

# COASTLINE COLLEGE

2018-2019

## Annual Department Review

Counseling, Matriculation, and SSSP  
(Assessment Center, Career Center, Counseling, Information  
Center, Transfer Center)

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Assessment Center

# Section 1: Department Planning:

## Internal Analysis

- Collaborated with Math faculty and English faculty to develop multiple measures.
- Introduced Guided Self-Placement and Multiple Measures Assessment Project (MMAP) forms to local and non-local students in order to place them in Math and English according to AB-705.
- Provided a computerized MMAP questionnaire for students to use to determine placement.
- Installed a webcam on a student computer in the testing area for remote proctoring service software, such as Proctorio, to monitor online test takers.
- Installed a large-capacity shelving unit to provide a monitored holding area for students' belongings that are too large for our lockers.
- Unable to proctor ACCUPLACER tests to the incarcerated students as of October 2017 due to a breach of security.
- Due to a breach in security, all staff were required to pass an Accuplacer & Proctor Training test with a score of 100%.

Table 1.1 Proctoring Placement Tests/Alternative Exams and Processing ESL Placement Tests. The table shows that multiple measures and self-guided placements were introduced. In addition, the table shows a decrease in proctoring English and math placement tests for incarcerated students. This is due to a breach of security in October 2017. Furthermore, the ESL placements were decreased due to a hiatus from testing during the months of March and April while the staff received proctor training and completed proctor testing with 100% accuracy.

Acad. Year	Local Eng Plmt	Local Math Plmt	MM	S.P. ENG	S.P. MTH	DL Alt	Mil Eng	Mil Math	Incar Eng	Incar Math	Off-Site Prctr	Corp Educ Eng	Corp Educ Math	Int Eng	Int Math	Amdr C.O.E. Eng	Amdr C.O.E. Math	ESL	Totals
2013-14	699	818	**	***	***	2724	871	613	*	428	0	6	6	0	1	32	28	603	6829
2014-15	553	678	**	***	***	2676	631	460	721	1035	65	0	0	2	2	29	28	935	7815
2015-16	622	801	**	***	***	2622	653	466	846	1150	276	0	0	2	2	30	29	1052	8551
2016-17	878	765	**	***	***	1750	535	456	1249	1604	313	0	0	4	4	5	5	1730	9298
2017-18	526	669	215	645	944	1724	357	320	458	693	190	0	0	1	0	23	21	1002	7788
Totals	3278	3731	215	645	944	11496	3047	2315	3274	4910	844	6	6	9	9	119	111	5322	40281

\*Began processing English Placement exams for Incarcerated students in July of 2014.  
 \*\*Multiple Measures Assessment Project (MM) was introduced in November of 2017.  
 \*\*\* Self-Guided Placement for English (S.P. ENG) and Math (S.P. Math) were introduced in March of 2018.

## Survey Results

### Placement Testing

Of those respondents who have participated in English/Math placement testing, 90.2% are **satisfied** and 9.8% are **not satisfied**. Additionally, 91.8% of respondents who have not taken the placement test indicated that they have heard of placement testing but **do not need** it, while 8.2% have **never heard of** English/Math placement testing.

Table 21. English/Math Placement Testing

Service	Used/ Satisfied	Used/Not Satisfied	Response Count
English/Math Placement Testing	90.2%	9.8%	429

Table 22 shows respondents' level of agreement with the set of statements regarding their experience with placement tests. The majority (93.2%) of respondents agree that placement tests were offered at times that were **convenient** to them. Similarly, 91.2% of respondents agree that placement test results were **explained to them** so that they understood which course(s) they were supposed to take.

Table 22. Placement Tests

Answer Options	Agree	Disagree	Response Count
Placement tests were offered at times that were convenient to me.	93.2%	6.8%	814
Placement test results were explained to me so that I understood which course(s) I was supposed to take.	91.2%	8.8%	819

## Service Area Outcomes (SAOs)

SAO Table

SAO	Measures/Targets
<p><b>SAO 1:</b> Students will be aware of English and Math placement tests and how these placement tests are essential components of successful matriculation and integral to the development of an accurate Student Educational Plan (SEP).</p> <p><b>SAO 2:</b> Students will be satisfied with placement tests offered at convenient times.</p>	<p><b>Outcome Status:</b> Met  <b>Finding(s):</b> 91.2% of students polled agreed that their placement test results were explained to them so that they understood which course(s) they were supposed to take and 8.8% students disagreed to this statement.</p> <p><b>Outcome Status:</b> Met  <b>Finding(s):</b> 93.2% of students surveyed agreed that placement tests were offered at convenient times to them and 6.8% disagreed to this statement.</p>

## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Operationalize a full-service Proctoring and Assessment Service Center to meet student demand.	Completed	The Center has an increase of one part-time Testing Technician.	Students are being served more which is reflected in the number of students served.

Provide adequate facilities to effectively accommodate students and maintain operational workflow for the department.	Completed	Renovation of the Center will be funded through Measure M bond.  The testing materials are stored at the 3 <sup>rd</sup> floor which create less interruptions.	There has been an increase in efficiency and workflow.
Expand the capacity of the assessment center to accommodate student and faculty demand.	Completed	Reconfigured the testing area to increase seating.	Increased the number of students being served.

### Department Planning and Communication Strategies

The SSSP Manager meets with Assessment Center staff monthly to discuss updates and to strategize new ideas to better serve students at Assessment Center. The agenda items are created as a joint effort between staff and management. These meetings are held jointly with the Assessment Center and Info Center staff since the SSSP Manager also oversees the Info Center as of July 1, 2017. In addition to these monthly meetings, the SSSP Manager regularly has standing meetings with Assessment Center staff for quick updates. Lastly, all staff attend the Student Services Department Meeting that is held every other month. This meeting is hosted by the VP of Student Services. This meeting functions as a way for Student Services to update one another. For communication when interacting with colleagues outside of the department, the staff calls, emails or meets in-person. The staff also utilizes physical mail for incarcerated students and email for face-to-face and distance learning students.

### Implications of Change

The Assessment Center has been working with faculty and administrators on developing alternative options to placement tests so that Coastline is in compliance with AB 705 (Assembly Member Irwin) – Seymour – Campbell Student Success Act of 2012: Assessment. Chapter 745, Statutes of 2017. Coastline needs to be in compliance with AB 705 by fall of 2019 and fall of 2020 for ESL. AB 705 requires a community college district to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe. In the fall of 2017 semester, SSSP Manager met with deans, department chairs and faculty to develop alternative options to placement testing. On February 6, 2018, the Academic Senate approved the “Placing into Freshman Composition at Coastline: Students’ Eight Options”. The Academic Senate also approved the “Placing into Math at Coastline: Students’ Eleven Options”. Students may now use one or more of these options to help them determine their optimal math and English levels. These options include but are not limited to the use of multiple measures (high school performance), self-guided placements, and co-requisite courses. The English faculty have created co-requisite courses for English in fall of 2018 and the math faculty will be offering co-requisite courses for math in spring 2019.

This has minimized the disproportionate impact on students created through inaccurate placement processes and will increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year.

We anticipate that new students will be taking Multiple Measures and Self-Placement and there will be a decrease in proctoring Accuplacer tests. Therefore the assessment Center is looking into offering CLEP and DANTES exams to generate revenue for the college.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean of Counseling	SSSP Manager	0	0	Administrative Assistant I (1) Testing Technician (2 F/T & 1 P/T)	0
Current year 2018-19	Dean of Counseling	SSSP Manager	0	0	Administrative Assistant I (1) Testing Technician (2 F/T & 2 P/T)	0
1 year 2019-20	Dean of Counseling	SSSP Manager	0	0	Administrative Assistant I (1) Testing Technician (2 F/T & 2 P/T)	0
2 years 2020-21	Dean of Counseling	SSSP Manager	0	0	Administrative Assistant I (1) Testing Technician (2 F/T & 2 P/T)	0
3 years 2021-22	Dean of Counseling	SSSP Manager	0	0	Administrative Assistant I (1) Testing Technician (2 F/T & 2 P/T)	0

The Assessment Center is currently fully staffed.

### Professional Development

Provide a description of the department's professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Cranium Café Training	This tool is to further assist students by using webcam and screen sharing features.	Staff is able to assist students with online assessment and placement assistance.

Name (Title)	Professional Development	Outcome
Proctor Certification for ACCUPLACER testing	Staff members passed newly-required Proctor Certification testing to be eligible for administer ACCUPLACER testing.	Staff and manager are able to proctor ACCUPLACER tests to students.
Guided Pathways Foundation for Equity and Inclusion” workshop presented by Dr. Kathy Obear	The one day training focused on teaching faculty to recognize less inclusive attitudes and behaviors, inherent biases, and thereby shift current practices towards more inclusive approaches.	Attendees learned about the importance of identifying inherent biases, and working with these to change our perspectives and develop more inclusive teaching and counseling approaches.
Accessibility Training	Obtained an introduction to accessible documents and screen readers.	Staff is able to create accessible documents.

To be in compliance with AB 705 by fall 2019 semester, we are exploring the formation of a workgroup in order for administrators, faculty, and staff to develop multiple measures options including utilizing high school data, self-guided placement, and support courses for English, ESL, and math placements.

## Section 3: Facilities Planning

### Facility Assessment

The distance learning exams are now stored in the distance learning department which has decreased the distractions students face when staff come through the testing area. Ideally another door leading from the staff work area directly into the storage room should be installed to further decrease these interruptions. Staff would then be able to access the storage room without interrupting students in the testing area. We would like our new Assessment Center to feature a reception station for students to check-in and another area for check-out to assure test security, in addition to dedicated desks with cubicles for each of the 5 staff members. Staff will continue to share check-in/checkout and proctoring duties but dedicated workspaces are needed for ongoing projects that require confidentiality. 30 testing stations, 15 of them fitted with computers and webcams, should be installed in the testing area. The current security camera system may need to be replaced as it frequently freezes, and is not reliable. The addition of 4 more security cameras would provide better coverage. A storage vault for storing testing materials and supplies should also be included.

## Section 4: Technology Planning

### Technology Assessment

SSSP Manager worked with the Administrative Director of Institutional Research, Effectiveness, Planning and Grant Development, Coastline IT Department, and CAPP Associates on the implementation of the MMAP. In November 2017, the Assessment Center provided a computerized MMAP questionnaire for students to use to determine placement. In addition, web cams were installed in the testing/staffing areas to enable remote proctoring software such as Proctorio and Cranium Café.



Career Center

# Section 1: Department Planning:

## Internal Analysis

During the 2017-2018 academic school year, the career center offered 30 workshops and presentations. Some of the topics include introduction of Coastline’s Career Services, career exploration, career values, careers and stereotype, career and personality, communication and body language, life balance, reality checks, cycle of poverty, money management, choosing a major, internship and volunteer opportunities, interview skills, resume writing and strategies, and job search strategies. Data from 2016-2017 were still being built as it was the career center staff’s first year so 2017-2018 academic school year will serve as baseline

The career center staff created a systematic career exploration and planning guideline for students. This worksheet has been shared in the region and portions of it has been used in various higher education institutions as well as in a local high school. The staff also created [gradassist.org](http://gradassist.org) where the vision is to “ Increase the number of students, especially underrepresented students, pursuing and completing advanced degrees” (Grad Assist, 2018).

## Survey Results

The majority of respondents (90.7%) have not heard of Coastline’s Career Center. Respondents who have received services from the Career Center were asked to indicate their level of satisfaction with the services rendered. The results are shown below in Table X.

