COASTLINE COLLEGE

2019-2020
Comprehensive Department Review

Office of Instruction

Table of Contents

Section 1: Department Planning

Mission Statement

The mission of the Office of Instruction is to foster an atmosphere of instructional innovation which results in meeting key performance indicators related to student success and fiscal sustainability. (this statement is a draft to be reviewed and approved by the Instructional Planning Council)

Overview

The Office of Instruction has contributed to the College meeting or exceeding FTES targets for most of the past 5 years. The College is seen as an FTES and economic engine for the District. The office has been a driver for the College Enrollment Management plan. However, the responsibility for Enrollment Management is now seen as shared responsibility between the Vice Presidents of Instruction and Student Services.

Internal Analysis

The Office of Instruction analyzes data related to employee and student satisfaction. Employee data was collected and analyzed related to overall satisfaction and services from the Office of Instruction. Student data was collected and analyzed related to:

- Overall satisfaction
- Academic program offerings
- Student schedule preference
- Services desired
- Course delivery methods and locations

Analysis of the data shows that the overall satisfaction of the Office of Instruction remains high. The delivery method of the course offering continues to be the strongest factor in students' selection of classes. Student data shows the highest service desired is tutoring, followed by Library services and lastly study space. However, the survey did not provide an option for students to identify if they wanted any of these services online. Therefore, we are not sure how students can accurately respond if they would like the services online. It is suggested that the survey questions be reviewed and updated before deploying the survey for 2019-20.

Survey Results

Student

Overall Satisfaction
Overall, most respondents (95.2%) are **satisfied** with the academic and support services at Coastline.

Academic Programs
Respondents were asked to indicate their level of agreement with the statements in Table 52 about academic programs at Coastline. The majority of respondents agree that **programs** and **courses** are offered in a manner that enabled them to complete their entire program as announced (94.0%) and that Coastline

provides the **support resources** (e.g., equipment, software, labs) that facilitate learning in their program (95.2%).

Table 52. *Academic Programs*

Answer Options	Agree	Disagree	Response Count
Programs and courses are offered in a manner that enabled me to complete my entire program as announced.	94.0%	6.0%	950
Coastline provides the support resources (e.g., equipment, software, labs) that facilitate learning in my program.	95.2%	4.8%	945

Schedule Preference by Time and Day of Week

Respondents were asked to specify their preferred time slot and day of the week for taking classes. As shown in Table 53, in general, students prefer to take classes **Monday through Thursday**, with a slight preference for **evening** courses.

Table 53. *Schedule Preference by Time and Day of Week*

Time Slot	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
8:00 AM to 10:00 AM	64.8%	62.5%	61.6%	59.1%	33.9%	31.6%	469
10:00 AM to 12:00 PM	63.8%	65.5%	63.0%	61.3%	34.7%	31.8%	519
12:00 PM to 2:00 PM	62.3%	62.3%	61.4%	61.1%	31.2%	30.6%	445
2:00 PM to 4:00 PM	54.9%	60.4%	55.2%	59.6%	32.7%	32.7%	379
4:00 PM to 6:00 PM	58.7%	58.7%	57.2%	61.9%	41.3%	32.7%	346
6:00 PM to 8:00 PM	70.7%	70.7%	71.8%	73.1%	47.1%	27.3%	461
8:00 PM to 10:00 PM	69.1%	69.9%	71.0%	71.9%	52.1%	34.5%	359

Services and Options

Respondents were asked what **services** they would like at each Coastline Campus. The results are shown in Table 54.

Table 54. *Services Wanted by Campus*

Answer Options	Fountain Valley	Garden Grove	Newport Beach	Le-Jao/ Westminster	Response Count
Study space	59.3%	37.3%	38.6%	27.3%	531
Library services	61.6%	38.6%	42.4%	30.3%	469
Academic support services (tutoring)	61.5%	41.4%	41.2%	31.3%	447

Course Selection Factors

Respondents were asked to rank factors that influence their **course selection**, with a score of 4 indicating "most important" and a score of 1 indicating "least important." A composite score was calculated based on each ranking. The results are shown below in Table 55.

