



College Council Committee Agenda

April 28, 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: March 24, 2015 and April 14, 2015

2. SPECIAL REPORTS/UPDATES

- 2.1 College Event Calendar

- 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 Nhadira will update photos and publish the Awards in the *President's Bulletin*.
 - 3.1.2 Ross will send out a college wide E-mail requesting student nominations for ASG Executive Officer positions and will also send a college wide E-mail providing a voting link to and special election information.
 - 3.1.3 Dr. Adrian will discuss campus Peace Officers issue and revision of the District policy language at the upcoming DCC and Chancellor's Meetings.
 - 3.1.4 Vince and Ross will follow up to locate a Plenary Speaker for the All College Meeting.
 - 3.1.5 Aeron will confer with Duane and will further research data to be utilized for the *Community Engagement* survey.
 - 3.1.6 Aeron will provide update on the Conceptual Planning Schedule Document.
 - 3.1.7 Joycelyn and Aeron will meet to discuss the market research position.
 - 3.1.8 Dr. Adrian will review the PIEAC Funding Requests and provide a response to PIEAC.
 - 3.1.9 Joycelyn will convene a meeting to discuss Canvas migration and implementation to include representation identified by Vince and other key personnel.

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)
- 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

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.*

- 5.1 *Proposed District wide Committee Calendar /Determination of Task Force Meeting Days/Times (Ann Holliday)
- 5.2 *Conceptual Planning (Timeline) Schedule (Aeron Zentner)
- 5.3 *PACE Goals (Aeron Zentner)
- 5.4 *IEPI Goals (Institutional Effectiveness Planning Initiative) (Aeron Zentner)
- 5.5 *KPI Measures (Aeron Zentner)
- 5.6 *Brainstorm Barrier Solutions (All College Meeting) (Aeron Zentner)
- 5.7 Community Engagement Survey (Aeron Zentner)

6. ANNOUNCEMENTS

7. ADJOURNMENT

- 7.1 Items for next meeting:

**Attachment has been emailed.*

***Attachment available at meeting.*

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DISTRICT-WIDE COMMON COMMITTEE CALENDAR

The District Consultation Council agreed to accept the following committees to meet on common days and times:

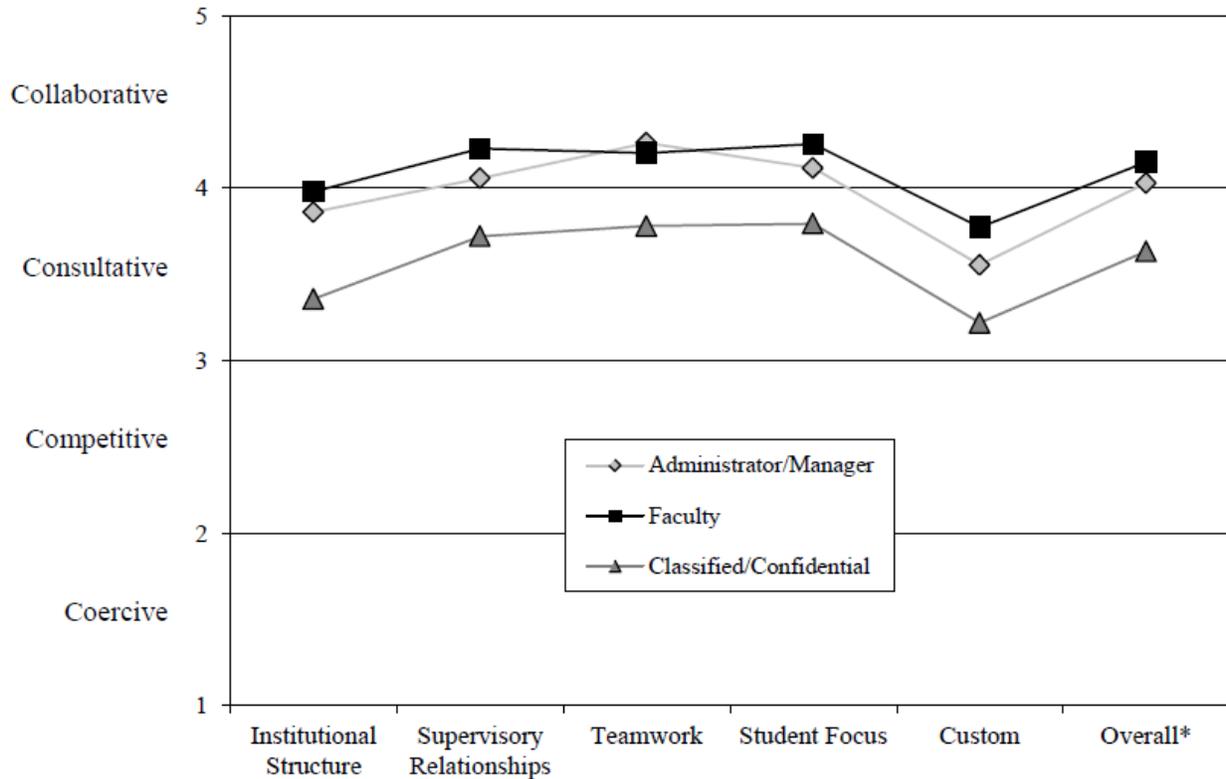
Consultation Council	Monday (1 st & 3 rd)	9:00 – 11:00
Chancellor's Cabinet	Monday (1 st & 3 rd)	2:00 – 5:00
Joint Vice Presidents	Wednesday (1 st & 3 rd)	9:00 – 11:00
Student Governments	Friday (every)	9:00 – 11:00 for discussion
Emergency Prep & Safety	???	???
Classified Councils/Senates	Friday	2:00 – 3:00 for discussion
Facilities Committee	Thursday (1 st & 3 rd)	3:00 – 5:00 for discussion
Academic Senates	Tuesdays (every)	Noon – 2:00 for discussion

