



# VISION 2025

Educational Master Plan

**COASTLINE**  
COLLEGE



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# Executive Summary

In fall 2019, Coastline Community College (Coastline) embarked upon a journey to develop the Vision 2025 Educational Master Plan (EMP) to operationalize the College mission and facilitate significant positive improvements in the areas of student equity, success, and achievement. The Coastline Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) established a Vision 2025 Taskforce which included participants from across the college and different constituency groups.

The foundation of the plan was crafted through internal, external, and future climate assessments that outlined the history of the institution and includes key performance indicators, achievement outcomes, and students' voices. In 2019-20, a college-wide appreciative inquiry and qualitative student gap analyses were conducted by the Department of Institutional Research, Effectiveness, and Planning and presented to the Vision 2025 Taskforce. The Taskforce reviewed the comprehensive analyses to identify the College's strengths and opportunities for innovation and advancement.

In fall 2019, Coastline hosted a college-wide planning event that presented an array of planning elements (i.e., College legacy, external scan, internal scan) to college employees. Over 100 employees attended the event, with many gathering at the College Center and online via Zoom to participate in an interactive, live streaming broadcast.

Coastline College is committed to encouraging everyone within the institution to embrace calculated risk taking while seeking innovative approaches to achieve the Vision 2025 goals. All employees are engaged through evidence-informed collaboration and ongoing professional learning, as well as developing initiatives to actualize Coastline's mission with a focus on the following goals.

By 2025 Coastline will:

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

The Vision 2025 goals will be achieved through the innovative strategies, initiatives, and activities found in the College's Enrollment Management Plan, Student Equity and Achievement Plan, and Program and Department Reviews and from the operational support from the Technology, Facilities, Staffing, and Professional Development Plans.



Section 1:

# COASTLINE COLLEGE

# Section 1: Coastline College

## Mission Statement

Coastline College guides 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, Coastline provides innovative instruction and services designed to achieve equitable outcomes.

## History

### The Coast Community College District

In 1947, the Orange Coast Junior College District was formed. A year later, the district opened its first college, Orange Coast College (OCC), 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 (GWC), in Huntington Beach. With the opening of the second college, the district changed its name to the Coast Community College District (CCCD), which it is still known by today.

In 1972, the CCCD had become one of three community college districts in California to own and operate 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 segment of the community not yet served by any other college in Orange County, and enrollment in the program exploded. A task force of District faculty and staff 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 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 would 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 (Coastline), founded in 1976.

## Coastline College

Coastline 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 evolved. Even with this lofty charge, Coastline was established more quickly than any other new college in California. In a short time period, administrators, staff, and faculty 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 Coastline since it was founded in 1976. One is steadfastness of purpose. Conceived as a “college without walls,” Coastline 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 is proud to be one of 115 comprehensive community colleges in California but is also proud and protective of its unique characteristics and *non-traditional* methods of responding quickly to the changing needs and circumstances of students, community, and across the globe.

Coastline 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 churches, area sites, elementary schools, and other leased sites in order to invest in larger, dedicated, yet still distributed campuses in cities within the College’s service area.

In the 44 years since Coastline began, the strategies it pioneered have yielded outstanding results. Coastline not only developed an international reputation as an innovative academic community, but also achieved national prominence in distance education, including 20 Emmy Awards and many other awards, as a developer and producer of distance-learning courseware. Today, the courses are popular with students: over 80 percent of Coastline credit full-time equivalent students (FTES) were in distance-learning courses in 2018-2019.

Coastline offers general education courses as well as career-oriented curriculum that features state-of-the-art training in occupations ranging from accounting in high-demand fields, such as cybersecurity, accounting, process technology, data analytics, health, and paralegal studies. Coastline’s specialized career programs can also be combined with general education courses to satisfy requirements for transfer to four-year colleges and universities. Coastline’s enrollment draws from five major sources: (1) credit face-to-face site based, (2) noncredit face-to-face site based, (3) military distance learning, (4) inmate education via distance learning, and (5) general student distance learning.

Coastline has implemented a range of services to provide access and support throughout a student’s educational journey. To meet the demand of students needing onboarding and student support services, the College has implemented and scaled different tools and modes of interaction (e.g., Cranium Café, Financial Aid TV, and Program Mapper) and support teams (e.g., mental health counselors, academic success coaches, formerly incarcerated program, AB 540 and Deferred Action for Childhood Arrivals

(DACA) support). The College has also strengthened academic support with the implementation of retention strategies, a Library YouTube channel, tutoring across the curriculum, Proctorio, Starfish Early Alert, and Civitas predictive analytics.

In 2016, Coastline embarked upon a transformational movement called Coastline Pathways, which aligns with the California Community College Chancellor's Office Vision for Success Plan to advance equity and achievement for all students from awareness to goal completion.

Today, Coastline is known as a leader in innovative education. This distributed college model—with three stand-alone campuses—is led by a streamlined management team: a president and three vice presidents based at the Student Services Center in Fountain Valley. In addition to continuing to maintain a robust virtual campus and distance learning program, the College offers site-based instruction at three state-of-the-art campuses in Garden Grove, Westminster, and Newport Beach.

### Summary of Populations Served

Coastline serves over 25,000 students (unduplicated) annually. The College offers programs designed for students who range from current high school students with college plans to entry-level professionals updating marketable job skills, or experienced professionals wanting to stay abreast of changes in technology. Coastline is designated as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI). Coastline also serves a variety of special populations (e.g., students with disabilities, incarcerated students, foster youth) and offers a variety of programs to meet students where they are. Below is a snapshot of these programs.

- Coastline has cultivated unique partnerships with local, national, and international universities to create seamless pathways for students. The college has also partnered with the Newport-Mesa Unified School District (NMUSD) to implement an Early College High School (ECHS). The dual and concurrent enrollment programs continue to increase across local high schools. These schools offer Coastline courses on their campuses to high school students; however, general population students are also welcome to attend classes at these sites.
- Coastline's award-winning acquired brain injury (ABI) Program is a two-year educational program that provides structured cognitive retraining to adults who have suffered a brain injury due to traumatic or non-traumatic injuries.
- Coastline's English as a Second Language program offers courses in Basic English to meet the needs of Orange County's immigrant population. These courses emphasize English reading, writing, conversation, and listening skills, which are essential for employment, for academic or vocational education programs, and for life in American society.
- Coastline's Extended Learning department has continued, through contracts with various U.S. military branches, to offer credit courses to military personnel stationed throughout the world.
- Coastline actively delivers instruction through the Inmate Education Program to incarcerated students in state and federal penal institutions in California through correspondence education.

A comprehensive analysis of the College is provided in the internal, external, and future scans of the report.

## Accreditation

Accreditation is a process for evaluating and assuring the quality of education used by the American higher education community. Each institution affiliated with the Accrediting Commission for Community and Junior Colleges (ACCJC) voluntarily undergoes a seven-year cycle of institutional self-evaluation and professional peer review, measuring itself against the Accreditation Standards. Based on reports and peer review, the Commission determines the accredited status of an institution, which is made public through Commission announcements.

Coastline College is accredited by the ACCJC of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found on the ACCJC website.

## Organizational Structure

The organizational structure of the College is composed of four sectors: Administrative Services, Instructional Services, President’s Wing, and Student Services.

Figure 1.1 *Organizational Chart*

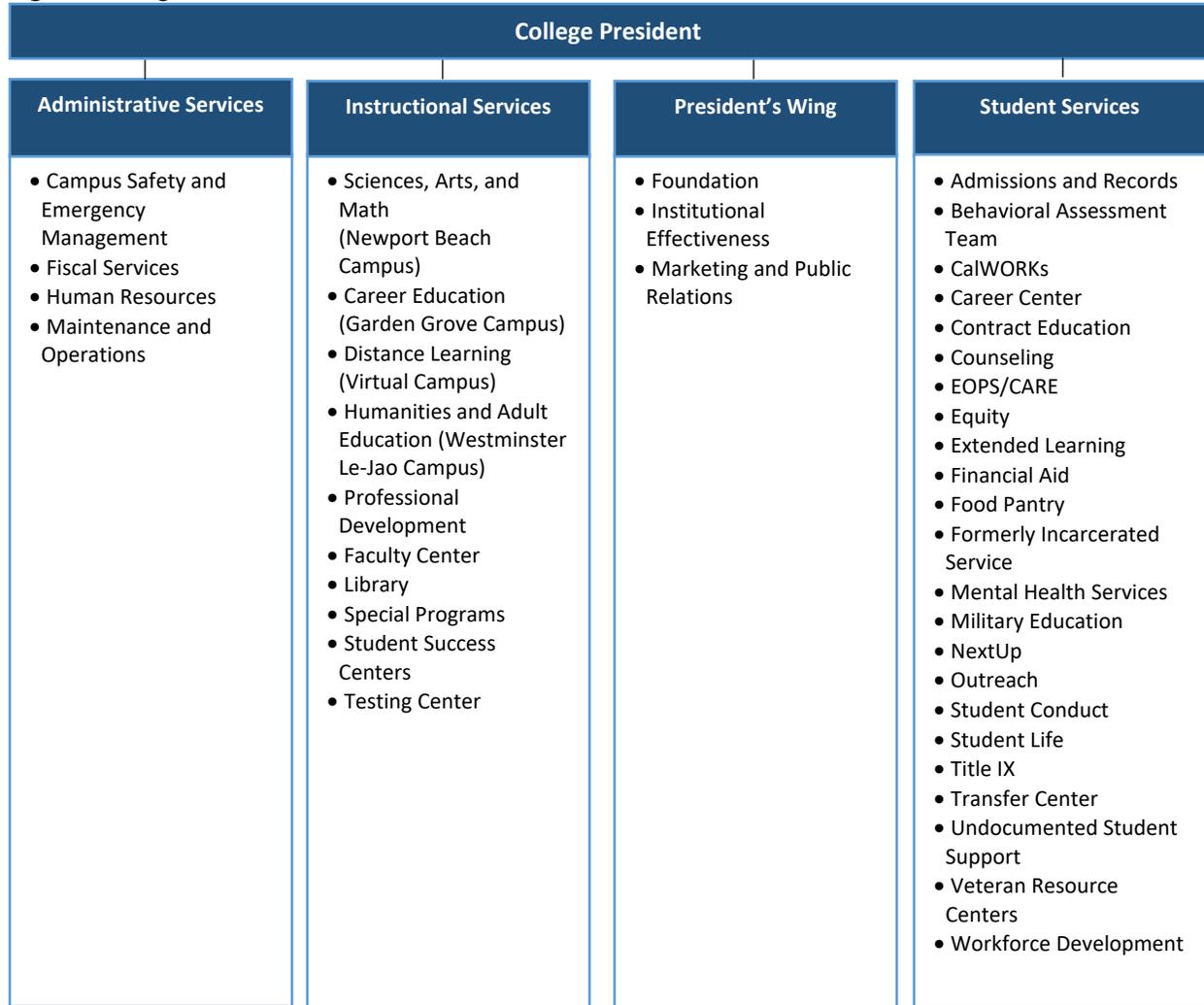


Table 1.1 *Fall Term Employee Headcount*

Occupational Classification	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Educational Administrator/Classified Management	32	32	33	35
Faculty, Tenured/Tenure Track	47	50	55	56
Faculty, Part-Time	201	134	175	181
Classified Professionals	159	162	171	168
<b>Total</b>	<b>439</b>	<b>378</b>	<b>434</b>	<b>440</b>

Source: CCCD Banner SIS

Table 1.2 *Fall Term Proportion of Employees*

Occupational Classification	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Educational Administrator/Classified Management	7.3%	8.5%	7.6%	8.0%
Faculty, Tenured/Tenure Track	10.7%	13.2%	12.7%	12.7%
Faculty, Part-Time	45.8%	35.4%	40.3%	41.1%
Classified Professionals	36.2%	42.9%	39.4%	38.2%

Source: CCCD Banner SIS

Tables 1.1 and 1.2 provide comparisons of employee headcount and proportions for the last four fall terms. The data indicates that the majority of the employee population is comprised of faculty members who currently make up 52.8 percent of the population. Further, part-time faculty members comprise 76.4 percent of the total faculty member population, classified professionals account for 38.2 percent of the Coastline employee population, and educational administrators and classified management currently represent 8.0 percent of the employee structure.

## Governance and Planning

The Participatory Governance Mechanism Chart (Figure 1.2) illustrates that committee work is central to the participatory governance process at Coastline and provides a formal opportunity for input into college planning and decision-making. As each committee is formed, care is taken to ensure that members from each constituency group are included to ensure that each member’s role at the college is applicable to helping further the directive of the committee. Generally speaking, the appointed members are vested with the responsibility of acting on behalf of their constituency group. In some cases (e.g., complex issues or issues that will result in a substantive change in policy or procedure), appointed members need to report back to their constituency group for discussions/deliberations prior to their committee making a final decision. To make sound decisions, committee members must be well-informed. Communication among committee members and constituency members is an essential responsibility for this model of participatory governance to be effective. To this end, each committee continually strives to improve communication in the following ways:

- Posting agendas and minutes to well-publicized physical locations, linking documentation on the webpage, and/or emailing information in a timely manner.
- Providing verbal and/or written reports on committee activity to the constituency body.
- Providing orientation and/or training to all new members regarding the mandate, goals, and purposes of the committee.
- Assigning a mentor to student committee members so that they can more quickly assimilate into the committee.

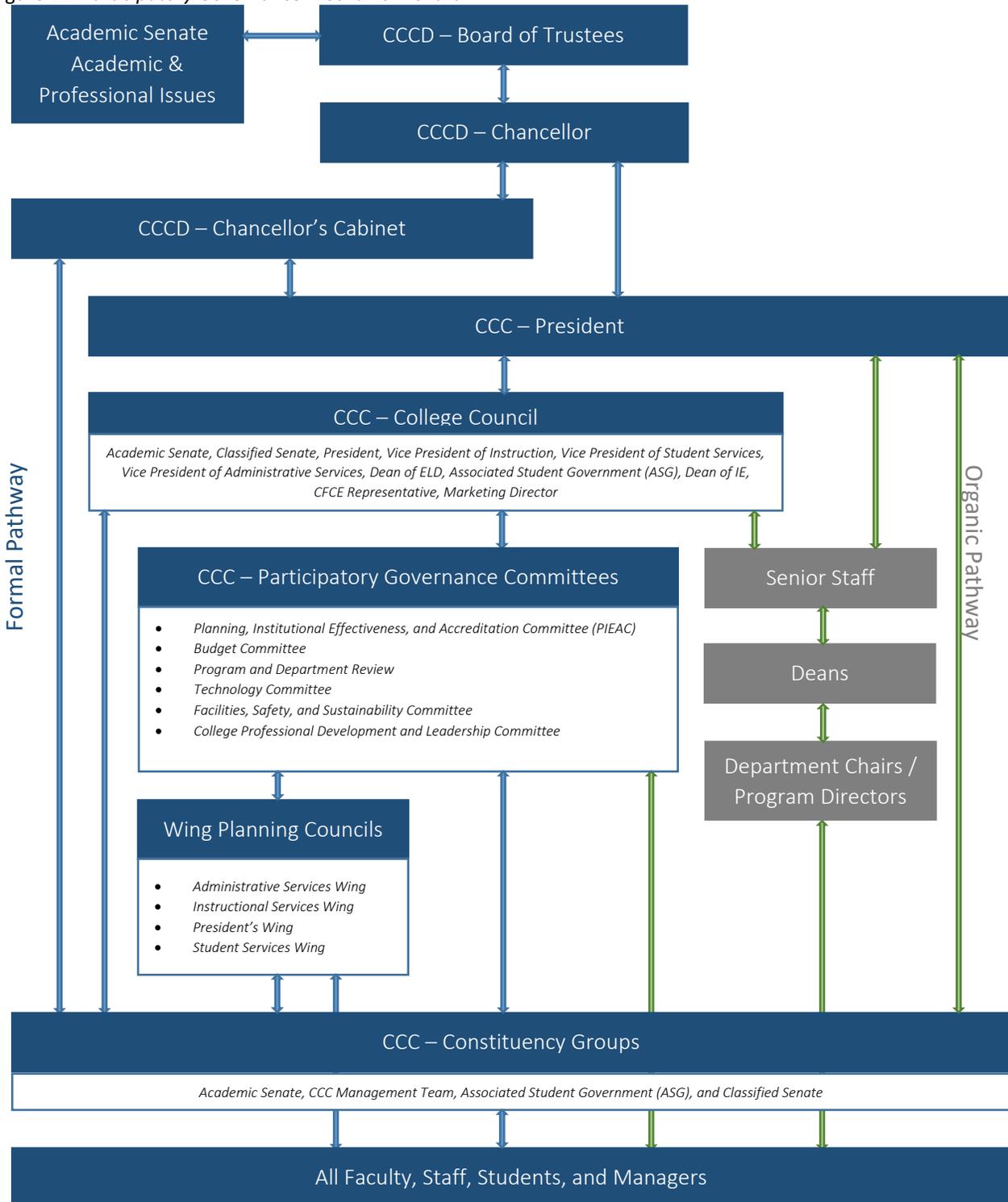
Due to the decentralized College environment and uneven access and utilization of electronic communications, it is necessary for the College to regularly distribute printed newsletters to ensure that stakeholders are well informed about developments in the College. The College President, managers, Academic Senate, Classified Senate, and Associated Student Government (ASG) regularly distribute meeting agendas, minutes, and other information through printed and electronic media in a timely manner. These communications include (but are not limited to) printed newsletters, emails, summaries of meetings, and bulletins.

Coastline's participatory governance strategy truly integrated model of governance, in which administration, academic units, and representative governing bodies exist in a mutually enhanced relationship of open communication, transparency, and collaboration.

Participatory governance provides a meaningful opportunity to participate in decision-making for all constituencies, for the success of the College cannot be guaranteed without faculty, administration, staff, and students all making substantive contributions to the College's daily operations in an involved, respectful, and collaborative fashion. Participatory governance is designed to facilitate and support the growth of Coastline; the achievement of educational excellence; the freedom of thought, inquiry, and scholarly/artistic expression; and, ultimately, student success.

The official participatory governance constituency bodies at Coastline are Academic Senate, Classified Senate, Associated Student Government, and Management Team. Coastline has many different groups such as committees, task force groups, ad hoc panels, and constituency groups that are part of the Participatory Governance process. The Academic Senate, Classified Senate, and Associated Student Government have officially recognized constitutions and bylaws that express the subject matter and organizational procedures for their respective groups.

Figure 1.2 Participatory Governance Mechanism Chart



## Mission Development and Assessment

According to Dr. Norman Watson, Coast Community College District Chancellor from 1964 to 1984, the mission of Coastline at the time of its founding was “...to provide an innovative delivery system to make college possible for the homebound, the full-time worker, the single parent, and other non-traditional students.” Although the mission statement has undergone revision over the years through an annual review process, the following current vision and mission statements, adopted on June 20, 2019, still reflect the initial principals of what Coastline was founded to be. Table 1.3 presents a chronological progression of the mission statement.

Table 1.3 *Mission Development*

Date Adopted	Mission Statements
Adopted May 05, 2010	Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom.
Adopted May 02, 2012	Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education.
Adopted December 18, 2015	Coastline Community College offers degrees and certificates to local, global, traditional, and non-traditional students through accessible, flexible, and innovative education and services with a commitment to excellence at all academic levels demonstrated by student learning achievement outcomes.
Adopted April 17, 2017	Coastline Community College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.
Adopted June 20, 2019	Coastline College guides 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, provides innovative instruction and services designed to achieve equitable outcomes.

Coastline reviews and updates its mission statement on a two-year cyclical basis to ensure it accurately describes its broad educational purpose, intended student population, types of degrees and other credentials offered, and its commitment to student success. The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) forms an annual task force of volunteers from its membership to conduct an initial review of the mission statement and recommend changes.

## Planning Cycles

Planning at the College consists of a planning cycle with linked plans and decision-making processes. College planning is described briefly in this section of the handbook, including details about each plan and the various steps, timelines, and procedures described in following sections. The following table presents the planning timeline from 2018 to 2026.

