



2017-2018  
Annual Department Review

Dual Enrolled Program  
(Credits for College and Early College High School (ECHS))

# Table of Contents

Credits for College

Section 1: Department Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Early College High School (ECHS)

Section 1: Department Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Section 5: New Initiatives

Section 6: Prioritization recommend



## Credits for College

# Section 1: Department Planning:

## Internal Analysis

### [Describe the department's operational performance over the past year](#)

Over the past year, the Credit for College program has experienced ebbs and flows in regards to enrollments. The Dean of the Le-Jao Campus and the Facilitator of Instructional Programs continue to meet quarterly with the counselors and program representatives of the respective high schools to discuss class offerings, scheduling and planning, and enrollment.

In the 2016-2017 academic year, 6 different courses were offered between the 4 high schools. Business, Music, Astronomy and Sociology garnered the highest enrollments with 36, 24, 23, and 17 respectively. This is a vast improvement from the fall 2015 where the total enrollment for the semester was 11 students between 2 high schools. As reported in the 2016-2017 Program Review, enrollment was an issues and the priority for the program. Enrollments for fall 2016 dramatically improved from fall 2015 and spring 2016.

The data below indicates that Corona Del Mar High School (CDM) has had the most success with the program, whereas Newport-Harbor High School has experienced the most challenges with enrollment. The challenges are directly related to the lack of a counselor associated with the program. This success experienced by CDM is attributed to meeting with the counselor quarterly, assessing the needs and interest of the students and working on the schedule a year in advance. The Dean of the program and the Facilitator are currently working with the high schools to define a practice that will work best for their student populations.

In 2016, Coastline branded marketing material, a brochure for the program, was developed and distributed to the counselors, students and their parents. Acknowledging the demographics of the student population at Estancia and Costa Mesa High Schools, the brochure was translated into Spanish to best serve the students and their parents. The impact of translating and distributing the brochure will be measured in the 2018-19 academic year.

Enrollment reduction per course section is often due to poor marketing of classes by high school counselors. There has been a turnover in counselors at one of the large high schools in the Newport Mesa Unified School District. It takes a little while for incoming counselors to acclimate to the new focus of assisting students to schedule Coastline College courses along with the normal curriculum planning for the year. We have seen outstanding enrollments in courses where the counselor had incorporated planning for Coastline College courses along with the student's high school courses.

Another reason for classes cancelling is the misdirected selection of courses for which students have no interest. Counselors with high enrollments in college courses take time to work the college course discussion into every conversation with students.

- Course schedules from 2016-2017

High School	Number of Subject	Enrollments
<b>CORONA DEL MAR HIGH SCHOOL</b>		
Fall 2016 – CRN 81009	MUS C139	24
Spring 2017 – CRN 93295	ASTR C100	23
Fall 2017 – CRN 81095	BUS C112	36
<b>COSTA MESA HIGH SCHOOL</b>		
Fall 2016 - CRN 80249	COUN C105	8
Spring 2017 – CRN 93293	SOC C100	8
Fall 2017 – CRN 80249	COUN C105	cancelled
<b>ESTANCIA HIGH SCHOOL</b>		
Fall 2016 – CRN 80707	SOC C100	17
Spring 2017 – CRN 93301	COUN C105	cancelled
Fall 2017 – CRN 80709	MUS C139	12
<b>NEWPORT HARBOR HIGH SCHOOL</b>		
Fall 2016 – CRN 80948	MUS C100	cancelled
Spring 2017 – CRN 93322	PSYC C116	cancelled
Fall 2017 – CRN 81073	PSYC C116	11

- Discussion focus: reduction of sections and increases in student

Coastline’s Credit for College team is working diligently to increase understanding of student marketing techniques, relationship building and counselor appreciation for college courses on their campus.

- In review of years 2015 through 2016/17 Corona Del Mar High School has developed enrollment from 14 students to 36 students enrolled for fall 2017. It is believed the Corona Del Mar counselor has found the true interest of CMDHS students. It may be beneficial for the high schools in the Credit for College Program to survey their students to see what courses provide greater student interest to their students.

Other high schools in the Credit for College Program continues to find it challenging to select the courses which provides the greatest interest on their campus. A student survey/questionnaire (is prepared to be) will be offered during the fall of 2017; the Instructional Facilitator will visit each high school campus.

