# Mission

*[Write a one-sentence mission statement for your unit.]*

Our mission is to serve the diverse faculty and student populations that participate in the classes and programs offered at the Costa Mesa Center and Art Gallery.

## Stakeholders/Constituents

*[Describe the constituents that you serve.]*

The primary constituancies served directly by the Costa Mesa Center include faculty, students, staff, community, and Art Gallery.

# Description

## Team



- Shalamon Duke, Acting Dean of Counseling and Special Programs
- Tom Snyder, Acting Dean of Planning, Development, and Government Relations
- Judith Arroyo, Typist Clerk, Intermediate
- Kathy Bledsoe, Typist Clerk, Intermediate
- Beth Grane, Area Facilitator
- Janice Yokota, Division/Area Office Coordinator

## Description

*[Enter a brief description of your unit, what it does, where it's located, auxiliary sites, how your unit is staffed (positions and hours), resources, and funding (general fund, categorical, grants), etc.*

The Costa Mesa Center is located at 2990 Mesa Verde Drive East. The center houses several distinct programs including Early College High School, Parent Education, Visual & Performing Arts (Dance, Theater & Music), Physical Education, Paralegal Program, Special Programs (Developmentally Delayed Learners and Acquired Brain Injury), and the STAR Program (Accelerated AA Degree pathway). We also offer a variety of general education classes. Courses are offered days and evenings with occasional  weekend sessions. Our regular office hours are Monday-Friday, 8:00am-9:00pm, Fridays 8:00am-5:00pm. The Costa Mesa also serves the Coastline Art Gallery located in Huntington Beach.

# Additional Information

*[Use this section to include additional information relative to the review or to upload documents that support the report; e.g., survey results, reports related to the use of outcomes assessments, etc.]*

# Assessment Recommendations

*[Make notes here about the assessment tools and methods that you will need; e.g., types of information you might want to gather from a survey of one or more of your constituent groups.]*

High Quality Customer Service questions:
1. Were you served in a timely matter
2. Were your questions answered to your satisfaction
3. Did you feel acknowledged
4. Were you dealt with in a polite and professional manner
5. Was the person knowledgeable in the subject matter in question

# Coastline Community College

## Departmental Services Outcomes
### Measuring Success to Improve Teaching and Learning

Department/Unit _____

Team Members _____

| I | II | III | IV |
|---|---|---|---|
| **Expected Outcomes** (Student Learning Outcomes, Student Service Outcomes, and/or Service Area Outcomes) | **Assessment Plans** (How will you measure your success? Include assessment method and how, what, when, and who) | **Assessment Results** (Describe results of the assessment. Include main findings, date, and report author.) | **Implications and Plans for Improving Results** (What operational changes, resources, or modifications to expected outcomes or assessment methods are needed?) |
| Provide high quality customer service. | Survey students, faculty and staff on how they feel about the CM Center's customer service at the beginning of the Fall '09 Semester. | | |
| Provide comprehensive general education offerings at the Costa Mesa Center | Count how many classes are cancelled before the semester starts (Fall '09) and at census. | | |
| Increase communication between programs house at the Costa Mesa Center | Survey the faculty and staff before the beginning of the Fall '09 semester to gauge their opinions, work on issues and survey again in the following Spring semester. | | |

# Service Area Outcomes

*[List the unit's primary goals and identify in parentheses the Master Plan Initiative (if applicable) that each goal supports.]*

1. Provide high quality customer service
2. Provide comprehensive general education transferable offerings at the Costa Mesa Center
3. Maintain effective communication between programs housed at the center

# Status

## Strengths

*[List at least three strengths of your department.]*

1. Successfully house and serve high school students, college students and students with disabilities.
2. Welcoming and courteous
3. Sense of humor

## Areas for Improvements

*[List at least three ways in which your department could improve.]*

1. Patience
2. College-quality facility
3. Communication between programs housed at the center

## Opportunities

*[List potential opportunities that your department could take advantage of to help achieve its mission.]*

1. Build a new state of the art college learning center
2. Through Early College High School we are able to offer courses that we have not been able to offer in recent years.
3. Through the Art Gallery we are able to connect with the neighboring community.

## Implications for Planning and Budgeting

*[List any issues that will need to be addressed through college planning and budgeting processes; e.g., human, fiscal, and/or physical resources.]*

1. Early College High School ongoing and growing financial needs
2. Newport Beach Learning Center: adequate facilities for the multitude of growing programs
3. Funding to support the Art Gallery which is beginning to generate income
4. Find alternate sources of funding for the Costa Mesa Center in the wake of budget crisis/budget cuts

# Goals

*[List the unit's primary goals and identify in parentheses the Master Plan Initiative (if applicable) that each goal supports. Note: Goals are **new** things you want or need to do either in terms of expanding or improving services Include a target date for completing each goal.]*

1. Participate fully in the design of a new state of the art facility by 2012.
2. Support development of new or revitalized courses to helping the Costa Mesa Center move forward when the new center is completed in 2012.
3. Develop integrative activities between ECHS students and Special Programs, Parent Education and Administration.

# Mission

The Le-Jao Center prides itself in promoting a learning environment that respects and meets the individual needs or our diverse students.  Instructors are highly qualified, student-centered and committed to student success.  Staff provides excellent customer service skills and students can benefit from many of the instruction and student-centered services offered at the center.

 The primary group of students we serve are:  ESL; Basic Skills; Credits for College (High School Partnerships); General Education transfer courses (ACCESS Program: daytime transfer courses); International Languages; Sciences;  English; Communications; Humanities; Philosophy; Speech; Developmental Skills (Math and English); Learning Skills; Linguistics and International Students.

# Description

**Le-Jao Mission Statement**

Coastline's Le-Jao Center, which opened in January of 2006, is located in the city of Westminster's Little Saigon neighborhood. Le-Jao is within proximity of City Hall, the Westminster Police Department, Sid Goldstein Freedom Park, the Westminster Rose Center and the Orange County Superior Court.

**Description of Unit**

The dean of Le-Jao is responsible for the English and Humanities, Mathematics, Science, Basic Skills, Learning Skills, International Languages and ESL departments. Some duties within those disciplines include scheduling, staffing, instructor evaluations and curriculum outline preparation.

The Le-Jao Center is also home to other instructional and student-centered programs of Coastline Community College. Le-Jao houses the Student Success Center, the ESL Institute, the International Students Program and Credits for College. Le-Jao also offers courses in other disciplines such as art, counseling, psychology and political science.

Coastline and community activities are also a big function of the Le-Jao Center. The center hosts the fall and spring faculty All College Meeting, the ESL Awards Ceremony, Westminster Police Department meetings and governmental meetings hosted by Congresswoman Loretta Sanchez.

**Le-Jao Resources**

The Le-Jao Center is operated mostly from General Funds. MPI funds are used to fund special projects for certain programs. The center also receives Categorical Funds: Lottery Funds for supplies and Block Grant Funds for equipment. The ESL Institute receives English Literacy (EL) Civics funds for its ESL program. In collaboration with Student Services, Le-Jao receives funds for the Basic Skills Initiative for tutoring and Student Success Center activities.

**Le-Jao Staffing**

*Office Staff*

- Vinicio López, Dean
- Janice DeBattista, Facilitator
- (Vacant) - Division/Area Office Coordinator
- Marilyn Bailey, Intermediate Clerk Typist
- Irene Poush, Intermediate Clerk Typist
- Alfred Dasig, Custodian

*English as a Second Language (ESL)*

- Tiffany Tran, Instructional Associate
- Kim Nguyen, Instructional Associate (50%)
- Celicia Ha, Instructional Aide (50%)
- Suyapa Muñoz, Instructional Aide (Hourly)
- Phoung Ho, Instructional Aide (Hourly)

*Student Success Center*

- (Vacant) - Student Success Coordinator position
- Poomchai Chotima (Instructional Associate)

*Science*

- Elizabeth Caluag (Instructional Associate)
- Diana Tran, Work Study Student

### *Credits for College*

- Sarah Kobata, Coordinator
- Ralph Macchia, Hourly

# Assessment Recommendations

*[Make notes here about the assessment tools and methods that you will need; e.g., types of information you might want to gather from a survey of one or more of your constituent groups.]*

1. Student statistical information available in Banner
2. Fact data forms
3. Schedules
4. Textbook orders
5. Purchase order requests
6. Load sheets
7. MPI grants
8. Budget reports

# Goals

*[List the unit's primary goals and identify in parentheses the Master Plan Initiative (if applicable) that each goal supports. Note: Goals are **new** things you want or need to do either in terms of expanding or improving services Include a target date for completing each goal.]*

1. Establish a college tutoring program that promotes student success in all academic disciplines.
2. Promote faculty and staff development that ensures students are offered optimum services.
3. Create a campus culture where students are expected to graduate from an AA/AS or certificate program in a timely manner.
4. Develop a time compressed schedule of courses through the ACCESS and Credits for College programs.
5. Implement websites for all Coastline disciplines.

**Department/Unit**    Le Jao Center

**Team Members**

| I | II | III | IV |
|---|---|---|---|
| **Expected Outcomes** (Student Learning Outcomes, Student Service Outcomes, and/or Service Area Outcomes) | **Assessment Plans** (How will you measure your success? Include assessment method and how, what, when, and who) | **Assessment Results** (Describe results of the assessment. Include main findings, date, and report author.) | **Implications and Plans for Improving Results** (What operational changes, resources, or modifications to expected outcomes or assessment methods are needed?) |
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# Le Jao Center

