

**Coastline Management Team Tuesday,
August 19, 2014, 9:05 a.m. - 11:05 a.m.
Fourth Floor Conference Room, College Center
Meeting Minutes**

Present	Name	Present	Name
✓	Adrian, Lori	✓	Maharaj, Peter
✓	Chris Blackmore	✓	McDonald, Jennifer
EXC	Cant, Dave	✓	Melby, Laurie
✓	Capoccia-White, Rozanne	✓	Miyashiro, Ross
✓	Dahnke, Lynn	ABS	Nash, Bob
✓	De La Rosa, Jennifer	✓	Nguyen, Christine
✓	Garvey, Judy	✓	Rodriguez, Vince
EXC	Groot, Joycelyn	EXC	Rothgeb, Helen
✓	Halvorson, Mary	✓	Sanchez, Jorge
✓	Harrison, Nate	✓	Schumacher, JP
✓	Johnson, Nhadira	EXC	Stromlund, Gary
✓	Jones, Nancy	✓	Thompson, Dave
✓	Khosravani, Mariam	✓	Woodyard, Steve
✓	Lockhart, Heidi	✓	Zentner, Aeron

Guests:

Introductions

Dr. Adrian welcomed the Committee and introduced new members to the Coastline Management Team.

Welcome New Members

The new members welcomed were:

- Ann Holliday – Academic Senate President
- Mark Worden – Classified Senate President
- Ross Miyashiro – Vice President, Student Services (formerly employed by Long Beach City College)
- Steve Woodyard – Senior Financial Aid Director
- Heidi Lockhart – Dean of Counseling (formerly employed by Mt. San Antonio College)
- JP Schumacher – Project Director for AANIPISI Project (formerly employed by UCLA)
- Aeron Zentner – Administrative Director/Dean of Institutional Effectiveness and Planning
- Mary Halvorson – Interim Dean of Newport (returning)

1.0 BUSINESS SECTION

- 1.1**
- Review and approval of June 3, 2014 meeting Minutes **(All)**

Action: Approval of Minutes was deferred. Kathy will send to members electronically today for approval via E-mail due by Thursday, August 21.

1.2 PIEAC Update (Vince Rodriguez)

Approved Expenditures – Vince stated that he has been working with the Deans on this issue. If anyone has any questions or concerns, please confer with Vince. Helen Rothgeb is working with supervisors on finalizing budgets. Any future projected expenditure should be submitted through Program Review and Annual Reports as soon as possible. The Wing Committees plan to review and discuss requests in the Fall. Dr. Adrian announced that the co-chairs of the PIEAC Committee are Ann Holliday and Vince Rodriguez. She advised that requests should be tied to goals and the mission of the College. Vince reported that the timeline for submittals is available online in the Planning document.

1.3 HR Update (**Lori Adrian/Christine Nguyen**)

Dr. Adrian announced that Vinicio Lopez, Dean of Le-Jao, resigned and accepted a position as Dean of ESL and International Students with the City College of San Francisco. Vince Rodriguez will serve as Interim Dean of Le-Jao Center until an Interim Dean is appointed. Also, Lois Wilkerson retired as Dean of Newport Beach and Mary Halvorson has been rehired as Interim Dean for Newport Beach. Both of these positions will be advertised in the Fall.

Hiring Update

Christine Nguyen reported that recruiting is in process for the following positions:

- 3 Faculty positions - (Business, CST and Human Services)
- 1-Year contract for Counseling position
- EOPS Director (re-advertising, second search)
- Interim Dean of Le-Jao (search being completed utilizing an employment agency)
- Director of Marketing (resuming search)
- Admissions & Records Technician 2
- Staff Assistant, Special Projects, Academic Senate and President's Office
- Part-time Guidance Assistant (Assessment Center)

Dr. Adrian reported that the following positions have been filled:

- Dr. Fred Curry, Philosophy Instructor
- Jean DuPont, Chemistry Instructor
- Nathan Brais, Director of Student Life
- Financial Aid Technician (one-year)

Ann Holliday reported that the Faculty Prioritization Team will meet the first part of October and presentations will take place at that meeting. A Rubric has been established. She invited all those interested to attend the first Senate meeting in October.

1.4 All-College Meeting (**Lori Adrian**)

The date for the All College meeting has been moved to September 19, 2014 and will be held at the Rose Center. Rob Johnstone will be the facilitator throughout the day. Lunch theme's being considered at this time are: Italian, Asian and Polynesian. Dr. Adrian invited anyone who plays musical instruments to let her know. Ideas for names of themes should be submitted to Dr. Adrian directly.

Offices will be closed beginning at 11:00 a.m. on September 19. Dr. Adrian requested that managers submit headcounts of staff who will attend to her so that the number of lunches to be served can be determined. She requested that all faculty and staff read a short document called "***The Shapeless River***" as a background reading. A link will be provided or it can also be found at the CCRC site. She suggested that managers meet with their staff to share reflections on this reading prior to the All College Meeting. Dr. Adrian reminded that the theme of the college is changing from "*A College Without Walls*" to a "*College Without Barriers*".

1.5 Administrative Unit Outcome/Service Area Outcomes (**Aeron Zentner**)

Aeron has been working on the approach for measuring Student Learning Outcomes. Currently, there is not a strong method for assessing SLO's. Therefore, the current system being used (a survey) and everything being measured is based on perspective. He plans to meet with everyone this month in order to determine and rewrite the administrative unit outcomes and service area outcomes so that the focus is on performance base. Performance metrics will be set up for each

area to assess improvement needs and more data will be added to the process in order to refine the system. This task should be accomplished by early September. Dr. Adrian reminded the Committee about the Accreditation Commission's concern with regard to utilizing surveys when assessing program reviews. Unease also exists with regard to the timeline of program review for administrative units and student services. This timeline must be established and published by the end of the fall. Dr. Adrian discussed completion of program reviews and reviews still outstanding at this time. Vince commented on Aeron's background and expertise in this area and commended the progress he is making towards this end for Coastline. Aeron is fine tuning and streamlining Coastline's existing process.

1.6 Research Requests (Aeron Zentner)

- Research - Aeron stated that a centralized process needs to be established so that research in progress can be tracked accurately. The system is being revised and a new web site is being created in order to provide data visualization and open up new opportunities.
- Grant Process Requests - Aeron is revitalizing the Grant Process. He distributed and reviewed a Grant Proposal Idea Form. The intent of this form is to streamline the Grant Process so that it is a more *proactive* vs. *reactive* process. The form reflects a 17-step process and exhibits how to obtain grant ideas and concepts which is important for Coastline. Ann Holliday inquired about aligning this with PIEAC. Aeron responded and explained how ideas will assist to determine future Grants needs for the College.
- Dr. Adrian reported that Coastline was eliminated for the TAACCCT Grant due to miscalculations regarding budget. She thanked Nancy Jones and commended her for all her work towards that endeavor. Dr. Adrian explained other factors that need to be examined when conducting searches for new grants. She reported that AANIPISI will be ending within the next year. Coastline will continue to be aggressive in the search for new grants.