Table X. *Satisfaction with Career Center Services*

Answer Options	Satisfied	Dissatisfied	Respondents
Availability of information	99.0%	1.0%	97
Workshops and seminars	95.7%	4.3%	94
Communication	95.9%	4.1%	98
Professionalism	97.9%	2.1%	97

The majority of respondents indicated that they are satisfied with the Career Center’s **availability** of information (99.0%), its **workshops** and **seminars** (95.7%), **communication** (95.9%), and its **professionalism** (97.9%).

### **Qualitative Responses**

Overall, students expressed that they are very satisfied with the services offered by the Career Center and they would like more career centers at other campuses.

### **Career Services at each Coastline Campus**

Respondents were asked to indicate what services they would like at each Coastline campus. The table below shows the percentage of respondents who would like career services at each Coastline campus.

Table X. *Desire for Career Services by Campus*

Answer Options	Fountain Valley	Garden Grove	Newport Beach	Le-Jao/ Westminster	Response Count
Career services	63.2%	40.1%	42.8%	35.9%	663

The majority of respondents (63.2%) would like more career services and options at the **Fountain Valley Campus**, 40.1% of respondents would like more career services at the **Garden Grove Campus**, 42.8% would like more career services at the **Newport Beach Campus**, and 35.9% would like more career services at the **Le-Jao Campus**.

### Service Area Outcomes (SAOs)

Table Service Area Outcomes (SAOs)

SAO	Measures/Targets
SAO1: At least 80% of students will find career workshops helpful	92% of students (n=261)
SAO2: At least 50% of students will want to request more workshops	78% of students (n=220)

### Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Permanent Career Center location	Completed	The center was opened on the 4 <sup>th</sup> floor of the College Center.	A permanent location of the center improves awareness for students and Coastline employees
Computer for student's to access	Completed	In 2016-17, There are four computers that students can utilize. In 2017-18, the center was relocated to the third floor in conjunction with the transfer center. Both centers share three computers	The computers are used by federal work study students or by student appointments. Students use these computers for job and experience searching, writing resumes and cover letters, etc.
Expand the capability of offering workshops to students	Completed	Collaboration with different programs and faculty increase the number of workshops delivered.	Workshops are delivered mainly in face to face courses to maximize the number of students attending.
Promotion and marketing	In-Progress	Due to high turnover of staff (three in the past year), the staff has to learn how to run the center which causes a delay on previous years' goals. Additional	The creation of social media to increase awareness of the career center and opening up career services to virtual platforms makes it

		staff for 2017-2018 is being requested in order to effectively promote the Career Centers, especially in classrooms in the beginning of the school year	more convenient for students to receive career services.
Creation of virtual workshops	In-progress	Due to high turnover of staff (three in the past year), the staff has to learn how to run the center which causes a delay on previous years' goals.	Pilot studies of a Cranium Café will be run this academic school year.

**Department Planning and Communication Strategies**

Describe the communication methods and interaction strategies used by your department employees to discuss department-level planning, SAO data, and institutional performance data.

The career center staff meets with the supervisor (Dean of Counseling) once per week for at least 30 minutes. Google Docs are utilized to save paper and collaborative notes. Meeting notes include accomplishments from the previous week, goals for the following week, any news and updates, etc.

The career center staff is also involved and have presented in different committees and constituent groups: Student Success Committee, Career and Technical Education (CTE) Committee, Guided Pathways Committee, Student Services Wing, Academic Senate, and Classified Senate.

The career center also utilizes our Coastline website, Facebook, and the Coastline app to market for workshops, job postings, and other events.

Collaboration with different stakeholders are also emphasized. The career center staff works with the counselors, instructors, deans, classified professionals, students, and community stakeholders.

**Implications of Change**

Provide a summation of perspective around the implications associated with shift in the department performance trends

Guided Pathways will hopefully improve the dynamics of Coastline’s Career Services as career exploration will be heavily emphasized especially during the onboarding process. Collaboration between faculty and student services should strengthen.

In class face to face presentations will be the main method of workshop delivery. Collaboration with the faculty builds professional relationships and being invited to their classrooms becomes a norm every semester.

# Section 2: Human Capital Planning

## Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Admin Assistant (1)	0
Current year 2018-19	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Admin Assistant (1)	0
1 year 2019-20	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Admin Assistant (1)	1
2 years 2020-21	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Admin Assistant (1)	1
3 years 2021-22	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Admin Assistant (1)	2

Based on the number of students, there is a need to expand the department with part-time hourly positions dedicated to providing career services in person and online.

## Professional Development

Provide a description of the department’s professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Doctorate of Education (specialization in Community College Leadership) @ CSUF	Graduate degree	In progress (completed in 2020)
Leadership Institute for Tomorrow	Leadership Development	Completed (Summer 2018)
Technology Chair - California Career Development Association	Key note speaker “Innovative Tool and Best Practices in Working with Undecided Students”	Complete (Summer 2018) Membership on-going
Orange County Career Technical Education Community College Network (OC CTE CC Network)	Regional collaboration of orange county community college CTE counselors and career center practitioners. Presented “Best practices: Career counseling, exploration, and planning”	Ongoing

The following professional development activities are to better facilitate, support the job fair and continue innovation in the career center.

## **Section 3: Facilities Planning**

### **Facility Assessment**

The department is located on the third floor of College Center along side the Transfer Center. Currently, we have one round table with one chair in the center of the room. More tables and chairs are needed to adequately serve our students.

## **Section 4: Technology Planning**

### **Technology Assessment**

Cranium Café was adopted during the 2017-2018 academic year. The career center has a dedicated space for Cranium Café appointments. Collaboration with the marketing departments in order to increase the frequency of online appointments needs to occur



Counseling

# Section 1: Department Planning:

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Counseling Enrollment	1,888	2,025	1,770
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Counseling Resident FTES	170.81	181.95	160.89
Sections	25	30	29
Fill Rate	88.7%	83.3%	77.0%
WSCH/FTEF 595 Efficiency	1,028	937	862
FTEF/30	2.8	3.2	3.1
Extended Learning Enrollment	48	0	6

The percentage change in the number of Counseling **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a moderate decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Counseling credit courses showed a substantial decrease from 2015-2016 and a moderate decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Counseling courses in 2016-17 showed a slight decrease from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Counseling courses showed a moderate decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Counseling courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Counseling courses in 2016-17 showed a slight decrease from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Counseling **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Counseling Enrollment	1,888	2,025	1,770

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	7.6%	10.8%	11.4%
Online	26.1%	26.3%	27.4%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	66.3%	62.9%	61.2%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	22.7%	24.9%	27.3%
Male	76.5%	73.8%	70.8%
Unknown	0.8%	1.2%	1.8%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	19.0%	20.0%	16.8%
American Indian/AK Native	1.1%	0.9%	0.8%
Asian	10.3%	9.3%	12.5%
Hispanic	28.8%	31.9%	30.8%
Pacific Islander/HI Native	0.8%	0.6%	0.5%
White	27.9%	24.3%	24.9%
Multi-Ethnicity	10.5%	11.7%	11.6%
Other/Unknown	1.6%	1.4%	2.1%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	10.9%	13.9%	11.2%
20 to 24	15.6%	14.7%	16.3%
25 to 29	18.5%	15.5%	17.0%
30 to 34	13.9%	14.2%	14.9%
35 to 39	12.2%	13.3%	11.5%
40 to 49	17.8%	18.7%	17.8%
50 and Older	11.2%	9.7%	11.2%

Counseling courses made up 2.9% of all state-funded enrollment for 2016-17. The percentage difference in Counseling course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Counseling during 2016-17 showed 11.4% of courses were taught **traditional (face-to-face)**, 27.4% were taught **online**, 0.0% were taught in the **hybrid** modality, and 61.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Counseling enrollment consisted of 27.3% **female**, 70.8% **male**, and 1.8% students of **unknown** gender. In 2016-17, Counseling enrollment consisted of 16.8% **African American** students, 0.8% **American Indian/AK Native** students, 12.5% **Asian** students, 30.8% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 24.9% **White** students, 11.6% **multi-ethnic** students, and 2.1% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Counseling revealed 11.2% aged **19 or less**, 16.3% aged **20 to 24**, 17.0% aged **25 to 29**, 14.9% aged **30 to 34**, 11.5% aged **35 to 39**, 17.8% aged **40 to 49**, and 11.2% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Counseling Degrees	0	0	0
College Awarded Certificates	748	644	602
Counseling Certificates	0	0	0

The percentage change in the number of Counseling **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Counseling **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Counseling Success Rate	60.9%	63.2%	67.7%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	84.0%	82.5%	86.6%
Online	57.4%	53.1%	58.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	59.6%	64.0%	68.5%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	63.7%	63.3%	67.8%
Male	60.0%	63.2%	68.0%
Unknown	62.5%	54.2%	56.3%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	51.3%	51.7%	56.9%
American Indian/AK Native	66.7%	66.7%	86.7%
Asian	65.6%	64.4%	75.6%
Hispanic	62.2%	67.2%	69.1%
Pacific Islander/HI Native	62.5%	30.8%	75.0%
White	63.4%	67.9%	71.4%
Multi-Ethnicity	63.1%	62.7%	65.4%
Other/Unknown	54.8%	59.3%	50.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	70.2%	68.0%	75.3%
20 to 24	57.1%	60.6%	60.2%
25 to 29	58.2%	59.1%	67.8%
30 to 34	57.3%	62.7%	68.2%
35 to 39	63.8%	64.7%	70.6%
40 to 49	63.4%	65.4%	67.0%
50 and Older	58.8%	60.7%	68.8%

The percentage difference in the **course success rate** in Counseling courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Counseling 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Counseling **course success rate** was minimally different than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Counseling success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Counseling courses, moderately lower for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Counseling success rate for 2016-17, the success rate was minimally different for **female** students in Counseling courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Counseling success rate for 2016-17, the success rate was substantially lower for **African American** students in Counseling courses, substantially higher for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly higher for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Counseling success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Counseling courses, moderately lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, minimally different for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Counseling Retention Rate	80.5%	79.0%	81.7%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	85.4%	89.9%	91.0%
Online	79.4%	69.2%	72.4%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	80.4%	81.3%	84.2%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	82.2%	78.3%	78.9%
Male	80.1%	79.4%	83.2%
Unknown	75.0%	70.8%	65.6%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	76.2%	70.9%	74.4%
American Indian/AK Native	85.7%	83.3%	93.3%
Asian	82.6%	74.5%	83.7%
Hispanic	80.8%	83.3%	85.1%
Pacific Islander/HI Native	75.0%	46.2%	75.0%
White	82.1%	83.2%	82.5%
Multi-Ethnicity	81.3%	79.2%	81.5%
Other/Unknown	80.6%	66.7%	68.4%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	84.9%	79.5%	85.9%
20 to 24	80.3%	78.8%	78.9%
25 to 29	77.7%	77.0%	79.4%
30 to 34	80.9%	79.1%	83.5%
35 to 39	81.7%	78.8%	83.8%
40 to 49	81.0%	81.5%	81.0%
50 and Older	79.1%	77.6%	81.9%

The percentage difference in the **retention rate** in Counseling courses in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Counseling 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Counseling **retention rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Counseling retention rate for 2016-17, the retention rate was moderately higher for **traditional (face-to-face)** Counseling courses, moderately lower for **online** courses, not applicable for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Counseling retention rate for 2016-17, the retention rate was slightly lower for **female** students in Counseling courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Counseling retention rate for 2016-17, the retention rate was moderately lower for **African American** students in Counseling courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly higher for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, minimally different for **White** students, minimally different for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Counseling retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Counseling courses, slightly lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, minimally different for students aged **40 to 49**, and minimally different for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Table Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Table SEPs

Access and Student Support	2015-16	2016-17	2017-18
Number of Applications	29,460	30,694	29,371
Percent of Students that Enrolled after Applying	51.9%	47.9%	47.3%
<b>Number of Education Plans (Comprehensive and Abbreviated)</b>	9,493	10,869	16,398
Number of Comprehensive Education Plans	3,267	3,002	3,043

## Survey Results

### Counseling Services

Over one-third (41.4%) of respondents have **received counseling services** at Coastline, including counseling and educational planning. Table 8 (below) shows the utilization of specific counseling services by students who indicated that they have received counseling services.

