



2019-2020
Annual Department Review

Educational Campuses
(Garden Grove Campus, Newport Beach Campus, and
Westminster Le Jao Campus)



2019-2020
Annual Department Review

Garden Grove Campus

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Internal Analysis

The Garden Grove Center (GGC) has dramatically increased the activity levels of the Career Education (CE) disciplines and has increased the number and size of the onsite classes being offered. The number of onsite classes now include ACCT, PSCI, COUN, MATH, ENGL, CHEM, BIOL, CST, CMST, PHIL, DGA, and Competition/XPloit class/activities. In addition, we host a variety of K-12 events, pathway days, advisory committees, VITA, and student/community events both during the week and as well as on Saturdays. This past summer we hosted seven K-12 student camps and other events making the Garden Grove Center the busiest weekend center in the college.

With a strong emphasis on technology, the GGC has invested in staff development activities as well as technology events/upgrades funded through external grant funding. With the downsizing of the California State University, Fullerton footprint, various Coastline entities have been requesting space and relocation to the GGC. These requests are creating a demand for time and effort on the part of the GGC staff where only 2.5 of the staff/managers are fully funded through general funding. Coastline Garden Grove continues to serve the Career Education and general student populations as a vibrant and busy center preparing students for business and the future.

Survey Results

Student

Garden Grove Campus Enrollment

About half (52.5%) of respondents indicated that they have previously or are **taking a course** at the **Garden Grove Campus**.

Services and Options at the Garden Grove Campus

Respondents were asked to indicate what services and options they would like at the Garden Grove Campus. The results are shown in Table 79.

Table 1.1. *Services Wanted at the Garden Grove Campus*

Answer Options	Response Percent
Extended campus hours	35.2%
Study space	37.3%
Food services/food courts on campus	37.1%
Food pantry	37.0%
Recreation/game room	35.4%
Designated posting boards for student groups	37.2%
Charging towers for phones/laptops	41.1%
Water bottle filling stations	42.6%
Library services	38.6%
Academic support services (tutoring)	41.4%

Counseling	38.3%
Career services	35.4%
Transfer services	35.1%
Mental health services	41.9%
Enrollment services	34.0%
Total	684

More than one-third of respondents indicated that they would like more services and options at the Garden Grove Campus, including **extended campus hours** (35.2%), **study space** (37.3%), **food services** (37.1%), a **food pantry** (37.0%), **recreation/game room** (35.4%), designated **posting boards** for student groups (37.2%), **charging towers** for phones/laptops (41.1%) and **water bottle filling stations** (42.6%). Additionally, 38.6% indicated that they would like **library** services, tutoring (41.4%), **counseling** (38.3%), **career** services (35.4%), **transfer** services (35.1%), **mental health** services (41.9%), and **enrollment** services (34.0%).

Physical Classrooms, Maintenance, Safety, and Technology

Respondents were asked to indicate their level of agreement with the statements in Table 80 about physical classrooms, maintenance, safety, and technology at the Garden Grove Campus.

Table 1.2. *Garden Grove Maintenance and Safety*

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	99.4%	0.6%	157
Classrooms, equipment, and furniture are well maintained.	96.8%	3.2%	156
Classroom temperature is comfortable.	90.4%	9.6%	157
Parking is adequate and well maintained.	96.8%	3.2%	156
Garden Grove Campus is safe.	98.7%	1.3%	157
Technology in the classrooms meet my learning needs.	98.7%	1.3%	156
Access to technology (Wi-Fi and computers) is adequate.	93.6%	6.4%	156
Signage is available and clear.	96.8%	3.2%	157

The majority of respondents (99.4%) agree that classrooms, labs, restrooms, and service areas are **clean** at the Garden Grove Campus, and 96.8% agree that classrooms, equipment, and furniture at the Garden Grove Campus are **well maintained**. Additionally, 90.4% of respondents agree that the classroom temperature is **comfortable**, 96.8% agree that parking is **adequate** and **well maintained**, and 98.7% agree that the Garden Grove Campus is **safe**, **technology** in the **classroom** meets their **learning needs** (98.7%), and **access to technology** is adequate (93.8%). Finally, 96.8% of respondents agree that **signage** is available and clear.

Service Area Outcome(s)

Coastline Garden Grove continues to maintain an above average rating for Service Area Outcomes that have been established to identify areas of weaknesses within the physical educational environment at Garden Grove. Overall, students identified with 90% and above rankings that the Center provides a safe, comfortable, technologically capable learning environment. These survey results reflect favorably on a center that is more than 20 years old and has not had any major upgrades to the physical environment other than some student gathering space furniture purchased over seven years ago and some smart board installations two years ago. The physical learning environment at Coastline Garden Grove, continues to meet the needs and expectations of the students that are served.

Table 1. 3 Service Area Outcomes (SAOs)

SAO	ASSESSMENT MEASURE /TARGET
Provide a safe, clean, and visually appealing environment for learning.	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

SAO 1: Of those surveyed, 80% of the responders were satisfied with both the ability of the Garden Grove Center to provide access to college services including additional information. This is offset by the student survey findings that indicated that 35% to 41% of those surveyed wanted to have more services i.e., counseling, transfer, career services, mental health and enrollment services. All of these identified services are controlled and scheduled by non-Garden Grove Center administrators. In addition, tutoring, counseling, and mental health services are scheduled at the center, but are only available on a very limited basis.

SAO 2: For safety and a clean educational environment, students 98.7% of the students surveyed felt that they Garden Grove Center was safe and 99.4% thought the center was clean.

SAO 3: The efficiency of the room usage continues to be a challenge for the Garden Grove Center where the majority of the classes are offered through fully online modalities. For those sections that are offered onsite or through hybrid course delivery, the course enrollments vary by discipline. The sciences that utilize the available lab spaces continue to have the highest enrollments of any discipline at the center.

Progress on Initiative(s)

Table 1.4 Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
The Information Commons should expand the spaces for student learning, tutoring, and industry certification testing	In progress	Following the release of room space by California State University Fullerton, multiple planning sessions have been taking place involving faculty, staff, and management. The locations for the centralized testing center, tutoring, and industry certification testing has changed multiple times but most recently the plans and timelines have become a priority. Grant funds have been identified for the remodeling activities and plans are moving forward with completion sometime during the 2019-2020 academic year.	Plans for remodel are being developed by a facilities planner and proposed changes are scheduled to be completed during the 2019-2020 academic year.
Strengthen communication within the Garden Grove organization and within the college	Ongoing	The inclusion of the 25/Live software application will help to inform the GGC staff about upcoming workshops	In progress
Institutionalization of the staffing and equipment costs for maintaining the Information Commons should be investigated.	In-Progress	Many of the same issues continue to exist with conflicts between staffing and who is supervising both the faculty and tutors. Meetings are being planned to address these issues. As for the Information Commons/proposed testing center upgrades, CTE grant funds are being allocated to provide upgraded computers for students to use.	Staffing continues to be a problem. (no progress) Computers for the Information Commons and the new Testing Center are being provided by CTE funding.
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.	Ongoing	Room 315 needs to be converted to moveable furniture components that allow for flexibility to room usage. Discussions have taken place, but the funding is the issue. With the new budget short fall that are expected, this project may be further delayed.	Ongoing
Work with M/O to remodel the Information Commons to provide for better space utilization for tutoring, computer usage, industry testing, and grant coordinators work space.	Started	In collaboration with other remodeling and space allocations that will be funded in part by the CTE grants, this project has begun to be addressed.	In progress
CyberPatriot Competition Workshops and Training. This is a Regional Strong Workforce grant project designed to provide K-12 students with a cyber competition environment that promotes collaboration, skill building and a pathway to a college education.	Ongoing	Upwards of 250 CyberPatriot teams will be competing this season and students will be utilizing most all of the computer labs and lecture classrooms. Lap tops have been purchased and lap top carts are on order. This will be an ongoing need as the outreach activities continue.	On-going
Host Career Education Advisory Meetings.	On-going	All CE programs held a minimum of one onsite advisory committee meeting	On-going
Create Regional NetLab Center	Completed	The initial installation, configuration, and	On-going

This is a Regional Strong Workforce grant-funded project that expands the NetLabs virtual environment to include equipment and servers from other colleges in the Los Angeles and Orange County region and then provide a virtual environment for collaborating colleges. This project allows colleges to reduce their IT footprint and software licensing requirements and utilize a virtual system 24/7.		implementation has been completed, and now the project has moved into maintenance. In addition, to accommodate the servers required for this lab, the two server rooms are being moved down to the first floor with the accommodations being paid for with grant funds.	
Open a quiet/lactation room at GGC	Not Started	Discussions of where the location for the lactation room are continuing.	Not Stated
Establish a Crisis Management Office at GGC	Completed	This falls under the office of Student Services, but space has been allocated and they have control of the counseling spaces. We have not seen any Crisis Management personnel yet in those spaces.	Completed.
Create a quiet study space at GGC	In-Progress	The Information Commons provides a lab environment used by students and tutors. In addition, the second floor lobby has been furnished and allocated for collaborative activities. Planning has begun at the GGC to find a classroom where students could work collaboratively, testing could be completed, and students could use the computer lab for their assignments.	Discussions have been going on to decide how best to use the spaces allocated here at GGC. Movement of various centers and activities are in process to hopefully the study space will be made available shortly. On-going
Update the small conference room at GGC	Completed	The small conference room was moved to an old counseling office once was. Additional space will need to be identified for larger meetings.	On-going
Create a Cyber Competition Room at GGC	On-going	Several options for the Cyber Competition room have been identified, now we are waiting for other areas to move.	On-going
Classroom chair replacement	Not Started	Funding is an issue	Not Started
Update signage at GGC	In-Process	Some space for banners has been created on Euclid Blvd, and electronic direction finders have been placed in the lobby to help students find room and become aware of events that are taking place. There was hope that larger signage would be provided to identify the building as Coastline.	In-Process

Response to Program/Department Committee Recommendation(s)

Table 1.5 Progress on Recommendations

Recommendation(s)	Status	Response Summary
Describe the future of the campuses in relation to guided pathways.	In-progress	The college is looking to develop career and educational maps which will associate with the programs offered by the campuses.
Describe the relationship of goals and objectives to FTES growth.	In-progress	The goals are outlined in the Enrollment Management Plan
Provide more opportunities for faculty and staff feedback in future development of the campuses.	In-progress	The department will work with Department of IE to help collect information for future reports

Department Planning and Communication Strategies

We met as a group including all the staff that are involved with the Garden Grove Center and not associated with other projects or centers to discuss the program review document. The group reviewed the SLOs and made changes where appropriate. In addition, we reviewed the Progress on Initiatives table and made changes where appropriate. Finally, the facilities and technology planning sections were reviewed and the group added their items for consideration to the list. Each staff member also helped to build the list of professional development activities including those that are paid for by grants. All the attendees were satisfied with the process.

