2019-2020
Annual Department Review

Extended Learning Division and

Veterans Resource Center

COASTLINE
COLLEGE
EXTENDED LEARNING DIVISION
MILITARY & CORPORATE PROGRAMS
WORKFORCE DEVELOPMENT

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Section 1:

Department Planning

for Extended Learning

The following principles guide decision-making, program planning, and implementation for Extended Learning's Military/Corporate Education and Workforce Development Programs.

1. Purpose and Excellence
    a. Our purpose, direction, and plans of action are aligned with the College's Master Plan and to ensure program and service excellence to help students succeed.
    b. We remember, first and foremost, that those we serve are deserving of quality programs and services that promote success.
2. Guided Pathways and Equity embedded throughout planning
    a. We strive to ensure all students and colleagues have equitable opportunities, access, and outcomes.
3. Committed to Innovative Educational and Training Excellence
    a. We promote a safe and transparent setting to allow for transparent exploration of ideas that result in programs and service excellence and meet the high expectations of our students and clients.
4. Collaboration, Integrity, and Mutual Respect
    a. We foster a collaborative approach to planning, implementing, and evaluating our program efforts that maximizes stakeholder participation, as well as optimizing fiscal and human resources, while demonstrating integrity and mutual respect.
5. Visionary with a Passion for Service
    a. We focus on improving the department's agility in dealing with whatever changes might occur in the next 5-10 years.
6. Efficient, Effective, and Affordable
    a. We promote a positive climate that stimulates continuous improvement and opportunities to overachieve based on the resources available.
    b. We understand the value of our contributions to the college and our combined student populations and therefore strive to use data, research, and collaboration to drive the most effective and efficient use of our resources to provide affordable programs with maximum return on investment back to the college.

Wing Planning Priorities

1. Increase and diversify Credit-Bearing Enrollments (All programs)
2. Increase Degree, Certificate, Completion, and Transfer Rates
3. Increase fee-based Workforce Development Training Programs
4. Expand Partnerships (Business/Industry, Local/Federal Government, Local Communities)
5. Promote advocacy, efficiency, and compliance to ensure program and service excellence
6. Improve and continuously foster employee engagement

The Extended Learning Division comprises Enrollment Services, Student Services, Outreach, Marketing, Workforce Development, and Veterans Resources and Services.

Enrollment Services

The Enrollment Services Department is responsible for providing the following services to all students enrolling in credit-bearing and not for credit classes and programs through Coastline's Military and Corporate Education Programs: admissions, preliminary residency advising and evaluation, registration, MyCCC access and credential resets, program eligibility, processing of student fees/student accounts receivables, preparation for third-party billing/TA processing, receipt and articulation of incoming college transcripts, grade archiving, enrollment verifications, distribution and tracking of assessment tests, clearance of course prerequisite, resolution of student issues regarding education records, grade/withdrawal reporting to external agencies, and multiple mass-communications to students. Because of contractual obligations related to student advising, enrollment tracking, grade reporting and billing, many of the functions within the department have steps that exceed comparable functions within the college's Admissions and Records.

The team does the above while ensuring compliance with Title 5 of the California Education Code, FERPA, the DoD MOU, various service branch MOUs, state/federal regulations, and local college/district policies.

The Enrollment Services Department has been involved in several division-wide and district-wide initiatives. Noteworthy initiatives for 2018-2019 included the following:

- The development and launch of an infrastructure to support the Accelerated Online Program for the SEIU UHW-West and Joint Employer Education Funds STEP program. The number of enrollments had grown from 18 students at the launch in Summer 2018 to 302 in Fall 2018.
- The consolidation of the NCPACE, PocketEd, and CG Afloat programs to create one cohesive program that allows students to continue their education when Internet connectivity, location, and/or security does not permit consistent access to online courses. The newly named Education Offline…At Your Pace program launched in Spring 2019.
- Successfully migrated to the Banner 8 cloud environment (Banner 9) and facilitated trainings to ELD staff to ensure a successful transition.
- Implemented new processes and procedures to support Assembly Bill (AB) 705, which was signed into law in October 2017.

Table 1.1   ELD Enrollments 2018-2019

	Summer	Fall	Spring	Total
Active Duty, Reserve, and Veterans	1,532	2,803	2,933	7,268
NCPACE	68	73	88	229
PocketEd	7	9	5	21
CG Afloat	0	0	4	4
Corporate Online	101	535	292	928
Total	**1,708**	**3,420**	**3,322**	**8,450**

Student Services and Partnerships

Student Services and Partnerships is responsible for the following services: course articulation, degree evaluation, preparation, and advisement, certificate/degree conferrals, military credit recommendations

and ACE mapping, and the establishment of degree partnership pathways. The Learning 1st Program is also facilitated through this unit.

During 2018-2019, there was a growth in the number of certificates awarded. This growth helped mitigate the decline in degrees that were awarded in comparison with 2016-2017. We offered a few more degree options and certificate options in 2018-2019. The number of degree plans created has declined as shown in the tables below.

Data Sets

Table 1.2   Graduation Rates

Degrees Awarded	2016-2017	2017-2018	2018-2019
Associate in Arts/Science	1,211	919	931
Certificates	226	194	244
Total	**1,437**	**1,113**	**1,175**

Table 1.3   Degree Programs Offered

Degree Programs Offered	2016-2017	2017-2018	2018-2019
Associate in Arts	19	19	20
Associate in Science	12	11	12
Certificate of Achievement	16	16	16
Certificate of Accomplishment	2	6	8
Certificate of Specialization	4	6	6
Total	**53**	**58**	**62**

Table 1.4   Degree Evaluations Completed

SOC Agreements Completed	2016-2017	2017-2018	2018-2019
Official SOC Agreements	1,562	1,098	1,157
Unofficial Evaluations	1,338	1,303	982
Updates/Major Changes	981	1,046	858
Total	3,881	3,447	2,997

In addition to providing students with degree information and graduation services and supporting military installation ceremonies, this unit facilitates the work of the Military Student Advisors by providing a conduit of student leads through a project that was launched in 2018-2019.

During 2018-2019, this unit made a significant shift to expand transfer planning messaging by adopting new unofficial evaluation worksheets that addressed the expanded general education patterns needed among students that intend to transfer as well as integrating course recommendations that would maximize transfer capabilities.

A new graduation survey was launched, which captured a high volume of data from our graduates regarding their student experience. An adjustment in the timing of sending the survey to students and including a response incentive; drastically improved response rate. According to that survey, the intended use of the degree for a large percentage of the survey responders was for transfer purposes.

The sunsetting of the SOC Degree Networks heavily impacted student services processes. According to the Department of Defense, the sunsetting of this traditional system would encourage students to think less horizontally and envision more of a career arc. The dissolution of the networks required us to significantly change the language we used to describe our degree plan preparation process and the transfer of courses from other institutions. ELD will continue to embrace the spirit of principles of that former network and the Department of Defense (DoD) Memorandum of Understanding (MOU): ease of transfer, dedicated teams to support military affiliated students, attainable institutional requirements to obtain degrees, and an institutional policy to evaluate and award credit for military training and experience toward academic degrees and certificates.

The Associate to Bachelor's online program, Learning 1ST, had an excellent year. There was almost triple the number of new applicants in 2018-2019 compared to the prior year. Increased presence and promotion have helped spread the word about the program. In addition, the Program Coordinator and manager attended multiple outreach events to tell high school counselors, adult education students, and prospective college students about this special program. In all the key performance areas, there was a significant increase, shown in the table below.

Table 1.5   Learning 1ST Program

	2016-2017	2017-2018	2018-2019
New Applicants	30	58	172
Enrollments	183	231	475
Certificate/Degree Completion	2	3	14
Transfers	12	0	13
Transfers to partner schools	4	0	8
Bachelor's degree recipients	1	4	4

Outreach
ELD has 13 Military Site Advisors (MSAs) located at various locations throughout the United States who aid with admissions and work in support of student services to provide unofficial evaluations and inclusive interaction. Military Site Advisors now have access to Banner 9 and Civitas in order to increase student engagement and improve the overall student experience. In 2018-19, the MSAs attended approximately 177

outreach events on various military installations. Efforts have been made to diversify the student population by building relationships with the Army, Marine Corps, Air Force, National Guard, and Coast Guard.