Table 55. *Course Selection Factors*

Answer Options	Score	Response Count
Instructional method (e.g. online, face-to-face, hybrid)	3.11	805

Meeting time	2.73	767
Course reputation/level of difficulty	2.31	859
Campus location	2.01	810

Overall, **instructional method** was ranked as the most important factor influencing course selection, followed by meeting time, course reputation/level of difficulty, and campus location.

Employee

Overall
Most respondents are satisfied with the services provided by the Office of Instruction (91.1%). The following table shows Coastline employees' level of satisfaction with the services provided by the Office of Instruction.

Table X. *Office of Instruction Services*

Service	Satisfied	Dissatisfied	Respondents
Course catalog	95.7%	4.3%	94
Course scheduling process	91.8%	8.2%	85
Frequency of information dissemination	85.2%	14.8%	88
Enrollment management	84.9%	15.1%	86

Of those respondents who have utilized the department's corresponding service, 95.7% are satisfied with the course catalog, 91.8% are satisfied with the course scheduling process, and 85.2% are satisfied with the frequency of information dissemination. Finally, 84.9% of respondents are satisfied with enrollment management.

Qualitative Feedback
Respondents expressed that enrollment management needs improvement, and department input should be taken into consideration as it relates to scheduling and enrollment management.

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	ASSESSMENT MEASURE /TARGET
Ensure on-time completion of the course schedules.	**Measure:** Meeting deadlines **Target:** 100% of the course schedule will meet the established completion deadline
Demonstrate effective communication throughout course schedule development process.	**Measure:** Satisfaction survey on communication during schedule development **Target:** 80% satisfaction communication
Estimate accurate FTES targets.	**Measure:** FTES estimate accuracy **Target:** Project FTES with a margin with error of or -2% to 2%

SAO 1: The office generally publishes the online schedule near the date established in the schedule development timeline. The printed scheduled has often been delayed. However, the need for a printed schedule continues to decrease and the College should determine if a printed schedule is still needed for our College.

SAO 2: Based on survey results, employees reported 85% satisfaction with frequency of information dissemination from the Office of Instruction. While this measure exceeds the target of 80%. The office will review our processes and systems establish a new goal of exceeding 90% satisfaction.

SAO 3: With assistance from the Office of Institutional Research, the College has been able to project FTES within a margin of error of -2% to 2% annually. In addition, the tools and charts developed by Coastline for estimating annual FTES have been modeled by our District.

External Compliance

The College is currently establishing processes and procedures to be compliant with accreditation standards related to accuracy of Student Learning Outcomes (SLOs). Specifically, the College must ensure that SLOs identified on the course outline of record are accurately displayed on syllabi, in Canvas shells, and websites. The Office of Instruction is reviewing all SLOs in banner to ensure they are accurate. Then all faculty reports and systems will be updated to ensure SLOs are accurately displayed.

Progress on Initiative(s)

Table 1.X Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Exceed District provided FTES base	Completed	The college continue to meet the FTES threshold of base and get within 1% of the established targets.	In 2015-16 CCC exceeded the FTES base by 11.9%. In 2016-17 CCC exceeded the FTES base by 4.5%. In 2017-18 CCC exceeded the FTES base by 9.2%.
Develop an implementation plan and budget for a Faculty Success Center (FSC)	Completed	In spring 2015 PIEAC approved funds for the FSC and Learning with one-time funds. There is a need for an ongoing budget. In 2016-17 the FSC hosted many trainings	FSC opened in spring 2016 and will be seeking to rapidly expand in fall 2016. There was an increase in trainings. The FSC has been relocated to a new space in the Fountain Valley Annex and was renamed to the Faculty Center for Excellence and Innovation in Teaching.
Develop the schedule of classes a minimum of one year in future so students	In-progress	In 2015-2016 an enrollment management taskforce was convened to help establish a plan for scheduling. There is a district	The College has not been able to develop a schedule of classes a year into the future. However, all three