Current Planning Timeline

Month	Activity
June/July/Aug	Summer
September	<ol style="list-style-type: none"> 1. Review mandate and charge for PIEAC. 2. Give orientation for new members. 3. Review the Educational Master Plan and other college plans. 4. Track progress on EMP achieving goals and objectives 5. Establish a taskforce to review the College mission and vision statements (every even fall semester). 6. Receive updated college statistics and external data. 7. Create a plan of work for the school year, including presentations from programs, departments, and other groups through the fall semester. 8. Develop a planning calendar and distribute college-wide. 9. Review previous year's budget report, including ending balance reports for general and ancillary funds. 10. Review unfunded requests from previous year and forward additional resource allocation recommendations, if applicable, to the Budget Committee.
October	<ol style="list-style-type: none"> 1. Present final ending balance update to PIEAC and Budget Committee. 2. Consider ending balance funding increases by PIEAC and Budget Committee. 3. Review final additional resource allocations and forward to College Council and President. 4. Receive enrollment management report. 5. Receive update on funded current year one-time requests. 6. Review and modify, if necessary, identified Key Performance Indicators.
November	<ol style="list-style-type: none"> 1. Receive semi-annual update on general and ancillary operations. 2. Finalize review of mission and vision statements (every even fall semester).
December	<ol style="list-style-type: none"> 1. Receive Institutional Effectiveness Report. 2. Hold public forum and/or town hall.
January	Intersession
February	<ol style="list-style-type: none"> 1. Receive report from Program Review (first meeting in spring). 2. Receive 3 Wing plan presentations. 3. Receive SLO assessment reports.
March	<ol style="list-style-type: none"> 1. Prioritize resource requests based on Wing input, stakeholder concerns/issues, and recommendations from Program Review (1st meeting in March). 2. Submit prioritized resource request to the Budget Committee which returns allocation recommendations to PIEAC (2nd meeting in March). 3. PIEAC reviews and approves recommendations from Budget Committee, and forwards them to College Council (by the end of March).
April	<ol style="list-style-type: none"> 1. College Council approves the recommendations and forwards them to Administrative Services for development into a proposed budget. 2. Administrative Services submits the proposed budget to the president for final approval, and a copy of the tentative budget is sent to PIEAC as an information item. 3. Analyze and discuss the Institutional Effectiveness score card and prepare IE summary report. 4. Review and evaluate PIEAC processes and revise as necessary. 5. Present IE report to Academic Senate, Classified Senate, and Blue Ribbon Management Team.
May	Emergency meetings only

Coastline Goals for PACE

The purpose of the Personal Assessment of the College Environment (PACE) survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist CCC in promoting more open and constructive communication among faculty, staff, and administrators.



The survey results indicated that overall Coastline is high performing (Collaborative). The disaggregation of the data found that administrators/managers and faculty perceptions fell into the **Collaborative** ranking across the majority of climate factors with exception to Institutional Structure. The findings indicated that the classified staff perception fell into the **Consultative** ranking across all climate factors.

The review of the district related questions found that the all groups were in the **Consultative** ranking within all climate factors.