Coastline Pathways

The managers and some staff located at the Garden Grove Center participated in Pathway initiatives and planning groups. The faculty involvement with Pathways was covered in the individual discipline annual/comprehensive reviews.

Implications of Change

The Garden Grove Center is experiencing a great deal of change. With the reduction in classroom space used by California State University, Fullerton (CSUF) to only three rooms, several services and projects have moved into the Center to efficiently meet the needs of students. For example, Student Services has taken over the former office space for CSUF and is now offering specialized counseling services in addition to regular counseling appointments. The Veterans Center has opened up a new site in Garden Grove, and the NetLab/CyberPatriot server farm is going through a restructuring to bring the majority of the servers into one large server farm. CSUF continues to rent space from the college but has relocated to three classrooms on the second floor of the center.

The IRC will be relocating to the west wing of the center and will be replaced with a quiet study area with computer and tutoring support. One of the classrooms with computers will be relocating to a different floor to accommodate the testing center that will be moving from the Fountain Valley site. Finally, the current Information Commons lab will be made available for students to use as a collaboration space where they can talk without complaint.

Section 2: Human Capital Planning

Staffing

Table 1.6 Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1 (Dean)	11 +1 at NBC Temporary 1	21	GGC 7	IC-5 (CyberPatriot)
Current year	2(Dean/Associate Dean)	11 +1 at NBC Temporary 1	21	GGC 7	IC-5 (CyberPatriot)
1 year	2(Dean/Associate Dean)	11 +1 at NBC Temporary 1	21	GGC 7	IC-5 (CyberPatriot)
2 years	2(Dean/Associate Dean)	11 +1 at NBC Temporary 1	21	GGC 7	IC-5 (CyberPatriot)
3 years	2(Dean/Associate Dean)	11 +1 at NBC Temporary 1	21	GGC 7	IC-5 (CyberPatriot)

- Please note that personnel reporting directly to the Office of Instruction, Student Services, and District IT are not included in this report.

Professional Development

Table 1.7 Professional Development

Name (Title)	Professional Development	Outcome
Nancy Jones	CCCAOE	Update knowledge of CTE
Nancy Jones	Dual Enrollment Conference	Update knowledge of Dual Enrollment
Nancy Jones	Enrollment Management Conference	Update knowledge of Enrollment management principals
Nancy Jones	Institute for the Future	Learn new futuristic techniques
Nancy Jones	Speed of Trust	Learn techniques to develop Trust
Nancy Jones	Data Cube	Learn Data Cube Basics
Nancy Jones	WASTC Winter Faculty workshop	Learn and share cybersecurity topics.
Krystal Neal	CCCAOE	Learn about new Perkins
Krystal Neal	Excel Skillspath Training	Update Excel skills
Krystal Neal	Banner 9 Training	Update Banner skills
Krystal Neal	Board Item Training	Update skills
Krystal Neal	Speed of Trust	Learn techniques to develop Trust
Krystal Neal	Data Cube	Learn Data Cube Basics
Andrea Gallyon	CCCAOE	Learn about new Perkins
Andrea Gallyon	Banner 9 Training	Update Banner skills
Andrea Gallyon	Board Item Training	Update skills
Andrea Gallyon	EEO Training	Learn about EEO regulations
Andrea Gallyon	ePAF Training	Update ePAF skills
Andrea Gallyon	Data Cube	Learn Data cube Basics
Anna Isbell	EEO Training	Learn about EEO regulations
Anna Isbell	ePAF Training	Update ePAF skills

Anna Isbell	Data Cube	Learn Data Cube Basics
Anna Isbell	Banner 9	Update Banner skills
Anna Isbell	Speed of Trust	Learn techniques to develop Trust
Anna Isbell	Developing Your Emotional Intelligence	Self Development
Leonora Castillo	Speed of Trust	Learn techniques to develop Trust
Leonora Castillo	Banner 9 Training	Update Banner skills
Leonora Castillo	ePAF Training	Update ePAF skills
Leonora Castillo	Administrative Assistants Conf	Learn to be more productive at work
Leonora Castillo	EEO Training	Learn about EEO regulations
Leonora Castillo	Web Accessiblity Academy Training	Learn to create accessible documents
Leonora Castillo	Creating Inclusive Campus Environments	Learn to create environments where everyone feels heard, support, involved, and respected
Leonora Castillo	25 Live Training	Update 25Live skills
Leonora Castillo	Excell's Best Kept Secretes	Learn Excel skills at the intermediate level
Merry Kim	Leaders Innovating Together for Tomorrow	Learn Leadership Skills
Merry Kim	CCCAOE	Update knowledge of CTE
Merry Kim	NICE	Learn about Cybersecurity
Merry Kim	Institute for the Future	Learn new futuristic techniques
Merry Kim	Speed of Trust	Learn techniques to develop Trust
Merry Kim	Data Cube	Learn Data Cube Basics
Handrias Fujianto	Speed of Trust	Learn techniques to develop Trust
Handrias Fujianto	DEFCON	Learn techniques to share with CyberPatriots
Handrias Fujianto	OWASP SoCal Application Security Conference	Learn Application development security features
Handrias Fujianto	Layer One Cybersecurity Conference	Learn fundamental security updates
Handrias Fujianto	WASTC Winter ICT conference	Learn variety of Cybersecurity techniques

Section 3: Facilities Planning

Facility Assessment

The Garden Grove Center, a 45,000 sq. ft. facility opened in 1997. The building consists of the following:

- 1 Information Commons/Student Success/testing lab
- 1 IRC
- 1 Veterans Resource Center (new 2019)
- 1 Student Services office suite (counseling, crisis counseling, transfer) (new 2019)
- 2 Chemistry/Biology labs
- 1 Chemistry/Biology Prep Room
- 8 Computer Labs (3 are convertible to lecture)
- 7 lecture classrooms (3 are leased by CSUF)
- 2 Large Lecture Rooms
- 10 Faculty Offices
- 10 Part Time Faculty Stations (within one room)
- 1 Success Center Faculty Office
- 1 Dean Office
- 1 Associate Dean Office
- 2 Staff Offices (7 people)
- 2 Misc. Office
- 2 Multi-Purpose Rooms (classrooms without furniture)
- 1 IT Tech Room
- 1 Control Room

During the 2018-2019 academic year, CSUF released the extensive lease space on the first and second floors and then negotiated a new lease for three classrooms located on the second floor. The new Garden Grove Veterans Resource Center opened in late Spring 2019 as well as the student services resource center. During the last half of the 2018-2019 academic year, plans were put into place to Move the IRC and Veterans Center to the space vacated by CSUF. In addition, plans were created to consolidate the three server rooms into one larger room. Included in these relocation plans was an expanded testing center that would accommodate the move of the current testing center from the college center to GGC and the creation of a quiet study/lab space and a lab/collaboration space. The consolidation of the NetLab/Cisco server rooms will also take place and will reside in rooms on the first floor that were left vacant by CSUF. All of these new initiatives and relocations were identified as elements that would contribute to student success.

The Garden Grove Center has identified the following projects that will enhance efficiency and student success:

- Installation of additional transformer to meet the electrical demands of the GGC
- Part time Faculty Offices to move to outside facing offices
- IRC will move to West side of the first floor and will shared swing space with the Veterans Resource Center for activities where a larger space is needed.
- Cyber Club room (practice area for competition teams)

- Testing Center moving from College Center and will be combined with the industry certification testing that already exists at GGC
- Creation of a Quiet study/computer lab space for students adjacent to the Information Commons
- Conversion of the existing Information Commons into a student collaboration space
- Designate Meeting/conference room for Advisories and various meetings instead of using classrooms
- Upgrading of mail room
- Beautification Projects Needed
- Remodel Reception Area
- Move outdoor chairs so they are not near the entrance (homeless surprise staff-security issue)
- Replace outdoor tables/benches
- Install indoor directional signage
- Install Bottle Refill station (requested for all centers last year)
- Replace banners in parking lot that are tattered (New Logo)
- Install Charging stations for student IT needs on second floor
- Update lobby chairs
- Replace Chairs 315
- Designation of Lactation room including the purchase of appropriate furniture

Section 4: Technology Planning

Technology Assessment

The Garden Grove Center is all about technology. The GGC is the location of the majority of the technology related disciplines and activities for the college. Over the years, we have been able to accommodate many of the updates that have taken place with either Measure M funds or other grant funds. As part of our space utilization planning, the decision to consolidate the NetLab and college server rooms has identified the need to move electrical and data lines as well as install an additional transformer to meet the growing electrical needs of the technology/computers/servers that are being used through the center.

New Recent Improvements

- Digital Directional Display added to first floor and temporarily available on floors two and three
- Banner 9 Installed and now being used by all staff and management.
- WRCDC/Cal Poly Pomona donated equipment used by the competition teams and housed at the District
- Updated computers in 306 (Perkins Funding)
- Updated computers in 350 (Perkins Funding)



2019-2020
Annual Department Review

Newport Beach Campus

Section 1: Department Planning

Internal Analysis

Coastline’s Newport Beach Campus continues to be established as a center for the Sciences, Arts, Special Programs, Paralegal Studies, and General Electives. It continues to have a growing reputation as a warm and welcoming campus filled with vibrancy and student learning. The disciplines that report to the Newport Beach Campus’ Dean of Instruction continue to grow the number of courses with C-ID approval and to grow the number of programs with certificates and ADTs. These trends are expected to continue for the foreseeable future.

Survey Results

Student

Newport Beach Campus Enrolment

About half (51.7%) of all survey respondents have previously or are currently **taking a course** at the **Newport Beach Campus**.

Services and Options at Newport Beach Campus

Respondents were asked to indicate what services and options they would like at the Newport Beach Campus. The results are shown in Table 81.

