



2016-17

Annual Department Review

Student Success and Support Program (SSSP/Matriculation)
(Assessment Center, Career Services Center,
Counseling, and Transfer Center)

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Assessment Center

Section 1: Department Planning:

Internal Analysis

The table below shows the increase in proctoring and processing placement tests from 2011 to 2016. There is a little decrease in the numbers of proctoring alternative exams from 2011 to 2016. This is due to the demand of proctoring local placement tests.

Table 1.1 Proctoring Placement Tests/Alternative Exams and Processing ESL Placement Tests

Academic Year	Local Eng Plmt	Local Math Plmt	DL Alt	Mil Eng	Mil Math	Incar Eng	Incar Math	Outside Proctor	Corp Educ Eng	Corp Educ Math	Int'l Eng	Int'l Math	Amador C.O.E. Math	Amador C.O.E. Eng	ESL	Totals
2011-12	556	620	2801	719	161	*	720	87	**	**	***	***	****	****	*****	5664
2012-13	541	554	2080	718	367	*	360	*****	**	**	***	10	21	21	*****	4672
2013-14	699	818	2724	871	613	*	428	*****	6	6	***	1	28	32	603	6829
2014-15	553	678	2676	631	460	721	1035	*****	0	0	2	2	28	29	935	7750
2015-16	622	801	2622	653	466	846	1150	*****	0	0	2	2	29	30	1052	8275
Totals	2971	3471	12903	3592	2067	1567	3693	87	6	6	4	15	106	112	2590	33190

*Began processing English Placement tests for Incarcerated students in July of 2014.
 ** Began processing English and Math Placement tests for Corporate Education students in October of 2013.
 ***Began processing International Math Placement tests in January of 2013. Initially, these students took ESL instead of English Placement tests.
 ****Began processing Amador County Office of Education English and Math Placement tests in April of 2013.
 *****Began processing ESL test scores in November of 2013.
 ***** Stopped proctoring exams for students outside of Coastline in June of 2012 due to lack of staff and resources.

Student Survey

Placement Testing

Of those respondents who have heard of English/Math placement testing, 61.7% have taken the placement test and are **satisfied**, 8.7% have taken the placement test and are **not satisfied**, and 29.7% have heard of placement testing but **don't need** it. Finally, 2.8% of all respondents have **never heard of** English/Math placement testing.

Table 1.2. English/Math Placement Testing

Services	Used/Satisfied	Used/Not Satisfied	Heard Of/Don't Need	Never Heard Of	Total Response Count
English/Math Placement Testing	61.7%	8.7%	29.7%	2.8%	534

Table 1.3 (below) shows respondents' level of agreement with the set of statements regarding their experience with placement tests. Less than half (44.6%) of respondents agree that placement tests were offered at times that were **convenient** to them, 6.3% **disagreed**, and 49.1% **didn't know** or found the statement not applicable to them. Secondly, 44.2% of respondents agree that placement test results were **explained to them** so that they understood which course(s) they were supposed to take, 6.4% **disagree**, and 49.4% **didn't know** or found the statement not applicable to them.

Table 1.3. Placement Tests

Answer Options	Agree	Disagree	Don't Know/ Not Applicable	Response Count
Placement tests were offered at times that were convenient to me.	44.6%	6.3%	49.1%	1,170
Placement test results were explained to me so that I understood which course(s) I was supposed to take.	44.2%	6.4%	49.4%	1,170

Service Area Outcome(s)

Table 1.4 SAOs

SAO	ASSESSMENT MEASURE /TARGET
<p>SAO 1: Students will be aware of English and Math placement tests and how these placement tests are essential components of successful matriculation and integral to the development of an accurate Student Educational Plan (SEP).</p>	<p>Outcome Status: Met Finding(s): 44.2% of students polled agreed that their placement test results were explained to them so that they understood which course(s) they were supposed to take. Unfortunately, 6.4% students disagreed to this statement and another 49.4% chose to answer “Don’t Know/Not Applicable” to this questions.</p>
<p>SAO 2: Students will be satisfied with placement tests offered at convenient times.</p>	<p>Outcome Status: Met Finding(s): 44.6% of students surveyed agreed that placement tests were offered at convenient times to them. 6.3% disagreed that the tests were offered at convenient times to them, while 49.1% chose “Don’t Know/Not Applicable”.</p>
<p>SAO 3: Ensure incoming student have the opportunity to participate in the assessment/placement testing process.</p>	<p>Outcome Status: Met Finding(s): The number of students taking assessment has increased from 2014-15</p>

Progress on Forward Strategy Initiative(s)

Table 1.5 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Operationalize a full-service Proctoring and Assessment Service Center to meet student demand.	Completed	Completed	The Center has an increase of one full-time Guidance Assistant and an hourly employee. Therefore, the Center does not need to be closed during lunch hours.
Maintain a high level of security while eliminating opportunities for cheating on proctored testing or placement tests	In Progress	SSSP funds were used to upgrade security cameras.	Six cameras have been installed in December 2015. Will be coordinating with IT

			to install 20-22" monitors for viewing purposes.
Provide adequate facilities to effectively accommodate students and maintain operational workflow for the department.	Not Started	Needs to meet with Architecture to discuss renovation plan. Renovation of the Center will be funded through Measure M bond.	The testing materials are stored in the vault. Staff needs to go through the testing room to get access which disrupts the students while taking exams and placement tests. Need more workstations for staff. The College is planning to renovate the College Center within the next two years.

Response to Program/Department Committee Recommendation(s)

No formal recommendations were made

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan: Outlines the progress growth in the Assessment Center to offer placement testing and alternative exams, which yield growth in full-time Guidance Assistance positions.

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	Dean of Counselor	SSSP Coordinator			Staff Assistant (1) Guidance Assistant (1 F/T & 2 P/T)	1
Current year 2016-2017	Dean of Counselor	SSSP Coordinator			Staff Assistant (1) Guidance Assistant (2 F/T & 2 P/T)	1
1 year 2017-2018	Dean of Counselor	SSSP Coordinator			Staff Assistant (1) Guidance Assistant (3 F/T & 2 P/T)	1
2 years 2018-2019	Dean of Counselor	SSSP Coordinator			Staff Assistant (1) Guidance Assistant (4 F/T & 2 P/T)	2
3 years 2019-2020	Dean of Counselor	SSSP Coordinator			Staff Assistant (1) Guidance Assistant (4 F/T & 2 P/T)	2

PAST STAFFING: From July 2010 to May 2015, the Assessment Center was under the supervision of the Dean of Counseling. During that time, the leadership of the center was unstable since there were seven different permanent/interim deans. Due to the many changes of leadership, the needs of hiring classified and/or hourly employees to cover the center were not met. As of May 2015, the center has been under the supervision of the SSSP Coordinator. The center used to be closed from 11:45 a.m. -12:45 p.m. during lunch hours from Monday through Thursday due to shortage of staffing. In October 2015, two Guidance Assistants (E-42: one full-time and one part-time) positions were filled and the center has been fully operated without closing the center during lunch hours.

