



2016-17

Annual Department Review

Educational Centers

(Garden Grove, Le Jao, Newport Beach)

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Garden Grove Center

Section 1: Department Planning:

Internal Analysis

Table 1.1 GGC Performance

Academic Year	2012-2013	2013-2014	2014-2015	2015-2016
Sections	160	136	105	101
Enrollment	3,732	2,993	2,219	2,194
FTES_Res	503.76	393.38	309.57	310.37
Fill Rate	82.2%	79.3%	78.0%	78.5%
WSCH/FTEF	552	458	433	413

Garden Grove Center Enrolment

Nearly half (45.4%) of respondents indicated that they have previously or are **taking a course** at the Garden Grove Center, while 54.6% have not.

Physical Classrooms, Maintenance, Safety, and Technology

Respondents were asked to indicate their level of agreement with the statements in Table 1.2 about physical classrooms, maintenance, safety, and technology at the Garden Grove Center.

Table 1.2 *Garden Grove Maintenance and Safety*

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	96.0%	4.0%	174
Classrooms, equipment, and furniture are well maintained.	96.5%	3.5%	173
Classroom temperature is comfortable.	84.9%	15.1%	172
Parking is adequate and well maintained.	96.4%	3.6%	168
Garden Grove site is safe.	94.2%	5.8%	173
Technology in the classrooms meet my learning needs.	94.1%	5.9%	170
Access to technology (Wi-Fi and computers) is adequate.	88.4%	11.6%	173

The majority of respondents (96.0%) agree that classrooms, labs, restrooms, and service areas are **clean** at the Garden Grove Center, and 96.5% agree that classrooms, equipment, and furniture at the Garden Grove Center are **well maintained**. Additionally, 84.9% of respondents agree that the classroom temperature is **comfortable**, 96.4% agree that parking is **adequate** and **well maintained**, and 94.2% agree that the Garden Grove site is **safe**.

Overall, the majority of respondents are **satisfied** with the **technology** at the Garden Grove Center. Specifically, 94.1% of those respondents who have taken a course at the Garden Grove center **agree** that technology in the classrooms **meet** their **learning needs**, and the majority (88.4%) of respondents **agree** that **access** to **technology** (Wi-Fi and computers) at the Garden Grove campus is **adequate**.

Qualitative Feedback

Those respondents who provided commentary indicated that the **Wi-Fi** signal at the Garden Grove, Le Jao, and Newport Beach sites is **weak** and the **Internet** is **slow**. Also, the overall perception of classroom temperature is that it is too **cold** at all three sites.

Service Area Outcome(s)

Table 1.3 SAOs

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

Progress on Forward Strategy Initiative(s)

Table 1.4 Progress on Forward Strategies

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.
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.	In Progress	Three classrooms were converted from strictly computer labs to multi-use classrooms with hidden computers.	Allows GGC to offer a wider variety of lecture and/or computer courses.
Work with M/O to remodel the Information Commons to provide for	Not Started	Discussions are in progress and there is consideration	None yet.

better space utilization for tutoring, computer usage, industry testing, and grant coordinators work space.		of space that may be obtained from CSUF in 2017	
CyberPatriot Competition Workshops and Training.	First year completed	26 CyberPatriot Teams were hosted from LA/Orange County K-12 districts.	Increase Coastline and Cybersecurity awareness with partner K-12 districts.
Host CTE Advisory Meetings.	Completed	All CTE programs held a minimum of 1 onsite advisory committee meeting	Faculty reviewed curriculum and learned about industry changes and needs.
Create new Coastline Branded Outreach Materials	In Progress	Brochures for most CTE programs were printed and distribution has begun.	Increase awareness of CTE programs.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	Dean of Instruction (1)	None	5	60	3 F/T General 2 F/T Grant (5)	0
Current year 2016-2017	Dean of Instruction (1)	None	7	63	2 F/T General 1 F/T Grant (3)	0
1 year 2017-2018	Dean of Instruction (1)	None	8	63	3 F/T General 2 F/T Grant (5)	0
2 years 2018-2019	Dean of Instruction (1)	None	9	63	3 F/T General 2 F/T Grant (5))	0
3 years 2019-2020	Dean of Instruction (1)	None	9	63	3 F/T General 2 F/T Grant (5))	0

The standard Instructional Center staffing includes one Dean of Instruction, one Facilitator, one Area Office Administrator, and one 19.5 hour permanent p/t receptionist. The Garden Grove Center supports over 2 million dollars in grants and also funds two f/t grant personnel to coordinate grant activities and reporting. For the 2015-2016 academic year, the Garden Grove Center was fully staffed. At the end of the academic year we had one permanent p/t receptionist transfer to NBC and one grant person retire so we currently have two openings. The temporary p/t receptionist position is currently being reviewed and offers will be going out within the next month. The f/t grant position has not yet been approved by college counsel and will result in many missed opportunities and missed deadlines if not refilled.

Two department chairs are going to request new faculty in Accounting and CST/Networking and they are currently working on those job descriptions to be presented at the senate prioritization meeting in October.

Professional Development

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

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Nancy Jones Dean of Instruction	CCCAOE, NICE, 3Cs, Hi-Tech, National Cyber Summit, CIO 411 training, CIO conference, all college workshop, summer institute	More aware of enrollment management, and cybersecurity trends and industry needs.
Cynthia Berry Area Facilitator	Classified workshop on job advancement, 24/live training, New load sheet training, classified workshop on various topics in fall, all college workshop, summer institute	Applied for advancement position, learned new job skills

Krystal Neal Area Office Coordinator	Perkins training, Grant administrative training, classified workshop on job advancement, classified workshop on various topics in the fall, all college workshop, summer institute	Learned legal aspects of grants, and new job skills
Anna Isbell Grants	Perkins training, grant administrative training, Educating for Careers Conference, all college workshop, summer institute	Learned legal aspects of grants, and new job skills
Diane Follis Grants	Classified workshop on job advancement, classified workshop on various topics in the fall, all college workshop.	Learned new job skills

Section 3: Facilities Planning

Facility Assessment

The Garden Grove Center consists of the following:

- 1 Information Commons/Student Success/testing lab
- 1 Transfer Center (that reports solely to Student Services)
- 2 Chemistry/Biology labs
- 1 Chemistry/Biology prep room
- 11 computer labs (3 are convertible to lecture)
- 4 lecture classrooms
- 2 large lecture rooms
- 7 faculty offices
- 1 dean office
- 1 facilitator office
- 1 misc. office

In addition to these rooms, CSUF leases space from the City of Garden Grove for 14 rooms of various sizes including offices located at the Garden Grove Center. Discussions are under way to reconfigure the center when the lease with CSUF is renegotiated next year to include the Multicultural Center and separate testing and Information Commons areas. With the growth in Cybersecurity and CyberPatriot activities, the need to have all of the computer labs converted to multi-use classroom space would allow the Garden Grove Center to accommodate a wider-variety of classes and thus increase the facilities usage. When the Garden Grove Center was re-carpeted this past spring, the M@O staff destroyed the computer desks in room 350. Older desks from the rooms where the new furniture was installed were used to replace the desks but do not allow for adequate desktop space and will need to be replaced.

