President's Message

April 12, 2017

I: Enrollment / FTES Update

General Fund

As of April 11, 2017, Coastline appears to have met our base FTES allocation and to exceed base by about 359.65 FTES. Compared to last year, our enrollment shows a decline by about 359.65. Attached, for your reference, is a copy of Coastline's P2 report that was prepared by the Office of Planning, Research, Institutional Planning, and Grants.

MECTBD

In the credit bearing contract education programs, comparing current session to prior year:

- There is downward trend (331) of enrollments in Military Online Programs.
- There is slight Upward trend (11) in Army enrollments (063B = 265, 063A =323, 053B=254).
- There is continued substantial growth in Corporate enrollments
  (Most growth attributed to BenU expansion, Kaiser).

II: Accreditation Update

In preparation for the Accreditation Self Study, Coastline has:

- Identified Standard Leads for Accreditation Self Study Report
- Established Accreditation Steering Committee meetings/training dates
- Developed an accreditation timeline

The Senate has provided leadership for discussion focused on ensuring Regular and Substantive Interaction in Online Classes. In addition, the Senate continues to discuss best methods to ensure we collect and analyze SLO data for continuous improvement.

The Accreditation Steering Committee held its second meeting in March, 2017. Standard Tri-Chairs are continuing to recruit members for their teams. In response to an invitation I sent encouraging faculty and staff to participate in the self-evaluation process, more than 22 faculty and staff have indicated plans to participate. Please contact Danny Pittaway (dpittaway@coastline.edu) or Aeron Zentner (azentner@coastline.edu) if you wish to participate as a member of the standards teams.

I have been requested by AACJC to chair an accreditation visit in October, and have accepted. This will help in gaining a deeper insight of the new accreditation standards and requirements.

III: Planning Update

Per Coastline's planning schedule, the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) ranked the different resource requests at their meeting on Wednesday, March 15. The resource requests were based on prioritized wing requests. Requests for funding are based on program reviews. The Budget Committee has also reviewed the ranked requests.

The recommendations of the Budget Committee went back to PIEAC on April 5, 2017. PIEAC minutes may be found here: PIEAC SharePoint Page. The final PIEAC recommendations will now go to College Council for recommendation to the President.
https://cccportal.cccd.edu/governance/Committees/PIEAC/SitePages/Home.aspx

The Office of PRIE also recently emailed the first issue of the Planning Newsletter. If you haven't already read it, I encourage you to take a few minutes to do so.

IV: Technology Update

OER Upload Tool: A new tool for uploading e-textbooks (OER Textbooks) to the Coastline Bookstore has been created. This allows faculty to upload new books and then informs the Bookstore via email, who can then download and review the books.

http://apps.coastline.edu/uploads/OERUpload/

OhhLaLa App Review: A review was made of the new Coastline mobile app (OhhLaLa) to verify accommodations were made, based on a prior request from the committee, to provide a method for users to report abuse from within the app. The committee found that this request was met.

Online Information Requests: A subcommittee has met to discuss how to approach requests for new online pages & information. We have received a few requests for online "pages" or other information from a number of groups; Faculty, Library, committees. We are creating a rubric which we will use to select the most appropriate tool (SharePoint, Canvas, Custom HTML) based on request needs and required resources to maintain them.

Knowledge Base: We discussed the creation of an online knowledge base to facilitate students, staff and faculty regarding often asked questions. Toan Tran will be contacting Cal Poly and Craig Oberlin will be contacting other IT Directors for advice and to see what they are using to facilitate online knowledge bases.

Website for CA Cyber Security Apprenticeship Program: Tobi West presented her new website for the CA Cyber security apprenticeship program for review and suggestions. After a review of the site's accessibility, the site was approved by the committee.

V. Instructional Update

Vince Rodriquez (VPI) and Bob Nash (Assoc. Dean of DL) recently met with the Department of Corrections. They reported that the meeting was extremely positive and productive, and Coastline will be involved in piloting fully-online Associate degrees as early as Fall 2018, along with other select community colleges, to incarcerated students.