Table 81. *Services Wanted at Newport Beach Campus*

Answer Options	Response Percent
Extended campus hours	36.1%
Study space	38.6%
Food services/food courts on campus	41.9%
Food pantry	39.0%
Recreation/game room	40.0%
Designated posting boards for student groups	38.7%
Charging towers for phones/laptops	43.7%
Water bottle filling stations	47.4%
Library services	42.4%
Academic support services (tutoring)	41.2%
Counseling	39.4%
Career services	40.3%
Transfer services	38.9%
Mental health services	43.6%
Enrollment services	37.7%
Total	684

About one-quarter of respondents indicated that they would like **more services** and options at Newport Beach Campus, including **extended campus hours** (36.1%), **study space** (38.6%), **food services** (41.9%), a **food pantry** (39.0%), **recreation/game room** (40.0%), designated **posting boards** for student groups (38.7%), **charging towers** for phones/laptops (43.7%) and **water bottle filling stations** (47.4%). Additionally, 42.4% indicated that they would like **library** services, tutoring (41.2%), **counseling** (39.4%), **career** services (40.3%), **transfer** services (38.9%), **mental health** services (43.6%), and **enrollment** services (37.7%).

Physical Classrooms, Maintenance, Safety, and Technology

Respondents were asked to indicate their level of agreement with the statements in Table 82 about physical classrooms, maintenance, safety, technology at the Newport Beach Campus.

Table 82. Newport Beach Maintenance and Safety

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	98.1%	1.9%	159
Classrooms, equipment, and furniture are well maintained.	97.5%	2.5%	159
Classroom temperature is comfortable.	92.5%	7.5%	159
Parking is adequate and well maintained.	96.2%	3.8%	159
Newport Beach Campus is safe.	99.4%	0.6%	159
Technology in the classrooms meet my learning needs.	94.3%	5.7%	158
Access to technology (Wi-Fi and computers) is adequate.	85.4%	14.6%	157
Signage is available and clear.	97.5%	2.5%	157

The majority of respondents (98.1%) agree that classrooms, labs, restrooms, and service areas are **clean** at the Newport Beach Campus. Similarly, 97.5% agree that the Campus’ classrooms, equipment, and furniture are **well maintained**. Additionally, 92.5% of respondents agree that the classroom temperature is **comfortable**, 96.2% agree that parking is **adequate** and **well maintained**, and 99.4% agree that the Newport Beach Campus is **safe**. Finally, 97.5% agree that signage is available and clear.

Overall, the majority of respondents are **satisfied** with the **technology** at the Newport Beach Campus. Specifically, 94.3% of those respondents who have taken a course at the Newport Beach Campus **agree** that technology in the classrooms **meet** their **learning needs**, and that **access** to **technology** (Wi-Fi and computers) at the Newport Beach Campus is **adequate** (85.4%).

Qualitative Feedback

Those respondents who provided commentary indicated that the **Wi-Fi** signal at the Newport Beach campus is **weak** when inside the building.

Service Area Outcome(s)

Summarize SAO findings and dialog from department meetings (SAO information and metrics to be provided by Institutional Effectiveness)

Table X Service Area Outcomes (SAOs)

SAO	Measures/Targets
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

SAO 1: Student Resource Center has had its furniture and layout upgraded to provide a better learning environment. A four-phase beautification plan has been created for the Art Corridor, with Phase 1 of the plan currently being implemented. Mental Health Counselors are now in place on certain days of the week at NBC, as well as the traveling food pantry also comes to campus on an occasional basis. Working with ASG to bring things to do - games and activities - to NBC as requested by the students. Art Gallery programming continues to expand to provide connections to local communities. Addition of staff is necessary to continue progress.

SAO 2: See results in "Table 82" above.

SAO 3: Dean continues to work with Department Chairs and Special Programs Coordinators to develop curriculum scheduling that will meet the needs – specific classes and scheduling times – of the students wanting to attend classes on this campus. Decreased outreach work this past Spring and Summer hurt enrollment numbers of 18- to 20-year old students this Fall semester.

Progress on Initiative(s)

Fill in Table with the following elements.

Initiative: Short description

Status: Specify whether the initiative was Completed, In-Progress, Terminated or Not Started

Progress Status Description: Describe the progress made on the forward strategies.

Outcome(s): Provide a summary of the initiative from inception to completion, indicating associated outcomes.

Table 1.X Progress on Forward Strategy Initiatives

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 throughout 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 continues to be collected and assessed
Implement card system in the SSC (now called the SRC) to allow pay to print copies for students	Completed	In place.	System is in place and working as designed.
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.
To provide excellent and timely service to students, faculty, staff and the community.	In progress	In progress	Student Resource Center has had its furniture and layout upgraded to provide

			<p>a better learning environment. A four-phase beautification plan has been created for the Art Corridor, with Phase 1 of the plan currently being implemented. Mental Health Counselors are now in place on certain days of the week at NBC, as well as the traveling food pantry also comes to campus on an occasional basis. Working with ASG to bring things to do - games and activities - to NBC as requested by the students. Art Gallery programming continues to expand to provide connections to local communities. Addition of staff is necessary to continue progress.</p>
<p>To provide, in a fiscally conservative manner, the best learning environment – both in and out of the classroom – for students attending Coastline classes at the Newport Beach Campus.</p>	Ongoing	<p>Ongoing progress being made to provide study and gathering areas throughout the campus.</p>	<p>Enhanced study spaces and furnishing in NBC’s student success center completed in Summer 2018. Quiet study areas being completed in NBC’s Student Lounge in Fall 2018. More welcoming furnishings for outdoor areas and second floor atrium added in past year. Permanent food vendor discussions still in progress. Directional way-finding signage in place Spring 2018 and in Spring 2019.</p>
<p>Providing access to courses and sufficient equipment</p>	Ongoing	<p>Art classroom, science laboratory, and COAST vocational materials being purchased.</p>	<p>Lottery monies and state-funded equipment monies are being used to fund needs of classrooms, studios, and laboratories for the sciences and for art. Supplies and equipment are being purchased for the ID courses in the COAST vocational program for use by students as they learn proper workplace techniques and the right tools for the jobs.</p>

Create a warm and welcoming environment	Ongoing	Addressed above in “To provide excellent and timely service to students, faculty, staff and the community” and “To provide, in a fiscally conservative manner, the best learning environment – both in and out of the classroom – for students attending Coastline classes at the Newport Beach Campus”	Addressed above
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Response to Program/Department Committee Recommendation(s)

Table 1.X Progress on Recommendations

Recommendation(s)	Status	Response Summary
Describe the future of the campuses in relation to guided pathways.	In-progress	The college is looking to develop career and educational maps which will associate with the programs offered by the campuses.
Describe the relationship of goals and objectives to FTES growth.	In-progress	The goals are outlined in the Enrollment Management Plan
Provide more opportunities for faculty and staff feedback in future development of the campuses.	In-progress	The department will work with Department of IE to help collect information for future reports

Department Planning and Communication Strategies

The Dean at NBC has implemented wide-ranging strategies to improve informational flow to various constituency groups. These strategies include, but are not limited to:

1. Creation of email groups for FT faculty, FT staff, PT faculty, and PT staff so that communication can be quickly disseminated to various constituency groups. Example: PT faculty and FT faculty lists can be used to quickly send information of matters of importance to teaching and instruction, such as information on No Shows, Last Date of Attendance, Regular and Substantive Interaction (RSI), etc.
2. Collective NBC Dean’s Dept. Chair and Program Coordinator meetings are also held with the NBC Dean once per semester to discuss big picture concerns, and each NBC Dept. Chair and Program Coordinator meets with the NBC Dean frequently (via face-to-face and via email) to discuss individual departmental level curricular concerns and scheduling of courses. Big picture curricular thoughts and progress and planning are shared with the Dept. Chairs by the NBC Dean as the individual semesters progress and at the conclusion of each semester.
3. NBC Dean’s office staff discusses work flow on a daily basis, and through more formal meetings every couple of months.
4. Each classified staff professional meets with the NBC Dean for their annual review, and the Dean follows up frequently with each classified staff member to discuss how their workplace goals and professional development helps NBC and CCC reach our global goals and plans.
5. Comprehensive and annual program reviews are shared widely with FT faculty and FT classified staff for their collective feedback.

6. Celebrations are held by various programs to celebrate our accomplishments, and the NBC Dean has implemented an end-of-the-academic year celebration to showcase our past year's accomplishments.

Coastline Pathways

The NBC Dean, some Classified Professionals associated with NBC, and numerous faculty members who report to the NBC Dean served on the work groups and now serve on the design groups for Coastline Pathways lending their collective expertise and wisdom to these groups.

Implications of Change

1. Student Success: "Warming" and "Welcoming" environment of NBC to make it more conducive to student success. Research shows that the longer a student stays on campus and the more involved the student is on campus, the higher the student's statistical chance at success. "Warming" plans include addition of colorful and comfortable furniture, addition of permanent food service provider to campus, enhanced out of the classroom pedagogical spaces, working with ASG to provide additional events and play/gathering areas on and around campus, continued improvements to accessibility for all, and additions of better lighting, electrical outlets, signage, and color to enhance the experience of being at NBC.
2. Retention: Block scheduling has been implemented at NBC so that students can build a more robust face-to-face (or hybrid) schedule, with fewer class conflicts due to the block scheduling, and plans call for rounding out of evening offerings so that an evening-only student can take all their required general elective classes, within a two-year time frame, to complete their Associates Degree for Transfer general electives via evening offerings at NBC.
3. Retention: Our curricular offerings are too thin in a number of disciplines. Examples: Our offerings in PSCI, GEOG, ANTH, and others are too thin to offer sufficient classes to a student interested in learning more in those fields. Thus, students need to look elsewhere to get more than the basic introductory courses. Solution: Three- to five-year plan of making a solid, yet still core, curricular offerings in each discipline. The Department Chairs are working with Articulation Officer Dan Weber on building ADTs in many areas to develop full-fledged curricular paths for our students in these and many discipline areas.
4. NBC is a Science, Arts, and Math (SAM) Center now, STEAM Center in the future. Currently, NBC's science curriculum supports largely Allied Health majors and we are building face-to-face curriculum to meet the needs of those students, and for those students with closely associated majors to Allied Health and Arts. Additions of faculty in BIO, PHYS/AST, and CHEM over the past few years have allowed us to broaden that perspective a touch. With a few additional courses, such as more Environmental Science courses, courses in Physics for Physical Science and Engineering majors, more courses in GEOL and GEOG for the Geosciences, and addition of a small set of courses for Engineering majors, plus additional dialog between the Science faculty and the Art faculty, NBC will be transformed progressively to a STEAM Center, especially as we add more technical courses for ART and MUS to our course offerings. The Art faculty are working closely with the Science Faculty to show the Allied Health students the closer-than-thought connections between Art and Science. The addition of seven 3-D printers in the last year has added to the growing connections between our Art and our Science faculty.

5. Growth in course and certificate offerings over the next five years will allow us to enhance our connections of the Allied Health offerings to support other “The Human Condition” offerings such as in the areas of Human Services, Wellness Coaching, Life Coaching, and Addiction Studies, all areas seeing great job growth opportunities.
6. Adult Education Block Grant work has put us on a strong path of planning for workplace skills development for our ID populations. Future curricular offerings in this area will showcase our curriculum to workplace efforts. In the past 2 years, four workplace certificate programs have gained State approval and another four or five are in the pathway to creation for this student population.
7. AB 705 legislation will force radical change in the thinking behind remedial education at the College level. This legislation, plus the good work of Guided Pathways, will be a transformative time at Community Colleges, forcing College-wide discussions on how to serve students and help them succeed quickly and successfully through the maze of academia.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean (1)	Full-time faculty (26*)	Part-time instructors (~145)	Classified Staff – 9 FT, 1 PT	36
Current year	Dean (1)	Full-time faculty (29)	Part-time instructors (~140)	Classified Staff – 10 FT, 1 PT	35
1 year (2020-2021)	Dean (1)	Full-time faculty (30)	Part-time instructors (~135)	Classified Staff – 11 FT, 1 PT	25**
2 years (2021-2022)	Dean (1)	Full-time faculty (32)	Part-time instructors (~125)	Classified Staff – 12 FT	25
3 years (2022-2023)	Dean (1)	Full-time faculty (32)	Part-time instructors (~125)	Classified Staff – 12 FT	25

*The two SPED Program (Special Programs) Coordinators are included within the F/T Faculty numbers.

**Closing of Fairview Development Center will decrease the number of hourly instructional aides needed for instruction. That closing is expected to occur in the next 6 months or so. As well, changes being put in to place by District HR will decrease the number of positions allowed to be worked by hourly individuals.

Note: Needed additional staffing and FT instructor requests are outlined section 6 below.

Professional Development

Table X Professional Development

Name (Title)	Professional Development	Outcome
Lisa Shore	Accessible PDF training	
Lori Genov a	Accessible PDF training	
Barbar a Darby	IXL Live	
Deka Chhab ra	IXL Live	
Lisa Winge r	ePAF Refresher Training	
Lori Genov a	ePAF RefresherTraining	

Melanie Lavering	CAPED	Presenter
Roberta Adler	American Music Therapy Association 2018 Conference	Presenter
Lisa Winger	EEO Training	
Lisa Shore	EEO Training	
Erica Valle	EEO Training	
Lori Genova	EEO Training	
Beth Jugle	EEO Training	
Heather Cordovil	Yoga Certification Training	
Lisa Shore	CSA Training	
Lisa Winger	CSA Training	
Celette Ryan	All Directors Meeting	
Michelle Wild	St. Joseph Rehab Team Meeting	Presenter
Michelle Wild	North San Diego County Veterans Advisory Council	Presenter
Roberta Adler	Western Region American Music Therapy Association Conference	Presenter
Michelle Wild	San Diego Veterans Magazine Meeting	Presenter
Michelle Wild	CNS Workshop	
Erica Valle	Women Hold Up Hold the Sky	
Lori Genova	Banner 9 and ePAF training	

Lisa Winger	Banner 9 and ePAF training	
Erica Valle	Canvas for Classified Staff Training	
Lisa Shore	Canvas for Classified Staff Training	
Beth Jugle	Canvas for Classified Staff Training	
Erica Valle	Outlook Training	
Lisa Winger	Outlook Training	
Beth Jugle	Outlook Training	
Lisa Winger	Banner 9 and Purchasing Training	
Erica Valle	Argos Reporting Training	
Nancy Jaeger	IDEA World	
Heather Cordovil	Fountain Valley Senior Expo	Exhibitor
Nancy Jaeger	Fountain Valley Senior Expo	
Christina Calcanas	ServSafe Food Safety Manager Training and Certification	
Deborah Henry	Council of State Neurosurgical Societies	Learn updated curricula
Fred Feldon	CAP South 2018	Implement support courses for under-prepared students
Mitchell Alves	CAP South 2018	Implement support courses for under-prepared students
HaoNien Vu	CAP South 2018	Implement support courses for under-prepared students
Nigie Shi	California Math Council of Community Colleges 2018 Fall Conference	Update curricula
Jessica Kuang	California Math Council of Community	Update curricula

	Colleges 2018 Fall Conference	
Lisa Lee	CAP South 2018	Implement support courses for under-prepared students
Lisa Lee	AMATYC	Math curricula reform and pathways re-design
Son Nguyen	CMC3, Newport Beach	Professional development
Laura Enomoto	Missouri Valley History Conf Omaha NE	Presenter of her research to colleagues, other historians
David Lee	Art, Palm Springs Feb 2019	Update curator and art history information
HaoN hien Vu	CMC3, Newport Beach	AB705 and other colleges' approaches
Michael Bach	ASCCC Fall Plenary Session Academic Senate	State issues re: senate and curriculum
Deborah Henry	ASCCC Fall Plenary Session Academic Senate	State issues re: senate and curriculum
Ann Holliday	ASCCC Fall Plenary Session Academic Senate	State issues re: senate and curriculum
Chau Tran	ASCCC Fall Plenary Session Academic Senate	State issues re: senate and curriculum
Lisa Lee	ASCCC Fall Plenary Session Academic Senate	State issues re: senate and curriculum
Ann Holliday	Fall ASCCC Area Meeting	State issues re: senate
Thomas Cao	CMC3, Newport Beach	\$50 AB705 and other colleges' approaches
Fabiane Albert	Serv Safe Certification Class	\$281 to get certification
William Diaz-Brown	American Historical Association Annual Conference	Learn from experts in field
Fabiane Albert	Yoga Teacher Training	Learn how to teach yoga
Jessica Kuang	International Conference on Technology in Collegiate Mathematics	Learn about the latest technology in mathematics

Mitchell Alves	International Conference on Technology in Collegiate Mathematics	Learn about technology used to teach mathematics
Stephen Fauce	SABER West 2019 Conference	Increase interactions among STEM educators and education researchers and foster collaborations between 2 year and 4 year institutions, while providing professional development to implement evidence-based teaching practices.
Deborah Henry	California Association of Neurological Surgeons Annual Meeting	Update on management of concussions (and football in youths), developing mentoring methods, update on the socioeconomics of health care.
Deborah Henry	Practitioner Diversion Awareness Conference	To develop a greater understanding of the opioid crisis in the United States, its causes, effects, and possible ways to diminish its effects.
David Lee	Palm Springs Art Week	A contemporary perspective of artmaking in Southern California.
Fred Feldon	California Acceleration Project 3rd Annual Statewide Conference	
Lisa Lee	California Acceleration Project 3rd Annual Statewide Conference	
HaoNien Vu	US Conference on Teaching Statistics (USCOTS)	As Statistics classes become central to AB 705 compliance, I will learn best practices and standard curriculum as well as co-req implementation techniques being attempted throughout the country.
Lisa Demchik	Women Hold Up Half the Sky Conference	Attend and participate in professional development.
Tanya Murray	Women Hold Up Half the Sky Conference	Attend conference.
Tanya Murray	Online Teaching Conference	Serving as a panelist.
Linda Steinberg	CMC3, Newport Beach	Learn how other colleges implement AB 705.

Faculty will be encouraged to continue to seek PD opportunities that enhance their pedagogical skills, their ability to help students succeed, and which help further connect our courses to the larger CA institutions of higher learning. Staff will continue to seek PD opportunities to enhance their job skills. All will continue to have access to safety trainings and proper workplace evacuation drills.

Section 3: Facilities Planning

Facility Assessment

To meet the five-year plans of NBC and the disciplines covered by the NBC Dean, the following facilities upgrades will be needed:

1. Continual “Welcoming” and “Warming” of NBC:
 - a. Good progress made with enhanced study spaces and furnishing in NBC’s student success center completed in Summer 2018. Quiet study areas being completed in NBC’s Student Lounge in Fall 2018. More welcoming furnishings for outdoor areas and second floor atrium added in past year. Permanent food vendor discussions still in progress. Directional way-finding signage in place Spring 2018 and Spring 2019. A welcoming bulletin board has been added to the first floor directing students and visitors to the rooms and people who can assist them with their questions. The first phase (window treatments) of the four-phase enhancement of the Art Corridor at NBC has been started to enhance the vibrancy and creativity of that highly visible space.
 - b. In subsequent years, plans are in the works continue the work started on the four-phase enhancement of the Art Corridor at NBC to reveal its appeal to students, especially to students seeking to work in the arts, and to the community as a whole, while enhancing the connections to Art with the Sciences, to Business, and to the beauty of the world around us. These four phases involve planned additions of artistic beauty via window treatments, acoustic tiles, ceramic tiles, murals, and concrete floor art, again, all while enhancing the connections to Art with the Sciences, to Business, our history, and to the beauty of the world around us.
 - c. As well, additions of electrical outlets and additional lighting in the Student Lounge and throughout the corridor on the first floor will allow for more welcoming spaces for students to enhance the welcoming and study-space atmosphere of those spaces.
 - d. Additions of windbreaks and bigger round tables and moveable whiteboards will allow for more enhanced out-of-the-classroom learning community spaces for students.
 - e. Additions of game/play/gathering areas will allow for students to gather, reflect, and relax between class sessions.
 - f. Continued enhancements for a more welcoming environment via improved campus signage and continued enhancements to accessibility so that all may thoroughly enjoy the NBC.
2. If CHEM and BIO lab enrollments continue to grow as they have over the past 5 years, it is anticipated that all the BIO labs at both GGC and NBC will be running at capacity Monday through Thursday 9 a.m. to 10 p.m. and Friday mornings by Fall 2021 and the CHEM labs at these two campuses will be near capacity as well by Fall 2021. Thus, continued growth of the number of STEM students will be hindered by the lack of available CHEM and BIO offerings due to unavailable space for additional lab courses. (See more below.)
3. As discussed in the Technology Planning area below, all computers within NBC’s computer labs will reach their limits of upgradability within the next couple of years. Thus, within the next two to three years, all computer labs (Rooms 234, 315, 316, and 328) at NBC should be totally upgraded. Much of that upgrade should come with furnishings that allow the computers to fold away so the computer labs can be used for dual purpose as general classrooms as well.
4. See #2 above: To allow for continued growth, Rooms 315 and 316 at NBC (and/or two third floor rooms at GGC) should be converted to additional science lab space to mainly be used for CHEM and PHYS (which is currently being taught in a converted dance studio – Room 117 at NBC.) Planning for this remodeling should start in AY 2020, for addition of lab space by AY 2022 (Fall

2021 opening). We also cannot offer a complete Science pathway for science and allied health majors without a Physics lab (and Physics equipment) at GGC. Physics is often a required course for many of the more technically-oriented majors taking classes at GGC. Thus, we should plan to add Physics lab courses at GGC within the next five years.

