



2015

Annual Department Review

Educational Centers

(Garden Grove, Le Jao, Newport Beach)

Table of Contents

<u>Garden Grove Center</u>	
Section 1: Department Planning	2
Section 2: Human Capital Planning	5
Section 3: Facilities Planning	6
Section 4: Technology Planning	6
<u>Le Jao Center</u>	7
Section 1: Department Planning	8
Section 2: Human Capital Planning	11
Section 3: Facilities Planning	15
Section 4: Technology Planning	16
<u>Newport Beach Center</u>	19
Section 1: Department Planning	20
Section 2: Human Capital Planning	23
Section 3: Facilities Planning	26
Section 4: Technology Planning	27
Initiatives	30
Prioritization	36
Appendix	38



Garden Grove Center

Section 1: Department Planning:

Internal Analysis

Academic Year	Semester	Sections	Enrollment (Census)	Max Seats	Fill Rate	FTES Total	FTES Res	WSCH/ FTEF
2012-2013	Summer	10.0	285	290	98.3%	33	33	647
	Fall	76.0	1,758	2,308	76.2%	254	240	558
	Spring	71.5	1,637	1,884	86.9%	245	231	565
2013-2014	Summer	10.5	239	311	76.8%	29	28	434
	Fall	67.5	1,486	1,905	78.0%	219	206	460
	Spring	58.0	1,268	1,556	81.5%	163	159	461
2014-2015	Summer	12.0	234	325	71.9%	29	29	384
	Fall	50.0	1,091	1,378	79.1%	153	150	453
	Spring	43.0	894	1,140	78.4%	133	130	437

Academic Year	2012-2013		2013-2014		2014-2015	
Semester	Success	Retention	Success	Retention	Success	Retention
Summer	85.3%	94.0%	84.4%	90.6%	82.3%	89.5%
Fall	74.6%	88.3%	74.2%	86.2%	73.9%	86.4%
Spring	75.6%	89.4%	73.2%	85.4%	80.4%	90.0%
Year	75.8%	89.2%	74.5%	86.2%	77.4%	88.2%

Please indicate how strongly you agree or disagree with these statements about physical classroom sites, maintenance, and safety at CCC campuses						
Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
Classrooms, learning centers, and other CCC sites are clean (e.g., classrooms, labs, restrooms, service areas)	58.8%	38.6%	1.6%	1.0%	306	
Classrooms, learning centers, and other CCC sites are well maintained.	55.4%	41.3%	2.0%	1.3%	305	
Classroom temperature is comfortable.	45.2%	41.0%	10.8%	3.0%	305	
Parking for CCC sites is adequate and well maintained.	47.8%	44.3%	5.8%	2.1%	291	
CCC sites are safe.	51.6%	46.1%	1.0%	1.3%	304	

Below is a table that shows the results of the student survey. Unfortunately, it is not broken down by site. To better gauge the Garden Grove response, it would be imperative to survey students at the center face-to-face. The Dean will work with the Dean of Institutional Effectiveness and Research to conduct this survey during the fall semester.

Service Area Outcome(s)

SAO	ASSESSMENT MEASURE /TARGET
Provide a welcoming environment that provides access to college service and information	Measure: Survey focused on access Target: 80% are satisfied with access to services and information
Provide a safe and clean environment	Measure: Survey focused on safety and cleanliness Target: 80% are satisfied with safety and cleanliness of the center
Assess the efficiency of the room usage	Measure: Efficiency ratios/ fill rates Target: Increase course room usage efficiency

Summarize SAO findings and dialog from department meetings and All College events.

Progress on Forward Strategy Initiative(s)

Initiative(s)	Status	Progress Status Description	Outcome(s)
The Information Commons should expand the tutoring services that are currently offered to include tutoring options for Math, Psychology, and other CTE programs.	Complete		Tutoring is offered with a few exceptions, 9:00 a.m. to 8:00 p.m. M-Th.
Lab hour expansion should be considered as more students utilize the Information Commons and some consideration to having the lab open on weekends should be researched.	Complete		The lab is open 8:00 a.m. – 8:00 p.m. M-Thurs and 8:00 – 5:00 on Friday.
Institutionalization of the staffing and equipment costs for maintaining the Information Commons should be investigated.	In progress	There is still discussion regarding whether the Information Commons will be part of the Garden Grove staffing plan or the Student Success Initiative.	Grant funds coupled with Student Success funds are used to provide staffing coverage by part-time classified staff and Tutors. Maintenance of the Information Commons equipment is being addressed through Measure M funds.

Section 2: Human Capital Planning

Staffing

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	Dean of Instruction-CTE (1 of positions)	None (0 of positions)	F/T Faculty with office space (4 (CTE), 2 report to other)	P/T Faculty (15 (CTE), 13 Report other)	Area Office Coordinator GG Facilitator Transfer Center Staff GG IT Staff (4 of positions)	19 Hour Front Desk 28 Hour 3SP 19 Hour CTE 28 Hour CTE Perkins 28 Hour Lab Tech 14-Tutors (19 of positions)
Current year	Dean of Instruction-CTE (1 of positions)	None (0 of positions)	F/T Faculty with office space (3 (CTE), 2 report to other)	P/T Faculty (15 (CTE), 13 Report other)	Area Office Coordinator GG Facilitator Transfer Center Staff GG IT Staff (4 of positions)	19 Hour Front Desk 28 Hour 3SP 28 Hour 3SP 28 Hour CTE Perkins Transfer Center 28 Hour Lab Tech 14-Tutors (20 of positions)
1 year	Dean of Instruction-CTE (1 of positions)	None (0 of positions)	F/T Faculty with office space (4 (CTE), 2 report to other)	P/T Faculty (15 (CTE), 13 Report other)	Area Office Coordinator GG Facilitator Transfer Center Staff GG IT Staff (4 of positions)	19 Hour Front Desk 28 Hour 3SP 28 Hour 3SP 28 Hour CTE Perkins Transfer Center 28 Hour Lab Tech 14-Tutors (20 of positions)

Provide a description of the staffing for the program. Include a description of the previous, current, and year of staffing estimates. Support the projection with evidence and specify how position growth or reduction relates to College plans. Additionally, for full-time positions, include a Coast District approved job description.

Professional Development

Name (Title)	Professional Development	Outcome
Krystal Neal	LAOC/RC Perkins Instruction	Greater understanding of reporting requirements
Krystal Neal	CDE Perkins for New Perkins Directors	Greater understanding of Perkins K-12-Community College
Anna Isbell	CDE Perkins for New Perkins Directors	Greater understanding of Perkins K-12-Community College
Anna Isbell	Katema Training	Learn the new KATEMA system for tracking CTE students attending events.

Nancy Jones	Katema Training	Learn the new KATEMA system for tracking CTE students attending events.
Nancy Jones	Launch Board Training	CALPASS Plus advanced training

Provide a description of the program’s staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program. All professional development activities were funded through Perkins funds. For coming years, I would like provide my classified staff with Office Procedure Training.

Section 3: Facilities Planning

Facility Assessment

The Garden Grove Center was built in 1997 and includes 45,000 feet of classroom, office, and lab space. CSU Fullerton operates an extension site that utilizes approximately 33% of the available classroom space on the first and second floors as part of a sublease from the City of Garden Grove. During the 14-15 Academic year the Garden Grove Center installed a new A/C Boiler Tower as part of the Measure M funds. In addition, utilizing Perkins grant funds, a third floor server room was built and equipped with a new A/C unit for cooling of the electronics. Through an agreement with Pearson, room 102 was equipped with wall-mounted cameras for videotaping of students testing for the MCAT exam. The Faculty Success Center was temporarily housed in room 207 until a final location has been identified and secured. There is a need to remodel the Information Commons to provide for better utilization of spaces for tutoring, computer usage, the Pearson/Prometric testing stations, and locations for the grant funded classified workspaces. New classroom furniture that allows conversion of computer labs to lecture classrooms is needed to increase the classroom assignment flexibility.

Section 4: Technology Planning

Technology Assessment

Through the use of Measure M funds, the office computers were upgraded and a technology refresh in each classroom is underway at the time of this writing. Grant funds provided approximately \$400,000 in Netlab servers and Cisco routing equipment for use in delivering virtualized images to students taking courses by distance and for the cyber competition teams.



Le-Jao Center

Section 1: Department Planning:

Internal Analysis

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.

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

Coastline’s Le-Jao Center has experienced some operational challenges during the past year. There have been three Interim Deans of Instruction during the 2014-2015 program year. In addition, the Science and Math disciplines have been moved from the Le-Jao Dean to the Newport Beach Dean. The STAR program was moved to the Le-Jao Dean in February and the Credits for College program will be the responsibility of the Le-Jao Dean beginning in August, 2015. The disciplines and/or programs under Le-Jao include the Student Success Centers, STAR (Instructional and Online portion), Early College High School (ECHS), Credits for College, Basic Skills, ESL, International Languages, English, Communication Studies, and Humanities. Also housed at the Center is staff from the Counseling and International Student Programs. The Le-Jao Center hosts college and community activities at the center as requested and approved.

In addition, some of the responsibilities of the Dean includes scheduling of classes, staffing, instructor/staff evaluations, budget, the Annual Department report as well as assistance in Program Review reports.

The Le-Jao Center is operated primarily from General funds. The center also receives Lottery funds for supplies for the Instructional programs. The ESL program receives ESL and EI Civics grant funding that helps to fund the ESL program. The Basic Skills Initiatives provides funding that allows the college to offer free tutoring to our students and covers additional Student Success Center activities.

The charts below show the headcounts for non-credit, credit non-degree, and credit degree numbers as well as the student performance for the past six years.

Semester		CCC Fall 2010			CCC Fall 2011			CCC Fall 2012			CCC Fall 2013			CCC Fall 2014			Total by ROWS		
Building		LE JAO			LE JAO			LE JAO			LE JAO			LE JAO					
Course Credit Status	Weeks	Sections (adj)	Enrollment (Census)	FTES_Res	Sections (adj)	Enrollment (Census)	FTES_Res	Sections (adj)	Enrollment (Census)	FTES_Res	Sections (adj)	Enrollment (Census)	FTES_Res	Sections (adj)	Enrollment (Census)	FTES_Res	Sections (adj)	Enrollment (Census)	FTES_Res
		Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value
Non-Credit	16	26	581	31	26	626	23	20	342	8	19	406	15	17	539	29	108	2,494	104
Credit Non-Degree Applicable	8	8	61	1	0	0	0	0	0	0	0	0	0	1	23	2	9	84	3
	16	54	991	186	65	1,253	203	70	1,447	207	70	1,240	195	30	785	139	288	5,716	929
Credit Degree Applicable	8	4	110	9	3	90	7	1	30	3	0	0	0	2	49	5	10	279	23
	16	54	1,758	207	42	1,421	223	41	1,382	216	32	1,036	156	30	787	108	198	6,384	910
Total by COLUMNS		145	3,501	434	135	3,390	455	132	3,201	433	120	2,682	366	80	2,183	282	612	14,957	1,969

As you can see from the chart below, the Le-Jao Center has consistently had higher headcounts for face-to-face students. It is anticipated that this may change during the spring 2016 semester if construction hinders classes during the day time.

Headcount	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
OVERALL*	15,307	12,659	12,546	10,688	11,595	12,653
Distance Ed	8,806	7,842	7,898	7,092	8,436	9,557
Tel	4,319	2,345	2,630	2,298	3,147	3,864
Online	4,525	5,694	5,365	4,880	5,257	5,364
Other	890	648	865	597	716	1,424
Face to face	7,531	6,001	5,925	4,745	4,305	4,272
Costa Mesa	1,671	1,614	1,635	1,163		
Newport Beach					1,267	1,258
LE JAO	2,041	1,995	2,071	2,002	1,716	1,566
GG	1,397	1,383	1,358	1,238	1,016	844
Other	2,886	1,462	1,476	824	785	1,023

Source: Coastline College's Student Information System (Banner), Fall 2009 to fall 2014.

Service Area Outcome(s)

Due to the lack of a permanent Dean, there is limited written dialog that has occurred at the All College event. In meetings with staff, they were not aware of the SAOs that were submitted. Below is a table that shows the results of the student survey. Unfortunately, it is not broken down by site. To better gauge the LeJao response, it would be imperative to survey students at the center face-to-face. The Dean will work with the Dean of Institutional Effectiveness and Research to conduct this survey during the fall semester.

Please indicate how strongly you agree or disagree with these statements about physical classroom sites, maintenance, and safety at CCC campuses						
Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
Classrooms, learning centers, and other CCC sites are clean (e.g., classrooms, labs, restrooms, service areas)	58.8%	38.6%	1.6%	1.0%	306	2.95
Classrooms, learning centers, and other CCC sites are well maintained.	55.4%	41.3%	2.0%	1.3%	305	2.90
Classroom temperature is comfortable.	45.2%	41.0%	10.8%	3.0%	305	2.71
Parking for CCC sites is adequate and well maintained.	47.8%	44.3%	5.8%	2.1%	291	2.68
CCC sites are safe.	51.6%	46.1%	1.0%	1.3%	304	2.88

Progress on Forward Strategy Initiative(s)

Table 1.1 *Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Improve Student Services, including Additional Space for tutoring, lunch and other services for students	In Progress	This is part of Measure M funding that will occur in Spring 2016	When completed, additional space will include a café, expanded student lounge, an outdoor courtyard., additional parking, expanded student success center
Implement a card system (CI Solutions) in the Student Success Center to assist staff with tracking information for future data analysis to help the Center run successfully and smoothly. In addition, implement a card system (Go Print) to allow pay to print copies for students.	In Progress-	CI Solution is in the final n testing phase; Go Print has been installed at Newport Beach SSC but not hooked up as of now.	CI Solution software will be able to track the attendance and provide analysis on students. Will go live during the Fall 2015 semester.
Continue to fund Student Success Conferences either through BSI or PDI funds and assure faculty opportunities to attend and present. Provide opportunities for staff training.	Complete	BSI Funds paid for fifteen conferences were attended by faculty in which one faculty also made a presentation; in addition with other funding, faculty attended 3 additional conferences and made 2 presentations. Staff have completed numerous trainings	While this will be an ongoing line item in the budget, it will continue to assist in meeting the goals of BSI funds. Staff are more knowledgeable in safety and technology.
Reconfigure clerical staff work space and provide additional faculty work stations	Terminate	N/A	Not addressed; no plans or funds
College to supply funding to repair typewriters and printers.	Complete	IT Department selected a vendor to provide services and a budget was identified college wide	Repairs are being made

Response to Program/Department Committee Recommendation(s)

Table 1.2 *Progress on Recommendations*

Recommendation(s)	Status	Response Summary
Dept. conduct additional assessments to support planning	In progress	Conduct face-to-face student survey in the Fall
Dept. strengthen the SAO assessment process and reports data on timely basis	Not started	Refine SAO's
Dept. discuss the use of SAO and summarizes the ongoing dialog of outcome and achievement data.	In Progress	Dialog occurs but is not recorded. Permanent Dean will be charged with this task.

