

Self-Evaluation Addendum Report of Educational Quality and Institutional Effectiveness

in Support of

Reaffirmation of Accreditation

Submitted by:

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To:

Accreditation Commission for Community and Junior Colleges

Western Association of Schools and Colleges

The purpose of this addendum is to provide updates on major components of the college's work since the completion of the Self Evaluation Report and to provide additional information and evidence.

Standard I:

College Standards of Achievement (I.B.1-6, II.A.2)

The College continues to have dialog related to standards of student achievement referred to in the College Scorecard as benchmarks. Standards were agreed upon with additional measures established through our Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and approved via the appropriate governance structure. During the College's Spring 2013 kickoff meeting/workshop (known by staff as our All College Meeting), faculty, staff, and administrators, reviewed student achievement statistics and data. The primary sources of data during the meeting were the College Facts Sheet; our College Score Card with three-year historical data for each measure, including California Community College Accountability Reporting for the Community Colleges (ARCC) data and basic skills student progress reports for English, Math, and ESL. Employees, grouped into disciplines and departments, reviewed the information. Each group provided recommendations for establishing College standards for each measure on the College Scorecard. In addition, each group discussed their role in influencing measures on the Scorecard and actions the College should take to meet or exceed the standards. These data have regularly been reviewed at college-wide planning meetings as well as faculty and department planning meetings. However, the review and dialog during the Spring 2013 All College Meeting and subsequent PIEAC meetings formally established benchmarks.

The information and recommendations from the college-wide meeting were reviewed by PIEAC during the committee's February 6, 2013 meeting. After considerable discussion, PIEAC established formal standards of achievement that are now listed on our College Scorecard as benchmarks. In addition, PIEAC recommended additional measures for student and college achievement be added to the Scorecard. These new criteria include student success by delivery methods and basic skills student progression/persistence by discipline (English, Math, and ESL). However, the benchmarks have not yet been established. The College will continue the dialog related to the additional standards. As soon as additional benchmarks have been established and

vetted through appropriate governance groups, the benchmarks will be added to the College Scorecard.

We see the College Scorecard as an evolving document. Measures are grouped in categories that align with our Educational Master Plan goals. As we began the process of formally establishing College benchmarks, we focused on measures closely related to our student success goals. Benchmarks for the other measures on the College Scorecard will be established by the end of Spring 2013. In addition, the College will annually review and make adjustments to benchmarks as appropriate.

Evidence

- 01. PIEAC minutes, February 6, 2013
- 02. College Facts Sheet
- 03. College Scorecard
- 04. Basic Skills Progression/Persistence

District Wide Assessment, Evaluation, and Planning (I.B.2, I.B.3)

One of the key needs and priorities district-wide is to develop a robust infrastructure for data mining, analysis, and reporting in order to support informed evaluation, decision making, and planning in areas related to enrollment management, scheduling, course and program development, student success, resource allocation, room utilization, faculty loads, and accreditation.

In building this new infrastructure, goals have been to provide comprehensive, online, flexible, and fully accessible structures that include data for all three colleges, multi-year trends and give users the ability to build their own reports without the need for constant reliance on IT or research staff. The other important goal has been to reduce the duplication of effort across the three colleges and the district office whose staff were creating the same reports and analyses multiple times every year.

District-wide Annual Institutional Effectiveness Report 2011-12

A key factor in ensuring educational quality is conducting an ongoing assessment of the District's effectiveness. Assessment gauges past performance and identifies areas for future improvement and growth. The District Educational Services and Technology unit, in

collaboration with the college researchers, developed the first district-wide annual institutional report in November 2012. The report is divided into four major areas related to the District's and Coast Colleges' mission, goals, functions, and resources: 1) Student Learning, Achievement and Development; 2) Student Outreach and Responsiveness to the Community; 3) Faculty, Staff and Administrators/Managers; and 4) Fiscal Support.

The report is available online on the District Office web site at <http://www.cccd.edu/about/default.aspx>

Data Cubes

Rather than building static reports that have limited and fixed data elements, we have created data cubes. Data cubes provide the users with an array of dimensions (data elements) and measures from which the users can choose and build numerous variations of reports with as much or as little detail they want.

To date four interactive and comprehensive data cubes have been deployed: *Enrollment Productivity Cube* and three Program Review Cubes: *Program Review Student Access and Success*; *Program Review Degrees and Certificates Awarded*; and *Program Review Enrollment*. These cubes are accessible to all employees across the district through Luminis, our online portal, under the Coast Reports section. They are available from off-site and from on-site.

The data covers all three colleges and includes information on enrollments, student success in terms of course retention and successful course completion, degrees and certificates, student demographics, faculty loads, fill rates, FTES, WSCH/FTEF and other related measures starting with summer 2008 and continuing to the present. The data can be seen across multiple terms, years, courses, course sections, departments, divisions, subjects, colleges, in aggregated and detail format. Additional cubes are being built on student characteristics, employees, utilization of support services, budgets and accreditation requirements. These cubes mark an unprecedented level of accessibility to data and information across the district.

District Office Program Review

In order to enhance evaluation, planning, and budgeting, the District Office is in the process of developing and implementing program reviews for District Office units. In Spring 2013, the

program review components and process will be finalized for implementation in Fall 2013 to inform the budget development for 2014-15.

Standard II:

College Status Report on Student Learning Outcomes Implementation (1.B, II.A)

The College has completed the *College Status Report on Student Learning Outcomes (SLO) Implementation*. The report evidence demonstrates that SLOs are collected each semester; the faculty dialog about these outcomes regularly and results are used in the College planning and budgeting processes. The results of the dialog are communicated to the Planning Committee (PIEAC) via Institution Student Learning Outcomes (ISLO)/degree outcomes, Closing the Loop Surveys, annual program reviews, and via five-year program reviews. SLO results and analyses are included in the comprehensive program reviews, which occur every five years for all instructional and non-instructional programs. These results are used by programs to identify progress and problem areas, and to make changes to ensure student success. In addition, annual reviews provide updates of specific activities taking place to accomplish program objectives. These annual program plans also use Course Student Learning Outcomes (CSLO), Program Student Learning Outcomes (PSLO), and ISLO data in their planning. The PIEAC uses a Prioritization Allocation Rubric to provide prioritization of proposals, based on documentation of need from each department's annual review. Student progress toward achieving CSLO, PSLO, and ISLO is automatically collected in the Seaport Learning Management System (LMS).

Evidence

- 05. College Status Report on Student Learning Outcomes Implementation

Proposition 30 (II.A, III.D.1)

In November 2012, California voters passed Proposition 30. The proposition provides California with additional revenue through temporary tax increases. As a result, Coastline Community avoided additional reductions in operating revenue for fiscal year 2012-13 that were projected, had the proposition failed. After passage of Proposition 30, Coastline added 30 classes to the Spring 2013, providing over 3,000 additional seats for students. These additional classes and seats were scheduled in core general education areas to assist student in completing degrees and

certificates. Furthermore, the additional course offerings aligned with the 2012-13 Enrollment Management plan in support of our Mission.

District-wide Financial Aid Reorganization (I.B, II.B, IIIA, IV.A)

Since May 2012, District Office and College staff from Financial Aid, Admissions and Records, Fiscal Services, and Educational Services and Technology—through a Business Process Analysis for Financial Aid—started to identify processes and systems that need to be changed to improve service to our students and efficiency and effectiveness of our operations. Through a number of discovery and work sessions conducted throughout the period, facilitated and assisted by consultants from Strata Information Group, a number of significant changes and improvements have been implemented or are in the process of being implemented including:

- Standardization of policies, procedures, processes, timelines and communication with students
- Common web site for financial aid
- Consolidation of the financial aid software – PowerFaids - from three separate servers and installations at each of the colleges into one server at the District Office
- Implementation of the Students Accounts Receivables module in Banner for awarding and disbursement of financial aid starting with the 2013-14 financial aid year
- Implementation of ProEd Services and NetPartner’s student financial aid portal at all three colleges
- Document scanning and tracking, moving away from paper-based files and documents
- Elimination of obsolete and redundant technologies and unnecessary manual processes
- Automation of many and various processes previously done manually
- Revision of programming of interfaces between key systems used to support financial aid processes and functions
- Training of District Information Technology staff who are now charged with providing additional support for financial aid functions and processes
- Utilization of Greenwood & Hall for default prevention to maintain a low cohort default rate
- Financial Aid TV integration for online workshops and orientations (loans)

As a result of this work, the District as a whole was ready to shift towards a new structure for financial aid services.

Effective February 14, 2013 a core district-wide back office support team, located at the District Office, was established to provide back office support for financial aid at all three colleges and work closely with Educational Services and Technology and District Fiscal Services. The core district-wide back office support team was established to ensure more consistent, faster, and

efficient processing of financial aid, more timely resolution of technical issues by working more closely with District Fiscal and Information Technology staff and better use of our intellectual capabilities and human resources.

The core district-wide back office support team consists of nine individuals: six financial aid technicians (four from OCC, one from GWC, and one from CCC), two financial aid accounting/fiscal specialists (one from OCC and one from GWC), and one Director of Financial Aid (the OCC Director of Financial Aid). The Director of Financial Aid reports to the Vice Chancellor of Educational Services and Technology. The core team deals with back office functions and operations as they do in the current structure. However, rather than performing these tasks for students from only one college, team members work together and serve students district-wide. Back office functions and operations include, but are not limited to, Individual Student Information Record (ISIR) importing/processing/correction, need calculation, verification, auto-packaging/awarding and notification of awards, Satisfactory Academic Progress (SAP) calculation, processing for Pell Grants and Direct Loans.

The financial aid specialists, who provide direct face-to-face support to students and work with specific programs (such as Federal Work-Study, Cal Grants, and Chaffey Grants) continue to be located at each college reporting to a financial aid supervisor or director, the same as they did prior to the re-organization. The college financial aid supervisor or director reports to the respective college dean, same as did in the past. The new organizational structure is attached.

Evidence

- 06. District Financial Aid Organization Charts

Early College High School Partnership (II.A, III.D.1)

Coastline Community College and Newport-Mesa Unified School District (NMUSD) have been partners in the Early College High School (ECHS) program since 2005. The planning and initial implementation of the ECHS was partially funded through a grant from the Bill and Melinda Gates Foundation. However, the grant ended a few years ago and financial support for ECHS is no longer subsidized by the Bill and Melinda Gates Foundation. The original partnership between NMUSD and Coastline resulted in the ECHS being located at the Costa Mesa Center. Coastline provided college courses for the high school students to get a head start on their

college degree before graduating from high school. Having the ECHS on the College campus allowed high school students to be immersed in the College experience.

In Spring 2013, Coastline moved out of the leased facility in Costa Mesa and into our new facility in Newport Beach. The move allowed the College to significantly improve the overall learning environment and allowed for expansion of programs. However, NMUSD did not believe that the new facilities aligned with the classroom needs of their high school students. Therefore, NMUSD did not move ECHS to the Newport Beach Center. The High School remained at the Costa Mesa site owned by Newport Mesa Unified School District.

The College continues to be committed to the ECHS mission of providing high school students opportunities for accelerating college degree attainment. However, the desire of NMUSD to keep the high school and college courses at the Costa Mesa Center created some challenges related to California Education Code. For example, delays in negotiations with NMUSD resulting in not having enough time to advertise classes to the public 30 days prior to the start of the classes, as required by California Title V requirements. In addition, there were challenges related to fees for undocumented students, cost for textbooks, and other instructional materials usually paid by students. Therefore, for Spring 2013, Coastline agreed to offer classes at the Costa Mesa Center for the high school students through an educational contract. NMUSD pays the College for the cost of instruction (faculty), support services, and instructional materials at cost.

The current ECHS agreement is only for Spring 2013. The College and NMUSD are in negotiations for a possible long term agreement. However, NMUSD has also expressed interest in exploring other partners or options for offering college courses to ECHS students in the future. While Coastline remains committed to the ECHS program, NMUSD will have the final decision as to whether Coastline continues to provide college courses for their ECHS students.

Evidence

- 07. NMUSD ECHS Agreement

Standard III:

College Commitment to Maintaining Quality Faculty (III.A.2)

The College is committed to maintain appropriate levels of full-time faculty to support our mission and programs. As a result, the College is currently in the process of hiring five full-time faculty positions in the disciplines of Art, Business Computing/Computer Services Technology, Counseling, Accounting, and Special Programs. The hiring of these new full-time instructors should be completed by the June, 2013 and they would begin teaching full-time in fall 2013.

Consolidation of College Computing and Technology Support Services (1.B, III.A, III.C)

Coastline has a variety of technological expertise in the areas of computer support, information technology, web and application programming, and instructional design. However, the employees with varied technology expertise had previously been distributed throughout various departments in the College. To leverage the technological expertise in the College, as well as increase the efficiency and effectiveness we decided to reorganize all departments with computer and technology responsibilities into one location. As a result, the College created the Office of Learning and Information Technology (OLIT). This new office is located in a facility adjacent to the College Center. OLIT consolidates Computer Services staff, Coast Learning Systems employees, Instructional System Design teams, programmers, web designers, and technology staff into one organizational and physical office. This reorganization was completed to increase overall effectiveness of all technology support services. In January 2013, the College completed the reorganization.

Evidence

- 08. College Organization Chart

Newport Beach Center (III.B)

Coastline Community College is a distributed campus made up of three teaching/learning centers, an administration/teaching center, two comprehensive One-Stop Centers, a satellite One-Stop Center, and an office for OLIT. The College Center services as our administrative building and home to many of our student services offices such as Admissions & Records, Counseling, Financial Aid, Bookstore, Assessment Center, and Extended Opportunity Programs and Services

(EOPS). The College Center also houses our Distance Learning and Contract/Military departments. Our on-site classrooms are situated at our three centers located throughout our local service area. These centers are currently located in Garden Grove, Westminster, and Newport Beach. Prior to Spring 2013, the College operated a Center in Costa Mesa. The Costa Mesa Center was leased from NMUSD and housed programs and services such as Disabled Students Programs and Services, Special Education, Art, Paralegal Studies, Acquired Brain Injury, ECHS, and many general education classes. The facility did not provide an environment conducive to maximum learning. Remaining in the leased facility limited our ability to expand programs and services. In addition, the College was limited in the amount of capital improvements that we could or should provide to enhance the learning environment at the Costa Mesa Center.

In Spring 2013 we opened our Newport Beach Center which is owned by the College/District. All programs and services that had previously been scheduled in Costa Mesa (with the exception of ECHS) were moved to the new center in Newport Beach. Moving from the leased facility in Costa Mesa to the new center in Newport Beach dramatically improves the teaching and learning environment for students and faculty. In addition, the new facility has increased space for support services, such as a new student success center, veterans' resource center, additional science labs, student gathering spaces. Furthermore, our Associated Student Government Office has been relocated to the Newport Beach Center. Response from students, faculty, and staff about the move has been extremely positive.

Measure M (III.B, III.C)

Measure M, a general obligation bond was passed by California voters in the November 2012 general election. Measure M funds will be used to address severe State cuts. The Coast Community College District will issue \$698,000,000 in bonds at legal rates, with financial safeguards and audits. These funds will not be for salaries or pensions. Coastline Community College's share of the funds will be used to retire debts on current facilities owned by the College/District, upgrade IT infrastructure, and upgrade aging computer resources.

Standard IV:

Board Policies and Administrative Procedures (IV.B.1.b, 2007 Recommendation #8)

The District and the Board of Trustees have worked diligently to create and implement a new schedule for the revision of existing board policies and administrative procedures and creation of new ones, as appropriate. The new schedule and approach have been in effect since February 2012. Between January 2012 and February 2013, 48 board policies were revised or created, which represents 15% of the total number of current board policies (316 total).

In Spring 2012, the Board of Trustees approved and directed staff to work on re-aligning the board policies and administrative to conform to the chapter and numbering structure recommended by the Community College League of California (CCLC). The Vice Chancellor of Educational Services and Technology convened a working group with representation from the units of the District Office who have overall responsibility for each area to work on this re-alignment. This work is completed and the revised structure will be implemented in April 2013. During this review and re-alignment to conform to the CCLC recommended structure, overlapping board policies were identified which will be consolidated or eliminated, as appropriate, and those which are appropriate as an administrative procedure rather than as a board policy will be revised and brought to the Board of Trustees for review and approval or ratification, as appropriate. The deployment of the revised structure will be combined with the release of a new web site where the new chapter structure and renumbered board policies and administrative procedures will be posted under the Board of Trustees section of the district web site. The new web site will be available in April 2013 as well.

The development and implementation of Administrative Procedure 2410 Board Policies and Administrative Procedures in March 2012 has helped to greatly clarify the process and responsibilities for revision or creation of policies and procedures. AP 2410 has been followed consistently since its ratification and has ensured that those responsible and the District overall are on track with its established schedule which calls for reviewing and updating of all existing board policies and administrative procedures on a four year cycle.

Evidence

- 09. District Board Policy Calendar

**Delineation of Responsibilities and Duties (I.A.1-4, I.B.4 & 6, III. D.1, III.D.2.d, IV.A.1-5,
IV.B.1 .a-h, IV.B.2.a-e, IV.B.3.a-g)**

The Coast Community College District has finalized the District Functional Map.

Evidence

- 10. CCCD Functional Map
- 11. CCCD Organizational Charts