



2019-2020

Annual Department Review

Counseling, Career Center, and Transfer Center

COASTLINE
COLLEGE



Career Center

Section 1: Department Planning:

Internal Analysis

During the 2018-2019 academic school year, the career center offered 53 workshops, presentations, and events. Audience include Coastline students, students from partnership high schools, and conferences. Some of the topics include introduction of Coastline’s Career Services, career exploration based on major (e.g. business, Spanish, cybersecurity, Paralegal, STEM), career values, careers and stereotype, career and personality, communication and body language, life balance, reality checks, cycle of poverty, money management, choosing a major, internship and volunteer opportunities, interview skills, resume writing and strategies, and job search strategies.

Delivery of workshops and presentations have been onsite and online streaming. On-site workshops and presentations are delivered during the classroom where the students are at in collaboration with Coastline faculty; other onsite workshops and presentations are in collaboration with Student Success Coaches, Intercultural Resources Center, and by request. Online presentations and presentations have been delivered through Cranium Café in collaboration with the Student Success Coaches.

Conference presentations include career counseling with DACA students at 2019 California Career Development Association and career counseling with Asian American students at Asian Pacific Americans in Higher Education.

Looking forward, Coastline’s career center will set a minimum of delivering goal at least 20 presentations, workshops, and events per semester. Furthermore, Youtube videos from the career center are emerging to expand the access of career services for students at their convenience.

Survey Results

Only 5.0% of respondents have **received services** from Coastline’s Career Center. Respondents who have received services from the Career Center were asked to indicate their level of satisfaction with the services rendered. The results are shown below in Table below.

Table X. *Satisfaction with Career Center Services*

Answer Options	Satisfied	Dissatisfied	Respondents
Availability of information	91.7%	8.3%	36
Workshops and seminars	87.5%	12.5%	32
Communication	91.4%	8.6%	35
Professionalism	91.2%	8.8%	34

The majority of respondents indicated that they are satisfied with the Career Center’s **availability** of information (91.7%), its **workshops** and **seminars** (87.5%), **communication** (91.4%), and its **professionalism** (91.2%).

Career Services at each Coastline Campus

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

Table X. *Desire for Career Services by Campus*

Campus	Response Percent
Coastline College Center Campus (Fountain Valley)	65.3%
Garden Grove Campus	35.4%
Newport Beach Campus	40.3%
Westminster/Le-Jao Campus	30.3%
Total	429

The majority of respondents (65.3%) would like career services and options at the **Fountain Valley Campus**, 35.4% of respondents would like career services at the **Garden Grove Campus**, 40.3% would like career services at the **Newport Beach Campus**, and 30.3% would like career services at the **Le-Jao Campus**.

Service Area Outcomes (SAOs)

SAO Table

SAO		Measures/Targets
SAO1: At least 80% of students will find individual career services helpful	SAO 1 – workshop / presentation data (paper feedback from workshops -> data entry and analysis through Google Sheets from)	87.5% of students (n=32)
SAO 2: At least 80% of students will find career workshops helpful	SAO 2 – Post-appointment feedback data (Google Survey)	
SAO3: Students will be aware and utilize the services of the career center	SAO 3 – Data from Coastline Student Services survey	5% were aware and used the services

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Permanent Career Center location	Completed	The center was opened on the 4 th floor of the College Center.	A permanent location of the center improves awareness for students and Coastline employees
Computer for students to access	Completed	In 2016-17, There are four computers that students can utilize. In 2017-18, the center was relocated to the third floor in	The computers are used by federal work study students or by student appointments. Students use these computers for job

		conjunction with the transfer center. Both centers share three computers	and experience searching, writing resumes and cover letters, etc.
Expand the capability of offering workshops to students	Completed	Collaboration with different programs and faculty increase the number of workshops delivered.	Workshops are delivered mainly in face to face courses to maximize the number of students attending.
Creation of Youtube videos	In-Progress		One Youtube video was uploaded for Coastline's career center
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.

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, and updates, etc.

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

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

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

Implications of Change

Guided Pathways will improve the utilization of Coastline’s Career Services as career exploration will be emphasized, especially during the onboarding process and the beginning of students’ journey. Collaboration between instruction and student services should strengthen so instructors can request for more career center presentations in their classes.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

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

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

Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Doctorate of Education (specialization in Community College Leadership) @ CSUF	Graduate degree	In progress (completed in Spring 2020)
Institute for the Future	Future thinking training	Completed (Summer 2019)
Coastline Pathways Retreat	Design team brainstorming for proposals for Coastline Pathways	Completed (Summer 2019)

Name (Title)	Professional Development	Outcome
Asian Pacific Americans in Higher Education (APAHE) Conference: Rooted in Community and Thriving in Partnerships	Conference attendee and speaker: Guided Pathways: Beyond Being a Doctor, Lawyer, or Engineer.	Completed (Spring 2019)
California Career Development Association Annual Conference	Conference attendee and speaker: DREAMing Beyond a Bachelor's Degree: Career Counseling with DACA students.	Completed (May 2019)
OC Counselor Symposium	Prepare students for college, career, and life success.	Completed (Nov 2018)
Orange County Career Technical Education Community College Network (OC CTE CC Network)	Regional collaboration of orange county community college CTE counselors and career center practitioners. Presented "Best practices: Career counseling, exploration, and planning"	Ongoing

The following professional development activities are to learn best practices to improve Coastline's career services.

Section 3: Facilities Planning

Facility Assessment

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

Section 4: Technology Planning

Technology Assessment

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

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Counseling

Section 1: Department Planning

Internal Analysis: Counseling

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Counseling Enrollment	2,019	1,769	1,694
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Counseling Resident FTES	182.10	160.94	151.82
Sections	36	33	36
Fill Rate	81.2%	75.1%	74.5%
WSCH/FTEF 595 Efficiency	941	864	812
FTEF/30	3.2	3.1	3.1
Extended Learning Enrollment	0	3	0

The percentage change in the number of Counseling **enrollments** in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Counseling credit courses showed a moderate decrease from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Counseling courses in 2017-18 showed a moderate increase from 2016-17 and a minimal difference from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Counseling courses showed a minimal difference from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Counseling courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Counseling courses in 2017-18 showed a minimal difference from 2016-17 and a slight decrease in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Counseling **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Counseling Enrollment	2,019	1,769	1,694

Modality	2015-16	2016-17	2017-18
Traditional	10.7%	11.4%	10.8%
Online	26.2%	27.4%	26.6%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	63.1%	61.2%	62.6%

Gender	2015-16	2016-17	2017-18
Female	24.9%	27.4%	25.1%
Male	73.9%	70.8%	72.8%
Unknown	1.2%	1.8%	2.1%

Ethnicity	2015-16	2016-17	2017-18
African American	19.9%	16.8%	15.3%
American Indian/AK Native	0.9%	0.8%	0.9%
Asian	9.3%	12.5%	11.5%
Hispanic	32.0%	30.8%	31.5%
Pacific Islander/HI Native	0.6%	0.5%	0.8%
White	24.2%	24.9%	28.1%
Multi-Ethnicity	11.7%	11.6%	9.9%
Other/Unknown	1.3%	2.1%	2.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	13.8%	11.2%	13.5%
20 to 24	14.7%	16.3%	12.5%
25 to 29	15.5%	17.0%	16.4%
30 to 34	14.2%	14.9%	12.9%
35 to 39	13.3%	11.5%	14.0%
40 to 49	18.8%	17.8%	18.7%
50 and Older	9.7%	11.2%	12.0%

Counseling courses made up 2.8% of all state-funded enrollment for 2017-18. The percentage difference in Counseling course **enrollment** in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Counseling during 2017-18 showed 10.8% of courses were taught **traditional (face-to-face)**, 26.6% were taught **online**, 0.0% were taught in the **hybrid** modality, and 62.6% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Counseling enrollment consisted of 25.1% **female**, 72.8% **male**, and 2.1% students of **unknown** gender. In 2017-18, Counseling enrollment consisted of 15.3% **African American** students, 0.9% **American Indian/AK Native** students, 11.5% **Asian** students, 31.5% **Hispanic** students, 0.8% **Pacific Islander/HI Native** students, 28.1% **White** students, 9.9% **multi-ethnic** students, and 2.0% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Counseling revealed 13.5% aged **19 or less**, 12.5% aged **20 to 24**, 16.4% aged **25 to 29**, 12.9% aged **30 to 34**, 14.0% aged **35 to 39**, 18.7% aged **40 to 49**, and 12.0% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Counseling Degrees	0	0	0
College Awarded Certificates	600	602	628
Counseling Certificates	0	0	0

The percentage change in the number of Counseling **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Counseling **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Counseling

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Counseling Success Rate	63.2%	68.5%	72.5%

Modality	2015-16	2016-17	2017-18
Traditional	82.5%	86.6%	84.2%
Online	53.1%	58.4%	59.8%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	64.0%	69.8%	75.9%

Gender	2015-16	2016-17	2017-18
Female	63.3%	68.6%	69.4%
Male	63.2%	68.8%	73.9%
Unknown	54.2%	56.3%	61.1%

Ethnicity	2015-16	2016-17	2017-18
African American	51.7%	57.2%	65.3%
American Indian/AK Native	66.7%	86.7%	73.3%
Asian	64.4%	76.0%	79.5%
Hispanic	67.2%	70.3%	72.0%
Pacific Islander/HI Native	30.8%	75.0%	84.6%
White	67.9%	72.3%	76.5%
Multi-Ethnicity	62.7%	65.9%	68.3%
Other/Unknown	59.3%	50.0%	55.9%

Age Group	2015-16	2016-17	2017-18
19 or Less	68.0%	75.3%	71.5%
20 to 24	60.6%	60.9%	65.9%
25 to 29	59.1%	68.4%	71.1%
30 to 34	62.7%	68.2%	73.1%
35 to 39	64.7%	71.1%	74.0%
40 to 49	65.4%	67.9%	75.1%
50 and Older	60.7%	71.9%	76.0%

The percentage difference in the **course success rate** in Counseling courses in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the Counseling 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Counseling **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Counseling success rate for 2017-18, the success rate was substantially higher for **traditional (face-to-face)** Counseling courses, substantially lower for **online** courses, not applicable for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Counseling success rate for 2017-18, the success rate was slightly lower for **female** students in Counseling courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Counseling success rate for 2017-18, the success rate was moderately lower for **African American** students in Counseling courses, minimally different for **American Indian/AK Native** students, moderately higher for **Asian** students, minimally different for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Counseling success rate for 2017-18, the success rate was slightly lower for students aged **19 or less** in Counseling courses, moderately lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Counseling Retention Rate	79.0%	81.7%	84.7%

Modality	2015-16	2016-17	2017-18
Traditional	89.9%	91.0%	91.3%
Online	69.2%	72.4%	74.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	81.3%	84.2%	87.9%

Gender	2015-16	2016-17	2017-18
Female	78.3%	78.9%	80.0%
Male	79.4%	83.2%	86.8%
Unknown	70.8%	65.6%	69.4%

Ethnicity	2015-16	2016-17	2017-18
African American	70.9%	74.4%	81.5%
American Indian/AK Native	83.3%	93.3%	93.3%
Asian	74.5%	83.7%	82.6%
Hispanic	83.3%	85.1%	87.6%
Pacific Islander/HI Native	46.2%	75.0%	92.3%
White	83.2%	82.5%	86.3%
Multi-Ethnicity	79.2%	81.5%	80.2%
Other/Unknown	66.7%	68.4%	70.6%

Age Group	2015-16	2016-17	2017-18
19 or Less	79.5%	85.9%	85.1%
20 to 24	78.8%	78.9%	80.1%
25 to 29	77.0%	79.4%	83.8%
30 to 34	79.1%	83.5%	86.3%
35 to 39	78.8%	83.8%	83.4%
40 to 49	81.5%	81.0%	86.4%
50 and Older	77.6%	81.9%	87.7%

The percentage difference in the **retention rate** in Counseling courses in 2017-18 showed a slight increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the Counseling 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Counseling **retention rate** was minimally different than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Counseling retention rate for 2017-18, the retention rate was moderately higher for **traditional (face-to-face)** Counseling courses, substantially lower for **online** courses, not applicable for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Counseling retention rate for 2017-18, the retention rate was slightly lower for **female** students in Counseling courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Counseling retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Counseling courses, moderately higher for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly higher for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Counseling retention rate for 2017-18, the retention rate was minimally different for students aged **19 or less** in Counseling courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

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

Data Source: Banner Student Information System

Calculation Categories

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

Survey Results

Student

Counseling Services

Over one-third (37.2%) of respondents have **received counseling services** at Coastline, including counseling and educational planning. Table 13 shows the utilization of specific counseling services by students who indicated that they have received counseling services.

Table 13. *Counseling Services*

Service	Response Percent	Response Count
Academic Planning	91.2%	383
Career Counseling	26.0%	109
Personal Counseling	13.8%	58
Probation counseling	4.8%	20
Disqualification counseling	3.1%	13

Of 420 respondents, 91.2% have received **academic planning** services, 26.0% have received **career counseling**, 13.8% have received **personal counseling**, 4.8% have received **probation counseling**, and 3.1% have received **disqualification counseling**.

Counseling Office Services

Table 14 shows the percentage of respondents who are satisfied or not satisfied with the counseling services they've utilized.

Table 14. *Counseling Services: Utilized*

Service	Used/ Satisfied	Used/ Dissatisfied	Used Response Count
Academic Advising/Planning	91.9%	8.1%	395
Telephone Advising	91.3%	8.7%	241
E-advise (e-mail)	89.9%	10.1%	178
Video counseling (Cranium Cafe)	88.1%	11.9%	67

Of those who have utilized the respective counseling service, 91.9% are satisfied with **academic advising/planning**, 91.3% are satisfied with **telephone advising**, 89.9% are satisfied with **e-advise**, and, and 88.1% are satisfied with **video counseling**.

The following table shows the percentage of respondents who have **never heard of** the respective counseling service and the percentage who have **heard of** the service but indicated that they **do not need** the service. Of those who have not utilized the department's various services, the majority indicated that they have **heard of** the services but **do not need** them.

Table 15. *Counseling Services: Unutilized*

Service	Heard Of/ Don't Need	Never Heard Of	Have Not Used Response Count
Academic Advising/Planning	76.5%	23.5%	17
Telephone Advising	58.2%	41.8%	158
E-advise (e-mail)	57.2%	42.8%	215
Video counseling (Cranium Cafe)	51.6%	48.4%	320

Qualitative Feedback

Students were generally satisfied with Coastline’s counseling services and staff, stating that Coastline counselors are helpful and patient, while other respondents indicated that their interactions with counselors felt rushed. Several respondents also noted that they were satisfied with their ability to schedule a counseling appointment quickly. Additionally, feedback from students shows a need for consistency in counseling advice as students often meet with more than one counselor over time. These students noted that it would be more beneficial to visit with the same counselor across their academic journey so that the information is not repeated and/or contradicting information is not presented.

Appointments with Counselors

Table 16. *Campuses with Counseling Services*

Answer Options	Response Percent	Response Count
Coastline College Center (Fountain Valley)	89.4%	369
Garden Grove Campus	32.7%	135
Westminster/Le-Jao Campus	26.9%	111
Newport Beach Campus	32.9%	136

In order to demonstrate their knowledge of counseling at Coastline, students were asked select the campus(es) that offer appointments with counselors. The results are shown in Table 16. Of the 413 respondents, 89.4% indicated that they believe that the **Coastline College Center** offers appointments with counselors, 32.7% believe that the **Garden Grove Campus** offers appointments with counselors, 26.9% believe that the **Westminster/Le-Jao Campus** offers such appointments, and 32.9% believe that the **Newport Beach Campus** offers such appointments.

Academic Planning & College Resources

Respondents were asked to indicate the change in their ability to understand the academic planning process in order to attain their educational goals and identify college resources, procedures, and policies that support their academic success as a result of receiving counseling services at CCC. The results are shown in Table 17.

Table 17. *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.	87.0%	10.3%	2.7%	409
Identify college resources, procedures, and policies that support your academic success.	83.0%	14.8%	2.2%	405

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 (87.0%) and identify college resources, procedures, and policies that support their academic success (83.0%).

DegreeWorks

Of the 1,191 respondents, 42.2% **have utilized** the DegreeWorks application to access/review their degree audit or SEP. Respondents who indicated that they have utilized the DegreeWorks application to access/review their degree audit or SEP were asked to specify their **experience** using and understanding of the tool. The results are shown in Table 18.

Table 18. *DegreeWorks*

Answer Options	Response Percent	Response Count
Easy to use and understand	79.2%	395
Easy to use and difficult to understand	14.0%	70
Difficult to use and easy to understand	5.0%	25
Difficult to use and difficult to understand	1.8%	9

Of the respondents who have utilized the DegreeWorks application to access their degree audit or SEP, 79.2% feel that the application is **easy to use and easy to understand** and 14.0% feel that it is **easy to use and difficult to understand**, while 5.0% feel that it is **difficult to use and easy to understand** and 1.8% 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 Coastline (45.5%); 88.6% of which indicated that they participated in **online orientation** and 11.4% participated in **in-person orientation**. Respondents were then asked to rate their level of **satisfaction** with orientation components. The results are shown in the Tables 19 and 20 for online orientation and in-person orientation, respectively.

Table 19. *Online Orientation*

Answer Options	Satisfied	Dissatisfied	Response Count
Length	94.2%	5.8%	448
Clarity of Information	98.7%	1.3%	447
Availability of Information	97.3%	2.7%	445

A majority of respondents who participated in **online** orientation indicate that they are satisfied with the **length** of the orientation (94.2%), the **clarity** of information (98.7%), and the **availability** of information (97.3%).

Table 20. *In-Person Orientation*

Answer Options	Satisfied	Dissatisfied	Response Count
Length	96.6%	3.4%	59
Clarity of Information	98.3%	1.7%	58
Availability of Information	98.3%	1.7%	58

A majority of respondents who participated in **in-person** orientation indicate that they are satisfied with the **length** of the orientation (96.6%), the **clarity** of information (98.3%) and the **availability** of information (98.3%).

Respondents were asked to indicate their level of preparedness for taking courses at Coastline after participating in orientation. As shown in Table 21, 66.1% indicated that they were **prepared**, 29.9% felt **somewhat prepared**, and 4.0% felt **underprepared**.

Table 21. *Preparedness for Course Taking Following Orientation*

Answer Options	Response Percent	Response Count
Underprepared	4.0%	19
Somewhat Prepared	29.9%	143
Prepared	66.1%	316

Orientation and Counseling Services

Respondents indicated their level of agreement with statements concerning the orientation and counseling services, as shown in Table 22. Overall, respondents **agree** with the statements regarding **helpfulness** of counseling and orientation services.

Table 22. *Satisfaction with Orientation and Counseling Services*

Answer Options	Agree	Disagree	Response Count
Student orientation is effective in helping new students become familiar with Coastline.	95.2%	4.8%	685
Counseling appointments were available at times that were convenient for me.	87.5%	12.5%	601
Counselors are knowledgeable and helpful.	94.9%	5.1%	583
My counselor helped me SELECT the correct courses for me to attain my educational goal.	89.9%	10.1%	544
I feel comfortable meeting with my counselor.	93.7%	6.3%	573
I feel my counselor contributes to my academic success.	91.6%	8.4%	545
My counselor helped me develop a Student Education Plan (SEP) that allowed me to obtain my educational goal in the shortest amount of time.	92.5%	7.5%	507

Counseling Services Appointment Length

Respondents were asked to indicate the length of time they would need to discuss the items in Table 23 with a counselor.

Table 23. *Counseling Services Appointment Length*

Answer Options	<30 Minutes	30 Minutes	45 Minutes	1 Hour	Response Count
Ask a follow-up question about a previous counseling session	70.3%	23.4%	3.7%	2.6%	384
See a counselor about which English or Math class I should take	66.2%	25.9%	5.0%	2.9%	379
Make adjustments to an SEP	56.2%	33.0%	7.1%	3.7%	379
Choose classes for the next semester	45.9%	33.4%	13.8%	6.9%	392
Complete an abbreviated SEP	41.3%	41.1%	12.4%	5.3%	380
Choose a major with a counselor	38.3%	29.6%	15.8%	16.4%	379
Choose a career with a counselor	33.2%	28.1%	15.9%	22.8%	377
Complete a comprehensive Student Education Plan (SEP)	25.7%	41.4%	16.2%	16.7%	401

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

Counseling Services at Coastline Campuses

Respondents were asked to indicate where they would like to receive counseling services. The results are shown in Table 24.

Table 24. *Counseling Services Desired at each Coastline Campus*

Campus	Response Percent	Response Count
Coastline College Center Campus (Fountain Valley)	65.5%	294
Garden Grove Campus	38.3%	172
Newport Beach Campus	39.4%	177
Westminster/Le-Jao Campus	31.0%	139

The majority of respondents (65.5%) indicated that they would like counseling services at the **College Center** Campus in Fountain Valley. Less than half of respondents (38.3%) indicated that they would like counseling services at the **Garden Grove** Campus, 39.4% indicated that they would like counseling services at the **Newport Beach** Campus, and 31.0% would like counseling services at the **Westminster/Le-Jao** Campus.

Knowledge of Matriculation Sequences

Respondents were asked to demonstrate their knowledge of matriculation by identifying the best sequence of matriculation. The possible sequences and results are shown in Table 25.

Table 25. *Matriculation Sequences*

Answer Options	Response Percent	Response Count
Admission, assessment, orientation, counseling, registration	47.7%	541
Assessment, admission, registration, counseling, orientation	12.4%	141
Admission, orientation, counseling, graduation, registration	3.4%	38
Orientation, admission, registration, counseling, assessment	8.3%	94
Don't know	28.2%	320

About half of respondents identified “**admission, assessment, orientation, counseling, registration**” as the correct matriculation sequence (47.7%), and 28.2% said that they **did not know** the best sequence of matriculation.

AA Degree

Respondents were asked how many **units** they would need to take each **semester** in order to finish their **AA degree in two years**. As shown in Table 26, 11.8% of respondents said they would need to take an average of **10** units each semester, 33.5% of respondents said they would have to take an average of **12** units, and 22.1% said they would need to take an average of **15** units. Finally, 32.7% 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 26. *Transferring in Two Years: Units Needed Per Semester*

Answer Options	Response Percent	Response Count
An average of 10 units each semester	11.8%	132
An average of 12 units each semester	33.5%	376
An average of 15 units each semester	22.1%	248
Don't know	32.7%	367

Service Area Outcome(s)

Table X Service Area Outcomes (SAOs)

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

Curriculum Review

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

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

The COUN C105 – Strategies for College Success course continues to be the most popular course in the Department. Enrollment in the Coastline TV section of COUN C105 remains high. The Department also offers online and in-person sections of the course. In fall 2019, the Department plans to review the course student learning outcomes, course record of outline and make updates as deemed necessary. In addition, the goal is to create a zero-cost textbook for the course.

Although COUN C115 has not been offered as of yet by the Counseling Department, the intent is to review the course in fall 2019, so that it can be offered starting in Spring 2020. The goal of the COUN C115 course is to facilitate students in developing their educational plan.

Table Curriculum Review

Course	Title	Term Reviewed	Status
COUN C090N	College and Career Preparation 1	Spring 2019	Approved at 2/22/19 Curriculum Meeting
COUN 095N	College and Career Preparation 2	Spring 2019	Approved at 2/22/19 Curriculum Meeting
COUN C104	Career and Life Planning	Fall 2018	Approved at 11/16/18 Curriculum Meeting
COUN C105	Strategies for College Success	N/A	To be reviewed Fall 2018
COUN C115	Educational Planning	N/A	To be reviewed Fall 2018

Progress on Initiative(s)

Table 1.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 transfer conferences, workshops and retreats.	Counselors participated in a Myers Briggs/Strong Certification Course to become certified in administering and interpreting these career assessments with students (March 2018)

			<p>To stay abreast in counseling and advising strategies, counselors attended the California Collaborative Advising and Counseling Conference (March 2018)</p> <p>Counselors involved in Guided Pathways attended the Work Plan Activity Workshop to facilitate learning around Guided Pathways (April 2018)</p> <p>Counselors attended Professional Development Day to learn about the following – Canvas Gradebook Training, Proctorio and Safetalk Training (May 2018)</p> <p>To stay abreast in UC transfer information, Counselors attended Ensuring Transfer Success (May 2018, May 2019)</p> <p>Select counselors attended NCORE – National Conference on Race & Ethnicity to learn about the creation of inclusive higher education environments, programs and curriculum, improved campus and racial and ethnic relations and expanded opportunities for equity (May 2018, May 2019)</p> <p>Throughout the academic year, Counselor All Sharing Meetings are planned to allow for counselors to share information related to working with students such as: transfer, AB 705, Degree Works issues.</p> <p>In Summer 2019, a Canvas Counselor Resources shell</p>
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			<p>was created to house updated counseling and department information. Modules include information and resources such as RSI, SLOs, Forms, Community & Health, Counselor Training and Counselor Meeting Notes.</p> <p>In July 2019, select Counselors and the Dean of Counseling participated in a 2-day foresight practitioner training hosted by Institute for the Future which allowed participants to learn how to incorporate futures thinking to college redesign (in relation to Guided Pathways).</p>
To increase student retention and completion in Counseling classes. Tutoring and Si	Completed Ongoing	The cost of textbooks can be a barrier for student retention in courses. Development of a zero-cost textbook for counseling classes can assist with students completing their coursework by removing the barrier of textbook cost as well as promote equity within the course.	The Department adopted a zero-cost text for Counseling C104 and created a model canvas shell along with the text in summer 2018. The Department intends to do the same for Counseling C105 in fall 2019 but this goal will likely be dependent on resources available (counselors, time, competing priorities).
Collaborate with Student Success Center to help increase basic skills readiness for college.	Completed	Six Success Coaches were hired in Fall 2016. The role of the Success Coach was to provide Basic Skills students with proactive support to assist students in course completion and college obligations. Coaches provided a variety of study skills workshops, assisted students with preparation for counseling appointment visits, directed students to tutoring services, assisted students with scheduling	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.

		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	The number of full-time counselors was reduced as of spring 2019 semester by three. The Department is in the process of filling two of the three counselor positions to start in the fall 2019 semester.	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 (Jordan Huynh). Currently the counseling department staffing is insufficient to ensure all students will have access to counseling services.
Hire a full-time counselor to help support the development of educational plans using the Guided Pathways Framework	Not Completed	The Department will request additional counselor positions through the prioritization process in fall 2019.	To address the goal that all students have an educational plan using a Guided Pathways Framework, additional counselors will be necessary.
Transition to Case Management Counseling Model	Not Completed	As the college moves towards a Guided Pathways framework, a case-management model will be used to support students throughout their entire learning journey, with key touch points.	To facilitate a case management model as deemed appropriate for Guided Pathways, additional counselors will need to be hired. The limited number of counselors in the Department currently does not support a case management approach.

Response to Program/Department Committee Recommendation(s)

Table 1.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	Commencing in fall 2019, the Department will work with the newly created Guided Pathways Advising Design Team to explore the implications of assigning counselors to areas of specialization within the defined learning journey pathways.

Department Planning and Communication Strategies

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

In addition to Counselor Meetings, information is communicated to counselors by way of email communication and the newly created Canvas Shell which houses counselor resources and information.

Coastline Pathways

The Counseling Department has been involved in Coastline Pathways implementation by way of serving on assigned pathways work groups. For the last year, two counselors (Dan Weber and Velvet Miscione) have served on the Program Mapping work group with one of the counselors (Dan Weber) serving as a co-facilitator of the group. Two counselors (Amy Evangelista, Jordan Huynh) have served on the onboarding work group, with one of the counselors (Amy Evangelista) serving as co-facilitator of the group. In addition, the Dean of Counseling (Bruce Keeler) has served on the onboarding group. One EOPS Counselor (Claudia Mojica) has served on the Student Financial Stability and Holistic Wellness Group, as a member and co-facilitator. Work for these groups included participating in trainings to include:

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

Counselors who serve as co-facilitators of their respective groups were responsible for coordinating and facilitating group meetings, reporting back to Guided Pathways implementation leads and serving in a leadership role to develop 30-60-90 plans for their areas, which were submitted for review by the implementation leads and the Vice President of Student Services and Vice President of Instruction.

As of July 2019 Guided Pathways work groups were transitioned to Design Teams for each area. The Counselors who served as co-facilitators recommitted to their respective areas and will continue to act in a leadership role to develop a design proposal with their design team.

An additional Guided pathways Design Team was created as of summer 2019: Advising. Due to the limited number of full-time counselors, a part-time counselor (Yesenia Lopez) is serving on the team, along with a Counseling Technician (Ramandeep Dhillon) to ensure counselor representation.

As of summer 2019, two Counselors in the Department (Amy Evangelista and Dan Weber) entered all Coastline Programs into a program mapping software which will be vetted by program departments and the Vice President of Instruction and Vice President of Student Services with the goal of the program maps being accessible on the Coastline College website.

Implications of Change

[Summarize the findings from the department analysis and outline areas of opportunity for change.](#)

Section 2: Human Capital Planning

Staffing

As explained in the 2018-19 Department Review, the Counseling Department has operated since 2016-17 with one less full-time counselor position which was never restored due to the college prioritization process. Yet, the College has continued to grow in FTES at a rate of 2% since 2016-2017 and the demand for counseling has not changed. As of Spring 2019, the Counseling Department lost three full-time Counselors (Ailene Nguyen, Christy Nguyen and Jordan Huynh). Two of the three positions were approved for hiring with a start date commencing in fall 2019. The approved positions are general counselor positions with one having a focus on incarcerated students and the other having a focus on career. The hiring of these two positions will address meeting the needs of the Department to have a full-time counselor designated to serving the incarcerated population which makes up 25% of Coastline's overall enrollment. In addition, hiring a counselor with a focus on career will coincide within the Guided Pathways framework of providing timely career development counseling to students.

With the hiring of the two Counselor positions in fall 2019, the Department will still be understaffed by the 2 counselor positions lost (one in 2015-16 and one in 2018-19). Operating with one-less full-time counseling position since 2016-17 has significantly impacted the Counseling Department's ability to provide consistent, high quality counseling services to all Coastline students (the ratio of counselors to students is approximately 1/2500. Although some of student need is met by overload assignments and part-time faculty, not all student need is met. Currently, a majority of students regularly meet with a counselor, even after they have completed a comprehensive student education plan. Additionally, SSSP funds that has historically been the financial resource for hiring part-time counselors has been reduced which prohibits adding additional part time hours. Moreover, with the integration of SSSP, BSI and Equity funding into one lump sum, also makes it more difficulty to ensure funds will be earmarked for counseling support. It is very important that in order to provide high quality counseling services to students, the full-time counseling staff needs to return to the 2015- 2016 number of full-time counselors at minimum, which was 7 full-time counselors. The counselor/student ration needs to be brought in-line with our sister colleges, as well as within State averages which is approximately 1/900.

Operating with two-less full-time counselors will prove to be more detrimental to the Department's growth and ability to serve students and will inhibit equity-minded projects to be completed such as workshop creation, OER course development, program development and committee and college participation. More importantly, not having a fully staffed Counseling Department will impact the direction of Coastline Pathways and limit the scope of initiatives that potentially positively change the student experience and negatively impacts fulfilling the goals of Vision for Success, as well as optimizing funding for the college as defined by the Student Centered Funding Formula.

As the college works towards a Guided Pathways framework, a case management style of counseling with counselors possibly assigned to specific areas has been discussed; much research suggests that a case management approach to counseling is best practice and this paradigm shift would require hiring many more full-time counselors to employ the case management approach as well as to meet the goal of ensuring that all students have a comprehensive educational plan. Additionally, the Counseling Department is exploring incorporating paraprofessionals such as the Academic Success Coaches to mitigate the high counselor/student ratio.

Table 2.1 Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-19	Position Title Dean	Position Title 6 Counselors	Position Title 8 Counselors	Position Title 1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	Position Title 1 Lead Academic Success Coach 6 Academic Success Coaches
Current year 2019-2020	Dean	5 Counselors	6 Counselors	Position Title 1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	Position Title 1 Lead Academic Success Coach 6 Academic Success Coaches
1 year 2020-2021	Dean	8 Counselors	8 Counselors	Position Title 1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	Position Title 1 Lead Academic Success Coach 8 Academic Success Coaches
2 years 2021-2022	Dean	10 Counselors	8 Counselors	Position Title 1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	Position Title 1 Lead Academic Success Coach 10 Academic Success Coaches
3 years 2022-2023	Dean	12 Counselors	8 Counselors	Position Title 1 Counseling Coordinator 2 Counseling Technicians SSSP 1 Instructional Associate SSSP	Position Title 1 Lead Academic Success Coach 10 Academic Success Coaches

Professional Development

The Dean of Counseling and two full-time counselors recently attended the Institute for the Future practitioner training. The attendees will use this newly acquired information to guide and shape the future direction of the Counseling Department as well as, the future of the College. Every year counselors attend a series of workshops directly related to counseling to ensure that the most current and up-to-date information is being provided to students. These counselor workshops and trainings also provide critical information to many college constituencies in planning the future directions of the college.

Table X Professional Development

Name (Title)	Professional Development	Outcome
Bruce Keeler	<ul style="list-style-type: none"> Institute for the Future – Foresight Practitioner Training 	<ul style="list-style-type: none"> Developed skills and learned techniques to utilize in facilitation of foresight thinking practices as they relate to the College and Guided Pathways
Amy Evangelista	<ul style="list-style-type: none"> Ensuring Transfer Success National Conference on Race and Ethnicity Institute for the Future – Foresight Practitioner Training	<ul style="list-style-type: none"> Obtained updated information on transfer policies and related information to utilize with students Learned about equity- based and social justice practices to incorporate into work at the College and with students Developed skills and learned techniques to utilize in facilitation of foresight thinking practices as they relate to the College and Guided Pathways
Dan Weber	<ul style="list-style-type: none"> Institute for the Future – Foresight Practitioner Training 	<ul style="list-style-type: none"> Developed skills and learned techniques to utilize in facilitation of foresight thinking practices as they relate to the College and Guided Pathways
Susan Winterbourne		

Section 3: Facilities Planning

Facility Assessment

Fountain Valley Counseling Facility

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

Newport Beach Counseling Facility

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

Westminster Le Jao Counseling Facility

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

Garden Grove Counseling Facility

Last year the counseling department was asked to relinquish the two offices that had been used for counseling in previous years. New space was created to include two counseling offices and space to develop a student services hub.

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

The Department is hopeful that the new Fountain Valley building will address all of these issues.

Section 4: Technology Planning

Technology Assessment

The computers in the Counseling Offices are outdated and need to be replaced. Including all of the campuses where counselors hold office hours, we would need 26 new computers. As we continue to implement Cranium Café as our preferred medium for communicating with students that are unable to physically be present for a counseling appointment, we will need to have all the computers outfitted with updated webcams and headsets to ensure the highest quality experience.

We also need two need two laptops for our two new incoming full-time counselors. During the transition of two previous counselors that transferred to our sister colleges, two of the Counseling Department laptops were never recovered.

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

COASTLINE
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Transfer Center

Section 1: Department Planning

Internal Analysis

Since Fall 2018 the dean of Counseling and Transfer Center coordinator-initiated transfer services at all Coastline campuses and through videoconferencing. During the 2018 and 2019 summer semesters Cranium Café (video conferencing) was utilized 65% of the time to provide transfer services to online students as well as to local area students. Transfer services via Cranium Café included appointments, follow-up, and workshops on transfer readiness and CSU application process. The coordinator maintained partnerships with the University of California, California State University, California Private Universities, Out-of-State schools and community colleges throughout Orange and Los Angeles counties. The Transfer Center maintains partnerships with Orange Coast (OCC), Golden West (GWC), Irvine Valley, Saddleback, Santa Ana, Cerritos, Cypress, Fullerton, Long Beach, Rio Hondo, Mt. San Antonio, and Santiago Canyon Colleges through membership in Region, South County Higher Education Council (SCHEC), and State Chancellor Transfer Program. Internal college partnerships are increasing with new programs and personnel changes in departments to maximize exposure and resources of transfer services and minimize multiplicity within the decentralized campus environment. According to the Carnegie Classification of Coastline, it is a high transfer, high nontraditional college (IES/NCES, 2018-19).

One of the services that transfer centers offer are university tours for students to get a feel of campuses to make an informed school choice. Since 2018 GWC and OCC oversaw general university tours and registration for all three colleges. In Spring 2019, the Transfer Center piloted major-specific tours with the Business faculty. The Business Program was selected for pilot because the College data shows majority of students declare Business as their major and, importantly, the Business Department Chairs expressed interest in the university tours for their students. Major-specific tours were scheduled in the Business schools at CSU Long Beach and CSU Fullerton in April 2019. The major-specific tours generated the highest number of student participation with 12 students at CSU Fullerton and 8 students at CSU Long Beach. Business faculty joined the tours to experience the tours with their students and to meet with CSU Business administrators and faculty.

The number of students served and the percentage of transfer students appears to correlate with increase of services, workshops, fairs, partnerships, publicity provided by the Public Information Office, and promotion by Student Success Tutors, Academic Success Coaches, EOPS, Intercultural Resource Center (IRC), and faculty.

Table A.1: Coastline Transfer Numbers

4-Year School	2018-2019	2017-2018	2016-2017	2015-2016
CSU System	See data	321	257	220
UC System	from Institutional	68	49	40
In-State Private (ISP)	Effectiveness	242	233	195
Out-of-State (OOS)		632	623	477
TOTAL		1,263	1,162	932

Date Source: National Student Clearinghouse/Institutional Research Department.

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

Survey Results

Student

Use of Transfer Center Services

Of 765 total respondents, 7.5% **have received services** from Coastline's Transfer Center. Respondents who have received services from the Coastline Transfer Center were asked to indicate the change in their ability to clearly express their transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures as a result of using services and resources at the CCC Transfer Center. The results are shown in Table 38.

Table 38. *Transfer Center Services*

Answer Options	Better	The Same	Worse	Respondents
Clearly express your transfer goals.	90.4%	9.6%	0.0%	52
Successfully apply to four-year universities.	88.2%	11.8%	0.0%	51
Understand transfer policies and procedures	96.1%	3.9%	0.0%	51

Overall, the results show that respondents have **benefited** from receiving services from the Transfer Center. Of those who have received such services, 90.4% indicated that their ability to clearly express their transfer goals is **better** than before they received such services. In response to the change in the respondent's ability to successfully apply to four-year universities, 88.2% indicated that it is **better**. Lastly, 96.1% of respondents who have received services from the Transfer Center said that their ability to understand transfer policies and procedures is **better**.

Satisfaction with Transfer Center

Table 39 below shows respondents' use and level of satisfaction with the services provided by the Career Center.

Table 39. *Satisfaction with Transfer Center Services*

Answer Options	Satisfied	Dissatisfied	Respondents
Availability of information	98.2%	1.8%	55
Workshops and seminars	95.8%	4.2%	48
Communication	96.3%	3.7%	54
Professionalism	96.3%	3.7%	54

The majority of respondents indicated that they are **satisfied** with the Career Center's availability of **information** (98.2%), its **workshops** and **seminars** (95.8%), **communication** (96.3%), and its **professionalism** (96.3%).

Transfer Services at each Coastline Campus

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

Table 40. *Transfer Services at each Coastline Campus*

Campus	Response Percent
Coastline College Center Campus (Fountain Valley)	67.5%

Garden Grove Campus	35.1%
Newport Beach Campus	38.9%
Westminster/Le-Jao Campus	29.8%
Total	419

The majority of respondents (67.5%) would like transfer services at the **Fountain Valley campus**, 35.1% of respondents would like career services at the **Garden Grove campus**, 38.9% would like career services at the **Newport Beach campus**, and 29.8% would like career services at the **Westminster/Le-Jao campus**.

Service Area Outcome(s)

Table B.2: Number of Students Utilizing Transfer Center Services: Appointments, Email, Walk-In, Phone

2018-2019	2017-2018	2016-2017	2015-2016
2,551	2,362	2,654	2,392

The number of students served in 2018-19 was slightly higher compared to the 2017-18 numbers. This may be attributed to a noticeable higher number of students who indicated that Coastline was not their home campus and they were receiving most of their services from OCC or GWC transfer centers. Approximately 30% of students indicated that they were glad to have access to Coastline’s transfer services and did not have to wait two-to-three weeks out before they could see someone at OCC or GWC.

Table C.3 Service Area Outcomes (SAOs)

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

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.

As a result of utilizing Transfer Center services, resources, event participation, and workshops on the CSU and UC application process, students will be able to describe the academic standards and requirements needed for acceptance into the university of their choice as described in their transfer preparation plans and process their university applications.

Student Survey for Student Learning from Services at Coastline College

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

Answered: 266 Skipped: 365

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

For the three areas measured, 70-75% of the students who utilized services/resources indicated that they had a “much better” or “better” change in their ability to clearly express transfer goals, successfully apply to four year-universities, 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.

- SAO 1: Increase transfer readiness preparation among Coastline students for students to know how to read their transcripts and calculate their GPAs for competitiveness.
- SAO 2: Know the differences between the community colleges, California State Universities, and University of California systems.
- SAO 3: Learn and know higher education expectations on majors, academic preparation, applying resource knowledge, and networking for transfer.

Progress on Initiative(s)

Table D.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.	Ongoing	Under development with the Institutional Research Department.	Not available until the surveys are deployed and results analyzed,
Pilot major-specific university tours for the fall and spring semesters.	Spring 2019 to Spring 2020	Major-specific tour for Business Administration majors to CSU King Beach and CSU Fullerton in April 2019. Fall 2019 pilot with the Business Program to include UC Irvine as well as CSU Long Beach and CSU Fullerton.	A total of twenty Business majors and four Business faculty attended. Professor Kevin Erdkamp had his students spearhead the tours. Professor Erdkamp's former students had CSU student leadership positions and connected immediately with Coastline students on CSU transfer expectations and valuable "student-based" information. Business faculty met with CSU administrators.
Online live and Camtasia-created workshops, and events throughout the academic year, including summer to improve student satisfaction.	Ongoing	Online live workshops were conducted in Summer 2018 and 2019 through Cranium Café. For 2019-2020, transfer 1-2-minute clips will be developed and posted on the new Transfer Center website to provide 24/7 access to promote transfer readiness earlier.	In summer 2018, thirty-six students participated in online workshops in Summer 2018 for CSU and UC application completion. In summer 2019, nine students participated in video-conferencing CSU and UC application workshops.
Add Transfer-Ready Workshops to provide transfer orientation and have UC and CSU application workshops year-round.	Ongoing	Year-around transfer workshops, including class visits, from Summer 2018 through Spring 2020.	Scheduled 55 transfer workshops (duplicated titles) from Fall 2018 to Summer 2019 with over 200 student participation.
Review services and resources for clarity, accessibility, and student engagement to improve student satisfaction and ability to clearly express transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures.	Ongoing	New webpage design with CSU, UC, Private CA, and Out-of-State schools posted on Transfer Center website.; increase in student appointments; transfer-related	Survey to be developed and distributed.

		workshops and transfer orientations.	
Increase awareness of the Transfer Center and services through marketing, social media, internal and external partnerships, and other promotional means.	Ongoing	Public Information Office promotion on social media, College App, Career Center use of Facebook, Snap Chat, promotions within classrooms and online through Academic Success Coaches. Participation in Dolphin Day and Extreme Registration, EOPS Orientation, IRC Welcome Open House, and Student Life Outreach activities.	The Transfer Center website was suspended during the spring-summer 2019 semesters as the college revised the website. Current and new transfer information will be added during fall 2019.

Response to Program/Department Committee Recommendation(s)

No recommendations were made as of this report.

Department Planning and Communication Strategies

Communication and Interaction Strategies

The communication methods and interaction strategies take place on a weekly basis between the dean of Counseling and Transfer Center coordinator. Meetings center on transfer activities, improving transfer services, transfer-readiness of students, and budget for transfer supplies, equipment.

The Transfer Center communicates transfer information, events, and activities through department emails and by attending periodic. The Counseling Department has secured a Department Chair for 2019-2020. The coordinator will work with the dean and Department Chair to potentially meet on a semester with full-time and part-time counselors to share transfer information and transfer preparedness of students.

As a decentralized college, communication strategies include partnerships and promotions by College departments and programs co-sponsoring or conducting workshops by or with the Transfer Center. Workshops and campus-site based advising will centralize with programs stationed at the Newport Beach, Garden Grove, and Westminster Le-Jao campuses. For example, the Transfer Center works with the Intercultural Resource Center to schedule workshops and appointments within their specific student population/general College student population. The Transfer Center has partnered with the EOPS Department to conduct joint workshops for EOPS students on Transfer Readiness, CSU Application Completion, UC Application Completion, and Paying for College.

For 2018-2019 internal partnerships continue to strengthen between the Retention Specialists/STAR Program, Learning First, Associated Student Government/Student Life, Asian American and Native American Pacific Islander (AANAPISI)/PACT, Veterans Center, Academic Success Coaches, EOPS/CARE/Foster Youth, and Incarcerated Services. These internal partnerships continue to promote transfer information to their specific student populations.

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. A high volume of voice messages and emails are received 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 E.5: College Scoreboard Key Performance Indicators (KPI)

College Scorecard KPI Measures	2018-2019 Goal	2017-2018	2016-2017	2015-2016
Transfer Volume (UC, CSU, Private & Out-of-State)	1,276	1,263	1,162	932
Transfer Rate (Transfer Velocity)	36.5%	36.1%	32.2%	26.9%

Coastline Pathways

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

Through Guided Pathways, the Transfer Center has implemented ways to eliminate barriers for student access to tutoring services, scholarships, socialization through student clubs, events, and networking with 4-year representatives.

Implications of Change

The Transfer Center will participate in future State and internal sessions on Guided Pathways to improve transfer and completion rates. Transfer-related video clips will be developed for students to access 24/7 to transfer prepare and become transfer ready as they complete 60 or more units.

Section 2: Human Capital Planning

Staffing

Table F.6: Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2018-19	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)	Federal Work Study Student (2 positions; 9 to 15 hrs. per week).
Current year 2019-20	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Articulation Officer & Transfer Counselor (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Work Study Student (1 position in Spring 2019).
1 year 2020-21	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Articulation Officer-Transfer Counselor (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Permanent part-time staff – 18 hrs.
2 years 2021-2022	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Articulation Officer-Transfer Counselor (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Permanent part-time staff – 18 hrs.
3 years 2020-2021	Dean of Counseling and Student Success (1 position)	Position Title (# of positions)	Articulation Officer-Transfer Counselor (.5-.25 positions)	Position Title (# of positions)	Transfer Center Coordinator (1 position)	Permanent part-time staff – 18 hrs.

During the 2018-2019 academic year, the Transfer Center hired two Federal Work Study Students from the Financial Aid Department. While the Transfer Center welcomed work study students into the center to answer phones, greet students, and share transfer resources, the number of hours were not consistent because of the students' priority: school – and changes in students' attendance status. One FWS quit college to be with family in San Francisco. Work study students cannot be given assignments with student ID numbers due to confidentiality. Every effort has been made to minimize student information being shared with work study students. This requirement has greatly impacted the workload of the Transfer Center Coordinator.

Due to the decentralization of the college and the need to provide transfer services at all campus locations, it is highly recommended for part-time clerical staff position to help with phones and be a presence in the Transfer Center while the coordinator is at a campus location, college meetings, or meeting with students with appointments. As the number of transfer increases, the Counseling Department and College needs to look at reorganization with personnel resources dedicated to the Transfer Center in parity with OCC and GWC transfer staffing.

Professional Development

Table G.7: Professional Development

Name (Title)	Professional Development	Outcome
Helen Ward, Transfer Center Coordinator	Attend all annual CSU, UC, and CA private, out-of-state Transfer Conferences.	Keep current with changing procedures and legislation on Transfer and Student Success at the State, CSU, and UC levels, CA private universities and out-of-state schools to effectively guide and prepare Coastline students for transfer.
Helen Ward, Transfer Center Coordinator	Attend and represent Coastline's Transfer Center at Region 8 meetings.	<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	Attend and represent Coastline's Transfer Center at the South Coast Higher Education Council (SCHEC) as Vice Chair from 2017-2019. Will continue to serve on the Executive Committee in 2019-2021.	Membership with Private CA Schools, local area community colleges, CSUs and UCs. Network with regionally accredited CA private schools and out-of-state schools that have offices within Southern California. Provide students with alternative transfer schools in addition to the UCs and CSUs.
Helen Ward, Transfer Center Coordinator	State Chancellor's Transfer Program	Contact with the Transfer Program for the Annual State Transfer Report and attend state-wide Transfer Website webinars/conferences.
Helen Ward, Transfer Center Coordinator	Internal technology training.	Conducts student appointments and workshops via video conferencing. Shared computer screens, document sharing, camera, and use of closed captioning. Expand accessibility of transfer services by phone, Internet, email, in-person, and video conferencing. Need access to text messaging.

Section 3: Facilities Planning

Facility Assessment

In 2018-2019 the Transfer Center is housed in the Fountain Valley Student Services in Room 305, third floor. The Transfer Center shared space with the Career Services Center.

The Transfer Center and Career Center will make minor changes to improve space use with the Maintenance and Operations Department (M&O). Better use of space to allow for greater concentration for career or transfer needs may include dividing space so that transfer and career are on opposite sides of the room. This may better distinguish services for students and college personnel. While transfer and career are student services, each provides specific information and advice to students.

The Transfer and Career Centers are located within the same space and have shared student computers. By the end of Fall 2019 the Transfer and Career Centers plan to complete desk and furniture requests to better accommodate students. Brochure racks, renaming of the space, and transfer-related items are on hold.

Electrical power and connections continue to be intermittent in the Transfer Center. The electricity has gone out three times since June 2018. Due to the lack of outlets and power adding more student computers or printers may not be possible to accommodate the increased needs of both transfer and career students.

Overall, plans have been drawn for the new Coastline Student Services building. The Transfer Center will continue to provide transfer services, including appointments and workshops, at all three campuses located in the cities of Garden Grove, Newport Beach, and Westminster, Le-Jao.

Section 4: Technology Planning

Technology Assessment

The Transfer Center continues to improve transfer services and access for students on-site and online. The Transfer Center Coordinator utilizing Cranium Café for video conferences as well as Zoom. The Transfer Center is working with the IT Department for newer laptop equipment that can also be used as an iPad during transfer workshops and fairs.

The Transfer Center is developing ways to automate workshop information into 1-2-minute video clips so that students will have access 24/7 on transfer “know-how” for applications and transfer readiness.

The Transfer Center worked with the Public Information Office to promote transfer information to students via Twitter, Facebook, and MyCCC.

Section 5: New Initiatives

Initiative: Probation/Dismissal Online Workshop

Every semester about 10% of the student population is identified as being on Academic or Progress Probation, Academic or Progress Disqualification or Dismissal. Students are notified of their academic standing by email or letter. It is highly recommended that all students make an appointment to see a counselor to develop a plan so that the student can regain "student in good standing" status. Students that are disqualified have a hold placed on registration for the following semester and must see a counselor to remove the hold. Students that have been dismissed must sit out at least one semester but then must follow specific directions to be re-admitted to the College. Often students do not completely understand why they are on probation and therefore, are unable to develop a successful plan on their own. At our current counselor staffing level, we do not have enough bandwidth to meet individually with every student. By developing an online workshop using CANVAS we will be able to serve all students on demand in a very efficient manner. This modality will provide all students access to the information needed in a convenient and informative format, thus freeing counselors' schedules for other student concerns.

Describe how the initiative supports the college mission:

This initiative supports that college mission by guiding students to personal empowerment by meeting the students where they are so that they may achieve their educational and career goals.

What college goal does the initiative support? Select one

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

x Student Retention and Persistence

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

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

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

x Provide universal access to student service and support programs.

x 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).

How does this initiative play a part in Coastline Pathways?

The Probation/Dismissal online workshop plays a critical role in Coastline Pathways as it is intended to support "at risk" students stay on the path.

What evidence supports this initiative? Select all that apply

x Service Area Outcome (SAO) assessment

x Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

There is voluminous empirical and anecdotal evidence that supports the notion that when students receive specific information about the probation process, develop a student success plan with the assistance of a counselor that they have a higher likelihood of regaining "student in good standing" status. Obviously, good standing opens the door for the student to persist from semester to semester and ultimately to degree/goal completion.

Recommended resource(s) needed for initiative achievement:

Much of the information is readily available as counselors provide this information to students on a regular basis. Much of this information has been placed into a CANVAS shell already. We will need to work with IT to develop a system of automatically placing students identified as being on Academic or Progress Probation, Academic or Progress Disqualification or Dismissal automatically and directly into the CANVAS shell so that the counselor monitoring the workshop will be able to send out mass emails and guide the students through the various modules of the workshop.

What is the anticipated outcome of completing the initiative?

It is anticipated that more "at risk" students will have access to the information they need to regain "student in good standing" status. This modality will especially be beneficial to distant learners that do not have access to the physical campus. Having the ability to reach more students in a timely manner will mitigate students having multiple semesters of being "at risk". It is anticipated the persistence and completion rates will increase as well as, providing the student with a positive experience.

Provide a timeline and timeframe from initiative inception to completion.

Since most of the Online workshop modules have been created the completion of the project will be determined by the available of IT to accomplish automating the process of putting "at risk" students into the CANVAS shell.

Initiative: Incorporate Dolphin Connect Features with Counseling Services

Dolphin Connect was designed to be a student services communication tool. There are two features that would be useful for counselors, one is the “to do list” feature and the second is the Student Network feature. As the counseling department shifts to a more caseload management paradigm for serving students, it becomes increasingly important to be able to communicate with all constituencies that are involved with each student. By having access to the “to do list” feature, counselors will be able to create a to do list for students in Dolphin Connect. The To Do list will appear in the students Dolphin Connect account so that students will have a handy reminder of all the tasks they must complete readily available to them at all times. The Student Network feature identifies for the student key individuals assigned specifically to them to help them during their educational journey. The name and all contact information of these individuals will be available to the students at all time should they need assistance. In Coastline Pathways we have decided that every student should have at least five individuals identified in their Student Network.

Describe how the initiative supports the college mission:

This initiative supports that college mission by guiding students to personal empowerment by meeting the students where they are so that they may achieve their educational and career goals.

What college goal does the initiative support? Select one

x 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

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

x Provide universal access to student service and support programs.

x 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).

How does this initiative play a part in Coastline Pathways?

In Coastline Pathways we have decided that every student should have at least five individuals identified in their Student Network. Having Student Success network identified early on will facilitate students getting on the path, staying on the path, and ensure learning.

What evidence supports this initiative? Select all that apply

x Service Area Outcome (SAO) assessment

x Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

Hobsons has collected data for numerous years on the effect of using Starfish at multiple colleges. After implementing Starfish without exception each college showed a significant increase in persistence, retention and completion. Moreover, colleges using Starfish compared to colleges not using Starfish had tended to have higher rates of persistence, retention and completion. Moreover, this success translated into better outcomes with respect to the Student-Centered Funding Formula.

Recommended resource(s) needed for initiative achievement:

Coastline has already implemented the Early Alert module of Starfish, these two components already exist and it is just a matter of utilizing these components. However, to facilitate wide use of Starfish components, integration of Starfish into CANVAS is required.

What is the anticipated outcome of completing the initiative?

It is anticipated that the outcome of this initiative will provide a more comprehensive approach to supporting students that will facilitate an increase a positive student experience as well as an increase in persistence, retention and completion.

Provide a timeline and timeframe from initiative inception to completion.

It is anticipated that this initiative could be completed by the end of Fall 2019 semester.

Initiative: Integrate Academic Success Coaches with the counseling services.

Academic Success Coaches have had an ancillary connection to the Counseling Department. Success Coaches were initially hired in Fall 2016 on the BSSOAP Grant to provide support to students enrolled in remedial courses and the STAR program. Over the last three years, the Success Coaches role has expanded to include serving other student populations identified as "at risk". The Success Coaches are the primary responders for Dolphin Connect Early Alert. As we begin to integrate Dolphin Connect into the Counseling Department it is logical that we also integrate the Success Coaches into the Counseling Department as well. The integration of the Success Coaches into the Department will allow the Department to provide a holistic case management style of support for students in an effective and efficient manner.

Describe how the initiative supports the college mission:

This initiative supports the college mission because the integration of the Success Coaches into the Counseling Department provides innovative services designed to achieve equitable outcomes for our students.

What college goal does the initiative support? Select one

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

x Student Retention and Persistence

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

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

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

x Provide universal access to student service and support programs.

x 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).

How does this initiative play a part in Coastline Pathways?

During our recent Coastline Pathways Summit, many of the design teams incorporated initiatives involving the Academic Success Coaches. The services the Academic Success Coaches provide are an extension of the counseling services and this initiative in particular facilitates the Counseling Department transition to a case management style approach that provides continuous wrap around support for students.

What evidence supports this initiative? Select all that apply

x Service Area Outcome (SAO) assessment

x Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

Over the last three years that the Success Coaches have been working with students at Coastline, the data suggest that they have had a very positive effect on student persistence, retention and completion.

Recommended resource(s) needed for initiative achievement:

Currently the Academic Success Coaches are being funded by categorical funds.

What is the anticipated outcome of completing the initiative?

The anticipated outcome is continuous high-quality wrap around services to students. By fully supporting students in a holistic manner, it is anticipated that this will have a positive effect on student persistence, retention and completion.

Provide a timeline and timeframe from initiative inception to completion.

The integration of the Academic Success Coaches and the Counseling Department will be completed by Fall 2019.

Initiative: Develop First Year Experience Program for Coastline Pathways.

During the recent Coastline Pathways Summit, one of the design initiatives pathways was to develop and First Year Experience Program. A first-year experience program is often considered an extended orientation to college to prepare and support students as they learn to navigate higher Education. Moreover, FYE is intended to integrate students into the College culture and to introduce students to all the resources and services available on campus.

Describe how the initiative supports the college mission:

By implementing a First-Year Experience program Coastline will be meeting students where they are and will provide an innovative approach to achieve equitable outcomes.

What college goal does the initiative support? Select one

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

x Student Retention and Persistence

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

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

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

x Provide universal access to student service and support programs.

x 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).

How does this initiative play a part in Coastline Pathways?

This initiative emanated from the Coastline Pathway Summit and is designed to support students entering the path, staying on the path and ensure learning.

What evidence supports this initiative? Select all that apply

x Service Area Outcome (SAO) assessment

x Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

A voluminous body of literature exists that demonstrates the positive effect of First-Year Experience programs.

Recommended resource(s) needed for initiative achievement:

To develop an innovative program for Coastline and one that is specifically designed to meet the needs of distant learners will require an acquisition of knowledge about existing FYE programs. This will entail sending a team of counselors to conferences and workshops, as well as sight visits to other colleges. Funding to support these activities will need to be identified.

What is the anticipated outcome of completing the initiative?

The anticipated outcome is that students will learn to navigate the higher Education in a logical and supportive environment to better prepare them for rigors of education and life beyond. Moreover, FYE is intended to integrate students into the College culture and to introduce students to all the resources and services available on campus. To develop a sense of belonging.

Provide a timeline and timeframe from initiative inception to completion.

It is anticipated that the acquisition of knowledge and a proposal for the First Year Experience Program could be completed by the end of spring 2020.

Initiative: Develop and implement Counseling C115 online course.

Coastline currently has an approved Counseling C115 course, however, this course has not been offered in more than four years. An online version of this course has never been developed or taught. As the Counseling Department moves towards a more holistic model of counseling, providing an online version of Counseling C115 will provide students another avenue for obtaining information about how to develop a Student Education Plan. The goal is to encourage students to become more self-sufficient and take a more proactive role in developing their own education plans.

Describe how the initiative supports the college mission:

This initiative will help students attain their educational and career goals.

What college goal does the initiative support? Select one

x 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

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

x Provide universal access to student service and support programs.

x 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).

How does this initiative play a part in Coastline Pathways?

This initiative will play a critical role in helping students enter the path and stay on the path.

What evidence supports this initiative? Select all that apply

x Service Area Outcome (SAO) assessment

x Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

Empirical data supports the notion that the more knowledgeable students are about the specific requirements of their intended degree, the more likely that students will persist and achieve the goal.

Recommended resource(s) needed for initiative achievement:

Since the course already exists minimal resources will be needed, however it will require time and effort of the counselors to develop the online version of Counseling C115.

What is the anticipated outcome of completing the initiative?

It is anticipated that this initiative will make counseling appointments more effective and efficient. If students take Counseling 115 prior to scheduling and educational planning session with their counselor, the student will already understand the basics of education planning and hopefully a draft of their own educational plan. Thus, saving the counselor from having to individually explain the basics to each student. Also, this allows the counselor to focus more on student decision making and providing opportunities for student input.

Provide a timeline and timeframe from initiative inception to completion.

This initiative will be accomplished by Fall 2019.

Initiative: Improve transfer readiness of Coastline students through the Transfer Center

Describe how the initiative supports the college mission:

Fulfills the Colleges' Education Master Plan for 2017-2021 to have a comprehensive student services

program that incorporates new technology and accessibility to push out what key transfer information students need prior to transferring to 4-year schools. Students need to know transfer preparation early in their Coastline pathway for persistence and smooth transition from 2 to 4-year education.

In Summer 2019, 30% of students attending August CSU application workshops were informed that they were not CSU transfer ready because they had not completed CSU Core GE courses (Golden Four). They were enrolled for fall 2019; however, CSU required completion of their Core GE courses one semester prior to transfer. This lack of knowledge discourages persistence and motivation.

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 first-year, 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 1-2-minute video clips will be accessible to all students 24/7 for transfer readiness. Transfer personnel will be trained on technology uses, creating a transfer-committed culture, and adapt transfer services to meet the needs of Distance Learners.

Provide a summary of how the evidence supports the initiative.

The Student Services Wing and Counseling Department support the initiative to concentrate on processes and delivery of services with College departments and personnel who also work with transfer students.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Probation/Dismissal Online Workshop	Full-time Counselor		One-Time	No	Internal Research; External Research; SAOs	Student Retention and Persistence	2020-21	
Integrate Starfish into Canvas			One-Time	No	Internal Research; External Research; SAOs	Student Success, Completion, and Achievement	2020-21	
Incorporate Dolphin Connect Features with Counseling Services			One-Time	No	Internal Research; External Research; SAOs	Student Retention and Persistence	2020-21	
Integrate Academic Success Coaches with the counseling services.	Academic Success Coaches		Ongoing	No	Internal Research; External Research; SAOs	Student Retention and Persistence	2020-21	
Develop First Year Experience Program for Coastline Pathways.	Full-time Counselor		Ongoing	No	Internal Research; External Research; SAOs	Student Retention and Persistence	2020-21	
Develop and implement Counseling C115 online course.	Full-time Counselor		One-Time	No	Internal Research; External Research; SAOs	Student Success, Completion, and Achievement	2020-21	
Improve transfer readiness of Coastline students through the Transfer Center	YouTube Videos and professional development		One-Time	No	Internal Research; SAOs	Student Success, Completion, and Achievement; Access and Student Support; Student Retention and Persistence	2020-21	

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