- Summarize counselor meetings

Coastline Credit for College Program Dean and Credit for College Program Facilitator meets with NMUSD Counselors quarterly. Meeting location is the Coastline College Center, Conference rooms. Program dean hosted meetings on the following dates: March 2, 2016; June 7, 2016; September 14, 2016; May 17, 2017 and September 26, 2017.

A variety of discussion topics are covered such as: Brochure creation and Spanish translation; semester preparation, textbooks, facilities, current MOU, faculty, course selection, student admission/enrollment and retention issues. NMUSD counselors are always given a platform to discuss any issues or concerns. During the September 26, 2017 counselor meeting the Vice President of Instruction discussed the positive attributes of a Dual Enrollment system.

- In the future, dual enrollment discussions will increase. The Office of Instruction is currently in the MOU planning stages for NMUSD.  
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## Service Area Outcome(s)

Table X SAOs

SAO	Measures/Targets
Build awareness of best practices among high school counselors through ongoing curriculum dialog, recruitment, enrollment, and retention strategies.	<p>Each semester a target is set to enroll a minimum of 18 students in each of the Credit for College courses. When this enrollment number is achieved it is usually due to the counselor understanding student interest on his/her particular campus.</p> <p>Counselors are invited to request any course offered in the Coastline catalog; discipline deans and department chairs can (and do) provide direction in selecting the best course for high school students.</p>
Build awareness of and increase engagement with support services for students taking classes in the program	<p>80% of students surveyed will report gaining access to Coastline support services</p> <p>80% of students surveyed will report having a satisfactory experience when engaging Coastline support services</p>

- Next steps with the Credit for College Program would be to increase Coastline branding through printed materials and supplies on each NMUSD high school campus.

## Progress on Initiative(s)

Table X Progress on Forward Strategy initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Increase course enrollment and successful completion of course offerings	On-going	CCC worked in tandem with high school counselors to examine the college partnership and define a new direction for the program.	Increased enrollment and rates of success.
Provide marketing material for the Credit for College program in English and Spanish	In-progress	Working with the Marketing Department to update the English	Redesigned brochure with Spanish translation.

		brochure and translate it into Spanish.	Increase discussions with high school counselors about other languages for translation of marketing materials
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## Response to Program/Department Committee Recommendation(s)

Table X *Progress on Recommendations*

Recommendation(s)	Status	Response Summary
In order to build student awareness of program offerings the first Coastline College brochure was created for our counselor partners in the Credit For College Program. The brochure was well received but many parents were unable to read the document printed in English. It is important for the parents to understand the Coastline College offerings as well as having the student aware of course offerings.	In-progress	Brochure in Spanish is has been distributed and is currently being reviewed for redesign and printing in Mandarin.
Consider doing another comprehensive review in five years.		
Define the role and responsibilities of the instructional facilitator.	In-progress	As a result of the classification and compensation study for Classified employees, the Dean is reviewing current job descriptions/title and duties in accordance with other jobs with similar duties within the district.

## Department Planning and Communication Strategies

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

- Face-to-face meetings with the HS counselors on a quarterly basis  
Program dean plan to continue holding quarterly meetings with NMUSD counselors.  
Facilitator will continue close communication with counselors during enrollment periods with some campus visitation during fall 2017.
- Working with faculty chairs for possible course assignments, Program dean and facilitator will initiate meetings and discussions with faculty and department Chairs to discuss courses selected by NMUSD counselors.
- Common communication is primarily via email to the facilitator when there are concerns or registration issues to overcome. The facilitator will communicate with NMUSD representative to discuss textbooks prior to beginning of semester.
- Pilot an onsite enrollment process to increase enrollment and build awareness of support services

- Discussions are currently taking place NMUSD, the Vice-President of Instruction and the Dean of the program regarding Dual-Enrollment as a component of the Credit for College program. Dual – Enrollment will allow high school students to earn college credit and high school credit by taking the same course-

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Dean	NA	NA	NA	Facilitator	NA
Current year 2017-18	Dean	NA	NA	NA	Facilitator	NA
1 year 2018-19	Dean	Director of Admission & Records			Facilitator  Administrative Support – Typist Clerk	
2 years 2019-2020	Dean	Director of Admission & Records			Facilitator  Administrative Support – Typist Clerk	
3 years 2020-2021	Dean	Director of Admission & Records			Facilitator  Administrative Support – Typist Clerk	

- Acquire administrative support from full-time Typist-Clerk at the Le-Jao Campus
- Increase support of the program by adding the Director of Admissions and Records to the quarterly meetings to meet the enrollment service needs of the high school counselors and students.
- Work with NMUSD administrators and counselors to identify high school instructors who meet the qualifications to teach courses offered in the Credit for College program on their campus and/or across the school district.

### Professional Development

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

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Karen McLucas (Program Facilitator)	Pasadena City College Pathways Symposium September 23 & 24, 2016	Gained understanding of Pathways Program and the necessary coordination of

		faculty, counseling department and program coordinator.
Karen McLucas (Program Facilitator)	Coastline Summer Institute	Updates on use of CANVAS software at Coastline.  Understand the need for a clear ADA presence within the Coastline community
Dean Dana Emerson	Summer 2016 CTC Leadership Development Association	
Dean Dana Emerson	IEPI Pathways Training Workshop	
Dean Dana Emerson	2017 Asilomar Leadership Skills Seminar	

- Identify professional development opportunities to gain more knowledge about K-12 partnerships in higher education, dual enrollment programs, and other programs and best practices for K-12 partnerships.

### Section 3: Facilities Planning

#### Facility Assessment

The department is centralized at the Westminster Le Jao campus. Currently, there is no dedicated space for the program as it operates at the high school locations. Coastline Community College occupies classrooms at Corona Del Mar High School, Estancia High School, Costa Mesa High School, and Newport Harbor High School. Each classroom has a chair, desk and projector provided by the Newport-Mesa Unified School District. This equipment and furniture is solely provided by the Newport-Mesa Unified School District and carries no stake in their operational planning.

### Section 4: Technology Planning

#### Technology Assessment

Technology needs are provided by Newport-Mesa Unified School District.



Early College High School (ECHS)

# Section 1: Department Planning:

## Internal Analysis

Describe the department's operational performance over the past year.

The Early College High School (ECHS) program at Coastline Community College is a dual enrollment partnership between ECHS in Costa Mesa and Coastline Community College. Early College High School opened in 2006 and was originally funded by a \$257,000 grant from the Bill & Melinda Gates Foundation. The public high school belongs to the Newport-Mesa Unified School District (NMUSD). Students attending Early College High School reside within the NMUSD boundaries and must apply for acceptance to attend the school. The high school is located at the former Coastline Community College district office in Costa Mesa. The high school was originally slated to move to the newly opened Newport Beach Center, but instead remained in place and is currently near the completion of a campus remodel.

The Memorandum of Understanding (MOU) between NMUSD and the Coast Community College District (CCCD) stipulates that Coastline provide instructors for fourteen classes held each semester on the high school campus and that the College also makes available a counselor for 18 hours per week to provide academic support for ECHS students.

Based on the data below, enrollments decline in the spring semester. Overall, enrollment is down from fall 2016 to fall 2017. This reduction in enrollments could be attributed to a decline in the number of freshmen (9<sup>th</sup> grade) applying to attend ECHS.

Coastline is offering 18 classes at ECHS for fall 2017. In fall 2016, the College offered 16 classes at ECHS. The current class offerings reflects growth in variety and quantity of classes. The 18 classes for fall 2017 are comprised of 12, 16-week classes, 5, 32-week classes, and 1 CTE class. The College is also supports a club at the high school. Math classes are back on the class schedule after being absent for a year. Due to the articulation efforts of the Coastline and ECHS Math Departments along with multiple measures placement, transfer-level math courses are being offered to qualified ECHS students.

An additional counseling class, COUN 104- Career/Life Planning, was added to the schedule for fall 2017. After examining the needs of our high school students and aligning with the narrative of Guided Pathways, the COUN 104 course addresses career exploration. The instructor for the course is Coastline's on-site counselor and it is offered the 9<sup>th</sup> graders. The COUN 105 course, Strategies for College Success, continues to be offered meeting a requirement for IGETC and CSU transfer certification.

The first CTE course in Cyber Security, CST 091, is being offered in fall 2017. The class is the instructional component to the "CyberPatriot" program at the Garden Grove campus. The course is comprised of students from all grades and they make –up teams that compete in the CyberPatriot competitions on Saturdays. The instructor, a Coastline faculty member, is also the advisor for the teams. Transportation for the ECHS students to the competitions is provided by a grant. The course instructor accompanies the students to the competitions.

After receiving recommendations from multiple constituent groups and previous program reviews, a survey process was initiated in spring 2017. ECHS students taking Coastline courses completed course and instructor evaluations. These evaluations were not part of the faculty evaluation process.

Early College High School	Fall 2016	Enrollments	Spring 2017	Enrollments	Fall 2017	Enrollments
COURSE	SECTION #		SECTION #		SECTION #	
<b>ANTH C100</b>	<b>80579</b>	26	<b>92945</b>	18	80579	26
<b>CMST C110</b>	<b>80763</b>	20	<b>92939</b>	19	80763	16
			<b>93306</b>	19		
<b>COUN C104</b>					80862	19
<b>COUN C105</b>	<b>80590</b>	16	<b>92953</b>	11	80590	14
<b>COUN C105</b>	<b>80434</b>	19	<b>92951</b>	16	80434	24
<b>HLTH C100</b>	<b>80570</b>	21	<b>92947</b>	15	80570	18
<b>HLTH C100</b>	<b>80571</b>	17	<b>92949</b>	11		
<b>HUM C135</b>	<b>80961</b>	30	<b>92937</b>	29	80961	21
<b>MCOM C100</b>	<b>80941</b>	27	<b>93308</b>	27	80941	17
<b>MUS C130</b>	<b>80943</b>	19	XX	XX	80943	21
<b>MUS C131</b>	XX	XX	<b>93299</b>	18		
<b>MUS C139</b>	<b>80567</b>	14	XX	XX	80945	19
<b>MUS C139</b>	<b>80945</b>	18	<b>93296</b>	18		
<b>PSYC C100</b>	<b>80568</b>	22	<b>92943</b>	16	80568	25
<b>SPAN C180</b>	<b>80957</b>	<b>28</b>	<b>80957</b>	XX	80957	27
<b>SPAN C185</b>	<b>80949</b>	<b>10</b>	<b>80949</b>	XX	80949	18
<b>SPAN C185</b>	<b>80951</b>	<b>31</b>	<b>80951</b>	XX	80951	25
<b>SPAN C280</b>	<b>80953</b>	<b>15</b>	<b>80953</b>	XX	80953	23
<b>CST C091</b>					81097	16

<b>MATH C160</b>					81099	13
<b>MATH C120</b>					81098	24

Fall 2016, 19 ECHS students indicated interest in applying to and attending Coastline after graduation for the fall semester. By spring the student count was down to 13 students registering for classes. Current data indicate that the group of 13 students who registered for classes has declined to 3 students continuing their education with Coastline in for fall 2017. Reasons for the decline in the number of students continuing with the College are unknown. The Dean of the program will be asking Institutional Research to develop a survey for ECHS students that have departed from the College.

During the 2016-17 academic year, the program Dean conducted two information sessions for ECHS students and their parents about the 5<sup>th</sup> Year program. Students were encouraged to meet with the College's on-site counselor to create an education plan for their 5<sup>th</sup> year (year after graduating from ECHS). For the fall 2017 semester, 16 ECHS students chose to complete the 5<sup>th</sup> year program at Coastline. ECHS students interested in the 5<sup>th</sup> Year Program were invited to attend the summer STAR Orientation, at the Newport Beach Campus, to register for fall 2017 classes.

The 5<sup>th</sup> Year program is expected to grow as the Dean and Facilitator continue to work closely with the ECHS principal, counselors, students and parents. Additionally, Student Life will be invited to participate in events targeted at students interested in the 5<sup>th</sup> Year Program, thus strengthening our partnership with ECHS and the NMUSD.

The program Dean and ECHS Principal hosted a joint faculty orientation in the summer of 2017. This event provided an opportunity for Coastline faculty teaching at ECHS to meet and collaborate with each other as well as some of the ECHS faculty. Faculty learned of expectations and protocols while teaching on the high school campus. Also, faculty shared their concerns and contributed their ideas to the events taking place on campus.

## Service Area Outcome(s)

Table X SAOs

SAO	Measures/Targets
Ensure that students enroll in a minimum of 24 college units within a four year period throughout their high school careers.	80% of students who began taking college courses as 9 <sup>th</sup> graders at ECHS will complete a minimum of 24 college units by the time they graduate from ECHS.
Provide counseling services and resources at convenient and accessible locations for students.	80% of ECHS students will have met with the College counselor on campus prior to their Junior year at ECHS.

<p>Provide free preparation for college placement/assessment tests to encourage college level placement in English and math.</p>	<p>This SAO may no longer be needed as the move towards Multiple Measures Placement (MMP) grows and is enacted at colleges and universities.</p>
<p>Expand course offerings to include CTE area of focus.</p>	<p>At least one course from a CTE area will be offered at ECHS in the next year and at least 2 courses will be offered in the next 3 years.</p>

## Progress on Initiative(s)

Table X *Progress on Forward Strategy initiatives*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Provide signage and other marketing material to create a Coastline Community College presence on the ECHS campus.	On going	In Process of discussion with NMUSD	A 4' x 9' vinyl banner is currently on display at the high school as well as pennants. More permanent signage is in the process of being discussed.
Provide optional training and professional development for instructors on using Aries (aka School Loop) software and on best practices for teaching in a high school environment.	Terminated		
Create a vocal ensemble club that leads to the development of an vocal course.	In-Progress		A club with a Music Department Liaison was started in fall 2017. A more formalized club
Create a CyberPatriots class and team	In-progress		CST 091 –CyberPatriot I offered in fall 2017 need to solidify completion team.

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

Table X *Progress on Recommendations*

Recommendation(s)	Status	Response Summary
Review the SAOs for the upcoming year and make modifications, which would best gauge operational performance assessment	In progress	-Schedule faculty orientation each semester. - Faculty evaluation -
Conduct annual surveys on student support services to help gauge the effectiveness of the services offered	Not started	Analysis of student grades in college courses
Provide the options for courses to provide material and support via CANVAS	In progress	Estimated planning in fall 2017, encouraging faculty to use CANVAS for courses. Some faculty have completed Canvas training.
Consider doing another comprehensive review in two years.	Addressed	
Define the role and responsibilities of the instructional facilitator.	In progress	Dependent on result of classification and compensation study.

## Department Planning and Communication Strategies

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

Quarterly meetings are held with the ECHS Principal, high school counselor, Coastline counselor, Program Dean and Facilitator to discuss planning, scheduling and other needs of the program. If warranted, the College’s Director of Admission and Records, Dean of Counseling, Student Success Center Coordinator and other college faculty attend the meetings.

In order to grow our presence and partnership with ECHS, the Facilitator participates in the annual “Back-to- School- Nights” held in September. This event allows for greater interaction with students and their parents in regards to the College’s role in the high school. Encouraging faculty, administrators, and Student Life to attend this event is a goal for the program.

Over the past 2-years, College Administrators and District Trustees have attended the ECHS graduation, where they have an opportunity to meet the graduates who chose Coastline to complete the 5th Year Program or join the STAR program. At the 2017 graduation, 18 of the 45 graduates indicated that they were attending Coastline.

Another opportunity to increase the College’s presence at the high school is currently being explored. The Principal is working to create a College Faculty webpage linked to the ECHS website. Faculty will have their pictures and short biographies displayed. Additionally, a “faculty house” will be created to align with the culture at the high school campus. A “house” is simply a campus community /cohort that is named and the members work together until graduation. The faculty house will be similar to the student houses that currently exist.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	P/T Faculty	P/T Faculty	Classified
Previous year 2016-17	Dean			Facilitator Typist-Clerk
Current year 2017-18	Dean	1 PT Counselor	10 PT Faculty	Facilitator Typist-Clerk
1 year 2018-19	Dean	1 PT Counselor	10 PT Faculty	Facilitator Typist-Clerk
2 years 2019-2020	Dean	1 PT Counselor	10 PT Faculty	Facilitator Typist-Clerk
3 years 2020-2021	Dean	1 PT Counselor	10 PT Faculty	Facilitator Typist-Clerk

New positions are not needed for the ECHS program. However, as the program continues to grow, administrative support is required. The new full-time Typist –Clerk at the Le-Jao Campus will provided limited administrative support to the program.

## Professional Development

Table 2.2 *Professional Development*

Name (Title)	Professional Development	Outcome
Karen McLucas (Program Facilitator)	Pasadena City College Pathways Symposium September 23 & 24, 2016	Gained an understanding of Pathways Program and the necessary coordination of faculty, counseling department and program coordinator.
Karen McLucas (Program Facilitator)	Coastline Summer Institute	
Dean Dana Emerson	Summer 2016 CTC Leadership Development Association	Developed strategies to lead through leadership changes
Dean Dana Emerson	IEPI Pathways Training Workshop	Gained an understanding of the Guided Pathways framework which includes work with high schools
Dean Dana Emerson	2017 Asilomar Leadership Skills Seminar	Developed leadership skills

The program Dean and Facilitator completed Canvas training in the 2016-2017 year. Although they are not using Canvas in their roles in the ECHS program, it was clear at the completion of training that faculty teaching in the ECHS program should get trained in using Canvas for the on-site classes.

Professional development opportunities to learn about Early High Schools, Middle College High Schools and Dual Enrollment programs should be identified for the Dean and Facilitator to attend in order the build and grow the current program with best practices.

## Section 3: Facilities Planning

### Facility Assessment

Coastline Community College currently occupies four classrooms at Early College High School; three permanent classrooms located on the west side of the campus separate from the majority of the high school classes and one portable classroom in the campus center where the counselor is located. The locations of the classrooms are subject to change based on the current remodel and construction project at the ECHS campus.

Each classroom has a chair, desk, computer and projector provided by the Newport-Mesa Unified School District. The furniture in the classrooms is somewhat outdated and should be considered for remodel or

upgrade. Faculty has noted that blinds are needed in the classrooms to help block light during media presentations.

It is important to note that Early College High School is currently undergoing an extensive remodel that began in the fall 2015 semester. The high school is located at 2940 E. Mesa Verde Drive, Costa Mesa, CA 92926, which is a previous Coastline Community College site. In 2012, the college relocated to the Newport Beach Center. At this time, there are no identifying features to the public or to students that there is a Coastline presence on the high school campus.

## **Section 4: Technology Planning**

### **Technology Assessment**

Face-to-face instruction is utilized in this program. Coastline instructors teach courses on the high school campus. This year, wireless internet was implemented on campus. Students utilize their student portal for admissions, registration, and class information.

## Section 5: New Initiatives

**Initiative (Credit for College):** Increase student awareness of support services available at the College by creating marketing materials, introduce-tutoring and library services to Credit for College students.

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

Increasing awareness of support services supports student success.

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

X Student Success, Completion, and Achievement

x Instructional and Programmatic Excellence

x Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

X Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

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

X Provide universal access to student service and support programs.

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

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

X Internal Research (Student achievement, program performance)

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

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

Increased awareness of student support services increases engagement of the services and possibly student success. Marketing materials in multiple languages increases access to services.

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

- Marketing and Printing
- Language translator
- Student Success Center – Instructional Associates, tutors
- Librarian

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

Increased knowledge of and access to student support services

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

This is an ongoing operation of the program with flexible a completion date.

**Initiative (Credit for College):** Identify high school faculty within the NMUSD with credentials to teach courses in the Credit for College program to join to the part-time pool

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

Identifying high school faculty that are qualified to teach the college courses at the high schools, supports student success and flexibility in course offerings.

**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.**

Faculty that are currently teaching in the high schools served by the program may be qualified to enter the District's part-time faculty pool and teach in courses in the program to students in their district. Assigning known faculty to the courses helps to cultivate an environment of familiarity for the faculty and student thus possibly increasing enrollment and retention.

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

25 Live scheduling for meetings with high school counselors and administrators  
Faculty orientation to the program

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

Assigning qualified high school faculty to the courses offered in the program will eliminate the challenge of finding and retaining college faculty to instruct in the program where the student population is generally high school students. Additionally, faculty familiar to the targeted student population may increase enrollment and reduce the need to cancel courses due to low enrollment.

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

Identifying high school faculty to begin fall 2017. This is ongoing operation of the program with an unknown completion date.

**Initiative (Credit for College):** Create Faculty Orientation

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

Providing faculty with an orientation to the program will build awareness of Coastline's support services, increase knowledge of Coastline's, NMUSD, and expectations, FERPA regulations, support student success, and contribute to instructional and program excellence

**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.**

Orientations provide an introduction to the organization and culture of the college, an overview of the college's and high school's communication/email system, textbook orders, introduction to available technology assistance, and information for preferred record keeping for the college.

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

25 Live scheduling of space at College Center  
Director of Admission and Records  
Facilitator of Instructional Programs  
Dean of the program  
Budget for event refreshments (\$300)  
M & O for faculty ID cards

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

Upon completion of the orientation, faculty will have a better understanding of the program and the expectations of the college and high school, improve communication with the college and respective departments, utilize support services, direct students to appropriate services

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

Initial orientation is being planned for fall 2018 and will occur every semester.

**Initiative (ECHS):** Expand course offerings to include more CTE and Performing Arts.

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

More courses in CTE and in the Performing Arts create opportunities to demonstrate the College's commitment to excellence at all academic levels. Students enrolled in courses that lead to the development of job skills and provide an outlet for artistic expression support student success and achievement.

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

- X Student Success, Completion, and Achievement
- X 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.
- 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).

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

- Service Outcome (SAO) assessment
- X Internal Research (Student achievement, program performance)
- X External Research (Academic literature, market assessment, audit findings, compliance mandates)

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

ECHS students are very interested in the current classes offered in the performing arts area. The students have asked for more courses and have used their talents to create a talent show which has grown to be the most popular performance event at the high school. Additionally, research indicates that students learning skills, music or computer technical skills are more likely to report satisfaction with their academic environment and successfully completing their program.

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

Curriculum development  
Faculty to teach courses

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

More students enrolled in career skill courses and blending technical skills with performance/music skills for an innovative learning environment and experience.

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

Courses could be added to the fall 2018 schedule

**Initiative (ECHS):** Provide marketing materials to build awareness of Coastline Community College to current and future ECHS students, including annual awards of achievement and recognition for ECHS students.

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

Marketing materials increase awareness of the College in the community and builds a stronger bond with educational partners.

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

- X Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- X Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- X 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.
- X Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

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

- X 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.**

Increasing the presence of the College in the community increases awareness and creates opportunities to draw new students to the College.

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

Marketing Budget \$1500 per year

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

Increased awareness of the College will increase the enrollment of traditional student populations on all campuses.

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

Spring 2018 – design marketing materials

Summer 2018 – create marketing materials for fall 2018 distribution

Fall 2018 – distribute marketing materials at ECHS related events

**Initiative (ECHS):** Faculty training in Canvas to increase online presence and learning opportunities for students

**Describe how the initiative supports the college mission:** Encouraging faculty to develop or increase an online presence in their class will allow for the use of Civitas as an early alert and communication system with students thus having the potential to increase student success and provide access to flexible learning environments.

**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.**

Provide a summary of how the evidence supports the initiative.

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

Faculty Success Center for Canvas training and other meetings for Civitas training

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

Faculty increase engagement with students and success rates improve

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

Summer 2018- ECHS faculty start and complete Canvas training for on-site classes

Fall 2018 – Canvas shells available for ECHS courses; Faculty begin to use support platforms to engage students and use as an early alert system.

## Section 6: Prioritization

List and prioritize resource requests which emerge from initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Faculty training in Canvas to increase online presence and learning opportunities for students	FSC					Instructional and Programmatic Excellence	Fall 2018	2
Provide marketing materials to build awareness of Coastline Community College to current and future ECHS students, including annual awards of achievement and recognition for ECHS students.	Marketing Printing	\$1500				Fiscal Stewardship, Scalability, and Sustainability	Fall 2018	1
Expand course offerings to include more CTE and Performing Arts.	Curriculum Development						Fall 2018	3

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

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority

### 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