



MILITARY PROGRAM REVIEW

APRIL 2006

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Start here... Go anywhere!

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MILITARY PROGRAM REVIEW

Executive Summary

Coastline Community College, through its Military Contract Education Program, has created a virtual global campus, with courses being offered world-wide to our country's service members in all branches of the military. In support of the college's unique mission statement to deliver education both within and outside of its brick and mortar confines, Coastline serves over 10,000 military students in virtual online classrooms on military bases and in areas of conflict throughout the world. For those military students that are deployed to areas with no Internet access, CD-ROM based courses are used to deliver college-level education to them. Coastline students are located around the globe, including such places as Iraq, Afghanistan and deployed ships at sea. This program requires close liaison between the college and over one hundred military education centers at military installations worldwide. The Military Contract Education Program is self-sustaining and is funded entirely from government contracts and tuition assistance (TA) paid by the military Services for individual servicemembers' tuition expenses.

The military education program at Coastline is a highly successful conglomerate of several different programs focusing on the unique needs and requirements of the individual branches of the armed services.

- Coastline has competed for (and won) participation in numerous contracts and partnerships sponsored by all the Services.
- The fact that each Service has chosen Coastline to partner with them in their voluntary education programs speaks highly of the perceived quality of the academic programs and the student support services offered by Coastline.
- The fact that our military graduates are articulating into 4-year programs and doing well at those institutions again speaks highly of the academic rigor and overall quality of courses in our military program, and suggests that the perceived quality is indeed real.
- The fact that Coastline's online military enrollments and military graduates have roughly doubled each year, every year, for the past four years is testimony in part to the popularity of our program amongst military counselors (who recommend Coastline to their students) and the high retention rate of Coastline military students (who feel they are well served). Obviously, student satisfaction with both instruction and student services, as evidenced in both student surveys and anecdotal feedback, is a huge factor in the dramatic growth in the military education program at Coastline.

Noteworthy to the success of military contract education is the unique integration that occurred between the Contract Education and Military Distance Learning (instructional) departments. These two departments work collaboratively to provide all aspects of services required under these contracts. This is a collaboration that is essential to the continued success of Coastline's military program.

In spite of the successes within the program, there are also challenges and changes that lie ahead. A detailed listing of recommendations and goals are included in this review. The most immediate challenge is one of adequate workspaces to accommodate adequately the growth in staff necessary to maintain quality programs and services amidst inevitable continued growth of Coastline's military program.



MILITARY PROGRAM REVIEW

Program Review Process

Review of the Military Program was led by Dean of Military Education Ed McKenney working with a team of faculty and staff from Instruction and Contract Education. These team members included Patti Dessero, Military Program Education Coordinator; Angie Fonseca, Staff Assistant Senior; Nate Harrison, Military Contract Education Technician; Shawn Mann, Web/Multimedia Designer; Professor Marg Taylor, English Department; and Professor Randall Warwick, Biology Department. Joycelyn Groot, Director of Student and Economic Development, provided additional input related to Contract Education operations. Instructional Researcher Pat Arlington assisted with the preparation and deployment of faculty surveys and compilation of survey results. Of 30 faculty members teaching Military Program classes in Spring 2006, 25 individuals completed the survey.

Other data sources used in the course of this review included enrollment, completion, and graduation statistics and student responses to the 2005 Coastline Graduation Survey and the 2004-05 Counseling Department Program Review Student Survey.

Descriptive Background

Overview: Coastline Community College, through its Military Contract Education Program, has created a virtual global campus, with courses being offered world-wide to our country's service members in all branches of the military. In support of the college's unique mission statement to deliver education both within and outside of its brick and mortar confines, Coastline serves over 10,000 military students in virtual online classrooms on military bases and in areas of conflict throughout the world. For those military students who are deployed to areas with no Internet access, CD-ROM based courses are used to deliver college-level education to them. Coastline students are located around the globe, including such places as Iraq, Afghanistan and deployed ships at sea. This program requires close liaison between the college and over one hundred military education centers at military installations worldwide.

The Military Contract Education Program is self-sustaining and is funded entirely from government contracts and tuition assistance (TA) paid by the military Services for individual servicemembers' tuition expenses. Noteworthy to the success of military contract education is the unique integration that occurred between the Contract Education and Military Distance Learning (instructional) departments. The dynamic nature and varying mandates required by each of the programs require specially trained administrators and staff members who are knowledgeable about the respective contract requirements including program development, legal and contract compliance, customer management, outreach services, data management, admissions, registration, fiscal services, counseling, evaluations, programming and web design, and instructional services. Accordingly, there are two main departments who work collaboratively to provide all aspects of services required under these contracts. These two

departments, Military Distance Learning and Contract Education, represent a collaboration that is essential to continued success.

Coastline's Military Contract Education Program began in 1989 with three courses offered to the Navy through its newly established Program for Afloat College Education (PACE) program. These courses were offered to sailors aboard several Navy submarines on the East coast via CD-ROM. Throughout the 1990s, the PACE program expanded Navy-wide to include ships of all types on both coasts.

The military online program began in 1998 in San Diego, with two courses and a handful of students in each one. Two years later a total of twelve courses were available and enrollments had grown at a modest pace to 50 each 8-week session. In the summer session of 2001 there were 75 enrollments. Since that time the growth in the military online education program has been dramatic. In the Fall II 2004 Session there were 809 enrollments for those 8 weeks. One year later (Fall II 2005) the number of enrollments had grown to over 1,600 – doubled in one year! The most recent 8-week session (Spring I 2006) had 2,250 military enrollments.

Military students can choose between a General Studies AA degree or an AA with one of twenty different areas of concentration (major). These majors correspond to various occupational specialties held by service men and women. They include such majors as Applied Marine Engineering, Aviation Technology, Business & Administration, Computer Systems, Counseling and Applied Psychology, Criminal Justice, Electronics, Health Sciences, Management, Marketing & Sales, Vocational-Technical Education and others. Degree requirements are satisfied by a combination of credits from Coastline, other colleges, national testing such as CLEP, and military credit as recommended by the American Council on Education.

The majority of military students enrolled with Coastline are pursuing their AA Degree with us. The number of graduates has roughly doubled each year over the past four years, with 500 military graduates during the 2004-05 academic year. We anticipate close to 800 military graduates for the 2005-06 academic year.

Coastline's Military Programs

There are multiple contracts between Coastline and the various branches of the Armed Services:

- **Navy College Program for Afloat College Education (NCPACE).** Coastline recently was awarded this Navy contract to provide CD-ROM courses to sailors aboard ships deployed around the globe. As a result, Coastline now manages a consortium of 10 colleges that offer over 150 different courses ranging from lower-level undergraduate courses to graduate courses. Sailors can choose from numerous different associate degrees, several bachelor's degrees and three master's degrees. Coastline courses and degrees account for over 50% of the entire program. We anticipate over 6,000 enrollments in the year ahead.

Coastline is responsible to the U.S. Navy for the delivery operation of the entire technology-delivered portion of the NCPACE contract. As such we manage a consortium of 10 colleges and universities, which includes Central Texas College, Dallas Community College, ECPI

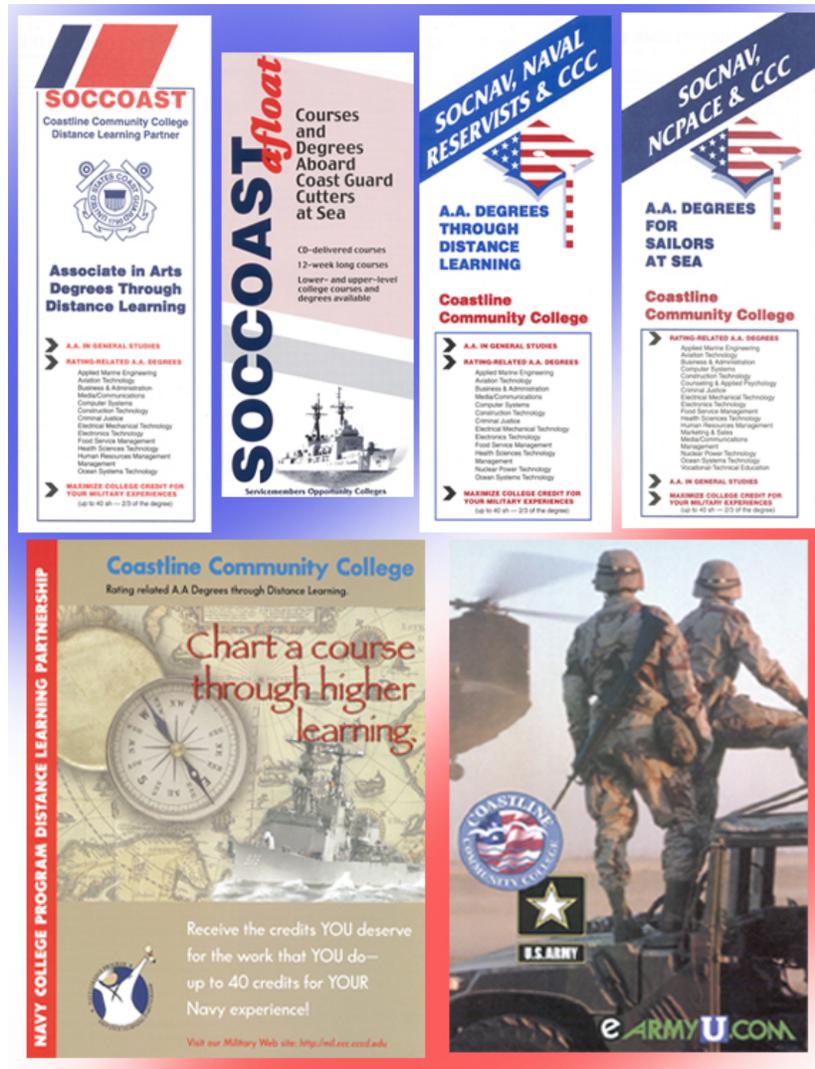
College of Technology, Governors State University, Old Dominion University, Saint Leo College, Thomas Edison State College, University of Oklahoma and Vincennes University.

- **Army's Online University (eArmyU).** This is the Army's premiere education contract, administered by IBM and consisting of 29 partner colleges. Soldiers are actually issued a laptop computer which they may keep once they have completed four courses with the college of their choice. As the name suggests, the program is delivered entirely online. Although Coastline has been a participating college in eArmyU for only two years now (the program is five years old), our enrollments have skyrocketed, placing us as the fifth largest provider among the 29 colleges. With close to 3,500 enrollments in the past two years, we anticipate another 3,000 enrollments this next year.
- **Navy's Online Distance Learning Partnership.** This Navy contract has 16 participating colleges, each of which has been awarded a "partner" status with one or more Navy Ratings (a Sailor's occupational specialty). Of the 75 Navy Ratings, Coastline has been partnered with 38, primarily because our numerous "majors" correspond closely to these specialties, i.e. Health Science Technology for medical specialties, Electronics Technology for electronics specialties, etc. Coastline is the largest associate-level provider of all the partner colleges, with five times the enrollments of the number two provider.
- **Centralized Tuition Assistance Management (CTAM).** In April 2006, the Army introduced CTAM (Centralized Tuition Assistance Management) which is a program also managed by IBM. Together, the Army has rolled both the eArmyU contract and the CTAM program under one umbrella referred to as "Go Army Ed." GoArmyEd mandated participating institutions to sign Letters of Agreement establishing and recognizing the roles and requirements that will be mandated for participation, which includes handling all course assignments, registration and admissions services, financial services, and data reporting through a centralized portal. Coastline signed the letter of agreement in October 2005.
- **Coast Guard Programs.** Coast Guard sailors aboard ship face problems similar to Navy sailors at sea, they lack access to the Internet for online classes. They, too, require some Internet-free means of delivery, like CD-ROM. Recently, Coastline conducted a pilot program with the Coast Guard to deliver courses on handheld PDAs. Initial feedback from end-of-course student surveys is very positive about the convenience and delivery technique of the PDA.
- **Other Miscellaneous Programs.** Coastline has memorandums of understanding (MOUs) with the Army National Guard, Naval Reserves, Marine Corps and others. Their servicemembers participate in Coastline's general military online classes. The Marine Corps recently approached Coastline, requesting a pilot program whereby courses would be delivered to Marines using handheld PDAs.

Military Contract Education Organization

There are four aspects of military contract education. They are: (1) Marketing and outreach efforts to reach servicemembers world wide, (2) Counseling and degree plan advisement for servicemembers in all branches of the military, (3) Distance learning instructional activities

involving academic quality control, course content and delivery, instruction, student mentoring and grading, and (4) Support services and contract operations involving registration, invoicing and fulfillment of contract reporting requirements.



- Marketing and Outreach Efforts.** Last year there were 43 separate outreach trips taken to various military installations nationwide for education fairs, program briefings to military personnel, contractual program meetings and military education conferences. Multiple different staff members were on the road to such far away places as Puerto Rico; the Seattle area; Fort Bliss, TX; Fort Bragg, NC; Fort Drum, NY; Orlando, FL; Key West, FL; Fort Sill, OK; New Orleans; Hawaii; Washington, DC; Pensacola, FL; and others more close to home, including bases in San Diego.

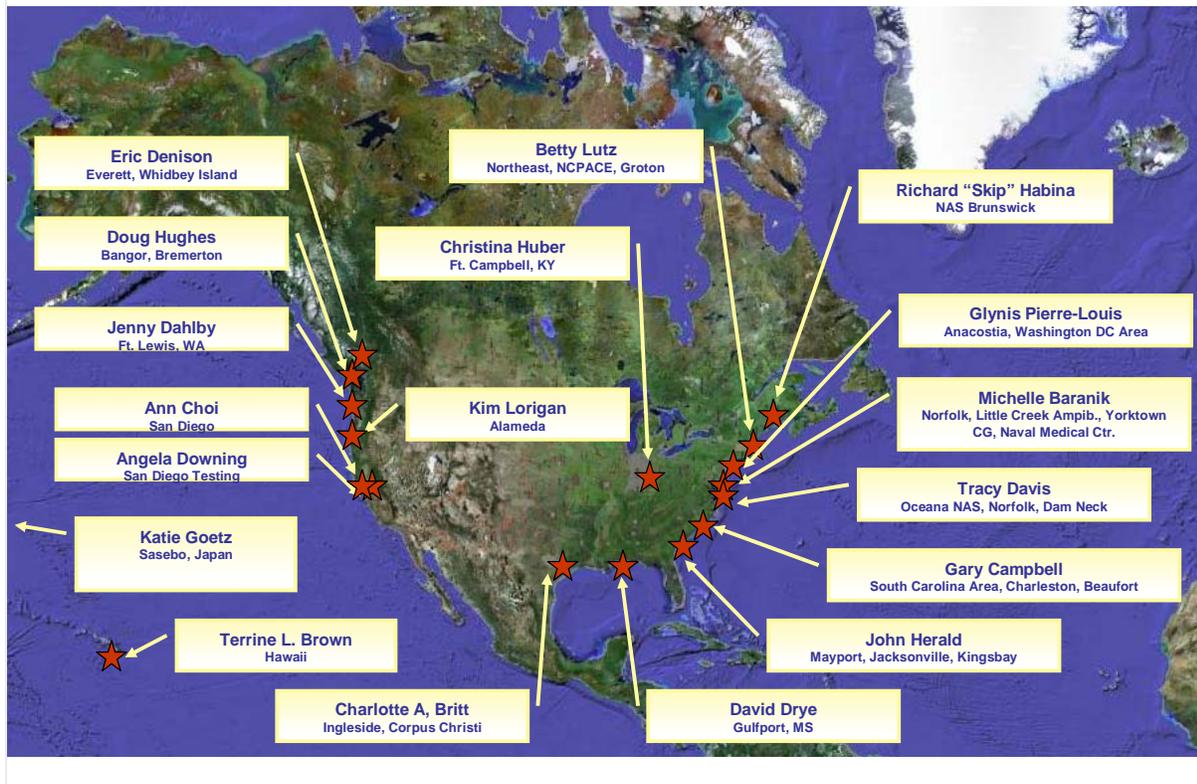
Many of these trips provide professional development opportunities for staff members. They learn from presentations by experts in their field at military education conferences. They also learn from networking with counterparts from other academic institutions at all these meetings. These opportunities for professional growth and cross-training have helped create a

professional team, well versed in military and academic issues. This is a team that plays a large part in the successful recruitment and retention of our military students.



Coastline has hired 17 part-time Military Program advisors to represent Coastline at military installations around the country, and in Hawaii and Japan. They are located at such places as Naval Air Station Brunswick, ME; Naval Sub Base New London, CT; Washington, DC; Norfolk, VA (7 bases); Charleston, SC; Naval Sub Base Kings Bay, GA; Jacksonville, FL (2 bases); Gulfport, MS (3 bases); Ft. Campbell, KY; Ingleside, TX (3 bases); San Diego, CA (7 bases); Alameda Coast Guard Station, CA; Bangor, WA (4 bases); Ft. Lewis, WA; Pearl Harbor, HI (2 bases); and Sasebo, Japan. These Coastline representatives have office hours in the military education centers on each military installation, where they meet with prospective students providing information and advisement. Coastline is committed to the professional development of these part-time employees representing our college. We recently held our first annual training workshop here on campus for all of them. The training they received will help ensure a higher level of expertise in military education issues, the Coastline military academic program, and articulation options available to our military graduates. Graduate surveys point to a heavy reliance by students upon these advisors co-located at military installations.

Coastline Military Program Representatives



Counseling and Degree Plan Advisement. Coastline officially launched its Military Counseling Program in 2001 with the hiring of a full-time counselor dedicated to working with Coastline’s military students. Because the vast majority of the military students were distance learners with no access to the Coastline campus, the military counselor developed a military distance counseling model. This model incorporates a reliance upon such distance means of communications as e-mail, telephone, fax, mail and, on occasion, video teleconferencing. The model also relies heavily upon a dedicated, student-friendly, military Website that provides counseling-related sections dealing with degree requirements, specialized degree roadmaps, English and math placement procedures and alternative articulation pathways to baccalaureate programs. Additionally, the military counselor travels to several military installations each year to provide outreach and counseling services “on the road.” Graduate and Program Review surveys of military students suggest not only a need for counseling services but an overwhelming high degree of satisfaction with the counseling they received while a Coastline student.

Student Comment from 2005 Counseling Services Program Review Survey:

“...I'm in the military and I have been out of school for about twelve years. The help I received really made me feel comfortable about going back to school. They talked me through each step and always said that if I had any more questions to feel free to call back at any time. Thank you again.”

- **Distance Learning (DL) Instructional Activities.** The Military Program’s distance learning activities and staff are autonomous and separate from the college’s Distance Learning (DL) Department. The courses offered to the military are the same courses offered in DL, although they have been modified to fit an 8-week format and telecourses have been digitized for CD delivery to non-Internet environments such as aboard deployed submarines and some areas within Iraq and Afghanistan.