CURRENT STAFFING: The center is currently under the leadership of the Dean of Counseling who was hired as of January 2016 to oversee the following Departments: Counseling, Career Services, Transfer and Assessment. The Assessment Center is under the supervision of the SSSP Coordinator. The center has one full-time Staff Assistant, one full-time Guidance Assistant, two part-time Guidance Assistants, and an hourly part-time employee. One part-time Guidance Assistant position is currently vacant and will be filled by November 2016. Another full-time Guidance Assistant is currently working in both the Assessment Center and the Counseling Department. This staff member reports to two different supervisors, the Dean of Counseling and SSSP Coordinator. In November 2016, this staff member will work fully in the Assessment Center and will be reporting directly to the SSSP Coordinator. By December 2016, the center would have the following staffing: one full-time Staff Assistant, two full-time Guidance Assistants, two part-time Guidance Assistants, and an hourly part-time employee.

PROJECTION STAFFING: In order to meet the expected increase in student demands due to the new Common Assessment Initiative CCCAssess platform and retesting policy, we are projecting additional staffing will be needed in order to adequately provided student services.

Professional Development

The Dean of Counseling and the SSSP Coordinator have been actively attending the SSSP Directors Training conducted by the California Community College Chancellor's Office on a bi-yearly basis to provide program overview and updates. They also have been attending the SSSP Region 8 meetings on a monthly basis to get updates as well as share ideas, resources and best practices. The SSSP Coordinator and Staff Assistant attended the California Community Assessment Association Spring 2016 Southern Region Conference in May 2016. This conference provided an update on the development of the California Community College Common Assessment Initiative testing software referred to as CCCAssess. Due to ACT's discontinuance of the Compass tool in November 30, 2016, Coastline Community College was given priority for initial rollout in Fall 2016 as we are one of the colleges that uses this tool. We have been informed on August 29, 2016 that there will be a delay in the implementation of the initial rollout for the fall 2016 adopters.

Section 3: Facilities Planning

Facility Assessment

In November 2015, the center installed 30 cell phone locker units and 18 backpack locker units with keys so students could secure their cell phones, personal identification cards/licenses, and/or backpacks. Currently, the printed exams are stored in a secured room within the testing area, which is not accessible for staff. To decrease the interruptions students face with staff going through the testing area to the storage room where exams are stored, it is crucial to install another door leading from the staff work area directly into the storage room. Staff would then be able to access the storage room without interrupting students in the testing area. Testing can be a stressful experience for many students. Even soft noises near the testing area can cause a student to feel distracted.

Section 4: Technology Planning

Technology Assessment

The Assessment Center upgraded the security camera system with five 360 degree 5 Megapixel Dome cameras in December 2015. These IP network cameras allow staff to have an in-depth viewing of the testing area. The newly installed cameras allow staff to zoom into the image, as well as view the images in color. The previous cameras were very blurry and were only in black and white. These changes have maintained the integrity of the testing area in the Assessment Center. In addition, in order to provide adequate training to staff, we need to purchase a new projector. The current projector is very old and outdated.



2016
Comprehensive Department Review

Career Center

Section 1: Department Planning:

Coastline Community College’s Career Center is within the Student Services Department overseen by the Dean of Counseling. The Career Center provides one-on-one counseling in person, on the phone, and/or recently in virtual platforms via Skype, Facebook, and Google Hangout in order to increase their marketability for the workforce. Furthermore, the career center staff facilitates group workshops on topics such as career exploration, career assessments, job and experience search strategies, interviewing preparations, resume and cover letter assistance, and networking. The center also handles Career Link, a website that allows employers to post jobs and other opportunities for our students, assist businesses with on-site recruitment events, and coordinates career fairs.

Internal Analysis

The operational performance of the 2015-2016 is limited due to the turnover rates of Career Center Staff Assistants and past accountability not being able to access past year’s information.

Fall 2015 Career Fair

20 employers and 5 Coastline Department representatives were present.

Ratings: 1=Poor to 5=Excellent

Table 1.1 Career Fair

	1	2	3	4	5	N/A
Timeliness of the event					100%	
Completeness of info				5%	95%	
Availability of parking					100%	
Signs directing you to fair					95%	5%
Ease of checking in at table					100%	
Program date & time			5%	5%	90%	
Suitability of location/facilities			5%	5%	90%	
Adequacy of program set up (tables)			5%	5%	90%	
Quality of refreshments			5%		90%	5%
Adequacy amount of refreshments			5%		90%	5%
Attendance	5%	14%	24%	38%	19%	
Overall rating of our career fair			14%	14%	72%	

Qualitative information: Beautiful campus, it was great being able to have time with students. Quality of candidates very good, most people weren’t students, process was so very easy, this was the easiest career fair I have attended this year, love the location, everything was set so well. Very well planned, didn’t have refreshments but looked great, some tables in the sun, wish to see more students, (student attendance minimal at this time perhaps am time 9/10-2:00. Tables should be more spread out a bit so we can move freely, very low attendance, most students left class and walked past the tables

Spring 2016 Career Fair

17 employers and 1 Coastline Department were present.
No evaluation information was found.

No student attendance nor evaluation information were found.

Workshops

The career center provides workshops for EOPS and the general student bodies. Workshops that were covered during the 2015-2016 academic school year include resume and cover letter writing, interview strategies,

Student Survey

Use of Center Services

The majority (91.8%) of respondents have **not received services** from Coastline's Career/Transfer Center, while only 8.2% have **received** such **services**. Respondents who have received services from the Coastline Transfer Center were asked to indicate the change in their ability to clearly express their transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures as a result of using services and resources at the CCC Career/Transfer Center. The results are shown below in Table 1.2.

Satisfaction with Career Centers

Table 1.2 below shows respondents' use and level of satisfaction with the Career Center

Table 1.2. *Career Centers 2014-2015*

Answer Options	Used/ Satisfied	Used/ Not Satisfied	Heard Of/ Don't Need	Never Heard Of	Response Count
Career Center	55.8%	10.4%	33.8%	2.5%	79
Career counseling	57.3%	10.7%	32.0%	2.6%	77

Of those who have heard of the Career Center, 55.8% have used the center and are **satisfied**, 10.4% have used the center and are **not satisfied**, and 33.8% have heard of the Career Center but **don't need** its services. Finally, 2.5% of all respondents have **never heard of** the Career Center and don't need its services.

Similarly, of those respondents who have heard of career counseling, 57.3% have received such counseling and are **satisfied**, 10.7% have received such services and are **not satisfied**, 32.0% have heard of career counseling but indicated they **don't need** it. Lastly, 2.6% of all respondents have never heard of career counseling.

Additionally, 67.1% of respondents who have heard of the Transfer Center have utilized the center and are **satisfied**, 17.1% have used the center and are **not satisfied**, and 15.8% have heard of the Transfer Center but **don't need** its services. Of all respondents, 1.3% have **never heard of** the Transfer Center.

Service Area Outcome(s)

The service area outcomes (SAO's) of the 2015-2016 is limited due to the turnover rates of Career Center Staff Assistants and past accountability not being able to access past year's information. The following SAO's were edited from the last academic school year.

