Institutional Self Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

to

Accrediting Commission for Community and Junior Colleges

August 1, 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Vincent Rodriguez, Ed.D.
        Coastline Community College
        11460 Warner Avenue
        Fountain Valley, CA 92708

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

Vincent Rodriguez, Ed.D., College President	5/21/2025
	Date
Whitney Yamamura, Ed.D., District Chancellor	5/21/2025
	Date
Elizabeth Parker, Ed.D., Board of Trustees President	5/21/2025
	Date
Aeron Zentner, D.B.A., Accreditation Liaison Officer	5/21/2025
	Date
Ann Holliday, Academic Senate President	5/21/2025
	Date
Anna Isbell, Classified Senate President	5/21/2025
	Date
Amelia Le, Associated Student Government President	5/21/2025
	Date

Contents

Forward to the Institutional Self-Evaluation Report

The development of the Institutional Self-Evaluation Report (ISER) allowed the College to review and reflect on policies, procedures, and practices related to the accreditation standards. The development of the ISER occurred through college-wide contribution and feedback from more than 30 individuals and was facilitated by the Accreditation Liaison Office, Accreditation Faculty Coordinator, Accreditation Tri-Chairs, and was supported by the Planning, Institutional Effectiveness, and Accreditation Committee, Academic Senate, Classified Senate, and College Council.

Continual learning, development, and improvement are foundational practices of the College, and participation in the ISER has supported the review, codifying, and validation of the College structures and processes. The review of the ISER by the Accreditation Liaison Officer, Accreditation Faculty Coordinator, and Accreditation Tri-Chairs led to the identification of several key themes within the report. Additionally, the College leveraged artificial intelligence (AI) to further identify recurring themes present in the ISER. Below is a summary of the common themes that emerged from the ISER:

- The College's mission is foundational and influences the procedures, practices, and decisions made at the College.
- The College has intentionally integrated the accreditation standards and promising practice into the College's processes, specifically Program and Department Review and Planning processes.
- The College goals and key performance indicators (KPIs) have been blended throughout the College planning processes with a concerted effort to review disaggregated data across common metrics at the institutional level to the discipline and service level.
- The College has made significant efforts to embed diversity, equity, inclusion, social justice, accessibility, and anti-racism throughout professional development, instruction, services, and operations of the College.
- The College continues to innovate and try new ways to support student learning through flexible scheduling and modalities for instruction and services.
- The College maintains a clear and transparent budget development and maintenance process and plans to ensure fiscal stability and long-term sustainability.

The following area was identified as a focus for continual improvement:

- Adopt practices to encourage higher levels of professional development participation. The College, District, and constituency groups provide many opportunities for professional learning. A structured workflow needs to be established to allow more time for employees to engage in various professional development and training opportunities.

Introduction: Institutional Context

Coastline Community College (College) is located in Southern California and is part of the Coast Community College District (District). The College is committed to creating opportunities for student success by guiding diverse populations of students toward the attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer. By meeting students where they are, the College provides innovative instruction and services designed to achieve equitable outcomes. As an early pioneer of distance learning, the College was founded as the "College Beyond Walls" in 1976 and now provides over 85% of instruction through various distance learning platforms. In addition, to the distance education offerings, the College has four physical campuses in Garden Grove, Newport Beach, Fountain Valley, and Westminster. The College serves a diverse student population of more than 18,000 learners and is federally recognized as a Minority Serving Institution (MSI) with designations as both an Asian American and Native American Pacific Islander Serving Institution (AANAPISI) and Hispanic Serving Institution (HSI).

College History

In 1947, the Orange Coast Junior College District was formed. A year later, the district opened its first college, Orange Coast College, in Costa Mesa, using facilities that had served as a U.S. Army Base. By 1966, the growing population of the district's 105-mile, 11-city service area prompted the opening of a second college, Golden West College, in Huntington Beach. With the opening of the second college, the district changed its name to the Coast Community College District (CCCD), which is still known today.

In 1972, the District had become one of three community college districts in California owning and operating a public television station, KOCE-TV (Channel 50). The station was used to broadcast credit courses. As the District population continued to grow, a new type of student emerged: working adults who were unable to attend college during the day. An evening college was established to cater to this community not yet served by any other college in Orange County, and enrollment in the program exploded. A task force of District employees was formed to analyze the needs of this new market segment and make recommendations on how best to serve this non-traditional student population. It became apparent that the constraints inherent in the scheduling and delivery of traditional college instruction were denying access to prospective students. To overcome these barriers, the founders conceived two new means of access: the distributed campus and distance learning. The distributed campus would deliver instruction at locations near where students work and live. Distance learning can deliver instruction through a virtual campus accessible from anywhere at any time. The delivery vehicle would be a new institution known as Coastline Community College, founded in 1976.

The College was charged with assuming responsibility for instruction offered at numerous community locations, broadcast over public television station KOCE, and offered via radio and other distance education modalities. To support these instructional directives, an instructional design team was formed, and new distance learning strategies evolved. Even with this lofty charge, the College was established more quickly than any other new college in California. In a short time period, administrators, classified professionals, and faculty members were hired, and then, in a three-month time frame, the College applied for accreditation and other certification by a multitude of agencies, established a comprehensive curriculum, located more than 100 sites for instruction (banks, senior centers, high schools, office buildings, shopping malls, and other community based facilities), equipped an administrative headquarters, and enrolled more than 18,000 credit students for classes beginning fall of

1976. The College still boasts that its opening-day enrollment is the largest opening-day student population in community college history.

Two traits have characterized the College since it was founded in 1976. One is steadfastness of purpose. Conceived as a "college without walls," the College has remained true to the founders' motto: "The community is our campus; its citizens are our students." The other constant is a commitment to change as an institutional dynamic. There is a steadfast determination to approach problems creatively and to view obstacles as opportunities.

The College has kept pace with change through constant evaluation and evolution of its programs, services, delivery modalities, and learning environments. Over the years the College progressively phased out the delivery of instruction at area sites, elementary schools, and other leased sites to invest in larger, dedicated, yet still distributed campuses in cities within the College's service area. The College continues to follow its foundational aspirations for providing innovative educational opportunities with the initiatives focused on direct assessment competency-based education and online bachelor's degree programs.

College Trends

Table 1. Enrollment Trends

Enrollment	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment (Seats Filled)	58,403	46,104	38,124	38,859	43,138
Headcount (Unduplicated)	23,192	18,197	16,141	16,398	16,845
Total FTES	5,577.4	4,720.9	3,999.1	4,241.0	4,728.4
Resident FTES	5,375.8	4,548.5	3,866.3	4,012.0	4,488.2
Sections	1,631	1,362	1,254	1,290	1,307
Fill Rates	71.8%	69.9%	66.9%	64.6%	73.4%
FTEF	195.3	165.8	150.3	147.5	152.6
FTES/FTEF	28.6	28.5	26.6	28.7	31.0

The five-year enrollment trends (2019-20 to 2023-24) highlight significant fluctuations due to external factors like the COVID-19 pandemic. Enrollment (seats filled) declined sharply from 58,403 in 2019-20 to 38,124 in 2021-22, before recovering slightly to 43,138 in 2023-24. Headcount (unduplicated students) followed a similar pattern, dropping from 23,192 in 2019-20 to 16,141 in 2021-22 and modestly increasing to 16,845 in 2023-24. Full-time equivalent students (FTES) and resident FTES also experienced declines, reaching their lowest in 2021-22 before partial recovery by 2023-24, with Total FTES at 4,728.4 and Resident FTES at 4,488.2. Sections offered decreased from 1,631 in 2019-20 to 1,254 in 2021-22, while Fill Rates dropped initially but improved to 73.4% by 2023-24, reflecting better alignment between offerings and demand. Faculty metrics show a decrease in full-time equivalent faculty (FTEF) from 195.3 in 2019-20 to 147.5 in 2022-23, with a slight rise to 152.6 in 2023-24. The FTES/FTEF ratio increased from 26.6 in 2021-22 to 31.0 in 2023-24, indicating more efficient utilization of faculty resources as enrollment levels stabilized.

Table 2. Enrollment Trends by Instructional Modality

Enrollment (Seats Filled)	2019-20	2020-21	2021-22	2022-23	2023-24
Coastline Overall	58,403	46,104	38,124	38,859	43,138
Instructional Modality	2019-20	2020-21	2021-22	2022-23	2023-24
Correspondence	24.3%	15.2%	17.9%	18.4%	18.5%
Hybrid	2.1%	1.8%	2.9%	3.0%	2.7%
In-Person	12.4%	0.8%	3.9%	12.5%	13.4%
Live Online	0.0%	11.0%	11.2%	4.0%	2.5%
Online	61.3%	71.2%	64.2%	62.2%	62.9%

Enrollment trends across instructional modalities have shifted significantly in recent years. Online and distance education remain dominant, consistently surpassing 85% annually. Traditional online courses surged from 61.3% in 2019-20 to 71.2% in 2020-21 during the pandemic, stabilizing at 62.9% by 2023-24. Live online courses, which emerged during the pandemic, peaked at 11.2% in 2021-22 but dropped to 2.5% by 2023-24 as in-person and traditional online options regained popularity. Correspondence courses declined from 24.3% in 2019-20 to 15.2% in 2020-21 but rebounded to 18.5% by 2023-24. Hybrid instruction remained low, increasing slightly from 2.1% in 2019-20 to 3.0% in 2022-23 before falling to 2.7% in 2023-24. In-person instruction, heavily impacted by the pandemic, dropped from 12.4% in 2019-20 to 0.8% in 2020-21, recovering to 13.4% by 2023-24.

Table 3. Unduplicated Headcount Trends by Student Demographic

Headcount (Unduplicated)	2019-20	2020-21	2021-22	2022-23	2023-24
Coastline Overall	21,982	18,884	16,094	16,313	18,203
Gender	2019-20	2020-21	2021-22	2022-23	2023-24
Female	45.5%	48.9%	49.2%	46.5%	45.1%
Male	52.5%	49.4%	48.8%	50.2%	50.0%
Non-Binary	0.1%	0.1%	0.3%	0.4%	0.6%
Unreported	2.0%	1.6%	1.7%	2.9%	4.3%
Race-Ethnicity-Ancestry	2019-20	2020-21	2021-22	2022-23	2023-24
American Indian or AK Native	0.5%	0.4%	0.5%	0.5%	0.5%
Asian	19.8%	20.6%	21.6%	21.9%	23.5%
Black or African American	10.4%	8.0%	7.7%	7.8%	7.3%
Filipino	2.3%	2.6%	2.1%	1.9%	1.9%
Hispanic or Latine	30.0%	28.3%	28.7%	28.6%	28.6%
Pacific Islander or HI Native	0.5%	0.5%	0.4%	0.4%	0.4%
Two or More Races	4.6%	4.8%	4.6%	4.1%	4.3%
Unreported	3.4%	5.6%	5.9%	7.4%	7.5%
White	28.5%	29.1%	28.6%	27.5%	26.0%
Age Group	2019-20	2020-21	2021-22	2022-23	2023-24
19 and Younger	13.9%	16.5%	18.4%	21.7%	23.8%
20 to 24	25.5%	25.9%	23.4%	22.8%	23.7%
25 to 29	16.5%	15.9%	14.8%	13.3%	11.9%
30 to 34	12.2%	11.4%	11.0%	10.3%	9.5%
35 to 39	9.9%	9.1%	9.1%	8.1%	7.4%
40 to 49	12.3%	11.0%	11.4%	11.0%	10.9%
50 and Older	9.8%	10.3%	11.7%	12.8%	12.8%
Unreported	0.0%	0.0%	0.1%	0.0%	0.0%

The College's unduplicated headcount showed a decline from 21,982 in 2019-20 to 16,094 in 2021-22, followed by a gradual recovery, reaching 18,203 in 2023-24. Gender distribution remained stable, with female students peaking at 49.2% in 2021-22 before dropping to 45.1% in 2023-24, while male students consistently hovered around 50.0%. Ethnicity trends reveal growth in the Asian student population, rising from 19.8% to 23.5%, while Black or African American representation declined from 10.4% to 7.3%. Hispanic or Latine students remained the largest student population, steady at around 28.6%, while Age demographics shifted towards younger students, with those aged 19 and younger growing from 13.9% to 23.8%. Students aged 25 to 39 declined, while the 50 and older age group grew slightly, reaching 12.8% by 2023-24.

Table 4. Course Success Rate Trends by Student Demographic and Modality

Course Success Rates	2019-20	2020-21	2021-22	2022-23	2023-24
Coastline Overall	**75.6%**	**78.9%**	**77.2%**	**74.9%**	**74.7%**
Gender	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Female	75.1%	78.3%	76.3%	75.9%	75.6%
Male	76.1%	79.6%	78.1%	74.4%	74.4%
Non-Binary	56.7%	81.6%	70.0%	58.0%	61.4%
Unreported	72.7%	76.3%	78.9%	71.0%	70.8%
Race-Ethnicity-Ancestry	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
American Indian or AK Native	71.5%	72.7%	66.1%	71.3%	57.3%
Asian	82.7%	84.1%	80.6%	80.7%	80.5%
Black or African American	63.1%	70.6%	71.9%	64.6%	66.7%
Filipino	77.7%	82.6%	78.7%	78.3%	79.6%
Hispanic or Latine	71.4%	73.7%	72.4%	70.6%	70.0%
Pacific Islander or HI Native	74.6%	83.5%	73.9%	74.2%	65.6%
Two or More Races	75.3%	78.0%	76.2%	73.4%	76.1%
Unreported	75.4%	83.9%	80.6%	78.4%	80.7%
White	79.7%	81.6%	80.9%	77.4%	76.1%
Age Group	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
19 and Younger	78.4%	80.3%	78.2%	79.2%	81.0%
20 to 24	75.3%	77.3%	74.9%	74.0%	75.7%
25 to 29	74.2%	77.3%	74.4%	71.8%	71.0%
30 to 34	74.5%	76.5%	78.0%	71.7%	69.2%
35 to 39	75.4%	80.1%	76.5%	74.5%	71.4%
40 to 49	74.7%	80.9%	79.9%	74.6%	73.2%
50 and Older	77.6%	82.8%	80.6%	76.5%	75.3%
Unreported	91.3%	100.0%	80.0%	-	33.3%
Modality	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Correspondence	76.0%	84.9%	83.2%	72.8%	67.9%
Hybrid	79.7%	86.0%	78.0%	76.2%	82.8%
In-Person	82.9%	79.9%	76.4%	80.8%	80.2%
Live Online	-	83.8%	82.1%	83.1%	88.1%
Online	73.8%	76.7%	74.7%	73.8%	74.7%

The report highlights trends in course success rates at the College from 2019-20 to 2023-24, showing variations by gender, race/ethnicity, and age groups. Overall success rates started at 75.6% in 2019-20, peaked at 78.9% in 2020-21, and declined to 74.7% by 2023-24. Gender analysis reveals stable success rates for male and female students, peaking in 2020-21 before declining slightly, while non-binary

students experienced significant fluctuation, dropping from 81.6% in 2020-21 to 61.4% in 2023-24. Students with unreported gender showed minimal variation but a minor dip in 2022-23. Student ethnicity trends indicate Asian students consistently led with success rates above 80.0%. White and Filipino students performed well with slight year-to-year changes. Black or African American and Pacific Islander or Native Hawaiian students experienced variability, peaking in 2020-21 before declining. Hispanic or Latine and American Indian or Alaska Native students showed modest but gradually decreasing success rates toward the end of the period.

Table 5. Degree and Certificate Awarded Trends

Degrees Awarded	2019-20	2020-21	2021-22	2022-23	2023-24
Coastline Overall	**1,938**	**1,767**	**1,432**	**1,345**	**1,144**
Degree Award	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Associate of Arts	1,410	1,250	1,011	981	775
Associate of Arts for Transfer	80	91	73	70	67
Associate of Science	407	375	295	253	268
Associate of Science for Transfer	41	51	53	41	34
Certificates Awarded	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Coastline Overall	**723**	**708**	**587**	**798**	**717**
Certificates Type	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Certificate 16 less than 30	0	53	78	55	185
Certificate 18 less than 30	514	361	255	341	244
Certificate 30 less than 60	101	74	111	114	107
Certificate 6 less than 18	89	218	116	260	175
Certificate Award less than 6	1	0	0	0	0
Noncredit Certificates	18	2	27	28	6

From 2019-20 to 2023-24, degrees awarded at the College declined steadily, dropping from 1,938 to 1,144. Associate of Arts degrees saw the largest decrease, from 1,410 to 775. Associate of Arts for Transfer and Associate of Science degrees also declined, though the latter showed slight recovery in 2023-24. Associate of Science for Transfer degrees decreased marginally from 41 to 34. Overall, the data indicates a consistent reduction in degree completion during this period. Certificates awarded showed fluctuating trends, peaking at 798 in 2022-23 before dropping to 717 in 2023-24. Certificate 16 less than 30 units rose significantly, from 0 in 2019-20 to 185 in 2023-24, while Certificate 18 less than 30 units declined steadily, from 514 to 244. Other certificate types experienced moderate changes, and noncredit certificates remained low, with a brief increase in 2021-22.

Table 6. Four-Year Transfer Trends for Student Earning 12 or More Units at Coastline

Transfer to Four-Year University	2019-20	2020-21	2021-22	2022-23	2023-24
Coastline Overall (12+ Units earned)	**1,313**	**1,534**	**1,281**	**1,087**	**1,165**
University of California	79	102	88	81	146
California State University	328	391	338	268	343
In-State Private	224	283	231	182	157
Out-of-State	682	758	624	556	519

From 2019-20 to 2023-24, students completing 12+ units experienced shifting transfer trends. Transfers peaked at 1,534 in 2020-21 before falling to 1,165 in 2023-24, a 24% decline. Transfers to UC campuses grew steadily, from 79 in 2019-20 to 146 in 2023-24, while CSU transfers rebounded from 268 in 2022-23 to 343 in 2023-24. In contrast, in-state private and out-of-state transfers declined consistently, with

in-state private transfers dropping from 224 to 157 and out-of-state transfers falling from 682 to 519 over the period. These patterns highlight an increasing preference for California public universities, particularly UCs, and a reduced interest in private and out-of-state options.