1.7 IT Update (Chris Blackmore)

Chris reported:

- Le-Jao Center- Installation of all new computers the classrooms should be completed tomorrow.
- Garden Grove Center –Some delays were experienced due to HP and the District. However, all issues should be resolved shortly. Three of the rooms should be refreshed by the start of the second session.
- Computer Refresh – A print management service was hired to complete a physical printer mapping and inventory in order to determine what printers are being utilized by the District. At this time it has been determined that the District is utilizing 44 different models of printers none of which are covered under warranty. Chris discussed the use of toner cartridges and supplies currently in inventory. The vendor will provide a proposal to the District outlining usage data and changing the District's utilization to 7 (seven) different printer models and 13 different cartridges which we have in stock (and can be used) which will result in savings for the District. Chris explained that this may change the way in which printers are utilized by staff and where they are located in the future. The idea would be to share larger printers with more capability amongst staff vs. placing individual printers at every desk. Christine added that standardization of printers is being considered for printer usage the same way it was for the computer refresh project in order to cut costs. Chris interjected that printers can be managed and monitored more effectively with this standardization. In the future, he will provide maps that exhibit an overview of where printers are currently located and usage data.

- The new Science Lab at Newport Beach will be used as a proof concept. Larger, more flexible screens will be provided for all the classrooms. Chris reported that Newport Beach is ready for the fall semester. A committee is working on this project and the same vendor that OCC uses will be chosen for this endeavor.
- WIFI – District rolled out a new Coast District WIFI system. This system will provide standardized interface in every classroom, conference room, etc. Chris can provide directions for setting up various different devices if necessary. This WIFI will work anywhere within the District and once an individual logs on, he/she will be able to utilize the WIFI anywhere within the District.
- “Go Print” Project – This is a new system being developed whereby students will be required to pay for printing. It is in the final configuration process. This system will initially be set up and tested at OCC and then will be installed at the Newport Beach Center. Once the testing and installations are completed, it will then be installed in all of the other District locations. Students will basically log in to a web site with their student ID and use a Debit or Credit card to pay for this service. This system is forthcoming in the near future.
- Dr. Adrian suggested setting up pods in the Coastline lobby for students where they would have access to printers and the new WIFI system.

A discussion ensued amongst the Committee regarding whether students should be charged for printing. Chris reported that District’s viewpoint is to provide the same services for all students at all District locations. The cost would be approximately \$.05/page which is a minimal charge. He reported that there has been excessive printing by students at the Newport Beach Center. Christine interjected that Daniel Pittaway shared the same concern and expressed a desire to implement a system similar to the “Go Print” system for student printing purposes.

2.0 FOLLOW UP ACTION ITEMS FROM 6/3/14 MEETING

- 2.1A** Action: Gary Stromlund to send a crime report containing crime statistics and security measures currently in place for each Coastline centers to Lori Adrian.

Follow-Up: Dr. Adrian reported that this report was submitted by Gary. Under the guidance of Bill Kerwin, the District is preparing a report to analyze the District’s readiness in terms of emergency and security measures. Placing police officers on campuses could be result in greater expense for the District. Administrators have been asked to provide safety data for their campus/areas to be incorporated into this report. At this point, there is very little data to support placing police officers at District locations. Christine reported that a task force (on which she will serve) was formed to gather and analyze this data. She will provide a report to Chancellor’s Cabinet. One recommendation is to develop an MOU with the local police departments in order to provide agreements between the Police departments and the District for safety support. **COMPLETED**

3.0 CONSTITUENCY REPORTS

3.1 Academic Senate Report (Ann Holliday)

- Curriculum Committee meeting will be held on September 12.
- Academic Senate Executive Committee met last Friday, August 15. Nine (9) members will serve on this Committee.

Members are:

Secretary of Communications – Ken Leighton
 Recording Secretary – Marilyn Fry
 Vice President, Committees – Rick Lockwood
 Vice President, Legislation – Cheryl Stewart
 Past President - Pedro Gutiérrez

Curriculum Committee Chair – Dan Johnson
Treasurer – Margaret Lovig
Parliamentarian - Josh Levenshus

- Academic Senate will meet on the first and third Tuesday of each month beginning September 2 in the 4th Floor Conference Room from 12:30-2:30 p.m. and is a public meeting.

3.2 ASG Report (**Lori Adrian**)

- Once the Director of Student Life is appointed, he/she will attend some of the required meetings. Dr. Adrian commended the current and past ASG Presidents for their participation at the various District meetings.
- ASG met during the summer.
- Two goals were established: 1) community awareness 2) increasing the number of clubs (such as honors) to support students.

3.3 Classified Senate Report (**Mark Worden**)

- First meeting is scheduled for this Thursday, August 21 at 10:00 a.m.
- Meetings will be scheduled virtually every third Thursday.
- New members are:
Vice President - Diana Agag-Maxwell
Co-Vice Presidents, Fund Raising – Stephani Rogers and Elaine Hill
Vice President, Finance - Fred Neghabat
Recorder – none at this time
- More social activities are being planned for the upcoming year.

3.4 President's Report (**Lori Adrian**)

Dr. Adrian announced that Chancellor Andrew Jones resigned as of last Friday, August 15. The new incoming Interim Chancellor will be named and will be present on Wednesday, August 20 at the Board Meeting. This person (a retired Chancellor from another District) will begin serving as Interim Chancellor on August 26. In the meantime, Dr. Serban and Andy Dunn will serve as Acting Chancellors until August 26.

Vince and Christine attended a Chancellor's Cabinet meeting held last week which included the VP's from the other colleges. The focus was on next year's strategy for the District. Internal discussions were held regarding overall growth for the District as a whole. It was proposed that costs be recouped first and then the new formula will be applied as set forth. At this point, there is not a clear consensus with regard to growth amongst the colleges.

Christine reported that currently, there is 2.75% growth money on the table. Last year, the growth was at 1.63%. The other two colleges did not meet their base. Coastline grew by 6% which equates to 5% District wide. Vince has been advocating targeting a 1% growth against the 2.75%. There may be additional monies on the table for the future. Dr. Adrian commented that this will be an ongoing discussion. Christine discussed OCC's and GWC's status with regard to meeting base and growth monies and what would be needed in order to meet and monitor their growth. She also discussed the impact of the 50% law to Coastline when considering plans and strategies for the future. Each college must submit a plan for the use of growth monies to the Board for the upcoming year(s). Dr. Adrian added that Coastline should make a commitment to spend at least 50% or more for instructional purposes. She referenced the Accreditation report and Coastline's plans for growth. One of the challenges is counseling needs which must also be addressed with regard to assisting

students with their education plans. Nancy Jones recommended consideration of grants to assist in overcoming some of the challenges being faced by Coastline.