Section 2: Human Capital Planning

Staffing

Table 2.1 *Staffing Plan*

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	3 Interim Deans of Instruction, English & Humanities	None	9 Down from 19 during 13-14	69 Down from 123 during 13—14	9 Area/Division Coordinator Area Facilitator Typist Clerk, Inter (75%) Instr. Prog/STAR Facilitator Instructional Associate, ESL Instructional Associate, ESL (50% pm) Instructional Aide, ESL (50% am) Instructional Associate, SSC Tutorial Services, SSC	58 56 Tutors for the 3 Learning Centers as well as the College Center 1 ESL Hourly 1 Federal Work Study Student

Current year 2015-16	Dean of Instruction, English & Humanities and 1 Interim	None	9	72 If construction doesn't interfere with classes	9	60 Tutors
1 year 2016-17	Dean of Instruction, English & Humanities	None	9	72	Same as above with the addition of making the Typist Clerk Full-time and adding a typist clerk -50% pm)	64 Tutors

There has been limited stability on the part of management at the Le-Jao Center. After the departure of the permanent Dean, three Interim Deans have worked with faculty and staff to provide assistance and guidance. From last year to this year, you will note that full-time faculty has decreased by half, from 18 to 9, due to discipline changes. The adjunct faculty has remained relatively stable as courses have been consistent. The full-time classified staff number increased by adding a STAR Coordinator but the Area/Division Coordinator has been vacant for at least half of the year while short-term hourly employees have assisted in this role. The tutors staffing the various Student Success Centers have increased.

Professional Development

Listed in the chart below are the conferences that faculty attended during the 2014-2015 program year. As you can see, various budgets have been utilized to accomplish this as there is no line item budget in the Le-Jao Center for conferences. The primary budget used was that of the Basic Skills Initiative funds. Others included professional development funds provided by the two faculty union contracts.

FACULTY PROFESSIONAL DEVELOPMENT				
BASIC SKILLS BUDGET				
Date	Originator	Control Number	Conference	Presenter
9/20/2014	Chau Tran	702050	Basic Skills CB21 Meeting	
10/8/ to 10/10/14	Danny Pittaway	702060	2014 Strengthening Student Success Conference: Crossing Boundaries	
9/18 to 9/19 and 10/23 to 10/24/14	Chau Tran	702070 & 702020	On Course workshop	
11/19 to 11/21/14	Danny Pittaway	702100	Butte College Site visit	
11/19 to 11/21/14	Lisa Lee	702110	Butte College Site visit	
11/19 to 11/21/14	Linda Kuntzman	702120	Butte College Site visit	
11/21/2014	Chau Tran	702160	Basic skills Math Courses: Teaching Strategies and Resources	
11/7/2014	Chau Tran	702080	Tech Friday	
3/29/15 to 4/1/15	Danny Pittaway	702240	Association of Colleges for Tutoring and Learning Assistance	Yes
3/20/2015	Danny Pittaway	702250	#CSN Tutor Expo 2015: Leading Together	
2/25/15 to 2/27/15	Danny Pittaway	702170	Association of Community and Continuing Education	

3/21/2015	Chau Tran	517820	Spring 2015 ASCCC Noncredit/Curriculum Regional Meetings	
3/23/2015 to 5/1/15	Deborah Henry	517810	Reading Apprenticeship Faculty 101 Course	
4/3/2015	Chau Tran	517840	Basic Skills Math Course II	
6/17/15 to 6/19/15	Sara Mestas	706430	2015 Student Affairs Assessment Institute	

PDI BUDGET				
Date	Originator	Control Number	Conference	Presenter
3/13/15 TO 3/14/15	Nigic Shi	704540	California Mathematics Council Community College South Spring Conference	

UNION BUDGET				
Date	Originator	Control Number	Conference	Presenter
5/8/2015	Karen McLucas	702200	AAWCC-Women Hold Up Half the Sky	
5/29/2015	Karen McLucas	702310	Orange County Global Women's Conference	

In addition, one of the goals/strategies from last year was to provide Le-Jao center staff with training in current technologies/software and equipment to better perform their jobs and assist our students. The college purchased the Lynda.com software and staff has taken advantage of the software as you can see from the following pages that list the training they have completed. They are excited about the numerous opportunities that have with numerous training option. In addition, the district provided the Safe College program that staff has also used. Numerous staff has taken advantage of both of these opportunities. The training is listed in the chart on the following pages:

STAFF DEVELOPMENT	
EMPLOYEE	LIST OF TRAINING COMPLETED USING FREE RESOURCES
Karen McLucas, Irene Poush, Janice DeBattista, Lois Wilkerson, Poomchai Chomita, Tiffany Tran, Celicia Ha Tran	Discrimination: Avoiding Discriminatory Practices
Karen McLucas, Irene Poush, Janice DeBattista, Lois Wilkerson, Poomchai Chomita, Tiffany Tran, Celicia Ha Tran	Drug Free Workplace
Karen McLucas	Mandatory Reporting
Karen McLucas, Irene Poush, Janice DeBattista, Lois Wilkerson, Poomchai Chomita, Tiffany Tran, Celicia Ha Tran	Campus Sexual Violence: SaVE Act Overview
Karen McLucas, Irene Poush, Janice DeBattista, Lois Wilkerson, Poomchai Chomita, Tiffany Tran, Celicia Ha Tran	Sexual Harassment: Staff-to-Staff
Irene Poush, Lois Wilkerson, Janice DeBattista, Karen McLucas, Poomchai Chomita, Tiffany Tran, Celicia Ha Tran	Mandated Reporter: Child Abuse and Neglect
Irene Poush, Lois Wilkerson, Janice DeBattista, Tiffany Tran,	Student Drug & Alcohol Abuse
Irene Poush, Lois Wilkerson, Janice DeBattista, Tiffany Tran	Conflict Management Staff-to-Staff
Irene Poush, Lois Wilkerson, Janice DeBattista	Student Mental Health

Lois Wilkerson, Janice DeBattista, Tiffany Tran	Accident Investigation
Lois Wilkerson, Poomchai Chomita, Karen McLucas, Tiffany Tran, Celicia Ha Tran	Personal Protective Equipment (PPE)
Lois Wilkerson, Janice DeBattista, Tiffany Tran	Youth Suicide: Awareness and Prevention
Lois Wilkerson, Janice DeBattista	Supervisor's Role in Safety
Lois Wilkerson	FERPA: Confidentiality of Records
Lois Wilkerson	Sensitivity Awareness
Lois Wilkerson	Hazard Communication: Right to Understand
Lois Wilkerson, Janice DeBattista, Poomchai Chomita, Karen McLucas, Tiffany Tran, Celicia Ha Tran	Injury and Illness Prevention Plan (IIPP)
Lois Wilkerson, Poomchai Chomita, Karen McLucas, Tiffany Tran, Celicia Ha Tran	Sexual Harassment: Policy and Prevention
Lois Wilkerson, Poomchai Chomita, Karen McLucas, Tiffany Tran, Celicia Ha Tran	Slips, Trips and Falls
Karen McLucas	Lynda.Com – Adobe Acrobat Pro IX
Poomchai Chomita	Lynda.Com-Top 10 Apps for Enhanced Productivity
STAFF DEVELOPMENT	
EMPLOYEE	LIST OF TRAINING COMPLETED USING FREE RESOURCES
Poomchai Chomita	Lynda.Com-Overcoming Your Fear of Public Speaking
Poomchai Chomita	Lynda.Com-Leading and Working in Teams
Poomchai Chomita	Lynda.Com-Improving Your Conflict Competence
Poomchai Chomita	Lynda.Com-Using Customer Surveys to Improve Service
Poomchai Chomita	Lynda.Com-Windows 8.1 Update 1 First Look
Poomchai Chomita	Lynda.Com- Managing Stress
Poomchai Chomita	Lynda.Com-Decision-Making Fundamentals
Poomchai Chomita	Lynda.Com- Managing to-Do Lists
Poomchai Chomita	Lynda.Com- Organizing Your Office for Maximum Efficiency
Poomchai Chomita	Lynda.Com- Business Etiquette: Phone, Email, and Text
Poomchai Chomita	Lynda.Com-Working with Upset Customers
Celicia Ha Tran	Lynda.Com- Leading and Working in Teams
Celicia Ha Tran	Lynda.Com- Building Trust
Celicia Ha Tran	Lynda.Com- Building Self-Confidence
Celicia Ha Tran	Lynda.Com- Management Tips
Celicia Ha Tran	Lynda.Com- Humor in the Workplace
Celicia Ha Tran	Lynda.Com- Effective Listening
Celicia Ha Tran	Lynda.Com- Having Difficult Conversations
Celicia Ha Tran	Lynda.Com- Influencing Others
Celicia Ha Tran	Lynda.Com- Communication Tips

Celicia Ha Tran	Lynda.Com- Leading with emotional Intelligence
Celicia Ha Tran	Lynda.Com- Leadership Fundamentals
Celicia Ha Tran	Lynda.Com- Leading a Customer-Centric Culture
Celicia Ha Tran	Lynda.Com- Customer Service Fundamentals
Celicia Ha Tran	Lynda.Com- Managing a Customer Service Team
STAFF DEVELOPMENT	
EMPLOYEE	LIST OF TRAINING COMPLETED USING FREE RESOURCES
Celicia Ha Tran	Lynda.Com- Working with Upset Customers
Irene Poush	Lynda.Com- Business Etiquette, Phone, Email and Text
Irene Poush	Lynda.Com- Grammar Fundamentals
Irene Poush	Lynda.Com- Connecting with Peers in the Workplace
Irene Poush	Lynda.Com- Working with Upset Customers
Tiffany Tran	Lynda.Com- Improving your Conflict Competence
Tiffany Tran	Lynda.Com- Body Language for Leaders
Tiffany Tran	Lynda.Com- Windows 8 Essential Training
Tiffany Tran	Lynda.Com- Managing to-Do Lists
Tiffany Tran	Lynda.Com- Managing Stress
Tiffany Tran	Lynda.Com- Grammar Fundamentals
Tiffany Tran	Lynda.Com- Creative Spark: Grammar Girl, changing Writing One Word at a Time
Tiffany Tran	Lynda.Com- Developing Resourcefulness
Tiffany Tran	Lynda.Com- Overcoming Your Fear of Public Speaking
Tiffany Tran	Lynda.Com- Organizing Your Office for Maximum Efficiency
Tiffany Tran	Lynda.Com- Working with Upset Customers

Section 3: Facilities Planning

Facility Assessment

In the 2020 Vision Master Plan report, it was determined, there were challenges at the Le-Jao Center. These include:

- A shortage of land to expand academic capacity
- A need for support facilities that promote success and extended learning opportunities for students
- A lack of student-oriented spaces that provide and/or promote socialization and a sense of campus community
- A lack of onsite parking and convenient access to public transportation

In spite of these challenges, the following recommendations for improvements include:

- Redesign of the student lounge and ground level courtyard.
- Create a “cyber library”/open student lounge/ “success center”
- Acquire additional parking for faculty, staff, and students

To address these challenges and recommendations, the Vice President of Administrative Services worked diligently with the City of Westminster to address the lack of parking. During the 2014-2015 program year the college was able to lease space in the city community services and city hall lots as well as staff space in the city parking structure. While the long-term goal is to obtain property and provide space to our students, faculty and staff, the short-term goal has provided relief to those attending the Le-Jao Center. In addition, students are also able to park in the county owned lot shared by jurists.

Because Le-Jao does not qualify for capital outlay funding, projects are at a minimum. Other work included installing new carpet, minor roof repairs and a complete lighting retrofit of the interior and exterior.

In addition, the Administrative Services management team is working with architects and engineers on a Le-Jao Resource Center Renovation Conceptual Design. This final design is based on the input and feedback that was provided by faculty, students, and administrators working at the center. The concept is moving forward with an anticipated remodeling date during the 2015-2016 program year. It will provide additional space for student resources, which include a new Student Success Center, café, an area for individual seating, private group collaboration, technology, indoor greenery, etc. While there is no land to expand on the ground floor, this design will address the shortage of land to expand by adding to the second floor as well as redesigning the entrance.

In addition to these plans, there will be an audio visual refresh of all equipment in the classroom, conference room, and the new areas to be added. Funds for these two projects will come from Measure M.

Section 4: Technology Planning

Technology Assessment

During the 2014-2015 year, **all** of Le-Jao's administrative and classroom computers were upgraded. It does not appear that printers have been upgraded. There are two printers that need to be upgraded. One is within the ESL Department and the other is in the Administrative Department.

The Student Success Centers have been trying for over two years to get IT to install CI Track, which is an electronic attendance tracking system that was purchased for the Student Success Centers (GGC, Newport, and LJC) so staff and students can move away from paper sign-ins. The idea is that this software is supposed to be installed at all the Success Centers to better track student visits. The login system connects to Banner so students can indicate which classes they will study or see a tutor to assist.

This project has experienced various setbacks. This was one of the comprehensive planning recommendations from last year. The District IT has finally moved this project forward and it is now in the testing phase with implementation scheduled for Fall 2015.

Another goal from last year's planning process was to implement a card system in the Student Success Centers to offer students the opportunity to pay to print copies of their homework. The priority for this project was moved from the Le-Jao to the Newport Beach Center, so this goal remains incomplete.

The other technology assessment shows the need for the replacement of the audio visual equipment.

The replacement needs for AV equipment include all the classrooms as well as the conference room. Chris Blackmore has worked with a vendor and made a presentation to faculty and staff to see what meets their needs in the classroom. Prior to final installation, faculty will have a chance to preview what Newport Beach received in a minority of their classrooms.

- For the conference room, the following capabilities/equipment will be added:

- Upgraded Display (either flat panel display or projector depending on the size of the room)
- Upgrade Sound System
- Wireless Microphones
- Wireless Connectivity to Projector/Display (computer, phone, or tablet can connect to the display projector wirelessly)
- Video Conferencing Camera
- Centralized Switcher (for activating the system and selecting what device is projecting)

For the classrooms, the following equipment will be purchased and installed, with the exception of rooms 115 and 117. (This is based on faculty input after viewing installation in Newport Beach)

Type 1

Display:

- Wall mounted Epson Interactive Projector, WXGA resolution, 3300 lumens
- Epson 96" diag Whiteboard for Projection and Dry Erase will be installed.
- The existing projector and screen will be removed.
- All drywall patching and painting will be completed.
- Installation of electrical outlet for projector will be done.

Switching and Routing:

Extron MPS 602 SA switcher will be mounted in existing cabinet to allow any of the following sources to be displayed on the projector:

Sources:

- DVI with audio or HDMI connection for resident desktop PC.
- VGA with audio connection for laptops via input on Surface Mount Box.
- HDMI connection for laptops via input on Surface Mount Box.
- Blu Ray via HDMI
- Elmo Doc Cam VGA

Audio:

- Two Wall Mount speakers driven by the built-in audio amplifier in the switches will be installed.
- One wireless combo handheld and Lavalier Microphone System will be installed.

Control:

Extron MLC 226 Button Panel Media Controller mounted in a Surface Mount Box on top of existing cabinet, programmed with the following functions:

- Projector On/Off.
- Source selection (each of the above sources to have its own clearly labeled button)
- Volume control via knob
- Audio and Video Muting
- Automatic shutdown at a certain time of day
- Automatic email notifications (lamp hours, projector disconnect, etc.) (Network connection by others)
- Remote management via Web Browser (Network connection by others)

Type 2: (will be used in rooms 115 and 117)

Same as type one except:

- Substitute a standard, non-interactive ceiling mounted projector for the wall mount, interactive projector.
- Substitute a ceiling mounted motorized projection screen for the whiteboard.

The district has been rolling out a pay for print system at the colleges, Go Print is the vendor. This will assist in meeting one of our goals. Coastline received the initial equipment for Newport Beach Student Success Center, but currently lack available resources to have it installed. It is anticipated that it will be installed in the spring semester of 2016. There is no estimated date for installation at Le-Jao.



Newport Beach Center

Section 1: Department Planning:

Internal Analysis

Coastline’s Newport Beach Center (NBC), like Le Jao, has experienced some operational challenges during the past year. There have been two Interim Deans of Instruction during the 2014-2015 program year. A new permanent Dean has been hired in January 2015. Initially, the NBC Wing included Arts, DSPS and Social Sciences. In February, the Science and Math disciplines were moved from the Le-Jao Dean to the Newport Beach Dean. The STAR program was moved to the Le-Jao Dean in February as well as the Credits for College program will be the responsibility of the Le-Jao Dean beginning in December, 2015. The facilities management for STAR was done by the NBC Dean. The disciplines and/or programs under NBC include the Social Sciences, Art, Mathematics, Life and Physical Sciences, Disabled Students Programs and Services. Also housed at the Center is planning for Student Services Annex, faculty offices and an Art Gallery. The Newport Beach Center is the first site for college, district and community activities as requested and approved. In general, the NBC has 3-5 non-classroom based events per week. Since the NBC inception it was understood that the Center would be the heart of STEAM learning – referring to Science, Technology, Engineering, Arts and Math.

In addition, some of the responsibilities of the Dean includes scheduling of classes, staffing, instructor/staff evaluations, budget, curriculum outline preparation, the Annual Department report as well as assistance in Program Review reports.

The Newport Beach Center is operated primarily from General funds, since opening in 2013. The center also receives Lottery funds for supplies for the Instructional programs. The Art Gallery has a hearty foundation account that helps to fund the programming and events hosted at minimum 5 times per year. The Gallery hosts not only Coastline student and faculty art, but community, world-wide and other faculty art displays. Panel reviews and Gallery openings are increasingly popular and generate larger and larger crowds—both the general public as well as local Art benefactors.

The table below show the headcounts for non-credit, credit non-degree, and credit degree numbers as well as the student performance for the past six years.

Table 1.1

NBC	2012-2013	2013-2014	2014-2015
Headcount	1,135	2,028	2,019
Enrollment	1,661	3,739	3,886

Service Area Outcome(s)

Due to the lack of a permanent Dean, there is limited written dialog that has occurred at the All College event. In meetings with staff, they were not aware of the SAOs that were submitted-if at all. Below is a chart that shows the results of the student survey. Unfortunately, it is not broken down by site. To better gauge the Newport Beach response, it would be imperative to survey students at the center face-to-face. The permanent Dean should work with the Director or Institutional Effectiveness and Research to conduct this survey during the Fall semester.

Table 1.2

Please indicate how strongly you agree or disagree with these statements about physical classroom sites, maintenance, and safety at CCC campuses						
Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
Classrooms, learning centers, and other CCC sites are clean (e.g., classrooms, labs, restrooms, service areas)	58.8%	38.6%	1.6%	1.0%	306	2.95
Classrooms, learning centers, and other CCC sites are well maintained.	55.4%	41.3%	2.0%	1.3%	305	2.90
Classroom temperature is comfortable.	45.2%	41.0%	10.8%	3.0%	305	2.71
Parking for CCC sites is adequate and well maintained.	47.8%	44.3%	5.8%	2.1%	291	2.68
CCC sites are safe.	51.6%	46.1%	1.0%	1.3%	304	2.88

Progress on Forward Strategy Initiative(s)

Table 1.3 *Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Improve Student Services, including Additional Space for tutoring, lunch and other services for students	In Progress	This is part of Measure M funding that will occur in Spring 2016	When completed, additional space will include a café, expanded student lounge, an outdoor courtyard., additional parking, expanded student success center
Implement a card system (CI Solutions) in the Student Success Center to assist staff with tracking information for future data analysis to help the Center run successfully and smoothly. In addition, implement a card system (Go Print) to allow pay to print copies for students.	In Progress-	CI Solution in testing phase; Go Print has been installed at Newport Beach SSC but not hooked up as of now.	CI Solution software will be able to track the attendance and provide analysis on students
Implement card system in the SSC to allow pay to print copies for students	Not started	Priority was moved to the Newport Beach Center	Will continue request for the 2015-2016 year.
Reconfigure administrative work space and provide additional faculty work stations	Complete	4 new full-time faculty workspaces were created on the 3 rd floor	Completed
College to supply funding to repair typewriters and printers.	Complete	IT Department selected a vendor to provide services and a budget was identified college wide	Repairs are being made

Response to Program/Department Committee Recommendation(s)

Table 1.4 *Progress on Recommendations*

Recommendation(s)	Status	Response Summary
Dept. conduct additional assessments to support planning	In progress	Conduct face-to-face student survey in the Fall
Dept. strengthen the SAO assessment process and reports data on timely basis	Not started	Refine SAO's
Dept. discuss the use of SAO and summarizes the ongoing dialog of outcome and achievement data.	In Progress	Dialog occurs but is not recorded. Permanent Dean will be charged with this task.

Section 2: Human Capital Planning

Staffing

Table 2.1 *Staffing Plan*

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	2 Interim Deans of Instruction, NBC; 1 permanent Dean, NBC	None	22 Same as 13-14	53 119 sections (not including DSPS)	12 <ul style="list-style-type: none"> • Area/Division Coordinator • Staff Assistant (DSPS-ABI) • Staff Assistant (DSPS-ID) • Typist Clerk, Inter (DSPS) • Activities Assistant (DSPS) • Area Facilitator • Staff Assistant, Senior (75%) • Typist Clerk, Inter (50%) • Instructional Associate, Biology • Instructional Associate, Bio/Chem (75%) • Instructional Associate (50%) • Professional Expert 	67 <ul style="list-style-type: none"> • Neuro Interns (DSPS) • Speech Interns (DSPS) • Research Asst (DSPS) • Prof Expert (DSPS) • Instructional Aids (DSPS) • Art Models • Student Workers • Adult hourly • Federal work study • Laboratory Asst (60%) • Gallery Technician (40%)

Current year 2015-16	Dean of Instruction, NBC – Math, Arts, Sciences and DSPS	None	26 up from 14/15 of 22	147 up from 53 in 13/14 412 sections (not including DSPS)	12 See above	See above plus 5 additional aids, Art Gallery Ass to (75%)
1 year 2016-17	Dean of Instruction, NBC – Math, Arts, Sciences and DSPS	Associate Dean, NBC	27 up from 14/15	155 with current increases in sections Sections 425 (not including DSPS)	14 Same as above with the addition of making the Typist Clerk Full-time evening) & additional Instructional Associate	See above plus additional aids, Prof Expert and Interns, Art Gallery to (100%) Evening Director for support

There has been limited stability on the part of management at the Newport Beach Center. After the departure of the permanent Dean, two years ago, four Interim Deans have worked with faculty and staff to provide assistance and guidance. From last year to this year, you will note that full-time faculty has increased from 22 to 26, due to discipline changes and new hiring. The adjunct faculty has remained relatively stable as courses have been consistent, however, new faculty recruitment has been challenge. Many of the adjunct faculty come from within the district and we are limited to expand based on their available LHE. Also, changes in course offerings in primarily STAR cohorts have positively affected the NBC academic areas most. Onsite offerings have increased. The full-time classified staff number fluctuated as the Area/Division Coordinator retired, the Area Clerk moved into a new role as Area/Division Coordinator. The Area/Division Facilitator has remained consistent; however, her workload has increased significantly with the movement of more academic areas assigned to the NBC Dean. This increase is out of sync with the other Area Facilitators; in both facility requests and section numbers. The Area/Division Clerk was vacant for 15 weeks; leaving the office closed in the evenings. The Current Area/Division Coordinator and Facilitator provided coverage where appropriate. An Area/Division Clerk was recently hired (August 2015) with a security background and has become in short order a valuable member of the team.

Professional Development

Various budgets have been utilized to accomplish professional development. However, there is no line item budget in the Newport Beach Center for conferences. In previous academic years, the professional development that included travel or budget was not logged. This is now a standing procedure for the Center detailed logs/reports can be expected for the future.

There was a record in Disable Students and Services Programs. You can see the detail below.

Name	Conference	Role	Location	Dates	DSPS	FDC	CCA
Debra Barrett	46th Annual Conference - America Art Therapy Association	Attendee	Minneapolis, MN	7/8-7/12/15	1,245.3 2	1,200. 00	

Shashi Chabra	46th Annual Conference - America Art Therapy Association	Attendee	Minneapolis, MN	7/8-7/12/15		1,894.16
Katie Stubblefield	46th Annual Conference - America Art Therapy Association	Attendee	Minneapolis, MN	7/8-7/12/15	1,997.97	
Evette Reagan	American Psychological Association Annual Conference	Attendee	Toronto, Canada	8/5-8/9/15	1,942.74	
Evette Reagan	DSPS New Directors Training	Attendee	Sacramento	9/16-9/17/15	1,800.00	
Evette Reagan	CAPED	Attendee	San Diego	10/3-10/6/15	1,850.00	
Celeste Ryan	CAPED	Attendee	San Diego	10/2-10/4/15	0	
Rachelle Lopez	CAPED	Attendee	San Diego	10/4-10/5/15	850.00	
Michelle Wild	American Congress of Rehabilitation Medicine	Attendee	Dallas, TX	10/27-10/30/15	5,200.00	
Ciro Visone	American Congress of Rehabilitation Medicine	Presenter/Attendee	Dallas, TX	10/27-10/30/15	1,850.00	
Melanie Lavering	National Association for the Dually Diagnosed Annual Conference	Attendee	San Francisco, CA	11/18-11/20/15	1,175.00	700.00
Judy Aprile	International Council on Active Aging	Attendee	New Orleans, LA	11/18-11/21-15	2,364.00	700.00

In addition, one of the goals/strategies from the previous Wing Plan was to provide Newport Beach Center staff with training in current technologies/software and equipment to better perform their jobs and assist our students. The college purchased the Lynda.com software and staff has taken advantage of the software. In addition, the district provided the Safe College program that staff has also used. The training is listed in the chart below:

STAFF DEVELOPMENT	
EMPLOYEE	LIST OF TRAINING COMPLETED USING FREE RESOURCES
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest, Kevin Pegg	Discrimination: Avoiding Discriminatory Practices
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest Kevin Pegg	Drug Free Workplace
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest Kevin Pegg	Mandatory Reporting
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest Kevin Pegg	Campus Sexual Violence: SaVE Act Overview
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest Kevin Pegg	Sexual Harassment: Staff-to-Staff
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest Kevin Pegg	Mandated Reporter: Child Abuse and Neglect
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Student Drug & Alcohol Abuse
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest Kevin Pegg	Conflict Management Staff-to-Staff

Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Student Mental Health
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Accident Investigation
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest Kevin Pegg	Personal Protective Equipment (PPE)
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Youth Suicide: Awareness and Prevention
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Supervisor's Role in Safety
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	FERPA: Confidentiality of Records
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Sensitivity Awareness
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Hazard Communication: Right to Understand
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest , Kevin Pegg	Injury and Illness Prevention Plan (IIPP)
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Sexual Harassment: Policy and Prevention
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Slips, Trips and Falls
Michelle Priest, Kevin Pegg	Chemical Spills Overview
Kevin Pegg	HAZWOPER Hazardous Waste Operations and Emergency Response Certificate
Joan Hayes, Kathy Bledsoe, Carlos Cano, Michelle Priest	Lynda.Com – Adobe Acrobat Pro IX

Section 3: Facilities Planning

Facility Assessment.

In the 2020 Vision Master Plan report, it was determined, there were challenges at Coastline College. These include:

Because Newport Beach Center does not qualify for capital outlay funding, projects are at a minimum. Other work included installing new carpet, minor repairs, HVAC updates, and a complete Audio/Visual retrofit of the instructional classrooms. Funds for these two projects will come from Measure M.

In addition, the Administrative Services management team is working with architects and engineers on a Newport Beach Resource Center Renovation Design. The design is focusing on Faculty Office and Work Spaces. The final design will be based on the input and feedback that provided by faculty, and administrators working at the center. The concept is currently in the discussion stages and will moving forward with an anticipated remodeling date during the 2015-2016 program year. It is estimated 15-20 permanent full-time faculty office spaces will be necessary as the College and Center continues to grow. The new spaces might include individual offices, media development areas, student/faculty workspaces for group work/projects. While there is no land to expand on the any floor, this design will consider repurposing a classroom or current student lounge (which the latter is underutilized).

Section 4: Technology Planning

Technology Assessment

During the 2014-2015 year, **all** of Newport Beach Center's administrative and classroom computers were upgraded. It does appear that printers have been upgraded.

The Student Success Centers have been trying for over two years to get IT to install CI Track, which is an electronic attendance tracking system that was purchased for the Student Success Centers (GGC, Newport, and LJC) so staff and students can move away from paper sign-ins. The idea is that this software is supposed to be installed at all the Success Centers to better track student visits. The login system connects to Banner so students can indicate which classes they will study or see a tutor to assist.

This project has experienced various setbacks. This was one of the comprehensive planning recommendations from last year. The District IT has finally moved this project forward and it is now in the testing phase of implementation.

Another goal from last year's planning process was to implement a card system in the Student Success Centers to offer students the opportunity to pay to print copies of their homework. The priority for this project was moved from the Le-Jao to the Newport Beach Center, so this goal remains incomplete. The card system hardware has been installed but it is unknown at this time the timeline for software/network connectivity.

The other technology assessment shows the need for the replacement of the audio visual equipment. Most instructional rooms have a computer and some display system. Faculty have mentioned the currently installed large screen televisions are less than ideal for lecture instruction. The current upgrades to SMART boards, in select rooms, has been met with enthusiasm by faculty. Unfortunately, the conversion is not complete; however, the conversion from the TV or traditional LCD projector systems will be completed this fall.

The replacement needs for AV equipment include all the classrooms, the conference room at NBC is too small for the SMART board technology and will keep the current TV set up. Chris Blackmore has worked with a vendor and made a presentation to faculty and staff to see what meets their needs in the classroom. Prior to final installation, faculty will have a chance to preview what Newport Beach received in a minority of their classrooms. Again, the feedback has been nothing short of enthusiastic.

For the classrooms, the following equipment will be purchased and installed. (This is based on faculty input after viewing installation in Newport Beach Center)

Type 1:

Display:

- Wall mounted Epson Interactive Projector, WXGA resolution, 3300 lumens
- Epson 96" diag Whiteboard for Projection and Dry Erase will be installed.
- The existing projector and screen will be removed.
- All drywall patching and painting will be completed.
- Installation of electrical outlet for projector will be done.

Switching and Routing:

Extron MPS 602 SA switcher will be mounted in existing cabinet to allow any of the following sources to be displayed on the projector:

Sources:

- DVI with audio or HDMI connection for resident desktop PC.
- VGA with audio connection for laptops via input on Surface Mount Box.
- HDMI connection for laptops via input on Surface Mount Box.
- Blu Ray via HDMI
- Elmo Doc Cam VGA

Audio:

- Two Wall Mount speakers driven by the built-in audio amplifier in the switches will be installed.
- One wireless combo handheld and Lavalier Microphone System will be installed.

Control:

Extron MLC 226 Button Panel Media Controller mounted in a Surface Mount Box on top of existing cabinet, programmed with the following functions:

- Projector On/Off.
- Source selection (each of the above sources to have its own clearly labeled button)

- Volume control via knob
- Audio and Video Muting
- Automatic shutdown at a certain time of day
- Automatic email notifications (lamp hours, projector disconnect, etc.) (Network connection by others)
- Remote management via Web Browser (Network connection by others)

Type 2:

Same as type one, except:

- Substitute a standard, non-interactive ceiling mounted projector for the wall mount, interactive projector.
- Substitute a ceiling mounted motorized projection screen for the whiteboard.

The district has been rolling out a pay for print system at the colleges, Go Print is the vendor. This will assist in meeting one of our goals. Coastline received the initial equipment for Newport Beach Student Success Center. The hardware has been installed. It is anticipated that the software and Banner integration will be installed in the 2015/16 academic year.

New Initiatives

Initiative (LJ): Expand Credits for College to Westminster, Huntington Beach, and Garden Grove High School Districts

Describe how the initiative supports the college mission:

Through this expansion, it will allow accessibility to high school students and promote academic excellence.

What college goal does the initiative align with?

- Student Success
- Access, Persistence and Retention
- Innovation
- Partnerships
- Culture of planning, evidence and inquiry
- Growth and efficiency

What College planning document(s) does the initiative align with?

- Educational Master Plan
- Staffing
- Facilities
- Technology

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Currently in the Coast Community College District, there are three high school districts: Huntington Beach, Garden Grove, and Newport Mesa. We offer classes at the four high schools in the Newport Mesa District. They include Corona del Mar, Costa Mesa, Estancia, and Newport Harbor High Schools.

To expand to the Huntington Beach and Garden Grove High Schools, we will seek to partner with the following high schools: Huntington Beach, Westminster, Marina, Fountain Valley, Edison, Ocean View, Bolsa Grande, Pacifica, and La Quinta high schools. Should the Garden Grove District want to offer a program at high schools outside our District, these would include Garden Grove, Los Amigos, Rancho Alamitos, and Santiago high schools.

Recommended resource(s) needed for initiative achievement:

Faculty salaries and benefits are needed to achieve this initiative. In addition, the reassignment of Karen McLucas to assist with this program has occurred. She will help facilitate the scheduling and partnerships along with the Dean of Instruction at the Le-Jao Center.

What is the anticipated outcome of completing the initiative?

FTEs will increase and high school partnerships will expand offering further access and growth.

Provide a timeline and timeframe from initiative inception to completion.

Timeline would begin in fall 2015 and be completed in spring 2017.

Initiative (LJ): Equip two to eleven classrooms with furniture that allows tables and computer access.

Describe how the initiative supports the college mission:

This initiative will allow CCC to increase access and allow for innovation and growth.

What college goal does the initiative align with?

- | | |
|---|--|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input checked="" type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Educational Master Plan | <input checked="" type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input checked="" type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Currently our ESL classes are capped at 24 so the students can access a computer lab during portions of their instructional time. By offering an innovative classroom setting, we can increase the cap and allow more access and growth. This will allow us to have two computer labs that we currently can't use in order to provide access to other classes that need a lecture and a computer lab for instructional purposes.

Recommended resource(s) needed for initiative achievement:

Dave Cant will provide the costs once a quote is received by Tangram.

What is the anticipated outcome of completing the initiative?

FTEs will increase as caps are increased and computer labs will become available for other classes. Thereby adding additional FTEs.

Provide a timeline and timeframe from initiative inception to completion.

Timeline should coincide with the remodeling of the Le-Jao Center in spring 2016,

Initiative (NBC): Continue to work with the Office of Instruction to increase site-based offerings at NBC that support STEM transfer degrees, certificates and other structured pathways.

Describe how the initiative supports the college mission:

This initiative is in direct alignment with the college mission.

What college goal does the initiative align with? Select one

- | | |
|---|--|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|-----------------------------------|-------------------------------------|
| X Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, department performance)**
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Currently, site-based offerings are increasing at NBC. We expect this to continue, as it has since 2013, as the community becomes better acquainted with our new facility.

Recommended resource(s) needed for initiative achievement:

NBC will need an additional facilitator to assist in managing all the sections and preparing the section documents for Banner implementation. NBC will also require more outreach and recruitment to our site-based structured pathways, i.e. STAR. We will also need faculty to go out to the high schools to discuss and promote Coastline and specifically NBC to graduating seniors.

What is the anticipated outcome of completing the initiative?

The College can anticipate and increase in degrees and transfers due to increased onsite presence of students.

Provide a timeline and timeframe from initiative inception to completion.

This is an ongoing project that was started in FA 14.

Initiative (NBC): Work with Math faculty to develop an onsite and online Math Boot Camp for those students who are not meeting college level math based on assessment testing.

Describe how the initiative supports the college mission:

Educational research tells us that those students who are not at college level readiness are less apt to complete their first semester, let alone a degree or certificate. Supporting students with a Math Boot Camp prior to their enrollment in college level courses will assist them in reducing the time necessary for their degree, transfer or certificate.

What college goal does the initiative align with? Select one

- Student Success
- Partnerships
- Access, Persistence and Retention
- Culture of planning, evidence and inquiry
- Innovation
- Growth and efficiency

What College planning document(s) does the initiative align with?

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

College within and among the County of Orange have demonstrated the effectiveness of Math Boot Camps (or similar language). In a pilot study Summer 2015, a group of students were given the opportunity to go through a teacher guided online course to use multiple measures to increase their math placement. 50% of all students in the pilot study moved up a math placement.

Recommended resource(s) needed for initiative achievement:

The College will need to provide Math faculty with meeting time, support dollars and financing to purchase the online tool at the direction of the math faculty. Training and follow-up will also be required.

What is the anticipated outcome of completing the initiative?

The College can anticipate and increase in degrees and transfers due to a reduction of the number of barriers students will encounter on their way to a degree, certificate or transfer.

Provide a timeline and timeframe from initiative inception to completion.

A pilot study was done in Summer 2015. Fall 2015 will be the planning stages for Summer 2015. Recruitment and enrollment will occur in accordance with the onboarding of the next STAR cohorts that will begin FA16.

Initiative (GG): Work with M/O to upgrade the furniture at Garden Grove to allow for the multi-use of classroom/lab spaces allowing for greater flexibility of classroom space.

Describe how the initiative supports the college mission:

By providing for a flexible classroom space, Garden Grove will be able to provide a wider variety of courses than are currently offered.

What college goal does the initiative align with? Select one

- | | |
|---|--|
| <input checked="" type="checkbox"/> X Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> X Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input checked="" type="checkbox"/> X Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Educational Master Plan | <input checked="" type="checkbox"/> X Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative? Select all that apply

- X Learning Outcome (SLO/PSLO) assessment
- X Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The planning documents provide for flexible use of facilities to meet the needs of students.

Recommended resource(s) needed for initiative achievement:

The College will need to install furniture and configure the computers that would be housed inside these new desks.

