



College Council Committee Agenda

March 24, 2015, 9:00 – 11:00 a.m.

President's Conference Room, College Center

Committee Mandate: *To act on College committee and constituency recommendations, to foster College communication and information sharing, and to review overall College operations.*

1. CALL TO ORDER

- 1.1 Roll Call
- 1.2 Welcome
- 1.3 Adoption of Agenda
- 1.4 Approval of Minutes: February 24, 2015

2. SPECIAL REPORTS/UPDATES

2.1 College Event Calendar

“Life Tips” Personal Development Workshop Series coordinated by Araba Blankson (CCCD Leadership Pipeline Program): April 10, 16, 21 and May 6, 2015. Provide CCC speakers to equip and support students and employees to manage potentially stressful areas in life.

Academic Senate End-of-the-Year Spring Installation Luncheon: May 12, 2015, 12:30 – 2:00 p.m. To install newly-elected Senators and recognize outstanding faculty

Strawberry Festival Academic Senate Parking Fundraiser: May 22 – 25, 2015. To fundraise for the Academic Senate.

Gerontology Networking Event: September 2, 2015 from 6:30 – 8:30 p.m. Employer, student and faculty networking opportunity for the Gerontology Program at the Newport Beach Center

2.2 Constituency Updates

Academic Senate (Ann Holliday)

Associated Student Government (ASG) (Andy Vu)

Classified Senate (Mark Worden)

3. ACTION ITEMS

3.1 Follow-Up on Action Items from February 25, 2015 meeting:

- 3.1.1 Lori asked that Ann, Christine and Vince meet to address the faculty concerns regarding the Bookstore.
- 3.1.2 Peter to meet with Ross and Christine to discuss the ASG proposal of a Health Care Event.
- 3.1.3 Aeron and his team to attend constituent meetings to summarize and explain the PACE survey findings with all constituents.
- 3.1.4 Please review and send your feedback of the Proposed Common Calendar to Laila, who will share with Julie Clevenger (OCC).

4. STANDING REPORTS

- 4.1 Budget Update (Christine Nguyen)
- 4.2 PIEAC (Ann Holliday/Vince Rodriguez)
- 4.3 Program/Department Review (Ann Holliday)
- 4.4 Student Success Committee (Ross Miyashiro)

To find out more about this committee, please visit www.coastline.edu/about/committees-councils/committee-groups/?openHideable=college-council

College Mission Statement: *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.*

4.5 Facilities, Safety & Sustainability (FSS) Committee (Christine Nguyen)

4.6 Distance Learning/Technology Committee (Christine Nguyen)

4.7 Accreditation (Vince Rodriguez)

5. DISCUSSION ITEMS

5.1 College Committee Membership Timeline (Laila Mertz/Martha Tran-Nguyen)

5.2 Proposed District wide Committee Calendar /Determination of Task Force Meeting Days/Times (Ann Holliday)

5.3 Fall 2015 All-College Meeting (All)

Date, Location, Theme, Day Schedule, Plenary (General Session) Schedule,

5.4 *Community Engagement Survey (Aeron Zentner)

5.5 *Conceptual Planning Schedule (Aeron Zentner)

5.6 Support of the Faculty Success Center (FSC) (Ann Holliday)

5.7 **Emergency Preparedness Plan (Christine Nguyen)

5.8 *PIEAC/Budget Requests and Allocations (Lori Adrian)

6. ANNOUNCEMENTS

7. ADJOURNMENT

7.1 Items for next meeting:

**Attachment has been emailed.*

***Attachment available at meeting.*

COASTLINE SELF-ASSESSMENT RUBRIC FOR COMMUNITY ENGAGEMENT

DIMENSION I: PHILOSOPHY AND MISSION OF COMMUNITY ENGAGEMENT

A primary component of Community Engagement is the development of a College-wide definition for Community Engagement that provides meaning, focus, and emphasis for the Community Engagement effort. How narrowly or broadly Community Engagement is defined on your College will effect which College constituents participate/do not participate, which College units will provide financial resources and other support, and the degree to which Community Engagement will become part of the College' Community fabric.

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

One of the essential factors for institutionalizing Community Engagement is the degree to which faculty members are involved in implementation and advancement of Community Engagement on a College (Bell, Furco, Ammon, Sorgen, & Muller, 2000).

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

An important element of Community Engagement Institutionalization is the degree to which students are aware of Community Engagement opportunities at the College and are provided opportunities to play a leadership role in the development of Community Engagement at the College.

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for Community Engagement Institutionalization is the degree to which the College nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing Community Engagement at the College.

