

**COASTLINE**  
COLLEGE



**2023**

**Midterm Report**

Submitted by:  
Coastline College 11460 Warner Avenue  
Fountain Valley, CA 92708

Submitted to:  
Accrediting Commission for  
Community and Junior Colleges,  
Western Association of Schools and Colleges

Date Submitted: March 2, 2023

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**Midterm Report Certification Page**


**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

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


I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.


**Signatures:**

  
\_\_\_\_\_  
Mary Hornbuckle, President of the Board of Trustees  
Date 3/1/23

  
\_\_\_\_\_  
Whitney Yamamura, Ed.D., Coast Community College District Chancellor  
Date 1/10/23

  
\_\_\_\_\_  
Vincent Rodriguez, Ed.D., Coastline College President  
Date 12-12-2022

  
\_\_\_\_\_  
Aaron Zenner, D.B.A., Dean of Institutional Effectiveness,  
Accreditation Liaison Officer  
Date 12-12-2022

  
\_\_\_\_\_  
Marilyn Brook, Ph.D., Professor of English,  
Faculty Accreditation Coordinator  
Date 12-13-2022

  
\_\_\_\_\_  
Lisa Lee, Ed.D., Academic Senate President  
Date 12-14-2022

  
\_\_\_\_\_  
Anna Isbell, Classified Senate President  
Date 12-13-22

  
\_\_\_\_\_  
John Bruning, Associated Student Government President  
Date 12-14-2022

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## Report Preparation

In Fall 2021, the Coastline College's Planning, Innovation, Effectiveness, and Accreditation Committee (PIEAC) reviewed the proposed timeline for the Midterm Report development and review ([2021-10-06 PIEAC Minutes](#); [2023 Midterm Report Timeline](#)). Cross-functional reading and writing teams completed the report development and review processes. Progress updates on the development of the midterm report were shared at PIEAC, Academic Senate, and College Council as standing agenda items ([2021-22 PIEAC Agendas](#); [2021-22 Academic Senate Agendas](#); [2021-22 College Council Agendas](#)). College administration disseminated drafts and the final, definitive version of the midterm report collegewide and at end-of-semester collegewide planning summit events.

### Report Timeline

#### Fall 2021

- September: Recruit reading and writing teams
- October: Prepare outline for development
- October: Initiate report writing
- November: Identify key evidence
- December: Share Midterm Report progress at the collegewide planning summit

#### Intersession/Spring 2022

- February: Provide writing team progress update meeting during Flex Day
- March: Gather Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) annual reports
- April: Submit Midterm Report draft to the reading team in PIEAC
- April: Review by the reading team and draft feedback provided
- May: Submit Midterm Report near final draft with evidence
- May: Share Midterm Report progress at the collegewide planning summit

#### Summer 2022

- July: Complete the Midterm Report grammar and format edits
- August: Finalize Midterm Report evidence
- August: Create Midterm Report cover page

#### Fall 2022

- September: Submit Midterm Report final draft to the reading team
- September: Final review completed by the reading team
- October: Submit the Midterm Report draft to constituency groups for review and approval
- November: Approve the Midterm Report at PIEAC
- November: Approve the Midterm Report at College Council
- December: Share the Midterm Report at the collegewide planning summit

#### Intersession/Spring 2023

- March: Coast Community College District Board of Trustees Acceptance
- March: Submit the Midterm Report to ACCJC

## Midterm Report Team

In Fall 2021, the College PIEAC in alignment with its committee directive, established cross-functional teams to support the development of the 2023 Midterm Report. The teams included representatives from administration and management, faculty members, and classified professionals. The project leads include the Dean of Institutional Effectiveness, who serves as the Accreditation Liaison Officer and co-chair of PIEAC, and a full-time Professor of English serving as the Faculty Accreditation Coordinator. College leadership encouraged and afforded opportunities to all constituency groups to contribute, review, and provide feedback on the report. Table 1 highlights the different participants involved in the development of the 2023 Midterm Report.

Table 1. *Midterm Report Development Team*

Name	Program or Department	Title	Constituency Group	PIEAC	Writing Team	Reading Team
Aeron Zentner	Institutional Effectiveness	Dean	Admin.	X	X	X
Andreea Serban	Educational Services & Technology	Vice Chancellor	Admin.		X	
Ann Holliday	Special Program	Faculty Member	Faculty	X		
Anna Isbell	Instructional Associate	Classified Senate President	Classified	X		
Brandon Brown	Computer Service Technology	Faculty SLO/ Program Review Coordinator	Faculty		X	
Bruce Keeler	Counseling	Dean	Admin.	X		
Christine Nguyen	Administrative Services	Vice President	Admin.	X		X
Dana Emerson	Instruction	Dean	Admin.	X		
Darian Aistrich	Institutional Effectiveness	Grant Development Specialist	Classified			X
Deborah Henry	Biological Sciences & Allied Health	Curriculum Faculty Co-Chair	Faculty	X		
Derek Bui	Fiscal Service	Director of Business Services	Admin.	X	X	
Isela Ocegueda	Instruction	Vice President	Admin.			X
Joshua Levenshus	Communication Studies	Faculty Pathways Coordinator	Faculty		X	
Kate Mueller	Student Services	Vice President	Admin.	X		X
Kim Bui	Coastline Pathways and Professional Development	Program Coordinator	Classified		X	
Lisa Lee	Mathematics	Academic Senate President	Faculty	X		
Marilyn Brock	English and Humanities	Faculty Accreditation Coordinator	Faculty	X	X	X
Shanon Gonzalez	Institutional Effectiveness	Senior Research Analyst	Classified			X
Shelly Blair	Instruction	Dean	Admin.		X	

Stephen Barnes	Paralegal Studies	Faculty Center Coordinator	Faculty	X	X	
Steven Fauce	Biological Sciences & Allied Health	Faculty SLO/ Program Review Coordinator	Faculty			X
Tobi West	Cybersecurity	Faculty Member	Faculty	X		
Tom Neal	Instruction	Dean	Admin.	X		
Vincent Rodriguez	Office of the President	President	Admin.			X

## Plans Arising from the Self-Evaluation Process

The College did not create self-improvement plans in the 2019 Institutional Self-Evaluation Report (ISER).