A server room was added to the third floor but due to some miscommunications with maintenance the space provided was half of the anticipated space. With the enlargement of our NetLabs and the future development of a Regional NetLab Center, the server room will need to be enlarged to include the entire available space. We are hoping to be able to use enhancement funds to pay for the expansion of the server room.

Section 4: Technology Planning

Technology Assessment

The Garden Grove Center utilizes a great deal of technology to support the Networking/Cybersecurity programs as well as other CTE offerings. The majority of this equipment including Cisco, PaloAlto, and VMWare has been purchased through Perkins funds. Additional IT support would enable the programs to continue their expansion and outreach activities that run Monday through Saturday. The District bond issuance has covered the updating of the computer labs so no CTE funds were required to meet the needs of the courses offered. Additional laptops for use with the Competition team lab experiences were purchased with Perkins funds as well as additional NetLab equipment. Support for the Netlabs is paid for with Perkins funds. Better communication with the IT staff would alleviate some of the lab setup time and should be pursued in the future. There will be new Digital tablets that will be purchased with new grant funds.



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 operational challenges in the past. Interim Deans of Instruction were in place during the 2014-2015 program year. In August 2015, a permanent Dean of Instruction assigned to the Le-Jao Center was employed. The hiring of the new Dean of Instruction has created an atmosphere of stabilization at the center. The new Dean of Instruction is also responsible for special instructional programs such as STAR and Credit for College. Disciplines and/or programs under the Dean of Instruction and housed at the Le-Jao Center include the Student Success Centers, STAR (Instructional and Online portion), Early College High School (ECHS), Credit 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 include 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 El Civics grant funding that helps to fund the ESL program. The Basic Skills Initiatives provides funding that allows the college to offer free tutoring (online and face-to-face) and other instructional support services to our students and covers additional Student Success Center activities. Other sources of funding include the Basic Skills and Student Outcomes Transformation Program which enables success initiatives that include enhancing efforts with the Student Success Centers for early assessment of skills and college readiness to students entering Coastline. The Dean at the LJC is the project director for this grant.

Currently, the Le-Jao Center is perceived as only serving the ESL program. For the upcoming year, the Dean, other administrators and faculty are committed to expanding the perception of the center to be more comprehensive. As the construction project continues at the center, this is a good time to plan for the rebranding and marketing of the center. In order to accomplish this goal, discussions with administrators and faculty have begun to expand course offerings at the center as a way to attract more students and increase FTES. For example, conversations have begun to offer one section of Math160, Introduction to Statistics at the center starting spring 2017. Other expanded offerings include Communication Studies and courses from the Social Sciences area as hybrid courses. As course offerings gradually expand at the Le-Jao Center, the overall goal is to offer a complete program at the center.

Academic Year	2012-2013	2013-2014	2014-2015	2015-2016
Sections	160	136	105	101
Enrollment (Census)	3,732	2,993	2,219	2,194
Fill Rate	82.2%	79.3%	78.0%	78.5%
FTES (resident)	503.8	393.4	309.6	310.4

Enrollment of Courses at Le Jao

Academic Year	2012-2013	2013-2014	2014-2015	2015-2016
Accounting	154	143	89	57
Art	62	22	0	0
Astronomy	61	0	0	0
Biology	458	348	226	271
Building Codes Technology	123	177	165	196
Business	14	9	34	35
Business Computing	30	4	2	2
Chemistry	637	744	706	736
Communication Studies	234	166	121	106
Computer Information Systems	7	16	0	0
Computer Services Technology	862	700	604	656
Counseling	24	14	0	0
Digital Graphic Applications	140	38	41	38
Economics	12	80	66	21
English	50	70	48	57
English as a Second Language	494	211	0	0
Geology	0	12	8	0
History	44	10	35	0
Humanities	0	0	15	0
Law	18	7	5	3
Management & Supervision	0	0	2	2
Mathematics	63	70	25	14
Philosophy	28	33	0	0
Physics	76	0	0	0
Political Science	50	19	0	0
Psychology	72	58	0	0
Real Estate	19	16	16	0
Spanish	0	26	11	0
Total by COLUMNS	3,732	2,993	2,219	2,194

Service Area Outcome(s)

Since the permanent Dean of Instruction has been in place, separately scheduled monthly meetings for department chairs and center staff have occurred. Although not all of the SAOs have been addressed during those meetings, progress is being made to keep the faculty staff informed as well as collect and share their voices and perspectives.

Below is a table that shows the results of the student survey. Unfortunately, it is not broken down by site. To better gauge the Le-Jao 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	Complete	CI Solution is in the final n testing phase; Go Print	CI Solution software is in place and tracking

<p>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.</p>	<p>In Progress-</p>	<p>has been installed at Newport Beach SSC but not hooked up as of now.</p>	<p>student attendance for the purpose of analysis. Go Print system is still being negotiated.</p>
<p>Continue to fund Student Success Conferences either through BSI, BSSOAP or PDI funds and assure faculty and staff opportunities to attend and present. Provide opportunities for staff training.</p>	<p>On-going</p>	<p>BSI Funds were used for thirty-three (33) conferences and/or workshops attended by faculty and staff. Faculty and/or staff presented at five (5) of the conferences and/or workshops.</p> <p>Faculty and staff attended six (6) other conferences funded by other sources.</p> <p>Staff have completed numerous trainings</p>	<p>While this will be an ongoing line item in the budget, it will continue to assist in meeting the goals of BSI, BSSOAP and PDI funds.</p> <p>Staff are more knowledgeable in safety and technology.</p>
<p>College to supply funding to repair typewriters and printers. New printers are needed in various work areas of the center.</p>	<p>Complete</p>	<p>IT Department selected a vendor to provide services and a budget was identified college wide</p>	<p>Repairs are being made</p>

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. More formal process of recording and documenting meetings and dialogs is in place beginning Fall 2016.

