



2020-21

Comprehensive Department Review

Counseling, Career Center, and Transfer Center

Amy Evangelista, General Counselor, Department Chair  
Dan Weber, Articulation Officer, Transfer Counselor  
Nicole Perrine, General/Incarcerated Counselor  
Rachel Marchioni, General/Career Counselor  
Helen Ward, Transfer Center Coordinator  
Paolo Varquez, Career Center Coordinator  
Valda Judd, Instructional Associate  
Gary Du, Counseling Technician  
Ramandeep Dhillon, Counseling Technician  
Thien Vu, Office Coordinator  
Bruce Keeler, Dean of Counseling

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# Executive Summary

## Counseling Department, Career Center and Transfer Center

Since the last Counseling Department Comprehensive Program Review in 2015, major changes have occurred within the Department that has facilitated a cultural shift in the mindset and functioning of the Team. Prior to 2016, the Department had seven different Counseling Deans with none serving for more than a year. The lack of stability in leadership was disruptive to faculty and staff assigned to the Counseling Department resulting in a lack of organizational structure, low productivity, low morale, inconsistent services to students and little to no contribution to the greater college community. Since January 2016, the Counseling Department has had consistent leadership, however several other personnel changes have occurred. The current Counseling Department Front Desk staff have all been hired within the last five years except for the Counseling Department Coordinator. All current full-time tenured counselors and part-time counselors have also been hired within the last five years except for one tenured full-time counselor. The influx of new personnel has resulted in a Department that has a collaborative and “student first” mindset allowing the group to make many positive changes in operations that has increased the efficiency and quality of services to students and the community at large. Although the full-time counselor staffing has been reduced by 50%, with an overall decrease in counseling faculty by over 30% since 2015, the dedication and work ethic of the new counselors (full-time and part-time) along with the implementation of many innovative and efficiency measures have allowed the Department to keep up with student demand while maintaining the provision of high quality and high-touch service to students.

The Career and Transfer Centers have been actively engaged in the last five years implementing technologies that provide access to both on-site students and Distant Learners. Some of the technologies utilized include: Cranium Café, YouTube videos, and Zoom. Staff in the Career and Transfer centers meet with students both on campus and virtually as well as conduct workshops in both modalities. In the future, the centers will expand the current model to one that is more holistic which will include increased coordination between the Career and Transfer Center, as well as more integration of counseling services within the centers.

All members of the Counseling Department team including counselors, classified professional staff and the Dean participated in creating, reviewing, and editing this document. The structure of the process however does not allow for a comprehensive analysis and review of all the Department’s functions and staff. Most notably missing are the functions performed by the Classified Professional Staff. It is recommended that the Program Review Committee take this under consideration, particularly in the review process of student services programs and departments.



## Counseling

# Section 1: Department Planning

## Purpose Statement/Mission Statement

The mission of the Coastline College Counseling Department is to guide and support our diverse student population through their educational journey, while serving as the bridge across academic disciplines and student services throughout Coastline College to promote access, understanding, and communication. By providing a holistic approach in proactive educational planning with practices focused on innovative, equitable, and enriching services, the counseling department leads students to empowerment and success.

The purpose statement of the Counseling Department aligns with the College mission statement by focusing on all-inclusive and equitable services leading to students reaching their goals to include achievement of certificates and degrees, transfer, and career/personal growth and advancement.

## Description of the Department

The Counseling Department provides personal, academic, and career counseling to assist students with making informed decisions by counseling students on College programs, policies, resources, and transfer requirements. Additionally, students can discuss their personal circumstances in a safe and trusting environment. Counseling may also intervene, advocate, and provide crisis intervention and referrals as needed to promote student success. Counseling services enhance student achievement through timely counseling and follow up using a balanced use of technology with personal intervention.

Counselors develop curriculum and provide instruction using a variety of modalities, including classroom based, online, and correspondence classes, which teach study skills, college success strategies, and career and life planning.

The Counseling Department participates on College committees, workgroups and task forces and plays an active role in interpreting and advocating the needs of students to administrators, faculty, and staff, with a focus on equity.

## Internal Analysis

The internal data analysis for the Counseling Department is broken out into two areas. First, data is reviewed related to the enrollment of courses taught by the department. Furthermore, data obtained through the Student Survey results as it relates to the counseling services available to all students at Coastline is also analyzed.

## Overall Enrollment Analysis

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,886	2,020	1,769	1,690	1,413
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	171.26	183.29	160.49	153.48	128.43

Sections	30	36	33	36	25
Fill Rate	86.7%	81.2%	75.1%	74.0%	73.2%
WSCH/FTEF 595 Efficiency	1,028	938	862	810	830
FTEF/30	2.8	3.2	3.1	3.1	2.6
Extended Learning Enrollment	45	0	5	0	0

The percentage change in the number of Counseling **enrollments** in 2018-19 as well as **resident FTES** in Counseling credit courses showed a substantial decrease from 2017-18 as well as from 2014-15. The percentage change in the number of **sections** in Counseling courses in 2018-19 also showed a substantial decrease from 2017-18 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Counseling courses showed a slight decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15. However, the percentage change in the **WSCH/FTEF** ratio in Counseling courses in 2018-19 showed a slight increase from 2017-18. While there was an increase in efficiency, the percentage change in the **FTEF/30** ratio for Counseling courses in 2018-19 showed a substantial decrease from 2017-18 dropping from 3.1 to 2.6 in one year. There was also a moderate decrease in comparison with the FTEF/30 ratio from 2014-15.

There was no comparative data in the number of Counseling **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

## Enrollment Trend Analysis

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,886	2,020	1,769	1,690	1,413

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	7.6%	10.7%	11.4%	10.8%	11.7%
Online	26.0%	26.2%	27.4%	26.6%	23.5%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	66.3%	63.1%	61.2%	62.6%	64.8%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	22.6%	24.9%	27.4%	25.1%	23.2%
Male	76.5%	74.0%	70.8%	72.8%	75.0%
Unknown	0.8%	1.2%	1.8%	2.1%	1.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	18.9%	19.9%	16.8%	15.3%	16.2%
American Indian/AK Native	1.1%	0.9%	0.8%	0.9%	1.0%
Asian	10.3%	9.3%	12.5%	11.5%	10.9%
Hispanic	28.8%	32.0%	30.8%	31.5%	30.9%
Pacific Islander/HI Native	0.8%	0.6%	0.5%	0.8%	1.1%
White	27.8%	24.2%	24.9%	28.1%	25.2%
Multi-Ethnicity	10.5%	11.7%	11.6%	9.9%	13.4%
Other/Unknown	1.6%	1.3%	2.1%	2.0%	1.3%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	10.9%	13.8%	11.2%	13.4%	11.5%
20 to 24	15.6%	14.7%	16.3%	12.5%	8.6%
25 to 29	18.5%	15.5%	17.0%	16.4%	15.6%
30 to 34	13.9%	14.2%	14.9%	13.0%	15.9%
35 to 39	12.1%	13.3%	11.5%	13.9%	13.7%
40 to 49	17.8%	18.8%	17.8%	18.8%	19.3%
50 and Older	11.2%	9.7%	11.2%	12.1%	13.6%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Counseling courses made up 2.4% of all state-funded enrollment for 2018-19. The percentage difference in Counseling course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Counseling during 2018-19 showed 11.7% of courses were taught **traditional (face-to-face)**, 23.5% were taught **online**, 0.0% were taught in the **hybrid** modality, and 64.8% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality. In comparison to Coastline College’s overall data, the counseling department served +35.3% more students in correspondence courses in the 2018/19 academic year with the counseling department’s enrollment consisting of 64.8% correspondence compared to 29.5% per the Department of Institutional Research. This significance is important to highlight due to the incarcerated population that primarily enrolls in correspondence courses. This can be seen as a high need by this student population for the course content covered and the importance of offering counseling courses via correspondence.

In 2018-19, Counseling enrollment consisted of 23.2% **female**, 75.0% **male**, and 1.8% students of **unknown** gender. The male enrollment at 75% is much higher compared to a total male college population of 56%. While the data was not broken down by gender and course modality, we believe this to be due to the correspondence courses which traditionally consists of a high male population.

In 2018-19, Counseling enrollment consisted of 16.2% **African American** students, 1.0% **American Indian/AK Native** students, 10.9% **Asian** students, 30.9% **Hispanic** students, 1.1% **Pacific Islander/HI Native** students, 25.2% **White** students, 13.4% **multi-ethnic** students, and 1.3% students of **other** or **unknown** ethnicity. Per the 2018/2019 Student Equity report, the area that the CCCD serves reflects a population that is proportionately more White Non-Hispanic and Asian/Pacific Islander than the overall state population. The service area also contains proportionately fewer African American and Hispanic residents than the out of district/California population. In evaluating ethnicity for the counseling course however, the population of African American (16.2%) and Hispanic (30.9%) students enrolled in counseling courses was also greater than the college’s enrollment (12.5% and 17.4% respectively) and also much greater than the state average at 5.7% and 13.8% respectively.

The age breakdown for 2018-19 enrollments in Counseling revealed 11.5% aged **19 or less**, 8.6% aged **20 to 24**, 15.6% aged **25 to 29**, 15.9% aged **30 to 34**, 13.7% aged **35 to 39**, 19.3% aged **40 to 49**, 13.6% aged **50 and older**, and 0.0% **unknown**. There are two differences we would like to highlight relating to age. Specifically, the 20 to 24 age range enrollments in counseling courses at 8.6% is much lower than the college’s overall enrollment within this age range which sits at 22%. While counseling enrollments are lower in this age range, they are higher than the college’s overall enrollment in the 40-49 age range, with 19.3% compared to college’s 13.4%.

Overall, the differences in ethnicity, gender, and age of students enrolled in counseling courses at Coastline compared to overall enrollment at CCC, CCCD, and at the state level highlight the importance in creating material for the class that is inclusive and representative of the students enrolled in the course, specifically there may be a difference in demographics between traditional online enrollments compared to the students enrolled in the correspondence courses. Attention should continue to be paid to the course material and content for the various modalities offered and adjusted to serve the unique populations of the students enrolled.

### Success Rate Analysis

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	60.9%	63.2%	68.6%	73.2%	76.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	84.0%	82.5%	86.6%	84.2%	81.9%
Online	57.4%	53.1%	58.4%	60.1%	71.4%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	59.6%	64.0%	69.8%	76.8%	76.7%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	63.7%	63.3%	68.6%	69.6%	70.9%
Male	60.0%	63.2%	68.9%	74.8%	77.3%
Unknown	62.5%	54.2%	56.3%	61.1%	79.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	51.3%	51.7%	57.6%	66.0%	68.6%
American Indian/AK Native	66.7%	66.7%	86.7%	73.3%	71.4%
Asian	65.6%	64.4%	76.0%	80.0%	76.2%
Hispanic	62.2%	67.2%	70.3%	72.6%	80.8%
Pacific Islander/HI Native	62.5%	30.8%	75.0%	84.6%	46.7%
White	63.4%	67.9%	72.3%	77.5%	82.0%
Multi-Ethnicity	63.1%	62.7%	65.9%	68.9%	65.6%
Other/Unknown	54.8%	59.3%	50.0%	55.9%	68.4%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	70.2%	68.0%	75.3%	71.8%	84.0%
20 to 24	57.1%	60.6%	60.9%	65.9%	72.0%
25 to 29	58.2%	59.1%	68.4%	71.1%	72.1%
30 to 34	57.3%	62.7%	68.2%	74.0%	77.7%
35 to 39	63.8%	64.7%	71.6%	75.7%	73.3%
40 to 49	63.4%	65.4%	67.9%	75.4%	75.7%
50 and Older	58.8%	60.7%	71.9%	77.9%	77.5%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Counseling courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point

difference in the Counseling 2018-19 course success rate to the College's overall success average\* (72.2%) and the institution-set standard\* (59.8%) for credit course success, the Counseling **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Counseling success rate for 2018-19, the success rate was moderately higher for **traditional (face-to-face)** Counseling courses, slightly lower for **online** courses, no comparative data for **hybrid courses**, and a minimal difference for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Counseling success rate for 2018-19, the success rate was moderately lower for **female** students in Counseling courses, slightly higher for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Counseling success rate for 2018-19, the success rate was moderately lower for **African American** students in Counseling courses, slightly lower for **American Indian/AK Native** students, of minimal difference for **Asian** students, slightly higher for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, substantially lower for **multi-ethnic** students, and moderately lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Counseling success rate for 2018-19, the success rate was moderately 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 lower for students aged **35 to 39**, of minimal difference for students aged **40 to 49**, slightly higher for students aged **50 and older**, and no comparative data for students of unknown age.

The success rate within counseling course offerings is of particular importance to the department as we evaluate the equity of achievement across demographics. Areas that require further investigation include evaluation of online course success rates compared to those enrolled in traditional or correspondence classes. In regard to gender, while course enrollment is predominantly male, it is important to evaluate why the female success rate is 5.1% lower than the course average. Lastly, lower success rates for African American, Pacific Islander, American Indian/AK Native, and multiethnicity or ethnicity unknown is needed. These student ethnic groups comprise over 30% of the total enrollments and are traditionally underrepresented students.

## Retention: Counseling

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	80.5%	79.0%	81.7%	84.8%	90.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	85.4%	89.9%	91.0%	91.3%	87.0%
Online	79.4%	69.2%	72.4%	74.6%	84.3%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	80.4%	81.3%	84.2%	88.0%	92.9%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	82.2%	78.3%	78.9%	80.0%	82.7%
Male	80.1%	79.4%	83.2%	86.9%	92.3%
Unknown	75.0%	70.8%	65.6%	69.4%	95.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	76.2%	70.9%	74.4%	81.5%	87.8%
American Indian/AK Native	85.7%	83.3%	93.3%	93.3%	78.6%
Asian	82.6%	74.5%	83.7%	82.6%	88.1%
Hispanic	80.8%	83.3%	85.1%	87.6%	93.1%
Pacific Islander/HI Native	75.0%	46.2%	75.0%	92.3%	80.0%
White	82.1%	83.2%	82.5%	86.5%	93.3%
Multi-Ethnicity	81.3%	79.2%	81.5%	80.2%	85.2%
Other/Unknown	80.6%	66.7%	68.4%	70.6%	78.9%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	84.9%	79.5%	85.9%	85.0%	89.0%
20 to 24	80.3%	78.8%	78.9%	80.1%	90.2%
25 to 29	77.7%	77.0%	79.4%	83.8%	88.1%
30 to 34	80.9%	79.1%	83.5%	86.3%	91.1%
35 to 39	81.7%	78.8%	83.8%	83.8%	90.6%
40 to 49	81.0%	81.5%	81.0%	86.4%	90.6%
50 and Older	79.1%	77.6%	81.9%	87.7%	92.1%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Counseling courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from 2014-15. Overall, the Counseling Subject retention rate has increased 10% from 2014/15 to 2018/19. When comparing the percentage point difference in the Counseling 2018-19 course retention rate to the College's overall retention average\* (86.1%) and the institution-set standard\* (72.3%) for credit course retention, the Counseling **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Counseling retention rate for 2018-19, the retention rate was slightly lower for **traditional (face-to-face)** Counseling courses, moderately lower for **online** courses, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses. Correspondence retention rate has risen each year from 2014/15 to 2018/19 increasing from 80.4% to 92.9%. Given the design of the class and the high enrollment percentage, it is encouraging to see a high retention rate through this modality. However, traditional, and online modalities, while having higher retention rates than the College Institution Set Standard, were lower than their correspondence counterpart. Online was also lower than the State-Funded Retention Rate. Since 2015/16-year, online retention rates have risen year-over-year which is a positive trend.

When comparing the percentage point difference between genders to the overall Counseling retention rate for 2018-19, the retention rate was moderately lower for **female** students in Counseling courses, slightly higher for **male** students, and moderately higher for students of **unknown** gender. Similar to success rates, the female retention rate was also lower when compared to males, unknown gender, and the State Funded retention rate, but higher than the College Institution Set Standard. Since 2015/16, female retention rates have increased year-over-year.

When comparing the percentage point difference between ethnicity groups to the overall Counseling retention rate for 2018-19, the retention rate for Hispanic and White enrolled students were the only groups to be higher than the 90.03% subject retention rate overall. All other ethnicities were below this marker with the greatest difference in retention rate being substantially lower for American Indian/AK Native students (-11.7%), followed by Other/Unknown (-11.4%), Pacific Islander/HI Native (-10.3%), and Multiethnicity (-5.1%). The retention rate was slightly lower for both African American (-2.5%) as well as Asian students (-2.2%).

When comparing the percentage point difference between age groups to the overall Counseling retention rate for 2018-19, the retention rate was slightly lower for students aged **19 or less** in Counseling courses, of minimal difference for students aged **20 to 24**, slightly lower for students aged **25 to 29**, of minimal difference for students aged **30 to 34**, of minimal difference for students aged **35 to 39**, of minimal difference for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Key areas of significance in the evaluation of data on retention for counseling courses revealed that while online retention rate have continued to improve each year, it is important to continue to observe and focus on the retention of students enrolled in this modality. Also, similar to success rates, the retention rates of female students in particular should be evaluated along with a focus on closing the retention rates of ethnic groups outside of those who identify as white or Hispanic.

## Survey Results

Following are the results from student and faculty surveys issued in the spring 2020 semester.

### Student Survey Results

Following are results from the Student Survey which provides data regarding the Counseling Department's services and experiences outside of the classes that are taught.

### ***Counseling Services***

Nearly half (47.3%) of respondents have **received counseling services** at Coastline, including counseling and educational planning. Table 1 shows the utilization of specific counseling services by students who indicated that they have received counseling services.

Table 1. *Counseling Services*

<b>Service</b>	<b>Response Percent</b>	<b>Response Count</b>
Academic Planning	91.7%	551
Personal Counseling	15.3%	92
Career Counseling	29.1%	175
Probation counseling	7.8%	47
Disqualification counseling	3.5%	21

Of 601 respondents, 91.7% have received **academic planning** services, 15.3% have received **personal counseling**, 29.1% have received **career counseling**, 7.8% have received **probation counseling**, and 3.5% have received **disqualification counseling**. The goal of the counseling department is to reach all students enrolled at the college and provide the level of counseling support needed to meet their needs. We would like to increase the percentage of students that have received counseling services in the coming years significantly. Also, to be considered in this light, the Standard of Practice for California Community College Counseling Faculty and Programs highlights that counselors maintain a counselor/student ratio of 1:370. While under current budget restrictions this may not be possible, this ratio needs to be highlighted with an increased focus on increasing student contact and the number of counselors that will be needed to adequately serve our student population.

Also, while it is encouraging that a high percentage of students seen receive academic planning assistance, it is also the role of the counselor to provide career, social, and emotional support. This indicates a need to highlight the availability of these services to our student population. Also, due to the limited number of staff, time away from the office to provide workshops and reach out to students is limited in order to serve the students making appointments for academic planning.

### ***Counseling Services Satisfaction***

Table 2 shows the percentage of respondents who are satisfied or dissatisfied with the counseling services they have utilized.

Table 2. *Counseling Services: Utilization and Satisfaction*

<b>Service</b>	<b>Used/Satisfied</b>	<b>Used/Dissatisfied</b>	<b>Used Response Count</b>
In-person counseling appointment	95.2%	4.8%	393
Telephone counseling appointment	91.8%	8.2%	414
E-advise (e-mail)	92.0%	8.0%	301
Video counseling (Cranium Cafe) appointment	92.9%	7.1%	169

Of those who have utilized the respective counseling service, 95.2% are satisfied with **in-person counseling**, 91.8% are satisfied with **telephone counseling**, 92.0% are satisfied with **e-advise**, and, and 92.9% are satisfied with **video counseling**. With a high percentage of students utilizing distance

counseling services via phone, email, and video, it is encouraging to see the high level of satisfaction rates and promotes the ability of the staff to conduct effective, high quality counseling appointments that still demonstrates care for students even though they are not receiving these services in person. As services continue to trend online, and with a focus on providing equity, we would like to increase the percentage of students who receive video counseling to ensure they receive the highest quality counseling appointments possible.

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 3. *Counseling Services: Unutilized*

Service	Heard Of/ Don't Need	Never Heard Of	Have Not Used Response Count
In-person counseling appointment	92.1%	7.9%	190
Telephone counseling appointment	76.2%	23.8%	168
E-advise (e-mail)	62.4%	37.6%	266
Video counseling (Cranium Cafe) appointment	62.6%	37.4%	385

This data highlights the need for further outreach from the Counseling Department to inform students as to the services offered. Also, with an equity lens, we want to ensure students who are not able to attend college center for in-person appointments, that they are aware that they may still utilize counseling’s services. For those who feel they do not need the assistance of the Counseling Department as well as for those who are unaware of its existence, the goal of outreach would be to ensure these populations are aware of the function and goals of our department. This in turn would hopefully not only ensure the student is on the right educational path, but also lead to a greater connection between the student and school and support their retention and success in their courses to reach their educational goal.

**Qualitative Feedback**

Students were generally satisfied with Coastline’s counseling services and staff, stating that Coastline counselors are **helpful** in guiding them along their academic and career paths. Some respondents indicated that they felt **telephone** appointments felt **rushed**, **longer appointment** sessions were necessary, and some experienced issues with having **credits** properly **transferred** to Coastline. In a recent evaluation of appointment times during the 2019/20 school year, appointment lengths were revised to include greater time for students transferring in credits from multiple institutions and with submitting petition forms which generally take more time in an effort to ensure a student’s concerns and needs can be met as much as possible within the appointment timeframe.

**Appointments with Counselors**

Table 4. *Campuses with Counseling Services*

Answer Options	Response Percent	Response Count
Coastline College Center Campus (Fountain Valley)	89.0%	509
Garden Grove Campus	30.4%	174

Westminster/Le Jao Campus	28.3%	162
Newport Beach Campus	29.6%	169

In order to demonstrate their knowledge of counseling at Coastline, students were asked to select the campus(es) that offer appointments with counselors. The results are shown in Table 4. Of the 572 respondents, 89.0% indicated that they believe that the **Coastline College Center** offers appointments with counselors, 30.4% believe that the **Garden Grove Campus** offers appointments with counselors, 28.3% believe that the **Westminster/Le-Jao Campus** offers such appointments, and 29.6% believe that the **Newport Beach Campus** offers such appointments. Again, with a focus on equity, this data shows the need for greater counseling presence and outreach at the campus sites including Garden Grove, Westminster, and Newport Beach. With a little over 3 full-time counselors, outreach to each of the three campus sites outside of College Center is difficult as this takes away from counseling and department/college faculty duties.

### ***Impact of Receiving Counseling Services***

Respondents were asked to indicate the **change** in their abilities listed in Table 5 as a result of receiving counseling services at Coastline.

Table 5. *Change in Abilities as a Result of Receiving Counseling Services*

Answer Options	Better	The Same	Worse	Respondents
Understand the academic planning process in order to attain your educational goals.	89.4%	9.1%	1.5%	585
Identify college resources, procedures, and policies that support your academic success.	85.3%	13.3%	1.4%	579
Make better decisions on my own	81.4%	17.4%	1.2%	576
Research four-year institutions on my own that I may want to transfer to	70.7%	28.1%	1.2%	570
Manage my time better	71.8%	26.6%	1.6%	571

A majority of respondents who have utilized Coastline’s counseling services feel that they are **better able** understand the academic planning process in order to attain their educational goals (89.4%); identify college resources, procedures, and policies that support their academic success (85.3%); make better decisions on their own (81.4%) ; research four-year institutions on their own (70.7%); and manage their time better (71.8%). This data is encouraging to see and reflects the impact of counselors on students after the appointment.

### ***Have Not Met with a Counselor***

Table 6. *Have Not Met with a Counselor*

Answer Options	Response Percent	Response Count
I didn't know Coastline had counselors	12.7%	94
I already get advising from my counselor at another college	34.2%	253
I'm only taking one or two classes at Coastline	58.2%	431
Counseling Office hours are not convenient for me	5.7%	42
I can figure it out on my own and don't need a counselor	24.2%	179

Respondents who indicated that they have **not received** counseling services at Coastline were asked to specify why. As shown in Table 6, 12.7% **did not know Coastline had counselors**, 34.2% of students reported already getting advising services from a **counselor at another college**, 58.2% reported they were **taking one or two classes** at Coastline and therefore did not need counseling services, 5.7% feel that **office hours** are **not convenient**, and 24.2% feel that they can **figure it out on their own** and don't need a counselor. In regard to those that are unaware that Coastline has counseling services or that feel they can figure out their education on their own without the assistance of a counselor, we feel targeting these groups is of utmost importance. First, we want to ensure that all students are aware of our services in our focus on equity. Also, these students are at high risk for taking unneeded courses or making educational decisions that do not align with their program, transfer, or career goals. Also, a large percentage of students are either attending Coastline to only take a few classes and/or have another school that is their primary college. For these students we still want to encourage contact with a counselor again to ensure the proper course is being completed and be able to advise on other possible more appropriate options.

### **DegreeWorks**

Of the 1,344 respondents, 51.4% **have utilized** the DegreeWorks application to access/review their degree audit or SEP. 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 7.

Table 7. *DegreeWorks*

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Easy to use	92.8%	684
Easy to understand	91.2%	682
DegreeWorks is a helpful tool for degree planning	95.6%	683

Of the respondents who have utilized the DegreeWorks application to access their degree audit or SEP, 92.8% feel that the application is **easy to use**, 91.2% feel that it is **easy to understand**, and 95.6% feel that it is a **helpful tool for degree planning**. With DegreeWorks serving as one of the primary counseling tools, it is encouraging to see that the students find the system easy to use and understand.

Respondents who indicated that they have **not utilized** the DegreeWorks application to access/review their degree audit or SEP were asked to specify the reason. As shown in Table 8, 52.9% did not know DegreeWorks **existed**, 13.5% did not know how to **access** DegreeWorks, 4.8% thought DegreeWorks was **just for counselors**, and 28.8% **prefer** to meet with their **counselor**.

Table 8. *DegreeWorks: Reason for Lack of Utilization*

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
I did not know DegreeWorks existed	52.9%	329
I did not know how to access DegreeWorks	13.5%	84
I thought DegreeWorks was just for counselors	4.8%	30
I prefer to meet with my counselor	28.8%	179

Of those that did not know DegreeWorks existed, it would be interesting to see how many of these respondents met with a counselor. A primary function of an initial counseling appointment is to review a

student’s program in DegreeWorks to empower them in understanding their education. Based on these results, it will also be confirmed that all counselors are reviewing this information with students and showing them how they may access this tool on their own. Of those who indicate they prefer to meet with their counselor, it is emphasized that DegreeWorks cannot supplement a counseling appointment, however we want to ensure students understand the proper use of this tool throughout their educational journey at Coastline.

**Onboarding**

Respondents were asked to select all the components of the **onboarding** process that must be completed to qualify for **priority registration**.

Table 9. *Onboarding Qualification for Priority Registration*

Answer Options	Response Percent	Response Count
Complete orientation (in-person or online)	82.4%	1,005
Enroll in 12 units	40.1%	489
Apply for financial aid	33.5%	408
Meet with a counselor	62.9%	767
Develop a Student Education Plan (SEP)	62.1%	757

The majority of respondents (82.4%) believe that **orientation** must be completed in order to qualify for priority registration, 40.1% believe that they must enroll in **12 units**, 33.5% believe that **financial aid** must be applied for, 62.9% believe that they must meet with a **counselor**, and 62.1% believe they must develop a **SEP**.

**Orientation**

Over half of respondents indicated that they have participated in **orientation** at Coastline (57.1%); 88.6% of which indicated that they participated in **online orientation** and 11.4% participated in **in-person orientation**. Respondents were then asked to rate their level of **satisfaction** with orientation components. The results are shown in Tables 10 and 11 for online orientation and in-person orientation, respectively.

Table 10. *Online Orientation*

Answer Options	Satisfied	Dissatisfied	Response Count
Clarity of information	98.6%	1.4%	649
Availability of information	98.9%	1.1%	649
Convenience of attending the session	98.8%	1.2%	647
Amount of information provided	97.8%	2.2%	648
Usefulness of information provided	97.8%	2.2%	645

A majority of respondents who participated in **online** orientation indicated that they are satisfied with the **clarity** of information (98.6%), **availability** of information (98.9%), **convenience** of attending the session (98.8%), **amount** of information provided (97.8%), and **usefulness** of information provided (97.8%). It is positive reinforcement that online orientation is an effective means to communicate this information, allowing us to reach a high number of students in a time and modality that works best for them.