The Areas of improvement defined by the survey were in **communication** and **professional development**.

It is recommended that we set a goal of being **Collaborative** (The top quadrant) in all constituent groups for the statements related to **communication/direction** (statements 4, 10, 11, 15, 16, 30, 32, 44, 63, 64, 66) and **professional development** (statements 22, 38), as these statement were identified for areas of improvement by the study.

Glossary

Institutional Structure: Focus on the factors related to the mission, operations, work-flow, planning, direction and advancement.

Supervisory Relationships: Interactions with supervisor, feedback, direction, idea sharing, idea consideration, creativity.

Teamwork: Spirit of cooperation, problem solving, open environment.

Student Focus: Student centered system in teaching, support and services.

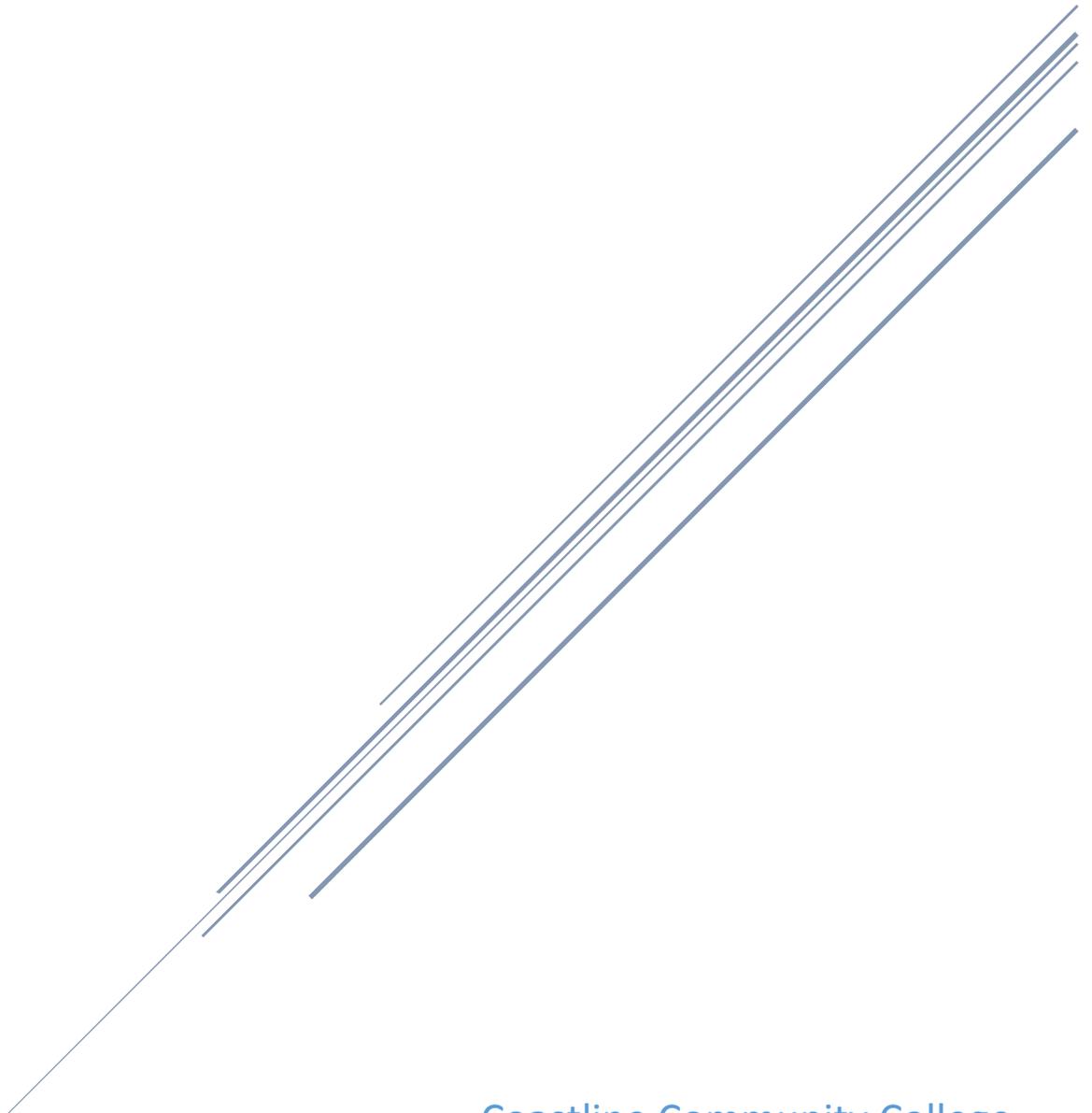
System 1	System 2	System 3	System 4
Coercive	Competitive	Consultative	Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