Table Counseling Services

Service	Response Percent	Response Count
Academic Planning	85.8%	605
Career Counseling	25.4%	179
Personal Counseling	18.7%	132
Probation Counseling	4.1%	29
Disqualification Counseling	2.6%	18

Of 705 respondents, 85.8% have received **academic planning** services, 25.4% have received **career counseling**, 18.7% have received **personal counseling**, 4.1% have received **probation counseling**, and 2.6% have received **disqualification counseling**.

### Counseling Office Services

Table below shows the percentage of respondents who are satisfied or not satisfied with the counseling services they've utilized.

Table Counseling Services: Utilized

Service	Used/ Satisfied	Used/Not Satisfied	Used Response Count
Academic Advising/Planning	92.4%	7.6%	647
E-advise (email)	90.4%	9.6%	334
English/Math Placement Testing	90.2%	9.8%	429
Telephone Advising	89.0%	11.0%	381
Video Counseling (Cranium Café)	84.7%	15.3%	111

Of those who have utilized the respective counseling service, 92.4% are satisfied with **academic advising/planning**, 90.4% are satisfied with **e-advise**, 90.2% are satisfied with **English/math placement testing**, 89.0% are satisfied with **telephone advising** and, and 84.7% are satisfied with **video counseling**.

The following table shows the percentage of respondents who have never heard of the respective counseling service and the percentage who have heard of the service but indicated that they do not need

the service. Of those who have not utilized the department's various services, the majority indicated that they have heard of the services but do not need them.

Table *Counseling Services: Unutilized*

Service	Heard Of/ Don't Need	Never Heard Of	Have Not Used Response Count
Academic Advising/Planning	76.1%	23.9%	46
English/Math Placement Testing	91.8%	8.2%	231
Telephone Advising	59.8%	40.2%	264
E-advise (email)	54.0%	46.0%	313
Video Counseling	50.0%	50.0%	522

**Qualitative Feedback**

Students were generally satisfied with Coastline's counseling services and staff, stating that Coastline counselors are helpful and integral to their college experience. While many respondents indicated that they benefited from the phone counseling service, a number of respondents felt that this service is in need of improvement. These students said that phone counseling was less satisfactory than in-person counseling services, noting that this is a disadvantage for online-only students. Additionally, feedback from students shows a need for consistency in counseling advice as students often meet with more than one counselor over time. Also, some students experienced that certain counselors were unable to communicate effectively with students or do not have the most relevant knowledge (regarding transfer requirements, for example).

**Appointments with Counselors**

Table *Learning Centers with Counseling Services*

Answer Options	Response Percent	Response Count
Coastline College Center (Fountain Valley)	82.0%	563
Garden Grove Campus	32.9%	226
Westminster/Le-Jao Campus	30.1%	207
Newport Beach Campus	29.6%	203

In order to demonstrate their knowledge of counseling at CCC, students were asked select the campus(es) that offer appointments with counselors. The results are shown in Table above. Of the 687 respondents, 82.0% indicated that they believe that the **Coastline College Center** offers appointments with counselors, 32.9% believe that the **Garden Grove Campus** offers appointments with counselors, 30.1% believe that the **Westminster/Le-Jao Campus** offers such appointments, and 29.6% believe that the **Newport Beach Campus** offers such appointments.

### **Academic Planning & College Resources**

Respondents were asked to indicate the change in their ability to understand the academic planning process in order to attain their educational goals and identify college resources, procedures, and policies that support their academic success as a result of receiving counseling services at CCC. The results are shown in the Table below.

Table *Change in Abilities as a Result of Receiving Counseling Services*

<b>Answer Options</b>	<b>Better</b>	<b>The Same</b>	<b>Worse</b>	<b>Respondents</b>
Understand the academic planning process in order to attain your educational goals.	88.5%	9.3%	2.1%	698
Identify college resources, procedures, and policies that support your academic success.	83.6%	14.9%	1.5%	685

A majority of respondents who have utilized CCC’s counseling services feel that they are **better able** to both understand the academic planning process in order to attain their educational goals and identify college resources, procedures, and policies that support their academic success—88.5% and 83.6%, respectively.

### **DegreeWorks**

Of the 1,797 respondents, 39.1% **have utilized** the DegreeWorks application to access/review their degree audit or SEP, while 60.9% **have not**. Respondents who indicated that they have utilized the DegreeWorks application to access/review their degree audit or SEP were asked to specify their **experience** using and understanding of the tool. The results are shown in Table below.

Table *DegreeWorks*

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Easy to use and understand	74.9%	518
Easy to use and difficult to understand	17.3%	120
Difficult to use and easy to understand	4.3%	30
Difficult to use and difficult to understand	3.5%	24

Of the 692 respondents who have utilized the DegreeWorks application to access their degree audit or SEP, 74.9% feel that the application is **easy to use and easy to understand** and 17.3% feel that it is **easy to use and difficult to understand**. Conversely, 4.3% of respondents who have utilized the application feel that it is **difficult to use and easy to understand**, and 3.5% feel that it is **difficult to use and difficult to understand**.

### **Orientation & Matriculation**

Less than half of respondents indicated that they have participated in **orientation** at CCC (43.6%), while 56.4% have not. Of 746 respondents, 84.1% indicated that they participated in **online orientation** while 15.9% participated in **in-person orientation**. Respondents were then asked to rate their level of satisfaction with orientation components. The results are shown in the Tables below for online orientation and in-person orientation, respectively.

Table X. *Online Orientation*

Answer Options	Satisfied	Dissatisfied	Response Count
Length	95.4%	4.6%	612
Clarity of Information	96.0%	4.0%	606
Availability of Information	95.9%	4.1%	607

A majority of respondents who participated in online orientation indicate that they are satisfied with the **length** of the orientation (95.4%), the **clarity** of information (96.0%), and the **availability** of information (95.9%).

Table *In-Person Orientation*

Answer Options	Satisfied	Dissatisfied	Response Count
Length	98.3%	1.7%	117
Clarity of Information	97.4%	2.6%	116
Availability of Information	94.7%	5.3%	113

A majority of respondents who participated in in-person orientation indicate that they are satisfied with the **length** of the orientation (98.3%), the **clarity** of information (97.4%) and the **availability** of information (94.7%).

***Orientation and Counseling Services***

Respondents indicated their level of agreement with statements concerning the orientation and counseling services, as shown in Table X below. Overall, respondents agree with the statements regarding helpfulness of counseling and orientation services.

Table *Satisfaction with Orientation and Counseling Services*

Answer Options	Agree	Disagree	Response Count
Student orientation is effective in helping new students become familiar with Coastline.	95.6%	4.4%	1,531
Counseling appointments were available at times that were convenient for me.	90.2%	9.8%	1,533
Counselors are knowledgeable and helpful.	92.7%	7.3%	1,528
My counselor helped me SELECT the correct courses for me to attain my educational goal.	91.8%	8.2%	1,531
I feel comfortable meeting with my counselor.	93.7%	6.3%	1,531
I feel my counselor contributes to my academic success.	91.4%	8.6%	1,527
My counselor helped me develop a Student Education Plan (SEP) that allowed me to obtain my educational goal in the shortest amount of time	90.5%	9.5%	1,530

### ***Counseling Services Appointment Length***

Respondents were asked to indicate the length of time they would need to discuss the items in Table X with a counselor.

Table *Counseling Services Appointment Length*

<b>Answer Options</b>	<b>&lt;30 Minute s</b>	<b>30 Minute s</b>	<b>45 Minute s</b>	<b>1 Hour</b>	<b>Response Count</b>
Ask a follow-up question about a previous counseling session	37.5%	32.9%	15.2%	14.4%	1,335
See a counselor about which English or Math class I should take	51.1%	33.3%	8.8%	6.8%	1,334
Make adjustments to an SEP	61.9%	27.0%	6.3%	4.9%	1,329
Complete an abbreviated SEP	49.7%	31.2%	10.1%	9.0%	1,332
Choose classes for the next semester	72.4%	20.3%	4.0%	3.3%	1,351
Choose a major with a counselor	68.7%	23.5%	4.4%	3.5%	1,330
Complete a comprehensive Student Education Plan (SEP)	43.4%	27.6%	13.5%	15.5%	1,352
Choose a career with a counselor	40.7%	24.3%	13.2%	21.8%	1,327

The majority of respondents indicated that they would need 30 minutes or less to discuss their academic plans with an instructor.

### ***Counseling Services at Coastline Campuses***

Respondents were asked to indicate where they would like to receive more counseling services. The results are shown below in Table X.

Table *Counseling Services Desired at each Coastline Campus*

<b>Campus</b>	<b>Response Percent</b>	<b>Response Count</b>
Coastline College Center Campus (Fountain Valley)	62.8%	438
Newport Beach Campus	43.7%	305
Garden Grove Campus	39.3%	274
Westminster/Le-Jao Campus	38.4%	268

The majority of respondents (62.8%) indicated that they would like more counseling services at the Coastline **College Center** Campus in Fountain Valley. Less than half of respondents (43.7%) indicated that they would like more counseling services at the **Newport Beach** Campus, 39.3% indicated that they would like more counseling services at the **Garden Grove** Campus, and 38.4% would like more counseling services at the **Westminster/Le-Jao** Campus.

### **Knowledge of Matriculation Sequences**

Respondents were asked to demonstrate their knowledge of matriculation by identifying the best sequence of matriculation. The possible sequences and results are shown in Table 16.

Table *Matriculation Sequences*

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Admission, assessment, orientation, counseling, registration	46.3%	787
Assessment, admission, registration, counseling, orientation	12.9%	220
Admission, orientation, counseling, graduation, registration	3.1%	52
Orientation, admission, registration, counseling, assessment	9.5%	162
Don't know	28.2%	480

About half of respondents identified “**admission, assessment, orientation, counseling, registration**” as the correct matriculation sequence (46.3%), and 28.2% said that they **did not know** the best sequence of matriculation.

### **AA Degree**

Respondents were asked how many **units** they would need to take each **semester** in order to finish their **AA degree in two years**. As shown in Table below, 12.1% of respondents said they would need to take an average of **10** units each semester, 34.9% of respondents said they would have to take an average of **12** units, and 20.0% said they would need to take an average of **15** units. Finally, 33.0% of those respondents indicated that they **did not know** how many units they would need to take each semester in order to finish their AA degree in two years.