Table 1.3 SAOs

SAO	ASSESSMENT MEASURE /TARGET
SAO1: students will understand how to tailor their resume to different positions	SAO1: 80% will demonstrate knowledge of tailoring their resume to different positions
SAO2: students will understand how to demonstrate interview etiquette	SAO2: 80% will demonstrate interview etiquette
SAO3: ensure superior customer service from support services staff to our students	SAO3: 80% will demonstrate satisfaction

Progress on Forward Strategy Initiative(s)

Table 1.4 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Permanent Career Center location	Completed	Completed	Location is on the 4 th floor of the College Center.
Computer for student's to access	Completed	Completed	There are four computers that students can utilize.
Expand the capability of offering workshops to students	In-Progress	Workshops were expanded to each location; however, additional staff for 2017-2018 is being requested to accommodate student needs.	Students will have more opportunity to participate in career development workshops
Promotion and marketing	In-Progress	Due to high turnover of staff (three in the past year), the staff has to learn how to run the center which causes a delay on previous years' goals. Additional staff for 2017-2018 is being requested in order to effectively promote the Career Centers, especially in classrooms in the beginning of the school year	The creation of social media to increase awareness of the career center and opening up career services to virtual platforms makes it more convenient for students to receive career services.
Creation of virtual workshops	In-progress	Due to high turnover of staff (three in the past year), the staff has to learn how to run the center	Pilot studies of a Cranium Café will be run this academic school year.

		which causes a delay on previous years' goals.	

The first forward strategy for the Career Center is to push for marketing and promoting the center in person and online. Additional staff is crucial for the marketing success of the center in order to increase our presence on campuses whether it's tabling, collaborating with different stakeholders for more promotion, collaborating with faculty to provide presentations on career-related materials, and reaching out to students online.

Additional funding is required for printing more flyers, banners, and incentive handouts for students. The combination of the additional funding and career center staff would increase our center's exposure especially in the beginning of each semesters.

The next strategy is expanding and improving virtual career services for students' convenience. Virtual workshops will be created and uploaded via Youtube for the convenience of the students. Different virtual platforms has recently been opened for students and the advertising and promoting of the Career Center should increase student's utilization of our services.

Furthermore, creating an accountability activity log will benefit the success of the Career Center so future career center staff has access to previous year's data collected. Also, the previous evaluation forms for events, workshops, and other services will be improved for better accountability. Starting from the 2016-2017 academic school year, the career center staff will keep track of how many students were served, which platforms were used (e.g. in person, phone, Facebook, Google Hangout, Skype) and how many hours were spend on what activity. In addition, the career center staff will also create a feedback that will be utilized after a student receive services. Both the activity log and the career services feedback is crucial for the continuous improvement of the Career Center.

Response to Program/Department Committee Recommendation(s)

No recommendations were made to the Career Center

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	Dean of Counseling (1)	0	0	0	Staff Assistant (1)	0
1 year 2016-2017	Dean of Counseling (1)	0	0	0	Staff Assistant (1)	0
2 years 2017-2018	Dean of Counseling (1)	0	0	0	Staff Assistant (1)	1
3 years 2018-2019	Dean of Counseling (1)	0	0	0	Staff Assistant (1)	2

The Career Center currently has one full-time classified staff who reports directly to the Dean of Counseling. Having only one staff for the center limits the availability of career services to students since the center has to shut down when the staff is out of the office for workshops, meetings, professional development conferences, collaboration with other stakeholders, lunch, or other off campus events. Furthermore, marketing is difficult with one career center staff due to

So far, both college staff and students have limited knowledge on where the Career Center is located and our function due to the new location and the physical disconnection from Coastline’s learning centers. Marketing will be emphasized in the 2016-2017 school year so students. Additional staff would greatly improve the Career Center’s marketing and promotion. In addition to tabling and in person marketing, social media accounts and virtual career services are going to be expanded which would increase student utilization and awareness of the center, especially students who are nonlocal.

As Coastline workers become more exposed to and are connected to what the Career Center has to offer for our students, the more we can collaborate and present more workshops in classrooms or virtually. Doing so will increase students’ utilization of the Career Center especially when they learn that they can receive career services without having to physically travel to the location.

Professional Development

Not enough data and information can be found from the professional development participation over the past year due to the turnover of the staff.

The current Career Center staff is a member of the California Career Development Association (CCDA) and the Association of Career and Technical Education (ACTE). Starting the 2016-2017, the staff will be

participating seminars, webinars, and other professional development events hosted from the associations that would be beneficial to the Career Center.

Furthermore, the new staff will be part of the Career and Technical Education (CTE) and the Technology committee where new ideas will emerge, potentially improving the services from the center. The collaboration with different stakeholders would also strengthen the relationships, further promoting the Career Center.

Section 3: Facilities Planning

Facility Assessment

The Career Center is not permanently located on the 4th floor at college center in the same location as ASG. This area gives students access to four computers that they may utilize for career services such as resume or cover letter writing, career exploration and assessments, and any other career-related activities that requires a computer.

During this year, the Career Services and the Transfer Center staff will be collaborating to learn how Golden West College and Orange Coast College sets up their Transfer / Career Center in order to start brainstorming for a possible merging of the both centers. Merging both centers would be convenient for the students as they would not need to travel to different campuses to receive both services.

Section 4: Technology Planning

Technology Assessment

Technology planning information is limited due to the turnover rates of Career Center Staff Assistants. Students now have access to four computers after moving to the 4th floor of the College Center.

Currently, it is in the beginning stages of expanding career services to online and virtual platforms. A Facebook page has been created where students will be able to interact, chat, video chat with the career staff. In addition to in person and phone career counseling, students now are able to receive services via Skype, Facebook, and Google Hangout for their convenience.

Since it is the very early stages of expanding the career services online and virtually, it is a high priority to market these services in different avenues whether it's through the newsletter, social media, collaboration with staff, referrals, and word of mouth. Tabling to increase the presence of the Career Center, especially in the beginning of each semester and on days where many students are on campus would be key for successfully promoting the center. The key for marketing is adding more staff.

Virtual workshops will be created and uploaded on Youtube for student's convenience. These Youtube links can be shared via Facebook which may engage as they see these posts from their news feed.



Counseling

Section 1: Department Planning:

Internal Analysis

Enrollment and FTES:

The number of enrollments in Counseling courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Counseling credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Counseling courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Counseling courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Counseling courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Counseling courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Course Success Rate:

The course success rate in Counseling courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **slightly higher (1.0% to 4.9%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Counseling courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Modality:

The assessment of the success and retention data by modalities found that FTF and telecourse has increased in success and retention while online success has decreased. *This is only state-funded student data.*

Demographics:

The data shows a high cluster of male students enrolled in the COUN courses, as the primary participation occurs in telecourses which only service the male incarcerated population.

Service Assessment

Table X Educational Plans

Ed Plan Type	2013-14	2014-15	2015-16
Abbreviated	379	4,213	3,348
Comprehensive	2,580	1,612	3,101

Source: Degreeworks

Overall there has been an increase in educational plans produced by X %. Notably, the increase occurred in comprehensive education plans, while there was a slight decrease in abbreviated education plans.

Table X Department Productivity

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	1,133	1,638	1,872
FTES	103.9	150.4	172.6
FTEF30	1.7	2.6	2.8
WSCH/FTEF	1,003	962	1,028
Sections	16.0	23.0	23.0
Fill Rate	86.5%	78.8%	89.7%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	1,092	1,648	1,887
GENDER			
Female	26.6%	23.5%	22.6%
Male	72.4%	75.9%	76.5%
Unknown	0.9%	0.5%	0.8%
AGE at TERM			
Less than 19	12.2%	9.7%	10.9%
20 to 24	20.1%	16.2%	15.2%
25 to 29	15.3%	17.9%	18.9%
30 to 34	14.6%	17.2%	14.0%
35 to 39	10.6%	12.0%	12.0%
40 to 49	16.8%	17.7%	17.8%
50 and Older	10.3%	9.3%	11.2%
RACE/ETHNICITY			
African American	19.3%	19.8%	20.1%
American Indian	2.4%	3.9%	3.5%
Asian	15.7%	13.5%	12.3%
Hispanic/Latino	27.3%	27.4%	29.6%
Pacific Islander	0.8%	1.6%	1.1%
White	28.2%	31.3%	31.0%
Unknown	6.3%	2.5%	2.4%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	32.2%	28.8%	26.1%
Self-Paced			
Telecourse	61.0%	66.6%	66.3%
Traditional	6.8%	4.6%	7.6%

Table X Success and Retention by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,092	1,648	1,887
-Overall Success Rate	55.3%	57.9%	59.8%
-Overall Retention Rate	74.1%	77.8%	80.4%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	352	474	492
Self-Paced			
Telecourse	666	1,098	1,251
Traditional	74	76	144

Success Rate

Cable			
Correspondence			
Hybrid			
Online	59.9%	60.8%	57.3%
Self-Paced			
Telecourse	51.8%	55.1%	58.0%
Traditional	64.9%	80.3%	84.0%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	79.3%	79.1%	79.3%
Self-Paced			
Telecourse	69.7%	75.9%	80.3%
Traditional	89.2%	97.4%	85.4%

Table X Success and Retention by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,092	1,648	1,887
-Overall Success Rate	55.3%	57.9%	59.8%
-Overall Retention Rate	74.1%	77.8%	80.4%
STUDENT DEMOGRAPHICS			
GENDER			
Female	291	388	427
Male	791	1,251	1,444
Unknown	10	9	16
<u>Success Rate</u>			
- Female	62.2%	63.1%	63.5%
- Male	52.7%	56.4%	58.7%
- Unknown	60.0%	44.4%	62.5%
<u>Retention Rate</u>			
- Female	83.5%	82.7%	82.0%
- Male	70.7%	76.3%	80.1%
- Unknown	70.0%	66.7%	75.0%

Table X Success and Retention by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,092	1,648	1,887
-Overall Success Rate	55.3%	57.9%	59.8%
-Overall Retention Rate	74.1%	77.8%	80.4%

AGE at TERM			
Less than 19	133	160	205
20 to 24	220	267	287
25 to 29	167	295	356
30 to 34	159	284	264
35 to 39	116	197	227
40 to 49	184	291	336
50 and Older	113	154	212

Success Rate			
Less than 19	60.2%	65.0%	69.8%
20 to 24	54.1%	54.3%	57.5%
25 to 29	53.9%	53.9%	57.0%
30 to 34	51.6%	58.5%	56.8%
35 to 39	52.6%	58.9%	61.7%
40 to 49	56.5%	61.9%	61.0%
50 and Older	60.2%	54.5%	57.5%

Retention Rate			
Less than 19	88.0%	86.3%	84.9%
20 to 24	73.6%	76.4%	80.5%
25 to 29	70.7%	79.0%	77.0%
30 to 34	70.4%	70.4%	81.1%
35 to 39	69.8%	78.7%	81.5%
40 to 49	72.8%	80.8%	81.3%
50 and Older	75.2%	76.0%	78.8%

Table X Success and Retention by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,092	1,648	1,887
-Overall Success Rate	55.3%	57.9%	59.8%
-Overall Retention Rate	74.1%	77.8%	80.4%
RACE/ETHNICITY			
African American	211	327	380
American Indian	26	64	66
Asian	171	223	232
Hispanic/Latino	298	451	558
Pacific Islander	9	26	20
White	308	515	585
Unknown	69	42	46
Success Rate	211	327	380
African American	44.1%	48.0%	50.8%
American Indian	46.2%	50.0%	65.2%
Asian	64.3%	66.8%	64.2%
Hispanic/Latino	48.7%	54.1%	60.6%
Pacific Islander	44.4%	53.8%	60.0%
White	66.2%	65.4%	62.7%
Unknown	52.2%	50.0%	56.5%
Retention Rate			
African American	65.9%	71.3%	76.8%
American Indian	69.2%	81.3%	83.3%
Asian	81.3%	82.5%	82.3%
Hispanic/Latino	69.8%	76.5%	80.5%
Pacific Islander	66.7%	92.3%	70.0%
White	80.8%	80.2%	82.1%
Unknown	72.5%	73.8%	80.4%

Student Survey

Counseling Services

Less than half of respondents have **received counseling services** at Coastline, including counseling and educational planning (40.7%), while 59.3% have not. The percentages of responses for the utilization of specific counseling services are shown in Table X.

Table X. *Counseling Services*

Services	Response Percent	Response Count
Drop-in counseling	12.1%	99
One hour appointment for Educational Planning	41.1%	336
Personal Counseling	17.1%	140
Transfer Counseling;	18.3%	150
Career Counseling	11.4%	93

Those respondents who have received counseling services at Coastline indicated that they have used **one hour appointments** for educational planning (41.1% of all responses); 18.3%, 17.1%, 12.1%, and 11.4% of responses include having received transfer counseling, personal counseling, drop-in counseling, and career counseling, respectively.

Counseling Office Services

Table X shows the percentage of respondents who are satisfied or not satisfied with the counseling services they've utilized, as well as the percentage of all respondents who have heard of but don't need such services.

Table X. *Counseling Services*

Services	N	Used/ Satisfied	Used/Not Satisfied
Academic Advising/Planning	525	87.4%	12.6%
English/Math Placement Testing	376	87.6%	12.4%
New Student Orientation to College (Group)	235	86.0%	14.0%
New Student Orientation to College (Online)	358	86.1%	13.9%
Walk-in/Resource Counseling	306	82.3%	17.7%
Online Advising	306	83.0%	17.0%

Table X. *Counseling Services*

Services	Heard Of/ Don't Need	Never Heard Of	Total Response Count
Academic Advising/Planning	5.8%	3.2%	557
English/Math Placement Testing	29.7%	2.8%	534
New Student Orientation to College (Group)	52.2%	15.3%	491
New Student Orientation to College (Online)	30.8%	7.9%	518
Walk-in/Resource Counseling	40.0%	11.5%	511
Online Advising	39.0%	23.3%	502

Of those who have heard of the counseling service, **academic advising/planning** received the highest percentage of respondents having used the service who are satisfied (82.4%). Conversely, the same service received the highest percentage of respondents who have utilized the service and are **not satisfied** (11.9%). Of those who said they've heard of the new student orientation to college (group), 52.2% said they **didn't need** this service. Additionally, online advising received the highest percentage of respondents having **never heard of** such a service (23.3%), followed by new student orientation (group) (15.3%). Additionally, the percentage of all respondents who have never heard of the services is included. Overall 85.7% of students were satisfied with the services received.