Table 7. Occupational Outcome Trends

Transfer to Four-Year University	2019-20	2020-21	2021-22	2022-23	2023-24
Job Placement Rate (Perkins V Indicator)	33.4%	36.1%	41.8%	50.6%	51.8%
Graduates Attaining a Living Wage	46.4%	47.8%	50.2%	50.9%	-

Employment trends for completers show steady improvement in job placement and economic outcomes. The Perkins V Indicator reveals job placement rates rising from 33.4% in 2019-20 to 51.8% in 2023-24, reflecting successful efforts to align programs with labor market needs. Similarly, the percentage of graduates earning a living wage increased from 46.4% in 2019-20 to 50.9% in 2022-23, showcasing enhanced earning potential.

Table 8. Equity Analysis Summary

Student Population	Successful Enrollment	Persistence	Completed Both Transfer Level Math and English	Completion	Transfer
Overall	5.6%	42.7%	8.4%	4.7%	19.1%
Gender					
Female	6.2%	47.0%	13.3%	6.3%	31.7%
Male	5.2%	42.5%	6.3%	3.7%	11.7%
Non-Binary	9.3%	33.3%	7.7%	20.0%	-
Unreported	2.9%	8.2%	0.0%	4.1%	33.3%
Ethnicity-Race-Ancestry					
American Indian or AK Native	5.3%	66.7%	7.1%	0.0%*	0.0%
Asian	7.6%	43.7%	19.0%	5.4%	31.8%
Black or African American	7.9%	38.0%	1.1%	2.1%	6.3%
Filipino	14.0%	45.0%	7.5%	9.7%	40.0%
Hispanic or Latine	10.6%	43.4%	4.7%	4.7%	10.3%
Pacific Islander or HI Native	11.1%	57.1%	0.0%	12.5%	0.0%
Two or more races	12.3%	55.6%	13.7%	1.6%	7.4%
Unreported	6.2%	25.8%	1.4%	3.9%	20.0%
White	3.4%	46.9%	11.1%	5.5%	23.1%
Special Populations					
Economically Disadvantaged	-	45.6%	1.1%	5.0%	15.7%
First-Generation	-	45.8%	8.5%	6.8%	19.9%
Foster Youth	-	54.5%	0.0%	0.0%	14.3%*
Housing Insecure	-	60.0%	0.0%	16.7%	0.0%*
LGBTQ	-	41.5%	9.5%	5.1%	40.7%
Students with a Disability	-	53.1%	0.0%	6.8%	15.4%
Veteran	-	57.9%	0.0%	17.2%	33.3%

*Population size is too small to statistically determine Disproportionate Impact

The latest disproportionate impact analysis shows equity gaps in students that completed both transfer level Math and English in the first year and transfer rates. The common equity gaps trend across metrics shows consistent gaps in male and Black or African American student populations.

Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.

In alignment with District board policies and administrative procedures ([BP 1200: District Mission](#); [BP 3250: Institutional Planning](#)), the College has a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics, which articulates a commitment to ensuring equitable educational opportunities and outcomes for all students.

The current College Mission statement is:

> Coastline College was founded with a vision to reimagine education by offering flexible learning and services that open new avenues for social and economic advancement through the attainment of degrees, certificates, seamless transfers to four-year Colleges/universities, and career-focused competencies. As a proud Hispanic Serving Institution (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), and Minority Serving Institution (MSI), we embrace diversity, equity, inclusion, social justice, accessibility, and antiracism as core aspects of our identity and mission. We strive to empower students to become discerning, empathetic, and impactful contributors to a global society. By meeting students where they are, Coastline is committed to delivering innovative and holistic instruction and services, designed to achieve equitable outcomes.

The process of mission review and integration is articulated in the [College Planning Handbook](#) that outlines the review process of the mission and timeline for the development of College goals and plans. The College conducts a mission statement review every four years. Leading up to the review, the College collects feedback, and suggestions annually from the Planning, Innovation, Effectiveness, and Accreditation Committee (PIEAC). In addition, PIEAC considers College priorities, initiatives, and trends in higher education to inform the review and update of the mission statement ([2020-24 Mission Statement Development](#)). Based on the review of suggestions, feedback, survey results, external trends, and discussion, PIEAC drafts and shares an updated mission statement for stakeholder feedback ([PIEAC 12/6/2023 Planning Summit](#); [PIEAC Minutes 2024-03-06](#)). Table 1 provides a disaggregation narrative of the College Mission statement which demonstrates alignment to the standard.

Table 9. College Mission Statement Crosswalk to the ACCJC Standard

College Mission Statement	Alignment to the Standard
"Coastline College was founded with a vision to reimagine education by offering flexible learning and services that open new avenues for social and economic advancement through the attainment of degrees, certificates, seamless transfers to four-year Colleges/universities, and career-focused competencies."	Character, values, structure
"As a proud Hispanic Serving Institution (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), and Minority Serving Institution (MSI), we embrace diversity, equity, inclusion, social justice, accessibility, and antiracism as core aspects of our identity and mission"	Unique student demographic
"We strive to empower students to become discerning, empathetic, and impactful contributors to a global society. By meeting students where they are, Coastline is committed to delivering innovative and holistic instruction and services, designed to achieve equitable outcomes."	Commitment to ensuring equitable educational opportunities and outcomes for all students

The latest College Mission statement was reviewed and adopted by the Coast Community College Board of Trustees on April 3, 2024 (CCCD Board of Trustee Minutes 2024-04-03).

The College's Vision 2025 Educational Master Plan and most recently the Coastline College 2030 Vision Plan is the basis of the College's planning and is a guide to achieving its mission. The plan outlines specific goals and strategic priorities, which were developed through a collective, inclusive, data-informed process. The College utilizes key performance indicators (KPIs) as the measurement of outcomes and integrates these measures throughout the College-level operational strategic plans and disaggregates the data in the program and department-level plans.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

In alignment with District board policy and administrative procedure (BP 3250: Institutional Planning), and in support of the College Mission, the College has established as set of meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes. The College carries out its mission through intentional and strategic planning. The Vision 2025 Educational Master Plan and Coastline College Vision 2030 Plan demonstrates the College's commitment to ensuring equitable educational opportunities and outcomes for all students through its goals, institutional set standards, and key performance indicators (KPIs).

The KPIs serve as the primary means to measure and evaluate progress toward College Goals and Mission. These metrics are tied to the different programs and departments at the College. These measurements support an evidence-informed approach towards increasing institutional effectiveness. The key performance indicators (KPIs) are reviewed by Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) annually (PIEAC Minutes 2024-09-18). The KPIs are also reviewed by different committees to facilitate dialog about student achievement and institutional effectiveness metrics. The College has adopted a common metrics approach which blends the KPIs throughout the College plans and operational reports. The institutional set standards (minimum baseline) are developed and updated annually by calculating 85% of the previous year's performance and applying other factors associated with College trends. Included in the KPI measurements are ACCJC accrediting commission metrics, California Community Colleges Chancellor's Office (CCCCO) student success metrics, and CCCCO Vision for Success Goals, all of which must be reported annually. If the College falls below the standard, PIEAC will provide recommendations to the College Council for intervention (College Planning Handbook).

The College also has developed a set of stretch goals associated with the key performance indicators (KPIs). These goals are focused on completion in 2025, which aligns with the College Vision 2025 Educational Master Plan (Vision 2025 Educational Master Plan). Setting these goals is conducted by a PIEAC task force and shared College wide. Progress towards these goals is assessed annually by PIEAC as outlined in the College Planning Handbook. During PIEAC meetings, the KPI data is disaggregated across the various student populations and demographics. The data is shared and discussed at the committee meeting (Student Course Success KPI Disaggregated; PIEAC Minutes 2024-11-20).

The College Mission, Vision 2025 Educational Master Plan goals, and KPIs are embedded into programmatic and service level planning as metrics reviewed annually through the Program and Department Review processes (Program and Department Review Templates). The data points are disaggregated by student demographic and modality and provide various stakeholders with the ability to identify opportunities for improvement to achieve equitable outcomes.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

In alignment with District board policy and administrative procedure (BP 3250: Institutional Planning), and in support of the College Mission, the College holds itself accountable for achieving its mission through the review of the key performance indicators (KPIs), which are connected to the College Vision 2025 Educational Master Plan goals.

The College goal and KPI metrics are integrated into the annual planning by which each program and department regularly reviews its instructional programs, student support services, and administrative units through the Program and Department Review process (Program and Department Review Templates; Program and Department Review Handbook). Program and Department Review is conducted annually and includes a focused section on student enrollment, course success, end-of-term retention, certificates, and degrees by student demographic. The data points are associated with the program at the discipline or services-level with many of the variables connected with the College KPIs. Each report prompt guides participants to comment on the topic as it relates to the trends and areas of achievement/success, plans to sustain promising practices, and opportunities for improvement with a focus on equitable outcomes. In addition, service areas are requested to conduct service equity audits to examine access and performance data by student demographic (2024-25 Technology Instructional Program Review; 2024-25 Accounting Instructional Program Review; 2024-25 Counseling Department Review; 2024-25 Dean of Students Department Review).

The College's annual planning and resource allocation process emerges through Program and Department Review (College Planning and Resource Allocation Cycle). All plans from the reviews are required to describe their connection the College Mission, the Vision 2025 Educational Master Plan goals, and evidence used to support the plans. The collective information is shared at the Wing Planning Councils, Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC), and College-wide in presentations and reports (Program and Department Review Summary Report; Annual Planning Report and Closing the Loop Report; Fall Planning Summit Events). Also, the Program and Department Reviews require annual progress updates on the plans, which are collected and shared College-wide in the Annual Planning and Closing the Loop Report.

The College continues to examine ways to strengthen planning and governance practices using an annual employee experience survey (Employee Experience and Satisfaction Survey), College climate survey (2023 PACE Report Abstract; 2025 PACE Report Abstract), and governance assessment regarding effective committee practices (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Budget Committee; Governance Evaluation dashboard).

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

In alignment with District board policies and administrative procedures (BP 3250: Institutional Planning; BP 4020/AP 4020: Program Curriculum and Course Development) and in support of the College Mission, the College has established a systematic and ongoing planning and evaluation process of programs and services that facilitate recourse allocation and directly aligns with the College Mission.

The Program and Department Review process is an integral part of the total process of planning and budgeting at the College (College Planning and Resource Allocation Cycle; College Planning Handbook). The evaluation and recommendation subsections from each review provide the basis for informed decision-making on programs, departments, human resources, professional development, facilities, equipment, and technology. The Program and Department Review process is a vehicle for accountability that provides an opportunity for employees of the College to actively participate in the growth of programs, departments, and the College. Institutional planning and budget considerations are based on the recommendations and justifications provided by this process (Program and Department Review Handbook). The Instructional Program Review and Administrative, Service, and Support Area Department and Program Review are conducted annually (Program and Department Review Timeline). This review process incorporates internal assessment, operational analysis, and short/mid-term planning (2024-25 Administrative Services Department Review; 2024-25 Financial Aid Department Review). To meet the Title V standard of two years assessment of Career Education programs, the programs give a presentation, which is an aggregate of research on market trends and advisory board recommendations, to the Coast Board of Trustees (CCCD Board of Trustee Minutes 2024-07-17; 2023-24 CTE Biennial Report; 2024-25 Technology Instructional Program Review; 2024-25 Paralegal Studies Instructional Program Review).

The program and department review team(s) are composed of an administrator, full-time and part-time faculty members, and classified professionals of the program or department being reviewed. To develop a cohesive planning document, the review teams are encouraged to have program and department members actively participate. The review team will utilize a broad range of qualitative and quantitative data as a basis for preparing and writing the review (2024-25 Business and Management Instructional Program Review; 2024-25 Psychology Instructional Program Review; 2024-25 Online and Distance Education Department Review).

To support alignment with the College Mission, the Program and Department Review reports request descriptions and annual reviews documenting the connection between the mission and the program or department. Based on the analysis of information and current plan progression, the program or department evaluates, refines, and develops plans annually. This approach to planning allows programs or departments to be agile and responsive to emerging trends.

In support of review and validation, the administrator overseeing the program or department works in collaboration with the report development teams to review and provide feedback (2024-25 Draft Report Feedback). In addition, the Program and Department Review Committee reviews, validates, and provides recommendations from each review to support evidence-informed decision-making (2024-25 Adult Education Validation; 2024-25 Communication Studies Validation; 2024-25 Online and Distance Education Validation; 2024-25 Psychology Validation; 2024-25 Technology Validation).

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

In alignment with District board policy and administrative procedure (BP 3250: Institutional Planning) and in support of the College Mission, the College regularly communicates progress toward achieving its mission and goals through various communication mediums and events. Table 10 presents the sharing of information and decisions as they relate to College governance, planning, and outcomes.

Table 10. Planning and Governance Communication

Planning Information	Products	Methods	Audience	Frequency
Actions in Governance Committees	Governance Committee Summaries (Sway)	Email; Webpage	Employees; Public	Monthly
Committee Meetings announcement and college-wide invite	College-wide Committee Announcements	Email	Employees	Weekly
Decisions at President Cabinet	President Cabinet Notes	Email	Employees	Weekly
College planning updates, planning progress reports, annual planning reports, Program and Department Review summaries	Fall Planning Summit Events; Annual Planning Reports; Program and Department Review Summary Reports	Email; Meetings; College Website; YouTube	Employees; Public	Once per primary semester
Newsletter of College news and updates	President's Newsletters	Email Webpage	Students; Employees	Monthly
Student Services news and updates	Student Services Update Newsletter	Email	Employees	Bi-Weekly
Instructional Services news and updates	Instructional Services Announcements	Email	Employees	Quarterly
President's Huddle (V-Log) on College-focus content and priorities	President's Huddle	Email; YouTube	Employees; Public	Monthly
President Roundtable meetings	President's Roundtable Notes	Open forums in-person	Employees; Public	Once per primary semester
Chancellor's week news update	Chancellor's News Brief	Email; Webpage	Employees; Public	Weekly
Board of Trustee actions	CCCD Board of Trustees' Directives Log	Email	Employees	Quarterly

The College continues to examine ways to strengthen communication and conducts an annual Employee Experience and Satisfaction Survey that includes questions regarding communication concerning planning and governance and governance assessment regarding effective committee practices, including communication (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Budget Committee; Governance Evaluation dashboard).

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

In alignment with District board policies and administrative procedures (BP 4010/AP 4010: Academic Calendar; BP 4020/AP 4020: Program Curriculum and Course Development; AP 4105: Distance Education; BP 4025: Philosophy and Criteria for Associate Degrees and General Education; BP 4100 Graduation Requirements for Degrees and Certificates) and in support of the College Mission, the College offers a wide variety of associate degree and certificate programs to help students achieve personal, professional, and transfer-related goals (College Catalog – Graduation Requirements). The awards offered by the College are consistent with other accredited community Colleges, and the College operates as a productive member of the California Community Colleges.

The flexible modalities of instruction offered by the College (e.g., face-to-face, online, hybrid, correspondence, etc.) appeal to a diverse student population of all backgrounds and ages. The College also offers robust academic programs to serve unique populations such as English-as-a Second-Language learners, Hope Scholars (incarcerated students), active-duty service members, veterans, and their families, and special needs populations. Further, the College is proud of its designation as a Hispanic Serving Institution (HSI); Asian American and Native American Pacific Islander Serving Institution (AANAPISI); and Minority Serving Institution (MSI). Originally established in 1976 as the *College beyond walls*, the College remains steadfast with its original purpose to serve students efficiently and effectively through adaptation to student availability regardless of physical location. Dedicated to "meet students where they are," the College specializes in distance education and continues to pioneer online learning.

All academic programs are developed by faculty members representing a variety of specializations across the curriculum. The breadth, depth, and relevance of the College's academic programs are assured through a process governed by the Curriculum Committee, which meets regularly to review, refine, and approve all courses and programs that appear in the College Catalog (Curriculum Committee 2024-10-25 Minutes; Curriculum Committee 2024-11-15 Minutes). The curriculum approval process is rigorous and involves teamwork among faculty members who originate curriculum, administrators who oversee academic programs, and the Curriculum Committee body, which is comprised of faculty members, administrators, and classified professionals (Curriculum Committee Handbook). The College remains abreast of all local and statewide requirements to ensure its programs and awards can articulate with four-year institutions as well as meet industry and workforce standards and expectations.

The outcomes of the College's academic programs are available on the Institutional Effectiveness webpage, which provides current analysis and trends that help inform future decision-making. For example, the Student Equity and Achievement Metrics dashboard helps the College understand how its equity-minded efforts both inside and outside of the classroom are impacting bottom-line

results for students in terms of completion of transfer-level English and math within the first year of instruction, enrollment and retention trends, completion of an award within three years, and transfer to a four-year institution within three years. This information is utilized in the development of the College's [2022-25 Student Equity and Achievement Plan](#).

In addition, the College KPIs integrated into the annual Program and Department Review process via data dashboards (e.g., [Enrollment Management](#); [Enrollment by Program and Student Demographic](#); [Course Success Rates](#); [End-of Term Retention Rates](#); [Degree and Certificates](#); [Transfer Volume](#); [Job Placement Rates](#)) that can be disaggregated by student demographic and instructional to provide participants the opportunity to review, discuss, and plan with data-informed decisions towards supporting student equity, effectiveness, and innovation.