Table *Transferring in Two Years: Units Needed Per Semester*

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
An average of 10 units each semester	12.1%	204
An average of 12 units each semester	34.9%	589
An average of 15 units each semester	20.0%	337
Don't know	33.0%	556

## Service Area Outcomes (SAOs)

Table Service Area Outcome

SAO	ASSESSMENT MEASURE /TARGET
Provide counseling services at convenient and accessible locations for students.	<p><b>Measure:</b> Satisfaction survey focused on convenient and accessible locations of counseling services  <b>Target:</b> 80% satisfaction with service convenience and accessibility  <b>Outcome</b> More than 80% of students were satisfied</p>
Enable Coastline students to access advising via electronic formats, within identified service hours.	<p><b>Measure:</b> Service utilization  <b>Target:</b> Define a baseline of service usage and increase annually  <b>Outcome:</b> Services increased by 10%</p>
Ensure that Coastline students can easily understand Degreeworks	<p><b>Measure:</b> Satisfaction survey focused on scheduling appointments  <b>Target:</b> 80% satisfaction with the appointment process</p>
Ensure superior customer service from support services staff to our students.	<p><b>Measure:</b> Satisfaction survey focused on services  <b>Target:</b> 80% satisfaction with services provided</p>
Provide all students a Student Educational Plan.	<p><b>Measure:</b> SEP Ratio  <b>Target:</b> 100% of all student will obtain an SEP  <b>Outcome</b> Not met</p>
Understand the academic planning process in order to attain their educational goals.	<p><b>Measure:</b> Service impact question in satisfaction survey  <b>Target:</b> 80% agreement with the statement regarding the impact of counseling session on educational planning  <b>Outcome</b> More than 80% of students were satisfied</p>
Understand the matriculation process	<p><b>Measure:</b> Service impact question in satisfaction survey  <b>Target:</b> 80% of students understand the matriculation process  <b>Outcome</b> More than 80% of students understand the process</p>

## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>To provide regular and consistent training and information updates for counselors on academic, career and personal counseling issues in order for counselors to stay current and maintain relevancy. Professional Development</p>	<p>Completed Ongoing</p>	<p>The counselors attended various conference which include Civitas, Cranium Café, transfer conferences, and on course workshops</p>	<p>The counselors are using these training in the classroom and to start using the new technology systems (Civitas). In 2016-2017 it was determined that the implementation of Civitas was premature. The role of the counselor and their responsibility with regard to the specific purpose of Inspire Advisor had not been fully developed and clear expectations had not been identified. Therefore, implantation has been postponed until further notice. However, many of the counselors have been trained in Cranium Café, which allows counselors to provide high quality web-based counseling sessions. Cranium Café provides a platform that allows two-way video conferencing, document sharing, and screen sharing. The implementation of Cranium Café has elevated the counseling experience and Coastline Counseling department is one of the first CA community colleges to provide such innovative and cutting edge service to distant learners.</p>
<p>To increase student retention and completion in Counseling classes. Tutoring and Si</p>	<p>Completed</p>	<p>Success Coaches were embedded in three on-site Couns 105 courses which were part of the curriculum for the STAR program. The embedded success coaches actively participated in the classroom assisting the</p>	<p>The Success Coaches embedded in the Couns 105 course provided immediate and accessible wrap services that facilitated a positive student experience. Students always had a point of contact whenever they had</p>

		instructor by providing workshops, informing students of college resources and connecting students to co-curricular activities.	questions about assignments, resources or college policy. This reduced student confusion, frustration and allowed them to focus on succeeding in academics and college life.
Collaborate with Student Success Center to help increase basic skills readiness for college.	Completed	Six Success Coaches were hired in Fall 2016. The role of the Success Coach was to provide Basic Skills students with proactive support to assist students in course completion and college obligations. Coaches provided a variety of study skills workshops, assisted students with preparation for counseling appointment visits, directed students to tutoring services, assisted students with scheduling courses and registering for courses.	As a result of the Success Center/Success Coach collaboration a variety of unduplicated services to students were developed to help increase basic skill students' readiness for college level courses.
Ensure that 100% of comprehensive educational plans are created, orientation are provided and follow-up serveries are completed for all incoming and continuing students. Two full-time counselors funded from SSSP.	Not completed	Only one full-time counselor was hired as an emergency hire due to unexpected retirement of counselor/articulation officer.	In order to meet the goal of 100% completed SEP's More full-time counselors will need to be hired. There is an immediate need to hire at least one more additional counselor just to fill previously vacated counseling position (Eric Garcia). Currently the counseling department staffing is insufficient to ensure all students will have access to counseling services.
Hire a full-time counselor to help support the development of educational plans			

## Response to Program/Department Committee Recommendation(s)

### Progress on Recommendations

Recommendation(s)	Status	Response Summary
The Counseling Department should explore the impact of assigning counselors by major or program.	In-progress	After looking at the major groups, it would be better to look at cluster of major not specific majors based on enrollment or we may want to pursue by student type (e.g. STAR, Basic skills, incarcerated). Waiting on pathways to be developed

## Department Planning and Communication Strategies

The Counseling Department Staff meets on a regular basis to discuss planning and to make sure that all important information has been dispersed to all pertinent individuals. The Full-time Counselors meet on a weekly basis for two hours. The meetings consist of one meeting per month setting goals and prioritizing projects, another meeting per month is dedicated to including all counselors (full- and part-time counselor) to make sure that all counselors have the most current information about counseling and the direction of the department. Two of the monthly sessions are work sessions that allow counselors to collaboratively work on assigned projects. The front desk staff meet with the Dean on a bi-weekly schedule to discuss the front desk operations and to evaluate the effectiveness of the functions and services provided.

## Implications of Change

Provide a summation of perspective around the implications associated with shift in the department performance trends

# Section 2: Human Capital Planning

## Staffing

Table 2.1 Staffing Plan

Since 2016 - 2017 the Counseling Department has been operating with one less full-time counselor. In 2016 – 2017 the Counseling Department lost two counselors, one due to retirement and the other counselor sought employment elsewhere. One of the positions was replaced in early 2017 because the college could not function without an Articulation Officer, however, the second counselor position has never been replaced due to the political nature of the prioritization system Coastline College. The College has continued to grow in FTES since 2016 – 2017 and the demand for counseling has not changed. In addition to restoring the counselor staff back to the number in 2016- 2017, there is an additional need to hire full-time counselor designated solely to serve the incarcerated population which makes up 25% of Coastline’s overall enrollment. This is not only a student service issue but also an equity issue. Incarcerated students can only receive services via US postal mail. This way of communication with students and providing services requires much more time and effort. Many of these students fall into marginalized populations and the need to dedicate a full-time counselor to this

student population is and should be a high priority. Finally, as we develop our Guided Pathways model for Coastline, much of the research suggests that a case management style of counseling as a best practice. Therefore, this paradigm shift would require employing many more full-time counselors to fully realize the true case management counseling model.

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Position Title Dean		Position Title 6 Counselors	Position Title 7 Counselors	Position Title 1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	1 Lead Academic Success Coach 2 Academic Success Coaches
Current year 2018-19	Dean		6 Counselors	8 Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	1 Lead Academic Success Coach 6 Academic Success Coaches
1 year 2019-20	Dean		8 Counselors	8 Counselors)	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	1 Lead Academic Success Coach 8 Academic Success Coaches
2 years 2020-21	Dean		10 Counselors	8 Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	1 Lead Academic Success Coach 10 Academic Success Coaches
3 years 2021-22	Dean		12 Counselors	8 Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	1 Lead Academic Success Coach 12 Academic Success Coaches

In preparation for implementation of Guided Pathways for Coastline all of the literature and best practices suggest the most effective model of is a case management counseling model. Which recommends meeting with students multiple times per semester. In order to successfully implement this model of counseling, it is imperative that we begin to increase the number of full-time faculty to meet student need. With regard to the Counseling faculty, in 2015- 2016 two full-time counselors separated from Coastline. In 2016- 2017, we were able to fill the Counselor/Articulation position in January 2017. We are still short one full-time counseling position compared to 2015- 2016. Operating with one less full-time counseling position has greatly impacted the Counseling Department’s ability to provide consistent, high-quality counseling services to all Coastline students. Even though some of the student need is met by overload assignments and the hiring of part-time faculty not all student need is

met. Currently, most students do regularly meet with a counselor, particularly after they have completed a comprehensive Student Education Plan. Since 2015-2016, the college has grown by 2 to 3% each year, thus increasing student demand for counseling services. Additionally, the SSSP funds that provides financial support for hiring part-time counseling has been reduced which prohibits adding additional part-time hours.

Moreover, the students most impacted by the loss of the full-time are the incarcerated students. While we are able to provide high quality counseling services to our general population students with adjunct counseling, it is difficulty to provide the consistent and high quality services to incarcerated students given the uniqueness of the student situation. It is difficult and timely to train adjunct counselors how to serve this population with its challenges and limitations. Given that many adjunct counselors work at other institutions and many will secure full-time positions, this burdens the Coastline full-time faculty with having to provide constant training for new adjuncts unfamiliar with this unique population. Moving forward the one of the full-time counseling position should be hired to specifically serve the incarcerated population which makes up almost 25% of Coastline’s student population. Assigning a full-time counselor to this population will ensure these students will be served in consistently and in a timely manner. Additionally, having one counselor whose primary function is to serve this population will result in familiarity and experience to better advocate for the needs of our incarcerated students and to implement strategies to improve the counseling process for the incarcerated population that would also include training strategies for adjunct counselors as needed.

### Professional Development

Provide a description of the department’s professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Bruce Keeler	2017 EAB Navigate Summit Mental Health and Wellness Conference The New World of Non-Credit Association of CCC Administrators	Increased awareness of current and future issues related to higher Education.
Ailene Nguyen	MBTI Certification Program Strong Interest Certification UC Ensuring Transfer Success	Developed new skills and tools to implement with students to better guide them.
Amy Evangelista	MBTI Certification Program Strong Interest Certification UC Ensuring Transfer Success CA Collaborative Advising and Counseling Conference CSULB Counselor Conference Guiding the Health Professions Conference for Community College Counselors	Developed new skills and tools to implement with students to better guide them.
Christy Nguyen	MBTI Certification Program Strong Interest Certification UC Ensuring Transfer Success Guiding the Health Professions Conference for Community College Counselors	Developed new skills and tools to implement with students to better guide them.

Name (Title)	Professional Development	Outcome
Dan Weber	MBTI Certification Program Strong Interest Certification UC Ensuring Transfer Success The New World of Non-Credit	Developed new skills and tools to implement with students to better guide them.
Jordan Nguyen	MBTI Certification Program Strong Interest Certification UC Ensuring Transfer Success	Developed new skills and tools to implement with students to better guide them.
Susan Winterbourne	MBTI Certification Program Strong Interest Certification The Evolution of Psychotherapy	Developed new skills and tools to implement with students to better guide them.

## Section 3: Facilities Planning

### Facility Assessment

#### Fountain Valley Counseling Facility

Currently the Counseling Department resides in Coastline’s Fountain Valley College Building with other administrative services. The Counseling Department space is inadequate both for the front desk staff and for counseling offices. The front desk area is not large enough to include all staff four staff members and one staff member has been working at a temporary workstation located in the public space of the Counseling office. The Counseling Department has five counseling offices on the fourth floor and two additional offices on the fourth floor. None of the counseling offices meet ADA compliance.

#### Newport Beach Counseling Facility

At the Newport Beach Campus we have two counseling offices. Both are at best adequate in terms of space, however, the walls are very thin and do not provide adequate privacy for students. As Coastline develops a Mental Health and Wellness program, sound proofing these offices will be required. Currently, privacy conditions are created by only scheduling one counselor in the counseling space, thereby losing half of the counseling office capacity. This does not entirely remedy the privacy issue as individuals in the public area outside of the offices can still hear conversations occurring in the counseling offices.