Military Program staff members are programmatically assigned as coordinators of each of the specific contractual programs. Each of the program coordinators assumes several roles as part of his/her responsibility. Constantly on the phone with their students, they act as “mother” to those needing encouragement, “coach” to those needing inspiration and direction, “cheerleader” to those needing motivation and “disciplinarian” to those not on track to complete their courses within the timeframe allotted.

Our online instructional program coordinators are responsible for the students (from all branches of Service) enrolled in online courses, providing guidance and mentorship services to over 2,000 students each 8-week session. The eArmyU program coordinator provides similar services to several hundred Army soldiers each 8-week session within strict guidelines of the eArmyU contract. Others oversee the Coast Guard programs and the Coastline component of the PACE program. They all serve as the points of contact for students’ technical and procedural questions and/or difficulties encountered within course delivery. In summary, these program coordinators support the faculty with all non-academic-related communication with students.

To further support our faculty, a staff member is responsible for non-essay military DL testing and grading, scoring Scantron quizzes and exams using ParScore software.

Coastline’s Military Program hired a course developer/web designer in 2001. In the past four years the number of online courses available to our military students has quadrupled, from 12 to more than 50. His navigational and content-related improvements to the military website have resulted in praise from numerous military students and jealous sister institutions alike. He has also been instrumental in the design and implementation of a new course delivery technology – hand-held PDAs. Several pilot programs utilizing PDAs are underway, and initial feedback from students is positive. We anticipate the PDA will play an important role in the “anywhere, anytime” delivery of Coastline courses to military men and women deployed to remote locales.

In support of significant anecdotal evidence, graduate surveys of military students praise the quantity and quality of assistance provided by the Military Program’s distance learning staff. Similarly, graduates praise the content, ease of navigation and intuitive structure of our military website.

- **Support Services and Contract Operations.** As mentioned earlier, there are unique contractual student services obligations that require specially trained staff members well versed in military jargon. Similar to the roles of the Instructional Program Coordinators, our

Contract Education Department also employs program coordinators for each of the military programs. These program coordinators are responsible for the day-to-day support functions of the students and provide customer support through the website, telephone, and email correspondence. These student services include admission, registration, assessment, graduation evaluations, fiscal services, contract reporting and other support functions within the uniquely different parameters of each respective military contract. Attention must be paid to military students' ease of admission and registration into classes, in spite of different procedures for different contracts and branches of Service.

Coastline is one of only a few colleges that provides prospective military students with up-front, no-cost, no-obligation, unofficial evaluations of their military transcripts before they even enroll in a course. These evaluations clearly show where their American Council on Education (ACE) recommended military credit fits into their degree plan and exactly which degree requirements remain. Approximately 3,000 military students received unofficial evaluations this past year. More than 70% of those evaluated later enroll with Coastline.

Providing official evaluations of students' military transcripts is one of the contract requirements with all the Armed Services. Upon completion of 6.0 credit hours at Coastline, we are required to provide our military students an official evaluation, called a Servicemember Opportunity Colleges (SOC) Agreement, outlining the specific requirements they need in order to complete an AA degree. This agreement is a college-approved degree plan which is needed by all servicemembers to receive continued tuition assistance from the government. In 2005, the Contract Education evaluations unit completed nearly 2,000 Official Student Agreements for our military students.

Graduate surveys of military students indicate high levels of satisfaction with all these student support services.

Student Comments from the 2005 Graduation Survey:

"I recommend Coastline to all my friends and co-workers. I had an EXCELLENT experience at Coastline. Military Department VERY helpful. Thank you very much!"

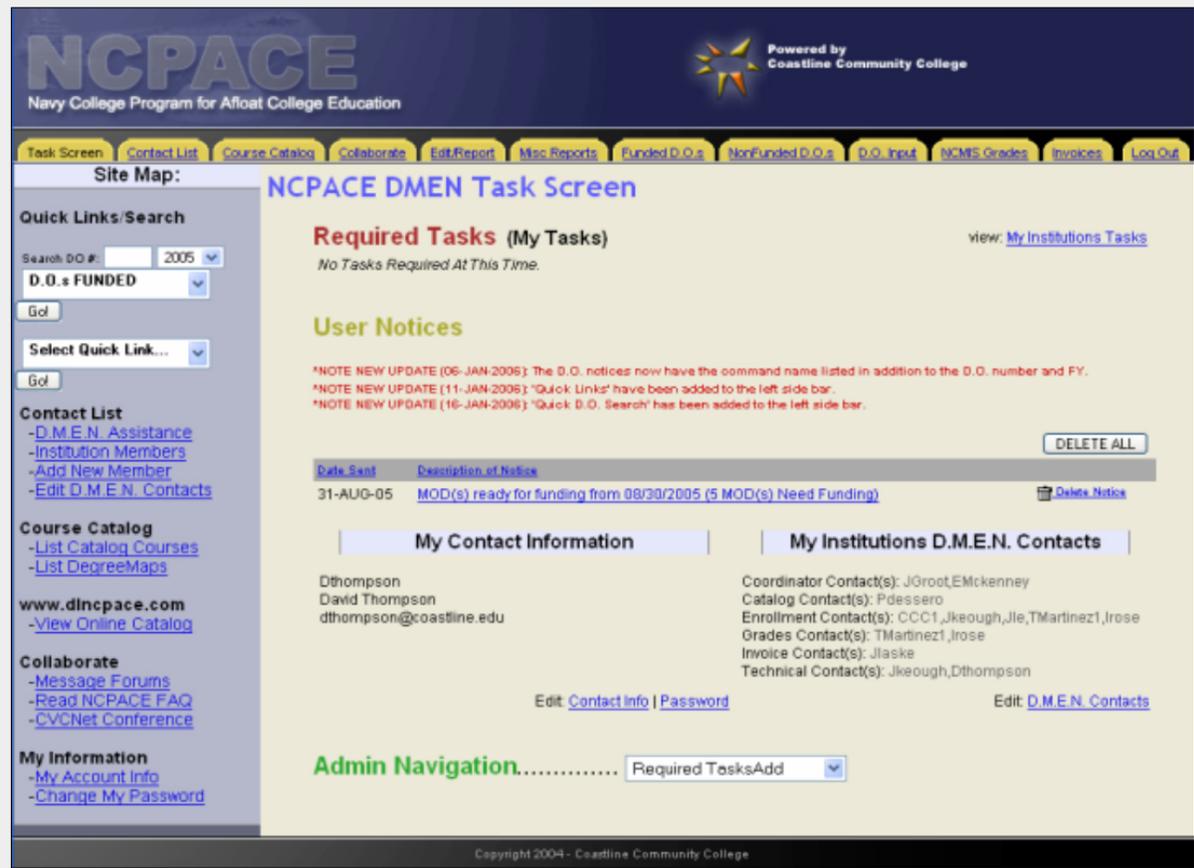
"Ms. Stephani Rogers was a big help with me getting all credits and informing me that my tests didn't arrive on time or not at all. I believe she made my experience one to enjoy. I just wish Coastline was a four year school."

"Coastline counselors do a great job."

"The services provided by the Military Outreach Department, specifically the onshore program were superb and unparalleled by any other equivalent college program. Thank you to everyone involved in the Military Outreach Program at Coastline Community College. You are making a difference!"

The largest contract operation within the Military Program is the NCPACE program, where Coastline manages a consortium of ten (10) colleges that provide technology-delivered (primarily by CD-ROM) courses to sailors aboard deployed Navy ships at sea. Coastline programmers designed and now operate a complex data and information management system

(known as the DMEN) which enables and aids Coastline’s managerial role of all the colleges and distance learning site managers at Navy bases worldwide. It is through this portal that all programmatic transactions (such as delivery orders, grade reporting, course invoicing and many more) are recorded and monitored. A “sister” information management system, called the ANGEL, houses an online catalog of all the colleges and their courses available within NCPACE. In addition to detailed course descriptions, the system allows students to search courses by college or by academic discipline. As part of the PACE contract, the Navy pays Coastline more than \$300,000 each year to manage and operate these complex information management systems (DMEN and ANGEL).



Screen shot of home page from DMEN (Data Management Exchange Network), an online complex information management system that allows tracking all PACE activity for all ten (10) partner institutions.

Tasks: E-mails are automatically generated to alert institutions of tasks to be completed.

1. Response to new delivery orders
2. Request for exams
3. Notification of grades past due
4. Others, etc.

Reports available from DMEN:

1. Delivery Orders – student enrollments, command/ship name, command point of contact, etc.
2. Grades by command, by course, by institution; graduates, units completed by students, etc.
3. Invoicing

Collaborate Tab allows users to post messages, request new function or feature, read PACE FAQs, etc.

DISTANCE LEARNING [Home](#) [Available Courses](#) [NCPACE Colleges](#) [About NCPACE](#)

Filter Courses:

By Institution: University of Oklahoma

By Subject: select a subject

Course Name:

Transcript Information:
[Coastline Community College](#)
[Central Texas College](#)
[Dallas Telecollege](#)
[ECPI College of Technology](#)
[Governors State University](#)
[Old Dominion University](#)
[University of Oklahoma](#)
[Saint Leo University](#)
[Thomas Edison State College](#)
[Vincennes University](#)

University of Oklahoma currently offers 39 courses.

Print Format: [MS Word](#)

University of Oklahoma
 All courses are CD-ROM delivered. The tuition is \$156.26 per credit hour. The cost of textbooks for the student is not included in the tuition.

CHEM1315 General Chemistry Topics covered: basic measurement, gas laws, and changes in state, stoichiometry, atomic theory, electron configuration, periodicity, bonding molecular structure and thermochemistry. Lab on CD-ROM. Prerequisites: Mathematics 1503, College Algebra, high school chemistry and Mathematics 0123, or equivalent, or a score of 31 or higher on the Intermediate Algebra ASSET placement test.	CHEM1415 General Chemistry Continued Topics covered include: nature of solutions, equilibrium, thermodynamics, acid and base properties, kinetics and electrochemistry. Course includes lab on CD-ROM, self-tests with feedback. Prerequisites: Chemistry 1315, General Chemistry or equivalent	COMM2513 Introduction to Statistics An introduction to a branch of applied mathematics known as statistics with the purpose of providing tools which aid in conducting scientific research. Topics include: measurement, central tendency, variability, normal distribution, probability, correlation, sampling distributions. Prerequisites: High School Algebra I
GEOL1104 The Dynamic Earth Introduction to the fundamentals of geology and their application to land-use, groundwater, mineral use and fossil fuel problems facing society. Several guest lecturers from industry and state and federal surveys will contribute to the content of the course. Lab included.	HR3013 Introduction to Human Relations Designed to introduce students to the breadth and depth of the field of human relations. Emphasis is on the processes of communication, problem solving, decision making, conflict and change as they occur in individuals, interpersonal, group and intergroup relations	HR4990 Human Relations in the Workplace This course examines the approach to human relations in the workplace. Students will explore the four phases the groups go through when achieving real community.
JMC3413 Principles of Public Relations The History, scope, ethics and functions of public relations. Particular attention is given to ways of gaining public support for an activity, cause, movement, or institution.	LSTD3233 Humanities of the Ancient World In this course, students will explore a broad variety of cultural themes found concurrently in both western and non-western cultures from Antiquity through the Middle Ages. Prerequisites: Degree seeking students are required to complete the BLS/AL admission application and submit official transcripts. Non-degree seeking students may only complete up to 6 credit hours of LSTD 3000-4000 level courses. Bachelor application forms can be found at http://lstd.ou.edu/paoc/ .	LSTD3243 Humanities of the Modern World In this course, students will explore a broad variety of cultural themes found concurrently in both western and non-western cultures from the Renaissance through the Enlightenment and into the Modern World. Prerequisites: Degree seeking students are required to complete the BLS/AL admission application and submit official transcripts. Non-degree seeking students may only complete up to 6 credit hours of LSTD 3000-4000 level courses. Bachelor application forms can be found at http://lstd.ou.edu/paoc/ .

Within the online ANGEL database students may search for courses available within PACE catalog by college (above, i.e., University of Oklahoma) or by subject/discipline (below, i.e., History).

CCCC/CNCPACE - Microsoft Internet Explorer

Address: http://www.dncpace.com/catalog.cfm?SUBJECT_REF=History

Back Forward Stop Search File Edit View Favorites Tools Help

Links: [Fanball](#) [Fantasy Football](#) [Google](#) [My Yahoo!](#) [Coastline Community College - Military Outreach Program](#) [Andale Counters](#) [LiveScience.com](#)

DISTANCE LEARNING [Home](#) [Available Courses](#) [NCPACE Colleges](#) [About NCPACE](#)

Filter Courses:

By Institution: Please Select

By Subject: select a subject

Course Name:

Transcript Information:
[Coastline Community College](#)
[Central Texas College](#)
[Dallas Telecollege](#)
[ECPI College of Technology](#)
[Governors State University](#)
[Old Dominion University](#)
[University of Oklahoma](#)
[Saint Leo University](#)
[Thomas Edison State College](#)
[Vincennes University](#)

History is the subject of 6 courses.

Print Format: [MS Word](#)

Coastline Community College
 All courses are CD-ROM delivered. The tuition is \$156.26 per credit hour. The cost of textbooks for the student is not included in the tuition.

HIST180 Western Civilization to 1550 A study of the development of present day Western culture from the earliest beginnings to 1550 - emphasis on the impact of philosophical, social and economic factors on Western Civilization.	HIST185 Western Civilization Since 1550 A study of the development of present day Western culture from 1550 to the present.
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Dallas Telecollege
 All courses are CD-ROM delivered. The tuition is \$156.26 per credit hour. The cost of textbooks for the student is not included in the tuition.

HIST1201 History of the United States to 1877 The history of the United States is presented, beginning with the European background and first discoveries. The pattern of exploration, settlement, and development of institutions is followed throughout the colonial period and the early national experience to 1877. (3 Lec.)	HIST1202 History of the United States Since 1877 The history of the United States is surveyed from the Reconstruction era to the present day. The study includes social, economic, and political aspects of American life. The development of the United States as a world power is followed. (3 Lec.)
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Thomas Edison State College
 All courses are CD-ROM delivered. The tuition is \$156.26 per credit hour. The cost of textbooks for the student is not included in the tuition.

HIS201 African History and Culture Examines the history and evolution of Africa's geography, people and societies, including the impact of the external influences. Identifies and explores geographic and climatic processes and the ecological context in which they occurred.	HIS256 War and American Society Focuses on the effects of war on American society, from the Revolutionary War to the present.
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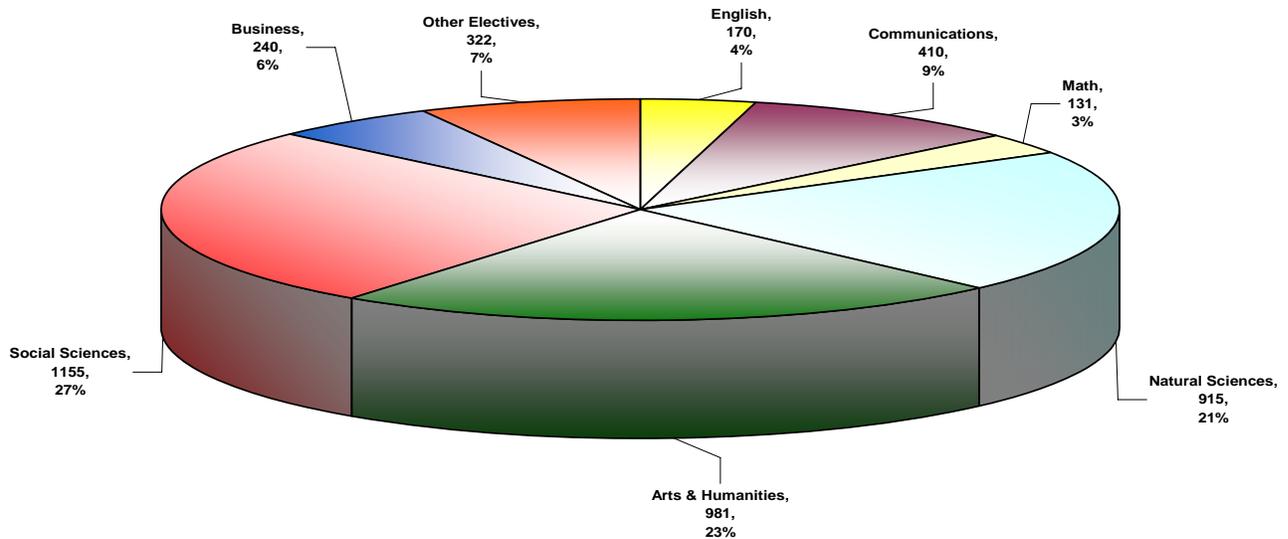
Quantitative Data

Course Elements

The curriculum offerings within the Military Program are identical in academic content to those in the college's Distance Learning Department. Curriculum remains the responsibility of Coastline's individual academic discipline leadership and the Curriculum Committee approval process.

Coastline's Military Program currently offers 55 courses taught by approximately 30 faculty members. The courses and the instructors for each are listed under "Course Websites" at the military website, <http://military.coastline.edu>.

Nearly three quarters of the courses taken by military students are in the social sciences, natural sciences, and arts and humanities. The figures for English appear low for a course area required for graduation, but English is only offered in our online programs. English is not available in the PACE program, since PACE is a non-Internet program and lacks the feedback features of an online course. Below is an enrollment breakdown by academic area for the recent 2006 Spring I Session.



Student Interest by Discipline – Enrollment Breakdown for 2006 Spring I Session (all programs)

Military students enrolled in Coastline's degree programs are overwhelmingly seeking the Option I AA degree with areas of concentration (majors) corresponding to their military

specialty. Of a total of 1,507 military graduates during the period January 2001 to December 2005, forty-two (42) earned the Option I General Studies Degree. The remaining graduates earned a military specialty-related AA degree. The breakdown of graduates by major is displayed in the table below.

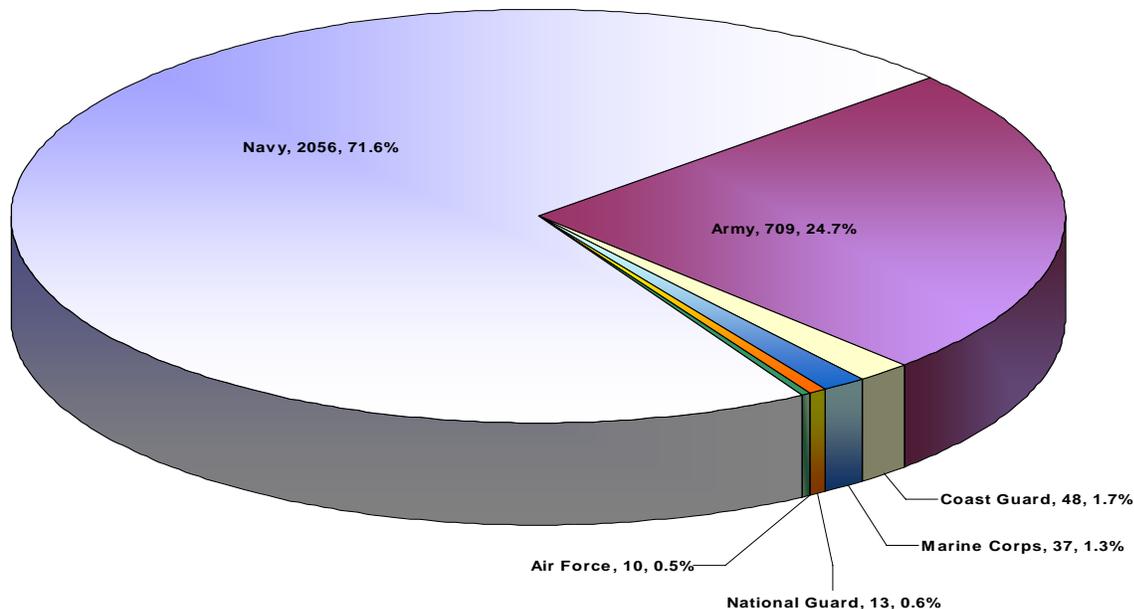
<u>Major</u>	<u># of Graduates</u>
• Applied Marine Engineering	210
• Aviation Technology	35
• Business Administration	135
• Computer Systems	54
• Construction Technology	61
• Counseling & Applied Psychology	46
• Criminal Justice	28
• Distribution Operations Management	19
• Electrical Mechanical Technology	133
• Electronic Data Systems	3
• Electronics Technology	410
• Food Service Management	13
• General Studies	42
• Health Science Technology	85
• Human Resources Management	15
• Management	44
• Marketing & Sales	10
• Media/Communication	34
• Nuclear Power Technology	67
• Oceanography Technology	32
• Vocational-Technical Education	12
Grand Total 1507	

Student Elements

Diversity of Programs: Five years ago virtually 100% of our military students were Navy sailors, and the vast majority of those were students in the CD-ROM delivered Program for Afloat College Education (PACE). Our strategy since then has been to get away from the Navy-centric focus of our military education program and to expand our offerings to other branches of the armed services. Similarly, we sought to expand our online programs to lessen our dependency on the PACE contract for survival of military contract education at Coastline. Since then, Coastline was selected by the Army to become a participating partner college within eArmyU, the Army's online university program. We were also selected by the Navy to become a partner college in their new Online Distance Learning Partnership. Additionally, we signed Memorandums of Understanding (MOUs) with the Coast Guard and the Army National Guard, exposing our programs to those constituencies. We began regularly to visit area Marine Corps bases such as Camp Pendleton and Miramar Marine Corps Air Station.

In the most recent 8-week session, our online programs had a total of 2,869 enrollments. The breakdown by branch of service, although still heavily Navy, shows increases in the other Services, especially the Army.

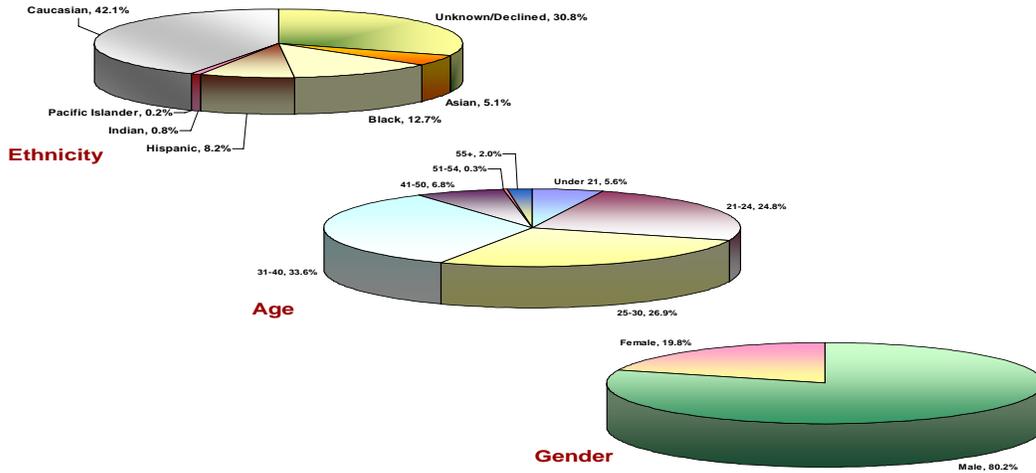
Online Military Enrollments by Service Branch



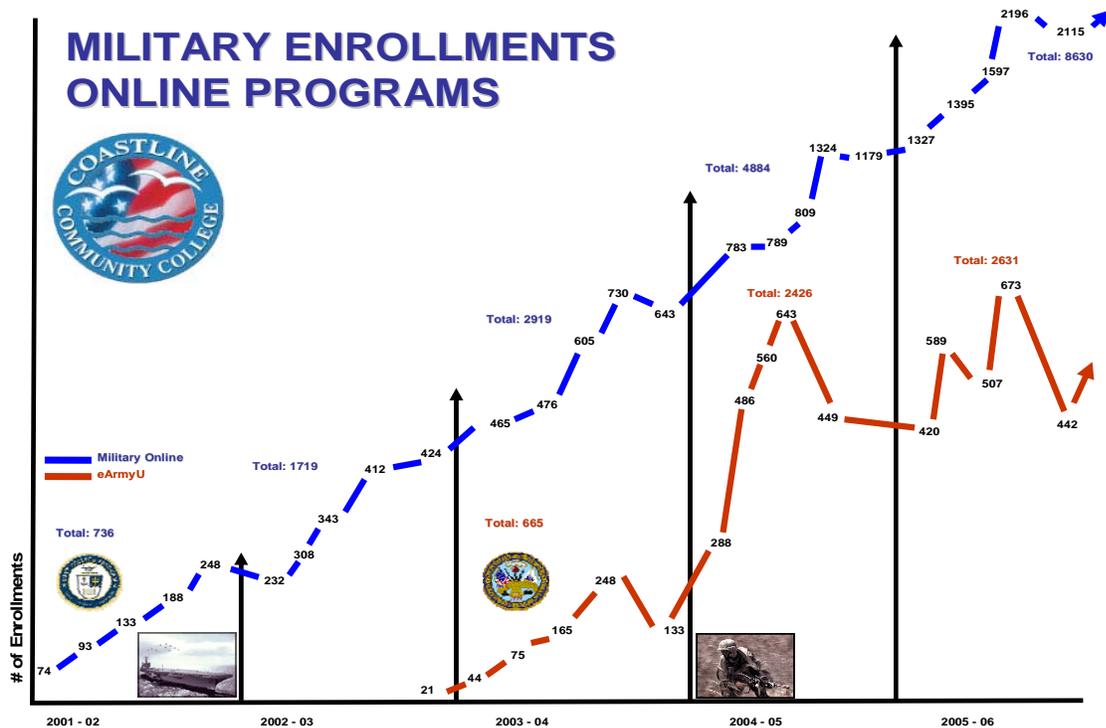
Student Demographics: The following charts depict the demographical breakdown by ethnicity, age and gender. The student gender breakdown (19.8% women) is comparable to the total armed services figure where women comprise 14.7% of the entire force. Comparing the ethnic diversity of Coastline's military students with overall military-wide diversity is complicated by the number of students in the "unknown or decline to state" category. Even

assuming that the majority of students in this category may be white, the ethnic diversity of Coastline's military students is roughly equivalent to military-wide demographics of service personnel: 69.5% Caucasian, 15% Black, 12% Hispanic, 2% American Indian, 1% Asian, and .5% Pacific Islander.

Demographics

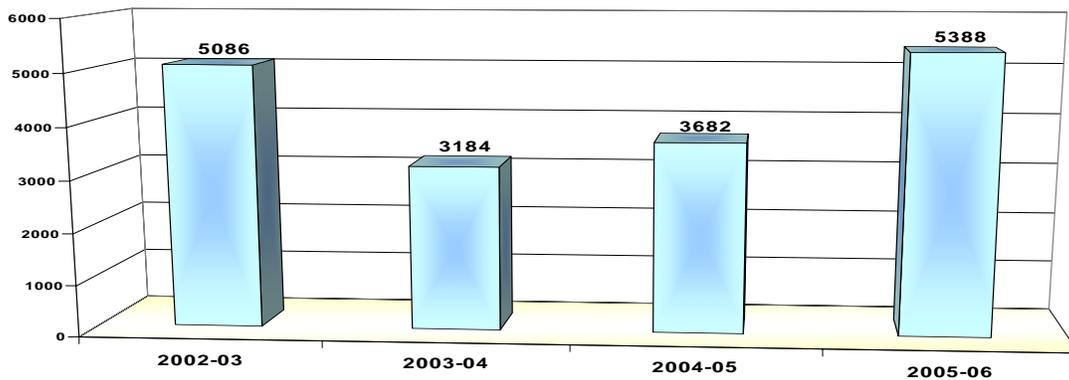


Growth in Military Enrollments: Over the past few years there has been an enormous increase in military student enrollments, especially in our online programs.



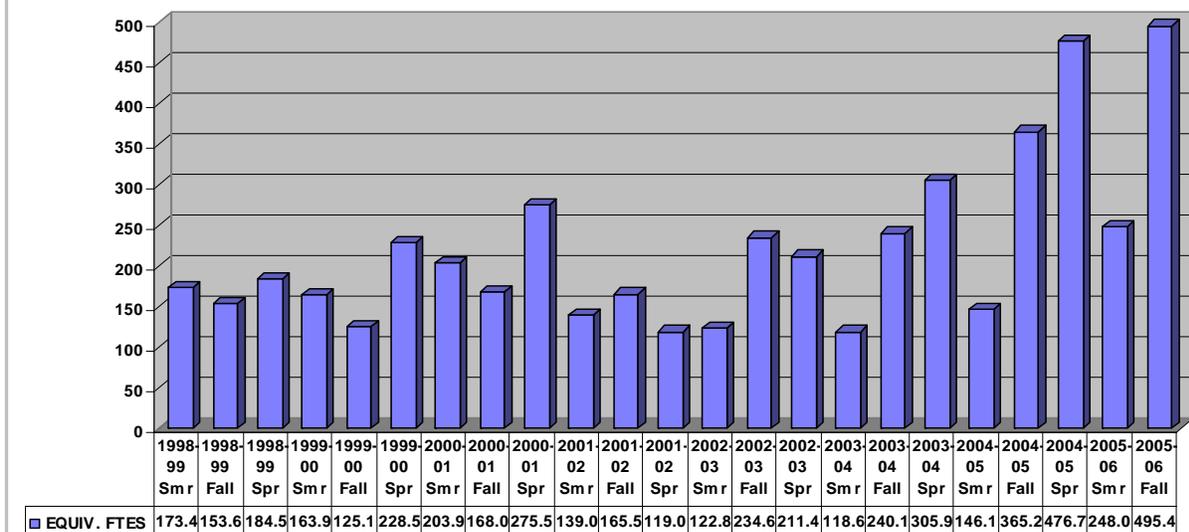
The NCPACE Program has undergone several contractual revisions during the past few years that make it difficult to analyze true enrollment patterns for prescriptive use. In addition to “apples and oranges” type definitions of what constitutes an enrollment for which we get paid, there have been three completely different NCPACE contracts in the past four years. Each contract has had a new prime contractor and has operated under different rules. Fortunately, Coastline has been a participant in each of the three contracts. The dramatic dip in Coastline NCPACE enrollments in the chart below during 2003-04 reflects these changes. Coastline took managerial control of the NCPACE DL program in May of 2004. Since that time, under consistent terms of contract, we have seen a constant and steady growth in our NCPACE enrollments.

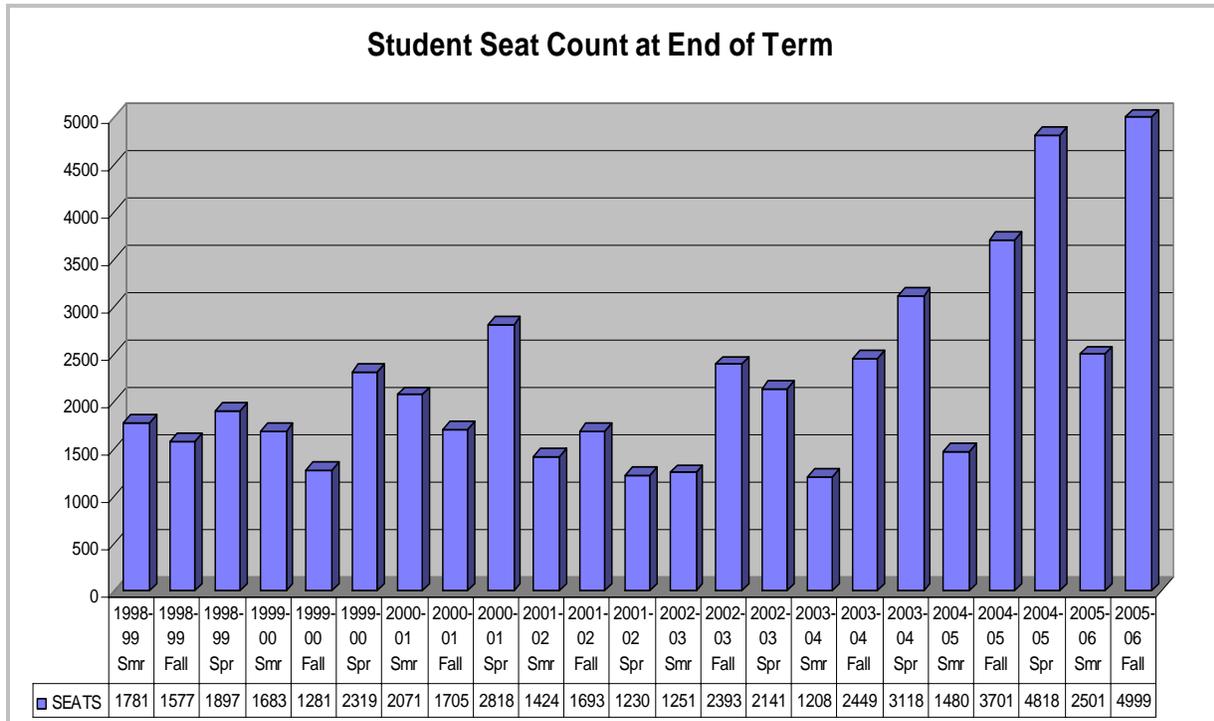
Coastline Enrollments in NCPACE



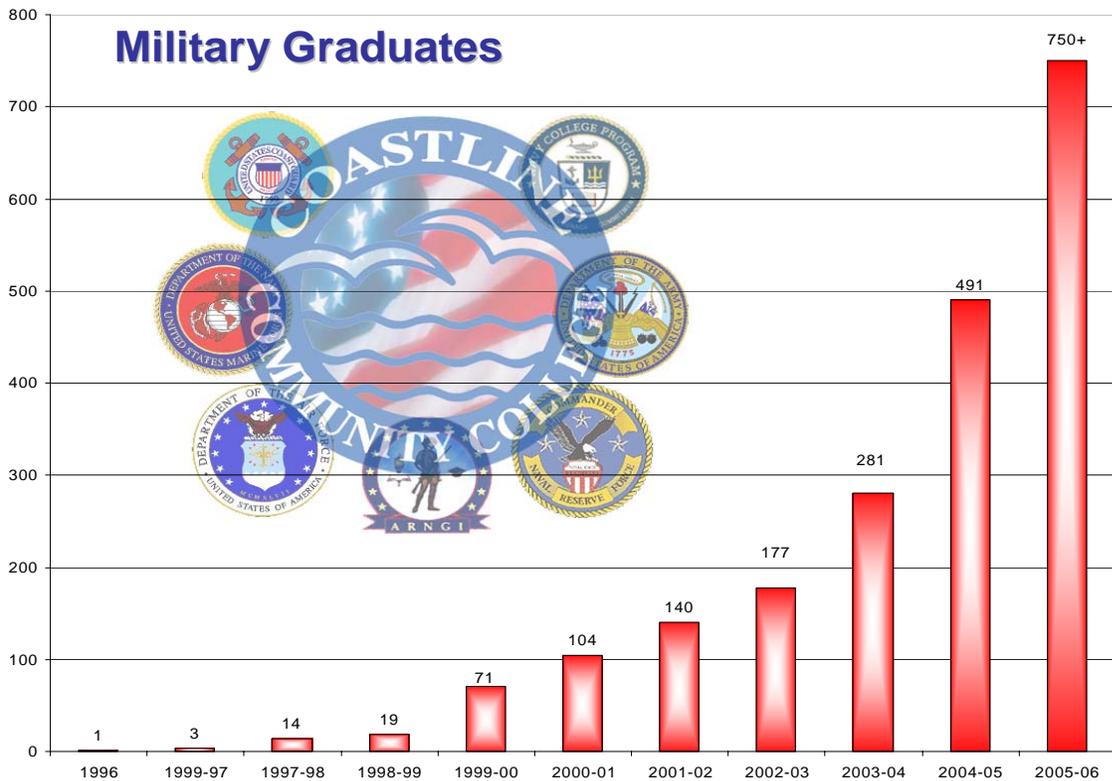
Although the Military Contract Education Program is funded entirely through government contracts and tuition assistance to military students, it is interesting to compare military enrollments to FTES and Student Seat Count.

Equivalent Full-Time Students





Military Graduates: The first military graduate with Coastline graduated in 1996. Since then the growth in military graduates has been dramatic.



Of the 491 military graduates in 2004-05, 43 were Army students, 7 were Army National Guard, 9 were Coast Guard and 2 were from the Marine Corps. The remaining 430 were Navy personnel.

The graduate survey for 2004-05 indicated that 56% of the military graduates were planning on continuing their education towards attainment of a bachelor's degree. Four year colleges of choice listed repeatedly on the survey included the University of Maryland University College (UMUC), Fort Hays State University, Thomas Edison State College, Southern Illinois University and Excelsior College. Coastline has 2+2 articulation agreements with all of these institutions, and they are featured as potential transfer colleges on our military website. Anecdotal evidence obtained from phone conversations between military department staff members and their students supports that more than half our students plan on going on for their bachelor's degree.

Cost Elements

The Military Contract Education Program is self-sustaining and is funded entirely from government contracts and tuition assistance (TA) paid by the military Services for individual servicemembers' tuition expenses. Revenues, which vary from year-to-year based on enrollments, have shown a steady increase comparable to the overall growth of the program. Revenues continue to exceed expenses by a wide margin, thereby returning a significant amount to the college each year to support a broad array of general college activities.