3.5 VP's Reports (**Christine Nguyen/Vince Rodriguez**)

- Vince distributed and reviewed an FTES Comparison Graph reflecting data for the fall of 2012, 2013 and 2014. Numbers are very close for each year shown. He has discussed adding classes with the deans. Telecourses are full and the online classes are filling up very quickly. Numbers reflect approximately 10% growth. Faculty members are being urged to do everything possible to encourage students not to drop classes in the first few weeks of school due to technical difficulties. They will be discussing growth for the spring semester in the near future.
- Christine reported that the Le-Jao Center is being renovated utilizing Measure M monies to expand approximately 2,000 sf for student success/tutoring/gathering space in order to support student success and recruitment. An architect firm has been selected and board approved to design this new space
- The Board has approved the LPA Architect to design and install the rolling shades for the Newport Beach Center to mitigate the glare issue. Measure M monies will be used for this purpose as well.
- A third Measure M project is the allocation of \$800,000 to revamp the signage and kiosks for Coastline.
- Dr. Adrian inquired about monies to cover the redesign of the lobby area for College Center. Christine responded that there is approximately \$6 Million available for the renovation of the entire facility over the next four years.

4.0 **PROGRAM UPDATES (Lori Adrian)**

4.1 Education Advisory Board Student Success Initiative

Dr. Adrian distributed and reviewed "Excerpt Pages" (Education Advisory Board publication) which is an overview of the process of registration for students. Research and testing of this best practice model shows how tedious registration processes are for students. Five colleges will be chosen to pilot an onboarding technology program that has been developed by EAB. Coastline expressed an interest in participating in this pilot program which is designed to guide and communicate with students and also exhibits how to seek an advisor when necessary. In addition, this program provides current data about job markets and pay grades that student may be choosing. In addition, it includes prompts for students when completing the registration and application process. GWC will pilot the program this fall and Coastline will probably pilot it in the following fall.

Dr. Adrian distributed a research study completed by EABS called "Notes from Institutional Effectiveness – Houdini Students". This document exhibits FTES, Financial Impact, Days Registered, Orientation Completion, Student Placement Testing, Students that met with Counselors and completed an Educational Plan (based upon Drop type). She reviewed the results of this study for Coastline and discussed setting goals to improve the process. A more detailed presentation will be provided in the future. Coastline is committed to a three-year contract for this program which the Board has approved and supported.

4.2 Civitas Learning Analytics

Dr. Adrian distributed a handout from Civitas, "Harnessing the Power of Predictive Analytics to Improve Student Outcomes". Vince discussed this program and explained that it allows three

different populations (instructors, students, advisors/counselors) to view information with regard to student's progress. Based on research, recommendations are made to assist students who may be falling behind in classes or those who may need an advisor or have a financial aid issues. He discussed other college's participation in this program as well. More information on this project is forthcoming in the future.

4.3 Preparation for Opening Week (Lori Adrian) (added by Dr. Lori Adrian)

Dr. Adrian discussed how students are being welcomed back to school and marketing being done to that end for this semester. Nhadira Johnson has developed new marketing tools for Coastline. In addition, Coastline is the only college that mailed out the Schedule of Classes and they have also been placed on buses.

Vince reported that no further plans have been planned for welcoming events at this time, but he will continue working with the Deans towards that end.

Dr. Adrian suggested utilizing student ambassadors in the future and creating pods in the reception area to welcome students next year.

Ross Miyashiro reported that a plan is in process and should be fully developed for next fall.

Dr. Adrian expressed that perhaps banners could be created to welcome students this year. She discussed utilizing work study students to assist in outreach.

4.4 Seaport (added by Dr. Lori Adrian)

Dave Thompson reported that there were some serious outage problems with Seaport in April while migrating to new systems. However, great progress has been made since that time. A migration process is being planned once an LMS system is selected by the District. The top contenders are: Blackboard, Canvass, Desire to Learn and Etudes. A grading of these systems has been completed by the LMS Committee which will be reviewed tomorrow. Presentations will be made by the Coastline Committee comprised of faculty and staff. Coastline will most likely be the first college to migrate into the new LMS system which hopefully, will accommodate everyone. Beginning next year they will start migrating some courses and will select faculty mentors for that project. There are no more issues at this time and the new systems are moving forward very well.

4.5 OEI (added by Dr. Lori Adrian)

Dave Thompson reported that Coastline was selected as one of only eight "Full Launch" colleges out of the 58 colleges selected to participate in the California Community Colleges OEI (Online Education Initiative) program. This may be a pioneering program for the State and Coastline is proud to be a part of it.

Coastline applied for the \$16 Million OEI grant, but was not selected.

OEI will also be selecting an LMS System in January which may be available for free to California community colleges. In that case, it may be preferable for Coastline to utilize the system chosen by OEI.

A discussion ensued amongst the Committee regarding which course will be chosen for the rubric developed by OEI. Vince reported that there are still a lot of questions regarding this matter. Options have been recommended but no decisions have been made as yet. Any further questions should be submitted to Vince Rodriguez.

5.0 FUTURE AGENDA ITEMS

- Review and approval of August 19, 2014 meeting Minutes
- Board Meeting Submittals and Approvals
- Study Session Dates
- AANIPIISI Report

6.0 CDMA CLOSED SESSION

7.0 ANNOUNCEMENTS

- Vince reported that Board items being submitted for approval must be submitted PRIOR to start dates. The approvals need to be completed well in advance before projects or services are rendered. Dr. Adrian recommended obtaining approvals ahead of time even if events or contracts do not come to fruition. Lynn Dahnke had concerns about this procedure in light of last minute items being submitted for approval. Dr. Adrian expressed that those cases are exceptions which should be minimal.
- Dr. Adrian suggested scheduling future Study Sessions to discuss custom research and other routine items. She recommended scheduling a study session on the next meeting date.
- Dr. Adrian and Ross Miyashiro discussed the “College Promise” program (free education is promised to students for the first semester). Ross also discussed the “Promised Pathways” and “Alternative Placement” programs to support student success.
- Lynn Dahnke discussed providing scholarship incentive programs to graduating students.

The meeting was adjourned at 11:05 a.m.

Next Meeting Date: September 2, 9:00 a.m. - 11:00 a.m.
Fourth Floor Conference Room, College Center

Meeting Summary recorded and transcribed by Kathy Surgenor.