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

Previous year 2015-16	Dean of Instruction, English & Humanities and 1 Interim	None	8 single faculty departure due to retirement	65 This number is expected to be reduced as full time faculty are hired and as the construction project impedes use of classroom space.	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	70 Tutors 1 ESL Hourly 4 Federal Work Study Students
Current year 2016-17	Dean of Instruction, English & Humanities	None	9	72 The number of part-time faculty has increased due to a reduction in fulltime faculty	10 Area/Division Coordinator Area Facilitator Typist Clerk, Inter (75%) Instr. Prog/STAR Facilitator Instructional Associate, ESL Instructional Aide, ESL (50% am) Instructional Associate, SSC Instructional Associate: Science, Math and Writing-Tutorial Services, SSC (Categorical)	75 Tutors 1 ESL Hourly 4 Basic Skills –ESL aides
2 year 2017-18	Dean of Instruction, English & Humanities	None	9	72	14 Instructional Associate: Science, Math and Writing-Tutorial Services, SSC (Move from Categorical to GF) Add Typist Clerk (50%) for instructional program support	75 Tutors 4 Basic Skills-ESL aides (Move from BSI to GF)

3 year 2018-19	Dean of Instruction, English & Humanities	None	9	72	14 Same as above	75 Tutors

A permanent Dean has been in place at the Le-Jao Center for a year. During the year, one fulltime faculty member departed due to retirement and the number of part-time faculty has remained relatively the same. The full-time classified staff number increased by adding a Facilitator for Instructional Programs and filling the Area/Division Coordinator position. During the 2017-18 year, the number of classified staff is expected to increase with the addition of permanent part-time front-office clerk/typist to support the expansion and coordination of instructional programs at the high schools as well as the STAR program. Additionally, the Instructional Associates and hourly employees are planned to move from categorical funds to the general fund making those positions more stable. The number of tutors in the coming years is expected to increase as instructional programs are redefined and request for learning assistance in the classrooms increases.

Professional Development

One of the goals/strategies from last year was to continue to provide and support Le-Jao center staff with training in current technologies/software and equipment to assist our faculty and students as well as any other professional development opportunities to expand their knowledge of their duties and to stay current of the changing needs for the effective and efficient performance their duties jobs. 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
Dana Emerson	FRISK
	Ethics
	Title XI Compliance 1 & 2
	ADA Training
	Sexual Harassment Prevention 1 & 2
	Management Training
	Civitas onsite
	Facility Use, Risk, Liability

	Effective Project Management
Beverly Sadler	Board Item Training
	All College – Sexual Harassment Title IX
	CARS, Board Item Dates, Surveys, Curriculum, Schedule Development
	Board Item training,
	AV training
	Facility Rentals - Co-sponsored, college/department events, organizations, grant events
	Epson Interactive Projector and Smart Board
	Classified Appreciation and Development Day
	Women Hold up half the sky conference
Karen McLucas	Slips, Trips and Falls (Full Course)
	Personal Protective Equipment (PPE) (Full Course)
	Sexual Harassment: Policy and Prevention (California AB1825 Full)
	Sexual Harassment: Policy and Prevention (California AB1825 Full)
	Injury and Illness Prevention Plan (IIPP) (Employee)
	Mandated Reporter: Child Abuse and Neglect (Full Course)
	Mandatory Title IX Training
	CIVITAS LAUNCHED
	CANVAS
Janice DeBattista	All College Meeting – Sexual Harassment Title IX – Sexual Misconduct
	The California Shakeout Drill
	Keenan Training – Sexual Harassment: Policy & Prevention (California AB1825 Full Course)
	AV Refresh Training
	Facility Rentals – Co-sponsored, College/department events, organizations, grant events
	Epson Interactive Projector and Smart Board Training
	Keenan Training – Fire Extinguisher Safety (Full Course)
	Preventing Sexual Harassment, Bullying & Unlawful Discrimination
Tiffany Tran	Personal Protective Equipment (PPE) (Full Course)
	Sexual Harassment: Policy and Prevention (California AB1825 Full)

	Slips, Trips and Falls (Full Course)
	Blood-borne Pathogen Exposure Prevention (Full)
	Fire Extinguisher Safety (Full Course)
	Sexual Harassment Title IX
	AV Equipment Training
	Canvas Basic training
Celicia "Ha" Tran	Sexual Harassment: Policy and Prevention
	Injury and Illness Prevention Plan (IIPP) (Employee)
	Personal Protective Equipment (PPE) (Full Course)
	Slips, Trips and Falls (Full Course)
	Fire Extinguisher Safety (Full Course)
	Blood-borne Pathogen Exposure Prevention (Full Course)
	AV equipment
	Sexual Harassment Title IX
Irene Poush	Injury and Illness Prevention Plan (IIPP) Employee
	Sexual Harassment Policy and Prevention (California AB1825)
	Personal Protective Equipment (PPE)
	Slips, Trips and Falls (Full Course)
	Back Injury and Lifting (Full Course)
	Fire Extinguisher Safety (Full Course)
	AV Training
	All College Meeting – Sexual Harassment Title IX
	General Ethics in the Workplace (Full Course)
	Preventing Sexual Harassment, Bullying & Unlawful Discrimination

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
- Redesign the ESL Office area

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 has worked with architects and engineers on a Le-Jao Resource Center Renovation Conceptual Design. This final design was based on the input and feedback provided by faculty, students, and administrators working at the center. The concept was put into action with the remodeling project commencing in May 2016 and scheduled to be completed in fall 2017. It will provide additional space for student resources, which includes 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.

The ESL office area is in need of redesign for efficient service and safety. The office area is adjacent to the main office reception area. Currently, the design of the area creates a safety hazard preventing staff from exiting the area in the event of an emergency. In addition to compromised exits, the high walls create blind corners where accidents and injuries have taken place. Furthermore, student confidentiality is compromised by the current design. Counselors and office workers must openly disclose confidential information due to lack of privacy. In April 2016, the VPI toured the area and agreed that a change in design was necessary. In June 2016, Tangram with the assistance of the director of Maintenance and Operations surveyed the office area and presented preliminary design plans. The needed changes can be accomplished using the existing materials. As a result of the redesign, students will be better served, service will be more efficient and a safety hazard will be removed. This redesign can coincide with the redesign of the Dean’s office during the construction project.

In addition to these plans, an audio visual refresh of all equipment in the classrooms and conference room has been completed with a refresh for the new areas to be added as part of the construction and redesign project. Measure M funded these two projects.

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.