**Department Services Outcomes**
*Measuring Success to Improve Teaching and Learning*

| I | II | III | IV |
|---|---|---|---|
| Expected Outcomes | Assessment Plans | Assessment Results | Implication and Plans for Improving Results |
| 1. Ensure faculty & staff has working knowledge in Admissions and Records and MyCOC. | Provide faculty & staff have proper training in Admissions & Records procedures and competence in navigating MyCCC. | Le-Jao faculty & staff will all be cross-trained by fall 2010. | Faculty & staff training to better serve Le Jao students. Yearly staff development. |
| 2. Provide consistent class scheduling to promote retention and increased graduation rates. | Collaborate with Instruction and Student Services to improve ACCESS program and to increase cohort offerings that will improve student success and graduation. | The first cohorts will commence in the fall 2011 semester. | Documentation on student persistence and retention will be kept. Staff will be cross-trained to support students. |
| 3. Student success across multiple disciplines will increase due to increased tutoring and supplemental instruction. | Increased tutoring and supplemental workshops will be offered at Le-Jao's Student Success Center | Increased retention and a results of a follow-up Needs Assessment Survey | Results from our survey will allow us to gauge student success. Furthermore, programs will allow us to monitor successful supplemental learning tools. |

# Status

## Strengths

*[List at least three strengths of your department.]*

1. Staff committed to helping students achieve their academic goals
2. A well-trained staff across multi-areas.
3. A collegial work environment of mutual support.

## Areas for Improvements

*[List at least three ways in which your department could improve.]*

1. Train staff to be more knowledgeable in Admissions and Records.
2. Continue to improve the enrollment process of the Credits for College program.
3. Work with faculty to expand basic skills services in the Student Success Center.

## Opportunities

*[List potential opportunities that your department could take advantage of to help achieve its mission.]*

1. Credits for College
2. MPI Projects
3. ESL Bridges Program
4. Math and Science Academy
5. Community Parternships

## Implications for Planning and Budgeting

*[List any issues that will need to be addressed through college planning and budgeting processes; e.g., human, fiscal, and/or physical resources.]*

1. Acquire more funds for publications and printing of classroom materials.
2. Obtain sufficient funds for the science department to purchase needed equipment, materials and supplies.
3. Due to the increase in enrollment, seek additional funds for the ESL hourly staff.
4. Institutionalize the Credits for College program.

Department/Unit    **Garden Grove Center**

Team Members    Marla, Connie, and Cynthia

| I | II | III | IV |
|---|---|---|---|
| **Expected Outcomes** (Student Learning Outcomes, Student Service Outcomes, and/or Service Area Outcomes) | **Assessment Plans** (How will you measure your success? Include assessment method and how, what, when, and who) | **Assessment Results** (Describe results of the assessment. Include main findings, date, and report author.) | **Implications and Plans for Improving Results** (What operational changes, resources, or modifications to expected outcomes or assessment methods are needed?) |
| Prepare students for the new and emerging labor needs. (2.5) | Annually, track number of contacts and meeting scheduled with businesses and organizations which are potential partners. | | |
| Ensure that the GGC is meeting the needs of the community. (4.2 & 4.7) | Hold local events, do specific outreach activities, and host general events related for specific student populations. | | |
| In collaboration with the ESL and M & O Departments, develop an efficient parking permit process. (1.4) | | | |

**Program Review 2012-2013**
**Validation Report**

# Information Commons

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

    A.  The services offered by Information Commons were impacted by recent budget reductions with the loss of the full-time staff person who oversaw its operations.

    B.  The partnerships with Sylvan-Prometric, Pearson/Vue and Novell are languishing because Coastline does not have a trained/certified testing administrator (the retired Instructional Aide was a certified testing administrator).

    C.  Overall usage has increased as a result of the successful expansion of tutoring program.

    D.  ADA Compliance requirements need be identified and addressed.

    E.  Because of the change in the mission for the Information Commons and the expansion of services to other disciplines besides CTE, Perkins funding is no longer available to support the technology and staffing of the IC.  The cost of upgrading the aging computers in the IC needs to be included in the Technology Plan and institutional budget planning.

2.  List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

    A.  Continue to explore ways to use the existing facilities to expand tutoring support, particular for the STAR program.

    B.  Find ways to expand hours the computer equipment is available to students. As more on-site classes are offered, the number of students on-site (Garden Grove) increases and the use of the Information Commons provides a place for students to complete outside assignments.

    C.  Institutionalize budget support for the staff needed to adequately operate the Information Commons to support increased student use and support.

    D.  Look into the OC IOC for financial support for equipment needs for the Information Commons (to support ADA requirements).

    E.  Data should be gathered to evaluate student usage of the Textbook Reserve

        Collection and Telecourse Media Library.

3.  List program accomplishments and aspects for which the program should be commended.

    A.  Maintaining lab availability to students while dealing with recent budget issues (at a reduced level).

    B.  Providing space and a proctor for certification exams.

C.  Expanding the Information Commons to include tutoring services.

4.  Does the data substantiate the conclusions and recommendations made?

<u>X</u>  Yes          <u>    </u> No

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

5.  Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

<u>X</u>  Yes          <u>    </u> No

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