Table 1.6   Recognition Ceremonies 2018-2019

Date	Recognition Ceremonies
10 May 2019	College Commencement Ceremony – Schofield Barracks Hawaii
23 May 2019	Naval Air Station Norfolk Graduation Ceremony
7 June 2019	Naval Base San Diego Military Recognition Ceremony
14 June 2019	Naval Air Station Jacksonville Installations Ceremony

Marketing and Business Development
The rebranding of the college (changing the institution's name and the development of a new logo) placed numerous constraints on the ELD marketing department this fiscal year. All design and development of new print collaterals was placed on hold until Spring 2019. The ELD websites (military, corporate-specific sites, Veterans, Learning 1ST, and Workforce Development) will begin the redesign and content development process within 4 to 6 months of the college's new website going "live" and being declared "stable" for our use.

Throughout the last year, the marketing team worked cooperatively to expand the frequency, topics, and timing of social media posts. The increase in "Followers" and "Friends" on Instagram and Facebook continues to trend in a positive direction.

The marketing team is frequently behind the scenes supporting many projects across our division and the college. From determining timelines to developing finished print and digital projects, this team enjoys serving our colleagues.

The marketing team worked with the Military Student Advisors (MSA) to develop a new format for the Course and Program Guide (C&PG). The C&PG was completed in May and distributed in June 2019. The feedback has been positive, and each MSA requested a larger quantity of C&PG as they believe students will find the changes helpful and informative as they move through their personalized Official Education Plan.

Workforce Development

The Construction, Utility, Energy and Safety (CUES) workforce training program had a successful year and served 386 students with a job placement rate of 77%.

Table 1.7   Workforce Development Outcomes 2018-2019

Cohorts	Students	Gross Revenue	Coastline Revenue	Job Placement
16	386	1.2 Million	$320,000	77%

Standard Operating Procedures (SOPs) for the CUES Program were reviewed and analyzed and are being rewritten in FY 19/20 in order to help students have more clear-cut pathways to achieve employment goals. The revision will also refine operational processes and procedures for the program.

A new database is being developed to track and store student information, manage both student and employer relations, and increase efficiency in operational, reporting, and outreach functions. The B2B database will assist with more effective communication with students, caseworkers, and employers.

Business Development

The Contract Readiness program, an Online Training Program teaching small-to-medium businesses to learn how to become "contract ready," was reintroduced to the State Chancellor's Office and added as a resource for attendees of the State Chancellor's Office "Supply Chain Management Resource Fairs" that were held throughout the state of California over a seven-month period in 2018-2019. Also, two Chambers of Commerce adopted the online training program for their business members.

Since 1988, the division has provided the City of Costa Mesa with bilingual assessment services to certify employees as bilingual in Spanish and Vietnamese. Plans to market the language assessment program to other local cities and local companies that engage with the public and are in areas with large populations of Hispanic and/or Vietnamese speakers will be implemented in early 2020 or sooner. Although Coastline's net revenue from each city employee assessment is only $30, the community service aspect of this language assessment program is important.

To increase revenue, clarify roles and responsibilities, and take a more active role in the CUES Training Program, the College's Agreement with its Training Partner, Career Expansion, will be revised in the next month.

A Request for Information for HAZWOPER Training was recently submitted to the State of California Department of General Services. The RFI is the first step in creating an invitation for Bid (IFB) to competitively bid for services for HAZWOPER training to be conducted following State Declared Emergencies for fire disasters.

Veterans Resource Centers (VRCs)

The two Veterans Resource Centers (VRCs) provided resources and support to student veterans and the veteran community. The VRCs worked with Community partners and supporters to provide veterans with $2,500.00 worth of gas cards; $3,000.00 in book grants; and was in receipt of $9,753.70 in donations. Veteran Resource Center ongoing funding allocation in the amount of $58,992.00 was awarded to Coastline College in 2018-2019, enabling the establishment of the third VRC at the Garden Grove Campus.

Table 1.8   VRC Visits 2018-2019

Location	Number of Students Visits
College Center	1,037
Newport Beach	511
Total	**1,548**

Table 1.9   Activities Supported by VRCs 2018-2019

Event	Impact
Heroes Deserve Help (HDH)	Provided more than 80 laptops, desktop computers, and printers to student veterans
Am Vets – Disability Claims	Provided Disability Claims filing assistance to 28 veterans
Coastline Veteran Services Free Tax Prep	Provided tax preparation assistance to 23 active-duty personnel and student veterans
Gas Cards	Provided $2,500 worth of gas cards to student veterans
Food Pantry	Provided food pantry support to student and community veterans

Book Grants	Provided $3,000 in book grants to student veterans
Memorial Day BBQ	Hosted event for more than 240 attendees including, students, community members, and college and district employees.

College Survey Results

Coastline's recent student survey, deployed in 2019, included responses from student veterans. Of 177 respondents, 93.79% had utilized Coastline's online registration. Students were asked to indicate their level of satisfaction with the services they received.

Table 1.10   Admissions and Records Satisfaction

Answer Options	Satisfied	Dissatisfied	Respondents
Services	96.6%	3.39%	177

Student Services Satisfaction
Of 175 respondents, 81.36% had received unofficial degree plans. 88.36% of the unofficial degree plans were prepared by Military Site Advisors. Students were asked to indicate their level of satisfaction with the services they received.

Table 1.11   Student Services Satisfaction

Answer Options	Satisfied	Dissatisfied	Respondents
Resources	87.43%	12.57%	175

Outreach Military Site Advisors Service Satisfaction
Of 177 respondents, 60% of the students received services from Military Site Advisors. Students were asked to indicate their level of satisfaction with the services they received.

Table 1.12   Outreach Military Site Advisors Service Satisfaction

Answer Options	Satisfied	Dissatisfied	Respondents
Resources	91.51%	8.49%	106

VRC Use and Service Satisfaction
Of 162 respondents, 12.96% have utilized Coastline's Veterans Resource Center. Those who have utilized the Veterans Recourse Center were asked to indicate their level of satisfaction with the services they received from the Center.

Table 1.13   Veteran Resource Center Service Satisfaction

Answer Options	Satisfied	Dissatisfied	Respondents
Resources	100.0%	0.0%	20
Activities/Workshops	100.0%	0.0%	20

Most respondents indicated that they are satisfied with the VRC's resources (100.0%), activities/workshops (100.0%). The respondents who have utilized the VRC have an overall satisfaction rate of 100.0% with the services they received.

Service Area Outcome(s) for Extended Learning Division

Table 1.14   Service Area Outcomes (SAOs)

Service Area Outcome	ASSESSMENT MEASURE /TARGET
SAO 1. Students are effectively able to apply and register in contract education courses and programs.	Measure: Data reporting Target: 85.2% of students will be able to apply and register for courses and programs Results: 85.2% success rate
SAO 2. Ensure that required records are efficiently and accurately archived in Banner and other systems and subsequently reported to the respective agency according to contract specifications.	Measure: Data reporting Target: 100% of student graduation records will be reported on-time in the Banner system Results: After grades were rolled each session, students' graduation statuses were updated.
SAO 3. Ensure superior customer service.	Measure: Data reporting Target:100% student satisfaction Results: 95.3% of student retention and persistence
SAO 4. Maintain accurate degree requirements online roadmaps.	Measure Data reporting Target: 85.2%-degree completion Results: 85.2%-degree completion
SAO 5. GoArmyEd students are aware of course planner requirements.	Measure: Data reporting Target: increase GoArmyEd awareness and growth Results: TBD

Progress on Initiative(s)

Table 1.15   Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Increase and diversify fee-based education and training programs.	In progress	Ongoing	TBD
Develop and implement a new funding model that promotes apportionment generation for resident military and veterans and a special distance learning rate for non-resident military and veterans.	In progress	Ongoing	TBD
Implement and enforce best practices across software design, development and hosting.	In progress	Ongoing	Designing a student services platform through B2B Revising the use of Hobsons CRM
Improve the applicant to registered student experience for military online program participants.	In progress	Ongoing	Working to align the student's journey by streamlining the student processing experience
Expand program and enrollment with current corporate partners and identify new partners	In progress	Ongoing	TBD
Implement findings from ACE Grant and increase use, and tracking, of Credit for Prior Learning (CPL) initiatives.	In progress	Ongoing	TBD
Streamline and enhance internal operations to support off-site Military Student Advisors (MSA). Examples of projects under this initiative include: tracking hours for PARS to PEI transition, onboarding training, event calendar, and base access.	In progress	Ongoing	MSAs have gained access to Banner, VPN, Civitas, and SharePoint. An event calendar has been created as a resource all ELD personnel use.