Additionally, during the 2015-2016 year, a full AV refresh was completed in all classrooms and the conference room. The classrooms and conference room at the Le-Jao Center are now equipped with "Smart Technology". Instructors and staff participated in training for safe and effective use of the new technology. Also, as part of the AV refresh, a television monitor was to be mounted in the Dean's office to be used to gain access to media notifications in the event of an emergency. Due the current construction project, which includes the Dean's office, this portion of the AV refresh will be readdressed after construction has been completed in the fall of 2017.

Tracking software, CI Track, was installed in the Student Success Centers (SSC) in fall 2015. Student visiting an SSC now have an electronic log-in instead of a paper sign-in. This software system provides for more accurate attendance accountability at each of the centers. Every month, SSC employees gather attendance data by running a report generated through CI Track. The report provides information that identifies purpose of visit, duration of the visit, subject related to visit, and time of day. This data is examined and used for effective scheduling of tutors by subject and number of available tutors in heavy traffic hours.

Data gathered will also be used to inform institution wide student success efforts as well as reports back to instructors for early alerts and classroom success efforts.

The login system connects to Banner allowing students to indicate which classes they will use the SSC to study for or see a tutor for learning assistance as well as and other services that students need.

This project has experienced various setbacks. This was one of the comprehensive planning recommendations from the 2014/15 year. The District IT moved this project forward in fall 2015 with testing and full 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 Student Success Center at the Newport Beach Center.

District has moved forward with a pay for print system at the colleges, Go Print is the vendor. This system was installed in the SSC at the Newport Beach Center. After installation, unforeseen challenges were revealed and have yet to be resolved. For example, the Go Print unit does not provide for a printing purchase. Students who feed the unit a \$20 bill for \$3 worth of printing, receive no change and staff at the SSC do not handle or participate in cash exchanges. The inability to secure change leaves students the only option of using a credit card to pay for printing, which many of them do not possess.

In addition to challenges paying for printing, the Student Success Center has a policy of printing 8 pages at no charge per day per student. This policy is in contradiction with a pay to print system.

Due to the challenges and other funding issues, the Go Print system has not been installed at Student Success Centers at the Le-Jao or Garden Grove Centers.

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

The replacement needs for AV equipment included all the classrooms as well as the conference room. Chris Blackmore 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 had 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.



Newport Beach Center

Section 1: Department Planning:

Coastline's Newport Beach Center (NBC), like Le Jao, has continued to experience operational challenges during the past year. There has been an Interim Dean of Instruction during half of the 2015-2016 program year. A new permanent Dean has been Board approved to be hired in September 2016. 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 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 an area for Student Services, faculty offices and an Art Gallery. Also, a Student Success Center and a Student Lounge are available for students. Lastly, a Veterans' Center is housed at the Newport Beach Center to assist veterans.

The Newport Beach Center is the first and most requested site for college, district and community activities. 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 oversight of class schedule, staffing, instructor/staff evaluations, budget, curriculum, daily operation of the center, 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.

Internal Analysis

Table 1.1 *Course Counts by Subject*

Subject	2013-2014	2014-2015	2015-2016
Accounting	4	3	4
Anthropology	2	2	1
Art	25	27	24
Astronomy	2	2	2
Biology	16	21	27
Business	0	0	2
Chemistry	16	16	16
Communication Studies	7	10	8
Counseling	3	1	3
Digital Graphic Applications	2	3	0
Economics	0	1	1
English	7	5	9
Geography	1	1	1
Geology	0	2	4
Health	0	1	0
History	3	4	5
Humanities	0	0	1
Italian	0	1	0
Law	24	22	23
Marine Science	1	0	0
Mathematics	11	11	25
Music	0	4	1
Philosophy	1	1	1
Photography	1	2	1
Physical Education	1	3	2
Physics	4	4	5
Political Science	2	3	4
Psychology	5	5	4
Sociology	2	2	2
Spanish	3	1	1
Special Education	63	81	91
Total	206	238	268

Over the last three years the number of sections have increased by 62 from 206 to 268. The majority of sections increased primarily in STEM related courses.

Table 1.2 *Enrollment by Subject*

Subject	2013-2014	2014-2015	2015-2016
Accounting	54	43	54
Anthropology	31	22	9
Art	422	451	414
Astronomy	23	55	23
Biology	393	476	626
Business	0	0	31
Chemistry	278	259	363
Communication Studies	144	217	148
Counseling	31	11	50
Digital Graphic Applications	35	32	0
Economics	0	24	14
English	134	102	149
Geography	28	27	16
Geology	0	25	56
Health	0	12	0
History	85	149	180
Humanities	0	0	16
Italian	0	11	0
Law	725	661	562
Marine Science	10	0	0
Mathematics	245	202	368
Music	0	57	12
Philosophy	8	15	7
Photography	24	35	12
Physical Education	11	52	32
Physics	85	94	111
Political Science	75	96	135
Psychology	135	88	60
Sociology	50	42	31
Spanish	53	23	8
Special Education	843	969	1105
Total	3922	4250	4592

Similar to the sections, the enrollment numbers have increased by 434 over the previous year. These increases have primarily occurred in Special Education (136) and Mathematics (166). With the increased enrollment has come an increase in the demand for supplies and copies.

Student Survey

Newport Beach Center Enrolment

About half (53.0%) of all respondents have previously or are currently taking a course at the Newport Beach Center, while 47.0% have not.

Physical Classrooms, Maintenance, Safety, and Technology

Respondents were asked to indicate their level of agreement with the statements in Table 1.3 about physical classrooms, maintenance, safety, technology at the Newport Beach Center.

Table 1.3 *Newport Beach Maintenance and Safety*

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	98.5%	1.5%	201
Classrooms, equipment, and furniture are well maintained.	97.0%	3.0%	201
Classroom temperature is comfortable.	85.1%	14.9%	201
Parking is adequate and well maintained.	97.5%	2.5%	203
Newport Beach site is safe.	97.5%	2.5%	203
Technology in the classrooms meet my learning needs.	97.0%	3.0%	200
Access to technology (Wi-Fi and computers) is adequate.	91.4%	8.6%	197

The majority of respondents (98.5%) agree that classrooms, labs, restrooms, and service areas are **clean** at the Newport Beach Center. Similarly, 97.0% agree that the Center's classrooms, equipment, and furniture are **well maintained**. Additionally, 85.1% of respondents agree that the classroom temperature is **comfortable**, 97.5% agree that parking is **adequate** and **well maintained**, and 97.5% agree that the Newport Beach site is **safe**.