Documents distributed:

1. August 19, 2014 Agenda
2. Grant Proposal Idea Form
3. FTES Comparison Graph
4. Excerpt Pages From Putting Student Success First (EAB publication)
5. Houdini Students Report (from EAB)
6. Harnessing the Power of Predictive Analytics..... (Civitas publication)



Grant Proposal Idea Form

Working Title:		
Need for the Grant: (1) <i>What</i> is the problem? (2) <i>Who</i> is the target audience? (3) <i>How big</i> is the target audience?		
Use of the Grant: Assume that your grant has been funded. What will you spend the money for?		
Amount of the Grant: How much money will you need?		
Results of the Grant: Assume that your project is a success. What will be different, quantitatively, from the way it was before?		
Idea Submitted by:	<i>(please print name)</i>	Date:
		Contact Info:
Idea Approved by:	<i>(please print name of Dean/Supervisor/Manager)</i>	Date:
		Contact Info:

INSTRUCTIONS AND PROCESS for Completing and Submitting a Grant Proposal Idea Form

- Step 1.** The grant proposal process begins with an *idea*. Any Coastline faculty member, manager, or staff member can submit an idea. The process is:
- Obtain a **Proposal Idea** form from the Grant Development Department (GDD).
 - There's a copy of the form on the previous page.
 - Or, call us at 1-6202 and we'll email you an electronic copy, ready for you to fill in and email back to GDD.
 - Write the idea on the Proposal Idea form; obtain supervisor/manager approval via electronic signature on the Proposal Idea form; and send the form to the Grant Development Department.
- Step 2.** GDD submits the Proposal Idea to the appropriate College Vice Presidents and requests their recommendation ("buy-in"): should the Coastline Grant Team develop the Proposal Idea into a Proposal *Concept*?
- Step 3.** The VPs use the **VP Response Form** to give their opinion of the Proposal Idea:
- If the VPs believe the idea does *not* have sufficient merit, GDD so informs the submitter.
 - If the VPs believe the idea warrants further development, GDD prepares a **Proposal Concept** form.
- Step 4.** The Proposal Concept form is prepared and reviewed by the Grant Team, a multi-constituency group led by GDD. The team invites the submitter of the proposal idea, and his or her Dean, to attend the weekly Grant Team meeting. Using the Proposal Concept form as an agenda, the team discusses such factors as:
- Is the concept consistent with the Coastline mission and master plan or strategic plan?
 - What government agency or private foundation would be likely to fund a proposal?
 - Who are the faculty, administrators, and college staff who would operate the project?
 - Where would the project be housed?
 - Is the available funding likely to be sufficient?
 - Would the project schedule fit the funding agency's timeline?
 - If the funding agency requires matching funds, where could such funds be found?
 - If the funding agency requires institutionalization, how would it be accomplished?

In Grant Team meetings, the team participants—without regard to rank or position—are free to offer comments on any aspect of a proposal concept. Conversations are frank and informal. All discussions are held in confidence. The atmosphere is one of mutual trust and involvement among the participating constituencies.

Step 5. The Grant Team revises the Proposal Concept form as required. The responsible Dean signs the form in preparation for submission to the President's Cabinet.

Step 6. GDD submits the Proposal Concept form to the President's Cabinet (the College President and Vice Presidents) and requests an invitation to the next cabinet meeting to discuss the Proposal Concept. The meeting discusses the concerns raised by the Grant Team. For example:

- Where in the college organization would the project be located?
- Which Dean or other administrator will be responsible for operation of the project?
- Where would project activities and personnel be housed?

When these and similar questions have been answered, and if the President's Cabinet believes the concept is worthy, GDD asks the cabinet to name a **Project Content Task Force**. The task force will meet with the Grant Team member who is assigned to write the proposal.

Step 7. The designated Grant Team member invites all members of the Project Content Task Force to a 1½- to 2-hour meeting. The invitation includes a copy of the Proposal Concept and explains that only one such meeting will be held. The purposes of the meeting are:

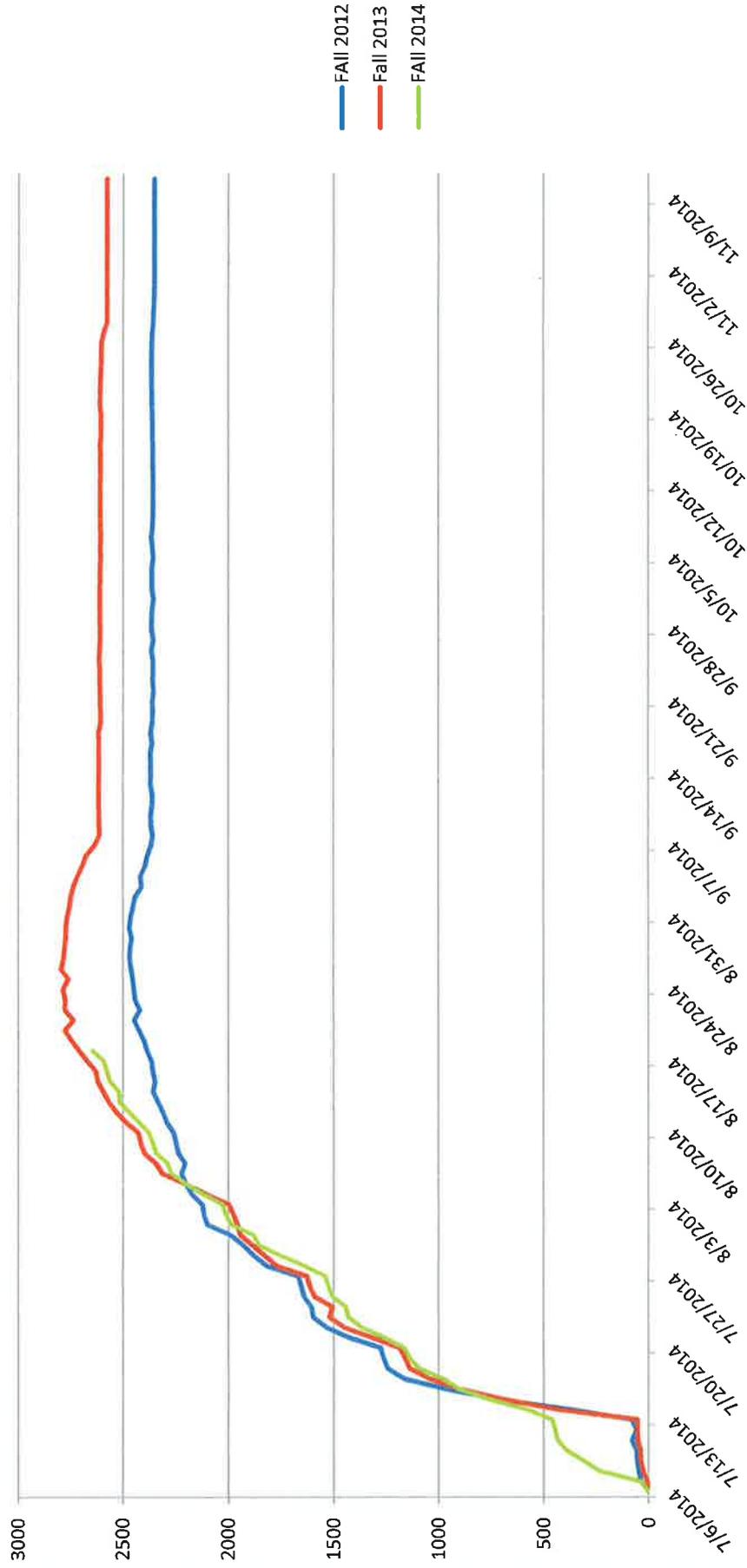
- Establish the project goal(s) and the objectives to be accomplished.
- Specify the project activities that will be required and the strategies to be employed.
- Designate the person or persons responsible for operating the project.
- Specify the resources necessary for accomplishing the project.
- Answer the critical question: Does the task force believe the Concept should be transformed into a grant proposal?