A few months ago, Coastline contracted with Vantage Point Consulting, Inc. (VPC) for an assessment of Coastline's Incarcerated Program processes, with the goal of achieving greater efficiency and effectiveness. VPC engaged different stakeholders in the review process, including faculty, staff, incarcerated students, Department of Corrections' staff, and others. They visited various prisons and spoke with proctors and prison officers involved in managing educational programs. The review resulted in 14 key recommendations. The Incarcerated Program Task Force will now review and prioritize the recommendations and identify resources needed for implementation. Download a copy of the

[powerpoint presentation that summarizes the recommendations](#).
https://cccportal.cccd.edu/governance/Committees/CollegeCouncil/Minutes/CCC%20ISP%20Executive%20Brief_3_28_2017%20-%20%20VPC.pdf

VI: Student Services Update

In collaboration with various programs on campus, the Student Services Department conducted a number of events recently, including: the STAR Preview Day on April 4 and the Latino Youth Leadership Academy on March 29 (described in President's Bulletin, April)

The launch of EAB Navigate, which is an onboarding platform for students, is delayed for later in April due to some technical issues, which are currently being resolved.

The Counseling Department has launched the pilot of Cranium Café, a synchronous virtual counseling option for students. Thanks to Dr. Bruce Keeler, Dean of Counseling, Amy Evangelista (Counselor, Project Lead), Claudia Mojica Stone, and Maria Mendoza-Escobedo who have been working diligently to implement the Cranium Café.

VII: Administrative Services Update

Westgroup Designs (located in Irvine) has been selected and Board approved as the architect for the College Center Renovation Project. Phase 1-Programming will expand to include Garden Grove Center and College Center Annex. Estimated costs is $20 million, funded by Measure M.

Lease Agreement negotiation between Coastline and Cal State Fullerton (CSUF) in process for CSUF to retain approximately 10,000 sf at the Garden Grove Center based on an existing sublease agreement between CSUF and the City of Garden Grove.

Garden Grove Solar PV Carports Project, funded by Measure M for $2.9M, has been completed. Estimated savings to the college is $100K annually. The Garden Grove Chamber of Commerce recognized Coastline with a Go Green Award for this project.

VIII: MECTBD Update

Fee based training programs: With the launch of our Energy, Construction, and Utilities Core Competencies and Safety Training programs, we are projecting a 3500 % increase in program generated income $180,000, and a 80% Job Placement rate of participants who complete the program.

Kaiser Program: Contract Education's Kaiser program is expanding its Learning First bachelor's degree and other Coastline degree offerings to all Kaiser employees soon. Congratulations to the Contract Education staff, led by Joycelyn Groot, for the close partnership they have developed with Kaiser Permanente.

Termination of the NCPACE Distance Learning Contract: CCC has been the lead academic integrator and contractor for all Distance Learning in the Navy College's Afloat Program (NCPACE-DL) for 14 years, and an educational partner in the program for more than 25 years. We have held the highest number of enrollments in the program throughout our participation as well. Due to budget constraints, Navy is terminating our NCPACE DL contract effective September 30, 2017. With Distance Learning being the preponderance of the NCPACE program, they are engaging their own IT personnel to develop an

automated process for the NCPACE DL program for implementation 1 Oct 17. At that time, Coastline will no longer manage the NCPACE DL partnership program.

This change does not impact our ability to offer classes through the program, and we will continue to do so. And, as Navy moves toward automating their processes for NCPACE, they have invited CCC to collaborate with Navy Education and Training Command leadership in Pensacola later in April.

TSA program: Effective this Spring, TSA is terminating the regional delivery of the TSA certificate program and piloting with one central online provider, American Military University (a division on American Public University System). They have indicated their satisfaction with Coastline, but budget constraints and need to streamline their operations resulted in selecting one education partner for online delivery.