Overall, the majority of respondents are **satisfied** with the **technology** at the Newport Beach Center. Specifically, 97.0% of those respondents who have taken a course at the Newport Beach Center **agree** that technology in the classrooms **meet** their **learning needs**, and the majority (91.4%) of respondents agree that **access to technology** (Wi-Fi and computers) at the Newport Beach campus is **adequate**.

Qualitative Feedback

Those respondents who provided commentary indicated that the **Wi-Fi** signal at the Garden Grove, Le Jao, and Newport Beach sites is **weak** and the **Internet** is **slow**. Also, the overall perception of classroom temperature is that it is too **cold** at all three sites.

Service Area Outcome(s)

Table 1.4 SAOs

SAO	ASSESSMENT MEASURE /TARGET
SAO 1. 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
SAO2. Provide a safe and clean environment	Measure: Survey focused on safety and cleanliness Target: 80% are satisfied with safety and cleanliness of the center
SAO3. Assess the efficiency of the room usage	Measure: Efficiency ratios/ fill rates Target: Increase course room usage efficiency

SAO 1: Over 91% of students surveyed have indicated that access to technology and wifi is adequate and well maintained.

SAO 2: Over 97% of student surveyed indicated that NBC was a safe and clean environment

SAO 3: The fill rate has decreased 2.3% from 2014-2015 and 2015-2016

Table 1.5 *Fill Rate*

Subject	2013-2014	2014-2015	2015-2016
Accounting	50.0%	57.1%	52.8%
Anthropology	43.1%	34.4%	28.1%
Art	56.9%	60.6%	59.7%
Astronomy	25.6%	61.1%	27.1%
Biology	89.8%	85.2%	89.2%
Business	0.0%	0.0%	65.8%
Chemistry	75.1%	71.1%	81.8%
Communication Studies	62.6%	75.5%	59.2%
Counseling	30.3%	60.8%	55.6%
Digital Graphic Applications	58.3%	42.6%	0.0%
Economics	0.0%	109.6%	46.7%
English	63.8%	75.6%	54.8%
Geography	87.5%	84.4%	40.0%
Geology	0.0%	41.7%	52.4%
Health	0.0%	30.0%	0.0%
History	76.6%	93.1%	93.8%
Humanities	0.0%	0.0%	60.2%
Italian	0.0%	27.5%	0.0%
Law	77.7%	78.6%	62.9%
Marine Science	35.7%	0.0%	0.0%
Mathematics	70.2%	63.0%	54.5%
Music	0.0%	43.8%	48.0%
Philosophy	26.7%	66.6%	43.8%
Photography	96.0%	63.6%	48.0%
Physical Education	55.0%	74.3%	64.0%

Physics	75.9%	77.7%	68.9%
Political Science	104.2%	107.1%	95.1%
Psychology	78.5%	55.1%	51.7%
Sociology	62.5%	52.5%	65.0%
Spanish	47.3%	57.5%	20.0%
Special Education	57.0%	57.6%	60.4%
Total	65.6%	66.7%	64.4%

Progress on Forward Strategy Initiative(s)

Table 1.6 *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	Completed	Tutoring space was identified within the Student Success Center to provide services for students. Additionally, counseling, financial aid, and admissions service is available the first 2-3 weeks of the semester.	This provided students access to services and reflects in usages.
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. .	Completed	CI Solution has been implemented	Attendance has been collected and assessed
Implement card system in the SSC to allow pay to print copies for students	In progress	It is in progress.	There needs to be training to be able to use it
Reconfigure administrative work space and provide additional faculty work stations	Completed	Established full-time faculty offices: 5-science, 6-math, 6-general, 4-art, humanities and law, with room for limited growth, plus 6 work stations for part-time faculty (hoteling) use.	Completed
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.	Completed	Courses have been added in STEM fields	There has been an increase in enrollment and sections in STEM
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.	Completed	The second round of boot camps has been conducted	The performance of the student shows positive retention. All 26 students completed the course, and 69% received a C grade or higher.

Response to Program/Department Committee Recommendation(s)

Table 1.6 *Progress on Recommendations*

Recommendation(s)	Status	Response Summary
Dept. conduct additional assessments to support planning	Addressed	Surveys have been conducted college wide by location
Dept. strengthen the SAO assessment process and reports data on timely basis	Not started	SAOs have been reviewed through two cycles
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 2015-2016	Interim Dean	0	22	110	Full-time (2) 19.5 (1)	0
Current year 2016-2017	Dean	0	27	100-110	Full-time (2) and 1 part-time 19.5 hours/week	7
1 year 2017-2018	Dean	0	30	100-110	Full-time (3)	9 (More art models expected) Consistent with office staff versus program staff
2 years 2018-2019	Dean	0	32	90-100	Full-time (3)	9
3 years 2019-2020	Dean	0	34	80-90	Full-time (3)	9

The current operations of the NB Center is a dean and three classified positions. While the dean oversees over 20 programs, 21 full-time and 102 part-time faculty, 4 contract and 7 hourly classified employees. These numbers will be presented throughout the instructional program reviews. The dean supervises major programs. Staff for those programs will submit human capital needs in their reviews, specifically art, biology and DSPS.

As a means to better support students and faculty during the evening courses, it is requested that a full-time intermediate typist clerk be hired. This is predicated on 8% growth in enrollment over the previous year. Growth is continuing. This position provides evening coverage, to resolve facilities issues which occur after 5 pm and to address faculty and student needs.

Professional Development

Table 2.2 *Professional Development July 2015 – June 2016*

Name (Title)	Professional Development	Outcome
Richard Shiring	AMATYC conference	Learned new math teaching pathway
Jane Bauman	Faculty Switch Meeting	Learned other colleges' methods in art
David Lee	Faculty Switch Meeting, Academic Senate	Learned other colleges' methods in art and collaboration
Deborah Henry	Neurological Council, Baylor Conference, Western Neurological Meeting,	Learned updated science instruction style and information
Lisa Lee	AMATYC conference	Learned math and statistics instructional updates and programs
Son Nguyen	AMATYC conference, Math Council, Chancellors Statistics Institute	Learned math and statistics instructional updates and programs
Fred Feldon	AMATYC conference, National Math Summit	Learned math and statistics instructional updates and programs
Mitchell Alves	Online Learning Consortium, National Math Summit, California Community Colleges Common Assessment	Learned new online instructional methods
Chau Tran	Chancellors Statistics Institute, Conference on Teaching Statistics, Teacher Preparation,	Learned math and statistics instructional updates and programs
Debra Stockwell	Online Learning Consortium	Learned new online instructional methods
Jessica Kuang	Online Teaching Conference	Learn latest online teaching methods
Dan Johnson	Online Educational Initiative, Online Learning Consortium	Discuss the online initiative
David Devine	Astronomical Society	Learn new methods and updated information for astronomy instruction
Joan Hayes	Keenan and online: Fire extinguisher safety Blood borne pathogen exposure prevention Health emergencies: asthma awareness Title IX	Improve knowledge of operations and safety in the workplace.
Lizeth Ochoa	Active Shooter Blood borne Pathogen Exposure Prevention Full Cardiopulmonary Resuscitation (CPR) Full Course Customer Service Overview	Improve knowledge of operations and safety in the workplace.