		wide challenge based on assignment. The 2016-17 the Enrollment Management Plan was drafted and projects enrollment by mode and subject. In 2017-18, the 2017-2020 Enrollment management Plan was updated	College are attempting to establish a stable funding model which would allow the Colleges to plan classes one or more years in the future. Until we can guarantee our minimum budgets one year in advance, we will continue to be challenged to schedule classes one year in advance.
may know availability of classes.			
Implement the full-time faculty hiring plan developed by the Instructional Planning Council.	Completed	The Instructional Wing Council and academic senate approved a full-time faculty schedule	New faculty will be hired in 2016 and 2017. The Department exceed the planning expectations for hiring
Renovate the office to accommodate additional staff	Completed	Established temp working space for the new staff members. There needs to be a more cohesive work environment created.	The office has been updated but a new layout is needed
Develop SharePoint sites for the office and committees supported by office staff	Completed	SharePoint is being released to committees first	Agendas, minutes and documents have been loaded into SharePoint
Provide leading support to the faculty success center to ensure there is consistent and adequate training and tools to assist in the development of new strategies and practices to support student success.	Completed	Rather than full-time we are using three part-time members, one dedicated instructional designer (ID), and additional ID for Canvas migration, hour support for making content meet accessibility requirements, Exploring a full-time coordinator for the FSC. In 2017-18 a full-time FSC coordinator was hired and a new advisory board has been established. Their charge is to complete their department review	The FSC has a new full-time coordinator, advisory board and is hosting events
Increase the opportunity for professional growth for administrators, faculty and classified professionals	Completed/ ongoing	One-time funding was provided that allowed for faculty and staff to go to conferences and training. There is still a need for on-going funds.	There was participating in training for 25-Live and also ACCJC training completed by the department.

Response to Program and Department Review Committee Recommendation(s)

Table 1.X Progress on Recommendations

Recommendation(s)	Status	Response Summary

The Committee recommends that the office conduct additional assessments to support planning, which include, but is not limited to: employee surveying and Service Area trend analysis.	Addressed	Employee survey for SAOs was completed in 2016-17
The Committee recommends that the office discuss the use of Service Area and summarizes the ongoing dialog of outcome and achievement data.	Addressed	This is discussed in planning wing council meeting and with the department chairs
The Committee recommends that the office provide a more thorough review of the facilities plan for the office.	Addressed	The office has been restructured to accommodate the additional staff, A new building is being planned for.

Department Planning and Communication Strategies

Department planning is developed and communicated through a variety of meetings and committees. For example, feedback for the Office of Instruction is often received during meetings with the department chairs, full-time, and wing planning meetings. In addition, communication is supported through College wide email message from the Vice President of Instruction.

Coastline Pathways

Staff from the Office of Instruction are encouraged to participate in Coastline Pathways design teams and have also participated in training, workshops, and pathway days. The Vice President of Instruction works closely with the Vice President of Student Services to support the Coastline Pathways Coordinators as they provide leadership Coastline Pathways.

Implications of Change

- The department will add a Service Area Outcome to ensure all course, program, and institution SLOs information are provided to faculty in a manner which allows for accurately displaying SLOs on all syllabi, website, and course shell.
- The department will work with the faculty coordinators (ie. OER coordinator, SLO coordinator, etc.) to determine what support can be provided from the Office of Instruction to reduce clerical or manual processes.

Forward Strategy

- Provide three-year projected FTES plans to align with projected budgets.
- Advocate for the College in District-wide discussions related to the District allocation model.

Section 2: Human Capital Planning

Staffing
Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	0	0	5	0
Current year	1	0	0	5	0
1 year	1	0	0	6	0
2 years	1	0	0	6	0
3 years	1	0	0	6	0

Professional Development
Staff have participated in accessibility training, 25 live, and banner 9 training.