Qualitative Feedback

The perception of those students who provided comments regarding their use of counseling services at Coastline is **positive**, with the respondents noting that they found the counselors they've interacted with to be **professional** and **helpful** in guiding students in their educational goals. However, respondents also indicated that they have experienced a **lack of response** through **email** with regard to their attempts to schedule an appointment with a counselor and utilize online chat.

Appointments with Counselors

Table X. *Learning Centers with Counseling Services*

Answer Options	Response Percent	Response Count
Coastline College Center (Fountain Valley)	69.6%	400
Garden Grove Center	26.3%	151
Le Jao Center	27.0%	155
Newport Beach Center	20.5%	118
Don't know	13.9%	69

In order to demonstrate their knowledge of counseling at CCC, students were asked select the learning center(s) that offer appointments with counselors. The results are shown in Table X above. Of the 575 respondents, 69.6% indicated that they believe that the **Coastline College Center** offers appointments with counselors, 26.3% believe that the **Garden Grove Center** offers appointments with counselors, 27.0% believe that the **Le Jao Center** offers such appointments, and 20.5% believe that the **Newport Beach Center** offers such appointments. Finally, 13.9% of all respondents **don't know** which centers offer such services.

SEP

Respondents were asked to select the response that they believe the acronym "SEP" stands for, and, as shown in Table X, 70.0% of respondents correctly indicated that "SEP" stands for "**Student Education Plan**", while 23.8% indicated that they **did not know**.

Table X. *SEP Acronym*

Answer Options	Response Percent	Response Count
Science, Education, Psychology	1.6%	9
Sociology, Ecology, Physics	0.2%	1
Success when Everyone Plans	1.7%	10
Student Education Plan	70.0%	403

School and Education Progress	2.8%	16
Don't Know	23.8%	137

Academic Planning & College Resources

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

Table X. *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.	80.2%	16.8%	3.0%	570
Identify college resources, procedures, and policies that support your academic success.	73.2%	24.0%	2.8%	545

A majority of respondents who have utilized CCC’s counseling services feel that they are **better able** to both understand the academic planning process in order to attain their educational goals and identify college resources, procedures, and policies that support their academic success—80.2% and 73.2%, respectively. In contrast, 3.0% of those who have utilized such services feel that their ability to understand the academic planning process in order to attain their educational goals is **worse**, and 2.8% feel that their ability to identify college resources, procedures, and policies that support their academic success is **worse**.

DegreeWorks

Of the 1,486 respondents, 33.2% **have utilized** the DegreeWorks application to access/review their degree audit or SEP, while 66.8% **have not**. Respondents who indicated that they have utilized the DegreeWorks application to access/review their degree audit or SEP were asked to specify their level of **experience** using and understanding of the tool in regards to the statements in Table X.

Table X. *DegreeWorks*

Answer Options	Response Percent	Response Count
Easy to use and understand	69.8%	337
Easy to use and difficult to understand	15.9%	77
Difficult to use and easy to understand	8.9%	43
Difficult to use and difficult to understand	5.4%	26

Of those 493 respondents who have utilized the DegreeWorks application to access their degree audit or SEP, 85.7% feel that the application is **easy to use**, while 14.3% feel that it is **difficult to use**. Specifically, 69.8% feel that the application is easy to use and easy to understand and 15.9% feel that it is easy to use and difficult to understand. Conversely, 8.9% of respondents who have utilized the application feel that it is difficult to use and easy to understand, and 5.4% feel that it is difficult to use and difficult to understand.

Orientation & Matriculation

Less than half of respondents indicated that they have participated in **orientation** at CCC (38.6%), while 61.4% have not. Those respondents who have participated in orientation were asked to demonstrate their knowledge of matriculation by identifying the best sequence of matriculation. The possible sequences and results are shown in Table X.

Table X. *Matriculation Sequences*

Answer Options	Response Percent	Response Count
Admission, assessment, orientation, counseling, registration	50.7%	244
Assessment, admission, registration, counseling, orientation	13.1%	63
Admission, orientation, counseling, graduation, registration	3.7%	18
Orientation, admission, registration, counseling, assessment	9.4%	45
Don't know	23.1%	111

Half of respondents identified “admission, assessment, orientation, counseling, registration” as the correct matriculation sequence (50.7%), and 23.1% said that they **did not know** the best sequence of matriculation.

AA Degree

Those who said they participated in online orientation at CCC were asked how many **units** they would need to take each **semester** in order to finish their **AA degree in two years**. As shown in Table X, 47.7% of those respondents said they would have to take an average of 12 units each semester, 21.5% said they would need to take an average of 15 units, and 12.6% said they would need to take an average of 10 units. Finally, 18.2% of those respondents indicated that they **did not know** how many units they would need to take each semester in order to finish their AA degree in two years.

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

Answer Options	Response Percent	Response Count
An average of 10 units each semester	12.6%	61
An average of 12 units each semester	47.7%	231
An average of 15 units each semester	21.5%	104
Don't know	18.2%	88

Dropping Courses

Those respondents who participated in orientation were told the following statement: “If you stop attending any courses in which you are enrolled, including distance learning courses, you risk receiving an ‘F’ or ‘NP’ for those courses.” Respondents were then asked to indicate how they would **drop a course**, selecting all answers that they think are correct. Table X shows the percentage of all responses for how one would drop a course. Of 728 total responses, 84.6% include using the student’s **MyCCC account** to drop a class. Of 482 total respondents, 10.0% indicated that they **do not know** how to drop a course.

Table X. *Dropping Courses*

Answer Options	Response Percent	Response Count
Send an email to your instructor asking him/her to drop you from the class.	18.9%	91
Use your MyCCC account to drop a class.	84.6%	408
Send an electronic drop request form to the Admissions and Registration department.	24.1%	116
File a paper drop request form at a Learning Center or the Admissions and Registration department.	23.4%	113

Orientation, Counselors, and Counseling Sessions

Respondents were asked to indicate the degree to which they agree or disagree with the set of statements in Table X (below). Respondents agree that the on-site new student orientation they attended was **useful** (35.9%) and that the online new student orientation was **useful** (57.3%).

Overall, respondents’ perception of availability and helpfulness of counseling services is more **positive** than negative; however, large percentages of respondents don’t know about the availability and helpfulness or the various statements are not applicable to them. Specifically, 49.8% of respondents agree that counseling session(s) are **informative** and **helpful**, and 49.1% agree that counseling appointments were available at times that were **convenient** to them. The statement that says, “counseling appointments were available at times that were convenient for me” received the most **disagreement**, with 10.1% of respondents disagreeing with the statement.

Table X. *Orientation, Counselors, and Counseling Sessions*

Interactions	N	Agree	Disagree
The ON-SITE new student orientation I attended was useful.	477	86.5%	13.5%
The ONLINE new student orientation was useful.	765	88.0%	12.0%
Student orientation is effective in helping new students become familiar with Coastline.	762	90.3%	9.7%
Counseling appointments were available at times that were convenient for me.	697	82.9%	17.1%
Counseling session(s) are informative and helpful.	670	86.6%	13.4%
Counseling session(s) helped me SELECT courses I need to attain my educational goal.	648	86.5%	13.5%
Counseling session(s) helped me CLARIFY my education goals.	643	84.6%	15.4%
Counselors care about me as an individual.	661	83.8%	16.2%
Counselors are concerned about my academic success.	658	85.1%	14.9%

Service Area Outcome(s)

Summarize SAO findings and dialog from department meetings and All College events.

Table X SAOs

SAO	ASSESSMENT MEASURE /TARGET
Provide counseling services at convenient and accessible locations for students.	Measure: Satisfaction survey focused on convenient and accessible locations of counseling services Target: 80% satisfaction with service convenience and accessibility
Enable Coastline students to access advising via electronic formats, within identified service hours.	Measure: Service utilization Target: Define a baseline of service usage and increase annually
Ensure that Coastline students can easily understand Degreeworks	Measure: Satisfaction survey focused on scheduling appointments Target: 80% satisfaction with the appointment process
Ensure superior customer service from support services staff to our students.	Measure: Satisfaction survey focused on services Target: 80% satisfaction with services provided
Provide all students a Student Educational Plan.	Measure: SEP Ratio Target: 100% of all student will obtain an SEP
Understand the academic planning process in order to attain their educational goals.	Measure: Service impact question in satisfaction survey Target: 80% agreement with the statement regarding the impact of counseling session on educational planning
Understand the matriculation process	Measure: Service impact question in satisfaction survey Target: 80% of students understand the matriculation process

SAO 1 82.9% of students indicated to be satisfied or very satisfied with the service convenience. The SAO was met.

SAO 2 LATER

SAO 3 69.8% of students found DegreeWorks to easy to use. This SAO was not met

SAO 4 The overall satisfaction was an aggregate of service satisfaction and found that 85.7% of students were satisfied with services warrant. The SAO was met.

SAO 5 In 2015-16 there was an increase in educational plans from 2014-15. The SAO was met.

SAO 6 80.2% felt they had a better understanding the academic planning process in order to attain their educational goals.

Progress on Forward Strategy Initiative(s)

Table 1.2 *Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
To provide regular and consistent training and information updates for counselors on academic, career and personal counseling issues in order for counselors to stay current and maintain relevancy. Professional Development	Completed ongoing	The counselors attended various conference which include Civitas, transfer conferences, and on course workshops	The counselors are using these training in the classroom and to start using the new technology systems (Civitas)
To increase student retention and completion in Counseling classes. Tutoring and Si	Completed	Success coaches will be embedded into COUN 105	Pending
Collaborate with Student Success Center to help increase basic skills readiness for college.	Completed	Success coaches were hired	Pending
Ensure that 100% of comprehensive educational plans are created, orientation are provided and follow-up serveries are completed for all incoming and continuing students. Two full-time counselors funded from SSSP.	Completed	Two counselors were hired using SSSP funding.	There has been an increase in SEP completed

Response to Program/Department Committee Recommendation(s)

Table 1.2 *Progress on Recommendations*

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

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	Dean 1		Counselors 7	Counselor 7	Position Title 3.5	Position Title 2
Current year 2016-2017	Dean 1		Counselors 5	Counselor 8	Position title 2.5	Records Asst 2
1 year 2017-2018	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
2 years 2018-2019	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
3 years 2019-2020	Position Title (# of positions)		Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)

In Spring 2016 the Counseling Staff was reduced by two full-time Counselors due to retirement and resignation of position. It is essential that an immediate replacement for the Transfer

Counselor/Articulation Officer becomes a priority for the institution. Furthermore, due to high student demand and that SSSP funding is based on quantity of Student Education Plans completed it will require an increase in the number of full-time counselors beyond the staffing level of 2015 – 2016. It is going to be hired in fall 2016. The Counseling department will make present evidence to support the replacement of the general counseling position vacated at the end of Spring 2016. The current student/counselor ratio exceeds 2000/1 which means student demand far exceeds our ability to provide quality counseling given the current staffing levels.

The counseling front office also lost two full-time positions due to retirement and resignation. Our full-time front desk records person retired and the full-time Instructional Associate resigned to take employment elsewhere. We have been managing the front desk by hiring temporary hourly employees just to help manage the workload. We have requested a replacement for the Instructional Associate and plan to have that position filled in Fall 16. We have submitted a reorganization plan to hire two full time positions and level 45 to handle the work load of the front office staff. Once the two full-time positions are in place we will be able to reduce our reliance on temporary hourly employees.

Professional Development

Counselors attended a variety of professional development activities. These activities include the transfer conferences held by both the CSU and UC systems, so the counselors have the most current information to advise students wishing to transfer to four-year institutions. Two counselors who also teach the Counseling courses attended the On Course workshops in order to expand their teaching techniques and activities in the classroom to ensure student engagement and high student success in the classroom. All counselors were provided hands on training in CIVITAS, an analytical data program, in preparation for a pilot project to begin once all parameters of the program have been set. Additionally, two counselors

were sent to attend the CIVITAS conference in Austin, TX to gain insight into the how analytics can powerfully impact student persistence.

Section 3: Facilities Planning

Facility Assessment

Each full-time Coastline counselor is provided with a private office, in order to assure student confidentiality. Part-time counseling faculty are provided with private offices when they are counseling students. Each office has a telephone with messaging capabilities, a computer with access to student records and other pertinent online information, a desk and chair, and secure file cabinets. Counselors make every effort to create an inviting environment for students.

Counseling Offices are located at the following College locations:

- College Center in Fountain Valley – In addition to the three offices (FT) within the Counseling Office on the first floor two more offices were created in this space on the first floor and two offices are located on the 4th floor primarily for PT counselor use. Currently, four full-time counselors have offices on the first floor in the Counseling Center, although one Counselor is only there two days a week.
- Garden Grove - two offices (one FT and one PT are located within the Transfer Center.
- Westminster – is currently under construction and counseling has relinquished on office so that the site Dean can use it during construction and therefore there are two counseling offices (one FT and one PT) are located at the Le-Jao Center.
- Two new counseling offices were created at the Newport Beach Center in Spring 2016. Currently one office is use two days a week by a full-time counselor and the other office is used for part-time counselors.

Section 4: Technology Planning

Technology Assessment

- In 2015-2016 printer/scanner/fax machines were purchased to replace older machines.
- Three webcams were purchase and installed on three counseling computers
- There will be a need to purchase additional webcams and headsets with microphone booms in preparation for implementation of Cranium Café, which is an web-based platform that allows for high quality online counseling services.



Transfer Center

Section 1: Department Planning:

Internal Analysis

In 2015-16, the Transfer Center provided the following transfer services to students:

- Walk-in services in the Transfer Center-Garden Grove, and services at the Newport, College Center, and Le-Jao Centers by appointment. Services provided in-person, by phone, online, and webinars (Skype).
- Guide students on the transfer process from Coastline to the CSUs, UCs, Private CA universities and out-of-State 4-year schools.
- Train students on use of ASSIST.ORG to find their major preparation courses and program majors for the UCs and CSUs.
- Coordinate and schedule two transfer fairs per year in the fall and spring semesters.
- Transfer options and what careers their majors prepare them for through EUREKA.
- Conduct workshops on the CSU, UC, and Common Applications.
- Conduct workshops on personal Insight questions for the UC Application and personal narratives for the Common Application and provide reviews/edits.
- Conduct University tours in the fall and spring semesters.
- Transfer-related events and workshops related to specific institutions, majors, special populations, amongst others.
- Coordinate and schedule 4-year college representative site visits and appointments at Coastline campus sites.
- Provide access to CSU/UC/Private University representatives via teleconference and webinars.
- Event and transfer information to students via email, FaceBook, MyCCC, and Twitter.

Student Survey

Use of Transfer Center

The majority (91.8%) of respondents have **not received services** from Coastline’s Career/Transfer Center, while only 8.2% have **received** such **services**. Respondents who have received services from the Coastline Transfer Center were asked to indicate the change in their ability to clearly express their transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures as a result of using services and resources at the CCC Career/Transfer Center. The results are shown below in Table 1.2.

Table 1.2. *Transfer Center Services*

Answer Options	Better	The Same	Worse	Respondents
Clearly express your transfer goals.	81.3%	18.8%	0.0%	80
Successfully apply to four-year universities.	63.6%	35.1%	1.3%	77
Understand transfer policies and procedures	78.2%	19.2%	2.6%	78

Overall, the results show that respondents have **benefited** from receiving services from the Transfer Center. Of those who have received such services, 81.3% indicated that their ability to clearly express their transfer goals is **better** than before they received such services and 18.8% indicated that their ability to clearly express their transfer goals is the **same**. In response to the change in the respondent’s ability to

successfully apply to four-year universities, 63.6% indicated that it is **better**, 35.1% indicated that it is the **same**, and 1.3% said that it is **worse**. Lastly, 78.2% of respondents who have received services from the Transfer Center said that their ability to understand transfer policies and procedures is **better**, 19.2% said it is the **same**, 2.6% said it is **worse**.

Satisfaction with Career and Transfer Centers

Table 1.3 below shows respondents’ use and level of satisfaction with Transfer Center.

Table 1.3. *Transfer Centers*

Answer Options	Used/ Satisfied	Used/ Not Satisfied	Heard Of/ Don't Need	Never Heard Of	Response Count
Transfer Center	67.1%	17.1%	15.8%	1.3%	77

Center but **don’t need** its services. Of all respondents, 1.3% have **never heard of** the Transfer Center.

Qualitative Feedback

The qualitative feedback revealed that the Transfer Center has excellent transfer advisors that are able to successfully answer students’ transfer-related questions.

Service Area Outcome(s)

Summarize SAO findings and dialog from department meetings and All College events.

Table 1.4 SAOs

SAO	ASSESSMENT MEASURE /TARGET
Coastline will provide a host of transfer services: workshops, transfer fairs, university representative visits/appointments, university tours, and individual advising. Students who utilized these services will report satisfaction with these services.	Based on the Student Survey for Student Learning from Services conducted by the campus’ Institutional Effectiveness Department, out of 291 respondents: 24.74% (72) Used/Were Satisfied with the Transfer Center 8.25% (24) Used/Were Not Satisfied with the Transfer Center 55.33% (161) Heard of/Don’t Need the Transfer Center 11.68% (34) Never Heard of the Transfer Center Of those students (96) who indicated they had used the Transfer Center, 75% (72) indicated they were satisfied with the Center’s services. It is noteworthy that more than half the respondents indicated that they did not need the Transfer Center and that nearly 12% of the respondents had not heard of the Transfer Center.
As a result of utilizing Transfer Center services, resources, workshops, and/or events, students will demonstrate the ability to outline a transfer preparation plan utilizing transfer resources such as ASSIST.ORG, UC TAG (Transfer Agreement Guarantee), CSU Transfer Guarantees (AS-T, AA-T, ADT), university representatives, research	Based on the Student Survey for Student Learning from Services conducted by the campus’ Institutional Effectiveness Department, students indicated the following change in their abilities to clearly express their transfer goals, successfully apply to four-year universities and understand transfer policies and procedures:

CSUs, UCs, CA Private Universities and Out-of-State 4-year schools, transfer-focused workshops, and other transfer preparatory resources.

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.

Student Survey for Student Learning from Services at Coastline College

Q38 As a result of using services and resources at the CCC Transfer Center (located at the Garden Grove Center) please indicate the change in your ability to:

Answered: 266 Skipped: 365

	Much better	Better	The same	Worse	Much worse	Not applicable	Total
Clearly express your transfer goals.	19.17% 51	12.41% 33	10.15% 27	0.38% 1	0.38% 1	57.52% 153	266
Successfully apply to four-year universities.	17.36% 46	9.06% 24	9.43% 25	0.75% 2	0.38% 1	63.02% 167	265
Understand transfer policies and procedures	17.29% 46	12.41% 33	10.90% 29	1.13% 3	0.38% 1	57.89% 154	266

For the three areas measured, 70-75% of the students who utilized services/resources indicated that they had a “much better” or “better” change in their ability to clearly express transfer goals, successfully apply to four year university and understand transfer policies and procedures. Ideally we would like to see this be 80% so will review our services and resources and make improvements based on student comments in the survey.

Progress on Forward Strategy Initiative(s)

Fill in Table 2.1 with the following elements.

Initiative: Short description

Status: Specify whether the initiative was Completed, In-Progress, Terminated or Not Started

Progress Status Description: Describe the progress made on the forward strategies.

Outcome(s): Provide a summary of the initiative from inception to completion, indicating associated outcomes.

Table 2.1 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Distribute surveys to measure student satisfaction and make adjustments accordingly in the Transfer Center planning processes.	On-going		
Provide additional services such as longer distance tours to UC/CSU in Central CA, online live and “canned” workshops, and events throughout the academic year, including summer to improve student satisfaction. Add Transfer-Ready Workshops to provide transfer orientation and have UC and CSU application workshops year-round.	Not started		

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.	Not started		
Increase awareness of the Transfer Center and services through marketing, social media, internal and external partnerships, and other promotional means.	Not started		

Response to Program/Department Committee Recommendation(s)

No recommendations were made been made

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	1-Dean of Counseling	0	0	0	1-	0
Current year 2015-2016	1-Dean of Counseling	0	0	0	1-Transfer Center Coordinator	0
1 year 2016-2017	1-Dean of Counseling	0	0	0	1-Transfer Center Coordinator	1
2 years 2017-2018	1-Dean of Counseling	0	AO/Transfer Counselor	0	1-Transfer Center Coordinator	1
3 years 2018-2019	1-Dean of Counseling	0	AO/Transfer Counselor	0	1-Transfer Center Coordinator	1

Professional Development

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

Table 2.4 Professional Development

	Professional Development	Outcome
Keep Current with changing procedures and legislation on Transfer and Student Success	Attend UC and CSU conferences annually.	Staff and counselors will be knowledgeable on current transfer information to best advise and guide students.