## Institutional Reporting on Quality Improvements

### College Response to Recommendations for Improvement

The Commission Action Letter requested the College address the following recommendations for improvement to increase institutional effectiveness:

*To improve effectiveness, the peer review team recommends the College engage in continuous sustainable documented assessment processes across the entire institution, for all delivery modes. (I.B.4, I.C.3)*

In response, the College updated the Student Learning Outcome (SLO) data collection tool by integrating it directly into the College's Canvas learning management systems (LMS). Additionally, the new SLO reporting system provides the opportunity for faculty members to provide recommendations for continual improvement at the course level during the SLO reporting process ([SLO Cloud Directions](#)). The SLO Cloud collects and can generate a list of faculty recommendations ([Spring 2022 SLO Recommendations Report; SLO Recommendations Dashboard](#)), which is shared with faculty members and incorporated and can be utilized in the Instructional Program Review reports. Coastline faculty members have updated the SLO results review and planning timeline for course-level SLOs, which aligned with the five-year comprehensive program review cycle ([SLO Review and Planning Dashboard](#)).

In Fall 2019, the College added specific requirements in the Instructional Program Review template requiring course-level SLO planning to be recorded ([2021-22 Instructional Program Review Reports](#)). In Fall 2021, the updated version of Instructional Program Review report templates were approved ([2021-10-25 Program and Department Review Committee Minutes; 2021-12-07 Academic Senate Minutes](#)) with an emphasis on collecting and sharing plans for continual improvement activities ([2022-23 Instructional Program Review Templates](#)). The College has also released an SLO data dashboard to highlight and share outcome trends by course and instructional modality ([SLO Results Dashboard](#)).

The Program and Department Review Committee (PDRC) conducts annual validations of the Program Review reports to ensure completeness and quality, plus ongoing reviews of how learning outcomes are discussed, and plans are developed ([2021-22 Instructional Program Review Validation Rubric](#)). The PDRC provides recommendations for improvement through the validation process for program faculty to address during the future review and planning cycles.

### **District Response to Recommendations for Improvement**

The Commission Action Letter requested the District address the following recommendations for improvement to increase institutional effectiveness:

*Institutional responses to external audit findings are comprehensive and communicated appropriately to constituency groups, including the District Audit and Budget Committee as well as other internal and external stakeholders. The District has demonstrated an ability to generally remedy audit findings in a reasonable timeframe; however, one particular finding related to monthly reconciliations and closing procedures has been repeated and not remedied for four independent audits (2014-15 through 2017-18). (III.D.7)*

The specific finding referenced by the External Peer Review Team was noted on page 84 of the 2017-18 “Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2018” ([Financial Audit Report 2017-18](#)). The finding noted “the lack of a systematic method to ensure complete monthly reconciliations and closing procedures take place.” The District Fiscal Services, in its response to this finding, noted:

“There has been significant turnover in the District Fiscal Department resulting in a delay of our implementation plan. However, our original plan is sound and entails full staffing to implement a system of monthly closing procedures. These procedures will include account reconciliations to ensure accounts are reviewed, reconciled, and adjusted monthly. The plan includes the following:

- Documentation supporting the reconciliation of bank balance to the account balance in the general ledger.
- Monthly account reconciliations completed and reviewed by specified due dates and a review of the unidentified differences and posting the necessary adjustments timely.
- Procedures established to reconcile auxiliary charges to District Fund 81 balances. In addition, we will implement procedures and timelines to ensure all audit adjusting entries are posted when required.” ([Financial Audit Report 2017-18](#), page 84).
- Subsequently, District Fiscal Services has implemented the plan noted above. The 2018-19 “Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2019” no longer identified this as an audit finding ([Financial Audit Report 2018-19](#)). The June 30, 2019, report identified a different finding related to closing procedures. Specifically, the finding was that “the Measure M General Obligation Bond Fund incurred expenses related to services and equipment received prior to June 30, 2019, that were not accrued. Sixty-five invoices were identified as not accrued, resulting in an adjustment of \$3,720,732 to the Measure M General Obligation Bond Fund.” ([Financial Audit Report 2018-19](#), page 81). Effective July 1, 2019, the District underwent a conversion of its financial system which resulted in an error in the



accruals for the June 30, 2019, financial statements. Processes that were normally automatic in the system had to be replicated manually and the manual system was untested and inadequate to capture all the required accruals. Subsequently, the issues related to this system conversion were resolved. In addition, the District updated the closing procedures to include campus facility construction managers listing of outstanding payment applications as well as additional documentation and training for accounts payable staff. An internal review of the closing process was also performed by District Fiscal Services outside of the accounts payable department to identify any errors or omissions. As a result of changes and improvements made by District Fiscal Services, the 2019-20 annual external audit report found that this finding was resolved ([Financial Audit Report 2019-20](#)). There were no additional or new findings in the 2019-20, 2020-21, and 2021-22 annual external audit reports ([Financial Audit Report 2019-20](#); [Financial Audit Report 2020-21](#); [Financial Audit Report 2021-22](#)).

## **Reflection on Improving Institutional Performance**

### Student Learning Outcomes

Since the comprehensive accreditation review in 2019, the College has continued to make strides in the approaches and strategies by faculty members, classified professionals, and administration to improve teaching and learning. For example, the College has continued to host a variety of local and collegewide training and workshops to support equity and excellence in instruction and student services (Faculty Success Center Calendar noted in Table 3; [2021-22 FLEX Schedules](#)).

To strengthen student learning outcome development, review, and assessment in general education and career education, the College expanded the role of the SLO Faculty Coordinator from a single faculty member to two faculty members with negotiated release time for SLO and program review. The SLO and Program Review Faculty Coordinators serve on the College Curriculum Committee, Program and Department Review Committee, and the Instructional Services Wing Planning Council to provide support for sharing and planning SLOs. The SLO Faculty Coordinators have hosted training events and workshops in partnership with the College's Faculty Success Center, conducted presentations at Flex Day, and hosted meetings with department chairs and program faculty each semester. These support and professional learning activities are in alignment to the College processes for ensuring relevancy of curriculum as every course is reviewed by the College's Curriculum Committee at a minimum of once every five years and every two years with career education. The curriculum review process includes evaluation of the course SLOs and assessment plans.

In Fall 2021, the Curriculum Committee developed a cross-functional workgroup of faculty members and Coastline leadership to review and update the institutional student learning outcomes (ISLOs). The ISLO workgroup provided a draft of ISLOs ([Institutional Student Learning Outcomes](#)) for formal review by the Curriculum Committee, Academic Senate, and PIEAC in Fall 2022.

In Spring 2022, the SLO and Program Review Faculty Coordinators began the facilitation of realigning of SLOs to program student learning outcomes (PSLOs). This strategy will complement the post-graduation PSLO assessment by providing an additional type of assessment for the program that will be included in the Instructional Program Review reports ([2022-23 Instructional Program Review Templates](#)).

For service area outcomes (SAOs), the growth opportunities were associated with use of data variety which included scheduling, workflow data, student satisfaction and service utilization trends, qualitative data, and tailored focus groups for each service and administrative area. The findings from the SAOs are included in the annual Administrative Service and Support Area Department and Program Review ([2021-22 Administrative Service and Support Area Department and Program Review Reports](#)), which help facilitate local planning and initiative development efforts. The College employees have participated in a variety of data-related training activities and workshops, including an online data training/coaching ([Data Training and Coaching Course](#)). The College also encourages that KPIs are integrated into services and administrative department planning ([2022-23 Administrative Service and Support Area Department and Program Review Template](#)).

Below is a brief list of examples highlighting course, program, and service improvements from the outcomes assessment results and plans recorded in the 2020-21 and 2021-22 Program and Department Review reports.

- Accounting developed shared courses to strengthen quality standards in teaching and learning.
- Adult Education increased services for English language learners, individuals seeking workforce preparation and training, and individuals in need of High School Equivalency.
- Biology added student response analysis for qualitative feedback on course outcomes and SLOs, as well as a teacher individual assessment of SLOs to provide reflection or revision.
- Building Codes Technology created effective, authentic assessments that are fewer objective tests to measure workplace readiness.
- Business, Management and Supply Chain transitioned courses to open educational resources (OERs).
- CalWORKs staff redesigned the CalWORKs orientation presentation to include not only program eligibility requirements, but also on-campus resources to address academic, financial, wellness, career development and community engagement needs.
- Career and Transfer Center Creating different media to engage students with career and transfer services.
- Communication Studies adopted OER and adjusted course assessment methods to align with new instructional modalities.
- Counseling sends follow-up emails to students that have not submitted assignments on time.
- Counseling's Career and Transfer Center hosts virtual, one-on-one meetings with students to improve resume/cover letters.
- Counseling developed a new student orientation program for Hope Scholars (The

College incarcerated students) and adopted an online orientation program using the Comevo platform.

- Cybersecurity developed new cross listing to scale out pathways related to student completion and Center of Academic Excellence requirements.
- Digital Graphic Applications are promoting prerequisites of Photoshop, Ai, and InDesign to prepare students and foster higher skill development, fuel creativity and reflection for portfolio assessment.
- English began development of a master course for English 100 to increase consistency in assessments across sections and improve AB705 outcomes. Another development in progress is an Honors English 100 course to provide an advanced placement option for students. A Community of Practice was implemented to improve faculty professional development and growth.
- English as a Second Language added activities to work on pronunciation.
- Financial Aid implemented an identify confirmation process
- Health Sciences added additional assignments allowing students to work with theory application prior to evaluation, created a shared class to streamline course design and attach Student Learning Outcomes to assignments in the course shells, and participated in a pilot for new program mapping process for program SLOs.
- Information Services adopted new and flexible technologies to meet the demand of students and employees (e.g., Desktop as a service).
- Institutional Effectiveness partnered with Fiscal Services to increase operational efficiency in grant financial oversight.
- International Languages successfully integrated Vista Higher Learning Supersite into Canvas.
- Maintenance and Operations adopted a new workflow tracking system for operations based on the feedback on SAO survey and operational data.
- Mathematics is introducing more real-life examples that are relevant to today's social issues that involve studies that have statistical conclusions.
- Paralegal Studies created three multi-use spaces in the student lounge areas to be utilized by students for studying, and by the Paralegal Program Legal Clinic on a weekly basis.
- Philosophy created a standardized set of assessment methods and assignments to collect and measure student learning in online and correspondence modalities.
- Psychology is adding formative assessments to practice the practical application of modern psychological perspectives. The formative assessment can be an in-class discussion. For example, present different scenarios and allow the students to pick the best modern psychological perspective that explains the scenario.
- Social Sciences created a new Business Economics certificate to complement the Business Admin and/or Economics degree programs.
- Spanish faculty have adopted new teaching practices and activities that have increased oral practice via Partner Chats and Virtual Chats.
- Special Programs and Services assessed SLOs, discussed results of the same course program-wide, and incorporated results into program development.
- Student Life developed an online assessment template that will be used for every event to determine knowledge gained and develop future workshops topics.

To encourage programs to complete assessments, Coastline College SLO Faculty Coordinators have been contacting instructional departments directly and have been meeting with faculty members to share the process and importance of course and program improvement.

### Institution Set Standards

College KPIs serve as a primary means to measure and evaluate progress toward college goals and alignment with the adopted Mission ([2021-22 KPI Scorecard](#)). The KPI metrics support a focused, evidence-informed approach towards increasing institutional effectiveness. The progress on the KPI Scorecard outcomes is reviewed and discussed by PIEAC throughout the year ([2021-22 PIEAC Minutes related to KPIs](#)). The KPIs were collectively developed as common metrics that have been integrated across institutional planning reports (e.g., Instructional Program Review, Enrollment Management Plan). 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 established and updated annually by calculating 85% of the previous year's performance. Included in the KPI measurements are ACCJC accrediting commission metrics, California Community College Chancellor's Office (CCCCO) student success metrics, and CCCCCO Vision for Success Goals, all of which are reported annually by the College. If the College falls below the standard, PIEAC will provide recommendations to the College Council for intervention.