Table 11. *In-Person Orientation/Extreme Registration*

Answer Options	Satisfied	Dissatisfied	Response Count
Clarity of information	98.8%	1.2%	83
Availability of information	97.6%	2.4%	82
Convenience of attending the session	92.6%	7.4%	81
Amount of information provided	93.9%	6.1%	82
Usefulness of information provided	95.2%	4.8%	83

A majority of respondents who participated in **in-person** orientation/Extreme Registration indicated that they are satisfied with the **clarity** of information (98.8%), **availability** of information (97.6%), **convenience** of attending the session (92.6%), **amount** of information provided (93.9%), and **usefulness** of information provided (95.2%).

### ***Did Not Participate in Orientation***

Table 12. *Did Not Participate in Orientation*

Answer Options	Response Percent	Response Count
I didn't know Coastline had orientation available	24.5%	136
I already did an orientation at another college	43.0%	239
I am exempt from having to do orientation	7.9%	44
I don't need it; I can figure out Coastline on my own	24.6%	137

Respondents who indicated that they did not participate in orientation at Coastline were asked to specify why. As shown in Table 12, 24.5% **did not know Coastline had orientation** available, 43.0% already did orientation **at another college**, 7.9% are **exempt** from having to do orientation, and 24.6% feel that they can **figure it out on their own** and don't need orientation. Most concerning are those who indicated they were unaware that Coastline had orientation available or felt they did not need it. To ensure equity of access, better communication may be needed to inform students of this service and what it can do for them. A high percentage of students also indicated they did an orientation at another college. It is important to highlight to students that the policies and procedures at each college vary. Being informed of the services available and their educational rights at Coastline is imperative to their success.

### ***Counseling Services***

Respondents indicated their level of agreement with statements concerning counseling services, as shown in Table 13. Overall, respondents primarily **agree** with the statements regarding **helpfulness** of counseling services including their counselor's effectiveness, availability of appointment times, counselor's knowledge, selection of classes, comfortability with their counselor, that counselors contributed to their academic success, and that they were properly assisted with creating a Student Educational Plan (SEP).

Table 13. *Satisfaction with Counseling Services*

Answer Options	Agree	Disagree	Response Count
Student orientation is effective in helping new students become familiar with Coastline.	95.2%	4.8%	915
Counseling appointments were available at times that were convenient for me.	91.2%	8.8%	784
Counselors are knowledgeable and helpful.	94.8%	5.2%	762

My counselor helped me SELECT the correct courses for me to attain my educational goal.	92.0%	8.0%	709
I feel comfortable meeting with my counselor.	94.3%	5.7%	739
I feel my counselor contributes to my academic success.	91.8%	8.2%	721
My counselor helped me develop a Student Education Plan (SEP) that allowed me to obtain my educational goal in the shortest amount of time.	92.0%	8.0%	689

### **Counseling Services Appointment Length**

Respondents were asked to indicate the length of time they would need to discuss the items in Table 14 with a counselor.

Table 14. *Counseling Services Appointment Length*

Answer Options	<30 Minutes	30 Minutes	45 Minutes	1 Hour	Response Count
Ask a follow-up question about a previous counseling session	65.9%	25.0%	7.3%	1.8%	549
See a counselor about which English or Math class I should take	61.8%	27.9%	7.8%	2.6%	542
Make adjustments to an SEP	51.5%	35.1%	10.1%	3.4%	536
Choose classes for the next semester	45.2%	33.0%	15.3%	6.5%	555
Complete an abbreviated SEP	43.8%	36.3%	15.1%	4.8%	543
Choose a major with a counselor	38.0%	28.4%	15.2%	18.4%	539
Choose a career with a counselor	35.2%	25.4%	16.5%	23.0%	540
Complete a comprehensive Student Education Plan (SEP)	30.4%	32.3%	20.7%	16.5%	569

The majority of respondents indicated that they would need **30 minutes or less** to discuss their academic plans with a counselor. However as shown by aforementioned qualitative feedback, some respondents indicated that they felt **telephone** appointments felt **rushed**, and **longer appointment** sessions were necessary. The Counseling Department recently revised appointment times available for students, with 30-minute appointment slots being the most common followed by 1-hour appointments to create longer items such as comprehensive student educational plans. In the 2020/2021 academic year, the use of 45-minute appointment times will be explored to again focus on the most effective use of student and counselor time.

## Department Faculty Survey Results

Counseling Faculty were surveyed during the Spring 2020 semester, the purpose for which was to assess faculty’s general satisfaction with the Counseling Department. Questions were close-ended and based on a Customer Satisfaction (CSAT) questionnaire template. Respondents who chose “Satisfied” or “Very Satisfied” are considered satisfied regarding the question. To calculate the overall CSAT score, the number of satisfied respondents is divided by the total number of respondents and multiplied by 100. All satisfactory responses across the total number of questions is tabulated for an overall score. This gives a high- level picture of the satisfaction level of the department as measured against the

multiple variables within the questionnaire. A copy of the survey and responses are included in the appendix.

Results are as follows:

Overall Faculty Satisfaction with the Counseling Department (Q4):

Satisfied:	66%
Not Satisfied:	
Skipped:	33%

Overall Faculty Satisfaction with Coastline Support (Q5):

Satisfied:	66%
Not Satisfied:	
Skipped:	33%

66% of the Faculty that responded are Satisfied with the Counseling Department and Coastline Support. This data can be interpreted to suggest that those faculty that do not teach skipped the question as 33% of Faculty also indicated that they do not teach courses and perhaps did not feel the questions were relevant to their roles. However, the data could also suggest that faculty who were not satisfied skipped the questions. In either case, the Department's goal would be to have the Dean and Department Chair assess these areas for improvement within and outside the Department to develop a plan with faculty feedback to improve satisfaction across the multiple areas. In addition, updating the survey questions to include "Not Applicable" in the scale, as well as breaking out specific variables as stand-alone questions is suggested for future surveys to obtain clearer data/results.

Additional information was queried in the survey instrument to provide a backdrop of additional information (Q3). This included location of classes:

Class location:

Garden Grove:	25%
Online:	75%
Telecourse/Cable:	25%
Westminster/Le-Jao:	25%

Please note that the Counseling Department does not provide instruction through Military/Contract Ed and therefore there was no data collected in this area.

Satisfaction Level of Incarcerated Courses (Q7):

Satisfied	100%
Not Satisfied	0%

1 Faculty member who responded to the survey teaches Incarcerated students and relayed 100% satisfaction.

Faculty were also queried in classroom methods of instruction. Out of these answers it was shown that faculty measure student outcomes utilizing traditional methods such as participation, discussion boards, tests/quizzes, case studies, projects and written assignments.

75% of Faculty were shown to have a plan for assessing Student Learning Outcomes and modifying instruction because of measuring SLOs and discussing outcomes within the department for planning purposes. The Department takes a proactive approach in discussing Student Learning Outcomes and requires that all faculty enter their SLO Outcomes in the reporting tool every semester for every class they teach. However, SLO outcomes for the correspondence sections of Counseling C105 have not been reported previously.

Moving forward, SLO outcomes will be reported for all courses regardless of the modality starting in fall 2020; a clear plan for reporting the outcomes using a specific assignment has been detailed by the instructors who teach the sections of the Counseling C105 correspondence courses.

Overall quality of the counseling program and services was measured to include counselor availability, physical facilities, technology reliability, staff support, articulation, transfer center and meeting culturally diverse students (Q12).

Satisfied:	80%
Not Satisfied:	10%
Skipped:	10%

80% of Faculty reported being satisfied with the overall quality of the counseling program of services. 10% reported not being satisfied, specifically with adequacy of the physical facilities to provide counseling services and reliability of the technology used to deliver online counseling services. 10% of faculty did not answer the question.

As shown, faculty reported dissatisfaction with the adequacy of the physical facilities. Most of the counseling offices do not provide enough space to ensure students using walkers, wheelchairs, canes, and crutches can navigate the space easily. This will continue to be an issue until the new college building is constructed and Counselor offices are designed to be accessible.

Faculty also reported dissatisfaction with the reliability of technology. Counselors primarily use Degree Works, the software in which educational plans and notes are recorded. This software continues to pose challenges to Counselors. It does not accommodate a heavy load of usage across the 3 colleges within the district with ease and therefore, runs slow during peak usage or requires many work-around steps to use the functionality. Upgrades have been performed on the software that removed required tools such as printing the plans Counselors develop (an equity issue when it comes to serving Incarcerated students).

## Service Area Outcome(s)

### Service Area Outcomes (SAOs)

SAO	Measures/Targets
SAO1. Provide counseling services at convenient and accessible locations for students.	<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
SAO2. Enable Coastline students to access advising via electronic formats, within identified service hours.	<b>Measure:</b> Service utilization <b>Target:</b> Define a baseline of service usage and increase annually <b>Outcome:</b> Services increased by 10%
SAO3. Ensure that Coastline students can easily understand DegreeWorks	<b>Measure:</b> Satisfaction survey focused on scheduling appointments <b>Target:</b> 80% satisfaction with the appointment process
SAO4. Ensure superior customer service from support services staff to our students.	<b>Measure:</b> Satisfaction survey focused on services <b>Target:</b> 80% satisfaction with services provided
SAO5. Provide all students a Student Educational Plan.	<b>Measure:</b> SEP Ratio <b>Target:</b> 100% of all student will obtain an SEP
SAO6. Understand the academic planning process in order to attain their educational goals.	<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
SAO7. Understand the matriculation process	<b>Measure:</b> Service impact question in satisfaction survey <b>Target:</b> 80% of students understand the matriculation process

**SAO 1:** Provide counseling services at convenient and accessible locations for students. Institutional effectiveness data indicates that more than 80% of students were satisfied with the convenience and accessibility of accessing services. In addition to in-person appointments at the College Center, Newport Beach Center, Westminster Le Jao Center and Garden Grove location, students can also choose from phone or online counseling (Cranium Café or Zoom) during the hours of 8-5pm, Monday through Friday. During the Spring 2020 semester, the Counseling Department offered Counseling hours on Saturday from 9am – 3pm, which were well received by students; 82% of Saturday appointments booked. While the target goal of 80% was met for this service area outcome, in the future, the Department should continue to work with Institutional Research to implement student surveys with questions that will allow for deeper analysis and that can help drive the department’s forward strategy. For example, from the perspective of students, what barriers exist that prevent students from accessing appointment services? The information gleaned from qualitative student feedback can prove to assist in formulating strategies to address the gaps that may exist in providing equitable and accessible services to all students.

**SAO 2:** Enable Coastline students to access advising via electronic formats, within identified service hours. Service utilization was identified as a method to measure this outcome with the result indicating that utilization of services increased by 10%. This goal was achieved because of providing the following services:

- The Department offers e-advise whereby students can email quick questions to the Counseling Department related to academic advisement. It does not take the place of a counseling appointment and Counselors do not access the students records or view transcripts. For the academic year of 2019-2020, 351 requests were received and answered via Eadvise (as of 5/18/20).
- All Counselors are trained on providing online (video) counseling via Cranium Café. As a result of the COVID pandemic, all Counselors were also trained on providing counseling via Zoom which serves as a backup modality if Cranium Café is not functioning correctly or if the student prefers to meet in Zoom due to ease of use. As a result of all Counselors being trained on providing online counseling, students have more time slots to choose from when wanting to utilize this modality of receiving counseling services.
- As of Spring 2020, full-time Counselors are scheduled 1 hour per week to provide online “drop-in” counseling for quick questions. In addition, if a Counselor’s scheduled appointment results in a no-show, the Counselor will be available for drop-in counseling instead, resulting in additional times that a student can access a Counselor remotely for questions without an appointment.
- From March 16-June 26, 2020 (since COVID-19) all phone and online appointments were booked.

**SAO 3:** Ensure that Coastline students can easily understand Degree Works. To measure this, the student survey included a question focused on Degree Works. 91.2% of 682 respondents indicated that Degree Works was easy to understand, 92.8% of 684 indicated Degree Works was easy to use and 95.6% of 683 indicated Degree Works is a helpful tool for degree planning. Of the respondents that have not used Degree Works, more than half (52.9%) indicated that they did not know Degree Works existed. As such, the Department should discuss additional ways to promote and teach students about Degree Works. Detailed information on Degree Works and its benefits, and features should be included in the College Orientation.

**SAO 4:** Ensure superior customer service from support services staff to our students. The target goal is 80%. An aggregate of service satisfaction in 2016-17 found that 85.7% of students were satisfied with the services provided. This outcome has not been measured since and will need to be added to the next student survey that is distributed by Institutional Research.

**SAO 5:** Provide all students a Student Educational Plan with the goal of 100% of students having a plan in Degree Works. Since 2015-16, the number of educational plans created for students according to Institutional Research (after removing duplicates and only including students enrolled at the college) was:

- 2015-16: 5,407 plans in Degree Works (3,261 abbreviated, 1,700 comprehensive, 446 follow-up)
- 2016-17: 5,335 plans in Degree Works (3,448 abbreviated, 1,260 comprehensive, 627 follow-up)
- 2017-18: 6,635 plans in Degree Works (4,212 abbreviated, 1,000 comprehensive, 1,152 follow-up,  
271 non-credit)
- 2018-19: 6,298 plans in Degree Works (3,173 abbreviated, 1,779 comprehensive, 995 follow-up,  
351 non-credit)

- 2019-20: 5,826 plans in Degree Works (3,137 abbreviated, 1,572 comprehensive, 810 follow-up, 307 non-credit)

While the number of comprehensive educational plans has increased for the last two years, the number of overall plans in 2019-20 decreased. The Department plans to have a discussion regarding this SAO; the goal of 100% of students having a plan in Degree Works might not be feasible at this time given the number of Counselors in the Department.

Yet, to further assist this SAO and to increase efficiency, the Counseling Department has created a Counseling C115 course which is designed to enable students to learn about educational planning and to obtain an educational plan; as a result, this course will offer another alternative for students to complete their educational planning outside of a counseling appointment.

**SAO 6:** Understand the academic planning process in order to attain their educational goals. This service area outcome was met; of 585 respondents, 89.4% of students indicated that their understanding of the academic process in order to attain their educational goals was better as a result of receiving counseling services.

**SAO 7:** Understand the matriculation process (now known as priority registration). Respondents were asked to select all the components of the onboarding process that must be completed to qualify for priority registration. The majority of respondents (82.4%) believe that orientation must be completed in order to qualify for priority registration, 40.1% believe that they must enroll in 12 units, 33.5% believe that financial aid must be applied for, 62.9% believe that they must meet with a counselor, and 62.1% believe they must develop a SEP. With the development of the welcome letter, as designed by the Guided Pathways Orientation design team, the steps for priority registration will be clearly defined and emailed to the student when they apply to Coastline. Counselors also review the steps with new students in their counseling sessions and orientations.

As a result of reviewing the Service Area Outcomes and corresponding data, it has become clear to the Department that a discussion to revise the SAOs to more relevant and measurable outcomes for the future is warranted.

## Student Learning Outcomes (SLOs)

Starting in fall 2019, all faculty who reported SLOs in their course participated in the Counseling Department Discussions forum in Canvas to provide their outcomes and recommended actions for improvement of the outcomes in the course. The discussions, suggestions and reflections were posted by both full-time and part-time faculty members and shared with the whole department.

In general, the SLO assessments show total assessment numbers being high. Historical data for SLOs prior to fall 2018 cannot be accessed per Institutional Research.

See table below for SLO data reported starting in fall 2018.

COUN C104	Fall 2018			Fall 2019				Spring 2020			
	Met	Not Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total
CSLO 1	20	4	24	56	2	6	64	89	-	-	89

CSLO 2	20	4	24	56	2	4	62	84	2	2	88
CSLO 3	21	3	24	50	5	4	59	71	10	17	98
CSLO 4	-	-	-	55	4	-	59	75	7	3	85
COUN C104	Fall 2018			Fall 2019				Spring 2020			
	Met	Not Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total
CSLO 1	83.3%	16.7%	100.0%	87.5%	3.1%	9.4%	100.0%	100.0%	-	-	100.0%
CSLO 2	83.3%	16.7%	100.0%	90.3%	3.2%	6.5%	100.0%	95.5%	2.3%	2.3%	100.0%
CSLO 3	87.5%	12.5%	100.0%	84.7%	8.5%	6.8%	100.0%	72.4%	10.2%	17.3%	100.0%
CSLO 4	-	-	-	93.2%	6.8%	-	100.0%	88.2%	8.2%	3.5%	100.0%

COUN C105	Spring 2019			Fall 2019				Spring 2020			
	Met	Not Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total
CSLO 1	30	1	31	60	4	3	67	51	7	2	60
CSLO 2	-	-	-	59	5	3	67	49	8	2	59
CSLO 3	30	1	31	59	6	2	67	51	7	2	60
CSLO 4	30	1	31	61	6	-	67	-	-	-	-
CSLO 5	27	2	29	60	5	2	67	-	-	-	-
CSLO 6	30	1	31	58	5	4	67	-	-	-	-

COUN C105	Spring 2019			Fall 2019				Spring 2020			
	Met	Not Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total	Met	Not Met	Partially Met	Assessed Total
CSLO 1	96.8%	3.2%	100.0%	89.6%	6.0%	4.5%	100.0%	85.0%	11.7%	3.3%	100.0%
CSLO 2				88.1%	7.5%	4.5%	100.0%	83.1%	13.6%	3.4%	100.0%
CSLO 3	96.8%	3.2%	100.0%	88.1%	9.0%	3.0%	100.0%	85.0%	11.7%	3.3%	100.0%

CSLO 4	96.8%	3.2%	100.0%	91.0%	9.0%	-	100.0%	-	-	-	-
CSLO 5	87.1%	6.5%	93.5%	89.6%	7.5%	3.0%	100.0%	-	-	-	-
CSLO 6	96.8%	3.2%	100.0%	86.6%	7.5%	6.0%	100.0%	-	-	-	-

COUN C090N	Spring 2020			
	Met	Not Met	Partially Met	Assessed Total
CSLO 1	7	-	-	7
COUN C090N	Spring 2020			
	Met	Not Met	Partially Met	Assessed Total
CSLO 1	100.0%	-	-	100.0%

COUN C095N	Spring 2020			
	Met	Not Met	Partially Met	Assessed Total
CSLO 1	9	-	-	9
CSLO 2	8	-	1	9
COUN C095N	Spring 2020			
	Met	Not Met	Partially Met	Assessed Total
CSLO 1	100.0%	-	-	100.0%
CSLO 2	88.9%	-	11.1%	100.0%

For all courses offered within the Department, direct measures of learning include:

- Research Papers
- Quizzes
- Assessments
- Capstone Assignments
- Final Course Grade

For all courses offered within the Department, indirect measures of learning include:

- Reflective Discussion
- Concept formation and attainment
- Case Studies
- Reading for Meaning

- Concept Mapping

In Spring 2020, the “Not Met” and “Partially Met” percentages increased for SLOs 3 and 4 for Counseling C104. This could potentially be attributed to the transition from in-person to online learning due to COVID as the percentage for meeting the SLOs in the section that moved from in-person to online was lower. Suggestions for improving the SLO outcomes for Counseling C104 were provided in the Canvas Discussion Board from each Faculty Member and included actions such as:

- Including Canvas assignments for in person courses to ensure everyone in the course becomes comfortable with Canvas and online resources.
- Sending emails to students 3 weeks before an important assignment is due to prime students (this is in relation to the Informational Interviewing project).
- Highlighting to students the need to tailor their documents and not awarding the grade until they have done so.
- Inviting the career center into the class to help students feel comfortable navigating employment strategies and resume/cover letter writing. Inviting the service so that students have direct access to a contact in the canvas shell may promote engagement.
- Become savvier with breakout rooms for Zoom and Cranium for online courses with Live sessions (i.e. Early College High School).

Effective Spring 2020, the course SLOs were decreased from 6 to 3 for Counseling C105. The table reflects that 85% of students met SLO 1; 83.1% met SLO 2; and 85% of students met SLO 3 indicating a slight decrease from fall 2019. This decrease can be attributed to COVID as the Instructor noted that most students were doing well but dropped off towards the end and did not respond to repeated efforts to reach them.

Suggestions for improving the SLO outcomes for Counseling C105 were provided in the Canvas Discussion Board the Faculty Member and included:

- Ensuring a consistent drop policy for non-activity. The Instructor indicated that if the students who did not achieve outcomes had been dropped, the percentage of successful students would have been 91% successful and 9% partially successful.

The SLO outcomes for Counseling C090 indicate 100% met. The SLO outcomes for Counseling C095N indicate 100% met for SLO 1 and 88.9% met for SLO 2 with 11.1% partially met. The one student who did not meet the outcome for SLO 2 was an essential worker, could not meet online and her schedule was hard to manage towards the end of the class.

Suggestions for improving the SLO outcomes for Counseling C095N are:

- Schedule online educational plan appointments sooner in the semester to give time for rescheduling if necessary.
- Find more videos about different college majors so students can see the types of careers available. Highlighting one or two each weekly live session would be helpful so students can hear from real students.

## Curriculum Review

Available Courses have expanded to include 2 Non-Credit courses: COUN C090N – College and Career Preparation 1 and COUN C095N – College and Career Preparation 2. Both non-credit courses are offered in person at the Le Jao Campus. These courses were developed to support incoming students with their

transition into college as well as to allow them to earn a certificate of competency in College and Career Preparation.

In summer 2018, the Counseling Department reviewed the COUN C104 – Career and Life Planning course. The student learning outcomes and course outline of record were revised. Furthermore, counseling faculty created and adopted an OER to provide students a zero-cost textbook for the course. The course is offered online to the general student population and in person to the Early College High School student population.

The COUN C105 – Strategies for College Success course continues to be the most popular course in the Department. Enrollment in the Coastline TV section of COUN C105 remains high. The Department also offers online and in-person sections of the course. In fall 2019, the Department reviewed and updated the course student learning outcomes and course record of outline. Furthermore, several Counselors committed their personal time over summer 2020 to create a Counseling C105 OER and Canvas Shell, which is being utilized fall 2020 semester.

COUN C115 has not been offered to date by the Counseling Department, however the course outline of record for the course was reviewed, updated, and approved in fall 2019. The Department plans to offer the course in Spring 2021, as the materials for the course (such as a counselor created student handbook) are in the process of being developed with an equity mindset so that the course can also be offered to the Incarcerated Student Population. The goal of the COUN C115 course is to facilitate students in developing their educational plan. This course will have the potential to serve as a starting point for the first-year experience course referenced in the Coastline Pathways Implementation plan (Learning Journey: Create First Year Experience Course).

Over the next three to five years, the Department would like to expand course offerings to include additional courses. According to the “Standards of Practice for California Community College Counseling Faculty and Programs”, counseling faculty should develop curriculum and offer courses and workshops that encourage the holistic growth of the student as a contributing member of society, such as courses in personal development and life-coping skills. As such, the Department plans to create and offer courses such as Stress Management and Developing/Understanding Happiness (offerings that align with our sister college, Orange Coast College).

The Standards of Practice for California Community College Counseling Faculty and Programs also indicates that counseling faculty and faculty in other departments should work together to create discipline-specific academic courses. For example, the Department would like to explore the development of counseling classes that are specific to the different Coastline Pathway Areas. Our sister College, Golden West, has created such courses to include “Planning for Business”, “Planning for Social Sciences”, “Planning for STEM, CS, ENGR, Math” and can serve as a reference when starting the process of developing such courses.

#### Curriculum Review

Course	Title	Term Reviewed	Status
COUN C090N	College and Career Preparation 1	Spring 2019	Approved at 2/22/19 Curriculum Meeting

COUN 095N	College and Career Preparation 2	Spring 2019	Approved at 2/22/19 Curriculum Meeting
COUN C104	Career and Life Planning	Fall 2018	Approved at 11/16/18 Curriculum Meeting
COUN C105	Strategies for College Success	Fall 2019	Approved at the 10/25/19 Curriculum Meeting
COUN C115	Educational Planning	Fall 2019	Approved at the 12/6/19 Curriculum Meeting

## External Compliance

### Student Learning Outcomes

- As a result of the ACCJC's recommendations that Student Learning Outcomes are correct on the Instructor Syllabus, the Department now requires all instructors to upload a copy of their syllabus to the Counseling Drive, for review by the Department Chair.
- In addition to reporting SLO outcomes in the SLO reporting cloud, Student Learning Outcome Discussions are now posted in Canvas so that the Instructors can articulate their outcomes and propose recommendations for improving said outcomes, taking into consideration the diverse diversity of the student population. This method of discussing student learning outcomes ensures that the SLO discussion takes place and is documented every semester.

### AB705

- The Vision for Success of the California Community College Chancellor's office indicates that there are three specific outcomes that AB 705 seeks to accomplish:
  1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year
  2. Minimize the disproportionate impact on students created through inaccurate placement processes
  3. Increase the number of students completing transfer-level English within three years
- The college has implemented the corequisite support courses as outlined by AB 705. Our general counselors and counseling staff have been trained and informed of these processes.
- The Articulation Officer has worked extensively with the Math and English Department to develop guidelines and placement forms, which are located within the Counseling Resource Shell for access by Counselors.
- Emergency Guidance for AB 705 Implementation (memorandum dated June 23, 2020) indicated extension of AB 705 Implementation during COVID-19 which includes extending ESL placement and implementation plans to July 1, 2021. The Counseling Department is working with the ESL Department to provide feedback on possible ESL tools for use with students.

### Coastline Pathways

- Coastline Pathways encourages efforts to increase awareness about on-campus and community resources and partnerships that provide supportive services to students. The pathways movement also encourages a student-centered atmosphere and a culture in which those working with students have the capacity to respond to student challenges at the time and place that students seek assistance.
- Counselors have attended various trainings, workshops and served on Guided Pathways Design Teams to support the Guided Pathways implementation at the college.
- The Articulation Officer and Counseling Department Chair created and entered program road maps to use a starting point when working with Departments to organize their sequence of classes into a pathway that is appropriate.
- With equity as the guiding principle of our Guided Pathways development, the counseling department strives to support students while taking into consideration multiple cultural perspectives. Practices are in line with Coastline's vision of "Creating opportunities for student success". Research supports that students of color, low-income students, English language learners, students with disabilities, and those who are homeless or in foster care are less likely to succeed in higher education. In order to close the achievement gap, past practices that focus on educational equality, treating all students the same, must be replaced with efforts that

advance educational equity, ensuring all students have the resources they need to succeed. As such, our Counselors are trained to refrain from a “one-size-fits-all-approach” when providing counseling to students.

**Equity Practices**

The Department strives to operate from the goal of closing equity gaps that exist in higher education. Examples of providing equitable services include:

- Ensuring that counselors are trained in providing online counseling services to allow for the same level of counseling to a distance learner that an in-person appointment would receive. To date, all counselors in general counseling are trained in providing Cranium Café online counseling and counseling through zoom.
- Developing an online probation workshop that allows for flexibility in learning about ways to improve probation status and for returning to good academic standing.
- Providing live online orientations to students that prefer to learn about the college in this modality versus the District Canvas orientation.
- Developing and offering 2 non-credit counseling courses that are geared towards English Language Learners who are new to the United States higher education system.
- Recently updating COUN C105 course materials for Incarcerated Students to ensure the most relevant information is being taught, despite the modality of the course (Coastline TV).