5. Enhancements to acoustics within Room 117 at NBC to improve that environment for classes and meetings.
6. Cadaver room: To continue to provide the best level of learning to our Allied Health majors, PIEAC and Budget Committee approved funding to study the addition of a cadaver room at NBC. This feasibility study has been completed. This cadaver room addition at NBC will enhance the pedagogy for hundreds of Allied Health students each semester, as well as provide learning opportunities for local school groups. Without a cadaver lab, we will, unfortunately, continue to teach Human Anatomy and Physiology without all the necessary tools and full connection to “Human” to properly serve our students educational and experiential needs.

Section 4: Technology Planning

Technology Assessment

General overview:

1. The SMART boards in Room 206 at NBC have only one functional pen, which have been discontinued. The boards do not function without these specific pens. Thus, this system will need to be replaced ASAP.
2. A number of staff computers and many classroom computers are original to the opening of NBC. Thus, many computers on campus are 6.5 years old. Within a year or two, replacement of all of these computers systems will be necessary as the ones in use now will reach obsolescence.
3. Also, many of the computers assigned to FT faculty are nearing their obsolescence, so should be on the replacement plan.
4. Computers in computer labs (Rooms 234, 315, 316, and 328) on the Newport Beach Campus are now at least 5 years old. Thus, within a couple of years, replacement of all of these computers systems will be necessary as the ones in use now reach obsolescence. Total number of computers in these four labs: ~120.
5. Most computers in the Full-time faculty offices at NBC are relatively new, and should be able to remain largely effective and functional until at least AY 2021.



2019-2020
Annual Department Review

Westminster Le Jao Campus

Section 1: Department Planning

Internal Analysis

Describe the department's operational performance over the past year

The Westminster Le-Jao Campus promotes learning in an environment that is respectful of the needs of our diverse students. Instructors and staff are highly qualified, student-centered and committed to student success.

The Westminster Le-Jao Campus (WLJC) is operated primarily from General funds. The campus also receives Lottery funds for supplies that help support students as they participate in classes and complete programs. Some programs housed at the campus receive additional funding either through grants or other state funding resources.

During the past 3- years, increased student services, general education offerings as well as enhanced noncredit courses and certificates have been a focus for the WLJC. Increasing personnel to meet the goals of increasing course offerings and certificates has been necessary. Within the past 2- years, the entire staff for the Adult Education Program has been added to the WLJC. The staff includes a director, outreach specialists, counselor and data entry, outreach and clerical support. Fulltime and part-time office support positions have also been added to the WLJC.

Available and accessible student services has also been a focus at the campus. Although there isn't a fulltime counselor assigned to the campus, part-time counselors from multiple support services including mental health have been assigned to the campus. Learning support and other resources in addition to student services are growing on the WLJC. Tutoring has been a foundational component of learning support and student success at the campus. Library services and mentoring have been added to learning support and student success services.

The Adult Education Department is housed at the WLJC and receives funding from the Adult Education Block Grant, which created the department, and other sources from the state. The Adult Education Program works closely with the ESL program to serve the needs of students seeking noncredit instruction and enhanced noncredit certificates. In addition to Coastline's ESL program, the Adult Education Program also collaborates with community organizations and adult education programs in local K-12 districts.

The ESL program receives WIOA grant funding that offsets the costs of classroom and instructor supplies for ESL program as well as supports the development and review of curriculum. The Basic Skills Initiatives (BSI) provides funding for instructional support. BSI supports 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 address 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 WLJC is the project director for this grant.

As noted in earlier reviews of the campus reviews, the WLJC has been perceived as only serving the ESL program and international students. The campus is currently working with the Marketing Department to plan and execute a rebranding process that is consistent with the College's overall rebranding. This effort includes analyzing and revising course offerings to create a general education track for the completion of an Associate's Degree of Transfer (ADT). Increasing the number of general education courses offered and adhering to block scheduling serves to increase the number and type of student served.

After Measure M construction was complete, summer session at WLJC was restored in 2018. During this term, 10 onsite classes were offered at the WLJC. In order to increase FTES, more general education classes that satisfy the ADTs will be scheduled in pairs to allow students to complete more than one class at the campus. Block scheduling will be implemented to maximize classroom efficiency and usage. Beginning in fall 2017, a 2% increase in course sections offered will be initiated. If the increase serves the College's need to increase efficiency in scheduling, this practice will continue until 2% has been met. Examining course pairings for degree completion will be the mechanism used to begin building more general education offerings. Due to space limitations, a possible reduction in non-credit courses may be exercised.

Currently, the WLJC has 34 onsite employees with offices or dedicated work areas. To meet the needs of students and support the shift in course offerings, the campus is seeking to increase the number of Federal Work Study Students to meet the front office needs, support existing programs, faculty and students.

Describe the department's operational performance over the past year.

The Le-Jao campus provides a comprehensive offering of general education courses including courses in Basic Skills and ESL. Over the past year, the operational performance of the campus has been very successful. The 2018-19 year marked the second academic year of full operation for the campus since the completion of the Measure M construction project.

In alignment with Coastline's Enrollment Management Plan, classroom scheduling efficiency continues with input from faculty and other instructional Deans. The campus is preparing to offer more courses and sections to allow students to complete a general education track that is consistent with the associate degrees for transfer (ADTs) available at Coastline. Also, more student services have become availability to meet the needs of students and address new K-12 partnerships.

Classes scheduled in the morning and evening hold many students enrolled at the WLJC. Block scheduling continues to be refined in relation to Guided Pathways best practices to increase retention and completion. Planning continues to restructure course scheduling and implement a block schedule that will allow students to enroll in at least 2 general education courses on a Monday/Wednesday or Tuesday/Thursday schedule. With this change in scheduling, FTES should increase as well as retention. Moreover, students should report that they have an opportunity to complete their ADT at a single campus.

Limited computer lab space as well as heavy, traditional and outdated classroom furniture continue to be an issue at WLJC. Mobile classroom furniture to enhance learning is a consistent request at the

campus and across the college. Faculty report that more active, engaging and innovative learning could occur if the ability to easily move classroom furniture existed.

During the 2018-19 academic year, the Adult Education program, housed at WLJC, continued efforts to help faculty design and deliver enhanced noncredit courses classified as Career Development and College Preparation (CDCP) under Title 5, section 55151. CDCP courses are short-term noncredit classes culminating in a Certificate of Competency or Completion. Prior to the 2018-19 year, the Adult Education program was identified as Adult Education Block Grant (AEBG) program and part of a consortium. Coastline’s work in the consortium targeted ESL/ELL students for these noncredit courses.

Student space has been a hallmark of the WLJC. In 2016-17, additional student space was created via the addition of the Student Resource Center and the front terrace. The next phase was to provide students, staff, and faculty and community members with food and beverage options located on the campus. The Little Story Café, located on the WLJC opened in November 2018. Mass marketing by the café owner resulted in grand opening event which created an opportunity for community members to visit the campus and the café.

The opening and utilization of the Student Resource Center (SRC) has been successful. In conjunction with the connected Student Success Center (SSC), multiple locations on the WLJC exist for students to work quietly, independently, with tutors or in groups. In response to student surveys, GoPrint, a pay-to-print system, is now available to students for printing assignments and documents in black-and-white or color.

Other student support services are also available in the SRC. On a part-time basis, librarians, student mentors and other staff from various departments help students in the SRC. More resources are being identified for availability in the SRC to increase student traffic and promote student success and college engagement. As more resources are added to the SRC, changes in personnel will be needed including increasing part-time employees to monitor the space. The SRC, which includes the connected Student Success Center are open from 9 am to 8 pm Monday through Thursday and Friday from 9am to 5 pm.

Survey Results

Student

Westminster/Le-Jao Campus Enrollment

Less than half (36.9%) of all respondents have previously or are currently **taking a course** at the **Le-Jao Campus**.

Services and Options at Westminster/Le-Jao Campus

Respondents were asked to indicate what services and options they would like at the Westminster/Le-Jao Campus. The results are shown in Table 83.

Table 83. *Services Wanted at Le-Jao Campus*

Answer Options	Response Percent
Extended campus hours	24.7%

Study space	27.3%
Food services/food courts on campus	27.0%
Food pantry	26.9%
Recreation/game room	27.0%
Designated posting boards for student groups	27.8%
Charging towers for phones/laptops	34.0%
Water bottle filling stations	34.8%
Library services	30.3%
Academic support services (tutoring)	31.3%
Counseling	31.0%
Career services	30.3%
Transfer services	29.8%
Mental health services	33.7%
Enrollment services	29.2%
Total	684

About one-quarter of respondents indicated that they would like **more services** and options at Westminster/ Le-Jao Campus, including **extended campus hours** (24.7%), **study space** (27.3%), **food services** (27.0%), a **food pantry** (26.9%), **recreation/game room** (27.0%), designated **posting boards** for student groups (27.8%), **charging towers** for phones/laptops (34.0%) and **water bottle filling stations** (34.8%). Additionally, 30.3% indicated that they would like **library** services, tutoring (31.3%), **counseling** (31.0%), **career** services (30.3%), **transfer** services (29.8%), **mental health** services (33.7%), and **enrollment** services (29.2%).

Physical Classrooms, Maintenance, Safety, and Technology

Respondents were asked to indicate their level of agreement with the statements in Table 84 about physical classrooms, maintenance, safety, and technology at the Westminster/Le-Jao Campus.

Table 84. *Classrooms, Maintenance, Safety, and Technology at Westminster/Le-Jao*

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	99.1%	0.9%	114
Classrooms, equipment, and furniture are well maintained.	98.2%	1.8%	114
Classroom temperature is comfortable.	92.1%	7.9%	114
Parking is adequate and well maintained.	81.6%	18.4%	114
Westminster/Le Jao Campus is safe.	96.5%	3.5%	114
Technology in the classrooms meet my learning needs.	97.3%	2.7%	113
Access to technology (Wi-Fi and computers) is adequate.	92.0%	8.0%	112
Signage is available and clear.	93.8%	6.3%	112

The majority of respondents (99.1%) agree that classrooms, labs, restrooms, and service areas are **clean** at the Westminster/Le-Jao Campus, and 98.2% agree that classrooms, equipment, and furniture at the Westminster/Le-Jao Campus are **well maintained**. Additionally, 92.1% of respondents agree that the classroom temperature is **comfortable**, 81.6% agree that parking is **adequate** and **well maintained**, and 96.5% agree that the Westminster/Le-Jao Campus is **safe**, **technology** in the **classroom** meets their **learning**

needs (97.3%), and **access to technology** is adequate (92.0%). Finally, 93.8% of respondents agree that **signage** is available and clear.

Student Resource Center at Westminster/Le-Jao

Out of 116 respondents, 43.1% have **visited** the Student Resource Center at the Le-Jao Campus. These respondents were asked to indicate their level of agreement with statements regarding the Student Resource Center. The results are shown in Table 68.

Table 85. *Satisfaction with Student Resource Center Services*

Answer Options	Agree	Disagree	Response Count
The environment is suitable for studying.	95.9%	4.1%	49
The hours of operation suit my needs.	93.9%	6.1%	49
The rooms are easy to access and reserve.	98.0%	2.0%	49

The majority of respondents **agree** that they Student Resource Center has an environment **suitable for studying** (95.9%), has **hours of operation** that suit students’ needs (93.9%), and has rooms that are easy to **access and reserve** (98.0%).

Service Area Outcome(s)

Table X Service Area Outcomes (SAOs)

SAO	Measures/Targets
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

SAO 1:

SAO 2:

SAO 3:

New printers are needed in various work areas of the center.	In Progress	IT Department has identified all printers that need to be replaced.	Current printers are oversized, out of date, and costly to maintain. To be completed by 2018.
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.	Not Yet Started	Initial Install completed January 2017	Two more classrooms for upgrade have been identified Classroom scheduling and utilization is more efficient. to be completed by July 2022
Continue to work with the Office of Instruction to increase site-based offerings that support transfer degrees, certificates and other structured pathways.	In Progress	Move to Block-scheduling to increase efficiency in course offerings.	Additional courses and move to Block schedule to be coordinated with other campus sites and completed by Fall 2020
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. LJC Dean implemented College Readiness Workshops for math and English skills refresher and development	Terminated Ongoing	Onsite Math Boot Camp, Math 045 Pre-Assessment Boot Camp online	Get success rate data in both instances College Readiness Workshops aid in compliance with AB705
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, as well as other resources for student success.	In - Progress	Initial Furniture install completed August 2017.	Construction completed for Student Resource Center. Furnishings and finishes are complete. Painting and other aspects of maintenance are in progress.
Work with M/O to redesign and furnish the ESL office area to remove safety hazards and provide efficient and confidential service to students.	Complete	Initial install completed August 2017 Re-install completed September 2017	Minor installation projects still need to be completed. Estimated completion date December 2017 Minor design details still need to be completed.
Work with Marketing to rebrand the Westminster, Le-Jao Campus and develop Coastline Branded Outreach Materials for Instructional programs and educational partnerships	In Progress	Marketing materials and print for the instructional programs that are housed at the WLJC	Rebranding of the campus should increase enrollment in scheduled General Education course;
Clean and reconfigure faculty work space and classrooms	In Progress		
Identify and create work space for campus technology staff and counselors.	In Progress		

Redesign classrooms with mobile furniture.		Discussions continue with faculty regarding need and design	
Redesign one classrooms with hybrid computer desks.	In-Progress	Computers have been purchased	
Add Faculty Office Space	Not Yet Started	Discussions continue to identify space for conversion	
Add large lecture classroom			
Extend Library Services to Student Resource Center	Complete	PT Librarian positioned in the SRC	Library services available to all students attending WLJC
Equip Small group meeting rooms in SRC with computer monitors add keyboards and cables	In-Progress		Computer monitors have been installed in each group meeting room in the SRC. Keyboards and cables for student use is in -progress
Create Lactation room on campus	In-progress	M & O has identified a date to be compliant with the law. Clean up and transition will begin Fall 2019	
Increase FT & PT faculty in multiple disciplines	Ongoing	Discussions continue. Addressing the needs of specific initiatives in Adult Education and with other laws, more faculty are needed to meet the needs of students and the law	

[Response to Program/Department Committee Recommendation\(s\)](#)

Table 1.X Progress on Recommendations

Recommendation(s)	Status	Response Summary
Describe the future of the campuses in relation to guided pathways.	In-progress	The college is looking to develop career and educational maps which will associate with the programs offered by the campuses.
Describe the relationship of goals and objectives to FTES growth.	In-progress	The goals are outlined in the Enrollment Management Plan
Provide more opportunities for faculty and staff feedback in future development of the campuses.	In-progress	The department will work with Department of IE to help collect information for future reports

Department Planning and Communication Strategies

[Describe the communication methods and interaction strategies used by your department to discuss departmental-level planning, SAOs, and institutional performance data.](#)

The Dean of the WLJC meets monthly with Department Chairs to discuss strategies for planning, reviewing data and addressing service area outcomes. In addition to scheduled meetings, due to

intentional office and/or workspace assignments faculty have opportunities for informal meetings with each other and the Dean to collaborate and explore possibilities the implementation of new strategies across disciplines.

Coastline Pathways

Describe the department's involvement in Coastline Pathways over the past year.

- Dean Co –lead on various subgroups
- Block scheduling
- General Education offerings in line with program maps
- Enhanced noncredit certificates – completion
- Outreach and Retention strategies for student success and completion

Implications of Change

Summarize the findings from the department analysis and outline areas of opportunity for change.

Reviewing the findings from the analysis of department operations, the WLJC is positioned to transition its reputation from an ESL and international serving campus to a campus providing general education courses for the completion of degrees and the promotion of transferring to a university. Also, the campus has an opportunity to increase services to students by increasing resources offered at the SRC to promote engagement and persistence. Finally, by increasing the number of faculty in multiple disciplines for the development of innovative instructional strategies and courses leading to certificates, students will be more attracted to the campus and the college for the academic and job skill needs.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-19	Dean and Director of Adult Education (2)	12		12	78 (tutors included in count)
Current year 2019-20	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		19* (3 are located at NBC)	5* Tutors are not included in this count
1 year 2020-21	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		20* (3 are located at NBC)	6* Tutors are not included in this count
2 years 2021-22	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		20* (3 are located at NBC)	6* Tutors are not included in this count
3 years 2022-23	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		20* (3 are located at NBC)	6* Tutors are not included in this count

Professional Development

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

Table X Professional Development

Date	Name (Title)	Professional Development	Outcome
Beverly Sadler, Site Coordinator			
7/10/18	Guided Pathways Diversity Training, Creating Inclusive Campus Environments: Our Role and Responsibility	Professional Development Training	Training and learning to recognize triggers, listening, and open dialogue. Recognizing/acknowledging differences in people.
7/19/18	Summer Institute Accessibility training	Professional Development Training	First training for accessibility training
8/17/18	Accessibility 105-Outlook- could not make the training	Professional Development training	accessibility training
8/22/18	Guided Pathway Training-GG	Professional Development training	Guided Pathways

9/24/18	Flex Day	Event	Flex day: Guided Pathways 2.0 Development of affective Skills: Diego Navarro
09/24/18	e-PAF Refresher Training	Professional Development training	Additional training and training handbook
09/27/18	Accessibility 106-Adobe Acrobat	Professional Development training	accessibility training
10/24/18	Fall Union Meeting	Events	Union updates and comradery
10/26/18	EEO Training-2 year certification	Professional Development training	Training to participate in hiring committees
10/30/18	Health Fair at District	Professional Development training	Learning about resources available
11/15/18	Level 1 screening for Division Area Coordinator	Professional Development training	Hiring processes
11/19/18	Level 2 screening for Division Area Coordinator	Professional Development training	Hiring processes
11/28/18	Division Area Coordinator Interviews	Professional Development training	
01/17/19	Incident Debriefing	Event	Discussed emergency processes and what improvements could be implemented
2/21/19	Flex day	Event	Updated on college statistics, training on data information on our website, Classified Senate
2/22/19	Speed of Trust Training	Professional Development training	Training on trust and it's value at work and home.
3/15/19	Board Item Training and Refresher class	Professional Development training	Staying up to date of Board Item processes
4/26/19	Japanese Tea Ceremony	Event	Education in the International student program
5/1/19	District Health EXPO at GWC	Professional Development training	To gain resource information for myself and my peers
5/2/19	Classified Union Meeting- District	Events	Union updates and comradery
5/3/19	Women Hold Up Half the Sky Conference	Professional Development training	Growth, solidarity, and team work for women
5/15/19	Banner 9 EAPAF training	Professional Development training	Training on the updates that apply to EAPAF preparation
6/5/19	Microsoft Outlook Training at New Horizons	Professional Development training	Learn additional features in version 10
6/6/19	Classified Appreciation Day	Event	Comradery and appreciation of staff/mgrs
6/12/19	Banner 9 purchasing training	Professional Development training	To learn how to process purchases in Banner 9

7/17/19	Microsoft Word New Horizons part 1	Professional Development training	Learn additional features in version 10
7/24/19	Microsoft Word New Horizons part 2	Professional Development training	Learn additional features in version 10

Date/Name	Name (Title)	Professional Development	Outcome
Janice DeBattista, Site Facilitator			
	Facilities, Safety & Sustainability	Committee Meetings - Monthly	
	Mandatory OCR Training	Committee Meetings - Monthly	Student diversity/Guidance regarding students with disabilities
	Hiring Committee	Instructional Load & Pay Analyst	Hiring process
	Phone Training	Professional Development Training	Training on the new RingCentral Phones
	25Live Training	Professional Development Training Training faculty & staff members ongoing	Learning online facility usage request program. Using to schedule meeting, conference rooms. Use the skills every day to perform my duties scheduling events being held at our campus.
	Guided Pathways Diversity Training, Creating Inclusive Campus Environments: Our Role and Responsibility	Professional Development Training	Training and learning to recognize triggers, listening and open dialogue. Recognizing/acknowledging differences in people.
	Flex Day	All College/ All College Event	Flex day: Guided Pathways 2.0 Development of affective Skills: Diego Navarro
	Speed of Trust Foundations Workshop	Professional Development Training – Not able to attend out sick	Foundations Workshop – Cornerstone Talent Management System
	Flex Day	All College/ All College Event	Updated on college statistics, training on data
	Incident Debriefing	Event	Discussed emergency processes and what improvements could be implemented.
Mary Vu	Name of Training	Professional Development Training, Events, and/or Opportunities	What Did I Learn?
7/10/2018	Guided Pathways Diversity Training, Creating Inclusive Campus Environments: Our	Professional Development Training	I learned and did in-class activities to recognize/acknowledge through open dialogues with different people.