To support continual improvement, College's annual program and department review process also ensures that each program is regularly reviewed and updated as necessary, which is a required part of each program's annual report ([Program and Department Review Handbook](#)). In these reports, programs reflect on learning outcome data combined with other [key performance indicators (KPIs)](#) (e.g., enrollment trends) to make determinations about how best to move forward to ensure programs remain viable and appropriate for the College's diverse student population. The [annual Program and Department Review cycle](#) is a testament to the College's dedication to continuous improvement for the benefit of student learning and achievement.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

In alignment with District board policies and administrative procedures (BP 4010/AP 4010: Academic Calendar; BP 4020/AP 4020 Program, Curriculum, and Course Development; AP 4105: Distance Education; BP 4025: Philosophy and Criteria for Associate Degrees and General Education; BP 4100: Graduation Requirements for Degrees and Certificates ; BP 7120/AP 7120: Employee Recruitment and Selection; 7120C Faculty Hiring) and in support of the College Mission, the College designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. As discussed in standard 2.1, the College's Curriculum Committee oversees and governs the development and approval of all College curriculum (Curriculum Committee Handbook). The review of curriculum, in tandem with the annual Instructional Program Review process, allows the College to maintain a process to ensure the relevancy, transferability, and real-world applicability of its academic programs. The College maintains a variety of associate degree and certificate programs (credit and non-credit) and maintains a wide selection of transferable degree programs to articulate to four-year institutions and universities.

Learning outcome dialog occurs at the department level among members of an academic discipline or program. The overall analysis of course and program learning outcomes are featured in the annual Instructional Program Review report for each program. At the individual course level, the College's SLO Cloud, which is a homegrown SLO results system integrated with Canvas, the College's learning management system that collects data input by individual instructors (SLO Cloud Directions). Within this application, instructors can input course SLO results and comments/reflections about their interpretation of the results and any ideas related to future changes in instructional materials, techniques, or assignments. The College employs an SLO Faculty Coordinator as a standing member of the Curriculum Committee to support the development and implementation of student learning outcomes at both the course and program levels. This role ensures alignment with the College Mission, institutional learning outcomes, and cohesion across program and course-level outcomes.

Data dashboards provided by the Department of Institutional Effectiveness provide stakeholders with key information about student learning outcome performance (CSLO Dashboard; Faculty SLO Recommendations Dashboard). In 2023 the College developed a new metric for program student learning outcomes called the PSLO Score (SLO Handbook). The PSLO Score is the average of a student's performance for all course-level SLOs collected across courses taken for an award for a program or certificate. The underlying notion is that program learning outcomes float above the various eligible course patterns for a particular award. Therefore, the total achievement of course-level learning outcomes for a program is directly correlated with the program's program-level learning outcomes. This data is supported by self-report survey data given to all award recipients (i.e., program completers) to allow students who have completed a program to reflect on their own opinion about whether students believe they have attained the program's learning outcomes as well as the College's institutional learning outcomes. The Likert-scale self-reported levels of confidence for the attainment of program and institutional learning outcomes further informs the College of how well aligned its curriculum is to its learning outcomes at all levels (PSLO Score Dashboard; PLSO Post Graduation Survey Dashboard). Learning outcome data is incorporated into the annual instructional program review reports for all

academic programs ([2024-25 Psychology Instructional Program Review](#); [2024-25 Emergency Management and Homeland Security Instructional Program Review](#); [2024-25 Philosophy Instructional Program Review](#); [2024-25 Technology Instructional Program Review](#)).

The equitable attainment of student learning outcomes is supported by student learning achievement outcome analysis at the course and program level that occurs within the annual instructional program review process for each program at the College ([2024-25 Psychology Instructional Program Review](#); [2024-25 Physical Sciences Instructional Program Review](#); [2024-25 Mathematics Instructional Program Review](#)). Further, the College's career education programs regularly meet with industry advisory boards and document these activities within each program's annual program review report ([2024-25 Technology Instructional Program Review](#); [2024-25 Paralegal Studies Instructional Program Review](#)).

From 2016 to 2023 the College collected post-graduation survey data to gain insight from program completers to gauge confidence and ability related to institutional student learning outcomes ([Institutional Student Learning Outcomes Assessment Results Pre-2024](#)). The results have been disaggregated by gender and ethnicity and disseminated at the Planning, Institutional Effectiveness and Accreditation (PIEAC) Committee and at Collegewide planning summit events. In Summer 2024, the College strengthened the institutional student learning outcome data collection process by obtaining student self-reported information within the graduation application process ([Institutional Student Learning Outcomes Assessment Results Post 2024](#)).

As a member of the California Community Colleges, the College adheres to local statewide legislation about the successful completion of transfer-level English and math within a student's first year of instruction. Known as AB 705/1705, this legislation requires California Community Colleges to engage in practices to maximize throughput for the successful completion of college-level English and math. This mandate from the state Chancellor's Office has allowed the College to further refine its approach to create viable pathways for the successful completion of college-level English and math. The College's efforts with this legislation serve to further enhance the equitable attainment of learning outcomes and educational goals ([Student Equity and Achievement Metrics dashboard](#)). The College maintains learning support services such as the Student Success & Resource Center, the Writing Center, and the Math Center to support student learning ([Academic Support](#)). Additionally, faculty engage in a variety of professional development opportunities to strengthen instructional methods and techniques to meet students where they are.

Career Education programs at the College are designed to align with evolving market and industry trends, ensuring relevance and responsiveness to workforce needs. Industry advisory boards provide insights and expertise to inform program development and enhancement ([2024 Industry Advisory Minutes Business](#); [2024 Industry Advisory Minutes Technology](#)). Regular engagement with industry leaders supports the creation of innovative program ideas that address current and emerging demands. These efforts are integral to the College's annual planning and program review processes, fostering continuous improvement ([2024-25 Accounting Instructional Program Review](#); [2024-25 Business and Management Instructional Program Review](#); [2024-25 Paralegal Studies Instructional Program Review](#); [2024-25 Technology Instructional Program Review](#)).

The Cybersecurity Associate of Science Degree program is recognized as a [Center of Academic Excellence in Cyber Defense](#) by the National Security Administration. The program is focused on helping students to proactively increase their understanding of robust cyber defense technology, policy, and practices to work collaboratively as professionals to effectively prevent and respond to

catastrophic cyber events. This program contributes significantly to the advancement of state-of-the-art cybersecurity knowledge and practices and is held to national standards. This program has led to the development of program pathways, grants, and opportunities for students to attain credentials, industry recognized certifications, and experiences in preparation for high demand and high wage jobs.

The Paralegal Studies program at the College is approved by the American Bar Association (ABA) as a program prepares personnel for the intermediary position between the legal secretary and the attorney, performing work under the supervision of an attorney. Paralegals work in law offices and other legal related environments. Upon completion of the associate degree program, students will be awarded an associate of arts in Paralegal Studies and a Certificate of Achievement in Paralegal Studies approved by the American Bar Association. Students possessing a transferable associate in arts or bachelor's degree from a regionally accredited college or university, with official transcripts on file at Coastline, will be awarded a Certificate of Achievement in Paralegal Studies approved by the ABA upon completion of the 27 units of required paralegal courses. The program follows rigorous review and assessment to maintain this recognition and maintain high student outcomes.

The Certified Dietary Manager program is approved by the Association of Nutrition and Foodservice Professionals (ANFP) for students to meet the eligibility requirements for the Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) certification. This certification is required for professionals managing foodservice operations in healthcare facilities, senior living communities, correctional institutions, and other non-commercial foodservice settings. To maintain approval, the program undergoes an external program review every five years to ensure compliance with ANFP standards. This review process includes demonstrating that the curriculum covers required competencies, employing qualified instructors, providing supervised practice experiences, and reporting on student outcomes.

In support of continual improvement, all instructional programs participate in annual instructional program review, which includes curriculum reviews, data and equity trend analysis, course scheduling patterns, student feedback, progress reporting, program planning, and peer review (Instructional Program Review Template; Program and Department Review Handbook).

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

In alignment with District board policy and administrative procedure (BP 4025: Philosophy and Criteria for Associate Degrees and General Education), and in support of the College Mission, the College ensures that all degree programs include a general educational framework that supports the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibilities, and the ability to engage with diverse perspectives. The College maintains a webpage that also explains how the general education framework fits various degree patterns (General Education Requirements). This information can also be found in the College Catalog.

The underlying process to meet this Standard is governed by Curriculum Committee in tandem with the annual Instructional Program Review process (Fall 2024 Curriculum Committee Training; Program and Department Review Handbook). A section in the Instructional Program Review template requests an explanation of how the courses in a program engender the development of the abilities listed in this Standard. Further, these abilities are reflective of the College's current institutional student learning outcomes, which reflect the following four core competencies:

- Information Literacy and Critical Thinking: Find, evaluate, synthesize, and communicate information in various formats. Apply creative thought to form an argument, solve a problem, or reach a conclusion through the application of strong inductive and valid deductive reasoning or use of technical skills.
- Effective Communication: Write clearly and concisely to convey both substance and intent with accuracy. Demonstrate active listening and utilize non-verbal cues to enhance formal and informal synchronous communication. Organize and deliver effective presentations to inform or persuade using current technologies.
- Personal Responsibility and Self-Awareness: Analyze one's actions and consequences through self-evaluation to effectively manage competing priorities by planning, organizing, and managing time. Develop personal action plans for the purpose of continual learning and growth.
- Social Responsibility: Build an understanding of both individual and societal roles in an interconnected world to include the shaping of diverse perspectives for the purpose of inclusion. Shape perceptions of cultural, historical, and geographical issues provide a voice for all cultures. Encourage the establishment and maintenance of community relationships and networks toward shared values and appreciation of diversity, equity, inclusion, accessibility, and anti-racism

Through the annual instructional program review report process programs demonstrate fidelity to the College's institutional learning outcomes that are also reflected in the curriculum for general education courses (2024-25 English and Humanities Instructional Program Review; 2024-25 Mathematics Instructional Program Review).

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

In alignment with District board policy and administrative procedure ([BP 3722/](#)[AP 3722 Accessibility Standards for Electronic & Information Technology](#); [BP 5050/](#)[AP 5050: Student Success and Support Program](#)) and in support of the College Mission, the College engages in a variety of practices to ensure the communication of clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

The College website and [College Catalog](#) are maintained and updated regularly. The website and the Catalog provide students with accurate, clear information. The online class schedule, published each term, also contains programmatic and student service policies found in the [College Catalog](#). The College maintains clear and updated information on the College website regarding the variety of student services provided ([Student Services webpage](#)) and consumer information regarding the institution.

Information regarding services, activities, and news are sent out on a frequent basis though the College newsletter ([The Sandbox Newsletter](#)), email communications ([Slate CRM email example](#)), on visual assets (e.g., Digital boards, posters, billboards) around each of the campuses, and via social media ([LinkedIn Student Activity Posts](#)).

Prospective and current students have access to program maps via the [College Catalog](#) and the [Program Mapper tool](#), which guides students to specific course patterns and options for degree and certificate pathways.

College counselors meet with students in-person and in virtual environments to establish pathways and educational plans for completion. Once enrolled, students can also engage with planning tools and applications such as [DegreeWorks](#) to create, edit, or review a pathway toward completion. Through regular maintenance of the College website, [College Catalog](#), online schedule, and educational planning tools such as DegreeWorks, the College communicates accurate, accessible, and clear information to students.

In support of continual improvement, the Program and Department Review templates for instructional and non-instructional areas have a dedicated question that requests participants to reflect on current practices and share communication strategies with students and the College community ([2024-25 Business and Management Instructional Program Review](#); [2024-25 Counseling Department Review](#); [2024-25 Library Department Review](#); [2024-25 Institutional Effectiveness Department Review](#); [2024-25 Student Success & Resource Center Department Review](#); [2024-25 Technology Instructional Program Review](#)). In addition, the annual [Student Experience and Satisfaction Survey](#) gathers information on student preference and experience regarding communication to support continual improvement.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

In alignment with District board policies and administrative procedures (BP 4010/AP 4010: Academic Calendar; BP 5055/AP 5055: Enrollment Priorities; BP 4025: Philosophy and Criteria for Associate Degrees and General Education) and in support of the College Mission, the College holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

Academic Deans meet regularly with department chairs to review proposed schedules. General education courses are generally offered during both the fall and spring terms, and courses in highest demand are offered during intersession and the summer term as well. Sequenced courses are offered in series, to allow students to progress efficiently through certificates and programs. Departments continue to offer courses with strong enrollments and seek to offer additional sections when waitlist trends are documented.

Though schedules are influenced by year-to-year enrollment trends, departments schedule classes needed for certificate or program completion. These courses are offered on a cyclical basis related to program maps and the two-year projection schedules derived from annual instructional program review reports (2024-25 Physical Sciences Instructional Program Review). An example of this is found in the scheduling of Geology C185L (Historical Geology Lab). While the corresponding lecture course enrollment numbers are strong, the lab components do not always reach the desired threshold to avoid cancellation. Still, the course is scheduled since it is required for the completion of an AD-T in geology. The College maintains a process to allow students whose programs have entered vitality review to complete in a timely fashion. This process is described in the Program and Department Review Handbook.

In addition, the College has an Enrollment Management Plan which guides institutional-wide strategic objectives with metrics focused on enrollment, efficiency, and student outcomes. The plan is integrated throughout the active work of the College. The Strategic Enrollment Management Workgroup meets on a quarterly basis to review the plan, share progress, provide updates and adjust to meet the needs of students, programs, and emerging trends (Fall 2024 Strategic Enrollment Management Plan Progress Update; PIEAC Minutes 2024-11-20). These updates are shared through the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) committee and at planning summit events.

Instructional modality is also scrutinized during scheduling by the dean and the department chair or co-chairs. Offering the most desired modality, or providing several options for students to choose from, allows for a greater number of students to complete required classes. Similarly, the campus location for a scheduled class is determined by enrollment trends to ensure the widest possible access.

Prospective and current students have access to program maps via the College Catalog and the Program Mapper tool, which guides students to specific course patterns and options for degree and certificate pathways. In addition to program sequence exploration, students can utilize the DegreeWorks educational planning tools to build a program pathway.

To support ongoing improvement, the College reviews trends in schedule efficiency and identifies where adjustments to schedules need to be made. Reviews occur formally though the annually conducted instructional program review process. This process, overseen by the appropriate Dean, uses the College's suite of data dashboards to identify where schedule efficiency can improve and where there may be deficiencies in course offerings. In the annual program review process, programs state what remedies will be utilized in the future. Section scheduling preference data from annual Instructional Program Review reports factors into the key performance indicators (KPIs) that are used College-wide and presented widely (e.g., planning summits, PIEAC). In this way, localized, department-specific data is aggregated to identify large trends and patterns to assist the College in making decisions about course scheduling.

The review of and discussion of completion trends is conducted more informally as the Vice President of Instruction gives updates on the enrollment metrics at meetings such as the Instructional Services Wing Planning Council (ISWPC), Academic Senate, and faculty meetings (ISWPC Minutes 2024-10-10). For example, the mandate, in part, of the ISWPC is to "provide advisement to the Vice-President of Instruction related to enrollment management, (and) program scheduling." These discussions affect recommendations the Vice President of Instruction makes to Deans to oversee the future scheduling of classes.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

In alignment with District board policies and administrative procedures (BP 3250 Institutional Planning; BP 4010/AP 4010: Academic Calendar; BP 4020/AP 4020: Program, Curriculum, and Course Development; AP 4105: Distance Education; BP 4025 Philosophy and Criteria for Associate Degrees and General Education; BP 4100: Graduation Requirements for Degrees and Certificates) and in support of the College Mission, the College uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

The College has a rich tradition of innovation with instructional modalities. A pioneer of distance education since the 1970s, the College continues today to build on its legacy as the *College beyond walls*. The College actively operationalizes the Mission to meet students where they are, and it understands this on literal and figurative levels to ensure the appropriateness of its courses, instructional modalities, and methods to meet the needs of a highly diverse and widely dispersed student population. The College offers courses in the following modalities:

- In-person (i.e., classroom)
- Live interactive two-way (online)
- Online asynchronous
- Hybrid (i.e., face-to-face with an online component)
- Correspondence (i.e., Canvas-supported, Cable, Telecourse)

The College offers courses at variable lengths/durations such as 4, 6, 8, 10, 12, 14, 16, and 32 weeks.

The College uses Canvas as its primary learning management system. Upon hire, faculty are encouraged to engage in professional learning related to Canvas, and there are regular opportunities (e.g., semesterly Flex Day, the Faculty Center) for professional development to sharpen instructional skills. All courses, regardless of modality, receive a Canvas shell as a resource for students and instructors. Instructional designers and a Canvas support team connected to the Distance Learning department help faculty with day-to-day issues with Canvas, as well as providing guidance in effective/promising instructional design practices. In addition, the Faculty Handbook is a resource that provides tools instructors can use to build their skills, build community within their disciplines, and work effectively to optimize regular and substantive interaction.

Equitable achievement is also core to the mission of the College as it seeks to provide all students with the means to attain their personal, professional, academic, and career-related goals. This is demonstrated through processes governed by the Curriculum Committee, which acts to ensure that all active courses meet rigorous standards commensurate with standards in higher education for the applicable field(s) of study. Curriculum is developed by faculty members who are experts in their areas, supported by instructional administrators (e.g., deans) and colleagues of Curriculum Committee members (Fall 2024 Curriculum Committee Training). In addition, the College's Faculty Center hosts training activities focused on developing inclusive learning environments and teaching practices focused on attaining equitable outcomes (Deeper Roots Series).

The College and the Academic Senate have developed policies and procedures to ensure Regular and Substantive Interactions (RSI) in all asynchronous online and hybrid courses. Adherence to these policies and procedures is required by the Distance Education Addendums approved by the Curriculum Committee. The College seeks to allow faculty members flexibility in how they provide RSI while maintaining appropriate rigor. The College's focus is on quality RSI directly and positively impacts student learning and achievement.