Revenues for 2005-06:

• Online Program	\$3,500,000
• NCPACE	\$2,300,000
• eArmyU	\$ 900,000
• Coast Guard, USMC	<u>\$ 200,000</u>
	\$6,900,000

Direct expenses to support the Military Contract Education Program:

• Instructor Salaries	\$ 636,000
• Staff Salaries and Benefits	\$1,444,191
• Other	<u>\$ 660,000</u>
	\$2,740,191

Indirect expenses – Contributions to other Coastline departments/functions:

• Distance Learning Dept.	\$ 550,000
• Admissions Department	\$ 90,000
• Fiscal Services Dept.	<u>\$ 70,000</u>
	\$ 710,000

The Military Contract Education Department has financed several pilot programs this past year involving PDA delivery of distance learning courses to servicemembers. Over \$60,000 was spent to purchase 200 PDAs for programs with the Coast Guard and Marine Corps. These pilot

programs will directly support continued and expanded use of PDA course delivery in both the military programs and the regular college Distance Learning Department.

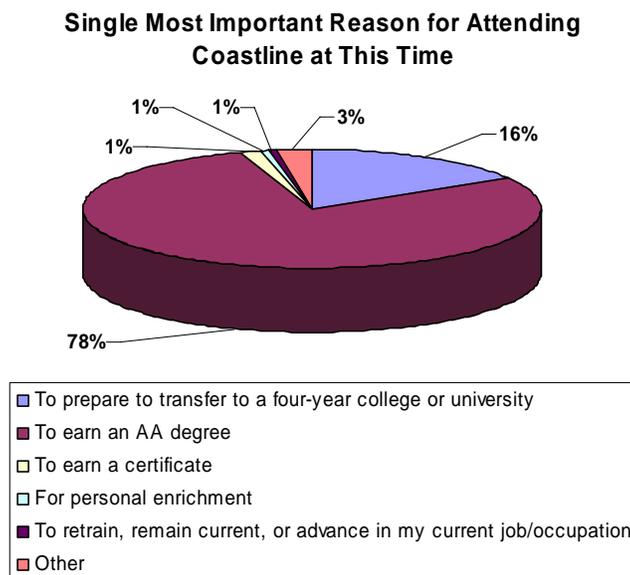
Qualitative Questions

1. Need

The most obvious indicator of the need for this program by military students is the explosive growth in enrollments, especially in the online delivery of courses. In the 8-week long summer session of 2001 there were 75 enrollments in our online program. A year ago (Fall II 2004 8-week Session) there were 809 enrollments. One year later, there were over 1,600 enrollments in the corresponding Fall II 2005 8-week Session (doubled in one year). The next 8-week session (Spring I 2006) just finished with close to 2,200 enrollments. The Army's eArmyU Program has grown as well in spite of the Army's involvement in the Iraq war effort. Many of our soldier-students have been and continue to be deployed to both Iraq and Afghanistan.

Students definitely feel the need for the programs available to them from Coastline. Many relay that they are telling all their friends and colleagues they should come to Coastline. "I have enjoyed all the courses I have taken and would recommend Coastline to friends and co-workers" reports one military student. Another comments "It's been a great experience. I counsel junior sailors about the problems of enrolling in just any college....more often than not they choose to attend Coastline. I guess you can call me a salesman!" In recent college survey, 93.5% of graduates reported their experience at Coastline to have been good (35%) or excellent (58.5%). When asked if they would again choose Coastline, over two thirds responded "definitely yes" and another 26% said "probably yes." Over 90% of the graduates said they would recommend Coastline to their military friends.

Student responses to Coastline's 2005 Accreditation Survey also indicate that Military Program classes are assisting students in achieving their goals. Seventy-eight percent of the survey's respondents indicated that they are taking Coastline classes to earn an AA degree. Sixteen percent said they are taking classes to prepare for transfer to a four-year college or university.



Military education officials also see a need for the Coastline Military Program. A Navy Education Services Officer told us that “Coastline’s rating-related (military specialty related) degree majors are a win-win educational solution for our sailors....They win because their military credits count heavily toward their degree and the Navy wins because it gets more professionally capable sailor-graduates.” A recent Navy-wide Directive requires that Navy servicemembers have an associate degree with a major related to their military specialty to be promoted to E-8. Military education counselors are increasingly informing their military clients about Coastline. Three quarters of graduates surveyed said they first heard of Coastline from their military education office. An Army education counselor recently admitted “I’m supposed to be entirely unbiased when discussing college options with my military clients....it’s difficult not to recommend a program that I know to be the best bet....Coastline delivers quality, affordable degrees with a trouble-free reputation for both instructional and student service quality.”

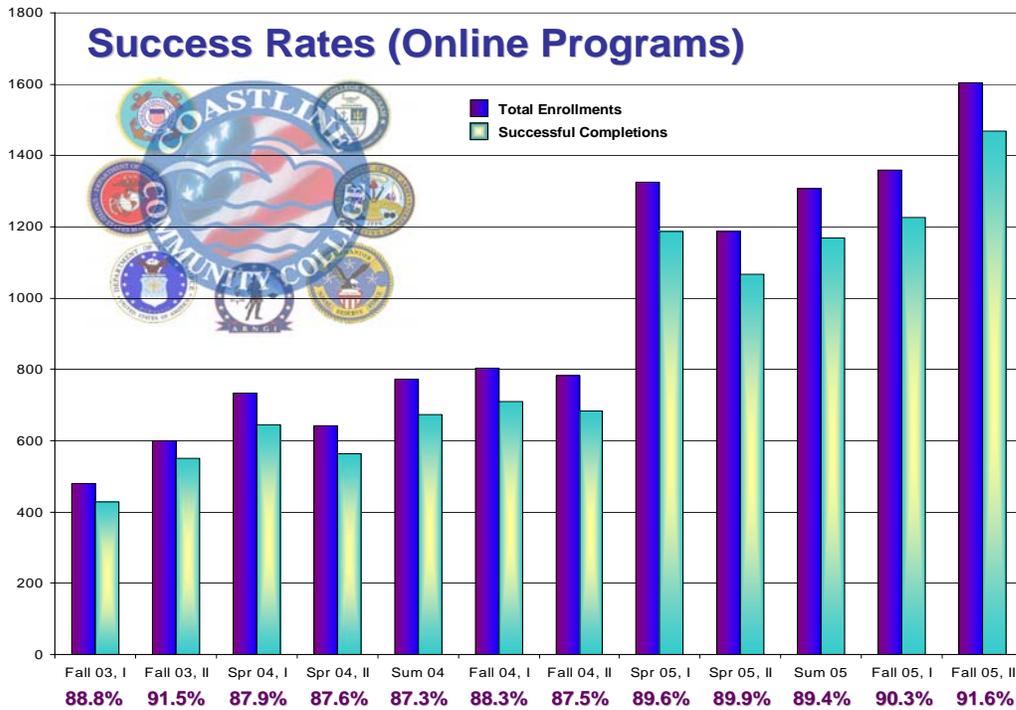
On a more macro level, the different branches of the armed services have endorsed the need for Coastline’s military degree program. Each Service has enthusiastically embraced the Coastline AA Degree program because of the value it adds to academic choices available to their servicemembers. The fact that each Service has chosen Coastline to partner with them in their voluntary education programs speaks highly of the perceived quality of the academic programs and the student support services offered by Coastline. Coastline has competed for (and won) participation in numerous contracts and partnerships sponsored by all the Services.

The Navy has a need for distance learning education aboard their deployed ships, which in most cases cannot offer Internet accessibility. Because of its reputation for offering multiple distance delivery options, Coastline recently was awarded the Navy’s NCPACE contract to provide CD-ROM courses to Sailors aboard ships deployed around the globe. As a result, Coastline now manages a consortium of 10 colleges that offer over 150 different courses ranging from lower level undergraduate courses to graduate courses. Sailors can earn a choice from numerous different Associate degrees, several Bachelor’s degrees and three Masters degrees. Coastline courses and degrees account for over 50% of the entire program.

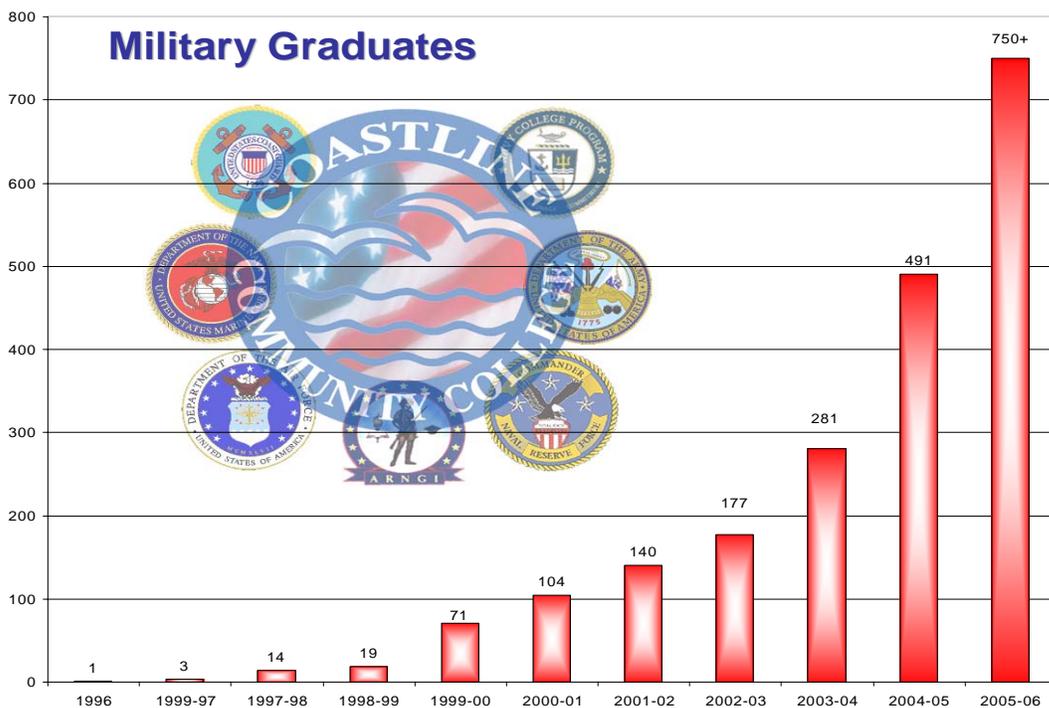
2. Student Learning Outcomes

Student Learning Outcomes (SLOs) are addressed within Coastline’s Military Program in the same manner as in all of Coastline’s instructional programs. Briefly, expected SLOs are established and incorporated into each course during the curriculum design process. All course outlines used in the Military Program are approved by the Coastline Curriculum Committee. The evaluation of SLOs is performed by the assigned instructor. In summary, the delivery of instruction and the evaluation of student performance is the duty of the assigned instructor and performed within the guidelines of our approved curriculum. This system is followed within the Military Program just as it is within all Coastline programs.

- An obvious SLO is that military students learn how to take and complete their Coastline distance learning courses successfully. The majority of our military students are repeat students, having completed one or more Coastline courses previously.



- Another SLO naturally follows from the first described above. Military students have been and are graduating from Coastline. The numbers of military graduates from Coastline have increased dramatically over the past several years.

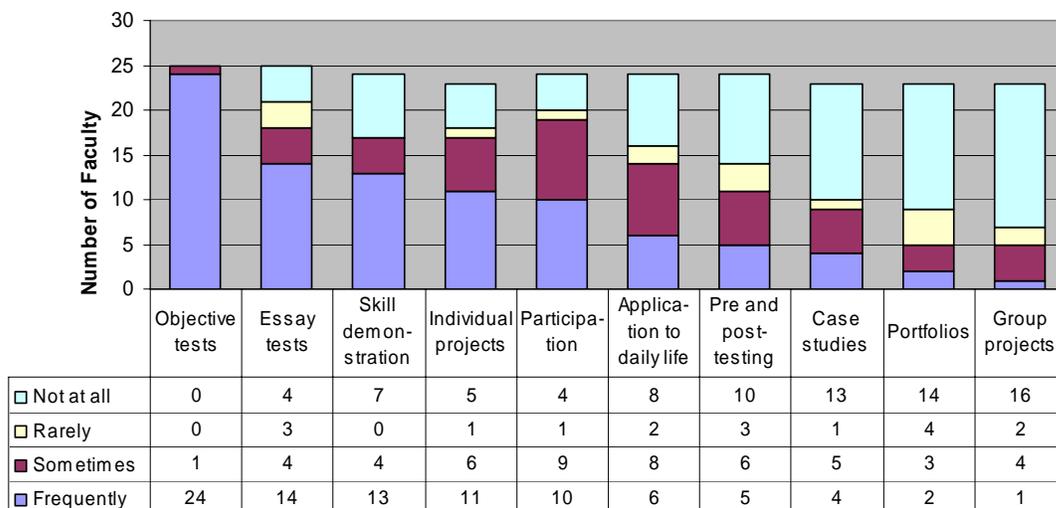


- Coastline graduates are performing well at follow-on four year institutions. This past year the University of Maryland University College (UMUC) asked for an articulation agreement with Coastline because Coastline grads were doing so well at Maryland and they wanted to attract more Coastline graduates.
- Many Coastline military students are simultaneously enrolled in degree programs with 4-year institutions. Many of these students are earning both the Coastline AA and the BA/BS degree from institutions such as Governor State University and Southern Illinois University at ceremonies held on various military installations.

Feedback from Military Program faculty members indicates satisfaction with program resources needed to assess student learning outcomes. One hundred percent of the respondents to the faculty Program Review survey indicated that they believe the course delivery technology and testing methods used for their course allow them to adequately assess student learning outcomes. Ninety-two percent of the faculty were either “very satisfied” or “satisfied” with the extent to which the learning outcomes of their military students meet or exceed the outcomes of students in their non-military classes. Only two faculty members (8% of the total) said they were dissatisfied with this aspect.

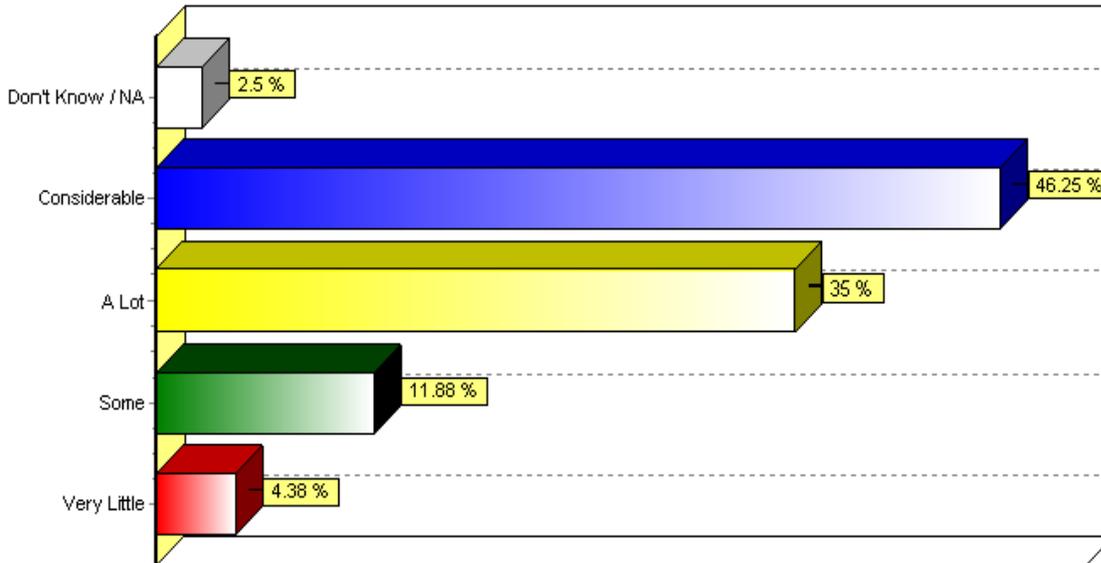
Based on responses to the Program Review survey, Military Program faculty are using a variety of methods to assess student learning outcomes. The most frequently used method of assessment is objective tests (multiple choice, true/false, short answer, etc.), which are used “frequently” by 96% of the faculty. More than 50% of the faculty survey respondents also indicated frequent use of essay tests and skill demonstration. The assessment methods used least frequently are group projects, portfolios, and case studies.

Frequency of Faculty Use of Various Methods for Assessing SLOs



Especially important are student perceptions regarding their own success. Responses by Military Program students to the Accreditation Student Survey conducted in fall 2005, indicate that students believe that they are making substantial gains as a result of their Coastline Military

Program courses. The area in which students estimated they had made the greatest gains in skills and knowledge was in developing the ability to learn on their own, pursue ideas, and find needed information. More than 46% of the 160 Military Program survey respondents said they had made “considerable” gains in this area, and another 35% said they had made “a lot” of gain.



Student Self-Estimates of Gain in Developing the Ability to Learn on Their Own, Pursue Ideas, and Find Needed Information

Students also estimated high levels of improvement in “acquiring greater awareness of different philosophies, cultures, and ways of life” (44.38% considerable gain; 26.88% a lot), “understanding myself – my abilities and interests (40.63% considerable gain; 30.63% a lot), “understanding the role of science and technology in society” (38.13% considerable gain; 35% a lot), “clarifying my own values and ethical standards” (38.75% considerable gain; 21.88% a lot).

3. Student Satisfaction

The overwhelming majority of Coastline’s military students are highly satisfied with all aspects of the Military Program, as evidenced by a recent graduate survey. With regard to the quality of academic instruction, over 90% of those surveyed were satisfied or very satisfied with the quality of instruction. 96% were satisfied or very satisfied with the quality and variety of courses offered. Both the instructional and student services support staffs received similar levels of satisfaction by more than 90% of the survey respondents (approximately 6% had no opinion either way).

When asked to comment on their experience at Coastline, these same graduate survey responses were extremely laudatory.

2005 Graduate Survey Responses:

“My experience here at Coastline has been great....my hat is off to all the people in the military distance learning department. They helped...me complete my associate degree benefiting my military career. Thanks a lot for your help.”

“The faculty and instructional staff were very friendly and knowledgeable. I felt like they had a sincere interest in helping me achieve my goals....Thank you Coastline!”

“I had a great experience. Your staff always came through for me. I especially liked my professors who worked with me when I would travel to other countries....Thank you.”

“The people at Coastline are great people that do a great job. The website is awesome, easy to work with, and well organized.”

“During the first class I took, the counselors and staff were very helpful and sincere, unlike many other online colleges. This convinced me...to continue attending.” (Remember, this is a graduate.)