	Role and Responsibility		
7/19/2018	Summer Institute Accessibility Training	Professional Development Training	First training for accessibility training
8/22/2018	Guided Pathways Diversity Training - GG	Professional Development Training	Guided Pathways training
8/24/2018	Mandatory Flex Day Meeting	Event	Guided Pathways 2.0, Development of Affective Skills: Diego Navarro
9/24/2018	E-PAF Refresher Training	Professional Development Training	Additional training and training handbook
9/27/2018	Accessibility 106-Adobe Acrobat	Professional Development Training	Accessibility training
10/24/2018	Fall Classified Union Meeting	Event	Union updates and comradery
10/26/2018	EEO Training 2-year certification	Professional Development Training	Training to participate in hiring committees
10/30/2018	Health Fair Expo at District	Professional Development Training	Learning about resources
1/17/2019	Incident Debriefing - OCC	Event	Discuss emergency process and what improvements could be implemented
2/21/2019	Mandatory Flex Day Meeting -GG	Event	Updated on college statistics, training on data, Classified Senate
2/22/2019	Speed of Trust Training - GG	Professional Development Training	Training on trust and its value at work and home
5/1/2019	District Health Expo at GWC	Professional Development Training	To gain resource information for myself and peers
5/2/2019	Spring Classified Union Meeting - District	Event	Union updates and comradery
5/3/2019	Women Hold Up the Sky Conference - Cerritos	Professional Development Training	Growth, solidarity, and teamwork for women
5/15/2019	Banner 9 EPAF Training - CCC	Professional Development Training	Training on the updates that apply to EPAF preparation
6/5/2019	Microsoft Outlook Training at New Horizons - Anaheim	Professional Development Training	Learn additional features in Version 10
7/10/18	Guided Pathways Diversity Training, Creating Inclusive Campus Environments:	Professional Development Training	Training and learning to recognize triggers, listening, and open dialogue.

	Our Role and Responsibility		Recognizing/acknowledging differences in people.
9/24/18	Flex Day	Event	Flex day: Guided Pathways 2.0 Development of affective Skills: Diego Navarro
2/21/19	Flex day	Event	Updated on college statistics, training on data information on our website, Classified Senate

Amanda Wetrick – College Readiness			
August 2018	Flex Day - Fall		Classified Senate meeting; Keyn
February 2019 February 2019	Flex Day - Spring Safe Zone		Classified Senate meeting; Leve
October 2018	UnDocuAlly		
January 2019	Green Dot		
August 2018 March 2019	Kathy Obear TechSmith		
May 2019	NROC meeting		
January 2019	AAC &U Conference (Atlanta)		
February 2019 August 2018	CAP Conference (Sacramento) NROC webinar		Put NROC's Digital Resources to Work for You and Your Students
August 2018			3 Ways to Deliver NROC Math
August 2018			3 Ways to Deliver NROC Englis EdReady 101
			Refreshing EdReady for a New Semester
August 2018			Customizing the EdReady Student Experience
August 2018			

August 2018		Monitoring Student Progress with EdReady Reports
October 2018		EdReady English Helps Rural High School Students Succeed
January 2019		Closing the Equity Gap
		Applying EdReady Math in Specialized and Alternative Settings
May 2019		It Takes Grit
May 2019		
June 2019		Scaling for Impact
June 2019		Powering Up Partnerships
April 2019	Coastline Spring Expert Panel (Guided Pathways)	

Section 3: Facilities Planning

Facility Assessment

Provide a description of the department facilities and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the department facilities. In addition, specify how the changes support your initiatives and align to the Facilities Master Plan.

- Signage for SRC
- Coastline Branding in SRC, SSC and Student Lounge
- Continue Campus Beautification and Warming Project – art for external walls, imagery/art for internal walls
- Identify space for Lactation Room Compliance
- Reorganize storage areas
- Identify and provide storage for all faculty teaching onsite.
- Additional computer lab
- Student lockers for PE classes on campus

Section 4: Technology Planning

Technology Assessment

Provide a description of the department's utilization of technology and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the department technology. In addition, specify how the changes support your initiatives and align to the Technology Plan.

- Cameras on computers in SSC for tutoring and exams
- Keyboards for monitors in SSC small group rooms
- Computer connected to GoPrint in SRC
- Student computer in SRC (could be same as above)
- Updated printers in staff work areas
- Update computer in conference room
- Copier available for student use in SSC , SRC or Student Lounge

Section 5: New Initiatives

I. Equipment needs:

Next year (AY 2021) equipment requests:

1. Cadaver lab creation and cadaver lab equipment purchase. Consultant estimates total cost of ~\$350,000 to remodel parts of NBC Rooms 206 and 215 into a cadaver lab and to purchase all necessary equipment and supplies. This will serve all Anatomy and Physiology and numerous other science students each semester. Enrollment numbers in these courses number in the hundreds each semester – Fall, Spring, and Summer. Plus, this can be used to market the science offerings at NBC, and enhance the stature of science offerings at Coastline.
2. Replacement of non-functioning SmartBoards in NBC's Room 206. Cost: TBA
3. Replacement of worn out science and art equipment – BIO models, BIOpacs, analytical balances, microscopes, telescopes, kilns, etc. Anything that cannot be bought with Lottery Funds. It is better to have a small fund set aside, than to be without a necessary piece of equipment, while waiting for the 12- to 18-month approval process. Ongoing, estimated cost: \$10,000 annually. These can be bought with State-funded equipment monies, if we know we have that pot of money. This year's request is four acquisition of four (4) Biopacs and 4 to 6 microscopes.
4. Replacement of tattered window blinds on doors leading in to Room 306 (Main Office) at NBC. Cost: \$200
5. Flexible classroom furniture for rapid rearrangement of classrooms and hide-away computer stations. Enhanced pedagogy, student success, and student retention. ~\$60,000 per classroom for furnishings without computers and hide-away computer stations
6. Continued enhancement of our welcoming environment via accessibility improvements throughout the site. Improvements for welcoming for students and community members of all abilities is ongoing work with Coastline's M&O Director and team. Cost TBA as plans are fleshed out for these items.
7. Enhancements to the student lounge - more outlets, more electricity, more charging stations (This is a student survey requested item (see section 1 above)). Price: TBA via Facilities Committee and M&O's input.
8. With assistance from ASG, add large outdoor games and gaming areas (outdoors and within the Student Lounge) to encourage students to gather and stay on campus. Cost: TBA via ASG's input.
9. Water bottle refill stations. This is a student survey requested item (see section 1 above). Cost: If these can be retrofitted to the existing water fountains, cost should be \$600 each (one per floor at NBC = \$1800). If need to remove existing fountains and replace, cost should be about ~\$1500 each (Total = ~\$4500.)

Year 2 (AY 2022):

10. Incubator at NBC for growing bacteria as Microbiology sections increase at NBC. Cost: \$2100
11. Refrigerator for BIO labs at NBC. Need a second refrigerator to have sufficient cold storage for labs, especially for Microbiology labs. Cost: \$1500
12. Replacement of all office (faculty and staff) computers and computer lab computers. All original office NBC computers will be 8.5 years by this point, and within their obsolescence time.
13. Phase two of Art Corridor Project: Tile mosaic installation. Will work with Facilities Committee on this project. Large mosaic would be on loan. Shipping and installation costs are estimated to be ~\$10,000, which will hopefully be paid for by an Art Gallery donor through Coastline Foundation. This phase of this project to tie Art to our local history.
14. Phase three of Art Corridor Project: Tile work around the classroom windows to better showcase our Art classes and Art pieces, and to tie Art in to our other discipline offerings via this artwork.
15. Every year request: Replacement of worn out science and art equipment – BIO models, BIOpacs, analytical balances, microscopes, telescopes, kilns, etc. Anything that cannot be bought with Lottery Funds. Ongoing, estimated cost: \$10,000 annually.
16. Cushions for the large, round concrete structures in the middle of the 2nd floor outdoor space. Providing additional study spaces for student success and retention.

Years 3 and 4 (AYs 2023 and 2024):

17. Phase 4 of Art Corridor Project: Cement floor etching. Again, tying tie Art in to our other discipline offerings via this artwork.

18. Addition of science lab space (for Physics and CHEM) at NBC (3rd floor conversion of 315 and 316) and/or addition of science lab space (for Physics and BIO) at GGC (also 3rd floor).

II. **Staff additions requests to support planned onsite student support:**

A. **Next year (AY 2020) proposed Staff additions:**

B.

1. Art - replace part-time instructional/lab associate (which HR District now refers to as temporary and cannot return next year) with a full-time position. Cost: ~25,000 difference in salary plus addition \$ for benefits. All daytime Art studio classes, with the exception of 2D Art, filled this Fall – five such full classes with waitlists. The current position also assists with the ART gallery exhibitions' set-up and tear-down and the staffing for open Gallery hours, as well as covering studio prep for ART courses and for studio prep for SPED ART classes. With planned growth in evening ART course offerings (especially with the planned addition of Ceramics classes to the evening curriculum) and in growth of face-to-face/hybrid 2-D and 3-D ART courses, and continued expansion of ART Gallery events and ART workshops to draw the community further into NBC, the request is to expand this position to a FT 1.0 one. Position classification: E-32
2. Sciences – replace the three (3) part-time instructional/lab associates (now classified as temporary by District HR – and cannot continue working next year) with a full-time position. Additions of science lab face-to-face (F2F) offerings were on hold until a second full-time instructional lab associate was approved for hire for AY 2018. Because we were able to add this FT lab instructional associate, we have added about 10 additional F2F lab science courses each semester. Science face-to-face enrollment numbers continue to grow. Additional F2F lab courses (in CHE, PHYS, BIO, and GEOL) are likely in Fall 2020 and beyond. We currently have two FT instructional lab associates and three part-time lab assistants (19 hr/week each, 150-day max. employees). This request is to replace the three part-time lab assistants with FT instructional lab associate for consistency and to reduce turnover of personnel (as expected PT lab personnel tend to stay, on average 6 to 15 months in this position. Turnover = inconsistency, and lots of time hiring and retraining). Estimated costs: ~20,000 in salary plus \$ for benefits.

