

Coast Community College District

District-wide Annual Institutional Effectiveness Report

2018-19



Institutional Effectiveness Annual Report

2018-19

Office of the Chancellor
Coast Community College District
1370 Adams Ave.
Costa Mesa, CA 92626
(714) 438-4600
www.cccd.edu

**COAST COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES**

The following citizens currently serve as members of the Coast Community College District Board of Trustees:

David A. Grant, President

Dr. Lorraine Prinsky, Vice President

Jim Moreno, Board Clerk

Jerry Patterson, Trustee

Mary K. Hornbuckle, Trustee

Spencer Finkbeiner, Student Trustee

Contents

FROM THE CHANCELLOR	6
EXECUTIVE SUMMARY/REPORT HIGHLIGHTS	7
STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY	8
FACULTY, STAFF AND ADMINISTRATORS/MANAGERS	8
CHAPTER I: STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT	10
Student Success Measures for Local Goal Setting	10
Background for Local Goal Setting Measures	10
Completion Indicators	11
Transfer Indicators	12
Unit Accumulation Indicator	13
Workforce Indicators	13
Successful Course Completion Rates	16
College-wide Successful Course Completion Rates	16
Successful Transfer Course Completion Rates	16
Successful Basic Skills Course Completion Rates	17
Successful Career Technical Education (CTE) Course Completion Rates	17
Successful Course Completion Rates by Modality	18
Students on Probation/Disqualification	19
Semester and Cumulative GPA of Full-Time Students	20
Fall to Spring Persistence Rates of First-Time, Full-Time Students	21
Degrees and Certificates Awarded	21
Annual Transfers to UC and CSU	22
Transfers to In-State Private and Out-of-State Four-year Institutions	23
Student Right-to-Know (SRTK) Act Completion and Transfer Rates	23
Actions in the Area of Student Learning, Achievement and Development	25
CHAPTER II: STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY	38
Annual Resident Full-Time Equivalent Students (FTES)	38
Student Headcounts	38
Credit Student Headcount	38
Full-Time Credit Student Headcount	39
First-Time Students from the District's Local High Schools	39

Online Student Headcount	40
Percentage of the District Adult Population Served by the Credit Program	41
Credit Gender Composition	42
Credit Student Age Composition	43
Students with Disabilities	44
Extended Opportunity Programs and Services (EOPS)	44
Economically Disadvantaged Students	45
Financial Aid Awards	46
International Students	46
Out-of-State State Students	47
Actions in the Area of Student Outreach and Responsiveness to the Community	48
CHAPTER III: FACULTY, STAFF AND ADMINISTRATORS/MANAGERS	57
Permanent Faculty, Staff and Administrators/Managers	57
Gender Composition of Permanent Faculty, Classified Staff and Administrators/Managers	58
Ethnic Composition of Permanent Faculty, Classified Staff and Administrators/Managers	59
Actions in the Area of Permanent Faculty, Classified Staff and Administrators/Managers	59
CHAPTER IV: FISCAL SUPPORT	61
State General Apportionment as a Percentage of Total Revenues	61
Restricted Revenues as a Percentage of Total Revenues (Unrestricted and Restricted)	61
Salaries and Fringe Benefits	62
Unrestricted General Fund: Salaries and Benefits	62
Unrestricted General Fund: Fixed Costs	63
State Cost of Living Adjustment (COLA) versus Consumer Price Index (CPI) Increases	64
Capital Outlay Expenditures	64
General Fund Balance as a Percentage of Total Unrestricted General Fund Expenses	65
Actions in the Area of Fiscal Support	66

FROM THE CHANCELLOR

Coast Community College District is dedicated to excellence in providing higher education. 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.

This document contains the District's assessment of institutional effectiveness. This ongoing evaluation reflects the commitment of many individuals within the District to examine our institutional strengths and identify areas for improvement. To that end, the report is divided into four major areas related to the District's and Coast Colleges' mission, goals, functions, and resources. These topic areas include: **Student Learning, Achievement and Development; Student Outreach and Responsiveness to the Community; Faculty, Staff and Administrators/Managers; and Fiscal Support.**

Recognition should go to the following for their efforts in completing the report: Dr. Andreea Serban, Vice Chancellor Educational Services and Technology; Steve Webster, Senior Research Analyst, District Office; Directors of Research, Planning and Institutional Effectiveness Dwayne Thompson, District Office; Dr. Sheri Sterner, Orange Coast College; Dr. Aeron Zentner, Coastline Community College; Dr. Kay Nguyen, Golden West College; and staff from various departments for their input into and support of the project.

The primary purposes of the Institutional Effectiveness Report are to guide the improvement of instructional and student services programs, and to support the development of initiatives designed to promote student success. The results from this evaluation assist us in achieving these fundamental purposes.

Dr. John Weispenning
Chancellor

EXECUTIVE SUMMARY/REPORT HIGHLIGHTS

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

In terms of overall successful course completion rates, between fall 2014 and fall 2018, Orange Coast maintained higher successful course completion rates than the statewide average in all five fall semesters at rates varying between 71% and 73%. Coastline is below the statewide average rate. Coastline's rates fluctuated between 64% and 68%. Golden West's rates fluctuated between 67% and 71%. The statewide average rates fluctuated between 69% and 71%. The successful completion rates in CTE courses have remained relatively steady over the last five fall semesters. Orange Coast's rates varied between 76% and 78%. Golden West's rates varied between 69% and 75%. Coastline's rates varied between 62% and 69%. Orange Coast was the only one of the three colleges above the statewide average rate. For all three colleges, success rates in online courses are consistently lower than in courses offered face-to-face.

The total number of degrees awarded district-wide increased significantly from 5,916 in 2017-18 to 11,580 in 2018-19.

- Orange Coast degrees awarded decreased slightly from 2,359 in 2017-18 to 2,323 in 2018-19.
- Golden West degrees increased dramatically from 1,401 in 2017-18 to 6,951 in 2018-19 due to the implementation of retro-active auto awarding of degrees in 2018-19: students who completed the degree requirements in the prior four years and were no longer enrolled were automatically awarded the degree in 2018-19.
- Coastline degrees increased from 1,261 in 2017-18 to 1,376 in 2018-19, while the Coastline Military increased from 906 in 2017-18 to 933 in 2018-19.

The number of certificates of achievement awarded, district-wide, has increased significantly over the last five years. Golden West's certificates jumped from 1,268 in 2017-18 to 3,316 in 2018-19 due to the implementation of the retro-active awarding of certificates. Coastline's and Orange Coast's number of certificates also increased from 2017-18 to 2018-19: Coastline from 439 to 538 and Orange Coast from 2,906 to 2,992.

Annual transfers to UC fluctuated:

- Orange Coast UC annual transfers increased from 405 in 2015-16 to 477 in 2018-19.
- Golden West UC annual transfers varied between a low of 98 in 2018-19 and a high of 136 in 2014-15.
- Coastline UC annual transfers varied between a low of 19 in 2014-15 and a high of 28 in 2018-19.

Annual transfers to CSU fluctuated:

- Orange Coast CSU annual transfers varied between a low of 1,316 in 2017-18 and a high of 1,474 in 2015-16.
- Golden West CSU annual transfers varied between a low of 732 in 2013-14 and a high of 843 in 2016-17, the highest level over the five-year period.
- Coastline CSU annual transfers varied between a low of 86 in 2013-14 and a high of 134 in 2018-19.

The number of students transferred to private in-state and out-of-state four-year colleges and universities has declined steadily and significantly from a high of 1,208 in 2014-15 to a low of 738 in 2017-18. In 2017-18, National University and West Coast University led the list of in-state private transfers. The top out-of-state transfer destinations were the Thunderbird School of Global Management and The University of Maryland – University College.

In 2018-19 there were 53 active grants within the district with a total value of close to \$34 million to expand and enhance instructional programs and support services for our students. These grants were in addition to categorical funds received through programs such as the Student Equity and Achievement Program and others.

STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

Similar to most community college districts located on the coastal area of California, Coast Colleges experienced a steady decline in enrollments since 2014-15. The Student-Centered Funding Formula went into effect in 2018-19, changing significantly the measures and methodology used for funding community colleges. Key changes included removing the stability mechanism, using a rolling three-year average for funding traditional resident credit FTES and the annual resident FTES for special admits (high school students), enhanced noncredit and regular noncredit. In addition, the formula splits the funding – 70% for the combination of resident FTES, 20% for students receiving specific types of federal and state financial aid, and 10% for student success in selected performance indicators. In 2018-19, the District reported 30,542 resident FTES, which included 1,604 optional credit resident FTES from summer 2019.

As a result of the work through the Adult Education Program, in 2018-19, for the first time, the District reported 329 enhanced noncredit FTES and expects to report 480 in 2019-20. In fall 2018, for the first time, the District established a district-wide dual enrollment/career access pathways partnership agreement with the Garden Grove Unified School District. Under this agreement, Coastline and Golden West have offered dual enrollment classes at high schools in the Garden Grove Unified School District. Orange Coast College has been in discussions with Garden Grove Unified School District to identify additional college-level classes to be offered at high schools. Golden West has continued offering dual enrollment classes at high schools in the Huntington Beach Union High School District. As a result of this work, in 2018-19, the District reported 188 Resident special-admit FTES. This number is expected to grow close to 300 in 2019-20.

Across the District, the fall credit unduplicated student headcount declined from a high of 43,612 in fall 2015 to a low of 42,808 in fall 2018. The Coastline Military student headcount increased from 1,719 in fall 2017 to 1,866 in fall 2018. District-wide, the number of full-time students (enrolled in 12 or more units) decreased from 14,594 in fall 2014 to 12,827 in fall 2018, the lowest level over the five-year period.

District-wide, the percentage of Hispanic students continued to increase at Coastline and Golden West while at Orange Coast dropped slightly in fall 2018. Orange Coast is the only college that increased in the percentage of Asian students in fall 2018. All three colleges are qualified as a federally designated Hispanic Serving Institution. Coastline is qualified as a federally designated Asian, Native American, Pacific Islander Serving Institution.

District-wide, the number of economically disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) increased from 35,477 in 2014-15 to 35,605 in 2018-19. The total dollar amount of financial aid awarded by each college has decreased approximately \$10 million from close to \$86 million awarded in 2014-15 to nearly \$76 million awarded in 2017-18. This decrease is reflective of the decrease in the number of students who applied and qualified for financial aid and parallels the decline in enrollments district-wide.

There are numerous district-wide and college specific efforts, initiatives and strategies under way to improve student success and serve our students and the community. A major focus has been enrollment management spanning increased efforts to maximize student enrollment and success.

FACULTY, STAFF AND ADMINISTRATORS/MANAGERS

Strong state budgets and a significant infusion of revenue from categorical funds and grants have contributed to an increase in hiring across all employee groups. District-wide, the number of permanent full-time faculty increased by

47 over the last five years from 416 in fall 2014 to 463 in fall 2018. The number of regular classified/confidential employees increased by 59 over the last five years from 705 in fall 2014 to 764 in fall 2018. The educational administrators and classified managers increased by 37 over the last five years from 127 in fall 2014 to 164 in fall 2018.

The most recent District-wide Strategic Plan 2018-21, approved by the Board in July 2018, included the goal of providing the appropriate number of full-time faculty needed by the colleges and established the commitment that the District will have at a minimum a number of full-time faculty of 2% above the state-defined faculty obligation number (FON) every fiscal year. This target was exceeded in 2017-18 and 2018-19.

FISCAL SUPPORT

The District ended FY 2018-19 with a fund balance of \$35.1 million, which represented 15.3% of unrestricted expenses. This is the lowest percentage over the last year and a significant decline compared to a high of 22.37% in 2015-16. The ability to maintain a prudent reserve has continued to provide cash flow stability for the District without external borrowing. Health and welfare benefit costs continue to rise and are being monitored. Additional funds were set aside to fund the future retiree benefits liability. A change in Board Policy 6200 approved in May 2017 requires a minimum 10% budgetary reserve.

For the past five years, unrestricted salaries, benefits and fixed costs have fluctuated between 86.8% and 91.07% of the total unrestricted general fund revenues, which makes it necessary for the District to rely on grants, categorical funds, reserves, or other funds to engage in new projects or initiatives, and maintain or upgrade the infrastructure. In 2018-19, unrestricted salaries, benefits and fixed costs represented 91.07% of the total unrestricted general fund revenues, the highest percentage over the last five years. Fixed costs of operation escalate each year adding pressure to the District's ability to balance its budget.

CHAPTER I: STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Student Success Measures for Local Goal Setting

Background for Local Goal Setting Measures

In July 2017, the State Chancellor's Office released Vision for Success: Strengthening the California Community Colleges to Meet California's Needs. Citing the economic and educational needs of California, this document established a vision for improvement, including specific goals and a set of commitments needed to reach those goals. The Vision for Success deliberately included just a handful of concrete student outcome goals in order to establish a message about what matters most and a focus for the system as a whole. The ultimate aim is to help students complete their educational goals—whether a degree, certificate, transfer, or obtaining a good job. The Vision for Success goals reflect this mission, as well as the need, to serve the State of California efficiently and equitably.

The goals of the Vision for Success are summarized as follows:

GOAL 1: Completion

System wide, increase by at least 20 percent the number of students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.

GOAL 2: Transfer

System wide, increase by 35 percent the number of students transferring annually to a UC or CSU by 2021-22.

GOAL 3: Unit Accumulation

System wide, decrease the number of units accumulated by students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.

GOAL 4: Workforce

System wide, increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

GOAL 5: Equity

System wide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% by 2021-22 and fully closing those achievement gaps by 2026-27.

In July 2018, the Governor and the Legislature established a new funding formula for the community colleges known as the Student-Centered Funding Formula (SCFF) [AB 1809, Chapter 33, Statutes of 2018]. That legislation also sought to more strongly link financial planning with broader educational planning. Specifically, it established that community college districts must take certain actions, including the adoption of college-level performance goals that:

- 1) Are aligned with the system wide goals in the Vision for Success,
- 2) Are measurable numerically, and
- 3) Specify the timeline for improvement.

Additionally, the law specified that local community college boards of trustees must:

- 1) Adopt the goals at a board meeting,

- 2) Include in that meeting's agenda an explanation of how the goals are consistent and aligned with the system wide goals, and
- 3) Provide the written agenda item and summary of action to the Chancellor's Office.

Finally, the law requires that each local board:

- 1) Align its comprehensive plan to its local goals and
- 2) Align its budget with the comprehensive plan.

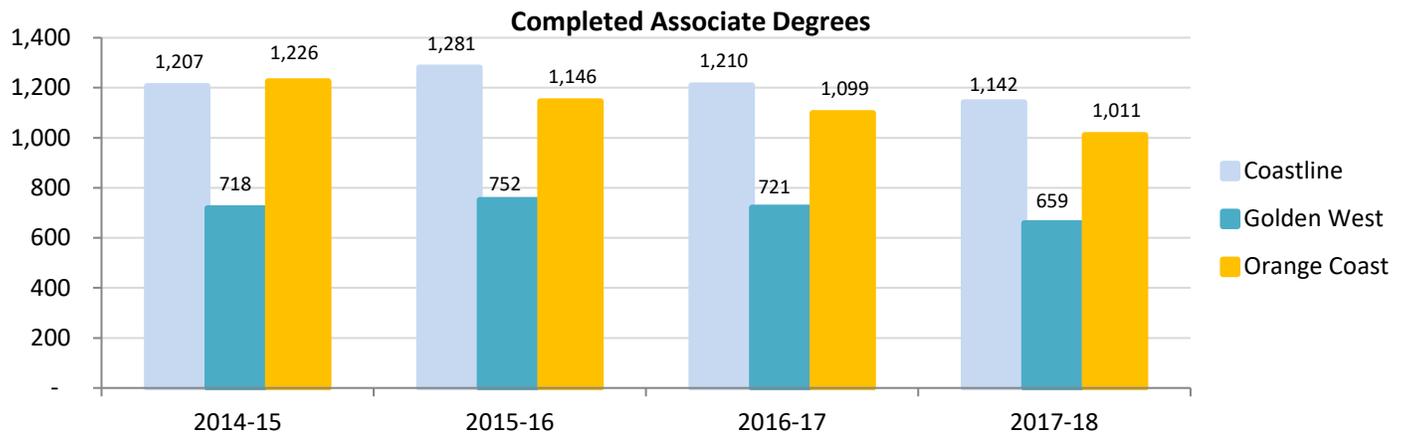
Note: The following Student Success Metrics come from the Cal-PASS Plus Launch Board.

(<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>). The metrics included below reflect the data available on the Launch Board as of the time of this report. According to the Launch Board documentation, it was last updated from the Chancellor's Office Management Information System (MIS) on 01/04/2019. Thus, this information is not the most recent information available. Subsequent sections of the report provide information through 2018-19 for most of these metrics and other locally developed, relevant metrics.

Completion Indicators

Completed Associate Degrees

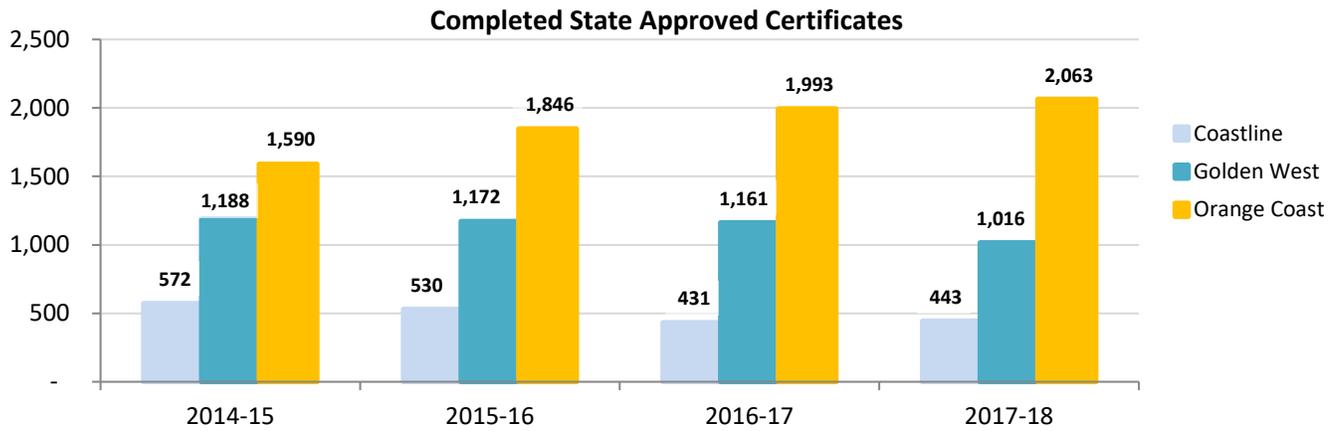
The number of students receiving Associate of Arts or Associate of Science (AA/AS) Degrees declined at Coastline (excluding Military/Contact Education) from 1,207 to 1,142, at Golden West from 718 to 659, and at Orange Coast from 1,226 to 1,011. One likely driver for the decline in AA/AS degrees is the significant increase in the number of students receiving the Transfer AA/AS, instead. See Completed ADT Degrees below under 'Transfer Indicators'. In addition, the decline in enrollments district-wide contributed to the decline in AA/AS Degrees as well.



Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
from Chancellor's Office Management Information System

Completed State Approved Certificates

The number of students receiving Certificates of Achievement increased at ORANGE COAST but declined for Coastline and Golden West over the four-year period. Coastline (excluding Military/Contract Education) declined from 572 to 443, Golden West declined from 1,188 to 1,016, and Orange Coast increased from 1,590 to 2,063.

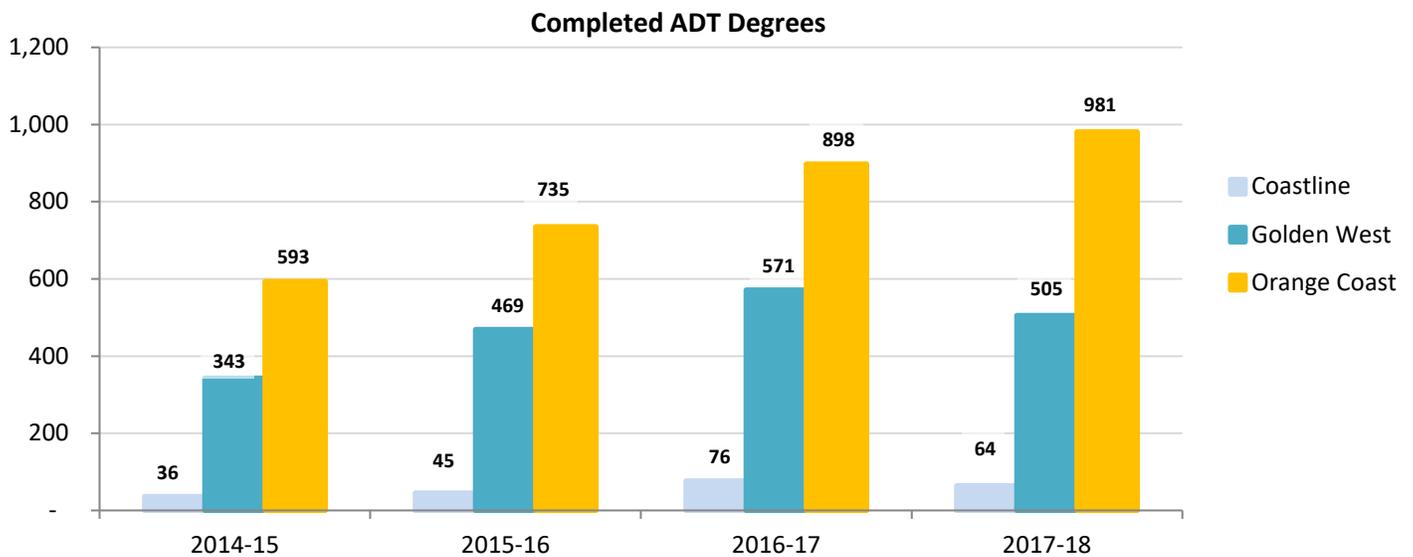


Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
from Chancellor's Office Management Information System

Transfer Indicators

Completed Associate Degrees for Transfer (ADTs)

The number of students receiving ADTs has grown significantly across all Colleges. Coastline's (excluding Military/Contract Education) numbers have nearly doubled from 36 to 64. The numbers for Golden West and Orange Coast increased significantly - 343 to 505 and 593 to 981, respectively.

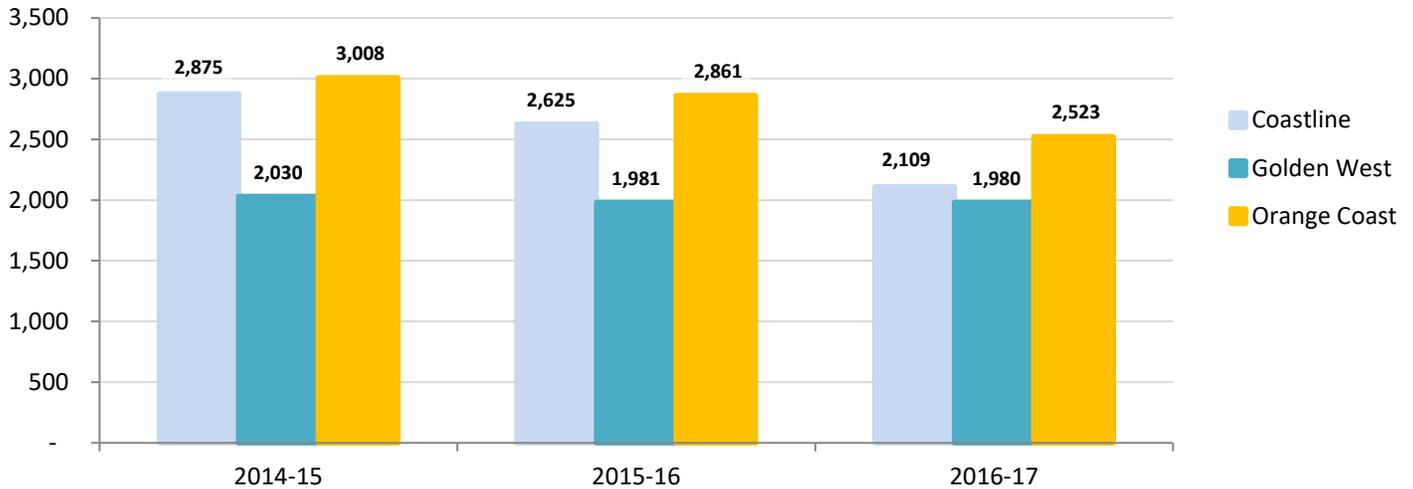


Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
from Chancellor's Office Management Information System

Transfers to a Four-Year College or University

The number of students who transferred to a UC/CSU, In-State Private, or Out-of-State four-year college or university from a Coast College declined for all Coast Colleges between the 2014-15 and 2016-17. Coastline declined from 2,875 to 2,109, Golden West from 2,030 to 1,980, and Orange Coast from 3,008 to 2,523.

Transfers



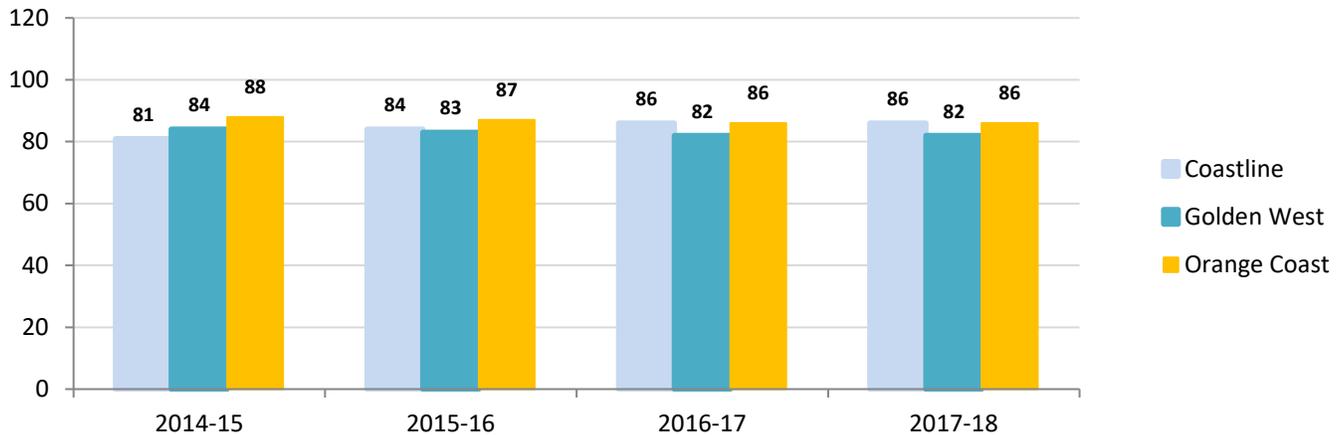
Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx> from Chancellor's Office Management Information System matched with National Student Clearinghouse

Unit Accumulation Indicator

Average Units Earned Per Completed Associate Degree

Coastline average units earned increased from 81 to 86, Golden West declined from 84 to 82, and Orange Coast declined from 88 to 86. A decrease is a positive outcome for students in terms of time to completion but this decline also impacts the number of enrollments and FTES generated.

Average Units Earned Per Completed Associate Degree



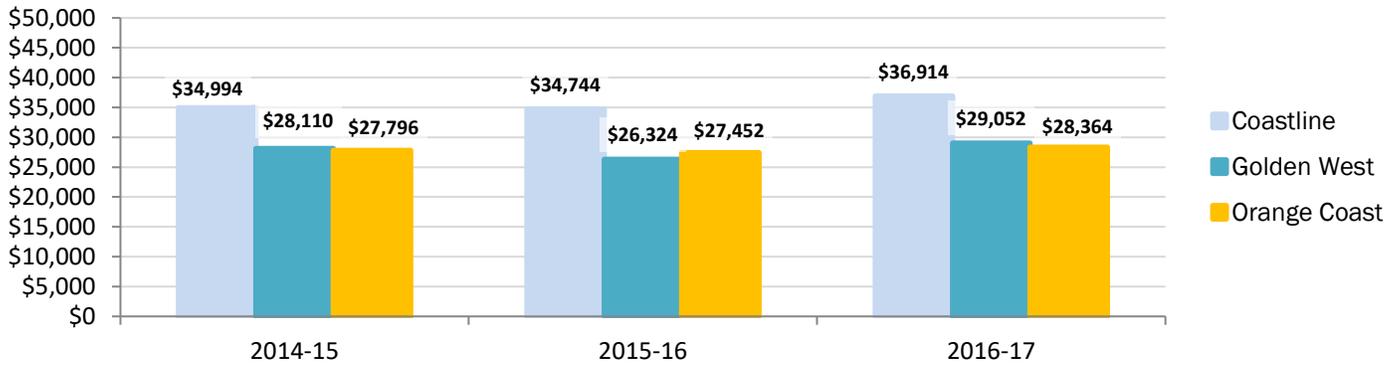
Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx> from Chancellor's Office Management Information System

Workforce Indicators

Median Annual Earnings of Exiting Students

Median annual earnings increased for Coast District students in the two most recent cohort years (Coastline up \$2,170 from \$34,744 to \$36,914, Golden West up \$2,728 from \$26,324 to \$29,052, Orange Coast up \$912 from \$27,452 to \$28,364). However, this measure is undergoing a change in methodology. New baselines will be presented once the State Chancellor's Office publishes the new figures and methodology.

Median Annual Earnings of Exiting Students

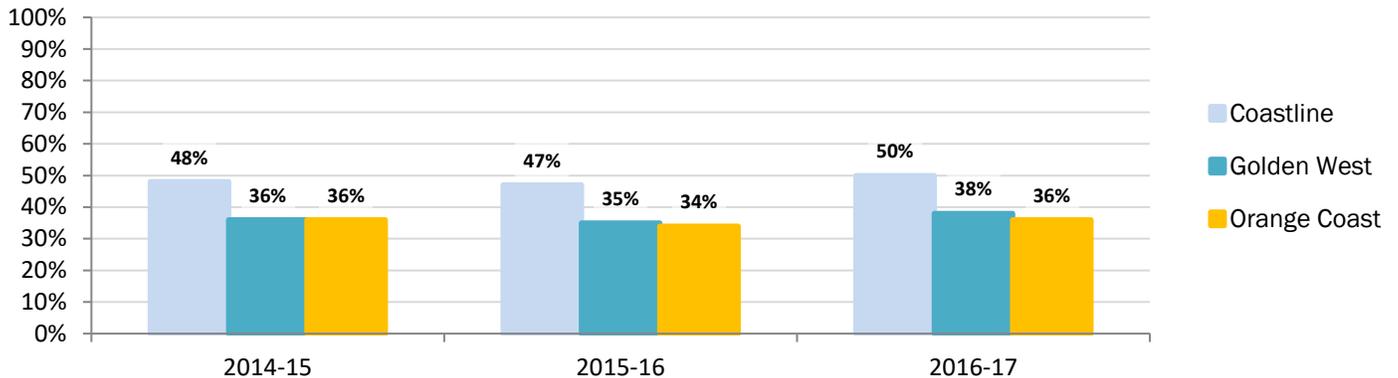


Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
 From Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

Proportion of Exiting Students Earning a Living Wage

The proportion of students exiting and earning a living wage increased between the last two reported cohort groups for all three Colleges: Coastline rose at 50%, Golden West moved from 35% to 38%, and Orange Coast from 34% to 36%. This measure, however, is undergoing a change in methodology from the State Chancellor's Office. New baseline numbers will be published once completed by the State Chancellor's Office.

Number of Exiting Students Earning a Living Wage

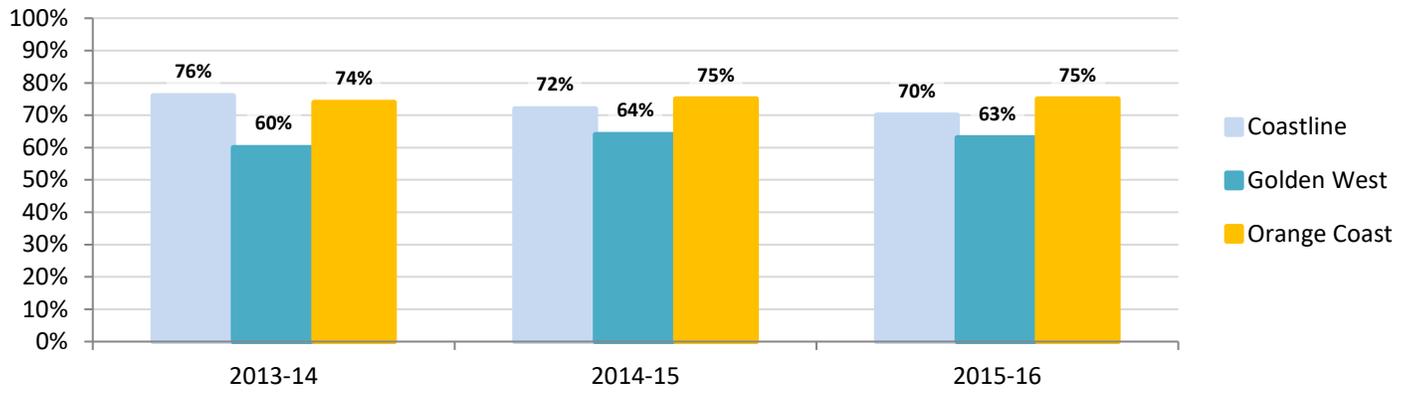


Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
 from Chancellor's Office Management Information System Employment Development Department Unemployment Insurance Dataset National Student Clearinghouse CSU/UC Match.

Percent of Exiting CTE students who report being employed in their field of study

The percent of CTE students exiting and reporting being employed in their field of study declined between the three reported cohort groups for Coastline but increased for Golden West and Orange Coast: Coastline from 76% to 70%, Golden West from 60% to 63%, and Orange Coast from 74% to 75%.

Percent of Exiting CTE students who report being employed in their field of study



Source: Cal-PASS Plus Launchboard <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Match

Technical Information Regarding the Student Success Metrics:

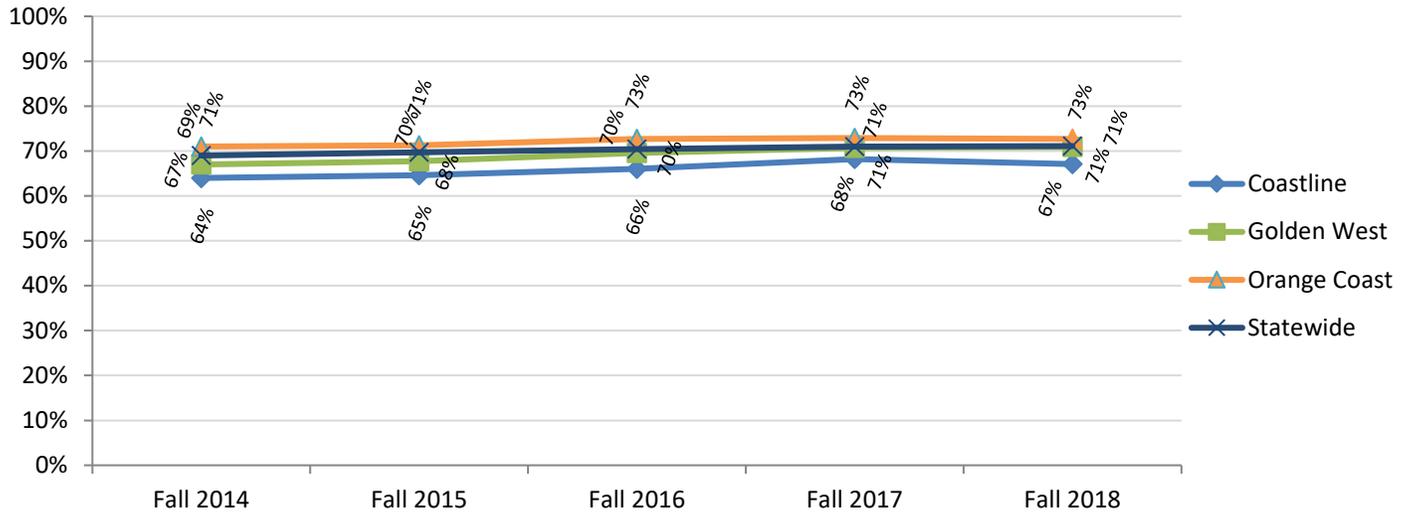
<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics-DED?metric=701SW>

Successful Course Completion Rates

College-wide Successful Course Completion Rates

The college-wide successful course completion rate - the percentage of students receiving a final grade of A, B, C, P, I, IP - has remained relatively steady over the past five fall semesters. Orange Coast maintained higher successful course completion rates than the statewide average in all five fall semesters at rates varying between 71% and 73%. Coastline is below the statewide average rate. Coastline's rates fluctuated between 64% and 68%. Golden West's rates fluctuated between 67% and 71%. The statewide average rates fluctuated between 69% and 71%.

Fall Successful Course Completion Rates

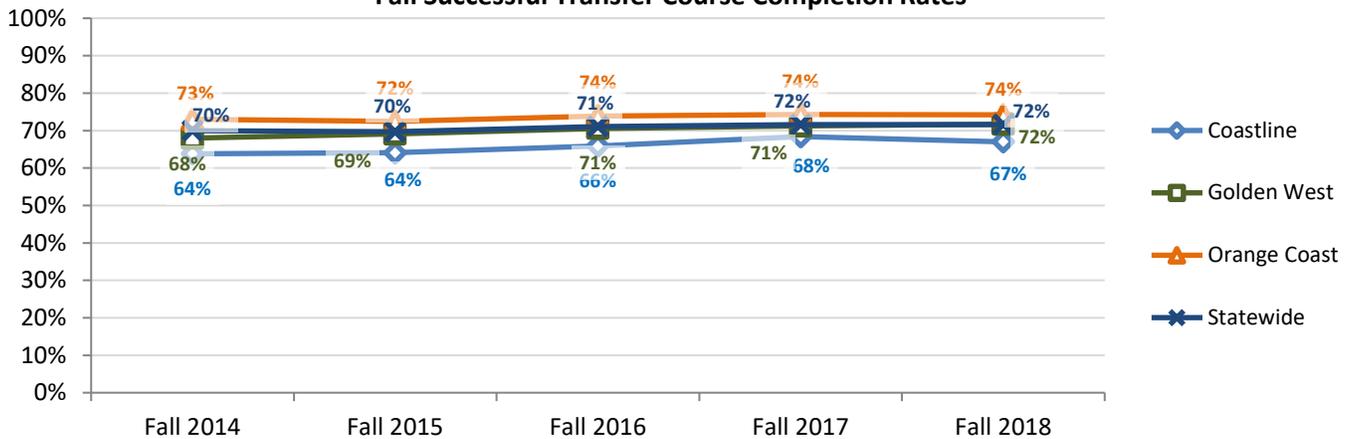


Source: CCCC Data Mart
http://datamart.cccc.edu/Outcomes/Course_Ret_Success.aspx

Successful Transfer Course Completion Rates

Over the past five fall semesters, statewide completion rates in transfer courses averaged 71% with a range between 70% and 72%. Coastline's rate is just below the statewide average rates in fall 2018. Orange Coast has had the highest success rates in transfer courses reaching a high of 74% in fall 2016 through fall 2018. Golden West and Coastline are averaging 70% and 66% completion rates in transfer courses, respectively.

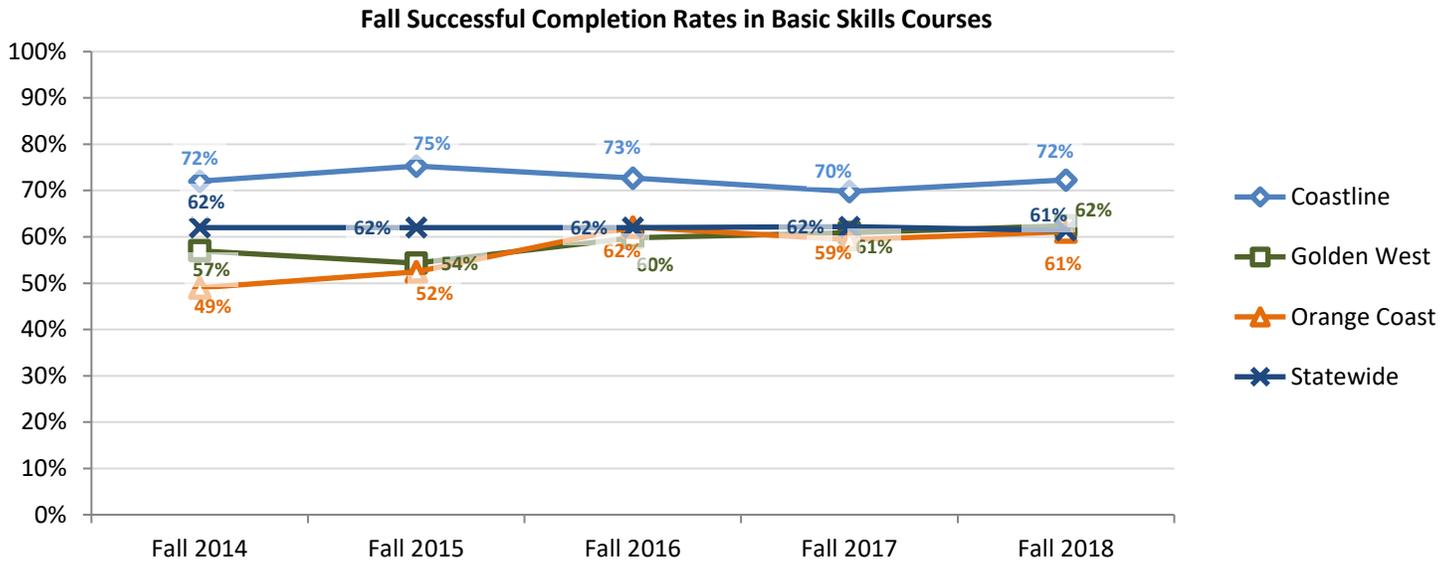
Fall Successful Transfer Course Completion Rates



Source: CCCC Data Mart
http://datamart.cccc.edu/Outcomes/Course_Ret_Success.aspx

Successful Basic Skills Course Completion Rates

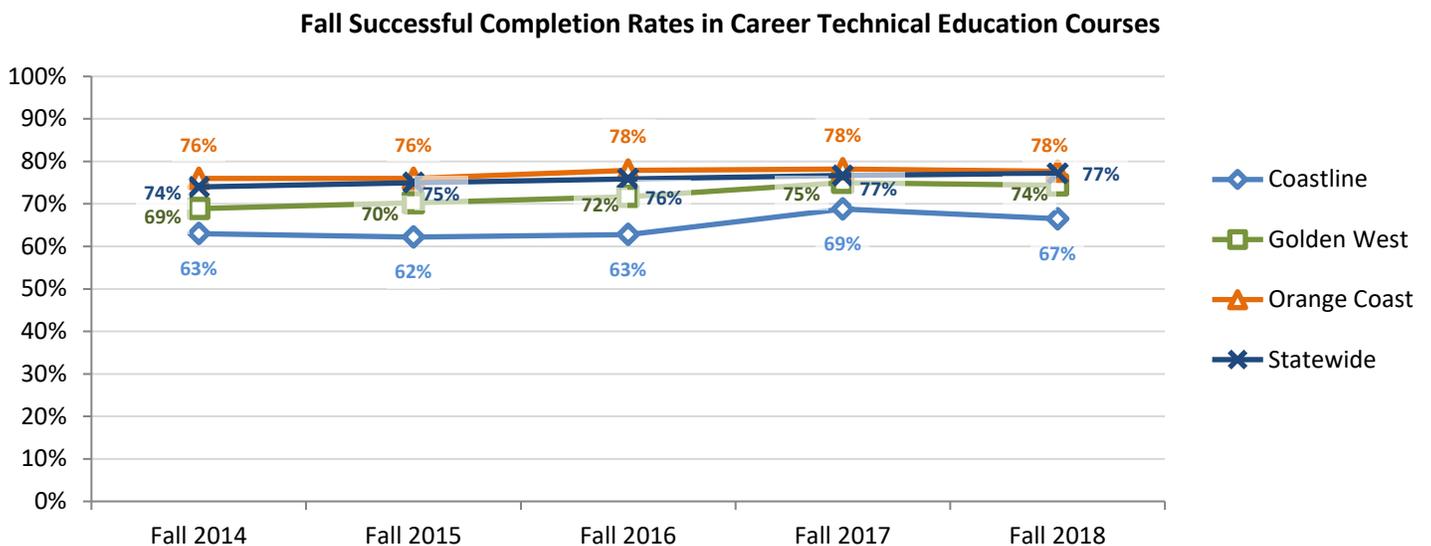
Coastline’s basic skills course completion rates fluctuated between 72% and 75% and continue to be above the statewide average rates. Golden West has fluctuated from a low of 54% in fall 2015 to a high of 62% in fall 2018. Orange Coast’s rates varied between 49 % and 61% over the five fall semesters. With the implementation of AB 704 in fall 2019, the credit basic skills section offerings have decreased significantly and successful course completion in these credit courses will no longer be an area of focus.



Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Successful Career Technical Education (CTE) Course Completion Rates

The successful completion rates in CTE courses have remained relatively steady over the last five fall semesters. Orange Coast’s rates varied between 76% and 78%. Golden West’s rates varied between 69% and 75%. Coastline’s rates varied between 62% and 69%. Orange Coast was the only one of the three colleges above the statewide average rate.

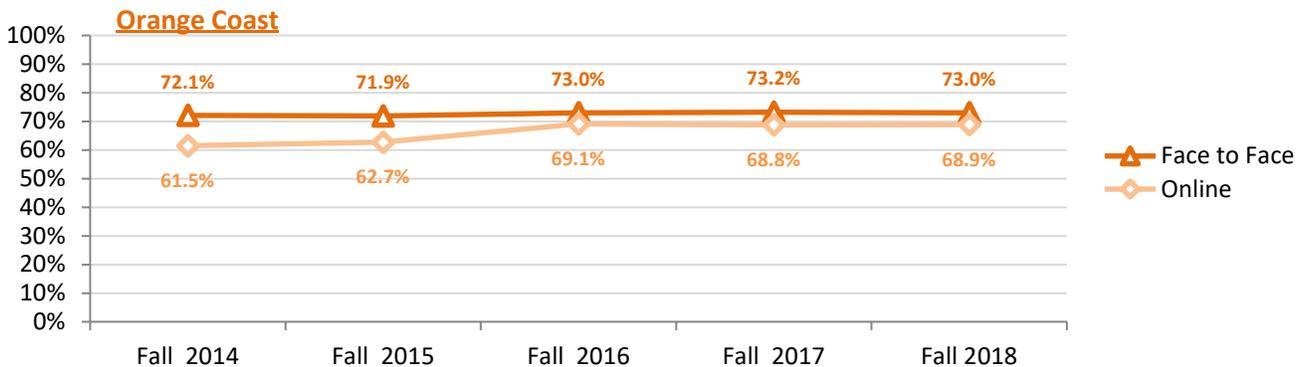
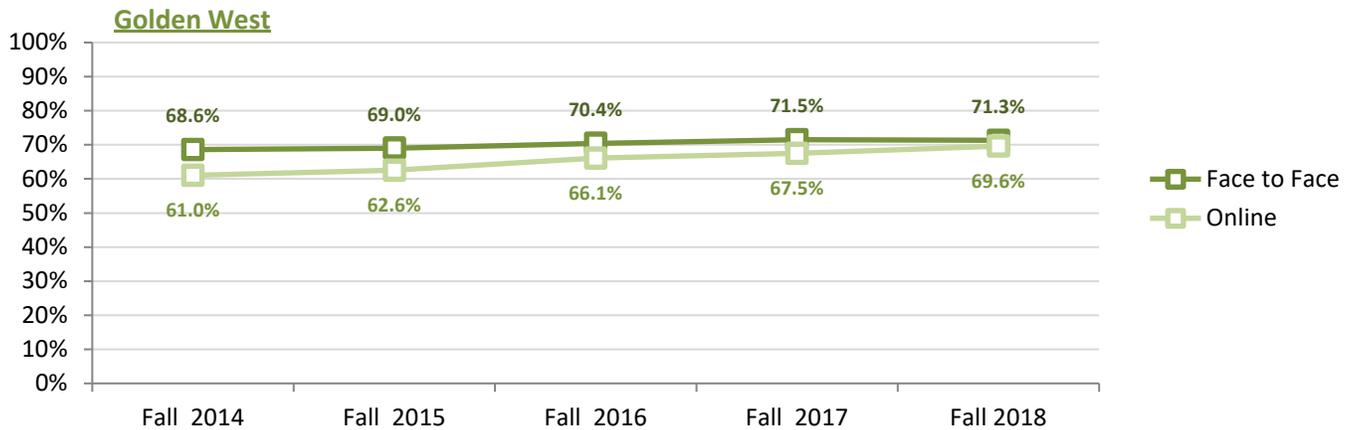
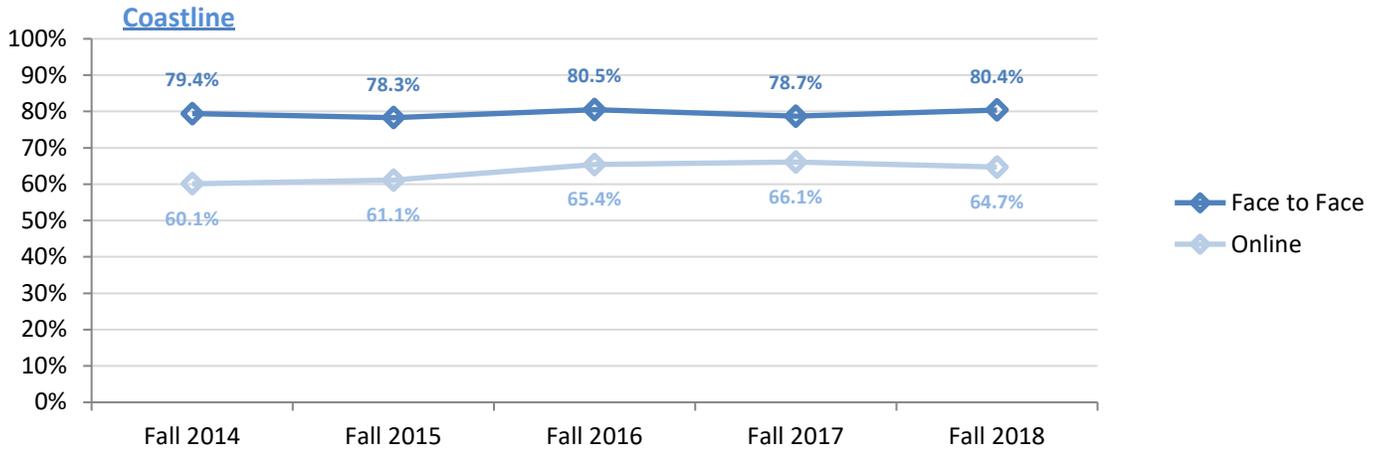


Source: CCCC Data Mart, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Successful Course Completion Rates by Modality

The Colleges are committed to providing instruction in alternative delivery modes to meet the diverse educational needs of students. For all three colleges however, success rates in online courses are consistently lower than in courses offered face-to-face. For Coastline, the differences between success rates by modality varied between 13% and 19%. For Golden West, the difference in course success rates between delivery modalities varied between 2% and 8%. For Orange Coast, the difference varied between 4% and 9%.

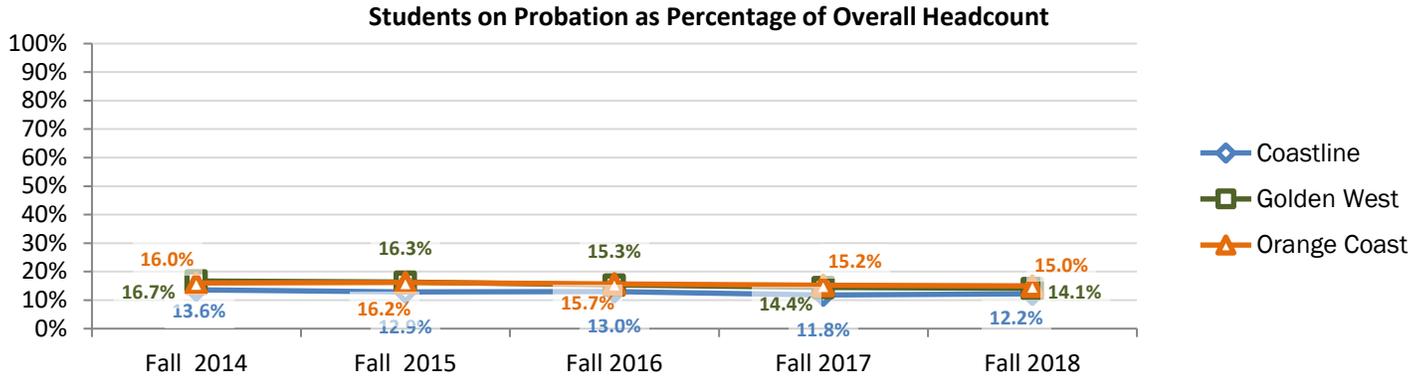
Successful Course Completion Rates by Modality



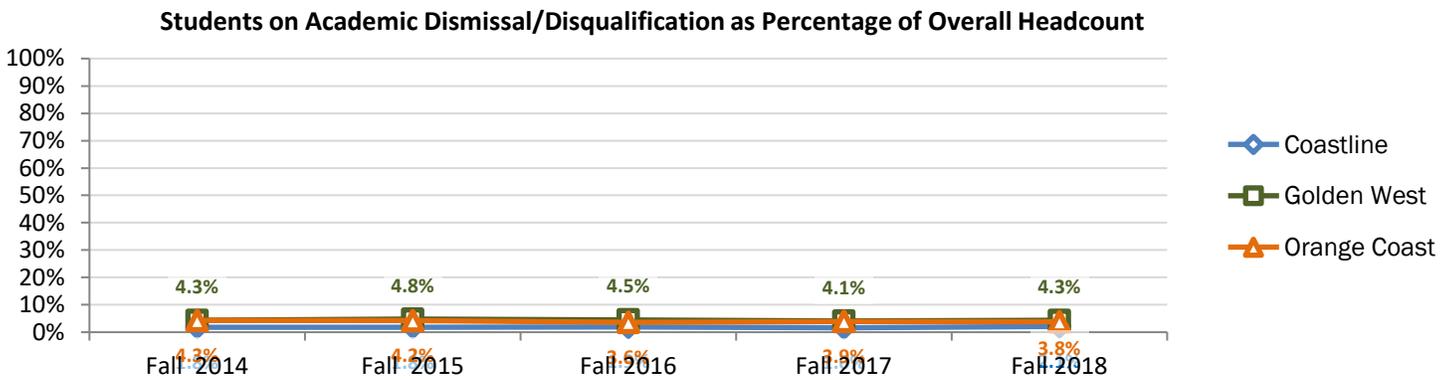
Source: CCCC Data Mart, http://datamart.cccc.edu/Outcomes/Course_Ret_Success.aspx

Students on Probation/Disqualification

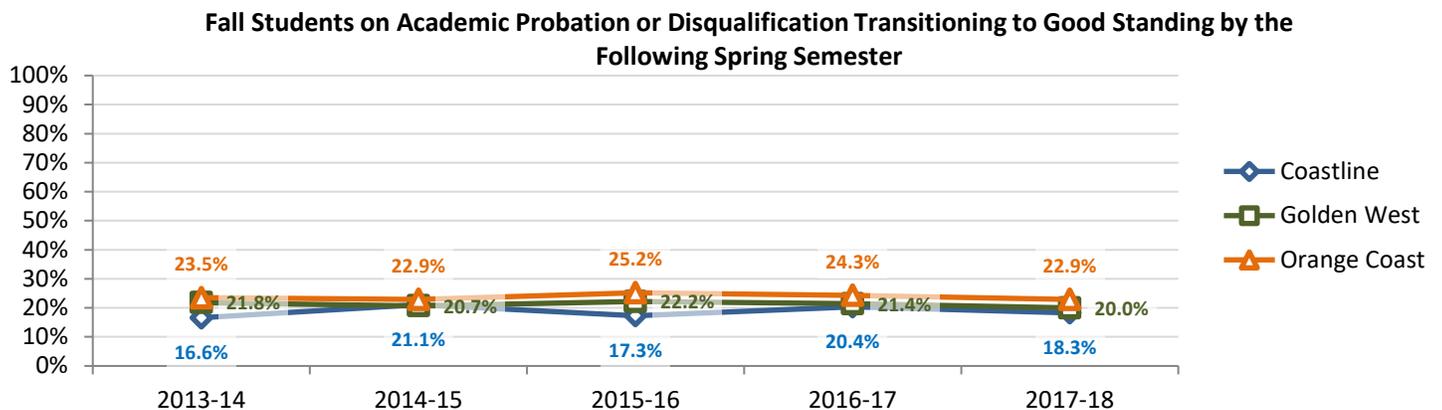
The percentage of students who ended the term on academic or progress probation decreased for all colleges in fall 2018 with the exception of Coastline. Golden West's probation rate has decreased steadily since fall 2014. Orange Coast's probation rate has decreased steadily since fall 2015.



For Orange Coast, the percentage of students who ended the term on academic dismissal/disqualification (DQ) decreased slightly to 3.8% in fall 2018 from 3.9% in fall 2017. Golden West's DQ rate increased from 4.1% in fall 2017 to 4.3% in fall 2018. Coastline's rate is the lowest of the three colleges but increased from 1.6% in fall 2017 to 2.1% in fall 2018.



All three colleges showed slight decreases in the rates of transitioning to good standing from fall to the next spring semester from 2016-17 to 2017-18.

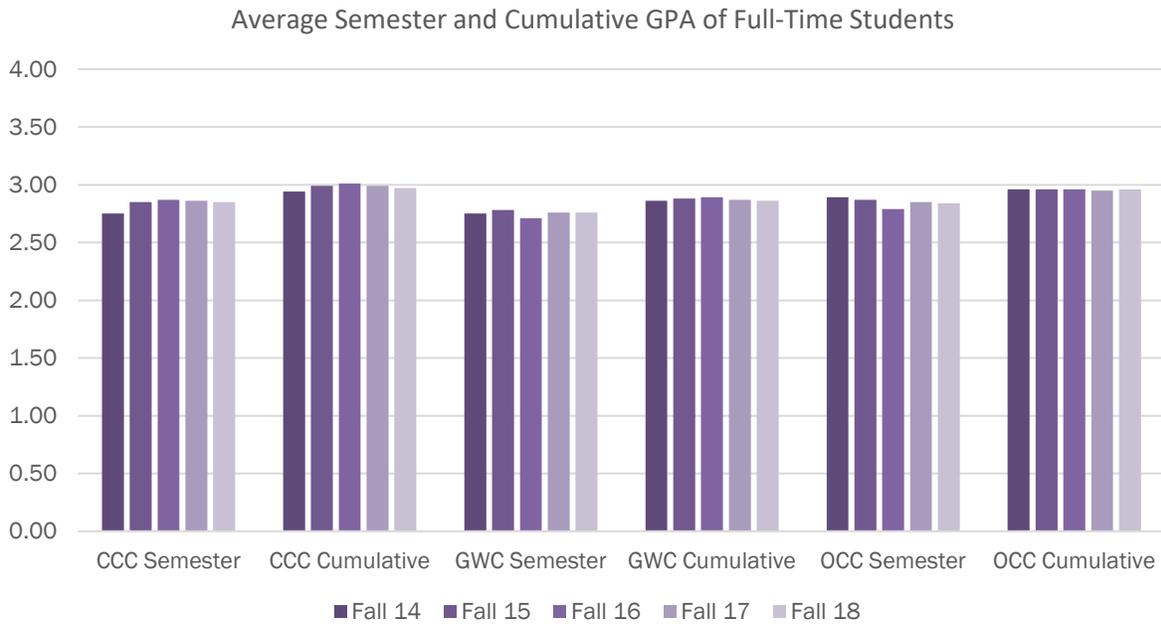


Source: Banner Student Information System

Semester and Cumulative GPA of Full-Time Students

The average semester and cumulative GPA of full-time students remained pretty steady for all three colleges from fall 2017 to fall 2018.

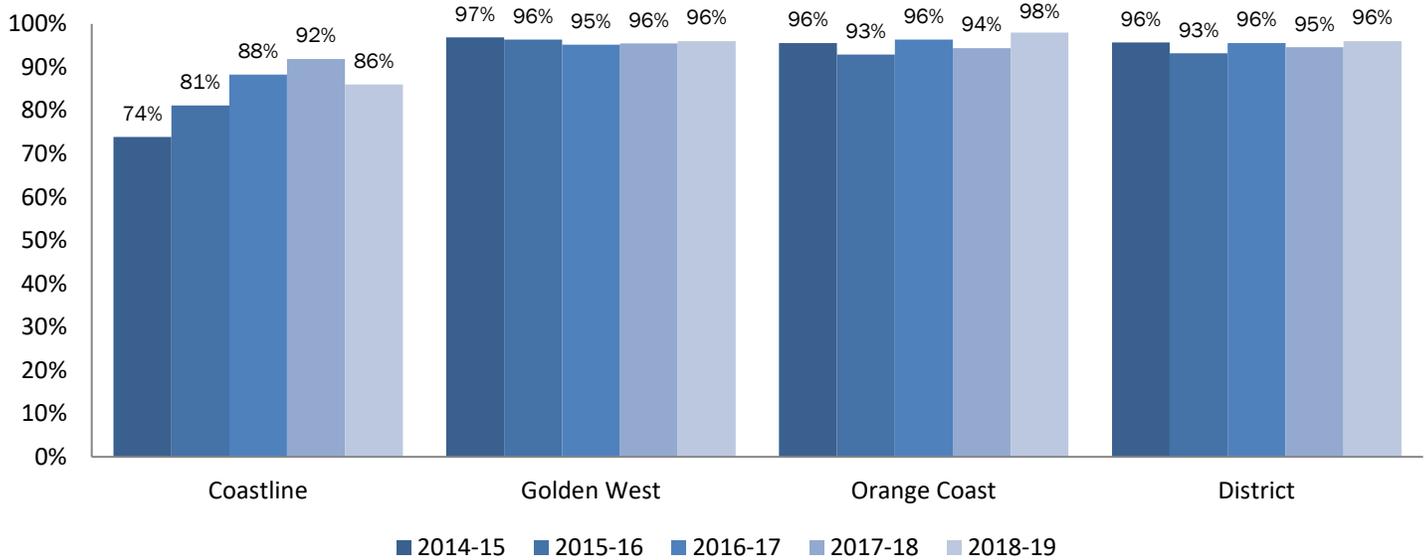
Average Semester and Cumulative GPA of Full-Time Students					
GPA	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18
Coastline					
Semester	2.76	2.87	2.87	2.86	2.85
Cumulative	2.94	2.90	3.01	2.99	2.97
Golden West					
Semester	2.76	2.81	2.82	2.76	2.76
Cumulative	2.86	2.88	2.89	2.87	2.86
Orange Coast					
Semester	2.89	2.89	2.87	2.85	2.84
Cumulative	2.96	2.96	2.96	2.95	2.96



Source: Banner Student Information System

Fall to Spring Persistence Rates of First-Time, Full-Time Students

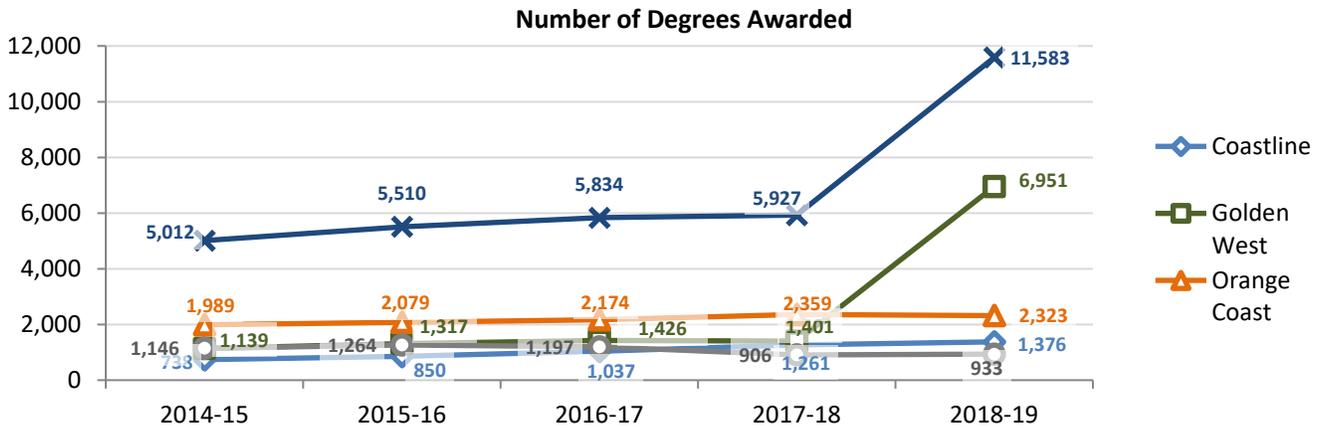
District-wide, the fall to spring persistence rates of first-time, full-time students increased to a high of 96% in 2014-15, 2016-17 and 2018-19. The fall to spring rate declined slightly in 2015-16 to 93% and in 2017-18 to 95%.



Source: Banner Student Information System

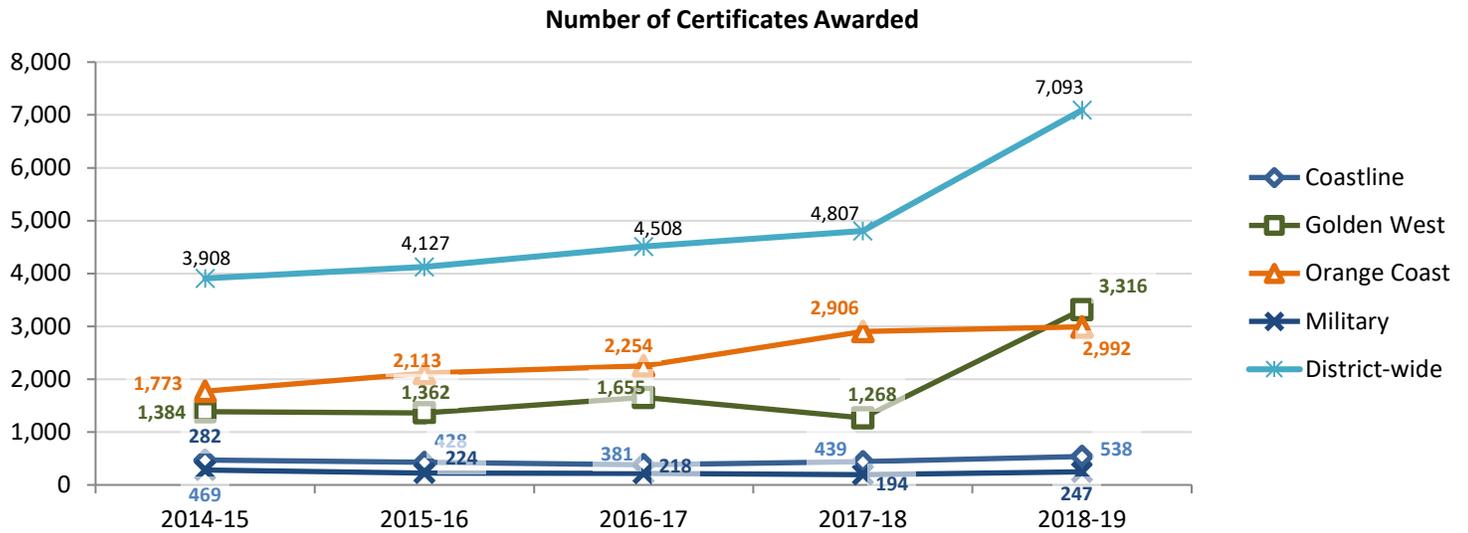
Degrees and Certificates Awarded

- The total number of degrees awarded district-wide increased significantly from 5,916 in 2017-18 to 11,580 in 2018-19.
 - Orange Coast degrees awarded decreased slightly from 2,359 in 2017-18 to 2,323 in 2018-19.
 - Golden West degrees increased dramatically from 1,401 in 2017-18 to 6,951 in 2018-19 due to the implementation of retro-active auto awarding of degrees in 2018-19: students who completed the degree requirements in the prior four years and were no longer enrolled were automatically awarded the degree in 2018-19.
 - Coastline degrees increased from 1,261 in 2017-18 to 1,376 in 2018-19, while the Coastline Military increased from 906 in 2017-18 to 933 in 2018-19.



Source: Program Review Degrees & Certificates Awarded Cube

The number of certificates of achievement awarded, district-wide, has increased significantly over the last five years. Golden West's certificates jumped from 1,268 in 2017-18 to 3,316 in 2018-19 due to the implementation of the retro-active awarding of certificates. Coastline's and Orange Coast's number of certificates also increased from 2017-18 to 2018-19.

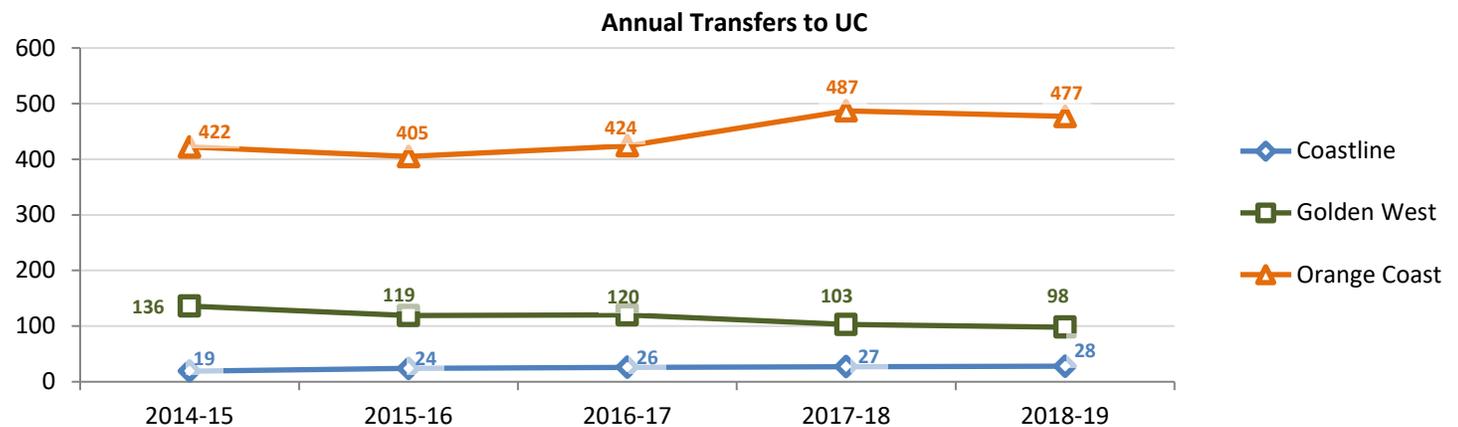


Source: Program Review Degrees & Certificates Awarded Cube

Annual Transfers to UC and CSU

Annual transfers to UC

- Orange Coast UC annual transfers increased from 405 in 2015-16 to 477 in 2018-19.
- Golden West UC annual transfers varied between a low of 98 in 2018-19 and a high of 136 in 2014-15.
- Coastline UC annual transfers varied between a low of 19 in 2014-15 and a high of 28 in 2018-19.

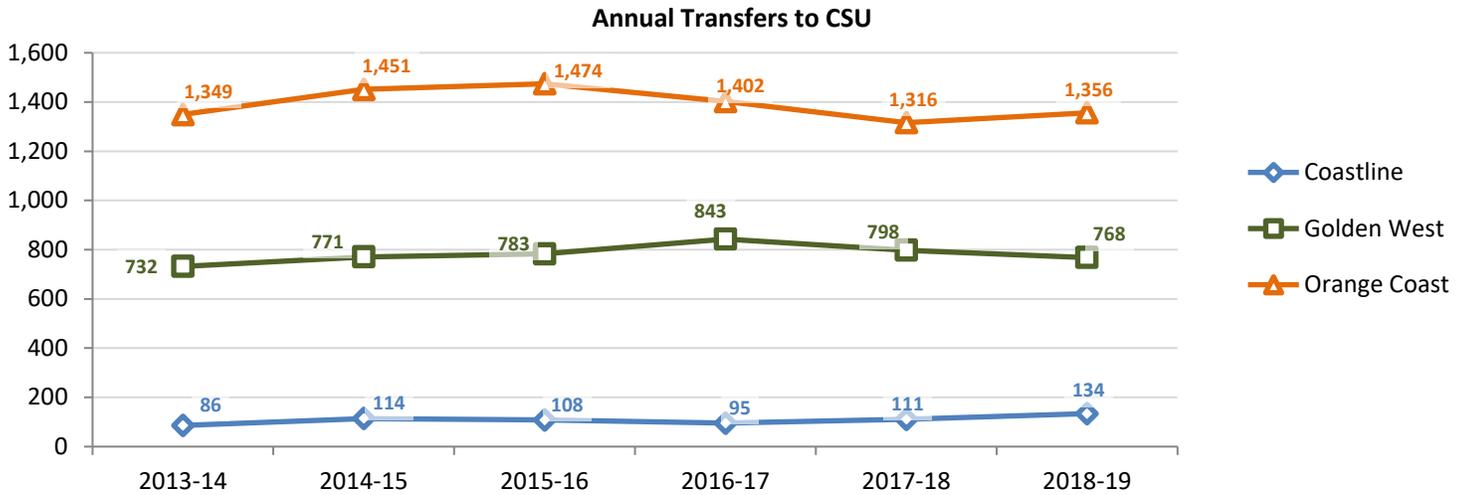


Source: UC Transfers by College - <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

Annual transfers to CSU

- Orange Coast CSU annual transfers varied between a low of 1,316 in 2017-18 and a high of 1,474 in 2015-16.
- Golden West CSU annual transfers varied between a low of 732 in 2013-14 and a high of 843 in 2016-17, the highest level over the five-year period.

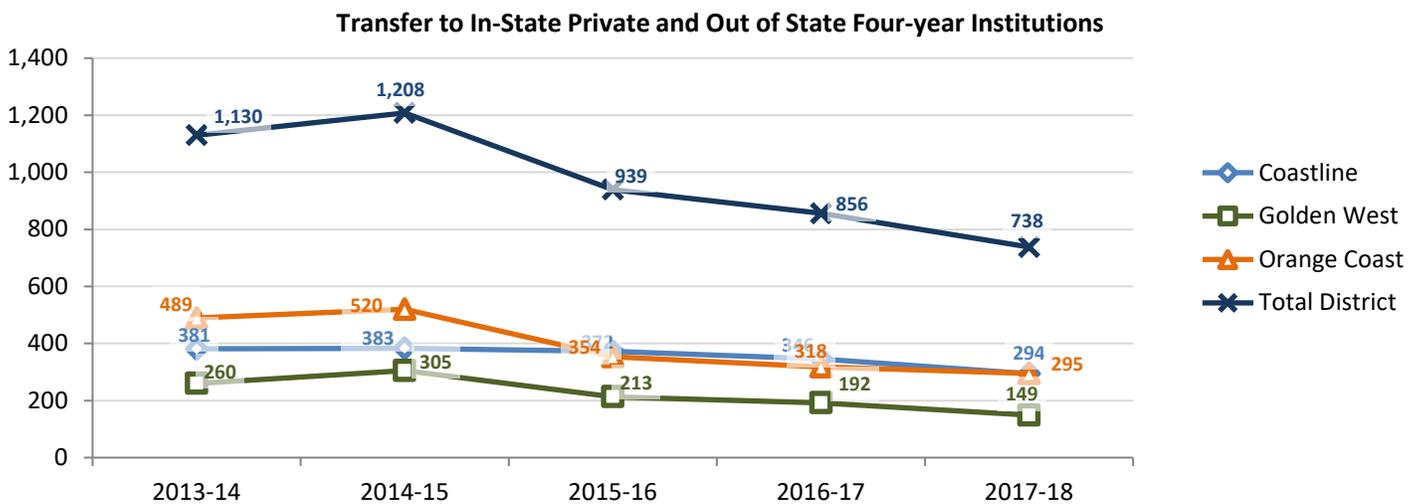
- Coastline CSU annual transfers varied between a low of 86 in 2013-14 and a high of 134 in 2018-19.



Source: CSU Analytical Studies - <http://www.calstate.edu/as/ccct/index.shtml>

Transfers to In-State Private and Out-of-State Four-year Institutions

The number of students transferred to private in-state and out-of-state four-year colleges and universities has declined steadily and significantly from a high of 1,208 in 2014-15 to a low of 738 in 2017-18. In 2017-18, National University and West Coast University led the list of in-state private transfers. The top out-of-state transfer destinations were the Thunderbird School of Global Management and The University of Maryland – University College.



Source: CCCCO Data Mart Student Transfer Volume to ISP/OOS

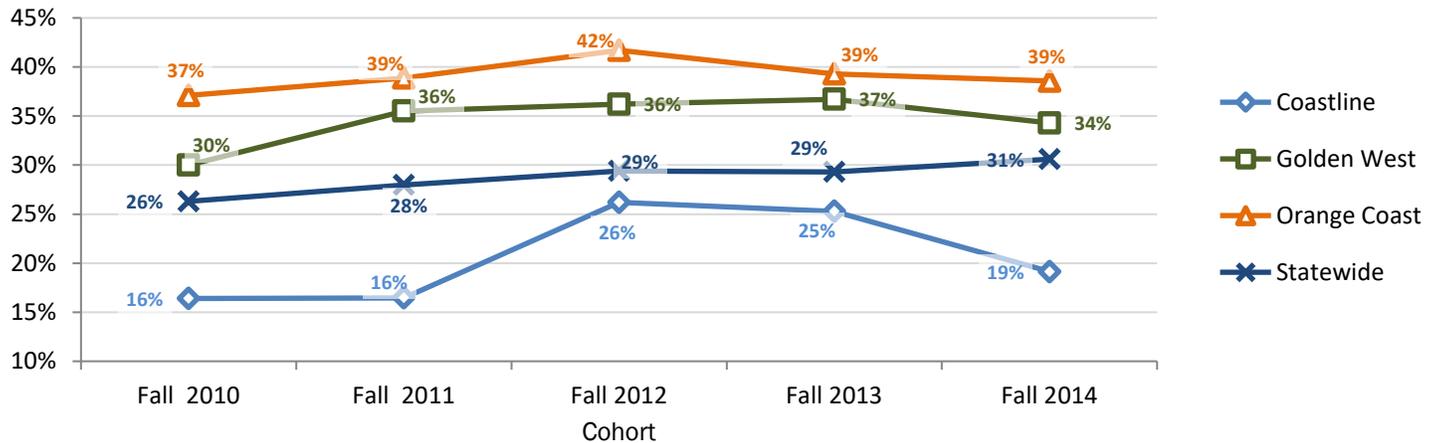
Student Right-to-Know (SRTK) Act Completion and Transfer Rates

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, a federal reporting requirement, it is the policy of all California Community Colleges to make available completion and transfer rates to all current or prospective students. The rates are calculated based on cohorts of first-time students starting in a fall semester who

were full-time and had a goal of obtaining a certificate, degree, or transfer as self-reported on the college admission application. These cohorts are then tracked for a three-year period.

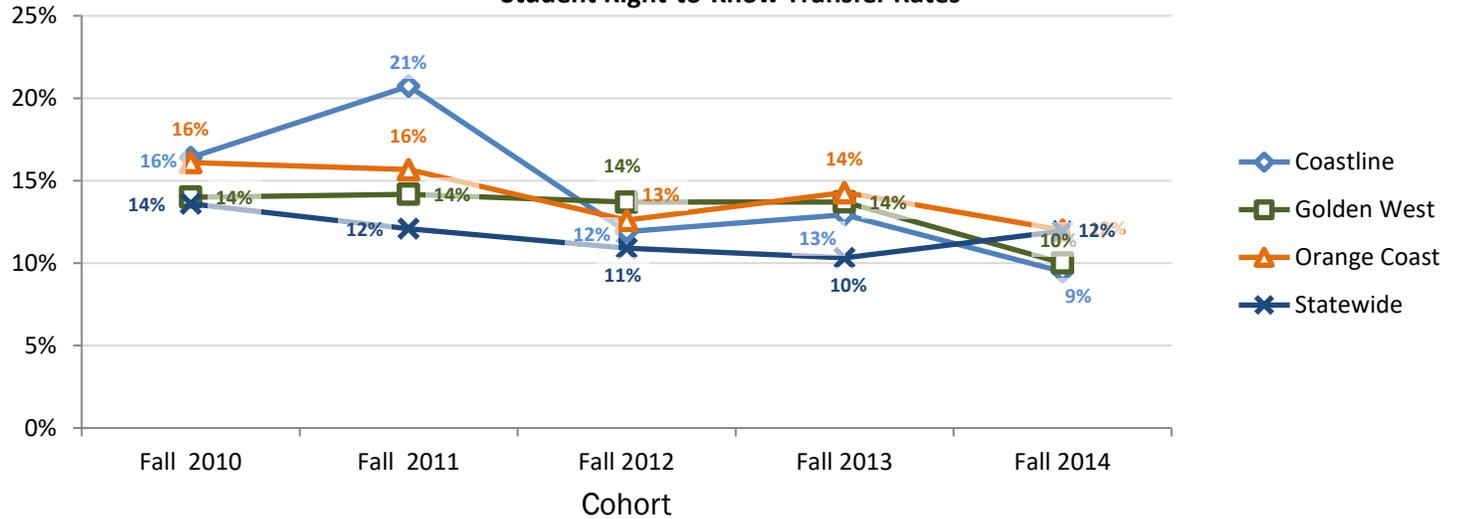
In spite of minor fluctuations from year to year, Orange Coast and Golden West consistently achieved levels at or higher than the statewide rates for the five cohorts in both completion and transfer rates calculated with this methodology. Coastline has shown great variability in completion rates with rates below the statewide rates.

Student Right-to-Know Completion Rates



Source: <http://srk.cccco.edu/index.asp>

Student Right-to-Know Transfer Rates



Source: <http://srk.cccco.edu/index.asp>

Actions in the Area of Student Learning, Achievement and Development

Coastline

Student Success Centers

The Student Success Centers (SSC) offer free walk-in tutoring for all Coastline students. Tutoring is offered for all subjects, with emphasis on study skills and assignment preparation. Tutoring is available at all campuses and online. The latest schedule of services is posted on the SSC webpage. Tutors are also embedded in a variety of onsite and online courses to help students overcome learning barriers. In 2018-19, the Student Success Center operated at Garden Grove, Westminster, Newport Beach, and online. Tutors served students in the Veterans Resource Center and Early College High School. Achievements include serving just under 2,000 unduplicated students and seeing a net positive impact on course completion (14% higher than students who did not receive tutoring). SSC were commended by the visiting accreditation peer review team as a highlight of the college.

Online Library

The Coastline Library provides 24/7 access to over 180,000 ebooks, digitized periodicals (journals, magazines, and newspapers), and many research and reference databases that contain encyclopedias, almanacs, atlases, and other subject-specific sources of information. These resources are freely available to Coastline students, faculty, and staff by clicking on the Library link on the Library webpage and entering appropriate MyCoast credentials. The library provides authoritative, reliable, and academically appropriate resources through any device with internet access. In 2018-19, the Coastline Library saw significant growth and awareness of its services. The Avoiding Plagiarism Library Workshop in Canvas is required by many instructors and saw a 168% increase in completion compared to the previous year. The Library Website had an increase of over 10,000 views over the year and the Library YouTube channel had over 48,000 views with 57 new videos created by the library.

Counseling

The Counseling Department continues to have some of the highest ratings of student satisfaction regarding services provided. This is particularly noteworthy because the Department has been operating with one less full-time counselor since fall 2016 and in spring 2019 two full-time counselors were reassigned to other colleges in the District. To keep pace with student demand for counseling services and to continue to provide high quality service the Department developed and implemented a plan to increase efficiency. First, a no-show policy for appointments was developed and implemented. Having consequences for missing a counseling appointment has drastically decreased the occurrence of no-show appointments. The Counseling Department has fully implemented the scheduling of 30-minute appointments and reserving one-hour appointments only for students who are ready to develop a comprehensive Student Educational Plan. The Department was able to standardize information for an identified population of incarcerated students so that this information could be quickly disseminated to a large portion of this population. The Department increased the number of hours assigned to the highly experienced part-time counselors.

The Counseling Department expanded the number of courses being offered with the addition of two noncredit courses that comprise an Enhanced Non-Credit Certificate intended to inform students about the process of enrolling in college. The Counseling Department reviewed the COUN C104 – Career and Life Planning course. The student learning outcomes and course outline of record were revised. Furthermore, counseling faculty created and adopted an OER to provide students a zero-cost textbook for the course. The course is offered online to the general student population - online and on-site, as well as at Early College High School.

Academic Success Coaches

The Academic Success Coach program continues to gain recognition for providing high quality support to students and assisting the College with increasing student retention and success. Each year the number of students served by the Academic Success Coaches has steadily increased. The Success Coaches provide all students with workshops on variety of topics such as:

- Success in Online Courses
- Financial Literacy
- Time Management
- Academic Growth Mindset

These workshops are presented on-site at each of Coastline's campuses as well as online through Cranium Café. Through the work of the Academic Success Coaches, the number of online students receiving Student Services and pro-active academic support has increased significantly.

The Academic Success Coaches worked with the Marketing Department to develop an Academic Success Coach web page and Dolphin Connect webpage. These pages were launched along with the new website. It is expected that as a result of an existing webpage more students and staff will become aware of the services of the Academic Success Coaches and utilization of their services will continue to increase.

Peer Mentorship

Housed within the Intercultural Resource Center (IRC), the peer mentorship is designed to provide opportunities for students to learn from one another as well as build a sense of community. The IRC staff recruits students at the end of every academic year and develops them into mentors who can facilitate the growth of other students. From academics to home life balance, mentors have mentees focus on their short-term and long-term goals. Mentors are also trained in holistic development and cultural responsiveness to keep in mind multiple needs. Students who participate in at least three sessions have a 92.35% persistence rate. In 2018-19, the IRC served over 130 students.

Predictive Analytics

Civitas Analytics is a suite of predictive analytics applications which uses institutional data to determine what specific student behaviors are signals of a students' probability of persisting. As a decentralized community college, and mostly known for distance learning programs, Coastline requires strategic interventions. Predictive analytics has been used as a tool to inform our practices and increase the persistence rates of our Asian American and Pacific Islander students. The predictive analytics practices at Coastline go beyond gauging our students' progress and experience but also informs our program development, trainings, and stakeholder relationships.

Dolphin Connect- Starfish

Dolphin Connect is a software that is designed facilitate communications between students, faculty, and staff. It is mostly used as an Early Alert system to identify "at risk" students early in the learning process and provides an efficient and customized communication platform to connect students to college resources and support to enhance the likelihood of a positive outcome for the student. Students are identified as "at risk" by their instructor based on the student's participation and performance in the class. Instructors communicate this information by raising a flag. Instructors can also recognize and reward positive student behavior by sending the student a kudo. At Coastline, when a flag is raised, a message describing the flag is sent to the student and to a student services retention specialist/Academic Success Coach. The Academic Success Coach then contacts the student to gather information about the students' barriers to success. Based on this student-specific information, the Academic Success Coach will provide the student with a success plan identifying resources and retention strategies for the student.

Dolphin Connect Early Alert was first implemented at Coastline with an initial pilot in summer 2018 with only 12 instructors. In fall 2019 this pilot was expanded to 20 instructors using the Dolphin Connect instrument. By spring 2020 Dolphin Connect Early Alert was deployed college-wide. Dolphin Connect showed a very steep increase in usage by faculty. Over 70 instructors, in multiple disciplines are using the instrument. More than 634 flags were raised, 1,270 Kudos were sent to students and 281 progress surveys were returned. The departments that utilized Dolphin Connect most were: English, math, biology, business and ESL. As a result of all the flags, Academic Success Coaches met with 555 students either in person, by phone, or via Cranium Café. Academic Success Coaches were able to provide appropriate resources and specific referrals depending on the nature of the barrier to success each student faced.

It is expected that the usage of Dolphin Connect will continue to increase now that Dolphin Connect has a dedicated webpage on the Coastline website. This will facilitate the promotion of Dolphin Connect and provides extensive information about the instrument.

Mental Wellness

Coastline College did not have an onsite Mental Wellness program until 2018-19. Mental Health Services were only provided to students through a third-party. In 2018-19, the District applied for and was awarded a Mental Health grant that made it possible to develop an on-site Mental Wellness Program. Along with the Dean of Counseling, two part-time licensed Mental Health Therapist were hired to help develop and establish Coastline's first Mental Wellness Program. The purpose of the program is to provide mental wellness education to students and staff and provide free mental health therapy to students enrolled at Coastline College.

Extended Opportunity Programs and Services

Coastline's Extended Opportunity Programs and Services (EOPS) provides academic, personal, and financial support to qualified community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services provided are specially designed for the at-risk students and their specific needs. Students are required to meet with their EOPS counselor at least three times during each term and have a Student Educational Plan developed and revised. The goal is to assist the students in achieving their educational goal including obtaining job skills, occupational certificates, associate degrees, and transfer to four-year institutions.

Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOPS that especially assists students who are single heads of household with young children. Services are designed to assist students to acquire the education, training, and marketable skills needed to transition from welfare-dependency to employment and eventually to self-sufficiency for their families.

NextUp, also known as Cooperating Agencies Foster Youth Educational Support, is another supplemental component of EOPS program. NextUp/Guardian Scholars offers a range of services and resources to help current and former foster youth increase their confidence and ability to become successful, college-educated individuals.

EOPS/CARE & NextUp provide services that are specifically designed to supplement the college's existing support programs and to help the EOPS student complete his/her educational goal. Services that are offered include, but are not limited to: orientation, early registration, specialized counseling, academic progress monitoring, tutoring, and book services. Some colleges also provide EOPS grants and/or work study awards to students who have remaining financial need after being evaluated by the Financial Aids Office. The extent of EOPS services and financial assistance provided varies by campus according to student need and resources available.

Formally Incarcerated Program

Following receipt of the Formally Incarcerated Grant from the state, Coastline organized a town hall for the college to solicit input on the plan and assess interest from college officers and units in the development and implementation of incarcerated programs and services. Coastline secured a graduate student volunteer to assist in gathering data about best practices, develop partnerships with colleagues across the state who oversee incarcerated and formerly incarcerated programs at their colleges, and to develop an ally training to educate college staff about the incarcerated and formerly incarcerated student population.

Acquired Brain Injury (ABI) Program

The Acquired Brain Injury (ABI) program is designed to provide structured cognitive retraining for adults who have sustained a brain injury due to traumatic or non-traumatic injuries.

Open Educational Resources

The number of sections with zero-cost course materials increased from 93 in Fall 2018 to 129 in Fall 2019 on the general fund side, a 39% increase. In addition, there were seven grant winners who completed OER projects over the summer at a cost of approximately \$9,500 to the College. The projects included digital textbooks being added to online library; an OER chemistry lab manual was created; an OER master anatomy course was created; an OER Gothic lit course was created; an OER office organization course was created. Every 70 students who enroll in a zero-cost class save around \$10,000. The College's goal is for every discipline to offer at least one zero-cost section, contributing to a zero-cost degree.

Career Services

Coastline's Career Services assists individuals of all backgrounds with identifying their personality, strengths, interests, values, skills, passions, and connecting them with a career that best fits those factors. Services include career exploration, development, and planning; conducting and interpreting career assessments; providing jobs, internships, volunteering, and experience search strategies; providing mock interviews, critique resumes and cover letters; hosting a career fair every semester; providing in person and online workshops; and helping with graduate school planning and applications. During 2018-19, the Career Center presented in 44 classrooms and orientations where 88% of the participants said they were helpful. For individual appointments, 100% of the students responded that were satisfied with the services and many had positive feedback on their experiences. In addition, the career center also presented in "Guided Pathways: Beyond a Doctor, Lawyer, or Engineer" at the Asian Pacific Americans in Higher Education (APAHE) conference and "DREAMing beyond a bachelor's degree: career counseling with DACA students" at California Career Development Association (CCDA) conference.

Student Life

During the 2018-19 academic year, the Student Life Department organized a number of activities to build the student community and provide opportunities for education about civic engagement, voting, civil dialogue, and health and wellness resources. The Department continued to provide advising and guidance to ASG and student clubs. ASG organized events for the student community on a monthly basis in 2018-19 including movie nights, a blood drive, and therapy dog events. In addition, the College launched an online National Society of Leadership and Success (NSLS) chapter. A total of 172 Coastline students joined NSLS having three completed advance leadership certifications.

Cybersecurity Events

There is a shortage of skilled cybersecurity professionals. Cybersecurity faculty and staff regularly host events at Coastline's Garden Grove Campus to build pathways to cybersecurity education and to prepare students for careers in cybersecurity. The monthly events for CyberPatriot often include over 125 middle school and high school students for training and cyber defense competition. With approximately 10% female in cybersecurity roles, CyberTech Girls events focus on middle school and high school girls to reduce the gender gap. Coastline's Cybersecurity Apprenticeship Program provides students with preparation for cyber careers through college-credit courses and hands-on training workshops to build in-demand technical skills. Cybersecurity faculty lead the Western Regional Collegiate Cyber Defense Competition (WRCCDC) hosted by Coastline for students from western regional colleges and universities to demonstrate their skills in a real-world cyberattack simulation.

Distance Education

In 2018-19 Coastline served 81% of Coastline's credit enrollment through distance learning modalities. The Department of Online and Distance Learning consists of online programs and the Incarcerated Student Program. The Department assists faculty and students via the oversight of a dean, two director positions, eleven staff positions, and uses hourly support to provide flexibility with additional department needs. The team supports proctors, sends and receives exams, and provides technical support for students using Canvas and other third-party systems such as Proctorio.

With 54% of the school's student population taking online classes, the Department is invested in making sure students in online courses are well supported. The Department provides support to students taking online and hybrid courses by facilitating onsite testing times, coordinating proctoring services, and providing technical support to Canvas and other integrated learning software. Students are provided customer support via phone, email, and in-person. The Department proactively provides targeted communications to students and faculty for timely reminders about start of the term, proctoring information, and testing times.

The Department facilitates instructional support to the Incarcerated Student Program through the shipping and receiving of exams, coordination of proctoring support, and communication with students and faculty throughout the term. The Department also supports instructors with updating course handbooks, the requisition of course materials, and the processing of scantron forms. Each semester, the Department publishes and distributes the Student & Family Guide for Education While Incarcerated. This guide contains information on registration and support services for students who are incarcerated. In 2018-19 Coastline served 5,939 incarcerated students with 17,811 enrollments, and awarded 1,034 degrees and certificates to students in prison.

Extended Learning

The Extended Learning Division (ELD) had 8,122 enrollments during 2018-19. The Construction, Utilities, Energy and Safety (CUES) training program facilitated 16 cohorts resulting in 386 student course completions with a job placement rate of 77%. The CUES program was nominated by the South Bay Workforce Investment Board as one of their "Top Training Providers." ELD opened Coastline's third Veterans Resource Center (VRC) in August 2019. VRC staff members work collaboratively with community partners and supporters to aid veteran students and veterans in the community. Book grants in the amount of \$3,000 and gas cards in the amount of \$2,500 have been provided. There are 338 veteran students currently enrolled at Coastline College.

Through the Coastline Work-Based Learning program students turn on-the-job learning and experience into college credit that can help compress the time required to earn a certificate or Associate's degree by following the American Council on Education guidelines.

Learning 1st is a fully-online program that utilizes a collaborative approach to seamless student transfer to prominent, accredited, four-year universities. Coastline and the student work directly with the university to ensure completion of both an Associate and a Bachelor's Degree in significantly less time and with an overall lower tuition cost. Degree pathways include: Business Administration, Computer Science, Human Services, Global Business, Information Systems Security, and Psychology.

Golden West

Reducing Basic Skills Barrier

Recognizing that completing the Math and English transfer sequence can be a barrier to student success, the College embraced the Multiple Measures Assessment Project (MMAP) as a means to reduce the number of students placing into basic skills. The College continues to expand its work to reduce barriers to student success. The College has created a self-placement tool for Math Assessment for students who do not have high school transcripts within the past ten years; this tool was successfully implemented for the Spring 2019 semester. Implementation of the self-placement tool is a major step towards meeting the goals of the acceleration project to reduce barriers for student success.

Counseling Workshops and Drop-In Counseling

In conjunction with the implementation of AB 705, the Counseling department increased the number of workshops and interventions offered. The Department increased the number of students served from 3,229 students in Summer 2018 to 5,377 students in Summer 2019 (a 66.5% increase). Customized workshops were also created during the academic year, targeting students at various phases of their academic development. In addition to these large-scale events, the department also created an Early Alert program and partnered with the Math department to identify at-risk students who may be struggling in their early-level math classes.

Curriculum Development

Both the Math and English departments have created new curriculum establishing co-requisite courses to be paired with transfer courses. These courses have replaced basic skills non-transfer courses and accelerate completion. Both English and Math co-requisite courses have been implemented. Preliminary data appears to demonstrate a higher level of course success. Additional noncredit support courses for English and Math students are in the curriculum approval process for adoption in Fall 2020. These courses are aimed at providing additional support for students that are struggling in transfer English and Math courses.

Increasing Student Attainment of Degrees/Certificates

During the Spring 2019 semester, the Admissions and Records office implemented auto-awarding of degrees and certificates in collaboration with Counseling. Students enrolled over the last four academic years who had not applied to graduate while enrolled but met the requirements in DegreeWorks (online educational planning and degree audit system) were retroactively auto awarded all degrees and certificates they earned. This resulted in 5,711 degrees and certificates auto awarded in addition to the student graduation petitions. In 2018-19 a total of 10,310 degrees and certificates were conferred, a large number being the result of the retroactive auto award process. By comparison, in 2017-18 a total of 2,799 degrees and certificates were awarded.

Student Equity Center

The Student Equity Center was established during the Fall 2019 semester offering a space for all students who seek on-campus and off-campus resources addressing non-academic challenges. The center offers the following features:

- Lounge with space for group study and access to computers.

- Classroom available to students, faculty, management, and classified staff to host large study groups, workshops, meetings.
- Faculty Office to host full-time and part-time faculty hours.
- Private Office to host on-campus and off-campus organizational services.
- Peer Navigators Office providing computer desk stations for student leaders connecting with all students through mentorship and resource connection.

The mission and goal of the Student Equity Center are to offer retention resources for all students through empowerment, equity, and inclusion.

The Stand (Food Pantry)

Established in April 2018, The Stand offers food resources to all currently enrolled students to “shop” (at no charge) for grocery items made available to meet their nutritional needs. Between April 2018 and June 2019, The Stand received over 10,000 visits.

The Rack (Professional Clothing Closet)

Established in April 2018, The Rack is a professional closet providing clothing for currently enrolled students who may have an interview, a semi-formal event, or other need for business-appropriate attire. Between April 2018 and June 2019, The Rack received over 10,000 visits.

Veterans Resource Center

In April 2018, the Veteran Resource Center relocated to a state-of-the-art facility within the new Student Services Center. This new center space offers the following features:

- Lounge
- Mess Hall
- Two Private Offices
- Computer Lab
- Study Hall

The services within the center have expanded to offer the following to all veterans and military connected families:

- Mental Health Services by US Vets Outside the Wire
- Case Management by US Vets Outside the Wire
- Academic Counseling
- Financial Planning
- Mathematics and English Tutoring
- Food Resources by the Assistance League of Huntington Beach
- School Supplies
- Chromebook Loan Program
- Calculator Loan Program

The Veteran Resource Center collaborates closely with on-campus departments including the Certifying Official in Admissions & Records, the Counseling Division, Disabled Students Programs and Services, and the Homeless Liaison. The center serves over 300 veteran students annually.

Student Equity and Achievement Program

The Student Equity and Achievement Program (SEAP) continues to collaborate with departments across the institution to fund initiatives that address disproportionately impacted (DI) groups. SEAP has aligned the following goals from Vision for Success into the Student Equity Plan:

GOAL 1: Completion

System wide, increase by at least 20 percent the number of students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.

GOAL 2: Transfer

System wide, increase by 35 percent the number of students transferring annually to a UC or CSU by 2021-22.

GOAL 5: Equity

System wide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% by 2021-22 and fully closing those achievement gaps by 2026-27.

In addition, to the above goals, SEAP continues to support initiatives that concentrate in equitable classroom practices, student services, events, and professional development.

STEM Center

The Golden West Stem Center was opened in fall 2019 with a faculty coordinator selected shortly after. The STEM Center has provided a centralized area for students to receive assistance for STEM classes. Several faculty have agreed to hold office hours in the center which is a valuable tool for students.

Co-Curricular Activities

Golden West offered regular co-curricular programming on topics including equity, diversity, and inclusion. Intercultural programs explored diverse identities, emphasized intercultural competencies, and facilitated faculty leadership in planning and delivery. Events held in 2018-19 included celebrations of International Women's Day, Black History Month, Lunar New Year, and Hindu Holi Festival of Colors; guest speakers on Indigenous Peoples' Rights, Transgender Visibility, and Islamophobia; and off-campus field trips to Olvera Street and Chinatown, Museum of Tolerance, and the Islamic Center of Orange County. Ally Training Workshops were offered for faculty, staff, and students with the goal of improving student experiences and success rates for those who identify as members of underserved populations. Workshops offered in 2018-19 addressed the needs of students who identify as Undocumented, Autism Spectrum, and LGBTQ+, and Veterans. Each of these co-curricular events and workshops were designed to improve students' sense of belonging, one of the most important non-academic factors affecting student success.

Campus Life

Golden West provides a variety of opportunities for student involvement, service, and leadership in co-curricular activities. In response to the varying needs of the student population, Campus Life recognizes diversity as a core value of the campus community. The College strives to create experiential learning opportunities outside of the classroom and encourage our students to actively participate in the greater educational community. Campus Life provides student engagement through the following programs:

- Associated Students of Golden West College (AS Golden West): AS Golden West advocates for the personal and academic needs of Golden West's diverse student body. AS Golden West pursues initiatives that create a more sustainable campus, grow students' understanding of college resources, expand leadership opportunities, and promote active engagement in campus activities, programs, and organizations. Most of all, as an organization led by students for students, AS Golden West pledges to foster an equitable and inclusive college experience.
- Student Clubs and Organizations: Joining a student club or organization is a great way to enrich a student's academic experience and meet people with similar interests. Golden West has almost 40 student clubs and organizations that focus on a variety of topics and interests. To join a student club or organization, Golden West students can attend a meeting, contact a club advisor, join through a current member, or attend Club

Expo during the fall or spring semester. Student clubs and organizations are also active on the Golden West App and accept members year-round.

- Campus Life Events: Campus Life hosts weekly events for students during the fall and spring semesters. Some of their signature events include *Welcome Week*, *Club Expo*, *Movie Night*, *Native Garden Soiree*, and *Trivia Nights*. Campus Life also collaborates with on-campus departments and programs to bring students cultural events, such as Dia de los Muertos, Lunar New Year, and Black History Month. Additionally, Campus Life invites students to join them for field trips off-campus to explore Los Angeles and the larger community of Orange County.

Civic Engagement and Volunteer Program: Campus Life provides volunteer opportunities to promote civic engagement for all students, faculty, and staff. Throughout the year, Campus Life sponsors on- and off-campus activities for students to participate in community service and civic engagement. In 2018-19, Golden West students provided community service to local Orange County nonprofit organizations, hosted a Voter Registration Fair on-campus, and visited the Richard Nixon Presidential Library and Museum.

Orange Coast

Orange Coast's evaluation and improvement efforts have organically merged into a comprehensive plan outlined in the College's Quality Focused Essay (QFE) as part of its Institutional Self Evaluation Report (ISER) for accreditation. Three main areas outlined in the ISER are organized around three themes: Pirates Promise, Guided Pathways, and Accelerated Remediation. This plan grew out of the College's culture of consistently evaluating and improving its programs and services to better meet student and community needs. The College's program review, planning processes, and Educational Master Plan play a central role in facilitating this change. The ongoing analysis of data trends and campus dialogue have led the college to focus on five priority areas geared towards increasing completion and engagement among its diverse student population:

- A Culture of Meaningful Engagement
- Equity and Diversity
- Access to Success - Pathways
- Holistic Framework for Student Development
- Infrastructure to Support Services and Learning

Equity and Diversity

Orange Coast's commitment to equity and diversity is represented in its equity-minded approaches. Equity at Orange Coast is a guarantee of fair treatment, access, opportunity, and advancement for all students, while working to identify and address barriers that stand in the way of student success. The College promotes student learning and development through an equity lens that fosters a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry. Many equity-minded programs and activities support this focus:

- Comprehensive set of student support services through Orange Coast Cares
- Expansive Pirates Cove food pantry and clothing closet
- Student Equity peer mentoring program
- STEM Center focused on recruiting and supporting Hispanic students in STEM programs through Orange Coast's five-year Title V HSI STEM grant
- Close collaborations with UCI and CSU Fullerton encouraging minority students to participate in STEM focused programs on the university campus, Bridges and Raise, respectively
- Robust Multicultural Center, events, and lectures
- Targeted support and engagement programs like UMOJA, CLEEO, Puente, and EOPS (celebrating its 50th year)

- Diversity and equity training for all hiring committees

Additionally, Orange Coast is committed to reducing achievement gaps among student equity groups, represented as a goal in the college's Educational Master Plan. A focus of the Orange Coast's strategic planning is to reduce equity and improvement gaps. Gaps are identified at both the department and college level. Data from Orange Coast's current equity dashboard indicates disproportionate impact among the following groups for female students: Asian, Black or African American, Filipino, Hispanic or Latino, Some Other Race, White, Foster Youth, and Veteran for access; Black or African American, Native Hawaiian or Other Pacific Islander, White, First Generation, and LGBT for retention; Black or African American, Native Hawaiian or Other Pacific Islander, Some Other Race, First Generation, and LGBT for transfer; American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Disabled, First Generation, Foster Youth, and LGBT for transfer-level math & English completion; American Indian or Alaska Native, Black or African American, Filipino, Native Hawaiian or Other Pacific Islander, and LGBT for completion. The equity dashboard also indicates disproportionate impact among the following groups for male students: Black or African American, Some Other Race, and Foster Youth for access; Black or African American, Hispanic or Latino, First Generation, and LGBT for retention; Hispanic or Latino, Some Other Race, and First Generation for transfer; Black or African American, Hispanic or Latino, White, Disabled, First Generation, Foster Youth, LGBT, and Veteran for transfer-level math & English completion; American Indian or Alaska Native, Black or African American, Hispanic or Latino, First Generation, Foster Youth, and LGBT for completion. The Vision for Success Goal Setting also incorporated equity-related targets for the following groups that were identified disproportionately impacted: Black or African American and First Generation for completion; American Indian/Alaska Native, Black or African American, Disabled, First Generation, and Veteran for transfer: ADTs; Black or African American, Native Hawaiian/Pacific Islander, Some Other Race, First Generation, and LGBT for transfer: UC or CSU.

Access to Success - Pathways

The College has a focused effort on guided pathways supported by the integrated SSSP/Equity/BSI plan, Guided Pathways grant, and its Quality Focused Essay (QFE) plan. The Pirates Promise offers first-time students taking 12 or more units a tuition-free first year (subject to satisfactory progress). The College's Guided Pathways framework focuses on three critical areas for inquiry, dialogue, and planning: Onboarding, Career and Academic Pathways, and Interventions. Curricular and intersegment pathways from K-12 to Orange Coast to four-year institutions or employment play an integral role in the college's success.

Orange Coast has developed many agreements to facilitate and support its students in transfer. The College has developed articulation agreements with all CSU and UC campuses, as well as GE articulation agreements with 23 private universities and four-year colleges. Orange Coast successfully transfers students to UC Irvine, UC San Diego, UC Santa Barbara, and UC Davis through the transfer admission guarantee program (TAG). UC Irvine and Orange Coast continue with the Standardized Major Articulation Requirements to Transfer into Information and Computer Sciences (SMART-ICS) Program, an articulation program that prepares students to transfer from Orange Coast to the UC Irvine ICS Department. Other transfer pathways include:

- the Garrison Honors Center, which gives students priority consideration for admission to several UC campuses;
- the Transfer Success Program (TSP), which reaches out to all University of California applicants annually (approximately 800) to provide counseling support, workshops, campus tours, and a variety of other supportive services; and
- the Transfer Opportunity Program (TOPs), which provides transfer support for students (approximately 300) in historically underrepresented groups who are first generation college students.

In addition to a focus on guided pathways, the College is focusing on accelerated remediation in basic skills to reduce the amount of time needed to become college ready, vocational education completion and increased success in transfer and degree courses leading to increased completion. This includes placing students directly into transfer level English and math courses paired with additional support for traditionally unprepared students, and innovative high wage gain CTE programs. Currently, both Math and English have implemented accelerated courses and ESL is scheduled to begin in fall 2020. To support these efforts, the college has increased focused counseling resources and the variety of communications with students aimed at persistence and completion.

Orange Coast continues to perform strongly in student achievement outcomes within California and across the nation. Orange Coast is one of the top transfer community colleges to the CSU and UC systems as well as a top institution for awarding associate degrees in the State of California. The total number of AA/AS/ADT degrees awarded increased by 427 over the last five years (a 23% increase) and reached 2,316 in 2018-19. The College was recognized by state legislators as one of the top CSU Associate Degree for Transfer institutions in 2016 and 2018. As of 2018-19, Orange Coast ranked 9th in the State in the number of ADTs awarded with 1,101 ADTs (469 AS-T, 632 AA-T). As of fall 2019, Orange Coast has approval for twenty-nine CSU associate degrees for transfer (ADT's), ranging from Anthropology to Kinesiology to Theater Arts. In addition to associate's degrees and transfers, Orange Coast has the highest CTE success completion in Orange County. Additionally, for the second award year in a row, Orange Coast has been named an Aspen Institute Top 150 finalist for the national Community College Excellence Award.

Holistic Framework for Student Development

Two of the College's strategic priorities highly rely on innovative technology to more effectively communicate with students, including predictive analytics and just-in-time interventions. Orange Coast communicates with students according to a just-in-time philosophy to ensure they receive the appropriate level of communication at critical junctures to ensure their success. Every course has a Canvas online shell and critical services are provided through MyOCC, the District's student portal. Orange Coast also personalizes communication with students using apps informed by early alert, predictive analytics, or specialized data.

By developing "just-in-time" interventions, Orange Coast is working to provide individual needs-based support to students. The College has developed individual and personalized holistic learning environments characterized by an integrated e-Student Educational Plan, Degree Audit, and Integrated Student Need Course Scheduling System to facilitate students' educational goal choice, scheduling to student needs, and pathways to completion. The College is piloting a midterm term grade early alert system where faculty identify students who are experiencing difficulties and signals the interventions team to follow up aimed at providing necessary services to increase success. The College is also engaged in multiple projects using predictive analytics with an equity forward focus to identify barriers along the application to completion pipeline, proactively identify at-risk students, and allow the college to provide just-in-time interventions. The main goal of these interventions is to realize increases in persistence, completed student education plans, and degree/certificate completion. Data show that fall to spring persistence rates for first-time, full-time Orange Coast students increased 11% over a six-year period from 2013-14 (87%) to 2018-19 (98%). These trends will continue to be monitored to reveal the impact of such interventions in future years.

Infrastructure to Support Services and Learning

The Student Success Center offers a variety of programs to enhance student learning outside the classroom and increase the variety of instructional methodologies. Approximately 2,600 students visit the Center each semester for free tutoring in a variety of subject areas, including writing, math, history, economics, and basic skills. The Center also offers directed learning activities, student study groups and workshops designed to address the most common educational obstacles experienced by college students. These services have been shown to increase student

success in basic skills, degree applicable, and transfer courses. With the 2018 acquisition of a five-year, \$2.75 million federal Title V Hispanic Serving Institutions (HSI) grant, the College has launched a STEM Center with a variety of programs and interventions aimed at attracting, supporting, and retaining more non-traditional students in STEM associate degrees and transfer pathways from an intentional equity focus. These programs span from outreach programs beginning with 4th graders to high school seniors. An exciting partnership with NASA has allowed Orange Coast students to gain experience with NASA led programs. This partnership has recently expanded with NASA awarding Orange Coast the prestigious honor of being the Southern California regional hub for the Rover Observation and Drone Survey (ROADS) on Mars Challenge in 2020.

District-wide

As noted, there are numerous programs and activities district-wide whose purpose is to support and increase student success and address equity gaps that exist. The Student Equity plans 2019-22 that each of the colleges developed and the Board adopted on June 19, 2019 outline in great detail the goals, strategies, and activities that each College is pursuing through June 2022. The plans are based on extensive data and analysis that identified equity gaps and informed the work currently under way.

The Colleges have also established local goals and targets aligned with the State Chancellor's Vision for Success Goals which include goals related to closing identified equity gaps for specific student groups. Most of the measures in Vision for Success were already included in the District-wide Strategic Plan 2018-21 and the Colleges' Strategic Plans. The local college targets align with the Vision for Success goals and are set, in most cases, at the same level of increase or decrease as set at the systemwide level. The District-wide Plan 2018-21 was approved by the Board on July 18, 2018. The majority of the objectives in the plan focus on increasing student success and closing equity gaps and have associated targets to be achieved by June 2021.

Through the statewide Guided Pathways initiative, all three Colleges worked diligently to complete the Guided Pathways plans which were submitted to the state by March 31, 2018. These plans define the steps that each College is taking to implement models that provide for clearer and more streamlined instruction and support services for students and their educational goals. The implementation of the plans is well underway.

AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. As reported to the Board of Trustees, the Colleges and the District Office have worked together to develop and implement numerous curricular, programmatic, and operational changes to implement the requirements of AB 705 and expand opportunities for students to successfully complete ENG 100 and entry-level transfer-level Math classes.

In 2018-19 there were 53 active grants within the district with a total value of close to \$34 million to expand and enhance instructional programs and support services for our students. These grants were in addition to categorical funds received through programs such as the Student Equity and Achievement Program and others. The District Educational Services and Technology provides leadership and/or assistance to the colleges for identifying and applying for new grants and for administering grants once awarded.

The District-wide Strategic Technology Plan 2019-22 was approved by the Board on January 15, 2020. The implementation of the plan, whose main focus is on technology application to improve the student experience and success, is under way.

The District and the Colleges, working together, are continuing the successful county-wide collaboration with all community colleges, K-12 districts, universities, and employers to expand CTE pathways and dual enrollment for high school students. Through the Adult Education Program, the District Office and the Colleges have continued the successful collaboration with the adult education schools and various educational providers and non-profit organizations to improve educational and workforce opportunities for adults in the district service area. Through the Adult Education Program, since July 2018, Coast Colleges have developed nearly 30 new enhanced noncredit certificates in Automotive Lube Technician Specialist, Automotive Tire and Wheel Technician, English Language Support for Parents, English Language Support for U.S. Citizenship, English Life Skills, Guest Services, ESL Support for Freshman Composition, Customer Service Technology, ESL Intermediate Preparation for Careers, Management Skills for Retail, Citizenship, and General Education Diploma (GED). These enhanced noncredit programs have captured new students who otherwise would not attend our Colleges and have started to also contribute towards full-time equivalent students (FTES). Additional enhanced noncredit certificates have been or are being developed and are submitted to the College Curriculum Committees for review and approval in 2019-20. In 2018-19, for the first time, the District reported 329 enhanced noncredit FTES and expects to report 480 in 2019-20.

The Strong Workforce Program Regional Pathways Scale Up project, led by the Educational Services and Technology Division, convened quarterly network meetings for leaders and practitioners from Orange County community colleges, K12 institutions, four-year colleges and universities, and business and industry to develop and replicate best practices for scaling up career pathways that promote student success and improve workforce outcomes.

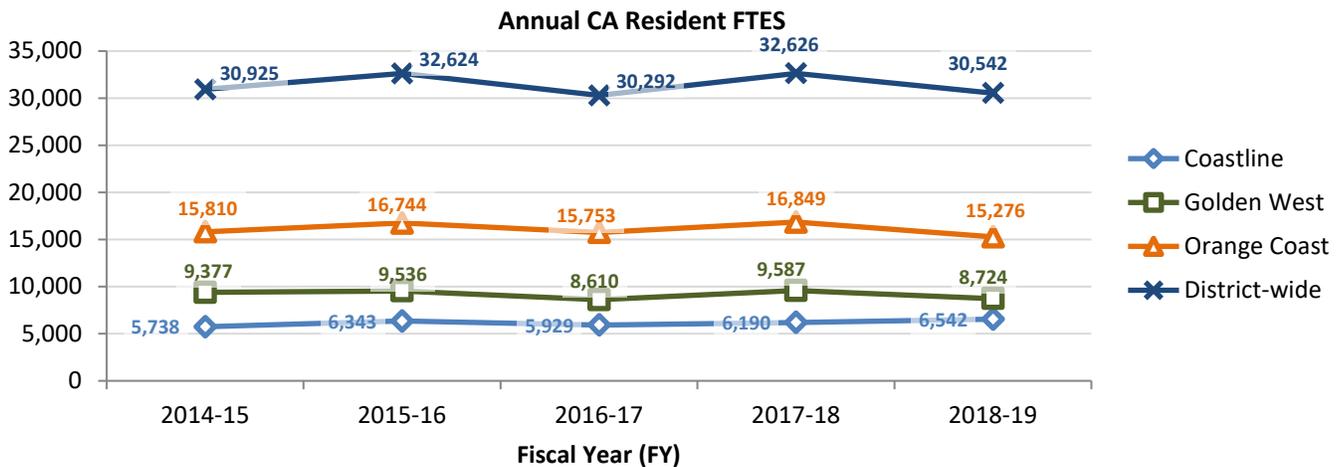
In fall 2018, for the first time, the District established a district-wide dual enrollment/career access pathways partnership agreement with the Garden Grove Unified School District. Under this agreement, Coastline and Golden West have offered dual enrollment classes at high schools in the Garden Grove Unified School District. Orange Coast College has been in discussions with Garden Grove Unified School District to identify additional college-level classes to be offered at high schools. Golden West has continued offering dual enrollment classes at high schools in the Huntington Beach Union High School District. As a result of this work, in 2018-19, the District reported 188 Resident special-admit FTES. This number is expected to grow close to 300 in 2019-20.

CHAPTER II: STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

The changing student population requires high-quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language, socioeconomic background, or disability.

Annual Resident Full-Time Equivalent Students (FTES)

In 2012-13, the District chose to pursue a stabilization strategy in order to deal with the potential additional budget cuts had Prop 30 not passed. Thus, the decline in FTES in 2012-13 was a targeted and intentional strategy. Starting in FY 2013-14, the District started restoring classes to fully meet the funded FTES level for which the District qualifies and the resident FTES grew 8.4% compared to FY 2012-13. In spite of the significant increase in classes offered, due to improved economy and increased state budget, in 2014-15 the District would have had to use close to 1,700 resident FTES from summer 2015 to meet its funded base. This would have put the District at significant risk and, thus, the District strategically and proactively decided to enter into stabilization for the 2014-15 fiscal year. In FY 2015-16, the District had to utilize 555 resident FTES from summer 2016 to meet its funded base. In FY 2016-17, the District decided to pursue stabilization again in order preserve all summer 2017 for reporting towards FY 2017-18. In FY 2017-18, due to continuing decline in enrollments, the District had to utilize 1,252 resident FTES from summer 2018 to meet its funded base. The Student-Centered Funding Formula went into effect in 2018-19, changing significantly the measures used in funding community colleges. Key changes included removing the stability mechanism, using a rolling three-year average for funding traditional resident credit FTES and the annual resident FTES for special admits (high school students), enhanced noncredit and regular noncredit. In addition, the formula splits the funding – 70% for the combination of resident FTES, 20% for students receiving specific types of federal and state financial aid, and 10% for student success in selected performance indicators. The numbers below represent the resident FTES as reported in the CCFS-320 Annual apportionment report.

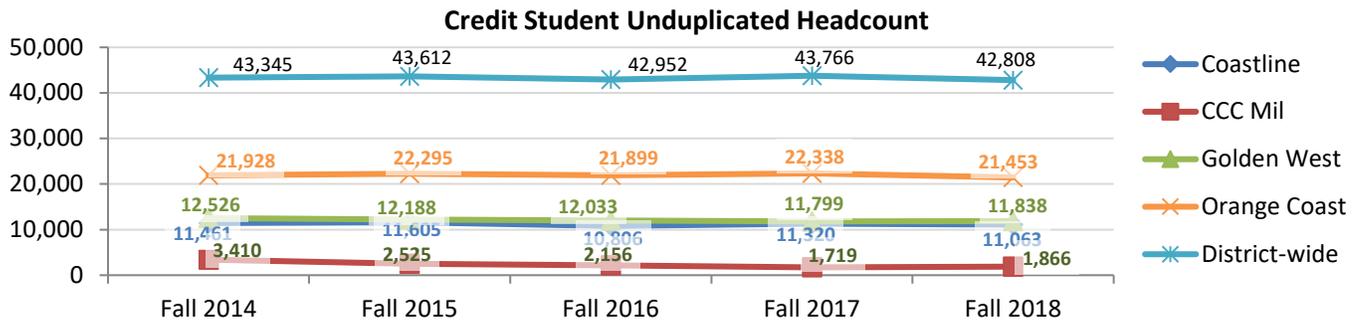


Source: Certified CCFS-320 Annual Report (Includes Credit + Non-credit)

Student Headcounts

Credit Student Headcount

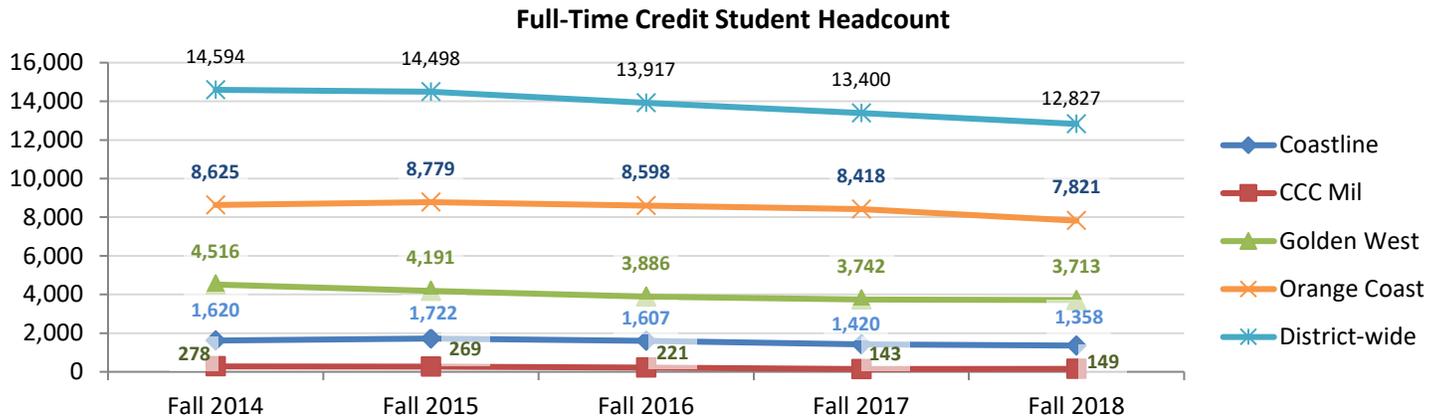
Across the District, the fall credit unduplicated student headcount declined from a high of 43,612 in fall 2015 to a low of 42,808 in fall 2018. The Coastline Military student headcount increased from 1,719 in fall 2017 to 1,866 in fall 2018.



Source: Student Characteristics Cube

Full-Time Credit Student Headcount

District-wide, the number of full-time students (enrolled in 12 or more units) decreased from 14,594 in fall 2014 to 12,827 in fall 2018, the lowest level over the five-year period.



Source: Student Characteristics Cube

First-Time Students from the District's Local High Schools

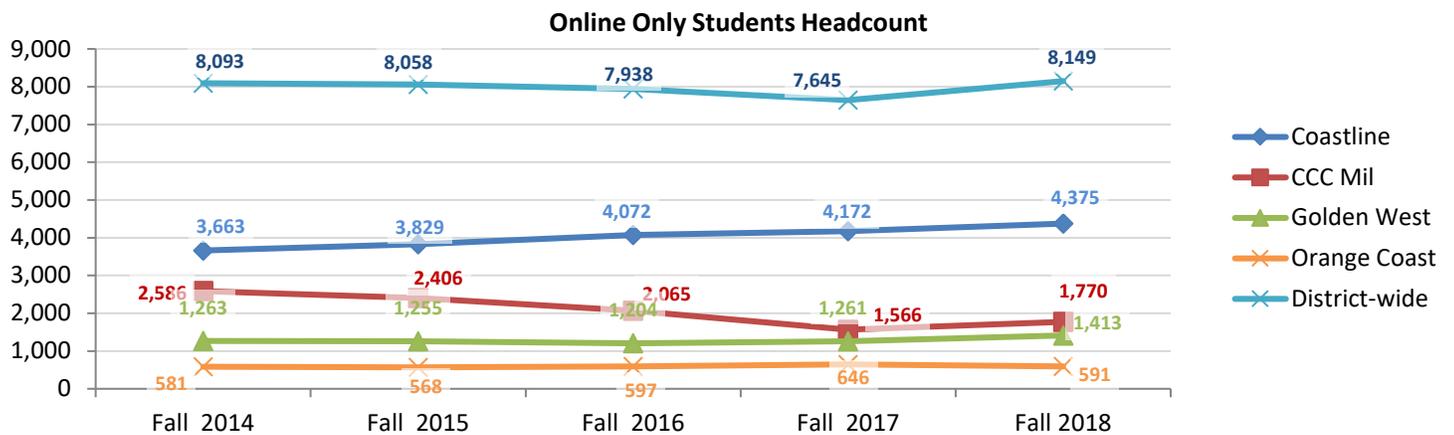
The percentage of local high school graduates enrolling as first-time freshmen at a college within the District in fall 2017 was 31%. The fall semester in which these students enroll as first-time freshmen does not necessarily follow immediately after the semester in which they graduated from high school. Of the local high school feeders, Fountain Valley High School had the highest percentage enrolled (44.7%). Fountain Valley High School also had the highest number of graduates enrolled (389).

High School	Code SBGI	2016-17 Grads	CCC	GWC	OCC	District-wide	%
Fountain Valley	3032158	871	9	121	259	389	44.7%
Marina	3034410	517	1	155	73	229	44.3%
Westminster	3038445	513	6	137	81	224	43.7%
Edison	3031895	544	6	38	177	221	40.6%
Bolsa Grande	3030434	431	7	67	101	175	40.6%
Monte Vista	3030186	36	1	0	13	14	38.9%
Ocean View	3030145	316	1	88	30	119	37.7%
La Quinta	3033578	545	23	79	103	205	37.6%
Costa Mesa	3031853	254	17	7	67	91	35.8%
Estancia	3032000	256	7	7	76	90	35.2%
Los Amigos	3033933	377	1	41	76	118	31.3%
Coast	3030368	64	2	8	10	20	31.3%
Huntington Beach	3032943	660	6	85	113	204	30.9%
Newport Harbor	3035045	571	8	8	152	168	29.4%
Garden Grove	3032752	577	2	61	81	144	25.0%
Valley Vista	3038551	74	2	10	6	18	24.3%
Rancho Alamitos	3035706	361	2	45	33	80	22.2%
Pacifica	3035581	381	1	59	21	81	21.3%
Santiago	3036555	455	3	23	55	81	17.8%
Hare	3030103	89	1	8	2	11	12.4%
Corona del Mar	3031697	408	1	4	39	44	10.8%
Los Alamitos	3033917	820	0	47	25	72	8.8%
	Total:	9,120				2,798	30.7%

Source: Enrollment Data - Student Characteristics Cube
Source: HS Graduates - CA Dept of Ed (DataQuest)

Online Student Headcount

The district-wide total unduplicated number of students enrolled only in online classes has increased from fall 2017 to fall 2018. Coastline has increased in each fall semester and the Military, after a steady decline from fall 2014 to fall 2017, saw an increase in fall 2018.



Source: Banner Student Information System

Percentage of the District Adult Population Served by the Credit Program

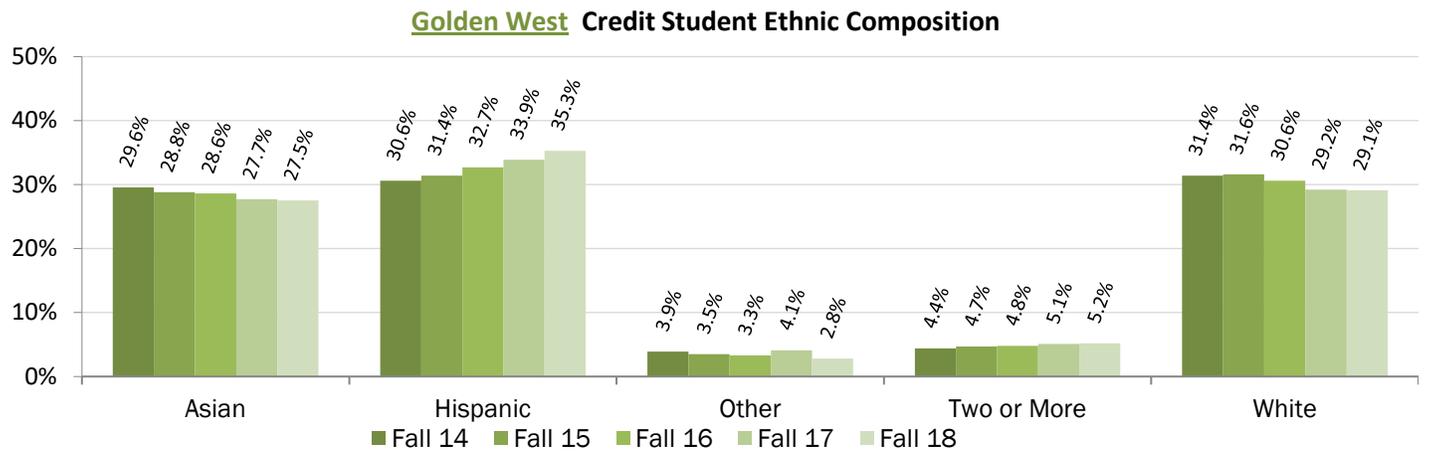
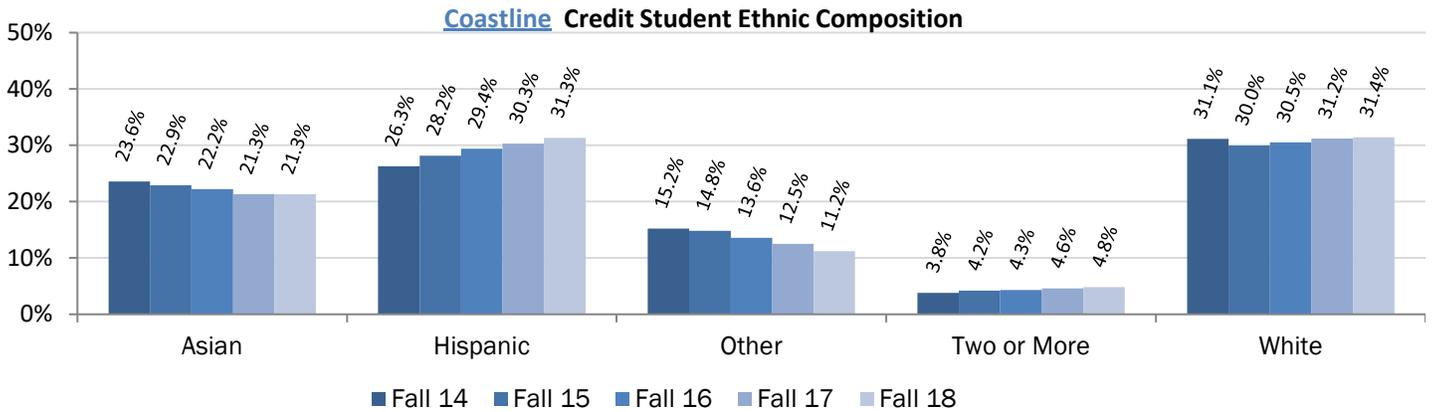
The fall 2018, the District credit students 18 years of age or older (40,085) represented 5.5% of the District adult population of 756,336.

	% of District Adult Population Served
Coastline	1.4%
Golden West	1.5%
Orange Coast	2.7%
District	5.3%

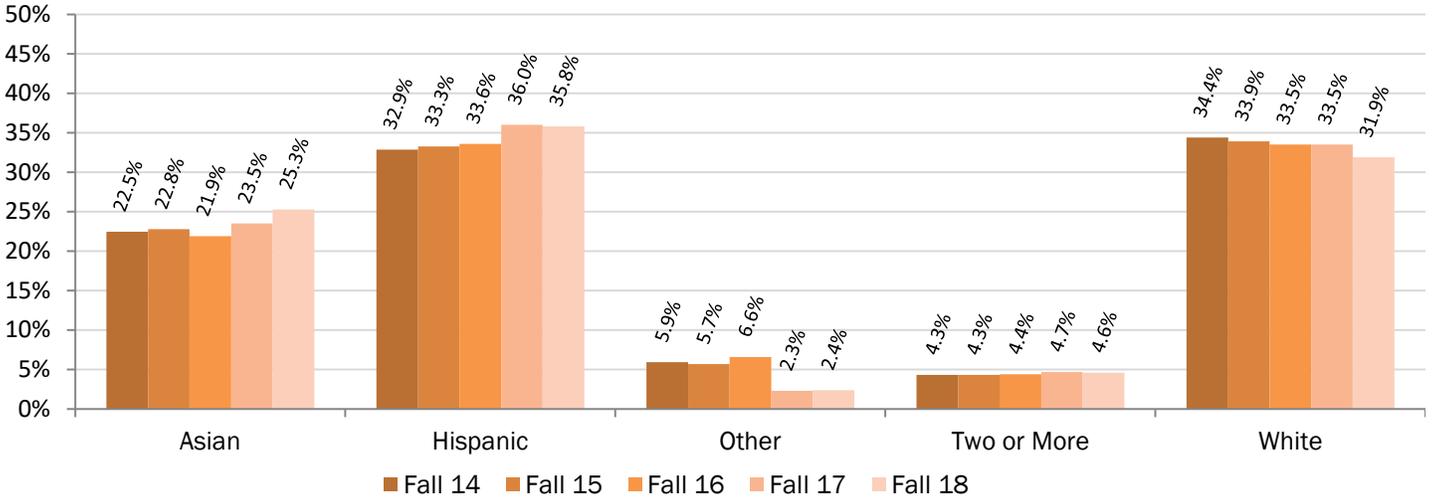
Source Student Data: Banner Student Information System
 Source District Adult Population: CA Dept. of Education, E-1 Report, January 2018

Credit Student Ethnic Composition

District-wide, the percentage of Hispanic students continued to increase at Coastline and Golden West while at Orange Coast dropped slightly in fall 2018. Orange Coast is the only college that increased in the percentage of Asian students in fall 2018. All three colleges are qualified as a federally designated Hispanic Serving Institution. Coastline is qualified as a federally designated Asian, Native American, Pacific Islander Serving Institution.



Orange Coast Credit Student Ethnic Composition

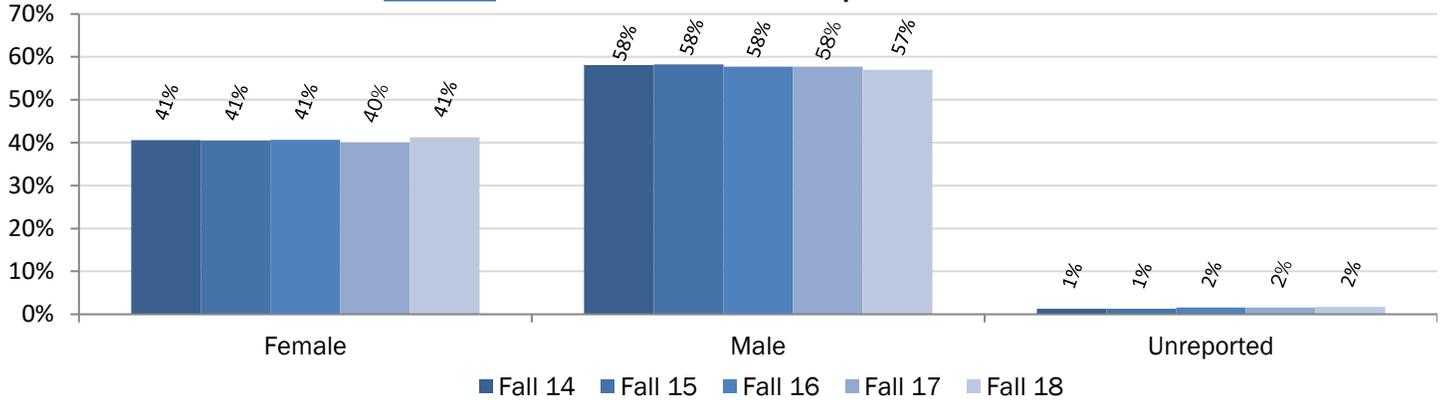


Source: Student Characteristics Cube (IPEDS Definitions)

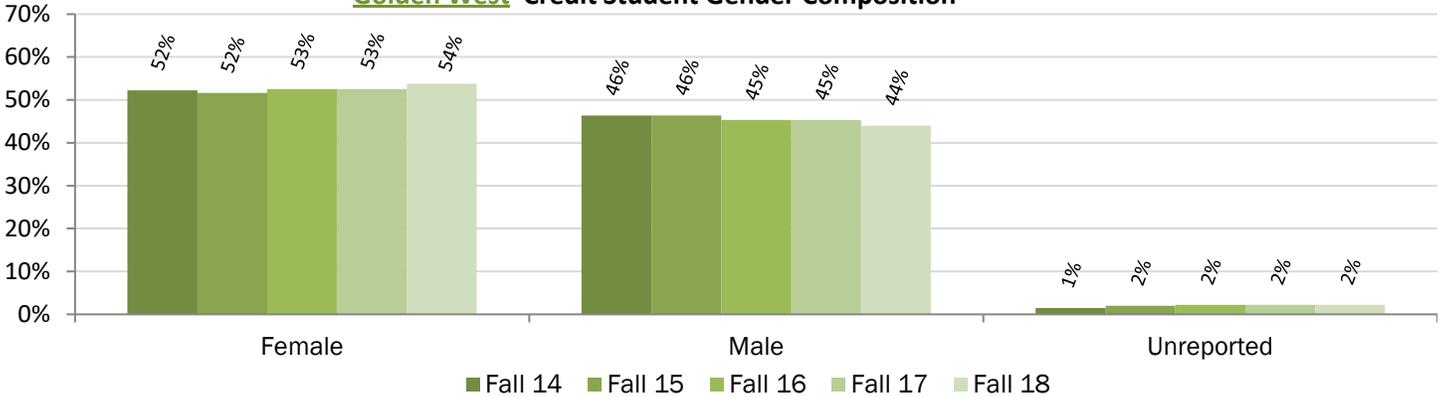
Credit Gender Composition

The distribution of the student population by gender has remained relatively stable with only slight changes during the last five fall terms. Golden West has experienced a fairly steady increase in the female student population with a corresponding drop in the male student population.

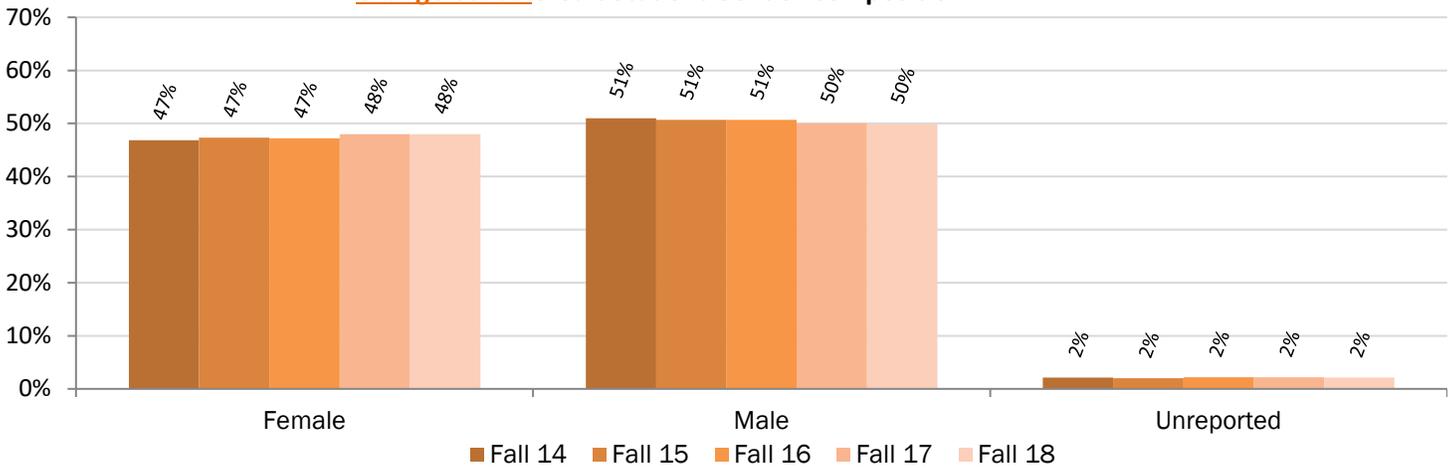
Coastline Credit Student Gender Composition



Golden West Credit Student Gender Composition



Orange Coast Credit Student Gender Composition

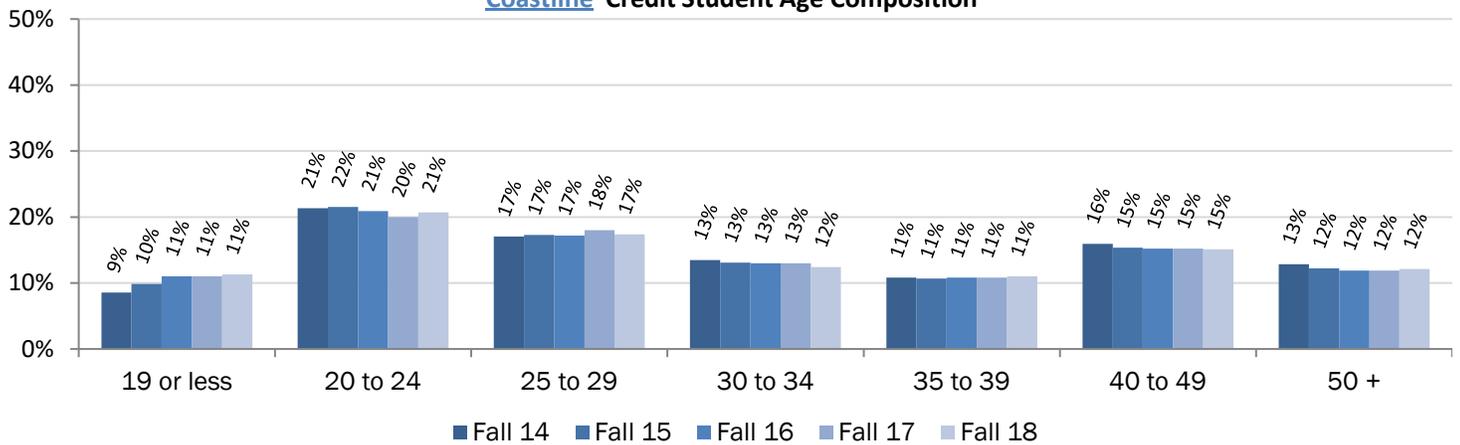


Source: Student Characteristics Cube

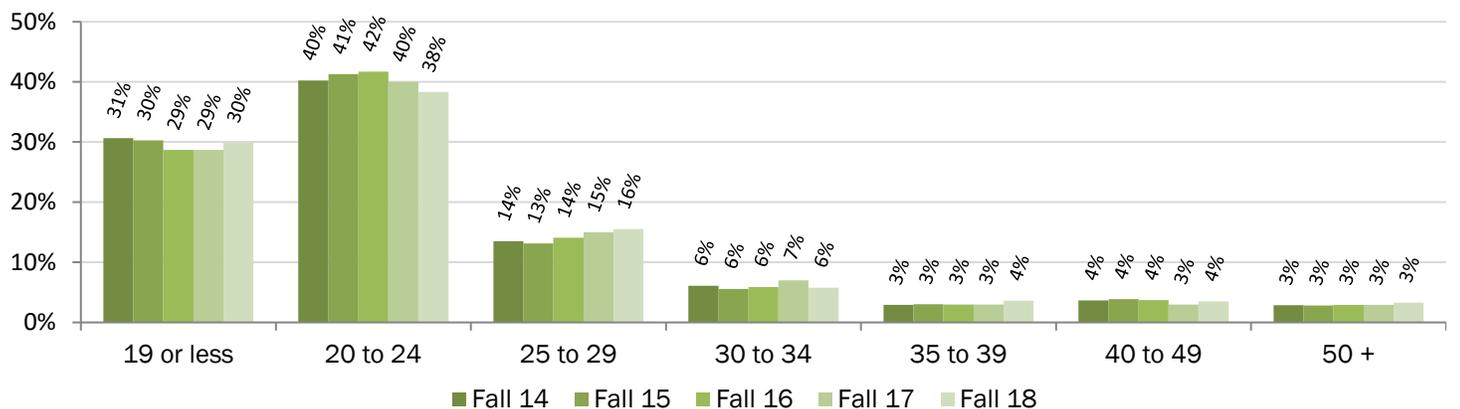
Credit Student Age Composition

In most cases, the age distributions of the student populations have not changed within each college. Golden West and Orange Coast tend to serve a higher proportion of students under the age of 24. Coastline tends to serve similar proportions across the age spectrum.

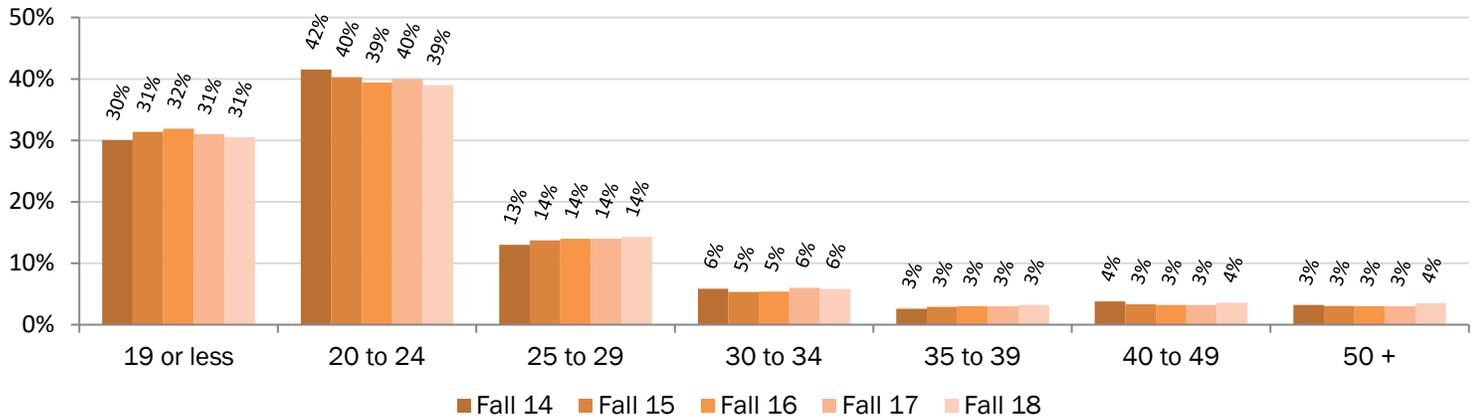
Coastline Credit Student Age Composition



Golden West Credit Student Age Composition



Orange Coast Credit Student Age Composition

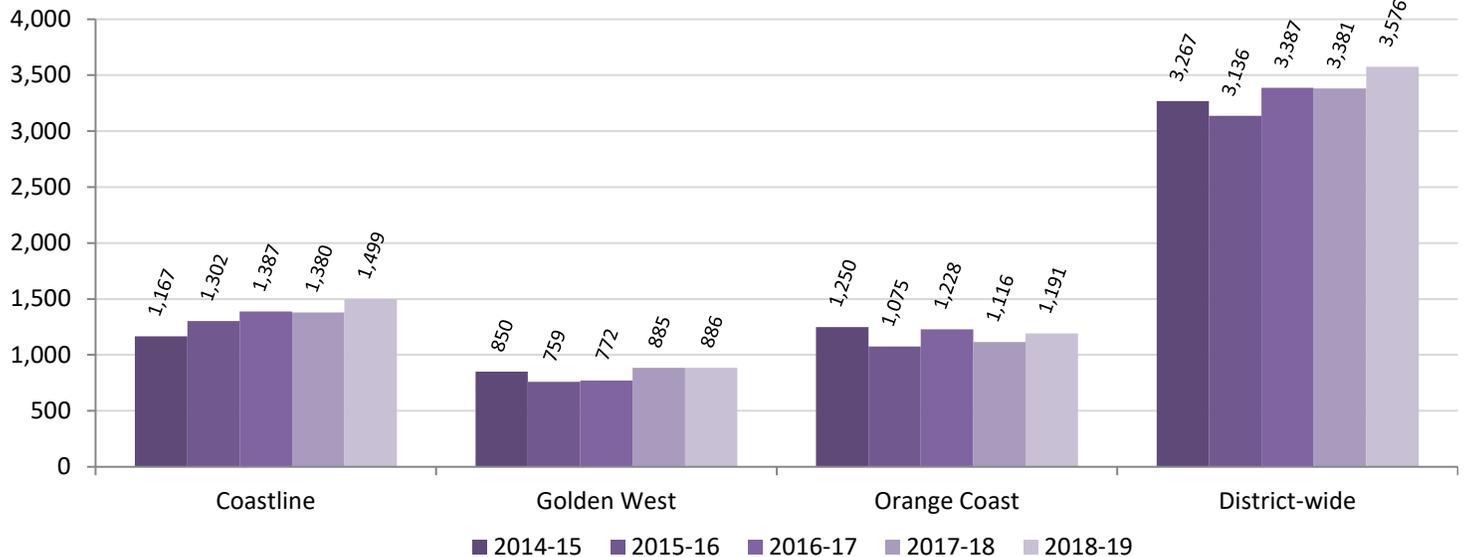


Source: Student Characteristics Cube

Students with Disabilities

The number of enrolled students with verified disabilities has remained fairly constant on a District-wide basis. Coastline has increased steadily from 2014-15 to 2018-19.

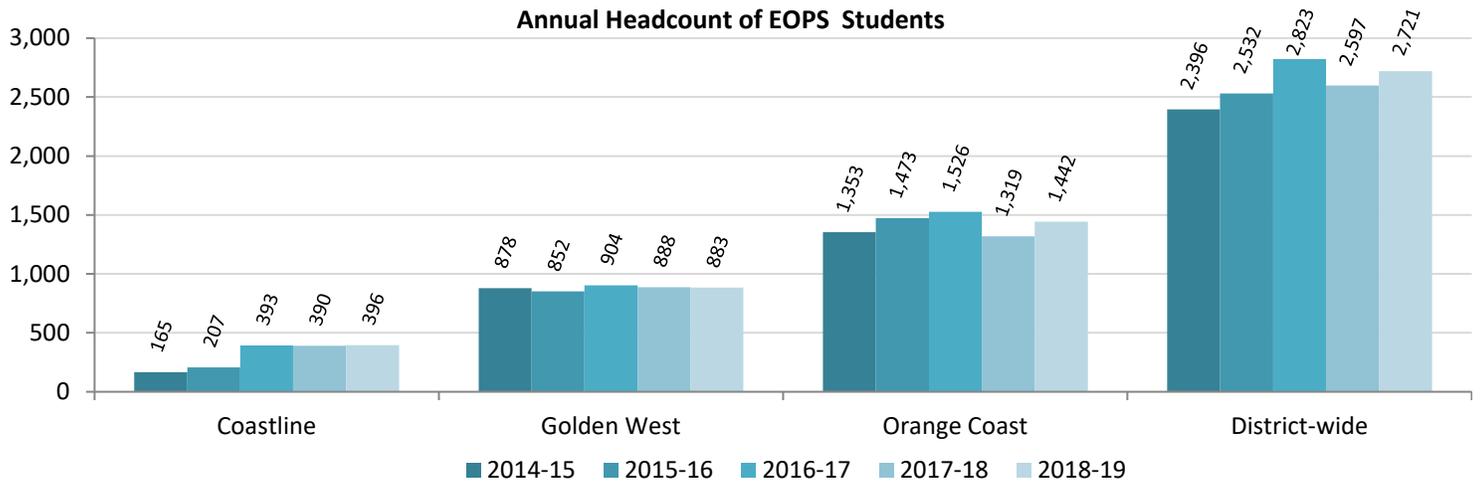
Annual Headcount of Students with Disabilities



Source: CCCC Data Mart/ http://datamart.Coastlineco.edu/Services/DSPS_Status.aspx

Extended Opportunity Programs and Services (EOPS)

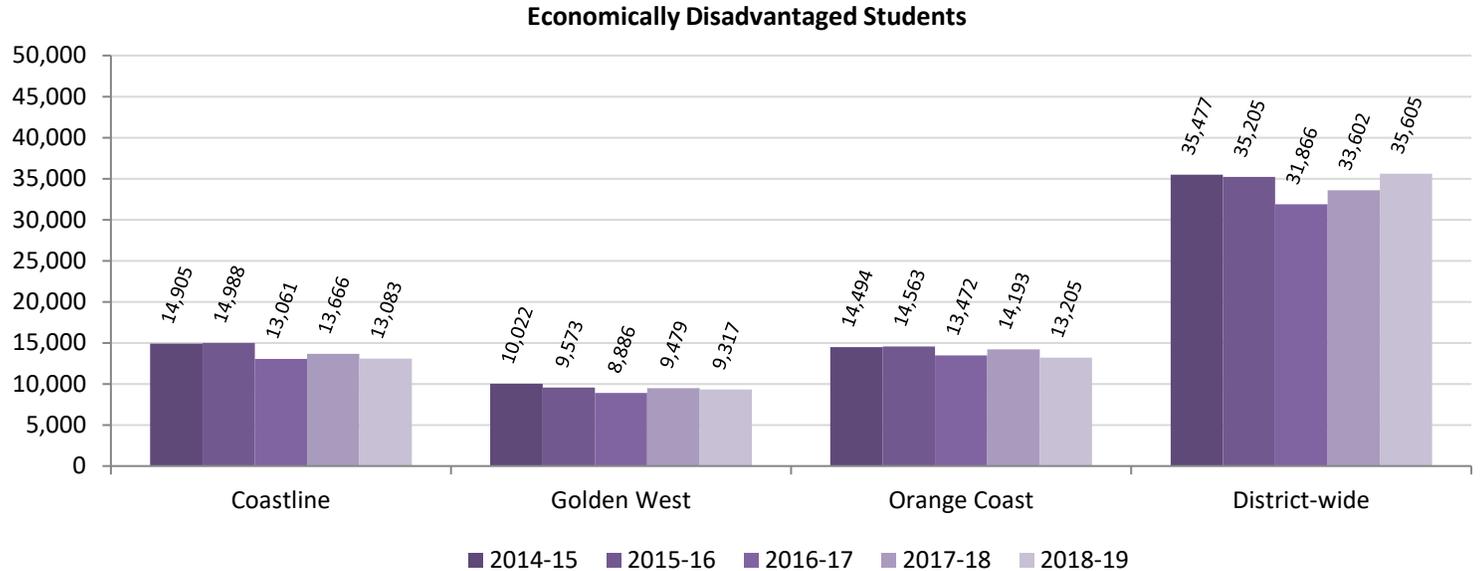
The number of EOPS students enrolled district-wide grew steadily from 2014-15 to 2016-17 but experienced a decline in 2017-18. The numbers increased again in 2018-19.



Source: CCCC Data Mart/ http://datamart.ccco.edu/Services/EOPS_CARE_Status.aspx

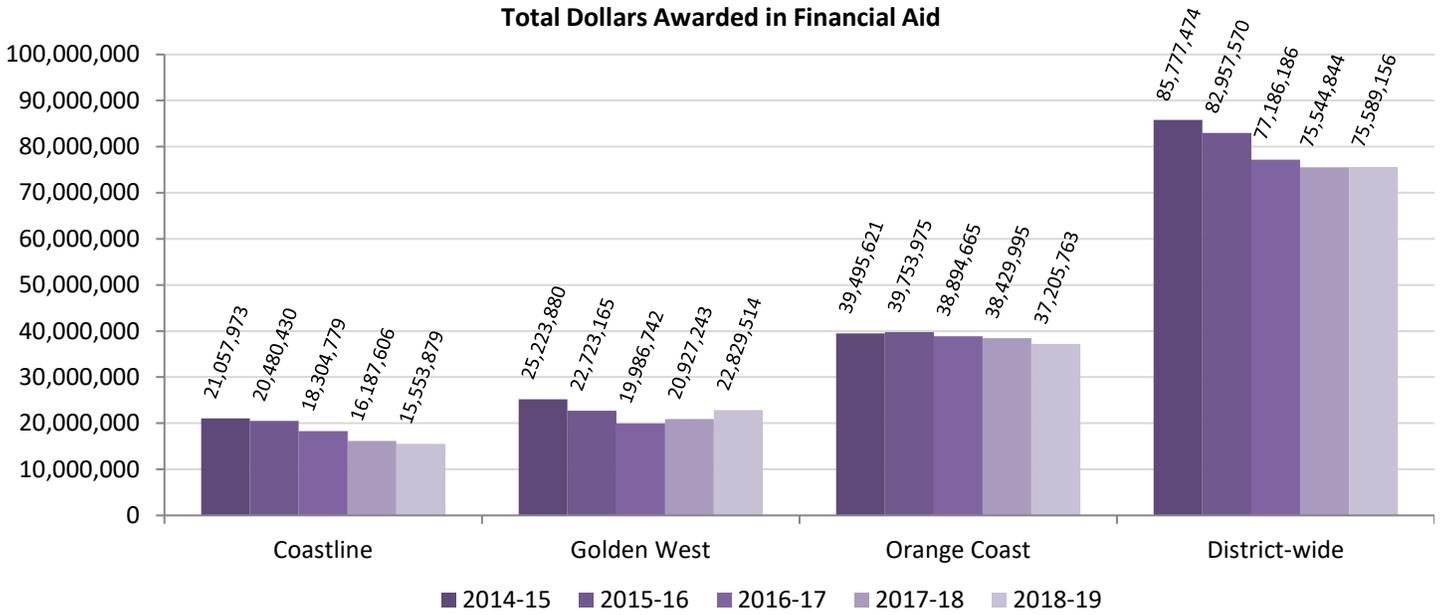
Economically Disadvantaged Students

Overall, the number of economically disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) has increased slightly from 2014-15 to 2018-19. The total dollar amount of financial aid awarded by each college has decreased approximately \$10 million from nearly \$86 million awarded in 2014-15 to nearly \$76 million awarded in 2018-19. This decrease is reflective of the decrease in the number of students who applied and qualified for financial aid and parallels the decline in enrollments.



Source: CCCC Data Mart

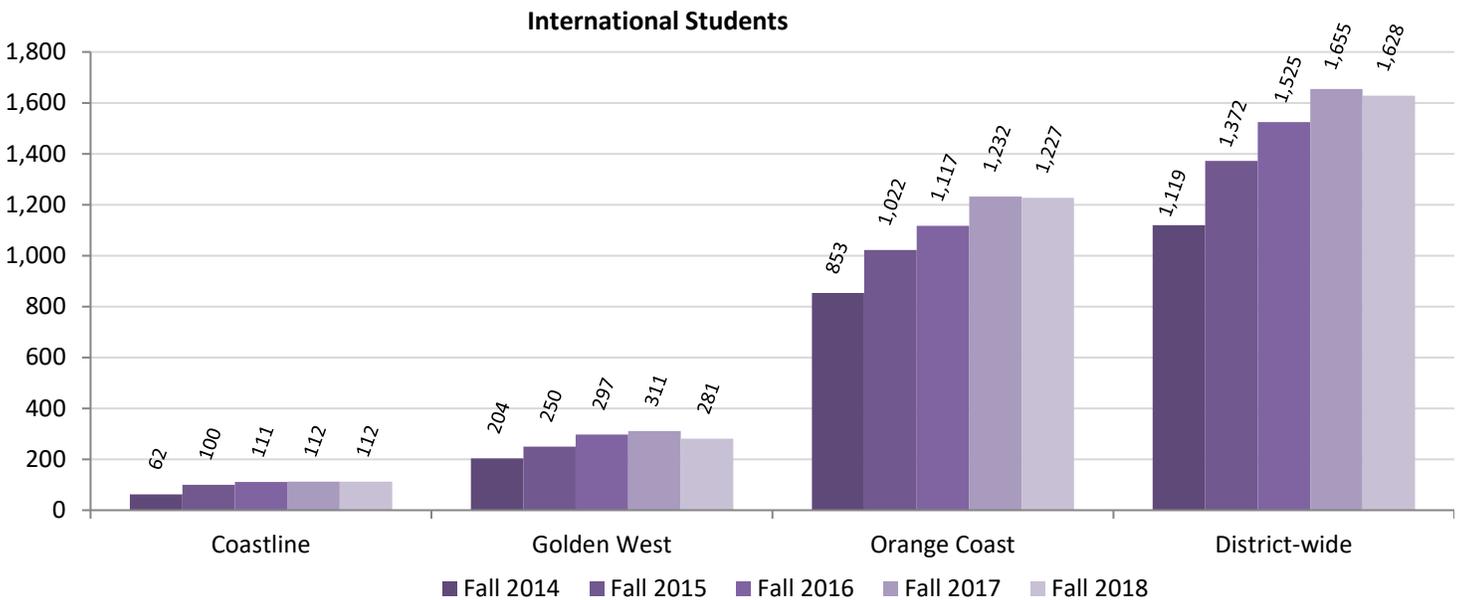
Financial Aid Awards



Source: CCCC Data Mart

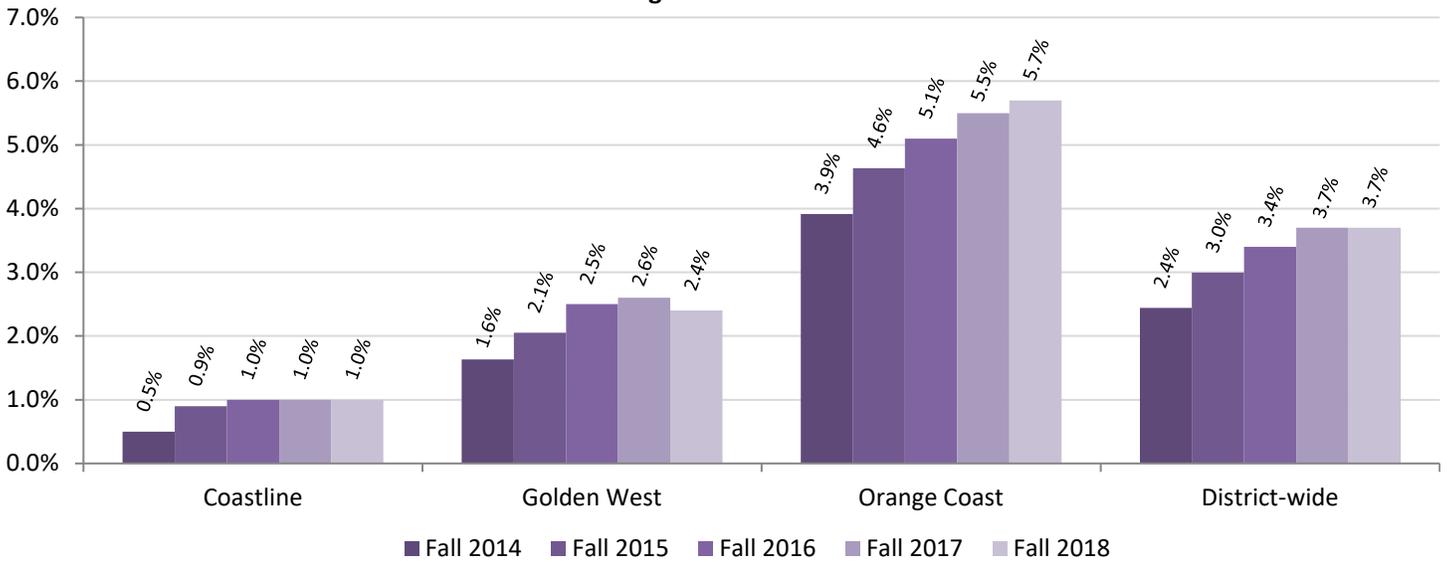
International Students

The number of international students attending the colleges dropped for the first time in five years to 1,628 in fall 2018. District-wide, international students account for 3.7% of the total student headcount which was unchanged from fall 2017. At Orange Coast that percentage is 5.7%. Golden West dropped slightly to 2.4%. International students represented 1% of the total headcount at Coastline.



Source: Student Characteristics Cube

International Students as a Percentage of Total Student Headcount

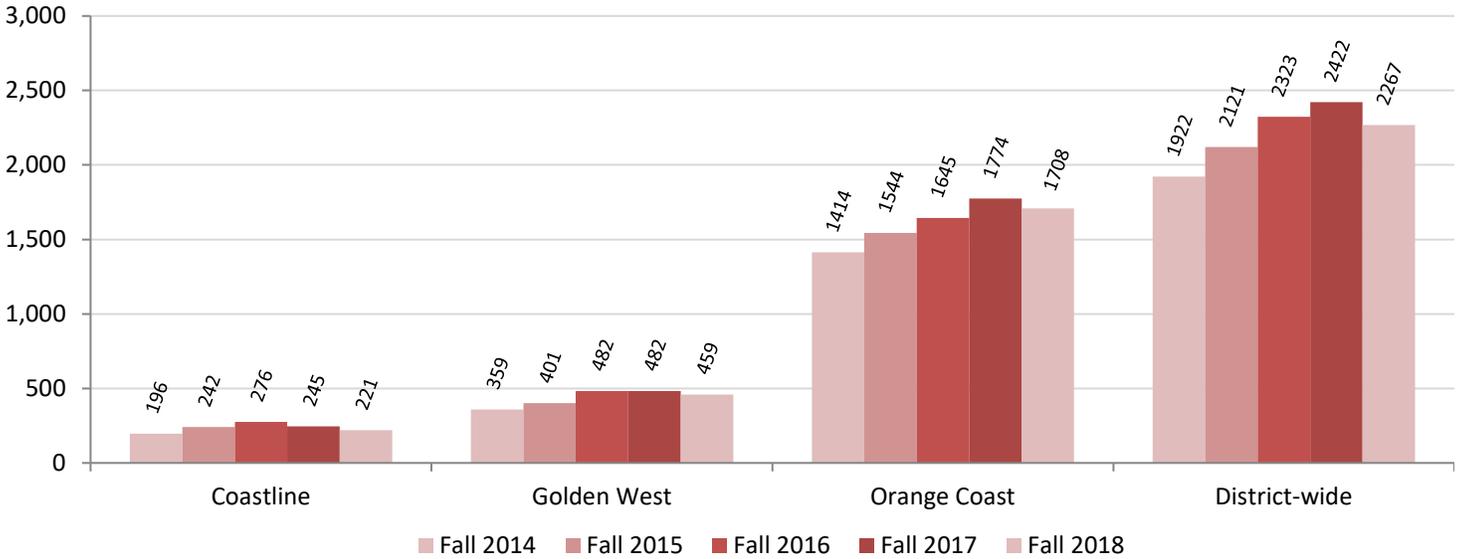


Source: Student Characteristics Cube

Out-of-State State Students

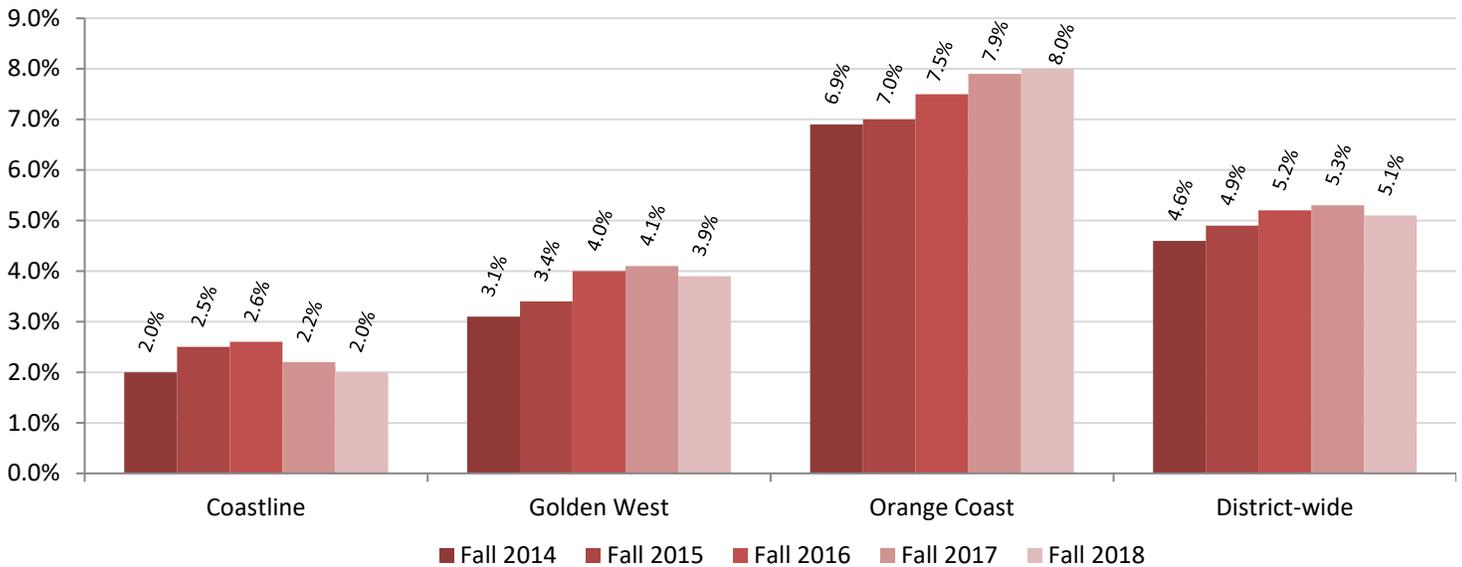
The number of out-of-state students' district-wide dropped in fall 2018 for the first time since fall 2014 as did the out-of-state students as a percentage of the total student population.

Credit Students with Out-of-State Residency



Source: Banner Student Information System

Out-of-State Students as a Percentage of Total Student Headcount



Source: Banner Student Information System

Actions in the Area of Student Outreach and Responsiveness to the Community

All three colleges offer a variety of student support services and conduct outreach and marketing activities to inform and serve potential and current students. By tracking and analyzing demographic trends, the Colleges and the District Office determine students’ educational needs and develop programs to meet these needs. This data has enabled the Colleges and the District Office to allocate the appropriate resources to a variety of programs consistent with students’ educational preparation and the diversity, demographics, and economy of the college’s surrounding communities. The following support programs rely on demographic and outcome data, primarily through program review, to meet the needs of students:

- The Children’s Centers (Golden West and Orange Coast) provide support to student-parents and their families.
- Counseling Services offers a number of services to help a wide array of students identify and achieve their academic goals.
- EOPS aids students burdened with economic and academic barriers in achieving success in college.
- The International Centers (Golden West and Orange Coast) assist international students transitioning into academic and social life in the U.S.
- The Puente Program helps at-risk students navigate through two consecutive English courses and college in general, by providing counseling and mentoring.
- Special Student Services identifies the needs of disabled students, providing specialized counseling, registration assistance, equipment, proctoring and many other services.
- The Transfer Center offers transfer-oriented workshops designed to facilitate successful transfer to a four-year institution, as well as individual consultations with four-year university representatives.
- Veterans Services assists reservists, members of the armed services, veterans, and spouses or dependents of veterans, with the goal of assisting students in acquiring G.I. education benefits while pursuing educational goals.
- The Associate Students program is robust, providing opportunities for students to be involved in civics and leadership.

Coastline

Coastline has developed new strategies for recruiting students. Various offices, including Outreach, Career Technical Education, and certain academic programs coordinate visits to service area high schools and build programs for students to experience both Coastline and potential majors including Accounting, Psychology, Computer Networking, etc. Each year the College has over a thousand high school students visit its Centers to interact with professionals from the community in major discipline areas.

Through Coastline's Student Equity Plan and college planning processes, the Outreach office has developed a more comprehensive outreach plan that includes new strategies for recruiting and engaging students. The Outreach team participates in or hosts over 120 events annually including college and career fairs, tabling at local high schools, classroom presentations, and various community events. In addition, the Outreach team hosts larger scale events for local high school students on campus and continues to tailor those events to specific student populations identified in the planning process. Further, Coastline is exploring and implementing additional technology-mediated student services as means to continually meet the accreditation standards regarding access to services.

Coastline established the following programming to support new incoming students:

- Easy onboarding processes into structured pathways like STAR 2.0, College Promise, and Learning 1st, as means for students to create and follow a clear path to completion.
- A growing Information Center featuring student and full-time staff that provide informational support to prospective and current Coastline students as well as the public.
- Embedded tutoring that creates an organic relationship between students and tutors. In the classroom, tutors get first-hand knowledge of faculty assignments and expectations so they can better support student learning.

Golden West

During the 2018-19 academic year, Golden West expanded events and activities to maximize outreach efforts. The College targeted presentations for specific student groups while also reaching out to the local community. The goal of this broadened scope of outreach is to ensure the community is well aware of the variety of programs and services available at Golden West. The following are examples of outreach events conducted by Golden West:

Partnership with Local Adult Education Centers/Adult Schools

Through the Adult Education Program funding, Golden West continued to provide a variety of content and services to Huntington Beach Adult School (HBAS) and Garden Grove Adult School (GGAS). The Adult Education Program Outreach Specialist held weekly office hours at HBAS and GGAE to distribute flyers, answer questions, and help students apply to college, enroll in courses, and transition to the Adult Education Program. Partnerships with local adult schools and community groups continue to expand. Two Adult Education Bridge days take place on campus and introduce students to the Colleges Career Education Programs.

Noncredit and Adult Education

The College has worked on expanding its noncredit program. During the 2018-19 academic year, the College developed and approved curriculum for the new English Language Learning program, set to be offered during 2019-2020 academic year. The College started to work on a recruitment campaign that focuses on engaging local Vietnamese and Latinx communities through tabling at local supermarkets, the Golden West swap meet, as well as mailers and flyers. Additionally, the College is planning to expand noncredit education to offer GED and Citizenship classes that will start in the 2019-20 and 2020-21 academic years.

Dual Enrollment

Golden West is continuing to collaborate with the Huntington Beach Union High School District (HBUHSD) to expand the number of Golden West dual enrollment courses offered at HBUHSD high schools. In 2018-19, Golden West and HBUHSD partnered to offer nine dual enrollment courses with a total of 181 enrollments. In the summer and fall of 2019, Golden West and HBUHSD already offered 21 dual enrollment courses with over 500 enrollments. To date, 95% of HBUHSD students taking Golden West courses have passed them with a grade of C or higher, compared with an average success rate of 74% for all other Golden West students taking the same courses.

Golden West has also begun to partner with the Garden Grove Unified School District (GGUSD) to offer dual enrollment courses in fall 2019. In the first semester of this dual enrollment pilot program, Golden West and GGUSD have partnered to offer 15 dual enrollment courses organized into four unique pathways with 340 enrollments.

Golden West is continuing to work closely with both HBUHSD and GGUSD to continue scaling the dual enrollment programs in each district. Golden West and its high school partners are collaborating to increase the number and type of courses offered so more students can participate and take advantage of the opportunity to get an early start on college.

College Fairs

Golden West was represented by a variety of staff, faculty, and managers at the college and career fairs in the community. 39 of the outreach and recruitment events by the Outreach Department came from fairs (28%). Fairs provide high-volume touch points, as turnout ranges from 500 to 4,000 attendees. The majority of fairs are for entire school districts or cities, and it is important for colleges to be present and active within the community.

Career Fairs

Golden West hosted two Career Fairs for industry partners and local businesses to recruit for open positions. The fall 2017 Career Fair had 70 employers, and the spring 2018 Career Fair had 60 employers. The Career Fair is open to all students, and Career Education Advisory partners are invited to participate as well.

College Presentations

Golden West Outreach speaks to high school students, parents, and school staff regarding access to the academic programs and support services at Golden West. The topics cover the student transition from K-12, the enrollment process, and advising insights such as independence and student development. In 2017-18, GOLDEN WEST was featured in 11 Parent Info Night and 15 In-Class Presentation events.

Application Workshops

Golden West Outreach coordinates staff and provides workshops to guide prospective students through the application process for admission. These workshops are provided at local high schools, community groups, and adult education programs.

Orientation Workshops

Golden West Outreach also provided workshops specifically to ensure the completion of the Online Orientation. This was a new initiative for 2017-18, based on data showing that completion of Online Orientation has a high correlation with class registration. These workshops were offered nine times at five high school campuses.

Golden West Comes to You!

Bolsa Grande High School and Golden West collaborated to host a Golden West -specific college fair. This event featured Career/Technical Education, Counseling, DSPS, EOPS, and Financial Aid. Over 100 students of all grades attended this event.

Pathway Days and Campus Tours

Off-campus prospective individuals or groups can also visit the Golden West campus via Pathway Days or Tour Groups hosted and organized by Outreach. These programs include an introductory session, greeting from a campus executive representative, campus tour, and demonstration or hands on workshops from several on-campus departments – CTE or otherwise – showcasing their departmental offerings in an exciting, interactive manner. In 2018-19, Golden West hosted three Pathway Days.

Financial Aid Workshops

Similar to the Application Workshops, the Golden West representative is invited to assist with the process of completing a FAFSA/Dream Act application, or to present the various options for financing a student's education. These workshops can be held during the day or evening depending on the desire for parents to attend as well. Other FAFSA workshops include High School FAFSA Parent Nights and FAFSA/Dream Act Workshops. The High School FAFSA Parent Nights provide parents information on various programs and funding available for students at the high schools and assist parents with helping their high school students complete their FAFSA application. The FAFSA/Dream Act Workshops assist students in completing and submitting their FAFSA/Dream Act applications. The workshops are available in English, Spanish and Vietnamese. Financial Aid Outreach completed 121 presentations to high school students, parents, classroom presentations, financial aid events and workshops with a participant total of 3,711 participants in the last academic year.

Financial Aid Fest

During the spring semester, students and community members are invited to an engaging event which provides a variety of tools and information about the various grants and resources available to students. This program involves all departments across the campus. During this event, the In-Reach team assists students who have only submitted their FAFSA but are still required to submit additional information. The Financial Aid team provides students one-on-one assistance to complete the process and follows up with students throughout, ensuring that the students complete the required actions to expedite their Financial Aid awards.

Recruitment Brain Trust (RBT)

In 2018-19 RBT continued its work to increase recruitment efforts and campus enrollment through a cross-functional/cross-departmental partnerships. The goals of RBT are to increase awareness, communication, and cross-functional representation in the field to meet prospective student needs. Recruitment areas included growth of non-credit, high school, out of state and career education. RBT continues to be a valuable monthly meeting on campus to pull human resources for consistent, cross-functional, collaborative representation of Golden West in the community.

Enrollment Services Outreach

Outreach efforts by Admissions and Records have focused on supporting Golden West students with targeted communications in the form of texts, emails, and phone calls during our Drop for Non-Payment enrollment process prior to the semester start. In the past, communications were general warnings; now the Admissions and Records department is expanding its outreach with individualized communications that provide specified instructions to better serve the students we are engaging with to support successful enrollment into classes. Examples of directed communication are to students without financial aid, students with out of state residency, students in impacted courses, and full-time students. Golden West created alternate payment plans for students unable to pay tuition and fees in full and also not able to pay through the traditional payment plan. One of the conditions of the late payment agreement is that students submit a FAFSA application. This is to ensure that students who do qualify for Financial Aid receive the financial support they deserve while also allowing for a flexible payment arrangement even if the students do not qualify. In fall 2019 157 students completed this late payment agreement. Of these students 66%

were in fact awarded Financial Aid. In the past these students would have been dropped from the college. Now with the customized communication the campus ensures that students' individual needs are met so they can stay in their courses. Additionally, through this customized communication, Golden West reduced the number of students dropped for non-payment. Specifically, on average, between spring 2015 to spring 2016, Golden West would drop 1,343 students per semester. Between fall 2018 and fall 2019, an average of 557 students were dropped from their classes per semester. This resulted in an average of 786 fewer students being dropped per semester, a significant decrease.

Additionally, the Admissions and Records Office continues to increase outreach through targeted campaigns. An example of these efforts includes texting students that have applied to Golden West College but not enrolled throughout the registration period to ensure students receive timely communication concerning their status.

Career Education

The Career Education department partnered with the Outreach team to provide program specific information and outreach at over 47 events, including visits to local high schools, community events, college fairs, and Pathway Days. Through funding of several grants, the Career Education department hosted three Pathway Days for both middle and high school students. These workshops allowed the visiting students to have hands on participation in program areas, receive Financial Aid and enrollment information, and work with Golden West faculty and staff to better understand the campus and the programs offered.

Golden West Career Education maintains excellent partnerships with involved Advisory Committees, the local ROP programs, Los Angeles Orange County Regional Consortia, and many other regional and statewide entities. Golden West is participating in the FutureBuilt Career Education Marketing campaign funded by the Regional Strong Workforce Program and in conjunction with all Orange County Community Colleges.

Disability Services and Programs for Students

Golden West's DSPS department has had a long-standing partnership with the surrounding feeder schools in Huntington Beach Union High School District and Garden Grove Unified School District. DSPS assists the students in their transition from high school to college and works closely with the Workability Counselors and general counselors to ensure a link between students and Golden West. Outreach begins with informational sessions and assessment testing, followed by transition days at Golden West to have the students meet with a DSPS Counselor, establish accommodations, and create educational plans to be ready for the Fall semester and registration. DSPS also conducts Parent Open House in the spring to share with prospective students' parents the DSPS program and other support areas at Golden West. In general, DSPS staff supports all students with disabilities to ensure access, accommodations, and support throughout their educational journey at Golden West. In 2018-19 DSPS partnered with the freshman registration program initiative to better streamline registration and assist the onboarding of DSPS Students.

Oak View Taskforce

The College has established a taskforce in partnership with the Oak View Community in order to foster a closer relationship with this traditionally underserved community in close proximity to the campus. The taskforce has held preliminary meetings to explore new activities to increase college attendance and better serve our neighbors.

Chicanx/Latinx Day

The College once again held this event with attendance of several hundred Chicanx/Latinx high school students. The students were welcomed and participated in day long workshops and other activities to establish a connection with the college and the benefits of a college education.

Associated Students (AS) Golden West High School Leadership Scholarship

AS Golden West established this scholarship fund to encourage high school students to continue their leadership engagement in the future. AS Golden West believes that incoming students can make a difference on campus and in the community. The criteria for this scholarship include participation in AS Golden West in the fall semester, attendance at one leadership conference, and payment of the College Services Charge. In 2018-19, five high school students received the AS Golden West High School Leadership Scholarship and all five students successfully completed a full year of service in AS Golden West.

International Students

Recruitment efforts for international students expanded to include additional recruitment agency agreements, participation in foreign college fairs and high school visits, online marketing campaigns, and the creation of two new scholarships for international students.

Out-of-State Students

A new office was created for the purpose of conducting outreach beyond California to raise awareness of California Community College educational opportunities and recruit out-of-state students. Golden West participates in national college fairs and visits high schools throughout the western U.S. In addition, out-of-state students receive individualized support throughout the application process and steps to enrollment, housing resources and guidance on transitioning to life in Huntington Beach, and academic success at Golden West.

Cultural Celebrations

Visible programs and events on campuses which celebrate cultures and engage students across different backgrounds contribute to feelings of inclusion and appreciation for diversity at colleges and universities. Each of the events, festivals and celebrations below offered opportunities for students to engage with and learn about cultural traditions and customs in an inclusive and celebratory atmosphere.

- UndocuAlly Week
- World Religions: Interfaith Dialogue
- Dia de los Muertos Celebration
- International Education Week Festival
- Coming Out Day/LGBTQ+ Pride Week
- Black History Month Concerts and Film Screenings
- Lunar New Year Festival
- International Women's Day Speaker Series & Luncheon
- Autism Ally Week

Orange Coast

The Associated Students of Orange Coast College (AS Orange Coast) program is the umbrella organization for three wings: Leadership and Governance, College Life and Co-Curricular Programs, and Fiscal Affairs. Each wing works closely together to provide a holistic student development experience for Orange Coast students. The AS Orange Coast program promotes student learning and achievement through leadership development, civic engagement, service to the campus community, and the practical application of life skills. AS Orange Coast encompasses over 60 student leader positions and over 65 clubs on campus. Through participation in one of the many AS Orange Coast programs, students gain a range of skills, from leadership to financial management, to political advocacy.

Although access remains a priority, the College is shifting its focus using an equity lens to access with success whereby students are given the tools and guidance to successfully complete their educational goals regardless of their entering skill levels. A number of pilot programs have been developed and funded through the Student Equity and Achievement Program (SEAP) funds and plans. The College opened Pirates' Cove food pantry in to help students

who are experiencing food insecurity. The pantry was accessed 19,495 times by 2,120 unique students between March 2019 and August 2019. This represents a 235.2% increase in usage (5,816 in 2018) and 123.9% increase in unique students (947 in 2018) accessing the pantry during the same time frame in 2018. In 2019, Pirates' Cove expanded to a clothing closet to provide students access to professional clothing to support career goals. Navigate Orange Coast has been successfully launched to providing incoming first year students and their parents/guardians with a robust introduction to Orange Coast, college expectations, and college life through a one-day event of workshops and activities. Orange Coast's Pirate's Promise is aimed at providing financial tuition and book support for first-time full-time Orange Coast students for their first two years. An incentive is given to students studying full-time as this is a known success strategy.

Through Orange Coast's planning processes, the following success initiatives and strategies are also in process:

- Counseling support: Addition of lead counselors for International and Allied Health students through the evaluation of student needs in program review.
- Veteran support: Additional support for veterans through the Vet Net Ally program. The purpose of the program is to establish a visible network of Allies—trustworthy, knowledgeable, and sensitive people—who can support the success of services members in a safe environment, as well as educate the campus community about the needs and concerns of service members. Currently, there are over 100 faculty, staff, and managers certified as Vet Net Allies. Training is offered annually to train additional employees.
- Outreach expansion: Integrating and expanding numerous outreach and marketing functions within the College Advancement department. Examples include strengthening and expanding our student peer outreach program, the Coast Navigators, out of state outreach to Hawaii and Arizona, and training and hiring Orange Coast students as Equity Ambassadors to assist with outreach efforts including college living experience workshops at our feeder high schools, parent information sessions, and campus tours.
- Community support: Supporting programs that provide community access to specialized programs and services. Examples include sailing programs to underrepresented students through the Sailing Center and summer programs for children through Community Education. Also “skills builder” students who complete higher-level CTE courses, but do not transfer or receive awards.
- Foster Youth support: Expansion of the long-standing Guardian Scholars programs for foster youth students through the Cooperating Agencies Foster Youth Education Support (CAFYES) program.
- Mental Health Services expansion: The Student Health Center has dramatically increased its services partly through securing supplemental grants to support the growing mental health needs of Orange Coast's students.
- Foundation Support and Scholarships: The Orange Coast Foundation provides unparalleled support for programs and scholarships to students.

Meaningful, dynamic engagement with regional employers and industry partners is a major strength for Orange Coast within the College's broad and diverse inventory of over 130 career and technical education certificates. Orange Coast partners with industry to provide unique skill training to students and incumbent workers from throughout the region. The College prioritizes and sustains vital industry partnerships through advisory committees, with a roster of more than 700 advisors who actively engage with faculty and students through annual committee meetings and frequent regional events attended by Orange Coast faculty. The College also participates actively in collaboration with the Los Angeles/Orange County regional consortium, the State's Industry Sector Navigators and Deputy Sector Navigators, as well as local and regional employers and community partners including businesses and non-profit workforce development organizations such as United Way and Taller San Jose-Hope Builders. Orange Coast also maintains a unique working partnership with the local Economic Workforce Development Boards (WDB), and maintains six active training programs registered with the OCWDB. Through the College's annual resource request process, almost \$1,900,000 were allocated in 2018-19 to career and technical education programs to keep

programs current with industry needs and with the latest technology and equipment. The College also allocated \$1,000,000 to improve the facilities through facilities planning with an architectural firm to assist the Technology division in bringing the cutting-edge MakerSpace program online.

Orange Coast has implemented its Student Equity and Achievement Program plan through campus wide inclusive and collaborative processes. In addition, the College is supporting internationalization through a renovated Global Engagement Center and various recruitment and partnership efforts. As a result, the number of international students attending the College as credit students with student visas has increased from 853 in fall 2014 to 1,227 in fall 2018. In fall 2018, international students represented 5.7% of the total student headcount. Orange Coast continues to be one of the top community colleges providing education to international students in the state with international students representing more than 60 countries. To better support the international student population, the College has continued its intensive English program (IEC @ Orange Coast). The college is planning to expand its international partnerships by offering contract education with partner institutions outside of the US.

The College has resource centers for students of low income, first generation, diverse cultures, and varying backgrounds on campus that focus on addressing the challenges they face in transferring. Each center tailors its resources to meet students' needs by collaborating with other campus resources. Long-standing transfer support programs include the TOP, EOPS, DSPS, and Puente programs. Within the last three years, the Veterans Resource Center, Student Equity Center, CLEEO program, and UMOJA program were instituted to meet the needs of the specific population by aiding them in meeting their educational goals, including transfer.

The College's strong facilities planning processes has led to major advancements in building and upgrading facilities to meet the needs of the diverse current and prospective students. Based on an extensive student needs assessment, the College broke ground in fall 2018 on an 814 bed, 323-unit student housing facility that will fall 2020. The Orange Coast Foundation has started a campaign designed to provide housing funds for students experiencing housing insecurity. With the support of the Measure M community bond, a new student life and student union building is opening in fall 2020 that will build on the college's strong extra-curricular clubs and programs, and create further engagement opportunities for students. Also supported by Measure M, the College broke ground in spring 2019 on an aquatics facility to be completed by spring 2020. In fall 2019, the College broke ground on a new Interdisciplinary Complex that will house programs in Literature & Languages as well Social & Behavioral Sciences. Also, in spring 2019, the College opened its state-of-the-art Planetarium with Foucault Pendulum that has not only enhanced the Astronomy program, but also hosts community events and K-12 visits.

District-wide

The District Office and the Colleges have continued enhancing financial aid systems, operations, and processes to to communicate more effectively and efficiently with students applying for financial aid and to ensure the timely verification of the required documentation for financial aid eligibility. The financial aid component of the Banner Self Service, which students access through the student portal, has been expanded and enhanced to provide students with real-time information on the status of their financial aid awards and disbursements. The District Office and the Colleges have worked diligently to refine and enhance processes and systems to improve and ensure full compliance with applicable federal and state statutes. For a second year in a row, the 2018-19 annual external audit had no findings for financial aid.

The Educational Services and Technology Division continued hosting regional financial aid workshops. In October 2018, it hosted over 100 high school counselors from around the state for a half-day workshop on various topics related to higher education financial aid. The workshop was designed and presented by the California Association of

Student Financial Aid Administrators, the California Student Aid Commission, and the Education Credit Management Corporation. This annual financial aid workshop provides information to the high school counselors on state and federal financial aid for the upcoming year.

The District has continued the process to upgrade to Banner 9 and transition to the one-term setup and configuration. Banner is the district-wide Enterprise Resource Planning system through which most operations and transactions occur. Integrated with or using data from Banner are various other applications used for support services, such as counseling, educational planning, financial aid, curriculum and learning management, and reporting and predictive analytics.

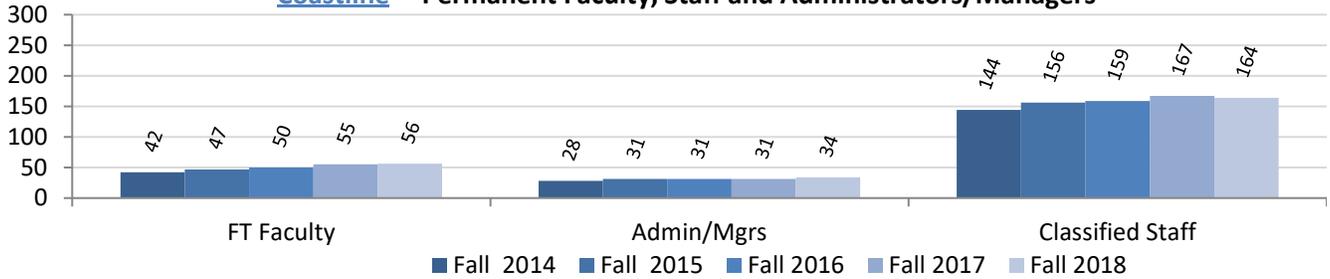
The implementation of Banner with the new configuration of one term, initially targeted for 2019-20, was postponed to 2020-21 due to delays in the delivery of a Banner 9 test instance in the Ellucian hosted environment. Current efforts under way are on the changes and testing needed to implement Banner 9 with the new configuration of one term for the 2020-21 academic year. In addition, significant work is under way to configure and test the Banner 9 Self Service for Registration and Financial Aid and transition these components from the current Banner 8 Self Services functionality. The Educational Services and Technology Division worked closely with the colleges through two major upgrades of DegreeWorks, the district-wide student educational planning and degree audit system.

CHAPTER III: FACULTY, STAFF AND ADMINISTRATORS/MANAGERS

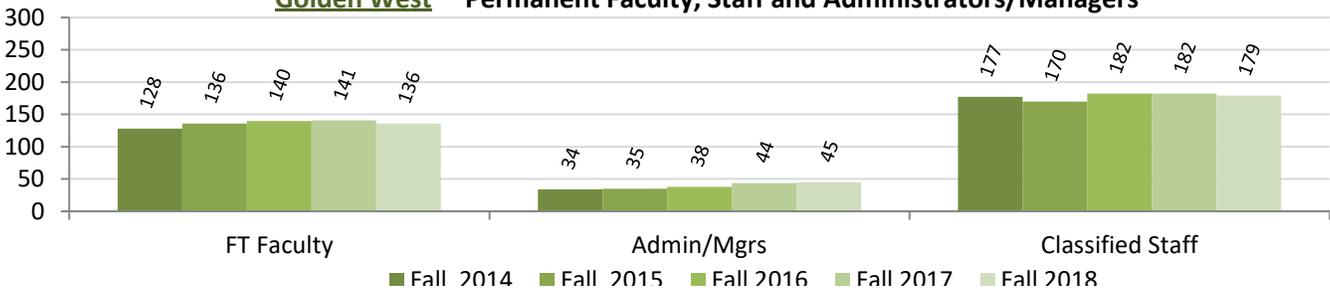
Permanent Faculty, Staff and Administrators/Managers

Strong state budgets and a significant infusion of revenue from categorical funds and grants have contributed to an increase in hiring across all employee groups. District-wide, the number of permanent full-time faculty increased by 47 over the last five years from 416 in fall 2014 to 463 in fall 2018. The number of regular classified/confidential employees increased by 59 over the last five years from 705 in fall 2014 to 764 in fall 2018. The educational administrators and classified managers increased by 37 over the last five years from 127 in fall 2014 to 164 in fall 2018.

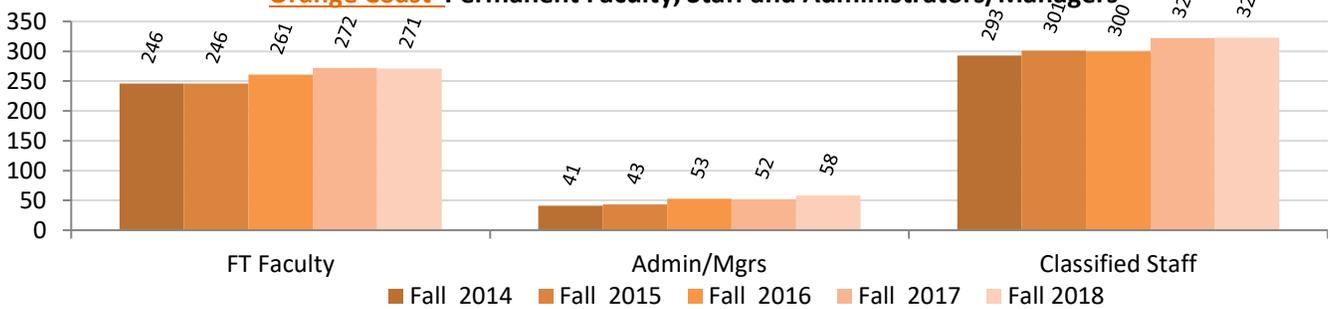
Coastline Permanent Faculty, Staff and Administrators/Managers



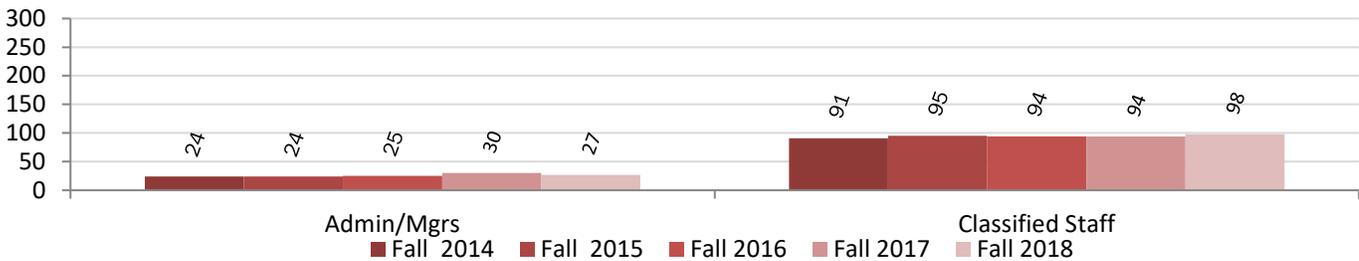
Golden West Permanent Faculty, Staff and Administrators/Managers



Orange Coast Permanent Faculty, Staff and Administrators/Managers



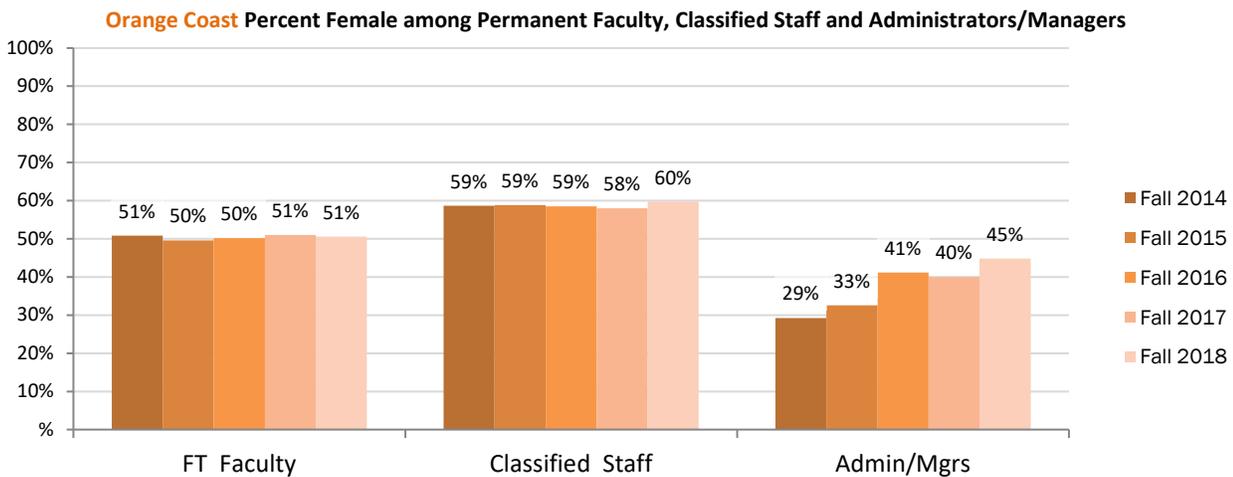
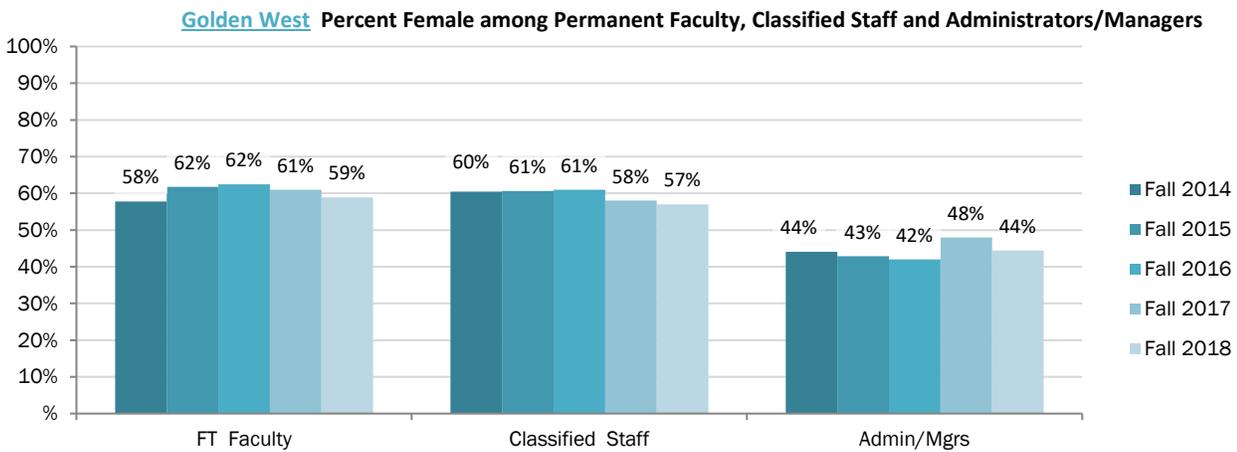
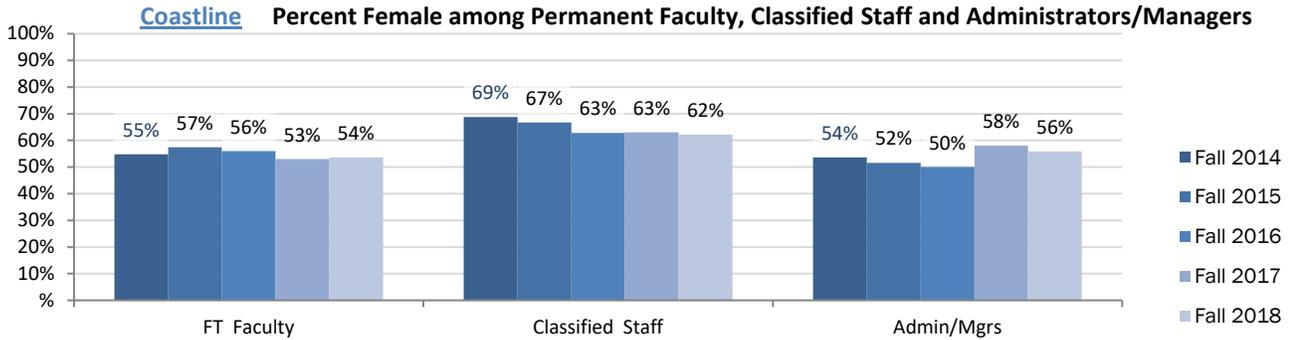
District Office Classified/Confidential Staff and Administrators/Managers



Source: Employee Profile Cube

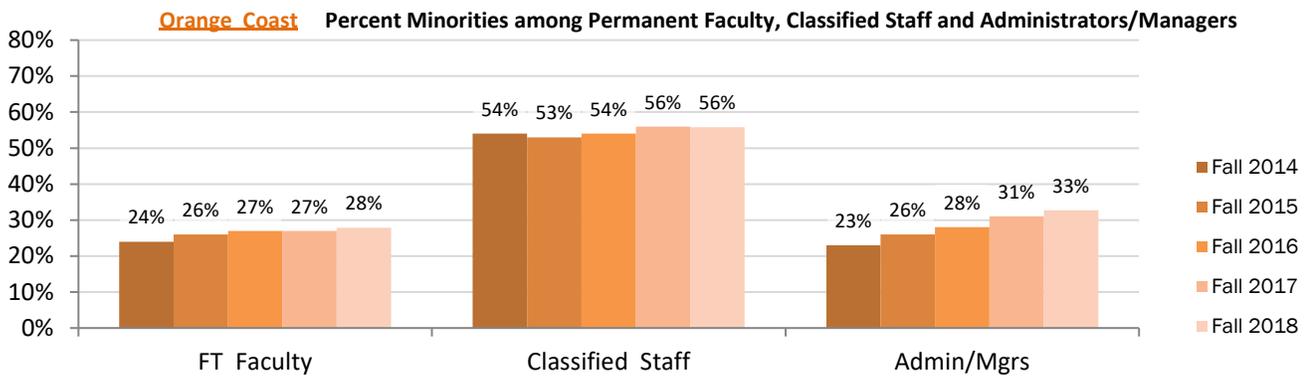
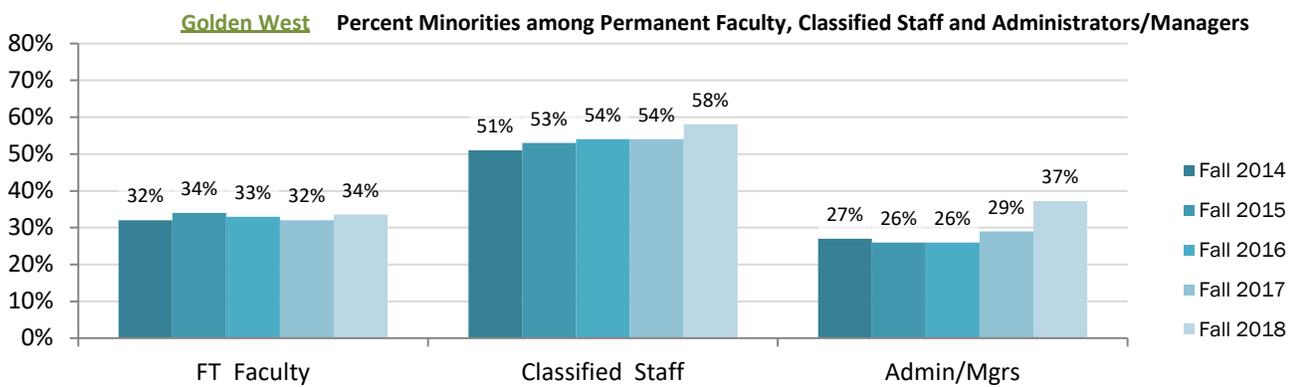
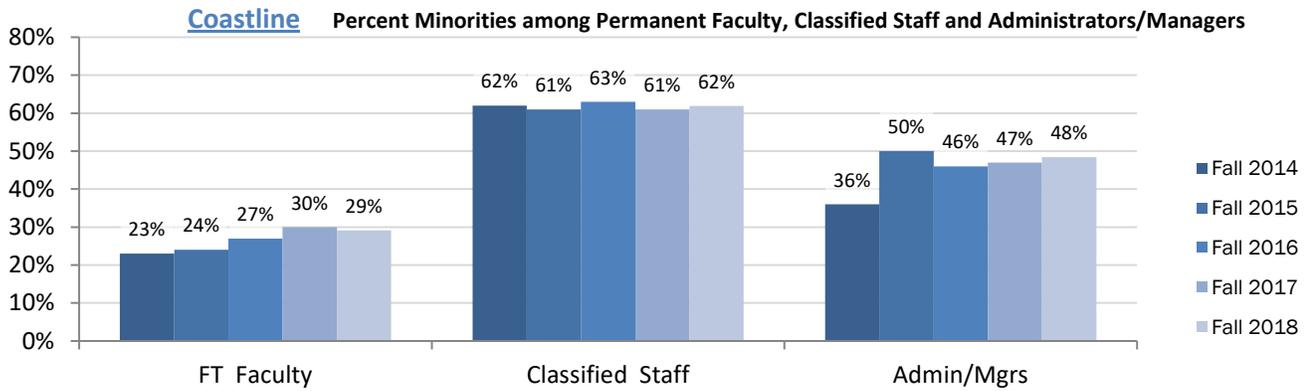
Gender Composition of Permanent Faculty, Classified Staff and Administrators/Managers

At Coastline, females fill more than 50% of all positions across all employee groups. The proportions have declined across all employee groups with the exception of the administrators/managers category. Over the last five years, there has been a decline of 2% of women faculty, 11% decline for classified, and an 4% increase in female administrators/managers. At Golden West, women account for more than 59% of faculty but less than 50% of the managers. Orange Coast is similar to Golden West in that women hold 51% of the faculty positions, 60% of the classified positions, but 45% of the management positions. The percentages for faculty and classified have remained relatively steady. Management percentages have increased 55% from fall 2014 to fall 2018.



Source: Employee Profile Cube

Ethnic Composition of Permanent Faculty, Classified Staff and Administrators/Managers



Source: Employee Profile Cube

Actions in the Area of Permanent Faculty, Classified Staff and Administrators/Managers

The District and the Colleges have continued concerted efforts in the outreach and recruitment process for filling vacancies to increase the number of applications from qualified minorities and other underrepresented groups. The efforts will continue in this important area.

The most recent District-wide Strategic Plan 2018-21, approved by the Board in July 2018, included the goal of providing the appropriate number of full-time faculty needed by the colleges and established the commitment that

the District will have at a minimum a number of full-time faculty of 2% above the state-defined faculty obligation number (FON) every fiscal year. This target was exceeded in 2017-18 and 2018-19.

Equity and inclusion training for employees has been provided district-wide starting in spring 2017 and have continued to be provided regularly. All new managers also receive this training.

The District provides opportunities for ongoing professional development for employees through various formats and dedicated funding. The implementation of the two flex days starting with the 2017-18 academic year has significantly and positively impacted the participation of all full-time and many part-time faculty in relevant professional development. Managers/administrators and classified staff have also benefitted from the flex day sessions.

In March 2019, for the first time, the District administered a survey to all employees related to satisfaction with the Human Resources operations at the District Office and the Colleges in order to gauge what works well and what could be improved. Employees are, generally, satisfied with the services provided by Human Resources. However, the responses indicate the need for improvement of various components under Human Resources purview including: responsiveness to questions and inquiries, accuracy and consistency of information provided, simplification of various processes, quality of trainings organized and provided, documentation of processes and procedures, timely communication of changes in various processes and procedures, addressing various situations related to employee relations in an efficient and effective manner, supporting employees in various matters, and more streamlined hiring processes.

In response to this survey and based on further internal analysis, District Human Resources working with the College Human Resources, developed a procedure and workflow to improve the tracking and management of position control. The transition to a new chart of accounts which went into effect in September 2019 is expected to provide for enhanced tracking of position control as well as revenues and expenses. Additional improvements to the Human Resources operations, processes, and procedures are being explored.

The District conducted a staffing study, which includes comparative information by functional area from peer community college districts. This study provided additional support data to inform decision-making related to staffing.

CHAPTER IV: FISCAL SUPPORT

The fiscal health of the District is an ongoing key area of emphasis district-wide.

State General Apportionment as a Percentage of Total Revenues

The state apportionment process, which provides approximately 90% of the District's unrestricted general fund operating revenues, consists of three primary resources including state aid, local property tax, and student fees. As the District's local property tax and student fees increase, state general apportionment declines. In the last five years, this percentage was at its highest at 8.18% in FY 2015-16 and stood at 5.32% in FY 2018-19.

State General Apportionment as a Percentage of Total district-wide Revenues (Unrestricted and Restricted)

State General Apportionment as a Percentage of Total Revenues	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
State Apportionment	16,494,645	21,044,038	14,751,504	13,091,370	14,744,462
Total Revenues	214,388,903	257,140,218	251,619,785	261,580,155	277,396,432
% of Total Revenues	7.69%	8.18%	5.86%	5.00%	5.32%

Source: Fiscal Executive Summary Cube

Restricted Revenues as a Percentage of Total Revenues (Unrestricted and Restricted)

Restricted revenues increased steadily and significantly over the last five years, representing 16.73% of the total revenues in 2018-19, which was an increase compared to the prior year and represented the highest percentage over the last five years. State-wide categorical program funding for FY 2018-19 amounted to \$361.6 million and provided 2.71% COLA on selected programs.

Restricted Revenues as a Percentage of Total Revenues (Unrestricted and Restricted)

Restricted Revenues as a Percentage of Total Revenues	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
ORANGE COAST Restricted Revenues	6,928,784	11,833,387	14,390,684	17,198,957	17,815,773
% of Total Revenue	3.23%	4.60%	5.72%	6.84%	6.42%
GOLDEN WEST Restricted Revenues	6,822,221	9,526,249	9,834,649	10,962,874	11,683,603
% of Total Revenue	3.18%	3.70%	3.91%	4.19%	4.08%
COASTLINE Restricted Revenues	4,780,205	6,548,947	7,215,390	8,998,832	10,258,420
% of Total Revenue	2.23%	2.55%	2.87%	3.58%	4.08%
District Restricted Revenues	5,259,760	3,816,275	7,704,120	5,487,451	6,641,872
% of Total Revenue	2.45%	1.48%	3.06%	2.10%	2.39
Restricted Revenues Total	23,790,969	31,724,859	39,144,844	42,648,115	46,399,688
% of Total Revenue	11.10%	12.34%	15.60%	16.30%	16.73%
Total Revenues	214,388,903	257,140,218	251,619,785	261,580,155	277,396,432

Source: Fiscal Executive Summary Cube

Salaries and Fringe Benefits

Total salaries and fringe benefits represented 85.83% of total revenues from restricted and unrestricted funds in FY 2018-19.

Total Salaries & Benefits as a Percentage of Total Restricted and Unrestricted Revenues

	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Orange Coast	75,812,489	79,099,041	84,558,655	92,434,663	99,119,514
% of Total Revenue	35.4%	30.8%	33.6%	41.07%	41.63%
Golden West	46,647,561	50,104,616	52,957,388	56,159,188	58,978,081
% of Total Revenue	21.8%	19.5%	21.0%	24.95%	24.77%
Coastline	25,401,466	28,456,994	30,264,061	33,088,241	37,202,025
% of Total Revenue	11.8%	11.1%	12.0%	14.70%	15.63%
Admin 9	15,358,843	18,489,152	20,142,217	20,939,792	18,339,560
% of Total Revenue	7.2%	7.2%	8.0%	9.3%	7.7%
District Office	17,747,720	18,689,217	19,374,747	22,420,258	24,445,338
% of Total Revenue	8.3%	7.3%	7.7%	9.96%	10.27%
District-wide Totals	180,968,079	194,839,020	207,297,068	225,042,142	238,084,518
% of Total Revenue	84.4%	75.8%	82.4%	86.03%	85.83%
Total Revenues	214,388,903	257,140,218	251,619,785	261,580,155	277,396,432

Source: Fiscal Executive Summary Cube

Unrestricted General Fund: Salaries and Benefits

District-wide, in FY 2018-19 expenditures for unrestricted fund salaries and benefits continued to climb to its highest number in the last five years. When examining salaries and benefits as a percentage of the unrestricted general fund revenues, this percentage increased to a high of 91.07% in FY 2018-19. This means that the District's ability to expend unrestricted general funds on projects and new initiatives is more limited.

Unrestricted Salaries & Benefits as a Percentage of Unrestricted General Fund (GF) Revenues.

Unrestricted General Fund: Salaries and Benefits	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Orange Coast	70,178,364	71,938,622	75,855,767	82,497,903	88,624,862
% of Unrestricted GF Revenues Total	36.8%	31.9%	35.7%	41.43%	42.13%
Golden West	40,952,784	43,374,361	46,267,718	48,357,923	50,919,963
% of Unrestricted GF Revenues Total	21.5%	19.2%	21.8%	24.29%	24.20%
Coastline	21,626,252	23,411,474	24,430,661	26,876,563	30,493,411
% of Unrestricted GF Revenues Total	11.3%	10.4%	11.5%	13.50%	14.5%
Admin 9	15,358,843	18,325,151	19,858,577	20,548,647	17,937,829
% of Unrestricted GF Revenues Total	8.1%	8.1%	9.3%	10.32%	8.53%
District Office	17,325,390	18,252,809	18,463,817	20,833,768	22,393,712
% of Unrestricted GF Revenues Total	9.1%	8.1%	8.7%	10.46%	10.46%
District-wide (DW) Total	165,441,633	175,302,417	184,876,540	199,114,804	210,369,777
% of Unrestricted GF Revenues Total	86.8%	77.8%	87.0%	90.95%	91.07%
Unrestricted GF Revenues Total	190,597,934	225,415,360	212,474,942	218,932,040	230,996,764

Source: Fiscal Executive Summary Cube

Unrestricted General Fund: Fixed Costs

District-wide expenditures for fixed costs increased 35.3% in the past five years. Fixed costs are those expenses that the District must pay and there is little flexibility or control over the amounts. These include pension contributions, health and welfare, utilities, insurance, and audit and banking fees. When examining fixed costs as a percentage of the unrestricted general fund revenues, this percentage averaged nearly 28.9% with its highest in FY 2017-18 at 31.5%.

Fixed Costs as a Percentage of Unrestricted General Fund Revenues

Unrestricted General Fund: Fixed Costs	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Orange Coast	13,721,607	14,361,551	15,338,237	18,811,468	20,813,668
% of Unrestricted GF Revenues Total	7.2%	6.4%	7.2%	8.6%	9.0%
Golden West	7,966,868	8,518,503	9,121,921	10,528,248	11,492,071
% of Unrestricted GF Revenues Total	4.2%	3.8%	4.3%	4.8%	5.0%
Coastline	3,953,938	4,164,554	4,475,642	5,810,241	6,790,787
% of Unrestricted GF Revenues Total	2.1%	1.8%	1.9%	2.7%	2.9%
District Office	3,903,658	4,042,255	4,123,912	5,038,898	5,637,114
% of Unrestricted GF Revenues Total	2.0%	1.8%	2.1%	2.3%	2.4%
Admin 9	24,253,609	26,061,272	28,052,162	28,708,723	26,243,116
% of Unrestricted GF Revenues Total	12.7%	11.6%	13.2%	13.1%	14.1%
District-wide (DW) Total	53,799,680	57,148,135	61,111,873	68,897,578	70,976,756
% of Unrestricted GF Revenues Total	28.2%	25.4%	28.8%	31.5%	30.7%
Unrestricted GF Revenues Total	190,597,934	225,415,359	212,474,942	218,932,040	230,996,764

Source: District Office Fiscal Services

Unrestricted General Fund: Salaries, Benefits, and Fixed Costs

That portion of the District's revenues and expenditures that is not salaries, benefits or fixed costs represents the discretionary portion of the District's budget. For the past five years, these combined unrestricted costs have averaged 91.1% of the total unrestricted general fund revenues, which requires the District to rely on reserves or other funds to support new projects and maintain and/or upgrade its infrastructure.

Salaries & Benefits, and Fixed Costs as a Percentage of Unrestricted General Fund Revenues

Unrestricted General Fund: Salaries and Benefit & Fixed Costs	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Orange Coast	70,178,364	71,938,622	75,855,767	82,497,903	88,624,862
% of Unrestricted GF Revenues Total	36.8%	31.9%	35.7%	37.7%	38.4%
Golden West	40,952,784	43,374,361	46,267,718	48,357,923	50,919,963
% of Unrestricted GF Revenues Total	21.5%	19.2%	21.8%	22.1%	22.0%
Coastline	21,626,252	23,411,474	24,430,661	26,876,563	30,493,411
% of Unrestricted GF Revenues Total	11.3%	10.4%	11.5%	12.3%	13.2%
Admin 9	24,253,609	26,061,272	19,858,577	20,548,647	17,937,829
% of Unrestricted GF Revenues Total	12.7%	11.6%	9.3%	9.4%	7.8%
District Office	17,325,390	18,252,809	18,463,817	20,833,768	22,393,712
% of Unrestricted GF Revenues Total	9.1%	8.1%	8.7%	9.5%	9.7%
District-wide (DW) Total	174,336,399	183,038,538	184,876,540	199,114,804	210,369,777
% of Unrestricted GF Revenues Total	91.5%	81.2%	87.0%	90.9%	91.1%
Unrestricted GF Revenues Total	190,597,934	225,415,359	212,474,942	218,934,040	230,996,764

Source: District Office Fiscal Services

State Cost of Living Adjustment (COLA) versus Consumer Price Index (CPI) Increases

Annual COLA varied from 0.85% in FY 2014-15 to a high of 2.71% in FY 2018-19. In FY 2018-19, community colleges received 2.71% COLA. The annual CPI was 1.6% over 12 months ending in June 2019.

COLA and CPI

State Cost of Living Adjustment (COLA) versus Consumer Price Index (CPI)	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
COLA =	0.85	1.02	0.00	1.56	2.71
CPI =	2.11	1.0	1.6	2.9	1.6

Source: District Office Fiscal Services

Capital Outlay Expenditures

Capital expenditures are for items that are not consumed or used up like a supply, but rather have a useful life that lasts for more than two years. Capital outlay includes equipment, land, buildings, ground improvements, and building construction, remodeling or additions. These expenditures do not include expenditures paid for with Measure M funds.

The capital outlay expenditures as a percentage of total revenues fluctuated between 1.29% and 2.78% over the past five years. In FY 2018-19, the rate was 1.51%.

Capital Outlay Expenditures as a Percentage Total Revenues (Restricted and Unrestricted Funds)

Capital Outlay Expenditures	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Orange Coast	968,080	1,568,075	2,480,243	3,071,418	1,966,099
% of Total GF Revenues	0.45%	0.61%	0.99%	1.17%	0.71%
Golden West	728,817	1,314,062	839,158	794,571	592,815
% of Total GF Revenues	0.34%	0.51%	0.33%	0.30%	0.21%
Coastline	694,157	446,774	390,904	990,959	1,098,361
% of Total GF Revenues	0.32%	0.17%	0.16%	0.38%	0.40%
Admin 9	200,446	188,723	2,863,675	268,327	329,635
% of Total GF Revenues	0.09%	0.07%	1.14%	.10%	0.12%
District Office	167,983	268,320	416,968	101,732	202,516
% of Total GF Revenues	.08%	0.10%	0.17%	0.04%	0.07%
Capital Outlay Expenditures Total	2,759,483	3,785,954	6,990,948	5,227,007	4,189,426
% of Total GF Revenues	1.29%	1.47%	2.78%	2.00%	1.51%
Total GF Revenues	214,388,903	257,140,218	251,619,785	261,580,155	277,396,432

Source: Fiscal Executive Summary Cube

General Fund Balance as a Percentage of Total Unrestricted General Fund Expenses

Total general fund balances as a percentage of total unrestricted general fund expenses decreased from 16.27% in 2017-18 to 15.13% in 2018-19. Following Board Policy 6200, the Adopted Budget reflects an Unrestricted General Reserve of 5% and a Reserve for Contingency of 5%, for a total of \$23.2 million, or 10% of the prior year unrestricted general fund expense.

Total Fund Balances as a Percentage of Unrestricted General Fund Expenditures Excluding Transfers

Fund Balance as a Percentage of Unrestricted Expenses	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Orange Coast	7.20%	6.32%	6.56%	3.28%	2.95%
Fund Balance	5,567,831	4,992,821	5,427,377	2,942,771	2,810,143
Unrestricted Expenses	77,360,557	78,977,037	82,780,160	89,615,583	95,364,932
Golden West	8.79%	6.22%	3.82%	3.24%	4.91%
Fund Balance	3,879,396	2,944,409	1,982,627	1,676,453	2,657,114
Unrestricted Expenses	44,141,663	47,352,550	51,958,614	51,706,075	54,150,307
Coastline	9.30%	7.32%	7.55%	8.47%	5.82%
Fund Balance	2,251,989	1,968,591	2,180,106	2,639,623	1,913,535
Unrestricted Expenses	24,211,087	26,910,695	28,870,764	31,146,563	32,868,194
Admin 6 (District Office, Admin 9 & 6)	50.89%	63.38%	55.65%	57.03%	55.68%
Fund Balance	23,118,021	37,663,658	31,303,114	29,090,310	27,748,525
Unrestricted Expense=	45,423,761	59,423,555	28,870,764	51,007,529	49,833,171
District-wide Total	18.22%	22.37%	18.60%	16.27%	15.13%
Fund Balance =	34,817,237	47,569,479	40,893,224	36,349,157	35,129,317
Unrestricted Expenses =	191,137,068	212,663,838	219,855,031	223,475,750	232,216,604

Source: District Office Fiscal Services

Actions in the Area of Fiscal Support

Despite the availability of growth funds, the District has not been able to grow enrollment to capture growth funding during the past five years. The District has avoided eroding base funding through a strategic application of stability, a one-year fiscal hold-harmless allowed under the law through 2017-18, and reporting optional summer FTES from the second summer that would otherwise have gone to a next fiscal year, in the current year. The Student-Center Funding Formula (SCFF), introduced in 2018-19, removed stability and introduced new rules for the calculation of funding for community college districts. These rules continue to evolve making it very challenging to project unrestricted general fund revenue. Fixed costs of operation escalate each year adding pressure to the District's ability to balance its budget.

Total fund balance has been in the 20% range for several years, but, due in part to continued decline in enrollment and increased contractual obligations, declined to 15.13% at the close of the 2018-19 fiscal year. A change to Board Policy 6200 approved in May 2017 requires a 10% budgetary reserve.

In fall 2017, the District implemented a Classification/Compensation study adjusting compensation for Confidential, Classified and Management employees to ensure that competitive salaries are being paid and to enhance the District's ability to attract and retain high caliber employees. However, the retroactive implementation of this study resulted in a continued deficit spending and affected fund balance levels, as noted above.

Significant increases in employer contributions are being experienced for the California State Teachers Retirement System (CalSTRS) and the California Public Employee Retirement System (CalPERS). These increases stem, in part, from lower than anticipated investment returns and changing demographics. The State has augmented base funding during the past three years to help offset these increases. The District also joined the Pension Rate Stabilization fund and has begun investing funds in an irrevocable trust.

The District provides a comprehensive array of health benefits for its employees, among them are three medical plans including two HMO type plans, and one self-funded PPO plan. The costs associated with delivering these programs are often volatile, and the 2019-20 Adopted Budget reflects a year-over-year increase of 3.54%.

While District finances are in good health, the indicators noted above point to a need to fundamentally rebalance revenue and expense in the coming years.