“I recommend Coastline to all my military friends. You are so helpful and willing to work with our busy schedules.”

“It has been a dream come true. I have finally accomplished one of my goals, through Coastline Community College. It is a pity you don't offer a BA or BS.”

“My experience here at Coastline has been great. My hat is off to Nate and all the people in the Military distance learning department. They helped extend deadlines when needed and helped me complete my associate degree benefiting my military career. Thanks a lot for your help.”

4. Program Resources

Facilities: In general the program facilities are sufficient to fully meet the needs of the current program. An enormous, short-term challenge lies ahead, however, in meeting the office space requirements of the additional personnel needed to support the anticipated program growth over the next year. In both instructional and operational service areas, we are operating at full occupancy. There is no room to hire additional support staff without creating a serious overcrowding situation. Extrapolating from the growth patterns of the past four years, it is clear that at least five new staff members will be required in the next year to effectively operate all aspects of the Military Program and to maintain the same high quality of service which has become an hallmark of our success. It is recommended that additional office space be provided to accommodate the additional staff required by inevitable program future growth.

There are currently 17 part-time Coastline employees who represent the college at 28 military installations throughout the country. In all cases these employees operate out of offices at the installation education centers that are provided by the Navy, Army or Coast Guard. These offices are provided at no cost to Coastline.

Equipment: The Military Contract Education Program is self-sustaining and is funded entirely from government contracts and tuition assistance (TA) paid by the military Services for individual servicemembers' tuition expenses. The program has adequate resources to provide the equipment needed to fully meet program needs, including such things as office equipment, work

stations, computers and networking equipment. Additionally, anticipated non-general fund purchases to our technology infrastructure will likely include server upgrades (approximately \$20,000), as the scope and nature of our contracts continues to grow. The Distance Learning department will directly benefit from these purchases by sharing server space with Military Outreach programs and data. Currently, a symbiotic relationship exists between DL and the Military Program (both instructional and contract education operation components) with regards to virtual space; and while space is not currently at a premium, growth could become significant enough between the two departments where virtual demarcation may become desirable to ease potential shared space workflow issues. Additional upgrades will likely include enhancing any technology equipment currently shared with Distance Learning that shows signs of overwork. Again, the funding for this equipment is not likely to impact the college's general fund.

Technology: All courses provided within the Military Program are delivered first through Distance Learning to guarantee that they have been approved by Curriculum Committee and have successfully been offered. While slight variations may exist with regards to distance learning delivery methods, typically courses are offered as Internet, hybrid with both online and CD-ROM content, and PocketPC format which combines CD-ROM content and Internet content on a single SDRAM card for true mobile learning (Currently running with Marine Corps, Coast Guard and Navy). Content is based upon proven Distance Learning Department Internet structures and includes Coast Learning Systems Emmy award-winning content that is of the highest quality possible.

Other colleges and our Armed Services students in particular, do take note of our exceptionally well-produced content, and this too has been a hallmark of our continued success in the field of military education. The high quality content offered is often head and shoulders above the same courses offered at other colleges. To continue to offer this high quality course content at the current tempo, the Military Program will need to be allocate funds to secure the services of a full-time graphic artist and/or an instructional designer to support both the Distance Learning Department and the Military Program.

In 2003, Coastline hired a systems analyst to support the growing demands of the technology requirements outlined in each of our military contracts. The development of the DMEN was a major undertaking and its continued reliability and functionality is vital to the program's success. In addition to the DMEN, several database systems have been developed to support military contract operations. The lead analyst is responsible for coordinating the maintenance and improvements of these systems so that each program's contract, functionality, security and operational needs are met. The Contract Education Department has identified the need and secured college approval to hire additional full-time support for these systems.

Contract Education support systems will also be impacted as the District migrates to its new data management system (BANNER) and will be playing an integral role in its implementation.

Though the department faces challenges in maintaining and enhancing its technology support services, responses to the Program Review survey of Military Program faculty indicate that faculty members are satisfied with the technology used to deliver and support their courses. All

survey respondents reported that the technology used for their course supports the instruction they are trying to provide and that they have adequate communication with their students.

Faculty members also indicated satisfaction with the assistance they receive in maintaining the currency and accuracy of their course Website(s). Of 25 respondents, only 1 faculty member expressed dissatisfaction. When asked about the extent to which the technology and program procedures allow faculty to independently update or review their online course materials, all faculty members expressed satisfaction (60% very satisfied; 40% satisfied).

Staffing: In addition to the important role of instructors, the Military Program's support staff are an essential and valued program resource. Graduation survey responses indicate that students are extremely satisfied with instructional quality and with the assistance they receive from support staff.

In addition, all 25 of the respondents to the Program Review faculty survey indicated that they were "very satisfied" or "satisfied" with the support they receive from the Military Program office, including:

- Support for the program and classes by Coastline's Military Program staff
- Support provided to faculty for grading of quizzes or exams
- Speed/efficiency with which students are enrolled in courses and faculty are informed of the enrollments
- Assistance in maintaining the currency and accuracy of print materials for their courses
- Overall faculty support provided by personnel in the Military Program office

Faculty Responses Regarding the Greatest Strengths of the Military Program:

"The Military Program's support starts from the top: Management cares about the students in the program. From there the staff and faculty work closely to support the students."

"The support operations are terrific and enable me to respond quickly and thoroughly to each of my students. The technical support is invaluable when students need assistance in accessing information. It is without question, a TEAM effort that makes the Military Program work. I can respond to students, sometimes within minutes, because of the great support staff."

"Efficiency of the technological and support services is a strength for the program. My questions and requests are always addressed instantly."

"The staff of the program are very helpful, efficient, and have a great positive attitude."

"They stay in contact with both the students and instructors to follow-up on any student problems. The support staff is efficient, flexible and timely."

"Student support/service in both material and technical areas. Patti, Linda, Stephani and Nemiva support and dedication to problem solving and streamlining of curriculum issues."

"Much better communication with everyone, students and instructors over the last few years...especially with Patti Dessero, Linda Katz, Stephani Rogers and Minerva Guray"

"Patti and Linda: Awesome job, very supportive of students (and faculty too). They are a pleasure to work with!"

5. Partnerships

Coastline's Military Contract Education Program has partnership arrangements with each of the armed services, individual education centers on military installations, "2+2" academic articulation agreements with numerous four year institutions, consortium arrangements with other two year colleges and a contractual consortium of colleges within PACE, for which Coastline is the prime contractor.

Armed Services Partnership Arrangements: The Coastline Military Program is largely dependent upon various contractual relationships with all branches of the armed services. Coastline is a partner/participant in the Navy's Program for Afloat College Education (PACE) contract, the Navy College Program Distance Learning Partnership (NCPDLP), the Army's Online University (eArmyU) contract, and the Coast Guard's version of PACE called SOCCOAST Afloat. Additionally, Coastline has memorandums of understanding (MOUs) with the Army National Guard, the Coast Guard Institute, the Naval Reserves, the Marine Corps and others. Their servicemembers participate in Coastline's general military online classes. The Marine Corps recently approached Coastline, requesting a pilot program to deliver courses to Marines via hand-held PDAs.

Military Installation MOUs: Each of the 28 military installations at which we have hired part-time Coastline advisors/representatives require MOUs or Agreements for Services (AFSS) that spell out the responsibilities of both the installation and our college. At many of these installations, Coastline is the only college that has spent the resources necessary to hire these advisors. In many cases they assist the installation education center staff by proctoring Coastline student exams. The resultant positive relationship between Coastline and the installation education centers make the MOU a working partnership that fosters growth in enrollments at these military bases.

"2+2" Articulation Agreements: To facilitate transfer to four-year colleges and universities, Coastline has targeted numerous Servicemembers Opportunity Colleges (SOC) colleges for partnership/articulation agreements. SOC colleges are known for their military-friendly academic policies that encourage flexible transfer and residency requirements. We currently have partnership/articulation agreements with such four-year institutions as University of Maryland University College, Governor's State University, Northcentral University, Fort Hays State University, Columbia College of Missouri, Southern Illinois University, Thomas Edison State College, Excelsior College, Southern New Hampshire University and Upper Iowa University. These colleges and universities are featured at the Military Program website <http://military.coastline.edu> as alternative pathways for Coastline graduates to pursue a baccalaureate degree.

Consortiums with Two-Year Institutions: The military has recently been outsourcing some of their technical training courses by contracting with civilian institutions instead of conducting the training themselves. Coastline is a partner institution in DTECC, a consortium of colleges that includes Florida Community College at Jacksonville, Olympic College in Washington State, Tidewater Community College in Virginia, Pensacola Junior College in Florida and Kapiolani

Community college in Hawaii. With the physical proximity of its member institutions to several large Navy concentration areas, the consortium is very competitively poised to win several Navy training contracts in the coming year.

Coastline and Central Texas College (CTC) have agreed to work with each other in the development of PDA-delivered courses to be offered through PACE and two CTC military contracts in Europe and the Far East. Coastline is sharing its technological know-how in return for increased visibility and availability of Coastline courses in new market areas.

Program for Afloat College Education (PACE): Coastline recently was awarded this Navy contract to provide CD-ROM courses to Sailors aboard ships deployed around the globe. As a result, Coastline now manages a consortium of 10 colleges that offer over 150 different courses ranging from lower-level undergraduate courses to graduate courses. Sailors have the flexibility of choosing from numerous associate, bachelor's, and master's degree options. Coastline courses and degrees account for over 50% of the entire program, and we anticipate over 6,000 enrollments in the year ahead.

Coastline is responsible to the U.S. Navy for the delivery operation of the entire technology-delivered portion of the PACE contract. As such we manage a consortium of 10 colleges and universities that includes Central Texas College, Dallas Community College, ECPI College of Technology, Governors State University, Old Dominion University, Saint Leo College, Thomas Edison State College, University of Oklahoma and Vincennes University.

6. Professional Development

Faculty teaching in the Military Program are the same faculty found within the college's regular Distance Learning Department. Professional growth by faculty members is accommodated within the regular instructional organization of the college and is outside the purview of the Military Program.

Worth noting, however, is the extent to which Military Program faculty members are taking advantage of professional development opportunities. Twenty-four of the 25 respondents to the faculty survey conducted in conjunctions with this review indicated that they participate in professional development activities. Twenty-three faculty members have attended the Coastline General Faculty Meeting; 19 report participating in discipline-related workshops, and 17 have participated in Military Program faculty meetings. More than 60% of the survey respondents also indicate that they pursue professional development through discipline and technology-related reading, participation in technology-related workshops, and membership in professional organizations.

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

Respondents: 24

CCC General Faculty Meeting	23	95.83 %
Military Program faculty meetings	17	70.83 %
Discipline-related workshops	19	79.17 %
Technology-related workshops	15	62.50 %
Student learning outcomes workshops/training	10	41.67 %
Other workshops	8	33.33 %
Membership in professional associations	15	62.50 %
Professional conferences	10	41.67 %
Graduate classes/program	2	8.33 %
Other classes	8	33.33 %
Professional training	11	45.83 %
Discipline-related reading	16	66.67 %
Technology-related reading	15	62.50 %
Other	1	4.17 %
Total Responses	170	100 %

For the purposes of this review, the self-study team focused primarily on support operations within the Military Program and the professional development opportunities available to instructional and student services support staff members.

Professional development opportunities for staff are available through both the Coast Community College District and Coastline. District training has included sexual harassment awareness and other workshops on employee relations. College activities have included staff and faculty workshops for SLOs, a Summer Training Institute for staff and faculty, two annual all-college workshops, a week-long Leadership Academy each January, leadership workshops and computer software training provided by the Computer Services Department.

Last year Military Program staff members participated in numerous outreach trips to various military installations nationwide for education fairs, program briefings to military personnel, contractual program meetings and military education conferences. Multiple different staff members were on the road to such far away places as Puerto Rico; the Seattle area; Fort Bliss, TX; Fort Bragg, NC; Fort Drum, NY; Orlando, FL; Key West, FL; Fort Sill, OK; New Orleans; Hawaii; Washington, DC; Pensacola, FL; and other closer-to-home sites, including bases in San Diego. These trips provide opportunities for staff members to gain knowledge at military education conferences, programmatic annual meetings, and networking with counterparts from other academic institutions at all these gatherings. These opportunities for professional growth and cross-training have helped create a professional team, well-versed in military and academic issues. This is a team that plays a large part in the successful recruitment and retention of our military students.

Additional professional development activities include presentation opportunities at key military education conferences. At a recent presentation for the College Council of Military Educators (CCME), Coastline showcased the PocketPC courses the college is offering through the Coast Guard. The session was extremely well received, and the subsequent buzz about the presentation resulted in multiple high-level military brass meetings with Coastline, expanded development partnerships with other colleges (Central Texas College), an invitation to present at DoD Worldwide, the largest and most high profile Department of Defense conference and an article at Military.com (http://www.military.com/soldiertech/0,14632,Soldiertech_PocketED,,00.html), which has a readership in excess of 1 million.

Through direct contact with personnel at military installations throughout the world, education fairs, internationally distributed news articles, marketing materials, on site representatives and a leadership and presentation role established at several conferences and meetings, the Military Program at Coastline has significantly expanded awareness of the college as a whole and, subsequently, positively impacted enrollment numbers.”

This year Coastline conducted its first annual training workshop for the 14 part-time Coastline employees stationed at various military installations around the country. All participants were flown into Southern California, where they spent two days at Coastline learning more about the college’s Military Program in particular and military education policies and issues in general. The training they received will help ensure a higher level of expertise in military education issues, the Coastline military academic program, and articulation options available to our military graduates. Graduate surveys point to a heavy reliance by students upon these advisors co-located at military installations.

7. Diversity

Coastline Community College’s military students represent a cross section of our society with regard to cultural diversity. All of our active duty students are the epitome of non-traditional students and working adults. Many are deployed, serving in combat circumstances. Coastline, through its Military Contract Education Program, has created a virtual global campus, with courses being offered world-wide to our country’s service members in all branches of the military. In support of the college’s unique mission statement to deliver education both within and outside of its brick and mortar confines, Coastline serves over 10,000 military students in virtual online classrooms on military bases and in areas of conflict throughout the world.

Military Program courses support Coastline’s AA degree global/multicultural studies requirement for completion of course work in areas such as foreign languages, anthropology, multi-cultural art appreciation, world history, international business and world philosophies. Thousands of Coastline’s military students have taken these courses in which they learn more about interacting with and in other cultures. When these military students are deployed to areas where they are exposed to the very cultures that they have studied, the experience informally acts as a post-course “lab” for the class they took with Coastline.

Our military students stationed *overseas* appear to have an increased appetite for courses dealing with multicultural interactions, such as History and Appreciation of Art, Cultural Anthropology, Spanish, and Western Civilization, when compared with our military students stationed *on U.S.*

soil. Interestingly, but not surprising for example, is the increased number of military students stationed in Spain enrolled in our Spanish courses. Western Civilization courses are also disproportionately popular with our students stationed throughout Europe. Coastline has been gratified that military students appear eager to learn more about interacting in the other cultures in which they are geographically situated!

8. Five-Year Goals or Recommendations

1. Continue to educate servicemembers world-wide about the degree opportunities available through Coastline's online and CD delivered courses
2. Continue to monitor the quality of Coastline DL courses to the military through student and faculty surveys
3. Increase the numbers of courses available to the military to allow more areas of concentration or majors
4. Continue establishing good working relationships with military education center counselors and officials
5. Continue to develop multiple contracts and MOUs with all branches of Service to preclude over-reliance on any single contract, which could adversely impact enrollments
6. Conduct further development of PDA delivered courses for use by the military in remotely deployed areas of the globe
7. Increase the numbers of part-time Coastline employees performing advisement/recruiting services at military bases. Focus on Army and Air Force installations primarily in the coming year
8. Establish Coastline "Adjunct Mini-Campuses" at various military installations to provide classroom-style traditional courses
9. Establish College Board approved "National Test Centers" onboard military installations to provide electronic CLEP testing to military members
10. Continue to increase retention and enrollment from all branches of service
11. Increase the quantity and maintain the quality of support staff consistent with program growth
12. Continue to develop and improve the website and online systems for more automated student services, including the further development toward a fully automated degree planning program providing student access
13. Actively participate in the District's migration to the SCT Banner System



Military Contract Education





Program Overview

- **Virtual Global Campus**

- Delivering college courses to members of the Armed Services world wide.
- Online delivery where Internet available; By CD-ROM elsewhere.
- Students located in Iraq, Afghanistan, deployed ships in all seven seas.
- Over 10,000 military students; 500 graduates last year; Over 750 this year.

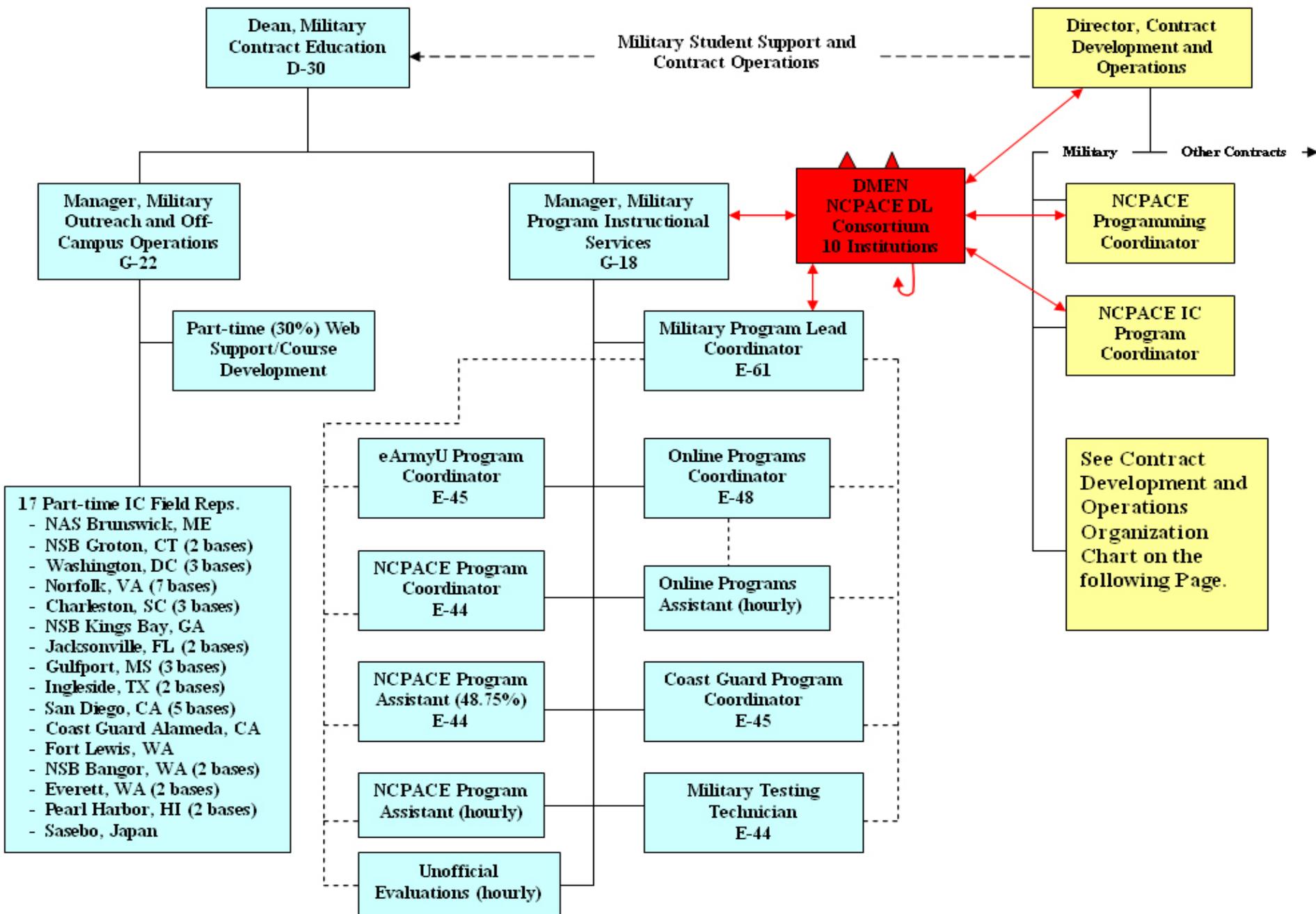
- **Coastline's Different Military Programs**

- Navy College Program for Afloat Education (NCPACE).
- Army's Online University (eArmyU).
- Navy's Online Distance Learning Partnership.
- GoArmyEd-Army wide program for all DL delivery modes including CD and PDA.
- Coast Guard (Online Program, CD-Rom and PDA for ships).
- Partnership Agreements with National Guard, Marine Corps, and others.

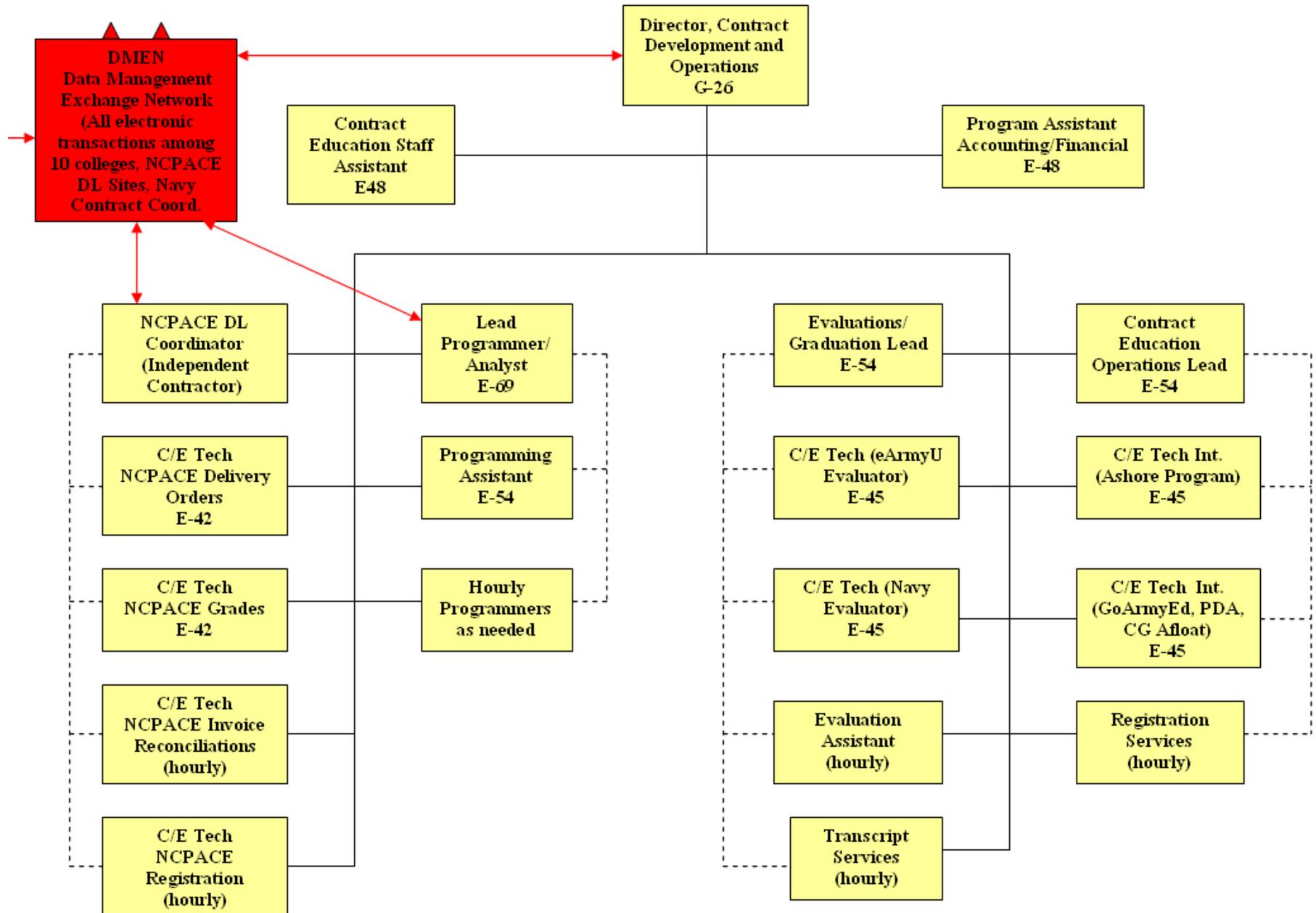
- **Coastline's Military Program Departmental Organization**

- Collaborative effort by two departments: Military Distance Learning & Contract Ed.

Military Contract Education Department



Contract Development and Operations





Military Program Functions

- **Marketing and Outreach Efforts**

- 43 trips last year by several staff members to Ed Fairs, conferences, military bases.
- 17 part-time Coastline representatives at bases throughout CONUS, Hawaii and Japan.

- **Counseling and Degree Plan Advisement**

- No fee, no obligation unofficial evaluation of military credits, prior college work.
- After enrolling, an official SOC Agreement (formal evaluation, degree roadmap).
- Coastline hired a full-time counselor for military students in 2001; developed a military distance counseling model.

- **Military DL Instructional Activities**

- Separate and autonomous from college's Distance Learning Department.
- Each program has staff member as program coordinator (constant student contact).
- Coastline manages all DL activities of NCPACE DL consortium (10 colleges).

- **Contract Ed Support Services and Contract Operations**

- Staff members assigned as program coordinators providing student support including admission, registration, assessment and evaluation, fiscal services, etc.
- Programming and operational control of the DMEN portal for NCPACE; All 10 partner colleges, contract site reps, and Navy contract operations personnel interact with Coastline through DMEN.

Coastline Military Program Representatives

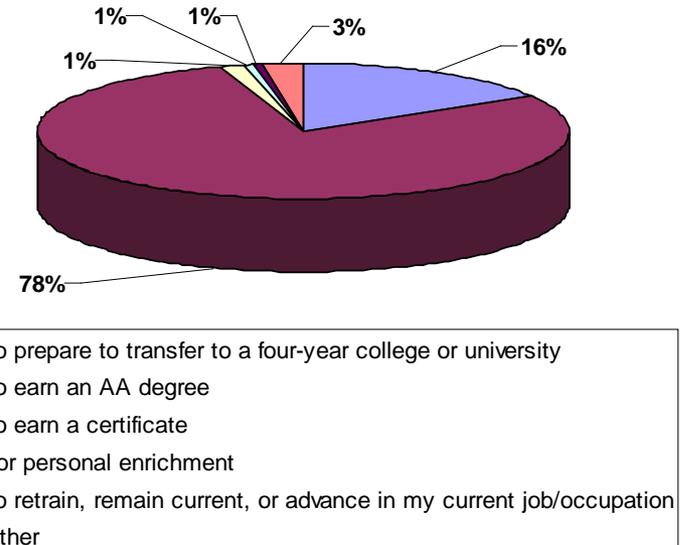




Program Need for Coastline AA

- **Students see a need.**
 - Over three quarters seeking our AA.
 - Dramatic increase in online enrolls.
- **Military Ed. Officials see a need.**
 - **An Army Counselor admitted:** “I’m supposed to be unbiased when discussing college options with my military clients....it’s difficult not to recommend a program that I know to be the best bet....Coastline delivers quality, affordable degrees with a trouble-free reputation for both instructional and student service quality.”
 - **A Navy Education Services Officer told us:** “Coastline’s rating-related degree majors are a win-win educational solution for our sailors....They win because their military credits count heavily toward their degree and the Navy wins because it gets more professionally capable sailor-graduates.”
- **Military Service Chiefs see a need.**
 - Coastline has competed for (and won) several multi-service contracts such as NCPACE, eArmyU, Navy DL Partnership, Coast Guard Afloat, etc.

Single Most Important Reason for Attending Coastline at This Time



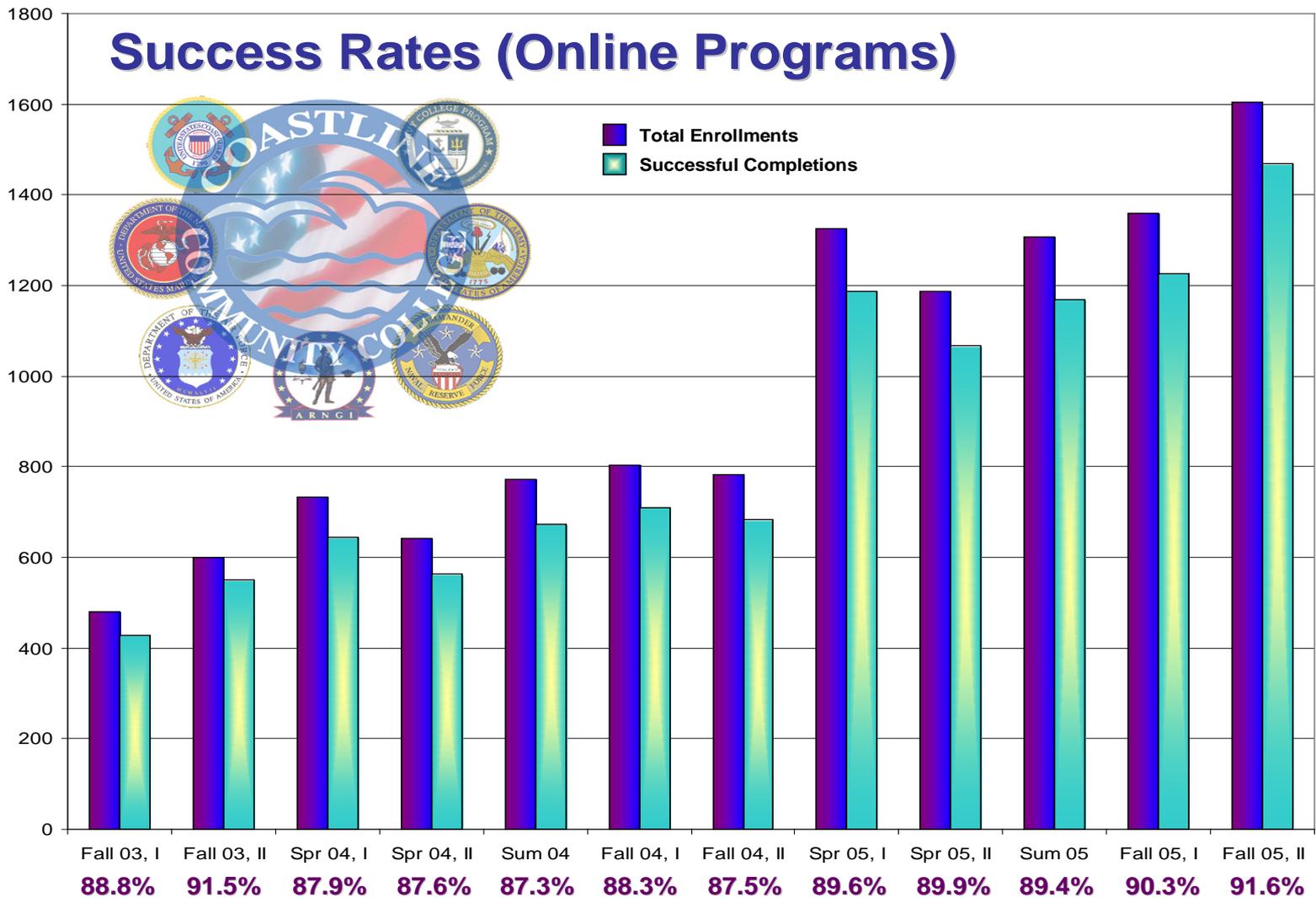


Student Learning Outcomes

Student Learning Outcomes (SLOs) are addressed within Coastline's Military Program in the same manner as in all of Coastline's instructional programs. SLOs are incorporated into each course through the design of the curriculum. SLOs are specified and reviewed before curriculum is approved by the Coastline Curriculum Committee. The evaluation of SLOs is performed by the assigned instructor. The delivery of instruction and the evaluation of student performance is the duty of the assigned instructor and performed within the guidelines of our approved curriculum.

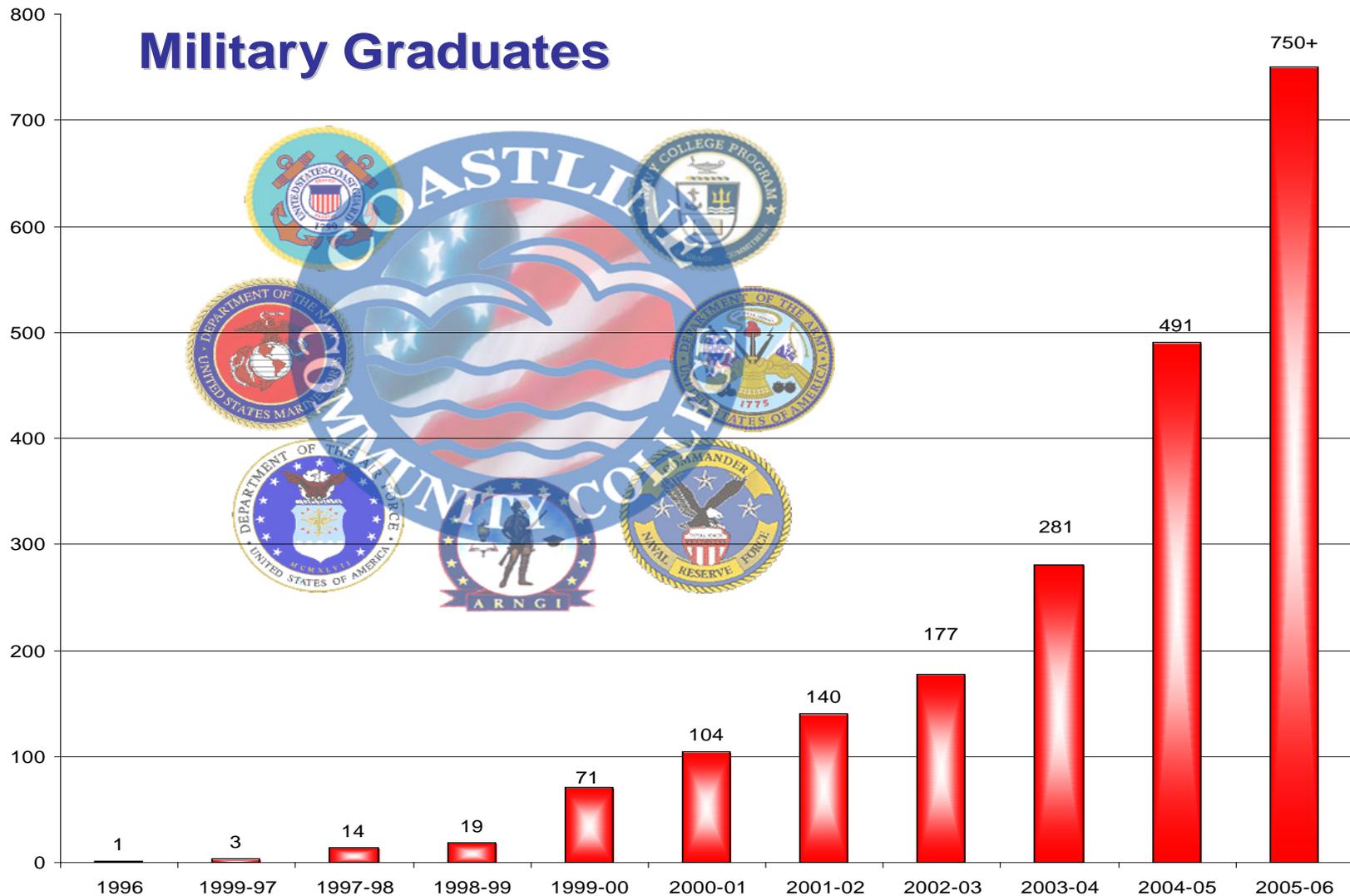
- An obvious SLO is that military students learn how to take and complete their Coastline distance learning courses successfully. **The majority of our military students are repeat students**, having completed one or more Coastline courses previously.
- Success Rates (next slides)
- Graduates (next slides)

Success Rates (Online Programs)



- Military students have been and are graduating from Coastline. The numbers of military graduates from Coastline have increased dramatically over the past several years.

Military Graduates



- Coastline graduates are performing well at follow-on four year institutions. This past year the University of Maryland University College (UMUC) asked for an articulation agreement with Coastline because Coastline grads were doing so well at Maryland and they wanted to attract more Coastline graduates.



Student Satisfaction

2005 Graduate Survey Responses:

- “My experience here at Coastline has been great....my hat is off to all the people in the military distance learning department. They helped...me complete my associate degree benefiting my military career. Thanks a lot for your help.”
- “The faculty and instructional staff were very friendly and knowledgeable. I felt like they had a sincere interest in helping me achieve my goals....Thank you Coastline!”
- “I had a great experience. Your staff always came through for me. I especially liked my professors who worked with me when I would travel to other countries....Thank you.”
- “The people at Coastline are great people that do a great job. The website is awesome, easy to work with, and well organized.”
- “During the first class I took, the counselors and staff were very helpful and sincere, unlike many other online colleges. This convinced me...to continue attending.” (Remember, this is a graduate.)
- “I recommend Coastline to all my military friends. You are so helpful and willing to work with our busy schedules.”
- “It has been a dream come true. I have finally accomplished one of my goals, through Coastline Community College. It is a pity you don't offer a BA or BS.”
- “My experience here at Coastline has been great. My hat is off to Nate and all the people in the Military distance learning department. They helped extend deadlines when needed and helped me complete my associate degree benefiting my military career. Thanks a lot for your help.”