IX: President's Update

Meeting with GGUSD: Ross Miyashiro, Vince Rodriguez, Nathan Brais, and I had a productive with the Superintendent of the Garden Grove Center, Dr. Gabriela Mafi and Assistant Superintendent for Secondary Schools, Dr. Kelly McAmis to revisit our partnership with them, discuss the College Promise Program and other programs that mutually benefit GGUSD and Coastline students.

IEPI Visit: A Partnership Resource Team (PRT), comprised of 7 community college colleagues from CA led by Deputy Chancellor Erik Skinner, visited the College on March 23 and April 11. Utilizing appreciative inquiry, the team listened, shared their expertise and resources in support of Coastline's four areas of focus: guided pathways, SLO collection and analysis, communication, and professional development. Coastline's draft Institutional Effectiveness and Innovation Plan will be finalized by our IE taskforce, comprised of faculty, staff, and managers. Grant funds will be released to Coastline upon submission of the final IE Plan. For your information, copies of the PRT Menu of Options and Coastline's draft Institutional Effectiveness Plan are attached.

X: Program and Staff Highlights

Staff Highlights

- *Dr. Deborah Henry* was appointed to the Medical Ethics Board of American Association of Neurological Surgeons for a 3 year assignment.
- *Dr. Julie Mendez- Marquez* received her Doctorate in Higher Education Leadership from USC. The purpose of her study was to understand how front-line staff transfer their social capital to first-generation, low-income, Latino/a community college students as well as the effect that these interactions have on their academic persistence. The data revealed that the staff took an active role in helping students succeed. The staff transferred their social capital to students by establishing relationships with them, helping them connect with others and helping them make academic decisions. Through these interactions the students gained information about the transfer requirements, resources available to them and how to navigate college processes. Interactions with staff resulted in students becoming more resilient, involved and proactive.
- *Dr. Zentner and Associate Professor Danny Pittaway* recently presented at the first AACJC Annual Conference, held in Irvine. Their presentation focused on preparing for an Institutional Self Study. About 75 plus conference attendees packed the room to learn from Aeron and Danny, and to share best practices with other colleagues.

- *Mark Woodland*, permanent Director of Marketing and Public Relations, started at Coastline on April 3, 2017
- *Danny Pittaway, Lisa Lee and Dick Shiring* have co-authored an article (Course-Embedded Tutoring: Student Success in Postsecondary Math) on the positive effects of course-embedded tutoring in math for both onsite and online courses. This was a multi-year study that was conducted, and we are proud to announce that [we've been published by the CCC Professional Learning Network](https://prolearningnetwork.cccco.edu/course-embedded-tutoring-student-success-in-postsecondary-math/). A direct link to the PDF of the article is available at the link above. https://prolearningnetwork.cccco.edu/course-embedded-tutoring-student-success-in-postsecondary-math/
- *Dr. Dana Emerson*, Dean of Instruction was recently interviewed about the use of [Civitas Analytics for a Civitas Learning Space Online](https://civitaslearningspace.com/scaling-outreach-california-colleges/). https://civitaslearningspace.com/scaling-outreach-california-colleges/

XI: Upcoming Events

All College Spring Workshop & BBQ – April 14 @ GGC

8:45 – 11:30am Morning sessions offered at the workshop include:

- **Faculty:** Are you my Teacher? Maximizing Instructor Presence
- **Classified Staff:** How to Manage Conflict in the Workplace

11:45am – 1:15pm **BBQ and Recognition Event**

1:30 – 4:00pm OPEN LAB sessions in the afternoon:

- Fixing Documents for Accessibility Compliance
- Canvas Techniques and Questions

2016-17 Resident FTES Update

April 13, 2017

Term	2015-2016	2016-2017	Difference
Summer	1,184.63	1,071.99	-112.74
Fall	2,543.83	2,352.83	-189.3
Spring	2,614.85	2,558.84	-56.01
Total	6,343.31	5,983.66	-359.65
Base	5,669.78	5,669.78	0
Percent Over Base	11.9%	5.5%	-5.7%
Resident FTES Over Base	673.53	313.88	-359.65

P2 FTES Report

The 2016-17 annual FTES P2 Report estimate shows Coastline at 5,983.66, which is 313.88 FTES over base-funded FTES. In comparison to 2015-16, Coastline has declined 359.65 FTES (-5.7%).