Memberships to Transfer-related organizations	South Coast Higher Education Council (SCHEC), Region 8, and WACAC	Partnerships and networking of best practices to utilize to retain and help students complete their academic plan for degree and transfer.
Training-Internal and External	Summer Institute, Use of Technology to reach and retain students.	Use of technology to better serve and connect with all Coastline students.

Section 3: Facilities Planning

Facility Assessment

The Transfer Center is located in the Garden Grove Center, Room 109 on the first floor. The Transfer Center houses two counseling offices and provides space for students seeking guidance on transfer. The Center has partnered with internal and external organizations and opens space for CSU Titan Ambassadors, College programs such as the AANAPISI representatives, Student Success tutors, and Academic Success Coaches. Students and partners have access to two computers, a printer, and Xerox machine.

The Transfer Center needs more space to accommodate activities, workshops, and meetings for students and internal/external partners. Within the next two years, the College will move all student services to College Center. The Transfer Center is slated to move to the College Center and share space with the Career Center as the College moves to “One-Stop” student services initiative.

Section 4: Technology Planning

Technology Assessment

The Transfer Center is in dire need of access to technology and equipment to provide mobile and online transfer services. The most recent technology obtained is a laptop rented from the IT department. Existing technology is on par with standard monitors and computers.

The Transfer Center will invest time and resources to upgrade technology to include iPads, College cell phones, digitizing all forms, headsets, cameras, mobile phones (texting), use/access to Coastline’s Library, and investment in software and platforms for use of Skype and other means to communicate with students.

Initiatives

Initiative (ASMT): Utilize SARS Messages to improve communication by emailing and texting to students.

Describe how the initiative supports the college mission:

SARS Messages is an automated messaging system. It is used to send appointment reminders and broadcast messages via email and text messaging. This system would help staff to remind students of upcoming individual and group appointments.

What college goal does the initiative align with? [Select one](#)

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

What College planning document(s) does the initiative align with? [Select all that apply](#)

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative? [Select all that apply](#)

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

Describe how the evidence supports this initiative.

Emailing and texting students to remind them of their appointments is more efficient than making phone calls.

Recommended resource(s) needed for initiative achievement:

Staff needs to be trained on the SARS MSGS system.

What is the anticipated outcome of completing the initiative?

Decrease the numbers of no shows and increase the numbers of students keeping their appointments.

Provide a timeline and timeframe from initiative inception to completion.

Staff has attended a training in June 2016. However, additional training may be needed. We anticipate to start using the SARS Messages system by December 2016.

Initiative (CM):

High quality online Counseling Services- Cranium Cafe

Cranium Café is a brand new web-based platform specifically created for student services in an education setting. Although it can be used for any student service many of the features were specifically designed to enhance the accessibility and quality of online counseling. In the past, we have relied on email, telephone and text style chatting to provide counseling services to students that were unable to access our on-site facilities for counseling. With the new platform, counselors are able video conference with students who will be able to access the platform with a computer, tablet or cell phone. Additionally, this platform allows counselors to share their computer screens, share documents and even fill in documents with students while both are online. Whatever, can be done in an in-person session will be able to be accomplished for students at a distance using Cranium Café.

Describe how the initiative supports the college mission:

For the first time, distance learners will have the same access to high quality counseling using this new technology. By providing this level of counseling to distant learners who make up more the half of Coastline’s student population, student persistence, retention and success will all be positively impacted.

What college goal(s) does the initiative align with? [Select one](#)

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

What College planning document(s) does the initiative align with? [Select all that apply](#)

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative? [Select all that apply](#)

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

Describe how the evidence supports this initiative.

The impact of high quality counseling is well accepted in the literature. Students that are provided accurate information about degree completion and who feel supported and connected to the institution tend to be the most successful students.

Recommended resource(s) needed for initiative achievement:

Currently, only one full-time counselor and part-time counselor are receiving training on the new technology platform. These counselors currently have computers equipped with webcams. To fully implement the initiative all full-time and part-time counselors will need to be trained on the new technology and have computers with webcams and headsets with microphone booms.

What is the anticipated outcome of completing the initiative?

When this initiative is completed Coastline will have a technologically advanced counseling staff prepared to provide high quality counseling services to students unable to take advantage of our on-site services. This population has not had this level of access or quality due to lack of technology. It is anticipated that student retention, persistence and success will increase. Additionally, satisfaction with the quality of service by counselors will also increase.

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

Initial training for a small group of counselor will take place fall 2016. It is anticipated that beginning spring 2017 these counselors will begin implement and pilot online counseling services to students. Assuming that the pilot is successful, training for all counselors will be scheduled for summer 2017 and online counseling services using Cranium Café will be fully implemented fall 2017.

Initiative (TrC): Transfer Partnership PACT

Describe how the initiative supports the college mission:

Provide an explanation of how the initiative supports the College mission.

What college goal does the initiative align with? [Select one](#)

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence

x Access and Student Support

- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What College planning document(s) does the initiative align with? [Select all that apply](#)

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative? [Select all that apply](#)

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

Describe how the evidence supports this initiative.

2016-2020 Education Plan to increase partnerships between the College and the community to benefit students.

Recommended resource(s) needed for initiative achievement:

See Prioritization section.

What is the anticipated outcome of completing the initiative?

The Transfer Center will have a list of four-year schools that we established articulation agreements for student to smoothly transition to a four-year school of his/her choice.

Provide a timeline and timeframe from initiative inception to completion.

The Transfer Center will maintain and increase its partnerships with the UCs, CSUs, private CA universities, and out-of-state schools for students in FY 2016-17, specifically in Fall 2016, 2017 to generate participation by four-year schools in transfer fairs, site visits, and online visits.

Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Enable counselors to video conference with students who will be able to access the platform with a computer, tablet or cell phone	Training for Cranium Cafe	5,000	One-time	No	Internal Research; External Research	Partnerships and Community Engagement; Access and Student Support	2017-18	
Create a transfer partnership PACT	Equipment: iPad, Cell Phones, Camera, Headsets 4,000; Advisory Committees and Host Meetings 5,000; Software 2,000; Conferences and Memberships 4,000	\$15,000	One-time	No	External Research	Access and Student Support	2017-18.	
Host transfer fairs and create a welcoming environment in the Transfer Center	Fairs, materials, furniture	\$10,000		No	External Research	Access and Student Support	2017-18	

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Transfer Partnership PACT	Paid Interns: MA Counseling, Education	\$7,000	One-time	No	External Research	Access and Student Support	2017-18	

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	The resource(s) are needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative
College Goal:	Specify what College goal does the initiative align with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative