cpec.ca.gov/StudentData/EnrollGraphPct.ASP)

- The community college going rate for Orange County was 37.9 percent in 2008. The overall rate for California was 28.9 percent. (California Postsecondary Education Commission, 2008 College-

Going Rates to California Community Colleges. Retrieved October 26, 2010.
http://www.cpec.ca.gov/StudentData/CACGRCountyGraph.asp?Segment=C)

- The enrollment status of incoming first-time freshmen Coastline is almost entirely part-time. (California Postsecondary Education Commission, Full-Time vs. Part-Time Students Coastline Community College. Retrieved October 26, 2010. http://www.cpec.ca.gov/StudentData/EnrollGraphPct.ASP)

- California Postsecondary Education Commission data indicates that CCC enrolled twenty-eight (n=28) first-time freshmen who graduated from a California high school and were aged 19 and younger in fall 2009. (California Postsecondary Education Commission. Enrollment of First-Time Freshmen age 19 and under in Public Institutions. Retrieved November 14, 2010 at http://www.cpec.ca.gov/FiscalData/CACountyEconGraph.ASP)

Summary, Community Colleges and Higher Education

The political and economic environment in the nation and especially in California will challenge Coastline Community College. California's revenues are not expected to match pre-recession levels for another six years. Rapid tuition increases at the CSU system may result in more students choosing community colleges. The College's unique history as an institution founded as a "college without walls" provides both opportunity and challenge in meeting the student success challenge. For example, the League's goal of increasing the number of associate degrees in the state will require re-thinking the ways in which prospective and new students interact with the college and what improvements are required.

Technology

National and Worldwide

- According to a November 2010 report, over 5.6 million students in the US took at least one online course during the fall 2009 term, an increase of nearly one million students over the number reported the previous year.   This means that nearly thirty percent of higher education students now take at least one course online. (Sloan Consortium [2010, November]. Retrieved November 22, 2010 at sloanconsortium.org/publications/survey/pdf/class_differences.pdf)

- Growth in online learning is explosive. The twenty-one percent growth rate for online enrollments far exceeds the less than two percent growth of the overall higher education student population. (Sloan Consortium [2010, November]. Retrieved November 22, 2010 at sloanconsortium.org/publications/survey/pdf/class_differences.pdf)

- The current recession has also increased the demand for online education, even over the demand for face-to-face instruction. Nearly one-half of institutions report that during the 2009-2010 academic year that the economic downturn has increased demand for face-to-face courses and programs while three-quarters report the downturn has increased demand for online courses and programs. (Sloan Consortium [2010, November]. Retrieved November 22, 2010 at sloanconsortium.org/publications/survey/pdf/class_differences.pdf)

- While competition will be sharp for online learners, those institutions with a track record and a high proportion of students enrolled in online learning may have an advantage. As of the 2009-2010 academic year, there is a concentration of online students at a relatively small number of institutions. For example, ninety-four percent of all online students are studying at institutions with 1,000 or more online enrollments, even though these institutions comprise less than one-half of the institutions with online offerings. (Sloan Consortium [2010, November]. Retrieved November 22, 2010 at sloanconsortium.org/publications/survey/pdf/class_differences.pdf)

- A recent meta-analysis by the U.S. Department of Education finds that, on average, students in online learning perform modestly better than those receiving face-to-face instruction. The positive effect was larger in those studies that blended elements of online and face-to-face (also known as hybrid delivery) compared to instruction with entirely face-to-face teaching (U.S. Department of Education [2010, September]. Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. Retrieved November 21, 2010 at http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf)

- Many well known colleges and universities in the United States, such as MIT, Harvard and Yale, and around the world have placed many of their courses on the web. (The New York Times, For Exposure Universities Put Courses on the Web. Retrieved November 3, 2010 http://www.nytimes.com/2010/11/01/world/europe/01iht-educLede01.html?_r=1&hpw)

- Worldwide, more people have mobile phones than toothbrushes. 97% of US college students either have a cell phone or smart phone. (Next Generation Learning Challenges [n.d])

- 28 percent of U.S. mobile subscribers now have smartphones, cellphones with operating systems resembling those of computers. Among those who acquired a new cellphone in the past six months, 41 percent opted for a smartphone over a standard feature phone, up from 35 percent last quarter (Retrieved November 21, 2010 at http://blog.nielsen.com)

- Apple's new iPad's is enjoying a rate of adoption higher than that experienced when the DVD was first released. (Next Generation Learning Challenges [n.d])

- The United States now ranks 22nd among the world's nations in the density of broadband Internet penetration and 72nd in the density of mobile telephony subscriptions. (Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5 By Members of the 2005 "Rising Above the Gathering Storm" Committee; Prepared for the Presidents of the National Academy of Sciences, National Academy of Engineering and Institute of Medicine, http://www.nap.edu/catalog/12999.html)

- At the same time that Internet usage is accelerating, television watching—the most passive of electronic entertainment—also consumes many waking hours. In the third quarter of 2010, for example, the average person watches 146 hours of television a month, or nearly 4.8 hours a day. (Nielsen State of the Media. TV Usage Trends: Q2 2010. Retrieved November 21, 2010 at http://blog.nielsen.com)

- The lowest overall television viewing is done by teens, with viewing increasing with each older age category. Presumably teens are using online sources for entertainment. (Nielsen State of the Media. TV Usage Trends: Q2 2010. Retrieved November 21, 2010 at http://blog.nielsen.com)

- In the 2009 rankings of the Information Technology and Innovation Foundation the U.S. was in sixth place in global innovation-based competitiveness, but ranked 40th in the rate of change over the past decade. (Rising Above the Gathering Storm, 2010)

- The world's fastest supercomputer has just been built by China. (The New York Times, China Wrests Supercomputer Title from US. Retrieved October 28, 2010 http://www.nytimes.com/2010/10/28/technology/28compute.html?_r=1&hp)

- The gap in home broadband between the lowest-income households and higher income brackets ranges from 16 to 34 percentage points, even after controlling for differences in education, age, race, ethnicity, household size, urban-rural location, foreign-born status, disability status and state of residence. (Exploring the Digital Nation: Home Broadband Internet Adoption in the United States U.S Department of Commerce _ Economics and Statistics Administration _ National Telecommunications and Information Administration, Retrieved November 9,2010. http://www.ntia.doc.gov/reports/2010/ESA_NTIA_US_Broadband_Adoption_Report_11082010.pdf)

- From that same report "The gaps between Whites and Blacks registered at 10 percentage points and between Whites and Hispanics at 14 percentage points, even after controlling for household characteristics. A similar analysis found the urban-rural gap to be 7 percentage points. (Exploring the Digital Nation, 2010)

- The technology behind "data analytics" has come of age and will be an important component of the completion agenda as colleges learn how to make use of

sophisticated data techniques to manage their enrollments. (Inside Higher Ed, Technology and the Completion Agenda. Retrieved November 9, 2010. http://www.insidehighered.com/news/2010/11/09/completion)

- Many colleges are turning to online tutoring options to provide learners 24/7 access to skills reinforcement. Technology has advanced to the point that online tutoring can be customized for each student. Online tutoring also offer advantages to colleges by decreasing tutor management and facilities costs. Examples range from general tutoring services such as SMARTTHINKING to more specific online tutoring in math and physics offered by Virtual Nerd.

California

- The California Community College system is the largest provider of distance learning among the public higher education systems in the state. Between 1999-2000 and 2009-2010, total enrollment in the community college system grew at about one percent per year while distance learning grew at about 19 percent per year. Over 600,000 students were enrolled in a DL course in 2009-2010. (California Legislative Analyst's Office, The Master Plan at 50: Using Distance Education to Increase College Access and Efficiency Retrieved October 28, 2010, http://www.lao.ca.gov/reports/2010/edu/distance_ed/distance_ed_102510.pdf)

- The California Legislative Analyst's Office is recommending that distance learning be used as one way to increase access to higher education in these troubled financial times. (California Legislative Analyst's Office, 2010)

- Most distance learning offered at California community colleges is via the Internet. (California Legislative Analyst's Office, 2010)

- The CCC budget also includes funding for the "@ ONE Project, which provides training (primarily online) to faculty on how to use technology more effectively in both distance education and classroom-based instruction. All services are available to faculty and staff in the three public higher education segments, as well as K-12." (California Legislative Analyst's Office, 2010)

- There remain problems with distance learning courses such as retention, consistent standards and faculty skepticism. (California Legislative Analyst's Office, 2010)
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- Initial cost of a distance learning course may be higher due to the need to purchase videos and other web based materials. However, over time, the cost is similar to that of a traditional course. (California Legislative Analyst's Office, 2010)

- California is expecting to add between 7 and 11 million people by 2025. Many of these will be immigrants who typically do not have the same level of technology skills as do native-born Americans. (California Community Colleges, Technology III Plan, 2008 Update. Retrieved October 28, 2010. http://www.cccco.edu/LinkClick.aspx?fileticket=g9QpFL0g3%2bg%3d&tabid=1224&mid=3309)

- The California Technology Assistance Project (CTAP) is a state wide technical assistance program, funded by the California Department of Education (CDE). Intended to promote the effective use of technology in teaching, learning and school administration, CTAP provides assistance to schools and districts based upon local needs in each of 11 regions in California. (The California Technology Assistance Project, About Us, Retrieved October 28, 2010. http://www.myctap.org/index.php/about-ctap)

Orange County

- For elementary, middle and high schools Orange County has the same or a slightly higher ratio of students to computers as does the state. The Orange County ratios range from 3.9 to 4.8 while the state ranges from 3.9 to 4.3. This is not true for some of the other types of schools (continuation, alternative and community day). (California Department of Education, Educational Demographics Office (CBEDS, vw_csopus 9/23/09, vw_otheropus 10/8/09, pubschls 8/3/09) Retrieved October 26, 2010 at http://www1.edtechprofile.org/graphs/report-821285867.pdf)

- The ratio of students to computers is higher for Garden Grove (4.8 v. 5.8), Orange Unified (5.5 v. 7.3) than the county (3.9 v. 4.8). This was not true for Westminster Elementary which had ratios from 3.1 v. 3.3. (California Department of Education, 2010)

Coastline Community College

- Approximately 77% of the households in the Coastline Community College area have home computers and 12% have an iPod. (ESRI, Electronics and Internet market Potential. Data produced specifically for this study)

- Coastline Community College ranks as one of the largest providers of distance learning among the California Community College System institutions. (California Legislative Analyst's Office, The Master Plan at 50: Using Distance Education to Increase College Access and Efficiency Retrieved October 28, 2010, http://www.lao.ca.gov/reports/2010/edu/distance_ed/distance_ed_102510.pdf)

Summary, Technology

As instructional technology continues to expand rapidly, the education space throughout the world is changing precipitously. There is increased competition for learners among institutions and the recession has impacted the interest of colleges and universities to engage more fully in providing online learning.

At the same time that online learning is mushrooming, the United States is losing its prominence in math and science and thus in computing. Other countries are realizing the value of technology and developing new ways to integrate it into their societies. Education is developing new uses for technology but wide gaps are becoming apparent in access to the latest versions for different groups of learners.

Orange County schools have good pupil to computer ratios, implying that incoming students from high school will be tech savvy. CCC should consider taking part in the

California Technology Assistance Project and other projects offered by the CDE if they are not already doing so. Now seems to be the time to continue offering the many distance learning courses that the College has available and to develop new experiences based on learner demand and need.

APPENDIX B: JOBS NOT REQUIRING A POSTSECONDARY AWARD

Table B-1 2020 Orange County Occupational Outlook for Jobs Not Requiring a Postsecondary Award					
Description	2020 Jobs	% Change	Annual Openings	2010 Avg Hourly Wage	Education Level
Customer service representatives	33,042	19%	1,394	$18.05	Moderate-term on-the-job training
Sales representatives, wholesale and manufacturing, except technical and scientific products	21,692	13%	693	$35.06	Moderate-term on-the-job training
Bookkeeping, accounting, and auditing clerks	27,228	12%	581	$20.13	Moderate-term on-the-job training
Executive secretaries and administrative assistants	24,847	12%	566	$22.97	Moderate-term on-the-job training
Sales representatives, services, all other	13,180	24%	530	$12.65	Long-term on-the-job training
Sales representatives, wholesale and manufacturing, technical and scientific products	12,025	11%	390	$29.34	Moderate-term on-the-job training
Medical assistants	14,377	8%	374	$30.53	Long-term on-the-job training
Team assemblers	10,917	16%	366	$41.07	Moderate-term on-the-job training
Maintenance and repair workers, general	10,446	33%	346	$15.86	Moderate-term on-the-job training
Construction laborers	13,423	(2%)	345	$13.24	Moderate-term on-the-job training
Billing and posting clerks and machine operators	13,605	11%	324	$18.72	Moderate-term on-the-job training
Dental assistants	15,920	10%	247	$22.00	Moderate-term on-the-job training
Truck drivers, heavy and tractor-trailer	8,155	18%	238	$17.98	Moderate-term on-the-job training
Secretaries, except legal, medical, and executive	6,461	28%	235	$16.54	Moderate-term on-the-job training
Pharmacy technicians	12,429	1%	231	$30.64	Long-term on-the-job training
Inspectors, testers, sorters, samplers, and weighers	9,574	8%	228	$23.46	Moderate-term on-the-job training
Sales and related workers, all other	6,736	11%	213	$26.78	Long-term on-the-job training
Assemblers and fabricators, all other	12,249	3%	210	$18.00	Moderate-term on-the-job training
Merchandise displayers and window trimmers	5,054	26%	182	$19.25	Long-term on-the-job training
Painters, construction and maintenance	5,117	15%	182	$40.39	Long-term on-the-job training
Bus drivers, transit and intercity	6,069	11%	169	$16.15	Long-term on-the-job training
Drywall and ceiling tile installers	5,027	9%	148	$26.78	Long-term on-the-job training
Construction and related workers, all other	3,303	29%	139	$16.66	Moderate-term on-the-job training

Description	2020 Jobs	% Change	Annual Openings	2010 Avg Hourly Wage	Education Level
Table B-1 **2020 Orange County Occupational Outlook for Jobs Not Requiring a Postsecondary Award**					
Installation, maintenance, and repair workers, all other	6,988	(1%)	137	$17.65	Moderate-term on-the-job training
Production workers, all other	4,516	11%	135	$22.12	Moderate-term on-the-job training
Parts salespersons	4,790	(5%)	130	$29.34	Long-term on-the-job training
Data entry keyers	4,849	2%	128	$12.27	Moderate-term on-the-job training
Social and human service assistants	3,327	9%	122	$15.92	Moderate-term on-the-job training
Cooks, institution and cafeteria	3,836	29%	119	$28.90	Long-term on-the-job training
Demonstrators and product promoters	5,655	2%	118	$27.10	Moderate-term on-the-job training
Mixing and blending machine setters, operators, and tenders	2,534	25%	113	$30.59	Long-term on-the-job training
Pest control workers	2,994	13%	98	$30.82	Long-term on-the-job training
Insurance claims and policy processing clerks	3,354	15%	94	$19.67	Moderate-term on-the-job training
Printing machine operators	3,598	20%	93	$26.95	Moderate-term on-the-job training
Payroll and timekeeping clerks	2,482	5%	93	$18.55	Moderate-term on-the-job training
Cement masons and concrete finishers	2,884	(2%)	93	$19.59	Long-term on-the-job training
Operating engineers and other construction equipment operators	3,863	10%	91	$20.34	Moderate-term on-the-job training
Laundry and dry-cleaning workers	3,341	(1%)	87	$16.65	Moderate-term on-the-job training
Advertising sales agents	1,944	13%	84	$20.09	Moderate-term on-the-job training
Computer-controlled machine tool operators, metal and plastic	5,662	(4%)	80	$17.93	Long-term on-the-job training
Roofers	3,519	(4%)	78	$15.20	Moderate-term on-the-job training
Cutting, punching, and press machine setters, operators, and tenders, metal and plastic	2,304	18%	77	$17.68	Moderate-term on-the-job training
Tax preparers	2,125	15%	74	$14.29	Moderate-term on-the-job training
Dispatchers, except police, fire, and ambulance	1,771	15%	73	$13.34	Long-term on-the-job training
Molders, shapers, and casters, except metal and plastic	2,576	16%	71	$28.52	Long-term on-the-job training
Title examiners, abstractors, and searchers	2,220	1%	70	$15.14	Moderate-term on-the-job training
Eligibility interviewers, government programs	2,017	22%	65	$14.16	Moderate-term on-the-job training

| Table B-1 | | | | | |
2020 Orange County Occupational Outlook for Jobs Not Requiring a Postsecondary Award					
Description	2020 Jobs	% Change	Annual Openings	2010 Avg Hourly Wage	Education Level
Coating, painting, and spraying machine setters, operators, and tenders	1,545	9%	62	$14.36	Moderate-term on-the-job training
Floral designers	2,654	1%	59	$26.88	Long-term on-the-job training
Animal trainers	4,094	(2%)	57	$21.24	Moderate-term on-the-job training
Correctional officers and jailers	2,424	(7%)	57	$17.20	Moderate-term on-the-job training
Psychiatric technicians	2,215	(3%)	56	$19.80	Moderate-term on-the-job training
Carpet installers	1,694	(7%)	56	$26.11	Moderate-term on-the-job training
Cooks, restaurant	2,493	6%	56	$33.65	Moderate-term on-the-job training
Photographers	2,051	2%	55	$13.24	Long-term on-the-job training
Carpenters	1,561	16%	54	$15.46	Long-term on-the-job training
Electricians	2,300	6%	51	$11.79	Moderate-term on-the-job training
Coaches and scouts	1,677	10%	51	$30.47	Long-term on-the-job training
Police and sheriff's patrol officers	1,811	11%	50	$30.24	Moderate-term on-the-job training
Musicians and singers	1,333	21%	48	$17.48	Long-term on-the-job training
Plumbers, pipefitters, and steamfitters	1,813	7%	47	$17.53	Moderate-term on-the-job training
Claims adjusters, examiners, and investigators	1,775	5%	47	$24.30	Long-term on-the-job training
Compliance officers, except agriculture, construction, health and safety, and transportation	1,933	5%	44	$24.92	Moderate-term on-the-job training
Fire fighters	1,857	(16%)	44	$13.65	Moderate-term on-the-job training
Interpreters and translators	1,795	10%	43	$19.75	Moderate-term on-the-job training
Welders, cutters, solderers, and brazers	1,104	13%	42	$22.07	Long-term on-the-job training
Machinists	1,861	(1%)	41	$21.30	Moderate-term on-the-job training
Butchers and meat cutters	779	0%	41	$13.52	Moderate-term on-the-job training
Heating, air conditioning, and refrigeration mechanics and installers	1,658	14%	41	$26.02	Long-term on-the-job training
Telecommunications equipment installers and repairers, except line installers	1,629	13%	40	$28.87	Moderate-term on-the-job training
Bakers	934	25%	40	$23.00	Long-term on-the-job training

Table B-1					
2020 Orange County Occupational Outlook for Jobs Not Requiring a Postsecondary Award					
Description	2020 Jobs	% Change	Annual Openings	2010 Avg Hourly Wage	Education Level
Entertainers and performers, sports and related workers, all other	1,353	0%	40	$28.42	Long-term on-the-job training
Media and communication workers, all other	1,231	13%	39	$21.32	Moderate-term on-the-job training
Cabinetmakers and bench carpenters	1,209	1%	38	$15.05	Moderate-term on-the-job training
Plasterers and stucco masons	1,004	10%	37	$12.71	Moderate-term on-the-job training
Audio and video equipment technicians	1,148	19%	37	$24.50	Moderate-term on-the-job training
Industrial machinery mechanics	1,339	(4%)	37	$27.94	Long-term on-the-job training
Radio and television announcers	1,150	13%	35	$27.51	Moderate-term on-the-job training
Sheet metal workers	1,065	10%	34	$22.92	Moderate-term on-the-job training
Automotive body and related repairers	1,693	4%	34	$25.13	Long-term on-the-job training
Telecommunications line installers and repairers	966	25%	34	$20.86	Long-term on-the-job training
Dental laboratory technicians	1,017	(1%)	33	$29.06	Long-term on-the-job training
Tile and marble setters	964	13%	31	$19.09	Long-term on-the-job training
Actors	984	(6%)	30	$22.84	Moderate-term on-the-job training

Reille, A. (2011, January). California Center for Excellence, LA-Orange Region. www.coeccc.net

APPENDIX C: SUMMARY OF COMPETITOR ANALYSIS

Copies of this appendix are on file with Coastline's
Office of Institutional Effectiveness, Research, Planning and Grant Development

APPENDIX D: INSTRUCTIONAL PROGRAM TRENDS

Table D-1
Coastline Community College
Instructional Program Trend Analysis, Summer 2005 to Spring 2010

Program	Su 2005	Fall 2005	Sp 2006	Su 2006	Fall 2006	Sp 2007	Su 2007	Fall 2007	Sp 2008	Su 2008	Fall 2008	Sp 2009	Su 2009	Fall 2009	Sp 2010	Absolute Change Fall 2005 to Fall 2009	% Change Fall 2005 to Fall 2009
ACCT	54	127	122	54	97	133	140	157	192	259	355	491	302	469	736	342	480%
ANTH	77	78	122	98	121	146	68	161	195	65	163	176		227	184	149	136%
ARAB	37	42	51		60	38	20	40	55	15	30	33		35	47	(7)	12%
ART	599	1,558	1,603	491	1,311	1,301	633	1,330	1,536	705	1,375	1,680	503	1,520	1,800	(38)	16%
ASTR	213	235	217	159	229	248	281	311	297	330	299	357	90	41	147	(194)	-37%
BANK		242	188		78	67										(242)	n/a
BC	25	782	778	80	578	651	76	769	578	146	559	593	205	933	922	151	18%
BIOL	843	972	1,355	1,062	1,485	1,936	1,584	1,909	2,086	1,496	1,965	1,572	839	1,525	1,613	553	66%
BIOT							12	18	34							0	n/a
BCT	19	164	112	29	120	143	24	189	195	49	175	162	31	143	212	(21)	29%
BUS	204	631	647	251	1,013	1,422	770	1,995	2,292	1,052	2,112	1,980	215	1,871	975	1240	55%
CHEM	145	287	280	184	351	623	242	617	520	403	492	484	246	446	486	159	69%
CHIN		23	32		14	30		59	54		38	46		46	40	23	74%
CIS										35	27	65	46	50	83	50	n/a
COMM	125	213	311	169	344	407	329	568	524	297	529	493	46	448	341	235	60%
COMP		17			13											(17)	n/a
COUN	204	604	664	318	884	983	643	1,184	1,005	613	1,169	1,036		902	402	298	-33%

APPENDIX D INSTRUCTIONAL PROGRAM TRENDS

Table D-1
Coastline Community College
Instructional Program Trend Analysis, Summer 2005 to Spring 2010

Program	Su 2005	Fall 2005	Sp 2006	Su 2006	Fall 2006	Sp 2007	Su 2007	Fall 2007	Sp 2008	Su 2008	Fall 2008	Sp 2009	Su 2009	Fall 2009	Sp 2010	Absolute Change Fall 2005 to Fall 2009	% Change Fall 2005 to Fall 2009
CST	83	418	324	118	300	326	174	384	397	129	408	505	166	529	524	111	25%
DANC	69	304	272	17	238	257	52	257	194	49	175	197	67	194	173	(110)	-43%
DGA	55	120	116		126	141	26	49	46	48	73	125	75	134	161	14	34%
ECOL	32	44	53	37	68	75	44	106	125	91	137	130		126	78	82	77%
ECON	250	263	250	212	209	251	152	194	209	196	169	311	86	263	255	0	-3%
EDUC	41	122	96	26	287	95	37	140	166	38	157	137	46	113	111	(9)	-9%
EMGT											29	44	36	61	101	61	n/a
ENGL	494	1,028	1,058	614	975	1,024	672	1,216	1,254	719	1,244	1,319	608	1,397	1,503	369	46%
ESL	857	1,810	2,171	1,126	2,082	2,465	1,098	2,223	1,877	1,137	1,790	1,880	1,023	2,054	2,124	244	17%
FN		82	95		236	184	228	368	441	313	440	518	52	389	271	307	230%
FREN	39	81	81	33	74	76	29	90	72	32	96	92		130	118	49	46%
GEOG	46	273	316	34	317	296	59	307	207	47	171	213	69	249	153	(24)	-44%
GEOL	213	560	657	294	530	671	284	605	675	353	639	648		490	585	(70)	4%
GERO		11	86		53	132		212	96		46	84		13	134	2	1118%
HIST	315	767	816	318	763	894	498	978	1,015	625	932	951	181	821	718	54	-6%
HLTH	358	444	522	363	527	717	447	651	786	466	699	687	51	649	389	205	-12%
HSVC									173	37	76	123	43	106	137	106	n/a
HUM	303	332	386	321	349	457	288	422	364	270	372	416	104	410	301	78	-9%
ITAL	30	89	89	32	85	53		48	39	28	25	30	16	30	54	(59)	-39%
JAPN					18											0	n/a

APPENDIX D INSTRUCTIONAL PROGRAM TRENDS

Table D-1
Coastline Community College
Instructional Program Trend Analysis, Summer 2005 to Spring 2010

Program	Su 2005	Fall 2005	Sp 2006	Su 2006	Fall 2006	Sp 2007	Su 2007	Fall 2007	Sp 2008	Su 2008	Fall 2008	Sp 2009	Su 2009	Fall 2009	Sp 2010	Absolute Change Fall 2005 to Fall 2009	% Change Fall 2005 to Fall 2009
LATIN								30	19							0	n/a
LAW	99	352	335	123	298	297	86	335	303	74	294	312	77	448	456	96	30%
LEAD		8	7		5	6		8	6		7	3				(8)	-100%
MATH	803	1,102	999	696	1,034	1,449	908	1,363	1,578	1,076	1,526	1,736	787	1,634	1,674	532	52%
MRSC	145	140	148	127	162	240	169	172	166	193	190	219		169	164	29	17%
MS	42	66	47	35	52	26	23	23	28	39	62	278	40	337	197	271	198%
MUS	307	401	421	294	390	465	357	445	411	322	366	459	178	404	348	3	-13%
PE	965	1,131	1,258	930	1,206	1,418	1,148	1,405	1,469	1,165	1,659	1,691	896	1,615	1,540	484	36%
PHIL	441	677	650	385	793	931	670	1,016	989	637	1,039	980	232	947	816	270	21%
PHOT		22	13			19			47		14	49			32	(22)	45%
PHYS									31	30	40	124	92	79	129	79	n/a
POLSC	283	455	345	239	344	427	257	406	422	267	495	524	52	517	470	62	3%
PSYCH	277	859	836	289	1,082	1,363	377	1,418	1,461	567	1,571	1,669	95	1,461	1,098	602	28%
PTEC									34		50	96	50	223	161	223	n/a
RE	115	288	245	92	155	138	45	114	161	39	96	170	96	209	219	(79)	-24%
SM			1		1						23	21		23	17	23	n/a
SOC	262	372	339	265	353	476	273	506	479	311	699	686	50	634	407	262	9%
SOCS	40	168	199		176	165	49	177	199	50	220	138	46	221	113	53	-33%
SPAN	156	508	495	117	583	694	204	750	662	204	688	652		554	459	46	-10%
SPCH	41	178	159	41	174	140	46	189	196	48	188	232	72	206	220	28	24%

APPENDIX D INSTRUCTIONAL PROGRAM TRENDS

Table D-1 Coastline Community College Instructional Program Trend Analysis, Summer 2005 to Spring 2010																
Program	Su 2005	Fall 2005	Sp 2006	Su 2006	Fall 2006	Sp 2007	Su 2007	Fall 2007	Sp 2008	Su 2008	Fall 2008	Sp 2009	Su 2009	Fall 2009	Sp 2010	Absolute Change Fall 2005 to Fall 2009	% Change Fall 2005 to Fall 2009
SPED	456	1,261	1,352	592	1,324	1,363	679	1,114	1,561	1,033	1,471	1,552	723	1,157	1,300	(104)	3%
THEA									19		29	38				0	n/a
VIET	38	145	110	37	136	135	23	114	175	18	181	142	18	185	209	40	44%
Grand Total	10,200	20,856	21,829	10,702	22,203	25,994	14,224	27,142	28,115	16,116	27,874	29,349	8,650	27,837	25,907		

APPENDIX E: PROGRAM QUALITY SURVEY RESULTS

Copies of this appendix are on file with Coastline's
Office of Institutional Effectiveness, Research, Planning and Grant Development

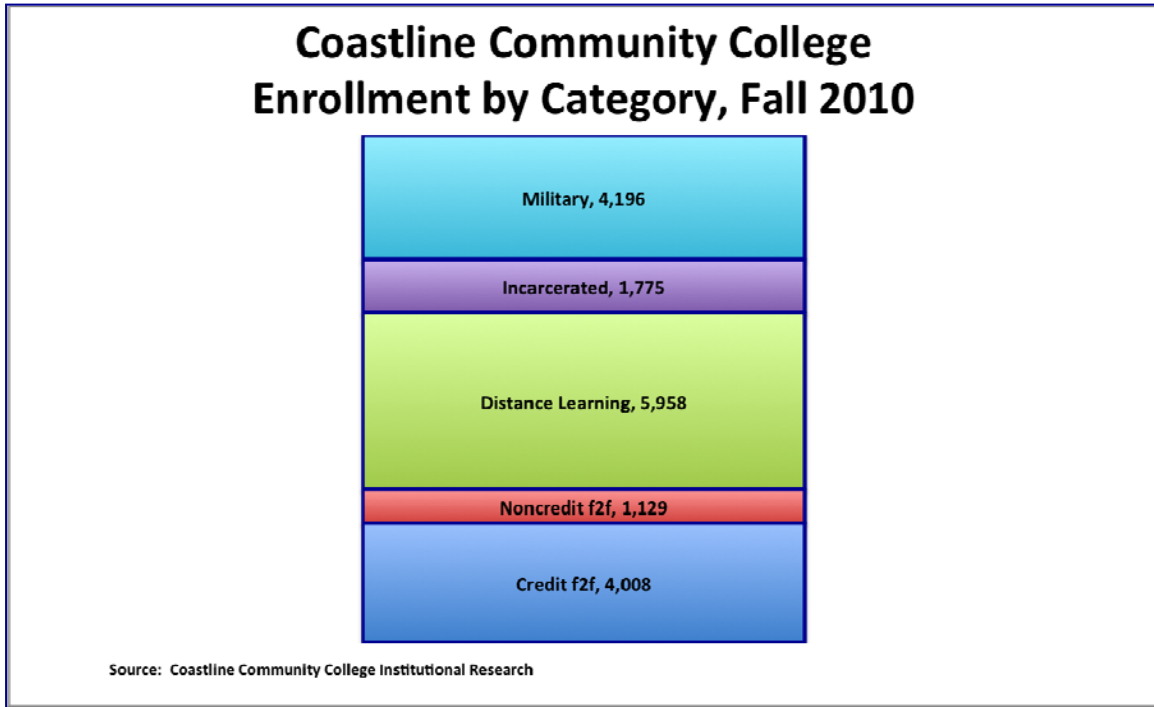**APPENDIX F: ENROLLMENT SCENARIOS AND PROJECTIONS**

Executive Summary

This report details both enrollment scenarios and projections for Coastline Community College through 2020. Two distinct methodologies are used to build these scenarios based on enrollment types: (1) existing market shares for face-to-face credit and noncredit enrollments were overlaid on official California demographic projections for 2020; and (2) existing enrollment trends for distance learning, military, and incarcerated enrollments extrapolated to 2020. We use these techniques to estimate enrollments based on the status quo, i.e., the effect of not changing the college's fundamental approach to enrollment management by creating new programs, eliminating nonproductive programs, and/or pursuing new market segments.

The underlying demographics of Orange County and other counties from which Coastline now draws students mitigates against large enrollment gains in younger age segments as well as the mid-career adults segment. Two other enrollment sources—military and incarcerated—are not as amenable to enrollment management strategies since decisions about their funding sources lie outside of Coastline's purview. Our analyses indicate that most of Coastline Community College's growth potential to the year 2020 will be in the area of distance learning. Distance learning enrollments are malleable but at the same time the most difficult to project since, in theory, there are no boundaries for online education. The scenarios that conclude this report are intended to help Coastline identify and refine its enrollment management efforts.

Enrollment Categories

Coastline is unlike most community colleges in the range of its programs and its reliance on entrepreneurial programs. Enrollment categories in place at Coastline are depicted below and account for the fall 2010 unduplicated headcount enrollment of 17,066 (Figure 1). Military, incarcerated, and distance learning enrollments occur off-campus. Distance learning headcount enrollment consists of students enrolled in fully online classes. Hybrid classes are counted in the non-credit or credit face-to-face categories below.

Coastline Community College
Enrollment by Category, Fall 2010

Military, 4,196

Incarcerated, 1,775

Distance Learning, 5,958

Noncredit f2f, 1,129

Credit f2f, 4,008

Source: Coastline Community College Institutional Research

Methodology

The complexity of Coastline Community College's enrollments makes employing two techniques to estimate future enrollments necessary. The first technique is a "market share" approach for credit and noncredit enrollments. These enrollments are geographically bounded, meaning that official population estimates can be paired with current market shares by age, race/ethnicity, and gender to calculate penetration rates. Current penetration rates, in turn, can be used to estimate the effect of enrollment management strategies the College may choose to implement. The second technique utilizes linear prediction based on past trends. Since military, incarcerated, and distance education enrollments are not based on a particular geography, linear analysis is the best choice for estimating future enrollments.

Market share. Market share estimates have several advantages. They can be updated as official demographic data become available from the California Department of Finance or other official sources. The advantage to Coastline Community College is that these projections are based on stable data; the market share approach has greater credibility than enrollment

projections based on assumptions that may or may not be accurate. An additional advantage for the market share approach is it allows the modeling of the effects of different decisions Coastline Community College could make to increase the proportion of enrollment in key market segments. We offer these scenarios below for key age ranges. These scenarios, like the baseline projections, can be modified as Coastline Community College gains experience in penetrating markets using the data of this report as a starting point. The College is encouraged to use the data presented here to make periodic adjustments and to monitor the effectiveness of its enrollment management strategies.
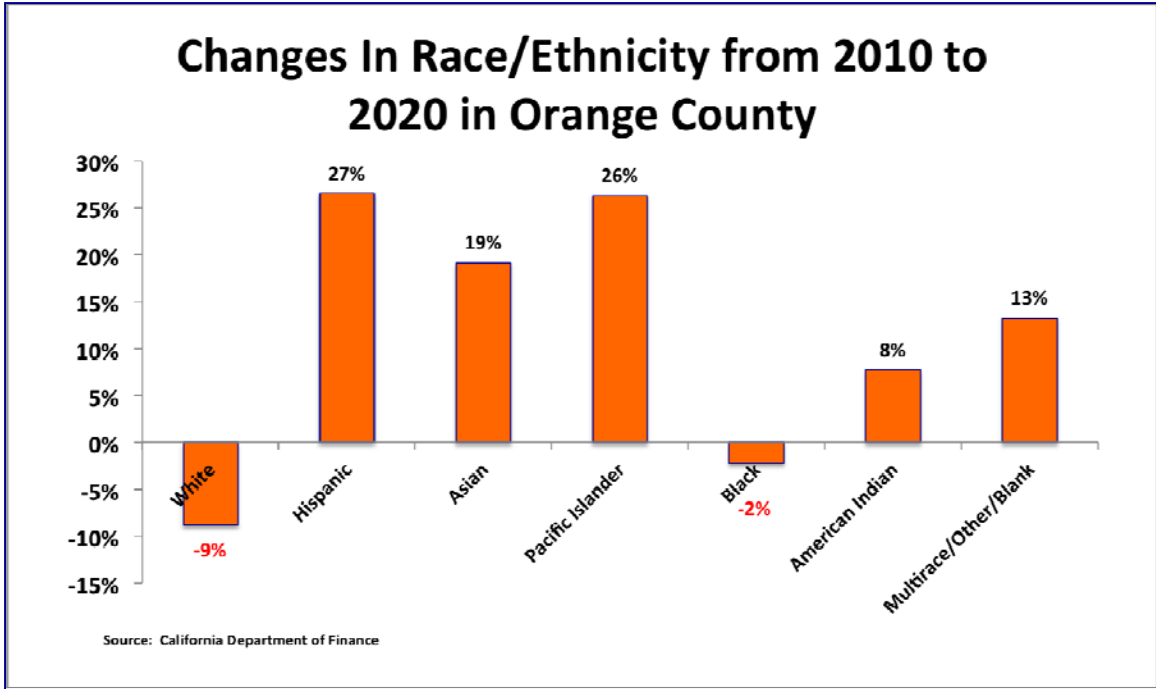
Trend line model. The second technique, the trend line model, bases enrollment estimates on regression analysis of the trends in enrollment categories over a period of five years. If the enrollment in a category has stabilized, there will be no projected change in enrollment for the coming year. If enrollment has steadily increased or decreased, the projection will be based on a continuation of the trend. No provision is made in this model to adjust for abrupt changes that may occur in an individual program, meaning that the model should also be run periodically to adjust for these changes.[1]

Limitations. Projective data by age range and race/ethnicity needed to calculate market shares are unavailable for areas closest to the Coastline Community College. Accordingly, this study uses all of Orange County as a base as well as the same demographic data for all of California to reflect the 8 percent of current credit and noncredit enrollments from outside Orange County. A second limitation is that study projections and simulations do not factor the impact on enrollment of increased retention. That is, the projective data reported here might be higher given improvements not just in recruitment but also in a total enrollment management effort that produces higher rates of retention.

Demographics of Orange County

Coastline Community College draws 92% of its current face-to-face enrollment in credit and noncredit classes from Orange County. This makes Orange County demographic changes a focal point for understanding the future of enrollment management strategies at Coastline. Official projections from the California Department of Finance show that Orange County will see a decline in White and Black populations that will be offset by growth in its Hispanic, Asian, and Multiracial populations (Figure 2). Coastline appears currently to draw more students from growing subpopulations, a hopeful sign for future enrollment (Appendix A).

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[1] The equation for this model is $Y = a + bc$ where Y = future enrollment , $a = \bar{y} - b\bar{x}$, and $b = \dfrac{\sum (x - \bar{x})(y - \bar{y})}{\sum (x - \bar{x})^2}$

Changes In Race/Ethnicity from 2010 to 2020 in Orange County

Source: California Department of Finance

Changes in age ranges will challenge the College since several key potential market segments are predicted to decrease (Figure 3). Most notably, the 15-19 year old age range is expected to decline by 7%. Since this group is most likely to be a future source of full-time enrollment and, since competition for this segment will be intense, the College should consider whether strategies for attracting and retaining this younger demographic will return desired enrollment. Orange County's overall decrease in working-aged adults also mirrors California's decline in key age ranges. Developing new programs targeted for mid-career adults will need to account for these decreases.
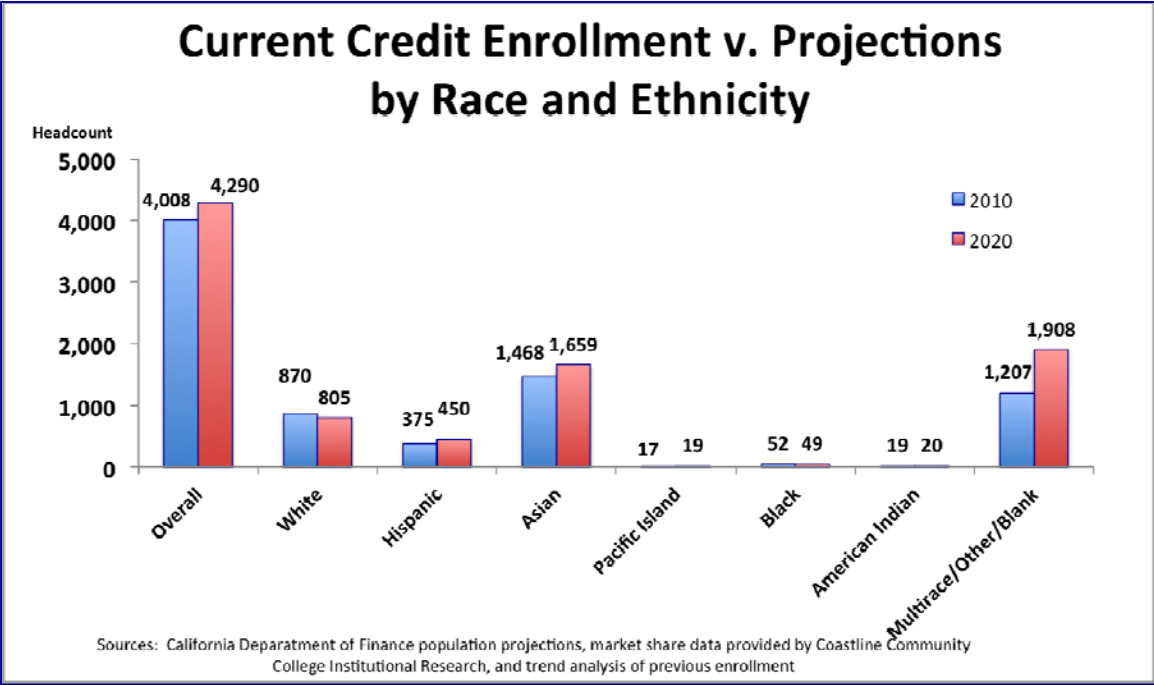
Changes In Age from 2010 to 2020 California and Orange County

Source: California Department of Finance
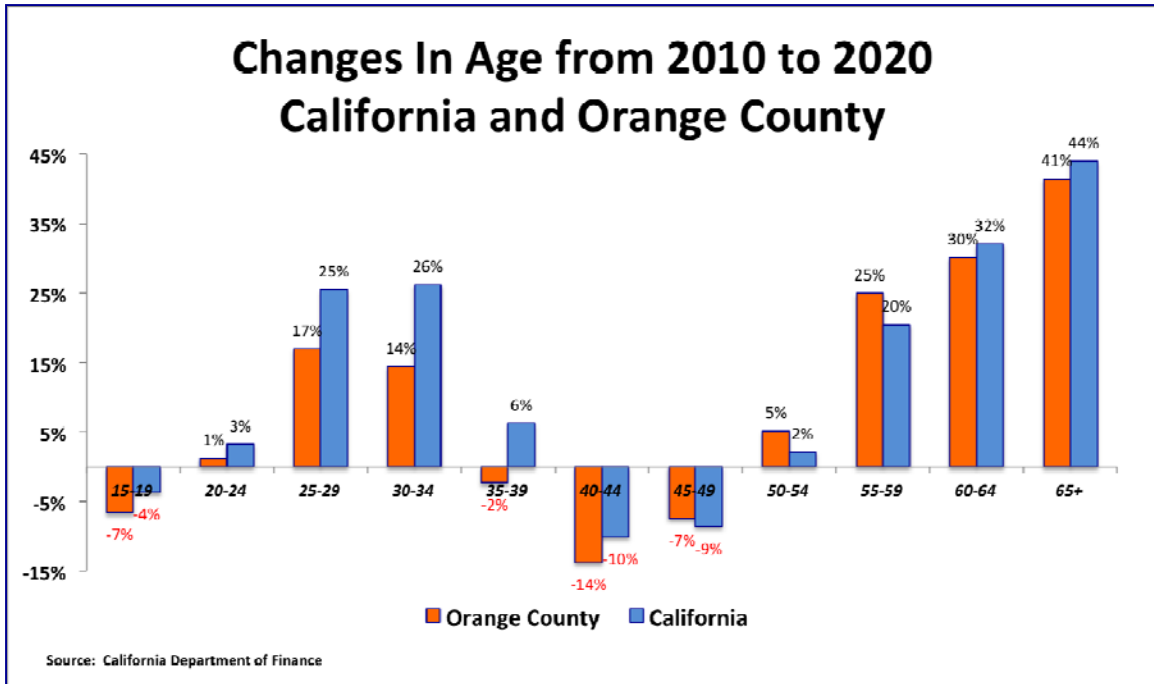
Credit Face-to-Face Enrollment

In fall 2010 face-to-face credit enrollment accounted for 4,008 unduplicated headcount, representing 23% of Coastline's total enrollment. Ninety percent of students enrolled in face-to-face for credit classes reside in Orange County. Age-wise, the 15 to 19-age range is the largest segment of enrollment, with the 20-24 and 25-29 ranges close behind. The over 55-age segment also represents a substantial portion of enrollment. Overall, the credit enrollment group is 61.5% female.

Market shares for credit courses. If Coastline does nothing to increase existing market shares across age groups and races (in other words, maintains the status quo), enrollment growth will be quite modest between 2010 and 2020, increasing from 4,008 to 4,290, a 7% overall increase (Table 1). This projection is based on market shares of existing enrollments and the demographic shifts in the county and state. These overall demographic changes include a decreasing number of younger adults regionally and significant growth in the over 55 set, as Orange County ages. Enrollment growth in the 55 and older set and in the 25-34 age groups is offset by shrinkage in the 15-19 and 40-49 year age groups (See Figure 3). Figure 4 depicts the effect of these status quo projections on race and ethnicity.

Table 1 Current Credit Enrollment and Status Quo Projections by Age Range				
Range	2010	2020	Numerical Change 2010-2020	% Change 2010-2020
15-19	660	617	-43	-6.5%
20-24	675	686	11	1.6%
25-29	570	674	104	18.3%
30-34	371	429	58	15.5%
35-39	312	307	-5	-1.6%
40-44	311	270	-41	-13.3%
45-49	255	236	-19	-7.4%
50-54	233	245	12	4.9%
55-59	192	239	47	24.7%
60-64	172	224	52	30.1%
65+	257	364	107	41.5%
All	4,008	4,290	282	7.0%

Current Credit Enrollment v. Projections by Race and Ethnicity

Sources: California Department of Finance population projections, market share data provided by Coastline Community College Institutional Research, and trend analysis of previous enrollment

Noncredit Face-to-Face Enrollment

Non-credit enrollments comprise just fewer than 7% of total enrollments at Coastline as of the fall of 2010. These enrollments draw heavily from the over 55 segment of the population, who represent 37% of all non-credit enrollments, as retirees and other older adults seek to upgrade their skill sets and/or pursue leisure learning. As these characteristically active and engaged baby boomers continue to retire, this trend may help grow Coastline's non-credit enrollments. Demographically, the Asian community is the largest segment of non-credit enrollments at 44% of the total (See Appendix A for a complete race and ethnicity breakdown of current enrollments and market share).

Market shares for noncredit courses. Assuming that Coastline does nothing to increase its market shares (status quo) in the non-credit enrollment category, enrollment gains will also be modest, adding a only projected additional 171 students. A status quo approach to noncredit enrollment means that the over 55 demographic will grow as will the 25-34 age groups. These gains, however, will be offset by declines in the 15-19 and 30-49 age ranges (Table 2). Figure 5 depicts the effect of status quo enrollment on race and ethnicity.

Table 2 Current Noncredit Enrollment and Status Quo Projections by Age Range				
Range	2010	2020	Numerical Change 2010-2020	% Change 2010-2020
15-19	37	35	-2	-6.49%
20-24	113	114	1	1.28%
25-29	92	108	16	17.36%
30-34	86	99	13	14.56%
35-39	97	95	-2	-2.14%
40-44	109	94	-15	-13.61%
45-49	84	78	-6	-7.35%
50-54	89	94	5	5.12%
55-59	45	56	11	24.85%
60-64	46	60	14	30.04%
65+	331	468	137	41.45%
All	1,129	1300	171	15.16%

Distance Learning Enrollment

Distance learning accounts for more than one-third of Coastline Community College's total enrollment in fall 2010 and enrollments are trending upward (Figure 6). The upward trend in distance learning enrollment can be extrapolated to fall 2020 when a headcount of 9,420 could be expected (Table 3). This 2020 target is only a minimum, however, since it is estimated based on *past* enrollment trends. Voorhees Group LLC believes that Coastline's distance

learning potential can be significantly higher than this predicted trend. Aggressive program development matched to learner and business needs could result in enrollments that are double those estimated by past trends.
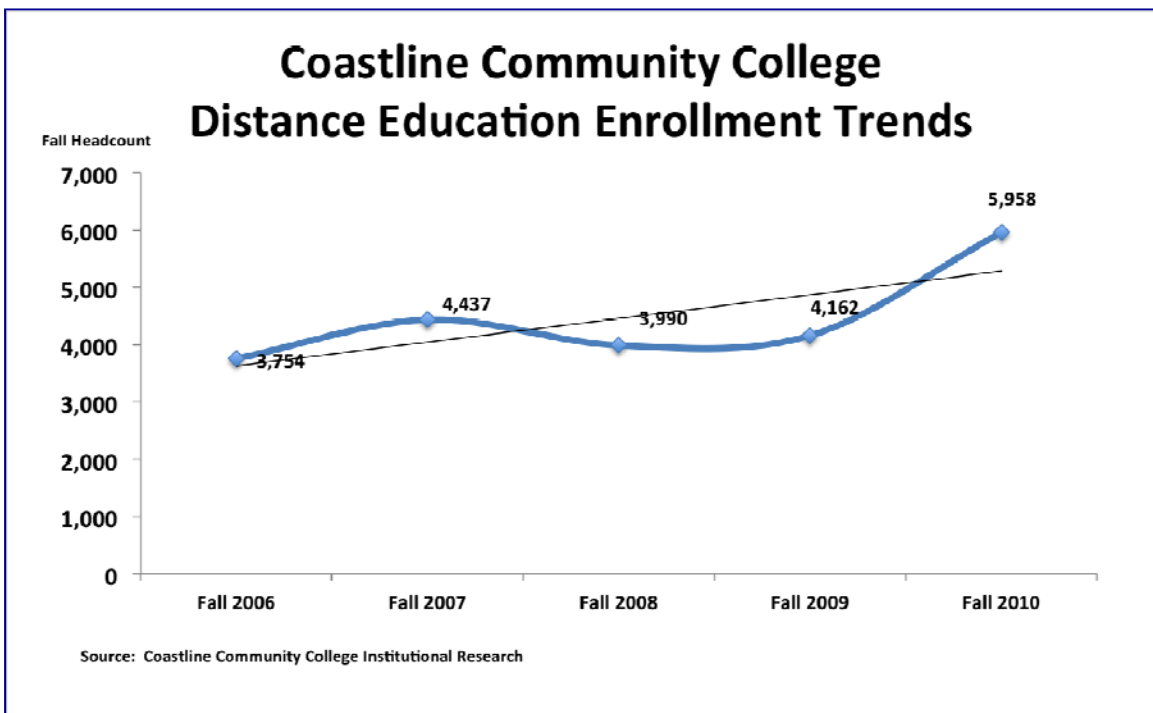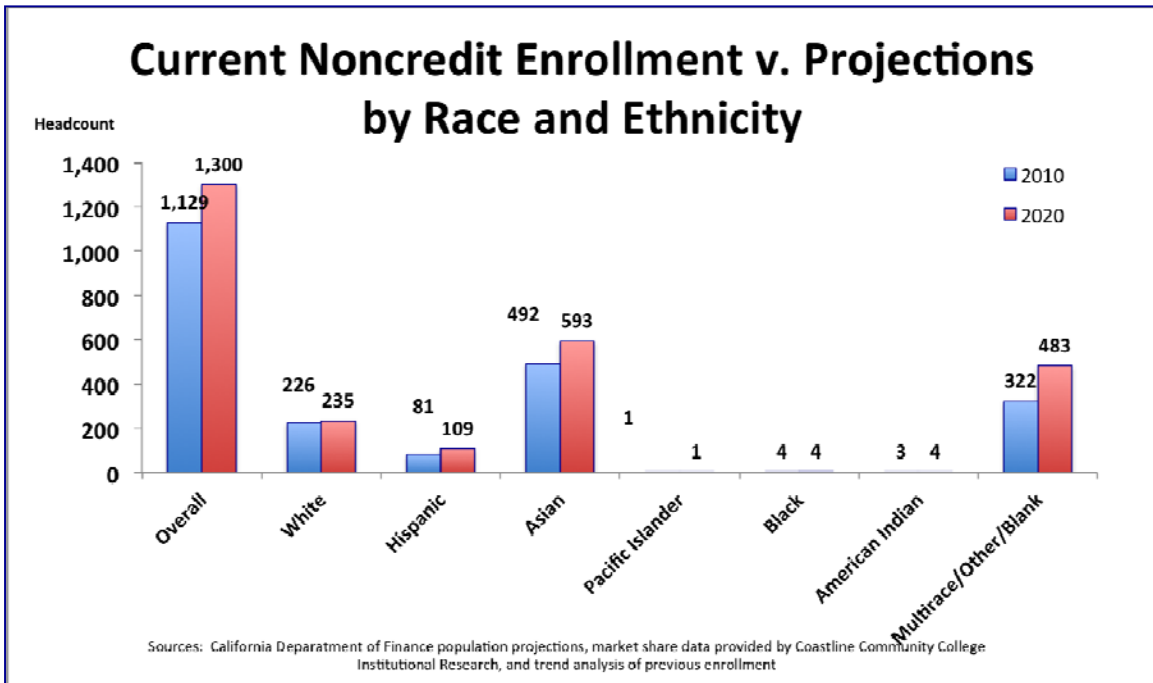
Current Noncredit Enrollment v. Projections by Race and Ethnicity

Headcount

Category	2010	2020
Overall	1,129	1,300
White	226	235
Hispanic	81	109
Asian	492	593
Pacific Islander	1	1
Black	4	4
American Indian	3	4
Multirace/Other/Blank	322	483

Sources: California Deparatment of Finance population projections, market share data provided by Coastline Community College Institutional Research, and trend analysis of previous enrollment

Coastline Community College
Distance Education Enrollment Trends

Fall Headcount

	Value
Fall 2006	3,754
Fall 2007	4,437
Fall 2008	3,990
Fall 2009	4,162
Fall 2010	5,958

Source: Coastline Community College Institutional Research

| Table 3	
Distance learning Enrollment Trends and Status Quo Forecast	
Fall Term	Headcount
2006	3,754
2007	4,437
2008	3,990
2009	4,162
2010	5,958
2011	*5,700*
2012	*6,113*
2013	*6,527*
2014	*6,940*
2015	*7,353*
2016	*7,767*
2017	*8,180*
2018	*8,593*
2019	*9,007*
2020	*9,420*

Military Enrollment

Coastline's military enrollments are trending downward (Figure 7). According to college officials, competition for military enrollments is intensifying among community colleges and for-profit institutions. Since the military program produces cash revenue for the college, future enrollment is a concern to the College. Analysis based on only these past trends suggests that military enrollment could disappear by 2020 (Table 4). We believe that will not automatically be the case, but it does signal the need for Coastline to support efforts to increase its military enrollment.

Coastline Community College
Military Enrollment Trends

Fall Headcount

- 5,927 (Fall 2006)
- 4,554 (Fall 2007)
- 4,143 (Fall 2008)
- 4,049 (Fall 2009)
- 4,196 (Fall 2010**)

Source: Coastline Community College Institutional Research. Fall 2010 figures to be updated March 2011
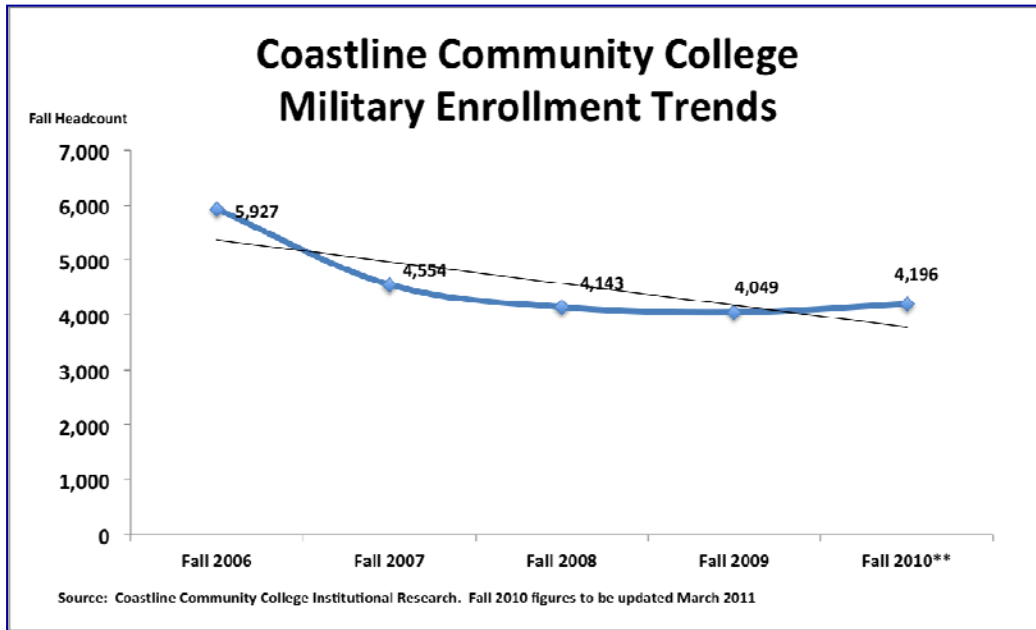
Table 4	
Military Enrollment Trends and Status Quo Forecast	
Fall Term	Headcount
2006	5,927
2007	4,554
2008	4,143
2009	4,049
2010	4,196
2011	3,384
2012	2,987
2013	2,590
2014	2,194
2015	1,797
2016	1,400
2017	1,004
2018	607
2019	210
2020	-187
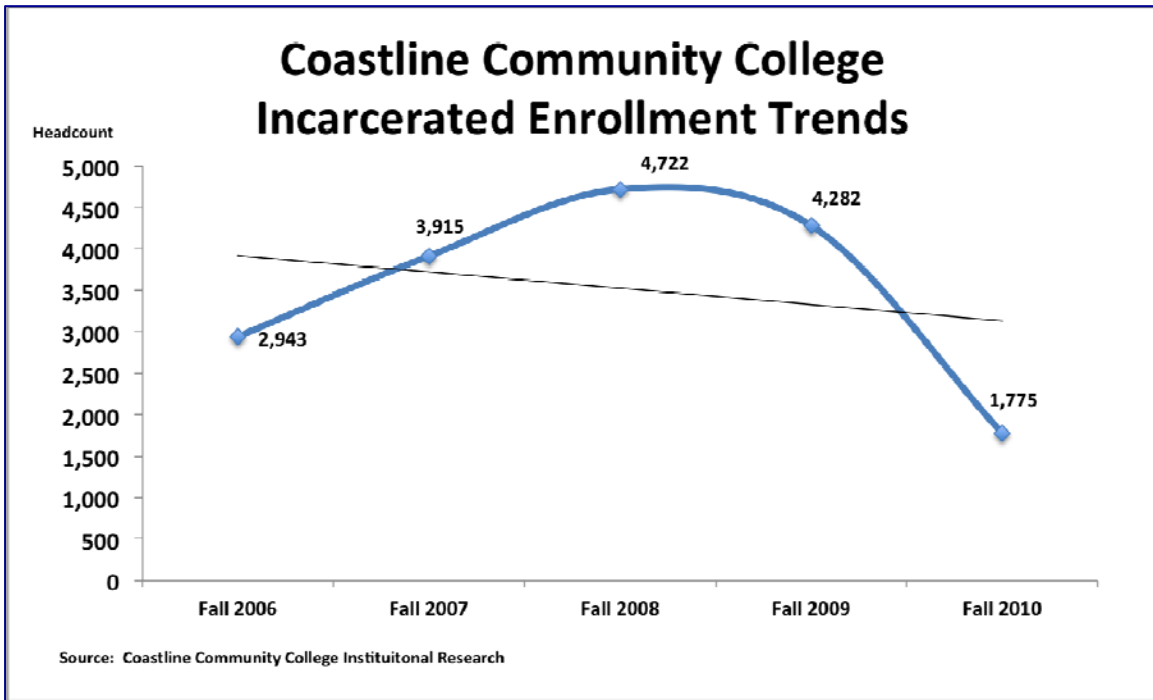
Coastline Community College
Incarcerated Enrollment Trends

Source: Coastline Community College Instituitonal Research

Incarcerated enrollments are influenced by resources available from the California Department of Rehabilitation and Corrections to pay for inmate's enrollment in higher education. These resources have been cut recently and the corresponding influence on incarcerated enrollments is depicted below (Figure 8 and Table 5).

Table 5 Incarcerated Enrollment Trends and Status Quo Forecast	
Fall Term	Headcount
2006	2,943
2007	3,915
2008	4,722
2009	4,282
2010	1,775
2011	*2,937*
2012	*2,740*
2013	*2,543*
2014	*2,346*
2015	*2,149*
2016	*1,952*
2017	*1,755*
2018	*1,558*
2019	*1,362*
2020	*1,165*

Enrollment Scenarios

The places from which Coastline Community College draws enrollment are unlike most other colleges. Enrollment at CCC comes from five main categories, some of which the college can influence directly and some only indirectly. Of these categories, incarcerated enrollments are the most difficult predict since funding for enrolling prisoners is subject to the resources available for education through the California Department of Corrections and Rehabilitation. The second most difficult source of enrollment to forecast is military programs where intense competition and changing federal regulations heavily influence how many locations and military personnel the college can serve. Distance learning enrollments are methodologically somewhat difficult to predict since, at least in theory, the college could draw students from around the world, given the right mix of programming, outreach, and student services support. The final two categories, face-to-face credit and noncredit enrollment are easier to predict since they are based on the current penetration rate by race and age range matched to official county population figures published by the California Department of Finance.

Status Quo Projections to 2020
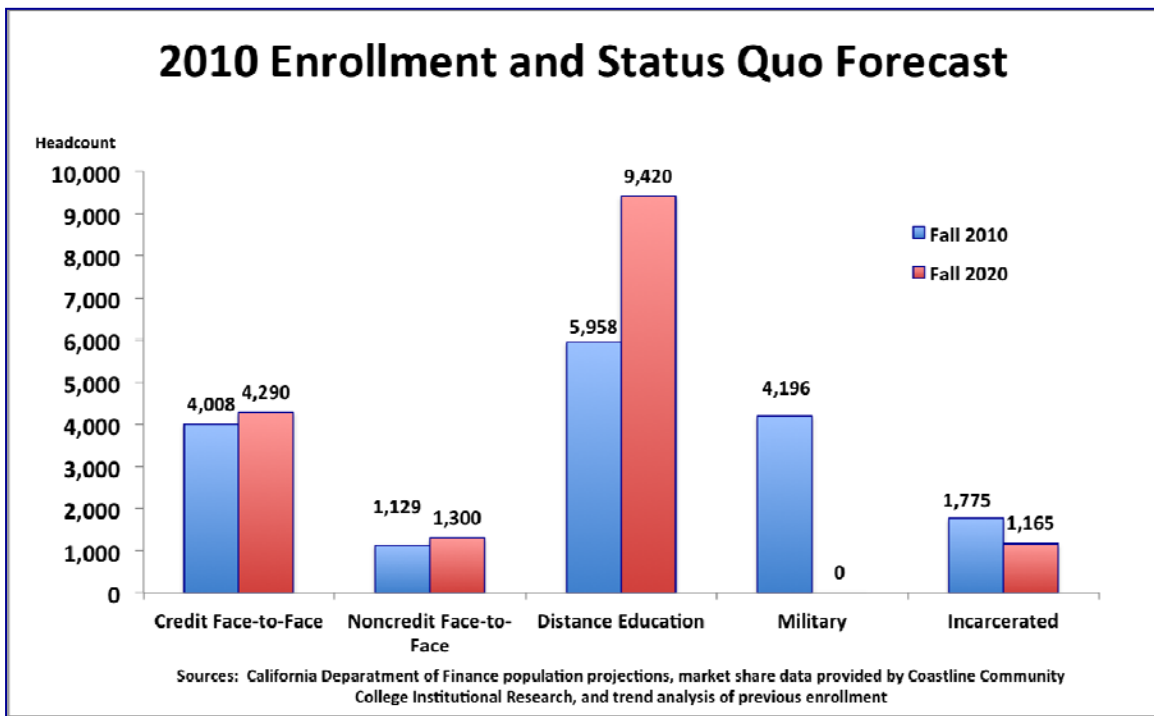
For puposes of illustration, we present enrollment simulations based on linear projections for distance learning, military, and incarcerated enrollments based on recent trends. We also use current market shares as a basis for developing scenarios for credit and noncredit programs. We term these baseline forecasts *status quo* because they suggest what *could* happen without any intervention by the College to change enrollment in these five categories. Namely, were Coastline not to pursue new program alignment with new and existing learners as well as negotiations with its partners in The California Department of

Corrections and Rehabilitation and in the Department of Defense, the likelihood of status quo projections would become evident. We emphasize that these are estimates based on current trends, current participation rates, and assumptions about the college's capability matched with the likely effect of external influences that can be controlled and those that cannot. For example, it is unlikely that Coastline's military programs will decrease to zero by 2020, but nevertheless that is one possibility given the increased competition by other colleges, chiefly for-profit colleges, in pursuing military contracts and the current status of military enrollment trends. Similarly, it is possible that incarcerated enrollment could decline as depicted above but the health of incarcerated enrollments depends on budgetary decisions made in Sacramento. The modest gains depicted for face-to-face enrollments are the result of very modest population gains in the counties served by Coastline as mentioned above.

Beyond Status Quo Projections

Scenarios for Face-to-Face Programs. Status quo projections provide a baseline for estimating future enrollments and for informed discussions about realities facing the College. They do not, however, account for the effect of enrollment management options that Coastline can implement. For example, the College may make a conscious effort to increase its enrollment of younger students (aged 15 to 24), a demographic that is often referred to as traditional-aged college students. It may also decide to target early and mid-career working adults (aged 24 to 44) or to recruit baby boomers (aged 55 and older). Table 6 depicts the effect of increasing market shares given the underlying demographics for Orange County (and to a lesser extent other counties from which Coastline draws students, chiefly Los Angles County) on overall enrollments to 2020.

Table 6 2020 Enrollment Scenarios for Face-to-Face Enrollments							
		10% Increase in 15 to 24 Year Olds		10% Increase in 25 to 44 Year Olds		10% Increase in 55+ Year Olds	
Type	Status Quo Projection	Number Gained	Effect on Status Quo Enrollment	Number Gained	Effect on Status Quo Enrollment	Number Gained	Effect on Status Quo Enrollment
Credit Face-to-Face	4,290	130	4,420	141	4,431	83	4,644
Noncredit Face-to-Face	1,300	15	1,315	30	1,315	58	1,358
TOTALS	5,590	145	5,772	171	5,907	141	6,048

The scenarios in Table 6 yield only modest gain in overall enrollments for each 10% increase in market share for each age range. This is because of accompanying decreases in two of these demographic groups in Orange County and California (the 15 to 24 and 25 to 44 year old segments) through 2020 as reported above (Figure 2). The exception is the 55+ demographic which is projected to grow by more than 40%. This group, however, will be the most difficult to attract to credit programs since they will largely be beyond the age in which they might pursue skill upgrading or credentials and instead might seek short-term learning experiences matching their current interests. Figure 9 depicts the cumulative effect of increasing these market segments through 2020.
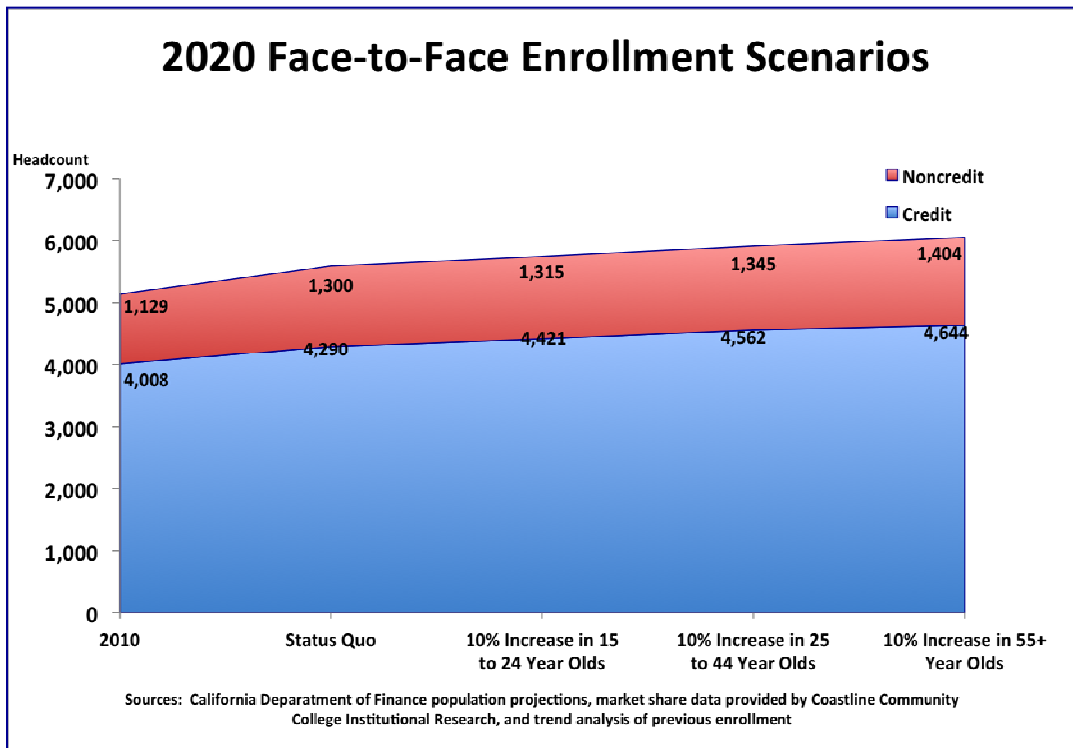
Scenarios for Distance learning, Military, and Incarcerated Enrollments. Table 7 depicts four scenarios for these programs, based on their enrollment in fall 2010. Several of these programs are trending downward (military and incarcerated) while, if present trends continue, distance learning is forecast to exceed the targets suggested below.

Table 7 2020 Enrollment Scenarios for Distance learning, Military, and Incarcerated Enrollments				
	10% Decrease Over 2010	10% Increase Over 2010	20% Increase Over 2010	30% Increase Over 2010
Distance learning	5,362	6,554	7,150	7,745
Military	3,776	4,616	5,035	5,455
Incarcerated	1,598	1,282	2,130	2,308
TOTAL	10,736	12,452	14,315	15,508

Summary

The composition of Coastline Community College's enrollment presents several challenges to traditional enrollment forecasting and scenario building. Less than one-third of the College's current enrollment occurs in traditional, face-to-face settings. Future growth in face-to-face enrollments will be constrained by decreases in the numbers of prospective younger students and early career working aged adults. Any college located in Orange County would be challenged by attempting to penetrate more deeply into these key market segments at a time when they are shrinking.

Fortunately, Coastline can draw from its experience in entrepreneurial education to offset these underlying demographics. There are challenges there as well, however, as funding mechanism for learners in prisons and in the military are determined by external entities. While Coastline can perhaps influence these external decisions, the current budget crisis in the state looms large. California's dire budget problems, for instance, are likely to erode funding for inmate education even further. As noted earlier, competition from other colleges and universities, a proportion of which consists of new for-profit providers, may also spell a continuing downward trend in military enrollments. The result of these externalities is that two large sources of enrollment for Coastline may not be as dependable as in previous years. Distance learning enrollments, on the other hand, show a sharp upward trend that yields a forecast of an additional 3,400 students by the year 2020. In fact, Voorhees Group LLC believes that a simple trend forecast does not do justice to the enrollment potential we have observed for distance learning and its future given that appropriate niches are identified and pursued.