



2017-2018

Annual Department Review

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

Table of Contents

Assessment Center

- Section 1: Department Planning
- Section 2: Human Capital Planning
- Section 3: Facilities Planning
- Section 4: Technology Planning

Career Center

- Section 1: Department Planning
- Section 2: Human Capital Planning
- Section 3: Facilities Planning
- Section 4: Technology Planning

Counseling

- Section 1: Department Planning
- Section 2: Human Capital Planning
- Section 3: Facilities Planning
- Section 4: Technology Planning

Information Center

- Section 1: Department Planning
- Section 2: Human Capital Planning
- Section 3: Facilities Planning
- Section 4: Technology Planning

Transfer Center

- Section 1: Department Planning
- Section 2: Human Capital Planning
- Section 3: Facilities Planning
- Section 4: Technology Planning

Section 5: New Initiatives

- Section 6: Prioritization recommend



Assessment Center

Section 1: Department Planning:

Internal Analysis

- In October 2016, the Academic Senate approved a pilot retest policy to allow students to retest more frequently.
- Consequential validity and cut score analysis studies were conducted on English placement test in Spring 2016 and for math placement test in Spring 2017.
- In Spring 2017, the Center had requested the incarcerated students to record their responses directly on the scantrons versus on an answer sheet. This had reduced the possibility of the staff transposing incorrect information and staff time.
- In preparation for the CCCCO's Common Assessment Initiative CCCAssess platform, the Assessment Center, Institutional Research Department, and English and math faculty have been developing competency maps for English, math, and ESL placement tests. Currently, there is a delay in launching the CCCAssess platform and we are waiting for directions from the State Chancellor's Office.
- There is an interest for the department to proctor prerequisite challenge exams and the College Level Examination Program (CLEP) test for military students. Currently, the prerequisite challenge exams are the responsibility of the Discipline Departments and the CLEP is not being offered at the College.
- Assessment & Counseling Centers hosted its first Extreme Registration event on January 25, 2017. This event allowed the students to complete the enrollment process in one day from live orientation, placement testing, developing Student Education Plan, to registering for classes. Assessment & Counseling Centers will continue hosting extreme registration events every Fall and Spring.
- In Spring 2017, Coastline international students are able to take placement tests with identifiable proctors.

Table 1.1 Proctoring Placement Tests/Alternative Exams and Processing ESL Placement Tests. The table shows an increase of 47% in processing English placement tests and 39% in processing math placement tests for incarcerated students.

Academic Year	Local Eng Plmt	Local Math Plmt	DL Alt	Mil Eng	Mil Math	Incar Eng	Incar Math	Off-Site Prctr	Corp Educ Eng	Corp Educ Math	Int Eng	Int Math	Amador C.O.E. Math	Amador C.O.E. Eng	ESL	Totals
2012-13	541	554	2080	718	367*		360	112**	**	**	***	10	21	21	*****	4784
2013-14	699	818	2724	871	613*		428	0	6	6	***	1	28	32	603	6829
2014-15	553	678	2676	631	460	721	1035	65	0	0	2	2	28	29	935	7815
2015-16	622	801	2622	653	466	846	1150	276	0	0	2	2	29	30	1052	8551
2016-17	878	765	1750	535	456	1249	1604	313	0	0	4	4	5	5	1730	9298
Totals	3293	3616	11852	3408	2362	2816	4577	766	6	6	8	19	111	117	4320	37277
*Began processing English Placement exams for Incarcerated students in July of 2014.																
** Began processing English and Math Placement exams for Corporate Education students in October of 2013.																
***Began processing International Math Placement exams in January of 2013. Initially, these students took ESL instead of English Placement exams.																
****Began processing Amador County Office of Education English and Math Placement exams in April of 2013.																
*****Began processing ESL exam scores in November of 2013.																

Survey Results

Placement Testing

Of those respondents who have participated in English/Math placement testing, 88.6% are **satisfied** and 11.4% are **not satisfied**. Additionally, 89.4% of respondents who have not taken the placement test indicated that they have heard of placement testing but **do not need** it, while 10.6% have **never heard of** English/Math placement testing.

Table 1.2. *English/Math Placement Testing*

Service	Used/ Satisfied	Used/Not Satisfied	Response Count
English/Math Placement Testing	88.6%	11.4%	367

Table 1.3 (below) shows respondents' level of agreement with the set of statements regarding their experience with placement tests. The majority (89.9%) of respondents agree that placement tests were offered at times that were **convenient** to them. Similarly, 89.3% of respondents agree that placement test results were **explained to them** so that they understood which course(s) they were supposed to take.

Table 1.3. *Placement Tests*

Answer Options	Agree	Disagree	Response Count
Placement tests were offered at times that were convenient to me.	89.9%	10.1%	646
Placement test results were explained to me so that I understood which course(s) I was supposed to take.	89.3%	10.7%	635

Service Area Outcome(s)

Table 1.4 *SAOs*

SAO	Measures/Targets
<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>SAO 2: Students will be satisfied with placement tests offered at convenient times.</p>	<p>Outcome Status: Met Finding(s): 89.3% of students polled agreed that their placement test results were explained to them so that they understood which course(s) they were supposed to take and 10.7% students disagreed to this statement.</p> <p>Outcome Status: Met Finding(s): 89.9% of students surveyed agreed that placement tests were offered at convenient times to them and 10.1% disagreed to this statement.</p>

Progress on Initiative(s)

Initiative(s)	Status	Progress Status Description	Outcome(s)
Operationalize a full-service Proctoring and Assessment Service Center to meet student demand.	Completed	The Center has an increase of one full-time Guidance Assistant and an hourly employee. Therefore, the Center does not need to be closed during lunch hours.	Students are being served more which is reflected in the number of students served
Maintain a high level of security while eliminating opportunities for cheating on proctored testing or placement tests	Completed	SSSP funds were used to upgrade security cameras. Six cameras have been installed in December 2015.	We are catching more cheaters
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.
Utilize SARS Messages to improve communication by emailing and texting to students	In Progress	Staff received training in June 2016. Encountered technical set-up issues. Would require SARS IT intervention.	Pending set-up

Response to Program/Department Committee Recommendation(s)

No formal recommendations were made to the department.

Department Planning and Communication Strategies

The SSSP Coordinator met with Assessment Center staff monthly to discuss updates and to strategize new ideas to better serve students at Assessment Center. The agenda items were created as a joint effort between staff and management. Moving forward, these meetings will be held jointly with the Assessment Center and Info Center staff since the SSSP Coordinator also oversees the Info Center as of July 1, 2017. In addition to these monthly meetings, the SSSP Coordinator regularly has standing meetings with Assessment Center staff for quick updates. Lastly, all staff attend the Student Services Department Meeting that is held every other month. This meeting is hosted by the VP of Student Services. This meeting functions as a way for Student Services to update one another.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan:

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2016-17	Dean of Counseling	SSSP Coordinator	0	0	Staff Assistant (1) Guidance Assistant (2 F/T & 2 P/T)	1
Current year 2017-18	Dean of Counseling	SSSP Coordinator	0	0	Staff Assistant (1) Testing Technician (2 F/T & 2 P/T)	1
1 year 2018-19	Dean of Counseling	SSSP Coordinator	0	0	Staff Assistant (1) Testing Technician (4 F/T)	1
2 years 2019-2020	Dean of Counseling	SSSP Coordinator	0	0	Staff Assistant (1) Testing Technician (4 F/T)	1
3 years 2020-2021	Dean of Counseling	SSSP Coordinator	0	0	Staff Assistant (1) Testing Technician (4 F/T)	1

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 and direction of the SSSP Coordinator. The center has one full-time Staff Assistant, two full-time Testing Technicians (used to be known as Guidance Assistant), two part-time Testing Technicians, and an hourly Federal Work Study employee. One part-time Testing Technician position is vacant as of July 2017. The center would like to submit a reorg to combine the two part-time Testing Technician positions into a full-time Testing Technician versus filling the vacant part-time Testing Technician position. The internal analysis outlines the progress growth in the Assessment Center to offer placement testing which yield growth in full-time Testing Technician.

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 provide student services. Furthermore, there is an interest for the center to proctor prerequisite challenge exams and the College Level Examination Program (CLEP) test for military students. Currently, the prerequisite challenge exams are the responsibility of the Discipline Departments and the CLEP is not being offered at the College. In order to proctor these exams, we would need an additional Testing Technician.