Step 8. The designated Grant Team member facilitates the 1½- to 2-hour meeting of the Project Content Task Force. If the group agrees that a full proposal should be developed, this is reported at the next Grant Team meeting.

If the task force is divided or thinks the available grant funds will be insufficient to attain the project goal, this is reported to the College President and her cabinet. Sometimes the President asks that the task force meet a second time to resolve differences or reduce the scope of the project.

- Step 9.** If the Project Content Task Force concurs that a proposal should be developed, the designated Grant Team member asks the GDD staff to prepare an application analysis of the solicitation or other request for proposal issued by the funding agency.
- Step 10.** The designated Grant Team member (“designated Writer”) drafts the proposal and sends sections of the draft to other team members for discussion at the weekly Grant Team meeting.
- Step 11.** GDD works with the designated writer and the responsible Dean to resolve budget issues. They devote particular attention to requirements for matching funds and for institutionalization. GDD discusses an agreed-to budget and his concerns with the Vice President for Administrative Services.
- Step 12.** The responsible Dean and the Vice President for Administrative Services sign forms stating that they have reviewed a draft of the proposal and approve the final budget.
- Step 13.** The Grant Team makes final suggestions to the designated writer. The writer prepares a final draft.
- Step 14.** The draft proposal is submitted to the Vice President of Administrative Services, with an **Administrative VP Proposal Sign-off** form for approval of budget, match (if any), and institutionalization (if any).
- Step 15.** GDD asks a staff member to proofread the final draft for compliance with the requirements of the request for proposal, including pagination and table of contents. Staff are also asked to obtain the required District and College signatures for the cover page, budget page, and compliance declarations.
- Step 16.** **If the proposal will be submitted in hard copy form**—GDD reviews the final copy and authorizes copies to be made. FedEx or U.S. Postal Service envelopes are prepared and the proposal is shipped. A return request is enclosed or a tracking number is recorded for delivery verification.
- If the proposal will be submitted electronically**—A day before the submission deadline, the proposed project director meets with GDD in case sections have to be rewritten, re-sized, or reformatted to meet the agency’s electronic submission requirements. Sometime it has taken more than half a day to complete an electronic submission.
- Step 17.** Three hard copies of the proposal are prepared, along with a routing sheet for the President’s review.

FTES Comparison





Education
Advisory
Board

Strategic Planning

EXCERPT PAGES FROM

Putting Student Success First

Customizing Dynamic Pathways at Intake

eab.com

Feeling Pressure From All Sides

In An Era of Increased Scrutiny, Colleges Fight An Uphill Battle To Help Students Achieve Their Goals

Increased Focus on Outcomes

Media Critiques
Advocacy and watchdog groups publish reports drawing public attention to lackluster student success rates



Tougher Federal Aid Eligibility Criteria + Performance Funding
Tougher academic progress standards; now half of all states now tie state funding to degree production and cost efficiency