Table 1.15   Progress on Forward Strategy Initiatives   (Cont.)

Initiative(s)	Status	Progress Status Description	Outcome(s)
Diversify and grow Coastline's Military Program	In progress	Ongoing	The MSAs are diversifying their student population building relationship with ESOs from the Army, Marine Corps Coast Guard, National Guard, and Air Force
Expand the number of academic partnerships	In progress	Ongoing endeavor	Established new partnership with University of Alaska Fairbanks. Established a new Learning 1ST partner with existing partner.

Are finalizing the new Learning 1ST partner National University.

Established and maintained correspondence with potential partners |
| Review unit processes and look for opportunities to improve the student experience as they navigate processes. Update process manuals to reflect modifications | In progress | Ongoing | TBD |

Table 1.15   Progress on Forward Strategy Initiatives   (Cont.)

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop the "Military2Career Explorer" tool to allow students to search for Coastline programs using their unofficial military transcripts	In progress	Product Demonstration is developed and is being shown to prospective partner	Working on expandi the programs reflected in the syste to make it available testing and use
Promote the integration of COOL into degree planning messaging	In progress	Research phase	Researching certifications that are related to Coastline programs. Preparing to forward information to department chairs to confirm degree association with the certification. Will develop communication campaign to promote certification acquisition
Pursue New Innovations in Software (Business Database for CUES Training)	Complete	85% complete ar expected to be 100% functional by October, 2019	Will enable more efficient and effectiv tracking of student information, revenu career advancement and job placement, ensuring compliance for the college.

Table 1.15   Progress on Forward Strategy Initiatives   (Cont.)

Initiative(s)	Status	Progress Status Description	Outcome(s)
Expand Workforce and Business Development programs	In progress	"Lunch & Learns" with Chambers of Commerce to promote Contract Readiness	Revenue Generation and use of existing training program, as well as exposure of Coastline's capabilities to local businesses
Increase revenue and training programs with (1) outreach to local businesses to train local businesses' employees using ETP Funds, and (2) to develop training and participation with transitioning veterans via REBOOT	Planning stage	Recently met with San Bernardino College District about partnering; have access to ETP funds in exchange small percentage of the funds for admin services. Discussions with REBOOT regarding training opportunities for veterans	Revenue generation, as well as opportunity to create a library of training programs, and to increase reputation in the workforce and training arena
Department Rebranding	In progress	Ongoing	TBD
Website Updates / Redesign	In progress	Ongoing	TBD
Survey Collection and Analysis	In progress	Ongoing	TBD

Department Planning and Communication Strategies

Monthly meetings are held to share information about unit updates, program modifications, department operations, and college news. We strive to discuss challenges that staff encounter and possible solutions.

Efforts to increase and improve communication were a focus in 2018-2019, and they will continue to be a focus in 2019-2020. Our marketing team meets weekly. Individual project meetings are held as needed, sometimes twice a day.

Social media outreach was refined during 2018-2019, and communication included more than just registration and TA dates, scholarship information, and graduation filing periods. Human interest stories seemed to spark the interest of our Facebook followers (based on "Likes" and "Shares").

To streamline the data-collection efforts for the Division's Annual Report, the marketing department worked to implement an online system for capturing information on a monthly and/or quarterly basis. Highlights of the programs within ELD would then be featured in Coastline's various newsletters, websites, and the college's annual report. However, the Executive Dean reordered our priorities, and this project was placed on hold. Our goal is to implement it in 2019-2020.

Communication via Coastline's student newsletter began in FY 2018-2019. With more than 60% of the College's students being online, the College's marketing department focused on inclusion of students at a distance. ELD was able to piggyback on articles and provided success stories and testimonials from Service members, Veterans, Corporate and Learning 1ST Students, and workforce development participants.

Student Communication – A new communication plan was started in FY 2018-2019, and the plan should be completed within the first six months of 2019-2020. The overall plan includes calendar functions in SharePoint, and it allows for uploading copies of communications. This collaborative effort will be an ongoing communication tool.

Coastline Pathways

Administration
Karen Conlisk is a member of the Professional Development Work Group. The group compiled some recommendations about professional development opportunities to build and support staff, faculty, and managers to institutionalize Coastline Pathways concepts. Karen attended the two-day retreat during Summer 2018.

Enrollment Services
The Enrollment Services department is dedicated to creating a structured onboarding process that includes improved placement testing, a co-requisite instruction that provides students with clear, actionable, and usable information they need to get off to the right start in college. In order to create a clear curricular pathway to employment for our Military and Corporate students, the department has identified and improved the Enter Phase of the student life cycle by reviewing and implementing processes for each phase of the cycle. The application was modified to include selections to separate military and corporate students upon entry. In addition, the communication received during the onboarding process has undergone a division-wide review for improvement opportunities and streamlining. Also, clear program pathways have been added to the website to ensure enrollment based on educational plans and goals. Lastly, students have been more consistently made aware of academic and student support services via email communication and clear and concise website directions and reconfigured links across our web pages.

The representative for the Enrollment Services team is Classified Staff member, Stephani Rogers. She is part of the Onboarding Design Team which makes up one of the cross-functional teams. The cross functional teams participated in two IEPI Guided Pathways Events and Stephani also attended a two-day Coastline hosted retreat for the Guided Pathways Design Team to establish each groups mission, objectives, and plans to integrate student voices.

Student Services and Partnerships
Araba Mensah, Manager of Student Services and Partnerships, is a member of the Coastline Pathways Steering Group and member of two Work Groups: Financial Stability & Holistic Wellness Group and the Program Mapping Group. The Financial Stability & Holistic Wellness Group developed a project plan that included ways to create a campus culture that recognizes and seeks to meet the financial stability and holistic wellness needs of students, destigmatizes the use of resources, incorporates a communication plan to increase the awareness of resources, and systematically reviews and updates resources. The Program Mapping Group reviewed possible categorization of our existing programs, prepared a recommended general education course sequence, and identified additional resources and information that could appear on a program map.

Multiple staff members attended college summit days in order to learn about the work groups and hear the advances made toward establishing Coastline Pathways.

Marketing and Business Development

Lynn Dahnke has been actively involved in the Career Exploration Work Group. The team is now charged with developing clear and concise information for the college's overall Pathways. It was determined that more focus needs to be on career exploration prior to a student completing more than 12 units. The college has already adopted "Career Coach" and the Extended Learning Division is working with a vendor to make a similar/companion product available to Service members and Veterans. The difference in the two products are centered on one being more of a general assessment, and the ELD product will incorporate the scanning of a Joint Services Transcript for potential credit and how those credits apply toward degrees and/or certificates.

Implications of Change

Enrollment Services

District Human Resources developed a Coast Temporary Employment Services (CTES) program to better support the district's temporary employment needs. Subsequently, managers were required to review their temporary staff requirements and make decisions to reassign continuing duties to classified employees or end special projects. Since the policy went into effect in July 2019, the Enrollment Services team was unable to rehire two temporary employees and reclassified one hourly employee to a substitute role. In order to focus on labor-intensive initiatives, such as the implementation of an applicant follow-up procedure, additional staff support may be needed mid-year 2019 and forward. This staff will be needed to ensure consistency in the level and responsiveness of customer service, allowing existing classified staff the ability to re-engage applicants and continuing students for both retention and increased enrollments.

1. In April 2019, the Navy projected that it would deplete its 2019 Tuition Assistance funds by May, leaving little funding for sailors anticipating Fall enrollments. NCPACE DL funds are separate from Tuition Assistance, and we communicate effectively via announcements in our Luminis portal, email communication, and targeted campaigns to bring awareness to the availability of these funds.

2. Contract negotiations with our partners at GP Strategies have been finalized for our Bank of America partnership opportunity, and we have secured the renewal of our Boeing partnership.

3. In February 2019, the Secretary of the Navy released a memorandum regarding the intention to create a Naval University System that will integrate and align naval voluntary education, beginning with the establishment of a Naval Community College (NCC) for enlisted Sailors and Marines. Anticipating the potential negative impact this shift may have on future enrollments, ELD has directed special focus on retaining existing/ continuing Navy students enrolled in our program.