What is the anticipated outcome of completing the initiative?

The Garden Grove Center will be able to provide more classroom space to the students.

Provide a timeline and timeframe from initiative inception to completion.

The tables could have the funds allocated the Fall of 2015 with installation Summer 2016.

Initiative (GG): Work with M/O to remodel the Information Commons to provide for better space utilization for tutoring, computer usage, industry testing, and grant coordinators work space.

Describe how the initiative supports the college mission:

This remodel will align with the Coastline mission by promoting academic success as well as flexible, innovative education.

What college goal does the initiative align with? Select one

- | | |
|---|--|
| <input checked="" type="checkbox"/> X Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> X Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> X Innovation | <input checked="" type="checkbox"/> X Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Educational Master Plan | <input checked="" type="checkbox"/> X Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative? Select all that apply

- X Learning Outcome (SLO/PSLO) assessment
- X Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The planning documents provide for flexible use of facilities to meet the needs of students.

Recommended resource(s) needed for initiative achievement:

The College will need to redesign the Information Commons including some structural movement and construction of walls and partitions.

What is the anticipated outcome of completing the initiative?

The Garden Grove Center will be able to provide more testing options and a greater ability to serve students by providing them with greater computer access and students support resources.

Provide a timeline and timeframe from initiative inception to completion.

The remodel could begin with the design and planning stages, Fall 2015 with installation Summer 2016.

Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type		Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Furniture combining desk and computers for up to 11 classrooms	Furniture		One-time		No	Will provide additional class space at Le-Jao since numerous classes also request time in the lab	Growth & Efficiency	Fall 2016	2
Furniture for up to 10 faculty office spaces	Furniture		One-time		No		Growth & Efficiency	Fall 2016	1
Furniture combining desk and computers for up to 10 classrooms	Furniture		One-time		No	Will provide additional class space at GG	Growth & Efficiency	Fall 2016	2
Remodel Information Commons including construction and purchase of furniture	Furniture Remodel		One-Time		No	Will provide more testing space and greater use of Information Commons	Growth & Efficiency	Fall 2016	1
Divide room 111 to build a lactation room	Remodel		One-Time		Yes	Provide separate room to meet legal requirements	Growth & Efficiency	Fall 2016	1

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Increase the 30 hr. p/t employee to f/t to provide better day time coverage	Increase the 30 hr. p/t employee to f/t to provide better day time coverage		Ongoing			6	Fall 2016	
Add a 20 hour per wk position for covering the late afternoon and evening shifts	Add a 20 hour per wk position for covering the late afternoon and evening shifts		Ongoing				Fall 2016	
Increase the 30 hr. part-time employee to full time to provide increased laboratory coverage	Increase the 30 hr. part-time employee to full time to provide increased laboratory coverage		Ongoing			6	Fall 2016	
Increase the 16 ht part-time employee in the Gallery to 30 hours	Increase the 16 ht part-time employee in the Gallery to 30 hours		Ongoing				Fall 2016	
Increase 50% clerk to fulltime	Increase 50% clerk to fulltime		Ongoing				Fall 2016	

TYPIST CLERK INTERMEDIATE

Range: E-36

65360/452

Job Code:

Class: Clerical

06/2005

Date:

DEFINITION:

Under general supervision, to perform varied and moderately difficult clerical and/or typing work; and to perform related work as required.

EXAMPLES OF DUTIES: Duties may include, but are not limited to, the following:

- a. Perform a wide variety of clerical work, including tasks such as typing, checking, proofreading, filing, recording information on records, and compiling information for reports and summaries.
- b. Type materials, such as letters, reports, student records forms, requisitions, purchase orders, requests and book orders from rough draft copies, marginal notes, verbal or general instructions or transcribing machine.
- c. Proofread final copy and correct spelling, grammar, and punctuation.
- d. Order and arrange for printing of instructional, registration, and other materials.
- e. Verify columns of figures and make extension and arithmetic calculations.
- f. Check time cards for accuracy or type personnel paperwork.
- g. Answer telephones and wait on public.
- h. Operate modern office equipment, such as calculators, microfilm recorders and readers, printers, and copiers, and use computers for data entry, word processing, record keeping, reporting and other office tasks.
- i. Receive, sort, and distribute mail.
- j. Check and tabulate simple statistical data.
- k. Maintain manual and computerized student records, post information to records, obtain information and data from student records, and record and tabulate data for reports.
- l. Maintain, update, and purge a variety of files and records, sometimes including routine financial records, personally collecting the required information.
- m. Fill in computer cards regarding student attendance.
- n. Answer routine inquiries concerning departmental procedure and activities.
- o. Interview registering students.
- p. Issue student identification numbers and notify students of acceptance.
- q. Instruct students in the completion of forms and make counseling appointments.
- r. Enroll students in and withdraw them from courses.

- s. Receive and issue receipts for cash, currency, and checks and may reconcile records and make bank deposits.
- t. Index and file materials alphabetically, numerically, and by other predetermined categories.
- u. Screen correspondence and answer routine requests with send form letters and enclose materials and compose routine letters on factual subjects.
- v. Make out bills, abstracts, orders, notes, receipts, permits, and licenses.
- w. Pick up and delivers materials to and from other offices.
- x. Sell tickets, register participants and set up and keep attendance and certification records for concerts, lecture series, seminars, tours, and other special events.
- y. Make a variety of appointments for superiors.
- z. Order supplies and equipment and keep department inventory records.
- aa. Contact students or post signs to notify the class of instructor absences.
- bb. Request and compile background or support materials to accompany such master documents as request, proposals, employment application and grants.
- cc. Prepare supplemental application, applicant profile and routing forms for use by campuses and departments in employment interview process.

TYPIST CLERK INTERMEDIATE

EXAMPLES OF DUTIES: (Continued)

- dd. Send a variety of notices to applicants for District employment.
- ee. May oversee the work of temporary or student employees, answer questions, troubleshoot computer problems and provide training or guidance.
- ff. May be required to operate a cash register.
- gg. Perform other related job duties as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

1. English usage, spelling, grammar, punctuation, vocabulary, and sentence structure.
2. Modern office procedures and equipment, including a calculator, and ability to use computers for a variety of typical office applications, such as word processing, record keeping and reporting.
3. Filing and record keeping systems, and the ability to maintain records and files.
4. Techniques of dealing with the public in a business setting and the ability to speak clearly, concisely, tactfully, and patiently with a variety of people.
5. Basic techniques for dealing with office pressures.

Ability to:

6. Type at a net corrected speed of 45 words per minute.
7. Proofread and correct spelling and typographical errors.
8. Adjust to changes in workloads, assignments, priorities, and policies.
9. Retain and recall information.

10. Speak clearly, concisely, tactfully and patiently with people of a variety of socioeconomic, educational, cultural and national background, giving instructions and information to faculty, staff, students, and the general public.
11. Copy accurately from source materials.
12. Collect and analyze routine information.
13. Perform routine repetitive tasks, frequently on concurrent projects, with speed, accuracy, and attention to detail.
14. Alphabetize and file, and maintain records.
15. Organize own work according to established guidelines and priorities.
16. Understand and carry out oral and written instructions.
17. Establish and maintain effective relationships with those contacted in the course of work.

Education/Experience:

18. Individuals possessing the knowledge, skill, and ability listed above are considered to possess the necessary education.
19. At least one year experience performing a variety of general clerical and/or typing duties.
20. Or, any combination of education and experience that would provide the required qualifications.

DESIRABLE QUALIFICATION:

21. Bilingual abilities in English and Spanish or Vietnamese may be desirable for some positions.

PHYSICAL DEMANDS AND WORK ENVIRONMENT

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

BOARD APPROVAL DATE: 07/20/05