	<p>Dating Violence: Identification and Prevention Fall Protection FERPA: Confidentiality of Records Fire Extinguisher Safety Full Course First Aid First Aid Full Course Hazard Communication: Right to Understand (GHS) Hazing Full Course Health Emergencies: Asthma Awareness Full Course Health Emergencies: Diabetes Awareness Full Course Health Emergencies: Hemophilia Full Course Health Emergencies: Life-Threatening Allergies Health Emergencies: Overview Full Course Health Emergencies: Seizures Full Course HIPAA Overview HIV/AIDS Awareness Injury & Illness Prevention Injury and Illness Prevention Plan (IIPP) Managing Difficult Behaviors Mandated Reporter: Child Abuse and Neglect Full Course Office Ergonomics Full Course Pandemic Flu Full Course Personal Protective Equipment (PPE) Safety Committee Operations Sensitivity Awareness Sexual Harassment: Policy and Prevention Slips, Trips and Falls Workplace Bullying: Awareness and Prevention</p>	
<p>Angelique Hill</p>	<p>Child abuse mandated reporter Campus sexual violence Drug-free workplace</p>	<p>Improve knowledge of operations and safety in the workplace.</p>
<p>Kathy Bledsoe</p>	<p>Fire Extinguisher Safety Blood borne Pathogen Exposure Prevention Slips, trips and Falls Personal Protective Equipment Sexual Harassment: Policy and Prevention Injury and Illness Prevention Plan Sexual harassment: Staff-to-Staff Mandated Reporter: Child Abuse and Neglect Discrimination: Avoiding Discriminatory Practices</p>	<p>Improve knowledge of operations and safety in the workplace.</p>

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 worked with architects and engineers on a Newport Beach Resource Center Renovation Design. The team was fortunate enough to complete the project, with an eye to mindfulness of potential future expansion needs.

Full-time faculty offices have been established:

- 5 for science
- 6 for math
- 6 for general subjects
- 4 for art, humanities and law
- Additional space for limited growth

6 part-time faculty work stations have been established (hoteling).

Section 4: Technology

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 (GGC): Create regional NetLab Center

Describe how the initiative supports the college mission:

Provides greater access to high quality educational experiences.

What college goal does the initiative align with? 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 College planning document(s) does the initiative align with? Select all that apply

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

New Stronger Workforce grant options include plans to regionalize resources and programs.

Recommended resource(s) needed for initiative achievement:

Enlarge third floor server room.

What is the anticipated outcome of completing the initiative?

This plan will increase the quality of student networking experiences and through the sharing of resources will attract greater numbers of students to the program.

Provide a timeline and timeframe from initiative inception to completion.

Spring 2017

Initiative (LJC): Expand Credits for College to Westminster, Huntington Beach, and Garden Grove High School Districts
Is this for Credit for College

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? X

- x Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- x Access and Student Support
- x Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

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

- Educational Master Plan
- Facilities
- Staffing
- 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 our services, class offerings and program 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 as well as a part-time position of support to the Facilitator of Instructional Programs are needed to achieve this initiative. The reassignment of the Facilitator of Instructional Programs to the LJC to assist with the Credit for College and other instructional programs has occurred. The Facilitator along with the Dean of Instruction at the Le-Jao Center work closely with the Office of Instruction for the scheduling of all of three of the instructional programs, work closely with the Office of Admissions and Records getting students enrolled in the various programs, work with the Student Success Center and Counseling office to provide support services and resources for the students enrolled in the program, are the liaisons between Coastline and the school districts as well as the individual high schools that participate in the program, and the Facilitator is responsible for coordinating events and the retention services associated with all of the programs. In this regard, a part-time position of administrative support/assistance is requested.

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 for program expansion would begin in spring 2017 and be completed in spring 2019.
Timeline for the start of the part-time position of support would begin summer /fall 2017.

Initiative (LIC): 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?

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- X Access and Student Support
- X Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- X Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

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

- Educational Master Plan
- Facilities
- Staffing
- 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 the center 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:

Helen Rothgeb will contact managers from Kriskey and Company to assess classroom space for design and layout including ADA compliance.

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 the 2016/2017 academic year.

Initiative (LJC): Continue to work with the Office of Instruction to increase site-based offerings that support 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

- 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 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.

Recently, site-based offerings at LJC have decreased due to opening of the Newport Center and the current construction project. We expect this decline to reverse once construction is completed and the expansion of course offerings has been implemented. Once construction is complete and the center is reintroduced to the community as a new brand with new course offerings, the Le-Jao Center is expected to be a choice site for students in the immediate and surrounding communities within the college's service district.

Recommended resource(s) needed for initiative achievement:

LJC will need a front office receptionist/clerk typist that can take on supportive duties to assist current staff in preparing section documents for Banner implementation and other duties related to scheduling and faculty support. LJC will also require more outreach and marketing to announce our grand re-opening and expanded course offerings onsite. Faculty and staff will also be needed as part of a marketing campaign to discuss and promote Coastline and the Le-Jao Center to community partners and specifically to graduating seniors from neighboring high schools.

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 ongoing effort with a projected start date of summer 2017 as the current construction project comes to completion.

Initiative (LIC): 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, 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 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. Spring 2017 will be the planning stages for summer 2018. Recruitment and enrollment will occur in accordance with the onboarding of guided pathways and accelerated learning programs that will begin FA17.

Initiative (LIC): Work with M/O to upgrade the furniture at Le-Jao 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, the Le-Jao Center will be able to provide a wider variety of courses than are currently offered.

What college goal does the initiative align with? 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 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.

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 Le-Jao Center will be able to convert computer labs into general use classrooms thus providing more classroom space to expand course offerings for the students.

Provide a timeline and timeframe from initiative inception to completion.

Funds for the furniture could be allocated as soon as the fall of 2016 with installation completed during the winter recess of 2017.