In Spring 2021, the College conducted an audit of all instructors teaching courses in an asynchronous online modality. The audit revealed that requiring faculty to conform to department-level RSI plans resulted in significant improvements in instructor engagement. It also revealed in some cases the plans were too rigid or complex and oftentimes; courses did not comply with the department-level plan but still showed high levels of RSI. As a result, the Academic Senate's RSI task force developed a new College-wide process. It allows greater individual freedom in developing course-specific RSI plans within a framework approved by the Senate. The framework is designed to ensure the course-specific plans yield sufficient RSI.

In Fall 2024, several geology courses utilized the new process. Prior to this, geology courses had failed the audits despite containing substantial RSI, as the physical sciences department-level plan required specific types of RSI that were not conducive to teaching and learning geologic concepts. The new plan offers the flexibility needed while still requiring significant amounts of RSI (Physical Sciences RSI Plan). The process defines high-contact RSI as specific personalized feedback to students from the instructor, and low-contact RSI as general feedback offered to the entire group of enrolled students. Instructors then use a chart to determine the frequency for a particular course for high-contact RSI. The additional weeks must have low-contact RSI at a minimum (Technology Department RSI Plan).

The College supports a Faculty Center that promotes excellence in teaching practices, and equity-minded professional learning has been at the forefront of professional development for faculty for the past several years and will continue for the foreseeable future. These opportunities, supported at all levels of the College leadership, allow faculty to continue to grow as educators to remain responsive and attuned to the needs of the student population.

The regular, systematic, and annual program review process, which is faculty led, requires data-informed reflection on instructional modalities, program offerings, and efforts to mitigate student equity achievement gaps. Additionally, the Department of Institutional Effectiveness regularly distributes an annual survey to students to gain critical feedback about the College's programs and services. This data is also factored into the annual program review process, which allows each academic program to reflect on the effectiveness of its instructional modes and methods.

The College maintains learning support structures (e.g., Student Success and Resource Center, Writing Center, Math Center) to further enhance the learning and persistence of students. Discussed in detail in 2.7, these structures exist to help students stay on their path toward completion. From study space and just-in-time online tutoring to dedicated 1:1 interaction with math or English faculty, students have a variety of ways to engage in support for their learning journey.

Current developments at the College include a direct assessment competency-based education (CBE) Management degree program, which offers students the opportunity for an accelerated pathway toward completion that is grounded in real-world competencies infused with innovative

curriculum to help students learn and achieve at a cadence/rhythm that optimizes their time to completion.

Through the College processes supported by Curriculum Committee, Program and Department Review Committee, and Academic Senate, strengthened by ongoing professional learning supported by the Faculty Center, and strengthened by the provision of learning support structures, the College uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

In alignment with District board policies and administrative procedures (BP 4040: Library Services; BP 5110/AP 5110: Counseling; BP 5050/AP 5050: Student Success and Support Program; BP 5210/AP 5120: Transfer Centers; BP 5130/AP 5130: Financial Aid; BP 5140/AP 5140: Disabled Students Programs and Services; BP 5150/AP 5150: Extended Opportunity Programs and Services; BP 5200/AP 5200 Student Health Services) and in support of the College Mission to meet students where they are, Student Services, Academic Support, and Library Services at the College deliver equitable and effective support for students in their unique educational journeys. All student service and support areas are dedicated to continuous improvement through the annual department review process to ensure fidelity to College Mission, effective use of resources, and a focus on student learning and achievement (2024-25 Counseling Department Review; 2024-25 Dean of Students Department Review; 2024-25 Financial Aid Department Review; 2024-25 Library Department Review; 2024-25 Student Success & Resource Center Department Review).

The Student Services Wing provides support, guidance, and leadership to the academic support services across modalities. These services include:

- The Admissions and Records Department serves as a resource for all students in admission, registration, enrollment verification, academic records, petitions, evaluation and production of transcripts, and determination of the awarding of degrees and certificates. The department is committed to positive student experiences and offers a variety of accurate, efficient, and prompt services using a variety of resources and technologies. The department uses the student information system to track student progress and aligns with processes and reporting requirements set forth by state and federal agencies.
- The Financial Aid Department serves students with financial assistance to achieve their educational dreams. The department offers flexible, student-centered assistance to help students with all aspects of the financial aid process, including the application for aid, receipt of funds, receipt of refunds, verification of eligibility, and maintenance of eligibility. The department aligns with state and federal regulations such as Title IV of the Higher Education Act.
- The Counseling Department guides and supports the College's diverse student population through their educational journeys while serving as a bridge between instruction and services to promote access, understanding, and communication. Counselors offer comprehensive, student-centered, and holistic services to prospective, continuing, and returning students. Counselors serve a diverse student body including traditional, nontraditional, incarcerated (Hope Scholars), formerly incarcerated (Rising Tide Scholars), international, active-duty military, veterans, high school (dual enrollment), corporate, career-focused, and lifelong learners. Services include general, transfer, and career counseling for the purpose of educational planning. Planning is assisted with technology tools such as DegreeWorks. Career exploration, re-entry services, counseling/educational courses, transfer planning, and the evaluation of transferred-in credits are also conducted by the department. In addition, Counseling provides orientation in an asynchronous online format, an online preparation tool for students to complete prior to their first counseling appointment, and workshops to support students in strengthening and

developing skills to foster academic success (probation workshop). Counseling regularly sends targeted updates and information to students about career and transfer resources and opportunities. Counseling also provides support

- Retention (Counseling) Department: Initiates contact and builds rapport with students at different stages of their academic career to support retention, learning, and achievement. Efforts include providing support and resources to students retaking courses, assisting students to enroll in courses, and providing targeted support to Black/African American and Hispanic/Latine males.
- Special Programs and Services for Students with Disabilities (DSPS): Supports students with disabilities by providing reasonable academic accommodation, support services, instructional programs, and equal opportunity to participate in all aspects of the College environment.

The Dean of Students team plays a multifaceted role in supporting students' academic, personal, and emotional needs while fostering an inclusive and supportive campus community. The team prides itself on being student-focused, providing holistic and individualized services rooted in equity, and increasing collaboration across departments. The operations include the following:

- Bias Education & Response Team (BERT): Provides students the ability to report incidents of bias to support inclusion, learning, and achievement.
- CalWORKs: Supports cash-aid-recipient student parents participating in CalWORKs with their local Social Services Agency to achieve their academic and personal goals through coordination with county employees, specialized academic counseling, case management, and direct aid as available.
- CARE Team: Provides the College and students with resources to assist in situations in which a student may be concerned about their health and safety. The CARE team collaborates across the College to provide a campus environment that is rooted in care and concern.
- Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), and NextUp/Guardian Scholars: Supports underserved, at-promise students from low-income backgrounds to achieve their academic and personal goals through specialized academic counseling, book vouchers, workshops, and more. CARE provides additional support to EOPS single parent students whose families are receiving Temporary Assistance for Needy Families (TANF)/CalWORKs assistance, which may include grants, gas cards, case management, and more. NextUp/Guardian Scholars provides additional support to eligible EOPS current and former foster youth students, which may include grants, gas cards, meal cards, case management, etc.
- Student Equity: Provides direct support to the College community to ensure student success through access, retention, transfer, and completion support, which includes basic needs services, employee professional development, and culturally responsive programming (e.g., 2022-25 Student Equity and Achievement Plan) such as Umoja, LGBTQ programs, and support for Asian American and Native American Pacific Islander (AAPI) students.
- Student Life: Provides opportunities for students to organize with one another around issues of mutual interest and develop leadership skills and other transferable skills. Organizes events and activities to foster community and provide opportunities for students to develop leadership, civic engagement, and local and wider engagement with the surrounding community.
- Student Mental Health Services: The College supports students on their journey to enhance their overall well-being through mental health services to promote academic success and retention. Services provided are direct therapeutic interventions via psychotherapy, mental

health resources, and mental health referrals within the community to process the impact of mental health issues on students' ability to academically perform. Outreach and workshops with a mental wellness focus are offered to students to designate the use of mental health services and assistance.

- Title IX: Ensures that the College is free from gender-based discrimination and harassment by providing policy evaluation, preventive education, and timely investigations that align with federal and state policies.
- Military and Veterans Support and Services: Veteran Services at the College plays a critical role in guiding active-duty personnel, Veterans, and their families through their educational journey with tailored support and outreach initiatives. Focused efforts, especially for underrepresented groups such as incarcerated Veterans through the Hope Heroes program, have made significant strides in closing equity gaps. Community engagement through local Veteran events has further strengthened a sense of belonging, contributing to student success and enhancing resources available to Student Veterans. The adoption of new technologies has streamlined the benefits application process, reduced barriers, and expanded access to essential support.

The Instructional Services Wing provides support, guidance, and leadership to the academic support services across modalities. These services include:

- The Student Success and Resource Center's (SSRC) fosters student-driven success, promotes independent and lifelong learning, and provides academic support through an encouraging, engaging, and constructive environment. The aim is to serve students by offering College preparation programs, tutoring services, study space, printing, and workshops that prioritize learning through a diverse, inclusive, and equitable lens. To meet students where they are, the SSRC provides academic support through a variety of services described in the department's purpose statement. Personal empowerment is also an aim of the SSRC due to the individual attention that students receive by virtue of utilizing College services. The SSRC is also poised to address a diverse student population due to the range of personalized services offered, such as individualized learning support. The spirit of the SSRC is driven by innovation, to remain responsive and proactive to student needs through the efficient provision of learning assistance services.

  The SSRC supports two physical study centers and an online presence in the form of a non-Banner Canvas shell that provides students with direct access to the College's online tutoring partner NetTutor. There is an SSRC at Newport Beach and Westminster campuses. The SSRC webpage lists the hours and availability of both centers and contains a link for students to self-enroll in the SSRC Canvas shell. Each location provides tables, desks, and chairs for individuals and group study. The Newport Beach location also has a set of model anatomy parts to assist students who are studying in that area. Additionally, the Newport SSRC shares space with the newly established MESA Center and supports activities for the S-STEM grant.

  Both SSRC locations also maintain a collection of reference texts to support learning in a variety of popular subject areas such as natural science, mathematics, and social science. Further, there are internet-connected workstations for students to access their coursework and perform research. Each center also allows free student printing. Students use Accudemia to log in/out to show evidence of participation. Each location is staffed by a classified instructional associate who monitors the center and assists individual students as needed. Online and in-person workshops and activities are offered to support student learning.

- The College also supports the Writing Center and the Math Center that work in tandem with the SSRC, sharing space and resources such as the tracking system Accudemia. The writing and math centers are faculty-driven efforts to provide students with a wider range of access to instructors for learning and achievement. Each center has an apportionment-based noncredit course to organize student participation. Students can make an appointment to meet with faculty assigned to either center. Both centers have onsite and online engagement components.
- The College Library is 100% online and meets students where they are by providing instruction and reference services through email, phone, text, Canvas, zoom, mail, YouTube, library web pages, and in person. There is a positive impact of library instruction on students' information competency skills as specifically shown through library workshops attendance and research consultations requests.

Through a combination of student services, learning support, and library services, the College provides services and programs to support students' academic and non-academic needs. These entities are assessed through the annual department review process to ensure continuous improvement and a focus on student equity and achievement (2024-25 Counseling Department Review; 2024-25 Dean of Students Department Review; 2024-25 Financial Aid Department Review; 2024-25 Library Department Review; 2024-25 Student Success & Resource Center Department Review).

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

In alignment with District board policies and administrative procedures (BP 5400: Associated Student Organizations; BP 5420/AP 5420 Associated Students Finance; BP 5905: Student Clubs and Organizations) and in support of the College Mission, the College fosters a sense of belonging and community with its students by providing a variety of programs, services, and clubs that create multiple opportunities for engagement. These entities are also responsive to the diverse nature of the student population and support students' unique educational journeys. The Dean of Students (2024-25 Dean of Students Department Review) provides oversight for student life and student engagement opportunities.

Student voice is valued at the College and an annual Student Experience and Satisfaction Survey administered by the Department of Institutional Effectiveness collects important data on student opinion regarding the range of services and programs offered by the College. The Associated Student Government also has a prominent voice in the Academic Senate and other committees. There are multiple avenues for students to pursue positions of leadership and responsibility, such as the College's chapter of the National Society of Leadership and Success, which further supports overall learning outcomes and achievement (Student Life). Additionally, the College supports a chapter of the Phi Theta Kappa Honor Society. Civic engagement, such as voting events and opportunities, also includes various student organizations, professional groups, and cultural affiliations that enrich the educational experience (Student Organizations and Clubs).

Further, the College maintains equity-focused engagement opportunities to provide students with a variety of supports appropriate to meet them where they are (Equity at Coastline). The College maintains a robust and growing selection of clubs and organizations (Student Organizations and Clubs) to appeal to a wide variety of interests. The College also maintains a Student Calendar and the College's mobile app provides yet another point of engagement for students to learn about activities, events, programs, and services (Coastline Mobile App).

The College also supports providing equity-minded services for students to optimize support for learning and achievement. To ensure the quality of programs to support student engagement and assess the College's opportunities for student engagement, the College collects information annually through the Student Experience and Satisfaction Survey, and those results are shared with College's offices and inform their department review and planning efforts. In addition, many student services programs regularly collect student feedback to ensure program offerings meet student needs (e.g., EOPS quarterly survey, counseling survey, basic needs feedback, got questions tool). Through a combination of clubs, programs, and services, the College maintains a variety of ways for students to engage and feel included and supported thought their learning and achievement.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implements improvements and innovations in support of equitable student achievement.

In alignment with District board policies and administrative procedures (BP 3200: Accreditation; BP 3250: Institutional Planning) and in support of the College Mission, the College engages in a multi-faceted approach to systematic review and assessment of its academic, learning support, and student services programs. Further, the College implements improvements and innovations in support of equitable student achievement.

Each spring the Department of Institutional Effectiveness distributes a College-wide Student Experience and Satisfaction Survey to actively enrolled students. This wide-ranging survey asks students for their opinions on the College's programs, services, and culture. The survey results are delivered to appropriate programs and departments as part of a data set used in the annual program and department review process, governed by the Program and Department Review Committee.

On an annual basis, the Department of Institutional Effectiveness tracks the College's performance across several key metrics known as key performance indicators (key performance indicators (KPIs)). These are widely accepted metrics used in higher education and are typical of the way that California Community Colleges self-assess. KPIs include measures for enrollment trends, retention, and achievement. Documents and reports related to KPIs are distributed and discussed in various committees, such as the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC), Academic Senate, the Student Equity work group, and the various Wing Planning Councils.

KPI dashboard data discussed within the context of College goals are also factored into the annual program and department review process, which allows the College's services and instructional programs to analyze disaggregated data (e.g., discipline, modality, student demographics) (2024-25 Accounting Instructional Program Review; 2024-25 Business and Management Instructional Program Review; 2024-25 Mathematics Instructional Program Review; 2024-25 Paralegal Studies Instructional Program Review; 2024-25 Psychology Instructional Program Review; 2024-25 Physical Sciences Instructional Program Review; 2024-25 Technology Instructional Program Review). KPIs help the College establish a floor for minimally acceptable performance (institutional-set standard) alongside annual goals and aspirational/stretch targets to encourage continuous improvement (College Planning Handbook). In this way, the College continuously drives itself to outperform the prior year's results.

The annual Student Experience and Satisfaction Survey is also the primary way that service area outcomes (SAOs) are measured. SAOs are used by all departments that provide a direct service to students. For example, the Student Success & Resource Center annual department review contains SAO results and analysis as a means of assessing learning support (2024-25 Student Success and Resource Center Department Review).

The 2022-25 Student Equity and Achievement Plan is another way that the College seeks to directly assess its own performance in terms of initiatives and activities designed to address and mitigate student equity achievement gaps. This plan is developed annually and submitted to the State as part of a statewide initiative related to California Community Colleges.

Integrated with all active curricula are student learning outcomes that are assessed by instructors and the results reported to the SLO Cloud, which is a college-developed system to collect course-level learning outcome data. Results are aggregated by course, discipline, and program, and the data informs dashboards maintained by the Office of Institutional Effectiveness. These dashboards provide critical insight for all stakeholders, and the trends revealed by the dashboards are figured into the annual program and department review process. SLO processes and recommended procedures are documented in the SLO Handbook.

Students who earn an award (i.e., degree, certificate) receive a post-completion survey issued by the Department of Institutional Effectiveness that asks students to self-report their level of confidence by attaining the various program learning outcomes connected to their award as well as the College's institutional learning outcomes. This data provides valuable input to the College and its programs in terms of student perception of transformed ability because of the education received at the College. Institutional student learning outcome data is disaggregated by student demographic (Institutional Student Learning Outcomes Assessment Results Pre-2024; Institutional Student Learning Outcomes Assessment Results Post 2024). Program learning outcomes are also measured as an aggregate achievement calculation of course-level learning outcome attainment post program completion (SLO Handbook). A PSLO Score dashboard and post-graduation PSLO dashboard provide faculty program information to inform planning the annual Instructional Program Review.

The College Planning and Resource Allocation Cycle begins with the annual program and department review process whereby each instructional program and service department submits a report to their associated Deans, Program and Department Review Committee, and Wing Planning Council. These reports contain assessment data that informs the resource requests made by the program or department. In this way, resources are devoted to specific areas of the College in support of assessment evidence (2022-23 Wing-Level Prioritization Summary for 2023-24; 2022-23 PIEAC-Level Prioritization Summary for 2023-24).

To support continual improvement in decision making and fostering a collaborative environment, the College conducts annual governance surveys to measure the areas of collaboration, being evidence informed, effective, and efficient (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Program and Department Review Committee). The results of the surveys are discussed during the first meeting of the new academic year and allow the committees and councils to adjust practices. The College also conducts an Employee Experience and Satisfaction Survey with questions that are focused on governance.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

In alignment with District board policies and administrative procedures (BP 3420/AP 3420: Equal Employment Opportunity; BP 7100: Commitment to Diversity; BP 7120/AP 7120A: Recruitment and Selection for Executive Management Employees; AP 7120B: Recruitment and Selection for Management Employees; AP 7120C: Recruitment and Selection for Faculty Employees; AP 7120D: Recruitment and Selection for Confidential Employees; AP 7120E: Employee Recruitment and Selection for Classified Employees; BP 7125/AP 7125: Verification of Eligibility for Employment; BP 7126/AP 7126: Applicant Background and Reference Checks; BP 7902/ AP 7902 Faculty Service Areas, Minimum Qualifications and Equivalency) ensures that hiring practices reflect the College's Mission to provide flexible and accessible education. The College adheres to the California Community Colleges Chancellor's Office qualification standards and regularly revisits job descriptions and recruitment processes.

As a Hispanic-Serving Institution (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), and Minority Serving Institution (MSI), the College is deeply committed to building a qualified, diverse, and inclusive workforce that reflects the vibrant community it serves. The College's employment practices are guided by robust policies that prioritize equity, diversity, inclusion, social justice, anti-racism, and accessibility (DEISAA) while ensuring compliance with Title IV and Equal Employment Opportunity (EEO) standards, the 2024-27 CCCD EEO Plan.

The College employs a comprehensive strategy that includes:

- Inclusive recruitment and hiring practices aimed at attracting diverse talent,
- Equity-focused policies and procedures,
- Student equity initiatives,
- Professional development programs promoting equity-minded practices,
- Culturally relevant curriculum and support services,
- Accessible and flexible learning options, and
- Community engagement initiatives that reinforce DEISAA values.

The District Human Resources in partnership with the Chancellor's Cabinet have developed and adopted a set of District-wide Human Resources Goals, which plans to strengthen DEISAA. The plan focuses on diverse and inclusive hiring practices, professional development, and operational strategies in alignment with the 2024-27 CCCD EEO Plan to support the growth of district-wide diversity in recruitment and hiring practices. The District also distributes a summary of DEISAA-related professional development activities. The plan is informed by the Annual Report on Diversity in Hiring, Student Demographics, and

Communities Served Report, which is reviewed and distributed to the colleges to build awareness of progress made and opportunities for advancement. The data trends and strategy-related information is shared with the CCCD Board of Trustees (CCCD Presentation for Board of Trustees Equity Inclusion and Compliance Update 2024-05-08).

The Annual Report on Diversity in Hiring, Student Demographics, and Communities Served Report helps inform the work and progress made on the district-wide efforts in diversity recruitment and hiring. In support of continuous improvement, the College conducts periodic assessments of its employment practices, allowing for responsiveness to the needs of its diverse community. By actively embedding DEISAA principles across all levels, the institution not only fosters a workforce committed to inclusivity but also cultivates a supportive environment that empowers students to succeed as impactful global citizens.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

In alignment with District board policies and administrative procedures (BP 7100: Commitment to Diversity; BP 7914/AP 7914: Evaluation; BP 7160/AP 7160: Professional Development) the College is committed to fostering a dynamic, inclusive environment for professional growth, where continuous improvement is driven by strategic evaluation. The Faculty Success Center plays a pivotal role in this mission by offering:

- Leadership and support in teaching and learning,
- Guidance in exploring innovative teaching strategies across all modalities, and
- Design, technical, and pedagogical support for course development.

The College's holistic approach to professional development is driven by a commitment to inclusivity, growth, and equitable success, supported by dedicated committees and initiatives (Professional Development webpage). At the forefront is the College Professional Development and Leadership Committee, co-chaired by the Director of Human Resources, which ensures that professional development activities are thoughtfully aligned with institutional goals and strategic priorities (2022-25 Professional Development Plan). This committee is dedicated to fostering a vibrant culture of continuous learning and advancement at the College, empowering all employees to grow and thrive. By providing diverse opportunities for professional growth, the committee seeks to strengthen the College's collective ability to serve students more effectively and uphold the College Mission. In addition to the core activities of the College Professional Development and Leadership Committee, the College benefits from the dedicated efforts of various subcommittees. These groups play a pivotal role in fostering the growth of the College community by ensuring constituents are well-informed about professional development opportunities, available funding, and pertinent application deadlines. Key among these is the Professional Development Institute (PDI) faculty, the Classified Professional Development Subcommittee, and the Coastlines Management Team Subcommittee. Each of these subcommittees is integral to the College's strategy of promoting continuous learning and professional enhancement across the College.

To further enhance the College's professional development initiatives, the District and College regularly host events focused on learning, networking, and career advancement. Notable activities include managerial and departmental retreats, 1st Time Faculty Academy, the Classified Leadership Development Academy and the College's annual Spring BBQ and dedicated Professional Development Week. In addition. The Faculty Handbook connects faculty with professional development opportunities and promotes promising and effective instructional practices for faculty members. The College is committed to fostering continuous professional growth demonstrated through active promotion of participation in district-sponsored professional development opportunities, emphasizing the College's dedication to the excellence of all college members. Moreover, the District utilizes the Cornerstone e-learning platform, offering employees free access to a broad spectrum of professional development activities. This platform is essential for delivering mandated training on topics such as Sexual Harassment, Title IX, and Clery Act compliance.

Supporting these efforts, the Flex Committee organizes Flex Days that provide structured opportunities for faculty members and classified professionals to engage in collaborative professional learning aligned with institutional priorities. Full-time faculty members are required to complete 12 hours of Flex training annually while Part-time faculty members are obligated to fulfill a proportionally adjusted amount of Flex training as specified in the collective bargaining agreement Coast Federation of Educators (CFE) and (CCA) Managers and classified professionals are obligated to participate in professional development activities designed to coincide with the faculty Flex training Additionally, the Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility (DEISAA) Committee enriches professional development framework by advancing DEISAA initiatives, ensuring these values are deeply embedded in all facets of the campus culture.

The College has a commitment to equitable success, including offering employees' valuable opportunities to engage in targeted outreach programs such as A2MEND, COLEGAS, and APAHE, which emphasize mentorship, leadership, and career development for historically underserved communities. Through comprehensive DEISAA and EEO training, the College actively embeds the principles of diversity, equity, inclusion, and accessibility into the foundation of the institution, ensuring these core values shape the culture and practices at every level.

The Teaching for Equity Symposium at the College is a professional development initiative aimed at fostering culturally responsive pedagogy and institutional equity. Funded by a $300,000 grant from the California Chancellor's Office, the symposium supports faculty members, classified professionals, and administrators in implementing equity-minded practices that enhance student success, retention, and completion. Through interactive workshops, keynote sessions, and collaborative discussions, the event promotes race-conscious inquiry, anti-deficit teaching strategies, and structural change to dismantle racial inequities. Featuring keynote speaker Erin Gruwell, the symposium underscores the College's commitment to inclusive education and racial justice, reinforcing California's Community Colleges' broader DEISAA goals.

The effectiveness of these initiatives is consistently evaluated through Program and Department Review process and professional development assessment surveys. By regularly collecting feedback from employees, the College assesses the impact of the professional development programs and identifies areas for enhancement. The District encourages employees to expand their professional expertise through academic, scholarly, and professional pursuits, reinforcing its commitment to a learning community that grows together. These data-informed evaluations ensure that the professional development offerings evolve and remain responsive to the needs of employees, advancing the College's Mission to foster an inclusive, supportive professional environment.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

In alignment with District board policies, administrative procedures, (BP 3050/AP 3050: Code of Professional Ethics; BP 7100: Commitment to Diversity; BP 7914/AP 7914: Evaluation; BP 7160/AP 7160: Professional Development) Education Code requirements, and in support of the College's Mission, the institution is committed to enhancing human resource effectiveness through systematic, regular, and timely employee evaluations using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

The primary objective of these evaluation processes is to accurately assess personnel effectiveness and to encourage continuous professional growth. This ensures that all evaluation procedures are conducted in a systematic and timely manner. Furthermore, the evaluations integrate considerations of equity, diversity, and adherence to the College's mission across various roles, thus underlining the College's commitment to fostering an inclusive and mission-aligned workplace. Evaluations are carried out using standardized forms specified within each employee group's collective bargaining agreement (Coast Federation of Educators Agreement; Coast Federation of Classified Professionals Agreement), ensuring consistency and adherence to agreed-upon guidelines. Completed evaluations are securely recorded within the human resources management system. For employees who do not meet established evaluation standards, a performance improvement plan is implemented, outlining clear, measurable objectives and a defined timeline to achieve targeted improvements. The Human Resources department monitors evaluations via the Banner student information system. The District has established a structured evaluation timeline for all employee groups:

- Classified/Confidential Employees: Evaluations occur for three months, five months, and annually after completing the probationary period, which is typically 18 months.
- Managers: All managers are evaluated for 90 days and six months. Classified Managers receive an additional annual review, while Academic Managers and the Executive Team have evaluations tied to contract deadlines, with reviews due by November 1.
- Part-Time Faculty: Evaluations are scheduled at the end of the first semester, the fourth semester, and three years after the fourth-semester review.
- Full-Time Categorical Faculty: Evaluations take place by the fourth week of the spring semester, with employment years beginning in the fall.
- Tenure Track Faculty: Evaluations are conducted on an annual basis for faculty members on the tenure track, continuing each year until tenure is officially granted.
- Temporary and Tenure-Track Full-Time Faculty: Temporary faculty are evaluated at the end of their first semester, while tenure-track faculty receive evaluations in the fourth week of the spring semester, beginning their tenure in the fall.

Managers have access to a comprehensive dashboard, which provides them with detailed visibility into upcoming due dates for employee evaluations. This tool is designed to enhance managerial oversight and ensure timely compliance with evaluation schedules. In addition to meaningful evaluations, the College provides professional development opportunities that promote equity, diversity, and alignment with its mission. Initiatives in the 2022-25 Professional Development Plan align with the College mission. To keep policies current and supportive of instructional effectiveness and equitable student outcomes, the District adheres to a structured review calendar for conducting cyclical reviews of the board policies and administrative procedures (Board Policy and Administrative Procedure Inventory and Schedule).

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

In alignment with District board policies and administrative procedures (BP 6200/AP 6200: Budget Preparation; BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management; BP 6320/AP 6320 Investments; AP 6903: Position Control; AP 6305: Reserves) and in support of the College Mission, the institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. The College upholds the integrity and fiscal stability of its financial operations through a comprehensive annual College planning and budgeting process. Financial planning is coordinated by the Planning, Institutional Effectiveness and Accreditation Committee (PIEAC) and the Budget Committee, with procedures that include the annual Program and Department Review.

The budget planning process is continuous at the departmental level. Each month, department managers are provided with budget reports from the College Business Office. Departments solicit input from their employees to help formulate annual resource requests as per their respective program or department review. Department and program reviews are then submitted to their respective Wing Planning Council (i.e., Administrative Services, Student Services, Instructional Services, or President's Wing), where annual resource requests are then prioritized and presented to PIEAC by the vice presidents (2023-24 PIEAC Initiative Prioritization; 2024-25 PIEAC Initiative Prioritization). Requests for funding (e.g., employee positions, equipment) may be presented through the Program and Department Review process or, in the case of an emergency, directly to PIEAC or President Cabinet, which considers the relationship of the requests to other College planning documents, to the College goals, and to current initiatives.

The College adheres to an integrated planning process that is outlined in the College Planning Handbook to provide financial resources for programs, initiatives, projects, and services, ensuring a high degree of consistency between the budget and College goals. The budget process defined by PIEAC/Budget Committee is a core component of the College's participatory governance model and follows a schedule included in the College Planning Handbook.

Continuous assessment of institutional resource need is outlined in Program and Department Review process and is also found in the College Planning Handbook. Progress on funded initiatives is presented College-wide in the 2024-25 Planning Report. Fostering equitable student success outcomes is further enhanced through various grant funded initiatives. These include programs focused on Retention, addressing Basic Needs, the Mathematics, Engineering, Science Achievement (MESA) program, and the Student Equity and Achievement (SEA) program. Collectively, these grants enhance the ability to provide resources and support systems that improve student outcomes, promote inclusivity, and student success.

The District and College adheres to BP and AP regarding the ongoing fiscal stability of the District through the responsible stewardship of available resources. The purpose of the 2023-26 Fiscal Stability Plan is to establish a direction for fiscal planning to ensure financial solvency. In developing short-range financial plans, the College carefully considers its long-range financial priorities and future obligations to maintain sustained fiscal stability. The College, in collaboration with the District, develops a

comprehensive fiscal stability plan, which is presented to the College Budget Committee as well as the Board of Trustees in March and September. This process supports the integrity and responsible use of the College's financial resources while ensuring alignment with the institution's mission. Additionally, the plan fosters the regular evaluation of fiscal outcomes and management practices, promoting continuous improvement and accountability in financial stewardship, which is essential for mission fulfillment and standards.

The District adheres to generally accepted accounting principles (GAAP) as criteria for fiscal management regulations. The Chief Business Officer develops guidelines and practices that ensure the District complies with these principles for sound fiscal management guided by the District board policies and administrative procedures. The College ensures the integrity and transparency of its financial practices through regular external audits of its financial statements. These audits, conducted by independent auditing firms, assess the accuracy and reliability of the College's financial reporting, providing an objective evaluation of the institution's financial health and compliance with applicable standards. The audit results are presented to the Board of Trustees and shared within Committees to demonstrate the College's commitment to sound fiscal management, accountability, and the continued support of its educational mission.

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

In alignment with District board policies and administrative procedures (BP 3250 Institutional Planning; BP 6200/AP 6200: Budget Preparation; BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management) and in support of the College Mission, the College provides information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Financial planning follows an annual cycle, coordinated by Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and Budget Committee and carried out by Administrative Services. The calendar is included in the College Planning Handbook. The funding requests are consolidated from the Wing Councils in March and brought forward to PIEAC for College-wide prioritization. Once the priorities are determined, the list is forwarded to the Budget Committee for funding recommendations.

In April, the end balance for the current year is estimated. A target budget based on the Governor's January budget predictions is then projected for the upcoming fiscal year. By the end of April of each fiscal year, decisions will have been made by PIEAC and forwarded to College Council and the President for the distribution of the College ending balance or allocation of new funding for any new ongoing or one-time funded requests. During the year, PIEAC and Budget Committee requests updates about overall spending and revenue projections and the end-of-year fund balance forecast.

The budget process is defined by PIEAC and Budget Committee and developed as a core component of the College's participatory governance model and its annual schedule (College Planning Handbook). PIEAC, Budget Committee, and Wing Planning Councils are composed of members from all constituencies. The meetings of PIEAC and Budget Committee are open to the College, and reports of PIEAC and Budget Committee proceedings are reported to the College Council. Open discussion is encouraged in PIEAC and Budget Committee meetings. It has become a College practice to prioritize items beyond the expected funding. In this way, additional planning is not needed if new funds are received and/or if there is a College ending balance.

To foster communication and engagement between the District and the College, a District Consultation Council (DCC) Budget Committee, which meets monthly, serves as a forum for collaboration among the Colleges and various constituent groups. The DCC committee fosters collaboration and transparency by facilitating the sharing of best practices and updates across colleges, actively soliciting input from various constituents, and integrating feedback into the budget process. The DCC Budget Subcommittee plays a critical role in receiving, reviewing, and disseminating budget-related information to campuses and their respective constituencies. It is responsible for developing, recommending, and monitoring the 2023-26 Fiscal Stability Plan as well as evaluating and adjusting District-wide budget assumptions. Additionally, the subcommittee recommends annual budgets and establishes operating budget standards that align with and support the strategic goals and objectives of the 2024-27 CCCD Strategic Plan. This process ensures responsible fiscal management and progress toward the long-term mission and vision of the District. The College clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of college plans and budgets.

To support continual improvement, the College conducts annual surveys across all participatory governance committees as means to provide information to facilitate the development of strategies to strengthen committee effectiveness in the following year (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Budget Committee; Governance Evaluation dashboard).

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

In alignment with District board policies and administrative procedures (AP 3251: Total Cost of Ownership; BP 6200/AP 6200: Budget Preparation; BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management; AP 6305: Reserves; BP 6330/AP 6330: Purchasing; BP 6340/AP 6340: Bids and Contracts; BP 6400/AP 6400: Audits; BP 6902/AP 6902: Capitalization and Inventory of District Property; BP 6904/AP 6904: Debt Issuance and Management) and in support of the College Mission, the institution and District ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Financial planning is integrated with and clearly supports institutional planning. The budget planning process is largely driven by the budget development calendar established each year by the District Administrative Services Office. Through a budget model allocation, revised recently to align with the Senate Bill 361 State funding model, each College is provided with an allocation based on the FTES generated by each College.

The District uses multiple strategies to achieve its current level of financial stability. This approach begins with compliance with District policy and procedures regarding fiscal management procedures, which include internal practices of monitoring expenditures to assure consistency with allocations and account balances. This plan is accomplished in real time by supervisors and managers as they monitor the accounts for which they are responsible. The District's internal auditor monitors fiscal management and regulatory compliance matters. Fiscal solvency responsibility rests with the Board, the Chancellor, and the Vice Chancellor of Administrative Services. To meet the criteria and standards of the fiscal board policies and administrative procedures include the following:

- The annual budget shall support the 2024-27 CCCD Strategic Plan and the Colleges' Educational Master Plan
- Assumptions upon which the budget is based shall be presented to the Board for review.
- By May 1 of each year, the Board will be provided with a schedule that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At the public hearings, interested individuals may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- The District will maintain the mandated unrestricted general fund reserve of 16.67% effective on the acceptance of the changes to AP 6305 Reserves on CCCD Board of Trustee Minutes 2022-11-16.
- Changes in the assumptions upon which the budget is based shall be reported to the Board in a timely manner.
- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

- The records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.
- As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

The Board, Chancellor, Vice Chancellor of Administrative Services, College Vice Presidents of Administration, and College Fiscal Directors have established effective processes to evaluate significant changes in the fiscal environment to make necessary and timely financial and program changes. The Vice Chancellor of Administrative Services sends regular updates from several sources about the California budget. Each College is responsible for its respective budget, but the Vice Chancellor of Administrative Services ensures that the Colleges and District services function within allocated budgets.

The Vice Chancellor relies on the District Consultation Council (DCC), the Chancellor's Cabinet, and the Chancellor's employees to raise questions, contemplate issues, and communicate news and plans. The Vice Chancellor and the Chancellor work closely with the presidents and Vice Presidents of Administration for the Colleges to ensure that participatory governance is followed and that all are informed about the District's strategic direction (2024-27 CCCD Strategic Plan; District Consultation Council 2024-05-13 Minutes).

The District has relied on a wide and comprehensive establishment of Board financial policies covering the widest range of issues. The District and the College have been able to support their mission. The financial condition, as well as changing priorities of the State of California, is an enormous challenge for community Colleges and for the District. The Board and the District gather a range of information, stay alert, and formulate contingency plans, allocation, and budget control.

The District's financial management and accounting software is Banner. This system is a proven product in use at other Colleges that have integrated Student Services, Financial, and Human Resources programs. With Banner, all identified end-users can access the system and make financial inquiries online. End users can also run ad-hoc financial reports as needed through Banner Self-Service as well as Argos (data report writer) for more sophisticated reports. Users are no longer required to contact the business office to order a special report or wait until the end of the month to get their monthly copies. In addition, the requisition process was automated in Banner, allowing end users to go online to track their purchases and approval processes for those purchases. The auxiliary operations are on Great Plains and are provided monthly financial reports by the Business Services Department for review and reconciliation.

The Banner end user is the designated person(s) in a department who has received training in Banner procedures. As needed, the end user can print up-to-date financial reports and track purchases for any member of the department's employees. A formal request is not necessary. However, depending on the nature of the report, a supervisor's approval may be required. In addition, the College hosts annual in-service training for classified professionals and managers, which covers the current fiscal practices and provides access to reference materials (Administrative Services Handbook; Fiscal Services SharePoint) to ensure consistency and continuity in operations.

The Board of Trustees meets twice monthly, except for January, June, July, and December, when it meets once a month, and receives quarterly financial updates regarding state, District, and campus budgets. The annual budget process for the next fiscal year begins early, and the Board holds public

hearings to review the tentative and adopted annual budgets. The adopted budget is posted on the District website.

College planning. The mission and College goals are the basis for all planning and budgeting within the College. The Vision 2025: Educational Master Plan and most recently the Coastline College 2030 Vision Plan was created, vetted, and approved by the College during the academic year, and is integrated with planning at the College. The goals and objectives in the Educational Master Plan are provided to all programs and departments for use in unit-level planning. Although master planning occurs on a four-year cycle, annual planning occurs for every unit at the College via program and department review, which yields annual reports as well as validation reports. The Program and Department Review Committee ensures that program planning aligns with the mission and College goals.

At the College, the budget planning process starts at the program and department level. Each month, department managers are provided with budget reports from the College Business Office. Following the annual program and department review process, all programs and departments collect internal and external data and solicit input from their respective employees to help formulate annual initiatives. Through the review process, program/department plans are developed to facilitate change. Initiatives use evidence (i.e., outcomes assessment, internal research, and/or external research) to support change and are aligned with the College Mission and Goals. Unitary plans that require resources outside of the program's or department's budget capacity are forwarded to the respective Wing Planning Council. The Wing Planning Councils collectively review all requests to prioritize and determine any external funding sources that may be applicable to procuring the prioritized resources. The Wing Planning Councils' prioritized lists of initiatives are forwarded to the Department of Institutional Research, Effectiveness, and Planning and are compiled into a comprehensive list.

The technology and facilities related requests, along with the comprehensive prioritization list, are forwarded to the Facilitates, Safety, and Sustainability Committee and the Technology Committee (2024-25 Technology Feasibility Assessment and 2024-25 Facilities Feasibility Assessment) to ensure that the requests are feasible and align with the Vision 2030 Facilities Master Plan and the 2023-25 Technology Plan. Additionally, the Facilitates, Safety, and Sustainability Committee reviews the 2023-25 Schedule Maintenance Plan to determine how requests align with institutional direction. The Wing chairs meet to review the prioritized initiatives to eliminate redundant requests and seek integration where possible. Once the integration assessment is conducted, the revised list of requests is sent to PIEAC for prioritization (2023-24 PIEAC Prioritization; 2024-25 PIEAC Prioritization).

The priority list from PIEAC for all resource requests is then forwarded to the Budget Committee each spring. The Budget Committee assesses the funding capacity of the prioritized requests through the review of general, categorical, and external funding sources to determine which source best aligns with the request. After the Budget Committee has deliberated and matched requests to a funding source, it returns its report to PIEAC, which then forwards the recommendations to College Council for endorsement of the PIEAC recommendations.

The recommendations are then forwarded to the President for final review and approval. Administrative Services then submits the proposed budget for the College to be included in the Districtwide tentative budget, which is reviewed and approved by the Board of Trustees every June. The adoption of the final budget is reviewed and approved by the Board of Trustees in September.

The College continues to support its mission of access and success by offering courses based on the 2023-25 Enrollment Management Plan, and it continues to offer existing services that will ensure student success. Much of this is being accomplished with Student Equity and Achievement funding. The College continues to promote and allocate one-time funding based on the College Planning Handbook.

The College Council, Academic Senate, Classified Senate, and Management Team are regularly provided with updated budget information, either through their representatives serving on PIEAC, Budget Committee, Coastline Management Team, and District Consultation Council Budget Sub-Committee or through communication coming from the President's Bulletin.

To support District-to-College communication, the District Consultation Council was formed representing all constituencies District-wide. The purpose of this committee is to bring the Colleges together so that budget information and updates can be easily disseminated to each. The communication flow outlined in the College Committee Handbook displays how financial information circulates among various committees. The DCC Budget Sub-Committee is a participatory governance committee, which meets once a month. Led by the Vice Chancellor of Administrative Services, the committee reviews budget issues and progress on revenue and expenses throughout the year. This committee also reviews major budget policy and procedures and addresses budget-related questions that may arise from college campuses.

Financial information is available and distributed to managers and project leaders on a consistent basis. Audited financial statements are available on District's budget webpage. The College maintains the integrity and transparency of its financial operations through annual external financial audits conducted by independent auditing firms. These audits evaluate the accuracy and reliability of the College's financial reporting, offering an impartial assessment of the institution's financial health and adherence to applicable standards. Audit findings are presented to the Board of Trustees and shared with relevant committees, underscoring the College's dedication to sound fiscal management, accountability, and the ongoing support of its educational mission. There are many opportunities for all constituency groups to obtain financial information and to participate in discussions about fiscal issues related to the College and District through committee participation.

The College provides comprehensive fiscal training on processes and procedures to ensure responsible financial management and compliance with applicable regulations, board policies and administrative procedures. These training courses are designed for employees and administrators to enhance their understanding of budget management, financial reporting, and internal controls. By offering regular and updated sessions, the College promotes accountability, consistency, and efficiency in handling financial resources, aligning its commitment to fiscal integrity and institutional effectiveness. The College's Mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The College has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the College in a timely manner.

The College actively engages in transparent and collaborative budgetary planning by presenting and discussing its tentative annual budget, adopted annual budgets, and fiscal stability plan at regular Budget Committee meetings, President Cabinet, and College events. These discussions serve as a platform for the institution's leadership to report on financial priorities, provide updates on resource allocation in relation to strategic goals, and ensure long-term fiscal sustainability. The Budget

Committee plays a key role in presenting this information, addressing questions, and offering clarifications to ensure transparency and understanding across the College community.

Throughout the fiscal year, the College provides periodic updates on actual financial performance compared to budget projections, ensuring that the Budget Committee and relevant stakeholders are informed of any adjustments or course corrections needed (Budget Committee Fiscal Presentation). These updates offer a transparent view of the institution's financial health, allowing for proactive decision-making and adjustments to maintain fiscal stability. In addition, the College continuously evaluates and adjusts the 2023-26 Fiscal Stability Plan to adapt to changing economic conditions, demographic shifts, and evolving strategic priorities. Furthermore, to ensure transparency and allow for the clear understanding of the factors influencing budget outcomes, the College periodically presents in Budget Committee, President Cabinet, and College events, the detailed reports on budget to actual variances of projection accompanied by thorough explanations for any significant differences between projected and actual financial performance. This adaptive approach strengthens the institution's ability to respond to unforeseen challenges and potential budget challenges while maintaining a commitment to responsible stewardship of resources.

The 2023-26 Fiscal Stability Plan serves as a living document that evolves alongside the College's financial performance, fostering accountability and aligning financial resources with the College's mission and goals. This ongoing process contributes to the institution's overall stability, sustainability, and success, supporting its accreditation standards and ensuring the effective use of resources to meet the needs of students, faculty members, and classified professionals.

To support continual improvement, the Administrative Services Wing closely monitors and provide consistent updates regarding the budget to the Budget Committee, PIEAC, Academic Senate, Classified Senate, College Council and decision are shared college-wide in the monthly committee update reports (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Budget Committee). The College also conducts annual governance surveys to measure the areas of collaboration, being evidence informed, effective, and efficient (2023-24 Governance Evaluation Report Budget Committee) regarding the Budget Committee. The results of the surveys are discussed during the first meeting of the new academic year and allow the committees and councils to adjust practices. To support operational effectiveness the Business Services Department patriciates in the Administrative Services Department Review to examine trends and plan to meet the needs of the College.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.

In alignment with District board policies and administrative procedures (BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management; AP 6305: Reserves; BP 6400/AP 6400: Audits; BP 6902/AP 6902: Capitalization and Inventory of District Property; BP 6904/AP 6904: Debt Issuance and Management) and in support of the College Mission, the institution and District ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Each year, Administrative Services informs Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee of the future obligations of the College (Budget Committee Presentation 2024-09-09; Budget Committee Presentation 2024-11-13). The 2023-26 CCCD Financial Stability Plan is used to inform and support the development of the College's short-term and long-term planning. In tandem, the College has followed the Vision 2030 Facilities Master Plan to obtain bonds and sustain the District's and College's infrastructures. The obligations have consisted primarily of facility and large equipment-related projects.

The College manages its budget on a short-term, annual basis, with a tentative budget adopted in June and a final budget adopted in September. Both the tentative and final budgets are for one fiscal year, reflecting the College's approach to annual financial planning. Throughout the fiscal year, the College regularly provides periodic updates on actual financial performance in relation to budget forecasts, ensuring that the Budget Committee, President Cabinet, and key stakeholders are kept informed of any necessary adjustments or changes. Discussions are held at Budget Committee, President Cabinet and Townhall for when large variances arise, such as unexpected increases in utility costs like electricity, the College and District evaluates the root causes, proposes solutions, and adjusts projections accordingly. This ongoing evaluation ensures that the financial outlook remains accurate, with any new data or unforeseen costs incorporated into updated forecasts. These updates offer a clear and transparent picture of the institution's financial status, enabling informed decision-making and timely actions to ensure ongoing fiscal stability.

To ensure long-term financial sustainability, a comprehensive 2023-26 Fiscal Stability Plan is presented to both the College's Budget Committee and the Board of Trustees, providing a multi-year financial projection. This multi-year approach allows for better strategic planning by forecasting future revenue and expenditure trends, helping to identify potential challenges and opportunities well in advance. It provides a broader perspective on the College's financial health, enabling more informed decision-making, the ability to plan for future capital investments, budget constraints, and the flexibility to adjust strategies over time to maintain fiscal stability. As part of efforts to maintain financial solvency, the College has implemented a hiring freeze for all positions, with exceptions requiring approval from the Chancellor's Cabinet. A detailed vacancy list is maintained to monitor staffing needs and prioritize resources effectively, demonstrating a proactive approach to preserving fiscal health and supporting continued institutional improvement.

The Direct and College has a Measure M endowment to support the ongoing funding of technology and facility maintenance, acknowledging the importance of allocating resources for the continuous refresh of technology and necessary facility repairs. This endowment spans from 2018-2019 to 2036-2037,

ensuring a dedicated financial stream to address these critical needs over the long term. By setting aside these funds from the Measure M endowment, the College demonstrates a commitment to maintaining up-to-date technology infrastructure and well-maintained facilities, which are essential for providing a high-quality educational environment.

To further augment the College's revenue stream, the institution continuously evaluates facility utilization and explores opportunities for additional income. This includes identifying potential partnerships with the community, such as parking lot rentals, and committing external partnerships to long-term facility revenue agreements. By strategically leveraging campus resources, the College aims to secure stable and predictable revenue streams, enhancing financial stability.

The District and College work together to ensure the long-term and short-term financial stability of the District and the College. In accordance with Title 5 of the Education Code, the District is required to have a balanced operational budget and sufficient reserves to cover unexpected shortages. The audit reports for the District and the College confirm that plans exist for payment of future obligations. For the fiscal year end 2023-24 audited financial statements, the District has set aside $103 million in the JPA Trust and District funds to address its net other post-employment benefit obligation of $110 million, achieving a funding level of 93.38%. The obligations of the Coast Community College District, such as employee benefits, retiree benefits, and capital leases, are all clearly identified in the District's audited financial statements. Payment schedules are identified and referenced in the latest Coast District Audit Report (2023-24 CCCD Audit Report).

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the College considers its long-range financial priorities to assure financial stability. The College clearly identifies, plans, Standard III and allocates resources for payment of liabilities and future obligations.

To support continual improvement, the Administrative Services Wing closely monitors and provide consistent updates regarding the budget to the Budget Committee, PIEAC, Academic Senate, Classified Senate, College Council and decision are shared college-wide in the monthly committee update reports (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Budget Committee).

The College also conducts annual governance surveys to measure the areas of collaboration, being evidence informed, effective, and efficient (2023-24 Governance Evaluation Report Budget Committee) regarding the Budget Committee. The results of the surveys are discussed during the first meeting of the new academic year and allow the committees and councils to adjust practices.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning support.

In alignment with District board policies and administrative procedures (BP 3250: Institutional Planning; AP 3251: Total Cost of Ownership; BP 3501/AP 3501: District Security and Access; BP 6300/AP 6300: Fiscal Management; BP 6330/AP 6330: Purchasing; BP 6340/AP 6340: Bids and Contracts; BP 6350/AP 6350: Contracts Relating to Construction; BP 6450/AP 6450: Wireless and Cellular Telephone Use; BP 6500/AP 6500: District Real Property; BP 6550/AP 6550: Disposal of District Property; BP 6600/AP 6600: Capital Construction; BP 6700/AP 6700: Civic Center and Other Facilities Use; BP 6800/AP 6800: Occupational and Workplace Safety; BP 6850/AP 6850: Hazardous Materials) and in support of the College Mission, the Maintenance and Operations and Public Safety departments ensure that the College physical resources are safe, secure and inviting environments for teaching, learning and working. By successfully accomplishing these objectives, the students, employees, and the public will have an increased level of comfort while the facilities lead to higher equitable outcomes.

The Program and Department Review process guides the planning for the physical resources by identifying the Service Area Outcomes (SAOs) and the assessment of various metrics. With this data, initiatives are added to the 2023-25 Scheduled Maintenance Plan and Vision 2030 Facilities Master Plan which have oversight by the Facilities, Safety, and Sustainability Committee for prioritization and recommendation. For example, the lowest survey measurement received for the physical resources was for keeping the classrooms and office temperatures at a comfortable level. Because of this feedback the issue was introduced in the department review, added as a specific project in the 2023-25 Scheduled Maintenance Plan and presented to the Facilities, Safety, and Sustainability Committee for support and recommendation of the priority.

As a result of the Department Review process influencing the Vision 2020 Facility Master Plan and the Measure M endowment funding, the College has built a new Student Services Center. The Facility Master Plan identified the need to renovate, modernize, and reorganize the student support services of the old College Center that was in the same location as the new Student Services Center. Structural analysis was performed on the College Center and due to the large amount of seismic upgrades required it was determined that it was more cost effective to replace the building from the ground up.

Another successful example of the planning process is the Fountain Valley HVAC and Electrical Central Plant upgrades project. This project added equipment redundancy and upgrades to mitigate future HVAC system failures and downtime. Due to the prioritization of the HVAC system by the Facilities, Safety, and Sustainability Committee, based on the findings from 2020-21 Administrative Services Department Review, the College dedicated Scheduled Maintenance Funding to this project.

To support continual improvement the Facilities, Safety, and Sustainability Committee leads the development and review of the 2023-25 Scheduled Maintenance Plan as the activities align with College's needs and funding source requirements. Many of the requests are associated with ensuring that the physical resources of the College are safe, modern, relevant, and are based on assessments of age, relevancy, and frequency of use. The Facilities, Safety, and Sustainability Committee makes recommendations to the Administrative Services Wing and the Planning, Innovation, Effectiveness and Accreditation Committee (PIEAC) and College Council (College Planning Handbook).

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

In alignment with District board policies and administrative procedures (BP 3250: Institutional Planning; AP 3251: Total Cost of Ownership; BP 3720/AP 3720: Computer and Network Use; BP 3722/AP 3722: Accessibility Standards for Electronic and Information Technology; BP 3901/AP 3901: Electronic Information Security; BP 5040/AP 5040: Student Records, Directory Information, and Student Privacy) and in support of the College Mission, the College and District implements, enhances, and secures its technology resources to support and sustain educational services and operational functions and clearly communicates requirements for the safe and appropriate use of technology to students and employees while employing effective protocols for network and data security.

The Coast Information Technology Services department, centralized within the District, consists of approximately fifty team members organized into four specialized teams: Cyber and Data Security, Enterprise Applications, Innovation and Transformation, and Support and Sustainability. Team members are stationed at the Coast District offices as well as at each of the District's three colleges to ensure immediate support and representation.

Guided by the 2023-25 Technology Plan, the Coast Information Technology Services department provides ongoing updates to hardware, applications, and infrastructure to ensure safety and optimal learning, teaching, and work environments. The department also deploys communications regarding cybersecurity trends and issues to keep employees and students aware of new and emerging practices and threats (Cybersecurity Email Examples). In addition, ongoing training and interactive exercises are conducted to support learning about cybersecurity, privacy, and information assurance practices (KnowB4Training).

In addition, the District and College has Technology Committees that discuss new and ongoing trends in technology (e.g., Educause Horizon Report: Cybersecurity and Privacy; Educause Horizon Report: Teaching and Learning) as well as reviews technologies prior to institutional investments. The review process for new applications and technologies utilizes standardized rubrics, which includes measures of data privacy and security.

To support continual improvement the District and College both conduct Student Experience and Satisfaction Survey and Employee Experience and Satisfaction Survey regarding technology access and usability. The information from the College surveys is incorporated into the Department Review (2024-25 Administrative Services Department Review). This information along with external trends from higher education related is used to inform the development and updates of the 2023-25 Technology Plan.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

In alignment with District board policies and administrative procedures (BP 3500/AP 3500 Campus Safety; BP 3501/AP 3501: District Security and Access; BP 3505/AP 3505: Emergency Response Plan; BP 3520/AP 3520: Local Law Enforcement; BP 3530/AP 3530: Weapons Prohibited on District Property; BP 3540/AP 3540: Sexual and Other Assaults on District Property; BP 3550/AP 3550: Drug Free Environment and Drug Prevention Program; BP 3560/AP 3560: Alcoholic Beverages; BP 3570/AP 3570 Smoking and Tobacco Use; BP 3810/AP 3810: Claims Against the District; BP 6200/AP 6200: Budget Preparation; BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management; BP 6250/AP 6250: Budget Management; AP 6305: Reserves; BP 6310/AP 6310: Accounting; BP 6330/AP 6330: Purchasing; BP 6540/AP 6540: Insurance and Authority to Settle Minor Claims; BP 6800/AP 6800: Occupational and Workplace Safety) and in support of the College Mission, the College and District implements, enhances, and insures resources, plans, and protocols to support and sustain its educational mission.

The Coast Community College District Emergency Operations Plan addresses the College's planned response to emergency/disaster situations associated with natural disasters, technological incidents, and national security emergencies. The operational concepts reflected in the plan focus on large-scale events. The plan is a prepared document, designed to be read, understood, and exercised prior to an actual emergency or disaster. The plan incorporates the concepts and principles of the California Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), and the Incident Command System (ICS) into the District's emergency operations.

The Coast Community College District Hazard Mitigation Plan is utilized by the College to document known hazards and identify potential actions that can be implemented that will result in a reduction in risk and potential future losses. The three main functions of the plan are:

- The plan documents current understanding of the natural and human caused hazards present in the College community, along with the vulnerabilities to each hazard and the ways that the hazard could impact the College buildings.
- The plan presents the mitigation strategy for the next five years. The mitigation strategy reflects a variety of both funded and unfunded actions, each of which could reduce the College's hazard vulnerabilities.
- By fulfilling federal requirements, the plan ensures the College will remain eligible to apply for mitigation grants before disasters and to receive federal mitigation funding.

As a result, the College's adherence to the Coast Community College District Emergency Operations Plan and the Coast Community College District Hazard Mitigation Plan promote sound policy designed to protect College community including critical facilities, infrastructure, property, and the environment from all hazards.

To support continual improvement, the College and District review of District board policies and administrative procedures, emergency preparedness protocols, are conducted to ensure the College is current and relevant to support instructional effectiveness and student equitable outcomes (Board Policy and Administrative Procedure Inventory and Schedule).

Standard 4: Governance and Decision Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

In alignment with District board policies and administrative procedures (BP 3900/AP 3900 Speech: Time Place, Place, and Manner; BP 4030: Academic Freedom; BP 4020/AP 4020: Program Curriculum and Course Development; BP 4025: Philosophy and Criteria for Associate Degrees and General Education; BP 5500/AP 5500: Student Code of Conduct; BP 5902: Taking Positions on Issues) and in support of the College Mission, the College upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

Academic freedom is the latitude to pursue knowledge and/or research across a wide range of diverse opinions and perspectives, without censure or undue interference. Through freedom of inquiry, faculty are granted the right to explore and discuss challenging ideas and topics related to their courses and areas of expertise within the classroom and District. While adhering to the course outline of record, faculty members may exercise professional judgment to discuss additional topics that enhance student learning, guided by a commitment to student dignity and knowledge advancement (Coast Federation of Educators Contract Agreement).

Academic integrity is presented in the College Catalog, and in course syllabi (CYBR C101 syllabus). The College follows the student conduct process for addressing integrity inquiries as outlined in the College Catalog, and in the Student Handbook. To support student success and continual improvement, the College hosts Library Workshops and resources to build knowledge and develop skills towards strengthening academic integrity (Library webpage; Library workshops). As a result, the students that have attended and completed the workshops tend to have high rates of course successes (Library Workshop dashboard).

To support continual improvement, a cyclical review of Board Policies and Administrative Procedures are conducted to ensure the policies and procedures are current and relevant to support instructional effectiveness and student equitable outcomes (Board Policy and Administrative Procedure Inventory and Schedule). The District Consultation Council Board Policies and Administrative Procedures Sub-Committee, led by the Vice Chancellor of Educational Services and Technology, is a district-wide participatory committee, whose charge is to review and revise, as needed, and develop new Board Policies (BPs) and Administrative Procedures (APs) in accordance with BP 2410/AP 2410: Board Policies and Administrative Procedures. The Sub-Committee reviews, revises, and develops all BPs and APs other than those under Chapter 2. Board of Trustees which deal with the Board only. Then the BPs and APs are advanced to the Board of Trustees for its consideration at regular Board meetings.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

In alignment with District board policies and administrative procedures (BP 2430: Delegation of Authority to the Chancellor/AP 2430 Delegation of Authority to the College President; BP 2510/AP 2510: Participation in Local Decision Making; BP 3250: Institutional Planning; BP 5400: Associated Student Organizations) and in support of the College Mission, institutional structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The Chancellor delegates power and duties to the College President to effectively manage the operation of the College and campuses. However, the Chancellor is specifically responsible to the Board of Trustees for the execution of such delegated powers and duties. The President is expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and other duties as required by the daily operation of the Colleges.

The President is the Chief Executive Officer of the College. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees. The President is responsible for implementing the College's plans and District policies. The President works with the Chancellor, the Vice Chancellors, and the other College Presidents to ensure that planning and organizational initiatives are collaborative and coordinated in support of both the District and the College's goals. The President's administrative organization shall be the established authority on campus, and the College President is the final authority at the College level.

The Participatory Governance Structure Chart outlines the various committees and their functions, providing a clear roadmap for collaboration across the institution. Each committee is composed of diverse stakeholders, ensuring that a wide range of perspectives is represented. The 2024-25 Participatory Governance and Committee List details the committee and Work Group mandate, membership, and which stakeholder group each member is representing. Committee agendas are distributed college-wide to encourage participation from members and guests. fostering transparency and accountability in governance processes (College-wide Committee Announcements).

The College planning and decision-making processes are outlined in the College Planning Handbook. Stakeholder engagement is a cornerstone of the governance model. The College actively invites participation from various stakeholders in decision-making processes, particularly during the prioritization of initiatives. Stakeholders are encouraged to present their requests at Wing Councils, where members can explain their proposals and provide contextual insights. This inclusive approach ensures that decisions are informed by the needs and perspectives of those directly affected. The institution employs multiple channels for stakeholders to participate in decision making. President's Roundtables serve as a platform for in-depth discussions on these topics, allowing employees to engage directly with leadership, ask questions, and provide feedback.

Additionally, special forums are convened to address emerging issues, ensuring that stakeholders remain informed and involved. Regular updates are disseminated through various committees chaired by the President, including the President's Cabinet, College Council, and Coastline Management Team (CMT). These updates are further communicated through the President's newsletters, the Monthly

Committee Report, and during monthly huddles, reinforcing a culture of transparency. Each year, the institution hosts a "State of the College" address during Flex Day events, where progress and challenges are comprehensively communicated to the entire College community. This event not only highlights achievements but also invites collective reflection on future goals.

The annual planning and resource prioritization process serves as an example of college-wide discussions, planning, and decision-making process that includes broad input from all stakeholders (College Planning Handbook). The process begins with data from the department and program review reports. The data is then considered in the Wing Planning Councils and reports submitted to Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC). The items are ranked and then forwarded to the Budget Committee to determine possible funding sources. The items are then routed back to PIEAC where the committee makes a recommendation to the College Council for acceptance. College Council provides the final review of the requests and recommendations and makes final recommendations to the College President. The College President has the final decision about which items are approved for the following year. Historically, the President has traditionally accepted the recommendation from College Council (College Council Minutes 2023-05-09; College Council Minutes 2024-05-14; College Council Minutes 2023-05-13).

To enhance the effectiveness of these committees, annual training for co-chairs is co-facilitated by the President and the Dean of Institutional Effectiveness (Co-chair Training Meeting Notes). The training not only clarifies the roles and responsibilities of participants but also equips them with essential guidance, tools, and resources. By doing so, the institution empowers its students and employees to make impactful contributions to the collective decision-making process. Committee agendas are distributed college-wide to encourage participation from members and guests. Furthermore, information is routinely shared with external partners and community members through the College's Foundation, ensuring that the commitment to transparency extends beyond the institution itself. The President's newsletters, which are publicly accessible on the official website, serve as an additional resource for keeping all stakeholders informed.

To support continual improvement, the College participatory governance committee members complete annual assessments (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Budget Committee) to measure of all participatory governance committees and utilizes the results of the survey to measure member collaboration, committee effectiveness, committee efficiency, evidence informed decision-making, information transparency, and committee operations. Each committee member can anonymously share accomplishments and suggestions for improvement shared during the committee orientation in the following academic year. An example, toward increasing efficiency, is Program and Department Reviews reduction of committee meeting times and updating the operational timeline (Program and Department Review Operational Timeline).

Roles, responsibilities, and authority for decision-making from a district-wide and district level perspective are explained in the District Level Decision Making and Participatory Governance document. The District Consultation Council (DCC) is the main district-wide participatory governance committee with representation from all constituent groups across the District. DCC regularly reviews and updates, as needed, the District Level Decision Making and Participatory Governance document. Through the structures, roles and responsibilities defined in the document, the District ensures that matters that have district-wide impact are discussed with all constituent groups, and that constituent groups are consulted, as applicable. The document also defines the roles, responsibilities, and authority for decision making for the Chancellor, College Presidents, and Chancellor's Cabinet.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

In alignment with District board policies and administrative procedures (BP 2510/AP 2510: Participation in Local Decision Making; BP 3250: Institutional Planning) and in support of the College Mission, the institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

In support of the College Mission, the resource allocation and decision-making process as outlined in the College Planning Handbook begins with the Program and Department Review process which includes a set of criteria for plan and resource request development that aligns with the College Mission, the College goals, and is supported through evidence. The stakeholders participating in the Program and Department Review process share their reports and requests with the Dean or Vice President of the wing to review and provide feedback and guidance prior to moving the plans forward for prioritization. The collaborative partnership allows for thoughtful planning and alignment with the direction of the College. Once finalized, the Wing Planning Councils provide a review of the program and department plans with associated resources and conduct a prioritization to send to Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC). During the wing-level prioritization process, the councils utilize the College President's budgeting priorities to guide the process. Following the College's planning process for resource allocation, PIEAC completes the comprehensive prioritization through collaborative sharing and anonymous rating process.

The College is dedicated to fostering a decision-making environment that is both consistent and effective, aligning with the mission to prioritize equitable student outcomes. The College's decision-making structures are designed to support a collaborative climate that encourages innovation and inclusivity.

The College Council Minutes serve as a vital record of the College's decision-making processes, documenting the actions taken based on recommendations from various committees and bodies. The minutes provide clear evidence that the Colleges' decision-making framework is not only utilized consistently but also effectively, ensuring that all voices are heard and considered in the process. By systematically recording these actions, the College creates a transparent and accountable environment that reinforces the commitment to collaborative governance.

President's Roundtables play a crucial role in fostering a culture of collaboration and idea exchange. These gatherings provide a platform for stakeholders to engage in meaningful discussions, share innovative ideas, and collectively address challenges. By facilitating open dialogue, the Roundtables contribute to a climate that nurtures creativity and supports the institution's mission.

At the center of the College's decision-making practices is the integration of Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEISAA) principles. This framework is woven into everyday operations and committee work, ensuring that equity considerations are central to all decisions. The College's commitment to addressing equity gaps is reflected in the training provided to employees through various channels, including conferences, professional development days, and workshops hosted by Affinity Groups and Student Equity. These training opportunities, such as Ally Trainings, equip

employees with the knowledge and skills necessary to promote equitable outcomes for all students. By embedding DEISAA into the institutional culture, the College not only enhances the decision-making processes but also advances the mission of fostering an inclusive educational environment.

To support continual improvement in decision making and fostering a collaborative environment, the College conducts annual governance surveys to measure the areas of collaboration, being evidence informed, effective, and efficient (2023-24 Governance Evaluation Report PIEAC; 2023-24 Governance Evaluation Report Budget Committee; Governance Evaluation dashboard). The results of the surveys are discussed during the first meeting of the new academic year and allow the committees and councils to adjust practices. The College also conducts an annual Employee Experience and Satisfaction Survey with questions that are focused on college governance. In addition, the College participates bi-annually in the PACE survey to measure the institutional climate as it relates to mission alignment, student focus, supervisory relationships, and institutional structure (2023 PACE Report Abstract; 2025 PACE Report Abstract),. These results were used by the College for professional development, operational adjustments in planning, and supporting student equity and achievement.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health.

In alignment with District board policies and administrative procedures (BP 2200 Board Duties and Responsibilities; BP 2220: Committees of the Board; BP 2410/AP 2410: Board Policies and Administrative Procedures; BP 2510/AP 2510: Participation in Local Decision Making; BP 2710/AP 2710: Conflict of Interest for Board Members; BP 2715: Code of Ethics for the Board of Trustees) the governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health.

The District is governed by a Board of Trustees, consisting of five publicly elected members. As the governing board for the District and its Colleges, the Board of Trustees, with the assistance of the Chancellor, has both the responsibility and the authority to establish policies to assure the overall quality and stability of the District and the Colleges and regularly monitors progress towards its goals and fiscal health.

The Board of Trustees is responsible for developing policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District and its Colleges. Board Policies and Administrative Procedures are reviewed and revised. as needed, on a regular review cycle as stated in BP 2410/AP 2410: Board Policies and Administrative Procedures, through the District Consultation Council Board Policies and Administrative Procedures Sub-Committee and then advanced to the Board of Trustees for its consideration at regular Board meetings (Board Policy and Administrative Procedure Inventory and Schedule).

All Board Policies are published on the District's website under "Board Policies" and are divided into seven chapters pertaining to The District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources.

BP 2200: Board Duties and Responsibilities, describes the roles and responsibilities of the Board of Trustees. The Board of Trustees has adopted policies (BP 2410/AP 2410: Board Policies and Administrative Procedures) as are authorized by law or are determined by the Board of Trustees to be necessary and appropriate for the effective operation of the District. The Board policies convey its expectations for actions to be taken by District employees and to communicate Board philosophy and practice to the students and the public.

The Board Policies and Administrative Procedures related to academic quality, integrity, and effectiveness of the student learning programs, and services are available on the District website under Chapter 4 (Academic Affairs) and Chapter 5 (Student Services). The Board Policies and Administrative Procedures related to the financial stability of the District and its Colleges can be found under Chapter 6 (Business and Fiscal Affairs).

Throughout the year, the Board of Trustees reviews and discusses a variety of reports and analyses related to student learning and achievement and institutional plans for improving academic quality. The Board of Trustees reviews on an annual basis the District-wide Annual Institutional Effectiveness Report. The report provides an overall evaluation of College and District key performance indicators. The evaluation reflects the commitment of the District to examine its institutional strengths and identify areas for improvement. The report is divided into four major areas related to the District's and member

colleges' missions, goals, functions, and resources:

- Student Learning, Achievement, and Development
- Student Outreach and Responsiveness to the Community
- Faculty Members, Classified Professionals, and Administrators/Managers
- Fiscal Support

Additionally, the Board of Trustees reviews and discusses reports and presentations highlighting programs and activities that support and lead to student success (Sample reports in 2023-24/2024-25).

The District has established resource allocation Board Policies and Administrative Procedures that support the effective operations and sustainability of the colleges and District Office. Under the leadership of the Chancellor, College and District Office personnel work together to ensure the effective control of expenditures and the financial stability of the District.

The allocation of District general fund resources to the colleges occurs in accordance with BP 6200/AP 6200: Budget Preparation; BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management; AP 6305: Reserves; AP 6903: Position Control; AP 6906: Cash Receipt and Handling; and the Budget Development Assumptions and Guidelines contained within each proposed annual budget. These Board Policies and Administrative Procedures were developed in alignment with the Board's philosophy of ensuring responsibility for the use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District and College mission.

The standards set through these Board Policies and Administrative Procedures related to College allocations include the following:
- General fund reserve for economic uncertainties of no less than 16.7 percent of the total general fund operating expenditures shall be maintained.
- Expenditure budgets for ongoing purposes shall be the resources that would have been available from State apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability

The District has also established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to and reviewed by the Board. These reports include the presentation of quarterly financial status reports and tentative and adopted annual budgets.

Starting 2023-24, the District has further enhanced its fiscal position through the development of a Fiscal Stability Plan which was discussed with and adopted by the Board of Trustees. The Board of Trustees also conducts in-depth reviews of the District's fiscal stability through study sessions. The District also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement. The annual audit considers the District's internal controls over financial reporting to plan the audit but does not give an opinion on those controls. In

addition, the [District's participatory governance committees](#) and collective bargaining groups also provide comprehensive budget and financial oversight.

The District Office and the colleges adhere to standards of good practice that include the maintenance of adequate reserves, the development of annual budgets, and the reporting of financial statuses. Through the effective control of expenditures, the District Office and the College have consistently had positive balances and a reserve each year.

Ongoing dialogue and presentations on student learning and performance that occur at Board meetings demonstrate that the Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. The District's Fiscal Services Department processes and facilitates the distribution of resources to the colleges in accordance with the model set by [BP 6200](#)/[AP 6200: Budget Preparation](#), and state and federal categorical fund allocation guidelines. Resources allocated to the colleges are based on both state-mandated guidelines and Board-approved budget guidelines.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

In alignment with District board policies and administrative procedures (BP 2430: Delegation of Authority to the Chancellor/AP 2430 Delegation of Authority to the College President; BP 2431 Chancellor Selection; BP 2435 Evaluation of the Chancellor) and in support of the College Mission, the District Board of Trustees selects the College's chief executive officer (CEO) and evaluates the Chancellor a manner that ensures effective operations and the fulfillment of the institutional mission.

The Board of Trustees adheres to clearly defined policies for selecting and evaluating the Chancellor of the District (CEO of the District). Two of these policies include BP 2431 Chancellor Selection and BP 2435: Evaluation of the Chancellor. These two Board Policies clearly delineate the rules and requirements for hiring and evaluating the District CEO.

When a new Chancellor is to be hired, the Board of Trustees adheres to BP 2431: Chancellor Selection, which ensures that input from managers, faculty, classified professionals, and students is obtained to select the most highly qualified individual to fill the vacancy.

If there is a Chancellor search that does not result in the selection of a new Chancellor, then the Board of Trustees, at its discretion, may initiate and conduct the subsequent Chancellor search by adopting a motion to use a streamlined version of BP 2431: Chancellor Selection which complies with applicable law. The Search Committee formed for the original search shall be incorporated into this process. Before the streamlined version of BP is implemented, it will be specified by the Board of Trustees and communicated to the Search Committee.

The Board of Trustees and the Chancellor adhere to BP 7120/AP 7120A: Recruitment and Selection for Executive Management Employees to select the College President (CEO of the College). The College President reports to the Chancellor. The AP ensures that input from administrators/managers, faculty, classified professionals, and students is obtained to select the most highly qualified individual to fill the vacancy.

Through BP 2430: Delegation of Authority to Chancellor, the Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Board of Trustees delegates authority to the Chancellor to appoint an Acting Chancellor to serve in their absence for short periods not to exceed thirty calendar days at a time. The Board of Trustees appoints an Acting Chancellor for periods exceeding thirty calendar days when the Chancellor is incapacitated or unable to perform their duties. In case of death, resignation, or retirement of the Chancellor, the Board of Trustees may appoint an interim Chancellor for up to two years.

Through AP 2430 Delegation of Authority to the College President, the Chancellor delegates authority to the College President to administer the College functions and operations. The College President is the final authority at the college level.

After the Chancellor at the time announced his retirement, following BP 2431: Chancellor Selection the Board of Trustees successfully selected a new Chancellor who started in the position in September 2022.

BP 2435 Evaluation of the Chancellor a comprehensive evaluation framework for the Chancellor, reflecting commitment to accountability and transparency. The Board conducts an annual evaluation of the Chancellor, which is developed collaboratively between the Board and the Chancellor. Once the new Chancellor was hired, consistent with CCCD Board Policy 2435 Evaluation of the Chancellor, annually, the Board of Trustees has conducted the evaluation of the current Chancellor, which culminated in establishing the Chancellor's Goals for the District (Discussion of Chancellor's Evaluation in Closed Session; Chancellor's Goals for the District 2024-25).

The Board of Trustees and the Chancellor adhere to BP 7120/AP 7120A: Recruitment and Selection for Executive Management Employees to select the College President. To provide greater input to the college community into the selection of the College Presidents, the AP was revised in October 2023 to include open forum sessions for finalists for the College President position prior to final interviews with the Selection Committee. One successful College President search was completed under the revised version of AP.

The Board of Trustees will continue to adhere to BP 2430: Delegation of Authority to the Chancellor/AP 2430 Delegation of Authority to the College President, BP 2431 Chancellor Selection, BP 2435 Evaluation of the Chancellor) and BP 7120/AP 7120A: Recruitment and Selection for Executive Management Employees. The Board of Trustees gives the Chancellor full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission, which is essential to lead initiatives that promote student success, equity, and institutional effectiveness. The Board of Trustees' structured approach to selecting and evaluating the Chancellor exemplifies the College's and District's commitment to effective governance. By adhering to its policies, the Board of Trustees ensures that the evaluation process is thorough, transparent, and aligned with the institution's goals. This framework not only supports the Chancellor in their role but also reinforces the Board of Trustees' commitment to advancing the mission of the institution and prioritizing equitable outcomes for all students.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

In alignment with District board policies and administrative procedures (BP 1200: District Mission; BP 2200: Board Duties and Responsibilities; BP 2510/AP 2510: Participation in Local Decision Making; BP 2715: Code of Ethics for Members of the Board of Trustees; BP 2720: Communications among Board Members; BP 2740: Board Education; BP 2745: Board Self Evaluation) the Board of Trustees functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The Board of Trustees demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The Board of Trustees establishes and promotes the vision, mission, and values of the District. BP 1200 states that the mission of the District: "Coast Community College District, comprised of Coastline Community College, Golden West College, and Orange Coast College, serves the diverse educational needs of its communities, both locally and globally. We promote academic excellence and student success, empowering students to achieve their educational goals by providing accessible, high quality, equitable, innovative, and flexible programs and services leading to associate degrees, transfer, workforce preparation and development, certificates, careers, and adult education/noncredit. We seek to transform students into lifelong learners and engaged community members." The vision, mission, and values of the District are reflected in the 2024-27 CCCD Strategic Plan adopted by the Board in June 2024.

As stated in BP 2200: Board Duties and Responsibilities, the Board is committed to fulfilling its responsibilities, including:

- Establish policies that define the institutional mission and set ethical and legal standards for college operations
- Monitor institutional performance and educational quality
- Assure fiscal health and stability of the District

The Board of Trustees is committed to high standards of ethical conduct for its members, as delineated in BP 2715: Code of Ethics for Members of the Board of Trustees. The Board reviews and discusses this policy annually. One of the basic principles contained within this policy is the recognition that the Board acts, and that authority rests only with the Board in a legally constituted meeting, not with individual members. Thus, while members of the Board, at times, have differing opinions on items that come before them, once the Board has reached a decision on an item, either by unanimous consent or by vote, the Board acts as a collective entity, and all Board members act in unison in support of the decision.

The Board of Trustees follows the Ralph M. Brown Act and cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations.

The Board also established BP 2720: Communications among Board Members, which sets guidelines for

acceptable communication outside a properly posted meeting.

The Board has developed and implemented Board Policies that outline the ethical conduct for all elected Board members; this specified conduct includes the requirement that the Board act in unison once a decision is reached by the body. In addition, when disagreements arise, they are discussed openly and respectfully prior to the Board reaching a collective decision. Minutes indicating Board actions from recent years are available on the District's website and substantiate behavior in accordance with these policies (CCCD Board of Trustees' Directives Log).

The Board of Trustees engages in a process of self-evaluation for assessing Board performance. BP 2745: Board Self-Evaluation, establishes the expectation for the Board to conduct a self-evaluation "in order to identify strengths and areas in which it may improve its functioning." In addition to establishing the expectation, the policy outlines the process and the cycle for conducting the evaluation. The cycle calls for an evaluation beginning in the fall of odd numbered years. The most recent Board Self-Evaluation was conducted in Fall 2023. The results of the self-evaluations conducted in 2013, 2015, 2017, 2021, and 2023 are posted on the CCCD Board Self-Evaluation web page.

The Board developed and approved the 2023-25 Board Goals at the November 2023 meeting based on the results of the evaluation surveys conducted in Fall 2023 and discussion of these results (CCCD Board of Trustee Minutes 2023-11-15).

The Board of Trustees has access to an ongoing training program for the development of its members. This training program includes orientation for new members of the Board. Additionally, the District has mechanisms in place to provide continuity of Board membership that, among other points, includes staggered terms of office.

Per BP 2740: Board Education, the Board of Trustees is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and Accreditation Standards and expectations. The Board has a comprehensive new Board member orientation program that includes attendance at the Community College League of California (CCLC)'s Effective Trusteeship Workshop. Locally, new trustees are given an orientation by the Chancellor and the Board Secretary (CCCD Trustee Professional Development List July 2023 to July 2025). The Board Members also meet with the Vice Chancellor of Fiscal and Administrative Services, the Vice Chancellor of Educational Services and Technology, the Vice Chancellor of Human Resources, and the college presidents.

Each Board member is encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop as well as various conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees. In addition, all Board members completed an ethics course and received a certificate of completion.

This commitment to professional development is evidenced by budget allocations allowing each trustee to participate in conferences, meetings, and workshops each year (BP 2735: Board Member Travel). Following attendance at conferences, workshops, and meetings, Trustees regularly share an oral and sometime written report to the other Trustees and the public at open Board meetings.

Regarding fulfilling its fiduciary responsibility, as noted above, assuring the fiscal health and stability of

the District is one of the responsibilities of the Board of Trustees stated in BP 2200: Board Duties and Responsibilities. One of the ways that the Board of Trustees enacts this responsibility is through the adoption of the district budget. Every year, the Board of Trustees receives and discusses a tentative district budget in June and a final district budget in September, adhering to BP 6200/AP 6200: Budget Preparation, BP 6250/AP 6250 Budget Management, BP 6300/AP 6300 Fiscal Management, and AP 6305 Reserves (CCCD Board of Trustee Agenda 2024-06-18 Public Hearing for the Adoption of the Coast Community College District Tentative Budget 2024-25 FY; CCCD Board of Trustee Agenda 2024-09-04 Public Hearing and Adoption of the 2024-25 FY Proposed Budget for the Coast Community College District). Additionally, the Board of Trustees regularly reviews contracts and procurements adhering to BP 6330/AP 6330: Purchasing; BP 6340/AP 6340: Bids and Contracts, BP 6350/AP 6350 Contracts Relating to Construction.

Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	Certificate of Accreditation; ACCJC Reaffirmation Letter 2021-02-01
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	College Planning Handbook pages 7- 9; Mission Review Process; 2020-24 Mission Statement Development; Vision 2025 Educational Master Plan; Coastline College Vision 2030 Plan
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	CCCD Board of Trustee Minutes 2024-04-03
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	College Planning Handbook page 14; Vision 2025 Educational Master Plan; Coastline College Vision 2030 Plan
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	College Planning Handbook page 14; key performance indicators (KPIs)

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	BP 4010/AP 4010: Academic Calendar; BP 4020/AP 4020 Program, Curriculum, and Course Development; AP 4105: Distance Education; BP 4025: Philosophy and Criteria for Associate Degrees and General Education; BP 4100: Graduation Requirements for Degrees and Certificates Program Length Examples: College Catalog pages 7-102 and pages 128-142
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	BP 4060 Agreements with School Districts for Adult Education; BP 4050/AP 4050 Articulation; BP 4235/AP 4235 Credit for Prior Learning Transfer of Credit: College Catalog pages 142-145; 151-158
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	2024-25 Consumer Information; College Catalog

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	Student Handbook; Feedback Webpage Grievance and Complaint Procedures: College Catalog pages 158-159
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	2024-2025 Student Services Handbook Grievance and Complaint Procedures: College Catalog pages 158-159 To be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	BP 3310/AP 3310 Records Retention and Destruction; BP 5040/AP 5040 Student Records Directory Information and Privacy; AP 5045 Student Records Challenging Content and Access Log; Process for Securing Confidential Information in DSPS To be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	BP 3310/AP 3310 Records Retention and Destruction; BP 5040/AP 5040 Student Records Directory Information and Privacy; AP 5045 Student Records Challenging Content and Access Log
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	BP 4020/AP 4020 Program Curriculum and Course Development; Program and Department Review Handbook; Program Vitality and Discontinuance; Curriculum Committee Handbook

Required Item	Documentation

ix.   Documentation of institution's implementation of the required components of the Title IV Program, including:
    • Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
    • Evidence of timely corrective action taken in response to any Title IV audits or program reviews
 	
See *Policy on Institutional Compliance with Title IV*
	BP 5130/AP 5130 Financial Aid; 2024-2025 Consumer Information

x.   Documentation of institution's:
    • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit
    • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
    • Policies regarding protection of student privacy
 	
See *Policy on Distance Education and on Correspondence Education*
	BP 5040/AP 5040 Student Records Directory Information and Privacy; AP 5045 Student Records Challenging Content and Access Log; Verification Process Webpage

REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Noncredit Webpage
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	BP 4235/AP 4235 Credit for Prior Learning
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Not applicable
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	BP 3420/AP 3420: Equal Employment Opportunity; BP 7100: Commitment to Diversity; BP 7120/AP 7120A: Recruitment and Selection for Executive Management Employees; AP 7120B: Recruitment and Selection for Management Employees; AP 7120C: Recruitment and Selection for Faculty Employees; AP 7120D: Recruitment and Selection for Confidential Employees; AP 7120E: Employee Recruitment and Selection for Classified Employees; BP 7125/AP 7125: Verification of Eligibility for Employment; BP 7126/AP 7126: Applicant Background and Reference Checks; BP 7902/ AP 7902 Faculty Service Areas, Minimum Qualifications and Equivalency; 2024-27 CCCD EEO Plan
ii. Employee handbooks or similar documents that communicate expectations to employees	BP 3050/AP 3050: Code of Professional Ethics; BP 7100: Commitment to Diversity; BP 7914/AP 7914: Evaluation; BP 7160/AP 7160: Professional Development; 2024-27 CCCD EEO Plan; Faculty Handbook
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	2023-24 Financial Audit Report; 2022-23 Financial Audit Report; 2021-22 Financial Audit Report
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	BP 3250: Institutional Planning; AP 3251: Total Cost of Ownership; BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management; College Planning Handbook;

v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BP 3250: Institutional Planning; AP 3251: Total Cost of Ownership; BP 6250/AP 6250: Budget Management; BP 6300/AP 6300: Fiscal Management; AP 6305: Reserves; BP 6330/AP 6330: Purchasing; BP 6340/AP 6340: Bids and Contracts; BP 6350/AP 6350: Contracts Relating to Construction; BP 6400/AP 6400: Audits; BP 6500/AP 6500: District Real Property; BP 6550/AP 6550: Disposal of District Property; BP 6600/AP 6600: Capital Construction; BP 6902/AP 6902: Capitalization and Inventory of District Property; BP 6904/AP 6904: Debt Issuance and Management; Administrative Services Handbook
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	BP 3720/AP 3720: Computer and Network Use; BP 3722/AP 3722: Accessibility Standards for Electronic and Information Technology; BP 3901/AP 3901: Electronic Information Security; BP 5040/AP 5040: Student Records, Directory Information, and Student Privacy; BP 6450/AP 6450: Wireless and Cellular Telephone Use;
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Loan Default Rate
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	Not applicable
ix. Written code of professional ethics for all personnel including consequences for violations	BP 3050/AP 3050: Code of Professional Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2431: Chancellor Selection; BP 2435: Evaluation of the Chancellor
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2010 Board Membership; AP 2710 Conflict of Interest Board Members
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2715: Code of Ethics for the Board of Trustees
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP 2710/AP 2710: Conflict of Interest for Board Members; BP 2712: Conflict of Interest Code

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i.　　　Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions,* Section D	Webpage to Solicit Third Party Comments
ii.　　　Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	Public Website Information on Accredited Status

Appendix 1: Verification of Catalog Requirements (ER 20)

ER 20 requires colleges to provide specific information in their official catalog. In the table below, list the location in the current catalog where each element can be found. Your team will verify the locations in the current catalog that you submit with this ISER as part of their review process.

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	pages 1 and 6
Educational Mission	page 4
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	pages 1 and 6
Course, Program, and Degree Offerings	pages 7-142
Student Learning Outcomes of Programs and Degrees	pages 7-142
Academic Calendar and Program Length	page 1 pages 7-102 pages 128-142
Academic Freedom Statement	page 145
Available Student Financial Aid	page 120
Available Learning Resources	pages 121-124
Names and Degrees of Administrators and Faculty	pages 257-260
Names of Governing Board Members	page 7
Requirements	
Admissions	pages 103-106; 110-111
Student Tuition, Fees, and Other Financial Obligations	pages 107-108; 113-115
Degrees, Certificates, Graduation and Transfer	pages 128-145
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	pages 150-151
Nondiscrimination	pages 161-163
Acceptance and Transfer of Credits	pages 142-145; 151-158
Transcripts	page 163
Grievance and Complaint Procedures	pages 158-159
Sexual Harassment	page 150
Refund of Fees	pages 111-112
Locations or Publications Where Other Policies May be Found	
Digital College Catalog	Digital College Catalog

Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution's structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

2025 College Organizational Chart

Appendix 3: Approved Locations

If applicable, provide the addresses of approved locations or campus sites where students may complete 50% or more of a credit-bearing degree or certificate program. If your institution does not have additional locations, you may delete this section.

Students may complete 50% or more of a degree or certificate program at the following locations:

[ACCJC Distance Education Substantive Change Letter 2024-10-16](#)