**Progress on Initiative(s)**

*Progress on Forward Strategies*

<b>Initiative(s)</b>	<b>Status</b>	<b>Progress Status Description</b>	<b>Outcome(s)</b>
To provide regular and consistent training and information updates for counselors on academic, career and personal counseling issues for counselors to stay current and maintain relevancy.	Completed Ongoing	The counselors attended various conferences which include transfer conferences, workshops, and retreats.	<p>Counselors participated in a Myers Briggs/Strong Certification Course to become certified in administering and interpreting these career assessments with students (March 2018)</p> <p>To stay abreast in counseling and advising strategies, counselors attended the California Collaborative Advising and Counseling Conference (March 2018)</p> <p>Counselors involved in Guided Pathways attended the Work Plan Activity Workshop to facilitate</p>

			<p>learning around Guided Pathways (April 2018)</p> <p>Counselors attended Professional Development Day to learn about the following – Canvas Gradebook Training, Proctorio and Safetalk Training (May 2018)</p> <p>To stay abreast in UC transfer information, Counselors attended Ensuring Transfer Success (May 2018, May 2019)</p> <p>Select counselors attended NCORE – National Conference on Race &amp; Ethnicity to learn about the creation of inclusive higher education environments, programs and curriculum, improved campus and racial and ethnic relations and expanded opportunities for equity (May 2018, May 2019)</p> <p>Throughout the academic year, Counselor All Sharing Meetings are planned to allow for counselors to share information related to working with students such as: transfer, AB 705, Degree Works issues.</p> <p>In Summer 2019, a Canvas Counselor Resources shell was created to house updated counseling and</p>
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			<p>department information. Modules include information and resources such as RSI, SLOs, Forms, Community &amp; Health, Counselor Training and Counselor Meeting Notes. This shell continues to be updated as needed and Counselors have reported using it extensively, particularly during the transition to provide remote Counseling Services during COVID-19.</p> <p>In July 2019, select Counselors and the Dean of Counseling participated in a 2-day foresight practitioner training hosted by Institute for the Future which allowed participants to learn how to incorporate futures thinking to college redesign (in relation to Guided Pathways).</p> <p>In fall 2020, select Counselors attended Ensuring Transfer Success (ETS) to receive the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.</p> <p>In Spring 2020 counselors attended virtual trainings to include racial equity, CSU and UC admission and transfer updates, zoom, ring central.</p>
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<p>To increase student retention and completion in Counseling classes.</p>	<p>Completed Ongoing</p>	<p>The cost of textbooks can be a barrier for student retention in courses. Development of a zero-cost textbook for counseling classes can assist with students completing their coursework by removing the barrier of textbook cost as well as promote equity within the course.</p>	<p>The Department adopted a zero-cost text for Counseling C104 and created a model canvas shell along with the text in summer 2018.</p> <p>The Department has done the same for Counseling C105- completed during summer 2020.</p>
<p>Collaborate with Student Success Center to help increase basic skills readiness for college.</p>	<p>Completed</p>	<p>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.</p>	<p>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.</p>
<p>Ensure that 100% of comprehensive educational plans are created, orientation is provided and follow-up services are completed for all incoming and continuing students.</p>	<p>Not completed</p>	<p>The number of full-time counselors was reduced as of spring 2019 semester by three. Two of the three counselor positions were filled in the fall 2019 semester. In Spring 2020, the Department was reduced by another counselor bringing the number of full-time general counselors to 3 (Amy, Nicole, Rachel). Dan is a counselor, but his main role is Articulation Officer and 100% of his time is dedicated to his Articulation role.</p>	<p>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 two more additional counselors just to fill previously vacated counseling positions.</p> <p>Currently the counseling department staffing is insufficient to ensure all students will have access to counseling services.</p>
<p>Hire a full-time counselor to help</p>	<p>Not Completed/</p>	<p>The Department has requested additional</p>	<p>To address the goal that all students have an</p>

support the development of educational plans using the Guided Pathways Framework	Not an Appropriate Initiative/ Removed	counselor positions through the prioritization process in fall 2019. Approval for hiring of a General/DSPS Counselor was given however due to the budget, the position will not be filled at this time.	educational plan using a Guided Pathways Framework, additional counselors will be necessary.
Transition to Case Management Counseling Model	Not Completed	As the college moves towards a Guided Pathways framework, a case-management model will be used to support students throughout their entire learning journey, with key touch points.	To facilitate a case management model as deemed appropriate for Guided Pathways, additional counselors will need to be hired. The limited number of counselors in the Department currently does not support a case management approach. Currently the counselor (FT & PT)/student ratio is 1/3039. If you do not include PT counselors, the FT counselor/student ratio is 1/6451.
Probation/Dismissal Online Workshop	Completed	Developing an online probation and disqualification workshop allows students to understand the differences between academic and progress probation. Students also learn about resources and tools that can facilitate returning to good academic standing. The online modality of the workshop allows us to meet the student where they are and to serve a larger percentage of students.	The online probation and disqualification workshops were piloted this Spring 2020 semester.  460 students were placed on Academic and/or Progress Probation (NOT including INCAR students)  52 Students completed the workshop survey. Some highlights include:  81% of respondents said they understand the Academic and Progress Policy 'Quite Well or Extremely Well'. No

			<p>students answered 'Not Well at All'</p> <p>94% of respondents said they were 'Quite Comfortable or Extremely Comfortable' with knowing the available programs and resources at Coastline.</p> <p>83% of respondents said they were able to stay focused and engaged throughout the entire workshop</p> <p>100% of respondents said the workshop was easy to navigate</p> <p>98% of respondents said the content was easy to understand and the modules were simple to follow.</p> <p>Additional qualitative feedback from Spring 20 workshop participants indicated that the workshop was effective and informative and provided structure, help and support.</p>
Incorporate Dolphin Connect Features with Counseling Services	Completed	Dolphin Connect allows Counseling Instructors to provide timely updates on their student' progress in the counseling course. Additionally, Instructors can flag students who may need additional support. Academic Success Coaches are then able to	Dolphin Connect was incorporated into Counseling Classes in (Fall 2019). Features of the Dolphin Connect Early Alert system allowed counselors to easily and in a timely fashion provide students with feedback regarding student success in the

		reach out to the flagged student.	course and directed students to the coaches. This feedback allowed the student to receive resource recommendations based on their personal and unique needs.
Integrate Academic Success Coaches with the counseling services.	Completed	Integration of the Academic Success Coaches into Counseling Services allows for a more seamless experience for the student. A “warm hand-off” can occur when success coaches and counselors work together to provide additional support to students.	Academic Success Coaches were fully integrated with counseling services. Coaches greatly reduced the need for students to see a counselor when they needed information about processes. The support provided by coaches freed up valuable counseling appointment slots for students that required more than answering process related questions.
Develop First Year Experience Program for Coastline Pathways	Not Started and no longer a Counseling Department Goal	Developing a first-year experience program for Coastline Pathways would assist first time students with career exploration, orientation, group counseling, workshops, etc.	General/Career Counselor, Rachel Marchioni has been assigned to the “Create a First Year Experience Course” Pathways Implementation Team. This is now a Coastline Pathways project.
Develop and implement Counseling C115 online course.	In-Progress	COUN C115 is a .5 credit course designed to help meet Student Success and Support Program requirements, including Orientation and development of a counselor-approved and "locked" Student Educational Plan.	The course outline of record was reviewed, updated, and approved by Curriculum in fall 2019. Currently, two full-time counselors, Rachel Marchioni and Nicole Perrine are developing a student handbook for use in the course and tailoring information towards specific populations (to include the Incarcerated Student Population). The goal is to offer the course in Spring 2021.

## Response to Program and Department Review Committee Recommendation(s)

There were no recommendations.

### Department Planning and Communication Strategies

Department-level planning occurs throughout the academic year by way of structured counselor meetings. Full-time counselors meet on a weekly basis for two hours. The meetings consist of one meeting per month to set goals and prioritize projects; two meetings per month are work sessions that allow counselors to collaboratively work on assigned projects. In addition, full-time and part-time counselors meet for 2 hours once per month during an All-Counselor meeting which serves to disperse important information as well as up-to-date training on topics relevant to counseling. Lastly, the front desk staff meet with the Dean on a bi-weekly schedule to discuss front desk operations and to evaluate the effectiveness of the functions and services provided. In addition to Counselor Meetings, information is communicated to counselors by way of email communication and Canvas Shell which houses counselor resources and information.

Examples of trainings provided at the All-Counselor Meetings include:

- Transcript Evaluation Training
- Teaching Workshop
- SLO Assessment
- Transfer in the Time of COVID
- Student Learning Outcome Training with SLO Coordinators

Examples of modules within the Canvas Counseling Shell:

- Community and Mental Health Resources
- Conference Notes
- Guided (Coastline) Pathways
- Program Review
- Racial Equity Resources
- Working with Students with Disabilities Online (Disability Etiquette)
- COVID-19 Resources for Students
- Counseling Class Information, RSI, LDA Reporting

### Coastline Pathways

The Counseling Department has been continuously involved in Coastline Pathways. Counselors as well as staff have served on Design Groups, attended the various Pathways Retreats, as well as the Institute for The Future training.

Work for these groups involved participating in trainings such as:

- Work Plan Activity Workshop to facilitate learning around Guided Pathways in April 2018

- Guided Pathways Retreat to work with assigned group to propose area mission statements and action steps for Guided Pathways implementation in each area in August 2018
- Guided Pathways Facilitation Training to facilitate learning around topics such as group leader expectations, facilitating discussions, power mapping, in October 2018
- Coastline Pathways Design Retreat to plan next steps for Guided Pathways Design Team Implementation, July 2019

The following is a summary of the Design Teams and PIT Crews that Counseling Faculty and Staff have been assigned to and the corresponding activities for each person:

Name	Pathway Design Team and PIT Crew	Outcome
Bruce Keeler, Dean of Counseling	Onboarding  PIT Crew – Advising, Restructure Advising Supports (SP20—current)	2018-20: Served on the onboarding team to develop a new welcome letter and ideas for revamping the college orientation.
Amy Evangelista, Department Chair/General Counselor	Co-Facilitator, Onboarding  PIT Crew – Learning Journey, Create Universal GE (SP20—current)	2018-20: Took a lead role in facilitating the Onboarding group to research and propose appropriate and equitable strategies for onboarding students at Coastline. Designed the mock welcome letter for new students, identified and proposed appropriate updates to CCCApply, and proposed a Coastline specific orientation update along with an appropriate vendor. Facilitated the presentation of recommendations to the college.  Assisted Program Mapping Group with structuring and entering of all Coastline program maps which are currently being reviewed by Departments. Currently, serving as a Counselor resource to review draft maps when returned from departments.
Dan Weber, Articulation Officer/Transfer Counselor	Co-Facilitator, Program Mapping  PIT Crew – Learning Journey, Create Universal GE (SP20—current)	2018-2020 Member of Guided Pathways Steering Committee – participated in committee meetings involving direction and planning of pathway process.  2018-2020 Program Mapping – Team was tasked with developing a method to identify and name meta-majors for Coastline campus as well as the program mapping process. During this time, he facilitated the committee's work to create a list of meta-majors (currently titled Career and Academic Pathways – 2020 catalog). Coastline programs were

		placed within these Pathways. Another major function of the group was creating road maps for each program, including sequence of major/GE/elective courses. Assisted in initial design of Coastline “universal” GE pattern. Currently, serving as a Counselor resource to review draft maps when returned from departments.
Velvet Miscione, Military Counselor	Advising Design Team	2018-20: Member of Program Mapping Group for 2018-19 academic year. For the 2019-20 academic year, Velvet served on the Advising group. The Advising group ended the Fall of 2019 with a solid plan presented to the college President for what we all felt Advising should look like as part of an equity-minded Pathways plan. Throughout my participation in Pathways meetings, events, and work sessions, I have attempted to be a voice for our underrepresented student groups, as well as a voice for our Counseling department. Both Program Mapping and Advising benefited from having a Counselor involved in discussions, as both are parts of the process that Counseling impacts and that impacts Counseling.
Nicole Perrine, General/Incarcerated Counselor	Advising Design Team  PIT Crew – Student Academic Persistence, Champion Culturally Relevant Pedagogy (SP20- current)	2019-20: Involved in researching and presenting on various advising models, review of current advising practices, and the measures that need to be taken to ensure equity in the counseling experience. At the conclusion of our team meetings, the team collaboratively created a presentation delivered to the college on our findings including recommendations for the type of model to be implemented.  SP20 - transitioned to Student Academic Persistence, focusing specifically on championing culturally relevant pedagogy. The group has yet to meet on the topic.
Rachel Marchioni, General/Career Counselor	Career Exploration Design Team  PIT Crew - Learning Journey: Create First Year Experience Course (SP20-current)	2019-20: Emphasizing career counseling, exploration, and development during onboarding using Career Coach and throughout the student's journey by emphasizing experiential learning. Strengthening local high school partnerships (e.g. offer career and life planning courses, outreach department to utilize Coastline's career coach, faculty collaboration with high school teachers from similar discipline).

		SP20- transitioned to Create First Year Experience Course. The group met once during the SP20 semester to start strategizing.
Ramandeep Dhillon, Counseling Technician	Advising  PIT Crew – Student Academic Persistence, Champion Culturally Relevant Pedagogy (Sp20 – current)	2018-20: Served on Advising Team

During the summer and fall 2020 terms, the Counseling Department will be involved with working with COMEVO to develop the College Orientation and looks forward to continued participation in Coastline Pathways.

## Equity

Counselors play a pivotal role in leveling the playing field for students of color, first generation students, homeless students, and incarcerated students, Coastline’s most vulnerable populations. Moreover, counselors are fundamental in ensuring that Coastline maintains or increases the KPI’s on the performance measures of the Student-Centered Funding Formula so that future funding levels do not decrease.

To address equity gaps, the Counseling Department practices:

- Hiring a Diverse Staff
- Ensuring that counselors are trained in providing online counseling services to allow for the same level of counseling to a distance learner that an in-person appointment would receive.
- Intentionality in hiring Vietnamese speaking staff to assist students during their initial encounter with Counseling (i.e. when they call to schedule an appointment)
- Hiring of Hispanic and Vietnamese Counselors to increase Access/Retention for these populations
- Training of Academic Success Coaches to serve our diverse population of students
- Participating in training such as UndocuAlly, Vet Net Ally, National Conference on Race and Ethnicity and other learning opportunities focused on racial equity.
- Creating assignments tailored to the Incarcerated Student’s experience for Counseling C105 telecourses
- Creating Zero-Cost Materials for Counseling C104 to address financial barriers (in the process of working on zero-cost Counseling C105 and C115 courses)
- Training and assigning of specific Counselors to work groups such as ESL and International Students
- Developing an online probation workshop that allows for flexibility in learning about ways to improve probation status and for returning to good academic standing.
- Providing live online orientations to students that prefer to learn about the college in this modality versus the District Canvas orientation.

- Developing and offering 2 non-credit counseling courses that are geared towards English Language Learners who are new to the United States' higher education system.

## Efficiency

### Accomplishments

Until recently, Coastline's student population steadily increased during the timeframe from 2015 to 2019 while counseling was experiencing a reduction in counseling faculty. Counselors have mitigated the increased student demand by implementing several efficiency measures including but not limited to:

- Beginning in 2017, Counselors were assigned 30-minute appointments with hour appointments assigned only for completing comprehensive SEP's. Prior to 2017, all appointments were 1 hour. This shift in appointment time has allowed the Counseling Department to increase the number of students served by 84%.
- In 2016, there was a backlog of over 5,000 Incarcerated SEP requests with a turn-around time frame of over 6 months in most cases. Due to an improved process for abbreviated SEP's, the timeframe is now well under four weeks and in many cases only two weeks. From August 2019- until June 2020, 2,655 abbreviated incarcerated plans were completed, and 427 comprehensive plans were done. A total number of 1839 counseling hours were dedicated to serving Incarcerated students during this time.
- Incarcerated Students were scheduled as individual appointments on the SARS schedule to ensure that these students were seen in an orderly and timely fashion.
- Counseling Front Desk Staff reform- there was a transformation of the front desk staff personnel and a refocusing of duties that better support counselors that ensures students receive the services that they are requesting reducing the number of repeat appointments for the same service.
- The Academic Success Coach Program was implemented to extend services to students that otherwise would have been provided by counselors. Academic Success Coaches assisted and supported students by providing general knowledge about college resources, conducted workshops on a regular basis to provide students information about study habits, financial aid literacy, time management, conducted live college orientations sessions, assisted students in registration and facilitated the college early alert system.
- An Online Counselor Handbook was created in Canvas detailing all counseling processes and resources so that this information is readily available to all counselors. It also helped to streamline the training process for new counselors.
- Cranium Café was implemented in 2017 to provide virtual counseling sessions to students.
- In 2019, a Canvas shell was created to provide information to students that have been identified as being on Academic or Progress Probation and Disqualification. This was created by a part-time counselor who also manages the Canvas Shell thus greatly reducing the need for students to see a counselor regarding probation and disqualification.
- Effective SP20, drop-in counseling is offered (online) - this allows Counselors to effectively serve students with quick questions who may not necessarily need an appointment.
- A zero-cost Counseling C104 course was created along with a canvas shell (less time for new counselors who teach C104 to set up their course because they are given the shell).
- A zero-cost Counseling 105 OER was created by full- and part-time faculty during summer 2020. Additionally, the course shell was also created.

## Efficiency Gaps

With the dismantling of the Assessment Center and in the absence of a true self-placement tool for English and math, counselors have assumed more responsibility in assisting students correctly identify the appropriate English and math course sequence they should enroll in. Counselors are spending more time explaining the placement process to students and instructing them on how to properly assess their skill level in these areas. The Articulation Officer created forms and charts of Math and English Placement Information to assist counselors with helping students assess correctly. However, the guided self-placement method for assessment is time consuming and many students are unable to immediately get a counseling appointment to assist them in this area.

Additional demands will be placed on Counselors effective fall 2020 due to budget cuts and the reduction of staff, including the elimination of Academic Success Coaches. Without the Academic Success Coaches, counselors will need to assume the duties and services that were previously provided by the coaches. This poses a challenge for a short-handed counseling staff. In spring 2020 alone, the coaches made over 38,000 contacts to students. Additionally, the coaches conducted live online College Orientations that provided personalized information and the opportunity for students to ask questions for clarification multiple times per week during registration. Coaches also conducted a variety of live online student success workshops throughout the semester. This resource was useful to both faculty and counselors, especially when students were underperforming in the classroom or otherwise not meeting their full potential in achieving personal goals because they were missing a specific skill or lacked information. Finally, the coaches were responsible for managing the Starfish Early Alert program which has also been defunded. The process in which “at risk” students will be identified by faculty and referred to counselors has not been determined.

Due to the reduction in staff in the Extended Learning Division, the Learning First Program counselor position was also eliminated. The counselors in General Counseling have now assumed the counseling responsibilities for this specialized population.

Currently, the Coastline Counseling Division offers very few Counseling Courses. Having a variety of Counseling courses would provide an opportunity for counselors to disseminate information on important topics to students. Courses in the Counseling discipline traditionally play a significant role in attenuating equity gaps for “at risk” populations. Developing a course and approving it through the Curriculum Committee is a time-consuming process. At this point, counselors are faced with the dilemma of meeting with a student or developing a course. Counselors already spend much of their own time ensuring students receive the required counseling each student is entitled to.

The current Incarcerated New Student Orientation has limitations as it relates to the currency of the information provided as well as modality. The information provided in the orientation is out of date as it relates to some policies and procedures, including assessment, bookstore information, and is lacking in detail to several student services the population has access to. This presents an issue of equity regarding access to information and student services. Also, the current orientation is presented in video format with an accompanying booklet. Should student’s not have access to the video due to prison/facility restrictions, they may still complete the orientation via the booklet, however, the same level of detail is not available.

According to the Standards of Practice for California Community College Counseling Faculty and Programs, there should be a sufficient number of full-time counseling faculty to allow for active

participation in college, regional, and state governance, as well as in professional development and professional organization activities, without disruption of a program's services. However, with the decrease in the number of full-time counselors and the decrease in staff, there are not enough counselors and time to participate on other committees/work groups that do not have counselor representation. Therefore, the counselor voice and the voice of the students are not heard in those committees. With so few counselors, most counselors are serving on multiple committees such as Guided Pathways, shared governance committees and Academic Senate (which they do on their own time).

Furthermore, there is not enough counseling faculty coverage to allow all counselors to fully participate in conferences. These conferences are key not only to their professional development as counselors and faculty, but also in receiving the most up to date information regarding transfer information to provide to students and in building key relationships outside of the college.

## Implications of Change

Even though tremendous progress has been made, the counseling team has identified several opportunities for change. Below you will find the most significant challenges to address.

- As a result of this comprehensive department review, it has been determined that the department will review and update (if necessary) the Service Area Outcomes to ensure that all outcomes are measurable and relevant.
- The department will offer Counseling C115 in spring 2020; this course will increase the opportunity for students to have an educational plan created.
- The department will develop a zero-cost Counseling C105 course to be ready by fall 2020 which is anticipated to provide an upward trend in enrollment, retention, and success. (Completed)
- Counselors are in the process of developing a Coastline College New Student Orientation partnership with Comevo. The launching of the New Student Orientation is expected during fall 2020.
- In the absence of a formal Early Alert system due to the elimination of Starfish Early Alert, the Counseling Department will be providing support to instructional faculty to facilitate faculty supporting students in the classroom. Additionally, counselors and instructional faculty will collaborate to develop a home-grown approach of Early Alert for Coastline.

Due to the state and college budget constraints, it is not anticipated that additional hiring will take place any time soon. To address most deficiencies as outlined, additional counselors are required and addressed in the Human Capital planning section. It is the department's recommendation that the number of part time counselors should remain the same. The part time counselors are critical to the department as 55% of all student counseling appointments are being conducted by this group. Additionally, part-time counselors complete 95% of the Incarcerated abbreviated SEP's that allows full-time counselors the time to focus on comprehensive SEP's for incarcerated students.

## Forward Strategy

*The first bullet in the College's Vision 2025 Education master plan goals is to, "Reduce all student equity gaps regarding access and achievement (Equity)."*

The consequence of having such a limited counseling faculty staff is an equity issue. Counselors play a pivotal role in leveling the playing field for students of color, first generation students, homeless students, and incarcerated students. Because of the lockdown due to Covid-19, the downturn in the economy, current social climate and justice issues and the upcoming budget cuts in education, the importance of the role of the counselor increases exponentially due to the increased stress that our students will be experiencing. Coastline College students will need more counseling services, not less.

To address the implications of having a limited counseling staff, the Department has advocated consistently for hiring additional full-time and part-time counselors since 2015 through prioritization. The Department will also investigate other funding sources for hiring additional counselors to include:

- Grant Funding
- Categorical Funding

Additional ways the Department plans to help reduce all student equity gaps include:

- Creation of additional counseling courses that are zero-cost that encourage personal development and life-coping skills and that may increase retention.
- Develop supplemental materials for the correspondence Counseling C105 that are relevant to the Incarcerated Student Population.
- Continue to serve students using multiple modalities to increase access and accommodate distance education, disabled, remote learners and other students who cannot come to the college.
- Whenever possible, ensure that counseling faculty and classified staff who speak the primary languages of local populations are available to assist students.
- Assist the ESL Department with the ESL Placement Tool by providing feedback and suggestions.

*The second bullet in the College's Vision 2025 Education master plan goals is, "Increase student completion and achievement outcomes by 20% (Achievement)."*

Counselors are fundamental in ensuring that Coastline maintains or increases the values on the performance measures of the Student-Centered Funding Formula so that future funding levels do not decrease.

*The third bullet in the College's Vision 2025 Education master plan goals is, "Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)"*

During the last five years, the counselors have become increasingly involved in the college community. Since the onboarding of the new Articulation Officer there has been a dramatic increase in consultation with instructional faculty regarding articulation and curriculum development. Moreover, all full-time counselors and some part-time counselors participated in Coastline's Guided Pathways development activities that facilitated strengthening the collaboration, communication and learning among faculty, staff administrators and the counselors. However, to serve the college well and to be a fully functional counseling program, counselors should play an active role in advocating for the needs of students to administrators, faculty, and staff. Student advocacy by counselors should not be limited to articulation and curriculum but should include active participation in campus, regional and state governance processes. With a skeleton counseling staff and the current budget constraints, counselors are faced with the dilemma of advocating for students at the expense of providing direct and essential

services to students. The Coastline Counseling Department currently does not have enough counselors to fill all the counseling positions on shared governance committees unless each counselor serves on multiple committees, thus further exacerbating the lack of essential services counselors are required to provide to students. There is also a limit to efficiency if it begins to impinge on quality of services. The way forward is to bring awareness of all the functions that counselors perform and further demonstrate the value and benefit of a fully functional counseling program at Coastline College.

*Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness).*

Since the last comprehensive program review, the Counseling Department has developed, adopted, and adapted many innovative practices and technologies that advance student success and institutional effectiveness. Examples include the implementation of Cranium Café and most recently the addition of Zoom to provide students an alternative and familiar technology to receive counseling services remotely, the development of a Probation and Disqualification workshop in CANVAS, the development of a Counselor Handbook in CANVAS, the development of the Academic Success Coach program and the implementation of a cutting-edge technological Early Alert program (STARFISH).

The Counseling Program recognizes the value of technology and the need to evolve in the use of technology to parallel the needs and trends of our student population. As we begin to admit more Gen Z students it is important that we develop our communication style to be consistent with the way that students want to receive the information. As such, the Counseling Department is planning to develop more short YouTube videos to provide counseling information. Also, in process is the utilization of PowToon's for Counseling FAQ's.

## Section 2: Human Capital Planning

### Staffing

#### Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
2019-2020	Dean of Counseling	4.5 FTEF Counselors	2.87 FTEF Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSP	1 Lead Academic Success Coach 6 Academic Success Coaches
2020-2021	Dean of Counseling	5 FTEF Counselors	2.87 FTEF Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSP	0
2021-2022	Dean of Counseling	8 FTEF Counselors	3.82 FTEF Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSP	0
2022-2023	Dean of Counseling	11 FTEF Counselors	4 FTEF Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSP	0
2023-2024	Dean of Counseling	14 FTEF Counselors	4 FTEF Counselors	1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSP	0

There has been a reduction every year in the full-time counseling faculty since FY 2015-2016. During this period, the number of full-time counselors in General Counseling went from 6.5 to 3 counselors (the number of 3 counselors does not include Dan Weber, Articulation Officer, who performs articulation duties full time), a 53.8% reduction in full-time counseling staff. Presently, Coastline Counseling is at a historic low with only 6.87 FTEF (includes PT counselors). At this level of staffing, the number of student contact hours available serves only 30.9% of the student population. For comparison, Golden West

College has 11 full-time general counselors plus part-time counselors and Orange Coast College has 17 full-time general counselors with additional PT counselors. It should be noted that GWC and OCC do not serve incarcerated students which by comparison is a much more time intensive process than serving the general population. Coastline's counselor to student ratio of 1:2279 was well above the state average in FY 2015-2016 when Coastline had more than double the number of full-time counselors compared to now. Currently, the counselor to student ratio is 1:3039, which far exceeds the recommended counselor/student ratio of 1/370. A survey of almost all CA Community Colleges revealed that no other community college has such a poor counselor/student ratio as Coastline. If PT counselors are not included, the FT counselor to student ratio is 1:6451. Part-time counselors are supported solely by categorical funds which can be withdrawn at any time.

According to the American Civil Liberties article, "Cops and No Counselors: How the Lack of Mental Health Staff is Harming Students", the recommended national average of counselor to student ratio is 1:250. The national average is 1:444 and California's average is 1:682. In the 2003 document, Consultation Council Task Force on Counseling, the Academic Senate recommends a counselor to student ratio of 1:370. Notably, Coastline's student population has steadily increased during the timeframe of 2015 to 2019 while counseling was experiencing a reduction in counseling faculty.

As of Spring 2019, the Counseling Department lost three full-time Counselors. Two of the three positions were filled in fall 2019. The hired positions are general counselor positions with one having a focus on incarcerated students and the other having a focus on career. The hiring of these two positions addressed the needs of the Department to have a full-time counselor designated to serve the incarcerated population which makes up at least 25% of Coastline's overall enrollment. In addition, hiring a counselor with a focus on career coincides within the Guided Pathways framework of providing timely career development counseling to students.

With the hiring of the two Counselor positions in fall 2019, the Department will still be understaffed by 3 counselor positions (lost one in 2015-16, one in 2018-19, and one in 2019-20 that were never replaced). Operating with one-less full-time counseling position since 2016-17 has significantly impacted the Counseling Department's ability to provide consistent, high quality counseling services to all Coastline students. Although some student needs are met by overload assignments and part-time faculty, the majority of Coastline's students are not able to access these services as the Department only has the capacity to serve approximately 30% of the student population.