Year two (AY 2021) proposed Staff additions

3. Special Programs – workforce development outreach program specialist. As programming in workforce (vocational) development comes into full operation by AY 2021, it will be imperative to have a FT Outreach Specialist to guide the student recruitment efforts of this work. Cost: ~\$75,000 in salary and benefits
4. FT Typist Clerk Intermediate in Special Programs – continued growth in student populations (mainstream, ID, ABI) will warrant addition of a second FT Typist Clerk to handle the ever-growing workload within Special Programs. Numbers of students served by mainstream support has nearly doubled over the past 6 years with no increase in personnel. DSPS—increase staffing to meet the 85% increase in demand over the last 5 years. Process applications, collection of documentation, assist with provide services such as test proctoring and faculty notification of qualified services and accommodations. Cost: \$60,000 in salary and benefits.

Year 3 (AY 2022) proposed Staff additions:

5. NBC Dean's office staff - replace part-time typist clerk with a full-time position. The Dean's office staff has been at 2.5 positions since the opening of NBC, despite large workload increases in the subsequent six and 1/2 years since NBC opened. In those 6.5 years, the number of FT faculty has grown, the number of part-time instructors has grown, the number of requests for facility use has grown substantially, and visits and phone calls from prospective students and community members has increased. All of this growth has stretched the Dean's Office staff ability to handle all the demands in a timely and customer-/visitor-friendly manner. Therefore, an increase of The Dean's Office Staff to 3.0 positions is requested. Cost: Salary increase from 19.5 hours weekly to 40.0 hours weekly. Benefits are already paid for this 19.5 hr position. Total increase: ~\$25,000.

III. **FT Instructor position requests to enhance Coastline's stability of programming:**

Note: *the assumption here is that no retirement, departure, or change in classification will take place over the next four to five years. If a retirement, departure, or change in classification does occur, that position will move rapidly up the list to become a top priority for immediate replacement.*

Note: For most disciplines at Coastline, there is ~125 to 150 FTES for each full-time faculty member.

A. Next Year (AY 2021) proposed FT faculty additions:

1. HIST - We currently have only 1 FT here, despite nearly 300 FTES. Another FT instructor is needed here to provide long-term stability, continuity, and diversity of curricular offerings. HIST has served mainly in a supporting role for other disciplines, but should branch out in course offerings to solidify its offerings for the first two years for HIST majors.
2. SOC/HSVC - Combined FTES in these two areas is over 250. There is a lot of growth potential in both areas as we move forward. Currently, there is only one tenure-track FT covering both areas. Addition of a second FT here would allow one FT to focus on SOC growth and the other to focus on HSVC growth. FTES in HSVC is growing rapidly and is likely to further double over the next few of years as we broadening our offerings in that area (neither OCC nor GWC offer courses in HSVC allowing us to provide key curricular leadership within the District in this area). This growth will be driven by having a FT tenure-track in place helping us steer the marketing and discipline direction.
3. Special Programs FT Counselor – addition to staff to handle increased requests for accommodations by students. CCC FTES has grown by 23% from 2012-2013 to 2017-2018, and is planned to grow an additional 10% by 2020. This growth in student population has stretched thin the DSPS office as it attempts to provide excellent, and timely, (mandatory) service to our growing number of students with learning and physical disabilities and the associated time needed to process, track, and accommodate these students. Therefore, a 1.0 FT Counselor position in Special programs is requested to support this increased demand.
4. Physics - current personnel (one FT instructor) is trying to grow both AST and PHYS. AST has grown substantially (more than tripling in FTES since 2012-2013) and can continue to grow if personnel can focus on that area. PHYS needs a FT person to help in its growth as we continue to add majors in the Physical Sciences (especially as we add GEOL programming) and provide adequate PHYS offerings face-to-face and hybrid for engineering majors.

B. Year two (AY 2022) proposed FT faculty additions:

5. ANTH and Cultural GEOG - No FT here, but serving approximately 100 FTES annually in ANTH alone. Addition of a FT here will allow us to increase the depth of offerings in this area, which has grown significantly in FTES (more than doubling) over the previous 5 years. Our curricular offerings in this area are threadbare and can easily be diversified with a FT to guide the planning of additional courses and an ADT in ANTH (and Cultural GEOG). We are adding courses to this area now to meet the requirements to have an ADT in ANTH.
6. PSYC - currently, there are 2.33 FT here. FT are bringing energy to this area. That energy and broadening curricular offerings, along with addition of Wellness and Life Coaching programming, and addition of Addiction Studies programming, an additional FT here will be warranted. Already, PSYCH serves 385 FTES annually (up over 85% in FTES since 2012-2013).
7. MUS - currently there is no FT here. With steady growth of online MUS offerings planned over the next few years, and increased emphasis in years 3 through 5 of the strategic plan in technology curriculum for MUS, a FT will be needed here for long-term guidance and solidification of programming in MUS. There has been steady growth over the past 5 years of students seeking MUS classes to meet their GE requirements.

C. Year three (AY 2023) proposed FT faculty additions:

8. Continued growth in MATH will warrant additional FT. MATH FTES has grown 80% since 2012-2013. Currently MATH serves over 725 FTES and have 5 FT faculty. A reasonable growth expectation of another 15-20% over the next 3 to 4 years, will add an additional ~125 to 150 FTES in MATH, sufficient numbers to warrant a sixth FT MATH faculty. Our

most recent growth has been in upper level (Calc. level) MATH courses, and with AB 705 additional Statistics classes we be needed. As we add more programming for Physical Science majors and Engineering majors, we expect to see continued higher demand for upper level MATH courses, including online, face-to-face, and hybrid offerings.

9. Continued growth in BIO, ECOL, and MRSC will warrant additional FT by Year 3 of this plan. With additions of a broad spectrum of FT BIO faculty over the past six years, we have been able to broaden our BIO, MRSC, ECOL offerings to serve science majors, with additional lecture only and lecture/lab course offerings, across a wide variety of science majors. Many of those new curricular offerings are filling or nearly filling in their first offerings. Typically, that level of enrollment takes a few semesters to build, indicating that there is significant unmet (face-to-face and online) demand for these additional courses. Since there is a strong demand for these expanded offerings, and BIO, MRSC, and ECOL should grow substantially in FTES over the next three years, which should warrant addition of an additional FT in BIO. In addition, we are being asked by local employers to add Pharmacy Tech training as well as Physical Therapy Assistant Training to our programming. This will add to our need for additional full-time instructors in BIO.

Initiative (GGC): Creating a space for students to collaborate, a computer lab to allow students to study in a quiet environment, and take industry certifications/course tests have been discussed and is moving toward the implementation stage.

Describe how the initiative supports the college mission:

The changes to the Information Commons will increase student success and prepare students for jobs of the future.

What college goal does the initiative support? Select one

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

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

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

How does this initiative play a part in Coastline Pathways?

This project provides alignment with all of the Coastline Pathways from start to finish. The space will allow students to work together, study, and take industry certification exams.

What evidence supports this initiative? Select all that apply

- Service Area Outcome (SAO) assessment
- Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

Collaboration and skill attainment are two critical areas of students getting a job and keeping a job.

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

Some of these expenses will be paid for through grant funds but there are some funds that will need to be covered by College funds.

What is the anticipated outcome of completing the initiative?

More students will be prepared to work in teams and ultimately get and keep jobs.

More students will be able to sit for and pass industry certification tests.

Provide a timeline and timeframe from initiative inception to completion.

These initiatives will be completed by the end of fiscal year ending in 2020.

Initiative (WLJC): Addition of new faculty (FT & PT) in multiple disciplines to provide instruction and support in multiple modalities at multiple locations.

Describe how the initiative supports the college mission:

Faculty develop new courses to meet the diverse needs of students and the community in general. Innovative strategies for course development address the changing needs of the workforce and allows students to complete a program with employable skills.

What college goal does the initiative support? Select one

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

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

Provide universal access to student service and support programs.

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

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

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

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

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

How does this initiative play a part in Coastline Pathways?

Additional faculty, courses aligned with job skills, increased number of certificates, and learning opportunities can help students find a pathway and stay on the pathway. New faculty can bring new perspectives to current strategies and ideas that appeal to students. Also, undiscovered opportunities for students and the college may be revealed.

What evidence supports this initiative? Select all that apply

Service Area Outcome (SAO) assessment

Internal Research (Student achievement, department performance)

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

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

Many courses in multiple disciplines have waitlist e.g. English, CMST and ESL where more sections are added every semester to address the needs of students.

Recommended resource(s) needed for initiative achievement:

Funding is required to add faculty

What is the anticipated outcome of completing the initiative?

Increasing the number of faculty can increase student engagement, completion of certificates and degrees, transfer numbers and overall student success. Innovative instruction and delivery options increases FTES and the visibility of the college in multiple formats.

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

Due to financial constraints, a timeline is not feasible at this time.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Providing access to courses and sufficient equipment	Cadaver lab creation and equipment purchase	\$350,000	One-time funding - Measure M				August 2020
	SmartBoard replacement – NBC, Room 206	TBA	One time				August 2020
	Replacement of worn out science and art equipment – this year’s request for Biopacs and microscopes	\$10,000	Ongoing/annual – state-funded equipment				August 2020
	Microbiology incubator at NBC	\$2100	One time –state funded equipment				August 2020
	Refrigerator for BIO labs at NBC	\$1500	One time –state funded equipment				August 2020
	History		Ongoing				August 2020
	SOC/HSVC		Ongoing				August 2020
	Special Programs Counselor		Ongoing				August 2020
	Physics		Ongoing				August 2020
Warming and Welcoming	Replacement of tattered window blinds – NBC, Room 306	\$200	Upkeep budget				August 2020
	Flexible classroom furniture	\$60,000	One time –state funded equipment				August 2020
	Enhancements to accessibility throughout NBC	TBA	M&O budget				August 2020
	Addition of more outlets and charging stations in Student Lounge at NBC (Students requested)	TBA	M&O budget				August 2020
	Games and gaming areas at NBC	TBA	ASG				August 2020
	Three (3) water bottle refill stations at NBC (Student request)	~\$1500 each = ~\$4500 total					August 2020
Create a Quiet study/computer lab in Information Commons	Perkins/College Funds	\$25K CC \$25K grant	One time				6/2020
Move and combine testing centers from Fountain Valley and GGC	Perkins/College Funds	\$25K CC \$25 grant	One Time				6/2020

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or service outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative