

**A2I2 Visit #2 to Coastline Community College: Illustrative Quotes & Observations from the On-Campus Interviews and Suggested Next Steps for TCC**

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Thank you for a fascinating two days on the Coastline Community College Campus on November 20 and 21st in Fountain Valley. On day one of the visit, we conducted fifteen 45-minute interviews with a wide variety of campus leaders, practitioners, students and community members. This document will summarize observations from these interviews, with the goal of providing a foundation for the guided pathways and financial stability work that will unfold at Coastline in 2018.

This report on the Interview Day is divided into three categories: illustrative quotes, key observations and next steps. You’ll note that quotes section is the longest; we've observed through the years that these quotes really do help you see into a college culture - and also help identify both opportunities and challenges to the work moving forward. Following the quotes, you’ll find the NCII team’s key observations after reflecting on the interview day and its themes, and then a set of next steps for Coastline to consider as we move toward Visit #3 on March 21st, 2018.

**Illustrative Quotes from Interview Participants by Category**

It’s important to remember that quotes represent the specific phrasing and views of one person, and we shouldn’t overgeneralize into a theme the result of a single quote. However, inclusion of a quote does indicate that interviewers felt it was important and/or it was representative of a sentiment that was shared by multiple respondents. Occasionally we’ve included the functional category of the individual providing the quote to provide clarity or context. Ultimately, these quotes were integrated into the key observations and recommendations of NCII where they supported key issues that we identified.

**Interview Quotes**

Theme 1: Passion for forward-looking change and guided pathways

The quotes in this section focus on a general feeling that Coastline has been and remains a special and unique place to work. NCII has worked with 350+ colleges – all who feel they are unique – but Coastline does have such a unique history and trajectory. It was also clear to us that some of the structural tensions that we note later in the document stem from this uniqueness and the intersection between the history and the present. In any event, interview participants did recognize this uniqueness in a variety of ways.

Key quotes:

* “We are a bunch of doers here – we all wear multiple hats.”
* “The opportunity for growth and leadership at Coastline also means that you are working on things far past your job description.”
* “There’s a lot of opportunity to bring about change here– and it doesn’t matter where the idea comes from.”
* “Coastline has lots of opportunity for leadership – we want to try things and there are very few barriers to trying new things.”
* “We act like a family – occasionally dysfunctional – but we get along really well.”
* “Working at Coastline is like being a cup of water. We pour you on a big table, and you have the opportunity to spread out all over the table. The trick is to figure out where to go and to not fall off the edge.”
* “I’m not interested in a boutique approach, I want to find ways to more intentionally serve all our students more effectively and help guide them through.” (President)
* “I hope that Guided Pathways is a vehicle for creating a cultural shift so that people understand that all of our students need to be served well. Guided Pathways will help us think deeply about what we’re doing for our students and why. Help every faculty member think about the broader responsibility.” (President)

Theme 2: History vs. the Present

The college has a unique history starting as a “college without walls” that focused on serving students via distance education, incarcerated populations, the military and the online modality in its earliest stages. Coastline enjoyed over 20 years as the dominant occupant of this niche in California and also on the national stage. The 2000s have brought about a changing landscape and marketplace, with the explosion of online offerings not only within California community colleges but also in four-year college extension programs and 2-year and 4-year for-profit institutions. This structural tension between the old and the new was a dominant theme throughout the interviews, and while in some ways it’s a positive tension, it needs to be addressed to pave the way for the future of Coastline.

Key Quotes

* “We were doing distance education before online, so we were pioneers. But now online has exploded and maybe we’re not as distinctive in the landscape. And maybe we haven’t really evolved enough in how we do online, but we’ve made a lot of effort over the last couple years to improve the quality of online.”
* “We’re the best kept secret…not a whole lot of people really understand that Coastline is a pioneer. We’ve done distance learning in all kinds of modalities over the years, but it didn’t come to light until distance education became more of the norm. We’ve had a premier product for a long time, but now we’re just part of the norm.”
* “We don’t have a sense of the history and how it relates to the future, with a lot of new people from other colleges that have done things differently, and it creates a structural tension.”
* “We spend a lot of time looking backwards – ‘we don’t do it that way’ – rather than focusing on what the college needs to have in the changing world to serve students. We’re going to be left behind if we don’t.”
* “Coastline used to start later than our sister colleges because we were always the ‘catch basin.’ 1998-2004 it was all about that. But once the state said, ‘If you don’t have people graduating with a degree, then you’re failing.’ So when you’re talking about Guided Pathways, it’s about these pressures. We’re not serving our historic purpose as these shifts happen.”
* “Our student population is very different – 83% of our students are distance – and this is a challenge.”
* “We need to own the moment and move to make a choice of what we’re going to be doing for whom.”
* “In the end, we are a college that was not meant to be a comprehensive college…but we are moving towards allowing for that model…while trying to keep our old school feel.”

Theme 3: Clarity of Mission & Student Segments

Coastline has historically served a wide range of student segments– including distance education; online only; military; incarcerated, online + face-to-face; students from the communities around the physical centers. Starting as the “college without walls” and proceeding down that path for 20+ years, there’s a long history of being the puzzle piece for a wide range of students across California and the country. The challenge noted by many interview participants – and shared by NCII - is that in trying to be all things to all people, the college infrastructure is being stretched thin and it’s also not clear where to focus efforts and resources. One particular tension noted by interview participants and NCII focuses on how to optimize / use the physical centers.

Key quotes:

* “We don’t really know who we’re trying to serve. We’re serving so many different kinds of students, and we’re creating things that are supposed to be one-size-fits-all. Now that we have these campuses, we have to fill all these rooms – so we’re out there trying to drum up new enrollments from traditional students. We need to return to our original student populations – older students.”
* “Coastline was always the ‘stone skipper’ – if you need a class, come get it here at Coastline – but the newer approaches to finance and accountability with the state focus on student success means we don’t get credit for that... We’re not viewed as a traditional school, not a ‘real college’ and some have questioned the quality of our classes in the past.”
* “Coastline is everything to everyone – and it’s a problem. For example, if you want to hire either a business or English instructor, how would you know? Which need are we trying to serve? We need to focus on what we’re trying to be and then follow up to support it.”
* “We haven’t taken the initiative to take the next steps and we don’t take the big and painful next steps – we aren’t ready to take that pain – we need to be bold and take big steps – here’s who we’re going to be and it’s going to be painful. We need to decide who we’re going to serve, and some populations may drop – but we don’t have the focus.”
* “The community college mission in the state of CA has changed. It’s not about lifelong learning, it’s about getting a degree in a timely fashion.”
* “If we were doing everything right, we could serve all these different students. But we’re doing it all wrong.”
* “Now that we have campuses, I guess we need to use them. But is that really how we ought to be making decisions?”
* “Coastline takes on an extraordinary amount of duties for the positions…people are burning out.”
* “We may have to scale back online to make face-to-face work, but people don’t want to hear that. We’re known as the online college.”
* “There’s a push to compete with sister schools for 18 yr olds in the centers and that is so misguided. We cannot compete. We can’t meet the physical needs of an 18 yr old. We don’t serve food, we don’t have a library. If you had kids would you send them to Garden Grove Center where there’s nothing and it looks like a hospital? Of course not. That’s ridiculous.”
* “We get asked the full range of questions students ask, but we have one counselor and can’t answer the many of the questions – we don’t have A&R support, Financial Aid support, and we refer them back to Fountain Valley – and they can’t get here – they don’t drive, and bus takes forever” (Classified at a Center)
* “It is a huge issue when there’s only one of us in each position, and if we do go to the Centers, our home job is left without us – for example nobody to clear prerequisites”
* Student: “You can’t access things at all the centers that you need. There are not that many counselors at Newport Beach, and you can’t talk to Financial Aid or Transfer people there.”
* Student: “We need more counselors – it’s difficult to meet with a counselor and keep on track if it’s always being cancelled.”

Theme 4: Vision for Coastline and its relationship to Guided Pathways

Related to the issues raised about diffusion of mission under Theme 3, there was an attendant desire by many interview participants to have a clear vision of the future state for Coastline in 3-5 years. Numerous respondents noted that it’s hard to know how to strategize without a clear vision of where the college is trying to go that it can work back from. NCII notes that this feeling was more about a philosophical vision than it was about growth in enrollment per se; given Theme 2’s tension of the old vs. the new and Theme 3’s concerns about diffusion, there is a yearning for the college to figure out the next phase of its trajectory. Guided Pathways is being considered against this backdrop; some if not many respondents see it as a chance to create a vision for the future for Coastline. Conversely, there’s a general lack of deep awareness of what this would look like for Coastline and what it would mean for each employee.

* “Guided Pathways is a great opportunity to help us keep students here for a full program, since so many students transfer in and out.”
* “We need leadership to set a future vision - and then make decisions to help things fully take off and sustain.”
* “Guided Pathways will help the students and the campus focus more. However, there isn’t much campus knowledge or awareness about Guided Pathways.”
* “How will Guided Pathways make our jobs different? What will it actually mean for us? We can’t picture it, and that makes it hard to get behind.”
* “Everyone’s excited about Pathways, but what’s the plan? That’s where people are right now. People need to know how it’s going to affect them, they need to see what Pathways means to them.”
* “We’re all on board, we just don’t know the direction the bus is taking us.”
* “Guided Pathways requires students to focus, and maybe that will force the rest of us to focus. Making it autocratic won’t work, but creating a structure around a vision and then getting it done might.”
* “We haven’t done the ‘what will Coastline look like in five years’ exercise, and so we just go on putting out fires.”
* “People don’t understand the benefits of Guided Pathways and they don’t understand how it affects them personally, so there’s really no incentive to move on this.”
* “We’re rudderless and we have been for a few years. And that’s not a good place to be, especially when you’re trying to do something major like Guided Pathways.”
* “We’re the intake employees and our big concern is how is that front-door message going to be crafted and what will Guided Pathways mean for us. The people in this room could help a lot – we need to design an intake process that actually serves our students.”
* “Whoever is in charge of this (Guided Pathways) needs to understand that they need to put the classes on these programs at the center where they’re offering it – can’t be sending them to three centers and online.”
* “Students don’t have a way to get from one campus to another campus easily – if a student wants a Psych degree, they have to travel between campuses right now. We are in the process of developing an enrollment management plan, but we haven’t had that. What are the programs that are going to be self-sustaining? Which sites?”
* Student: “I was told early on to “explore” - take classes – take what you like. I needed structure – flitted between a couple of different majors – theater, business – and it wasn’t until a Psych faculty told me about the field of Psychology and helped me explore careers that I got motivated.”
* “Why can’t we mandate that as soon as students enroll they have to see an academic counselor? People don’t want to require students to do anything because we’re worried it will drive them away, but we’re not helping them by not requiring them to have advising and a plan. I’m hoping Guided Pathways will help us get this done.”
* “I think we have great intentions, but I don’t think we’re focused enough. Seems like we take a random approach to scheduling classes to chase enrollment without understanding how that actually serves students. There are too many silos that make it very hard for us to think and create coherent/connected pathways. Inside the classroom, we’re doing a good but I don’t think we’re doing our job outside the classroom.”
* Student: “A lot of people if they don’t get the right guidance and get stuck they just quit and leave college.”

Theme 5: Closing the Loop

A number of interview participants commented on how often Coastline started projects or initiatives but didn’t finish them - clearly a source of frustration. This observation isn’t particularly surprising given the structural tension between the old and the new (Theme 2), the diffusion of mission (Theme 3), and the need for a clear vision for the desired future state (Theme 4). The good news is that these themes are very interconnected, and working on them will not require disparate approaches.

Key Quotes:

* “We need stability at the top and we’re hoping Guided Pathways will help us organize. We’re great at starting things but terrible about finishing things. We have a culture of reacting, not a culture of planning.”
* “I like all the faculty I work with, and we get along with management, and that sometimes hinders us. We have a tendency to ask everyone to be involved, and that’s a big hindrance. It’s hard to get finished with things when so many people are involved. It took us 2 years to get our mission statement…and we’re still not happy with it.”
* “Sometimes we go in too many directions - at one time – too many initiatives - things don’t come to fruition and we move on”
* “At the level of administration, there’s no action item list – it’s just meetings about meetings. We’re talking about where we’ve been but not at all about where we’re going.”
* “There are a lot of different ideas about what Coastline is and could be, and there’s just no direction from the top saying ‘Thanks for all your input, but here’s the direction we’re going, and he’s where we’re putting our money, and here’s what we’re not doing.’”
* “We need to have an understanding of where we’re going – what do we want it to look like at the end of the day? Then we can communicate that vision and execute that vision.”
* “In 2014 we heard presentations on Pathways, and then it just disappeared.”

Theme 6: Communication Issues

There was a relatively consistent feeling among interview respondents that the college has significant communication issues, while many observed that this is because of the historical siloing that occurred to serve very different student populations. Combined with infrastructure / administration being relatively lean compared to other colleges (NCII observation), there was a clear desire for more consistent and clear communication structures. Many respondents agreed that the college operates in silos and communication suffers leaving the campuses uninformed on what’s happening college wide. Interestingly, in some ways the interviews turned into more of a professional development day where interview participants learned from the other interviewees what’s actually happening at the college.

Key Quotes:

* “Horizontally, communication seems to work fine but vertically not so much.”
* “The Steering Committee is doing a good job, but the communication down to the departments isn’t really working well. People were just told to come to these focus groups but was anyone told why?”
	+ Response from a colleague to the above quote: “Of course not, that’s how communication works here.”
* “We have a lot of autonomy over here in our ancillary programs to move things along, and if we’re talking about scale, it would take my whole career to accomplish things in the rest of the college that we can just get done quickly in our division.”
* “People were ticked off about the Guided Pathways August meeting. Faculty come together in discipline meetings twice a year, and out of nowhere we heard that this was going to be stopped. And then Guided Pathways just felt like it was rammed down people’s throats. There was nothing inclusive, participatory about how Guided Pathways came to us and it came at the same time that our longstanding discipline meetings were canceled to make room for the Guided Pathways presentations. For faculty, the discipline meeting is the priority and that was just totally disregarded which felt very disrespectful. It felt like the whole thing was just thrown together with no discussion from the senate. To launch an initiative in that way, one that’s this big, is just mystifying. And really discouraging.”
* “Faculty and staff almost never interact.”
* “There tends to be a lack of purposeful thought when anything new is being developed. We need a population checklist so that when anything is developed we can see how it will actually impact our different populations.”

Theme 7: Equity

When asked about it, equity was stated as a goal by nearly everybody we talked to at Coastline. However, respondents found it challenging to share either concrete examples of equity work in action at Coastline or a coherent vision as to what equity-mindedness or a vision of equity would entail. On multiple occasions we noticed Latina/Latino and African-American faculty, staff and administrators hesitant to address the equity questions head on, which is usually indicative of their not feeling the environment is safe for them to do so.

Key Quotes

* “We need to focus on equity – as you did in opening day keynote – if we hit home with equity and are we doing enough for everybody. We do great things for very small groups – but not for groups we may need to serve.”
* “Nobody here understands equity – the program on it lives in student services, without much faculty involvement. We need do a better job of having the pillars of Instruction / SS / IE work together.”
* “We don’t have an equity coordinator, director or dean – and there’s no vision for equity across campus.”
* “Does the campus understand what it means to work on equity and achieving equitable outcomes? Absolutely not…”
* “Groups that want to focus on older, mature students but don’t want to deal with 18-24-year-olds. Some are better than others at seeing the big picture. But the key here is ‘equity’ – we’re doing great things for small groups but we need to extend what we’re doing so that we’re extending more opportunities more equitably to all our students. We need to try to tie everything together.”
* “It’s important to know who our students are when they come to us – what kinds of needs do students have and how do we meet them. We need to understand more than we currently do.”

Theme 8: Guided Pathways & Technology

Coastline has implemented some guided pathways-related technology in the past couple of years, with EAB, Starfish and Civitas all on board at some point. As is often the case, it’s NCII’s observation that some of these tools have gotten ahead of the business process / cultural reform necessary to optimize the use of the software. Interview participants shared this view (without prompting), and it will be important to understand these issues as the colleges moves forward with a vision for Guided Pathways and how technology tools can support it.

Key Quotes

* “We’re dependent on many of the systems and processes of the broader district, but we’re really different and it’s challenge. How is this going to impact Guided Pathways? Will we be able to pull it off if our systems are part of a larger, different entity?
* “I think it’s a great program, has great potential, and we don’t know how to use it” (re Civitas)
* “We have one group that outright rejects it – so it kills it” (re Civitas)
* “This is the disconnect – there’s no training for pedagogical shifts / professional development after we learn things from data or the software. While I can appreciate the product and what it does - if a student has a red line through their name I have no idea what to do about it. Those who do have the ability reject the software.” (faculty re Civitas)
* “We have software – but this is a human endeavor.”
* “I think Civitas has a lot potential – we’ve got Illume, Inspire-Advisors, Inspire-Faculty. The biggest challenge is that most end users don’t know how to read data let alone use it. The product spews out data that are almost pointless to the end user, because they don’t know what to do with it. They then say ‘I don’t want to do this, I’ve seen it before’ - but I think they are panicked when they see the data.”
* “The problem here is a lack of vision of what problem we’re trying to solve and why we bought the software product. We need to say ‘This is how we are going to use these tools in these ways.’
* Faculty: “if we don’t get training on these tools how are we supposed to use them? We don’t even know why we’re using them or why we bought them…”
* “I think a lot of our plans are very top-level – no plan for rolling something out on the ground so it’s usable.”

Theme 9: Culture of Teaching & Learning

A number of interview participants focused on the need to further develop a culture of “professional learning” or “teaching and learning” at Coastline. A number of people noted the significant RSI issue, which some participants pointed out is related to this lack of a culture of professional learning. Others pointed to the need for evolving and different pedagogy in the online space compared to the distance learning space. Regardless, this issue of teaching & learning and fostering such a culture will be critical to the Guided Pathways evolution at the college.

Key Quotes

* “We try to provide education where students are – not just time and place – but also in their life, learning abilities, etc. We have a true desire in the culture to overcome barriers to help our students.”
* “Online learning isn’t that old, and we’re still learning how to do it as faculty members. We’re trying to improve instructor understanding of the online environment, while also trying to provide understanding for our students. There are lots of misconceptions.”
* “Being clear about expectations to our students about what’s involved in online and then creating better intake processes to support the students would be helpful.”
* “Most campuses have a real distinction between adjunct and full-time faculty, but we don’t have that. A small fulltime faculty body required to do a lot of things means adjuncts get a lot of ownership. Adjuncts even sometimes serve as department chairs here.”
* “We are just now realizing that serving our students involves being more intentional about a focus on having a culture supporting professional learning.”
* “We’ve accepted mediocrity/adequacy in our pedagogy – needs to be better.” (from faculty)
* “RSI is a huge issue here. We’re being investigated by the Dept of Ed and for good reason. Nobody seems to be willing to say, “it’s my responsibility to make sure that I have RSI and if I don’t I’ll lose my job.” Faculty think “It’s not my problem, the Dean will get fired. The Dean is thinking, it’s not my problem the VPI will get fired. The VPI is thinking, this is the President’s problem. Nobody is taking responsibility for this, and it will probably end up with us being closed down. As far as I’m concerned it’s the faculty member’s responsibility, period. But that’s not how faculty here seem to feel. And the issue is a real one and it’s about quality.”

Theme 10: College vs. District

There is always a bit of structural tension between colleges within a district and the District Office function itself. In Coastline’s case, this is clearly amplified by the historical “college without walls” brand of Coastline not just externally but within its own district. Now that Coastline has evolved to also being place-based with the Centers, it’s not surprising that Orange Coast and Golden West might struggle to figure out how to adapt to the new world order. Interview participants pointed to a number of issues on this front that will be relevant as especially Coastline’s visioning process unfolds.

Key Quotes

* “As we become more comprehensive, our sister colleges will increasingly view us as a threat.”
* “People roll their eyes at Coastline. The outside perspective is sort of ‘what are you doing?’ We’re in everyone’s backyard, so it goes beyond normal ‘sibling rivalry’ because as people see building and centers going up and it looks like we’re coming to steal their students.”
* “The other two schools complain about us having now having face-to-face courses, but they have more online courses than we do face-to-face.”
* “Unlike at our sister colleges where lots of people do priority registration and get advising, our students filter in when other colleges fill up and we don’t have counseling mandatory so lots of our students can go off the grid and just disappear.”
* “Students are enrolled in all three schools at the same time. How are we going to handle that? We need to have more consistency and students need to really anchor themselves in one campus.”
* “Being able to communicate just in time – shared online content. We have shared systems and processes and communications for 3 campuses but we’re very different from those other 2 which are more traditional. This raises barriers for our students.”
* “I’ve been here almost a year and I know almost nothing about the other two schools.”

**Summary of Key Observations**

1. The college is committed and passionate about the current work the faculty, staff and administrators are doing for students, and at least the interview participants we interacted with are a highly invested and engaged group. Especially the faculty and student services practitioners want to be involved in setting and owning the vision because they feel they will the ones at Coastline for the long haul and they want to feel good at the efforts for their students and the community in 10, 15, 20 years.
2. Faculty, staff and administrators are hungry for the leadership of the college to collaborate with the constituent groups to create a vision for the college.
3. Veteran employees and the more recently hired employees differ significantly about which student segments they feel that the college should serve.
4. Communication structures need to adapt to support the evolving work of the college as it moves toward identifying the student segments it wishes to serve and the vision for how it will do so - potentially under a Guided Pathways framework.
5. The RSI investigation is a very real and significant problem that the college will need to address. It does also provide an opportunity to circle the wagons around building a deeper and authentic culture of teaching and learning.
6. The traditional silos between student services and academic affairs are particularly notable at Coastline likely because of the largely online and unique form of multi-campus centers that exists.
7. Coastline would benefit from more directly and strategically addressing equity, including professional development to move the college forward to address these issues, with a focus on how to ensure equitable outcomes as demographics of the student populations shift.
8. As Coastline evolves the use of Guided Pathways as a framework moving forward, it will need to create structured professional development opportunities to help the college become proficient in institutionalizing this into the fabric of the college
9. The purchase of technology has not led to optimal implementation because it has not been used consistently, faculty and staff have are often unclear on how to use it, and there isn’t a clear vision what problem a given piece of technology was purchased to address.

**Suggested Next Steps**

**NOTE:** these suggestions are not intended to be completed by Visit #3 in March unless directly noted – many will be longer-term and ongoing, and we will work to fit them on a schedule during Visit #3.

1. NCII recommends that Coastline engage the college community to identify who the college wants to serve and what the college wants to be known for. In the short term this would help create a vision of the desired end state for reform efforts in the next 3-5 years. More long-term, this could help form an evolved strategic plan that corresponds with the visioning efforts to provide future direction for the college. To kick this off, we recommend spending a significant portion of NCII A2I2’s Visit #3 in March 2018 on a visioning session led by Dr. Alison Kadlec of Sova.
2. NCII suggests that college leadership explore what a more specific focus on equity would entail at Coastline. Optimally this evolution would be folded into the Guided Pathways framework and reform work. As an initial step, the college should disaggregate their LaunchBoard momentum KPI data on progression and achieving transfer-level math and English success in the first year to determine the evidentiary foundation for moving forward on this work.
3. To further help make a case for guided pathways, NCII suggests that Coastline develop some framing language to help the college define what guided pathways is and isn’t as well as why the college is engaging in the work. One option for doing this would be to adapt / customize the two-page guided pathways statement NCII created for this purpose for another A2I2 college. Feel free to adapt as you see fit - just let us know if you use or adapt it so we know what’s been shared with the college. We would suggest doing this relatively quickly in early 2018 and sending it out to the entire campus, which would help prevent mythology from advancing ahead of reality.
4. Leadership should develop a communication and engagement plan that shares Coastline’s vision for guided pathways reform and a high-level plan for how the work will unfold. This communication and engagement plan will help practitioners and leaders understand what is happening, what role(s) they have in the process, and how broader groups of campus constituents will understand the pathways model and its implications for students. In doing so, Coastline should begin purposefully improving channels of communication between existing silos, including senior leadership and practitioners and student services and academic affairs.
5. To anchor the guided pathways work, we suggest picking a fall term at the start of which all students will enter Coastline and experience a fully evolved guided pathways approach - for all programs, at scale. This will allow the campus to backward design the desired future state on a reasonable timeline. From our experience on guided pathways projects and direct work with colleges nationally, our intuition is that Fall 2020 is a logical choice. The college can absolutely make incremental and measurable gains on the path to Fall 2020, but this will fully allow the depth and breadth of the work to unfold as well as to encourage the college to intentionally design the interconnections between the various aspects of the work.
6. In order to begin the work in 2018, Coastline needs to identify a workgroup or taskforce framework to engage stakeholders and get the necessary work done. Given the visioning that likely needs to take place first, the goal would be to have such a workgroup / taskforce framework in place by NCII’s A2I2 Visit #4 on May 9th, 2018. Doing so should result in teams with clear lines of accountability & guidelines for creating timelines, deliverables, action plans and implementation. On this front, Coastline should prioritize 2-3 groups to start work first and identify leaders, participants, scope of work and timeline. As a straw man to react to, NCII has identified the following list of potential work groups that covers the range of the work:
	1. Program mapping including transfer pathways and direct entry to workforce pathways
	2. Metamajors / Career Focus Areas
	3. Exploring Interests / Career Exploration
	4. Transfer-Level Math/English Reform (Dev Ed Reform)
	5. Advising including entry advising, progress monitoring and early intervention
	6. Onboarding / Recruiting / Working with HS
	7. Student financial stability
	8. Marketing / website / student facing materials
	9. Teaching & learning under guided pathways
	10. Technology to support pathways
7. Review the AACC v2.0 workplan template we’ve provided and work to have it or something like it drafted by Visit #4 in May. Even if Coastline will stage the work in 2018-19, it’s important to have the rest of the plan at least sketched out before the workgroups start rolling. As a start, the college can use the CAGP template to map current initiatives against the four pillars of Guided Pathways, which should help illuminate how recent and current work can be evolved / expanded to support the desired future state.

Thanks again for your efforts in planning and executing Visit #2, and we very much look forward to seeing you on March 21st for Visit #3. As always, feel free to contact me with any questions or observations at rob@ncii-improve.com or by phone at 650-740-1796.

Sincerely,

Robert Johnstone, Alison Kadlec, Amir Law, and Michael Poindexter

December 20, 2017