Table 1.4 *Planning Timeline*

College Planning	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
College Mission					Review	Adopt	
Educational Master Plan	Update/Adopt					Update/Adopt	
Strategic Plans	Develop, Implement, Refine					Develop, Implement, Refine	
Program/Department Review	Review, Plan, Implement, and Assess Annually						
Curriculum Review	Review over a five-year period in tandem with 5-year Comprehensive Program Review						
Student Learning Outcomes	Conduct an initial and follow-up assessment over a 5-year period in tandem with 5-year Comprehensive Program Review						
Program Student Learning Outcomes	Conduct annual assessments and provide a 5-year summary for planning in the 5-year Comprehensive Program Review						
Service Area Outcomes	Conduct annual assessments and include an include in Department Review annually						
Institutional Self Evaluation Report				Plan, Outline, Write			Submit
Comprehensive Accreditation Team Visit							Visit
Accreditation Mid-term Report			Write	Submit			

- The College Mission is reviewed every four years
- The Educational Master Plan, which includes the College Goals, is updated every five years and is a direct reflection of the Mission
- The Wing Plans and Strategic Plans are the operationalization of the Educational Master Plan and are updated after the adoption of the Educational Master Plan every five years
- Five-year Comprehensive and Annual Program/Department Review focuses on unitary-level activities/initiatives that are directly aligned to the Educational Master Plan, College Goals, and Mission Statement
- Curriculum Review follows the five-year Comprehensive Program Review cycle
- All student learning outcomes (SLOs) are assessed for all courses. SLOs are reported in the SLO Cloud twice over a five-year period in tandem with the five-year Comprehensive Program Review cycle
- All program student learning outcomes (PSLOs) are collected and assessed annually. The results of the five-year assessments are aggregated in the five-year Comprehensive Program Review to support programmatic planning
- All service area outcomes (SAOs) are collected and assessed annually and included in the Department Reviews
- The development of the institutional self-evaluation report (ISER) occurs every seven years

### College Integrated Planning

Every College plan is directly linked to the Vision 2025 College Goals. Therefore, each plan works in sync with and in support of the goals and is measured by key performance indicators (KPIs). The Vision 2025 Educational Master Plan draws connection between the College Goals and the Coast Community College District Goals, the Board of Trustee Goals, CCCCO Vision for Success Goals, and ACCJC Standards.

Development of the Educational Master Plan occurs on a five-year cycle with input from and participation by the entire College. The Vision 2025 Educational Master Plan guides priorities, decisions, and recommendations from committees and constituency groups to College Council. The College Council utilizes the Educational Master Plan as a resource to support recommendations to the College president.

The development of the Vision 2025 Educational Master Plan was led by PIEAC in 2019-20. The plan used information gathered from internal and external scans and utilized information from all constituency groups via forums, workshops, and surveys. Although the plan is written on a five-year cycle, it is reviewed annually, and progress updates are made as needed.

The College utilizes the Wing Planning Councils to create, review, and update strategic plans through Wing Plans, which are integrated by the alignment with the Educational Plan Goals in support of achieving the College Mission. The following integrated model represents the operational secondary plans, which support the Educational Master Plan and College Mission.

### Facilities Strategic Planning

Facilities strategic planning utilizes current internal and external data and projected trends to effectively develop and renovate physical learning and support infrastructures that promote safety, engagement, efficiency, and student success. The subsequent section provides a historical overview and futuristic outlook.

#### ***Fountain Valley Campus: Student Services Center***

Prior to 1984, core college activities were housed in a leased office space on Slater Avenue in Fountain Valley across the street from City Hall. In the fall of 1984, the Board of Trustees officially dedicated a permanent College Center located at 11460 Warner Avenue in Fountain Valley. The land acquisition and construction were financed by issuance of low-interest, tax-exempt “participation notes” and did not place any obligation on taxpayers. The four-story, 48,000 square-foot building provided a permanent home for Student Services, Administrative Services, the Office of Instruction, and President’s Wing. Today at the College Center, students will find Admissions and Records, Distance Learning, Extended Learning Division, Counseling, Career Center, EOPS/CARE, Student Life, Financial Aid, Foundation Office, Student Life, and Title IX departments. The campus also encompasses the Annex Building, which houses the Office of the President, the Office of Instruction, Information Technology, Institutional Effectiveness, and Marketing and Public Relations.

In 2018, the College began the planning process for building a new College Center Campus to replace the existing structure with a more open, modern, and efficient atmosphere focused on student services.

#### ***Garden Grove Campus***

In the early 1990s the Coast Community College District held an initial meeting with the Garden Grove Redevelopment Agency to discuss a long-term lease for a parcel of land near the corner of Euclid and Garden Grove Boulevard. In May of 1994, the City of Garden Grove accepted the proposal and agreed to transfer 4.5 acres of land to the district with a stipulation that a higher education facility be built. In the spring of 1994, the College established a “design team” of faculty and staff to advise on programs and services to be housed at the new center. The project began in October of 1995. Two years later, the state-of-the-art, three-story, 45,000-square-foot facility opened and became fully operational. Today, the facility houses an Information Commons, which doubles as the incident command center for disaster preparedness, computer labs, two large lecture classrooms, a full-service Student Success Center, science labs, a fully interactive classroom for video conferencing, several general classrooms, Career Education (CE) programs, computer networking and NetLab, the Intercultural Resource Center, a Veteran Resource Center, a testing center, and adjustable student gathering spaces.

### ***Newport Beach Campus***

In August 2009, the College closed escrow on two parcels of land totaling about 3.9 acres in a residential neighborhood in Newport Beach. The land for the Center was purchased from voter-approved Measure C bonds. Groundbreaking took place in February 2011. Coastline received the 2012 Award for Environmental Excellence from the Orange County League of Conservation Voters for its commitment to sustainable building practices of the Newport Beach campus. In spring 2013, Coastline completed construction on the Newport Beach Campus, which is a three-story, 67,000-square-foot building overlooking the Pacific Ocean. The building is designed at the level of gold according to the energy efficiency standards developed by the Leadership in Energy & Environmental Design (LEED). All courses offered at the leased Costa Mesa Center site were initially moved to this new center. Programs housed at Newport Beach include the Paralegal Studies Program; Science, Arts, and Mathematics (SAM) programs; and the Acquired Brain Injury (ABI) program. There is also a dedicated Art Gallery onsite, a Veteran Resource Center, a Student Success Center, and ample gathering space for students.

### ***Westminster Le-Jao Campus***

The first building in the district completed with bond funding was Coastline's Westminster Le-Jao Campus, which is a 36,000 square foot facility constructed in Westminster across the street from the Westminster Civic Center. This is the third permanently owned facility within Coastline's distributed campus structure. It opened for classes in spring 2006 with well-equipped classrooms. This two-story building features a science lab, computer labs, classrooms, a student lounge, and a Student Success Center. In addition, the campus is home to the College Adult Education Program.

## **Technology Strategic Planning**

Technology planning provides a strategic framework to effectively navigate through the anticipated global, local, and scholastic changes in technology and provides an outline of how Coastline can adjust and leverage new technologies to continue the College's focus on student success and achievement. This plan will also outline the College's process for how resources and projects are prioritized and align with the College and District goals.

The plan anticipates a continuously changing IT environment and the need for maintaining secure and reliable core services while simultaneously implementing new technology tools and solutions to further the mission of Coastline College and the Coast District.

This Technology Master Plan is built upon a foundation of technology trends; collegial input; Coast District policy; accreditation standards; an ongoing dialog with students, faculty, staff, and administrators. Feedback and comments about the plan and IT initiatives are always welcome. This document also presents an overview of the processes we use to align planning with College and District priorities and projects.

## **Planning Drives Budget**

The mission and Educational Master Plan are the basis for all planning and budgeting within the College. The Educational Master Plan was created, vetted, and approved by the entire College during the 2015-2016 academic year and is integrated into all other planning functions within the College. The goals and initiatives in the Educational Master Plan are provided to all programs and departments for use in their respective planning components.

The prioritization of resources is associated with planning initiatives which emerge from the Program and Department Review process. Each Wing Planning Council is responsible for the Program/Department plans underneath it. Each Wing leader presents wing prioritizations and resource requests to the college and PIEAC during the fall and spring semesters. All wing and ancillary requests for resources should be related to the College Goals in support of the College mission and initiatives and are supported through evidence from Program/Department Reviews.

### Program and Department Review Planning

The Program and Department Review process is an effective vehicle for accountability and provides an opportunity for Coastline employees to actively participate in the growth of their own programs or departments and the growth of the college as a whole. Institutional planning and budget considerations are based on the recommendations and justifications provided through this process.

Program and Department Review has been outlined by the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) as a mechanism to build awareness and to develop strategies to increase proficiency and sustainability through continuous quality improvement.

The Program and Department Review process at Coastline follows. All instructional programs and non-instructional departments at Coastline are reviewed comprehensively once every five years, followed with annual program/department review. All reviews follow a similar comprehensive and annual report format and utilize similar instruments.

The annual and comprehensive program and department review teams are composed of administration, full-time and part-time faculty, and classified professionals of the program or department being evaluated. In order to develop a cohesive planning document, the review teams are encouraged to have the majority of program and department members actively participate. The review team utilize a broad range of qualitative and quantitative data as a basis for preparing and writing the review.

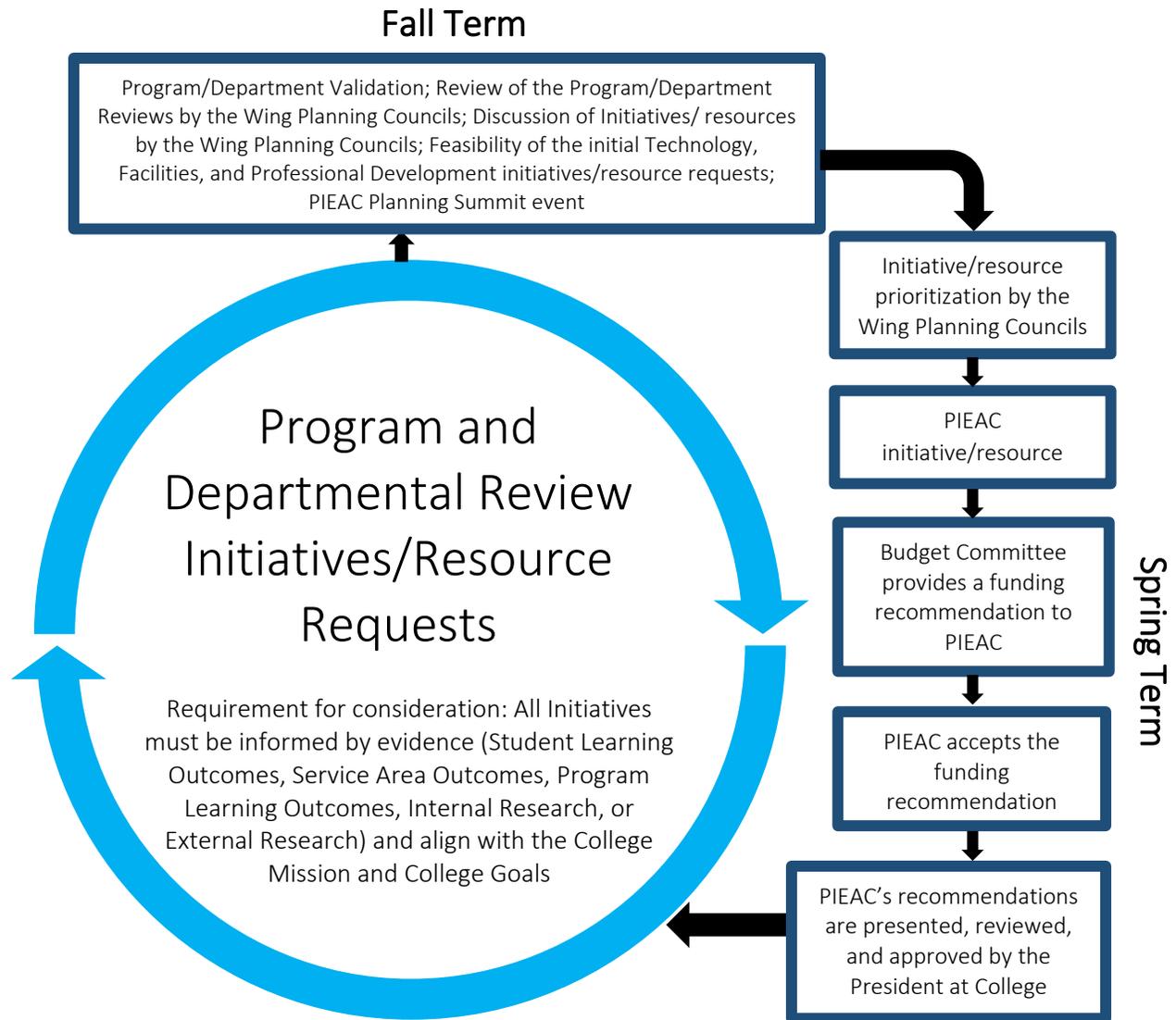
The Program and Department Review process follows a five-year calendar for comprehensive reviews, followed by four annual reviews across all areas. The Annual Program and Department Reviews are not due during the same year as the comprehensive reviews.

As means to meet the Title V standard of two-year assessments of Career Education (CE) programs, the programs give a presentation to the Coast Community College District Board of Trustees, which includes aggregate research on market trends and advisory board recommendations.

The format of Comprehensive and Annual Program and Department Reviews consist of four sections, which address program/department planning, human capital planning, facilities planning, and technology planning. The review concludes with two sections related to creating new initiatives and prioritizing planning/budgetary request(s).

## Evidence-Informed Initiative and Resource Allocation Process

Figure 1.3 Evidence-Informed Resource Allocation Process



### Fall Term

Sept	Program and Department Review drafts due
Sept-Dec	Wing Planning Councils Review Program and Department Reviews
Oct-Dec	Program and Department Review conducts review validations
Oct-Dec	Facilities, Technology, and Professional Development feasibility
Oct-Dec	PIEAC Planning Summit event

### Spring Term

Feb-Mar	Wing Planning Council initiative/ resource prioritization
Mar-Apr	PIEAC and Budget Committee prioritization and recommendation
Apr-May	College Council for review and approval

## Planning Report (Closing the Loop and Looking Forward)

The Annual Planning Report consists of two sections that focus on closing the loop on planning and new plans moving forward.

The focus of the closing the loop report is to highlight the progress made across all program and department initiatives and the impact they have made on the performance of the College. Again, these initiatives are tied to the Vision 2025 College Goals. Once the Program and Department Reviews are submitted in the fall term, the Department of Institutional Effectiveness collects the progress reports within the documents and compiles the information into the Annual Planning Report under each planning wing council.

The Looking Forward section of the Annual Planning Report presents all program and department initiatives developed during the Program and Department Review planning cycle. Once the Program and Department Reviews are submitted in the fall term, the Department of Institutional Effectiveness collects the developed initiatives and compiles the information into a report under each planning wing council.

The report is then presented to PIEAC and disseminated to the College at the college-wide planning summit held at the end of the fall term.

## Coastline Pathways

Coastline Pathways is an equity-based mindset and practice to facilitate student success. Coastline Pathways Road maps are under review which will enable students to complete their educational and career goals. These roadmaps will also impact Coastline's enrollment management plan by funneling students into degree pathways that lead to specific career outcomes.

The four components of Coastline Pathways include: Clarifying the path, entering the path, staying on the path, and ensuring students are learning. Clarifying the path focuses on simplifying students' choices with effective program maps developed by faculty to provide students a clear pathway to complete their educational goals. Entering the path helps students explore academic and career options from the beginning of their college experience and aligns foundational skills coursework with a student's program of study. Staying on the path utilizes academic and student support services throughout students' programs to promote student learning and persistence. Ensuring students are learning focuses on the continuous assessment and enhancement of programs, instructional practices, and student support services which promotes innovation, excellence, and effectiveness throughout the college.

Table 1.5 *Progress on Coastline Pathways*

Year	Progress Made
2016	<ul style="list-style-type: none"> <li>• Coastline receives IEPI grant to support Guided Pathways</li> <li>• Coastline launches partnership with A2I2 and Rob Johnstone</li> </ul>
2017	<ul style="list-style-type: none"> <li>• Rob Johnstone presented as Fall Flex Day keynote</li> <li>• College self-assessment completed and submitted to CCCCO</li> <li>• Pathways Steering Committee is established</li> </ul>
2018	<ul style="list-style-type: none"> <li>• Workgroups attend summer retreat to launch year of inquiry into the student experience</li> <li>• Coastline hosts six college-wide events on Guided Pathways</li> <li>• Coastline holds four days of equity and inclusion trainings</li> </ul>
2019	<ul style="list-style-type: none"> <li>• Coastliners attend Institute for the Future training to support innovative redesign of the student experience</li> <li>• Coastline launches Student Advisory Group</li> <li>• Design Teams attend two-day summer retreat and map redesign ideas to student journey</li> <li>• Design teams are launched to propose innovative redesign of college</li> </ul>

Coastline Pathways consists of multiple design team projects as outlined below, many of which are underway.

### **Learning Journey**

#### Develop Learning Journey Process

Develop process for how and when students are identified as which “back end” category, how that information is shared/accessed, and how it is used moving forward, how they are communicated with about registration.

#### Create Universal General Education

Identify Universal GE courses; create default road maps; create plan; submit for feedback from Deans; submit for approval by Academic Senate.

#### Create First Year Experience Course

Develop one unit interdisciplinary first year experience seminar course that is driven by career exploration and includes orientation, group counseling, guidance for student tasks, workshops, etc. Investigate required/non-credit.

#### Adopt Learning Journey Messaging

Communicate and facilitate adoption of common vocabulary related to students’ learning journey including areas of interest, first year experience etc. in all college communications.

### **Onboarding**

#### Revise CCC Apply

Update application materials and process to improve experience, including create a more prominent and functional “Apply Now” button on website, develop a checklist of information, provide correct dates for the enrollment term, update supplemental questions section, update links to support programs and create a way to connect students to area of interest.

#### Re-do Welcome Experience

Redesign welcome experience: create videos as needed; program and launch letter.

### Create Comevo Orientation

Contract expert to develop orientation; design paths that are specific to student demographics; develop an online orientation which consists of specific interactive modules.

## **Advising**

### Restructure Advising Supports

Restructure counseling and advising to holistic structure; identify faculty coordinator for faculty advising; develop faculty advising program; create advising handbook that describes roles, activities, and proactive steps for each person in the student success network including paraprofessionals, counselors, classified professionals, coordinator, and faculty. Launch a cross-functional team of Coastline classified professionals and faculty who are assigned to support each student and monitor student progress. Develop handbook of processes and protocol for supporting students, including intervention strategies.

### Adopt Holistic Student Support Platform

Support adoption of platform to enable holistic student support throughout the student journey; create trainings, documentation, and 'road show's; establish regular meetings/showcases about the tool and its use; contribute to student resource hub.

## **Student Financial Stability and Holistic Wellness**

### Launch Resource Campaign

Develop 'crisis cards' that include QR codes; develop 'red folders;' contribute to student resource hub; develop online and in-person training on materials; develop communication and messaging to be shared college wide and to marketing about student resources.

### Expand Food Resources

Expand access to food pantry; create Chow Match affiliation - coordinate community food donations for easy access to Coastline students; find/create space for sustained food distribution locations on each Coastline campus.

### Launch Financial Stability Resource Campaign

Select and purchase financial literacy software and tools for students (e.g., CashCourse - a free online resource) including financial literacy videos on Financial Aid website (e.g., FATV videos, e.g., Smart About Money), develop awareness campaign for Coastline employees in order to direct students to resources; contribute to the student resource hub.

## **Student Academic Persistence**

### Develop Resource Hub

Develop a central, online location for student resources that is easily accessible, up-to-date, and includes an intuitive search function. Select location of Student Resource Hub. Coordinate development of all materials, videos, links to relevant student resources to be placed within Student Resource Hub.

### Adopt retention and intervention process

Adopt retention and intervention process. Develop classified professionals/faculty training on the retention and intervention process. Create handbook to outline process and protocol for use of early alert system.

#### Champion Culturally relevant pedagogy

Review and implement new equitable hiring practices that result in diverse employees and teaching practices, develop, and conduct ongoing culturally responsive professional development; Develop standard language to update course outlines of record to reflect CRT practices. Develop and propose language to Academic Senate for Academic Quality Rubric to reflect commitment to culturally responsive pedagogy and teaching, including the definition put forth by the Student Academic Persistence design team.

#### **Outreach & Marketing**

##### Develop Outreach Toolkit & Messaging

Develop a marketing and outreach toolkit; develop messaging handbook which includes process/procedure, marketing strategy for student recruitment, marketing driven by learning journeys and areas of interest; develop and facilitate communication and outreach training.

##### Create Support for Faculty Outreach

Find resources and create a process for faculty involvement in outreach efforts to allow for time to attend/participate in Outreach events.

##### Create Awareness & Partnership Campaign

Create an awareness and partnership campaign to focus on Pathways and journey launch; advocate for Coastline's key programs determined via the enrollment management plan.



Section 2:

# 2020 EDUCATIONAL MASTER PLAN OUTCOMES

## Section 2: 2020 Educational Master Plan Outcomes

In 2016, Coastline established a strategy to support its mission and meet its newly established goals. The 2016-2020 Educational Master Plan consisted of seven goals and seven objectives. By the end of 2020, Coastline will have met all of its objectives. Table 2.1 provides the status and outcomes of the 2016-2020 Educational Master Plan strategies.

Table 2.1 *Progress on 2020 Educational Master Plan*

Educational Master Plan Objective	Progress Assessment
Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education	<ul style="list-style-type: none"> <li>• Overall course success increased from 70.2% in 2015-16 to 73.9% in 2018-19</li> <li>• Online course success increased from 70.9% in 2015-16 to 72.0% in 2018-19</li> <li>• Overall retention increased from 86.2% in 2015-16 to 87.3% to 2018-19</li> </ul>
Provide universal access to student service and support programs	<ul style="list-style-type: none"> <li>• Academic and student support expanded services to all campus locations</li> <li>• Training and implementation of Cranium Café scaled to different student service areas (e.g., Admissions, Career Center, Counseling, Financial Aid, Transfer Center, Mental Health Services, Student Success Coaches)</li> <li>• The percentage of all students with educational plans increased from 20.1% in 2015-16 to 37.4% in 2018-19</li> <li>• The library expanded services and resources online</li> <li>• The Student Success Center saw an increase in unduplicated students served from 1,658 in 2015-16 to 1,827 in 2018-19</li> <li>• The College increased the number of courses using OER materials</li> <li>• The College developed programs for formerly incarcerated and mental health services</li> <li>• The Intercultural Resource Center is expanding its locations and workshops to different locations and online</li> <li>• The College opened its third Veterans Resource Center</li> <li>• The College continues to maintain top position in CCCCO Online Education Initiative (OEI)</li> <li>• Student Services provides workshops, events, and services both online and in-person. Since 2018, there has been a significant increase in online service offerings and participation.</li> <li>• The College started an Umoja program</li> </ul>
Strengthen post-Coastline outcomes (e.g., transfer, job placement)	<ul style="list-style-type: none"> <li>• The job placement rate increased from 25.5% in 2015-16 to 31.8% in 2018-19</li> <li>• The number of transfers (with 12+ units earned at Coastline) increased from 910 in 2015-16 to 1,467 in 2018-19</li> <li>• The transfer rate decreased from 32.2% in 2015-16 to 30.5% in 2018-19</li> </ul>
Explore and enter new fields of study (e.g., new programs, bachelor's degrees)	<ul style="list-style-type: none"> <li>• The Cybersecurity program received NSF grant funding to develop an online incident response program</li> <li>• Computer Information Systems released its first set of data analytics programs and pathways</li> <li>• Learning 1<sup>st</sup> has more than 15 associates to bachelor's degree pathway programs</li> <li>• The College set up apprenticeship programs in Cybersecurity and Process Technology</li> </ul>

Educational Master Plan	Progress Assessment
Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement	<ul style="list-style-type: none"> <li>• College partnerships increased from 42 in 2015-16 to 51 in 2018-19</li> <li>• Grant revenue increased from \$6.55 Million 2015-16 to \$10.26 Million in 2018-19</li> <li>• Foundation revenue decreased from \$838k in 2015-16 to \$481k in 2018-19</li> <li>• Extended Learning has decreased from \$7.95 Million in 2015-16 to \$4.67 Million in 2018-19</li> </ul>
Strengthen community engagement (e.g., student life, alumni relations, industry, and academic alliances)	<ul style="list-style-type: none"> <li>• Student Life and Outreach increased the number of events to from 2015-16 to 2018-19 to 125 annually</li> <li>• The Foundation has funded, and Student Services has implemented the Coastline Promise program</li> </ul>
Maintain the College’s Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).	<ul style="list-style-type: none"> <li>• In spring 2019, the College continued its federal designations as an Asian American and Native American Pacific Islander Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI)</li> </ul>



Section 3:

# EXTERNAL SCAN

## Section 3: External Scan

Orange County's unemployment rate is one of the key benchmarks that indicates Orange County's economic vitality at the local level. Ten years after the start of the Great Recession, Orange County's economy continues to outperform the state and nation as a whole. After hitting a 10-year low of 2.6 percent earlier in 2018, the county's unemployment rate of 3.1 percent in August 2018 was well below the state and national rates of 4.3 and 3.9 percent, respectively. Alongside the aforementioned national and global trends, several interrelated regional trends could have major potential impacts on Orange County's economy and workforce. These include:

- An aging population, which could dramatically change labor force demographics.
- Increasing workforce housing concerns as home prices and rents reach new highs due to high demand and low supply; and
- Declining K-12 enrollment, which will have long-term labor market impacts.

### Driving Forces of Change

Macro trends shaping Orange County's economy and workforce fall into two main categories: demographic change and technological development (and its related consequences). Each trend both directly and indirectly impacts how businesses function, how they create value for customers, and how they connect and interact with workforce talent.

### Technological Development

Computer processing power has increased exponentially since the invention of the microchip, eventually affecting every aspect of society, from commerce to communication to entertainment. Moreover, these new technologies are gaining a life of their own and creating new branches of path-dependent social interactions and forces. People interacting and communalizing anonymously over the internet, for example, is remaking the advertising landscape through Amazon, Yelp, and other innovative websites. Rather than just changing how the economy functions, computers are fundamentally changing how people live and work; digitization is creating a new world of information and communication that reduces barriers to entry for information providers and seekers of information.

Automation is replacing routine work tasks and jobs with robots, smart machines, automated processes, and other technologies in ways previously thought impossible. Oxford economists Carl Benedikt Frey and Michael Osborne, for example, predict that nearly half of all jobs will become vulnerable to automation over the next twenty years due to the diffusion of existing technology across industries and workplaces; exponential advances in new technology may yet prove this to be a conservative estimate.

The proliferation of data – so-called “Big Data” – is changing the way we use reason and analysis to make sense of the environment around us through analytical tools such as machine learning. There is growing evidence that businesses that efficiently and creatively use data are the most successful in the modern economy, giving rise to a significant surge in job creation for occupations such as Business Intelligence Analysts. Meanwhile, companies are finding increasing value in mining and analyzing their own data collection and creation activities.

Many work activities that require routine cognitive skills will be threatened by software, machines, and other automated processes. However, many of today's highly valued skills will retain their value in tomorrow's job market because they are transferable, although their context and environment will likely be very different. High-quality job opportunities will increasingly be concentrated in occupations that utilize both technology and non-routine cognitive skills. Important skills in this environment will likely include:

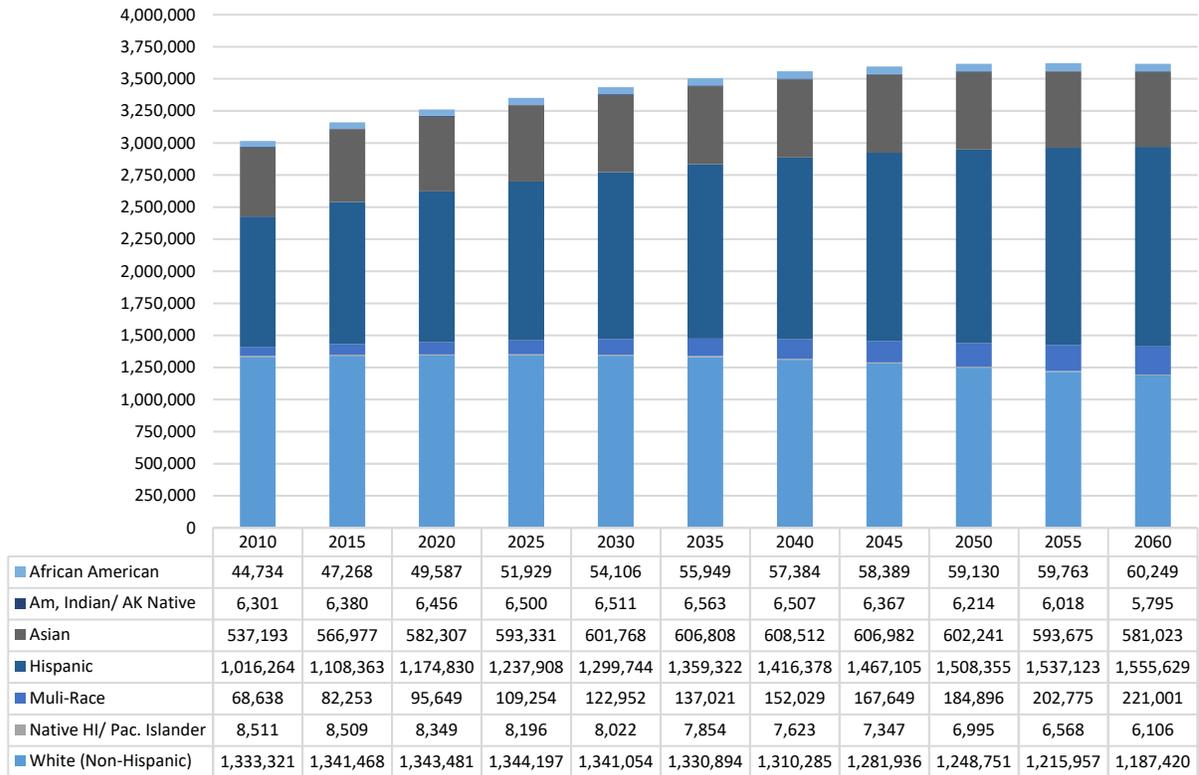
- Fluency with new ideas and data.
- The ability and willingness to learn new things; and
- Complex problem-solving skills that help employers maintain competitive advantage and create value.

Unfortunately, many of today's students graduate unprepared for this new reality. Much of today's technology-oriented training, for example, focuses on specific technical skills that may rapidly become out of date, instead of preparing students to adapt to technological change in a competitive, ever-shifting job market. Focus should be placed on teaching the skills that will remain relevant, such as information and technologically fluency and strategies to solve difficult, unstructured problems.

### Demographic Change

Alongside technology, demographic shifts are also transforming Orange County's economy and workforce. Tomorrow's Orange County will be more diverse, older, and far more globally connected than ever before. Aging is perhaps the most important ongoing trend; if demographic changes continue at the current rate, almost 30 percent of the county's population will be over 65 by 2060. Workforce housing supply and affordability is almost certainly the most pressing issue currently facing Orange County. The county's high and rising housing costs limits residents' ability to save for the future, pushes entry-level job seekers and young families to relocate to more affordable areas, and exacerbates the population's rapid aging "in-place." Increasing the county's workforce housing supply will make it a better environment for young talent, which will in turn make it a more attractive destination for established and emerging businesses.

Figure 3.1 Orange County Population Projections



Source: California Department of Finance

## The Fourth Industrial Revolution

Many employers have had trouble finding qualified available employees in this tight labor market; the U.S. Department of Labor's Job Openings and Labor Turnover Survey (JOLTS), for example, reported a total of 6.94 million unfilled job openings in July. JOLTS also found another indication of this struggle to fill qualified workers. A separate survey from the National Federation of Independent Business found that 38 percent of U.S. small businesses had unfilled job openings in August 2018, the highest percentage since the survey began in 1973.

A shift known as "The 4th Industrial Revolution" is advancing technologies are increasing operational efficiency across a number of industries and, unless properly understood and planned for, could have dramatic labor market impacts. The implementation of Industry 4.0 will likely cut both ways, significantly reducing demand for certain current types of work, while at the same time increasing demand in other emerging occupations and industries.

Industry 4.0 technological advances – automation, robotics, AI, machine learning – are predicted to affect approximately half of all current jobs and work activities. The McKinsey Global Institute predicts that, by 2030, as many as 375 million workers around the globe will have to learn and master new skills as their jobs evolve alongside the rise of automation and smart machines.

The rise of new technologies such as Geographic Information Systems (GIS), Location-Based Services (LBS), and the Internet of Things (IoT) will create new jobs requiring new skills, exacerbating the current skills gap in many industries. Demand for workers with the right skills will only continue to grow.

Driven by technological advances and shifting generational preferences, the U.S. retail sector is currently undergoing unprecedented change in what and how consumers are buying. Unless local brick-and-mortar stores can create a more attractive value proposition for consumers, they risk falling victim to e-commerce giants such as Amazon.

The World Economic Forum Centre for the Fourth Industrial Revolution is organized around eight focus areas that will drive the next industrial revolution, not just in industrial settings, but throughout the economy and workforce. They will be key to understanding the world of work going forward:

- Artificial Intelligence (AI) and Machine Learning
- Internet of Things (IoT) and Connected Devices
- Blockchain and Distributed Ledger Technology
- Autonomous and Urban Mobility
- Drones and Tomorrow's Airspace
- Precision Medicine
- Digital Trade
- Fourth Industrial Revolution for the Earth

Several other emerging sectors also have game-changing potential:

- Augmented Reality (AR)/Virtual Reality (VR)
- Big Data
- Cloud Solutions
- Cybersecurity
- Geographic Information Systems (GIS) and Location-Based Software (LBS)
- Robotics

## Digital Periscope Study: Top 30 Technologies

Wikibrands' Digital Periscope study projects the following technologies from 2018 to 2028.

1. Artificial Intelligence (Machine Learning, Deep Learning)
2. Internet of Things (Sensors, Wearables)
3. Mobile and Social Internet (Social Networks, social media, Search, Messaging and Livestreams)
4. Blockchain (Cryptocurrencies, Distributed Ledger Systems, DAOs, and DApps)
5. Big Data (Applications, Infrastructure, and Predictive Analytics)
6. Automation (Information, Task, Process, Machine, Decision and Action)
7. Robots including Drones and Autonomous Vehicles (Consumer/Commercial/Industrial Robots and Robotics)
8. Immersive Media (Virtual Reality, Augmented Reality, Mixed Reality)
9. Mobile Technologies and Advancements (infrastructure, networks, standards, services, and devices)
10. Cloud Computing (Software-as-a-Service (SaaS), Infrastructure-as-a-Service (IaaS), Platform-as-a-Service (PaaS) and MESH Applications)
11. 3D Printing (Additive Manufacturing and Rapid Prototyping)
12. Customer Experience (CX, Customer Journey, Experience, Personalization and Commerce Tools)
13. Energy Technology (Efficiency, Storage and Decentralized Grid)
14. Cybersecurity including Adaptive Security (Security, Intelligence Detection, Remediation and Adaptation)
15. Voice Assistants (Interfaces, Chatbots and Natural Language Processing)
16. Nanotechnology (Computing, Medicine, Machines and Smart Dust)
17. Collaborative Technology (Crowd, Sharing, Workplace and Open-Source Platforms and Tools)
18. Health Technology (Advanced Genomics, Bionics and Health Care Technology)
19. Human-Computer Interaction (Facial/Gesture Recognition, Biometrics, Gaze Tracking)
20. Geo-spatial Technology (GIS, GPS, Mapping and Remote Sensing, Scanning, Navigation)
21. Advanced Materials (Composites, Alloys, Polymers, Biomimicry, Nanomanufacturing)
22. New Touch Interfaces (Touch Screens, Haptics, 3D Touch, Paper, Feedback and Exoskeletons)
23. Wireless Power
24. Clean Technology (Bio-/Enviro-Materials + Solutions, Sustainability, Treatment and Efficiency)
25. Quantum Computing
26. Smart Cities (Infrastructure and Transport)
27. Edge/Fog Computing
28. Faster, Better Internet (Broadband including Fiber, 5G, Li-Fi, LPN, and LoRa)
29. Proximity Technology (Beacons, RFID, Wi-Fi, Near-Field Communications, and Geofencing)
30. New Screens (next evolution TVs, Digital Signage, OOH, MicroLEDs, and Projections)

## Gartner Top 10 Technology Trends for 2019

### Trend No. 1: Autonomous things

Whether it's cars, robots or agriculture, autonomous things use AI to perform tasks traditionally done by humans. The sophistication of the intelligence varies, but all autonomous things use AI to interact more naturally with their environments. Autonomous things exist across five types:

- Robotics
- Vehicles
- Drones
- Appliances
- Agents

### Trend No. 2: Augmented analytics

Data scientists now have increasing amounts of data to prepare, analyze and group — and from which to draw conclusions. Given the amount of data, exploring all possibilities becomes impossible. This means businesses can miss key insights from hypotheses the data scientists don't have the capacity to explore. Augmented analytics represents a third major wave for data and analytics capabilities as data scientists use automated algorithms to explore more hypotheses. Data science and machine learning platforms have transformed how businesses generate analytics insight.

### Trend No. 3: AI-driven development

AI-driven development looks at tools, technologies, and best practices for embedding AI into applications and using AI to create AI-powered tools for the development process. This trend is evolving along three dimensions:

1. The tools used to build AI-powered solutions are expanding from tools targeting data scientists (AI infrastructure, AI frameworks and AI platforms) to tools targeting the professional developer community (AI platforms, AI services). With these tools the professional developer can infuse AI powered capabilities and models into an application without involvement of a professional data scientist.
2. The tools used to build AI-powered solutions are being empowered with AI-driven capabilities that assist professional developers and automate tasks related to the development of AI-enhanced solutions. Augmented analytics, automated testing, automated code generation and automated solution development will speed the development process and empower a wider range of users to develop applications.
3. AI-enabled tools are evolving from assisting and automating functions related to application development (AD) to being enhanced with business domain expertise and automating activities higher on the AD process stack (from general development to business solution design).

### Trend No. 4: Digital twins

A digital twin is a digital representation that mirrors a real-life object, process, or system. Digital twins can also be linked to create twins of larger systems, such as a power plant or city. The idea of a digital twin is not new. It goes back to computer-aided design representations of things or online profiles of customers, but today's digital twins are different in four ways:

1. The robustness of the models, with a focus on how they support specific business outcomes
2. The link to the real world, potentially in real time for monitoring and control

3. The application of advanced big data analytics and AI to drive new business opportunities
4. The ability to interact with them and evaluate “what if” scenarios

The focus today is on digital twins on the internet of things (IoT), which could improve enterprise decision making by providing information on maintenance and reliability, insight into how a product could perform more effectively, data about new products and increased efficiency. Digital twins of an organization are emerging to create models of organizational process to enable real time monitoring and drive improved process efficiencies.

#### Trend No. 5: Empowered edge

Edge computing is a topology where information processing and content collection and delivery are placed closer to the sources of the information, with the idea that keeping traffic local will reduce latency. Currently, much of the focus of this technology is a result of the need for IoT systems to deliver disconnected or distributed capabilities into the embedded IoT world. This type of topology will address challenges ranging from high WAN costs and unacceptable levels of latency. Further, it will enable the specifics of digital business and IT solutions. Technology and thinking will shift to a point where the experience will connect people with hundreds of edge devices.

Through 2028, Gartner expects a steady increase in the embedding of sensor, storage, compute, and advanced AI capabilities in edge devices. In general, intelligence will move toward the edge in a variety of endpoint devices, from industrial devices to screens to smartphones to automobile power generators.

#### Trend No. 6: Immersive technologies

Through 2028, conversational platforms, which change how users interact with the world, and technologies such as augmented reality (AR), mixed reality (MR) and virtual reality (VR), which change how users perceive the world, will lead to a new immersive experience. AR, MR and VR show potential for increased productivity, with the next generation of VR able to sense shapes and track a user’s position and MR enabling people to view and interact with their world.

By 2022, 70% of enterprises will be experimenting with immersive technologies for consumer and enterprise use, and 25% will have deployed to production. The future of conversational platforms, which range from virtual personal assistants to chatbots, will incorporate expanded sensory channels that will allow the platform to detect emotions based on facial expressions, and they will become more conversational in interactions. Eventually, the technology and thinking will shift to a point where the experience will connect people with hundreds of edge devices ranging from computers to cars.

#### Trend No. 7: Blockchain

Blockchain is a type of distributed ledger, an expanding chronologically ordered list of cryptographically signed, irrevocable transactional records shared by all participants in a network. Blockchain allows companies to trace a transaction and work with untrusted parties without the need for a centralized party (i.e., a bank). This greatly reduces business friction and has applications that began in finance, but have expanded to government, healthcare, manufacturing, supply chain and others. Blockchain could potentially lower costs, reduce transaction settlement times and improve cash flow. The technology has also given way to a host of blockchain-inspired solutions that utilize some of the benefits and parts of blockchain.

Pure blockchain models are immature and can be difficult to scale. However, businesses should begin evaluating the technology, as blockchain will create \$3.1T in business value by 2030. Blockchain inspired

approaches that do not implement all the tenets of blockchain deliver near term value but do not provide the promised highly distributed decentralized consensus models of a pure blockchain.

#### Trend No. 8: Smart spaces

A smart space is a physical or digital environment in which humans and technology-enabled systems interact in increasingly open, connected, coordinated and intelligent ecosystems. As technology becomes a more integrated part of daily life, smart spaces will enter a period of accelerated delivery. Further, other trends such as AI-driven technology, edge computing, blockchain and digital twins are driving toward this trend as individual solutions become smart spaces.

Smart spaces are evolving along five key dimensions: Openness, connectedness, coordination, intelligence, and scope. Essentially, smart spaces are developing as individual technologies emerge from silos to work together to create a collaborative and interaction environment. The most extensive example of smart spaces is smart cities, where areas that combine business, residential and industrial communities are being designed using intelligent urban ecosystem frameworks, with all sectors linking to social and community collaboration.

#### Trend No. 9: Digital ethics and privacy

Consumers have a growing awareness of the value of their personal information, and they are increasingly concerned with how it's being used by public and private entities. Enterprises that don't pay attention are at risk of consumer backlash. Conversations regarding privacy must be grounded in ethics and trust. The conversation should move from "Are we compliant?" toward "Are we doing the right thing?"

Governments are increasingly planning or passing regulations with which companies must be compliant, and consumers are carefully guarding or removing information about themselves. Companies must gain and maintain trust with the customer to succeed, and they must also follow internal values to ensure customers view them as trustworthy.

#### Trend No. 10: Quantum computing

Quantum computing is a type of nonclassical computing that is based on the quantum state of subatomic particles that represent information as elements denoted as quantum bits or "qubits." Quantum computers are an exponentially scalable and highly parallel computing model. A way to imagine the difference between traditional and quantum computers is to imagine a giant library of books.

While a classic computer would read every book in a library in a linear fashion, a quantum computer would read all the books simultaneously. Quantum computers are able to theoretically work on millions of computations at once. Quantum computing in the form of a commercially available, affordable, and reliable service would transform some industries.

## LinkedIn's Top 10 Emerging Jobs

In 2019 LinkedIn released its annual "Emerging Jobs" list, which identifies the roles that have seen the largest rate of hiring growth from 2015 through 2019. Below is the top 10 list.

1. Artificial Intelligence Specialist
2. Robotics Engineer
3. Data Scientist
4. Full Stack Engineer
5. Site Reliability Engineer
6. Customer Success Specialist
7. Sales Development Representative
8. Data Engineer
9. Behavioral Health Technician
10. Cyber Security Specialist

## Students' Future Forecasts

In fall 2019 a qualitative study was conducted in-person and online to collect student feedback related to forecasting the future in the areas of describing society, communication, and new products/services in 2030. The survey yielded 147 student responses.

The common themes that emerged from projection of *Life in 2030* included:

- Environmental instability (resource depletion and climate change to relieving the carbon footprint)
- Artificial intelligence and autonomous services
- Global economic advancement
- New methods of teaching and learning
- Free education

The common themes that emerged from *Communication in 2030* included:

- New advancements in technology infrastructure and devices
- Communication will primarily occur through virtual interaction and environments
- The use of social interaction through telepathy, mind-reading, and computer implants
- Incremental advancements to 2019 technology and communication behaviors

The common themes that emerged from *Products and Services in 2030* included:

- Self-driving (autonomous) vehicles and drones for logistics and transportation
- Artificial intelligence embedded in devices, appliances, and services
- Advanced connectivity to data and information
- Holographic and new digital interactions
- Nanotechnology
- More efficient and sustainable building materials
- Wearable and embedded technologies

- New medical and health devices and technology
- Cashless society
- Semi-prepared and 3D printed food
- Majority of vehicles being electric
- Interstellar travel
- Mainstream facial recognition
- Virtual classrooms and labs
- Robot assistants
- Increased sustainable and green technology

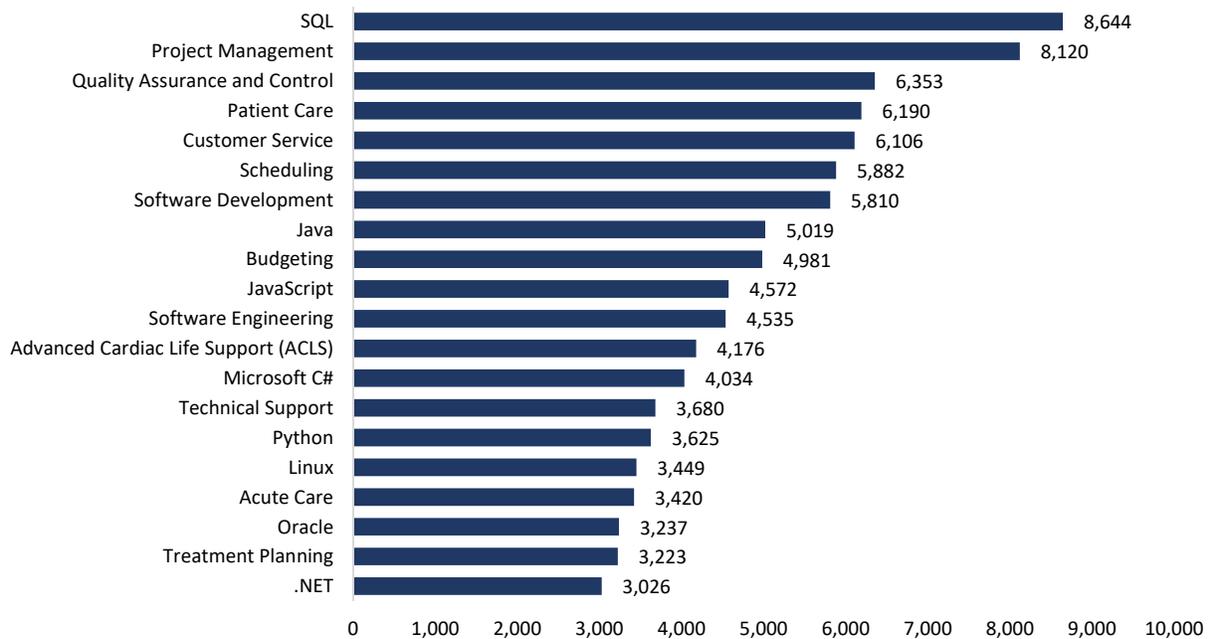
## The Growth of Science, Technology, Engineering and Mathematics (STEM)

Science, Technology, Engineering and Mathematics (STEM) education has been a regional priority for several years, as these fields of study lead to employment in emerging, sustained, innovative, and high-paying industries and occupations. Occupations in these fields typically pay higher-than-average wages and offers significant career advancement opportunities due to their ongoing growth and innovation. Including the Arts sector in this category – changing STEM to STEAM – highlights the similar local growth and innovation in the Arts.

Successful STEAM-related educational programs have made Orange County a leader in a variety of developing, innovative sectors, from Aerospace to Biotechnology to Hospitality and Tourism. These sectors have grown into industry clusters that provide multiple key benefits for workers and the economy as a whole, such as higher than average wages. Therefore, a continued focus on STEAM disciplines at local colleges and universities should be a priority, as it will ensure a steady supply of qualified candidates for jobs in these growing industries.

STEAM occupations are incredibly diverse: from Software Developers to Registered Nurses to Architects, Actors, and Musicians. While this diversity complicates any analysis of this job category as well as any forecast of its future growth, it also speaks to STEAM’s cross-cutting importance across many industries and the plethora of potential career pathways it offers. Overall, the majority of STEM-related jobs in Orange County are in Information Technology, Healthcare, or Engineering. These jobs, which provide valuable services and drive innovation, also pay higher-than average wages. According to EMSI, the average hourly wage for STEM-related occupations in Orange County was \$44.09 translating to an annual average wage of \$91,707, well above the average hourly earnings for all occupations measured at \$27.19 per hour or \$56,555 per year. STEM-related occupations are expected to see continued job growth as technology continues to advance and transform the job market. EMSI predicts that Orange County STEM employment will reach 103,334 in 2019 and grow by 9.4 percent by 2028. Local educators and workforce development professionals will need to support county education and training programs – and possibly create new, innovative programs – in order to prepare enough qualified workers to meet this demand.

Figure 3.2 Orange County Population Projections



Source: 2018 Burning Glass Labor Insight

## Skills Gap

The global economy's rapid transformation has outpaced the ability of society to prepare workers to perform in emerging jobs and utilize new skills, leading to the skills gap, a shortage of qualified workers for many open positions. In 2017, for example, Burning Glass reported that demand for workers in leading industries (including Healthcare, Business and Finance, Computers and Mathematics, and Sales) exceeded the supply of skilled employees, resulting in 4.4 million job openings. The International Assessment of Adult Competencies (IACC) found significant mismatches between the skills of the current workforce and those demanded by the jobs of today and tomorrow. In fact, requirements are changing so rapidly that many incumbent workers, who have been with companies for years, would not be qualified today if reapplying for those same jobs without significant additional skills upgrades. Upskilling and reskilling have become a top priority for many employers.

Orange County's well-trained, well-educated workforce has long been one of its most important competitive advantages. This talent pool attracts innovative world-class businesses, which in turn create jobs and drive economic growth. Over the past few years, however, the skills gap has led to open positions in many industries going unfilled due to a lack of qualified candidates and has persisted despite efforts to address it. In fact, the skills gap has only widened during 2018, a year that has seen Orange County's labor market reach near record levels of employment. Addressing the skills gap will likely be persistent as a challenge in the county's growing, rapidly shifting economy.

For years, Orange County's community colleges have played a critical role in developing Orange County's talent pipeline and have become a major leader in closing the skills gap by providing students with the necessary preparation for many hard-to-fill middle-skill job openings. Their focus on technical skills and industry-specific certifications, for example, has made them indispensable to the IT, Construction,

Hospitality and Tourism, and Healthcare sectors. With an extensive network of campuses across the county, community colleges are well placed to serve both traditional students and adult workers seeking to expand their skills and knowledge.

Technological advances that have transformed the workplace have dramatically increased in recent years, leading employers to place significant emphasis on more robust skills requirements for their job openings. As a result, employers have become more flexible about the specific educational requirements for certain jobs and are increasingly emphasizing a potential employee's skillset rather than his or her credential or degree. While technological advances will continue to change the structure of the labor market, eroding some jobs and creating others, the community must continue to respond to emerging requirements for new skillsets, abilities, and knowledge bases.

Looking forward, employers will need flexible education and workforce training solutions to prepare job candidates to fill today's open positions and effectively utilize tomorrow's skills. Community college degrees and certificate programs have become extremely valuable, as they provide individuals with the ability to acquire more focused job and career specific training and education that is well suited for the necessarily flexible nature of up-skilling.

Students attending community colleges can pursue two-year degrees, certifications, or transfer degrees, allowing them to advance their educational attainment at low cost with great flexibility. This flexibility also extends to community colleges' curricula, as their academic structures allow them to quickly respond to changing skills needs in the job market. Community colleges have become incredibly valuable to local employers as they can provide valuable skillsets and certifications to individuals who then go on to fill middle-skill jobs across a number of industries.

Additionally, if students do want to further their educations even more, they have the ability to focus on core classes – typically required courses the majority of students take in their first few years at a university – and then transfer to four-year colleges to pursue a bachelor's degree.

## Baseline Skills Needed

In terms of baseline skills (the in-demand basic skills an individual should have to acquire a job), Communication Skills was the most in-demand, appearing in a total of 94,978 job postings over the past 12 months in Orange County. Other important baseline skills included Microsoft Excel which appeared in 44,684 job postings, and Teamwork/Collaboration which appeared in 44,653 job postings. With the exception of Microsoft Excel, this highlights the dramatic importance of soft skills in today’s in-demand occupations.

Table 3.1 *Top Orange County Baseline and Specialized Skills in Job Postings, Last 12 Months*

Baseline Skills	Job Postings	Specialized Skills	Job Postings
Communication Skills	94,978	Customer Service	48,985
Microsoft Excel	44,684	Sales	34,451
Teamwork/Collaboration	44,653	Scheduling	33,761
Organization Skills	43,779	Budgeting	23,057
Detail-Oriented	37,689	Project Management	20,797
Problem Solving	35,637	Customer Contact	18,725
Microsoft Office	34,502	Retail Industry Knowledge	15,696
Writing	32,408	Accounting	14,755
Planning	29,281	Repair	13,612
Computer Literacy	28,700	Quality Assurance and Control	12,694

Source: 2018 Burning Glass Labor Insight

As technological, demographic, and social changes continue to transform Orange County’s economy, educators and workforce development organizations need to understand these shifts and proactively respond to their potential impacts. The skills gap in particular will limit economic growth and prosperity unless properly addressed, which means that local stakeholders should implement strategies to better prepare students and young workers for open, in-demand positions. While some of these occupations may not provide above-average wages, they do provide ready access to career ladders which offer a number of opportunities across a number of sectors. “Soft” or non-technical specialized and baseline skills were especially in demand, with customer service and communication skills appearing in 26,144 and 40,135 job postings, respectively. Microsoft Office-related skills were the most important software and programming skills, accounting for the top five most in-demand skills in that category.

Table 3.2 Skills

Baseline Skill for Middle-Skills in OC	Specialized Skills for Middle-Skills in OC	Software and Programming Middle-Skills in OC
Communication Skills	Customer Service	Microsoft Excel
Microsoft Excel	Scheduling	Microsoft Office
Organizational Skills	Sales	Microsoft Word
Microsoft Office	Repair	Microsoft PowerPoint
Detail-Oriented	Customer Contact	Microsoft Outlook
Teamwork/Collaboration	Budgeting	Word Processing
Computer Literacy	Administrative Support	Enterprise Resource Planning (ERP)
Problem Solving	Data Entry	SAP
Writing	Retail Industry Knowledge	Microsoft Windows
Multi-Tasking	Accounting	Salesforce
Building Effective Relationships	Patient Care	SQL
English	Staff Management	Oracle
Planning	Customer Billing	QuickBooks
Written Communication	Project Management	Microsoft Access
Microsoft Word	Quality Assurance and Control	AutoCAD
Research	Product Sales	Customer Relationship Management (CRM)
Time Management	Appointment Setting	Microsoft Project
Verbal/Oral Communication	Cardiopulmonary Resuscitation (CPR)	Adobe Photoshop
Troubleshooting	Sales Goals	Adobe Acrobat
Bilingual	Advanced Cardiac Life Support (ACLS)	Accounting Software

Source: 2018 Burning Glass Labor Insight

## Living, Working, and Learning in Orange County

### Housing

Table 3.3 *Orange County Home Ownership*

Home Ownership Status	2014	2015	2016	2017
Occupied Housing Units	1,002,285	1,009,353	1,017,012	1,024,976
Owner occupied	58.2%	57.7%	57.2%	57.4%
Renter occupied	41.8%	42.3%	42.8%	42.6%

Source: American Community Survey 5-Year Estimates

The number of households in OC increased by 2.3 percent from 2014 to 2017, while the proportion of homeowners to renters has remained relatively stagnant over the last four years. In 2017, 57.4 percent of the housing units in Orange County were owner-occupied. This percentage of owner-occupation is higher than the state average (54.5 percent) but lower than the national average of 63.8 percent.

### Wage and Income

Table 3.4 *Orange County Median Income*

Median Income	2014	2015	2016	2017
Median Household Income	\$ 75,998	\$ 76,509	\$ 78,145	\$ 81,851
Median Individual Income	\$ 34,706	\$ 34,778	\$ 35,323	\$ 36,246

Source: American Community Survey 5-Year Estimates

Both median household and individual income have steadily increased over the last four years. In 2017, the median household income was \$81,851 in Orange County, which was considerably higher than the median household income of the state (\$67,169) and the national median household income of \$57,652. Additionally, the 2017 median individual income in OC was \$36,246 in comparison with the state's median individual income of \$37,738 and the nation's median individual income of \$32,141.

### Commuting

Compared to every neighboring county, more workers commute into Orange County than commute to other counties, with the most sizeable difference coming from Riverside County, where 107,507 workers commute to Orange County. Only 38,488 Orange County workers commute to Riverside County, leaving 69,019 net commuters in Orange County. The second largest imbalance of commuting workers came from San Bernardino County, which sent 74,222 workers to Orange County and received only 37,733 workers from Orange County, providing a total of 36,489 net commuters to the area.

These trends are primarily due to Orange County's strong job market and high housing costs, which have priced many workers out of the county. While highlighting the affordability issues currently impacting the region, this helps to reinforce one of the county's primary competitive advantages – a deep pool of well-educated, qualified workers for local employers. In order to maintain this advantage, it is important that the region's infrastructure is continually improved and updated to handle the large cross-county workers flows supporting employment across local industries. Additionally, improving traffic congestion along the county's most used transportation corridors would help in improving the quality-of-life for many commuters.

Using averages, employees in Orange County have a longer commute time (26.4 minutes) than the normal US worker (25.5 minutes). Additionally, 2.92% of the workforce in Orange County have "super commutes" in excess of 90 minutes.

## Projected Jobs in Orange County

Table 3.4 *Orange County Projected Job Openings by Industry, 2012-2022*

Industry	Projected Job openings	Percent
Health Care Services	22,838	45.9%
Education and Training	5,620	11.3%
Information and Communication Technologies	3,382	6.8%
Professional and Technical Services	3,168	6.4%
Business Services	3,113	6.3%
Social Services	2,053	4.1%
Personal Services (Non-Medical)	1,884	3.8%
Construction Materials and Services	1,525	3.1%
Wholesale and Distribution	1,235	2.5%
Transportation and Logistics	787	1.6%
Entertainment, Media, Publishing, and Printing	596	1.2%
Financial Services and Real Estate	546	1.1%
Retail	543	1.1%
Hospitality and Tourism	423	0.9%
Fabricated and Other Metal Manufacturing	377	0.8%
Community and Civic Organizations	366	0.7%
Manufacturing	342	0.7%
Biotechnology	312	0.6%
Textiles and Apparel	164	0.3%
Agriculture, Food, and Beverage Processing	136	0.3%
Household Goods and Services	104	0.2%
Oil and Gas Products and Services	76	0.2%
Automotive Products and Services	69	0.1%
Aerospace	21	0.0%
Energy and Utilities	21	0.0%
Furniture Manufacturing	18	0.0%
Forest Products, Forestry, and Primary Wood Processing	17	0.0%
Chemical Products Manufacturing	15	0.0%
<b>Total</b>	<b>49,751</b>	<b>100.0%</b>

Source: California Employment Development Department, Regional Economic Analysis Profiles, 2016

## Educational Landscape of Orange County

The educational climate in Orange County is plentiful with 238 high schools, 72.6 percent of which are publicly funded.

Table 3.5 *Orange County High Schools*

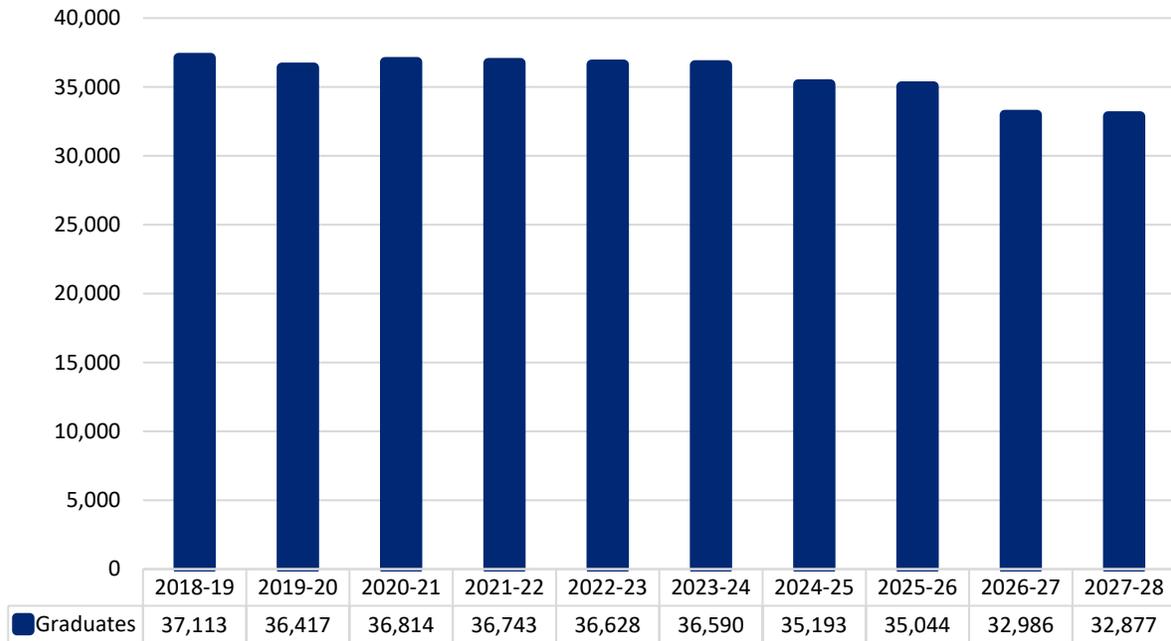
City	Private	Public	Total
Aliso Viejo, CA	1	3	4
Anaheim, CA	8	22	30
Brea, CA	0	3	3
Buena Park, CA	3	3	6
Costa Mesa, CA	1	3	12
Cypress, CA	3	3	6
Dana Point, CA	0	2	2
Fountain Valley, CA	1	3	4
Fullerton, CA	3	9	12
Garden Grove, CA	2	18	20
Huntington Beach, CA	3	6	9
Irvine, CA	4	15	19
La Habra, CA	3	2	5
La Palma, CA	2	2	4
Laguna Beach, CA	0	1	1
Laguna Hills, CA	2	1	3
Laguna Niguel, CA	1	0	1
Laguna Woods, CA	1	0	1
Lake Forest, CA	1	2	3
Las Flores, CA	0	1	1
Los Alamitos, CA	0	2	2
Mission Viejo, CA	4	9	13
Newport Beach, CA	0	6	6
Newport Coast, CA	1	0	1
Orange, CA	3	6	9
Placentia, CA	0	7	7
Rancho Santa Margarita, CA	2	1	3
San Clemente, CA	1	1	2
San Juan Capistrano, CA	5	5	10
Santa Ana, CA	6	17	23
Silverado, CA	1	0	1
Tustin, CA	1	3	4
Villa Park, CA	0	2	2
Westminster, CA	2	5	7
Yorba Linda, CA	0	2	2
<b>Total</b>	<b>65</b>	<b>165</b>	<b>238</b>

Source: National Center for Education Statistics

The high school cities that fall within the borders of the Coast Community College District include Coast Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Newport Coast, and Westminster. The National Center for Education Statistics (2014) data indicates that of the high school enrollments throughout OC, over 25 percent of high school students are found within the service cities of the Coast District.

The Department of Finance’s 2019 OC high school graduate projections show an anticipated decline in graduates from over 37,000 in 2018-19 to under 33,000 in 2027-28.

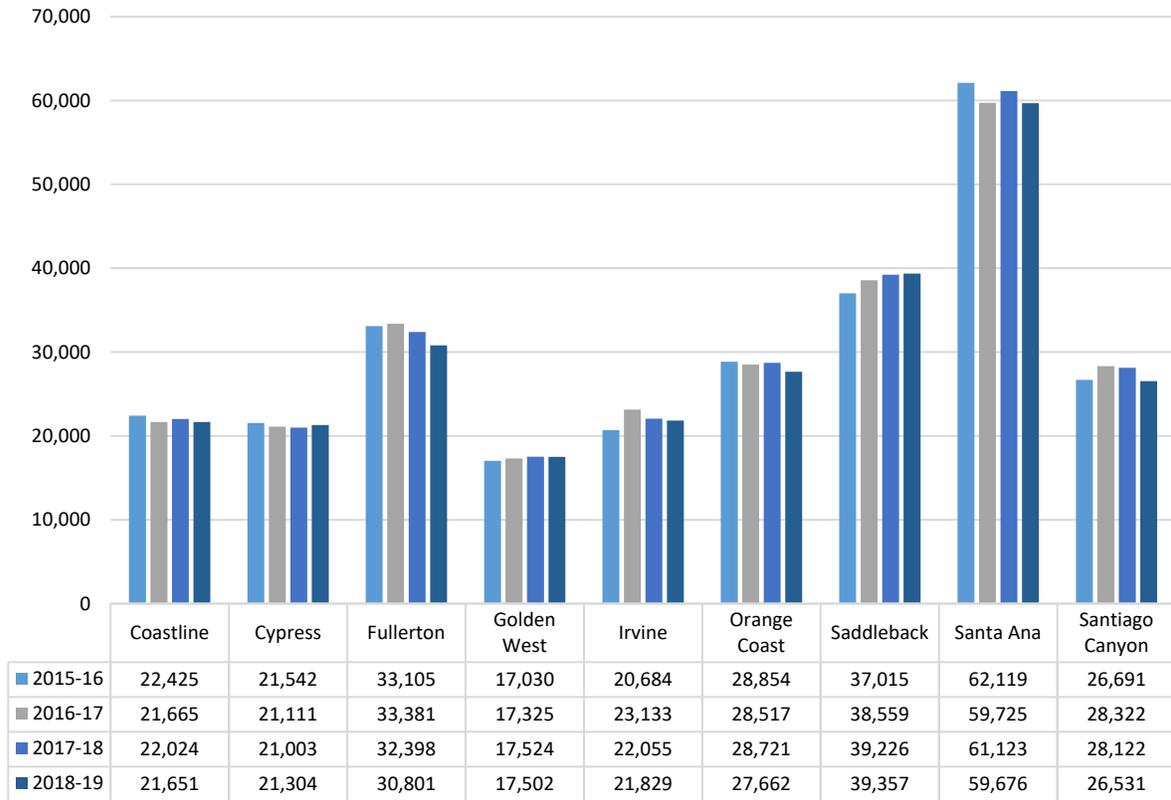
Figure 3.3 *Orange County K-12 Graduate Projections*



Source: California Department of Finance, Demographic Research Unit, 2018 Series

Within the region of OC are nine publicly funded California Community Colleges. Of the colleges in OC, three make up the Coast Community College District (CCCD): Coastline Community College (Coastline), Golden West College (GWC), and Orange Coast College (OCC). In comparing annual headcounts across the nine colleges, CCCD increased in headcount proportionately to its existing size, as have other OC districts.

Figure 3.4 State-Funded Headcount Comparisons across Orange County



Source: CCCCO Data Mart

The comparison for state-funded headcount across Orange County community colleges shows that Coastline’s enrollment is comparable to Cypress College and Irvine Valley College, while other colleges such as Santa Ana College and Saddleback College have much higher state-funded enrollment. Figure 3.4 also shows that Coastline’s state-funded enrollment has remained relatively stagnant since 2015-16.

Table 3.6 Market Share by Degrees Awarded

Program (6-Digit TOP Code)	Coastline	Number of Degrees from Other OC CCs	Avg. Degrees from Other OC CCs	Market Share
Computer Infrastructure and Support-070800	48	0	0	100.0%
Gerontology-130900	8	0	0	100.0%
Industrial and Transportation Security-210530	3	0	0	100.0%
Logistics and Materials Transportation-051000	87	0	0	100.0%
Other Engineering and Related Industrial Technologies-099900	8	0	0	100.0%
Management Development and Supervision-050630	241	3	0	98.8%
Electronics and Electric Technology-093400	95	11	1	89.6%
American Studies-220120	148	29	4	83.6%
Physical Education-083500	27	13	2	67.5%
Paralegal-140200	28	22	3	56.0%
Office Technology/Office Computer Applications-051400	16	15	2	51.6%
Construction Inspection-095720	4	4	1	50.0%
Business Management-050600	48	51	6	48.5%
Small Business and Entrepreneurship-050640	6	11	1	35.3%
Humanities and Fine Arts-490310	155	401	50	27.9%
Business Administration-050500	410	1,949	244	17.4%
Accounting-050200	18	99	12	15.4%
Liberal Arts and Sciences, General-490100	420	2,388	299	15.0%
Biological and Physical Sciences (and Mathematics)-490200	188	1,256	157	13.0%
Human Services-210400	9	70	9	11.4%
Sociology-220800	58	508	64	10.2%
Administration of Justice-210500	30	309	39	8.8%
Economics-220400	14	156	20	8.2%
Spanish-110500	3	40	5	7.0%
Fine Arts, General-100100	3	41	5	6.8%
Psychology, General-200100	52	948	119	5.2%
History-220500	7	221	28	3.1%
Speech Communication-150600	8	553	69	1.4%
Humanities-490300	11	1,377	172	0.8%
Mathematics, General-170100	2	338	42	0.6%
English-150100	1	202	25	0.5%
Liberal Studies-490120	3	765	96	0.4%

Source: CCCC Data Mart

Coastline currently holds 100% of the OC community college market share for degrees awarded in Computer Infrastructure and Support, Gerontology, Industrial and Transportation Security, Logistics and Materials Transportation, and Other Engineering and Related Industrial Technologies; as well as the majority of the market share for degrees awarded in Electronics and Electric Technology, American Studies, Physical Education, and Paralegal.

Table 3.7 Market Share by Certificates Awarded

Program (6-Digit TOP Code)	Coastline	Number of Certificates from Other OC CCs	Avg. Certificates from Other OC CCs	Market Share
Health Professions, Transfer Core Curriculum-126000	46	0	0	100.0%
Industrial and Transportation Security-210530	3	0	0	100.0%
Logistics and Materials Transportation-051000	18	0	0	100.0%
Other Engineering and Related Industrial Technologies-099900	9	0	0	100.0%
Business Administration-050500	270	6	1	97.8%
Computer Infrastructure and Support-070800	17	1	0	94.4%
Management Development and Supervision-050630	71	9	1	88.8%
Gerontology-130900	12	5	1	70.6%
Retail Store Operations and Management-050650	2	1	0	66.7%
Paralegal-140200	47	33	4	58.8%
Construction Inspection-095720	8	7	1	53.3%
Business Management-050600	23	25	3	47.9%
Small Business and Entrepreneurship-050640	4	10	1	28.6%
Office Technology/Office Computer Applications-051400	4	19	2	17.4%
Accounting-050200	23	127	16	15.3%
Computer Graphics and Digital Imagery-061460	2	32	4	5.9%
Transfer Studies-490110	2	8,131	1,016	0.0%

Source: CCCC Data Mart

Coastline currently holds 100% of the Orange County community college market share for certificates awarded in Health Professions, Transfer Core Curriculum, Industrial and Transportation Security, Logistics and Materials Transportation, and Other Engineering and Related Industrial Technologies. In addition to the nine California Community Colleges, there are 16 private colleges and two state-funded universities within OC.

In addition, Calbright College is a new and unique part of California Community College educational system. Calbright is a digital college that focuses on careers, not credentials. The College uses a combination of online classes, mobile apps, and in-person apprenticeships to provide working adults with the skills they need to move into jobs.



Section 4:  
**INTERNAL SCAN**

## Section 4: Internal Scan

Coastline is dedicated to continuous quality improvement throughout all aspects of the College and systematically conducts and distributes a range of Key Performance Indicators (KPIs) assessments to validate operations, identify opportunity, and drive change. The KPIs are aligned with the College goals, Accrediting Commission for Community and Junior College (ACCJC) mandated institutional set standards, the Coast Community College District (CCCD) performance metrics, CCCCCO Vision for Success Goals, Student Equity Planning, and Student Equity and Achievement (SEA) Plan initiatives. The following sections provide a four-year comparison of the KPI results to aid in the analysis of the College.

### Enrollment, Headcount, and FTES

Consistent with state trends, Coastline’s enrollment has been steadily declining over the last four years, with a 14.4% decline in state-funded and Extended Learning enrollment combined from 2015-16 to 2018-19.

Table 4.1 Enrollment, Headcount, and FTES

Enrollment, Headcount, and FTES				
Measure	2015-16	2016-17	2017-18	2018-19
Overall Enrollment	78,890	72,774	70,823	67,566
Overall Unduplicated Headcount	29,070	27,442	26,279	24,886
State-Funded Enrollment	63,821	60,158	61,512	59,444
Extended Learning Enrollment	15,069	12,616	9,311	8,122
FTES (Resident)	6,343	5,928	6,192	6,106

Source: CCCD Banner SIS

Figure 4.1 Enrollment and FTES

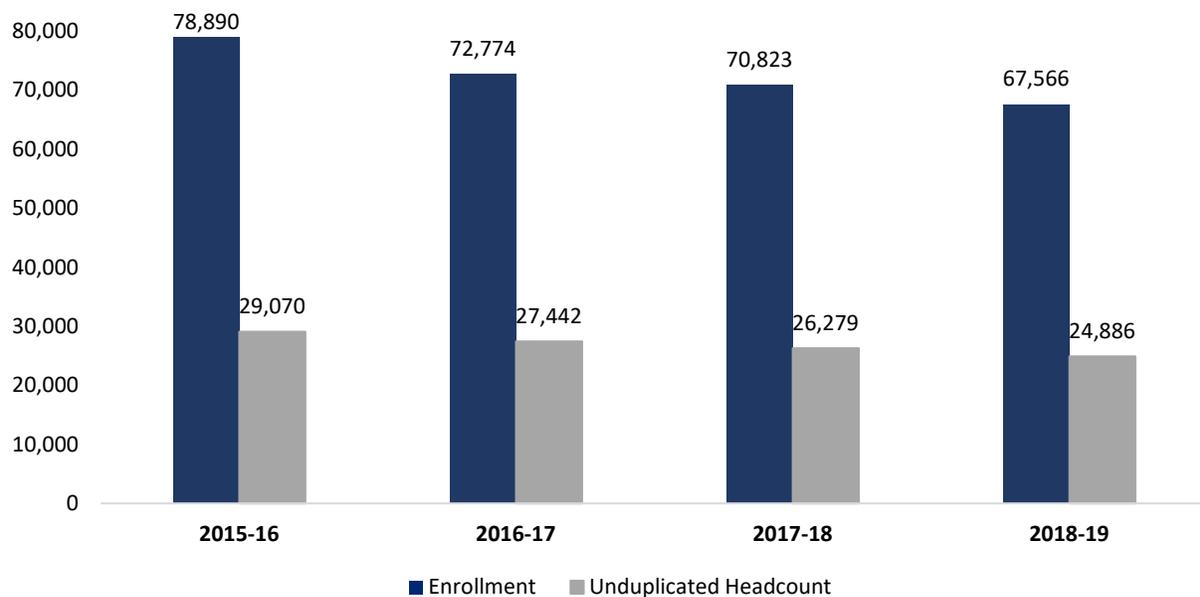


Table 4.2 Enrollment by Modality

Modality	2015-16	2016-17	2017-18	2018-19
Correspondence (Telecourse/Cable/Other DL)	29.3%	29.3%	29.4%	26.9%
Hybrid	1.6%	1.4%	1.7%	1.9%
Online	52.5%	52.3%	52.0%	53.9%
Traditional (Face to Face)	16.7%	17.0%	16.9%	17.2%
<b>Total</b>	<b>78,864</b>	<b>72,760</b>	<b>70,642</b>	<b>67,566</b>

Source: CCCD Banner SIS

While overall enrollment has declined, proportionately, enrollment by educational modality has remained relatively consistent over the last four years.

Table 4.3 Enrollment by Subject

Subject	2015-16	2016-17	2017-18	2018-19
Accounting	2.4%	2.2%	1.9%	1.9%
Anthropology	1.5%	1.7%	1.8%	1.9%
Arabic	0.0%	0.0%	0.1%	0.1%
Art	2.0%	2.1%	2.0%	2.1%
Astronomy	1.8%	1.9%	1.8%	1.8%
Biology	6.4%	6.3%	6.3%	6.9%
Building Codes Technology	0.6%	0.5%	0.5%	0.5%
Business	7.4%	7.5%	7.5%	6.8%
Business Computing	2.0%	1.4%	1.3%	1.1%
Chemistry	2.0%	1.8%	1.9%	2.0%
Chinese	0.1%	0.1%	0.1%	0.1%
Communication Studies	0.8%	0.9%	1.1%	1.3%
Computer Information Systems	0.4%	0.4%	0.6%	0.6%
Computer Service Technology	1.8%	2.0%	2.2%	2.4%
Counseling	2.6%	2.4%	2.4%	2.1%
Criminal Justice	0.2%	0.0%	0.0%	0.0%
Digital Graphic Applications	0.6%	0.4%	0.6%	0.5%
Ecology	0.0%	0.0%	0.1%	0.2%
Economics	0.8%	0.8%	0.8%	0.9%
Education	0.7%	0.6%	0.4%	0.7%
Emergency Management	0.8%	0.8%	0.6%	0.6%
English	6.3%	6.8%	6.9%	7.0%
English as a Second Language	3.1%	3.0%	3.3%	3.5%
Foods & Nutrition	1.8%	1.9%	1.8%	1.5%
French	0.1%	0.2%	0.1%	0.1%
Geography	0.5%	0.4%	0.7%	0.7%
Geology	2.2%	2.4%	2.1%	2.1%
Gerontology	0.1%	0.1%	0.1%	0.0%
Health	2.1%	2.0%	1.9%	1.7%
History	5.5%	5.9%	5.5%	5.3%
Human Services	0.6%	0.5%	0.7%	0.6%
Humanities	1.8%	1.5%	1.3%	1.1%
Japanese	0.1%	0.1%	0.2%	0.1%
Kinesiology	0.1%	0.1%	0.1%	0.4%
Law	1.1%	1.1%	1.0%	1.1%
Library	0.0%	0.0%	0.0%	0.0%
Management & Supervision	3.3%	3.3%	3.0%	2.5%

Subject	2015-16	2016-17	2017-18	2018-19
Marine Science	0.9%	0.8%	1.1%	1.0%
Mass Communications	2.7%	1.9%	1.5%	1.5%
Mathematics	8.5%	9.1%	9.5%	10.2%
Music	0.6%	0.8%	0.8%	0.9%
Philosophy	3.6%	3.4%	3.3%	3.3%
Photography	0.0%	0.0%	0.0%	0.0%
Physical Education	0.5%	0.6%	0.5%	0.2%
Physics	0.6%	0.6%	0.6%	0.6%
Political Science	1.8%	1.7%	1.8%	1.7%
Process Technology	0.4%	0.6%	0.6%	0.7%
Psychology	6.2%	6.3%	6.5%	6.5%
Reading	0.0%	0.0%	0.0%	0.1%
Real Estate	0.4%	0.4%	0.5%	0.5%
Sociology	3.4%	3.7%	4.1%	3.6%
Spanish	1.9%	1.7%	1.7%	1.7%
Special Education	4.4%	4.6%	4.6%	4.8%
Supply Management	0.0%	0.1%	0.1%	0.1%
Theater Arts	0.0%	0.0%	0.0%	0.1%
Vietnamese	0.5%	0.3%	0.3%	0.2%
<b>Total</b>	<b>78,864</b>	<b>72,760</b>	<b>70,642</b>	<b>67,566</b>

Source: CCCD Banner SIS

Table 4.3 shows that overall enrollment has declined from 78,864 in 2015-16 to 67,566 in 2018-19. However, the proportion of enrollment by subject has remained relatively stable since 2015-16. Notable areas of growth in enrollment include Anthropology, Chinese, Communication Studies, Computer Information Systems, Computer Services Technology, Ecology, Geography, Japanese, Music, Process Technology, and Theater Arts.

## Enrollment by Student Demographic

Table 4.4 *Enrollment by Student Demographic*

Gender	2015-16	2016-17	2017-18	2018-19
Female	41.6%	41.9%	42.0%	43.0%
Male	56.9%	56.5%	56.4%	55.4%
Unknown	1.5%	1.6%	1.6%	1.5%
Ethnicity	2015-16	2016-17	2017-18	2018-19
African American	14.0%	13.0%	12.5%	10.9%
American Indian/AK Native	0.6%	0.7%	0.7%	0.6%
Asian	19.7%	19.9%	20.1%	20.8%
Hispanic	15.4%	16.1%	17.4%	17.9%
Pacific Islander	0.5%	0.5%	0.6%	0.6%
White	32.2%	31.4%	30.8%	30.1%
Multi Ethnicity	12.8%	13.6%	13.6%	14.2%
Unknown	4.7%	4.9%	4.4%	5.0%
Age	2015-16	2016-17	2017-18	2018-19
19 or less	7.6%	8.6%	9.2%	9.7%
20 to 24	22.8%	22.1%	22.0%	21.6%
25 to 29	19.2%	19.2%	18.6%	18.0%
30 to 34	14.5%	14.2%	13.6%	13.1%
35 to 39	10.6%	10.7%	10.8%	11.0%
40 to 49	13.1%	13.2%	13.4%	13.5%
50 and Older	12.1%	12.0%	12.3%	13.0%
<b>Total</b>	<b>78,864</b>	<b>72,760</b>	<b>70,642</b>	<b>67,566</b>

Source: CCCD Banner SIS

Table 4.4 shows enrollment by gender, ethnicity, and age from 2015-16 to 2018-19. Enrollment by gender has remained relatively consistent since 2015-16. Enrollment among African American students has steadily declined since 2015-16, while Hispanic and multi-ethnicity enrollment has increased. Additionally, there has been a gradual shift in the average age of Coastline's student population. In particular, there has been an increase in students aged 19 or less over the last four years.

Table 4.4 *Enrollment by Special Population*

Special Population	2015-16	2016-17	2017-18	2018-19
Extended Learning	19.1%	17.3%	13.1%	12.0%
Non-Credit	5.6%	6.2%	6.5%	7.0%
Inmate Education Program	22.7%	23.5%	26.2%	26.4%
Disabled	4.3%	4.6%	5.1%	5.7%
EOPS	1.5%	2.9%	3.1%	3.0%
Foster Youth	0.8%	0.5%	0.5%	0.4%
Low Income	56.1%	54.9%	55.7%	53.3%
Veteran	2.4%	2.4%	2.3%	2.0%
<b>Total</b>	<b>78,864</b>	<b>72,760</b>	<b>70,642</b>	<b>67,566</b>

Source: CCCD Banner SIS

Enrollment trends show a gradual decline in Coastline's Extended Learning enrollment and an increase in the Inmate Education Program enrollment and non-credit enrollment, while enrollment among other special populations has remained relatively stagnant.

## Course Success

Table 4.5 *Course Success by Modality*

Modality	2015-16	2016-17	2017-18	2018-19
Correspondence (Telecourse/Cable/Other DL)	65.2%	66.0%	71.2%	74.0%
Hybrid	66.8%	74.2%	75.6%	82.6%
Online	70.9%	71.8%	71.9%	72.0%
Traditional (Face to Face)	80.6%	82.2%	81.4%	81.8%
<b>Overall</b>	<b>70.2%</b>	<b>71.2%</b>	<b>72.8%</b>	<b>73.9%</b>

Source: CCCD Banner SIS

Overall course success has steadily increased over the last four years, and success rates in correspondence and hybrid courses increased considerably from 2015-16 to 2018-19—by 13.6% and 23.6%, respectively.

Table 4.6 *Course Success by Subject*

Subject	2015-16	2016-17	2017-18	2018-19
Accounting	63.6%	61.7%	64.5%	64.8%
Anthropology	76.2%	72.8%	74.3%	80.2%
Arabic	76.9%	93.1%	86.5%	86.7%
Art	76.0%	80.8%	83.0%	83.0%
Astronomy	72.3%	75.1%	75.6%	79.2%
Biology	78.4%	79.4%	81.2%	76.9%
Building Codes Technology	86.5%	82.1%	85.6%	82.1%
Business	64.9%	65.5%	73.4%	74.1%
Business Computing	63.3%	63.7%	67.1%	63.3%
Chemistry	79.2%	80.7%	81.5%	76.0%
Chinese	62.3%	72.3%	76.1%	72.3%
Communication Studies	77.8%	81.9%	77.0%	83.3%
Computer Information Systems	60.9%	65.7%	63.4%	63.4%
Computer Service Technology	70.2%	74.1%	72.9%	75.5%
Counseling	63.2%	68.6%	73.2%	76.0%
Criminal Justice	81.6%	--	90.3%	96.3%
Digital Graphic Applications	59.4%	47.2%	58.6%	61.9%
Ecology	91.4%	81.8%	75.0%	65.1%
Economics	80.9%	71.4%	70.1%	73.3%
Education	72.7%	73.9%	75.1%	76.6%
Emergency Management	66.4%	65.2%	71.7%	70.8%
English	75.5%	78.0%	78.2%	79.3%
English as a Second Language	86.6%	85.7%	83.1%	88.0%
Foods & Nutrition	61.6%	60.0%	62.9%	63.5%
French	54.6%	56.8%	65.0%	53.7%
Geography	69.2%	79.6%	79.1%	85.1%
Geology	71.2%	76.3%	76.8%	81.2%
Gerontology	68.2%	72.8%	83.5%	71.4%
Health	61.2%	66.7%	70.0%	76.0%
History	66.9%	71.1%	73.9%	78.1%
Human Services	70.1%	73.0%	63.8%	65.4%
Humanities	69.9%	80.1%	76.3%	86.4%
Japanese	49.1%	60.6%	65.5%	68.3%
Kinesiology	64.7%	66.7%	73.6%	70.3%
Law	83.6%	82.4%	83.3%	85.7%

Subject	2015-16	2016-17	2017-18	2018-19
Library	56.7%	50.0%	--	100.0%
Management & Supervision	74.2%	69.0%	68.8%	70.0%
Marine Science	68.2%	67.2%	76.2%	76.0%
Mass Communications	79.3%	80.9%	78.7%	78.1%
Mathematics	62.7%	61.5%	61.1%	61.6%
Music	73.4%	80.5%	78.4%	78.9%
Philosophy	71.2%	70.8%	76.6%	75.5%
Photography	66.7%	--	42.9%	--
Physical Education	68.3%	71.1%	77.3%	78.5%
Physics	82.3%	80.3%	82.8%	86.6%
Political Science	59.1%	61.9%	59.9%	58.1%
Process Technology	71.5%	74.8%	79.5%	85.5%
Psychology	71.4%	73.1%	72.9%	74.4%
Reading	55.6%	66.7%	40.6%	52.5%
Real Estate	59.2%	59.4%	55.6%	49.0%
Sociology	67.3%	69.4%	69.2%	71.6%
Spanish	64.9%	60.0%	68.7%	65.6%
Special Education	76.9%	74.9%	74.0%	79.5%
Supply Management	55.9%	51.3%	68.6%	46.3%
Theater Arts	--	--	--	81.6%
Vietnamese	90.2%	93.9%	90.9%	89.1%
<b>Overall, Success</b>	<b>70.2%</b>	<b>71.2%</b>	<b>72.8%</b>	<b>73.9%</b>

Source: CCCD Banner SIS

Library, Criminal Justice, Vietnamese, English as a Second Language, Arabic, Physics, Humanities, Law, Process Technology, Geography, Communication Studies, Art, Building Codes Technology, Theater Arts, Geology, Anthropology all have average course success rates over 80 percent. Also, success rates in Library, Japanese, Health, Humanities, Geography, and Counseling courses have all increased by over 20 percent since 2015-16.

Table 4.7 *Course Success by Student Demographic*

Gender	2015-16	2016-17	2017-18	2018-19
Female	71.4%	72.6%	72.7%	72.8%
Male	69.3%	70.3%	72.8%	74.6%
Unknown	70.8%	67.3%	72.7%	75.6%
Ethnicity	2015-16	2016-17	2017-18	2018-19
African American	57.7%	60.0%	61.2%	64.4%
American Indian/AK Native	66.3%	65.8%	68.7%	70.8%
Asian	77.8%	78.0%	80.3%	80.6%
Hispanic	64.3%	65.3%	67.9%	69.6%
Pacific Islander	63.1%	71.1%	68.5%	65.9%
White	75.3%	77.0%	77.0%	78.7%
Multi Ethnicity	68.2%	68.0%	71.1%	68.4%
Unknown	69.7%	66.1%	71.0%	73.6%
Age	2015-16	2016-17	2017-18	2018-19
19 or less	73.1%	76.4%	74.9%	76.2%
20 to 24	69.5%	71.5%	71.9%	72.0%
25 to 29	69.8%	71.6%	72.5%	72.5%
30 to 34	70.0%	71.0%	73.1%	74.7%
35 to 39	70.5%	71.4%	72.3%	74.8%
40 to 49	69.6%	69.2%	72.4%	74.1%
50 and Older	70.9%	67.5%	74.0%	75.6%
Unknown	57.1%	42.9%	66.7%	100.0%
<b>Overall Course Success</b>	<b>70.2%</b>	<b>71.2%</b>	<b>72.8%</b>	<b>73.9%</b>

Source: CCCD Banner SIS

Table 4.7 shows course success rates by student demographic. The course success rate has steadily increased among male students over the last four years. Success rates have increased among all ethnicity groups from 2015-16, and the overall success rate is up by 3.7 percentage points. Success rates have also consistently increased among all age groups over the last four years.

Table 4.8 *Course Success by Special Population*

Special Population	2015-16	2016-17	2017-18	2018-19
Extended Learning	83.8%	82.9%	84.5%	85.2%
Inmate Education Program	62.7%	64.2%	71.2%	73.9%
Disabled	69.7%	67.9%	70.8%	72.0%
EOPS	77.7%	75.4%	80.2%	81.5%
Foster Youth	65.2%	56.0%	72.8%	63.0%
Low Income	64.2%	65.7%	68.7%	70.7%
Veteran	71.7%	70.3%	73.3%	70.7%
<b>Overall Course Success</b>	<b>70.2%</b>	<b>71.2%</b>	<b>72.8%</b>	<b>73.9%</b>

Source: CCCD Banner SIS

Success rates in the inmate education program and low-income students have increased substantially over the last four years. Success rates also increased among students with disabilities, EOPS students, and the Extended Learning population, while success rates have fluctuated among foster youth and veteran students.

## End-of-Course Retention and Persistence

Table 4.9 *End-of-Course Retention by Modality*

Modality	2015-16	2016-17	2017-18	2018-19
Correspondence (Telecourse/Cable/Other DL)	86.8%	86.1%	88.9%	91.7%
Hybrid	80.4%	86.2%	85.4%	91.2%
Online	85.5%	85.3%	84.8%	84.5%
Traditional (Face to Face)	89.1%	90.3%	90.1%	89.7%
<b>Overall End-of-Course Retention</b>	<b>86.2%</b>	<b>86.1%</b>	<b>86.7%</b>	<b>87.3%</b>

Source: CCCD Banner SIS

End-of-term retention has remained consistent among online and face-to-face courses but has increased considerably among correspondence and hybrid courses since 2015-16.

Table 4.10 *End-of-Course Retention by Subject*

Subject	2015-16	2016-17	2017-18	2018-19
Accounting	80.3%	77.2%	78.5%	77.6%
Anthropology	90.3%	86.2%	89.9%	94.3%
Arabic	80.8%	96.6%	91.9%	97.8%
Art	87.9%	88.4%	89.4%	90.9%
Astronomy	85.4%	86.8%	85.5%	87.0%
Biology	90.0%	90.6%	90.9%	88.8%
Building Codes Technology	94.5%	86.3%	90.1%	86.1%
Business	87.7%	86.0%	89.3%	89.8%
Business Computing	80.1%	78.1%	78.9%	78.6%
Chemistry	87.2%	88.0%	88.2%	84.6%
Chinese	72.5%	83.1%	81.8%	85.5%
Communication Studies	85.2%	90.6%	88.0%	94.0%
Computer Information Systems	81.1%	78.6%	80.0%	75.0%
Computer Services Technology	84.0%	85.6%	86.4%	87.8%
Counseling	79.0%	81.7%	84.8%	90.3%
Criminal Justice	98.4%	--	100.0%	100.0%
Digital Graphic Applications	76.2%	68.9%	74.7%	70.6%
Ecology	97.1%	100.0%	83.3%	84.0%
Economics	90.4%	83.2%	84.7%	85.8%
Education	81.5%	81.6%	81.4%	87.7%
Emergency Management	89.4%	84.0%	86.5%	82.3%
English	86.4%	87.0%	88.7%	89.0%
English as a Second Language	93.3%	93.0%	90.5%	94.0%
Foods & Nutrition	83.1%	79.8%	78.4%	80.1%
French	88.0%	77.5%	77.0%	74.7%
Geography	79.3%	88.0%	84.9%	91.2%
Geology	86.3%	88.3%	90.5%	91.1%
Gerontology	90.9%	82.7%	89.9%	75.0%
Health	86.1%	86.1%	86.4%	90.1%
History	87.4%	88.2%	89.4%	91.0%
Human Services	91.3%	90.1%	81.0%	75.5%
Humanities	85.8%	89.7%	89.9%	92.6%
Japanese	80.7%	80.3%	78.2%	76.2%
Kinesiology	89.4%	87.0%	84.7%	90.9%

Subject	2015-16	2016-17	2017-18	2018-19
Law	90.6%	91.9%	93.0%	93.0%
Library	83.3%	66.7%	--	100.0%
Management & Supervision	92.2%	91.4%	89.3%	89.8%
Marine Science	84.4%	87.7%	90.8%	91.8%
Mass Communications	94.0%	92.3%	94.2%	94.6%
Mathematics	80.1%	79.1%	79.4%	78.7%
Music	84.2%	90.2%	89.6%	89.8%
Philosophy	87.0%	86.9%	88.2%	90.5%
Photography	83.3%	--	71.4%	--
Physical Education	88.6%	90.1%	90.5%	90.9%
Physics	90.6%	88.3%	89.9%	90.3%
Political Science	78.2%	78.8%	76.2%	73.9%
Process Technology	91.3%	90.0%	91.5%	96.9%
Psychology	88.1%	88.2%	87.5%	88.2%
Reading	61.1%	66.7%	50.0%	65.0%
Real Estate	75.5%	80.5%	78.5%	76.3%
Sociology	87.6%	88.5%	87.1%	89.5%
Spanish	80.3%	83.4%	87.7%	85.1%
Special Education	95.4%	96.4%	92.4%	98.7%
Supply Management	88.2%	76.9%	74.5%	82.9%
Theater Arts	--	--	--	88.2%
Vietnamese	92.4%	94.7%	94.2%	93.9%
<b>Overall End-of-Course Retention</b>	<b>86.2%</b>	<b>86.1%</b>	<b>86.7%</b>	<b>87.3%</b>

Source: CCCD Banner SIS

Overall end-of-course retention has remained relatively stable (above 86.0 percent) since 2015-16. The most notable increases in end-of-term retention rates from 2015-16 to 2018-19 include those in Arabic, Library, Chinese, and Geography courses, all of which have increased by at least 15.0 percent in the four-year timespan.

Table 4.11 *End-of-Course Retention by Student Demographic*

Gender	2015-16	2016-17	2017-18	2018-19
Female	85.7%	86.2%	85.6%	84.9%
Male	86.6%	86.1%	87.5%	89.0%
Unknown	85.5%	83.5%	84.5%	87.7%
Ethnicity	2015-16	2016-17	2017-18	2018-19
African American	84.7%	84.2%	83.9%	86.3%
American Indian/AK Native	86.6%	86.3%	86.1%	86.5%
Asian	87.1%	87.4%	89.1%	89.1%
Hispanic	83.5%	83.6%	85.2%	86.5%
Pacific Islander	88.1%	89.3%	87.6%	86.5%
White	88.2%	88.3%	87.9%	88.7%
Multi Ethnicity	84.5%	83.8%	85.1%	83.8%
Unknown	89.6%	87.8%	89.6%	88.3%
Age	2015-16	2016-17	2017-18	2018-19
19 or less	87.2%	89.1%	88.2%	87.7%
20 to 24	85.9%	86.5%	86.6%	85.3%
25 to 29	86.2%	86.6%	86.9%	86.3%
30 to 34	86.6%	86.5%	86.7%	88.2%
35 to 39	87.1%	86.1%	86.6%	89.0%
40 to 49	85.4%	85.0%	86.2%	88.4%
50 and Older	85.7%	82.1%	86.0%	88.5%
Unknown	100.0%	78.6%	100.0%	100.0%
<b>Overall End-of-Course Retention</b>	<b>86.2%</b>	<b>86.1%</b>	<b>86.7%</b>	<b>87.3%</b>

Source: CCCD Banner SIS

As shown in Table 4.11, the end-of course retention rate has slightly increased among male students over the last four years and remained consistent among female students. Additionally, retention rates have remained relatively stagnant across most ethnicity groups, while the rates among the Hispanic and Asian student populations have increased slightly. Retention rates have also increased for the 40 to 49 age group and remained relatively consistent for other age groups since 2015-16.

Table 4.12 *End-of-Course Retention by Special Population*

Special Population	2015-16	2016-17	2017-18	2018-19
Extended Learning	97.5%	96.9%	96.6%	95.3%
Inmate Education Program	84.8%	84.1%	88.1%	91.6%
Disabled	87.3%	83.3%	85.0%	86.6%
EOPS	89.1%	88.9%	91.1%	90.0%
Foster Youth	83.9%	75.3%	85.4%	76.5%
Low Income	82.4%	82.3%	84.4%	86.1%
Veteran	92.6%	90.4%	89.9%	90.3%
<b>Overall End-of-Course Retention</b>	<b>86.2%</b>	<b>86.1%</b>	<b>86.7%</b>	<b>87.3%</b>

Source: CCCD Banner SIS

Table 4.12 shows end-of-course retention rates among Coastline’s various special populations. Notably, retention rates have increased by 8.0 percent in the inmate education program from 2015-16 to 2018-19 and by 4.5 percent among low-income students.

Table 4.13 *Persistence*

Measure	2015-16	2016-17	2017-18	2018-19
Fall to Spring Persistence	47.7%	54.0%	50.0%	47.9%
Fall to Fall Persistence	31.4%	37.8%	30.8%	40.1%

Source: CCCD Banner SIS

Persistence has fluctuated over the last four years, but overall, fall-to-fall persistence increased by 27.7 percent from 2015-16 to 2018-19.

## Completion and Achievement

Table 4.14 *Completion and Achievement*

Completion and Achievement	2015-16	2016-17	2017-18	2018-19
Number of Graduates	1,607	1,567	1,599	1,691
Number of Degrees	2,111	2,229	2,169	2,300
Number of AA and AS Degrees	2,071	2,150	2,092	2,208
Number of AS-T and AA-T Degrees	40	79	77	92
Number of Certificates (12+ Units)	592	515	556	708
Transfer Volume (12+ units)	910	1,110	1,207	1,467
Transfer Rate	32.2%	36.2%	25.6%	30.5%
Job Placement Rate	25.5%	29.1%	27.6%	31.8%

Source: CCCD Banner SIS

The number of AS-T and AA-T degrees awarded more than doubled since 2015-16 and the number of students transferring from Coastline with 12 or more units has increased by 61.2 percent.

Table 4.15 *Degrees Awarded by Program*

Program	2015-16	2016-17	2017-18	2018-19
Building Codes Technology	1	5	4	7
Business	1,004	1,080	840	919
Business Computing	4	10	1	0
Communication Studies	4	14	11	5
Computer Information Systems, Networking, and Cybersecurity	63	53	56	49
Education/ Teach3	0	3	4	6
Electronics Technology	129	104	100	88
Emergency Management and Homeland Security	33	23	33	36
English and Humanities	111	116	158	156
Health Sciences	16	16	35	22
International Languages	3	3	3	1
Mathematics	2	4	2	3
Military Related Specialty	84	48	43	25
Paralegal	23	32	28	20
Process Technology	1	5	8	12
Psychology and Human Services	49	61	61	67
Science and Math	154	147	188	183
Sciences	0	0	0	1
Social Sciences	424	500	590	695
Transfer	5	3	1	0
Visual and Performing Arts	1	2	3	4
<b>Total Degrees</b>	<b>2,111</b>	<b>2,229</b>	<b>2,169</b>	<b>2,299</b>

Source: CCCD Banner SIS

Table 4.15 shows the number of degrees awarded by program over the last four years, including associate in arts, associate in arts for Transfer, associate in science, and associate in science for Transfer. The Business, Social Sciences, Science and Math, and English and Humanities programs produce a large proportion of the degrees awarded by the College. Additionally, the number of degrees awarded in the Process Technology, Social Sciences, and English and Humanities programs have increased considerably since 2015-16.

Table 4.16 *Certificates Awarded by Program*

Program	2015-16	2016-17	2017-18	2018-19
Building Codes Technology	6	0	7	8
Business	445	400	420	477
Business Computing	10	15	6	11
Computer Information Systems, Networking, and Cybersecurity	44	39	30	46
Digital Graphic Applications	5	2	2	8
Education/ Teach3	1	2	1	2
Emergency Management and Homeland Security	2	10	3	2
Health Sciences	23	33	55	59
Military Related Specialty	1	0	0	0
Paralegal	39	44	47	37
Process Technology	5	34	41	45
Psychology and Human Services	14	18	9	9
Real Estate	5	4	7	5
Transfer	42	4	2	68
Visual and Performing Arts	0	1	0	0
<b>Total Certificates</b>	<b>642</b>	<b>606</b>	<b>630</b>	<b>777</b>

Source: CCCD Banner SIS

Table 4.16 shows the number of certificates awarded by program over the last four years, including Certificates of Specialization and Certificates of Achievement. The total number of certificates awarded increased by 21.0 percent from 2015-16 to 2018-19. The Business program, by far, produced the largest proportion of certificates, and the number of certificates awarded in the Process Technology and Health Sciences increased substantially since 2015-16.

## Institutional Student Learning Outcomes (ISLOs)

Institutional Student Learning Outcomes (ISLOs) have been the overarching focus of Coastline’s learning outcome systems as these outcomes are mapped across courses. Upon completion of a degree or certificate program, students are surveyed to gauge their level of ability and confidence in demonstrating the following outcomes. The College’s eight ISLOs are listed below.

- ISLO1 Demonstrate ability to apply critical thinking and analysis.
- ISLO2 Demonstrate ethical civic, environmental, and social responsibility.
- ISLO3 Demonstrate information competency.
- ISLO4 Demonstrate innovative thinking, and adaptive, creative problem-solving skills.
- ISLO5 Demonstrate understanding and appreciation for the visual and performing arts.
- ISLO6 Demonstrate understanding and respect for cultural and global diversity.
- ISLO7 Use effective communication and interpersonal skills.
- ISLO8 Use scientific and quantitative reasoning.

Figure 4.2 ISLO Comparison

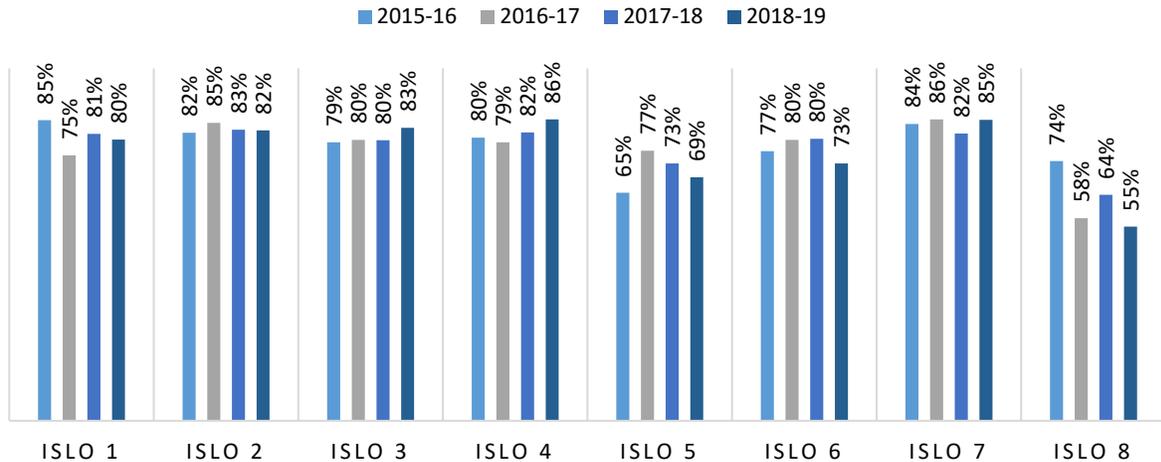


Figure 4.2 provides a four-year comparison of ISLO post-graduate assessment results. The displayed results represent graduate perceptions of their ability and confidence in demonstrating the ISLOs. The findings of the 2018-19 report show an increase from 2017-18 in the level of ability and confidence to perform ISLO 3, 4, and 7. In contrast, the outcomes of ISLO 1, 2, 5, 6 and 8 declined from 2017-18. While the 2018-19 ISLO 1 and 2 results were lower than 2017-18, overall, the outcomes were consistently high for all four years.

## Student Equity and Achievement

Coastline defines student equity as fair access, opportunity, and advancement for all students while working to address systemic barriers, especially those of race, ethnicity, socioeconomic status, disability, gender, language, and family background, which inhibit student success.

The 2019-22 Student Equity Plan goals:

1. Increase equity practices across all modalities in which we serve students
  - Focus on practices and pedagogies for online instruction
2. Advance the equity mindset and practice at Coastline College
  - Provide culturally relevant student services and instruction
  - Provide professional learning opportunities for campus community
3. Work with Coastline Pathways to streamline and scale equity initiatives that support student access, retention, and completion.

Based on student equity data, Coastline students are impacted across all five metrics: access (applied and enrolled), retention (fall to spring), completion of transfer level math and English (within year one), Vision Goal Completion (achievement of a certificate or degree), and transfer to a four-year institution.

### Disproportionately Impacted Student Populations

**Access:** Student groups and populations disproportionately impacted for access include African American/black (all); Latinx/Hispanic females; disabled females; and foster youth males.

**Retention:** Student groups and populations disproportionately impacted for retention include African American/black males; Latinx/Hispanic males; Veteran males; and foster youth males.

**Completion of transfer-level math and English:** Student groups and populations disproportionately impacted for completion of transfer-level math and English include African American/black (all); Latinx/Hispanic males; males of two or more races; white non-Hispanic males; economically disadvantaged males.

**CCCCO Vision Goal Completion:** Student groups and populations disproportionately impacted for CCCCCO Vision Goal Completion include American Indian/Native American males; Asian (all); Latinx/Hispanic females; other race (all); Native Hawaiian/Pacific Islander males; Veterans (all); and LGBTQ+ males.

**Transfer:** Student groups and populations disproportionately impacted for transfer include American Indian/Native American males; African American/black males; Latinx/Hispanic males; disabled males; and foster youth males; LGBTQ+ males; and first-generation males.

## 2019-22 Coastline College Programs and Activities for Student Equity

Over the next three years, Coastline College will work to complete the programs and activities listed below to close the equity gaps among the disproportionately impacted student populations.

Table 4.17 SEA Activities

Metrics	Planned Activities and Programs
Access	<ul style="list-style-type: none"> <li>• Umoja Program*</li> <li>• EOPS Aid*</li> <li>• IRC Programs</li> <li>• First generation workshops for students and families</li> <li>• Expansion of Veteran’s Resource Center</li> <li>• Expansion of Book Voucher Program*</li> <li>• Online Student Support Structure</li> <li>• Coastline Orientation</li> </ul>
Retention	<ul style="list-style-type: none"> <li>• Outreach and Onboarding to Completion Initiative (Retention Specialist)</li> <li>• Mentorship Initiatives (UMOJA, IRC) *</li> <li>• Preferred Name and Safe Zone Ally Training</li> <li>• VRC Expansion to 3<sup>rd</sup> site and online</li> <li>• IRC Expansion to 2<sup>nd</sup> site and online</li> <li>• Cultural Competence and Awareness Trainings</li> <li>• Basic Needs Pantry</li> <li>• Food Pantry Expansion to multiple sites and virtually</li> <li>• Early Alert System-kudos and assistance alerts*</li> <li>• Data-Informed Outreach to Support Student Persistence*</li> </ul>
Completion of transfer-level math and English	<ul style="list-style-type: none"> <li>• AB 705 Initiative Support</li> <li>• Affective Learning Professional Development and Trainings</li> <li>• College Readiness Workshops*</li> <li>• Culturally Relevant Curriculum Initiatives</li> <li>• Study Skills and Test Taking Workshops</li> <li>• Early Alert System-kudos and assistance alerts</li> </ul>
CCCCO Vision Goal Completion	<ul style="list-style-type: none"> <li>• Equity Minded Onboarding Initiative</li> <li>• Ally Training*</li> <li>• Faculty Equity Champion*</li> <li>• Research Informed Decision-making (focus groups, AB 705, student population specific)</li> </ul>
Transfer	<ul style="list-style-type: none"> <li>• Male Transfer Symposium</li> </ul>

\*Activities span across metrics

## Academic and Student Support Services and Programs

### Academic Success Coaches

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

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

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

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

### Acquired Brain Injury (ABI) Program

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

### Career Services

Coastline's Career Services assists individuals of all backgrounds with identifying their personality, strengths, interests, values, skills, passions, etc. and connecting them with a career that best fits those factors. Services include career exploration, development, and planning; conducting and interpreting career assessments; providing jobs, internships, volunteering, and experience search strategies; providing mock interviews; critiquing resumes and cover letters; hosting a career fair every semester; providing in-person and online workshops; and helping with graduate school planning and applications. During the 2018-2019 academic year, the Career Center presented in 44 classrooms and orientations where 88% of the participants said they were helpful. For individual appointments, 100% of the students responded that were satisfied with the services and many had positive feedback on their experiences. In addition, the Career Center also presented in "Guided Pathways: Beyond a Doctor, Lawyer, or Engineer" at Asian Pacific Americans in Higher Education (APAHE) conference and "DREAMing beyond a bachelor's degree: career counseling with DACA students" at California Career Development Association (CCDA) conference.

### Counseling

The Counseling Department continues to have some of the highest ratings of student satisfaction regarding services provided. To keep pace with student demand for counseling services and to continue to provide high quality service, the Department developed and implemented a plan to increase efficiency. First, a no-show policy for appointments was developed and implemented. Having consequences for missing a counseling appointment has drastically decreased the occurrence of no-show appointments.

Additionally, the Counseling Department has fully implemented the scheduling of 30-minute appointments and reserving one-hour appointments only for students that are ready to develop a comprehensive Student Educational Plan. Moreover, the Department was able to standardize information for an identified population in the Inmate Education Program so that this information could be quickly disseminated to a large portion of this population. Lastly, the Department increased the number of hours assigned to our extremely qualified and highly experienced part-time counselors.

The Counseling Department also expanded the number of courses being offered with the addition of two non-credit courses that comprise an Enhanced Non-Credit Certificate intended to inform students about the process of enrolling in college.

Additionally, the Counseling Department reviewed the COUN C104 – Career and Life Planning course. The student learning outcomes and course outline of record were revised. Furthermore, counseling faculty created and adopted an OER to provide students a zero-cost textbook for the course. The course is offered online to the general student population online and on-site at our campuses as well as at Early College High School.

### Cybersecurity Events

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

### Dolphin Connect - Starfish

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

Dolphin Connect Early Alert was first implemented at Coastline with an initial pilot in summer 2018 with only 12 instructors. In fall 2019 this pilot was expanded with 20 instructors using the Dolphin Connect instrument. By spring 2019 Dolphin Connect Early Alert was deployed College wide. Dolphin Connect showed a very steep increase in usage by faculty. Over 70 instructors in multiple disciplines were using the instrument. More than 634 flags were raised, 1,270 Kudos were sent to students, and 281 progress

surveys were returned. The departments that utilized Dolphin Connect most were: English, math, biology, business, and ESL. As a result of all the flags, Academic Success Coaches met with 555 students either in person, by phone, or via Cranium Café. Academic Success Coaches were able to provide appropriate resources and specific referrals depending on the nature of the barrier to success each student faced.

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

### Extended Learning

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

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

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

### Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and NextUp

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

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

NextUp, also known as Cooperating Agencies Foster Youth Educational Support, is another supplemental component of the EOPS program. NextUp/Guardian Scholars offers a range of services and resources to

help current and former foster youth increase their confidence and ability to become successful, college-educated individuals.

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

### Formerly Incarcerated Student Services

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

### Mental Health Services

Coastline College did not have an onsite Mental Wellness program until 2018-2019. Mental Health Services were previously provided to students through a third-party. In 2018-2019, Coastline received a Mental Health grant that made it possible to develop an on-site Mental Wellness Program. Along with the Dean of Counseling, two part-time licensed Mental Health Therapists were hired to help develop and establish Coastline's first Mental Wellness Program. The purpose of the program is to provide mental wellness education to students and staff and provide cost-free mental health therapy to students enrolled at Coastline College.

### Online and Distance Education

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

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

The Department of Online and Distance Learning facilitates instructional support to the Inmate Education Program through the shipping and receiving of exams, coordination of proctoring support, and

communication with students and faculty throughout the term. The department also supports instructors on their updating of course handbooks, the requisition of course materials, and the processing of Scantron forms. Each semester, the department publishes and distributes the Student and Family Guide for Education While Incarcerated. This guide contains information on registration and support services for students who are incarcerated. This past year Inmate Education Program served 5,939 students with 17,811 enrollments and awarded 1,034 degrees and certificates to students in prison.

### Online Library

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

### Open Educational Resources

The number of zero-cost sections increased from 93 in fall 2018 to 129 in fall 2019 on the general fund side (a 39 percent increase). In addition, there were seven grant winners who completed OER projects over the summer at a cost of approximately \$9,500 to the College. The projects included digital textbooks added to online library and the creation of an OER chemistry lab manual, an OER master anatomy course, an OER Gothic literature course, and an OER office organization course. It is estimated that every 70 students who enroll in a zero-cost class save around \$10,000. The College goal is for every discipline to offer at least one zero-cost section, contributing to a zero-cost degree.

### Peer Mentorship

Housed within the Intercultural Resource Center (IRC), the peer mentorship is designed to provide opportunities for students to learn from one another as well as build a sense of community. Recruiting model students at the end of every academic year, the IRC staff develops them into mentors who can facilitate the growth of other students. From academics to home life balance, mentors have mentees focus on their short-term and long-term goals. Mentors are also trained in holistic development and cultural responsiveness to keep in mind students' varied needs. Students who participate in at least 3 sessions have a 92.4 percent persistence rate. Last year, the IRC served over 130 students.

### Predictive Analytics

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

## Student Life

During the 2018-19 academic year, the Student Life Department organized a number of activities to build a sense of student community and provide opportunities for education about civic engagement, voting, civil dialogue, and health and wellness resources. Coastline continues to provide advising and guidance to our ASG and student clubs. ASG organized events for the student community on a monthly basis in 2018-19 including movie nights, a blood drive, and therapy dog events. In addition, an online National Society of Leadership and Success chapter was launched. A total of 172 Coastline students joined NSLS with 3 having completed advance leadership certifications.

## Student Success Centers

The Student Success Centers offer free walk-in tutoring for all Coastline students. Tutoring is offered for all subjects, with emphasis on study skills and assignment preparation. Tutoring is available at all campuses and online. The latest schedule of services is posted on the SSC webpage. Tutors are also embedded in a variety of onsite and online courses to help students overcome learning barriers. In 2018-2019, the Student Success Center operated at Garden Grove, Westminster, Newport Beach, and online. Tutors also served students in the Veterans Resource Center and Early College High School. Achievements include serving just under 2,000 unduplicated students and seeing a substantial net positive impact on course completion (14 percent higher than students who did not receive tutoring). Additionally, the Student Success Center was commended by the visiting peer review team from ACCJC as a highlight of the college.

## Title IX

The Title IX Office aims to provide a campus that is free from sexual violence and expects that all members of the Coastline community conduct themselves in such a manner. To enforce a campus that is inclusive off all and free from any gender-based discrimination or sexual misconduct, the Title IX Office educates students and the community on their rights and responsibilities regarding mandatory reporting. Additionally, the office upholds the Sexual Misconduct Policy AP 5910. If students need resources and support regarding any Title IX (Sexual Misconduct) issue, the Title IX Office can aid them.

Though the Title IX Office encourages students and community members to be an Upstander, an intervention when a potential problem may arise with a friend or peer. At Coastline, students are encouraged to be an Upstander through the GREEN DOT program, in which students learn techniques to intervene as active bystanders.

The Title IX Office hosts multiple events and campaigns throughout the year that encourage and promote a safe campus. In order for Coastline to be a community that is free of sexual violence, the Title IX Office must assist in a culture change by informing students of consent, healthy relationship, and risk reduction tips.



Section 5:

# THE FUTURE OF HIGHER EDUCATION

# Section 5: The Future of Higher Education

## The Horizon Report

### Rethinking How Institutions Work

Institutions of higher education are actively developing new strategies to rethink how they fulfill their mission. Economic and political pressures have heightened scrutiny of the merit of a postsecondary education, especially in light of cost, access, and workforce readiness. Increasingly diverse student populations have added momentum to the attention paid to student success—attention that is frequently focused on low completion rates and high student loan debt. Not only are students more diverse, but a specific aspect of that diversity is the “new majority learner,” who is older, is more likely to be balancing work and family with college and has vastly different needs from those of a traditional-aged student navigating a residential college experience. Institutions of higher education are rethinking how to meet the academic and social needs of all students seeking credentials or degrees. This shift to student-centered learning requires faculty and academic advisors alike to act as guides and facilitators. Approaches to new degree programs, including the rise in new forms of interdisciplinary studies, indicate that institutions are seeking to provide students with experiences that connect disciplines while rethinking how to capitalize on existing resources.

### Modularized and Disaggregated Degrees

Models of education have emerged that provide individual learners with options for education and training that transcend traditional pathways to degrees and other credentials. Opportunities for learners to blend their formal education with modularized online coursework at an affordable cost are establishing a learning continuum along which an evolving workforce can easily upskill. Badges and certificates provide prospective employers with evidence of skills gained through a wide range of educational opportunities and venues. While some contend that these competing models of education will destabilize or replace the traditional campus system, others believe modularization and the opportunity for learners to “build their own degree” will increase the odds for students to succeed by combining traditional and nontraditional degree paths. Institutions that develop partnerships with online course providers or otherwise create a variety of options for students to master content at their own pace are responding to the needs of learners who want more control over learning pathways when earning a certificate or a degree. According to EDUCASUE (2019), “Only 2% of institutions have deployed digital micro credentials (including badging) institution-wide, but 29% are expanding or planning their use.”

### Advancing Cultures of Innovation

Though not yet common across institutions, full-scale incubators are nonetheless a trend in higher education as institutions seek innovative solutions that provide students with experiences that better prepare them for the workforce. This trend goes beyond innovations related to institutional operations, creating an opportunity for institutions seeking to establish a culture of innovation for their learners. These entrepreneurial campus partnerships provide students with the chance to learn skills beyond conventional disciplinary knowledge and focus on workforce preparedness, giving graduates an advantage when they enter the job market. Venture labs, incubators, and other forms of business partnerships encourage industry collaboration and enable student experiences to iterate beyond traditional education. Significantly, the opportunity to embrace “failing forward” as a construct of innovation nurtures a culture of experimentation. Faculty have the chance to incorporate dynamic

experiences into their coursework, and students who enter the workforce with the exposure gained from the entrepreneurial mind-set are more prepared for rapidly evolving business sectors.

### Growing Focus on Measuring Learning

The methods and tools that institutions use to capture and measure academic readiness, learning progress, and other indicators of student success have matured as courseware products and platforms have gained widespread use. The expanse of data generated by increasingly integrated digital learning environments, together with emerging open standards for learning data, offers institutions new opportunities to assess, measure, and document learning. Although the quantity of data generated provides institutions with broad information to meet the needs of a diverse population of learners, leveraging rich data from across multiple platforms also creates challenges. Understanding how to use learning analytics to inform student progress may be elusive for campus leaders and faculty alike because the need to distinguish between different types of learner data is a relatively new skill. Further, the heightened need to interact with institutional research units and the expanded role of teaching and learning centers call for a rethinking of departmental collaboration. Preparing for a more data-centered approach to teaching, learning, and advising will require a strategy to upskill key institutional roles and develop a clear understanding of what is being measured across multiple platforms

### Redesigning Learning Spaces

The transition to active learning classrooms and spaces in higher education has gained considerable momentum in recent years. Designing and evaluating spaces that facilitate active learning and collaboration require investments and strategic planning to renovate or construct classrooms, libraries, and common spaces where learning takes place. Although efforts often focus on the elements of redesigned learning spaces—such as wireless bandwidth, display screens, flexible furniture, varied writing surfaces, and abundant power—obtaining stakeholder buy-in and transforming pedagogical approaches are equally significant considerations. Faculty, students, instructional designers, IT staff, and facilities personnel are some of the key stakeholders in the redesign of academic spaces. Physical learning space design is considered a short-term trend, yet a commensurate focus on virtual learning spaces may be further out on the horizon. Many online platforms have bundled solutions to facilitate team-based learning and synchronous meeting spaces, yet emerging learning spaces programmed in extended reality (XR) have the potential to create more engaging and personal experiences for learners than any current developments in online course design.

### Blended Learning Design

Blended learning designs have steadily increased as a favored course delivery model alongside fully online option. Previously defined by the proportions of face-to-face versus online coursework, blended learning is typified by the integration of those digital solutions most applicable for achieving the learning outcomes of the course. Media-rich digital learning platforms, personalized or adaptive courseware, and web conferencing tools capable of connecting students for synchronous distance activities are becoming common solutions for blended learning designs. Students report a preference for blended learning, citing flexibility, ease of access, and the integration of sophisticated multimedia. Although blended learning is becoming a common course design, the challenges of scaling this modality persist for some institutions. Supporting faculty to design learning experiences that take full advantage of digital platforms and to expand their pedagogical repertoire to include collaboration and student-centered learning design will support the growth of blended learning.

## Improving Digital Fluency

Digital fluency is the ability to leverage digital tools and platforms to communicate critically, design creatively, make informed decisions, and solve wicked problems while anticipating new ones. Merely maintaining the basic literacies by which students and instructors' access and evaluate information is no longer sufficient to support the complex needs of a digitally mediated society. Learning solutions are designed and deployed using increasingly sophisticated technology, creating a need for learners to gain new skills to meaningfully engage with those tools. Digital fluency requires a rich understanding of the digital environment, enabling co-creation of content and the ability to adapt to new contexts. Institutions must not only support the uses of digital tools and resources by all members of the organization but also leverage their strategic technologies in ways that support critical thinking and complex problem solving.

## Achievement Gap

The growing focus on student success across institutional types indicates the importance of addressing the achievement gap in higher education. The ability to define and measure student success remains elusive; recent initiatives designed to increase course and program completion focus on digital solutions. The cost of college and course materials also contributes to the achievement gap. Open educational resource (OER) initiatives have proliferated in recent years, and OER materials are maturing beyond curated, openly available content to include sophisticated digital platforms authored with open content. Institutions are adopting adaptive courseware, personalized learning pathways, and digital tutoring solutions to provide students with immediate feedback and more access to content designed to help them master course material. Despite these options, degree completion in higher education is stymied by factors that go beyond these efforts, and closing the achievement gap continues to be a difficult challenge.

## Rethinking the Practice of Teaching

Teaching practices in higher education are evolving, as student-centered approaches to instruction play a growing role in course design. The shifting nature of the instructor—from transmitter of knowledge to facilitator and curator—has accelerated the need for strategically planned faculty support and a reevaluation of the role of teaching and instruction. The redesign of courses and programs to take advantage of digital tools enables instructors to evaluate their teaching practices and use student-centered approaches to facilitate learning. Professional development supporting the use of digital tools has evolved into collaborations with instructional design teams and other professionals in the learning science field, accelerating the application of new teaching practices. Without sufficient access to sustained support and the tools and resources essential in the design of a student-centered environment, instructors are challenged to create these experiences on their own. Managing the changing practice of teaching requires that institutions intentionally design faculty support that is not bound by location or time.

## Institute for the Future (ITFF) Higher Education Forecasts

In 2016, IFTF released *Learning is Earning in the National Learning Economy*—a research map that argues that the landscapes of working, learning, and living are increasingly blending together. The map focuses on “working learners”—people who are working to support themselves while also pursuing formal education— and explores the question, “What will the world look like for them in 10 years?” Based on extensive research on drivers of change and evidence-based innovations happening today, the map identifies eight “zones of innovation” that together represent what’s ahead on the second curve of working, learning, and living. In collaboration with *Doing What Matters*, IFTF outlined eight areas of change

### From Scattered Networks to Solutions Networks

The way people solve problems, whether they are complex scientific questions or just the challenges of everyday life, is shifting from individual work—or even teamwork—to work involving large networks of distributed people. Growing up in a world of constant connectivity, today’s young people will take for granted that they can turn to their networks for guidance, knowledge, and smart solutions to problems they would never tackle alone. And workplaces will be forever changed, as find new ways to crowdsource and streamline best practices. In this environment, individual performance and IQ will take second place to network performance and network IQ, and the most successful people will be those who learn how to learn and work together.

### From Episodic Education to Continuous Learning Flows

The traditional model of education is episodic: learning takes place in a particular setting and at a particular life stage. It is measured in degrees and seen as something to be accomplished and completed before you enter the “real world.” But that system of multi-year, full-time enrollment does not consider the incredible financial and personal burden of putting your entire life on pause. And on top of it all, the sequencing simply doesn’t prepare people for a global economy built on innovation—where the tools, skills, knowledge, and practices you need to perform are rapidly changing.

### From Letter Grades to Accountable Feedback

In a world of big data, advanced analytics, and growing reputation markets, feedback is getting ever more nuanced. In learning, in work, and in life, we no longer have to depend on blunt instruments like once-a-year performance reviews. More and more, we get detailed, personalized feedback that we can act on right now. Many of the leading-edge performance tools borrow from the realm of gaming, where players can fail many times but are motivated to improve in order to achieve a higher level in the game. Similarly, real-life performance tools are replacing grades with compelling learning incentives and high-resolution metrics for the complex set of skills that today’s work and life challenges present.

### From Textbooks to Unbounded Resources

The rapid growth of digital content, whether for fee or for free, is creating an abundance of learning resources in a variety of formats that offer both structured and informal learning opportunities. Ranging from massively open online courses (MOOCs) to augmented or virtual reality simulations to YouTube videos, these resources can jumpstart workplace advancement and earnings growth and support formal learning in new and vivid ways. But the abundance of options can also be overwhelming. In this environment, curation and roadmaps that connect the dots between learning assets and the career

opportunities they open will gain paramount importance. Learners in all contexts will need to build new skills for discovering, categorizing, and even creating learning resources.

### From Degrees to Dynamic Reputations

As we begin to track learning that happens anywhere and as full-time jobs begin to make way to part-time and gig work, reputation, digital performance histories, and “personal brand” may supplant college degrees and one-page resumes. Indeed, digital freelancing platforms have found that past performance on similar tasks, not formal education, is what employers look at when hiring. Innovations in credentialing will allow us to better represent their personalities and capabilities with new kinds of reputation markers such as nanodegrees and digital badges as well as digital footprints that document perhaps an essential skill in the new learning economy—our social intelligence.

### From One-Size-Fits-All to Personalized Experiences

Every working learner has a unique profile, and a combination of analytics and new human attitudes will help us adapt learning and working to our ever-evolving individual needs and circumstances. Already, new platforms are beginning to offer tailored learning paths based not on a standard curriculum for a fixed job objective but on a dynamic analysis of where we, as individuals, easily succeed and where we may need extra help. Over the next decade, guides will help us turn challenges into personal growth opportunities based on our unique goals, strengths, weaknesses, approaches to learning, and timeframe. They will help us continually reinvent ourselves as the world around us becomes ever more unpredictable.

### From Best Guesses to Algorithmic Matching

Today, algorithms frequently take on the role of matchmaker—they find us taxis, recommend movies and books based on our previous viewing patterns, and even connect us to potential love interests. They do this by sorting through our digital data trails to discover individuals, institutions, and opportunities that match our unique profiles. Over the next decade, these kinds of algorithms will change how we learn, work, perform our daily activities, and get what we want. Platforms will match us with institutions, courses, tutors, internships, and employers, all with a simple swipe of a finger. If used correctly, these algorithms could be key to finding connections across our traditional institutional silos.

### From Static Environments to Digital Physical Blends

Mobile devices, sensors, and geo-location tools are rewriting the scripts for how we use physical spaces and objects to learn and work. From tech shops and co-working spaces to cars and construction sites, our workspaces are increasingly embedded with context-aware information that extends human capabilities, enabling us to do things in new ways and accomplish previously unimaginable tasks. Combined with the abundance of online content, these tools are starting to build learning exchanges into every space, creating sensory-rich experiences that can’t compare with traditional classroom learning or traditional workplace environments. In this world of embedded intelligence, we all become sensors and sense-makers.

## Forbes 2019 Top 10 Predictions for Higher Education

1. Down (or flat) will be the new up when it comes to tuition prices.
2. “Elite” will shift from being the sought-after brand to a questionable one for all but the wealthy. Country clubs or colleges? That will be the question.
3. Experiential marketing—in the form of short summer and online courses for high school students—will become the dominant strategy of enrollment management.
4. Admissions decisions will be made in 24-48 hours.
5. Colleges will track and report 3-year graduation rates—in addition to 4- and 6-year graduation rates.
6. Instead of going to college to get a job, students will increasingly be going to a job to get a college degree.
7. Higher education will see more growth in non-degree educational offerings than in degree programs.
8. Internships, co-ops, and degrees will become a staple of every college education.
9. Employers will become a new breed of accreditor for higher education.
10. Graduating debt free—with a job—will be the ultimate student outcome metric.

## Vision for Success Goals

In 2018-19, the College adopted the Vision for Success Goals to align with the California Community College Chancellor’s Office (CCCCO) Vision for Success Plan and student-centered funding formula. Below is the list of recommended goals from the CCCCCO.

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of existing CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of fully closing regional achievement gaps within 10 years



Section 6:  
PLANNING SUMMIT,  
APPRECIATIVE INQUIRY,  
AND STUDENT PERSPECTIVES

## Section 6: Planning Summit, Appreciative Inquiry, and Student Perspectives

In fall 2019, Coastline embarked on a journey to develop the Vision 2025 Educational Master Plan to operationalize the College mission and facilitate significant positive improvements in support of student equity, success, and achievement.

On December 4th, 2019, Coastline College’s Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) hosted its 4th annual Planning Summit event, which highlighted the findings from the College’s internal, external, and future climate assessments; College activities; and outcomes. The College governance planning committees, constituency groups, and Wing Planning Councils also shared their accomplishments and priorities for the upcoming year. In addition to being held in-person at Coastline’s College Center, the event was also streamed live over Zoom to accommodate the distributed campuses and online faculty members. Over 100 Coastlines attended the event with 60 percent of the participants attending online. The event closed with an activity to collect feedback from participants related to the future perception of the College by asking them to answer the question: “What one word would you like Coastline to be known for in 2025?” The figure below provides a visual representation of the findings.

Figure 6.1 *One Word Description of Coastline in 2025*



The foundation of the Vision 2025 plan was crafted through internal, external, and future climate assessments that outlined the history of the institution blended with key performance indicators, the student voice, and achievement outcomes. A Vision 2025 workgroup, comprised of faculty members, classified professionals, and administrators was tasked by Coastline’s Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) to complete a comprehensive analysis and define the College’s strengths, opportunities for innovation and advancement through a college-wide appreciative inquiry.

To capture data for the appreciative inquiry analysis outside of the internal, external, and future scan information, a college-wide qualitative survey was sent to capture the student voice related to the strengths, weaknesses, and opportunities of the college. Similarly, a college-wide survey was sent to all

college employees which sought their feedback regarding the strengths, weaknesses, opportunities, and threats based on their professional experience coupled with the internal, external, and future scans.

Analyses of the appreciative inquiry survey were conducted by the Department of Institutional Research, Planning, and Effectiveness and were presented to the workgroup. Through rich discussion, the workgroup convened with a list of areas that outlined a global perspective of the College’s strengths and opportunities for innovation. The following section presents these findings and as a foundation for the development of the Vision 2025 Educational Master Plan goals.

## Employee Appreciative Inquiry Findings

In spring 2020, Coastline employees participated in a voluntary survey to provide their feedback and insight on the strengths, opportunities, and future impacts related to the college. The focus of the qualitative survey was to identify strengths and areas/opportunities for advancement. The survey yielded 101 responses. The summary results are below in tables 6.1 through 6.4.

Table 6.1 *Where Coastline Excels*

Theme	Description
Community	Students and employees recognize Coastline’s culture as being supportive, collaborative, engaging, caring, innovative, fun, and student focused.
Innovation	Coastline has a culture that is open and inclusive to ideas and testing new and innovative concepts.
Online Programs and Service	Coastline has a robust history as a pioneer and innovator in distance and online education by providing high-quality courses and flexible services to meet student needs.
Planning	Coastline has adopted a nimble and inclusive, integrated planning infrastructure, which allows for autonomy and creativity to support student achievement and institutional effectiveness.
Professional Development	Coastline creates opportunities and encourages all employees to participate in professional learning and development.
Resource Development	Coastline has effectively implemented an evidence-informed grant development process that fosters innovation and advancement of services, resources, and instruction to increase student achievement.

Table 6.2 *Where Coastline can Grow*

Theme	Description
Breakthrough Innovation	Invest in research and development activities to create, adapt, and adopt more breakthrough innovations.
Communication	Continue to strengthen communication consistency and clarity around institutional priorities and relevant information.
Course Innovation and Quality	Continue to enhance course quality through the integration of technology and to apply advanced, culturally relevant practices across instructional modalities.

Cross-Functional Operations	Continue to identify opportunities to utilize cross-functional teams and break down institutional silos.
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Table 6.3 *Opportunities for Innovation*

Theme	Description
College Experience	Enhance the college experience by integrating opportunities for experiential learning, internships, job placement, makerspaces, learning competitions, and other engaging activities.
Create Programming for Different Populations	Explore opportunities to expand programs with 2x2 pathways to universities, international students, homeschoolers, reverse transfers, and dually enrolled students.
Immersive Technology	Create new learning environments that integrate emerging technology (e.g., wearables, augmented reality, virtual reality, artificial intelligence) to enhance the learning and service experience at the college.
Social Responsibility	Create opportunities for community engagement through volunteer efforts and increasing efficiency by going green.
New Programs and bachelor’s degrees	Explore opportunities to expand into new degree, certification, and transfer programs (e.g., healthcare, technology), competency-based education, and offer online bachelor’s degrees.

Table 6.4 *External Impacts of the Future*

Theme	Description
Economic Stability	The economy has a major impact on the fluctuation of enrollment and funding that is allocated throughout the community college system.
Educational Competition	There has been a tremendous increase in the number of online classes and programs emerging throughout the community college system. There is also an increase in the different types of alternative education options (e.g., corporate education and training) and open online education (e.g., Coursera, EdX). Also, Calbright (115 <sup>th</sup> online college) can potentially impact statewide online programs.
Government Priorities Local Budget Processes	The government and legislative priorities have a major influence related to the direction of California and the stability of the community college system. The Coast Community College District process for budget allocation may affect Coastline’s ability to grow enrollments and scale services to meet demand.

## Students' Gaps Analysis

In fall 2019, a sample of Coastline students was invited to participate in a survey to provide their feedback on their experience at the College. The focus of the qualitative survey was to identify strengths and areas/opportunities for advancement.

### What do you enjoy about attending Coastline College?

The 214 participants reported a total of 400 responses that were categorized and synthesized into themes. The results showed of the 400 responses, the majority specified that they enjoyed online course and program offerings indicating that the availability and flexibility of courses support their schedule and lifestyle. In addition, 58.9 percent indicated having a positive experience when engaging with faculty and college employees, with many describing Coastline faculty and employees as friendly, supportive, and caring. Table 6.5 below provides a summary of the responses associated with what students enjoy about Coastline.

Table 6.5 *What Students Enjoy About Coastline (Strengths)*

Category	Count	Percent
The variety of classes and programs offered and available	165	77.1%
The positive education and service experiences with faculty members and employees (Friendly, supportive, and caring college culture)	126	58.9%
Having flexible and convenient education and support	72	33.6%
The College Campuses (Location, aesthetics, parking, technology, and class size)	30	14.0%
Education affordability	7	3.3%

### What are areas where we can improve your experience at Coastline College?

The 137 participants reported a total of 178 responses that were categorized and synthesized into themes. The results showed that nearly a quarter of the 178 responses specified that they would like to see an increase instructional quality and interaction with faculty members. Student would also like to the college the expand access and quality of services, resources, information. Table 6.6 below provides a summary of the responses associated with what students identified as areas for improvement at Coastline.

Table 6.6. *Where Students Think Coastline Should Improve (Weaknesses)*

Category	Count	Percent
Instructional and course quality including learning technology and resources	41	23.0%
Increase the number of courses offered (Online, weekend)	22	12.4%
Interaction and timely response from instructors	20	11.2%
Accurate information online	20	11.2%
Access to support, services, and resources (In-person, online, Canvas)	20	11.2%
Student time management	9	5.1%
Affordable textbooks	8	4.5%
Onboarding (Academic planning, counseling services, registration)	7	3.9%
Specialized and technical tutors	7	3.9%
Study areas on campus	6	3.4%
More programs	5	2.8%
Technical navigation (College portal, Canvas)	5	2.8%
Color in the campuses	4	2.2%
Outdated proctoring	4	2.2%

**What future learning innovations, technologies, and services could we adopt to enhance your experience at Coastline College?**

The 112 participants reported a total of 118 responses that were categorized and synthesized into themes. The results showed that a third of the 118 responses suggest that Coastline should invest in new technology to support interaction and engagement in courses. The students would also like the college to expand and diversify the programs and courses offered online including bachelor’s degrees. In addition, students would like a mechanism to be able to effectively set appointments and meet with faculty members and different departments. Table 6.7 below provides a summary of the responses associated with what students identified as areas for future learning innovations, technologies, and services that Coastline could adopt.

Table 6.7. *Advancements for the Future (Opportunities)*

Category	Count	Percent
Integrate technology including mobile and video lectures to increase engagement	40	33.9%
Offer more online classes	16	13.6%
Appointments, meeting, and communication with faculty	15	12.7%
Academic and support services across modalities	12	10.2%
Specialized and technical tutoring across modalities	9	7.6%
Accurate and timely information online	8	6.8%
New programs including bachelor’s degrees and badging	8	6.8%
Affordable and relevant textbooks	6	5.1%
Update proctoring	4	3.4%



Section 7:

# VISION 2025 GOALS

## Section 7: Vision 2025 Goals

### Vision 2025 Educational Master Plan Goal Development

A thorough analysis of the internal, external, and future scans along with a variety of student and employee ideas and feedback through surveys, focus groups, and planning activities has led to the development of the Vision 2025 goals and strategic priorities. Coastline's Vision 2025 goals are a direct reflection of the College's culture and are aligned with the College Mission and the CCCCCO's Vision for Success Goals. The Vision 2025 information was disseminated through the President's newsletter, college-wide emails, institutional reports, meeting announcements, the Academic Senate News and Views publication, the Fall 2019 College-wide Planning Summit, and Fall 2019 and Spring 2020 Flex events. Next steps include PIEAC's review and approval, constituency group acceptance, College Council adoption, and sharing this plan at the Spring 2020 Planning Summit and with the CCCD Board of Trustees

By 2025 Coastline College will

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

### Strategic Priorities

- Culturally relevant and contextualized courses and services
- Flexible and intentional course and support service offerings
- Open educational resources and low-cost learning materials and textbooks
- New fields of study and associate degrees for Transfer (ADTs)
- Micro-credentialing, skill badging, and competency-based education
- Articulated pathways and outreach with local high schools
- Associate-to-Bachelor's program pathways and partnerships with 4-year colleges and universities
- Program associated partnerships and industry collaboratives
- Seamless student onboarding
- Proactive and responsive student-centered support
- Digital and in-person student life and enrichment activities
- Professional learning, development, and mentorship
- Innovative and modern learning and working environments
- Integrated and intuitive instructional, service, and operations technology
- Clear, accessible, and consumable information and communication
- Scaled access to data and matured data literacy practices
- Institutional solvency, fiscal responsibility, and efficiency
- Operational structure, automation, and effectiveness
- Socially and environmentally responsible practices

Table 7.1 presents an alignment of the Vision 2025 Goals with the College Mission Statement to demonstrate how institutional planning actualizes the mission of the college.

Table 7.1 *Alignment of the Vision 2025 Goals to the College Mission Statement*

College Goals	College Mission Statement
Reduce all student equity gaps related to access and achievement ( <b>Equity</b> )	“Coastline College guides diverse populations of students” “Coastline provides innovative instruction and services designed to achieve equitable outcomes”
Increase student completion and achievement outcomes ( <b>Achievement</b> )	“the attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer”
Strengthen College collaboration, communication, continuous learning, and community engagement ( <b>Engagement</b> )	“By meeting students where they are”
Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness ( <b>Innovation &amp; Effectiveness</b> )	“Coastline provides innovative instruction and services”

Similarly, Table 7.2 presents an alignment of the Vision 2025 Goals with the Accrediting Commission for Community and Junior Colleges (ACCJC) 2014 accreditation standards to exhibit seamless integration of college planning in support of accreditation requirements.

Table 7.2 *Alignment of the Vision 2025 Goals to the ACCJC Accreditation Standards*

ACCJC Accreditation Standards (2014)	Equity	Achievement	Engagement	Innovation & Effectiveness
1A. Mission	X	X	X	X
1B. Assuring Academic Quality and Institutional Effectiveness	X	X	X	X
1C. Institutional Integrity	X		X	X
2A. Instructional Programs	X	X		X
2B. Library and Learning Support Services	X	X	X	X
2C. Student Support Services	X	X	X	X
3A. Human Resources	X		X	X
3B. Physical Resources	X		X	X
3C. Technology Resources	X		X	X
3D. Financial Resources	X		X	X
4A. Decision-Making Roles and Processes	X		X	X
4B. Chief Executive Officer			X	X
4C. Governing Board			X	X
4D. Multi-College Districts or Systems			X	X



Section 8:

# EVALUATION SCHEDULE

## Section 8: Evaluation Schedule

The Vision 2025 Goals will be achieved through the innovative strategies, initiatives, and activities found in the College’s Enrollment Management Plan, Student Equity and Achievement Plan, and Program and Department Reviews and from the operational support from the Technology, Facilities, Financial, Staffing, and Professional Development Plans.

The evaluation process of the Vision 2025 Educational Master Plan will utilize a comprehensive approach through the assessment of Key Performance Indicators (KPIs) that align with the Vision 2025 Goals. Another evaluation method will emerge from the assessment of the unitary strategies developed through the Program and Department Review (PDR) process, as the College Mission and Vision 2025 goals are required elements for PDR strategy development. The findings from both of the assessments will be produced in annual KPI scorecards and annual planning reports.

### Institution-Set Standards: Key Performance Indicators (KPIs)

The Key Performance Indicators (KPIs) serve as a 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 KPI Scorecard is reviewed by PIEAC annually. 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, CCCCO student success metrics, and CCCCO Vision for Success Goals, all of which are required to be reported annually. If the College falls below the standard, PIEAC will provide recommendations to the College Council for intervention.

Table 7.3 Alignment of the Vision 2025 Goals to the KPIs

Key Performance Indicator (KPI)		Equity	Achievement	Engagement	Innovation & Effectiveness
1	Headcount (Unduplicated)	X		X	X
2	Number of unduplicated students who received a Pell Grant from Coastline	X		X	X
3	Enrollment (Seats-filled) *	X		X	X
4	Enrollment efficiency (FTES/FTEF)				X
5	FTES (Resident)	X			X
6	Successful course completion rate*	X	X	X	
7	Within-term retention rate	X	X	X	
8	Fall-to-spring persistence rate of 1 <sup>st</sup> time degree/ transfer-seeking students	X	X	X	
9	Number of certificates awarded*	X	X		
10	Number of AA and AS degrees awarded*	X	X		
11	Number of AS-T and AA-T degrees awarded *	X	X		
12	Number of students that transfer to 4-year colleges/ universities (12+ units) *	X	X		
13	Employment rate	X	X		
14	Attained a living wage (Add time frame)	X	X		
15	Grant/Categorical revenue generated	X			X

Table 7.4 KPI Glossary

Key Performance Indicator (KPI)		Description	Source
1	Headcount (Unduplicated)	The unduplicated number of students that enroll during the academic year	CCCD Banner SIS
2	Number of unduplicated students who received a Pell Grant from Coastline	Number of unduplicated students who received a Pell Grant from Coastline during the financial aid year	CCCD Banner SIS
3	Enrollment (Seats-filled)	The number of seats filled during the academic year	CCCD Banner SIS
4	Enrollment efficiency (FTES/FTEF)	The number of FTES divided by the number of full-time equivalent faculty	CCCD Banner SIS
5	FTES (Resident)	Full-time equivalent students which is a formula calculated by the numbers of students, hours, weeks, and instructional modality during the academic year	CCCD Banner SIS
6	Successful course completion rate*	Percent of students from census that earn a grade of A, B, C, P, SP	CCCD Banner SIS
7	Within-term retention rate	Percent of students from census that earn a grade and other than a W	CCCD Banner SIS
8	Fall-to-spring persistence rate of 1 <sup>st</sup> time degree/ transfer-seeking students	Percent of 1 <sup>st</sup> time degree/ transfer-seeking students that enroll in fall and enroll in the sequential spring term	CCCD Banner SIS
9	Number of certificates awarded*	Count of certificates awarded within an academic year	CCCD Banner SIS
10	Number of AA and AS degrees awarded	Count of AA and AS degrees awarded within an academic year	CCCD Banner SIS
11	Number of AS-T and AA-T degrees awarded	Count of AA-T and AS-T degrees awarded within an academic year	CCCD Banner SIS
12	Number of students that transfer to 4-year colleges/ universities (12+ units)	Unduplicated count of students that transferred and enrolled in a four-year college or university during the academic year after successfully earning a minimum of 12 units at Coastline	CCCD Banner SIS; National Student Clearing
13	Employment rate	Employment metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year	CCCCO Student Success Metrics
14	Attained a living wage	Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions.	CCCCO Student Success Metrics
15	Grant/Categorical revenue generated	The total amount of dollars generated through external sources during the academic year	CCCD Banner SIS

The college also has developed a set of stretch goals associated with the KPIs. These goals are focused on completion in 2025, which aligns with the college Vision 2025 Educational Master Plan. Setting these goals is conducted by a PIEAC taskforce and shared college wide. Progress towards these goals is assessed annually by PIEAC. This is outlined in the college Planning Handbook.

**COASTLINE**  
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