#### Westminster Le Jao Counseling Facility

At Le Jao the counseling department has two counseling offices. These offices are quite acceptable with regard to space and privacy concerns.

#### Garden Grove Counseling Facility

This year the counseling department was asked to relinquish the two offices that had been used for counseling in previous years. At this time, new space is being developed that will have two counseling offices and space to develop a student services hub.

In general, all counseling offices need to be evaluated and updated to optimize a sense of welcome and safety for both student and faculty. Currently, because of space limitations the office furniture set-up does not provide a welcoming setting for the student and in many situations sets up a power inequity with the desk between the counselor and the student. Moreover, this set-up makes it difficult for counselors to share their computer screens and to work in a collaborative manner with the student. Moreover, in most cases, the faculty member is located the furthest for the exit often with the student between the faculty and the exit. This is not optimal for providing safety for the faculty. Moreover, none of the offices have a panic button or any kind of emergency alert system.

I am hoping that the new Fountain Valley building will address all of these issues.

## **Section 4: Technology Planning**

### **Technology Assessment**

As we continue to implement Cranium Café as our preferred medium for communicating with students that are unable to physically be present for a counseling appointment, we will continue to need updated webcams and headsets to ensure the highest quality experience.

Need six computers and six printers: two computers and two printers are for new Mental Health Counselors at College Center. Also, two computers and two printers for two new counseling offices on the fourth floor College Center. Finally, two computers and two printers for new counseling offices at the Garden Grove Campus.

The District uses Degreeworks for education planning and degree audits. Degreeworks has consistently been problematic and difficult for both counselors and students to navigate. When Degreeworks goes down counselors are severely handicapped providing sufficient services to students. Degreeworks requires a lot of IT support and unfortunately the IT Department does not have sufficient resources to dedicate to Degreeworks. Many other colleges have moved away from Degreeworks for these reasons. I believe now is the time to consider other available software as an alternative to the constantly problematic Degreeworks that consistently falls short of fulfilling the needs of counselors and students.



Information Center

# Section 1: Department Planning:

## Internal Analysis

Info Center continues to support students, staff, and members of the public with a high standard of customer service. The SSSP Admissions and Records Technician I trains staff on procedures, customer service, and on content relating to the overall functioning of the College. Most content consists of properly transferring phone calls to the correct departments, assisting students with applying and basic registration inquiries, and directing guests to their intended destination at College Center.

Info Center played a critical role in providing a case-management approach in efforts to matriculate Coastline College Promise Program incoming students. Staff encouraged students to complete the Program eligibility requirements. Communication was instrumental in making sure Coastline College Promise students completed their Application, FAFSA, Orientation, Assessment, Student Education Plan, and community service hours.

In fall 2017 and spring 2018, Info Center efforts were essential in the promotion of Coastline’s Extreme Registration event. This event was vital in launching first-time student success. Students who attended the event were able to complete Orientation, Assessment, Counseling, and Registration in a single day.

Info Center began consistent phone tracking efforts on August 9, 2017. Previously, the Info Center had 35 fields that the staff needed to track. As of August 2017, the staff only needed to track 11 fields based on the demand of the incoming phone calls.

**INFO CENTER CALL DATA  
AUGUST 9, 2017 - JUNE 29, 2018  
TOTAL CALLS: 27,931**



## Survey Results

Out of 1,458 respondents, about one-third (30.3%) have called the Coastline Information Center. These respondents were asked to rate their levels of satisfaction with the services they received at the Information Center. The results are shown in Table 1.1 below.

Table 1.1 *Satisfaction with Information Center Services*

Answer Options	Agree	Disagree	Response Count
Information Center staff were professional.	95.3%	4.7%	429
I was satisfied with the information provided.	92.5%	7.5%	426
Information Center staff provided exceptional customer support and service.	92.1%	7.9%	428
My phone call(s) were answered in a timely manner.	91.1%	8.9%	426

Between 91.1% and 95.3% of respondents agree with the following statements about the Information Center: the staff were **professional**, they are **satisfied** with the information provided by the Center, the Center staff provided **exceptional customer support** and service, and their phone calls were answered in a **timely** manner. Overall, 93.2% of respondents are **satisfied** with the services they received from the Coastline Information Center. For 2018-2019, the Info Center will modify question, “My phone call(s) were answered in a timely manner” to “My phone call(s) were answered within 2 minutes” This will allow for a more quantitative response.

### Service Area Outcomes (SAOs)

SAO	ASSESSMENT MEASURE /TARGET
<b>SAO 1:</b> Students will receive exceptional customer support and service.	Findings: 92.1% of respondents were satisfied with the customer service they received from the Coastline Information Center Status: Met
<b>SAO 2:</b> Students will be satisfied with the information provided.	Findings: 92.5% of respondents were satisfied with the information provided. Status: Met
<b>SAO 3:</b> Students’ phone calls were answered in a timely manner.	Findings: 91.1% of respondents indicated that calls were answered in a timely manner. Status: Met

## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Info Center Initiative(s)	Status	Progress Status Description	Outcome(s)
Provide new software support for receptionist and call center management (phones, other communication modes)	Terminated	The College moved to a new phone system via RingCentral.	N/A
Implement Cranium Café.	Complete	Staff received training in spring 2018	Staff will be more equipped to support students by using more technology to assist students. Cranium Café will allow staff to web and video chat with students.
Actively enroll Coastline College Promise students	Ongoing	Collaborate with Outreach Department to market program	Manager has met with Student Life & Outreach Director to strategize

## Department Planning and Communication Strategies

The SSSP Manager met with Info Center staff monthly to discuss updates and to strategize new ideas to better serve students at Info Center. The agenda items were created as a joint effort between staff and management. Meetings were held jointly with the Assessment Center staff. In addition to these monthly meetings, the SSSP Manager regularly has standing meetings with Info Center staff for quick updates. Lastly, all staff attend the Student Services Department Meeting that is held every other month. This meeting is hosted by the VP of Student Services. This meeting functions as a way for Student Services to update one another.

## Implications of Change

The Info Center has implemented a new phone call tracking process. Previously, 35 fields needed to be tracked. This often slowed down efficiency, especially during high call volume times. The Center decided to narrow down the categories of tracked phone calls down to 11. This has made call tracking significantly easier and far less cumbersome.

In addition, the Info Center piloted a case management process for the Coastline College Promise Program. Each student now has their own "file" on a shared Info Center drive. The Info Center tracks significant activity of the Coastline College Promise students. This case management system helps the team stay organized and communicates important information to one another.

With the construction of the new Student Services building set to take place, many staff were moved to our neighboring Annex building. With this, reception staff was needed to let staff into the building when needed and to greet guests who have appointments with Coastline staff.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean of Counseling	SSSP Manager	0	0	SSSP A&R Tech I (1)	Info Center Clerk (2) Student Worker (4)
Current year 2018-19	Dean of Counseling	SSSP Manager	0	0	SSSP A&R Tech I (1)	Info Center Clerk (4) Student Worker (3)
1 year 2019-20	Dean of Counseling	SSSP Manager	0	0	SSSP A&R Tech I (1)	Info Center Clerk (4) Student Worker (3)
2 years 2020-21	Dean of Counseling	SSSP Manager	0	0	SSSP A&R Tech I (1)	Info Center Clerk (4) Student Worker (3)
3 years 2021-22	Dean of Counseling	SSSP Manager	0	0	SSSP A&R Tech I (1)	Info Center Clerk (4) Student Worker (3)

More staff are needed to help with the reception of the Annex Building. In addition, with the growing popularity of the Coastline College Promise Program, more staff are needed for follow-up and case management.

The SSSP Manager has been working closely with Coastline Human Resources Manager and Compensation and Classification Analyst at District to revise the SSSP Admissions & Records Technician I job classification. The SSSP Admissions & Records Technician has not been performing duties that are in line with the given job specification.

### Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Cranium Café Training	This tool is to further assist students by using webcam and screen sharing features.	Staff is able to assist students with online services.
Accessibility Training	Obtained an introduction to accessible documents and screen readers.	Staff is able to create accessible documents
Guided Pathways Foundation for Equity and Inclusion” workshop presented by Dr. Kathy Obear	The one day training focused on teaching faculty to recognize less inclusive attitudes and behaviors, inherent biases, and thereby shift current practices towards more inclusive approaches.	Attendees learned about the importance of identifying inherent biases, and working with these to change our perspectives and develop more inclusive teaching and counseling approaches.

Name (Title)	Professional Development	Outcome
Summer Institute	Obtained an introduction to accessible documents and screen readers.	Staff was able to create accessible forms for students with disabilities to access.

Our data indicates that the majority of our phone calls are concerned with Admissions & Records functions. It would be a benefit to the Info Center staff if they could receive cross-training from the Admissions & Records department.

## Section 3: Facilities Planning

### Facility Assessment

When the construction of the new building begins, it could potentially interfere with staff’s ability to listen to students clearly on the phone. It is probable that the Info Center’s staff will be relocated to the Annex Building to answer all incoming calls. The Info Center would like to propose staff to be relocated to the Annex Building to answer all incoming phone calls to the Facilities, Safety, and Sustainability committee. The front lobby (Info Center) will need minimal staff to greet and redirect guests/students. The Info Center would benefit from updated signage to indicate the title of the office and the services it provides, as well as normal operating hours. Additional signage such as “Start Here” in the middle bottom of the Info Center desk would provide a clear starting point for students to navigate the College Center. The Info Center is the public’s first point of contact at College Center. As such, Info Center would benefit from having a “Welcome to Coastline” sign/banner behind the Info Center desk, above the staff stations.

## Section 4: Technology Planning

### Technology Assessment

The SSSP Admissions and Records Technician has been trained in Cranium Café. However, students have been slow to adopt this level of service. Most students still prefer calling the Info Center or emailing. The Center has found great success with texting the Coastline College Promise students with important information via Google Hangouts. Students have responded well to text messages.

The Info Center might find better success with implementing Cranium Café by making the Coastline College Promise students aware of this service. This would add a more human element to our customer service. In addition, a chat feature on the coastline.edu homepage would be beneficial. Info Center could assist with immediate responses or routing to the appropriate department. Implementing a chat feature would require collaboration with Marketing and IT departments.



Transfer Center

# Section 1: Department Planning:

## Internal Analysis

Beginning in Fall 2016, transfer services became available at all Coastline centers. The Transfer Center coordinator scheduled classroom visits, student appointments at the learning centers, and conducted workshops and open labs. Transfer services included year-round workshops, transfer fairs, university site visits, appointments, and university tours. In summer 2017, Cranium Café (video conferencing) was introduced to offer transfer services online to distance learners as well as to students enrolled in on-site courses. Between 2017 and 2018, over 170 appointments and workshops were scheduled through Cranium Café.

The Transfer Center coordinator maintained partnerships with Orange Coast (OCC), Golden West (GWC), Irvine Valley, Saddleback, Santa Ana, Cerritos, Cypress, Fullerton, Long Beach, Rio Hondo, Mt. San Antonio, Santiago Canyon Colleges, and California Private Universities through participation in Region 8 and the South County Higher Education Council (SCHEC), both professional organizations. These partnerships were vital for Coastline and for students to have access to current transfer information, knowledge of transfer process changes, exchange of dialogue, and to implement best transfer practices for continuous improvement. In particular, Coastline's participation has gained exposure to additional four-year universities interested in our student population, specifically online students.