Initiative (LIC): Work with M/O to design and furnish the newly constructed Student Success Center to provide for better space utilization for tutoring, computer usage, learning assistance, study space, lending library, and office space for SSC coordinator as well as other resources for student success.

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

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

Educational Master Plan

X Facilities

Staffing

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 convene an advisory group for the interior decoration and design of the new Student Success Center which will include furniture, furniture placement, storage, and office and meeting space.

What is the anticipated outcome of completing the initiative?

The Le-Jao Center will have increased ability to serve students by providing them with work and meeting space, as well as a social space, and opportunities for more learning assistance creating an overall inclusive environment at the center.

Provide a timeline and timeframe from initiative inception to completion.

The construction project began in spring 2016 and has an expected completion date of fall 2017. Planning for interior design of the new SSC should begin spring 2017 with the completion date of fall 2017.

Initiative (UC): Work with M/O to redesign and furnish the ESL office area to remove safety hazards and provide efficient and confidential service to students.

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

- X Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- X Access and Student Support
- X Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- X Fiscal Stewardship, Scalability, and Sustainability

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

- X Educational Master Plan
- X Facilities
- Staffing
- Technology

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- X Internal Research (Student achievement, department performance)
- X 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 convene an advisory group for the interior redesign of the ESL office area which will include furniture, furniture placement, storage, student waiting area and confidential meeting space.

What is the anticipated outcome of completing the initiative?

The Le-Jao Center will have increased ability to serve students by providing them with efficient service with integrity and confidentiality. Additionally, the unsafe working environment will be transformed into a safer environment with minimal hazards and accessible exits.

Provide a timeline and timeframe from initiative inception to completion.

Preliminary redesign plans were submitted in June 2016. Final planning and execution of the redesign could be completed by June 2017.

Initiative (LIC): Coastline Branded Outreach Materials

Describe how the initiative supports the college mission:

Reopening and reintroduction of the newly remolded and constructed LIC SSC along with expanded course offerings help to bring students in the community and neighboring communities to Coastline and establish new community partnerships.

What college goal does the initiative align with?

- X Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- X Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

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

- Educational Master Plan
- Facilities
- Staffing
- 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.

When students are exposed to materials that remind them of their experiences or the name of the college, they are more likely to develop name recognition associated with that college.

Recommended resource(s) needed for initiative achievement:

We need to use unrestricted funds for these outreach materials.

What is the anticipated outcome of completing the initiative?

High School students will be more likely to apply and attend Coastline.

Provide a timeline and timeframe from initiative inception to completion.

Initial timeline would begin January 2017 and end June 2018 however this would need to continue as an ongoing expense.

Initiative (NBC): To provide excellent and timely service to students, faculty, staff and the community.

Describe how the initiative supports the college mission:

Exterior and interior improvements, an onsite and affordable food service, a full-time typist clerk, and increased onsite courses will improve learning opportunities and access in a supportive, student community environment.

What college goal does the initiative align with? [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 College planning document(s) does the initiative align with? [Select all that apply](#)

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative? [Select all that apply](#)

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

Describe how the evidence supports this initiative.

Students respond to more accessible information for day and evening classes. They study and discuss ideas and material with each other in the supportive, collegial atmosphere.

Recommended resource(s) needed for initiative achievement:

Recommendations are:

1. Exterior:
Improved signage is needed above doors, to identify student centers, the art gallery and offices clearly. The paper signs over doors are faded.
Clean and/or replace outdoor furniture to enhance the student experience and health. The furniture has faded and has become worn and dirty.
2. Interior:
Installation is needed of roll-up blinds: (1) main office entry doors and 2 interior rooms, 307 and 312, and 2 classrooms, 239 and 329.
- 3, Food service in the existing kitchen and walk-up window, offering affordable refreshments to students who might find the campus more inviting and comfortable
4. A color desk printer in the main office, interior room number 309, is needed to print faculty load sheets. Load sheets must be in color, for Human Resources to identify the originals. Currently the one office printer/copier is shared by staff and the instructors, all with immediate needs for the machine. The one machine is used by office staff, any instructor who is onsite regardless of their discipline, Student Services staff, tutors, and college staff when at the site for events and meetings. As well, the other staff would have access to the color printer for occasional, necessary color printing. The result will be reduced backlog and more timely submittal of load and other time-sensitive documents.
5. A full-time typist clerk intermediate position in the main office will provide vital support as the first point of contact for students, faculty and staff. The position will bridge the needs from afternoon through evening, Monday through Friday. Currently the part-time position covers needs 4 days per week and only in the evenings. Growth in enrollment increased 8% over the previous year.

6. The development of more onsite courses will provide students with the benefits of face-to-face instruction.

What is the anticipated outcome of completing the initiative?

After approvals, all initiatives could be completed within 1 to 2 years.

Provide a timeline and timeframe from initiative inception to completion.

Subject to approvals, required timelines and schedules:

1. Signage: Start January 2017, complete April 2018.
2. Outdoor Furniture: Start October 2016, complete November 2017.
3. Blinds: Start September 2016, complete November 2017.
4. Food Service: Start September 2016, complete December 2017, to start service spring 2018.
5. Printer: Start September 2016, complete March 2017.
6. Typist clerk: Start September 2016, complete fall 2017.
7. Onsite courses: Start spring 2017, complete fall 2018.

Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Furniture combining desk and computers for up to 11 classrooms	Furniture	TBA	One-time	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Furniture for new Deans office with standing desk	Furniture	TBA	One-time	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Interior Design of new Student Success Center including construction of storage and purchase of furniture	Furniture	TBA	One-Time	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Redesign of ESL office area utilizing existing materials	Furniture	TBA	One-Time	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Add a 20 hour per wk. position for front office coverage and other support duties for morning and afternoon	Add a 20 hour per wk. position for covering morning and afternoon shifts	TBA	Ongoing	No	Internal Research	Access and Student Support	2017-18
Replace the 20 hr. part-time ESL instructional aid with 20 hr. instructional associate to provide evening coverage and support to ESL program	Increase the 30 hr. part-time employee to full time to provide increased laboratory coverage	TBA	Ongoing	No	Internal Research	Access and Student Support	2017-18
Increase 75% clerk to fulltime	Increase 50% clerk to fulltime	TBA	Ongoing	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Create regional Netlab Center	Enlarge third floor server room	TBA	Ongoing	No	External Research	Partnerships and Community Engagement	2017-18
Provide vital support as the first point of contact for students, faculty and staff. The position will bridge the needs from afternoon through evening, Monday through Friday	19.5 clerk typist	TBA	Ongoing	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18

Provide vital support as the first point of contact for students, faculty and staff. The position will bridge the needs from afternoon through evening, Monday through Friday	Fault-time clerk typist	TBA	Ongoing	No	SAOs; Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Improve signage is needed above doors, to identify student centers, the art gallery and offices clearly	Signage	TBA	One-time	No	SAOs	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Provide more accurate information for load sheets etc.	Color printer	TBA	One-time	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18
Install blinds at NBC	Installation is needed of roll-up blinds: (1) main office entry doors and 2 interior rooms, 307 and 312, and 2 classrooms, 239 and 329.	TBA	One-time	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	2017-18

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



**COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of:**

Typist Clerk Intermediate

SALARY: \$1,436.17 - \$1,749.58 Monthly
\$17,234.00 - \$20,995.00 Annually

OPENING DATE: 07/15/16

CLOSING DATE: 07/15/16 11:59 PM

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.
- c. Proofread final copy and correct spelling, grammar, and punctuation.
- d. Order and arrange for printing of instructional materials.
- e. Verify columns of figures and make extension and arithmetic calculations.
- f. Maintain current faculty records.
- g. Answer telephones and wait on public.
- h. Operate modern office equipment, such as calculators, projectors, 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. Assist with standardized test administration.
- l. Maintain, update, and purge a variety of files and records, sometimes including routine financial records, personally collecting the required information.
- m. Answer routine inquiries concerning departmental procedure and activities.
- n. Index and file materials alphabetically, numerically, and by other predetermined categories.
- o. Screen correspondence and answer routine requests with send form letters and enclose materials and compose routine letters on factual subjects.
- p. Pick up and delivers materials to and from other offices.
- q. Assist and prepare materials for special events.
- r. Make a variety of appointments for superiors.
- s. Compile and keep department inventory records.
- t. Contact students or post signs to notify the class of instructor absences.
- u. Request and compile background or support materials to accompany such master documents as request, board items, advisory committees and grants.
- v. Prepare supplemental application, applicant profile and routing forms for use by campuses and departments in employment interview process.
- w. May oversee the work of temporary or student employees, answer questions, troubleshoot computer problems and provide training or guidance.
- x. Perform other related job duties as assigned.

QUALIFICATIONS:

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.

CONDITIONS OF EMPLOYMENT:

This is a regular, 19-1/2 hour, 12-month per year position. The normal hours of work will vary Monday through Friday, with flexibility required to work on some Saturdays to meet instructional program needs. The effective date of employment will be arranged with the supervisor.

- Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
- The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910)
- The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individuals interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

PAY PHILOSOPHY:

All movement on the salary schedule will occur July 1 of each year for all employees.

ADDITIONAL INFORMATION:**APPLICATION REQUIREMENTS:**

To be considered for employment you must submit a COMPLETE application packet. A complete application packet includes:

1. A complete Coast Community College District Online Employment Application.
2. A current resume (attached as a separate document - PDF recommended).
3. A cover letter highlighting your qualifications for the desired position (attached as a separate document - PDF recommended).
4. Answers to all Supplemental Questions (clear, detailed responses recommended for evaluation purposes).

APPLICATION PROCEDURES:

Applications must be received no later than the posted closing date. There are **NO EXCEPTIONS**. Electronic applications may be completed by visiting www.cccd.edu/employment. Once you have completed an electronic application, you may apply to open positions within the Coast Community College District by submitting the application and all other required materials. Required materials differ for each open position and must be complete when submitted for a specific posting. Instructions for completing applications and applying to posted positions are available online or by calling Applicant Processing at (714) 438-4714 or (714) 438-4716.

To ensure consistency and fairness to all applicants, please do not submit materials in addition to those requested. Additional materials will not be considered or returned. Be sure to complete all questions and sections of the application. For questions which may not apply, indicate "n/a" (not applicable). If you do not know an answer, please indicate so, but do not leave any space blank. All applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community. Any documents that you are unable to attach can be faxed to (714) 782-6065. Faxes must clearly indicate your name and the job to which you are applying.

All application materials become the property of the Coast Community College District and will NOT be copied or returned. Information for TDD users is available by calling (714) 438-4755.

Disability Accommodations:

If you require accommodations in the Application or Examination Process, please notify Human Resources by calling (714) 438-4714 OR (714) 438-4716.

SELECTION PROCEDURES:

1. All online applications and required materials received by the deadline date will be screened to determine which applicant(s) meet(s) the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.
2. Applicants who meet the required qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss their qualifications in an interview with the College/District. Therefore, it is highly recommended that applicants submit clear, detailed responses to all supplemental questions in order to demonstrate his/her qualifications as related to the position.
3. If any travel is required for an applicant to participate in-person during the interview process, this will be done so at the candidate's own expense.

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.

The Coast Community College District is a multi-college district that includes [Coastline Community](#)

[College](#), [Golden West College](#), and [Orange Coast College](#). The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs. Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

Coast Community College District is an Equal Opportunity Employer

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Coast Colleges is an Equal Opportunity Employer

APPLICATIONS	MAY	BE	FILED	ONLINE	AT:	Position #C-007-17
http://www.cccd.edu						TYPIST CLERK INTERMEDIATE
1370		Adams			Avenue	KL
Costa	Mesa,		CA		92626	
714-438-4714						
jobs@ccd.edu						

Typist Clerk Intermediate Supplemental Questionnaire

- * 1. I understand that a COMPLETE application packet is required for consideration, which includes the following: 1. A complete Coast Community College District Online Employment Application 2. A current resume (as a separate attachment - PDF recommended) 3. A cover letter (as a separate attachment - PDF recommended) 4. Answers to all supplemental questions (clear, detailed responses recommended for evaluation purposes)
Yes No

- * 2. Are you a former Coastline College One-Stop Center employee under the provisions of CFCE One-Stop Center MOU #13-2?
Yes No

- * 3. Briefly describe your educational background and professional experience that has prepared you for this position.

- * 4. Please describe your most recent position and provide specific examples of how the skills you have learned will contribute to your success in this position.

- * 5. Please describe the software applications you have used during the course of business. Please provide specific examples of the tasks performed and your level of experience with these software applications.

- * 6. What experience do you have in a customer service environment working cooperatively with coworkers and patrons?

- * 7. Hypothetical Situation: You are alone in the office and are required to deal with the following situations simultaneously: an instructor needing help with the copy machine; a student at the counter needing directions; a student wishing to purchase a parking permit; and the telephone is ringing. Please discuss how you would respond.

- * Required Question