Partnership Resource Teams
Summary of Initial Visit
Date of Visit: 3/23/17

Name of Institution: Coastline Community College
Partnership Resource Team Members: Lillian, Jake, Ben, Man, Scott, Erik, Alex

Area of Focus	Institution's Point Person or Group, If Known	Heard during the Visit: Institutional Activities Underway	Heard during the Visit: Ideas Discussed with the Institution	Other IEPI Resources Needed?
Scale Guided Pathways	• Guided Pathways Steering Committee	1. STAR 2. Learning First 3. Military-preferred Pathway 4. Contract Education 5. Departmental Pathways	1. Need for broader institutional dialogue 2. Defining guided pathways for multiple student groups 3. Moving beyond a pathway program to a pathway framework 4. Maintaining institutional identity during a period of transition 5. Integrating faculty expertise in discussion of pathways with students	• Regional trainings

Student Learning Outcomes	• SLO Work Group	1. Transitioning to a new software platform
		2. Transitioning assessment planning cycle
		3. Workshops taking place
			1. Expanding professional development (see also Professional Development Area below)
			2. Expanding institutional support
			   a. SLO liaison structure
			   b. Commitment from administration
			3. Integration of assessment evaluation into program review planning
			4. SLO data informs course improvement
			5. SLO data primarily collected for accreditation purposes
			6. Reduction of data overload
				• Applied Solution Kit (now in planning stage)

Area of Focus	Institution's Point Person or Group, If Known	Heard during the Visit: Institutional Activities Underway	Heard during the Visit: Ideas Discussed with the Institution	Other IEPI Resources Needed?

Communication	• Institution-wide	1. Representative bodies speak to constituents
		2. Meetings are well attended
		3. Academic Senate is at-large
		4. Multiple strategies/methods using technology
		   a. Students
		   b. Staff
		5. Newsletters in use
		6. Wing structure assists planning
			1. MECTBD integrating with student services and instruction
			2. Summarizing meetings rather than posting minutes
			3. Expansion of SharePoint and other online forums
			4. Open Cabinet Hours following regular meetings
			5. Maintaining a consistent meeting schedule
			6. Map of communication and reporting processes
			7. Need for increased engagement pre- and post-decision
			8. Leveraging technology to improve internal communication across college locations
			9. Increased clarity to define faculty involvement in counseling activities
			10. Increased consideration of impact of deadlines
			11. Commitment to posting meeting minutes/summaries on website
				•

Professional Development	• Professional Development Leadership Committee • Dean of Innovative Learning (pending)	1. Bringing back Flex Day 2. Canvas transition training 3. Robust resources available 4. PD Institute for faculty 5. Faculty Success Center 6. Several contracts for online resources 7. Personnel to support professional development in place or pending 8. Unified approval process for SSSP, Student Equity, BSI resources	1. Preliminary planning for next priorities beyond Canvas 2. Rollout planned for SharePoint training 3. Creating and publicizing a master list of workshops 4. Standalone LMS for tracking/housing participation 5. New process to tie resources to college initiatives 6. Emphasis on activities for classified staff 7. Integration of lessons learned 8. Increased training for face-to-face faculty 9. More consistent encouragement from management on participation 10. Streamlined processes to reduce barriers to participation 11. Increased onboarding/mentorship for classified and part-time faculty 12. Differences in access to PD within various classes of employees	• Professional Learning Network, including Lynda.com

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
List of Primary Successes and Menu of Options for Institutional Consideration
Date: March 23, 2017

Name of Institution: Coastline Community College
Partnership Resource Team Members: Erik Skinner (lead), Scott Valverde, Lillian Marrujo-Duck, Jake Kevari, Ben Gamboa, Man Phan, Alex
    Boekelheide

Primary Institutional Successes

Description of Primary Institutional Successes	Notes and Comments
• The college has a high level of attendance and participation in meetings. • Academic Senate meeting minutes reveal broad dialogue on relevant issues.	• High participation is especially commendable considering the high proportion of distance learning offerings and part time faculty. • Classified staff were highly engaged in conversations and interested in improvements.
• Coastline Community College takes well-deserved pride in leading the way in distance learning with the goal of providing educational opportunities to nontraditional students.	•
• Coastline Community College has built several successful pathways programs, suggesting an institutional drive and wherewithal leading to success in designing broader guided pathways.	• Learning 1st is a commendable fully online transfer program for non-traditional students. • The military education program effectively serves active service members, veterans, and their spouses.

Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
A. Scale Guided Pathways	1. Foster a collaborative environment in which stakeholders inclusive of faculty, counselors, administrators, classified staff, and students (to the extent possible) can engage in dialogues pertaining to guided pathways. 2. Take advantage of opportunity to improve communication and clarify decision-making (see below) to assist in planning processes for guided pathways.	Creating a First Year Experience program for high school students or other students embarking on their first college experience. PCC Pathways: https://prolearningnetwork.cccco.edu/pathways-at-pasadena-city-college/ Community College Research Center Redesigning Guide & Tool Kit: http://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
	3. Obtain consensus among stakeholders as to the definition of "guided pathways" that will work specifically for Coastline Community College and its culture. 4. Establish a guided pathways framework that encompasses a broader system of pathways, rather than a program-focused approach. 5. Encourage faculty with expertise in particular fields of study to engage and discuss career prospects with students, in addition to the student educational planning and advising provided by counselors. 6. Maintain the unique identity and characteristics of Coastline Community College as a stellar DE institution while seeking and embracing on-ground, face-to-face learning opportunities. 7. Develop partnerships with local K-12 schools to create educational pathways, so high school students are adequately prepared and placed in college courses and complete 30 college credits upon graduation from high school. 8. Design and implement "stackable credentials" that encourage students to effectively plan their academic future through achievement of Certificate of Proficiency (9 units), Certificate of Achievement (18 units), Associate's Degree, or transfer to a four-year institution. 9. Send a cross-disciplinary and inclusive team of instructional and non-instructional faculty and other middle college leaders to 2018 Leading from the Middle Academy, and task them with developing guided pathways based upon Coastline's accepted framework.	Investigating and Implementing Different Frameworks of Guided Pathways: IEPI Pathways Training Resources: https://prolearningnetwork.cccco.edu/event/pathways-two-day-event-2/?hilite=pathways Skyline General Education Redesign Project: http://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2016 Strengthening Student Success Conference Materials/Creating Coherent Pathways/GE-From Smorgasbord to Intentional Choice/GE_Presentation.pdf?ver=2016-10-27-120212-417 Cañada College Non-Traditional Student Transfer Pathways: http://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2016 Strengthening Student Success Conference Materials/Creating Coherent Pathways/Building Effective Transfer Pathway.pptx?ver=2016-10-27-115604-707 Principles of Redesign - Berkeley City College & Career Ladders Project: http://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2016 Strengthening Student Success Conference Materials/Post-Conference Workshop/Implementing Institutional Redesign.pptx?ver=2016-10-27-115804-013 Butte College K-12 Pathways: http://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2016 Strengthening Student Success Conference Materials/Creating Coherent Pathways/Getting to Best Process.pptx?ver=2016-10-27-115607-287 Merritt College Distance Education Dual Enrollment Program: http://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2016 Strengthening Student Success Conference Materials/Creating Coherent Pathways/Shared Responsibility for Student Success 10316.DE.pptx?ver=2016-10-27-115609-817
B. Student Learning Outcomes	1. Develop and implement an institutional assessment plan that outlines how the institution will use student learning outcomes assessment to inform conversations about teaching, learning, and student success. 2. Take advantage of opportunity to improve communication and clarify decision-making (see below) to assist in planning processes for SLOs. 3. Integrate SLOs with Program Review for planning purposes. 4. Develop and implement a cycle of assessment with a timeline.	Integrated Planning Resources: • https://prolearningnetwork.cccco.edu/ask/integrated-planning/ • http://www.chaffey.edu/slo/resources/pathway_proficiency.pdf • http://www.chaffey.edu/slo/resources/slo_handbook.pdf • https://www.miracosta.edu/officeofthepresident/oir/downloads/SenateApprpovedSLOhndbkwSLOACREV_Nov25.pdf Developing SLOs:

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments

	5. Continue and expand flex activities around SLO assessment.
	6. Create and disseminate reports about actions on continuous improvement of courses from SLOs.
	7. Consider adding Faculty SLO facilitators at department level and/or a Learning Outcome Coordinator for institution to support Faculty SLO coordinator.
	8. Continue implementing Canvas as reporting software for SLOs.
		• http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/teaching-and-learning-academy.shtml
		• https://www.k-state.edu/assessment/toolkit/measurement/
		• https://www.jmu.edu/mc/slos/index.shtml
		• http://www.chaffey.edu/slo/toolkit.html
		
		Canvas Integration for SLOs:
		https://www.k-state.edu/assessment/canvas/
		
		Example of reports for department level:
		• https://app.powerbi.com/view?r=eyJrIjoiMDY3ZTY4MTktMTNiMi00YmZkLWEwZTktOTBjZGZiMGRhY2UzIiwidCI6ImQ5YTJmYTcxLWQ2N2QtNGNiNi1iNTQxLTA2Y2NhYTgwMTNmYiIsImMiOjN9
		• http://www.chaffey.edu/slo/prg_evidence.html
		   ○ http://www.chaffey.edu/slo/slo/BiologyOct2007.pdf
		   ○ http://www.chaffey.edu/slo/psr/10_11/bio/bio_PSR_Resource_SLO.pdf
		
		Engaging institutional conversations and commitment around SLOs:
		http://www.asccc.org/content/evasive-slo-process-engaging-faculty-sustainable-system (resource towards bottom of page)

C. Communication	1. Create and distribute a guide to reporting processes, to clarify the roles of shared governance and administrative committees in decision-making. 2. Clarify the role of the Academic Senate in decision-making, collegial consultation, and communication of decisions, including the use of recommendations. 3. Reinforce and commit to following established processes for budgeting, integrated planning, and program development. 4. Establish similar college-wide processes for new initiatives to channel communications effectively to and from interested groups. 5. For each committee, wing, or other administrative body, identify personnel responsible for summarizing meetings and distributing summaries. 6. Establish a uniform agenda/minutes/materials reporting structure, process, and timeline for committees involved in decision-making. Implement a regular evaluation of the effectiveness of these processes and make improvements when necessary. 7. Survey usage of SharePoint throughout college to determine practicality of using that system as a forum for posting meeting summaries.	Reporting Process Guide example: Cuesta College Decision Making Handbook https://www.cuesta.edu/aboutcc/documents/accreditation/plans/SLOCCCD_DecisionMakingHandbook_2015.pdf Meeting summary example: • Pasadena City College Board Report (attached PDF) • Coastline CC Classified Staff meeting summaries Email newsletter example: • Coastline CC President's Newsletter • Pasadena City College "Inside PCC" (attached PDF)

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
	8. Reduce excessive email communications by establishing a set of email newsletters, with regular distribution schedules, to circulate meeting summaries. 9. Consolidate control of all-hands emails into appropriate offices. 10. Encourage internal experts in Military Education, Corporate Training, and Business Development unit and elsewhere to share best practices and successes through Flex Day or other learning opportunities. 11. Enhance informal communication through open hours following management meetings and increasing use of FaceTime and other technology.	
D. Professional Development	1. Adopt a "tri-chair" model of organizational committee structure for all campus-based professional development (PD), ensuring that the voices of classified staff, administration, and faculty are all heard and considered in the development of training. 2. Encourage committee work around the identification of new and emerging PD needs, the in-house development of PD content, and incentivizing the development of college-specific PD. Communicate the next phase of the Faculty Success Center's focus, beyond just the Canvas transition (which has been the priority, to date). 3. Require (as was done with the Canvas training) all faculty, staff and administrators to attend at least one PD activity offered by the college per year, which is directly applicable to the individual role each employee serves on campus. Develop culture where PD is calculated into and considered part of employee workload. 4. Develop customized trainings for in-person/face-to-face faculty on topics such as pedagogy, institutionalizing pathways, defining faculty's role in academic advising, mental health awareness and suicide prevention, etc., that may particularly resonate with faculty who specialize in the face-to-face mode of instruction. Faculty who teach primarily face-to-face are, uniquely, in the minority at Coastline. 5. Utilize all California community colleges' free access to Lynda.com via the PLN (college is currently paying for those services), to free up those resources for other PD activities. 6. Develop and archive a desktop webinar for part-time, online faculty that identifies all of the various PD activities and resources available at the college. Establish a policy that viewing this webinar is a requirement of all current employees (with a specific deadline to complete) and a new requirement upon being hired, to ensure 100% awareness of the PD resources offered. Include a message and theme throughout the webinar of how the college values and prioritizes PD. Use this tool to help convey the message of connection between part-time, online faculty and the college's mission.	Tri-Chair Model Examples: • https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/f239422c-a4f0-48ce-a547-05f6f3dd7bbb/Guidelines%20for%20Standing%20Committee%20Tri-chairs%20August%202013.pdf • http://www.msjc.edu/CollegeInformation/Administration/Committees/ProfessionalDevelopment/Pages/default.aspx PD Committee / Policy / Implementation Examples and Resources: • http://www.mtsac.edu/pod/ • http://www.grossmont.edu/faculty-staff/staffdevelop/Faculty%20Professional%20Development/profdevreq.aspx • http://www.asccc.org/category/resolutiontopic/faculty-development • http://www.msjc.edu/CollegeInformation/Administration/Committees/ProfessionalDevelopment/Pages/Professional-Development-Opportunities.aspx PLN Resources: • Lynda / Grovo / Skillsoft / Learn Academy: https://prolearningnetwork.cccco.edu/learn/ • My PD: https://prolearningnetwork.cccco.edu/mypd/ Travel Process: https://foothill.edu/staff/development/travel.php Employee Recognition Examples: http://www.vcccd.edu/departments/human-resources/professional-development/classified-professional-development-committee IEPI Template for Action Plan / Post-PD activity: See attachment

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
	7. Encourage part-time, online faculty to physically visit all of Coastline's campuses to feel that connection. Offer PD activity that might otherwise have been offered virtually, in person instead, at one of the campuses to help foster that connection.	
	8. Clarify travel approval and funding processes and regularly communicate them. Work with district and college leadership to streamline the approval processes for travel, advances, and reimbursement to address the financial barriers employees are facing to access these opportunities. Consider giving Supervisors or the College President final authority to approve funding and/or establishing thresholds for higher approval (vs. seeking District Board action on each individual trip) and look for other ways to shorten the time frame for reimbursement.	
	9. Utilize the *My PD* section of the PLN, to track and help incentivize individual PD activity.	
	10. Recognize and reward individuals in year-end / start-of-year events for participating in PD, beyond the one activity per year requirement.	
	11. Require employees to report back how they will utilize what they've learned after attending a conference or workshop in their jobs and daily routine, to help further expand this culture of valuing and prioritizing PD.	