Internal college partnerships were strengthened with EOPS, the Intercultural Resource Center, Academic Success Coaches, Student Success Tutors, the Title III Committee, Student Life, and faculty (Table 1.1). College programs and faculty partnerships enabled the center to access their student populations and minimize multiplicity of efforts within Coastline's three decentralized campus locations.

Each academic year, transfer fairs have garnered participation from local and Southern California regional CSUs and UCs. Specifically, the UCs have made an extraordinary effort to increase the number of Coastline transfers to UCLA, UC Irvine, UC Riverside, and UC Berkeley. Since 2016, the UCs have conducted 45 site and appointment visits with Coastline students compared to five in FY 2013 to 2015. In 2018, CSU Fullerton has dedicated its CSU counselors to Coastline. There has been a 20% increase in the number of CSU Fullerton site visits at Coastline. The transfer fairs and university site visits have attributed to the increased number of Coastline students seeking transfer and earning bachelor's degrees (Table 1.2).

While transfer appointments, workshops, and event tabling have seen a steady increase in student numbers, university tour participation has declined. University tours are jointly conducted with GWC and OCC, with GWC taking the lead in scheduling tours to four-year schools located in Southern California. The university tour registration procedure was digitized in Fall 2017, so the university online forms were easily accessible by students to sign-up for tours. Student registration increased; however, actual student attendance on tours declined in 2017-18. In 2016-17, registration and participation remained the same at five to seven participants. In 2017-18, registration was up to nine students per tour. Out of nine students who registered, zero to two students actually showed to board the bus.

These numbers are not surprising due to the fact that 82.4% of Coastline learners are distance learners (2016-17). Coastline transfer numbers to in-state and out-of-state four-year institutions are higher than transfer to the CSU or UC (see Table 1.2). Coastline’s transfer rate to private and out-of-state schools are 62% higher compared to OCC and GWC.

In Spring 2019, the Transfer Center will pilot virtual tours to increase Coastline student participation.

**Table 1.1: Number of Students Who Utilized Transfer Center Services by Appointments, Email, Walk-In, Phone, and Cranium Café**

2014-2015	2015-2016	2016-2017	2017-2018
1,663	2,392	2,654	2,362

Duplicated counts.

**Table 1.2: Coastline Annual Transfer Data**

4-Year School	2014-2015	2015-2016	2016-2017	2017-2018
CSU System	122	220	257	321
UC System	23	40	49	68
In-State Private (ISP)	117	195	233	242
Out-of-State (OOS)	301	477	623	632
<b>TOTAL</b>	<b>563</b>	<b>932</b>	<b>1,162</b>	<b>1,263</b>

Date Source: National Student Clearinghouse/Institutional Research Department.

Note: Transfer reflects first day of enrollment in four-year institution.

**Table 1.3 Key Performance Indicators (KPI)**

College Scorecard KPI Measures	2014-2015	2015-2016	2016-2017	2017-2018
<b>Transfer Volume</b> (UC, CSU, Private & Out-of-State)	1,209	1,388	1,392	1,406
<b>Transfer Rate</b> (Transfer Velocity)	30.7%	26.9%	31.5%	31.8%

Coastline’s Transfer Center continued to exceed KPI expectations each year.

## Survey Results

### *Use of Transfer Center Services*

The majority (91.6%) of respondents have **not received services** from Coastline’s Transfer Center. Respondents who have received services from the Coastline Transfer Center were asked to indicate the change in their ability to clearly express their transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures as a result of using services and resources at the CCC Transfer Center. The results are shown below in Table 2.1.

Table 2.1. *Transfer Center Services*

Answer Options	Better	The Same	Worse	Respondents
Clearly express your transfer goals	85.6%	12.2%	2.2%	90
Successfully apply to four-year universities	81.8%	15.9%	2.3%	88
Understand transfer policies and procedures	86.2%	10.3%	3.4%	87

Overall, the results show that respondents have **benefited** from receiving services from the Transfer Center. Of those who have received such services, 85.6% indicated that their ability to clearly express their transfer goals is **better** than before they received such services, 12.2% indicated that their ability to clearly express their transfer goals is the **same**, and 2.2% said it is **worse**. In response to the change in the respondent's ability to successfully apply to four-year universities, 81.8% indicated that it is **better**, 15.9% indicated that it is the **same**, and 2.3% said that it is **worse**. Lastly, 86.2% of respondents who have received services from the Transfer Center said that their ability to understand transfer policies and procedures is **better**, 10.3% said it is the **same**, and 3.4% said it is **worse**.

### ***Satisfaction with Transfer Center Services***

Table 2.2 below shows respondents' use and level of satisfaction with the services provided by the Transfer Center.

Table 2.2 *Satisfaction with Transfer Center Services*

Answer Options	Satisfied	Dissatisfied	Respondents
Availability of information	97.7%	2.3%	88
Workshops and seminars	96.5%	3.5%	85
Communication	95.4%	4.6%	87
Professionalism	93.2%	6.8%	88

The majority of respondents indicated that they are satisfied with the Transfer Center's availability of information (97.7%), its workshops and seminars (96.5%), communication (95.4%), and its professionalism (93.2%).

### ***Qualitative Responses***

Overall, students expressed that they are very satisfied with the services offered by the Transfer Center and they would like more career centers at other campuses.

### ***Transfer Services at each Coastline Campus***

Respondents were asked to indicate what services they would like at each Coastline campus. The table below shows the percentage of respondents who would like transfer services at each Coastline Campus.

Table 2.3. *Transfer Services at each Coastline Campus*

Answer Options	Fountain Valley	Garden Grove	Newport Beach	Le-Jao/ Westminster	Response Count
Transfer services The answer option here is “Transfer Services” but the narrative below indicates the percentages for GG, NB, and Le-Jao are for “career services”?	62.5%	41.3%	44.7%	36.7%	698

The majority of respondents (62.5%) would like more transfer services and options at the **Fountain Valley campus**, 41.3% of respondents would like more career services at the **Garden Grove campus**, 44.7% would like more career services at the **Newport Beach campus**, and 36.7% would like more career services at the **Westminster/Le-Jao campus**.

### Service Area Outcomes (SAOs)

SAOs Table

SAO	ASSESSMENT MEASURE /TARGET																																
Coastline will provide a host of transfer services: workshops, transfer fairs, university representative visits/appointments, university tours, and individual advising. Students who utilized these services will report satisfaction with these services.	<p>Based on the Student Survey for Student Learning from Services conducted by the campus’ Institutional Effectiveness Department, out of 291 respondents:</p> <p>24.74% (72) Used/Were Satisfied with the Transfer Center            8.25% (24) Used/Were Not Satisfied with the Transfer Center            55.33% (161) Heard of/Don’t Need the Transfer Center            11.68% (34) Never Heard of the Transfer Center</p> <p>Of those students (96) who indicated they had used the Transfer Center, 75% (72) indicated they were satisfied with the Center’s services. It is noteworthy that more than half the respondents indicated that they did not need the Transfer Center and that nearly 12% of the respondents had not heard of the Transfer Center.</p>																																
<p>As a result of utilizing Transfer Center services, resources, workshops, and/or events, students will demonstrate the ability to outline a transfer preparation plan utilizing transfer resources such as ASSIST.ORG, UC TAG (Transfer Agreement Guarantee), CSU Transfer Guarantees (AS-T, AA-T, ADT), university representatives, research CSUs, UCs, CA Private Universities and Out-of-State 4-year schools, transfer-focused workshops, and other transfer preparatory resources.</p> <p>As a result of utilizing Transfer Center services, resources,</p>	<p>Based on the Student Survey for Student Learning from Services conducted by the campus’ Institutional Effectiveness Department, students indicated the following change in their abilities to clearly express their transfer goals, successfully apply to four-year universities and understand transfer policies and procedures: (see next page)</p> <p style="text-align: center;">Student Survey for Student Learning from Services at Coastline College</p> <p style="text-align: center;"><b>Q38 As a result of using services and resources at the CCC Transfer Center (located at the Garden Grove Center) please indicate the change in your ability to:</b></p> <p style="text-align: center;">Answered: 266 Skipped: 365</p> <table border="1"> <thead> <tr> <th></th> <th>Much better</th> <th>Better</th> <th>The same</th> <th>Worse</th> <th>Much worse</th> <th>Not applicable</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Clearly express your transfer goals.</td> <td>19.17% 51</td> <td>12.41% 33</td> <td>10.15% 27</td> <td>0.38% 1</td> <td>0.38% 1</td> <td>57.52% 153</td> <td>266</td> </tr> <tr> <td>Successfully apply to four-year universities.</td> <td>17.36% 46</td> <td>9.06% 24</td> <td>9.43% 25</td> <td>0.75% 2</td> <td>0.38% 1</td> <td>63.02% 167</td> <td>265</td> </tr> <tr> <td>Understand transfer policies and procedures</td> <td>17.29% 46</td> <td>12.41% 33</td> <td>10.90% 29</td> <td>1.13% 3</td> <td>0.38% 1</td> <td>57.89% 154</td> <td>266</td> </tr> </tbody> </table> <p>For the three areas measured, 70-75% of the students who utilized services/resources indicated that they had a “much better” or “better” change in their ability to clearly express transfer goals, successfully apply to four year-universities, and understand transfer policies and procedures.</p>		Much better	Better	The same	Worse	Much worse	Not applicable	Total	Clearly express your transfer goals.	19.17% 51	12.41% 33	10.15% 27	0.38% 1	0.38% 1	57.52% 153	266	Successfully apply to four-year universities.	17.36% 46	9.06% 24	9.43% 25	0.75% 2	0.38% 1	63.02% 167	265	Understand transfer policies and procedures	17.29% 46	12.41% 33	10.90% 29	1.13% 3	0.38% 1	57.89% 154	266
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event participation, and workshops on the CSU and UC application process, students will be able to describe the academic standards and requirements needed for acceptance into the university of their choice as described in their transfer preparation plans and process their university applications.	Ideally, we would like to see this be 80% so will review our services and resources and make improvements based on student comments in the survey.
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## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Distribute surveys to measure student satisfaction and make adjustments accordingly in the Transfer Center planning processes.	On-going	Under development with the Institutional Research Department.	Not available until the surveys are deployed and results analyzed.
Provide additional services such as longer distance tours to UC/CSU in Central California.	Preliminary discussions with colleges that offer distance tours.	The Intercultural Resource Center conducts tours for its students to UC Santa Barbara.  In discussion with Cypress and Irvine Valley Colleges.	Early talks with OCC and GWC during the Fall 2018 semester.
Online live and “canned” workshops, and events throughout the academic year, including summer to improve student satisfaction.	On-going	Online live workshops began in Spring 2018 with the use of PowToons, PowerPoint platform with characters, background, sound, music, and graphics.  Transfer workshop via video conference using Cranium Café began in Summer 2017.  Canned workshop production underway with use of PowToon.	Planning underway with Work Study student and IT. Will produce two 1-minute clips for the Transfer Center website by the end of Spring 2019.
Add Transfer-Ready Workshops to provide transfer orientation and have UC and CSU application workshops year-round.	On-going	Year-round transfer workshops began in Summer 2016 to present.	Scheduled over 100 transfer workshops (duplicated titles) in 2016 to Spring 2018. Student participation total 1,160.