Less Resources to Support Students

Business Model Under Threat

3X
Increase in For-Profit College Enrollment
2001-2010



Fewer Working Adults

14% → 11%
Unemployment Rate of 20-24 Year Olds
2012-2013



Fewer Career Ladder Climbers

An Increasingly At-Risk Population

50%
First Generation College Students
2013



85%
First Generation College Students
2020

80%
Working 20+ Hrs. Per Week
2013



90%
Working 20+ Hrs. Per Week
2020

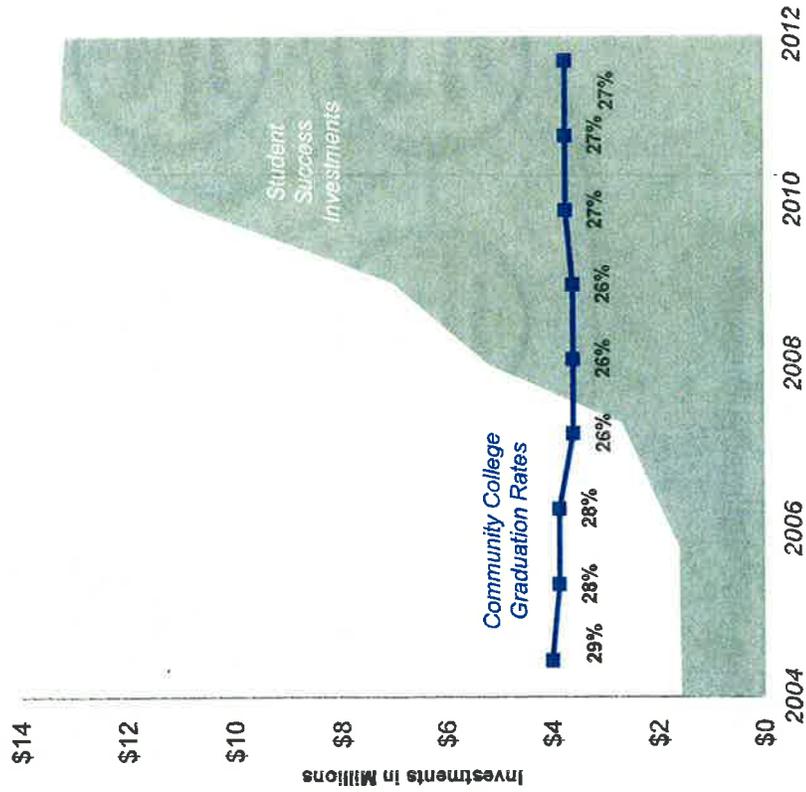


A Challenging Population Facing Increased Barriers to Success

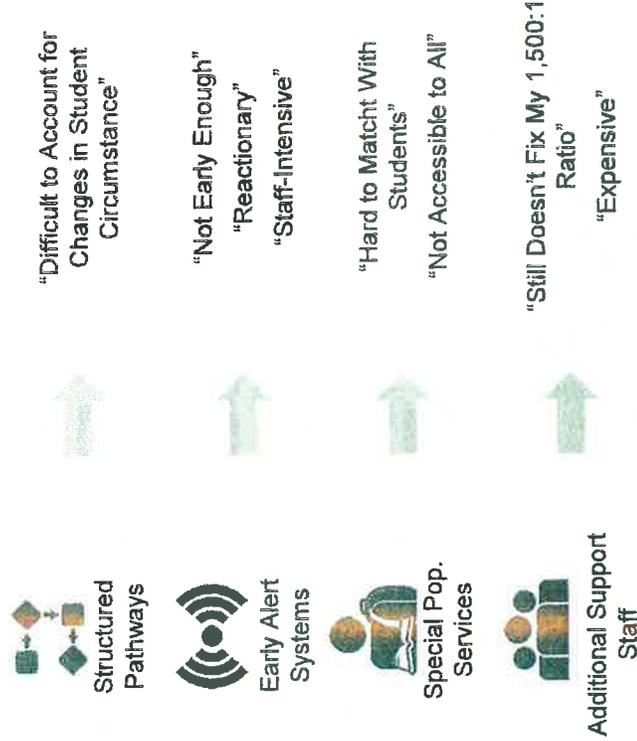
Current Approaches Falling Short on Impact

Reactionary Strategy Only Producing Incremental Improvements in Success

Graduation Rates Stagnate Despite Investments in Completion



Investments To-Date Drive Success at Margins



Need to Address Success upon Admission
 Community College leaders stress that supporting a student toward success early in their college career is an imperative

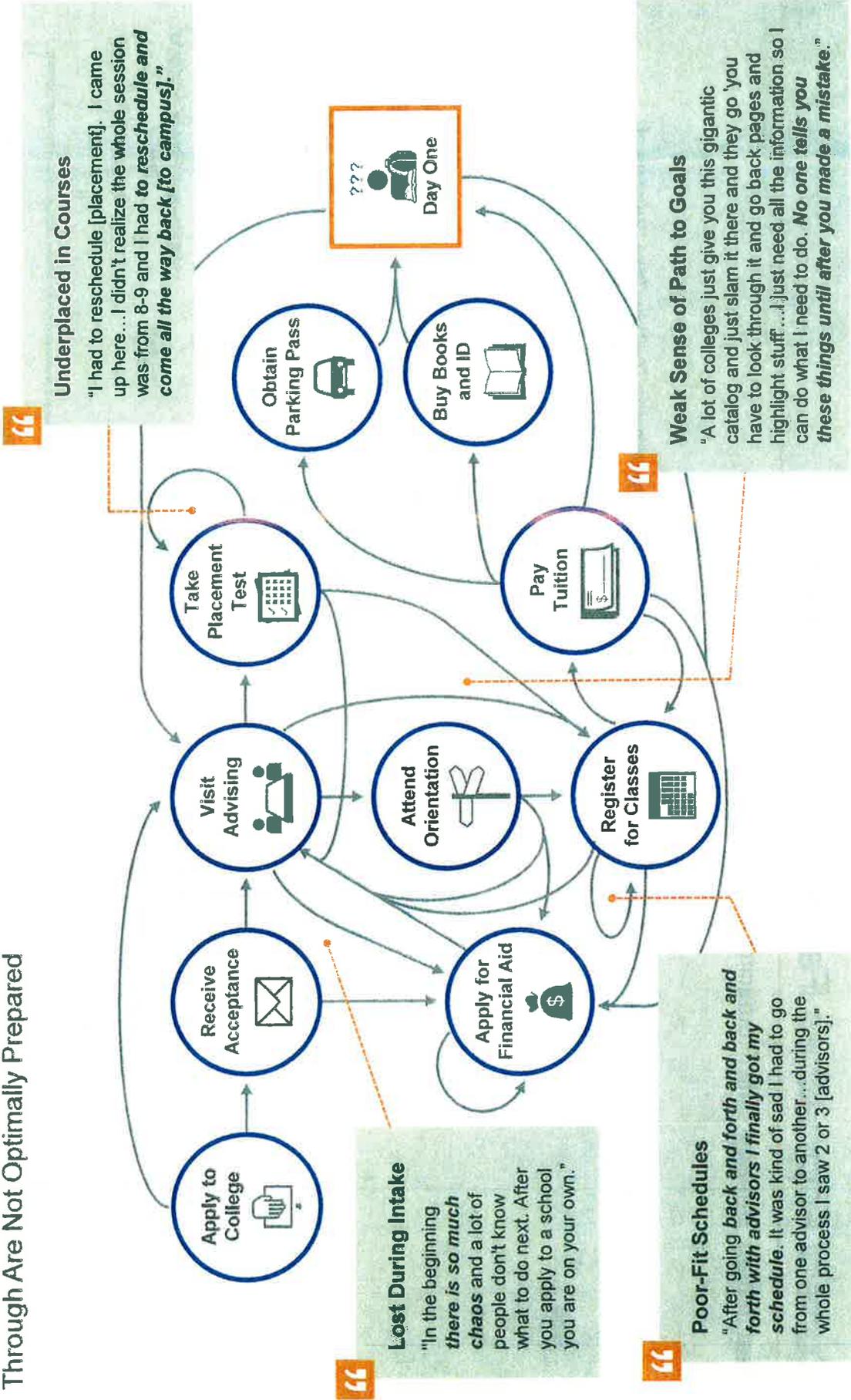
60+

Sources: National Center for Education Statistics; EAB research and analysis

Is There Any Wonder Students Struggle?

Missing An Opportunity to Get In Front of the Problem

Students Fall Through the Cracks Navigating a Complex Onboarding Process; Those Who Make it Through Are Not Optimally Prepared



Source: EAB interviews and analysis

Building Customized Student-Centric Pathways to Success

Direct-To-Student Platform Facilitates Onboarding, Planning, and Supports Informed Decision-Making



Straightline Intake

- Move students from application to the first day of classes through a streamlined virtual platform
- Provide students with on-demand visibility into the steps and requirements necessary to succeed



Improve Decisions with Job Market Data

- Intake tool gathers critical information to match incoming students to plans (AA/AAS, Transfer, Career)
- Assists students with program selection by tying choices to market-specific employment data and transfer statistics



Simplify Scheduling

- Recommends “best fit” class schedule that balances life circumstances (work, commute, and family)
- Grows with a student as they progress by updating their constraints to construct schedules that work term after term



Proactively Nudge

- Timely alerts ensure students continue to make progress, including notifications when an in-person meeting is needed
- Keeps a student informed and engaged with campus resources (e.g. daycare, tutoring labs, etc.)