Please click on
photo to play video



MILITARY ENROLLMENTS ONLINE PROGRAMS



of Enrollments

█ Military Online
█ eArmyU

Total: 736



2001 - 02

2002 - 03

Total: 665



2003 - 04

2004 - 05

2005 - 06

Total: 2631

Total: 8630

Total: 4884

Total: 2426



NCPACE Challenges

War in Iraq:

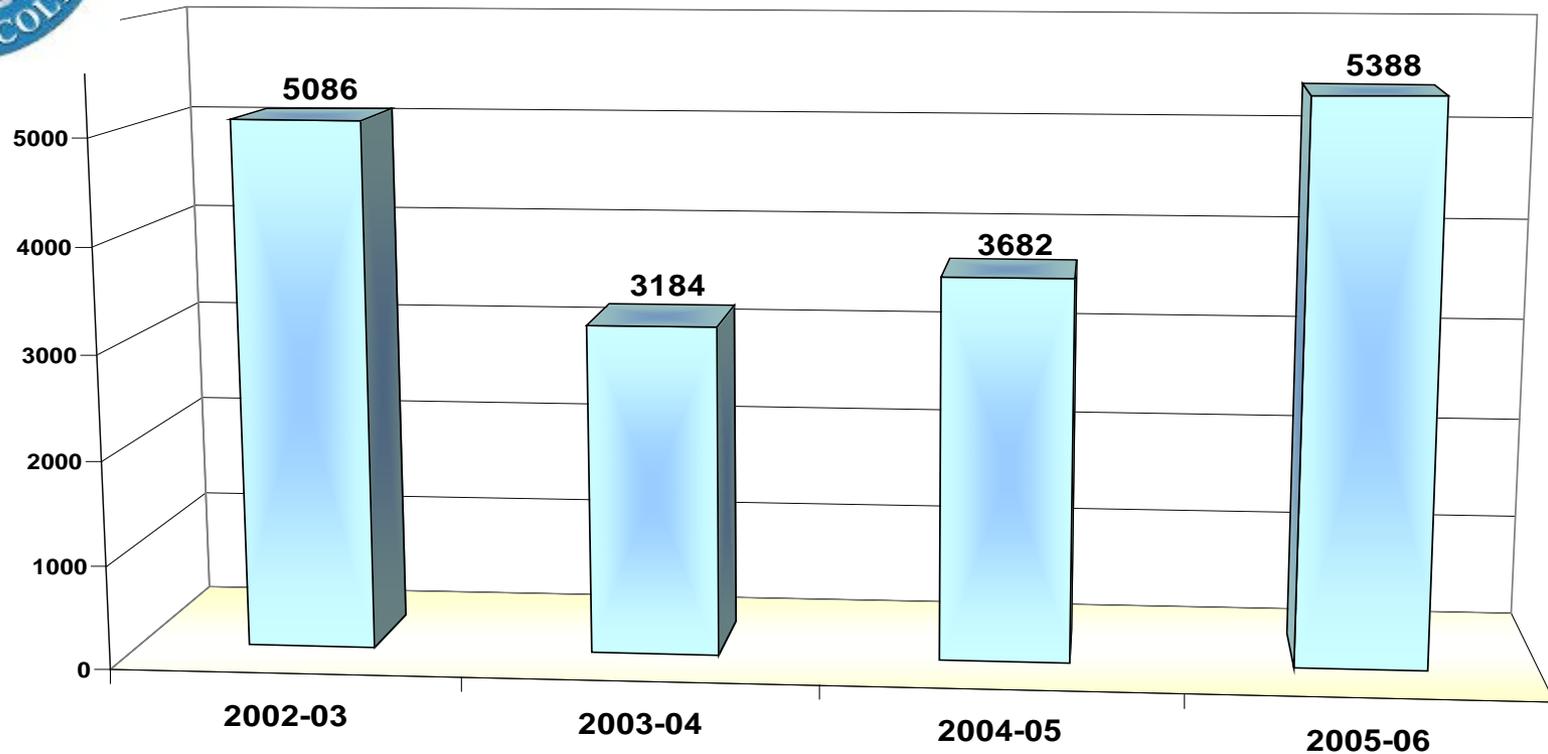
- **Increased OPTEMPO and deployment patterns.**
 - **Uncertain schedules; busier schedules while at sea.**
- **Accelerated and shortened pre-deployment work-up schedules.**
 - **Normal 3 month work-up down to 3 weeks, or shorter.**
 - **Ops work-up demands take priority; NCPACE work-up suffers**

Navy test of multi-carrier task group surging simultaneously:

- **Huge disruption to “normal” deployment cycles.**
- **No NCPACE onboard the surging units; If these units remained in port for their “normal” deployment cycles, they would have NCPACE.**
- **Robust NCPACE enrollments require a sense of normalcy and a known schedule (i.e. deployed for next six months, then return to home port).**



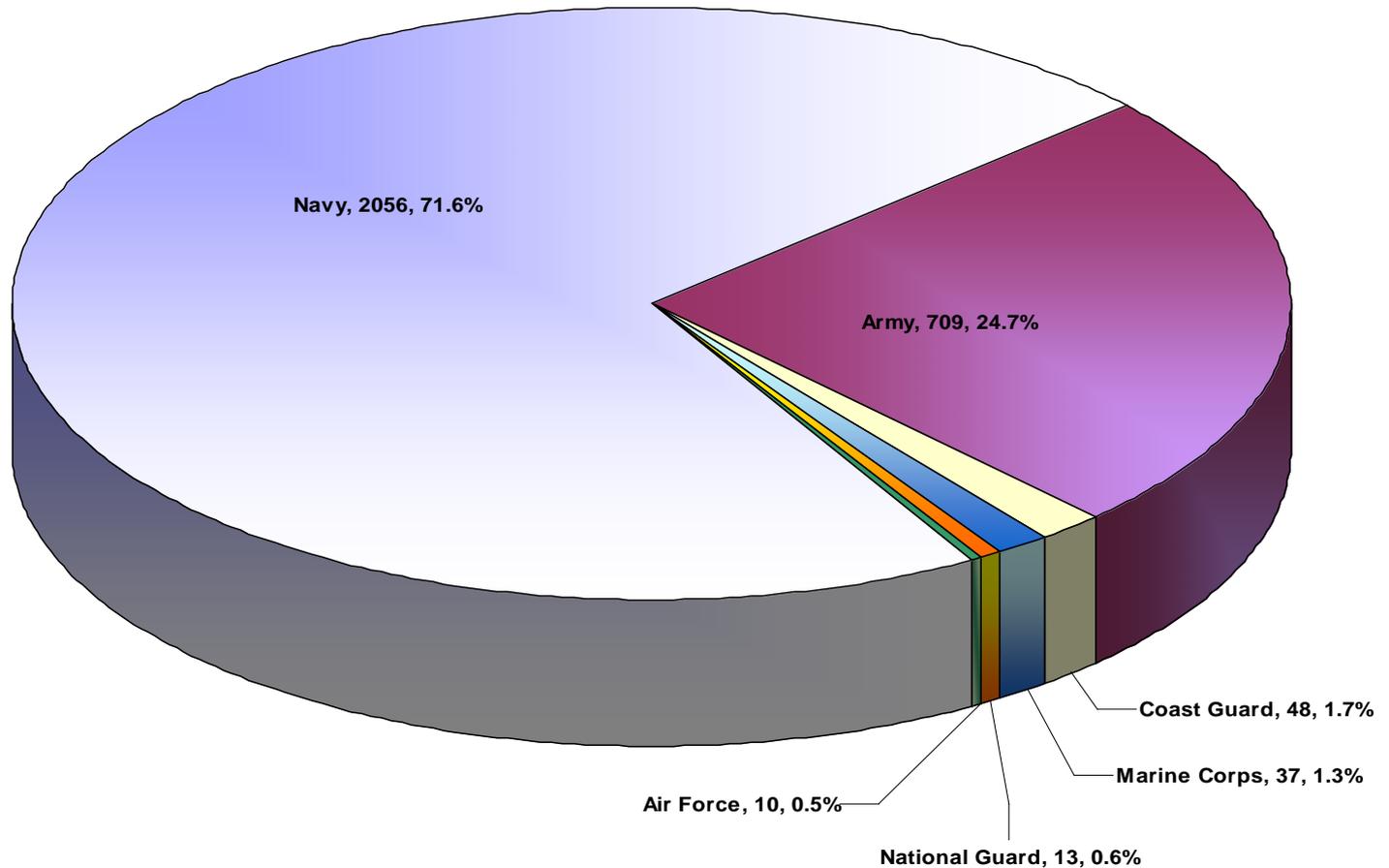
Coastline Enrollments in NCPACE



- **NCPACE has suffered from changes in contract and their terms.**
 - Three different contracts with new prime contractors in past four years; different rules in each.
 - “Apples and oranges” type definitions of what constitutes an enrollment for which we get paid.
 - Dip in Coastline NCPACE enrollments in the chart below during 2003-04 reflects these changes.
- **Coastline took managerial control of the NCPACE DL program in May of 2004.**
 - Since that time, under consistent terms of contract, we have seen a constant and steady growth in our NCPACE enrollments.



Online Military Enrollments by Service Branch



We still need to make more inroads into other Services; Program strategy will focus on that this next year.



5-Year Goals/Recommendations

- **Promote awareness to servicemembers world-wide about the degree opportunities available through Coastline’s Military DL Program.**
- **Increase the numbers of courses available to the military to allow more areas of concentration or majors.**
- **Acquire multiple contracts and MOUs with all branches of Service to preclude over-reliance on any single contract (or Service).**
- **Further develop PDA delivered courses for use by the military in remotely deployed areas of the globe.**
- **Increase the numbers of part-time Coastline employees performing advisement/recruiting services at military bases.**
- **Establish Coastline “Adjunct Mini-Campuses” at various military installations to provide classroom-style traditional courses.**
- **Maintain or improve the quality (of both instruction and student services) as we continue to experience program growth.**



Blank Survey

Military Faculty

1. In which academic divisions are you currently teaching military classes? (Mark all that apply.)

(Choose all that apply)

- 1. *Counseling*
- 2. *English and Humanities*
- 3. *Foreign Languages*
- 4. *Mathematics*
- 5. *Science*
- 6. *Social Sciences*
- 7. *Visual and Performing Arts*
- 8. *Vocational Education*
- 9. *Other*

2. Which delivery formats are your military courses using? (Mark all that apply.)

(Choose all that apply)

- 1. *Online*
- 2. *Web-enhanced video-based courses*
- 3. *CD-ROM*
- 4. *Handheld/Pocket PC*

3. If you are teaching military courses in more than one delivery format, are there any substantive differences in your overall satisfaction with the different delivery formats your courses are using. Please explain. (If your courses are delivered in only...

4. Table 1 General Satisfaction - Variety of classes

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

5. Table 1 General Satisfaction - Amount of input you have regarding selection of course materials, including course content

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

6. Table 1 General Satisfaction - Amount of input you have regarding the design/presentation of your course content

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

7. Table 1 General Satisfaction - Extent to which you believe that Military Program needs are adequately addressed in the curriculum development process within your academic discipline(s)

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

8. Table 1 General Satisfaction - Extent to which you believe that instruction is meeting the needs of your military students

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

9. Table 1 General Satisfaction - Adequacy of instructional resources available to you and your students (e.g., library/research resources, supplemental course materials, etc.)

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

10. Table 1 General Satisfaction - Extent to which the delivery technology used for your course supports the instruction you are trying to provide

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

11. Table 1 General Satisfaction - Adequacy of communication between you and your students

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

12. Table 1 General Satisfaction - Adequacy of opportunities for your students to communicate among themselves as part of the learning experience

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

13. Table 1 General Satisfaction - Extent to which the course delivery technology and testing methods allow you to adequately assess student learning outcomes

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

14. Table 1 General Satisfaction - Extent to which the learning outcomes of your military students meet or exceed the outcomes of students in your non-military classes

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

15. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

16. Table 1 General Satisfaction - Overall quality of the program

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

17. Table 1 General Satisfaction - Your own success teaching in Coastline's Military Program

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

18. General Satisfaction: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

19. Table 2 Support Services and Resources - Extent to which you believe that Military Program support services are meeting the needs of your students

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

20. Table 2 Support Services and Resources - Availability of student support services (counseling, tutorial, etc.) required to help your students succeed

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

21. Table 2 Support Services and Resources - Support for the program and classes by Coastline's Military Program staff

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

22. Table 2 Support Services and Resources - Adequacy of support provided to you in grading quizzes or exams

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

23. Table 2 Support Services and Resources - Speed/efficiency with which students are enrolled in your course and you are informed of their enrollment

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

24. Table 2 Support Services and Resources - Assistance in maintaining the currency and accuracy of your course Website(s)

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

25. Table 2 Support Services and Resources - Assistance in maintaining the currency and accuracy of print materials for your course

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

26. Table 2 Support Services and Resources - Extent to which the technology and program procedures allow you to independently update or revise your online course materials

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

27. Table 2 Support Services and Resources - Assistance in ordering textbooks or other required course materials

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

28. Table 2 Support Services and Resources - Overall faculty support provided by personnel in the Military Program office

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

29. Table 2 Support Services and Resources - Adequacy of office space for Military Program faculty

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

30. Table 2 Support Services and Resources - Adequacy of computer equipment for use by Military Program faculty

(Choose one)

- 1. *Very satisfied*
- 2. *Satisfied*
- 3. *Dissatisfied*
- 4. *Very dissatisfied*
- 5. *Not applicable*

31. Support and Resources: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

32. Table 3 Methods Used for Assessing Student Learning Outcomes - Participation

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

33. Table 3 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

34. Table 3 Methods Used for Assessing Student Learning Outcomes - Skill demonstration

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

35. Table 3 Methods Used for Assessing Student Learning Outcomes - Essay tests

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

36. Table 3 Methods Used for Assessing Student Learning Outcomes - Case studies

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

37. Table 3 Methods Used for Assessing Student Learning Outcomes - Individual projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

38. Table 3 Methods Used for Assessing Student Learning Outcomes - Group projects

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

39. Table 3 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

40. Table 3 Methods Used for Assessing Student Learning Outcomes - Pre and post-testing of abilities

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

41. Table 3 Methods Used for Assessing Student Learning Outcomes - Portfolios

(Choose one)

- 1. *Frequently*
- 2. *Sometimes*
- 3. *Rarely*
- 4. *Not at all*

42. Are there any other methods you use to assess student learning outcomes?

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

(Choose all that apply)

- 1. *CCC General Faculty Meeting*
- 2. *Military Program faculty meetings*
- 3. *Discipline-related workshops*
- 4. *Technology-related workshops*
- 5. *Student learning outcomes workshops/training*
- 6. *Other workshops*
- 7. *Membership in professional associations*
- 8. *Professional conferences*
- 9. *Graduate classes/program*
- 10. *Other classes*
- 11. *Professional training*
- 12. *Discipline-related reading*
- 13. *Technology-related reading*
- 14. *None of the above*
- 15. *Other*

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

(Choose all that apply)

- 1. *I haven't yet identified expected student learning outcomes.*
- 2. *I am attempting to identify expected SLOs but need some assistance.*
- 3. *I have identified expected SLOs.*
- 4. *I have updated my course outline(s) to include expected SLOs.*
- 5. *I have developed a plan for assessing SLOs.*
- 6. *I have assessed students based on expected SLOs.*
- 7. *I use results from SLO assessments to modify my instruction.*

45. What do you believe are the greatest strengths of the Military Program's support operations?

46. In what ways do you believe that Military Program operations could be improved?

47. As part of this review, the Military Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

48. Do you have any other comments or suggestions related to the Military Program at Coastline?

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Academic Division: Count and Percent

Military Faculty

	Count	Percent
In which academic divisions are you currently teaching military classes? (Mark all that apply.)	Respondents: 25	
English and Humanities	5	20.00 %
Foreign Languages	1	4.00 %
Mathematics	3	12.00 %
Science	3	12.00 %
Social Sciences	9	36.00 %
Visual and Performing Arts	1	4.00 %
Vocational Education	4	16.00 %
Other	3	12.00 %
Total Responses	29	100 %

"Other" Divisions Military Faculty

Question: In which academic divisions are you currently teaching military classes? (Mark all that apply.)

Business
management
health

Delivery Formats: Count and Percent

Military Faculty

	Count	Percent
Which delivery formats are your military courses using? (Mark all that apply.)	Respondents: 25	
Online	18	72.00 %
Web-enhanced video-based courses	7	28.00 %
CD-ROM	10	40.00 %
Handheld/Pocket PC	5	20.00 %
Total Responses	40	100 %

Comments Regarding Differences in Formats Military Faculty

Question: If you are teaching military courses in more than one delivery format, are there any substantive differences in your overall satisfaction with the different delivery formats your courses are using. Please explain. (If your courses are delivered in only...

My students use a lab manual, an independent study student handbook, videotape armchair field trips which are looped into some of the lessons, online museum field trips, and communicate with their instructor via email, voice mail, and the website message board. This seems to work out fine. If they happened to be stationed in this area, then they would do the real museum field trips instead of the virtual (Internet) field trips.

No substantial differences.

same

PACE, of course, is totally different since there is almost no student contact, as with the Pocket PC program.

With my Army and Navy courses I have a lot more contact both via email and the DFs.

From my end the delivery methods all look and work the same. It is fairly seamless.

No difference in overall satisfaction.

I much prefer the online format and I believe it's a better learning environment, but of course I understand not all military personnel have online access...

when all the info. is recorded and data is collected.
we are all good to go.

General Satisfaction: Count and Percent

Military Faculty

	Count	Percent
Table 1 General Satisfaction - Variety of classes		
	Respondents: 25	
Very satisfied	15	60.00 %
Satisfied	8	32.00 %
Not applicable	2	8.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Amount of input you have regarding selection of course materials, including course content		
	Respondents: 25	
Very satisfied	22	88.00 %
Satisfied	3	12.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Amount of input you have regarding the design/presentation of your course content		
	Respondents: 25	
Very satisfied	20	80.00 %
Satisfied	5	20.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Extent to which you believe that Military Program needs are adequately addressed in the curriculum development process within your academic discipline(s)		
	Respondents: 25	
Very satisfied	20	80.00 %
Satisfied	5	20.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Extent to which you believe that instruction is meeting the needs of your military students		
	Respondents: 25	
Very satisfied	19	76.00 %
Satisfied	6	24.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Adequacy of instructional resources available to you and your students (e.g., library/research resources, supplemental course materials, etc.)		
	Respondents: 25	
Very satisfied	20	80.00 %
Satisfied	5	20.00 %
Total Responses	25	100 %

General Satisfaction: Count and Percent

Military Faculty

	Count	Percent
Table 1 General Satisfaction - Extent to which the delivery technology used for your course supports the instruction you are trying to provide		
	Respondents: 25	
Very satisfied	20	80.00 %
Satisfied	5	20.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Adequacy of communication between you and your students		
	Respondents: 25	
Very satisfied	17	68.00 %
Satisfied	8	32.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Adequacy of opportunities for your students to communicate among themselves as part of the learning experience		
	Respondents: 25	
Very satisfied	15	60.00 %
Satisfied	9	36.00 %
Dissatisfied	1	4.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Extent to which the course delivery technology and testing methods allow you to adequately assess student learning outcomes		
	Respondents: 25	
Very satisfied	17	68.00 %
Satisfied	8	32.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Extent to which the learning outcomes of your military students meet or exceed the outcomes of students in your non-military classes		
	Respondents: 25	
Very satisfied	16	64.00 %
Satisfied	7	28.00 %
Dissatisfied	2	8.00 %
Total Responses	25	100 %

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students		
	Respondents: 25	
Very satisfied	18	72.00 %
Satisfied	6	24.00 %
Not applicable	1	4.00 %

General Satisfaction: Count and Percent

Military Faculty

Count Percent

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students Respondents: 25

Total Responses	25	100 %
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Table 1 General Satisfaction - Overall quality of the program Respondents: 25

Very satisfied	19	76.00 %
Satisfied	6	24.00 %

Total Responses	25	100 %
------------------------	-----------	--------------

Table 1 General Satisfaction - Your own success teaching in Coastline's Military Program Respondents: 25

Very satisfied	19	76.00 %
Satisfied	6	24.00 %

Total Responses	25	100 %
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General Satisfaction Comments

Military Faculty

Question: General Satisfaction: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

I believe it is a great program. The reason I say this is because of the feedback from the students. They seem to gain great knowledge from our efforts.

I find a high occurrence of military students not turning in assignments in on time or at all. There are a few superstars but in general I receive lots of mediocre work. This is normal in a regular class as well. I think it is important that the students meet their deadlines without making too many excuses.

I am satisfied with my experiences and must commend the support staff for assisting me and my students in a variety of ways.

Support Services and Resources: Count and Percent Military Faculty

Table 2 Support Services and Resources - Extent to which you believe that Military Program support services are meeting the needs of your students Respondents: 25

	Count	Percent
Very satisfied	19	76.00 %
Satisfied	5	20.00 %
Not applicable	1	4.00 %
Total Responses	25	100 %

Table 2 Support Services and Resources - Availability of student support services (counseling, tutorial, etc.) required to help your students succeed Respondents: 25

Very satisfied	14	56.00 %
Satisfied	8	32.00 %
Not applicable	3	12.00 %
Total Responses	25	100 %

Table 2 Support Services and Resources - Support for the program and classes by Coastline's Military Program staff Respondents: 25

Very satisfied	23	92.00 %
Satisfied	2	8.00 %
Total Responses	25	100 %

Table 2 Support Services and Resources - Adequacy of support provided to you in grading quizzes or exams Respondents: 24

Very satisfied	22	91.67 %
Satisfied	2	8.33 %
Total Responses	24	100 %

Table 2 Support Services and Resources - Speed/efficiency with which students are enrolled in your course and you are informed of their enrollment Respondents: 25

Very satisfied	19	76.00 %
Satisfied	6	24.00 %
Total Responses	25	100 %

Table 2 Support Services and Resources - Assistance in maintaining the currency and accuracy of your course Website(s) Respondents: 25

Very satisfied	17	68.00 %
Satisfied	7	28.00 %
Dissatisfied	1	4.00 %
Total Responses	25	100 %

Support Services and Resources: Count and Percent Military Faculty

	Count	Percent
Table 2 Support Services and Resources - Assistance in maintaining the currency and accuracy of print materials for your course		
	Respondents: 25	
Very satisfied	18	72.00 %
Satisfied	7	28.00 %
Total Responses	25	100 %
Table 2 Support Services and Resources - Extent to which the technology and program procedures allow you to independently update or revise your online course materials		
	Respondents: 25	
Very satisfied	15	60.00 %
Satisfied	10	40.00 %
Total Responses	25	100 %
Table 2 Support Services and Resources - Assistance in ordering textbooks or other required course materials		
	Respondents: 25	
Very satisfied	19	76.00 %
Satisfied	4	16.00 %
Dissatisfied	1	4.00 %
Very dissatisfied	1	4.00 %
Total Responses	25	100 %
Table 2 Support Services and Resources - Overall faculty support provided by personnel in the Military Program office		
	Respondents: 25	
Very satisfied	23	92.00 %
Satisfied	2	8.00 %
Total Responses	25	100 %
Table 2 Support Services and Resources - Adequacy of office space for Military Program faculty		
	Respondents: 25	
Very satisfied	11	44.00 %
Satisfied	8	32.00 %
Dissatisfied	1	4.00 %
Very dissatisfied	1	4.00 %
Not applicable	4	16.00 %
Total Responses	25	100 %
Table 2 Support Services and Resources - Adequacy of computer equipment for use by Military Program faculty		
	Respondents: 25	
Very satisfied	13	52.00 %
Satisfied	9	36.00 %
Very dissatisfied	1	4.00 %

Support Services and Resources: Count and Percent Military Faculty

	Count	Percent
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Table 2 Support Services and Resources - Adequacy of computer equipment for use by Military Program faculty

Respondents: 25

Not applicable

2 8.00 %

Total Responses 25 100 %

Support Services and Resources Comments

Military Faculty

Question: Support and Resources: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

There have been a few problems with making sure the web-based component of the courses are current.

I find there is no excuse for not have in books in stock. These are continued courses and the books will be around for ay least three years. They are not like text books the are revised often.

Textbooks: often the bookstore has sent out the wrong textbook or there were no textbooks were available which forced students to have to wait 2 weeks (1/4 of the course) to get their textbooks. Office space: is there any??? Computer equipment: does it exist??

As said previously- thanks so much for the great support in my classes.

just a few notes...

about grading with quizzes and exams...sometimes if new staff is brought in, they tend to not relay the info. with updated keys, quizzes and exams. to the newer staff, which can open up a can of worms for inconsistent material given to the students in a upcoming 8-week semester..but things have gotten better in the last year or so...

Also need to be able to change something on the website a little quicker at times...sometimes it takes too long to get something deleted or added when there is a change in the exams. or the textbook... besides that, I am satisfied with the improvement on things over the last few semesters or so....

Assessment Methods: Count and Percent

Military Faculty

	Count	Percent
Table 3 Methods Used for Assessing Student Learning Outcomes - Participation		
Respondents: 24		
Frequently	10	41.67 %
Sometimes	9	37.50 %
Rarely	1	4.17 %
Not at all	4	16.67 %
Total Responses		24
		100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)		
Respondents: 25		
Frequently	24	96.00 %
Sometimes	1	4.00 %
Total Responses		25
		100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Skill demonstration		
Respondents: 24		
Frequently	13	54.17 %
Sometimes	4	16.67 %
Not at all	7	29.17 %
Total Responses		24
		100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Essay tests		
Respondents: 25		
Frequently	14	56.00 %
Sometimes	4	16.00 %
Rarely	3	12.00 %
Not at all	4	16.00 %
Total Responses		25
		100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Case studies		
Respondents: 23		
Frequently	4	17.39 %
Sometimes	5	21.74 %
Rarely	1	4.35 %
Not at all	13	56.52 %
Total Responses		23
		100 %

Assessment Methods: Count and Percent

Military Faculty

Count Percent

Table 3 Methods Used for Assessing Student Learning Outcomes - Individual projects Respondents: 23

Frequently	11	47.83 %
Sometimes	6	26.09 %
Rarely	1	4.35 %
Not at all	5	21.74 %

Total Responses 23 100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Group projects Respondents: 23

Frequently	1	4.35 %
Sometimes	4	17.39 %
Rarely	2	8.70 %
Not at all	16	69.57 %

Total Responses 23 100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life Respondents: 24

Frequently	6	25.00 %
Sometimes	8	33.33 %
Rarely	2	8.33 %
Not at all	8	33.33 %

Total Responses 24 100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Pre and post-testing of abilities Respondents: 24

Frequently	5	20.83 %
Sometimes	6	25.00 %
Rarely	3	12.50 %
Not at all	10	41.67 %

Total Responses 24 100 %

Table 3 Methods Used for Assessing Student Learning Outcomes - Portfolios Respondents: 23

Frequently	2	8.70 %
Sometimes	3	13.04 %
Rarely	4	17.39 %
Not at all	14	60.87 %

Total Responses 23 100 %

Other Assessment Methods

Military Faculty

Question: Are there any other methods you use to assess student learning outcomes?

I do have my Ethics students write a 3-5 page Position Paper, but that might fall under the heading of Individual Projects.

You pretty well covered it above.

Students are required to hand in an assignment each week which provides me with information as to whether they are referring to their materials and are following along.

Online phone conversations related to course content and textbook material covered.

Professional Development: Count and Percent

Military Faculty

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 24	
CCC General Faculty Meeting	23	95.83 %
Military Program faculty meetings	17	70.83 %
Discipline-related workshops	19	79.17 %
Technology-related workshops	15	62.50 %
Student learning outcomes workshops/training	10	41.67 %
Other workshops	8	33.33 %
Membership in professional associations	15	62.50 %
Professional conferences	10	41.67 %
Graduate classes/program	2	8.33 %
Other classes	8	33.33 %
Professional training	11	45.83 %
Discipline-related reading	16	66.67 %
Technology-related reading	15	62.50 %
Other	1	4.17 %
Total Responses	170	100 %

SLO Activities: Count and Percent

Military Faculty

	Count	Percent
What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)	Respondents: 25	
I haven't yet identified expected student learning outcomes.	6	24.00 %
I am attempting to identify expected SLOs but need some assistance.	4	16.00 %
I have identified expected SLOs.	14	56.00 %
I have updated my course outline(s) to include expected SLOs.	11	44.00 %
I have developed a plan for assessing SLOs.	7	28.00 %
I have assessed students based on expected SLOs.	9	36.00 %
I use results from SLO assessments to modify my instruction.	7	28.00 %
Total Responses	58	100 %

Strengths, Areas for Improvement, Goals, Comments

Military Faculty

Question: What do you believe are the greatest strengths of the Military Program's support operations?

The Military Program's support starts from the top: Management cares about the students in the program. From there the staff and faculty work closely to support the students.

Everyone works as a team.

Efficiency of the technological and support services is a strength for the program. My questions and requests are always addressed instantly.

The online delivery method allows students stationed all over the world to pursue their education.

Great support staff and frequent communication.

The support operations are terrific and enable me to respond quickly and thoroughly to each of my students. The technical support is invaluable when students need assistance in accessing information. It is without question, a TEAM effort that makes the Military Program work. I can respond to students, sometimes within minutes, because of the great support staff.

Good management and aggressive marketing

Excellent staff support - very efficient.

Support from military@coastline.edu

Linda, Stephani and Minerva

The staff of the program are very helpful, efficient, and have a great positive attitude.

Flexibility..... Ability to deliver materials in a variety of different formats to handle the diversity of the student population. Strong/excellent support staff.

cooperation

They stay in contact with both the students and instructors to follow-up on any student problems. The support staff is efficient, flexible and timely.

Quick and accurate help.

Course offerings--the breadth; course enrichments of on-line resources; Course design integrating theory and practice.

Strengths, Areas for Improvement, Goals, Comments

Military Faculty

Question: What do you believe are the greatest strengths of the Military Program's support operations?

Availability of a full-time staff person to facilitate the program.

Patti and Linda: Awesome job, very supportive of students (and faculty too). They are a pleasure to work with!

The efficiency and organization of the program and staff.

Student support/service in both material and technical areas.

Patti, Linda, Stephani and Nemiva support and decication to problem solving and streamlining of curriculm issues.

The offering of classes while in the military.

Excessable classes.

much better communication with everyone, students and instructors over the last few years...especially with Patti DeCessero, Linda Katz, Stephani Rogers and Minerva Guray

Strengths, Areas for Improvement, Goals, Comments

Military Faculty

Question: In what ways do you believe that Military Program operations could be improved?

I don't see how the program could be improved. When changes affecting students need to be made, they are made as soon as possible.

Workshops in SLO and new educational and pedagogical methods always help.

No suggestions.

Perhaps in the Academic Counseling areas. Don't know how this can be achieved, however.

I would like to have more interaction with the students, but at the present time this is limited by my teaching load.

Offer more courses in bldg

Make students aware that they must meet their deadlines and accountable to finish all assignments. I get the feeling some students are trying to "slide by" with a C when they didn't even put in the work to get a "C". I understand they're busy but we are all busy - I have students with several jobs, children, etc., and they still get the work done and get A's in the course because they make the time to study. There are too many requests for extensions: example: last semester I gave a student a 2-week extension to turn in her project and she still didn't finish it. Part of completing one's education is complying with deadlines (i.e., time management skills).

Better communication as to when the semester starts/ends for different groups.

more pda delivery, more courses, additions of some full certificate options, online speech course

Tamper proof systems for on line exams.

If a course is being offered via distance learning and changes are made to the testing materials, webpages, etc. It would be nice to have them carry-over to the military sites for the same courses, instead of having to make separate, additional changes.

Not applicable.

Find a way to monitor that Student's work is their own.

so far so good....

Strengths, Areas for Improvement, Goals, Comments

Military Faculty

Question: As part of this review, the Military Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

I'd like to see vocational courses including keyboarding, data entry, MS Office, Word, Excel, Access, PowerPoint, and other BC courses be offered to military personnel.

I'd also like to see Business Writing - English 135 offered to military personnel.

Expanding to reach out for more students and to include more programs.

Expand course offerings more aggressively.

To expand the Military Program to include all branches of the military, i.e. my classes are not available to all.

To develop and expand course offerings.

Continued course development to maximise use of new technologies, such as PDAs

Improving course design

To expand the courses to more students.

See box on improvements

more handheld delivery content (PDA/cellphone type)
critical language course additions

Update the quality, reliability and "cheat proofing" of all on line quiz/exam taking systems.

expansion

Continue working to streamline and simplify the processes used by students and their instructors- communication, grade posting, etc.

Make efforts to include more student-to-student interaction in the courses.

Add the on-line astronomy lab used by civilian CCC students.

Offer an on-line AA degree

Maximum flexibility for military students.

Find a way to get students to do their own work when it comes to assignments that are required.

Strengths, Areas for Improvement, Goals, Comments

Military Faculty

Question: As part of this review, the Military Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

Reaching out to more Military students

to increase continuity with our program and
maybe able to create new subjects to offer

Strengths, Areas for Improvement, Goals, Comments

Military Faculty

Question: Do you have any other comments or suggestions related to the Military Program at Coastline?

This is just a great program because we are all working together to support our troops.

Today a student came in and told me of a website called www.anysoldier.com. It is a site where citizens can find out the needs of our military and send them supplies they need.

Soon she and I had each invested some money to purchase batteries, microwaveable foods, magazines, etc., to send to our troops.

Life is good here because of our troops. It is nice when students and faculty can work together to send them our support.

No.

The CCC Military Program is outstanding and I am so comfortable knowing that my students are indeed getting a good education and that the quality of instruction/materials, support, etc are top notch. Thanks for the great support team.

I enjoy interacting with the students!

Nope.

excellent job -keep it up

Keep up the GREAT work....

Increase compensation for the faculty!

Thanks for the support in my classes. I love teaching in this program.

I think it is an excellent program and I feel honored to be involved as a faculty.

I firmly believe that the staff had done an outstanding job and are to be commended for their hard work.

just a few notes...(a review from a few pages back on this survey)about grading with quizzes and exams...sometimes if new staff is brought in, they tend to not relay the info. with updated keys, quizzes and exams. to the newer staff, which can open up a can of worms for inconsistent material given to the students in a upcoming 8-week semester..but things have gotten better in the last year or so...

Strengths, Areas for Improvement, Goals, Comments

Military Faculty

Question: Do you have any other comments or suggestions related to the Military Program at Coastline?

Also need to be able to change something on the website a little quicker at times...sometimes it takes too long to get something deleted or added when there is a change in the exams. or the textbook...
besides that, I am satisfied with the improvement on things over the last few semesters or so....



Program Review 2005-06 Validation Report

Military Program

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations?

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:

- A. Coastline's Military Program has done a great job of identifying a need and responding effectively to meet that need: Coastline's success in developing educational opportunities for military personnel is commendable.
- B. The Military Program supports our college mission by providing innovative solutions to complex problems.
- C. The Military Program has experienced dramatic growth, and this growth presents challenges in maintaining the high quality of student and faculty support the department currently provides and in providing the physical space needed to house required support personnel.
- D. The evidence points to the fact that the number of military students will continue to grow, especially as we reach out to all military branches and expand opportunities in those with which we have modest enrollments.
- E. The program effectively and innovatively uses technology to delivery instruction; program growth necessitates continued investment in new technologies and in faculty and staff training.

3. Are there any areas which are unclear or any significant points which may have been overlooked?

Yes No

If yes, note these areas or points:

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.
 - A. Continue to explore the feasibility of making additional occupational certificate programs available to military students.
 - B. Continue to advocate for adequate facilities to house the growing Military Program support staff.
 - C. Continue to explore potential articulation agreements with four-year colleges and universities to facilitate transfer options for our graduates.

5. List program accomplishments and aspects for which the program should be commended.
 - A. The program is to be commended for not relying on one successful relationship, i.e., Navy College Program for Afloat Education (NCPACE). The extraordinary efforts to make inroads into other military branches contribute to the future growth and success of the Military Program.
 - B. The students who take advantage of Coastline's Military Program appear to be extremely satisfied with the experience, and they seem to be very appreciative of the staff and faculty with whom they interact.
 - C. The level of student success in courses is extremely high, and students are graduating in record numbers (more than 750 in 2005-06!).
 - D. The Military Program staff work as a team to ensure that military students receive timely, accurate service and information. Given the special circumstances of these students, our staff is remarkably patient, responsive, and attentive.
 - E. The program has created an effective organizational structure in which each program has a staff member fully responsible for the program, thereby creating genuine program "ownership."
 - F. The productive collaboration between various college departments (Military, Distance Learning, Contract Education, and individual disciplines) is to be commended.
 - G. The Military Program has done an outstanding job of managing the consortium of partner colleges and in developing and maintaining innovative online applications to support partner colleges, service branches, and students.
 - H. The establishment of training programs for Coastline's part-time on-base staff and site visits by our department members are great ideas for providing distant staff with a personal connection to Coastline's Military Department.
 - I. The Military Program is providing a high quality, cost-effective program that each year returns significant income to the college.