Review services and resources for clarity, accessibility, and student engagement to improve student satisfaction and ability to clearly express transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures.	Started	Information posted on Transfer Center website; increase in student appointments; transfer-related workshops and transfer orientations.	Survey to be distributed.
Increase awareness of the Transfer Center and services through marketing, social media, internal and external partnerships, and other promotional means.	On-going	Public Information Office promotion on social media, College App, Career Center use of Facebook, Snap Chat, promotions within classrooms and online through Academic Success Coaches. Participation in Dolphin Day and Extreme Registration, EOPS Orientation, IRC Welcome Open House, and Student Life Outreach activities.	Increased awareness and access to the Transfer Center services. Knowledge of what transfer services are available
Transfer Partnership PACT	On-going	Counseling Department employed Academic Success Coaches who graduated with M.A. in Counseling or who are in graduate school.	Training and working with the Academic Success Coaches to promote accurate and current transfer information and services to all Coastline students in contact.
Transform Student Success Services in the Transfer Center: "Transform the Way We Do Student Success in the Transfer Center."	On-going	Digitize transfer services and forms.	Phase I and II completed in Spring 2017 to Spring 2018. Transfer forms and registration digitized with use of Goggle docs. Use of scanner to check-in students at transfer fairs, workshops, and open labs. Phase III – Virtual Tours to be piloted in Spring 2019.

### Response to Program/Department Committee Recommendation(s)

No recommendations were made as of this report.

### Department Planning and Communication Strategies

#### Communication and Interaction Strategies

The Transfer Center completed digitization of transfer forms and services through the "Transform the Way We Do Student Success in the Transfer Center" initiative that improved services and online

accessibility to all Coastline students. In Summer 2017, online accessibility was increased with the use of Cranium Café, the videoconferencing platform.

The Transfer Center communicated transfer information, events, and activities through department emails, Counselor meetings held every month during the Fall and Spring semesters, and through social media provided by the Public Information Office (Facebook and Student Portals). As a decentralized campus, communication strategies needed to include partnerships and promotions with College departments and programs. Various college programs and services also co-sponsored or team presented workshops with the Transfer Center. Workshops were scheduled at the Garden Grove Center with the Intercultural Resource Center that promoted transfer to their specific student population/general College student population. The EOPS Department conducted workshops at College Center, Garden Grove, and Le-Jao Center and teamed up with the Transfer Center coordinator. The EOPS Department promoted transfer workshops to their specific student population.

Since 2016, internal partnerships have been developed with the STAR Program, Learning 1st, Associated Student Government/Student Life, Asian American and Native American Pacific Islander (AANAPISI)/PACT, and EOPS. These internal partnerships expanded transfer services to student populations that the Transfer Center, alone, would not be able to reach effectively.

From 2016 to Spring 2018, the Transfer Center scheduled one to two advisory committee meetings with its CSU, UC, and private institution representatives. During the advisory meetings, the Transfer Center shared its activities and goals. The four-year representatives discussed their Coastline transfer numbers, campus initiatives that welcomed community college transfer students, and ways to increase transfer numbers. The representatives discussed new majors and degrees. A budget of \$3,500 is allocated each year to accommodate the advisory committee with transfer materials and refreshments.

All transfer activities, information, and access to the Transfer Center Coordinator are available on the Transfer Center website located at <http://www.coastline.edu/services/transfer-center>

The Transfer Center is readily accessible to students by email address at [transfercenter@coastline.edu](mailto:transfercenter@coastline.edu). Email contact accessibility has been demonstrated by the high volume of messages that are not within the purview of the Transfer Center; e.g.; transcripts, international, and admission inquiries.

For 2018-19, the Transfer Center will use STARFISH to enable students to directly make transfer appointments.

## **Implications of Change**

In June 2018, the Transfer Center moved to College Center. This move will be beneficial for students as evident by their responses in Table 2.3. The College departments have found it easier to refer or walk their students into the Transfer Center located on the 3<sup>rd</sup> Floor. The Career Center moved to share space with the Transfer Center.

There is now an expectation that there will be someone in the Transfer Center to receive student referrals or drop-ins. The implications for change are the need for a permanent part-time Instructional Associate to be present in the centers when the Transfer Center Coordinator is providing services at the

learning centers. The need for a part-time Instructional Associate will be discussed in the next section, Human Capital.

## Section 2: Human Capital Planning

### Staffing

Table 3.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2016-2017	Dean of Counseling and Student Success (1 position)	Position Title (No position)	Position Title (No position)	Position Title (No position)	Transfer Center Coordinator (1 position)	Federal Work Study Student (3 positions at 9 to 15 hrs. per week). Student Success Tutors (4-7 tutors per week for total of 40 hrs.).
Current year 2017-2018	Dean of Counseling and Student Success (1 position)	Position Title (No position))	Position Title (No position)	Position Title (No position)	Transfer Center Coordinator (1 position)	Work Study Student (3 positions at 15 hrs. per week). Student Success Tutors (4-7 tutors per week for total of 40 hrs.).
1 year 2018-2019	Dean of Counseling and Student Success (1 position)	Position Title (No position)	Articulation Officer-Transfer (.5-.25 positions)	Position Title (No position)	Transfer Center Coordinator (1 position)	Work Study Student (2 positions at 10-15 hrs. per week)
2 years 2019-2020	Dean of Counseling and Student Success (1 position)	Position Title (No position)	Articulation Officer-Transfer (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Request Permanent part-time Instructional Associate Position.
3 years 2020-2021	Dean of Counseling and Student Success (1 position)	Position Title (No position)	Articulation Officer-Transfer (.5-.25 positions)	Position Title (No position)	Transfer Center Coordinator (1 position)	Request Permanent part-time Instructional Associate Position.

During the 2017-2018 academic year, the Transfer Center hired three Federal Work Study Students from the Financial Aid Department. The work study students helped with digitalization of forms, answering the phone, filing, keeping transfer materials organized and updated within the center and at two learning centers. However, the work student students' hours were inconsistent due to their school schedules, and they are limited to which documents they can handle.

From February 2014 to May 2018, the Transfer Center had a partnership with the Student Success Center that enabled Student Success tutors to be assigned in the center. The Student Success Tutors were former transfer students or completed their BA/BS degrees. The tutors could easily relate their four-year college experience with students seeking transfer. The Transfer Center became a “One Stop location” for students to receive transfer and tutoring services. Since the tutors are hired as faculty, they accessed student IDs without breaching confidentiality of student information. The tutors aided in transfer services by providing writing expertise for narrative questions on applications and answered basic transfer questions while the Coordinator was conducting workshops or appointments.

Moving forward, the Transfer Center cannot rely on Federal work study students to meet referrals by various college departments and counselors within College Center and to deliver consistent, accurate transfer information. The Transfer Center requests a part-time, 19- to 27- hour per week Instructional Associate, who is dedicated to both the Transfer and Career Centers to answer the phones, provide basic transfer or career answers, and assist the Coordinator with emails and online registration of transfer students. The anticipated budget for a part-time Instructional Associate is \$55,000.

### Professional Development

The Dean of Counseling provides the Transfer Coordinator with funding and time for professional development to learn transfer changes, transfer policies, and four-year transfer changes for students. The table below outlines the various professional development activities.

Table 3.2 Professional Development

Name (Title)	Professional Development	Outcome
Helen Ward, Transfer Center Coordinator	Attend all annual CSU, UC, and CA private, out-of-state Transfer Conferences.	Keep current with changing procedures and legislation on Transfer and Student Success at the State, CSU, and UC levels, CA private universities and out-of-state schools to effectively guide and prepare Coastline students for transfer.
Helen Ward, Transfer Center Coordinator	Attend and represent Coastline’s Transfer Center at Region 8 meetings.	Region 8 membership with transfer officials from the UC, CSU and Community College systems in the Orange-Riverside-LA areas.  Partnership and network to learn best practices from other institutions to retain and help students complete their education plan for degree and transfer.
Helen Ward, Transfer Center Coordinator	Attend and represent Coastline’s Transfer Center at the South Coast Higher Education Council (SCHEC).  Served as the Communications Director (2015-2017). Serves as the Vice Chair (2017-2019).	Membership with Private CA Schools, local area community colleges, CSUs and UCs. Network with regionally-accredited CA private schools and out-of-state schools that have offices within Southern California. Provide students with alternative transfer schools in addition to the UCs and CSUs.
Helen Ward, Transfer Center Coordinator	Internal technology training.	Conducts student appointments and workshops via video conferencing. Shared computer screens, document sharing, camera, and use of closed captioning. Expand accessibility of transfer services by phone, Internet, email, in-person, and video conferencing. Need access to text messaging.

## Section 3: Facilities Planning

### Facility Assessment

In June 2018, the Transfer Center moved from the Garden Grove Center, where it had been since 2004, to College Center in Fountain Valley. Space was created from the Distance Learning (DL) Department where cubicles for DL faculty once stood on the third floor, in Room 306. The Career Center, located at College Center, was moved from the fourth floor to the third floor. The Transfer and Career Centers are located in the same room.

The new Transfer Center location was able to accommodate two student computer stations and copier machine. A faculty suite has been converted for student appointments, house university representative visits with students, and for Cranium Café video conferencing appointments or workshops. The faculty suite will be used to develop 30-second to one-minute transfer services clips.

In October 2018, the Transfer and Career Centers will complete the final set-up of materials on the walls and add additional tables and chairs to accommodate students.

Issues have risen on electrical power. M&O was notified since electricity has gone out twice since June 2018 due to the lack of outlets and power. Adding more student computers or printers may not be possible. Wi-Fi is available and students will be encouraged to bring their laptops.

The Transfer Center Coordinator will continue to provide services at the College's learning centers. The Dean of Counseling has secured space at the Garden Grove Center for Counseling and Student Services within the former admissions area of CSU Fullerton.

## Section 4: Technology Planning

### Technology Assessment

In 2017-2018, the Transfer Center improved services and accessibility through the initiative, "Transform How We Do Student Success in the Transfer Center." This project digitized transfer paper documents and forms. Federal work study students digitized university tour forms, tour participation agreement forms, and other forms. Digitization increased the number of students utilizing transfer services by 15% and helped access to transfer services online instead of coming into the Transfer Center or going into a learning center office to mail paper forms to the Transfer Center. Digitization of services included use of scanners that reduced the wait time during check-in at the transfer fairs, improved documentation of students served, and improved follow-up with students.

For 2018-2019, the Transfer Center will receive over \$1,500 to purchase two iPADS to provide mobile and online transfer services. Also, its laptop will be updated with new software.

If funding is left after purchases are made, the center will upgrade PowToons to create 30-second to one-minute transfer clips. The cost for the PowToons upgrade is \$450 per year. The PowToons package will include soundtracks, more characters, additional templates, and unlimited access to live video exports.

The Transfer Center will seek additional funding to establish a presence on Facebook, Twitter, Snapchat and Skype to communicate with students.

## Section 5: New Initiatives

**Career Center: Initiative:** Create career development Youtube videos

**Describe how the initiative supports the college mission:**

Better serve our online student population.

**What college goal does the initiative support?** Select one

Access and Student Support

**What Educational Master Plan objective does the initiative support?** Select all that apply

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

**What evidence supports this initiative?** Select all that apply

Internal Research (Student achievement, program performance)

**Describe how the evidence supports this initiative.**

Online videos provide access to career development information for our online students.

**Recommended resource(s) needed for initiative achievement:**

N/A

**What is the anticipated outcome of completing the initiative?**

Students will be able to access career development Youtube videos on their own time.

**Provide a timeline and timeframe from initiative inception to completion.**

Youtube videos will be posted at least once per month.

Counseling Initiative: Scale the mental health education and counseling program.

### **Mental Health Education and Counseling Program**

Coastline College currently use a third party to provide mental health counseling to our students. Recently, the College has secured a grant that will allow Coastline to employ two part-time licensed mental health counselors to provide brief mental health and crisis counseling to students at all locations of Coastline College. Moreover, the mental health counselors will create an informational program regarding mental health.

#### **Describe how the initiative supports the college mission:**

Our college mission states “Coastline Community College steadfastly focuses on providing access and supporting student success and achievement.” Being of sound body and mind is a fundamental requisite to achieving success. A voluminous body of literature supports the notion that students have very complicated lives and are required to deal with many external pressures. Many of our students have not had the opportunity to develop the tools to handle such stress. Providing mental health counseling to students on campus will make access to these services readily available and will provide students the support they need to develop strategies to help to better handle the inherit pressures of obtaining there educational and life goals.

#### **What college goal does the initiative support? Select one**

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

#### **What Educational Master Plan objective does the initiative support? Select all that apply**

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

Explore and enter new fields of study (e.g., new programs, bachelor’s degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).

Maintain the College’s Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

#### **What evidence supports this initiative? Select all that apply**

Learning Outcome (SLO/PSLO) assessment

Internal Research (Student achievement, program performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

#### **Describe how the evidence supports this initiative.**

Provide a summary of how the evidence supports the initiative.

All academic counselors have reported the need for mental health counseling at Coastline. Last spring I was asked by Extended Learning if I could provide counseling space for a mental health counselor to meet the needs of our veteran population. I was able to accommodate the request, during the time allotted the office space and hours are used to full capacity. Moreover, our sister schools both have Mental Health Counseling services and are operating at full budget capacity and still have not met all student need for this type of service.

#### **Recommended resource(s) needed for initiative achievement:**

Specify what resource(s) are needed to support the completion of the initiative.

For the next couple of years we will be funded by the Mental Health Grant. However, we will need to secure appropriate office space at all Coastline sites. All offices will need to adhere to strict confidentiality requirements. Mental Health Counselors will need to have their offices outfitted with furniture, computers and stand-alone printers. Additionally, software to record notes securely and ensure confidentiality will need to be purchased.

**What is the anticipated outcome of completing the initiative?**

Specify the anticipated result(s) of completing the initiative.

This initiative will raise awareness about the importance of good mental health, reduce the stigma of dealing with psychological issues and provide students easy access to mental health services. Ultimately, this initiative will have a positive impact on student persistence, retention and success. Moreover, through mental health education and awareness lead to a more healthy and enlightened campus environment.

**Provide a timeline and timeframe from initiative inception to completion.**

Create a timeline and provide a timeframe that can be used to complete the initiative

July 2018- Grant funding secured

September 2018 – Interviews for part-time Mental Health Counselors

October 2018 – Counselors selected, Board approved and begin employment

November 2018 – Counselors begin providing services to students

December 2018 – Development of Coastline Mental Health Education campaign

January 2019- Implementation of campaign including flyers, workshops and seminars for students, faculty and staff.

### Counseling Initiative: Transition to Case Management Counseling Model

In preparation for implementation of Guided Pathways for Coastline all of the literature and best practices suggest the most effective model of is a case management counseling model. Which recommends meeting with students multiple times per semester. In order to successfully implement this model of counseling, it is imperative that we begin to increase the number of full-time faculty to meet student need. With regard to the Counseling faculty, in 2015- 2016 two full-time counselors separated from Coastline. In 2016- 2017, we were able to fill the Counselor/Articulation position in January 2017. We are still short one full-time counseling position compared to 2015- 2016. Operating with one less full-time counseling position has greatly impacted the Counseling Department's ability to provide consistent, high-quality counseling services to all Coastline students. Even though some of the student need is met by overload assignments and the hiring of part-time faculty not all student need is met. Currently, most students do regularly meet with a counselor, particularly after they have completed a comprehensive Student Education Plan. Since 2015-2016, the college has grown by 2 to 3% each year, thus increasing student demand for counseling services. Additionally, the SSSP funds that provides financial support for hiring part-time counseling has been reduced which prohibits adding additional part-time hours.

Moreover, the students most impacted by the loss of the full-time are the incarcerated students. While we are able to provide high quality counseling services to our general population students with adjunct counseling, it is difficulty to provide the consistent and high quality services to incarcerated students given the uniqueness of the student situation. It is difficult and timely to train adjunct counselors how to serve this population with its challenges and limitations. Given that many adjunct counselors work at other institutions and many will secure full-time positions, this burdens the Coastline full-time faculty with having to provide constant training for new adjuncts unfamiliar with this unique population. Moving forward the one of the full-time counseling position should be hired to specifically serve the incarcerated population which makes up almost 25% of Coastline's student population. Assigning a full-time counselor to this population will ensure these students will be served in consistently and in a timely manner. Additionally, having one counselor whose primary function is to serve this population will result in familiarity and experience to better advocate for the needs of our incarcerated students and to implement strategies to improve the counseling process for the incarcerated population that would also include training strategies for adjunct counselors as needed.

This initiative proposes adding two full-time counselors each year over the next three years to coincide with the implementation of Guided Pathways and the transition to a case management counseling model.

#### **Describe how the initiative supports the college mission:**

The College mission states "Coastline Community College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities." In order to provide access to counseling for all students it is imperative that additional full-time counselors are added to the faculty roster.

#### **What college goal does the initiative support? Select one**

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

#### **What Educational Master Plan objective does the initiative support? Select all that apply**

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**What evidence supports this initiative?** Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

In much of the literature regarding Guided Pathways, a case management counseling model is cited as a best practice. There is much evidence that supports the notion that simply providing students with an educational plan is not sufficient to effect any measureable change in student success or completion. Students need multiple points of contact with a counselor to build rapport and trust in order to develop a truly collaborative and supportive relationship that facilitates student goal attainment.

**Recommended resource(s) needed for initiative achievement:**

To hire two full-time tenure track counselors in 2109 -2020 will be needed to support the first phase of this initiative. Currently, Coastline has the facilities and equipment to house the new counselors.

**What is the anticipated outcome of completing the initiative?**

Increased student access to counseling.  
Increased student persistence and retention.  
Increased student completion of degrees and certificates.  
Increased transfer rates.  
Increased student satisfaction.

**Provide a timeline and timeframe from initiative inception to completion.**

2019 -2020 hire two full-time counselors  
2020 -2021 hire two full-time counselors  
2021 -2022 hire two full-time counselors

**Information Center Initiative:** To use a chat feature to increase communication with students.

**Describe how the initiative supports the college mission:**

Coastline serves a global and non-traditional student base. The Mission indicates that we desire to provide accessible, flexible, and innovative programs and services. In order to keep with our Mission to provide service at such a level, we need to improve our students' frontline customer service experience. Info Center is the frontline. A chat feature would increase accessibility to Coastline staff and will offer another level of service.

**What college goal does the initiative support? Select one**

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

**What Educational Master Plan objective does the initiative support? Select all that apply**

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**What evidence supports this initiative? Select all that apply**

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Students are having issues with OpenCCC/MyCCC log-ins, registration issues, navigating MyCCC and coastline.edu. Having Info Center staff trained and ready for a chat feature would be an improvement in the way staff and students communicate with one another.

**Recommended resource(s) needed for initiative achievement:**

Coordinate with Marketing and IT departments to install the chat feature.

**What is the anticipated outcome of completing the initiative?**

The anticipated outcome of this initiative is increased student retention. Many students will benefit from being able to get questions answered through Info Center in a more efficient way, and a chat feature would be beneficial to the overall completion of this initiative.

**Specify the anticipated result(s) of completing the initiative.**

Increase student persistence and retention.

**Provide a timeline and timeframe from initiative inception to completion.**

The Info Center expects the chat feature to be implemented by December 2018.

Transfer Center Initiative: Virtual University Tours.

Phase III of digitizing transfer services will be the development of virtual university tours. Over 55% of Coastline students are enrolled in Distance Learning online courses. In 2017-18, the university tours by bus have yielded two to non-existing boarding numbers of Coastline students. It would not be feasible for the District Transportation Department to rent a bus exclusively for the Coastline Transfer Center as 18 is the required number of participants.

The Transfer Center will research and make available virtual tours that are currently available from the University of California, California State University, and independent (private) colleges. During the summer semester, the Transfer Center has offered virtual tours to five schools because the four-year schools suspend coordinated tours during the summer months. With this initiative, virtual tours will be offered yearlong.

The website will be revised to include 20 schools. Currently enrolled students will access the tours by log-in with their Student IDs. Login was not required during the summer months. With the log-in, we will be able to track the number of students utilizing the site and follow-up with the students.

University Tours will be developed in late Fall 2018 and piloted in Spring 2019. If a Coastline student wants to take a bus tour, arrangements will be made for the student to sign-up with OCC or GWC since the bus pick-up locations are at both campuses.

**Describe how the initiative supports the college mission:**

This initiative supports accessibility of transfer services to Coastline students by innovation and gives students the option to determine when they want to access virtual tours to fit their schedule.

**What college goal does the initiative support? Select one**

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

**X Access and Student Support**

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

**What Educational Master Plan objective does the initiative support? Select all that apply**

**X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.**

**X Provide universal access to student service and support programs.**

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

**X Explore and enter new fields of study (e.g., new programs, bachelor's degrees).**

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).

Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**What evidence supports this initiative? Select all that apply**

**X Learning Outcome (SLO/PSLO) assessment**

**X Internal Research (Student achievement, program performance)**

External Research (Academic literature, market assessment, audit findings, compliance mandates)

## Section 6: Prioritization

	Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Career Center	Create career development YouTube videos	N/A	N/A	One-time	No	Internal Research	Access and Student Support	2019-20	
Categoricals	To increase EOPS student number from 383 to 422 by enrolling them in the EOPS program.	Hire a new EOPS full-time tenured-track Counselor and a new Student Program Specialist.	Full-time counselor \$120,000; Salaries & Benefits for a full-time Student Program Specialist \$89,000	Ongoing	n/a	Service Area Outcomes, Internal and External Research	Student Success, Completion / Achievement; Access/ Student Support; Culture of Evidence, Planning, Innovation, and Change; Partnerships / Community Engagement	2019-20	
Counseling	Transition to Case Management Counseling Model	2 full-time tenure track counselors	\$240,000	Ongoing	No	Internal Research	Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education; Access and Student Support; Student Retention and Persistence	8/29/19	
Information Center	To use a chat feature to increase communication with students.	N/A	N/A	Ongoing	No	Service Area Outcomes	Access and Student Support; Student Retention and Persistence	2019-20	
Transfer Center	Transform How We Do Student Success Services in the Transfer Center	PowToons Premium Upgrade; Advisory Committees and Host Meetings; Conferences, Training, and Memberships; Fairs, workshops, materials, furniture; Paid Interns: MA Counseling, Education Counseling Department/ Student Services	Powtoons \$450; Advisory committee \$3,500; Conferences, Training, and Memberships \$7,000; Fairs, workshops, materials, furniture; \$8,000; Transfer Partnership PACT \$5,000; Part-time Instructional Counseling Associate (19 to 27 hours per week) \$55,000	On-going	No	External Research; Internal Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Access and Student Support; Student Retention and Persistence;	2019-20	