4. More online services are becoming available for use by community colleges, including smart forms and documents. The College needs to adopt these online systems to better serve the remote student learner population that expects to see adoption of current and new technological services.

5. Banner 9 was successfully implemented and the upgrade from the Banner Student Information System to a cloud-based environment is complete. This upgrade of Banner will provide a better user experience for students since it is mobile friendly.

Student Services and Partnerships

As the college seeks to look at its processes through the lens of student experience, we will review processes to potentially simplify the steps required of students in order to improve the student experience.
We will be strategic in identifying institutions with which to build partnerships. We will be working on building an articulation agreement with the NSA Cryptologic School. This will be a great opportunity to promote our Cybersecurity program and others to this large entity.

Due to the approval of the department reorganization, we are modifying the assignment of duties among the Evaluators to redistribute the articulation of college transcripts, degree plan creation, and graduation processing.

We will integrate Civitas into the recommendations we give to students about course selection. Using Civitas will help us inform students of pivotal classes and to support students that might be at higher risk of not persisting through their program.

In light of the new Temporary Employment policy implemented by the district, we will research and determine whether we can establish one or more permanent positions to decrease reliance on part-time temporary staff.
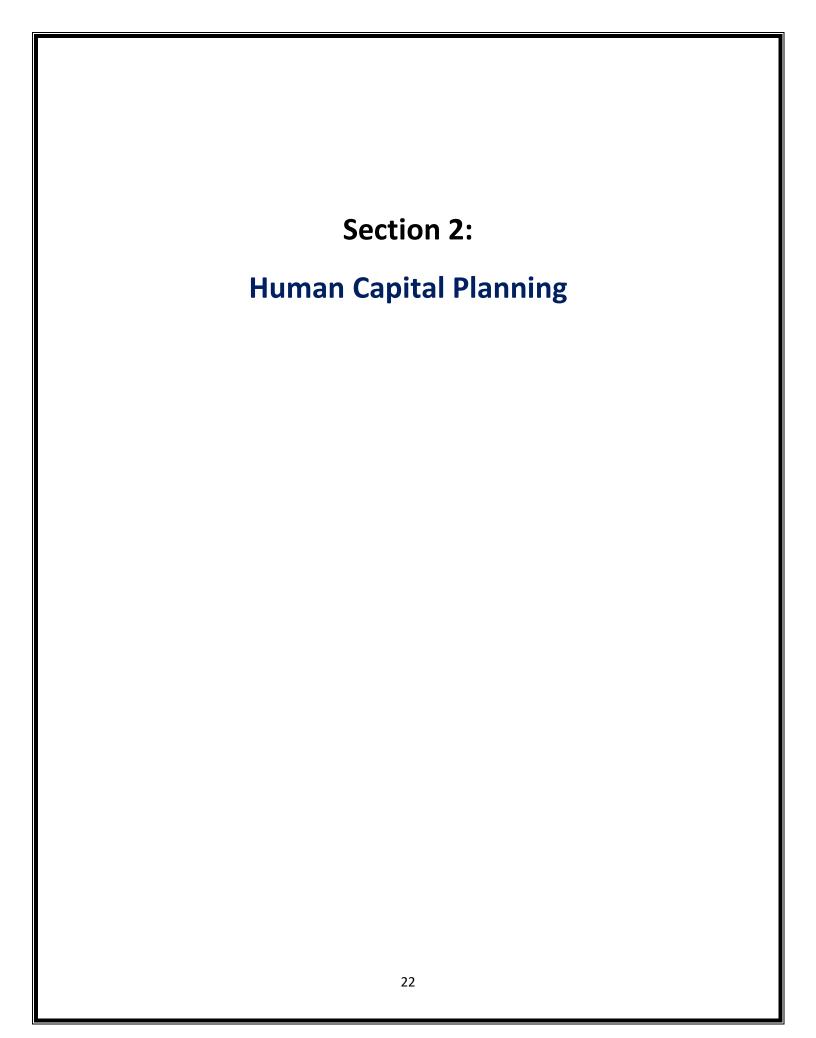
The upcoming restrictions that will be placed on Navy students should prompt us to review our Navy articulations so students can meet a wider range of requirements using their military credit and to expand our military articulation for the other branches of service.

Outreach
With the changes in the Navy's voluntary education structure and NCPACE program, we will take measures to diversify the student population to support our efforts to increase enrollments and build a prospective student pipeline.

Workforce Development
With the change in leadership in ELD and the renegotiation of the CUES contract, ELD has an opportunity to change Coastline's role within the CUES program by becoming more involved [in shaping the program's offerings/ developing custom training?].

Section 2:

Human Capital Planning

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Staffing

The reorganization of the ELD department required a reporting-structure transition to become part of Student Services Wing and a transition of ELDs Instructional Services to join the Department of Learning Innovation/Distance Learning.

Table 2.1   Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly	MSAs
Previous Year	7			21		13
Current Year	5			21	4	12
1 year	6			21	4	14
2 years	6			21	4	14
3 years	6			21	4	14

Professional Development

Table 2.2   Professional Development

Name	Professional Development	Outcome
Chermaine Harrell Interim Dean	NAIMES	Discussions regarding military education and the Department of Defense
	Council of Colleges and Military Educators Professional Development Symposium 2019	Obtain knowledge about current trends and policy changes in military voluntary educatio
	EEO/Search Committee Training Certificatio	Received certification on EEO practices and policies
	Speed of Trust: Managers Retreat	Learned about how to build trust to improve tear dynamics and operational efficiency.
	AAWCC Women Hold up Half the Sky	Explore leadership through equity and having a voice
	Kathy Obear Presentation, Guided Pathway Foundations for Equity and Inclusion at Coastline	Promote self-examination, inter-personal awaren and help create an environment of respect & equity to students
	Banner 9 transition training	Successful completion of training on Banner 9
	Civitas Training	Strengthen knowledge of current software availa to support student persistence.
	Fall Flex Day	Exposed to multiple topics
	EPAF Refresher Training	Provided updates on EPAF processes
	HR Banner 9 Conversion and EPAF training	Provided updates on Banner 9 conversion
	Spring Flex Day	Exposed to multiple topics
Karen Conlisk	Summer Institute – Accessibility training	Provide information on Accessibility processes
	Guided Pathways Retreat–Professional Development Group	On-going discussion on PD strategies
	Promote self-examination, inter-personal awareness and help create an environment of respect & equity to students	Promote self-examination, inter-personal awaren and help create an environment of respect & equity to students
	EPAF Refresher Training	Provided updates on EPAF processes
	Flex Day	Exposed to multiple topics
	HR Banner 9 Conversion and EPAF training	Provided updates on Banner Conversion
	County of Orange Individual Account Traini	Provided specific training for maintaining OC accounts
	Banner 9: Basic Navigation – General and HR modules	Provided updates on Banner Conversion

Wendy Clark	Summer Institute Microsoft Outlook, Excel	Improve skills in Word and Excel
	AAWCC Women Hold up Half the Sky	Explore leadership through equity and having a voice
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency.
	Civitas Training	Strengthen knowledge of current software available to support student persistence.
	HR Banner 9 Conversion and EPAF training	Provided updates on Banner Conversion
	EPAF Refresher Training	Provided updates on EPAF processes
	Flex Day	Exposed to multiple topics
Tom Boscamp	Fall Flex Day	Exposed to multiple topics
	Spring Flex Day	Exposed to multiple topics
Julian Miller	Fall Flex Day	Exposed to multiple topics
	Spring Flex Day	Exposed to multiple topics
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency.
	Banner 9 transition training	Successful completion of training on Banner 9
Bethany Tumbleson (Manager)	Attended annual CAACRAO conference	Attained critical and necessary information to best ensure department and operational compliance and success; networked with community college colleagues
KimLan Nguyen Vicky Kleppe	AAWCC Women Hold up Half the Sky	Explore leadership through equity and having a voice
Vicky Kleppe	Summer Institute Microsoft Outlook, Excel	Improve skills in Word and Excel
Vicky Kleppe	EEO/Search Committee Training Certification	Received certification on EEO practices and policies
Angie Goetz Jason Ward Vicky Kleppe KimLan Nguyen Jenny Le Tannia Martinez Stephani Rogers	Banner 9 transition training	Successful completion of training on Banner 9

Araba Mensah (Manager)	Council of Colleges and Military Educator Professional Development Symposium 2C	Obtain knowledge about current trends and policy changes in military voluntary education.
	Kathy Obear Presentation, Guided Pathw Foundations for Equity and Inclusion at Coastline	Promote self-examination, inter-personal awarenes and help create an environment of respect & equity to students
	Speed of Trust: Managers Retreat	Learned about how to build trust to improve team dynamics and operational efficiency.
	Data Labs	Expand utilization in data for greater awareness of our student population and for decisic making purposes.
	DegreeWorks Training	Strengthen knowledge of current software we use to support students in their program completion.
	Fall Flex Day	Exposed to multiple topics
	Spring Flex Day	Exposed to multiple topics
	Equal Employer Opportunity (EEO) Traini	Fulfilled requirement to enable participation in college hiring committees and to support fair hiring practices.
	Civitas Training	Strengthen knowledge of current software available support student persistence.
Diana Agag-Maxwell	Guided Pathways Equity Workshop with Kathy Obear	Promote self-examination, inter-personal awarenes and help create an environment of respect & equity to students
	Data Lab	Gained greater awareness of student populations and opportunities to integrate data in decision-making.
	DegreeWorks Training	Strengthen knowledge of current software we use to support students in their program completion.
	Fall Flex Day	Exposed to multiple topics
	Spring Flex Day	Exposed to multiple topics
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency.
	Civitas Training	Acquired knowledge of current software available to support student persistence.
	DegreeWorks Training	Strengthen knowledge of current software we use to support students in their program completion.
	Equal Employer Opportunity (EEO) Traini	Fulfilled requirement to enable participation in college hiring committees and to support fair hiring practices.

Tracee Phomprasack	Guided Pathways Equity Workshop with Kathy Obear	Promote self-examination, inter-personal awarenes and help create an environment of respect & equity students
	Fall Flex Day	Exposed to multiple topics
	Spring Flex Day	Exposed to multiple topics
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency
	District Health Expo	Opportunity to promote self-care and obtain health living resources.
	Civitas Training	Acquired knowledge of current software available to support student persistence.
	DegreeWorks Training	Strengthen knowledge of current software we use to support students in their program completion.
Laura Hayes	Guided Pathways Equity Workshop with Kathy Obear	Promote self-examination, inter-personal awarenes and help create an environment of respect & equity students
	Fall Flex Day	Exposed to multiple topics
	Spring Flex Day	Exposed to multiple topics
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency
Savannah Almanza	Guided Pathways Equity Workshop with Kathy Obear	Promote self-examination, inter-personal awarenes and help create an environment of respect & equity students
	Fall Flex Day	Exposed to multiple topics
	Spring Flex Day	Exposed to multiple topics
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency
	District Health Expo	Opportunity to promote self-care and obtain health living resources.
	Civitas Training	Acquired knowledge of current software available to support student persistence.
Mary Cota	Spring Flex Day	Exposed to multiple topics
	Data Labs	Gained greater awareness of student populations and opportunities to integrate data in decision-making.
	Equal Employer Opportunity (EEO) Training	Fulfilled requirement to enable participation in college hiring committees and to support fair hiring practices.
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency
	Civitas Training	Acquired knowledge of current software available to support student persistence.
Yesenia Lopez	Coastline Leaders Innovating Together for Tomorrow (LITT)	Expand knowledge of Coastline, community college system and developing solutions to current problems.
Lynn Dahnke (Manager)	Council of College and Military Educators Annual Professional Development Symposium	Obtain knowledge about current trends and policy changes in military voluntary education.

	CCC Summer Institute	Improve skills in Word and Excel
	Accessibility Training	Provide information on Accessibility processes
	Speed of Trust: Managers Retreat	Learned about how to build trust to improve team dynamics and operational efficiency.
	EEO/Search Committee Training Certifica	Received certification on EEO practices and policies
	Kathy Obear Presentation, Guided Pathw Foundations for Equity and Inclusion at Coastline	Promote self-examination, inter-personal awarenes and help create an environment of respect & equity students
	Fall Flex Day	Exposed to multiple topics
	Data Labs	Gained greater awareness of student populations and opportunities to integrate data in decision-making.
	Spring Flex Day	Exposed to multiple topics
	Initial Cascade Platform Training	Provided an overview of how Cascade should functi
	Guided Pathways – Career Exploration Work Group	Ongoing discussion on retention practices
Bob Dixon	Accessibility, Windows10, and Photoshop Linda.com	Refresher on basic skills, and daily use software skills resulting due to Windows10 installat
	CCC Summer Institute	Improve skills in Word and Excel
	District Health Expo	Opportunity to promote self-care and obtain health living resources.
	Initial Cascade Platform Training	Provided an overview of how Cascade should functi
Paula Coker	Accessibility and Social Media	New skills with social media posts and campaigns are reflected in the increase number of "followers" and "Friends" on Instagram and Facebook.
	District Health Expo	Opportunity to promote self-care and obtain health living resources.
Wendy Sacket	Accessibility	Provided information for creating and updating department documents.
	CCC Summer Institute	Improve skills in Word and Excel
	District Health Expo	Opportunity to promote self-care and obtain health living resources.
	Initial Cascade Platform Training	Provided an overview of how Cascade should functi

Toan Tran	DefCon Conference (Information Security and Accessibility, Windows10 via Linda.com	To maintain knowledge of the Moodle platform and potential security challenges.
	CCC Summer Institute	Improve skills in Word and Excel
	Initial Cascade Platform Training	Provided an overview of how Cascade should functio
Judy Garvey	Workforce Development Summit by State Chancellor's Officer	Staff and faculty from Southern California met to discuss strategies on how to engage employe to increase work-based learning opportunities and employment.
	EEO/Search Committee Training Certifica	Received certification on EEO practices and policies
	Kathy Obear Presentation, Guided Pathw Foundations for Equity and Inclusion at Coastline	Promote self-examination, inter-personal awareness and help create an environment of respec equity to students
	Fall Flex Day	Exposed to multiple topics
	EPAF Refresher Training	Provided updates on EPAF processes
	Spring Flex Day	Exposed to multiple topics
	Guided Pathways Retreat – Career Exploration Work Group	Ongoing discussion of ideas and development strateg for Career Exploration
	County of Orange Individual Training Account Training and Overview	Provided specific training for maintaining individual training accounts for OC WIB funded trainings
Marie Vaughan	Summer Institute – Accessibility training	Provide information on Accessibility processes
	EPAF Refresher Training	Provided updates on EPAF processes
	Fall Flex Day	Exposed to multiple topics
	HR Banner 9 Conversion and EPAF trainir	Provided updates on Banner Conversion
	Banner 9: Basic Navigation – General and modules	Provided updates on Banner Conversion
	Speed of Trust Workshop	Learned about the role of trust to improve team dynamics and operational efficiency.
	Equity and Inclusion Workshop (Guided Pathways)	
	Personal Safety Training, Le-Jao	Safety awareness and defense techniques
	Accessibility Training at GWC	
	Spring Flex Day	

Multiple members of the Student Services and Partnerships team participated in the professional development opportunities available at Coastline. This year, there were three major categories of training: Equity and Inclusion, Speed of Trust, and Flex Days.

The Equity and Inclusion training is an outgrowth of the Coastline Pathways initiative. It is designed to foster better awareness that there are multiple variables that affect us and our students. This awareness should

help us examine our processes to better identify if they contain elements that would give a disproportionate disadvantage to certain groups of students.

The Speed of Trust trainings are helping the college develop a shared vocabulary about qualities that build and break trust. In addition, we are working toward growing trust with one another and we will be doing the trust huddle workbook during unit meetings.
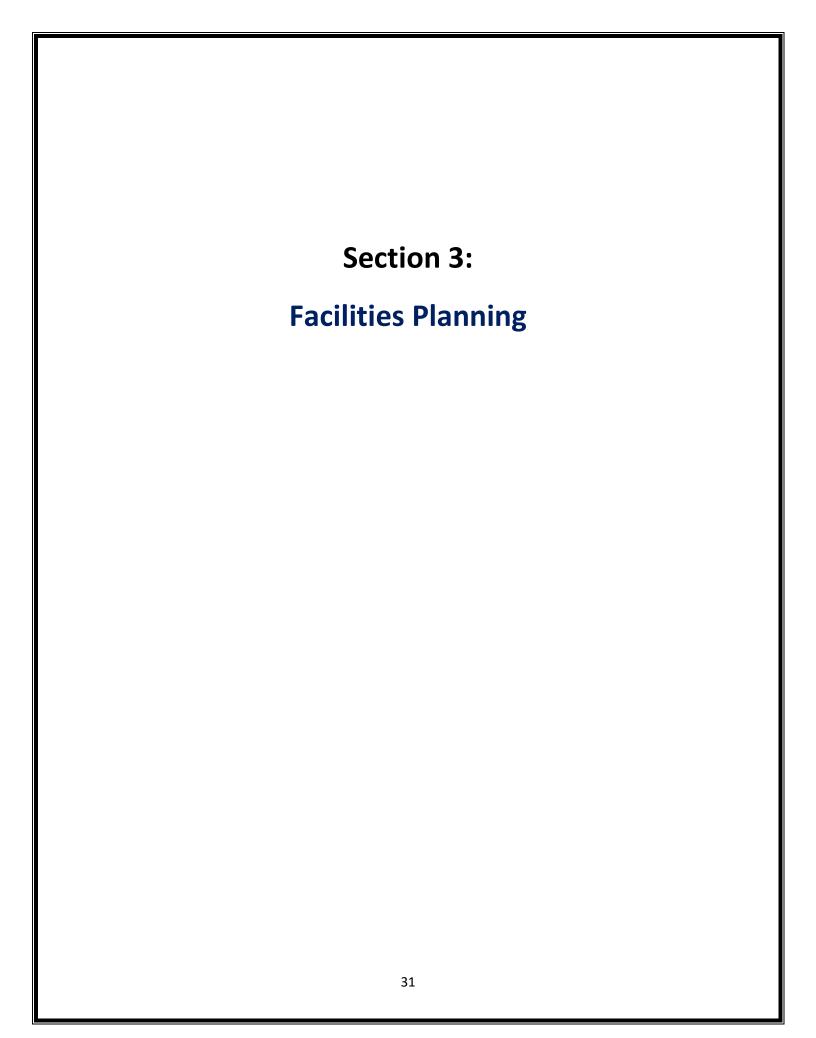
The Flex Days provide staff the opportunity to hear the progress of college initiatives in addition to selecting breakout sessions based on the person's area of interest. It appears this format has been well received. There was positive feedback given about these events

The Cascade (new website CMS) training provided in November 2018 was not productive for our team members. The trainer was not a professional trainer, the training was offered too far in advance of the CMS being available to department, and the training modules were not reflective of the modules being developed for Coastline.
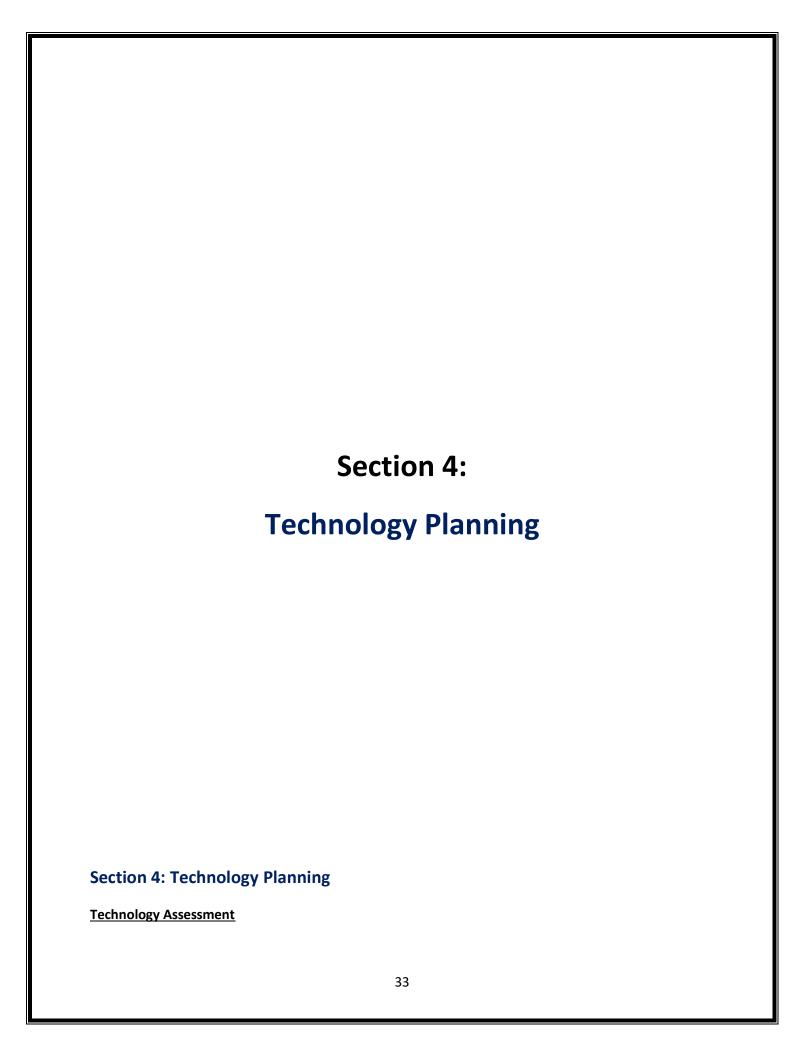
In order to implement a transition of all ELD websites, training on the CMS will be required for all members of the marketing and programming once the college finally launches the new website and completes all back-end work. It is predicted that ELD will be able to begin launching new "micro" websites in early 2020. Stability of the college's site will dictate the initiation of ELD's work.

There have been numerous changes made this year with Banner, our student information system. And additional changes are underway with the introduction of a single-term environment. This is a very critical time for our college and district. It provides the opportunity to ease the cross-enrollment options for students, but with this comes a risk of students enrolling in sections they didn't intend. So frequent updates about the progress of the single-term introductions would be essential.

There is a need for staff to strengthen their skills using the Microsoft Office Suite. Many have already attended some trainings on Microsoft Office, but some additional opportunities, particularly for Outlook and Excel would help everyone be better able to use the tools in the Microsoft Office Suite. Training on the creation of accessible documents should be a continued priority.

Section 3:
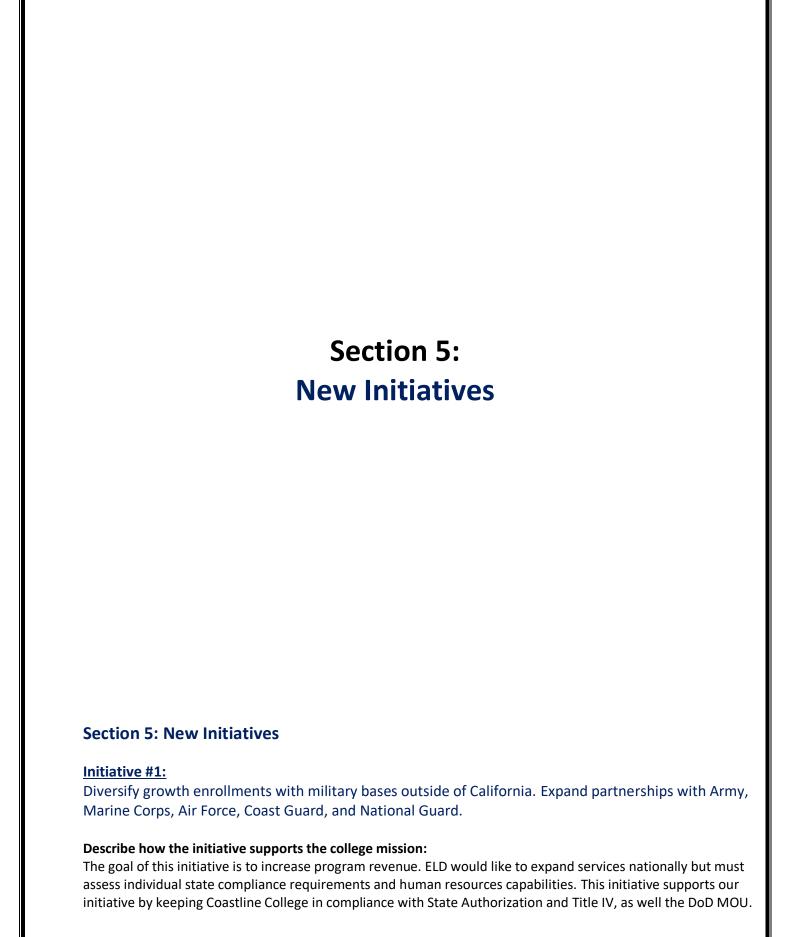
Facilities Planning

Section 3: Facilities Planning

ELD will transition into the new facility in accordance with the Master Facility Plan.

Section 4:

Technology Planning

Section 4: Technology Planning

Technology Assessment

Over the coming year, the following technology enhancements/projects will be critical to the department's operations:

- Evaluation of the various systems that use (or incorrectly eliminate) data on Military/Contract Ed students.
- Modification of existing Assessment database and corresponding systems to retain and track information for non-military populations.
- Creation and revision of current Argos reports to better extract and report enrollment data
- Implementation of Banner single term conversion will require many processes and procedures to be reviewed, recreated or redefend to fit into the new term structure limitations.
- Implement automated forms
- Use of Hobsons CRM will be critical to increasing the prospective student population and outreach initiatives.

Section 5:
New Initiatives

Section 5: New Initiatives

Initiative #1:
Diversify growth enrollments with military bases outside of California. Expand partnerships with Army, Marine Corps, Air Force, Coast Guard, and National Guard.

Describe how the initiative supports the college mission:
The goal of this initiative is to increase program revenue. ELD would like to expand services nationally but must assess individual state compliance requirements and human resources capabilities. This initiative supports our initiative by keeping Coastline College in compliance with State Authorization and Title IV, as well the DoD MOU.

What college goal does the initiative support? Select one

☐ Student Success, Completion, and Achievement

☐ Instructional and Programmatic Excellence

☐ Access and Student Support

☐ Student Retention and Persistence

☒ Culture of Evidence, Planning, Innovation, and Change

☐ Partnerships and Community Engagement

☐ Fiscal Stewardship, Scalability, and Sustainability

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

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

☐ Provide universal access to student service and support programs.

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

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

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

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

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

How does this initiative play a part in Coastline Pathways?

This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply

☒ Service Area Outcome (SAO) assessment

☒ Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

Tuition rate transition in ELD has caused a loss in revenue for those who qualify for California's resident rates (potential loss of one million dollars annually). Most of our Military Student Advisors and National Testing Center Staff operate out of state, and compliance in each state is required to continue and expand ELD business models.

Recommended resource(s) needed for initiative achievement:

Funding and staffing to support additional outreach/event activities.

What is the anticipated outcome of completing the initiative?

Increased revenue and return on investment through out-of-state program expansion; streamline out-of-state event coordination; reduced workload of manager of instructional and veterans services, and manager of student services and partnerships to improve student outcomes and optimize division efficiency.

Provide a timeline and timeframe from initiative inception to completion.

Initiative will be completed and assessed in fiscal year 2020-2021.

Initiative #2:
Increase and diversify fee-based education and training programs.

Describe how the initiative supports the college mission:
Directly supports California's Strong Workforce Initiative. Supports gainful employment.

What college goal does the initiative support? Select one
☐ Student Success, Completion, and Achievement
☐ Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
☒ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
☒ Fiscal Stewardship, Scalability, and Sustainability

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

How does this initiative play a part in Coastline Pathways?
This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply
☒ Service Area Outcome (SAO) assessment
☒ Internal Research (Student achievement, department performance)
☐ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Survey results of and the addition of new business and industry partners.

Recommended resource(s) needed for initiative achievement:
Business Development and Outreach Support. Recommend the addition of one full-time professional expert to support coordination of these activities in coordination with CTE and Career Services.

What is the anticipated outcome of completing the initiative?
Increased employment rates; increased revenue; pipeline into CE and degree programs. Increase in industry partnerships.

Provide a timeline and timeframe from initiative inception to completion.
If resources are provided, initiative will be completed and assessed in fiscal year 2020-2021.

Initiative #3:
Improve the applicant to registered student experience for Military Online Programs' participants.

Describe how the initiative supports the college mission:
Will reduce barriers encountered by new applicants who express an interest in Coastline and enhance the "new student experience." Will enable students to explore and pursue a degree or certificate with intrusive staff assistance and fewer administrative challenges. Will provide more intrusive support mechanism to new students.

What college goal does the initiative support? Select one
☐ Student Success, Completion, and Achievement
☐ Instructional and Programmatic Excellence
☒ Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

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

How does this initiative play a part in Coastline Pathways?
This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply
☒ Service Area Outcome (SAO) assessment
☒ Internal Research (Student achievement, department performance)
☒ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
The number of students who apply to the Military/Corporate Program for a specified term, but do not register for the term, typically exceeds 1,000. Depending on the semester, between 34% and 59% of accepted applications do not result in the student enrolling. ELD's Applicant-to-Enrollment Conversion ratio varies between 41% and 64%, depending on the term. In some cases, it may be as simple as the student never receiving their acceptance letter. In others, they may have felt unable to navigate the systems or processes necessary to enroll. The initiative will begin with a focus on identifying and collecting reasons why applicants did not register, allowing the department to identify where interventions or process improvements can be best focused.

Recommended resource(s) needed for initiative achievement:
Additional staff time to allow for outbound contact, documentation, and analysis.

What is the anticipated outcome of completing the initiative?
Knowledge to create improved interactions during the student life cycle

Provide a timeline and timeframe from initiative inception to completion.
If resources are provided, the initiative will be completed and assessed in fiscal year 2020-2021.

Initiative #4:
Expand program and enrollment with current corporate partners and identify new partners.

Describe how the initiative supports the college mission:
Enhances ELD course delivery and scheduling, which will lead to growth and revenue generation.

What college goal does the initiative support? Select one
☐ Student Success, Completion, and Achievement
☐ Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☒ Partnerships and Community Engagement
☒ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
☐ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☒ Provide universal access to student service and support programs.
☐ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

☒ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☒ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?
This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply
☐ Service Area Outcome (SAO) assessment
☐ Internal Research (Student achievement, department performance)
☒ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
SEIU has requested specific courses in addition to the courses we currently offer to them. They believe that completion of these courses will lead to improvement in employee knowledge and performance. Successful model provides opportunity for expansion to other corporations.

Recommended resource(s) needed for initiative achievement:
Coordination and support from deans, department chairs, and administrators.
What is the anticipated outcome of completing the initiative?
The anticipated outcome is increased enrollments and revenue generation, along with students connected to gainful employment.

Provide a timeline and timeframe from initiative inception to completion.
If resources are provided, the initiative will be completed and assessed in fiscal year 2020-2021.

Initiative #5:
Implement findings from ACE Grant and increase use, and tracking, of Credit for Prior Learning (CPL) initiatives.

Describe how the initiative supports the college mission:
Awarding CPL allows students to use training they received through their military or corporate experiences to obtain a Coastline degree or certificate. CPL allows students the flexibility to obtain their desired educational goal in a shorter timeframe, thus they can move into a career or transfer into a bachelor degree program. This initiative also supports ELD Initiative #1: to Increase/Sustain Military/Corporate Education Program (Credit-bearing Deliverables).

What college goal does the initiative support? Select one
☒ Student Success, Completion, and Achievement
☐ Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement

☐ Fiscal Stewardship, Scalability, and Sustainability

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

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

☒ Provide universal access to student service and support programs.

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

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

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

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

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

How does this initiative play a part in Coastline Pathways?
This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply

☐ Service Area Outcome (SAO) assessment

☒ Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.
Internal research shows that Coastline's Military Program has seen more than 30 years of successful implementation of accepting CPL from military training and experience. External academic literature supports the growing importance of CPL to help students achieve the goal of degree attainment.

Recommended resource(s) needed for initiative achievement:
Additional staff hours to support the implementation and sustainment process.

What is the anticipated outcome of completing the initiative?
Increasing our use and tracking of CPL will allow us to improve our ACE mapping of specific MOS/Rates (and corporate training) to majors for use by our students.