The College also has developed a set of stretch goals associated with the KPIs. The College seeks to achieve the stretch goals by 2025, which aligns with the College Vision 2025 Educational Master Plan ([Vision 2025 Educational Master Plan](#); [Vision 2025 Coastline College Integrated Plan](#)). Annual KPI goal setting is conducted by a PIEAC taskforce and shared collegewide. Progress towards the 2024-25 stretch KPI goals is reviewed and discussed annually by PIEAC as outlined in the College Planning Handbook ([Coastline College Planning Handbook](#)).

The College continues to meet its baseline set standards, which are associated in the KPI Scorecard and embedded into the Instructional Program Reviews ([2021-22 Instructional Program Review Reports](#); [2021-22 Administrative Service and Support Area Department and Program Review Reports](#)). When the College falls below the standard PIEAC will work with various other workgroups and committees to explore and develop strategies addressing the issue(s).

The progress on the KPI metrics shows that over time Coastline has increased student course success, progression, and achievement metrics. There are areas for improvement which the College continues to address through institutional and unitary-level planning. The College will have a better understanding of stretch goal achievement in 2025 with the conclusion of the current Vision 2025 Educational Master Plan. Table 2 highlights the College's progress on the Vision 2025 Educational Master Plan stretch goals.



Table 2. *Key Performance Indicators (KPIs)*

Key Performance Indicator (KPI)	Institutional Set Standard	2021-22 Annual Goals	2024-25 Stretch Goals
Headcount (unduplicated)	15,467	16,000	17,000
Pell Grant recipients (unduplicated)	1,262	1,280	2,550
Enrollment (seats-filled)	38,155	40,000	51,000
Enrollment efficiency (FTES/FTEF)	23.4	25	35
FTES (Resident)	3,506	4,000	5,100
Course success rate	67.1%	77.7%	80.0%
End-of-term retention rate	74.9%	88.2%	88.8%
Fall-to-spring persistence rate (first time degree/transfer-seeking)	37.1%	40.0%	60.0%
Certificates awarded	450	500	800
AA and AS degrees awarded	1,100	1,225	1,300
AS-T and AA-T degrees awarded	100	133	250
Four-year college/university transfers of 12+ units	1.462	1,500	2,500
Employment rate (Transitioned from unemployed to employed after attending Coastline)	18.0%	20.0%	20.0%
Graduates' attainment of a living wage (One year after graduation)	39.5%	46.0%	50.0%
Grants and categorical revenue generated	\$9,943,435	\$10,000,000	\$12,000,000

The College Mission and Educational Master Plan goals, strategic priorities, and KPIs are the central drivers of the College's strategic plans ([2021-25 Enrollment Management Plan](#); [2019-22 Student Equity and Achievement Plan](#); [2020-30 Facilities Master Plan](#); [2022-25 Professional Development Plan](#)) and are supported by the unitary-level Program and Department Review initiatives ([2021-22 Instructional Program Review Reports](#); [2021-22 Administrative Service and Support Area Department and Program Review Reports](#)). Many collegewide initiatives are highlighted every year in the College's planning reports ([2021-22 KPI Scorecard](#); [Vision 2025 Education Master Plan Progress Report](#); [2021-22 Planning and Closing the Loop Report](#); [2022 ACCJC Annual Report](#)). All planning initiatives at the College are shared collegewide in bi-annual planning summits ([Planning Summit YouTube Page](#)) and progress updates are publicly posted on the College website. In addition, summary report of new initiatives is shared with the Coast Community College District (CCCD) Board Members ([2020-21 CCCD Institutional Effectiveness Annual Report](#)).

## **Report on the Outcomes of the Quality Focus Project**

The College's guided pathways movement is an integrated, institution-wide approach to student success. The guided pathways model is intentionally designed to provide clear, coherent, and structured educational experiences for students. The components of guided pathways are designed with the intention of leading each student effectively and efficiently from entry into the College to the attainment of high-quality, postsecondary credentials leading to promising careers with value as defined through labor market data.

The implementation of the guided pathways framework to enhance students' experience from entry through completion directly and positively impacts retention, persistence, and achievement numbers and rates. The College believes that large-scale, sustainable transformation will occur only when a unified and comprehensive program for professional learning exists. In other words, curricular and student service reform is predicated on high quality professional learning that is focused, sustained, and applicable to daily practice.

To implement the vision for guided pathways, the College determined a need to restructure professional development at Coastline. The QFE goals of the College are:

1. Improve professional development by moving to a structure with constituency-based work groups (i.e., Classified Professional Development, Faculty Professional Development, and the College Management Team Professional Development)
2. Develop a professional development plan.

To address the first QFE goal, the College Professional Development and Leadership (CPDL) Committee discussed and developed a structure that provided focused professional development and learning opportunities for all employee constituency groups at the College.

### **QFE Goal 1. Improve Professional Development by Moving to a Structure with Constituency-based Workgroups**

The organizational chart for professional development structure at Coastline highlights the participatory governance lead by the CDPL Committee. Under this umbrella, there are three subcommittees that consist of classified professionals, faculty, and management. The newest addition to the professional development structure is the Classified Learning Development Workgroup. The mandate of the workgroup was to identify and recommend professional development activities that support the Vision for Success AB 1840. The development of this structure was led by the CDPL Committee.

Figure 1. Professional Development Structure



The Professional Development team is composed of members from the College Professional Development and Leadership Committee and the following subcommittees:

- Classified Professional Development Subcommittee
- Faculty Professional Development Subcommittee / Faculty Center Advisory
- Coastline Management Team (CMT) Subcommittee
- Classified Learning Development Workgroup / 1840 Task Force

The activities and events for the various professional development opportunities are publicly posted on the College website ([College Professional Development Webpage](#); [Faculty Professional Development Webpage](#); [Classified Professionals Professional Development Webpage](#); [Management Professional Development Webpage](#)).

### **QFE Goal 2. Develop a Professional Development Plan**

To address the second QFE goal, the CDPL Committee developed a collegewide Professional Development (PD) Plan ([2020-22 Professional Development Plan](#); [2022-25 Professional Development Plan](#)). The PD Plan is linked to the college goals, as professional development focuses on strengthening the knowledge skills and abilities of the College employees to be innovative and support the achievement of these goals.

The impact of the QFE goals to strengthen professional development is reflected in the cross-functional collaborations and success associated with the College initiatives associated with guided pathways. The actualized work for professional development as it relates to the College's guided pathways efforts is presented in chronological order in Table 3 and reflects the associated constituencies participating in the activities.

*Table 3. Guided Pathways Professional Development (August 2018 to May 2022)*

<b>Date</b>	<b>Short Description</b>	<b>Participants</b>
Aug. 2018	All College Fall Flex Day	Classified Professionals, Faculty Members & Management
Aug. 2018	Guided Pathways Retreat	Classified Professionals, Faculty Members & Management
Feb. 2019	All College Spring Flex Day	Classified Professionals, Faculty Members & Management
Mar. 2019	Deeper Roots-Faculty Learning Community-Growth Mindset Inquiry-several sessions	Faculty Members
Mar. 2019	SLO N GO training	Faculty Members
Mar. 2019	Tuesday Tacos and Training- Using Podcasts in your Canvas Course	Faculty Members
Mar. 2019	Tuesday Tacos and Training- Using Camtasia and Relay to Create Videos for Your Course	Faculty Members
Apr. 2019	Deeper Roots Faculty Learning Community-Best Practices in Online and Classroom Activities for Improved Student Engagement -several sessions	Faculty Members
Apr. 2019	Donuts and Data	Faculty Members
Apr. 2019	Program Review Power Hour	Faculty Members
Apr. 2019	Tuesday Tacos and Training- Using Proctorio in Your Course	Faculty Members
Apr. 2019	Wednesday Webinar-How to design, integrate and utilize rubrics to foster student learning	Faculty Members
Apr. 2019	Wednesday Webinar-Developing Effective Hybrid Courses	Faculty Members
Aug. 2019	Guided Pathways Retreat	Classified Professionals, Faculty Members & Management
May 2019	Wednesday Webinar-Metacognition: The Key to Developing Independent Learner	Faculty Members
May 2019	Live Webinar-It Takes Grit! Preparing Students for College-level Academics and More	Faculty Members
July 2019	Institute for the Future Conference	Classified Professionals, Faculty Members & Management
Aug. 2019	Guided Pathways Retreat	Classified Professionals, Faculty Members & Management
July 2019	NISOD Regional Workshop	Faculty Members
July 2019	Summer Institute	Classified Professionals
Sept. 2019	Name Coach workshop	Faculty Members
Sept. 2019	Tuesday Tacos and Training-Dolphin Connect	Faculty Members
Oct. 2019	Tuesday Tacos and training-Using Camtasia, Snag It, and Relay	Faculty Members
Oct. 2019	Tuesday Tacos and Training-Course and Program Design	Faculty Members
Oct. 2019	Wednesday Webinar-Practical Ways to Support LGBTQ+ Students in The Classroom	Faculty Members
Oct. 2019	Proctorio workshop	Faculty Members
Oct. 2019	NISOD Virtual Conference	Faculty Members
Oct. 2019	Can*Innovate online conference	Faculty Members
Nov. 2019	Civitas: Inspire for Faculty workshop	Faculty Members
Nov. 2019	Tuesday Tacos and Training-Teaching and Presenting with Smartboards and Apple TV	Faculty Members
Nov. 2019	Read Speaker workshop	Faculty Members
Nov. 2019	Educause Webinar on Extended Reality (XR) for	Faculty Members



	Teaching and Learning	
Sept. 2019	Book Reading/Discussion-Educated	Faculty Members
Sept. 2019	Program Review Power Hour	Faculty Members
Sept. 2019	SLO N GO training	Faculty Members
Sept. 2019	1 <sup>st</sup> Year Faculty Teaching Academy	Faculty Members
Sept. 2019	Leaders Innovating Together for Tomorrow (LITT) Academy	Classified Professionals, Faculty Members & Management
Sept. 2019	Professional Development Lunch and Learn	Classified Professionals, Faculty Members & Management
Aug. 2019	All College Fall Flex Day	Classified Professionals, Faculty Members & Management
Feb. 2020	All College Spring Flex Day	Classified Professionals, Faculty Members & Management
Mar. 2020	Using Zoom in your courses: numerous training courses	Faculty Members
Apr. 2020	Spring BBQ Professional Development Day	Classified Professionals, Faculty Members & Management
Apr. 2020	99 Tips for Creating Simple and Sustainable Educational Videos: A Guide for Online Teachers and Flipped Classes.	Faculty Members
May 2020	TechSmith Online Training	Faculty Members
July 2020	Coastline Pathways Rob Johnstone Visit	Classified Professionals, Faculty Members & Management
Aug. 2020	All College Fall Flex Day	Classified Professionals, Faculty Members & Management
Sept. 2020	Grading for Equity Book Reading/Discussion	Faculty Members
Sept. 2020	4 Days to Change-Learning Community	Faculty Members
Oct. 2020	Advancing Equity through Pathways Session #1	Classified Professionals, Faculty Members & Management
Oct. 2020	Creating an Environment of Care: Inclusion & Equity Mindedness in a Community College Setting	Faculty Members
Nov. 2020	Advancing Equity through Pathways Session #2	Classified Professionals, Faculty Members & Management
Nov. 2020	Applying Pedagogical Inclusive Practices in the Classroom and Online	Faculty Members
Nov. 2020	Helping Our Students: A Workshop for All Faculty	Faculty Members
Dec. 2020	SLO Workshop for Faculty	Faculty Members
Feb. 2021	Meeting Students Where They Are Addressing Reading and Writing Needs Across the Curriculum; Growth Mindset and Reading Apprenticeship; Addressing Basic Skills Across the Curriculum; Creating Assignments Workshop; Momentum and Reflection	Faculty Members
Feb. 2021	Microsoft Office Web Based Applications Training for Faculty	Faculty Members
Feb. 2021	All College Spring Flex Day	Classified Professionals, Faculty Members & Management
Mar. 2021	Advancing Equity through Pathways Session #3	Classified Professionals, Faculty Members & Management
Mar. 2021	Using Open Pedagogy to Support Anti-Racism and Social Justice	Faculty Members
Apr. 2021	Pronto Training-Learn how to Create and Facilitate Better Student Engagement in Canvas with Pronto	Faculty Members
Apr. 2021	Increasing Equity through Multidisciplinary Online Discussions	Faculty Members

Apr. 2021	Virtual Data and Donuts	Faculty Members
Apr. 2021	Coastline Pathways Equity Hacks	Classified Professionals, Faculty Members & Management
May 2021	Rubrics: "What did I miss?" Use rubrics to answer your students before they ask	Faculty Members
May 2021	Quién Soy Yo? /Who am I? Understanding Identities at a Hispanic Serving Institute	Faculty Members
May 2021	Black Power/Jewish Politics: Reinventing the Alliance in the 1960s	Faculty Members
June 2021	Pronto Training for Faculty-Communicate More Effectively with Your Students	Faculty Members
July 2021	Classified Professional Development	Classified Professionals
Aug. 2021	All College Fall Flex Day	Classified Professionals, Faculty Members & Management
Sept. 2021	Meeting Students Where They Are-A Seminar Series for Faculty (Motivation, Communication, Scaffolding and Sequencing, Strategic Competence, Reading, Learning/Performing, Writing, Reasoning, Interaction)	Faculty Members
Oct. 2021	Design PLUS Training	Faculty Members
Jan. 2022	Collaborative Group Work in Online English: A Strategy for Corequisite Support	Faculty Members
Feb. 2022	Meeting Students Where They Are-Faculty Discussion	Faculty Members
Feb. 2022	All College Spring Flex Day	Classified Professionals, Faculty Members & Management
Mar. 2022	Data and Donuts	Classified Professionals, Faculty Members & Management
Mar. 2022	How to pronounce Vietnamese student names	Faculty Members
Mar. 2022	SLO N GO training	Faculty Members
Apr. 2022	45th Anniversary Staff and Faculty Appreciation Celebration Carnival	Classified Professionals, Faculty Members & Management
Apr. 2022	Data and Donuts	Classified Professionals, Faculty Members & Management
Apr. 2022	SLO N GO training	Faculty Members

As a result of the professional development restructuring and adoption of a Professional Development Plan, the College has fortified its culture of professional learning and growth. Since August 2018, the College has hosted more than 50 professional development trainings, events, and workshops with emphasis on the areas of student equity, achievement, instructional and service excellence, innovation, and institutional effectiveness. To measure the effectiveness of professional development, the College has implemented post-activity surveys and has also adopted collegewide assessments ([2022 Faculty Center Workshop and Training Feedback Survey](#); [2022 Flex Feedback Survey](#); [2020 PACE Survey Results](#)). The College continues to collect and review quantitative and qualitative data to facilitate innovation and learning throughout the institution.

## Fiscal Reporting

**Annual Fiscal Report**  
**California Community College**  
 Reporting Year: 2020-2021  
**Final Submission**  
 03/18/2022

### General Information

#	Question	Answer
1.	Confirm College Information	<b>Confirmed</b>
2.	District Name: Is the college a single college district?	<b>Coast Community College District</b> <b>No</b>
<b>2. Additional Information:</b> If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d, respectively.		
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	<b>Christine Nguyen</b> <b>Vice President of Administrative Services</b> <b>(714) 241-6144</b> <b>enguyen@coastline.edu</b> <b>Andy Dunn</b> <b>Vice Chancellor of Finance &amp; Administrative Services</b> <b>(714) 438-4612</b> <b>wdunniii@ccd.edu</b>
<b>3. Additional Information:</b> The District CBO email address will be copied on the final report once it has been approved by the CEO		

### DISTRICT DATA (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 18/19	FY 19/20	FY 20/21
a. Total Unrestricted General Fund Revenues (excluding account 8900)	<b>\$ 230,207,026</b>	<b>\$ 240,332,949</b>	<b>\$ 236,102,836</b>
b. Other Unrestricted Financing Sources (Account 8900)	<b>\$ 789,738</b>	<b>\$ 1,348,311</b>	<b>\$ 4,047,760</b>

i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (two largest components, if applicable):

Year	Description	Amount	Sustainable/One-time
<b>FY 18/19</b>	<b>Payment from sale of property (KOCE)</b>	<b>\$ 750,000</b>	<b>Sustainable</b>
<b>FY 18/19</b>	<b>Financial Aid Contribution</b>	<b>\$ 39,738</b>	<b>One-time</b>
<b>FY 19/20</b>	<b>Payment from sale of property (KOCE)</b>	<b>\$ 750,000</b>	<b>Sustainable</b>
<b>FY 19/20</b>	<b>CARES Act reimburse student refunds</b>	<b>\$ 598,311</b>	<b>HEERF</b>
<b>FY 20/21</b>	<b>Payment from sale of property (KOCE)</b>	<b>\$ 750,000</b>	<b>Sustainable</b>
<b>FY 20/21</b>	<b>CARES Act: claim of loss of revenue and reimbursed PPE</b>	<b>\$ 1,001,937</b>	<b>HEERF</b>

**4. Additional Information:**

ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue unless it is a sustainable annual revenue. ACCJC will count HEERF funds as sustainable for 2020-21. Transfers-in from OPEB trusts are not sustainable; list as one-time.

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 18/19	FY 19/20	FY 20/21
a. Net (Adjusted) Unrestricted General Fund Beginning Balance	<b>\$ 36,349,157</b>	<b>\$ 35,129,317</b>	<b>\$ 27,541,191</b>
b. Net Unrestricted General Fund Ending Balance, including transfers in/out	<b>\$ 35,129,317</b>	<b>\$ 26,369,120</b>	<b>\$ 35,775,828</b>



**5. Additional Information:**

- a. use adjusted beginning fund balance from CCFS 311 Annual
- b. This amount is the amount reported on the CCFS 311 report after transfers in/out

**Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)**

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 18/19	FY 19/20	FY 20/21
a. Total Unrestricted General Fund Expenditures (including account 7000)	\$ 232,216,604	\$ 250,441,457	\$ 231,915,959
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 210,369,778	\$ 229,037,537	\$ 208,478,137
6. c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 21,846,826	\$ 21,403,920	\$ 23,437,822
d. Unrestricted General Fund Ending Balance	\$ 35,129,317	\$ 26,369,120	\$ 35,775,828
e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 21/22 with a deficit?			No
i. If yes, what is the estimated unrestricted deficit?			

**6. Additional Information:**

- d. 6.d. same as 5.b., which includes transfers in/out

**Liabilities - Debt**

7.	Did the District borrow funds for cash flow purposes?	FY 18/19	FY 19/20	FY 20/21
		No	No	No
8.	Total Borrowing/Total Debt — Unrestricted General Fund a. Short-Term Borrowing (TRANS, etc.) b. Long-Term Debt (COPs, Capital Leases, other long-term borrowing):	FY 18/19	FY 19/20	FY 20/21
	a.	\$ 0	\$ 0	\$ 0
	b.	\$ 0	\$ 0	\$ 0
<b>8. Additional Information:</b> a. list total short-term Unrestricted General Fund Borrowing/Debt b. list <u>total</u> long-term Unrestricted General Fund Borrowing/Debt ( <u>not</u> G.O. Bonds)				
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted? b. What type(s) c. Total amount	FY 18/19	FY 19/20	FY 20/21
	a.	No	No	Yes
	b.	N/A	N/A	Taxable Pension Obligation Bond (STRS); PARS retirement incentive
	c.	\$ 0	\$ 0	\$ 7,806,032
10.	Debt Service Payments (Unrestricted General Fund)	FY 18/19	FY 19/20	FY 20/21
		\$ 0	\$ 0	\$ 1,914,420
<b>10. Additional Information:</b> This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments				

### Other Post-Employment Benefits

(Source: <b>Most recent GASB 74/75 OPEB Actuarial Report</b> )		FY 20/21		
11.	a. Total OPEB Liability (TOL) for OPEB	<b>\$ 118,532,355</b>		
	b. Net OPEB Liability (NOL) for OPEB	<b>\$ 17,115,626</b>		
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	<b>85.56 %</b>		
	d. NOL as Percentage of OPEB Payroll	<b>14.15 %</b>		
	e. Service Cost (SC)	<b>\$ 4,122,744</b>		
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	<b>\$ 7,829,307</b>		
<b>11. Additional Information:</b>				
Annual contribution to the Service Cost is the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is above that amount and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.				
12.	Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	<b>06/30/2021</b>		
13.	a. Has an irrevocable trust been established for OPEB liabilities?	<b>Yes</b>		
		FY 18/19	FY 19/20	FY 20/21
	b. Amount deposited into OPEB Irrevocable Trust	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

	d. OPEB Irrevocable Trust Balance as of fiscal year end	<b>\$ 80,187,983</b>	<b>\$ 83,689,534</b>	<b>\$ 101,416,729</b>
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2020/21?	<b>No</b>		

**13. Additional Information:**

- b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.  
e. If "yes", that description and amount should be reported in 4.b.i. for FY 20/21

**Cash Position**

		FY 18/19	FY 19/20	FY 20/21
14.	Cash Balance on June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted- accounts 9100 through 9115)	<b>\$ 63,886,730</b>	<b>\$ 50,369,901</b>	<b>\$ 60,182,649</b>
15.	Does the district prepare cash flow projections during the year?	<b>Yes</b>		
	b. Does the district anticipate significant cash flow issues during 21/22?	<b>No</b>		

**15. Additional Information:**

- b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted GF revenues

### Annual Audit Information

16.	<p>Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy) <span style="float: right; border: 1px solid black; padding: 2px 10px;"><b>01/04/2022</b></span></p> <p><b>NOTE:</b> Audited financial statements are due to the ACCJC no later than April 8, 2022. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.</p>																																																
17.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 15%; text-align: center;">FY 18/19</th> <th style="width: 15%; text-align: center;">FY 19/20</th> <th style="width: 15%; text-align: center;">FY 20/21</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>a. List the number of audit findings (financial statement, federal compliance, and state compliance) for each year. (Enter 0 if none):</p> </td> <td style="text-align: center; border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"><b>0</b></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"><b>0</b></td> </tr> <tr> <td colspan="4" style="padding: 5px;"> <p>b. From Summary of Auditors Results (Annual Audit) for 2020-21 (this is usually a single page at the beginning of the Findings and Questioned Costs section):</p> </td> </tr> <tr> <td colspan="4" style="padding: 5px;"><u>Financial Statements</u></td> </tr> <tr> <td style="padding: 5px;">i. Type of auditor's report issued</td> <td colspan="3" style="text-align: center; border: 1px solid black; padding: 5px;"><b>Unmodified</b></td> </tr> <tr> <td style="padding: 5px;">ii. Internal Control Material Weaknesses identified</td> <td colspan="3" style="text-align: center; border: 1px solid black; padding: 5px;"><b>No</b></td> </tr> <tr> <td style="padding: 5px;">iii. Internal Control Significant Deficiencies identified</td> <td colspan="3" style="text-align: center; border: 1px solid black; padding: 5px;"><b>No</b></td> </tr> <tr> <td colspan="4" style="padding: 5px;"><u>Federal Awards</u></td> </tr> <tr> <td style="padding: 5px;">i. Type of auditor's report issued on compliance</td> <td colspan="3" style="text-align: center; border: 1px solid black; padding: 5px;"><b>Unmodified</b></td> </tr> <tr> <td style="padding: 5px;">ii. Internal Control Material Weaknesses identified</td> <td colspan="3" style="text-align: center; border: 1px solid black; padding: 5px;"><b>No</b></td> </tr> <tr> <td style="padding: 5px;">iii. Internal Control Significant Deficiencies identified</td> <td colspan="3" style="text-align: center; border: 1px solid black; padding: 5px;"><b>No</b></td> </tr> <tr> <td style="padding: 5px;">iv. Qualified as low-risk auditee</td> <td colspan="3" style="text-align: center; border: 1px solid black; padding: 5px;"><b>Yes</b></td> </tr> </tbody> </table>		FY 18/19	FY 19/20	FY 20/21	<p>a. List the number of audit findings (financial statement, federal compliance, and state compliance) for each year. (Enter 0 if none):</p>	<b>1</b>	<b>0</b>	<b>0</b>	<p>b. From Summary of Auditors Results (Annual Audit) for 2020-21 (this is usually a single page at the beginning of the Findings and Questioned Costs section):</p>				<u>Financial Statements</u>				i. Type of auditor's report issued	<b>Unmodified</b>			ii. Internal Control Material Weaknesses identified	<b>No</b>			iii. Internal Control Significant Deficiencies identified	<b>No</b>			<u>Federal Awards</u>				i. Type of auditor's report issued on compliance	<b>Unmodified</b>			ii. Internal Control Material Weaknesses identified	<b>No</b>			iii. Internal Control Significant Deficiencies identified	<b>No</b>			iv. Qualified as low-risk auditee	<b>Yes</b>		
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<u>State Awards</u>	
i. Type of auditor’s report issued on compliance	<b>Unmodified</b>
If qualified, how many state programs were qualified	<b>N/A</b>
ii. Internal Control Material Weaknesses identified	<b>N/A</b>
iii. Internal Control Significant Deficiencies identified	<b>N/A</b>

**Other District Information**

		FY 18/19	FY 19/20	FY 20/21
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	<b>32,625</b>	<b>31,213</b>	<b>28,894</b>
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	<b>30,542</b>	<b>28,838</b>	<b>25,394</b>

**18. Additional Information:**

- a. Resident FTES only.
- b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

		FY 18/19	FY 19/20	FY 20/21
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	<b>1,610</b>	<b>1,005</b>	<b>2</b>

**19. Additional Information:**

- d. If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.	a. During the report year, did the district settle any contracts with employee bargaining units?	<b>No</b>
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	b. Did any negotiations remain open?	<b>No</b>
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	N/A

**College Data**

**NOTE:** For a single college district the information is the same that was entered into the district section of the report.

		FY 18/19	FY 19/20	FY 20/21
21.	a. Final Adopted Budget - budgeted Full Time Equivalent Students (FTES) (Annual Target)	5,670	5,434	5,022
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	6,542	5,399	4,395
	c. Is the college experiencing enrollment decline in the current (21/22) year?			Yes
	i. If yes, what is the estimated FTES decline?			610

**21. Additional Information:**

For a single college district the information is the same that was entered into the district section of the report.

		FY 18/19	FY 19/20	FY 20/21
22.	Final Unrestricted General Fund allocation from the district (for Single College Districts, use the number in 4a.)	\$ 34,737,620	\$ 33,822,822	\$ 30,580,117
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	\$ 32,868,194	\$ 34,765,137	\$ 30,398,380

**23. Additional Information:**

For a college within a multi-college District, include District allocated costs.

		FY 18/19	FY 19/20	FY 20/21
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	<b>\$ 1,869,426</b>	<b>\$ -942,315</b>	<b>\$ 181,737</b>
		FY 18/19	FY 19/20	FY 20/21
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the district permit the College to carry forward into the next year's budget?	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>
		Cohort Year 2016	Cohort Year 2017	Cohort Year 2018
26.	USDE official cohort Student Loan Default Rate (FSLD) (3-year rate)	<b>21.6 %</b>	<b>18.6 %</b>	<b>24.6 %</b>

### District and College Data

27.	<p>a. Were there any executive or senior administration leadership changes at the College or District during the most recent report year, including June 30? List for the District and for the College.</p> <p>b. Please describe the leadership change(s)</p> <p>c. How many executive or senior administration positions have been replaced with an interim, or remain vacant, as of 6/30/2021?</p>	<p><b>Yes</b></p> <p><b>Dr. Adrian Loretta retired effective June 30, 2022, and Dr. Vince Rodriguez is Coastline's President effective July 1st, 2021. This created a vacancy at the VPI's position which was filled by Dr. Isela Ocegueda effective January 20th, 2022.</b></p> <p><b>1</b></p>
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**27. Additional Information:**

Senior administrative leadership includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

## List of Evidence

- 2019-22 Student Equity and Achievement Plan
- 2020 PACE Survey Results
- 2020-21 CCCD Institutional Effectiveness Annual Report
- 2020-30 Facilities Master Plan
- 2021-10-06 PIEAC Minutes
- 2021-10-25 Program and Department Review Committee Minutes
- 2021-12-07 Academic Senate Minutes
- 2021-22 Academic Senate Agendas
- 2021-22 Administrative Service and Support Area Department and Program Review Reports
- 2021-22 College Council Agendas
- 2021-22 FLEX Schedules
- 2021-22 Instructional Program Review Reports
- 2021-22 Instructional Program Review Validation Rubric
- 2021-22 KPI Scorecard
- 2021-22 PIEAC Agendas
- 2021-22 PIEAC Minutes related to KPIs
- 2021-22 Planning and Closing the Loop Report
- 2020-22 Professional Development Plan
- 2021-25 Enrollment Management Plan
- 2022 ACCJC Annual Report
- 2022 Faculty Center Workshop and Training Feedback Survey
- 2022 Flex Feedback Survey
- 2022-23 Administrative Service and Support Area Department and Program Review Template
- 2022-23 Instructional Program Review Templates
- 2023 Midterm Report Timeline
- Classified Professionals Professional Development Webpage
- Coastline College Planning Handbook
- College Professional Development webpage
- Data Training and Coaching Course
- Faculty Professional Development Webpage
- Financial Audit Report 2017-18
- Financial Audit Report 2018-19
- Financial Audit Report 2019-20
- Financial Audit Report 2020-21
- Financial Audit Report 2021-22
- Institutional Student Learning Outcomes
- Management Professional Development Webpage
- Planning Summit YouTube Page
- SLO Cloud Directions
- SLO Results Dashboard
- SLO Review and Planning Dashboard
- Spring 2022 SLO Recommendations
- Vision 2025 Coastline College Integrated Plan
- Vision 2025 Education Master Plan Progress Report
- Vision 2025 Educational Master Plan





**COASTLINE**  
COLLEGE