Professional Development

Table 2.2 *Professional Development*

Name (Title)	Professional Development	Outcome
Mai Le, SSSP Coordinator	CAI Ambassador Program	The intent of the CAI Ambassador program is to create a CAI expert on each campus scheduled to adopt CCCAssess in Fall 2016 or spring 2017. Raissa Covit and Mai Le have been selected as ambassadors for Coastline. Ambassadors serve as the first contact at the local campus and within regional cohorts to share CCCAssess information throughout implementation
Mai Le, SSSP Coordinator	CAI Local Implementation Team	SSSP Coordinator has been collaborating with the faculty and research team to develop and implement the competency mapping for placement models for the upcoming statewide CCCAssess software.
Suzanne Blake, Staff Assistant Gary Du, Testing Technician	Fixing Documents for Accessibility Compliance	Staff were able to create documents that are accessible.
Bruce Keeler, Dean of Counseling Mai Le, SSSP Coordinator	Effectiveness Partnership Initiative Integrated Workshop	Learned tips on how to complete the BSI/SE/SSSP Integrated Plan.
Bruce Keeler, Dean of Counseling Mai Le, SSSP Coordinator	Equity/SSSP Directors Training	To obtain SSSP program updates.

Section 3: Facilities Planning

Facility Assessment

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

During Spring 2017, the Academic Senate approved the process for a one year trial of Multiple Measures Assessment Project (MMAP) beginning in Fall 2017. SSSP Coordinator will be working with the Administrative Director of Institutional Research, Effectiveness, Planning and Grant Development on the implementation of this MMAP. We are working with CAPP Associates to integrate the MMAP decision rules into the CAPP/ASAP assessment placement software.



Career Center

Section 1: Department Planning:

Mission

The mission of the Career Center is to guide, provide, and equip students and the community with the necessary career development tools, knowledge, and skills needed to improve their career marketability and competitiveness to be successful in the 21st century workplace. With a social justice lens, we assist individuals of all backgrounds with identifying their personality, strengths, interests, values, skills, passions, etc. and connect it with a career that best fits those factors. Furthermore, we develop a long-term game plan to maximize their probability of achieving their ultimate career goal.

We assist students by providing the following services:

- Career exploration, development, and planning
- Career assessments
- Job, internships, volunteer, and experience search strategies
- Mock interviews
- Resume and cover letter critiques
- Career fairs
- In person or virtual career workshops
- Graduate school planning and applications

Internal Analysis

Student Feedback

There were 264 student sign ins since the third week of Fall 2016.

Table X. *Student Appointment Modality*

Format	# of students
In person	189 (71.9%)
Email	74 (28.1%)
Phone	17 (6.5%)
Online	0

229 responses

163 students (71.2%) out of 229 students prefer to come in person for career services, even though the majority of our students are distant learning there were 0 students who requested career services online.

Table X. *What Career Services did you receive?*

Format	# of students
Career Exploration / Planning / Assessments	86 (52.1%)
Job/ Internship/ Experience Strategies	73 (44.2%)
Resume Critique	71 (43%)

Interview Prep	32 (19.4%)
Networking Strategies	30 (18.2%)
Cover Letter Critique	20 (12.1 %)
Other	12

165 Responses

The above career services are what I generally encounter but I am not limited to. The “other” category includes my services on UC Applications, personal statements, college transfer resources, general advice and much more.

Table X. *What location would the career center be the most convenient for you?*

Format	# of students
Fountain Valley Center	106 (83.5%)
Garden Grove Center	8 (6.3%)
Newport Beach Center	5 (3.9%)
Le Jao Center	3 (2.4%)

105 Responses

The majority of students found that the career center is most convenient at it’s current location in the Fountain Valley Center.

Qualitative Feedback

Overall, the qualitative feedback revealed that Career/Transfer Center staff are helpful to students. Some of the students requested to have a dedicated interview room for the students.

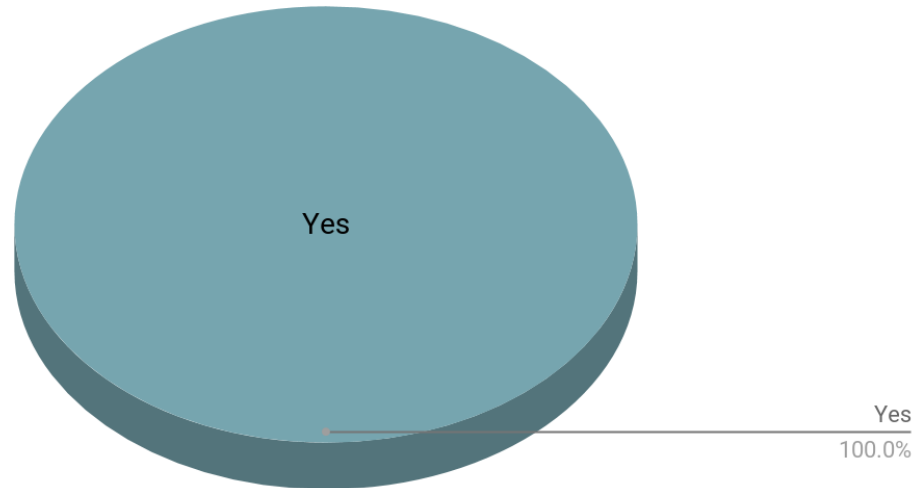
How Can We Improve our Career Services?

Although the majority of students felt the services they received from the career center was of high quality, some students requested for a closed room for interviewing. Also, some students would share confidential information that they would rather not let other staff and students hear.

Additional Feedback:

The additional feedback was only positive with students leaving comments that said the career centers services was “very helpful”, the students were also “very happy” with services they received.

Were the career services you received helpful?



- 100% of students (n=165) found that the career centers services were helpful.

Symplicity Data

Job postings	
Full time	86
Internship	20
Part-Time	63
Student Employment	1
Temporary / Seasonal	7
Total	132

Survey

Satisfaction with Career and Transfer Centers

Table X below shows respondents' use and level of satisfaction with the Career Center, career counseling, and Transfer Center.

Table X. *Career and Transfer Center Services: Utilized*

Answer Options	Used/ Satisfied	Used/ Not Satisfied	Response Count
Career Center	84.1%	15.9%	63
Career counseling	86.9%	13.1%	61

In summary, the majority of the students (n=63) were satisfied with the career center.

The following table shows the percentage of respondents who have never heard of the respective center or service and the percentage of respondents who have heard of the service but indicated that they do not need the service. Of those who have not utilized the Career Center, career counseling, and the Transfer Center, the majority indicated that they have **heard of** the services but **do not need** them.

Table X. *Career and Transfer Center Services: Unutilized*

Answer Options	Heard of/Don't Need	Never Heard of	Response Count
Career Center	72.0%	28.0%	25
Career counseling	73.1%	26.9%	26
Transfer Center	66.7%	33.3%	18

Service Area Outcome(s)

Table X SAOs

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

The data was based on workshop feedback from the 2016-2014 academic school year.

Progress on Initiative(s)

Table X *Progress on Forward Strategy initiatives*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Permanent Career Center location	Completed	The center was opened on the 4 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	Completed	Collaboration with different programs and faculty increase the number of workshops delivered.	
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 which causes a delay on previous years' goals.	Pilot studies of a Cranium Café will be run this academic school year.

Response to Program/Department Committee Recommendation(s)

No recommendations were made to the Career Center

Department Planning and Communication Strategies

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

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

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

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

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly	Graduate Intern
Previous year 2016-17	N/A	N/A	N/A	N/A	Staff Assistant 1	Work study 1	0
Current year 2017-18	N/A	N/A	N/A	N/A	Staff Assistant 1	Work study 2	0
1 year 2018-19	N/A	N/A	N/A	N/A	Staff Assistant 1	Work study 3	1
2 years 2019-2020	N/A	N/A	N/A	N/A	Staff Assistant 1	Work study 3	2
3 years 2020-2021	N/A	N/A	N/A	N/A	Staff Assistant 1	Work study 3	2

Historically, there has only been one classified professional at the career center. In relation to Guided Pathways, there needs to be a stronger push for career counseling and education. It does not make any sense how there is only one person at the career center as a college. To start off slowly one work-study student (student assistant) has been requested and approved during Spring 2017. Two work-study students have been requested and approved for Fall 2017 with plans of acquiring one graduate intern.

There needs to be actual career counselors for, not just Coastline, but for Coast Community College District even if that means initially hiring adjunct counselors that specifically focus on career counseling in alignment with guided pathways.

Professional Development

Table 2.2 *Professional Development*

Name (Title)	Professional Development	Outcome
Leadership Pipeline Program – Coast Community College District	Attended a course some Fridays during the 2017-2018	Project: Faculty and Staff Biography for Coastline Community College
Myers-Briggs Type Indicator (MBTI)	Certificate Program	MBTI Certified
California Career Development Association (CCDA)	Presented for a regional conference called “Facebook Live for Presenting Career Development Workshops”	100% (n=16) participants agreed that the presentation was helpful and would like to utilize it to their practice
Doctorate of Education (Ed.D.) – Specialization in Community College Leadership / California State University, Fullerton (CSUF)	Doctoral Program Fall 2017 – Spring 2020	In Progress

Section 3: Facilities Planning

Facility Assessment

The career center is not really a “center”. It’s a classified professional office that’s acted as a “center”. Like the Veteran’s Resource Center (VRC), the career center needs expand in physical space and increase in staffing to improve the productivity of providing quality career services to students. Especially with the push towards Guided Pathways, careers will be (and should be) more emphasized in the upcoming semesters.

The career center being located on the fourth floor is also not convenient. As a college, our student services need to be more student-centered so the career center being located on the first or second floor makes much more sense. With the college center in the process of reconstruction, the goal would be to have the career center on either the first or second floor, for students’ convenience.

Section 4: Technology Planning

Technology Assessment

The career center staff has been trained to utilize Cranium Café to provide online appointments with students such as distance learning students.

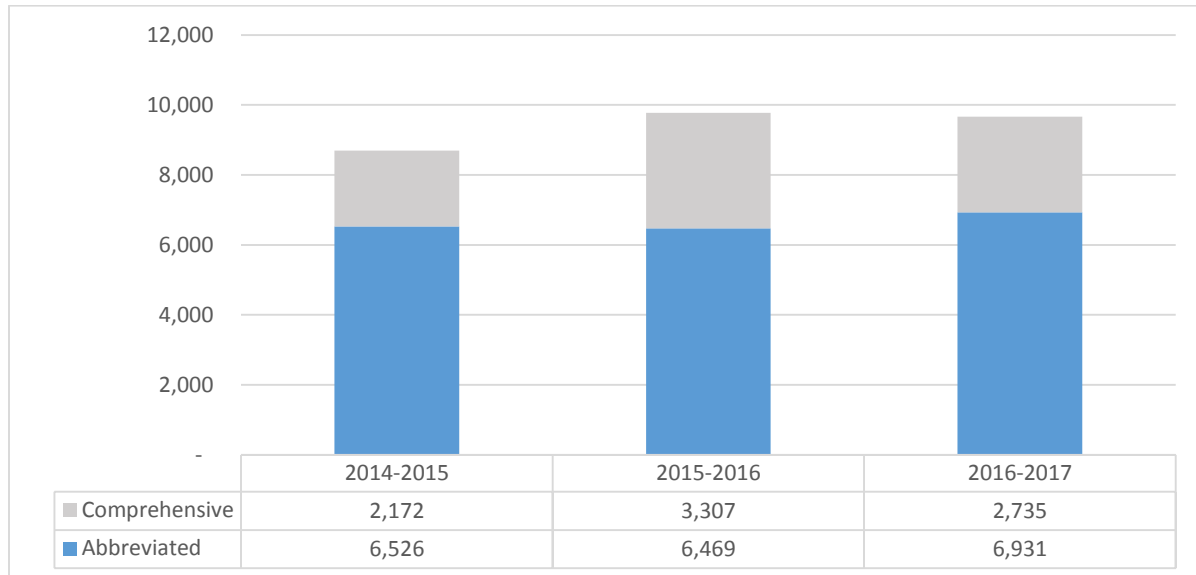


Counseling

Section 1: Department Planning:

Internal Analysis

SEPs



*2016-2017 has 45 days left

Student Educational Plans: (See Chart for numbers)

Transferred with 12+ units	2013-2014	2014-2015	2015-2016	2016-2017
State Funded	461	537	672	695
CSU	187	231	287	266
In-State Private	112	133	162	185
Out of State	132	140	175	192
UC	30	33	48	52
Military Contract Education	609	672	716	697
CSU	13	17	17	19
In-State Private	96	92	105	98
Out of State	496	560	592	577
UC	4	3	2	3
Grand Total	1070	1209	1388	1392

Incarcerated Students: Counselors were able to complete all of the Incarcerated Student Educational Plan requests and are up to date. Counselors develop both Abbreviated and Comprehensive Student Educational Plans and are mailed out to the institutions.

STAR 2.0: Counselors were able to assist with both cohorts to helping with developing Student Educational Plans, personal and career counseling.

Probation Project: Developed a Probation process along with a Probation Video for students in Academic and/or Progress Probation to attend.

Survey Results

Counseling Services

About one-third (39.0%) of respondents have **received counseling services** at Coastline, including counseling and educational planning. Table 1 (below) shows the utilization of specific counseling services by students who indicated that they have received counseling services.

Table 1. *Counseling Services*

Services	Response Percent	Response Count
Academic Planning	74.0%	436
Walk-in counseling	28.2%	166
Career Counseling	22.1%	130
Personal Counseling	17.5%	103

Of 589 respondents, 74.0% have received academic planning services, 28.2% have utilized walk-in counseling, 22.1% have received career counseling, and 17.5% have received personal counseling.

Counseling Office Services

Table 2 shows the percentage of respondents who are satisfied or not satisfied with the counseling services they've utilized.

Table 2. *Counseling Services: Utilized*

Service	Used/ Satisfied	Used/Not Satisfied	Used Response Count
Academic Advising/Planning	90.7%	9.3%	538
English/Math Placement Testing	88.6%	11.4%	367
New Student Orientation to College (Group)	94.8%	5.2%	233
New Student Orientation to College (Online)	91.4%	8.6%	362
Walk-in/Resource Counseling	87.5%	12.5%	295
Online Advising	85.0%	15.0%	341

Of those who have utilized the respective counseling service, 90.7% are satisfied with **academic advising/planning**, 88.6% are satisfied with **English/math placement testing**, 94.8% are satisfied with **group new student orientation**, and 91.4% are satisfied with **online new student orientation**. Additionally, 87.5% of respondents who have utilized **walk-in/resource counseling** are satisfied and 85.0% are satisfied with **online advising**.

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
Academic Advising/Planning	65.9%	34.1%	41
English/Math Placement Testing	89.4%	10.6%	188
New Student Orientation to College (Group)	75.2%	24.8%	314
New Student Orientation to College (Online)	72.3%	27.7%	195
Walk-in/Resource Counseling	77.0%	23.0%	252
Online Advising	58.0%	42.0%	205

Qualitative Feedback

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

Appointments with Counselors

Table 4. *Learning Centers with Counseling Services*

Answer Options	Response Percent	Response Count
Coastline College Center (Fountain Valley)	73.0%	424
Garden Grove Center	25.1%	146
Le Jao Center	26.2%	152
Newport Beach Center	21.0%	122
Don't know	12.0%	70

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 4 above. Of the 581 respondents, 73.0% indicated that they believe that the **Coastline College Center** offers appointments with counselors, 25.1% believe that the **Garden Grove Center** offers appointments with counselors, 26.2% believe that the **Le Jao Center** offers such appointments, and 21.0% believe that the **Newport Beach Center** offers such appointments. Finally, 12.0% of all respondents **don't know** which centers offer such services.

ADT

Respondents were asked to select the response that they believe the acronym “ADT” stands for, and, as shown in Table 5, 72.8% of respondents correctly indicated that “ADT” stands for “Associate Degrees for Transfer”.

Table 5. ADT Acronym

Answer Options	Response Percent	Response Count
Associate Degrees for Transfer	72.8%	401
Academic Degrees for Transfer	21.4%	118
Art, Drawing, and Theater	1.1%	6
Academic Department Timeline	4.7%	26

Academic Planning & College Resources

Respondents were asked to indicate the change in their ability to understand the academic planning process in order to attain their educational goals and identify college resources, procedures, and policies that support their academic success as a result of receiving counseling services at CCC. The results are shown in Table 6.

Table 6. 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.	83.9%	13.1%	2.9%	578
Identify college resources, procedures, and policies that support your academic success.	81.0%	16.0%	3.0%	568

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—83.9% and 81.0%, respectively.

DegreeWorks

Of the 1,577 respondents, 35.0% **have utilized** the DegreeWorks application to access/review their degree audit or SEP, while 65.0% **have not**. Respondents who indicated that they have utilized the DegreeWorks application to access/review their degree audit or SEP were asked to specify their **experience** using and understanding of the tool. The results are shown in Table 7 below.

Table 7. DegreeWorks

Answer Options	Response Percent	Response Count
Easy to use and understand	76.1%	417
Easy to use and difficult to understand	12.8%	70
Difficult to use and easy to understand	4.6%	25
Difficult to use and difficult to understand	6.6%	36

Of the 548 respondents who have utilized the DegreeWorks application to access their degree audit or SEP, 76.1% feel that the application is **easy to use and easy to understand** and 12.8% feel that it is **easy to use and difficult to understand**. Conversely, 4.6% of respondents who have utilized the application feel that it is **difficult to use and easy to understand**, and 6.6% 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 (36.8%), while 63.2% 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 8.

Table 8. *Matriculation Sequences*

Answer Options	Response Percent	Response Count
Admission, assessment, orientation, counseling, registration	55.2%	273
Assessment, admission, registration, counseling, orientation	12.3%	61
Admission, orientation, counseling, graduation, registration	5.9%	29
Orientation, admission, registration, counseling, assessment	9.1%	45
Don't know	17.6%	87

About half of respondents identified “**admission, assessment, orientation, counseling, registration**” as the correct matriculation sequence (55.2%), and 17.6% 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 9, 44.4% of those respondents said they would have to take an average of **12** units each semester, 24.4% said they would need to take an average of **15** units, and 14.7% said they would need to take an average of **10** units. Finally, 16.5% 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 9. *Transferring in Two Years: Units Needed Per Semester*

Answer Options	Response Percent	Response Count
An average of 10 units each semester	14.7%	73
An average of 12 units each semester	44.4%	220
An average of 15 units each semester	24.4%	121
Don't know	16.5%	82

Dropping Courses

Survey respondents 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.” They were then asked to indicate how they would **drop a course**, selecting all answers that they think are correct. Table 10 shows the percentage of responses for how the respondent would drop a course. Of 744 total responses, 51.9% include using the student’s **MyCCC account** to drop a class. Of 494 total respondents, 10.9% indicated that they **do not know** how to drop a course.

Table 10. *Dropping Courses*

Answer Options	Response Percent	Response Count
Send an email to your instructor asking him/her to drop you from the class.	15.5%	115
Use your MyCCC account to drop a class.	51.9%	386
Send an electronic drop request form to the Admissions and Registration department.	17.1%	127
File a paper drop request form at a Learning Center or the Admissions and Registration department.	15.6%	116

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 11 (below). Respondents agree that the on-site new student orientation they attended was **useful** (94.4%) and that the online new student orientation was **useful** (91.4%).

Overall, respondents’ perception of availability and helpfulness of counseling services is more **positive** than negative. Specifically, 92.3% of respondents agree that counseling session(s) are **informative** and **helpful**, and 87.4% agree that counseling appointments were available at times that were **convenient** to them. Additionally, the majority of respondents agree that counseling sessions helped them **select courses** needed to attain their educational goal (91.7%), that counseling sessions helped them **clarify their educational goals** (89.4%), that counselors **care about them** as an individual (89.4%), and that counselors are **concerned** about their academic success (91.7%).

Table 11. *Orientation, Counselors, and Counseling Sessions*

Answer Options	Agree	Disagree	Response Count
The ON-SITE new student orientation I attended was useful.	94.4%	5.6%	479
The ONLINE new student orientation was useful.	91.4%	8.6%	858
Student orientation is effective in helping new students become familiar with Coastline.	93.4%	6.6%	851
Counseling appointments were available at times that were convenient for me.	87.4%	12.6%	747
Counseling session(s) are informative and helpful.	92.3%	7.7%	712
Counseling session(s) helped me SELECT courses I need to attain my educational goal.	91.7%	8.3%	690
Counseling session(s) helped me CLARIFY my education goals.	89.4%	10.6%	682
Counselors care about me as an individual.	89.4%	10.6%	701
Counselors are concerned about my academic success.	91.7%	8.3%	702

Length of Counseling Sessions

As shown in the table below, respondents were relatively divided in their opinion on the most effective length of time for a counseling session. Specifically, 24.9% indicated that counseling sessions should be **one hour** long, 29.8% said they should be **45 minutes**, 33.4% said they should be **30 minutes**, and 11.8% said they should be **less than 30 minutes**.

Table 12. *Length of Counseling Sessions*

Answer Options	Response Percent	Response Count
1 hour	24.9%	339
45 minutes	29.8%	406
30 minutes	33.4%	455
Less than 30 minutes	11.8%	161

ENROLLMENT AND FTES:

The number of enrollments in **Counseling** courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in **Counseling** credit courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in **Counseling** courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in **Counseling** courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in **Counseling** courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in **Counseling** courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in **Counseling** courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **slightly lower rate (-1.0% to -4.9%)** than the college success average* (**66.6%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in **Counseling** courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly lower rate (-1.0% to -4.9%)** than the college retention average* (**83.3%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in **Counseling** in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Counseling in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the Counseling courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **more than half (50% to 74%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in Counseling course success rates for *female students*; and there **was NOT a disproportional impact** in Counseling course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Counseling course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Counseling course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in Counseling course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Counseling course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Counseling course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Counseling course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Counseling course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in Counseling course success rates for *African American* students; there **was NOT a disproportional impact** in Counseling course success rates for *American Indian* students; there **was NOT a disproportional impact** in Counseling course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Counseling course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Counseling course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in Counseling course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Counseling course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	1,638	1,885	1,997
FTES	150.0	173.0	185.0
FTEF30	2.6	2.8	3.2
WSCH/FTEF	962	1,028	941
Sections	23.0	25.0	27.5
Fill Rate	78.8%	89.8%	83.2%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	1,644	1,869	2,021
GENDER			
Female	23.6%	22.7%	24.8%
Male	75.9%	76.5%	73.9%
Unknown	0.5%	0.9%	1.2%
AGE at TERM			
Less than 19	9.7%	10.8%	13.5%
20 to 24	16.2%	15.3%	14.8%
25 to 29	17.9%	18.7%	15.6%
30 to 34	17.2%	14.0%	14.3%
35 to 39	11.9%	12.0%	13.3%
40 to 49	17.7%	17.9%	18.7%
50 and Older	9.4%	11.3%	9.8%
RACE/ETHNICITY			
African American	18.6%	18.7%	19.8%
American Indian	1.0%	1.1%	0.8%
Asian/Pacific Islander	13.0%	11.3%	10.0%
Hispanic/Latino	33.6%	36.2%	39.4%
2 or More Race	3.2%	3.0%	4.1%
White	28.3%	27.6%	24.1%
Unknown	2.3%	2.1%	1.8%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	28.8%	26.3%	26.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	66.5%	66.1%	63.1%
Traditional	4.6%	7.6%	10.7%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	57.9%	59.8%	63.2%
Course Retention (A-F, P, NP)	77.8%	80.4%	79.1%

* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,644	1,869	2,020
-Overall Success Rate	58.2%	61.4%	63.2%
-Overall Retention Rate	77.8%	80.8%	79.1%

STUDENT DEMOGRAPHICS			
GENDER			
Female	388	424	502
Male	1,248	1,429	1,494
Unknown	8	16	24

<u>Success Rate</u>			
- Female	63.1%	64.2%	63.1%
- Male	56.7%	60.5%	63.3%
- Unknown	50.0%	62.5%	54.2%

<u>Retention Rate</u>			
- Female	82.7%	82.1%	78.3%
- Male	76.3%	80.5%	79.5%
- Unknown	75.0%	75.0%	70.8%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,644	1,869	2,020
-Overall Success Rate	58.2%	61.4%	63.2%
-Overall Retention Rate	77.8%	80.8%	79.1%

AGE at TERM			
Less than 19	160	202	273
20 to 24	266	286	299
25 to 29	295	350	315
30 to 34	283	262	289
35 to 39	195	224	269
40 to 49	291	334	377
50 and Older	154	211	198

Success Rate			
Less than 19	65.0%	71.3%	68.9%
20 to 24	54.5%	57.7%	59.9%
25 to 29	53.9%	58.6%	59.0%
30 to 34	58.7%	58.0%	63.0%
35 to 39	60.0%	64.3%	64.7%
40 to 49	61.9%	63.8%	65.5%
50 and Older	55.2%	58.8%	60.6%

Retention Rate			
Less than 19	86.3%	85.6%	80.6%
20 to 24	76.3%	80.4%	77.9%
25 to 29	79.0%	77.1%	76.8%
30 to 34	70.7%	81.3%	79.2%
35 to 39	78.5%	82.6%	78.8%
40 to 49	80.8%	81.7%	81.7%
50 and Older	76.0%	78.7%	77.3%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,644	1,869	2,020
-Overall Success Rate	58.2%	61.4%	63.2%
-Overall Retention Rate	77.8%	80.8%	79.1%

RACE/ETHNICITY			
African American	551	677	797
American Indian	213	210	201
Asian	307	352	401
Hispanic/Latino	52	55	83
Pacific Islander	37	39	33
White	467	515	487
Unknown	17	21	18

Success Rate	551	677	797
African American	55.2%	63.5%	66.6%
American Indian	64.3%	65.2%	62.2%
Asian	47.6%	51.7%	51.6%
Hispanic/Latino	61.5%	56.4%	59.0%
Pacific Islander	54.1%	59.0%	60.6%
White	66.6%	64.1%	68.0%
Unknown	35.3%	66.7%	72.2%

Retention Rate			
African American	76.4%	81.7%	82.8%
American Indian	82.6%	81.4%	72.6%
Asian	71.3%	76.4%	70.8%
Hispanic/Latino	84.6%	80.0%	75.9%
Pacific Islander	73.0%	82.1%	69.7%
White	80.9%	82.1%	83.4%
Unknown	82.4%	85.7%	83.3%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,644	1,869	2,020
-Overall Success Rate	58.2%	61.4%	63.2%
-Overall Retention Rate	77.8%	80.8%	79.1%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	474	491	529
Self-Paced	0	0	0
Telecourse	1,094	1,236	1,274
Traditional	76	142	217

Success Rate

Cable			
Correspondence			
Hybrid			
Online	60.8%	57.4%	52.9%
Self-Paced			
Telecourse	55.5%	60.2%	64.1%
Traditional	80.3%	85.2%	82.5%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	79.1%	79.2%	69.2%
Self-Paced			
Telecourse	75.9%	80.7%	81.3%
Traditional	97.4%	86.6%	89.9%

Service Area Outcome(s) and Student Learning Outcome(s)

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 Outcome More than 80% of students were satisfied
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 Outcome: Services increased by 10%
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 Outcome Not met
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 Outcome More than 80% of students were satisfied
Understand the matriculation process	Measure: Service impact question in satisfaction survey Target: 80% of students understand the matriculation process Outcome More than 80% of students understand the process

Progress on Initiative(s)

Table X Progress on Forward Strategy initiatives

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, Cranium Café, transfer conferences, and on course workshops	The counselors are using these training in the classroom and to start using the new technology systems (Civitas). In 2016-2017 it was determined that the implementation of Civitas was premature. The role of the counselor and their responsibility with regard to

			<p>the specific purpose of Inspire Advisor had not been fully developed and clear expectations had not been identified. Therefore, implantation has been postponed until further notice. However, many of the counselors have been trained in Cranium Café, which allows counselors to provide high quality web-based counseling sessions. Cranium Café provides a platform that allows two-way video conferencing, document sharing, and screen sharing. The implementation of Cranium Café has elevated the counseling experience and Coastline Counseling department is one of the first CA community colleges to provide such innovative and cutting edge service to distant learners.</p>
<p>To increase student retention and completion in Counseling classes. Tutoring and Si</p>	<p>Completed</p>	<p>Success Coaches were embedded in three on-site Couns 105 courses which were part of the curriculum for the STAR program. The embedded success coaches actively participated in the classroom assisting the instructor by providing workshops, informing students of college resources and connecting students to co-curricular activities.</p>	<p>The Success Coaches embedded in the Couns 105 course provided immediate and accessible wrap services that facilitated a positive student experience. Students always had a point of contact whenever they had questions about assignments, resources or college policy. This reduced student confusion, frustration and allowed them to focus on succeeding in academics and college life.</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</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>

		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.	
Ensure that 100% of comprehensive educational plans are created, orientation are provided and follow-up serveries are completed for all incoming and continuing students. Two full-time counselors funded from SSSP.	Not completed	Only one full-time counselor was hired as an emergency hire due to unexpected retirement of counselor/articulation officer.	In order to meet the goal of 100% completed SEP's More full-time counselors will need to be hired. There is an immediate need to hire at least one more additional counselor just to fill previously vacated counseling position (Eric Garcia). Currently the counseling department staffing is insufficient to ensure all students will have access to counseling services.

Response to Program/Department Committee Recommendation(s)

Table X *Progress on Recommendations*

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

Department Planning and Communication Strategies

Weekly meetings: Counselors participate in weekly meetings to discuss projects, updates on transfer and degree information, policy, and other informative resources.

All-College meeting: Staff, counselors, and part time counselors all connect to discuss the department's goals and projects for the upcoming semesters.

Evaluations of part-time counselors: E-mail, phone, in-person: Staff and counselors communicate effective via phone, e-mail, and in-person.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Part-time	Classified	Hourly
Previous year 2016-17	Dean		6	8	2	3
Current year 2017-18	Dean		6	11	4	0
1 year 2018-19	Dean		7	10	4	0
2 years 2019-2020	Dean		8	9	4	0
3 years 2020-2021	Dean		9	8	4	0

In 2016- 2017 the Counseling Department front desk operations were staffed with two classified employees; Counseling Department coordinator and Counseling Instructional aid and three hourly employees. The scheduling of counseling appointments was primarily accomplished with the employment of three hourly employees. The hourly employees were intended to be temporary only until the full-time position vacated in 2015-2016 could be re-hired. The Counseling Department submitted a request to reorganize the staffing of the front desk operations to better serve students. Due to the length of time it takes to seek approval for reorganizations requests no changes in the staffing occurred during 2016-2017. At the beginning of 2017-2018, the reorganization was approved and two new Counseling Technicians have been hired to handle the front desk daily operations. This will now allow the Instructional Aid to direct more of her attention in providing clerical assistance and support to counselors charged with serving Coastline’s incarcerated student population.

With regard to the Counseling faculty, in 2015- 2016 two full-time counselors separated from Coastline. In 2016- 2017, we were able to fill the Counselor/Articulation position in January 2017. We are still short one full-time counseling position compared to 2015- 2016. The loss of one full-time counseling position has greatly impacted the Counseling Department’s ability to provide consistent, high-quality counseling services to all Coastline students. The students most impacted by the loss of the full-time are the incarcerated students. While we are able to provide high quality counseling services to our general population students with adjunct counseling, it is difficult to provide the consistent and high quality services to incarcerated students given the uniqueness of the student situation. It is difficult and timely to train adjunct counselors how to serve this population with its challenges and limitations. Given that many adjunct counselors work at other institutions and many will secure full-time positions, this burdens the Coastline full-time faculty with having to provide constant training for new adjuncts unfamiliar with this unique population. Moving forward the next full-time counseling position should be hired to specifically serve the incarcerated population which makes up almost 25% of Coastline’s student population. Assigning a full-time counselor to this population will ensure these students will be served in consistently and in a timely manner. In addition, having one counselor whose primary function is to serve this population will result in familiarity and experience to better advocate for the student and to implement strategies to improve the counseling process for the incarcerated population that would also include training strategies for adjunct counselors as needed.

Professional Development

Table 2.2 *Professional Development*

Name (Title)	Professional Development	Outcome
All Counselors	CANVAS training	
All Counselors	ETS Conference	
All Counselors	Vet Net Training	We can better understand the vet populations
Counselors	Cranium Café	New ways to interact and engage students

Operational Performance Highlights:

Canvas Training: Our faculty completed the FSC Canvas Training and have successfully taught counseling courses through Canvas. Some faculty members have had the privilege of helping others through training and assisting with course review.

Cranium Cafe: Our faculty completed the FSC Canvas Training and have successfully taught counseling courses through Canvas. Some faculty members have had the privilege of helping others through training and assisting with course review.

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.

Coastline is current the programming stage of the College Center and will be moving and reconfiguring all student services to the first two floors of the building. More information will be forthcoming after the department meets with the architects.

Section 4: Technology Planning

Technology Assessment

- 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.
- What happened in 2016-17?
- What is needed?

In 2016- 2017, 17 webcams were purchased and mounted on all computers used by the Counseling Department at all Coastline campuses including; Fountain Valley, Newport Beach, Garden Grove and Le Jao. The webcams are necessary equipment in order to provide counseling and support services using Cranium Café. After our pilot implementation of Cranium Café it became apparent that in order to provide the highest quality of service headsets will need to be purchased for all the users using this web-based technology. We are hoping to purchase 17 headsets in 2017-2018.



Information Center

Internal Analysis

Info Center continues to support students, staff, and members of the public with a high standard of customer service. Trainings are conducted for all staff and student workers on best practices.

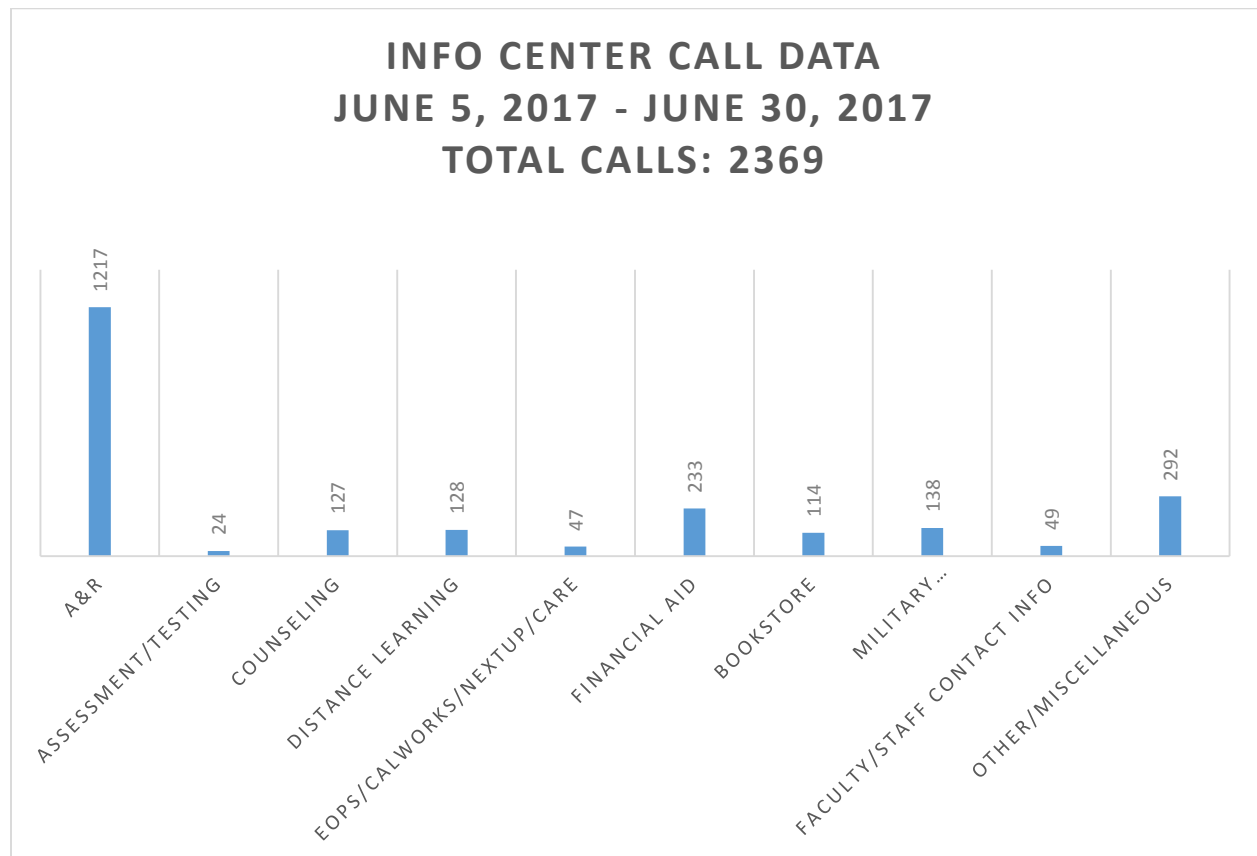
Info Center played a critical role in Outreach efforts by contacting prospective STAR 2.0 students via phone correspondence during the evening. The purpose of these phone calls were to recruit potential STAR 2.0 students to Coastline.

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

Due to constant staff changes and a lack of classified, full-time employees, we were unable to keep uniform data on the calls Info Center fields. Moving forward, the Center will have a robust data gathering system. Previously, the Info Center had 35 fields that the staff needed to track. As of August 2017, the staff only needed to track 10 fields based on the demand of the incoming phone calls.

Table 1.

Below is the reflection of data for June 2017 (missing June 1-2, 2017 data).



Service Area Outcome(s)

No Service Area Outcome was established last year.

Table 2. SAO for program year 2017-2018

SAO	ASSESSMENT MEASURE /TARGET
SAO 1: Students will receive exceptional customer support and service. SAO 2: Students will be satisfied with the information provided. SAO 3: Students' phone calls were answered in a timely manner.	Not measured this year

Progress on Forward Strategy Initiative(s)

Table 3. Progress on Forward Strategies

Info Center Initiative(s)	Status	Progress Status Description	Outcome(s)
Provide new software support for receptionist and call center management (phones, other communication modes)	Terminated	Going in a different direction.	N/A

Response to Program/Department Committee Recommendation(s)

No formal recommendations were made to the department

Department Planning and Communication Strategies

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

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2016-17	VPSS	Director of Student Life & Outreach	0	0	SSSP Specialist (1)	Info Center Clerk (2) Student Worker (11)
Current year 2017-18	VPSS	SSSP Coordinator (1)	0	0	SSSP A&R Tech 1 (1) SSSP Specialist (vacant – reorg to 2 Office Coordinators)	Info Center Clerk (2) Student Worker (2)
1 year 2018-19	VPSS	SSSP Coordinator (1)	0	0	Staff Aide (1) SSSP A&R Tech 1 (1) Office Coordinator (2)	Student Workers (2)
2 years 2019-2020	VPSS	SSSP Coordinator (1)	0	0	Staff Aide(1) SSSP A&R Tech 1 (1) Office Coordinator (2)	Student Workers (2)
3 years 2020-2021	VPSS	SSSP Coordinator (1)	0	0	Staff Aide(1) SSSP A&R Tech 1 (1) Office Coordinator (2)	Student Workers (2)

PREVIOUS: From May 2015 to June 2017, the Info Center was under the leadership of the Vice President of Student Services and the guidance of the Director of Student Life and Outreach. In 2015-2016 the Center had two (2) full-time staff – SSSP Specialist (E58), Receptionist (E38) and a large team (8-10) of student workers who covered shifts at various times each day. The Receptionist (E38) position was a temporarily-funded, one year assignment. This assignment ended on June 30, 2016. The SSSP Specialist was on medical leave for most of the program year, 2016-17. Therefore, student workers were used to fill in the clerical duties of the SSSP Specialist. In April, 2017, a full-time SSSP Admissions & Records Tech 1 (E42) was hired to perform clerical duties in support of assessment, orientation, counseling, and admissions & records functions.

CURRENT: As of July 1, 2017, the Info Center is under the supervision of the SSSP Coordinator. The Info Center is staffed by one (1) full-time, classified (E42) staff member, two (2) hourly employees, and two (2) student workers. The Center has submitted a Position Analysis Questionnaire to the District for the SSSP Specialist (E-58) position to reorg into two (2) Office Coordinator positions.

PROJECTION: Due to an influx of increased phone traffic, plans to further our outreach efforts to encourage students to complete their matriculation process, engage our College Promise students, and promote college events; we are envisioning an Info Center Staff Aide. This staff member would

coordinate with the Info Center Supervisor, to ensure that Info Center staff are supported by the Staff Aide during their progress with projects and initiatives.

Professional Development

Due to certain funding constraints for program year 2016-2017, opportunities for professional development have been minimal. Outside of regular staff trainings within the department and special training workshops offered through the College and District, there have been no outside professional development activities for the Info Center staff.

Our data indicates that the majority of our phone calls are concerned with Admissions & Records and Financial Aid functions. It would be a benefit to the Info Center staff if they could receive cross-training from these two departments. This would substantially decrease the amount of transferred phone calls to the A&R and FA departments. In addition, we have an Info Center Resource Manual which provides general information about all the departments within the college. This Resource Manual is updated regularly. Furthermore, new hourly and student assistant staff attended Summer Training in July 2017 where each department gave a brief overview of their particular service and how it accommodates our student population.

Section 3: Facilities Planning

Facility Assessment

The Info Center would benefit from updated signage to indicate the title of the office and the services it provides, as well as normal operating hours. Additional signage such as "Start Here" in the middle bottom of the Info Center desk would provide a clear starting point for students to navigate the College Center. The Info Center is the public's first point of contact at College Center. As such, Info Center would benefit from having a "Welcome to Coastline" sign/banner behind the Info Center desk, above the staff stations.

Section 4: Technology Planning

Technology Assessment

Coastline Community College has adopted Cranium Cafe -- a webcam and screen-sharing service. Cranium Cafe would benefit Info Center staff and Coastline students. The ability to screen-share with students would help in troubleshooting many of the problems students have online. These problems and issues include OpenCCC/MyCCC log-ins, registration issues, navigating MyCCC and coastline.edu. Having Info Center staff trained and ready for Cranium Cafe would be a game changer in the way staff and students communicate with one another. By having the ability to screen-share, it would eliminate many of the struggles students and staff have in solely communicating over the phone. As of now, only the SSSP Admissions & Records Tech 1 will be trained on Cranium Cafe, but training efforts will be expanded when more full-time staff are present at Info Center.



Transfer Center

Section 1: Department Planning:

Internal Analysis

In Fall 2016 the dean of Counseling and Transfer Center coordinator initiated transfer services to all Coastline centers. In spring 2017, training in Cranium Café extended services to video conferencing for online students and alternate access to local area students. The coordinator maintained partnerships with Orange Coast (OCC), Golden West (GWC), Irvine Valley, Saddleback, Santa Ana, Cerritos, Cypress, Fullerton, Mt. San Antonio, and Santiago Canyon Colleges through Region 8 and the South County Higher Education Council (SCHEC), professional organizations. Importantly, partnerships were established internally with programs and departments to maximize exposure of transfer services and minimize multiplicity within the decentralized campus environment.

University tours are ongoing with GWC and OCC. Transfer workshops are offered year around and are scheduled in conjunction with Coastline programs and departments. The number of students served and transfer correlates with the increase of services, workshops, fairs, partnerships, publicity provided by the Public Information Office, and promotion by Student Success Tutors, Academic Success Coaches, and faculty.

Table 1.1: Coastline Transfer Numbers

4-Year School	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CSU System	686	786	935	1,058	1,018
UC System	168	203	182	212	249
In-State Private (ISP)	575	692	758	808	897
Out-of-State (OOS)	1,512	1,622	1,990	2,053	1,914
TOTAL	2,941	3,303	3,865	4,131	4,078

Date Source: National Student Clearinghouse/Institutional Research Department.

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

Table 1.2: Number of Students Utilizing Transfer Center Services: Appointments, Email, Walk-In, Phone

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
808	1130	1663	2,392	2,654

There was a 10% increase in the number of students served in 2016-17 compared to the previous year 2015-16. From 2014-15 to 2016-17, there is a 38% increase in the number of students receiving transfer services. This can be attributed to use of technology and accessibility due to the partnership between Student Success Center and Transfer Center. Since 2014 Daniel Pittaway, Student Success Coordinator, and Poomchai Chotima, Student Success Office Manager, have assigned their Student Success Tutors in the Transfer Center. The tutors' presence in the Transfer Center has contributed to an increase in the number of students served for both transfer and tutorial services. The Transfer Center is able to keep its doors open 8+ hours per day, Monday through Friday.

Since 2015 internal partnerships have been developed with the STAR Program, Learning First, Associated Student Government/Student Life, Asian American and Native American Pacific Islander (AANAPISI)/PACT, and EOPS. These internal partnerships has expanded transfer services to various student population segments.

Service Area Outcome(s)

Table 1.3: SAOs

SAO	ASSESSMENT MEASURE /TARGET																																
<p>Coastline will provide a host of transfer services: workshops, transfer fairs, university representative visits/appointments, university tours, and individual advising. Students who utilized these services will report satisfaction with these services.</p>	<p>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</p> <p>Of those students (96) who indicated they had used the Transfer Center, 75% (72) indicated they were satisfied with the Center's services. It is noteworthy that more than half the respondents indicated that they did not need the Transfer Center and that nearly 12% of the respondents had not heard of the Transfer Center.</p>																																
<p>As a result of utilizing Transfer Center services, resources, workshops, and/or events, students will demonstrate the ability to outline a transfer preparation plan utilizing transfer resources such as ASSIST.ORG, UC TAG (Transfer Agreement Guarantee), CSU Transfer Guarantees (AS-T, AA-T, ADT), university representatives, research CSUs, UCs, CA Private Universities and Out-of-State 4-year schools, transfer-focused workshops, and other transfer preparatory resources.</p> <p>As a result of utilizing Transfer Center services, resources, 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>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 abilities to clearly express their transfer goals, successfully apply to four-year universities and understand transfer policies and procedures:</p> <p style="text-align: center;">Student Survey for Student Learning from Services at Coastline College</p> <p style="text-align: center;">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:</p> <p style="text-align: center;">Answered: 266 Skipped: 365</p> <table border="1" data-bbox="586 1192 1562 1381"> <thead> <tr> <th></th> <th>Much better</th> <th>Better</th> <th>The same</th> <th>Worse</th> <th>Much worse</th> <th>Not applicable</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Clearly express your transfer goals.</td> <td>19.17% 51</td> <td>12.41% 33</td> <td>10.15% 27</td> <td>0.38% 1</td> <td>0.38% 1</td> <td>57.52% 153</td> <td>266</td> </tr> <tr> <td>Successfully apply to four-year universities.</td> <td>17.36% 46</td> <td>9.06% 24</td> <td>9.43% 25</td> <td>0.75% 2</td> <td>0.38% 1</td> <td>63.02% 167</td> <td>265</td> </tr> <tr> <td>Understand transfer policies and procedures</td> <td>17.29% 46</td> <td>12.41% 33</td> <td>10.90% 29</td> <td>1.13% 3</td> <td>0.38% 1</td> <td>57.89% 154</td> <td>266</td> </tr> </tbody> </table> <p>For the three areas measured, 70-75% of the students who utilized services/resources indicated that they had a "much better" or "better" change in their ability to clearly express transfer goals, successfully apply to four year 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.</p>		Much better	Better	The same	Worse	Much worse	Not applicable	Total	Clearly express your transfer goals.	19.17% 51	12.41% 33	10.15% 27	0.38% 1	0.38% 1	57.52% 153	266	Successfully apply to four-year universities.	17.36% 46	9.06% 24	9.43% 25	0.75% 2	0.38% 1	63.02% 167	265	Understand transfer policies and procedures	17.29% 46	12.41% 33	10.90% 29	1.13% 3	0.38% 1	57.89% 154	266
	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																										

Progress on Initiative(s)

Table 1.4: Progress on Forward Strategy initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Distribute surveys to measure student satisfaction and make adjustments accordingly in the Transfer Center planning processes.	On-going	Under development with the Institutional Research Department.	Not available until the surveys are deployed and results analyzed,
Provide additional services such as longer distance tours to UC/CSU in Central California.	Not started in the Transfer Center	The Intercultural Resource Center conducts tours for its students to UC Santa Barbara. Will discuss with OCC and GWC to open their tours to UC Santa Barbara with Coastline students.	In begin talks with OCC and GWC during the fall 2017 semester.
Online live and “canned” workshops, and events throughout the academic year, including summer to improve student satisfaction.	On-going	Online live workshops began in Summer 2016 to Spring 2017 through CCC Confer. Transfer workshop via Video conference using Cranium Café began in Summer 2017. Canned workshop production underway with use of PowToon.	Planning underway with Work Study Student and IT. Work to begin in October 2017.
Add Transfer-Ready Workshops to provide transfer orientation and have UC and CSU application workshops year-round.	On-going	Year-around transfer workshops began in Summer 2016 to present.	Scheduled over 50 transfer workshops (duplicated titles) in Fall 2016, Spring 2017, and Summer 2017. Student participation total 145.
Review services and resources for clarity, accessibility, and student engagement to improve student satisfaction and ability to clearly express transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures.	Started	Information posted on Transfer Center website; increase in student appointments; transfer-related workshops and transfer orientations.	Survey to be distributed.
Increase awareness of the Transfer Center and services through marketing, social media, internal and external partnerships, and other promotional means.	On-going	Public Information Office promotion on social media, College App, Career Center use of Facebook, Snap Chat, promotions within	Increased awareness and access to the Transfer Center services. Knowledge of what transfer services are available

		classrooms and online through Academic Success Coaches. Participation in Dolphin Day and Intense Registration, EOPS Orientation, IRC Welcome Open House, and Student Life Outreach activities.	
Transfer Partnership PACT	On-going	Counseling Department employed Academic Success Coaches who graduated with M.A. in Counseling or who are in graduate school.	Training and working with the Academic Success Coaches to promote accurate and current transfer information and services to all Coastline students in contact.

Response to Program/Department Committee Recommendation(s)

No recommendations were made as of this report.

Department Planning and Communication Strategies

Communication and Interaction Strategies

The communication methods and interaction strategies take place twice a month between the dean of Counseling, Transfer Center coordinator, Articulation Officer, and Vice President of Student Services. The Transfer Center is undertaking “Transforming the Way We Do Student Success Services in the Transfer Center” to improve services and accessibility to online as well as onsite students. The Transfer Center will concentrate on increasing online accessibility in 2017-18 with the launch of Cranium Café, videoconferencing and working with the Distance Learning Department.

The Transfer Center communicates transfer information, events, and activities through department emails and by attending periodic Counselors meetings held every month during the fall and spring semesters. Communication strategies include partnerships and promotions by College departments and programs co-sponsoring or conducting workshops by or with the Transfer Center. If workshops are scheduled at the Garden Grove Center, the Intercultural Resource will partner to hold the workshops in their center and promote within their specific student population/general College student population. The EOPS Department conducts workshops at College, Garden Grove, and Le-Jao Center and has teamed up with the Transfer Center. The EOPS Department promotes workshops with their student population.

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

The Transfer Center is readily accessible to students by phone and email address at transfercenter@coastline.edu. Email contacts accessibility has been demonstrated by the high volume of messages that are not within the preview of the Transfer Center; e.g.; transcripts, international, and admission inquiries.

Institutional Performance Data

The Chancellor's Office (CCCCO) Scorecard data is presented to illustrate Coastline's picture on transfers and transfer prepared. Transfer prepared status is a measure of completion designated when students have successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher. Data from the CCCCCO Scorecard of Key Performance Indicators are were used.

Table 1.5: College Scoreboard Key Performance Indicators (KPI)

College Scorecard KPI Measures	2013-14	2014-15	2015-2016	2016-2017
Transfer Volume (UC,CSU, Private & Out-of-State)	1,070	1,209	1,388	1,392
Transfer Rate (Transfer Velocity)	29.8%	30.7%	26.9%	31.5%

Section 2: Human Capital Planning

Staffing

Table 2.1: Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2016-17	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Position Title (# of positions)
Current year 2017-18	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Work Study Student (2 positions at 19 hrs. per week)
1 year 2018-19	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Articulation Officer-Transfer (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Work Study Student (2 positions at 19 hrs. per week)
2 years 2019-2020	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Articulation Officer-Transfer (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Work Study Student (2 positions at 19 hrs. per week)
3 years 2020-2021	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Articulation Officer-Transfer (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Work Study Student (2 positions at 19 hrs. per week)

In Fall 2017 the Transfer Center will hire up to two Work Study Students from the Financial Aid Department. This will be the first time in five years that the Transfer Center will be fully staffed with

coverage five days a week. The Transfer Center Coordinator position will be reviewed to align duties and title with responsibilities and growth of Transfer Center services. The dean of Counseling and Student Success is the administrator who is responsible for oversight, budget, and supervision of the Transfer Center. In late 2018 the Articulation Officer-Transfer will become more involved with Transfer Center operations and provide direct transfer counseling for students.

Professional Development

Table 2.2: Professional Development

Name (Title)	Professional Development	Outcome
Helen Ward, Transfer Center Coordinator	Attend annual CSU and UC Transfer Conferences.	Keep current with changing procedures and legislation on Transfer and Student Success at the State, CSU, and UC levels 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.	<p>Region 8 membership with transfer officials from the UC, CSU and Community College systems in the Orange-Riverside-LA areas.</p> <p>Partnership and network to learn best practices from other institutions to retain and help students complete their education plan for degree and transfer.</p>
Helen Ward, Transfer Center Coordinator	<p>Attend and represent Coastline's Transfer Center at the South Coast Higher Education Council (SCHEC).</p> <p>Served as the Communications Director (2015-2017).</p>	Membership with Private CA Schools, local area community colleges, CSUs and UCs. Network with regionally accredited CA private schools and out-of-state schools that have offices within Southern California. Provide students with alternative transfer schools in addition to the UCs and CSUs.
Helen Ward, Transfer Center Coordinator	Internal technology training.	In Spring 2017 completed training in Cranium Café. Able to hold appointments with students 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.

Section 3: Facilities Planning

Facility Assessment

For 2017-2019 the facilities plan is to move the Transfer Center to College Center. The Student Services Wing will have all student services at College Center as the central location and provide services at each of the learning centers. The Transfer Center will be situated next to the Career Center at College Center once remodeling is completed or should space be determined prior to remodeling.

The Transfer Center participated in needs assessment with representatives from the architect firm conducting remodeling plans for the College Center. The Transfer Center indicated the need for more space for student computer stations (from 2 stations to 5 or more), to hold student appointments, and conduct onsite workshops or student cohort meetings. The computer stations and open areas will be shared with the Career Center.

Currently, the Transfer Center is located in the Garden Grove Center (12901 Euclid Street, Garden Grove) in Room 109. Plans are underway to transition Room 109 into Student Services at the Garden Grove Center. Admissions and Records and Financial Aid will have personnel available to students taking courses at this center. Since spring 2017 EOPS has scheduled a counselor on Wednesdays to meet with EOPS students at this location.

Section 4: Technology Planning

Technology Assessment

The Transfer Center is still in dire need of access to technology and equipment to provide mobile and online transfer services. The Center has requested, but as not received, use of two IPADS. The center has checked out a HP EliteBook from the IT department.

The Transfer Center is developing ways to digitize transfer-related forms and promote phone and video conferencing appointments and workshops. The Transfer Center will promote ways and funding to purchase equipment that supports digitizing and using technology such as College cell phones to offer text messaging to students and establish a presence on Facebook, Twitter, Snap Chat and Skype to communicate with students.

Section 5: New Initiatives

ASMT Initiative: Expand the capacity of the assessment center to accommodate student and faculty demand

Describe how the initiative supports the college mission:

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 provide student services. Furthermore, there is an interest for the center to proctor prerequisite challenge exams and the College Level Examination Program (CLEP) test for military students. Currently, the prerequisite challenge exams are the responsibility of the Discipline Departments and the CLEP is not being offered at the College. In order to proctor these exams, we would need an additional Testing Technician.

What college goal does the initiative support? Select all that apply

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

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

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

What evidence supports this initiative? Select all that apply

- Service Outcome (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.

Staff and student needs are met in the most fair and efficient ways. Policies and processes of the Assessment Center are upheld and efficient for everyone's benefit.

Recommended resource(s) needed for initiative achievement:

Additional Testing Technician to help with CLEP exams, challenge prerequisite exams, alternative exams, and placement tests proctoring.

What is the anticipated outcome of completing the initiative?

Increase in proctoring placement tests, alternative exams and an opportunity to offer CLEP exams and challenge prerequisite exams.

Provide a timeline and timeframe from initiative inception to completion.

If this initiative is approved, then we will start the advertising and hiring process in May 2018 so that the staff could starting working in July 2018.

COUN Initiative: Hire a full-time counselor to help support the development of educational plans

Describe how the initiative supports the college mission:

Support student access and completion

What college goal does the initiative support? Select all that apply

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

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

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

What evidence supports this initiative? Select all that apply

- Service Outcome (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.

We are seeing growth in enrollment and an increased need to support educational planning

Recommended resource(s) needed for initiative achievement:

Full-time counselor position

What is the anticipated outcome of completing the initiative?

Increase the amount of educational plans and student served

Provide a timeline and timeframe from initiative inception to completion.

Complete the faculty prioritization and hire in summer 2018

Info Center Initiative: Implementing Cranium Café.

Describe how the initiative supports the college mission:

Coastline serves a global and non-traditional student base. The Mission indicates that we desire to provide accessible, flexible, and innovative programs and services. In order to keep with our Mission to provide service at such a level, we need to improve our students' frontline customer service experience. Info Center is the frontline. The ability to screen-share with students would help in troubleshooting many of the problems students have online.

What college goal does the initiative support? Select all that apply

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

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

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

What evidence supports this initiative? Select all that apply

- Service Outcome (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.

Students are having issues with OpenCCC/MyCCC log-ins, registration issues, navigating MyCCC and coastline.edu. Having Info Center staff trained and ready for Cranium Cafe would be a game changer in the way staff and students communicate with one another. By having the ability to screen-share, it would eliminate many of the struggles students and staff have in solely communicating over the phone.

Recommended resource(s) needed for initiative achievement:

Allocate time for staff to attend the training.

What is the anticipated outcome of completing the initiative?

The anticipated outcome of this initiative is increased student retention. Many students will benefit from being able to get questions answered through Info Center in a more efficient way, and Cranium Café is the key to this efficiency.

Provide a timeline and timeframe from initiative inception to completion.

Staff will be trained on Cranium Café in Fall 2017, it is the hope that the Info Center will implement this tool by Spring 2018.

Transfer Center Initiative: Transform Student Success Services in the Transfer Center

Describe how the initiative supports the college mission:

Fulfills the Colleges' Education Master Plan for 2016-2020 to have a comprehensive student services program that incorporates new technology and accessibility to these services for our online (Distance Learners) statewide/nationally and on-site students at all four campus locations that includes Fountain Valley, Garden Grove, Newport Beach, and Westminster.

What college goal does the initiative support? Select all that apply

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

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

Provide universal access to student service and support programs.

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

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

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

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

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

What evidence supports this initiative? Select all that apply

Service Outcome (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.

This initiative will promote Student Success to improve student services and educational experience of freshmen, continuing students, foster youth, and first-generation students from families with no previous higher education access.

With Student Success and Student Equity funding, innovative use and best practices will be development and employed in the Transfer Center by training all personnel to positively enforce and have students focused on their transfer pathway toward degree completion and transfer.

Transfer-related forms and procedures will be digitized. Transfer personnel will be trained on technology uses, creating a transfer-committed culture, and adapt transfer services to meet the needs of students.

Section 6: Prioritization

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
Full-time Tenure Track Counselor		120K	On going		Incarcerated data, enrollment, retention, persistence, completion	Student success, completion and achievement, Access and student support, Student retention and persistence	June, 2018	
Transform the Transfer Center	Equipment: iPads, Laptops (3,500). Advisory Committees and Host Meetings (5,000) Software and licenses for advance PowToon, etc. (3,000) Conferences, Training, and Memberships (3,500); Host transfer fairs and workshops (10,000) Transfer Partnership PACT (3,500)	30,000	One-time	No	SAOs, Internal Research	Access and Student Support; Partnerships and Community Engagement	2018-19	
Expand the operational capacity of the assessment center to accommodate student and faculty demand (testing, CLEP)	Testing Technician	40,000	Ongoing	No	SAOs	Access and Student Support	2018-19	

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is 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 (Internal research, external research, or service outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative