



2020-21

Annual Department Review

Office of Instruction

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Section 1: Department Planning

Internal Analysis

Metric	15-16	16-17	17-18	18-19	Standard	Goal	19-20
Overall course success rate	70.2%	71.2%	72.3%	73.9%	62.8%	74.6%	76.1%
Traditional course success rate	80.6%	82.1%	81.3%	81.8%	69.5%	82.6%	84.9%
Online course success rate	70.9%	71.8%	71.8%	72.0%	61.2%	72.7%	73.9%
Hybrid course success rate	66.8%	74.2%	75.6%	82.6%	70.2%	83.4%	79.8%
Correspondence course success rate	65.1%	66.0%	69.9%	74.0%	62.9%	74.7%	77.0%
State-funded course success rate	66.7%	68.6%	70.4%	72.2%	61.4%	72.9%	75.1%
Extended Learning course success rate	83.7%	82.8%	84.4%	85.2%	72.4%	86.1%	84.6%
Number of graduates	1,607	1,567	1,599	1,691	1,437	1,708	1,440
Number of degrees	2,111	2,229	2,169	2,300	1,955	2,410	2,039
Number of AA and AS degrees	2,071	2,150	2,092	2,208	1,877	2,300	1,905
Number of AS-T and AA-T degrees	40	79	77	92	78	110	134
Number of certificates (12+ Units)	592	515	556	708	602	800	726
Transfer volume (12+ units)	899	1,101	1,178	1,410	1,199	1,600	1,471
Job placement rate	25.5%	29.1%	27.6%	31.8%	27.0%	32.1%	31.9%
Student satisfaction with services	-	-	94.5%	95.2%	80.9%	96.2%	96.8%
Number of applicants	29,460	30,694	29,371	29,315	24,918	29,608	31,756
Percent of students that enrolled after applying	51.9%	47.9%	47.3%	43.7%	37.1%	44.1%	39.8%
Percent of degree/ transfer-seeking students with student education plans during primary terms	46.3%	49.6%	51.3%	51.2%	43.5%	52.0%	50.2%
Percent of degree/ transfer-seeking students with 12+ units during primary terms	16.7%	16.0%	13.1%	12.8%	10.9%	13.0%	11.7%
Overall, within-term retention rate	86.2%	86.1%	86.6%	87.3%	74.2%	88.2%	88.5%
Traditional within-term retention rate	89.1%	90.3%	90.1%	89.7%	76.2%	90.6%	93.1%
Online within-term retention rate	85.5%	85.3%	84.8%	84.5%	71.8%	85.3%	85.9%
Hybrid within-term retention rate	80.4%	86.2%	85.4%	91.2%	77.5%	92.1%	90.8%
Correspondence within-term retention rate	86.7%	86.1%	88.7%	91.7%	77.9%	92.6%	92.6%
State-funded within-term retention rate	83.4%	83.7%	85.1%	86.1%	73.2%	87.0%	87.7%
Extended Learning within-term retention rate	97.3%	96.9%	96.4%	95.3%	81.0%	96.3%	95.4%
Fall-to-spring persistence rate (1 st -time degree/ transfer-seeking)	41.4%	46.3%	41.7%	52.0%	44.2%	53.0%	49.6%
Percent of courses that reported SLOs on the SLO Cloud report cycle	-	-	35.0%	64.9%	55.2%	95.0%	85.0%
Course reporting in the SLO Cloud	-	-	66	117	100	250	379
Concurrent enrollments (K-12 Special Admits)	616	621	977	1,227	1,043	1,239	1,317
Overall enrollment	78,890	72,774	70,823	67,566	57,431	60,134	58,488
Overall unduplicated headcount	29,070	27,442	26,279	24,886	21,153	22,149	23,192
State-funded enrollment	63,821	60,158	61,512	59,444	50,527	52,905	52,646
Extended Learning enrollment	15,069	12,616	9,311	8,122	6,904	7,229	5,841
FTES (Resident)	6,343	5,928	6,192	6,106	5,190	5,434	5,399
WSCH/FTEF 595	605	568	560	530	450	550	480
Traditional course average size	21	21	21	21	18	22	19
Online course average size	42	40	36	33	28	34	30
Hybrid course average size	24	19	20	19	16	20	18
Correspondence course average size	140	112	117	118	100	120	127

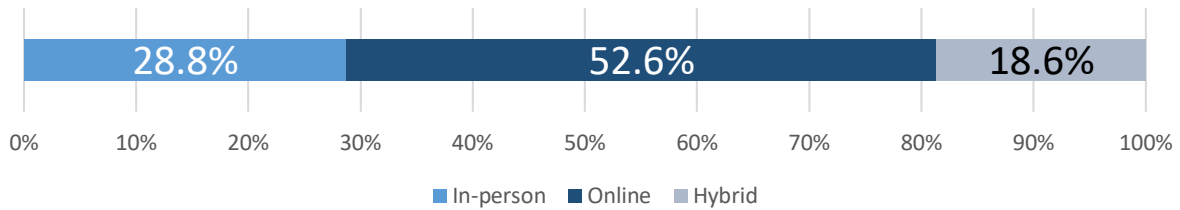
The college has hit major milestone in course success and end-of-term retention. Additionally, the college saw great reporting in the SLO Cloud. Area for improvement include increasing course efficiency and meeting FTES targets.

Survey Results

Student Survey Results

Of the 1,134 students that responded to the survey, 96.3% (1,092) indicated that Coastline programs and courses are offered in a manner that enabled them to complete their education goals. Additionally, 95.8% indicated that Coastline provides the support resources (e.g., equipment, software, labs) that their facilitate learning.

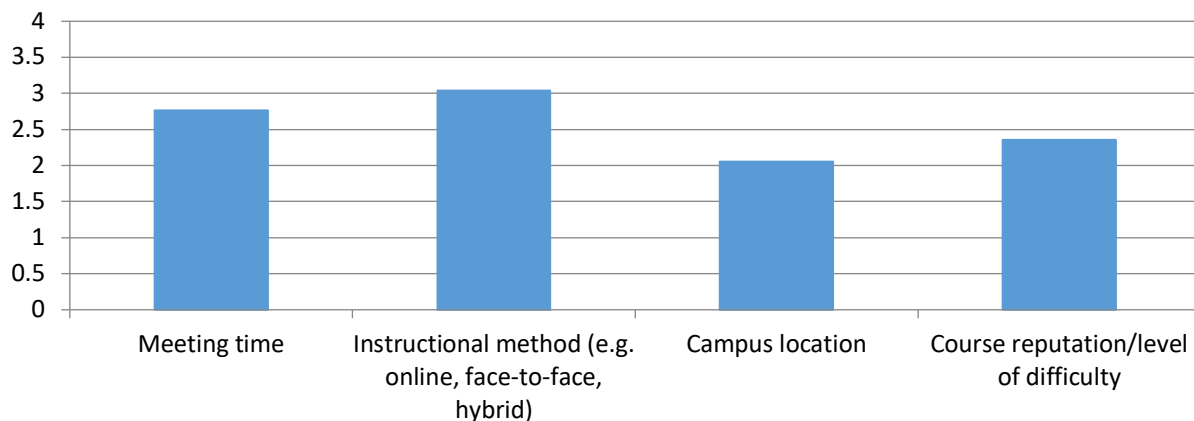
Students were asked which instructional modalities they preferred.



Of the 646 respondents who visited the campuses, there was a range of interest in different services.

Services	Coastline College Center	Garden Grove	Newport Beach	Westminster/Le-Jao
Extended campus hours	63.2%	37.5%	38.0%	29.7%
Study space	58.7%	40.4%	40.1%	33.9%
Food services/food courts on campus	58.0%	40.8%	42.6%	32.6%
Recreation/game room	58.0%	37.2%	38.4%	28.7%
Designated posting boards for student groups	60.3%	40.6%	40.1%	32.2%
Charging towers for phones/laptops	63.7%	45.2%	44.9%	38.1%
Water bottle filling stations	63.9%	45.0%	48.1%	38.9%

Students were asked to rank the factors that influence the selection of your schedule of courses. (1 = most important, 4 = least important). The data showed the most important factor was campus location.



Employee Survey Results

Overall, many of the respondents are satisfied with the services provided by the Office of Instruction (90.2%). The following table shows Coastline employees' level of satisfaction with the services provided by the Office of Instruction.

Office of Instruction Services

Service	Satisfied	Dissatisfied	Respondents
Course catalog	97.7%	2.3%	88
Course scheduling process	87.6%	12.4%	81
Frequency of information dissemination	89.8%	10.2%	88
Process for last date of attendance (LDA) reporting	86.2%	13.8%	80
Enrollment management	88.8%	11.2%	80

Of those respondents who have utilized the department's corresponding service, 97.7% are satisfied with the course catalog, 89.8 % are satisfied with the frequency of information dissemination, 87.6% are satisfied with the course scheduling process, 89.8 % are satisfied with the frequency of information dissemination, and 86.2% with the LDA process. Finally, 88.8% of respondents are satisfied with enrollment management.

Qualitative Feedback

Respondents indicated that enrollment management and scheduling has improved. Respondents voiced concern about the accuracy of curriculum oversight, accuracy, and management of the information.

Service Area Outcome(s)

Service Area Outcomes (SAOs)

SAO	Measures/Targets	2019-20 Outcomes
Ensure on-time completion of the course schedules.	The schedule is turned in and published on time	The schedule was published on time
Demonstrate effective communication throughout course schedule development process.	Satisfaction rate with schedule development process	87.6% satisfaction with schedule process
Estimate accurate FTES targets.	Project accurate FTES	99% accurate in the report of FTES

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Transition to competency-based instructions for appropriate programs.	In-Progress	Obtained an IEPI grant and will be working on implementation in 2020-21. Applying for a state-wide grant	
Explore augmented reality for instruction	In-Progress	Obtained an IEPI grant and will be working on implementation in 2020-21	
Meet FTES targets	In-Progress	Developing a new Enrollment Management Plan. Right-sizing to 17.3% of the CCCD total.	

Response to Program and Department Review Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Because of COVID 19 it seems that an entirely new direction for the Office of Instruction may be on the horizon. It would be very helpful if the office of instruction could almost keep a journal of its trials and errors and successes in the coming months so that for the next comprehensive department review, an overview of this period of time would be available. I think that more future thinking would also be helpful.	In-Progress	Discussion of these changes are occurring at the Instructional Manager's meeting, Deans' meeting, Instructional Wing, and College Council
Develop forward strategy beyond hitting FTES targets and expand strategy that addresses how one optimizes the SCFF	In-Progress	Working on an updated Enrollment Management Plan
Develop two-year schedules Adopt for efficient communication tactics	In-Progress	This will be better understood after the program maps and the COVID-19 pandemic is stabilized

Department Planning and Communication Strategies

Department planning is developed and communicated through a variety of meetings and committees. For example, feedback for the Office of Instruction is often received during meetings with the department chairs, full-time, and wing planning meetings. In addition, communication is supported through College wide email message from the Vice President of Instruction.

Coastline Pathways

Staff from the Office of Instruction are encouraged to participate in Coastline Pathways design teams and have also participated in training, workshops, and pathway days. The Vice President of Instruction works closely with the Vice President of Student Services to support the Coastline Pathways Coordinators as they provide leadership Coastline Pathways.

Equity

There has been a major focus on diversity, equity, and inclusion (DEI) over the past year and has been integrated into all aspects of discussion and planning across Instruction. We have also hosted many activities with students and employees to support awareness and engagement towards strengthening DEI at Coastline. We still have a long way to go but we are making great strides.

Efficiency

Overall enrollment has seen a major decline in course efficiency as reflected in the KPI scorecard. It is essential to build in ways to ensure course options are flexible and provide equitable learning experiences, while being strategic in ensuring optimal class sizes.

Implications of Change

Due to COVID-19 we have seen an increase of online courses state-wide, which has dramatically impacted the online enrollments, offering ESL, and Adult Education programs. This blended with the state SFCC model, CCCD, and major decline in Extended Learning has limited Coastline's capability to produce the numbers and outcomes from the previous years.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	0	0	5	0
Current year	1	0	0	5	0
1 year	1	0	0	6	0
2 years	1	0	0	6	0
3 years	1	0	0	6	0

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Dr. Vince Rodriguez	CIO Conference; Enrollment Management Conference; IFTF Training; ACCJC Training; IEPI Workshop	Gain knowledge in current practices and network
Ann French	Curriculum Institute	Gain knowledge in current practices and network
Nicki Salcedo	College Net User Conference	Gain knowledge in current practices and network
Suzanne Blake	College Net User Conference	Gain knowledge in current practices and network

Section 3: Facilities Planning

Facility Assessment

As we plan on moving into the new building, we will need to ensure we have space for the VP and six staff. Swing space for some part-time or student workers would also be advantageous.

Section 4: Technology Planning

Technology Assessment

The college implemented the new course catalog with Course Leaf, which reflects the areas of interest and is easy to navigate. The college is looking to release program maps and the student resource hub in 2020-21.

Section 5: Ongoing/New Initiative(s)

Initiative: Transition to competency-based instructions for appropriate programs.

Describe how the initiative supports the college mission:

Competency-based programs will allow students to complete programs at their pace and will increase graduates.

What college goal does the initiative support?

- X Reduce all student equity gaps regarding access and achievement (Equity)
- X Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- X Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

The initiative will align with the work of student persistence.

What evidence supports this initiative? Select all that apply

- Service Area Outcome (SAO) assessment
- Internal Research (Student achievement, department performance)
- X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

There are very few programs which currently use competency-based instruction. However, those institutions such as Sothern New Hampshire University have quickly become the leader in the industry for working adults who need flexibly education. We could be the leading in the California Community College system.

Recommended resource(s) needed for initiative achievement:

We will need professional development funds to help faculty, administrators and staff learn how to develop these programs to get them accredited.

What is the anticipated outcome of completing the initiative?

This initiative would result in higher enrollment and increases in degree/certificate attainment.

Provide a timeline and timeframe from initiative inception to completion.

This will likely be a two-year process for research, curriculum redesign, scheduling, and accreditation.

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Transition to competency-based instructions for appropriate programs	Professional Development funding	\$60,000	One-time	No	External Scan	Equity; Achievement; Innovation & Effectiveness	May 2022	1