Statements

4. The extent to which decisions are made at the appropriate level at this institution.
10. The extent to which information is shared within this institution.
11. The extent to which institutional teams use problem-solving techniques.
15. The extent to which I am able to appropriately influence the direction of this institution.
16. The extent to which open and ethical communication is practiced at this institution,
22. The extent to which this institution has been successful in positively motivating my performance
30. The extent to which work outcomes are clarified for me.
32. The extent to which this institution is appropriately organized.
38. The extent to which I have the opportunity for advancement within this institution.
44. The extent to which my work is guided by clearly defined administrative processes.

63. The extent to which processes for decision-making by leaders at the district office are clear and communicated widely.
64. The extent to which leaders at the district office communicate a clear sense of purpose.
66. The extent to which leaders at the district office effectively address crises.

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI)



Coastline Community College

What is IEPI?

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges and, in the process, significantly reduce the number of accreditation sanctions and audit issues. Most importantly, IEPI will enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls. There are three major components of the initiative:

1. Develop a framework of indicators and college/district goals.

- The framework will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with State and Federal guidelines.
- The framework draws heavily on existing indicators and publically available data.
- The framework and goals System, at least v1.0, is statutorily required to be implemented by June 30, 2015 and updated annually.

2. Make Technical Assistance Teams (called Partnership Resource Teams) available to colleges who express interest in receiving assistance.

- A short letter of interest will be submitted by the college CEO.
- The teams will visit colleges at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits will be available as needed.
- Team members will be drawn from a pool of experts who were nominated or appointed by statewide professional organizations and others. Team composition for each college will be approved by college CEO and CCCCCO.
- Team members will receive travel reimbursement, and stipends if they are able to receive them based on their district policy and/or agreements.
- Grants of up to \$150,000 in seed money will be available to colleges with team visits to accelerate implementation of improvement plans. Grants will be available while funds are available.
- Selection of colleges will consider institutional need.

3. Enhance professional development opportunities for colleges related to institutional effectiveness.

- An online clearinghouse will be developed and include effective practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness:
 - The online clearinghouse will be closely integrated with the Success Center for California Community Colleges' efforts; Existing resources addressing the topics, such as those found on the ASCCC, ACCJC, RP Group, and CCCCCO websites, will be linked to this clearinghouse; Additional online resources will be developed as needed.
- Regional workshops offered in the north and south will supplement the online clearinghouse. These workshops will be captured and made available online through the clearinghouse as well.
 - Workshops begin in spring 2015; The IEPI Advisory Committee will help identify topics that are timely and of broad interest; The Initiative will seek to partner with other organizations in offering these workshops.
- Professional development opportunities will be available to all districts regardless of participation with Partnership Resource Teams (PRTs)

Required Goals

Accreditation Status

Coastline currently is fully accredited by Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). In 2013, Coastline was placed on warning on the basis of the 2013 comprehensive report and site visit. In 2014, Coastline was removed from warning and reaffirmed following the ACCJC follow-up report and visit. To maintain this status, It is recommended that Coastline set its accreditation short-term and long-term goals to **Fully Accredited, Reaffirmed**.

Successful Course Completion

Table 1 *Successful Course Completion*

Success	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Coastline	67.4%	65.5%	64.6%	63.9%	62.7%	65.0%	70.0%

Data retrieved from CCCCCO Datamart

Table 1 shows a five-year comparison of successful course completion rates. The five-year trend shows Coastline decreasing from 67.4% to 62.7%. The average successful course completion rate over the five-year period is 64.8%. It is recommended that Coastline set successful course completion rate of **65.0%**. This goal matches the 2014-2015 College KPI Scorecard Goals. The long-term goal is reflects **70.0%**.

Full-Time Equivalent Students

Table 2 *Full-Time Equivalent Students*

FTES	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Coastline	6395	6217	6141	5461	6143	6300	6500

Data retrieved from CCCCCO Datamart

Table 2 shows a five-year comparison of state apportionment Full-Time Equivalent Students (FTES). The five-year trend shows Coastline decreasing from 6395 to 6143 and having an average of 6071 FTES annually. The district has indicated that it does not want to grow; however, Coastline has offered to expand offerings to ensure the Coast District meets the statewide targets. It is recommended that Coastline set the short-term goal state apportionment FTES goal at **6300** and long-term goal at **6500**.

Optional Goals

Table 3 *Student Achievement Metrics*

Achievement	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Completion Prepared	63.4%	67.2%	73.0%	74.6%	70.9%	75.6%	79.6%
Completion Underprepared	45.9%	46.0%	38.0%	38.9%	39.3%	47.0%	51.0%
Completion Overall	53.8%	50.8%	52.9%	52.9%	51.1%	53.9%	57.9%
Remedial Rate (Math)	28.6%	33.7%	22.5%	21.3%	22.6%	34.7%	38.7%
Remedial Rate (English)	45.5%	44.2%	45.5%	45.4%	47.5%	48.5%	52.5%
Remedial Rate (ESL)	7.2%	9.1%	9.3%	10.8%	17.5%	18.5%	22.5%
CTE Rate	46.7%	47.0%	46.3%	51.0%	55.2%	56.2%	60.2%

Data retrieved from CCCCO Scorecard

Table 3 shows a five-year comparison of CCCCO Scorecard achievement results. Goals for 2015-2016 were developed based on a 1% increase to the peak year of student achievement. The long-term six-year goals were set at 5% higher than peak year of student achievement.

Table 4 *Awards*

Awards	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
CCC	321	266	365	495	574	600	660
CCC Contract Education	1539	1201	1141	932	916	940	1034
Total Degrees	1860	1467	1506	1427	1490	1540	1694
CCC	150	223	274	269	337	350	385
CCC Contract Education	0	14	32	161	215	250	275
Total Certificates	150	237	306	430	552	600	660

Data retrieved from CCC Datacubes

Table 4 shows a five-year comparison of degrees and certificates awarded at Coastline. The five-year trend shows overall degrees awarded at Coastline decreasing from 1860 to 1490, while overall certificates at Coastline have increased from 150 to 552. The average degrees awarded over the five-year period is 1550 degrees and 335 certificates awarded. It is recommended that Coastline set the 2015-2016 goal for total degrees awarded at **1540** and certificates awarded at **600**. This goal matches the combined data 2014-2015 College and Contract Education KPI Scorecard Goals. The long-term, six-year goals was set at 10% higher than the short-term goals for total degrees awarded at **1694** and certificates awarded at **660**.

Table 5 *Transfer*

Awards	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16 Goal	2019-20 Goal
Transfer Volume	164	202	204	209	213	230	253

Data retrieved from CCCCCO Datamart

Table 5 shows a five-year comparison of transfer to the CSU, UC and out-of-state and in-state private institutions. The five-year trend shows an increasing in transfers from 164 to 213. The transfer volume over the five-year period is 198. It is recommended that Coastline set the 2015-2016 goal for from transfer volume at **230**. This goal matches the 2014-2015 College KPI Scorecard Goals. The long-term, six-year goal was set at 10% higher than the short-term goals for total transfer volume at **253**.

APPENDIX

College/District Indicator	Brief Definition
Student performance and outcomes	
Completion Rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.
College-Prepared	Student's lowest course attempted in Math and/or English was college level
Unprepared for College	Student's lowest course attempted in Math and/or English was pre-collegiate
Overall	Student attempted any level of Math or English in the first three years
Remedial rate (Scorecard):	Percentage of credit students tracked for six years through 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
Math	See above
English	See above
ESL	See above
Career Technical Education (CTE) Rate (Scorecard)	Percentage of students tracked for six years through 2013-14 who started first time in 2008-09 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in 2013-14
Completion of degrees (Datamart)	Number of associate degrees completed in 2013-14
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2013-14
Number of students who transfer to 4- year institutions (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2013-14.
Accreditation Status	
Accreditation status	Latest ACCJC action:
	Fully Accredited, Reaffirmed
	Fully Accredited, Warning
	Fully Accredited, Probation
	Fully Accredited, Show Cause
	Fully Accredited, Restoration
Date of next visit	Informational item - no target collected.
Fiscal viability and programmatic compliance with state and federal guidelines	
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Full-Time Equivalent Students	Annual number of full-time equivalent students
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance
Fund Balance	Ending unrestricted general fund balance as a percentage of total
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement

EDUCATION CODE 84754.6.

(a) The Chancellor of the California Community Colleges, in coordination with community college stakeholder groups, the appropriate fiscal and policy committees of the Legislature, and the Department of Finance, shall develop, and the board of governors shall adopt, a framework of indicators designed to measure the ongoing condition of a community college's operational environment in the following areas:

- (1) Accreditation status.
- (2) Fiscal viability.
- (3) Student performance and outcomes.
- (4) Programmatic compliance with state and federal guidelines.

(b) As a condition of receipt of funds appropriated for purposes of Article 1 (commencing with Section 78210) of Chapter 2 of Part 48, each community college within a community college district shall develop, adopt, and publicly post a goals framework that addresses at least all of the areas specified in subdivision (a). The development of the goals framework shall be guided by the statewide goals outlined in Section 66010.91. It is the intent of the Legislature that these goals be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state, pursuant to the legislative intent expressed in Section 66010.93.

(c) The board of governors shall annually develop, adopt, and publicly post a systemwide goals framework that addresses at least all of the areas specified in subdivision (a). The development of the systemwide goals shall be guided by the statewide goals set forth in Section 66010.91. It is the intent of the Legislature that these goals be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state, pursuant to the legislative intent expressed in Section 66010.93.

(d) Before the commencement of the 2015–16 fiscal year, and before the commencement of each fiscal year thereafter, the Chancellor of the California Community Colleges shall publicly post both of the following:

- (1) Annually developed systemwide goals adopted by the board of governors.
- (2) Locally developed and adopted community college or community college district goals and targets.

(e) Subject to the availability of funding in the annual Budget Act, the board of governors and the Chancellor of the California Community Colleges shall assess the degree to which each community college district is improving its outcomes in regard to the areas specified in subdivision (a) and any additional issues addressed in the goals frameworks described in subdivision (b), and shall offer technical assistance to community college districts that are not improving.

(f) If a community college district is receiving technical assistance pursuant to subdivision (e), the community college district shall submit a turnaround plan that details all of the following:

- (1) The problem the technical assistance is attempting to solve.
- (2) How the identified problem will be addressed in a plan adopted by the governing board of the community college district.
- (3) A timetable of major milestones for improvement.
- (4) Updates that will be submitted to the Chancellor of the California Community Colleges on the outcomes in regard to those milestones, as scheduled by the chancellor.

(Amended by Stats. 2014, Ch. 687, Sec. 8. Effective September 27, 2014.)

CCC KPI Assessment Metrics

College Goal	Current Metrics	Proposed Metrics
STUDENT SUCCESS	<ul style="list-style-type: none"> • Number of AA/AS Awards Conferred (MIS-IPEDS) • Number of CTE Certificates Conferred (MIS-IPEDS) • Transfer Volume (UC, CSU, Out-of-state & Private) • Transfer Rate (Student-Right-To-Know) • Successful Course Completion Rate (DataMart) • Online Successful Course Completion Rate • Site-Based Successful Course Completion Rate • Telecourse/Cable Successful Course Completion Rate • Basic Skill Course Improvement Rate (ARCC) 	<ul style="list-style-type: none"> • Number of AA/AS Awards Conferred (Overall, CCC, Military/CE)(MIS-IPEDS) • Number of CTE Certificates Conferred (Overall, CCC, Military/CE)(MIS-IPEDS) • Transfer Volume (UC, CSU, Out-of-state & Private) • Transfer Rate (Student-Right-To-Know) • Successful Course Completion Rate (DataMart) • Online Successful Course Completion Rate • Site-Based Successful Course Completion Rate • Telecourse/Cable Successful Course Completion Rate • Basic Skill Course Improvement Rate (ARCC)
ACCESS, PERSISTENCE & RETENTION	<ul style="list-style-type: none"> • Fall-to-Spring Persistence Rate (CCC) • Course Retention Rate (DataMart) • Basic Skill Retention Rate (DataMart) • Math Progression/Persistence Study (2 Levels below) • English Progression/Persistence Study (2 Levels below) • ESL Progression/Persistence Study (2 Levels below) 	<ul style="list-style-type: none"> • Fall-to-Spring Persistence Rate (CCC) • Course Retention Rate (DataMart) • Basic Skill Retention Rate (DataMart) • Math Progression/Persistence Study (2 Levels below) • English Progression/Persistence Study (2 Levels below) • ESL Progression/Persistence Study (2 Levels below)
INNOVATION	<ul style="list-style-type: none"> • Percentage of Fully On-Line Programs • Number of Technology-mediated Instructional Programs (CCC) 	<ul style="list-style-type: none"> • Number of Radical or Breakthrough innovations (CCC Innovation report) • Number of Fast Second Innovations (CCC Innovation report)
PARTNERSHIPS	<ul style="list-style-type: none"> • Number of Partnerships (CCC) • Number of Articulation Agreements (CCC) • Amount of Grant Revenue Received (CCC) 	<ul style="list-style-type: none"> • Number of Education Partnerships (CCC MECTBD Dept. Review/ Instructional Wing) • Number of Grant Partnerships (CCC Grants Dept. Review) • Number of Business Partnership(CCC MECTBD Dept. Review) • Number of Foundation Partnership(CCC Foundation Dept. Review)
CULTURE OF PLANNING, EVIDENCE & INQUIRY	<ul style="list-style-type: none"> • Overall Employee Governance Rating (CCC) • Number of Data-driven Events (CCC) • Program Review Completion Rate (CCC) • SLO Assessments (Course Program/Institutional) • Service Area Outcomes (SAO) Assessments 	<ul style="list-style-type: none"> • Overall Employee Governance Rating (CCC Annual Governance Survey) • Number of Research Requests by Type (CCC Research and Effectiveness Dept. Review) • Program/Department Review Completion Rate (CCC) • Planning Cycle On-Time Completion Rate (CCC) • Outcome Assessment Results (ISLO, PSLO, SAO)
GROWTH & EFFICIENCY	<ul style="list-style-type: none"> • Fill Rates (CCC Productivity Cube) • Load (WSCH/FTEF) per (CCC Productivity Cube) • Percent within FTES Target (CCSF-320) • Number of Programs for Underrepresented Student Groups (CCC) • Number of Technology-mediated Professional Development Trainings (CCC) 	<ul style="list-style-type: none"> • College Enrollment by Modality (MIS) • College Headcount by Modality (MIS) • FTES/FTEF Efficiency ratio (CCSF-320) • Percent within FTES Target (CCSF-320) • Number of Articulation Agreements (CCC Articulation Matrix) • Amount of Grant Dollars applied for (CCC Grants Dept. Review) • Amount of Grant Revenue Received (CCC Grants Dept. Review)

2015 All College Meeting

Category	Barrier(s)	Solution(s)
Awareness/Engagement	Lack of Recognition of Coastline in Community	<ul style="list-style-type: none"> Expand presence (Community events, notoriety donations, sponsor events, promote top stories to the local media, engage high schools, join/create clubs with the local community)
	Online student engagement	<ul style="list-style-type: none"> Set up Facebook, Twitter, Instagram, etc. accounts for various students groups such as ASG, clubs, STAR, students pursuing a particular degree, etc. Training for quicker responses to student emails. Software to aid teacher/student interactions.
	Lack of comprehensive international student support services	<ul style="list-style-type: none"> Create a network of instructions originally from foreign countries to help provide engagement and support for International Students.
	Lack of onsite activities	<ul style="list-style-type: none"> Sport, debate team, student organization, outreach programs, honors society, community services, leadership, stronger ASG team, mini cafeteria, bigger student lounge, service learning, honors program, tutor services, library, advertising textbooks in Student Success Center, online tutoring, food/coffee cart, student union, morning/evening/night events, master calendar, instructors check most current up to date emails frequently, need social activities, study groups, affinity groups, more discussion groups, job placements, internships, cyber security competition teams, partner with sister colleges.
Communication	Language Barriers to communication	<ul style="list-style-type: none"> Create Tri-lingual signage Puente Program: Language/Culture Translator systems Make LMS multi-language capable Online ESL lab Expand ESL lab capability to tech like SKYPE etc Restructure ESL (decrease levels) Expand into vocational ESL Review ESL Assessment instrument GuideU mentoring with emphasis in ESL Make pre-requisites clearer for ENG 98 and 99
	Reactive College wide planning	<ul style="list-style-type: none"> Communicate the planning process Foster minute assessment with summaries and action point Provide an online location or portal where discussions can take place and ideas are exchanged about current issues district wide.
	Ineffective email communication practices between students/faculty	<ul style="list-style-type: none"> Foster a timely response to student emails Teach students to forward email to personal email account
Faculty/ Staff Support	Limited Professional Development Opportunities	<ul style="list-style-type: none"> Provide more professional development opportunities, increase the amount of professional development funds and communicate about the availability of the professional development funds
	LMS technology	<ul style="list-style-type: none"> Create FAQ and how-to documentation in various formats such as videos, written step-by-step instructions, screen captures, etc. More training for faculty and staff for new LMS technology. A publicized contact person and communicated to all faculty and staff.
	Perceptions of distance learning (easy, non-accredited)	<ul style="list-style-type: none"> Need specific DL faculty orientation Develop standards that go across disciplines and allow ability to customize. Include a sentence in FAQ. Engage faculty or encourage professional development opportunities and conference presentations with peers from non-online institutions and transferring institutions to change perceptions of other educators and acceptance of online education at CSU/UC. More presence in the communities Coastline serves.
	Need a more clearly defined definition of the direction that the campus is going towards.	<ul style="list-style-type: none"> Develop and consistently evaluate an integrated master plan Communicate with faculty and staff about college direction
Student Support Services	English Language competencies related to academic success	<ul style="list-style-type: none"> ESL appropriate places for tutoring, for remedial classes, for supplementary instruction
	Basic Skills Gaps	<ul style="list-style-type: none"> Free online modules that students use to close gaps in grammar, reading and math Offer more accelerated options for English and Math and look to participate in similar projects such as Statway, etc. More embedded tutoring in basic skills classes. Basic Skills Diagnostic Testing--provides feedback in areas students need to improve. Basic Skills Review sessions/Boot Camp. More diagnostic testing before placement testing. More testing preparation on CCC website. More peer tutors within the classroom (peer mentors and tutors). More students expressing themselves as non-native English speakers. Better bridge from High School to College.
	Limited Access to support services for non-local students	<ul style="list-style-type: none"> Expand service (matriculation) modalities (online, phone, face-time video, site coverage) Explore transportation services between campuses
	Ineffective assessment standards/ processes/ services	<ul style="list-style-type: none"> Hire Counselors or Academic Advisors Expand service (matriculation) modalities (online, phone, face-time video, site coverage)

	Lack of evening services	<ul style="list-style-type: none"> Review student demand for evening services at all sites. Determine days/times/type of services desired/needed.. As demand dictates, hire additional staff/faculty to meet this need. Note that campus security plays a role in this as well.
	Limited availability of Counseling Services	<ul style="list-style-type: none"> Hire Counselors or Academic Advisors Expand service modalities (group, virtual, site coverage) Survey students as to times, days, locations, modalities desired and design counseling services around this demand and review Degree works. Provide and market information about services
	Ability to communicate with non-internet populations effectively	<ul style="list-style-type: none"> Develop an Incarcerated Student Work Group with representation from all areas that touch incarcerated students to identify communication gaps and issues Subcommittee or team leads then to meet with prison leaders to discuss how to build more efficient communications and systems for these students Scan the coursework and submit electronically to save on time and cost of snail mail
	Lack of quality support services for distance learning students	<ul style="list-style-type: none"> Expand service (technology, matriculation, tutoring) modalities (online, phone, face-time video, site coverage) Update the website Upgrade the LMS
	Dispersed campuses	<ul style="list-style-type: none"> Develop and implement plan to distribute all student services to all campus centers Expand student service modalities (online, phone, face-time video, site coverage) Explore transportation services between campuses Information desk at each of the area sites
	Lack of Virtual services for distance learning students out of country	<ul style="list-style-type: none"> Expand service (technology, matriculation, tutoring) modalities (online, phone, face-time video)
	Personal circumstances of students preventing retention and access (work, finances, family)	<ul style="list-style-type: none"> Talk with instructors, incompletes, fully online degrees, free or e-text, more books in lending library, sharing books, on campus jobs, emergency loan funds, reduced cost textbooks, childcare, scholarships, list of places to go for help, every student should have a student mentor-coach-ambassador, ridesharing, information about public transportation, determine student needs, proctoring at centers not just at college center, priorities.
	Lack of Financial Assistance and Planning/Delays in funding	<ul style="list-style-type: none"> Clear processes for application and distribution Expand student service modalities (online, phone, face-time video, site coverage)
	No Onsite Library/Bookstore	<ul style="list-style-type: none"> Create easy to use how-to documentation for users to learn the basic of the library and the bookstore Promote the library and bookstore services
Technology	Textbook Costs	<ul style="list-style-type: none"> Open Education Resources (OER)-Free Online library reserve texts Having free reserve texts available for students at each site Create a textbook sustainability plan with the publishers
	Website (Non-intuitive/ Outdated)	<ul style="list-style-type: none"> Create a single login for LMS, My CCC and email Conduct student and employee surveys to determine ease of access
	Lack of Quality Virtual Resources	<ul style="list-style-type: none"> Listserv topics, database, web sites, Google docs, free online resources i.e. textbooks and libraries. Consolidate existing resources from other colleges. Have OLIT work with faculty to develop to Canvas. Train, implement, innovate Faculty Success Center (FSC)