Table X Professional Development

Name (Title)	Professional Development	Outcome
Vince	Institute for Future	
Vince	Coastline Pathways Retreat	
Ann French	Accessibility Training	
Nicki, Suzanne,	Banner	
Nancy Ramirez	Microsoft Training	
Ann French	Curriculum Institute	
Vince, Ann, Nancy, Nicki, Suzanne,	Speed of Trust	

Forward Strategy
We will be moving a staff member from ELD into the Office of Instruction. This staff member provides significant support for scheduling of classes and will be part of the office of instruction team to assist the college in schedule development. Staff will continue to be sent to training related to schedule, curriculum, and accessibility. As we focus on competency-based instruction, we will send staff and faculty to learn about setting up and changing courses and programs to support this initiative.

Section 3: Facilities Planning

Facility Assessment

Over the past five years the number of staff increased from three classified staff to five classified staff. The increase was due to the FLAC analyst being moved into our department from administrative services and an additional staff member being assigned to our office to assist with schedule development and 25 live. When the office was in the College Center, the office facilities were modified to accommodate the additional staff. Soon, one instructional staff member from the Extended Learning Division will be moved to the Office of Instruction. This staff member is responsible for assisting with scheduling classes. Therefore, the office is currently in the process of allocating space for the additional employee. In the development of plans for the new Student Services building, the staffing of the office was considered.

Forward Strategy

As we plan on moving into the new building, we will need to ensure we have space for the VP and six staff. Swing space for some part-time or student workers would also be advantageous.

Section 4: Technology Planning

Technology Assessment

Over the past five years the College has continued to use a variety of technologies to support instruction. These include but are not limited to:
- Banner – Schedule, FLAC, and recording of programs
- Curricunet – curriculum processes
- 25 live – room reservations
- The office also uploads program and course information into the State Curricunet system

The office is heavily involved in the current migration to Banner 9 and the change to singe term codes. Very soon we will begin migration of our Catalog and curriculum processes to Course Leaf. The expectation is that the change to Course Leaf will result in a better process for developing the printed catalog and schedule of classes.

Due to the distributed campus we continue to increase the use of telephone and web conferencing to reduce the amount of travel between campuses. We see the need for more College meetings to be supported by phone and/or web conferencing in the future.

Forward Strategy

We will be focusing on the implementation of a new Catalog display (web site) program and new curriculum management tool. As a result, we will need to ensure our computers are capable of utilizing all the tools and features in these new programs/products. In addition, many of our staff will be assisting with accessibility and may need so special software to verify all materials are compliant.

Section 5: New Initiatives

Initiative: Transition to competency-based instructions for appropriate programs.

Describe how the initiative supports the college mission:
Competency-based programs will allow students to complete programs at their pace and will increase graduates.

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

What Educational Master Plan objective does the initiative support? Select all that apply
X 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.
X 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?
The initiative will align with the work of student persistence.

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

Describe how the evidence supports this initiative.
There are very few programs which currently use competency-based instruction. However, those institutions such as Sothern New Hampshire University have quickly become the leader in the industry for working adults who need flexibly education. We could be the leading in the California Community College system.

Recommended resource(s) needed for initiative achievement:
We will need professional development funds to help faculty, administrators and staff learn how to develop these programs to get them accredited.

What is the anticipated outcome of completing the initiative?
This initiative would result in higher enrollment and increases in degree/certificate attainment.

Provide a timeline and timeframe from initiative inception to completion.
This will likely be a two-year process for research, curriculum redesign, scheduling, and accreditation.

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Funding for Class Schedule	PT/Overload budget increase	$1,000,000	On-going	No	Prior budget reports	Student Success	June 2021	1
Competency Based instruction	Professional Development funding	$60,000	One-time	No	External Scan	Student Success	May 2022	2

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