



2017-2018 Program and Department Review Summary

Administrative Services Wing

Campus Safety has increased the perception of safety on campuses and created and updated mandated documents, reports, and activities. Additionally, the department has increased the presence of campus security officers across campuses.

Fiscal Services released a new business service operations manual and has provided a round of trainings to help build awareness of the new processes and procedures. The department is working with the District to implement a Banner module for grant monitoring.

Human Resources has worked with the District to release a range of new employee trainings through Kognito to strengthen employee awareness when working with different student populations. The department will implement the electronic personnel request form (EPAF) to create a more seamless process for employee hiring.

Information Technology Services has put forth an initiative to improve inventory control, configuration, security, and maintenance of IT assets through the implementation of a new IT systems management software solution. This was actualized by setting up an inventory tracking system. Additionally, the College has updated its Wi-Fi infrastructure and has also released interactive digital bulletin boards at the different campuses.

Maintenance and Operations has increased their employee count to continue to provide excellent service to support the growth of the campuses. The College also installed solar panels at Garden Grove Campus and helped open the student resource center at Le Jao, Westminster Campus.

Instructional Wing

The **Building Codes Technology** program is seeking to participate in an apprenticeship program involving building trade partners and local union officials. This will give students a defined pathway to gain work experience while earning an associate degree. Additionally, the program is exploring strategies to develop master courses.

The **Business** program faculty have collaborated across several courses and created shared master courses. The program has also begun assessing SLOs and will continue to develop a department-wide assessment program. Additionally, the program boasts the highest number degrees awarded at the college, as well as in the region and across the state.

The **Business Computing** department hired a new part-time instructor in fall 2017 to teach two Medical Coding courses, along with two computing courses. In conjunction with Doing What Matters and the Centers of Excellence, Coastline is among the first community colleges to adopt the new Business Information Worker Certificate program. Additionally, the program is exploring strategies to develop master courses.

The **College Campuses** have grown significantly over the past five years. The **Garden Grove Campus** houses career and technical education (CTE) activities, which are primarily funded through a series of grants designed to increase student success, retention, persistence, transfer, job placement, articulation, collaboration with K-16 partners, and

employment. To meet the grant requirement activities of approximately 4.5 million dollars in grants, the Garden Grove Campus hosts a wide variety of activities such as pathway days, CyberPatriot competitions, workshops, trainings, articulation events, and community outreach activities such as tax preparation and regional meetings. In addition to these activities, the campus supports the activities of the transfer center, counseling, and the IRC to a lesser extent.

The **Newport Beach Campus** focuses on a science, arts, and mathematics (SAM) and Special Programs Center. Over the next three to five years, strategic plans call for growth in all curricular areas covered by the NBC Dean. The plan is to continue to build momentum in the natural and physical sciences by adding courses and programs for students with majors in other science areas (e.g., geosciences) and engineering. In addition to the plans for expansion, the chairs and dean are seeking to add more technical courses in the areas of arts, music, and, potentially, biotechnology.

The **Westminster Le-Jao Campus** prides itself in promoting a learning environment that respects and meets the individual needs of its diverse students. In order to support the success of diverse student populations and diverse learning styles, redesigning classroom space is a priority. Currently the campus has 19 general use classrooms and one wet lab. Two of the general use classrooms had been converted into hybrid use rooms that could be computer labs and/or general use classrooms. Creating collaborative learning spaces also increases classroom efficiency by allowing instructors to design the layout of the room based on the best andragogy practices for the content of the course. A collaborative work space was also included in the design of the new Student Resource Center. Two small meeting rooms are available for group study and other collaborative activities.

The **Communication Studies** program has begun shifting the modality of course offerings to hybrid and online where possible. To aid in this transition the program has begun encouraging all part-time instructors to complete online CANVAS training. In addition, the program has begun the development of master courses that all instructors in the department will be able to use. Finally, the program faculty have participated in the college process to develop an effective pathway for students to complete a degree in Communication Studies.

The **Computer Sciences** program has been designated as a Regional Resource Center of Academic Excellence that provides professional development, curriculum development, and application support for other colleges in the western region. As a resource center, Coastline faculty sets up online courses for college faculty within the region for professional development. Coastline faculty also attend various workshops to help other colleges understand and learn how to become Centers of Academic Excellence at their institution. The program has continued to host many events (e.g., CyberPatriot, Cybergirlz) and has received numerous grants to support the growth of the program.

The **Digital Graphic Application** program has expanded its ACA Adobe 3rd party certification program to help educators effectively teach and validate digital communication skills while providing students with credentials that demonstrate real-world expertise to prospective employers and academic institutions. Additionally, the program updated technology in Mac and animation labs: All 30 macs have up-to-date Flash, Creative Cloud 2017, and new 2017 Wacom tablets.

The **Distance Learning** department processed over 100,000 pieces of mail in 2016-2017. With the hiring of the new Dean of Innovative Learning and the completion of the efficiency audit, the department is looking to implement new strategies to increase effectiveness in serving students at a distance. Additionally, Coastline offered the most courses and enrollments in the state online education initiative (OEI).

The **Dual Enrollment (ECHS and Credits for College)** programs have increased in size and have continued to strengthened relationships with local high school districts.

The **Education** program's AA-T in Elementary Education was approved by the state and is expected to generate more degree completions in this program at Coastline. The market trends are projecting an increase in the demand for teachers, which has prompted Coastline to collaborate with the regional OC colleges to seek grant funding to support course expansion and help meet the need.

The **Emergency Management and Homeland Security** program is the first associate degree-certificate granting program of its kind in the California Community College system. The program faculty have provided leadership in the development of EM/HS education throughout California. Additionally, Coastline faculty members are the presenters of the California Community Colleges Chancellor's Office state grant initiative developing homeland security academic programs across the state.

The **English and Humanities** program suspended English C097, formerly the first course of its composition sequence, which was determined to overlap with ESL course offerings and potentially to slow students' progress toward college-level English C100. The program also has led the development and implementation of multiple measure English placement.

The **English as a Second Language** program showed an increase in sequence completion rates from 9.2% in 2010-2011 to 24.9% in 2015-2016. Additionally, the program is seeking to move courses online to increase access for students. The program also seeks to clearly-articulate pathways leading from ESL to selected CTE certificates and AA degree programs.

The **Health Sciences** program faculty have started updating curriculum in preparation of the five-year program review. The program has also started to utilize a LMS integrated into Canvas for the delivery of the FN170 course in an effort to improve student success. The faculty are also working with distance learning to participate in the OEI exchange. The program faculty decided to remove the CTE tag for the gerontology program. In effort to reduce this impact the faculty are working on an articulation agreement for students that complete our certificate program and seek to transfer to their school to finish a four-year degree. Due to an increased demand for health care aides, the faculty voted to increase the number of course offerings to better prepare our students to serve the community as in-home health care aides. These curriculum changes went into effect in fall 2017. Additionally, the program faculty are updating health and physical education curriculum to offer degrees and certificates in health and fitness-related concentrations.

The **International Languages** program completed a full transition of face-to-face classes to Canvas and established an SLO assessment calendar. Additionally, the program is exploring strategies to develop master courses.

The **Library** began integration into Canvas. The Canvas template was updated to include a more robust library section in the "Course Orientation" module. In addition, the Library website can be installed as a tool in Canvas shells. During 2016-2017, 25,097 people visited the Coastline Library website and 76,903 library article database searches were performed.

The **Mathematics** program focused on efficiency and creating a more meaningful schedule and hiring another full-time faculty in order to meet the demand of program enrollment. Additionally, the acceleration of the remedial level courses has prompted an increase in enrollment and student completion of the remedial sequence as reflected in the CCCCO scorecard from 22.9% to 33.7%. It is anticipated that with the introduction of the statistics pathway, advancement of classroom technology and utilization of OER materials will increase success and retention in math courses.

The **Office of Instruction's** initiative to exceed the District-provided FTES base continues to be achieved. In 2016-2017, CCC exceeded the FTES base by 4.5%. Additionally, the College awarded 2,220 degrees and 604 certificates to 1,565 graduates.

The **Paralegal** program provides four advisement orientation sessions each year. These orientation sessions assist students in course sequencing and timely program completion. The Program Coordinator continues to provide one-on-one faculty advising for students in the program to ensure they are on a path to completion and assist with career guidance. The program boasts the highest success and retention rate of paralegal programs in the state.

The **Philosophy** program separated from the Humanities program in 2017. The focus of the program is redesigning SLOs, PSLOs, creating methods for assessing telecourse SLOs, and employing a unified approach to collecting SLOs.

The **Process Technology** program offers an Energy Pathway Program (EPP), which complements students' educational experiences with work experience with partner employers. The PTEC faculty and employers explored various models to collect SLO data and to determine how to assess outcomes using a common tool. Future plans include developing a common assessment for workplace ready skills as outlined in the permit technician certification test. Additionally, the program is exploring strategies to develop master courses.

The **Psychology** program focused its attention on the scheduling and development of SLO measures and to update telecourse material and content to increase the relevancy and quality. The expansion of a new office space allowed for a physical meeting space to host psychology club meetings.

The **Real Estate** program shows a slight upward trend in enrollments; enrollments in the program are cyclical depending on the strength of the real estate market. Faculty and brokers explain that when there are a surplus of homes to sell, there is a greater need for realtors. The program is exploring courses for using drones for real estate purposes. Additionally, the program is exploring strategies to develop master courses.

The **Sciences** were split into two separate areas of focus in 2017, which includes Life Sciences (Biology, Ecology and Marine Science) and Physical Sciences (Astronomy, Chemistry, Geology and Physics). The overall program has shown significant growth over the past years, as science courses are in high demand for degree- and transfer-seeking students. The Life Sciences hosted the second Health Science Triathlon College Quiz Bowl in spring 2017, with 54 competitors answering questions in Anatomy and Physiology, Chemistry, and Microbiology. The program also published Laboratory Exercises in Human Physiology for Coastline Physiology Labs and published the 5th edition of *Biology: Independent Study Manual*. Additionally, the program faculty started Work Study programs with students and engaged them in research at Bolsa Chica. Finally, the program is seeking to expand physics and biotechnology.

The **Social Sciences** program has expanded the diversity of courses offered over the last year which has reflected an increase in enrollment. Several courses within the program have adopted OER textbooks which provide better access for students. Additionally, the program is exploring strategies to develop master courses.

The Adult Education Block Grant will assist the **Special Programs and Services** Department in workforce development for students with intellectual disabilities (ID). The ABI Program will continue to develop partnerships with local universities to expand the services available to students served, and will work on numerous marketing ideas to spread the word on the great work of the ABI program.

The **STAR 2.0** program removed the division of cohort by major, redesigned its structured pathway, reduced the number of general education course sections for higher efficiency in scheduling, and added a business cohort at the Garden Grove Campus. Targeted recruitment included students served by the College's Title III AANAPISI grant as well as Hispanic students. Faculty, staff, administrators, and students all reported feeling more satisfied with the revision of the first-year which provided students with the opportunity to explore majors and career options as they worked toward completion.

The **Student Success Centers** saw over 21,000 visits in 2016-2017 which is the highest it has been since inception. Comparative analysis continues to show that students have a higher rate of success when utilizing the Student Success Center services.

Study Abroad has produced many successful international trips and has expanded to utilize different providers to allow students more options. This year's trip will be sending students and faculty to Costa Rica.

The **Visual and Performing Arts** program's success is reflected in the well-attended exhibitions and lectures at the Art Gallery. Additionally, the program sponsors summer workshops conducted by prominent local artists. The program is seeking to partner with the Digital Graphic Applications and Sciences programs to develop a certificate for 3D printing, primarily within the field of prosthetics.

President's Wing

Extended Learning was recognized for its 8th consecutive year by Military Times as the one of best online and nontraditional colleges in 2018 as a top veteran and military serving institution. The division created Cyber Attack arcade games with funding received from the OC Pathways Grant. This game is available on desktops and mobile devices, as well as on eight arcade-style game consoles at local high schools. Coast Learning Systems (CLS) produced an increase in the number of telecourse course adoptions. CLS will be entering into a video streaming contract to secure additional revenue from the K-12 market. The Learning 1st program enrolled 60 students and has transferred 19 student to partner four-year institutions. In collaboration with Heroes Deserve Help, Coastline was able to provide 76 laptops, eight desktop computers, five printers, and one phone to student-veterans

The **Foundation** hosted four major events in 2016-2017, including its first innovation-focused event, the cybersecurity luncheon. Over the year, the Foundation increased revenue by 7.2% and was able to disburse over \$250,000 in scholarships. The department is looking to continually strengthen local partnerships and scholarship fundraising.

The Department of **Institutional Effectiveness** has improved its capability to perform data collection, analysis, and dissemination of information throughout data visualization, reports, and newsletters. The department continues to play a significant role in accreditation, pathways, and SLOs planning and implementation. Additionally, the **Grants Department** has increased the number of grants funded to \$2.2 million annually. The department is looking to expand its capacity of writers and network of partnerships with other institutions.

The **Marketing, Public Relations, and Production** department released the new College website which provides a dynamic experience that conforms to any platform (e.g. desktop, tablet, mobile). The Production department has upgraded its printers with more efficient and vibrant machines. Additionally, the department released a request ticketing system to allow for more effective project management.

The **Office of the President** is working to ensure that faculty, classified, and managers continue to maintain relevancy within the field and participate in regional and statewide professional learning. The Office of the President also seeks to continue to support the advancement of the institution by providing leadership for Guided Pathways, while continually promoting innovative ideas.

Student Services Wing

Admissions and Records increased productivity by processing over 30,000 applications in 2016-2017, while maintaining over 90% student satisfaction. The department is implementing Cranium Café, the asynchronous platform used to increase student access.

The **Financial Aid** department began a subscription to Financial Aid TV (FATV). This service makes more than one hundred informational financial aid videos available to students on their website, covering almost every financial aid subject.

The **Categoricals (EOPS, CalWORKs, and Next Up)** have increased the number of students served over the past five years from 200 to over 400. Additionally, the department has recently open services to support the foster youth population (Next Up) and has obtained a grant to start a food pantry at the College Center Campus. The department seeks to expand service offerings and is looking to adopt new technology and practices to strengthen student access.

The **Counseling** department received regular and consistent training and information updates on academic, career, and personal counseling issues in order to stay current. The counselors are implementing newly acquired knowledge from these trainings in the classroom and are planning to use new technology systems (Civitas, Cranium Café). There has been a 16.8% increase in student educational plans (N= 9,650). In collaboration with Counseling, **Assessment** hosted its first Extreme Registration event in January 2017. This event allowed students to complete the enrollment process in one day which, included and in-person orientation, placement testing, creating a student education plan, to registering for classes. Assessment and Counseling will continue hosting extreme registration events every fall and spring. Based on the approval of the Academic Senate, the Assessment Center implemented multiple measures for placement. The **Transfer** Center is looking to completely overhaul operations to align with guided pathways.

The **Office of Student Services** implemented the Student Conduct, Title IX, and Behavioral Assessment Team to constitute an integrated approach to student intervention and discipline. The implementation will include training programs for students, staff, faculty, and administrators.

Student Life increased the number of outreach and student events to 121 in 2016-2017 from 106 in 2015-2016. In similar fashion, there has been an increase of number of and participation in student clubs.