Provide a timeline and timeframe from initiative inception to completion.
Create a timeline and provide a timeframe that can be used to complete the initiative

Initiative #6:
Increase military enrollments through brand recognition and awareness campaigns. This campaign will focus on outreach efforts for all installations in the United States. Reaching Education Service Officers is a critical element of ELD's efforts to diversify and broaden its reach to offset the impact of decreasing enrollments and the reduction in base access. Additionally, Coastline has not marketed to bases outside of our traditional geographic areas (where MSAs are located). The campaign will need to include only those states where we are authorized under SARA.

Describe how the initiative supports the college mission:
The initiative supports the college mission of increasing enrollments, FTEs, retention and persistence.

What college goal does the initiative support? Select one
☒ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
☒ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☒ Provide universal access to student service and support programs.
☒ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☒ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☒ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
How does this initiative play a part in Coastline Pathways?
This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply
☒ Service Area Outcome (SAO) assessment
☒ Internal Research (Student achievement, department performance)
☒ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
ELD's enrollments have decreased significantly due to the discontinuance of the NCPACE contract, Navy College closures and the need for student population diversity. Launching this initiative on a broader scale will likely provide brand awareness and increase enrollments.

Recommended resource(s) needed for initiative achievement:
Funding and manpower to support implementation and sustainment of initiative.

What is the anticipated outcome of completing the initiative?
Diversify student population, strengthen relationships with military community, and increase enrollments.

Provide a timeline and timeframe from initiative inception to completion.
If resources are provided, initiative will be completed and assessed in fiscal year 2020-2021.

Initiative #7:
Launch new ELD websites (Military and Family Members, Veterans, SEIU, KP, Boeing, Bank of America, Learning 1ST, and Workforce Development) based on same platform as College's new website.

Describe how the initiative supports the college mission:
It will diversify enrollments and promote growth in degree and certificate programs, with direct correlation to the Department of Labor's labor market projections.

What college goal does the initiative support? Select one
☒ Culture of Evidence, Planning, Innovation, and Change

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

☒ Provide universal access to student service and support programs.

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

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

How does this initiative play a part in Coastline Pathways?

This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply

☒ Service Area Outcome (SAO) assessment

☒ Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

Ongoing market analysis demonstrates the critical importance of the college's digital presence in connecting with prospective students and the need to stay up to date with competitive trends for recruitment and enrollment strategies.

Recommended resource(s) needed for initiative achievement:

Funding and manpower to support implementation and sustainment of initiative.

What is the anticipated outcome of completing the initiative?

The anticipated outcome is increased enrollments and revenue generation, along with students connected to a fully functioning, informative, and intuitive website.

Provide a timeline and timeframe from initiative inception to completion.

If resources are provided, the initiative will be completed and assessed in fiscal year 2020-2021.

Initiative #8:

In collaboration with Workforce Development, pilot the CONTRACT READINESS online training program with the Fountain Valley Chamber of Commerce.

Describe how the initiative supports the college mission:

It generates revenue for the college and creates community awareness for the Extended Learning Division and for the college.

What college goal does the initiative support? Select one

☒ Partnerships and Community Engagement

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

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

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

How does this initiative play a part in Coastline Pathways?
This initiative aligns with all aspects of the Coastline Pathways life cycle.

What evidence supports this initiative? Select all that apply
☒ Internal Research (Student achievement, department performance)

Describe how the evidence supports this initiative.
Business and industry awareness and program growth.

Recommended resource(s) needed for initiative achievement:
Funding and manpower to support implementation and sustainment of initiative.

What is the anticipated outcome of completing the initiative?
Business and industry awareness of Coastline's capabilities, and the growth of corporate training offerings/programs.

Provide a timeline and timeframe from initiative inception to completion.
If resources are provided, the initiative will be completed and assessed in fiscal year 2020-2021.

Section 6:

Prioritization

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Diversify and increase enrollments with military bases outside of California. Expand partnerships with Army, Marine Corps, Air Force, Coast Guard and National Guard.	Funding and staffing to support additional outreach/event activities.	$25,000 for travel and event registration	On-going funding	Yes	Tuition rate transition in ELD has caused a loss in revenue for those who qualify for California's resident rates (potential loss of one million annually). Most of our Military Student Advisors and National Testing Center Staff operate out of state, compliance in each state is required to continue and expand ELD business models.	The goal of this initiative is increase program revenue. ELD would like to expand services nationally but must assess individual state compliance requirements and human resources capabilities. This initiative supports our initiative by keeping CC in compliance with State Authorization, Title IV, as well the DoD MOU.	Initiative will be completed and assessed in fiscal year 2020-2021.	1

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Increase and Diversify Fee-based Education and Training Programs.	Business Development and Outreach Support. Recommend 1 full time professional expert to support coordination of these activities in coordination with CTE and Career Services	$35,000	On-going funding	Yes		Directly supports California's Strong Workforce Initiative. Supports gainful employment.	Initiative will be completed and assessed in fiscal year 2020-2021.	5

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Improve the applicant to registered student experience for Military Programs' participants.	Additional staff time to allow for outbound contact, documentation, and analysis.	$2,500	On-going funding	Yes	The number of students who apply to the Military/CE Program for a specified term, but do not register for the term, typically exceeds 1,000. Depending on the semester, between 34% and 59% of accepted applications do not result in the student enrolling. Division's Applicant-to-Enrollment Conversion ratio varies between 41% and 64%, depending on the term. In some cases, it may be as simple as the student never receiving their acceptance letter. In others, they may have felt unable to navigate the systems or processes necessary to enroll. The initiative will begin with a focus on identifying and collecting reasons why applicants did not register, allowing the department to identify where interventions or process improvements can be best focused.	Will reduce barriers encountered by new applicants who express an interest in Coastline and enhance the "new student experience." Will enable them to explore and pursue a degree or certificate with intrusive staff assistance and fewer administrative challenges. Will provide more intrusive support mechanism to new students.	Initiative will be completed and assessed in fiscal year 2020-2021.	4

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Expand programs and enrollments with current corporate partners and identify new partners	Additional staff time to allow for outbound contact, documentation, and analysis.	$2,500	On-going funding	Yes	SEIU has requested specific courses in addition to the courses we currently offer to them. They believe that completion of these courses will lead to improvement in employee knowledge and performance. Successful model provides opportunity for expansion to other corporations.	Enhances ELD course delivery and scheduling, which will lead to growth and revenue generation.	Initiative will be completed and assessed in fiscal year 2020-2021.	2

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Implement findings from ACE Grant and increase use, and tracking, of Credit for Prior Learning (CPL) initiatives.	Additional staff time to allow for outbound contact, documentation, and analysis.	$2,500	On-going funding	Yes	Internal research shows that Coastline's Military Program has seen over 30 years of successful implementation of accepting CPL from military training and experience. External academic literature supports the growing importance of CPL to help students achieve the goal of degree attainment.	Awarding CPL allows students to use training they received through their military or corporate experiences to obtain a Coastline degree or certificate. CPL allows students the flexibility to obtain their desired educational goal in a shorter timeframe, thus they can move into a career or bachelor program. This initiative also supports ELD Initiative #1: to Increase/Sustain Military/Corporate Education Program (Credit-bearing Deliverables).	Initiative will be completed and assessed in fiscal year 2020-2021.	6

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Increase military enrollments through brand recognition and awareness campaigns.	Campaign 1: Personnel to research ESO contact information and the cost of printing and mailing materials.	$5,000	On-going funding	No	Decreasing enrollment and base access limitations.	Ancillary Revenue	January 31, 2020	3
	Campaign 2: Display ads in Stars & Stripes when new website launches.	$17,000	One-time	No			December 15, 2020	

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
In collaboration with Workforce Development, pilot the CONTRACT READINESS online training program with the Fountain Valley Chamber of Commerce.	Marketing presentations and materials to be generated, and programming support once training is in pilot.	$2,500	One-time (Work-force Dev. Budget)	No	Training program has been reviewed for accuracy, and state-wide focus is on business and industry training.	Expansion of Non-credit programs and ancillary revenue	Initiative will be completed and assessed in fiscal year 2020-2021	7

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Launch new transitional ELD website, including Military and Family Members, Veterans, SEIU, KP, Boeing, Bank of America, Learning 1ST, and Workforce Development, in preparation for move to Cascade in 2020-2021	Training, content development, visual acquisition and or design, programing, and editing.	50% of department staff budget	On-going funding	Yes	Each current site is on a different platform, and this makes maintenance difficult. Code on existing sites is obsolete.	Ancillary Revenue And Brand Recognition	December 31, 2020	8