Source: EAB interviews and analysis

Outside the

Notes from Institutional Effectiveness

Houdini Students

Our Perspective

The mission of the Institutional Effectiveness Department is to continuously foster and advance a culture of inquiry, evidence and information transparency through the provision of research studies, effectiveness strengthening methods and innovative strategic planning approaches to support the college's mission and goals.

The Houdini study examined the impact of students that disappear prior to the census date at Coastline College. In addition to the enrollment impact, the study sought to determine any discrepancies based on commonalities with student support services. The research reviewed three years of data, which included all face-to-face and online students while excluding telecourse, special education and certain non-credit courses to provide a more accurate representation of the student population related to the behavior.

Table 1 *FTES by Drop Type*

	2011-2012	2012-2013	2013-2014
Drop no withdraw grade	229.4	30.3	24.9
Drop with refund	565.5	570.2	668.5
Instructor initiated	66.1	71.9	95.9
No show drop	1.4	1.2	8.2
Total	862.4	673.6	797.5

The findings of the study showed an upward trend in drops prior to census in which a refund was provided to the students, instructor initiated drops and no show drops. The research also found a high rate of dropping without earning a W grade in 2011-2012 followed by lower rates in the following years. This may be related to a modification to operational practices.

Table 2 *Financial Impact by Drop Type*

	2011-2012	2012-2013	2013-2014
Drop no withdraw grade	\$ 1,055,240	\$ 139,380	\$ 114,540
Drop with refund	\$ 2,601,300	\$ 2,622,920	\$ 3,075,100
Instructor initiated	\$ 304,060	\$ 330,740	\$ 441,140
No show drop	\$ 6,440	\$ 5,520	\$ 37,720
Total	\$ 3,967,040	\$ 3,098,560	\$ 3,668,500

The financial impact of these actions reflects in an average of 777.8 FTES or \$3.57 million annually.

Table 3 *Days Registered before Drop*

	2011-12	2012-13	2013-14
Drop No W	38.6	46.4	40.2
Drop w Refund	36.3	38.5	35.3
Instructor Initiated	41.5	39.4	37.2
No Show Drop	30.4	31.2	27.3
Average	36.7	38.9	35.0

Tracking students from enrollment to disappearing showed that they stay registered in the course nearly 37 days on average prior to making the decision to withdraw or are dropped. This can limit others seeking highly demanded courses and hence limit all student completion rates.

Table 4 *Houdini Student that Completed a College Orientation*

	2011-2012	2012-2013	2013-2014
Drop no withdraw grade	26%	37%	43%
Drop with refund	26%	33%	41%
Instructor drop with refund	28%	32%	43%
No show drop	36%	33%	27%

The findings showed an upward trend in students that had completed a college orientation in all fields expect for students that were a no show.

Table 5 *Houdini Student that Completed Placement Testing*

	2011-2012	2012-2013	2013-2014
Drop no withdraw grade	32%	45%	56%
Drop with refund	32%	47%	52%
Instructor drop with refund	34%	43%	50%
No show drop	45%	22%	39%

Similar to the findings of orientation, upward progressing trends were found in students that had completed placement testing in all fields expect for students that were a no show.

Table 6 *Houdini Student that Met with a Counselor/Completed an Educational Plan*

	2011-2012	2012-2013	2013-2014
Drop no withdraw grade	15%	20%	15%
Drop with refund	14%	16%	15%
Instructor drop with refund	15%	13%	12%
No show drop	27%	11%	8%

The data showed a stagnantly low rate of participation (< 20%) with meeting a counselor and/or obtaining an educational plan with all groups of Houdini students.

The purpose of the research was to identify gaps with student retention prior to the census date. The impact of this behavior can be considered detrimental to the campus and students to meet their goals of retention and completion. Additionally, the findings determined that lower participation rates with students support services, specifically not meeting with counseling and/or obtaining an educational plan was common across all groups of students.

Outside the

Notes from Institutional Effectiveness

Our Perspective

The mission of the Institutional Effectiveness Department is to continuously foster and advance a culture of inquiry, evidence and information transparency through the provision of research studies, effectiveness strengthening methods and innovative strategic planning approaches to support the college's mission and goals.

Gaps in Apps

The Gaps in Apps study looked at a comparison of term specified applications to term enrollment trends of first-time and first-time transfer student. The focus of the research was to draw attention to the level of attrition related to the student population between application and enrollment. The data for this study was collected over the past three years through the CCCApply database activity summary report and the Argos data cubes.

Table 1 *Applications Received*

	2011-2012	2012-2013	2013-2014
Fall	8,917	9,019	8,098
Spring	8,583	9,172	8,749
Total	17,500	18,191	16,847

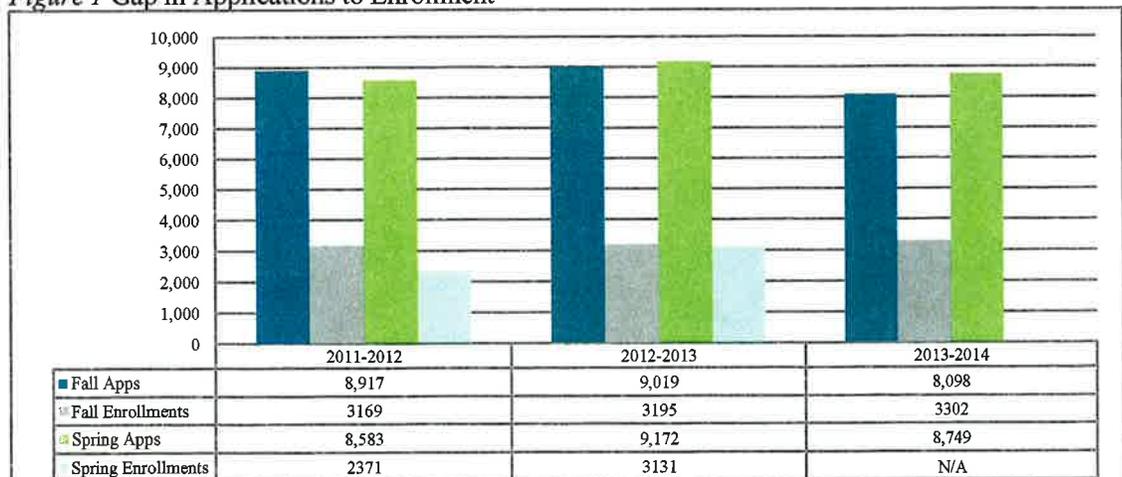
The findings showed an average of 17,513 students complete a first time application to attend Coastline College. The term summary data shows a somewhat even disbursement of potential students across terms, however, the spring term has a slightly higher proportion of applications in comparison to the fall term.

Table 2 *First-Term Enrollment*

	2011-2012	2012-2013	2013-2014
Fall	3,169	3,195	3,302
Spring	2,375	3,131	Not Available
Total	5,544	6,326	3,302

In comparing the enrollment population of first-term students (first-time and first-time transfer) the data indicated that 73% of students are first-time transfer during the fall term while 69% of students are first time transfer in the spring term. Additionally, the comparison of data indicated on average that only 37% of students that complete the application enroll in fall while 31% of students enroll in spring.

Figure 1 Gap in Applications to Enrollment



HARNESSING THE POWER OF

PREDICTIVE ANALYTICS

TO IMPROVE STUDENT OUTCOMES

Changing the Way Institutions Think About Their Data

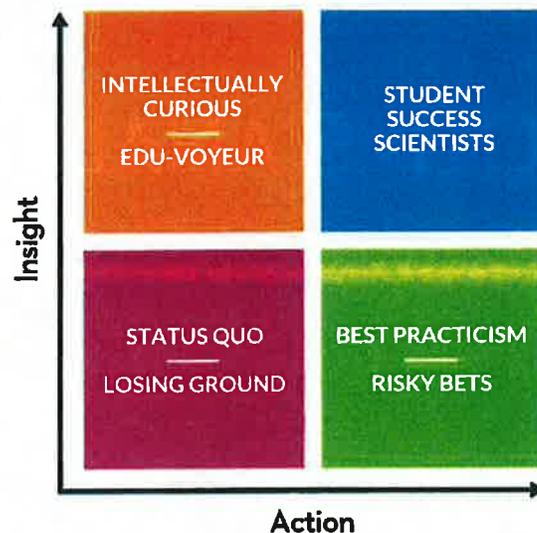
Aggregated data points are not enough to make sense of the opportunities and challenges facing our nation's colleges and universities. Yet, for 30 years our institutions have spent millions on increasingly elaborate systems that gather data. These data points are interesting--but not transformational---until you link them together in an organizing layer powered by predictive analytics and the best data science. At Civitas Learning, we are changing the way institutions think about and use their data.



Higher Education Needs a New Approach to Student Success

We know that colleges and universities are challenged to improve all areas of student success – from the admissions process, through degree and course advising, and across all phases of the student lifecycle. But how will educators steer each student toward the behaviors that foster successful course completion, term-over-term persistence, and ultimately graduation?

In our conversations, different institutions are currently in different quadrants:



■ Low Insight, Low Action:

These institutions are trapped in the status quo, relying on hunches or institutional momentum to justify existing student success initiatives. Without a radically different approach, they will most likely lose ground.

■ High Insight, Low Action:

Some institutions have harnessed key data advances of the past 30 years to carry out better research – which is locked away in long reports that few people ever get to see. These backward-looking analyses cannot deliver insights to the front lines until after courses are over or, worse, students have already dropped out.

■ Low Insight, High Action:

Many institutions encourage plenty of activity around student success, but, based on "best practices" of other institutions that haven't actually been vetted against the institutions' specific data. That means institutions are placing risky bets on programs, policies, and technologies that may deliver little impact for most students.

Across these three quadrants, we see:

- Disconnected initiatives scattered across many programs
- Relevant data trapped in IT silos far from the front lines
- Lack of consistent effectiveness measures for student interventions
- No analytical tools to empower the right combination of insights and action

■ High Insight, High Action:

This is the sweet spot for student success, where actionable information and tools reach the front lines in real time to enable radically better interventions and expanded learning pathways for millions of students, helping them learn well and finish strong. That's where Civitas Learning comes in.

Combining Insights and Actions to Deliver Results

These are tough problems with no easy answers. **But Civitas Learning is working on the front lines of education** with progressive institutions to create a way forward.

We use sophisticated analytics and predictive models – driven by the best data science in higher education – to uncover actionable insights about student pathways and the behaviors that lead to higher rates of course completion, persistence, and graduation.

HOW IT WORKS :



- We deliver personalized recommendations directly to students, faculty, advisors and administrators through intuitive, easy-to-use, Web-based applications to enable better-informed decisions that lead to successful outcomes.
- Working with your institution, we continually improve our models and our applications to enable students to select the best degrees and courses, faculty and advisors to identify which students are at risk, and administrators to understand which investments are working.
- The insights you need are hidden in the silos of information that exist in your institution's SIS, LMS, CRM, and other data platforms. Unlike anyone else, we bring all of these sources together into a unified dataset.
- Our data scientists build institution-specific models to uncover the subtle patterns in that dataset and identify the inflection points of risk and opportunity for each student.

By drawing on our long experience in higher education and working closely with our partner institutions, we're able to understand the specific needs at the front lines of education – and deliver clear, highly actionable insights to the right users in the right way at the right time. **This means that:**

Students

can make more informed choices, access better learning resources, and engage support systems earlier if there is a problem

Advisors

have a clearer view of struggling students ready for outreach and high-achievers ready to be challenged

Faculty

can watch for engagement changes in real time as they weigh different instructional strategies and outreach

Administrators

can evaluate their intervention strategies to drive improved student outcomes and understand the effectiveness of programs

Civitas Learning™: What Sets Us Apart

Our mission is to help a million more students graduate each year. We are dedicated to empowering our partner institutions to solve the challenges involved with student success.

1. We are from and for education.

Our roots are in education and our sole focus is education. Our leadership team has decades of higher education technology and leadership experience. This includes executive positions with Fortune 500 companies, CODIE-winning designs for innovative educational products, and leadership of one of the nation's most innovative new institutions for adult learners.

2. We are committed to rigorous science and engineering.

We have made a massive investment in technical excellence from our earliest days as a company, and most members of the Civitas Learning team today are either engineers or data scientists. That approach has allowed us to build a technical infrastructure that delivers true predictive analytics through beautiful, modern Web applications. Our approach is vendor-agnostic by design and allows us to work with any institution and any combination of data platforms. It also enables us to follow the example of healthcare data science to rapidly test the effectiveness of interventions through tight feedback loops, and then rapidly evolve our technology to deliver even better results.

3. We are committed to learning together.

In Latin, "civitas" means "community." We are building a cross-institutional community with our partners to find the most effective approaches to student success – and then share that knowledge across the community. Our commitment to learning together shows in the Civitas Learning Space and in our annual Partner Summit, where leaders in student success from dozens of diverse institutions convene to share their challenges and breakthroughs with one another.

Learn more about how your institution can join the Civitas Learning community by contacting partnerships@civitaslearning.com or calling (512) 692-7175.

By creating an insight-filled, organizing layer of data we can "connect the dots" to see how to provide the right help in the right way, at the right time, to the right student. Let us show you how sophisticated analytics and predictive models can uncover actionable insights that lead to higher rates of course completion, persistence and graduation. **It's what we do at Civitas Learning.**