Currently, many students regularly meet with a counselor (at least once a semester), which is encouraged. In addition to Academic counseling, counselors assist students with Career counseling (assessing, planning and implementing short and long term academic and career goals, advising current and future employment considerations/trends); Personal counseling (personal, social, familial concerns that affect the student's education) and Crisis Intervention, whether directly or by referral with other college or community resources.

SSSP funds that have historically been the financial resource for funding most of the full-time counselors' salaries and for hiring part-time counselors. These funds have not increased at the same rate as annual salary and benefit increases which prohibits adding additional part time hours. Moreover, with the integration of SSSP, BSI and Equity funding into one lump sum now known as the Student Equity Achievement Program, it becomes more difficult to ensure funds will be earmarked for counseling support. Currently, the SEA Program budget is used to fund many essential positions of the college. In addition to almost all the full-time tenured counselors, all the Admissions and Records

Transcript Evaluators, EOPS Counselor and many others are funded by SEA Program. Salaries and benefits make up approximately 90% of the total budget. Regardless of the funding source it is very important that to provide high quality counseling services to students, the full-time counseling staff needs to return to the 2015- 2016 number of full-time counselors at minimum, which was 7 full-time counselors. The counselor/student ratio needs to be brought in-line with State averages, or at least with our sister colleges. Operating with four less full-time counselors even with the implementation of numerous efficiency strategies previously outlined, will prove to be detrimental to the Department’s ability to fulfill all the functions and duties of a Counseling Department that extend beyond developing Student Education Plans. Insufficient staffing of counselors greatly impacts our most vulnerable students and further exacerbates the equity gap particularly for under-represented minorities, first generation and low-income students. Finally, not having a fully staffed Counseling Department will have a direct impact on many of the important key performance indicators which will negatively affect fulfilling the goals of Vision for Success, as well as optimizing funding for the college as defined by the Student-Centered Funding Formula. Not having enough counselors precludes implementing many best practices recommended for developing an effective Guided Pathway for Coastline students. For example, a plethora of research suggests that a case management approach to counseling is a highly effective practice. This paradigm shift would require hiring many more full-time counselors to ensure that students are holistically supported throughout the student life cycle.

## Professional Development

Counseling faculty and staff continuously engage in professional development activities throughout the year to further develop skills, obtain valuable higher education information and build relationships across community colleges. Furthermore, Counselors attend yearly conferences directly related to counseling to ensure that the most current and up-to-date information is being provided to students. These counselor workshops and trainings also provide critical information to many college constituencies in planning the future directions of the college.

### *Professional Development*

<b>Name (Title)</b>	<b>Professional Development</b>	<b>Outcome</b>
Bruce Keeler - Dean of Counseling	Adapting Best Practices for Your College (2016)	Attended workshops covering strategies for adopting and implementing evidence-based practices which assist students in achieving success.
	California Community Colleges Student Success Conference (2016)	Engaged with other Higher Education personnel on strategies for building institutional effectiveness, supporting student learning, and increasing equitable outcomes.
	Civitas – SXSW and Summit (2016)	Attended workshops, discussions, and training on using Civitas for predictive analytics. Brought back information on how to use Civitas at Coastline College.

	The New World of Non-Credit (2017)	2-day summit whereby participants learned from programs across the state and find time to discuss new ideas with their teams to bring back to their campuses.
	Navigate Summit (2017)	National Meeting of Educational Advisory Board promoting Student Success regarding Enrollment strategies and Guided Pathways concepts.
	Mental Health & Wellness Conference (2017)	Attended workshops to enhance the skills of mental health professionals and educators.
	Association of CCC Administrators (2017 and 2018)	Attendees attended Admin 101 and 102 which provided an overview of the most crucial technical, regulatory, and legal aspects of administration as it applies to California Community Colleges.
	Enrollment Management Academy (2019)	Four-day workshop for community college leaders seeking enrollment management and forecasting assistance. The Enrollment Management Academy (EMA) helps participants to learn the basics of enrollment management and to produce an enrollment management plan for their own institutions. The plan is geared toward meeting student need while, at the same time, attaining the college's FTES target.
	Institute for the Future (2019)	Developed skills and learned techniques to utilize in facilitation of foresight thinking practices as they relate to the College and Guided Pathways.
	Investigator Training – Title IX and Sexual Misconduct (2019)	One day training that provided information and techniques to become a certified level 1 Title IX Investigator.
	AB705 Implementation Regional (2019)	Workshop provided an opportunity to discuss challenges community colleges face during the implementation process of AB705 and to collectively develop effective strategies for implementation.
	Association of CA Community College Administrators (2019)	Workshops to develop and support current and future CA community college administrators through professional development, networking, and advocacy.
Amy Evangelista - Department	UC Counselor Conference (2015)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and

Chair/General Counselor		admissions of Coastline students into the UC system.
	CSU Community College Counselor Conference (2015)	Counselors in attendance received information directly from CSU admissions representatives about best practices in assisting CSU transfer hopefuls. In addition, important information was acquired about counseling and advising AB540 students about CSU admissions, applications and Financial Aid options.
	On Course National Conference (2016)	Counselors attended workshops on topics such as active learning, varied learning preferences and empowering learners to use in Counseling courses at Coastline.
	Active Learning Leaders (2017)	Counselors attended workshops related to online learning trends, how to engage students in online classes, and ideas for online activities/projects.
	Learning and the Brain (2017)	Counselors explored what the learning sciences says about effective instruction and feedback and learned about strategies for use in counseling courses.
	Civitas Learning Summit (2017)	Attended workshops, discussions and trainings on using Civitas for predictive analytics. Brought back information on how to use Civitas at Coastline College.
	Ensuring Transfer Success (2017)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.
	CSULB Counselor Conference (2017)	Counselors in attendance talked with CSULB Admissions Representatives and attended workshops to obtain the most up to date and relevant information on transfer majors, deadlines, policies and programs at CSULB – to utilize when working with Coastline students.
	Guiding the Health Professions: Conference for Community College Counselors (2017)	This conference provided information for preparation into Health Science majors. Workshops included information for assisting community college students in preparing for pre-professional educational tracks.

	Vet Net Ally (2017)	Counselors learned about ways to create a welcoming and supportive campus environment for military service members and veterans.
	CA Collaborative Advising and Counseling Conference (2018)	Counselors in attendance discussed ways to create a transparent system that allows students to move seamlessly through California's higher education system, optimizing progress to degree completion and eliminating the achievement gap.
	Ensuring Transfer Success (2018)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system
	Myers Briggs/Strong Certification Course (2018)	Counselors who completed and passed the training became certified in administering and interpreting these career assessments with students.
	Institute for the Future (2019)	Developed skills and learned techniques to utilize in facilitation of foresight thinking practices as they relate to the College and Guided Pathways.
	National Conference on Race and Ethnicity (2019)	Learned about equity- based and social justice practices to incorporate into work at the College and with students
	Academic Senate for CCC – Fall Plenary Session (2019)	Counselors who serve on Senate were apprised of hot topics and received training to increase the effectiveness of their senate positions.
	UndocuAlly Training (2019)	Staff leaned about resources available for supporting AB540, Cal DREAMers, and DACA recipient students.
Dan Weber - Articulation Officer/Transfer Counselor	New Articulation Officer Training (2017)	Training for new Articulation Officers
	Ensuring Transfer Success (2017)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.
	CCC Guided Pathways (2017)	Workgroup training and planning for Coastline Guided Pathways project.

	CAPs Design & Development Institute (2017)	Campuses in attendance received information and training regarding developing support courses for English and Math to address upcoming AB705 requirements.
	The New World of Non-Credit (2017)	2-day summit whereby participants learned from programs across the state and find time to discuss new ideas with their teams to bring back to their campuses
	CSU Community College Counselor Conference (2017)	Counselors in attendance received information directly from CSU admissions representatives about best practices in assisting CSU transfer hopefuls. In addition, important information was acquired about counseling and advising AB540 students about CSU admissions, applications, and Financial Aid options
	UC Counselor Conference (2017)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system
	California Intersegmental Articulation Council (2018)	Conference for Articulation Officers to discuss and resolve college transfer and articulation issues and to facilitate the progress of students between and among the segments of postsecondary education in California.
	Myers Briggs/Strong Certification Course (2018)	Counselors who completed and passed the training became certified in administering and interpreting these career assessments with students.
	Institute for the Future (2019)	Developed skills and learned techniques to utilize in facilitation of foresight thinking practices as they relate to the College and Guided Pathways.
	Ensuring Transfer Success (2017)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.
	Enrollment Management Academy (2019)	Four-day summit whereby participants were trained in enrollment management policy and discussed new enrollment management ideas and processes to implement at their campuses.

	AB705 Implementation Regional (2019)	California Acceleration Project update on progress of AB705 implementation including best practices sharing between community colleges.
	Academic Senate for CCC – Fall Plenary Session (2019)	Counselors who serve on Senate were apprised of hot topics and received training to increase the effectiveness of their senate positions.
	Ensuring Transfer Success - Virtual (2020)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.
Velvet Miscione - Veteran's Counselor	Ensuring Transfer Success (2017)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.
Nicole Perrine - General/Incarcerated Counselor	Incarcerated Graduation Ceremony (2019)	Supported and celebrated academic achievements of coastline students earning certificate and associate degrees. Also connected with incarcerated students, families, and prison education staff members to discuss coastline and how best to serve students.
	First Year Academy (2019-2020)	The First Year Academy introduces new faculty to the culture of Coastline College. The academy provided an opportunity to expand knowledge of Coastline College and gain an advanced understanding of adult learning theory, curriculum development, course design, equity, and inclusion, approaches to teaching excellence, and innovative instructional delivery. The academy provided a network to learn, practice, and broaden teaching skills that will extend to students' successful completion of course, program, and institutional learning outcomes.
Rachel Marchioni - General/Career Counselor	First Year Academy (2019-2020)	The First Year Academy introduces new faculty to the culture of Coastline College. The academy provided an opportunity to expand knowledge of Coastline College and gain an advanced understanding of adult learning theory, curriculum development, course design, equity, and inclusion, approaches to teaching excellence, and innovative instructional delivery. The academy provided a network to learn, practice, and broaden teaching

		skills that will extend to students' successful completion of course, program, and institutional learning outcomes.
Ailene Nguyen - General Counselor	National Association for College Admission Counseling (2015)	Counselors learned about services, programs, and opportunities to serve and assist students in their transition from secondary to post-secondary education.
	Teacher Preparation Advising Center Conference (2015)	Workshop for networking and learning about teacher preparation programs at CSULB.
	Civitas – SXSW and Summit (2016)	Counselors explored what the learning sciences says about effective instruction and feedback and learned about strategies for use in counseling courses.
	CSU Community College Counselor Conference (2016)	Counselors in attendance received information directly from CSU admissions representatives about best practices in assisting CSU transfer hopefuls. In addition, important information was acquired about counseling and advising AB540 students about CSU admissions, applications, and Financial Aid options
	UC Counselor Conference (2016)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system
	MBTI Certification Program for Educators and Career Counselors (2017)	Became certified in administering and interpreting this career assessment with students.
	Strong Interest Inventory Workshop (2017)	Became certified in administering and interpreting this career assessment with students.
Christy Nguyen - General Counselor	National Association for College Admission Counseling (2015)	Counselors learned about services, programs, and opportunities to serve and assist students in their transition from secondary to post-secondary education.
	CSU Community College Counselor Conference (2015)	Counselors in attendance received information directly from CSU admissions representatives about best practices in assisting CSU transfer hopefuls. In addition, important information was acquired about counseling and advising AB540

		students about CSU admissions, applications, and Financial Aid options.
	Ensuring Transfer Success (2017)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.
	Guiding the Health Professions: Conference for Community College Counselors (2017)	This conference provided information for preparation into Health Science majors. Majors covered included Medical Schools (both D.O and M.D. programs), Nursing, Occupational Health, Podiatry, Psychiatry, Physical Therapy, Otolaryngology, Audiology, Optometry and Pharmacy schools. Information provided included information for assisting community college students in preparing for pre-professional educational tracks.
	Ensuring Transfer Success (2018)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system.
	Myers Briggs/Strong Certification Course (2018)	Counselors who completed and passed the training became certified in administering and interpreting these career assessments with students.
Jordan Huynh - General Counselor	UC Counselor Conference (2015)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students into the UC system
	CSU Community College Counselor Conference (2015)	Counselors in attendance received information directly from CSU admissions representatives about best practices in assisting CSU transfer hopefuls. In addition, important information was acquired about counseling and advising AB540 students about CSU admissions, applications and Financial Aid options.
	On Course National Conference (2016)	Counselors attended workshops on topics such as active learning, varied learning preferences and empowering learners to use in Counseling courses at Coastline.
	Ensuring Transfer Success (2017)	Counselors in attendance received the most up-to-date information as it pertains to the transfer and

		admissions of Coastline students into the UC system.
	Myers Briggs/Strong Certification Course (2018)	Counselors who completed and passed the training became certified in administering and interpreting these career assessments with students.
Susan Winterbourne - General Counselor	Jack Kornfield – The Psychology of Loving Awareness Training (2015)	A 2-day training centered on learning tools to transform difficulty into ease and well-being for use with students.
	Civitas – SXSW and Summit (2016)	Counselors explored what the learning sciences says about effective instruction and feedback and learned about strategies for use in counseling courses.
	The Evolution of Psychotherapy (2017)	Counselors learned tools for solving problems in behavioral health and relationships, discussing the advances in art and science in psychotherapy, and discussing problems such as trauma, anxiety, depression.
	Myers Briggs/Strong Certification Course (2018)	Counselors who completed and passed the training became certified in administering and interpreting these career assessments with students.
Nancy Jenkins - Articulation Officer, General Counselor	California Intersegmental Articulation Council (2016)	Conference for Articulation Officers to discuss and resolve college transfer and articulation issues and to facilitate the progress of students between and among the segments of postsecondary education in California.

## Forward Strategy

The role of the counselor within the College is multi-faceted. Counseling programs perform a set of core functions through individual and group interactions, as well as classroom instruction. These functions include:

- Academic Counseling
- Career Counseling
- Personal Counseling
- Crisis Intervention
- Conducting Outreach
- Participation in college governance process

- Researching and reviewing counseling programs and services with the goal of improving their effectiveness
- Training and professional development

Currently, the Counseling Department has prioritized the first three functions as services that cannot be compromised and should always be available to all students attending Coastline. The remaining duties on the list have not been fully executed due to having to operate with a skeleton counseling faculty staff. In the Forward Strategy of section 1, many activities that support counseling and the college were outlined that require additional human capital in the Counseling Department. Based on the guidelines set forth in the Standards of Practice for California Community College Counseling Faculty and Programs Coastline is severely understaffed, even when calculating the counselor to student ratio by FTES. When taking into consideration our future goal to reduce enrollment to less than 5000 FTES our minimum number of FTEF for counselors should be no less than 13. As we all know, Coastline's student population differs drastically from other community colleges in that we have very few students that attend full-time. As previously mentioned, Coastline's headcount exceeds that of Golden West College and is almost on par with Orange Coast College. Both colleges have at least twice as many counselors as Coastline. It is important that as a college we recognize the benefit and value of a fully functional Counseling Department especially as we begin to implement Coastline Guided Pathways, address equity gaps and racial injustice. Counselors play a key role in facilitating successful outcomes for each of these initiatives. It will be important to examine the College's process of prioritizing the hiring of counselors as the current process is insufficient in capturing the unmet need of services provided by counselors to students, faculty, staff, and administrators. It is not by chance that the colleges identified as leaders in the Guided Pathways movement and that have significantly closed equity gaps and perform well on all Key Performance Indicators (KPI) all have one thing in common: Counseling Programs with low counselor to student ratios.

The Human Capital Staffing plan outlines a three-year gradual increase of counseling faculty to align Coastline with other CA Community Colleges and meet the recommendations of the Standards and Practice for Ca Community College Counseling Faculty and Programs for the minimum number of counseling FTEF to be a fully functional department. With a sufficient number of counseling faculty, the opportunity to provide professional development within the Counseling Department as well as, for the college community at-large becomes realistic.

# 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 counselors. Specifically, 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 first floor and four additional offices on the fourth floor. None of the counseling offices except for the Articulation Officer’s 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 the Westminster Le Jao Campus the counseling department has two counseling offices. These offices are quite acceptable with regard to space and privacy concerns.

### Garden Grove Counseling Facility

Last year the counseling department was asked to relinquish the two offices that had been used for counseling in previous years. New space was created to include 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 students 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. Additionally, 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. Finally, none of the offices have a panic button or any kind of emergency alert system.

## Forward Strategy

The college will soon begin construction on a new Student Services Building at the Fountain Valley location. The anticipated date of completion is fall 2022. Currently, the plan is to have all student

services centrally located in the new building. All counselors will have ADA compliant offices within the new building. All counselor offices (General Counseling, EOPS, and ELD) will be in one area of the new building on the first floor easily accessible to students. The Career and Transfer Center offices will be located adjacent to the counselor offices providing a one-stop paradigm for services related to counseling. Due to the Covid-19 pandemic, the use and familiarity of technology such as Cranium Café and Zoom to deliver services to students has increased exponentially. It is expected that even after the pandemic crisis is over, for many students this technology will be the preferred modality due to its convenience and accessibility. Therefore, the need of having counselors physically present at Coastline's other sites will be drastically reduced.

## **Section 4: Technology Planning**

### **Technology Assessment**

The computers in the Counseling Offices are outdated and due for the regularly scheduled refresh of computer equipment. As the Department continues to utilize Cranium Café as the preferred modality for communicating (with Zoom as a backup) for students that are unable to physically be present for a counseling appointment, all computers will need to be outfitted with updated webcams and headsets to ensure the highest quality experience.

During the transition of two previous counselors that transferred to our sister colleges, two of the Counseling Department laptops were never recovered. These laptops are for use with students during in-person appointments. The Counseling Department has hired two new counselors that are currently working with the benefit of a laptop.

The District uses DegreeWorks for educational planning and degree audits. DegreeWorks has consistently been problematic for both counselors and students to navigate. When there are glitches and DegreeWorks malfunctions, counselors are severely affected in providing sufficient services to students (such as entering an education plan). DegreeWorks requires a large amount of IT support and unfortunately the IT Department does not have sufficient resources to dedicate to maintain it. Additionally, recent upgrades to DegreeWorks have removed some of the necessary features that counselors used, such as seeing transfer coursework distinguished from courses completed at Coastline, printing out plans (which affects Incarcerated Students), and running audits for students that have transfer coursework. Additionally, DegreeWorks is not a reliable tool for reporting transfer progress, places courses in incorrect areas or does not place the courses at all due to programming issues and cannot exclude duplicate transfer work. As a result, Counselors (and students) cannot rely on the accuracy of the software. Counselors are trained to not rely on this software to be 100% accurate.

### **Forward Strategy**

Many other colleges have moved away from DegreeWorks for the above-mentioned reasons. The Department recommends that other educational planning software be considered in the future as an alternative to DegreeWorks.

To assist Counselors with issues pertaining to Degree Works, the Department proactively works with the District Program Support Specialist to receive updates and training if necessary. In addition, the Department invites the Program Support Specialist to Counselor Meetings to receive updates in person. The Department Chair shares updates with all Counselors and the information is also added to the Counselor Resource Shell for reference.

To address remote work needs during COVID-19, laptops and second monitors were issued to Counselors who needed them, and counselors are currently using their work issued laptop or personal cell phones via Ring Central to perform phone appointments.

## Section 5: Initiatives

### Counseling Initiative #1:

Align Coastline Counseling Department practices to meet Standard of Practice for California Community College Counseling Faculty and Programs

Currently Coastline Counselors are primarily utilized to provide academic, career and personal counseling to students. At the 2020-2021 counselor staffing capacity including both full- and part-time counselors, the Department can only serve approximately 30% of the student population. While student advising is an important aspect of counseling, it is not the only duty counselors should be fulfilling to be a fully functional department that increases the benefit and value to college and the students we serve. The counselor role should include:

Conducting Outreach,

Participation in college governance process,

Researching and reviewing counseling programs and services with the goal of improving their effectiveness,

Training and professional development.

The high student demand for advising and the limited number of counselors has limited or precluded Coastline counselors from engaging in these activities.

Describe how the initiative supports the college mission:

Having more counselors will serve the college mission because it will expand the counselor's role beyond just providing academic counseling to students. Having a fully functional Counseling Department will facilitate the realization of the college mission.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This initiative directly impacts Coastline Pathways as it provides more time for counselors to be actively engaged in ongoing pathways initiatives. Because of Counselors' proximity and regular interaction with

a wide cross section of the student population, they play a critical role in providing information about student needs and barriers.

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

According to the American Civil Liberties article, “Cops and No Counselors: How the Lack of Mental Health Staff is Harming Students”, the recommended national average of counselor to student ratio is 1:250. The national average is 1:444 and California’s average is 1:682. In the 2003 document, Consultation Council Task Force on Counseling, the Academic Senate recommends a counselor to student ratio of 1:370. Notably, Coastline’s student population has steadily increased during the timeframe of 2015 to 2019 while counseling was experiencing a reduction in counseling faculty. Currently, the counselor to student ratio is 1:3039, which far exceeds the recommended counselor/student ratio of 1/370. A survey of almost all CA Community Colleges revealed that no other community college has such a poor counselor/student ratio as Coastline.

Recommended resource(s) needed for initiative achievement:

Add an additional 10 full-time counselors to serve as general counselors.

What is the anticipated outcome of completing the initiative?

Having more counselors available to participate in outreach, college governance process will only serve to strengthen and further the College mission of reducing student equity gaps, increasing student completion and achievement outcome. More importantly, having more counselors will enhance communication across functional areas of the college to best serve students and to increase community engagement.

Provide a timeline and timeframe from initiative inception to completion.

The hiring of multiple full-time counselors will need to occur overtime to allow for budget adjustments. With planning this could occur over the next four to five years.

2020-2021	1 FT Counselor
2021-2022	3 FT Counselors
2022-2023	3 FT Counselors
2023-2024	3 FT Counselors

**Counseling Initiative #2:**

Expand Counseling Department Course Offerings to support Coastline Guided Pathways.

Describe how the initiative supports the college mission:

Offering additional counseling courses that focus on student well-being, coping skills and personal development can assist with retention and persistence and contribute to holistic growth.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

Development of counseling classes that are specific to the different Coastline Pathway Areas to include “Planning for Business”, “Planning for Social Sciences”, “Planning for STEM, CS, ENGR, Math”.

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)

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

Describe how the evidence supports this initiative.

According to the "Standards of Practice for California Community College Counseling Faculty and Programs", counseling faculty should develop curriculum and offer courses and workshops that encourage the holistic growth of the student as a contributing member of society, such as courses in personal development and life-coping skills.

The Standards of Practice for California Community College Counseling Faculty and Programs also indicates that counseling faculty and faculty in other departments should work together to create discipline-specific academic courses.

Recommended resource(s) needed for initiative achievement:

Administrative support, resource time to develop curriculum, collaboration with other instructional faculty

What is the anticipated outcome of completing the initiative?

Increased student enrollment in Counseling courses, additional Counseling Courses for Area E, increased collaboration with other Instructional Faculty.

Provide a timeline and timeframe from initiative inception to completion.

With planning this could occur over the next one to three years.

### **Counseling Initiative #3:**

Revise and implement a New Student Orientation for Incarcerated students.

Describe how the initiative supports the college mission:

Implementing an updated new student orientation for our incarcerated student population will enable Coastline to guide students as they begin their path to earning a degree which is in direct line with our mission statement. Also, having an orientation that is unique to this diverse population allows us to tailor the information so that it is best received and pertains to how students may access their student resources.

What college goal does the initiative support?

Reduce all student equity gaps regarding access and achievement (Equity)

Increase student completion and achievement outcomes (Achievement)

Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)

Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

New student orientation is embedded within the Onboarding portion of Coastline Pathways and is a crucial step in introducing students to the college and providing them with the information they will need to begin their education successfully.

What evidence supports this initiative? Select all that apply

Learning or Service Area Outcome (SLO/SAO) assessment

Internal Research (Student achievement, program performance)

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

Describe how the evidence supports this initiative.

Completion of a new student orientation has been tied to student success in college in a number of research articles (Derby and Smith, 2004; Glass and Garrett, 1995; Strumpf and Hunt, 1993; Zimmerman, 2000). With this, the state of California has required orientation as a component under Title 5 and is included in the Guided Pathways model as well being implemented at Coastline.

Derby, D. C. & Smith, T. (2004). An orientation course and community college retention. *Community College Journal of Research and Practice*, 28(9), 763-773.

Glass, J. C. & Garrett, M. S. (1995). Student participation in a college orientation course, retention, and grade point average. *Community College Journal of Research and Practice*, 19, 117-132.

Strumpf, G. & Hunt, P. (1993). The effects of an orientation course on the retention and academic standing of entering freshmen, controlling for the volunteer effect. *Journal of The Freshman Year Experience*, 5(1), 7-14.

Zimmerman, A. (2000). A journal-based orientation course as a predictor of student success at a public two-year technical college. *Journal of The First-Year Experience & Students in Transition*, 12(1), 29-43.

Recommended resource(s) needed for initiative achievement:

Administrative support, resource time to develop the orientation, collaboration with other staff and administrators

What is the anticipated outcome of completing the initiative?

Increased student success for our incarcerated student population and understanding of Coastline services.

Provide a timeline and timeframe from initiative inception to completion.

Design of orientation taking place Fall 2020 with implementation of orientation in Spring 2021.



## Career Center

# Section 1: Department Planning

## Purpose

The purpose of the Career Center is to provide innovative and equitable career services, tools, and resources to guide student career exploration, development, and decision-making. The career center functions in direct alignment and supports the College Mission Statement by assisting students in identifying career goals and providing clarity to educational pathway options in obtaining the student's identified career goals.

## Overview

There has been a lot of movement and improvements in the past five years for the career center. There has been a consistent staff at the career center since Fall of 2016. The career center was housed on the fourth floor of the college center then moved to the third floor of College Center, and now working remotely due to COVID-19.

The Career Center has significantly expanded the number of workshops and classroom presentations. Career development workshops with various topics (e.g. resume and cover letter building, interview preparation, job and experience search strategies, major/career exploration, choosing your major, graduate school exploration, discipline-specific career development topics) continued to be delivered throughout the academic school years, including virtual workshops through Facebook Live, Instagram Live, Zoom, Cranium Café, and producing YouTube videos.

There has been an increase of collaboration of the career center with different departments and faculty which increased in-class workshops. During the 2018-2019 school year, for example, the career center staff provided over 50+ events including 25+ in-class presentation in collaboration with faculty. The career center staff have collaborated with many programs (e.g. EOPS, VRC, IRC, Student Success Coaches, Counseling, DSPS, Career Education, STAR, Outreach, Student Life / ASG). The career center continues to deliver career development workshops and events in collaboration with programs and faculty virtually and produces YouTube videos.

During the 2019-2020 academic school year, despite the pandemic, the Career Center continues to provide high quality career services to its students. The career center delivered 32 workshops, presentations, and events. Audience include Coastline students, students from partnership high schools, and conferences. Some of the topics include introduction of Coastline's Career Services, career exploration based on major (e.g. business, STEM), 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.

## Internal Analysis

Productivity	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# of career center sign in	N/A	269	229	172	198
# of workshops, presentations, events	N/A	N/A	42	55	32

The productivity varied depending on the year due to change of staff and location. During the 2015-2016, data from the category above was not collected. Data collection started to improve during the 2016-2017 school year when the new permanent staff was hired.

There was a significant decrease of student sign in the career center from 2017-2018 to 2018-19 because of the move of location from the fourth floor of the College Center to the third. There was much more foot traffic on the fourth from in proximity with student life, ASG, and EOPS.

There was a decrease in delivery of workshops, presentations, and event from the 2018-2019 to the 2019-2020 school year mainly due to the transition of COVID-19; however, there is now a much more focus of producing short, career development videos.

## Survey Results

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 1.