Prelim Questions

1. Occupational role at Coastline:
2. Do you serve on a governance committee?

**COASTLINE
SELF-ASSESSMENT RUBRIC FOR COMMUNITY ENGAGEMENT**

Directions: For each category listed along the left side of the grid, mark a large 'X' on each row in the center of the box that most closely describes the Level of Implementation of the College-Stage One, Two, or Three. If you feel the College is in between two stages, mark the 'X' on the line in between stages.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>
DEFINITION OF COMMUNITY ENGAGEMENT	There is no College-wide definition for Community Engagement. The term "Community Engagement" is used inconsistently to describe a variety of experiential and service activities.	There is an operational definition for Community Engagement at the College, but there is some variance and inconsistency in the application of the term.	The institution has a formal, universally accepted definition for high quality Community Engagement that is used consistently to define many or most aspects of Community Engagement at the College.
STRATEGIC PLANNING	The College does not have an official strategic plan for advancing Community Engagement at the College.	Although certain short-range and long-range goals for Community Engagement have been defined for the College, these goals have not been formalized into an official strategic plan that will guide implementation of these goals.	The College has developed an official strategic plan for advancing Community Engagement at the College, which includes viable short-range and long-range Institutionalization goals.
EVALUATION & ASSESSMENT	There is no organized, College-wide effort underway to account for the number and quality of Community Engagement activities taking place.	An initiative to account for the number and quality of Community Engagement activities taking place throughout the College has been proposed.	An ongoing, systematic effort is in place to account for the number and quality of Community Engagement activities that are taking place.
FACULTY KNOWLEDGE AND AWARENESS	Very few members know what Community Engagement is or understand how Community Engagement activities can be separated into service-learning, community service, participation in public forums, dialogue with elected representatives, voting, etc.	An adequate number of faculty members know what Community Engagement is and understand how Community Engagement activities can be separated into service-learning, community service, participation in public forums, dialogue with elected representatives, voting, etc.	A substantial number of faculty members know what Community Engagement is and can articulate how Community Engagement activities can be separated into service-learning, community service, participation in public forums, dialogue with elected representatives, voting, etc.
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are instructors, supporters, or advocates of Community Engagement. Few support the strong infusion of Community Engagement into the College or into their own professional work. Community Engagement activities are sustained by a few faculty members at the College.	While a satisfactory number of faculty members are supportive of Community Engagement, few of them are advocates for infusing Community Engagement in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of KEY faculty members are engaged in Community Engagement.	A substantial number of influential faculty members participates as instructors, supporters, and advocates of Community engagement and support the infusion of Community Engagement both into the institution's overall mission AND the faculty members' individual professional work.

Directions: For each category listed along the left side of the grid, mark a large 'X' on each row in the center of the box that most closely describes the Level of Implementation of the College-Stage One, Two, or Three. If you feel the College is in between two stages, mark the 'X' on the line in between stages.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>
STUDENT AWARENESS	There is no College-wide mechanism for informing students about Community Engagement resources and opportunities and service-learning courses that are available to them.	While there are some mechanisms for informing students about Community Engagement resources and opportunities and service-learning courses that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., course flyers).	There are College-wide, coordinated mechanisms (e.g., service-learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various Community Engagement resources and opportunities and service-learning courses that are available to them.
STUDENT OPPORTUNITIES	Few Community Engagement opportunities exist for students; only a handful of service learning courses are available.	Community Engagement options are limited to only a certain groups of students at the College (e.g., certain student organizations, majors, honors students, freshmen, etc.).	Community Engagement options and opportunities are available to students in many areas throughout the College.
COMMUNITY AWARENESS AND UNDERSTANDING	There is little or no understanding between the College and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing Community Engagement activities.	There is some understanding between the College and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing Community Engagement activities, but there are some disparities between community and College goals.	Both the College and community are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing Community Engagement activities. There is generally broad agreement between the College and community on the goals for Community Engagement.
COMMUNITY INVOLVEMENT	Few, if any, opportunities exist for community members to take on roles in advancing Community Engagement on campus; community members are not usually invited or encouraged to express their particular needs or recruit student and faculty participation in Community Engagement.	There are a limited number of opportunities available for community members to take on roles in advancing Community Engagement on campus; community members are provided limited opportunities to express their particular needs or recruit student and faculty participation in Community Engagement.	Appropriate community members are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing community engagement on the campus; community members are provided substantial opportunities to express their particular needs or recruit student and faculty participation in Community Engagement.

Coast District and Colleges
Timeline of Continuous Improvement Processes - Two Six-Year Cycles

Task	2013-2019 Cycle						2019-2025 Cycle					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
District Master Plan	Update			Update			Update			Update		
College Master Plan		Update			Update			Update			Update	
Program Review Reports (District & Colleges)	*		Write Reports			Write Reports			Write Reports			Write Reports
Prioritize Resource Requests from Program Review	**			Prioritize			Prioritize			Prioritize		
Prioritize Mid-Cycle Requests (if necessary)		**	**		Prioritize	Prioritize		Prioritize	Prioritize		Prioritize	Prioritize
Accreditation Mid-Term Report			Write						Write			
Accreditation Self-Evaluation				Plan	Write	Submit				Plan	Write	Submit
Accreditation Team Visit						Visit						Visit

Note: * District conducts first program review

** GWC to prioritize PR requests from previous cycle

PIEAC Funding Requests - FY 15/16											
Priority	Reference	Description	General Fund On-Going	General Fund One-Time	General Fund On-Going	General Fund One-Time	Ancillary On-Going	Ancillary One-Time	Restricted Lottery	Capital Outlay	Other
Resource:											
1	AS 1	Reconfigure the repeater system		\$ 10,000				\$ 10,000			
2	AS 2	Code Blue systems, 2 per learning center		\$ 40,000				\$ 40,000			
3	AS 4	Upgrade automobile technology to meet standard		\$ 7,000				\$ 7,000			
4	IS 1	Safety supplies for all three sites. This also covers safety materials for Chemistry, Physics, Astronomy. Lab supplies, printing, mailing, media supplies, other instructional and library needs.		\$ 209,000		\$ 59,000			\$ 150,000		
5	CC 2	Professional development, training sessions, membership, certification, conferences, Faculty Success Center		\$ 154,200				\$ 154,200			
6	CC 1	Marketing, all wings		\$ 145,000		\$ 120,000					\$ 25,000
7	SS 3	Resources for Career & Transfer centers		\$ 18,000		\$ 18,000					
8	IS 2	SMA lab equipment, routers, switches, servers	\$ 23,000				\$ 23,000				
9	SS 1	Digital Watchdog cameras, cell phone lockers		\$ 3,000				\$ 3,000			
10	AS 3	Increase M&O budget for vehicles replacement and maintenance		\$ 50,000				\$ 50,000			
11	IS 3	Faculty offices, furniture for student gathering place		\$ 60,000				\$ 10,000		\$ 50,000	
12	SS 2	Financial aid TV for FA literacy videos		\$ 8,000				\$ 8,000			
Personnel:											
1	AS 25	Campus Safety officers (3, 19.5); Lead security (1, 19.5)	\$ 105,000				\$ 105,000				
2	IS 25	Increase the part-time /overload budget	\$ 1,000,000		\$ 200,000	\$ 800,000					
3	AS 15	Director of Human Resources (1FTE)	\$ 120,000		\$ 120,000						
4	IS 55	Funding for tutors, SO, lab assistants	\$ 400,000			\$ 300,000					\$ 100,000
5	IS 45	Instructional Associate, Sciences		\$ 50,000		\$ 50,000					
6	SS 25	Financial Aid Specialist, (1 FTE)	\$ 77,000				\$ 77,000				
7	SS 35	Financial Aid staff (1FTE)	\$ 74,000				\$ 74,000				
8	PW 15	Sr. Research Analyst (1 FTE)	\$ 100,000					\$ 100,000			
9	IS 15	Full-time faculty, (1FTE)	\$ 100,000		\$ 100,000						

ATTACHMENT A.

Priority	Reference	Description	General Fund On-Going	General Fund One-Time	General Fund On-Going	General Fund One-Time	Ancillary On-Going	Ancillary One-Time	Restricted Lottery	Capital Outlay	Other
10	IS 35	Clerical hourly staff		\$ 60,000							
11	PW 25	Hourly staff	\$ 20,000								
12	PW 35	Web - social media coordinator (1FTE)	\$ 85,000								\$ 35,000
13	PW 45	Production coordinator (1FTE)	\$ 25,000				\$ 25,000				
14	IS 65	Staff Assistant (1FTE)	\$ 72,000								
15	SS 15	A&R support staff (1FTE)	\$ 65,000				\$ 65,000				
16	AS 35	Utility Worker (1FTE)	\$ 80,000								
17	AS 45	Custodian (1FTE)	\$ 75,000								
Total by Funding Source by Category			\$ 2,421,000	\$ 814,200	\$ 420,000	\$ 1,347,000	\$ 369,000	\$ 382,200	\$ 150,000	\$ 50,000	\$ 160,000
Total by Major Funding Source					1,767,000		751,200		\$ 150,000	\$ 50,000	\$ 160,000
Grand Total:			\$ 3,235,200	\$ 2,878,200							
					\$ 1,450,000	82%	Impact on 50% Law-Instruction				
					\$ 317,000	18%	Impact on 50% Law-Non-Instruction				
					\$ 1,767,000		Proposed funding against GF				
					\$ (420,000)		Less Funding received from District (1 of 3)				
					\$ 1,347,000		Net Commitment against GF 2014/15 ending balance				
LEGEND											
Funding identified											
Required											
Safety											
Fiscal Office to fund											
Ancillary Fund											
Impact on 50% LAW-instructional											
Impact on 50% LAW-non instructional											
Pending further evaluation in September											

Note: Need to set aside GF in the future for one F/T Counselor tenure track position currently funded by SSSP.