Table 1. *Students who were satisfied or very satisfied*

Items	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Availability of information	N/A	N/A	99% (n=97)	91.7% (n=36)	99% (n=81)
Workshops and seminars	N/A	N/A	95.7% (n=94)	87.5% (n=32)	99% (n=76)
Communication	N/A	N/A	95.9% (n=98)	91.4% (n=35)	97% (n=79)
Professionalism	N/A	57%	97.9% (n=97)	91.2% (n=34)	96% (n=79)

Survey data from in institutional research became more stable and consistent starting from the 2017-2018 academic school year. Students are mostly satisfied or very satisfied with the career center's availability of information, workshops and seminars, communication, and professionalism. Response rates were unusually low during the 2018-2019 academic school year.

### *Qualitative Responses*

Overall, students expressed that they are very satisfied with the services offered by the Career Center and found the services to be helpful.

According to the survey results from the 2019-2020 school year, 9% (n = 84) of students responded that they received services from the career center. Attributing factors include students who utilized the service but have completed their education at Coastline and 49% of students (N = 372) who attend Coastline only take 1-2 courses where some have other primary college campuses.

Table 1. Reason(s) for not utilizing/contacting the career center

Answer Options	%	Respondents
I'm only taking one or two classes at Coastline	49%	372
I didn't know Coastline had a career center	28%	207
I don't plan on getting a job soon	19%	142
I get career information from my academic counselor	13%	101
The hours are not convenient to me	8%	58
I don't know how to make an appointment with the career center	5%	38

## YouTube data

Starting from the 2019-2020 academic school year, the career center staff started to produce YouTube videos in responds to COVID-19. Creating. So far, the career center has produced 36 videos and planning to generate more throughout the year. Below is the statistics gathered from YouTube dashboard as of August 2020.

Table 3. YouTube data

Item	#
# of views	2819
# of subscribers	36
# of videos uploaded	26

## Service Area Outcome(s)

SAO Table

SAO	Measures/Targets
SAO1: At least 80% of students will find individual career services helpful	100% (n = 110)
SAO 2: At least 80% of students will find career workshops helpful	98% (n = 442)
SAO3: At least 75% of students will know Coastline has a career center	72%

The Career Center Service Area Outcomes indicate that the center has exceeded expectations in two of the three SAO's. Student awareness of the existence of a Career Center continues to be a challenge. The Center staff is heavily involved in promoting the Center; however, most students rely on the college website to find resources such as the Career Center. Unfortunately, currently information is not easily located on the Coastline website. Most students have given up using the website to find resources due to its illogical and awkward format.

## External Compliance

### Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Permanent Career Center location	Ongoing- Expected Completion Fall 2022	The center was previously located on the 4 <sup>th</sup> floor of the College Center. Anticipating construction of the new Student Services building, the Career Center was relocated to the 3 <sup>rd</sup> floor of College Center. In fall 2022 the Career Center will be permanently located on the first floor of the new building	A permanent location of the center improves awareness for students and Coastline employees
Host career events with practitioners in alignment with Coastline's academic/career pathways	Ongoing	Healthcare Day will be hosted on Spring 2020  Entrepreneurship and Business Virtual Summit on Fall 2020	Students will be more aware and utilize the services of the Career Center.
Computer for students 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	Completed	<ol style="list-style-type: none"> <li>1. Bookmarks are created and distributed across campus</li> <li>2. Presentations are delivered in classroom and online</li> <li>3. Collaboration with other Coastline departments and faculty</li> <li>4. Participate in tabling Coastline events</li> </ol>	Students are more likely to be aware and utilize Career Center services.
Creation of virtual workshops	Completed	Several virtual workshops were delivered in collaboration with Counseling, Academic Success Coach, EOPS, and IRC.	At least 80% of students will find career workshops helpful.
Creation of YouTube videos	Completed	At least one YouTube video will be uploaded every month.	Students will be more aware and utilize the services of the Career Center

Career Coach Software implementation	Completed	Career coach will replace Simplicity as the job search engine for Coastline	Career Coach is a more comprehensive instrument that allows students to have multiple functions available in one technology.
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## Department Planning and Communication Strategies

The Career Center staff is active in participatory governance and involved in various groups such as: Career and Technical Education (CTE) Committee, Guided Pathways Committee, Student Services Wing, Academic Senate, and Classified Senate. Information obtained at the Career and Technical (CTE) Committee will be reported out to the general counseling department through email correspondence.

The Career Center staff collaborates with the counselors, instructors, deans, classified professionals, students, high school partners, and community stakeholders. The Career Center also utilizes the Career Center website to market workshops, job postings, and other events.

The Career Center provides several different types of events for Coastline students. Many Career Center events are designed to be specific to disciplines. For example, during the Spring of 2020, there will be an event that focuses on students pursuing a career in healthcare practitioners. The Center plans to create events that build on the partnership of faculty across disciplines and programs offered at Coastline. For example, hosting an event with both a counselor and faculty instructor from Building Codes Professional. This connection from the faculty instructor will give students the benefit of an informational interview and professional mentorship experience from a general contractor/home inspector prospective. In this paired advising experience, counselors will give guidance on academic planning, 21<sup>st</sup> century skills, work-based learning, and time management.

The Career Center staff meets with the Dean of Counseling at least once every two weeks for at least 30 minutes for to share updates and accomplishments from the previous week, and to set goals for the following week.

## Coastline Pathways

Career Center staff was directly involved in Coastline pathway co-leading a cross-functional to provide recommendations to improve career exploration and development to the beginning, during, and the end of students' educational journeys. The career center staff will host events in relation to Coastline's career and academic pathways.

## Equity

The following are examples of equitable practices that the career center has performed:

- Added incarcerated career resources on the [career center page](#)
- The Career Center did a presented for formerly incarcerated students that was hosted by Dean of Student's Office.

- Opened a Coastline Career Center channel and produce short videos to better service online students as it could be more convenient for students to watch videos in their own pace at their own time if they cannot attend a workshop due to their schedule
- All videos produced are closed captioned for students with visual impairments and disabilities.
- Deliver career development workshops to our special programs and services – Acquired Brain Injury (ABI) and Intellectual Disabilities (ID)
- Participate in Undocumented Student week by presenting a career exploration and development for undocumented student workshop
- Trained and proficient in Cranium Café, Zoom, Ring Central, and other communication tools to better serve students remotely
- Participated in a first-generation college student panel at an outreach event and shared practices our career center perform to better help them navigate higher education effectively. Emphasized the importance of connecting students with institutional agents.
- Involved in our Asian American Native American Pacific Islander (AAPI) population through the intercultural center. Collaborate with the director and staff at the center on different projects to improve the educational journey of AAPI at Coastline through workshops, dialogues, cultural events, etc.
- Involved in EOPS and CalWorks in serving students with disadvantaged backgrounds such as providing career services for single parents, students who are low income, foster youth etc.
- Involved in military programs and the veteran’s resource center. I receive referrals to provide career services to our veteran students.

## Efficiency

The following were implemented to increase efficiency:

- The SAO for the career center continues to be met: (a) at least 80% of students will find individual career services helpful, (b) at least 80% of students will find career workshop helpful, and (c) at least 75% of students will know that Coastline has a career center
- Student satisfaction continues to remain high. 100% of students who utilized the career center has found it helpful for four years consecutively.
- Historically, in person workshops had low turn outs. To address this, the career center staff collaborates with other programs and departments such as EOPS, Special Programs, IRC, ASG, etc. along with faculty which has significantly improved student turn out.
- In addition to career development workshops, the career center staff produced and continue to produce short videos which significantly increases access for students.
- Video production continues to increase. During Fall 2019, one video was produced. During Spring 2020, five videos were produced. During Summer 2020, 16 videos were produced. During the current Fall 2020, four videos have been produced.
- Instead of more general career fairs, the career center has moved to a more discipline-specific career events in collaboration with faculty which has led to an increase of student turn out. The career center hosts one of these events per semester.
- Although the career center sign in has decreased from changing from the fourth floor to the third floor, providing in classroom presentations provides a more effective method to set

student appointments after sending a feedback form that also asks students if they would like to schedule an appointment.

## Implications of Change

The consistency of the Career Center staff has resulted in a continuous expansion and development of services offered at the center. Additionally, there has been a dramatic increase in the utilization of new technology related to career exploration for students. Subsequently, there has been an increase in student accessing the center both physically and virtually. In addition to career exploration, the expansion of services includes career preparation/pathway, resume writing and interview skills, networking as well as, a database of internship and career related experience opportunities. Although, there has been an increase in student utilization of the Career Center it remains a small percentage of Coastline's student population have used the Center's services.

The change in location from the fourth floor to the third floor had a slight negative impact on student frequency as the location is not as convenient or prominent to students. However, this is expected to only be temporary as Coastline's Guided Pathways model emphasizes the importance of career exploration as a key element for students in Clarifying the Path, Entering the Path as well as, Staying on the Path. Moreover, once the new Student Services building is constructed the Career Center will be located in a prominent and easily accessible location for students.

## Forward Strategy

The forward strategy aligns with the following college goals:

- **Student success, completion, and achievement** – Students who do not have a clear academic and career goals are more likely to delay their graduation (Allen & Robbins, 2010). Students receiving career exploration and can see their career goals are more likely to understand their education and complete their academic degrees at Coastline and beyond.
- **Instructional and Programmatic Excellence** – The Career Center, Transfer Center, and Counseling department will work more closely together so students can receive a more holistic service. There should be at least one counselor present in the Career Center to supplement services received from the career center staff into their student education plan. Additionally, the Career Center will explore ways to work seamlessly and cooperatively with the Transfer Center providing students information along the entire student journey.
- **Access and student support** – To increase career services access to online students, Career Center staff will continue producing at least one YouTube video per month. Career Center will do a needs assessment survey for students to decide what topic to cover in monthly videos.
- **Culture of evidence, planning, innovation, and change** – Career Center staff is currently involved in California Career Development Association and applied evidence-based techniques to provide high-quality services. There is a student sign in and feedback for all student appointments as well as feedback for all workshops and presentations.

- **Partnerships and community engagement** – To be more competitive, students need to supplement their education with relevant experiences. In alignment with Guided Pathways, Career Center staff will build community partnerships, so Coastline students have more opportunities to gain relevant experiences whether it’s volunteer work, internship, and other relevant experiential learning opportunities.

The forward strategy aligns with the Coastline pathways:

- **Clarify the path** - students receiving career exploration in the beginning of college are more likely to connect their educational goals to their career goals
- **Entering the path** - Most students enroll in college not knowing what path to pursue (Karp, 2013).
- **Staying on the path** – students who are more engaged in experiences in their field of study are more likely to persist

## Section 2: Human Capital Planning

### Staffing

#### Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2019-2020	Dean of Counseling	0	0	Career Center Administrative Assistant 1	0
Current year 2020-2021	Dean of Counseling	0	0	Career Center Administrative Assistant 1	0
2021-2022	Dean of Counseling	Career Counselor (.25 - .5 position)	0	Career Center Administrative Assistant 1	1 Federal Work Study Student
2022-2023	Dean of Counseling	Career Counselor (.25 - .5 position)	0	Career Center Administrative Assistant 1	TBD based on Student Services Building outlay
2023-2024	Dean of Counseling	Career Counselor (.25 - .5 position)	0	Career Center Administrative Assistant 1	TBD based on Student Services Building outlay

## Professional Development

### Professional Development

Name (Title)	Professional Development	Outcome
Paolo Varquez	National Career Development Association, Diversity Initiative and Cultural Inclusion Committee – Ongoing (Summer 2020)	Stay up to date with best career development practices in terms of diversity, culture, and inclusion.
	2020 National Career Development Association 3-Day Virtual Conference (Summer 2020)	Learned best practices to better serve students during COVID-19 in the lens of equity and inclusion.
	California Career Development Association – Technology Chair, Board Member Ongoing (2017)	Stay up to date with best career development practices and legislation state-wide.
	Doctor of Education (specialization in Community College Leadership) @ CSUF - Completed (Summer 2020)	Gained leadership skills to better collaborate with stakeholders with various projects such as Coastline Pathways, committees, etc. Honed research skills and apply best practices in the field of career development, particularly for Latinx students in community colleges.
	Producing Job-ready Graduates in a Pandemic-Impacted Job Market – Webinar – (Summer 2020)	Learned best practices to better prepare students in acquiring a job during COVID-19.
	Orange County Community College Virtual Career Virtual Seminar (Summer 2020)	Interacted with different professionals in Orange County and learned job search strategies students can perform to better market themselves (e.g. networking, LinkedIn)
	Careers in a Changing Era: How Higher Ed Can Fight the Skills Gap and Prepare Students for a Dynamic World of Work– Inside Higher Education Special Report – Webinar (Spring 2020)	Learned the perception of proficiency in career-readiness competencies from the employers’ and students’ point of view, how to measure and address the skills gap, and what colleges should focus on for career-mindedness efforts.
	Institute for the Future Completed (Summer 2019)	Developed skills and learned techniques to utilize in facilitation of foresight thinking practices as they relate to the College and Guided Pathways.
	Asian Pacific Americans in Higher Education (APAHE) Conference: Rooted in Community and Thriving in Partnerships Spring 2019	Learned best practices in better serving students who are Asian American Native American and Pacific Islander.

## Forward Strategy

Career Center staff has been involved in National Career Development Association, California Career Development Association, Orange County Career Education Community College Network, and other career-related associations. During the 2020-2021 academic school year, the Career Center staff plans to complete the Certified Career Services Provider (CCSP) from National Career Development Association. The investment in professional development has been essential to the continuous development of knowledge of the Career Center staff. Moreover, due to the fluid nature of the career field, involvement in professional development is necessary to stay current in job trends locally, nationally, and globally.

Currently, with only one Career Center staff that is often not physically present in the center due to classroom presentation schedule or other events, it is important that the center have an additional person physically present in the center to welcome and provide information to inquiring students. Career Center services are an extension of career counseling. To optimize the impact of both the Center services and Career Counseling for students, the coordination and integration of counseling faculty into the Career Center will be necessary. To provide students with a holistic experience throughout the student journey, coordinating and integrating overlapping processes with the Transfer Center will be necessary. This coordination and integration will be facilitated by the opening of the new Student Services building due to the proximity of the Counseling offices with the Career Center.

## Section 3: Facilities Planning

### Facility Assessment

Currently, the Career Center is located on the third floor of College center sharing space with the Transfer Center. There are two computer stations with two chairs, two rectangle tables with one chair awkwardly in the center of the room. The space also has a faculty suite is used for mock interviews, online appointments, in-person meetings, and producing YouTube videos. This space is not prominent to students or convenient for students to frequent.

Currently, due to the pandemic, the career center staff has been providing career services from home.

### Forward Strategy

To better serve Coastline students once the pandemic crisis is over, the center needs at least three more chairs and two more computers. Four computers should be sufficient as the career and transfer center often have at least one federal work study student using a computer.

As Coastline builds its new Student Services building, the Career Center will be located to the first floor and will be sharing the space with the transfer center. The location of the Career/Transfer center needs

to be publicly accessible and with prominent signage to raise awareness and to direct students to the Center. The staff workstations for the career and transfer center needs to have an adequate distance to ensure privacy while meeting students, being on the phone, and being in a conference call. A separate space will be needed for conducting mock interviews and to produce YouTube videos for students.

## Section 4: Technology Planning

### Technology Assessment

Coastline implemented Cranium Café during the 2017-2018 academic year. The current Career Center has a dedicated space for Cranium Café appointments. Workshops are conducted using Zoom. Currently, the Career Center staff has been using their own personal equipment to produce YouTube videos.

### Forward Strategy

To increase the quality of YouTube videos, high-quality webcam, microphone, and other equipment necessary to produce YouTube videos for sustainability will need to be provided by the College.

### Section 5: Initiatives

Career Initiative#1: Promote early student career identification/selection.

Describe how the initiative supports the college mission:

This initiative supports the college mission by assisting students in identifying career goals and providing clarity to educational pathway options in obtaining the student's identified career goals.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This initiative will support the first pillar of Coastline Pathways of clarifying the path and the second pillar which is choosing a path. Furthermore, this initiative also supports the third pillar which is staying on the path since student will have a more informed decision choosing their major. This initiative will target all students and students who are not certain about their major or career goals.

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) 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 a recent study, ([Dadgar et al., \(2017\)](#)) conducted 16 focus groups with 137 students from two California community colleges and found that many students find choosing a career and an appropriate major to be challenging. However, providing access to assessments such as the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (SII) test were effective tools in facilitating career goals.

Here is one of the summaries of findings:

Students who had visited their college's career center felt they had benefited from tests like the MBTI and the SII as a first step toward clarifying their career interests. They suggested incorporating these tests into an activity or class that all students would automatically participate upon entering college. (p. 7)

Recommended resource(s) needed for initiative achievement:

License to MBTI and SII.

What is the anticipated outcome of completing the initiative?

Students will have a higher career and major decision self-efficacy, less likely to change their majors, and graduate with less excess units

Provide a timeline and timeframe from initiative inception to completion.

Once access to MBTI and SII is secured this initiative can be immediately implemented as the Career Center Staff and all full-time counselors are certified in the administration and interpretation of both assessments.

**Career Initiative #2:** Build partnership with faculty across disciplines and create discipline-specific events (e.g. entrepreneurship and business virtual summit, healthcare career day).

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

In terms of career advancement, students will be able to participate in career events specific to their area of study to learn more about different occupations they can pursue, network with professionals in their field, and potentially find mentors who will further guide them.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

**How does this initiative play a part in Coastline Pathways?**

Directly. The fourth pillar of Coastline Pathways is ensuring students are learning. Learning does not just happen in the classroom; in fact, most of the learning happens outside the classroom. Career events allow students to engage with professionals in their field of study to gain more information about various careers. Furthermore, learning these practical information and guidance can indirectly improve the rate of students staying on the path.

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

- Learning or Service Area Outcome (SLO/SAO) 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 a recent study, ([Dadgar et al., \(2017\)](#)) conducted 16 focus groups with 137 students from two California community colleges found that many students find choosing a major to be challenging. Here is one of the suggestions from students:

...schools invite guest speakers on the topic and provide workshops, hands-on opportunities, internships, and job fairs. Students felt these activities and resources would help provide them with a better, more tangible understanding of their career choices, the subject matter required, and the salaries they could expect in those jobs, as well as offer them opportunities to discover which careers they would find fulfilling and enjoyable. (p. 7)

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

Funding for faculty stipend to encourage Faculty participation and support.

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

Students will be able to engage and network with professionals in their field of study and explore careers in their major.

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

Pilot events have already occurred. To scale this initiative to include multiple events in different disciplines and to make this part of the Coastline campus culture it is anticipated that this can be accomplished in two years.



## Transfer Center

# Section 1: Department Planning

## Purpose/Mission Statement

The Coastline Transfer Center's mission is to increase transfer awareness among Coastline's students, faculty and staff; provide students with the knowledge, skills, tools, and guidance needed to successfully transfer to four-year institutions; and to provide opportunities for transfer by collaborating with four-year institutions. The Transfer Center achieves these goals through an equity-minded, student-centered mindset.

The purpose statement of the Transfer Center aligns with the College mission statement by promoting a Coastline culture of transfer that meets students where they are and ensures services are all-inclusive, student-centered, and equitable.

## Description of the Department

The description of the Transfer Center is best described in what we do for students. Students are prepared and guided to successfully apply from Coastline to baccalaureate-level institutions. The Transfer Center has resources and services that enable students to research and identify majors or career fields of interest. The Center also provides access to online tools and one-on-one support to help prepare students for the transfer process and successfully complete the application process when it is time to transfer. Coastline students access Transfer Center services through appointments, transfer workshops, transfer fairs, and site-based counseling by four-year schools. Students become familiarized with admission eligibility criteria and the admissions process for the CSU, UC, and private institutions through web-based tools, resources, and direct networking with university representatives through site appointment visits. The Transfer Center staff and faculty are on hand to guide students through the access and use of these resources.

The Transfer Center provides the following comprehensive services:

Transfer to most four-year institutions requires students to be transfer ready to apply for admission. Prior to applying, the Transfer Center is instrumental in helping and supporting students to become "transfer ready" by guiding students to establish their transfer goals and know their transfer timelines. The Transfer Center encourages students to connect with their instructional faculty who can help them with their future academics, internships, and career goals. As well as with Counseling services to ensure the coursework required for admission is completed on time.

The Transfer Center provides transfer information for students and the Coastline college community with new, accurate, and evolving transfer information and requirements. Annually, the Transfer Center coordinates a Transfer Advisory Board meeting.

The Transfer Center schedules major transfer events such as Transfer Fairs and Transfer Symposiums, providing additional opportunities for students to gain transfer knowledge.

Students have online access to California public universities, articulation agreements, CSU and UC admissions applications, and private colleges. Students can also access to virtual campus tours, locally and globally.

During the application cycles, the Transfer Center provides transfer application workshops, labs and individual application reviews for students transferring to CSU, UC, and private institutions. Information and workshops for students applying for UC Transfer Admission Guarantees (TAGs) are also available.

Partnering with students extends past the application cycle. The Transfer Center provides information and guidance on the next steps in the admission process, guidance on denied admission appeal, and answers to unique and complex transfer questions.

The Transfer Center also provides students with direct access to local university representatives, as well as state-wide and nationally.

For the past five years, the Transfer Center Coordinator provided students with transfer-related workshops, transfer appointments, university representative site visits, university tours, and application computer labs. Between 2015-2019, fall transfer fairs were scheduled that enabled students to network, learn more about their transfer prospects, and make informed decisions on where to transfer. Transfer fairs are the main activities of the Transfer Center. The fairs hosted between 40 and 50 university representatives, who met between 61 to 92 Coastline students. Mini spring fairs were scheduled between 2016 to 2019 and attracted on average 34 university representatives and between 51 to 60 students.

Since Fall 2018 the Transfer Center has been physically located on the third floor in the College Student Services Center in Fountain Valley. Although College Center is a centralized location for student access to the Transfer Center, the third floor is not a prominent location that students frequent. Coastline has a high percentage of students that are Distance Learners, and as such, transfer services are available through a variety of virtual formats including: video-conference platforms such as Cranium Café and Zoom, by phone, email, live chat, phone text, and by appointment on a limited basis at the Garden Grove, Westminster Le-Jao, and Newport Beach Centers. In person access and visibility will increase when the new Student Center building is completed.

## Internal Analysis

The Transfer Center has been providing transfer services to Coastline College since fall 2016. The Transfer Center Coordinator scheduled classroom visits, student appointments at the learning centers, and conducts workshops and open labs. Transfer services have 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 (Table 1.1).

Between academic years 2016 to 2019 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 the Region 8 and the South County Higher Education Council (SCHEC) professional organizations. These partnerships are vital for Coastline providing the Transfer Center and students access to the most current transfer information, knowledge of transfer process changes, exchange of ideas and discuss transfer-related issues, and implement best transfer practices. Coastline's participation has increased the campus' exposure to four-year universities, many of which are interested in our student population, specifically online students. Partnerships were created with universities with demand majors and careers such as Nursing, Elementary Teaching, and Criminal Justice. From these majors, partnerships were created with CSU East Bay, Chico State, West Coast University, Roseman University of Health Sciences, Concordia University, Vanguard University, Brandman University and American Science and Health University.

The number of private university partnerships has increased by 35% due in part to Coastline's emphasis on online education. Many transfer students ask which schools have online BA/BS programs. Private California and Out-of-State schools offer the most online degree programs in popular majors. Out of 23 CSU campuses, only four CSU campuses offer Business BS degrees fully online, one CSU offers a Computer and Information Sciences degree fully online, and four campuses offer Sociology and Nursing (RN-BSN) fully online. UC Irvine will begin an online Business Program fall 2020. Between 2016-17 and 2017-18, Coastline's highest number of transfers was to private and out-of-state schools. Military students, as well as students who worked for employers with education benefits, were the student populations who chose private and out-of-state schools to earn their BA/BS degrees. Since 2018-19, these numbers began to decline due to a decrease in military enrollment.

The Transfer Center Coordinator strengthened internal college partnerships with EOPS, the Intercultural Resource Center, Academic Success Coaches, Student Success Tutors, the Title III Committee, Student Life, and faculty. College programs and faculty partnerships enabled the center to access specific student populations to better promote transfer services and minimize multiplicity of efforts within Coastline's three decentralized campus locations. The Transfer Center was fortunate to have at most 3 Work Study Students from the Financial Aid Department assisting with the Center's daily operations. These Transfer Center staff assisted the Transfer Center Coordinator with fair preparations, answered the phone, greeted students, and helped distribute transfer materials to the learning campuses in Garden Grove, Newport Beach, and Le-Jao-Westminster.

In each academic year between 2016 to 2020, 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, UC Santa Barbara, and UC Berkeley. Since 2016, the UCs have conducted 45 site and virtual visits with Coastline students compared to 5 between 2013 to 2015. Since 2019, CSU Fullerton has dedicated its CSU counselors to

Coastline. There was a 40% increase in the number of CSU Fullerton site visits at Coastline and 25% increase by CSU Long Beach with student access to a CSU counselor by appointment. The transfer fairs and university site visits have attributed to the increased number of Coastline students seeking transfer and earning bachelor's degrees.

In 2017 Coastline hired a Counselor for Articulation and Transfer. Although the Counselor's time has been focused mainly on increasing articulation through major preparation, CID courses, and ADTs they are available as needed to assist with students' complex transfer issues. The intention is for this Transfer Counselor to increase their time available to the Transfer Center and be present as needed by Transfer Center.

## Internal Analysis: 2019-2020

In Spring 2019 the Transfer Center moved from bus-based university tours with OCC and GWC to virtual tours. Since 2017, Coastline student participation declined steadily from pre-registration (8-10) to attendance on the tour day (0-1). Four-year campuses were also supplementing live campus tours with more dynamic virtual tours. Virtual tour links and information were compiled from all UC, CSU and private California schools. In Spring 2019, Virtual and Global Tours became available on the Transfer Center website allowing students to explore campuses any time of day or night.

In Spring 2019, the Transfer Center Coordinator piloted major-specific tours with the Business Department. The Business Program was selected for pilot because the College data shows majority of students declare Business as their major and, importantly, the Business Department Chairs expressed interest in the university tours for their students.

Major-specific tours were scheduled in the Business schools at CSU Long Beach and CSU Fullerton in April 2019. These tours generated the highest number of student participants with 12 students attending CSU Fullerton and 8 students at CSU Long Beach. Business faculty joined the tours, experiencing the tour alongside their students, and were also able to meet with CSU Business administrators and faculty.

In Spring and Fall 2019, the Transfer Center partnered with the Business Department to host major-specific university tours for Business majors. CSU Fullerton and CSU Long Beach welcomed Coastline Business students for an overview of their BA/BS Business programs and tour of the department, campus. Business faculty promoted and encouraged their students to attend. The District Transportation Department rented motor coaches, free of charge to the students, that accommodated 20. On March 6, 2020 a Business tour to CSULB was conducted with 9 students and Business faculty. This would be the last tour before the COVID-19 lockdown on March 16.

After the fall 2019 Fall Transfer Fair, the dean of Counseling and the Transfer Center Coordinator accessed the effectiveness of the event on Coastline students. Faculty and counselors promoted the transfer fair(s). Yet, as a decentralized, online college it was proving difficult to attract higher numbers of students to the Newport Beach Center even though most of general education courses were scheduled at the center and the Counseling department provided lunch trucks to encourage student participation. The Transfer Center was moving toward increasing online services and specialized transfer activities aligned with popular majors.

In 2019-2020, the Transfer Center developed online tutorials on the CSU and UC application, recordings of PowerPoint workshop presentations, and access links to tutorials available on YouTube by the UC, CSU and Private California universities. The workshop recordings and presentations are under review for ADA compliance. For 2020, the Spring mini transfer fair and major fall 2020 transfer fair were not scheduled. Seven virtual and on-site visits with CSU, UC, and private university representatives (Pathways with the Privates) were scheduled between February to July 2020. Attendance varied between 2 and 12 students. Little did we realize the foresight of moving transfer services, activities, and appointments to online using virtual services would ensure the Transfer Center was ready to assist students virtually when the COVID-19 crisis occurred.

## Survey Results

Table 1.1: Coastline Annual Transfer Data

4-Year School	2016-2017	2017-2018	2018-2019	2019-2020
CSU System	257	321	352	229*
UC System	49	68	80	88
In-State Private (ISP)	233	242	47*	44*
Out-of-State (OOS)	623	632	247*	218*
<b>TOTAL</b>	<b>1,162</b>	<b>1,263</b>	<b>726**</b>	<b>579**</b>

Date Source: National Student Clearinghouse/Institutional Research Department, CCCCCO Data Mart, CSU Institutional Research & Analysis, and UCOP Info Center.

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

\* Numbers reflect Coastline transfer students who were admitted, not the number of applications submitted by students who declared Coastline as the college they would graduate or verify ADT.

\*\* Totals reflect both number of applications and number of Coastline transfer students admitted.

## Student Survey Results

In 2020, the Institutional Effectiveness Department surveyed 966 students. Here are their responses

Table 2.1. Have you received services from the Transfer Center?

Response	Number	Percentage
Yes	97	10.04%

No	869	89.96%
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N=966

**Table 2.2: What is your level of satisfaction with the following services provided by the Transfer Center?**

Item	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total Number of Respondents
Quality of Workshops	51.69%	42.70%	4.49%	1.12%	89
Communication	53.93%	40.45%	4.49%	1.12%	89
Professionalism	58.43%	34.83%	6.74%	0.00%	89

**Table 2.3: As a result of using services and resources at the Coastline Transfer Center, please indicate the change in your ability to:**

Ability to	Much Better	Better	No Change	Worse	Much Worse	Total Number of Respondents
Clearly express your transfer goals	51.4%	38.645	10.23%	0.00%	0.00%	88
Successfully apply to four-year universities	45.88%	37.65%	16.47%	0.00%	0.00%	85
Understand transfer policies and procedures	45.88%	40.0%	11.76%	1.18%	1.18%	85

**Table 2.4: Please indicate the reason(s) you have not used or contacted Coastline's Transfer Center (Select all that apply)**

Answer Choices	Responses	Number of Respondents
I didn't know Coastline had a Transfer Center	20.05%	151
I don't plan on transferring from Coastline	25.90%	195
I'm only taking one or two classes at Coastline	45.55%	343

I get transfer information from my academic counselors	19.39%	146
I don't know how to make an appointment with the Transfer Center	5.18%	39
Coastline Transfer Center hours are not convenient for me	4.25%	32
		Answered: 753 students

In Tables 2.1, only 10.04% students indicated they used the Transfer Center. Although Transfer Center schedules many workshop activities and fairs, they are not well attended. The data indicates lower than expected turnout and suggests that promotion and marketing is needed to increase visibility to students. The Transfer Center is part of the Counseling Department in the Student Services Wing. Currently, the Transfer Center resides in the section on “Becoming a Student”, and not under Student Services or the Counseling Department. There is no link on the Counseling Department webpage except at the bottom under “More Information” tab. It is recommended that we review placement of the Transfer Center on the College website for visibility and access to students.

In Table 2.4, students indicated that they are taking one to two courses at Coastline. Students who enroll at Coastline for one to two courses will not establish residency to declare Coastline as their transfer or graduating school. This will continue to be problematic to increase Coastline transfer numbers as the CA community colleges move toward funding tied to transfer graduation completion rates.

**Service Area Outcome(s)**

*Service Area Outcomes (SAOs)*

SAO	Measures/Targets
SAO1. 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.	SAO1: Between 2016 to Fall 2019, four fall transfer fairs were scheduled at the Newport Beach Center. The number of university representatives grew from 34 to 48 schools available to students. The number of student participants grew slightly from 48 to 90 students. Most students who attended were enrolled in classes at the Newport Beach Center. Being a decentralized and online school has posed challenges to host large site-based events.
SAO2. As a result of utilizing Transfer Center	

<p>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>SAO3. As a result of utilizing Transfer Center services, resources, 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.</p>	<p>SAO2: Transfer workshops on Transfer Readiness, Cost of a CSU or UC education, CSU, UC, and Common Application labs were held in fall, spring, and summer semesters in computer labs and online through Cranium Café and Zoom. Each semester approximately 14 to 28 workshops were scheduled.</p> <p>Six to 15 site and virtual visits by the CSU, UC and private CA schools were scheduled in the fall and spring semesters between 2016-17 to 2019-20 for students to meet 1-on-1 to learn about ADTs, TAP-TAG and get tips on completing competitive applications.</p> <p>SAO3: Based upon the survey results, 45.88% indicated they were much better informed on the application and transfer policies-processes.</p>
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**External Compliance**

The Transfer Center and Articulation Department are in compliance with CSU and UC transfer requirements (IGETC) for upper division transfers (UDT) and application time periods. The Articulation Officer continues to established transfer agreements with California private and out-of-state schools that are regionally accredited.

The Transfer Center website is current and updated in compliance with ADA regulations and Consumer Information to meet federal compliance.

**Progress on Initiative(s)**

*Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
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Male Transfer Symposium	Under development	Develop and schedule a Male Transfer Symposium for spring 2021 to promote and encourage transfer to male students from the Black-African American, LatinX, and Asian Pacific Islander student populations. Planning to get underway in fall 2020.	Increase the number of transfers by male students in underrepresented student populations at Coastline by 10% to 50 % over the next 5 years.
Distribute surveys to measure student satisfaction and adjust accordingly in the Transfer Center planning processes.	Ongoing	Institutional Research Department will help develop and distribute student surveys on transfer goals and services satisfaction.	Initiated in spring 2020.
Major-specific university tours for the fall and spring semesters.	Spring 2019 to Spring 2020	Major-specific tour for Business Administration majors to CSU Long Beach and CSU Fullerton in April 2019 thru Spring 2020 with the Business Program. Additional schools to include UC Irvine. Due to the pandemic, all tours are virtual from April 2020 to present.	A total of 28 Business majors and four Business faculty attended in spring-fall 2019 Professors Kevin Erdkamp, Stacey Smith, Erin Thomas, and Abraham Adhanom participated and encouraged their students for the tours. Professor Erdkamp's former students had CSU student leadership positions and connected immediately with Coastline students on CSU transfer expectations and valuable "student-based" information. Business faculty met with CSU administrators. March 6, 2020 – nine students attended with Professor Smith to CSULB College of Business.
Online live and Camtasia-created workshops, and events throughout the academic year, including summer to improve student satisfaction.	Ongoing	Online live workshops were conducted in Summer 2018 and 2019 through Cranium Café. For 2019-2020, transfer 1-2-minute clips were developed and are reviewed for ADA compliance.  UC, CSU, and CA Private University You-Tube links will be posted on the Transfer Center website.	Since summer 2019, over two fifty students participated in online workshops for CSU and UC application completion.  You Tube transfer video lessons presented by the UC, CSU, and CA private schools will be available at the end of September 2020.
Add Transfer-Ready Workshops to provide transfer orientation and have	Ongoing	Year-around transfer workshops, including class	Scheduled over eight different transfer workshop

UC and CSU application workshops year-round.		visits, since 2016-17 to 2020-21.	titles (duplicated titles) from Fall 2016 to Summer 2020 with over 800 student participation.
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.	Ongoing	New webpage design with CSU, UC, Private CA, and Out-of-State schools posted on Transfer Center website.; increase in student appointments; transfer-related workshops and transfer orientations.	Further development with the Marketing Department and review of placement on the College home webpage.
Increase awareness of the Transfer Center and services through marketing, social media, internal and external partnerships, and other promotional means.	Ongoing	Public Information Office promotion on social media, College App, Career Center use of Facebook, Snap Chat, (virtual) 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.	Further development with the Marketing Department and review of placement on the College home webpage.  Working with Student Life on college-wide calendar and activities coordination since Summer 2020.
Improve transfer readiness of Coastline students through the Transfer Center	Ongoing	My Path and Guided Pathways.  CSU, UC, and Private CA schools taking the lead to promote transfer to Coastline students.	Promotion, clarity of transfer processes to be unveiled through My Path and Guided Pathways.  CSU and UC system taking a leading role to promote transfer at Coastline through online access and flexible schedules including weekends and evenings.

## Department Planning and Communication Strategies

All transfer activities, information, and access to the Transfer Center are available on the Transfer Center website located at <https://www.coastline.edu/becoming-a-student/transfer-students/transfer-center.php> The Transfer Center is readily accessible to students by in-person visits to the center or by Cranium Café, Zoom, phone, text, and email.

Transfer Center planning strategies occur on a weekly basis between the Dean of Counseling and Transfer Center staff. Meetings center on current and future transfer activities, improving transfer services, transfer-readiness of students, and budget allocation for transfer center operations.

The Transfer Center shares information about events, and activities with Counselors via email and presenting at Counselor meetings. Counselors are provided regular updates about changes in the transfer process.

Also, communications strategies include partnerships and promotions with instructional and student services departments and programs that are co-sponsoring or conducting workshops with the Transfer Center. For example, the Transfer Center collaborates with the Intercultural Resource Center to schedule workshops and appointments within their specific student population/general College student population. The Transfer Center has partnered with EOPS to conduct joint workshops for EOPS students on Transfer Readiness, CSU Application Completion, UC Application Completion, and Paying for College.

The Transfer Center has begun working with the Marketing Department and Public Information Office to promote transfer information to students via Twitter, Facebook, and Instagram.

## Coastline Pathways

In 2018-2019 and 2019-2020 the Transfer Center has attended internal workshops and study sessions on Guided Pathways in the areas of onboarding and education plan development. The Transfer Center Coordinator has attended internal and State Guided Pathways webinars and seminars to keep current with the overarching need for Guided Pathways – a clear understanding of required courses needed for GE and major requirement completion from the 2-year for transfer to 4-year schools. The Transfer Center has implemented Guided Pathways with information to students for tutoring and therapy services.

Through Guided Pathways, the Transfer Center has implemented ways to eliminate barriers for student access to tutoring services, scholarships, socialization through student clubs, events, and networking with 4-year representatives. The Transfer Center looks forward to the launch of My Path and Guided Pathways in fall 2020.

## Equity

There is no readily available data from 2015-2020 on specific student populations access to Transfer Center services or who have transferred from Coastline to a four-year institution. A 2018-19 Student Equity Plan Research Report showed that out of 308 in a student cohort the transfer percentage was lower among Hispanic (14.3%) and American Indian males (0% of 3 students). Males in this cohort showed 21.4% transfer compared to 34.3% of females. Transfer data provided by the UC Office of the President indicated lower transfer rates among Black/African-American and American Indian student populations: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

Since 2019-2020, the Transfer Center has worked with the Student Equity Department to identify gaps in transfer for specific student populations, provide equity in the transfer process and services, and ensure transfer inclusiveness. Coastline's Student Equity Department completed the Student equity and Achievement Plan in 2019. Transfer for males from underrepresented student populations during the 2016-17 academic year showed that males were disproportionately impacted in transfer to four-year institutions across many subpopulations, particularly African American males at 7.8%, American Indian or Alaska Native males at 4.2%, Native Hawaiian or other Pacific Islander males at 6.4%, and Hispanic or Latinx males at 6.8%.

In spring 2019, the Transfer Center developed resources for students to research and choose four-year schools based upon inclusiveness and services provided. The list of four-year schools that have inclusive policies, programs, and activities is posted on the Transfer Center website. Students can make best choices on transfer schools based upon student identity and services.

In 2020, the dean of Counseling, Title IX director, and Transfer Center Coordinator saw that the number of males in underrepresented student groups had lower transfer numbers. Transfer activities will be developed to promote transfer to Coastline male students in the Black and African American, LatinX, and Asian Pacific Islander communities.

An ongoing challenge stems from the decentralized campus environment. Student access to materials and information can vary. The Transfer Center works to ensure students can access materials and services from all campus sites, but hours of operation at the satellite offices as well as student access to internet resources can become a barrier for comprehensive transfer support.

An ongoing challenge stems from the decentralized campus environment. Student access to materials and information can vary. The Transfer Center works to ensure students can access materials and services from all campus sites, but hours of operation at the satellite offices as well as student access to internet resources can become a barrier for comprehensive transfer support.

## Efficiency

Since 2016 the Transfer Center has met its student transfer goals as illustrated in the Key Performance Indicators (KPI). The KPI illustrates Coastline's increase in the number of transfers and how well we are preparing students for transfer with an average increase of 10% per academic year.

### **Table 3 Key Performance Indicators (KPI)**

<b>College Scorecard KPI Measures</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Transfer Volume</b> (UC, CSU, Private & Out-of-State)	910	1,110	1,207	1,467	Pending
<b>Transfer Rate</b> (Transfer Velocity)	32.2%	36.2%	25.6	30.5%	Pending

The numbers above reflect internal transfer increases due to strength of the Transfer Center’s variety of services and activities that are provided to students. Among the 114 California Community Colleges, Coastline ranks 95th of UC transfers (2018-19) and ranks 102<sup>nd</sup> to the CSU (2017-18). As reported by the UC and CSU System Office, clusters of community colleges that surround Coastline in ranking share similarities in school and student population size. Most notably these comparable colleges are known for their emphasis in career/vocational training such as LA Trade Tech College. On the other side of the transfer spectrum, colleges such as Orange Coast, Irvine Valley, El Camino, Santa Monica, Pasadena, Mt. San Antonio round out the top 10 transfer by California’s two-year public colleges. These top-tiered transfer schools share similarity in traditional large school and student population size. These colleges have a reputation as community colleges with full array of Associate Degree for Transfer (ADT) and major degree (IGETC) programs.

What can be done to improve transfer rates at Coastline? A systemic barrier to transfer at Coastline is students enroll for 1-3 online courses and depart. They do not complete 60 units, graduate, and transfer from Coastline. As a predominantly online college, there have been communication and connection gaps between college services and students that are being resolved. The recent student survey indicated that 70% of students planned to take 1-3 courses. Starting in 2017 the Transfer Center digitized its forms and service availability online and through videoconferencing. Online service accessibility has accelerated due to Covid-19. Online presence and student services have accelerated at all higher education institutions as well.

The Transfer Center wants to increase its student transfer numbers and can do so if more ADT/IGETC majors, programs are offered to students. The Counseling Department and Transfer Counselor is proposing several initiatives focused on developing a transfer culture at the College (see Implications for Change and Initiatives). The Transfer Counselor, who also serves as the Articulation Officer, plans to meet with faculty and departments to encourage the development of curriculum for more ADT majors that appeal to both 18-24 year olds and to working students to complete AA-AS degrees and transfer. And continues to improve Coastline’s course-to-course articulations with four-year institutions, thereby reinforcing the campus is serious about supporting its transfer student population.

## Implications of Change

The Transfer Center will participate in future State and internal sessions on Guided Pathways to improve transfer and completion rates. Transfer-related video clips will be developed for students to access 24/7 to transfer prepare and become transfer ready as they complete 60 or more units. When the areas of Coastline Pathways transfer speaks to, such as onboarding and retention/completion, are presented in a more specific way and near the implementation stage the Transfer Center will need to ensure transfer is addressed in those areas. Because of the issues created by COVID, we are currently unclear on what some of the planning stages are at this time.

The Transfer Center staff has provided continuous expansion and development of transfer services offered and access through technology. There has been an increase in the utilization of new technology related to transfer exploration for students. We will explore what additional technological resources may promote a transfer culture at the campus as well as better reach our remote learners. One aspect is the Transfer Center website. It is informative but can be redesigned to reach students and faculty/staff where they are and provide them additional services and information.

Due in part to Coastline's decentralized campus and emphasis placed on career education, the campus does not demonstrate a strong transfer culture. Data (and anecdotal information) suggests that students do not see Coastline as a destination campus for a full transfer program, but more in alignment with prerequisite completion and accessing courses unavailable at their 'home' campuses. Knowledge of the transfer process and how best to encourage a transfer mindset varies among faculty and staff, creating an uneven level of support and encouragement for Coastline students. The Transfer Center is not able to represent Coastline at outreach events due to a small staff, further reinforcing supporting transfer students is not a high priority for the campus. The lack of robust articulation has also contributed to this perception. Despite the hard work and positive momentum by the Transfer Center Coordinator, the campus still does not emphasize transfer as it should, especially it being part of Coastline's mission statement. These issues create an opportunity for the Transfer Center to develop a campaign intended to create a stronger transfer culture at Coastline. Moving forward in this next cycle, the Transfer Center intends on focusing on Coastline's transfer culture.

Once the new Student Services building is constructed the Transfer Center will be located within the same areas of Counseling and the Career Center to provide easily accessible and one-stop transfer services for students. Higher visibility and easier access for students can help reinforce the Transfer Center exists and it is here to help them succeed.

## Forward Strategy

Develop a plan to address the implications of change. The plan should specify should aligns with one or more College Goals, College plans (The College planning documents can be found on the College

website), and Coastline Pathways. Forward strategy here based on above data and related to what is said in Implications of change section above.

The first steps in creating a stronger transfer culture at Coastline will include expanding partnerships between the Center and faculty and staff and increasing the Center's visibility and presence with the student population.

The Transfer Center will develop trainings and events that seek to expand the partnership between faculty and program offerings at Coastline. One example would be targeted presentations at department meetings which would deepen the understanding of how that department's coursework can benefit transfer students. Not only within general education context, but their overall transfer success. Likewise, the Transfer Center will seek to consistently have a Transfer Counselor in addition to the Transfer Center staff and Coordinator on hand at regular intervals for student access.

The Transfer Center will also reach out to the student population in multiple ways. Currently, many students are unaware of its existence (20%), while others are not 'home' students at Coastline. Investigating new ways to ensure students are aware of the Center and its resources, and how to easy they are to access, it will be key in improving the 20%. The larger issue of students taking one or two classes with Coastline and receiving their transfer information from their 'home campus' will be an ongoing issue. The Transfer Center will investigate alternative ways students who are not Coastline 'home students' can benefit from accessing its services. Revising the Transfer Center website to provide even more resources and a more 'hands on' feel will help connect students to the Center and Coastline as a whole.

In addition, deeper collaboration between the Transfer Center and Career center will be explored. Better methods to combine the career research and major selection students access through the Career Center with college choices, locations, programs of study, and tuition rates into a holistic portfolio the student can refer to during their academic career. This can be blended into the MBTI and STRONG inventories (see Technology below) results.

## Section 2: Human Capital Planning

### Staffing

#### *Staffing Plan*

Year	Administrator	F/T Faculty	Adjunct	Classified	Hourly
2019-20	Dean of Counseling		0	Transfer Center Administrative Assistant I	Work Study Student (1 position in Fall 2019). No works study student in spring 2020.
2020-21	Dean of Counseling		0	Transfer Center Administrative Assistant I	Work Study Student 18 hrs.
2021-2022	Dean of Counseling	Articulation Officer & Transfer Counselor (.25 -.5 positions)	0	Transfer Center Administrative Assistant I	Work Study Student 18 hrs.
2022- 2023	Dean of Counseling	Articulation Officer & Transfer Counselor (.25 -.5 positions)	0	Transfer Center Administrative Assistant 1	TBD based on Student Services Building outlay
2023-2024	Dean of Counseling	Articulation Officer & Transfer Counselor (.25 -.5 positions)	0	Transfer Center Administrative Assistant 1	TBD based on Student Services Building outlay

During 2019-2020 academic year, the Transfer Center was able to hire one Federal Work Study Student from the Financial Aid Department. While the Transfer Center welcomes work study students into the center to answer phones, greet students, and share transfer resources, the number of hours were not consistent because of the students' priority: school – and changes in students' attendance status. Work study students cannot be given assignments with student ID numbers due to confidentiality. Every effort has been made to minimize student information being shared with work study students. This requirement has greatly impacted the workload of the Transfer Center Coordinator.

As the College develops strategies to increase the number of transfer students, a review and study are recommended for reorganization with personnel resources dedicated to the Transfer Center in parity with OCC and GWC transfer staffing. Also, to further strengthen Career services with Transfer services as Guided Pathways is implemented with meta-major alignment with transfer and career goals.

## Professional Development

### *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 Vice Chair from 2017-2019. Serves on the Executive Committee from 2019-2020 to Current.	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	State Chancellor's Transfer Program	Contact with the Transfer Program for the Annual State Transfer Report and attend state-wide Transfer Website webinars/conferences.
Helen Ward, Transfer Center Coordinator	Internal technology training: C3UN, Transfer Directors directory, and Internal Training (Flex Days).	Professional technical training to keep current with computer software, compliance, and services to conduct 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.

## Forward Strategy

Transfer Center staff will continue to attend professional development sessions through the CSU, UC, and private four-year institutions. The Transfer Center will continue its relationships with SCHEC and attend Region 8 meetings and include a general counselor in Region 8 meetings to ensure the counseling perspective is also met. We predict the continued situation with COVID may develop into long-term

changes in how professional development is offered, focusing more on online meetings and trainings than in person sessions. This may enable the Transfer Center staff to attend events they may not have previously been able to attend due to time, distance, budget. This will be evaluated throughout the year.

In addition, planning for dedicated Transfer Counselor time to work with the Transfer Center staff and transferring students will be investigated and implemented.

## **Section 3: Facilities Planning**

### **Facility Assessment**

Since 2018-2019 the Transfer Center is housed in the Fountain Valley Student Services in Room 305, third floor. The Transfer Center shares the space with the Career Center and is adjacent to Employee Kitchen/Lounge, Distance Learning faculty office, and Conference Room. Students who visit the Transfer and Career Centers have access to two computer screens, worktable, university print materials, Coastline fliers, and job announcements.

### **Forward Strategy**

To better serve Coastline students the Transfer Center needs additional chairs and computers. Two of each at a minimum. This is at the Fountain Valley site. Additional resource possibilities need to be researched at Westminster Le-Jao, Garden Grove, and Newport Beach centers. Privacy is also a factor when multiple students are visiting the center, attention to this should be a priority. Because of the shift to the new Student Services building, we acknowledge the possibility of upgrading facilities at the current location is unlikely but include it here for completeness.

In 2019-20 plans were drawn for the new Coastline Student Services building. The Transfer/Career Center will be housed near the Counseling Department to facilitate ease of coordination of services and to provide students a convenient and easily accessible location for transfer and other student services. The design of the new building will address many of the facility concerns listed above. More space, easier to access for students, space for Counselors to work with students will all help promote a transfer-friendly culture at Coastline.

## **Section 4: Technology Planning**

### **Technology Assessment**

The Transfer Center continues to explore technological avenues to deliver transfer services and improve access for students, particularly Distant Learners. Current technologies utilized at the Transfer Center includes Cranium Café and Zoom for video conferences as well as the text feature in Ring Central.

The Transfer Center has identified YouTube links on CSU and UC transfer workshop topics to increase automated self-guided workshops for students accessible 24/7.

### **Forward Strategy**

Coastline College needs to investigate finding funds through grants or budget to improve communication between the Transfer Center and Coastline students who are distance learners. As evidenced by the student survey, 20% of students never heard of the Transfer Center. The Transfer Center constantly receives invitations and emails from universities inviting Coastline students to engage and participate. There needs to be clear operational procedure of how valuable transfer information can be pushed out to students. The Marketing Department has access to Event Brite to inform and register interest. Coastline needs to invest in software and consistent procedures so that the Transfer Center can use targeted emails that will get transfer information to students who indicated they are transfer or ready to graduate. This will be explored with OIR and Admissions and Records moving forward.

As stated in Section 1 above, the Transfer Center will update the website to a more robust and interactive page, including some type of Canvas shell-like information set. This will occur when we are able to update pages with our website administrator.

## **Section 5: Initiatives**

### **Transfer Initiative #1:**

**Developing a Transfer Culture: Expand Transfer Center Partnership with Coastline Faculty Through Collaboration and Access**

The Transfer Center's goal of supporting students is not only achieved through serving students directly, but also through strengthening the partnership between the center and Coastline faculty. Expanding the partnership and creating a more collaborative environment will benefit students through stronger curriculum and coursework which aligns easier to transfer requirements at the four-year level. Although college faculty are knowledgeable in their disciplines, many could benefit from additional information on how their coursework is evaluated at the transfer level. Targeted presentations at departmental

meetings or Transfer Counselor availability for questions and answers would serve as the foundation for further developing the partnership.

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

Guiding students toward attainment of transfer as a goal is explicit in our mission statement. Educating faculty on the transfer process creates opportunities to strengthen course content for articulation and meeting transfer requirements, making the transfer goal easier for students to achieve.

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

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

**How does this initiative play a part in Coastline Pathways?**

The Transfer Center's increased collaboration with faculty ties into Coastline Pathways by ensuring students receive the correct course paths when they enter the campus and continued transfer-oriented support through faculty knowledge, course planning, and roadmaps throughout their time at Coastline. How faculty can be active participants in a student's transfer path is a component of this initiative and ties directly into the institution-wide supportive environment Pathways embodies.

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

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

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

Common sense as well as multiple examples exist of how increased faculty awareness and involvement in the transfer process promotes a culture of transfer that benefits students by streamlining and normalizing the process of transfer.

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

Transfer Center staff/Transfer Counselor will need time to create and then present to departments and be available for follow up as needed.

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

Expanded faculty awareness of the transfer process and its complexities. Faculty creating and revising curriculum in a more transfer-informed environment, streamlining articulation processes, and increasing the number of courses Coastline offers which meet transfer student needs.

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

2020-2021	Create general presentation materials, contact departments/faculty and arrange times to meet. Begin meeting with departments.
2021-2022	Continue meeting with departments, update information as needed (example, AB 1460 and Ethnic Studies requirement at CSU, bill passed – implementation still being discussed at CSU level)
2022-2023	Continue meeting with departments. Evaluate collaborative efforts. Adjust process as needed.
2022-2023	Continue.

**Transfer Initiative #2:**

Developing a Transfer Culture: Increase Transfer Center Visibility and Access to Coastline Student Population

According to data provided by Coastline’s Institutional Effectiveness Department in of spring 2020, a full 20% of Coastline students are unaware the Transfer Center exists. While a small percentage not realizing Coastline has a Transfer Center is inevitable, one-fifth of students is too high of a number and can be reduced. The Transfer Center serves the student population, and all students should know it exists and be able to access it for guidance on transfer-related issues.

Because Coastline is committed to Distance Learning excellence a modern and robust website is a necessity. This includes student support services webpages accessed by students. While the Transfer Center website provides good general information to students it can be expanded to include additional

transfer-specific resources for students. Alongside the Transfer Center's live and virtual in-person support a more dynamic website will improve support for our distance students.

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

Transfer is specifically stated in the college mission. Students must be aware of the Transfer Center for it to guide them toward successful transfer. Meeting students where they are requires the Transfer Center to reach out in new ways to ensure the students are aware of the support it provides.

**What college goal does the initiative support? (New Vision 2025 goals to be added)**

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

**How does this initiative play a part in Coastline Pathways?**

Today's transfer path is a complex one for students. Awareness of the Transfer Center will aid students in need of assistance in completing their transfer goals and the direct support model is integral to Guided Pathways. It aligns and supports both Entering the Path and Staying on the Path, to borrow from the Coastline model.

The Transfer Center provides information to students that not only assists them at the beginning of their time at Coastline, but also throughout their educational journey. A more robust website will help students keep focused and working toward a successful transfer, ensuring they stay on the path while at Coastline.

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

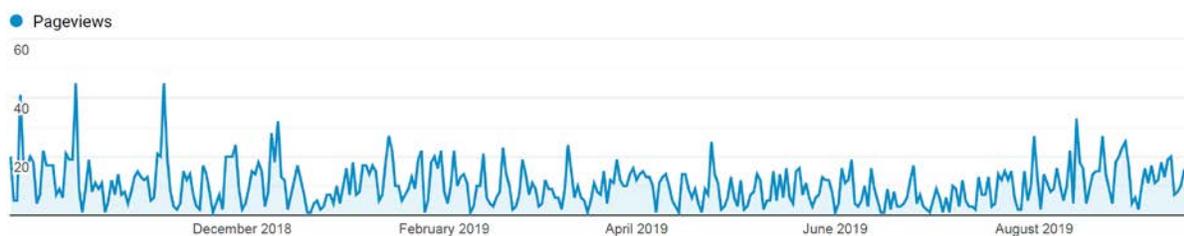
- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

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

Data above suggests students at Coastline unaware of the transfer center may not transfer through Coastline, electing to transfer through another institution or potentially not transferring at all. A

proportion of the 20% who are unaware of the Transfer Center must factor into the transfer rate for Coastline students.

Hits on the Center Website have declined as indicated by the analytics provided by the Coastline webmaster. 2017-2018: 6767, 2018-2019: 3826, 2019-2020: 3593



The data suggests students are not utilizing the website as often as they used to, suggesting a review of what is provided and update the site accordingly.

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

Collaboration with Coastline’s marketing department to develop a comprehensive strategy of increase student awareness of the Transfer Center. Requesting increased visibility of the Transfer Center’s support within online courses in a way similar to the Library’s presence in course materials.

Access to revise the Transfer Center website. Whether this is direct login access, or the ability to revise current pages and add new pages through IT, being able to make changes is the current hurdle.

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

Reduce the percentage of students unaware of the Transfer Center over the next 5 years. We anticipate the percentage reduced to below 10% by the end of the campaign, preferably 5% or lower. The increased awareness will increase Coastline’s transfer rate. It is difficult to estimate the amount of that increase at this time, but increasing our successful transfer rate is an ongoing goal for the Transfer Center.

Increased traffic to the Transfer Center website. This will translate into an increase in transfer rates – the anticipated amount may be small, but it will be an increase. Not only will an updated webpage benefit student, but counselors and faculty as well, allowing them to easily access information and save time during counseling appointments.

Provide a timeline and timeframe from initiative inception to completion.

2020-2021	Collaborate with Marketing, introduce plan. (3% reduction) Create outline for new Transfer Center website including pages needed, content, links. Work with IT/Marketing for access to make changes. Implement changes.
2021-2022	Evaluate plan with Marketing, revise as needed based on survey results/transfer numbers (6% reduction) May need to carry website revision into second year if the outline/access/webpage changes take longer than expected.
2022-2023	Evaluate plan with Marketing, revise as needed based on survey results/transfer numbers (9% reduction)

## Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
<b><u>Counseling Initiative</u></b>								
<b>#1: Align Coastline</b>								
Counseling Department practices to meet Standard of Practice for California Community College Counseling Faculty and Programs	10 full-time counselors	\$1M	Ongoing	None	Internal research, external research, and learning outcomes	All	Spring 2024	1
<b>Career Initiative #1:</b>								
Promote early student career identification/selection	Funding for 250 MBTI and SII assessments	\$8K	Ongoing	None	External Research	All	Fall 2021	2

**Transfer Initiative #2:**

Developing a Transfer Culture: Increase Transfer Center Visibility and Access to Coastline Student Population

See narrative

\$0

N/A

None

Internal, External Research

See narrative

Spring 2023

3

**Counseling Initiative**

**#3:** Revise and implement a New Student Orientation for Incarcerated students.

See Narrative

\$0

N/A

None

External Research

All

Spring 2021

4

**Counseling Initiative**

**#2:** Expand Counseling Department Course Offerings to support Coastline Guided Pathways.

See Narrative

\$0

N/A

None

External

All

Spring 2024

5

**Career Initiative #2:**

Build partnership with faculty across disciplines and create discipline-specific events (e.g. entrepreneurship and business virtual summit, healthcare career day).

See Narrative

\$0

N/A

None

External

All

Spring 2023

6

**Transfer Initiative #1:**

Developing a Transfer Culture: Expand Transfer Center Partnership with Coastline Faculty Through Collaboration and Access

See Narrative

\$0

N/A

None

Internal, External Research

See Narrative

Spring 2023

7

# Counseling Department Survey Responses

Spring 2020



# 2020 Counseling Department Review Counselor Survey

QUESTION SUMMARIES

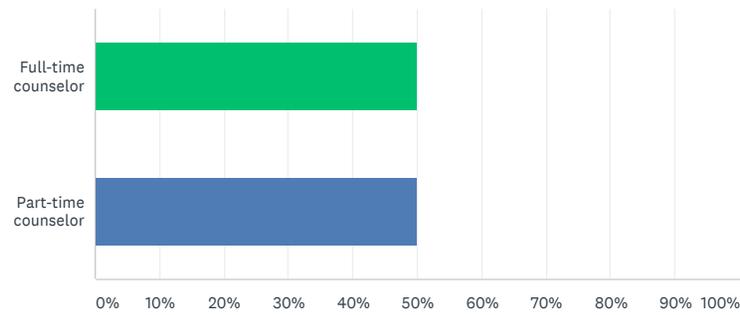
DATA TRENDS

All Pages ▼

Q1

Which best describes your position?

Answered: 6 Skipped: 0



Add a comment ▲ ×

ANSWER CHOICES

RESPONSES

Full-time counselor	50.00%	3
Part-time counselor	50.00%	3
<b>TOTAL</b>		<b>6</b>

Q2

Do you teach any counseling courses?

Answered: 6 Skipped: 0

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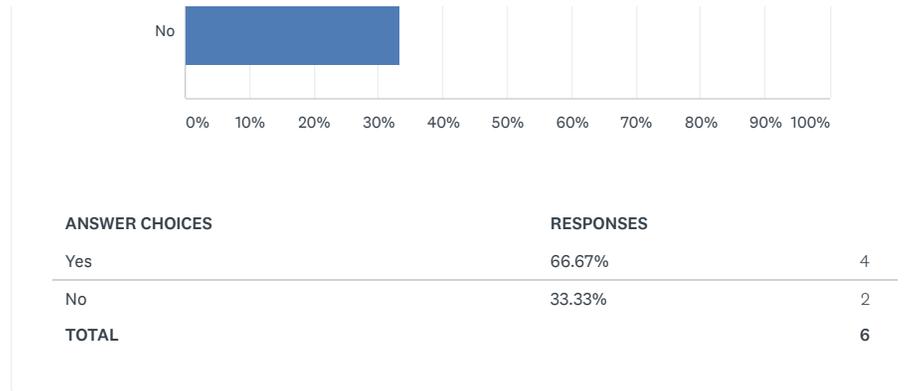
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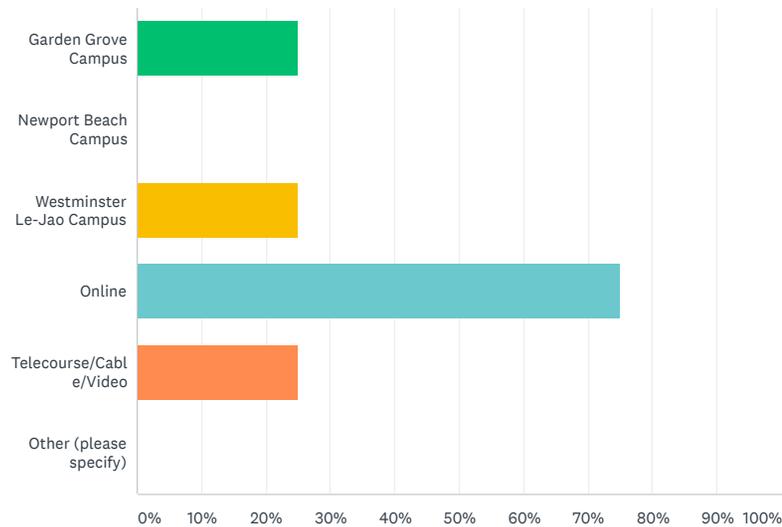


Q3



At which location or in which delivery mode are you currently teaching classes in this program. (Mark all that apply, including Military Program classes.)

Answered: 4 Skipped: 2



ANSWER CHOICES	RESPONSES	
Garden Grove Campus	25.00%	1

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6 responses



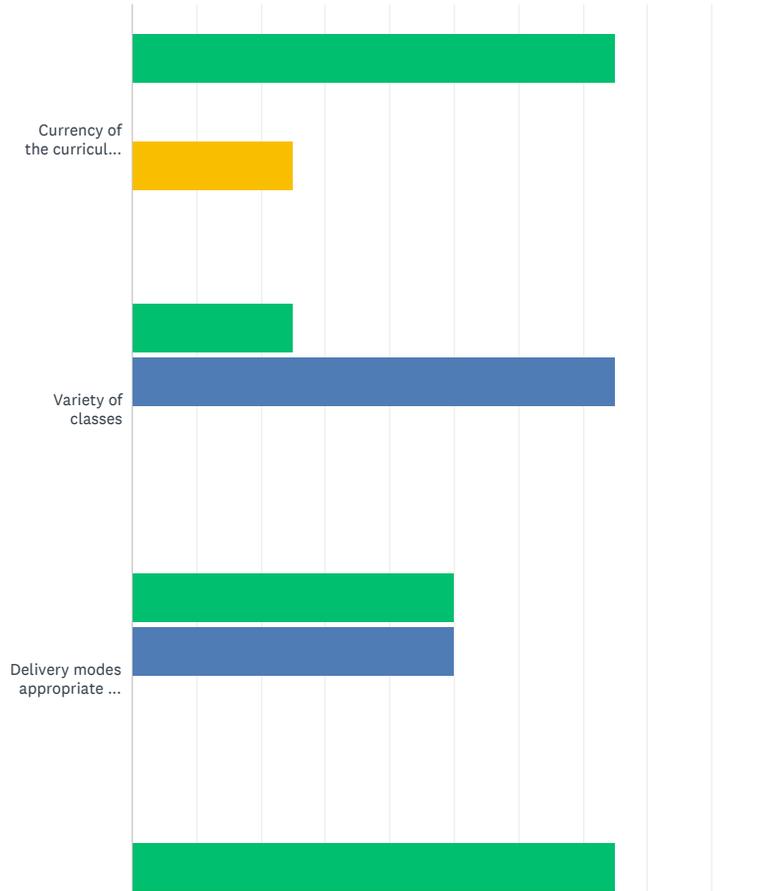
Telecourse/Cable/Video		25.00%	1
Other (please specify)	<a href="#">Responses</a>	0.00%	0
<b>Total Respondents: 4</b>			

Q4



Please rate your level of satisfaction with each of the following as related to this program. (Skip any item that is not applicable to you.)

Answered: 4 Skipped: 2



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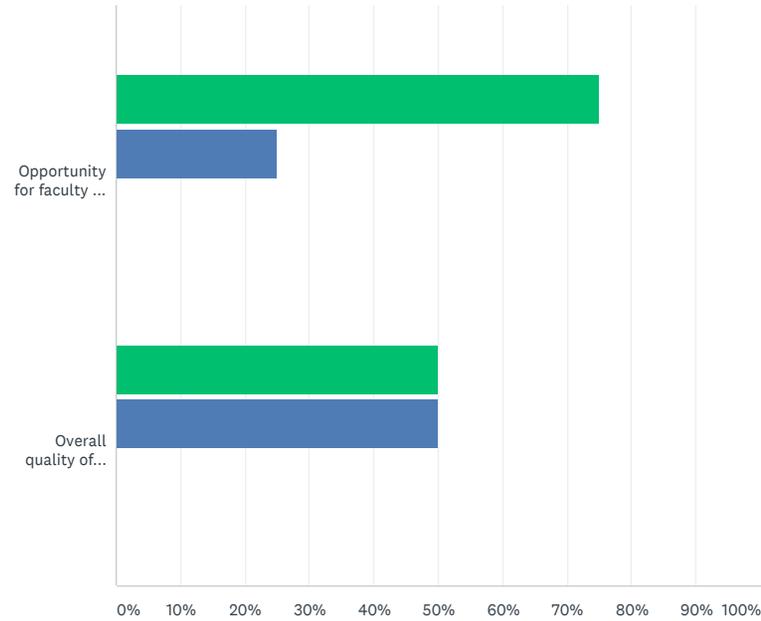
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6 responses



Very Satisfied Satisfied Dissatisfied Very Dissatisfied

	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL
Currency of the curriculum (up-to-date in relation to transfer standards and SLOs)	75.00% 3	0.00% 0	25.00% 1	0.00% 0	4
Variety of classes	25.00% 1	75.00% 3	0.00% 0	0.00% 0	4
Delivery modes appropriate to student needs	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4
Relevance of classes to student needs	75.00% 3	0.00% 0	25.00% 1	0.00% 0	4
Opportunity for faculty to participate in curriculum review and program	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4

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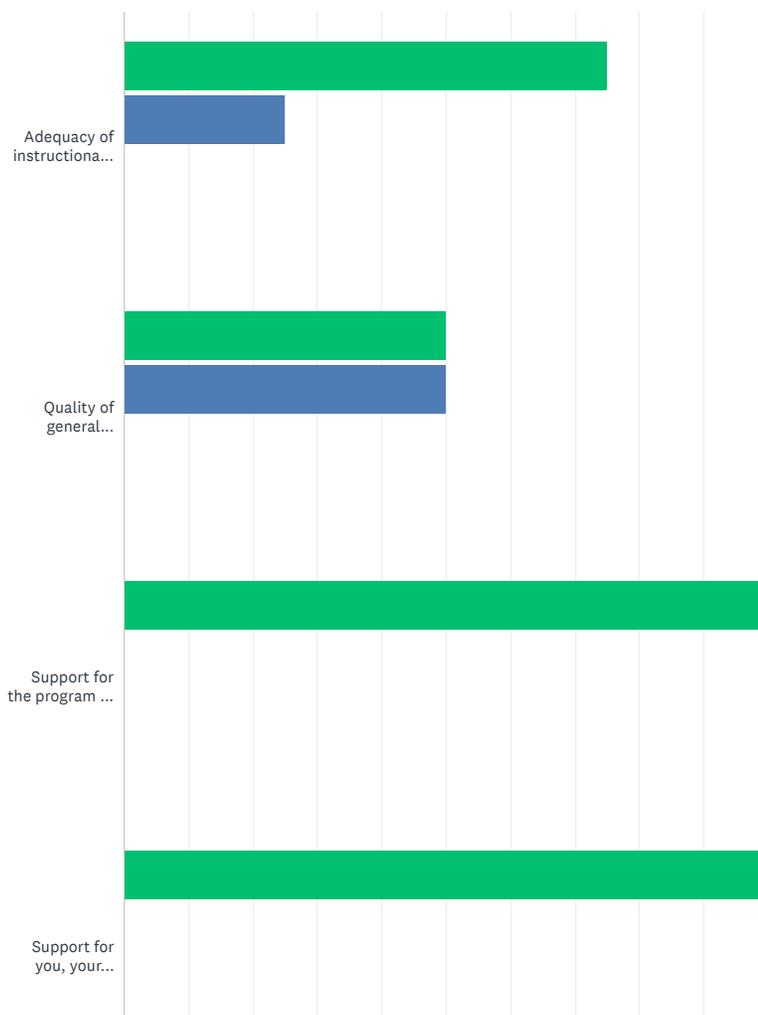


Q5



Please rate your level of satisfaction with each of the following as related to this program. (Skip any item that is not applicable to you.)

Answered: 4 Skipped: 2



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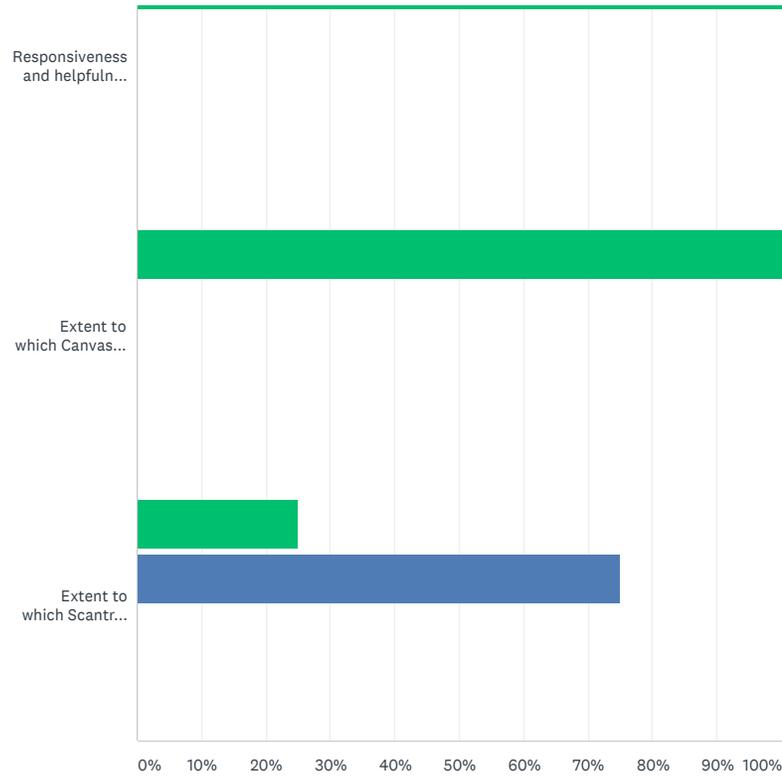
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6 responses



Very Satisfied Satisfied Dissatisfied Very Dissatisfied

	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL
Adequacy of instructional facilities	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
Quality of general instructional equipment (audio-visual, instructor classroom computer and projector, etc.)	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4
Support for the program and classes from Dean and	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4

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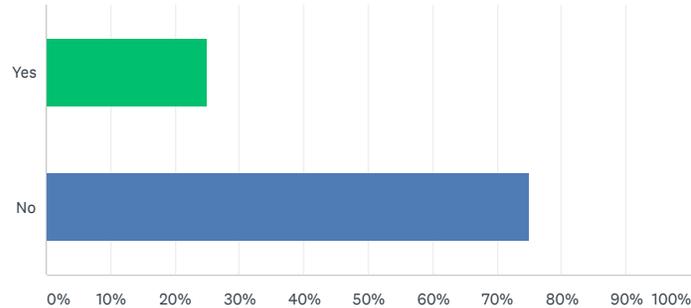
program from your department chair					
Responsiveness and helpfulness of Coastline's Distance Learning Department in meeting your needs as a DL instructor	100.00%	0.00%	0.00%	0.00%	4
	4	0	0	0	
Extent to which Canvas tools and options allow you to teach your class(es) in the way you want	100.00%	0.00%	0.00%	0.00%	4
	4	0	0	0	
Extent to which Scantron quizzes and midterm and final exam options meet your testing needs	25.00%	75.00%	0.00%	0.00%	4
	1	3	0	0	

Q6



Do any of your classes serve incarcerated students?

Answered: 4 Skipped: 2



ANSWER CHOICES

RESPONSES

Yes

25.00%

1

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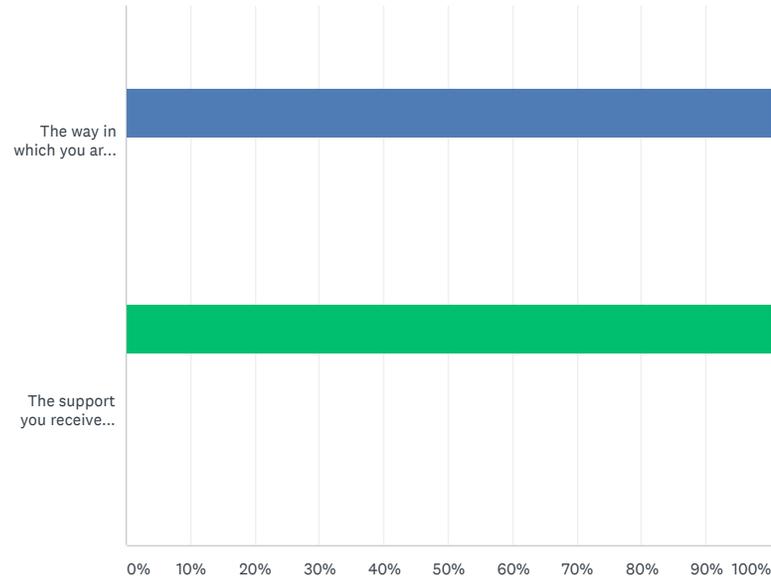


Q7



Please indicate your level of satisfaction with each of the following items.

Answered: 1 Skipped: 5



Very Satisfied Satisfied Dissatisfied Very Dissatisfied

	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	TOTAL
The way in which you are able to deliver instruction for incarcerated students	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1
The support you receive from the Incarcerated Service Support Team	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1

Comments (0)

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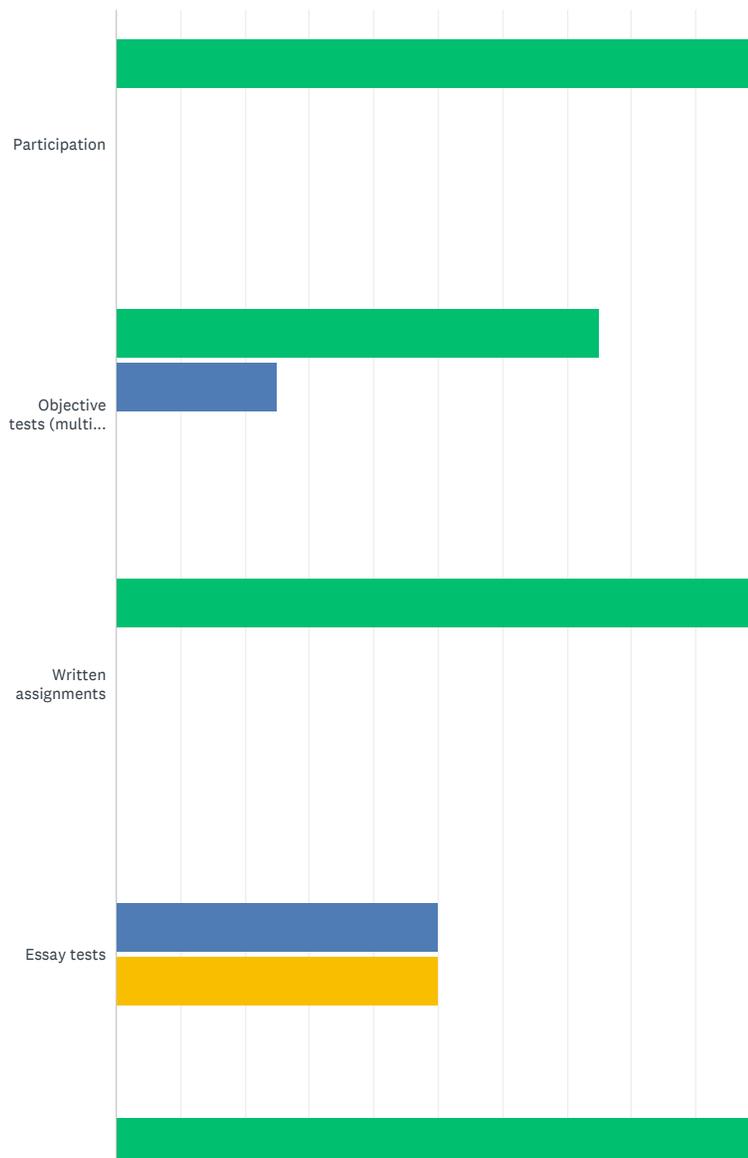
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6 responses



Please indicate the methods you most often use to measure/assess whether students are achieving the outcomes you expect in your course(s).

Answered: 4 Skipped: 2



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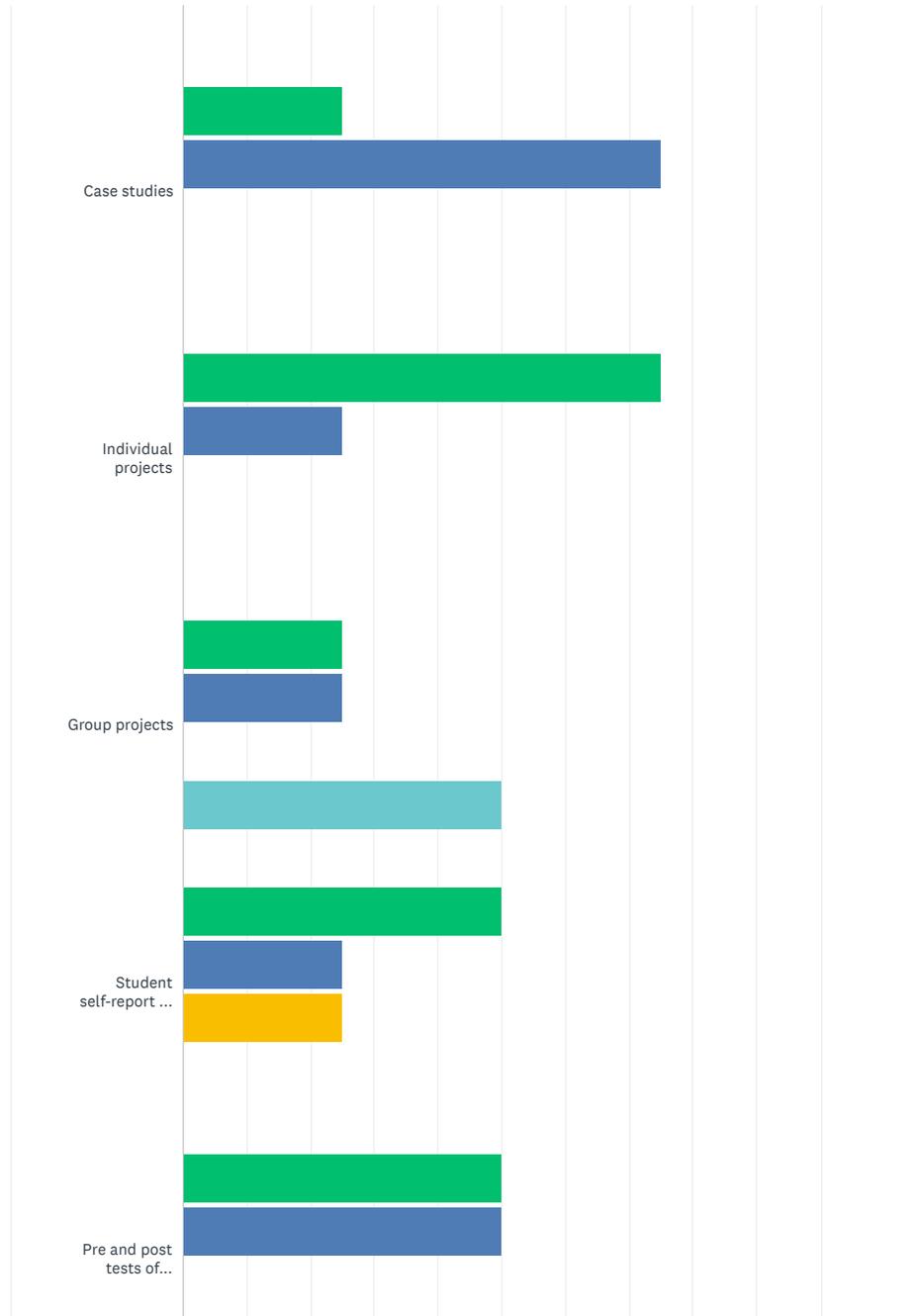
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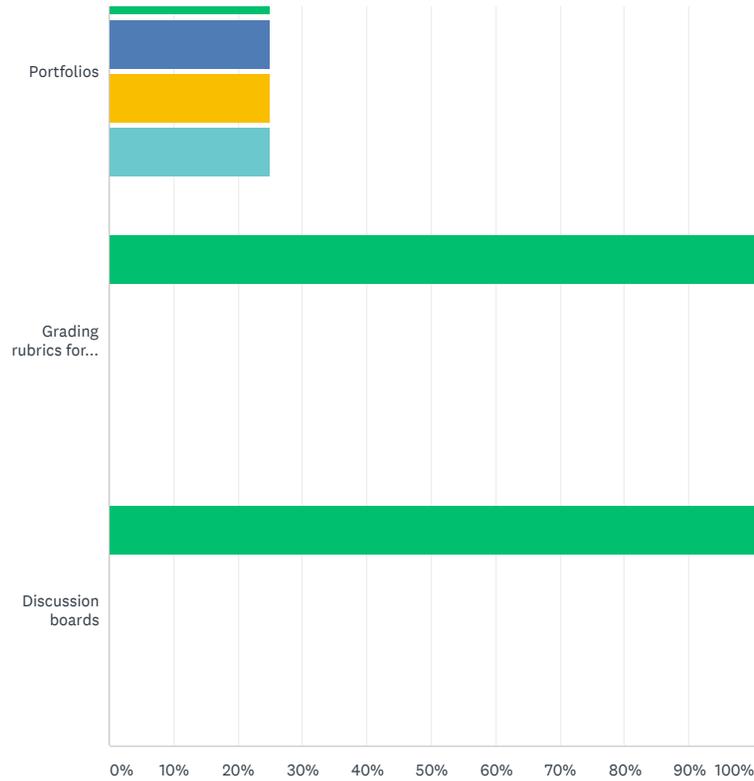
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■ Frequently 
 ■ Sometimes 
 ■ Rarely 
 ■ Not at all

	FREQUENTLY	SOMETIMES	RARELY	NOT AT ALL	TOTAL
Participation	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Objective tests (multiple choice, true/false, short answer, etc.)	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4
Written assignments	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Essay tests	0.00% 0	50.00% 2	50.00% 2	0.00% 0	4
Skill demonstration	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Case studies	25.00% 1	75.00% 3	0.00% 0	0.00% 0	4

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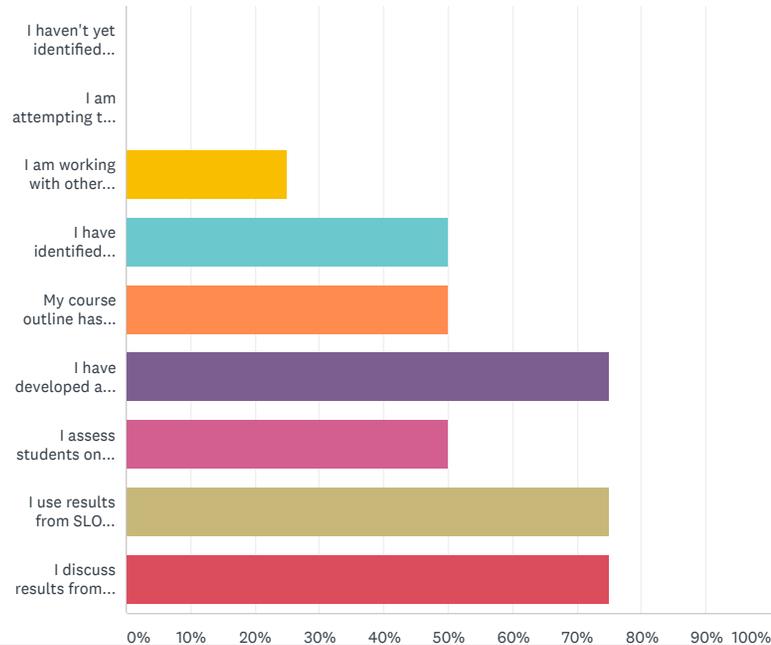
application of knowledge/skill to daily life	2	1	1	0	4
Pre and post tests of abilities	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4
Portfolios	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4
Grading rubrics for assignments/observations	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Discussion boards	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4
Comments (0)					

Q9



What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)

Answered: 4 Skipped: 2



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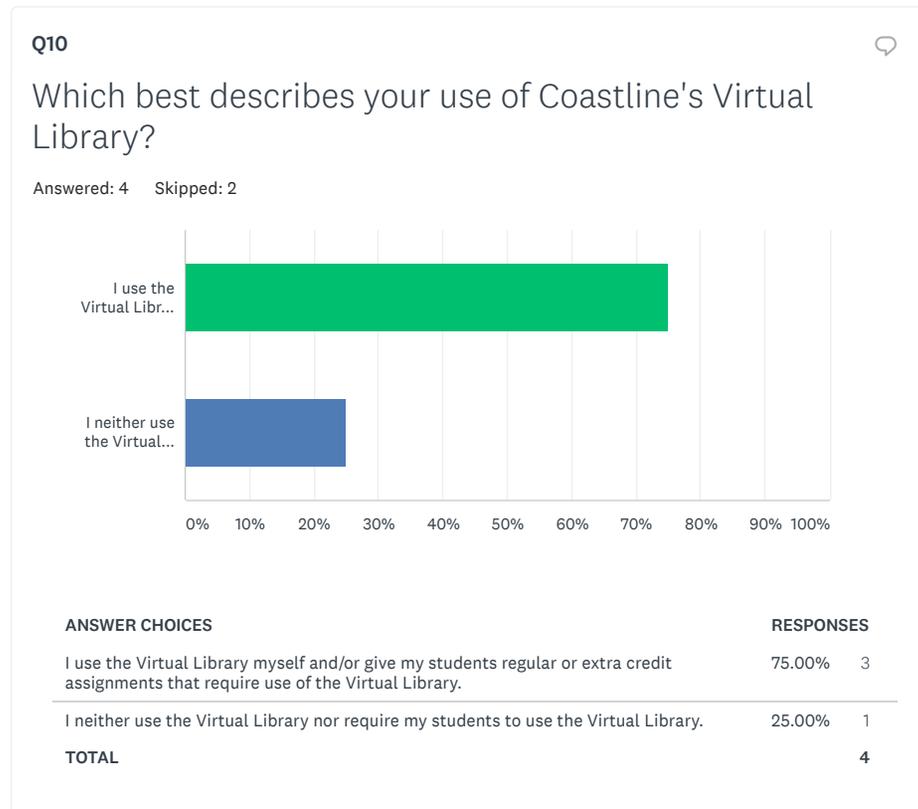
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I am attempting to identify expected SLOs but need some assistance.	0.00%	0
I am working with other faculty in my discipline to identify expected SLOs.	25.00%	1
I have identified expected SLOs.	50.00%	2
My course outline has been updated by me or someone else to include expected SLOs.	50.00%	2
I have developed a plan for assessing SLOs.	75.00%	3
I assess students on expected SLOs no less than once a year.	50.00%	2
I use results from SLO assessments to modify my instruction.	75.00%	3
I discuss results from SLO assessments with other faculty in my department so that we can make decisions about teaching and assessment, needed resources, planning, and budgeting based on actual learning outcomes.	75.00%	3
<b>Total Respondents: 4</b>		



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use it. Select "1" for the primary reason, "2" for the secondary, etc. Note: You can use each ranking number only once.

Answered: 0 Skipped: 6

**⚠ No matching responses.**

	1	2	3	4	5	6	7	8	TOTAL
I didn't know Coastline had a Virtual Library.	0.00% 0	0							
I don't know how to access the Virtual Library.	0.00% 0	0							
The log-in procedure is too complicated.	0.00% 0	0							
I don't understand the organization of content in the Virtual Library.	0.00% 0	0							
I can't remember my log-in and password.	0.00% 0	0							
I do not require research assignments in my classes.	0.00% 0	0							
I don't have time to review/grade library assignments/research papers.	0.00% 0	0							
Other	0.00% 0	0							

Comments (0)

**Q12**



Please indicate the extent of your satisfaction with each of the following items as related to counseling.

Answered: 5 Skipped: 1

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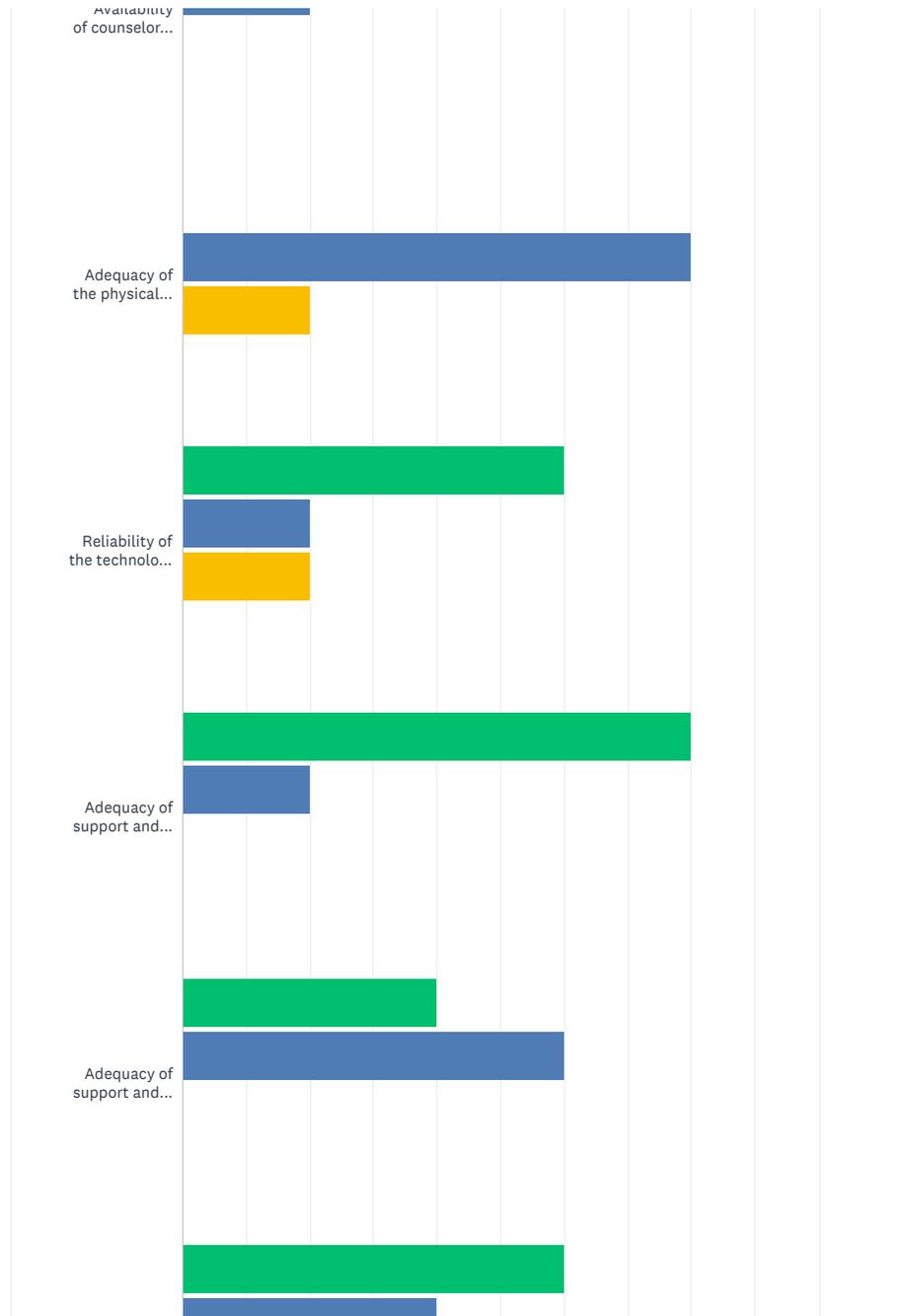
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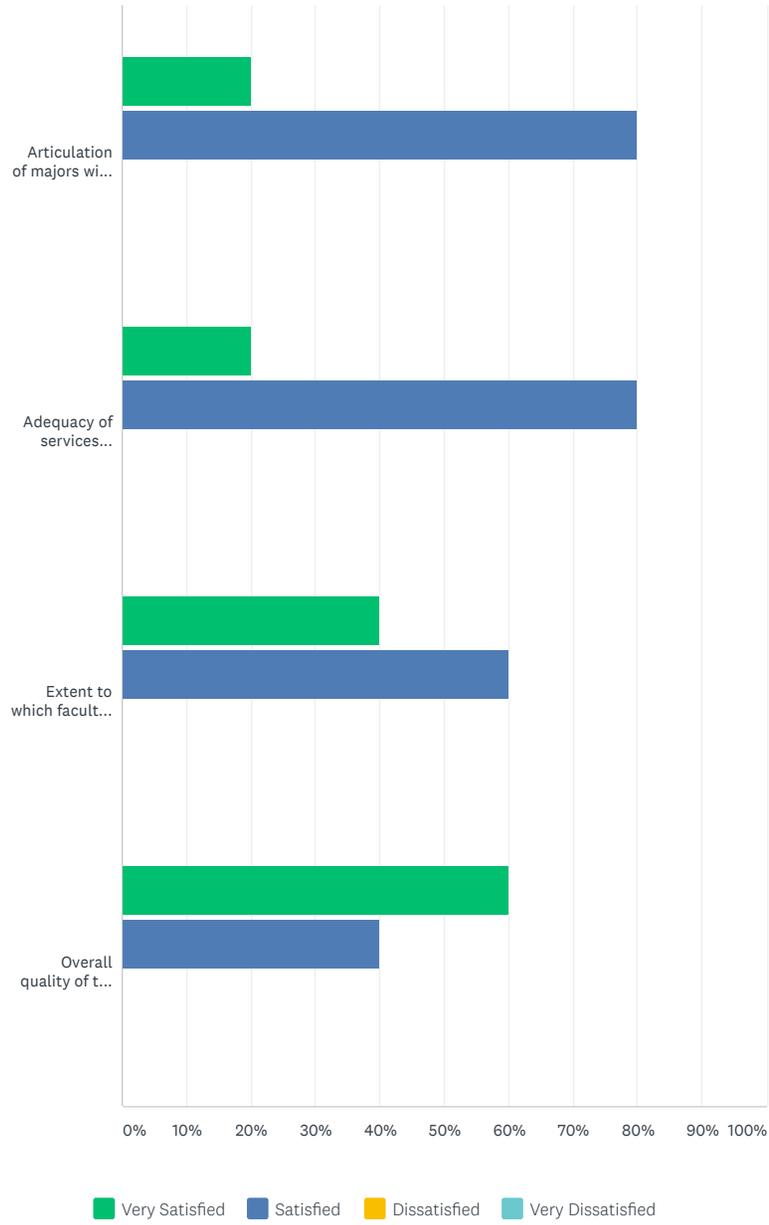
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VERY SATISFIED    SATISFIED    DISSATISFIED    VERY DISSATISFIED    TOTAL

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provide counseling services					
Reliability of the technology used to delivery online counseling services	60.00% 3	20.00% 1	20.00% 1	0.00% 0	5
Adequacy of support and services provided by counseling clerical/support staff	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
Adequacy of support and services provided by admissions and records staff	40.00% 2	60.00% 3	0.00% 0	0.00% 0	5
Extent to which counseling services fulfill mandates of matriculation	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5
Articulation of majors with four-year universities	20.00% 1	80.00% 4	0.00% 0	0.00% 0	5
Adequacy of services provided by Coastline's Transfer Center	20.00% 1	80.00% 4	0.00% 0	0.00% 0	5
Extent to which faculty and staff meet the needs of culturally diverse students	40.00% 2	60.00% 3	0.00% 0	0.00% 0	5
Overall quality of the counseling program and services	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5

Q13



Please rate the importance of each of the following student services. Skip any item if you don't know

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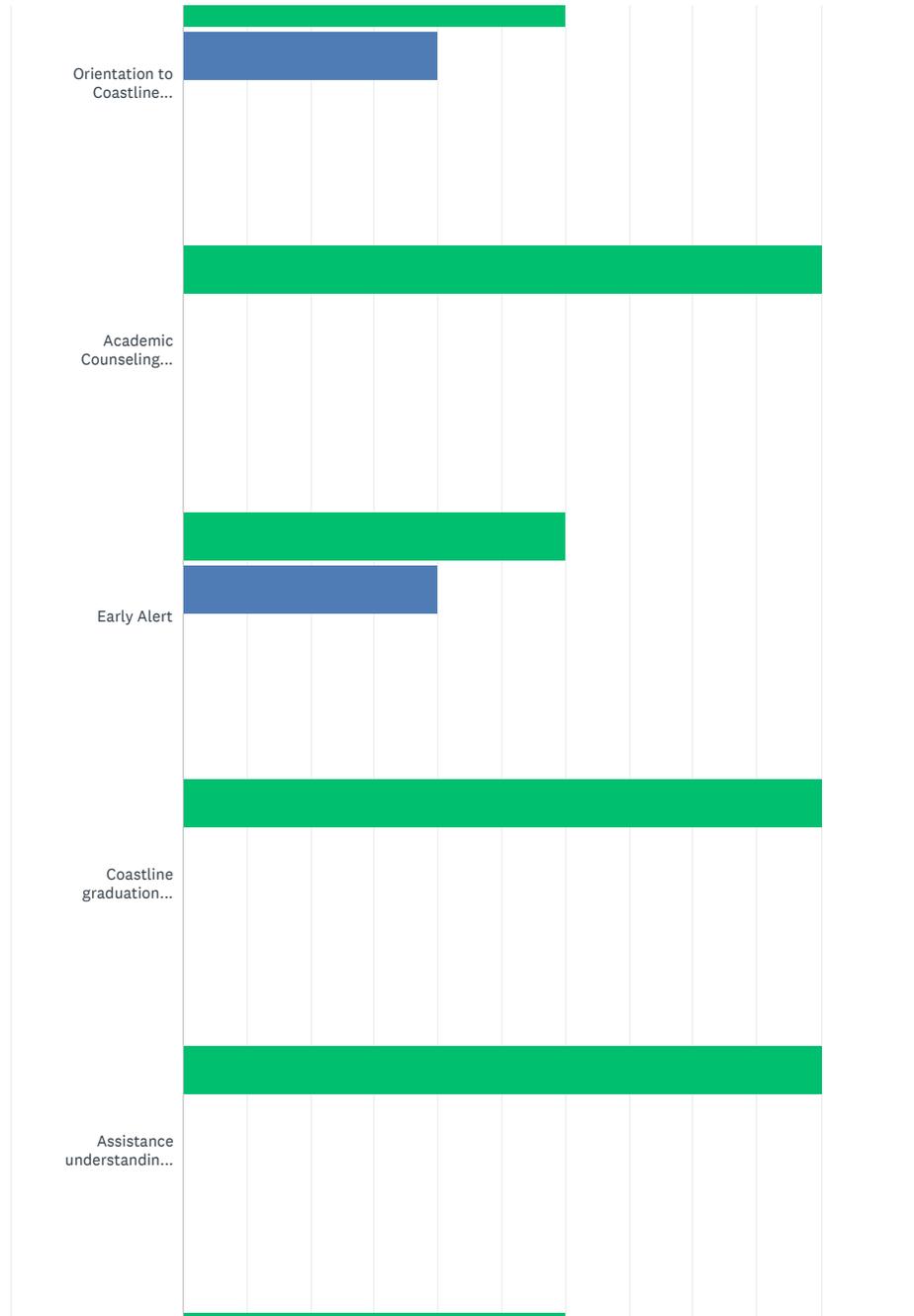
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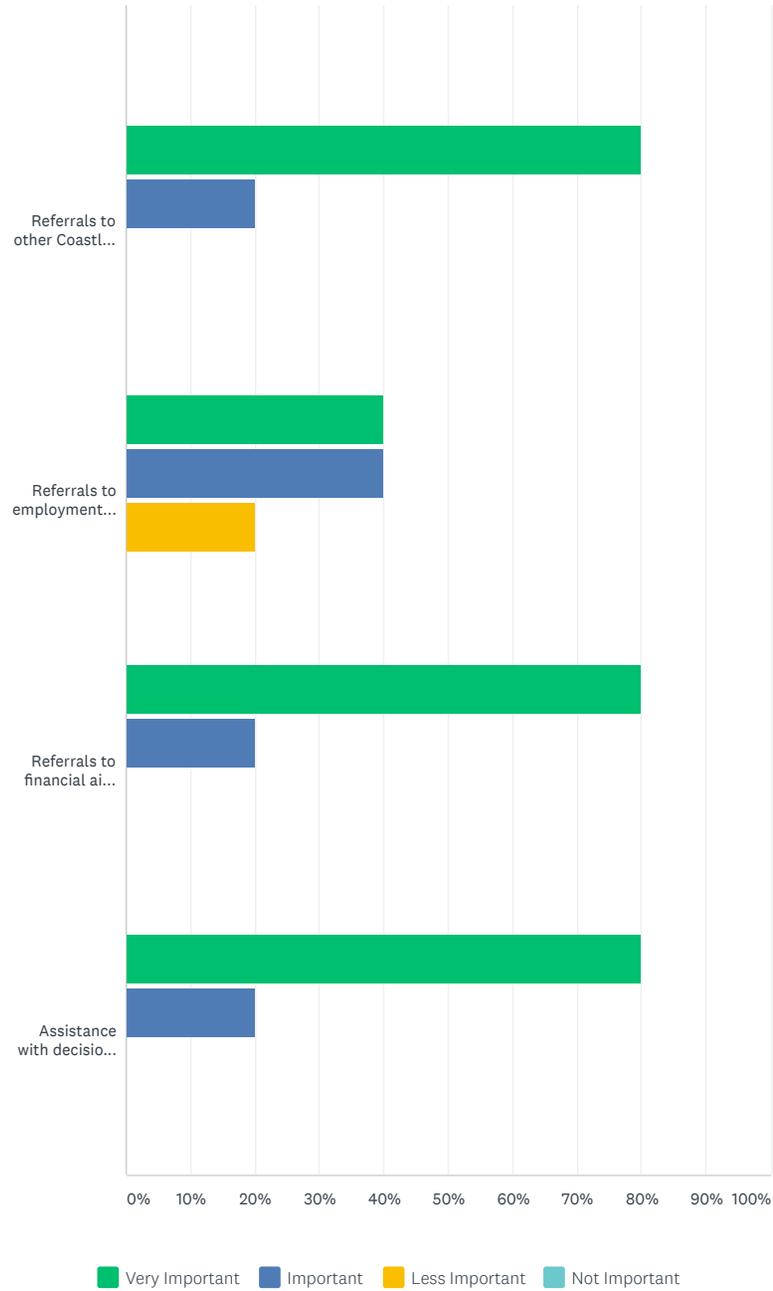
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to registration					
Academic Counseling (selecting classes)	100.00%	0.00%	0.00%	0.00%	5
Early Alert	60.00%	40.00%	0.00%	0.00%	5
Coastline graduation requirement counseling	100.00%	0.00%	0.00%	0.00%	5
Assistance understanding transfer requirements to universities	100.00%	0.00%	0.00%	0.00%	5
Career planning assistance (selecting a major/career)	60.00%	40.00%	0.00%	0.00%	5
Referrals to other Coastline College services and programs	80.00%	20.00%	0.00%	0.00%	5
Referrals to employment services	40.00%	40.00%	20.00%	0.00%	5
Referrals to financial aid assistance	80.00%	20.00%	0.00%	0.00%	5
Assistance with decision making, values clarification, or building self-esteem	80.00%	20.00%	0.00%	0.00%	5
Comments (0)					

Q14



In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

Answered: 5 Skipped: 1

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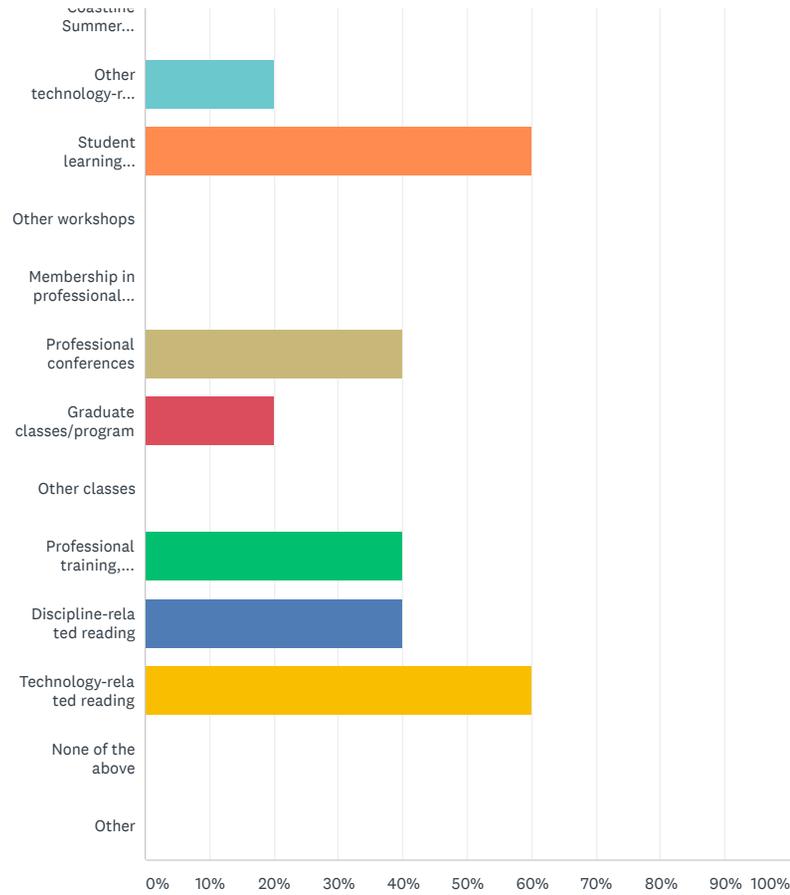
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**ANSWER CHOICES**

**RESPONSES**

CCC All-College Meeting in Fall and Spring	80.00%	4
Discipline-related workshops	80.00%	4
Coastline Summer Technology Institute	0.00%	0
Other technology-related workshops	20.00%	1
Student learning outcomes workshops/training	60.00%	3
Other workshops	0.00%	0
Membership in professional associations	0.00%	0
Professional conferences	40.00%	2
Graduate classes/program	20.00%	1

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None of the above	0.00%	0
Other	0.00%	0
<b>Total Respondents: 5</b>		

Q15



Please list any awards, honors, and/or grants you have received in the past three years.

Answered: 1 Skipped: 5

2019 OC Women of Influence Award - Veteran of Influence of the Year

6/3/2020 6:12 PM

Q16



List the college, district, statewide, and/or professional committees on which you have served during the past

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Fullerton College Panelist, "Thriving Through Transitions" Connect w/ Community, Foundation for Women Warriors Committee Member, Veterans Emergency Grant Committee Member, Region VIII Veterans Program Directors Consortium University of California, Irvine Co-Chair, Veteran Taskforce Advisory Board Member, Staff and Faculty Veteran Affinity Group Advisory Board Member, Veteran Emergency Grant Review Committee Leadership Team Member, Asian American Pacific Islander Staff Association Member, Asian American & Native American Pacific Islander-Serving Institutions Taskforce Member, Orange County Community Foundation Veterans Initiative Facilitator, Strengths Quest Panelist, "What is Asian American Feminism?" UCI Staff Roundtable Panelist, "Serving Asian American Communities/Students" UCI Asian American History Course Panelist, "Asian Americans in Leadership Roles" UCI AAPI Leadership Course Panelist, "Working with Student Veterans" UCI Pedagogical Fellows Roundtable Panelist, "Working with Special Populations" UCI School of Social Ecology Teaching Assistants Guest Speaker, "Working the Veteran Population" UCI Consumer Law Clinic Student Interns High School Inc. Foundation - Annual Harvest of Gratitude Member, Planning Committee

6/3/2020 6:12 PM

Q17



What specific types of training or guidance, if any, do you believe would help you to improve the quality of your counseling or instruction so that you could better help students achieve desired goals and learning outcomes?

Answered: 1 Skipped: 5

Continued regular Counseling dept meetings for us to receive important trainings and updates from our FT Counselors.

6/3/2020 6:12 PM

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Q18



Are there other services or courses in this program that you would like Coastline to offer?

Answered: 0 Skipped: 6

Q19



As part of this review, the program will be identifying new five-year goals for the program. Please suggest one or

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Include a budget for programming and outreach on campus by the Counseling Center. Increase FT counseling positions so that counselors have the support they need to balance their workload while allowing time for creativity/research in areas they are passionate to spearhead & lead new initiatives on campus to effectively serve and engage students. Stable funding to retain adjunct counselors to include summer semesters.

6/3/2020 6:30 PM

Q20



Do you have any other comments or suggestions for improving the program?

Answered: 1 Skipped: 5

To not cut anymore funding to the dept, our small counseling team is already going beyond our means to meet the demands of our student's needs.

6/3/2020 6:30 PM

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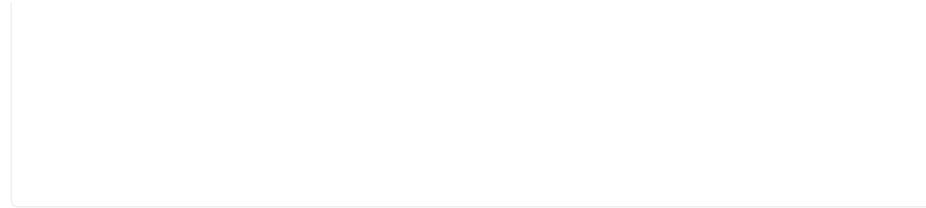
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