



2020-21
Annual Department Review
College Campuses

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Garden Grove Campus

Section 1: Department Planning

Internal Analysis

Table 1. Garden Grove Campus Data Trends

Garden Grove	2015-16	2016-17	2017-18	2018-19	2019-20
Sections	101	110	113	105	88
Enrollment	2,190	2,200	2,117	1,918	1,479
Fill Rate	78.4%	75.6%	72.3%	70.4%	65.3%
Average Class Size	22	20	19	18	17
FTES (Resident)	309.9	298.0	287.6	266.7	206.6
WSCH/FTEF 595 Est	411	386	374	361	326

- Sections: There has been a decline which is inline with the college trends
- Enrollment: There has been a decline in campus enrollment from over the past five years which may be attributed to the overall decline in college enrollment and the decrease in certain programs that have transitioned online.
- Fill Rates: The trend shows a decline in overall fill rates which recently may be reflected in the COVID-19 pandemic which required all classes to transition to remote.
- Avg. Class Size: The class size has been slowly declining which may reflect in the shift in the sizes of labs and numbers of students attending the courses. This may also be reflective of cross enrollment.
- FTES: Similar to Coastline declining from its peak of 6,300 FTES to 5,100 FTES the campus has seen a reduction in FTES.
- WSCH/FTEF 595 Est: Following the trends of fill-rates and class size declines the campus efficiency has also decreased

Survey Results

Student Survey Results

Garden Grove Campus Enrollment

About half (45.7%) of respondents indicated that they have previously or are currently 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 2.

Table 2. Desired Services at the Garden Grove Campus

Answer Options	Response Percent
Extended campus hours	37.5%
Study space	40.4%
Food services/food courts on campus	40.8%
Recreation/game room	37.2%
Designated posting boards for student groups	40.6%
Charging towers for phones/laptops	45.2%
Water bottle filling stations	45.0%

More than one-third of respondents indicated that they would like more services and options at the Garden Grove Campus, including extended campus hours (37.5%), study space (40.4%), food services (40.8%), a recreation/game room (37.2%), designated posting boards for student groups (40.6%), charging towers for phones/laptops (45.2%) and water bottle filling stations (45.0%).

Physical Classrooms, Maintenance, Safety, and Technology

Respondents were asked to indicate their level of agreement with the statements in Table 3 about physical classrooms, maintenance, safety, and technology at the Garden Grove Campus.

Table 3. Garden Grove Maintenance and Safety

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	97.7%	2.3%	172
Classrooms, equipment, and furniture are well maintained.	97.7%	2.3%	172
Classroom temperature is comfortable.	94.2%	5.8%	171
Parking is adequate and well maintained.	96.5%	3.5%	172
Garden Grove Campus is safe.	96.5%	3.5%	171
Technology in the classrooms meet my learning needs.	95.3%	4.7%	172
Access to technology (Wi-Fi and computers) is adequate.	97.1%	2.9%	171
Signage is available and clear.	97.0%	3.0%	167

Most respondents (97.7%) agree that classrooms, labs, restrooms, and service areas are clean at the Garden Grove Campus, and 97.7% agree that classrooms, equipment, and furniture at the Garden Grove Campus are well maintained. Additionally, 94.2% of respondents agree that the classroom temperature is comfortable, 96.5% agree that parking is adequate and well maintained, and 96.5% agree that the Garden Grove Campus is safe, technology in the classroom meets their learning needs (95.3%), and access to technology is adequate (97.1%). Finally, 97.0% of respondents agree that signage is available and clear.

Service Area Outcome(s)

The focus of this year’s review was to modify the SAOs:

- Provide a safe, inclusive, clean, and visually appealing environment for teaching and learning.
- Strengthen student engagement in relation to student life and student learning.
- Ensure accuracy and on time completion of grant projects and reporting.
- Support a secure location for testing and exams
- Enhance the student learning experience and access through virtual learning and lab environments (NetLab)

Progress on Initiative(s)

Table 4. Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>The Information Commons should expand the spaces for student learning, tutoring, and industry certification testing</p>	<p>In-Progress</p>	<p>2018-19: 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.</p> <p>2019-20: The Assessment Center moved into the room formerly occupied by the Intercultural Resource Center (IRC). The classroom formerly occupied by the Accounting Program has</p>	<p>2018-19: Plans for remodel are being developed by a facilities planner and proposed changes are scheduled to be completed during the 2019-2020 academic year.</p> <p>2019-20: Quiet space has been designated and furnishing in progress. The Assessment Center has been completed. No progress has been made on the collaboration space or the overall re-design of the Information Commons. Funding is an issue.</p>

Initiative(s)	Status	Progress Status Description	Outcome(s)
		been vacated and is the Testing Center.	
Strengthen communication within the Garden Grove organization and within the college	Completed/ Ongoing	<p>2018-19: The inclusion of the 25/Live software application will help to inform the GGC staff about upcoming workshops</p> <p>2019-20: The department adopted Slack, Microsoft Teams, and Monday.com for communication in relation to the remote work situation. The department also incorporated Zoom for meetings.</p>	<p>2018-19: We have advanced our communication practices with the new tools.</p> <p>2019-20: Staff members advanced in the use of new technologies and more frequently participate in cross departmental meetings to keep abreast of college happenings.</p>
Institutionalization of the staffing and equipment costs for maintaining the Information Commons should be investigated.	In-Progress	<p>2018-19: 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.</p> <p>2019-20: A staff member has been transferred from College Center to work in the new Assessment Center which now has upgraded computers</p>	<p>2018-19: Computers for the Information Commons and the new Testing Center been funded by CTE grants.</p> <p>2019-20: Staffing has been partially resolved: new Assessment Center staff works full-time during the day. In the evening, the Area Facilitator, who works later shift, covers both the reception desk and Assessment Center.</p>
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.	Completed/ Ongoing	2018-19: 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	2019-20: Some of the chair upholstery was cleaned by M&O. Furniture Committee convened and worked on developing furniture standards. There has been no progress in room 315

Initiative(s)	Status	Progress Status Description	Outcome(s)
		<p>the new budget short fall that are expected, this project may be further delayed.</p> <p>2019-20: This issue has been brought up in the Facility Committee and discussions took place. However, no decisions were made as the Furniture Committee had not yet set furniture standards for the college. The Director of M&O experimented with cleaning the existing chair upholstery. Overall, due to fiscal crisis, it does not appear that any progress can be made.</p>	<p>re-furnishing. Funding is an issue.</p>
<p>CyberPatriot Competition Workshops and Training.</p> <p>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.</p>	<p>Completed/ Ongoing</p>	<p>2018-19: Upwards of 250 CyberPatriot teams will be competing this season and students will be utilizing most of the computer labs and lecture classrooms. Laptops have been purchased and lap top carts are on order. This will be an ongoing need as the outreach activities continue.</p> <p>2019-20: Additional laptops, laptop cart, servers and related equipment have been purchased.</p>	<p>2019-20: With the additional technology purchases, a higher number of CyberPatriot and dual enrollment students can be accommodated. Further, the equipment can be leveraged for cross-disciplinary collaborations such as Pathway Days.</p>
<p>Host Career Education Advisory Meetings.</p>	<p>Completed/ Ongoing</p>	<p>2018-19: All CE programs held a minimum of one onsite advisory committee meeting</p> <p>2019-20: Due to COVID-19, most of the Advisory meetings were held via Zoom.</p>	<p>2019-20: Zoom meetings replaced face-to-face Advisory meetings for the first time.</p>

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>Create Regional NetLab Center</p> <p>This is a Regional Strong Workforce grant-funded project that expands the NetLab 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.</p>	Completed	<p>2018-19: The initial installation, configuration, and 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.</p> <p>2019-2020: Smaller server rooms were consolidated into a large first floor room. A three-phase buildout has been planned for a state-of-the-art NetLab Server Room. Due to efficiency and maintenance issues, new equipment and server purchases have been made in the past couple of years - rather than housing various equipment from other colleges for this project's use.</p>	2019-2020: The new server room on the first floor will be completed in three phases. The first two phases are near completion.
Open a quiet lactation room at GGC	Completed	<p>2018-19: Discussions of where the location for the lactation room are continuing.</p> <p>2019-20: In the Information Commons, a quiet corner room with natural light has been designated as the lactation room and furnished.</p>	2019-20: Lactation room has been completed and is available for students and staff to use.
Establish a Crisis Management Office at GGC	Completed	2018-19: This falls under the office of Student Services, but space has been allocated and they have control of the	2019-20: It is expected that there will be a new Crisis Management Center located inside the new Fountain Valley building.

Initiative(s)	Status	Progress Status Description	Outcome(s)
		<p>counseling spaces. We have not seen any Crisis Management personnel yet in those spaces.</p> <p>2019-20: In the new Fountain Valley Campus blueprint, a new Crisis Management Center has been included. Whether the Crisis Management Center will move permanently from GGC is yet unknown. However, discussions have ensued on various ideas to make the room more inviting and friendlier for students.</p>	<p>How it will affect GGC is to be determined.</p>
<p>Create a quiet study space at GGC</p>	<p>Completed</p>	<p>2018-19: 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.</p> <p>2019-20: In the Information Common, the room that was previously occupied by the Accounting Program has been released and will be used as a quiet study room. Room renovation is still in progress.</p>	<p>2018-19: 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.</p> <p>2019-20: A classroom located within the Information Common has been designated as additional Quiet Study space.</p>
<p>Update the small conference room at GGC</p>	<p>Completed</p>	<p>2018-19: The small conference room was moved to an old counseling office once</p>	<p>2019-20: The small conference has been completely furnished. However, due to its size, it</p>

Initiative(s)	Status	Progress Status Description	Outcome(s)
		<p>was. Additional space will need to be identified for larger meetings.</p> <p>2019-20: A white board was installed in the small conference room, a bigger table was provided, and the chairs now have wheels. No additional space has been identified to properly address the need for a larger conference room.</p>	cannot accommodate all staff members for division meetings and limits the number of participants.
Create a Cyber Competition Room at GGC	In-Progress	<p>Several options for the Cyber Competition room have been identified, now we are waiting for other areas to move.</p> <p>2019-20: A room on the second floor has been identified as the Cyber Competition/Club room. It has been partially furnished.</p>	2019-20: Cyber Competition/Club room is available for students' use. It has not yet been fully furnished as requested by faculty.
Classroom chair replacement	Not Started	2019-20: The College has been waiting for the Furniture Committee to set the standards. This year, funding is an issue.	2019-20: The Furniture Committee met and made recommendations. However, funding is an issue.
Update signage at GGC	In-Progress	<p>2018-19: 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.</p> <p>2019-20: The College provided clear signage holders outside each classroom, Coastline</p>	2019-20: Inside the building, there are signage holders for each classroom, Coastline banners, and other smaller signs. Still awaiting higher impact external and internal additional signages. Funding is an issue.

Initiative(s)	Status	Progress Status Description	Outcome(s)
		banners for inside the building, and other smaller signs for inside the building. However, no progress on bigger and more expensive signages. Funding is an issue.	
Update the copy/mail room area to make it a more efficient and productive space for users. Update the space to match the adjoining kitchen area that was renovated two years ago.	Not Started	2019-20: The idea was shared with M&O. Funding is an issue.	2019-20: No action. Funding is an issue.
Modernize the reception desk area to visually increase appeal to visitors and students; make the space ergonomically correct for the staff member stationed there.	Not Started	2019-20: Make-shift solutions have been utilized (tape paper to a holder to shield eyes from the direct sunlight, purchase an old-fashioned car sun visor to mount to the monitor, provide additional computer to use in another corner of the desk, away from the sunlight but with back to the incoming visitors.) M&O and Technology Services have been consulted. Funding is an issue	2019-20: Make-shift temporary solutions have been implemented. Funding and resources are issues.
Provide a workout space for Garden Grove Faculty and Staff	In-Progress	2019-20: Worked with M&O to identify the space and plan the room configuration. Risk and liability issues were examined. Due to COVID-19, fiscal and liability issues, the project was stalled.	Room was identified. Plans were made and liability issues examined. The project stalled due to fiscal and liability issues.
Beautify the GG Center to make it more visually appealing and welcoming internally and externally.	In-Progress	2019-20: A face-to-face and online survey was launched to obtain feedback on beautification needs of GGC and whether old artificial plants need to be taken out. Survey results were compiled for	Survey was completed and results shared with the Facilities Committee which approved the idea of installing student artwork on various floors and will purchase frames recommended. The DGA instructor is to select

Initiative(s)	Status	Progress Status Description	Outcome(s)
		sharing. M&O performed maintenance work (repaint the parking lot surface signages, cleaning/re-painting of outside “awning” structure, plant rose bushes, etc.).	artwork and frames. External improvements – especially Rose bushes and repainted structure - garnered positive comments.
Create a new Career Education Student Center (or Student Center for Career Education) in the current Information Common space.	In-Progress	2019-20: With CTE grant funds, an idea was generated to create a space for Career Education students as GGC houses most of the CE programs and offer courses on-site. This Center will provide resources that are not offered at other campuses. An idea is to explore collaboration possibilities with the Dean of Research on his AR/VR grant and leverage funds to create a cutting-edge CE Student Center.	Informal discussions were held with the CE Dean and idea shared with the VPI.
Create a brighter and more welcoming environment for students to eat food.	In-Progress	Currently, the only space students must microwave food and eat is under the stairwell of the first floor. The location, dim light, space, table, and chair do not lend themselves to be warm and inviting. Rather, it is an uncomfortable space. Feedback has been provided to the Dean and administration. No action has been taken. Space prioritization and funding are issues.	Feedback and informal discussions were held with the CE Dean and ideas shared with the college via consultants hired by the college.

Response to Program and Department Review Committee Recommendation(s)

Table 5. Progress on Recommendations

Recommendation(s)	Status	Response Summary
Describe the future of the GG campus in relation to guided pathways.	Addressed	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.	Addressed	The goals are outlined in the Enrollment Management Plan
Provide more opportunities for faculty and staff feedback in future development of the campus.	Addressed	College-wide surveys have been conducted for Vision 2030 Facilities Master Plan

Department Planning and Communication Strategies

Each semester, the CE Dean organizes a meeting with Department Chairs to discuss important topics as SAOs, equity and institutional performance data. The Department Chairs, in turn, hold their department meetings with both full-time and part-time faculty once a semester at the Garden Grove Center. Throughout the semester, communication occurs via emails, face-to-face meetings, conference calls or Zoom to convey important information and for discussions.

The department adopted Slack, Microsoft Teams, and Monday.com for communication in relation to the remote work situation. The department also incorporated Zoom for meetings.

Coastline Pathways

The CE Dean, Associate Dean, and a Business Instructor have been members of the Pathways Design Teams. The Dean was on the Outreach Team and the Associate Dean and Business Faculty on the Advising Team. Over the past academic year, they have been actively involved in collaborating with their cross-sector team members and completed their final presentations to the Coastline College President, District representatives and their colleagues in spring.

Equity

There are currently limited student services that can be provided to students. While the department provides a welcoming environment to support students, the limited services hinder our capabilities to meet student needs.

In the past year, the Garden Grove Campus expanded student services to better meet their needs: a brand-new Veteran Resource Center was opened. Also, the International Resource Center has moved next to the new VRC and across from the Counseling Office. The new location, both IRC and VRC have access to moveable walls to an empty room and can expand the space to hold big events. Both the VRC and IRC work closely with the CE Office to encourage students to take advantage of CA Cybersecurity Apprenticeship Program and CST workshops and other CE offerings.

Efficiency

Currently the building signage does not promote the clear direction to students to effectively navigate the campus. There also has been a decline in the average class size which has negatively impacted campus efficiency.

Grant Activities

Program Title: (1) Secondary and Postsecondary Transition

Host Pathway Days/outreach events for varied CE disciplines. Provide materials on Coastline's CE courses, pathways, and programs to students via participation in local high-school college and career events. Present college programs of study to high-school CE/ROP career academy leads and counselors from local high-schools. Host articulation event for high-school CE/ROP counselors and faculty to review courses for new and renewing CE articulation agreements, provide direction for awarding college credit, and collaborate on development of K-14 pathways. Financially support and participate in CTE OC Regional Advisory Committee Meetings and provide updated outreach materials to K-12 ROP/CTE faculty, staff, and counselors as well as business/ industry partners.

Hundreds of students will be able to explore various areas of CE to further their interests and learn about the opportunities available at Coastline. Prospective students will have the opportunity to speak with instructors and receive information relative to enrollment, cost, labor market information, and career opportunities.

Information about Coastline's courses, programs, certificates, and degrees were presented to hundreds of students through Pathway Days, camps, workshops, and various college/career events. Fifty plus new and renewing articulation agreements were established between Coastline and various local high schools and provide students the opportunity to begin their Pathway at Coastline while still in high school.

GenCyber Girls Summer Camp 2019

One week non-residential summer camp for 50-75 middle school and high school girls, 7th to 12th grades to learn about cybersecurity (hosted 07/15/19-07/19/19) <https://cybertechgirls.org/gencyber-girls-2019/>). The event helped develop relationships with local colleges, middle schools, and high schools through camp staff roles to develop workshop materials together based on Cybersecurity First Principles. Follow up events to engage with MS/HS students (hosted 9/14/19) <https://cybertechgirls.org/gencyber-girls-091419-coastline-college/>)

Cybersecurity Badge Day for Girl Scouts

Coastline's Cybersecurity faculty hosted its first virtual Cybersecurity Badge Day for Girl Scouts of Orange County. Over 60 girls participated in the cybersecurity awareness training, an exciting panel lunch talk with a Pentester, a Forensics Analyst, and a Threat Hunter from CrowdStrike, followed by a CTF to earn their cybersecurity badges. Faculty partnered with WiCyS, Techqueria, CrowdStrike, and teachers Nga Le and Marquez Garrett from a local middle school and high school to bring the event to the Girl Scouts.

Digital Graphics Application

Digital Graphics Application (DGA) Department Chair, Michael Warner, and Associate Professor, Angela Gomez-Holbrook, hosted 88 students from Valley, Marina, and Garden Grove High Schools for a Halloween-themed DGA Pathway Day at the Garden Grove Campus. students had a chance to handle drones and learn about careers related to drone imaging and photography, including fire, real estate, and digital imaging. Additionally, Photoshop Instructor Diana Jennes, and Adobe Illustrator instructor Hilda Baitoo held breakout sessions on Adobe Photoshop, Lightroom, Illustrator and After Effects. It was a great opportunity for students to participate in hands-on activities and learn about careers in the digital media industry.

NetLab Project

The NetLab project grew to the point of us needing to develop the large server room on the 1st floor of the GGC campus. We currently serve 15 community colleges across the state, providing essential and supplementary hands-on laboratory environments

CCAP

The project achieved one of our goal of at least 50 registered CCAP Apprentices with the Division of Apprentice Standards (DAS). The program had 5 CCAP completers of coursework and 5 completers of the OJT hours required. (With more completers on the way.)

Implications of Change

Based on the analysis of data and student feedback the following opportunities have been identified:

Create an excellent experience for students that promotes inclusiveness and a feeling of belonging

- Continue to promote an inviting and engaging atmosphere that encourages student interaction
- Continue to provide and strengthen attentive and supportive service
- Provide secure student service kiosks to help students access service from the campus

Support an innovative atmosphere

- Create video Intro of the campus
- Update signage
- Paint and repair the damages to the building
- Create an interactive space for student to learn about programs using augmented and virtual reality

As CSU Fullerton transitions from the campus, it provides the college opportunities to create these collaborative and innovative learning and study spaces. Also, the college may consider using room 315 for large lecture courses across the various highly demanded disciplines.

Section 2: Human Capital Planning

Staffing

Garden Grove’s Dean retired in June 2020. The position was not posted, and those duties added to the Dean of Innovative Learning for a 1-2 year period while the college undergoes difficult budget challenges. CIS/CST and CYBR had been approved to hire two faculty; however, those plans were interrupted because of COVID. The hope is that those two positions will be available next year. Garden Grove staff quickly shifted to remote work and adjusted their duties to support a remote environment in the spring of 2020. Some staff are grant funded, some are funded through Strong Workforce local or regional funding, and a few staff are on the general fund. There are no changes planned to staffing levels for the next three years, as long as funding remains steady (which is anticipated).

Table 6. Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	2	9	74	7	N/A
Current year	2	8	74	7	N/A
1 year	2	10	74	7	N/A
2 years	2	10	74	7	N/A
3 years	2	10	74	7	N/A

Professional Development

Table 7. Professional Development

Name (Title)	Professional Development	Outcome
Shelly Blair	<ul style="list-style-type: none"> Fall Flex Day Spring Flex Day Institute for the Future (IFTF) Coastline Pathways Design Retreat CA Community College for Staff & Organization Development (4CSD) Conference Pathways to Equity Pathways Retreat ACCCA, Association of Community College Administrators Institute for the Future NACCE Advancing Racial Justice State Guided Pathways Advisory Board Meetings 	<p>Improved understanding of practice and leadership for equity, pathways, and futures thinking for the college</p> <ul style="list-style-type: none"> Networked and received updates on staff development and best practices. Got updates and best practices on Guided Pathways and equity <ul style="list-style-type: none"> Presented retreat to advance Pathways objectives Got updates and networked with peers on leading community colleges Advanced Level of College Forward Thinking in Pathways <ul style="list-style-type: none"> Got new practices for college entrepreneurship Got new practices for racial justice Got updates on Guided Pathways, learned new about new activities, provided input and feedback.
Leonora Castillo	<ul style="list-style-type: none"> Fall Flex Day De-Escalation Training Pearson Vue Training/Recertification Admin Services Training Spring Flex Day Training for Managers & Staff 	<ul style="list-style-type: none"> Keynote speaker Dr. Rios raised the level of how we can help students; faculty & staff are vital in helping them To be a better customer service to students and community.

	<ul style="list-style-type: none"> • Ring Central • Sexual Harassment Prevention for Non-Managers • Creating Accessible PDFs • Acrobat DC: Creating Forms • Be Well at Coast • @One Training – Video Captioning • Accessible Video • Work from Home Resources • Excel 2016 Essential Training 	<ul style="list-style-type: none"> • Recertifying as a Pearson Vue administrator for industry certification test takers • To inform classified employees of plans of the school, forms that needed to be filled out properly, budgets • Attended Creating Attractive and Web-accessible Flyers – it was helpful because we usually update our CCAP flyers. • To train us in using Zoom’s added features • To train us in using Ring Central’s added features using it in a desktop and on our personal phones. • To know where to go and what to do when the need arises; that there is a support group. • To make an accessible PDF document without the availability of the original one (Word, Excel, or Power Point) • In working remotely, we needed to know how to create forms that can be signed, fillable, and can be edited. • Informative in a way not just about the district or the school but with other current matters such as Racial Equity in Online Environments and Counting your Ducks • To know how to create captions correctly with videos; ensuring that spelling, grammar, and punctuation marks are in order so when the audio is turned on, it would know when to pause. • Another training to make videos accessible • To ensure that we employees are comfortable in working remotely <p>Excel has so much commands that I have never worked on and this a good way for me to be proficient with the program</p>
John Chu	<ul style="list-style-type: none"> • Attended Keynote Speaker event by Dr. Victor Rios on Strengthening Student Success through Emotional Support. • Completed Pearson Certified Testing Proctor exam • Participated in Cybersecurity, College Budget, and Search Committee training discussion during All College Meeting. • Completed Acrobat Essential Training and Becoming a Thought Leader via Lynda.com 	<ul style="list-style-type: none"> • Realization of how educators play a critical role in all disproportionately impacted or marginalized students because we may be envisioned as mentors, role models, or educators. • Able to assist Pearson test takers efficiently and accurately according to Pearson testing protocols. • Broadened personal knowledge of cybersecurity, our college budget, and how to provide Equal Opportunities while participating in Search Committees.

		<ul style="list-style-type: none"> • Become thoroughly efficient with utilization of Adobe Acrobat Reader in handling PDF files.
Michelle Edison	<ul style="list-style-type: none"> • Fall Flex Day – Various Workshops • Admin Services Training • Spring Flex Day – Various Workshops • EEO Training 2 Year Certification • Zoom and Ring Central Remote Training • Ring Central Training (Roy H.) • Virtual Spring BBQ – Various Workshops • Sexual Harassment Prevention Training • Leave Reporting Training • Be Well at Coast Workshops 	<ul style="list-style-type: none"> • Gained more knowledge of Coastline and the college’s recent accomplishments, Classified Senate goals • Familiarized myself with fiscal department, and different areas of Admin Services • Learned cybersecurity tools, accessibility, wellness, CFCE and Classified Senate updates • (Flex Day Workshop), learned about equal opportunity and search committee policies • Learned how to utilize Zoom and Ring Central remotely • More in-depth training on how to use the desktop and mobile application of Ring Central • Attended fun workshops to help stay connected to colleagues • Mandatory training, gained better understanding of Title 9 • Learned new vacation reporting system on the Coast portal • Learned various methods to cope with stress and new WFH environment
Fuji Fujianto	<ul style="list-style-type: none"> • DefCon 	<ul style="list-style-type: none"> • I was able to learn new technologies and techniques. These new skills were translated into new materials for CyberPatriot students to ingest, as well as for the mentors to gain a wider scope of knowledge.
Andrea Gallyon	<ul style="list-style-type: none"> • Fall Flex Day • Admin Services Training • Spring Flex Day: Adobe Spark, Stress Management, Identity Theft Countermeasures, Search Committee Training. • Zoom and Ring Central Training w/ Shelly • Linked in Learning – Adobe training • Sexual Harassment Prevention Training • Spring BBQ Sessions • Be Well at Coast Webinar: Higher Education Readiness & Resiliency • Leave Report Training 	<ul style="list-style-type: none"> • Received updates from Classified Senate meeting and insight from Keynote, Dr. Victor Rios. • Learned proper practices of college procedures. • I have used Adobe Spark to create flyers and cards, learned stress relief tips, how to prevent ID theft at home, and renewed my Search Committee EEO certification. • More seamless transition to remote working. • Brushed up on creation of fillable forms and digital signatures for routing virtually. • Reinforced the maintenance of a safe and non-hostile work environment

		<ul style="list-style-type: none"> • Learning to cope and adjust to working from home. (Also, learned how to make awesome breakfast burritos!) • Learned tools to thrive at work and home. • Learned the new online leave report platform.
Anna Isbell	<ul style="list-style-type: none"> • Fall Flex Day • De-Escalation Training • Pearson Training • Spring Flex Day • Training for Managers and Staff • Ring Central Training • Acrobat DC– Creating Forms • Creating Accessible Documents in MS Office • Creating Accessible PDFs • Sexual Harassment Prevention Training Certificate • Spring BBQ: Word and PowerPoint Accessibility • Leave Report Training 	<ul style="list-style-type: none"> • Increased Customer Service skills • Recertified as Pearson Test Administrator • Gained Adobe Spark knowledge/skills as well as cybersecurity awareness • Increased Zoom and Ring Central knowledge and skills • Improved Ring Central knowledge and skill • Leveled up on Acrobat skills with LinkedIn • Acrobat DC– Essential Training • Leveled up on Acrobat skills with LinkedIn • Leveled up on Accessible skills with LinkedIn • Learned how to use new Payroll tool
Merry Kim	<ul style="list-style-type: none"> • NICE (Nat’l Initiative on Cybersecurity Education) 2019 • CCCAOE (CA Community College Administrators of Occupational Education) • LA/OC Regional Consortia Retreat • Institute for the Future (IFF) • Coastline Pathways Design Retreat • Liebert, Cassidy, Whitmore Workshop: Exercising Your Management Rights • CA IT in Education • Division of Apprenticeship Standard – Apprenticeship Lab • NACCE: National Association for Community College Entrepreneurship • ACTE: Association of CTE Conference • General CTE related: OCBC Economic Forecast, CSUF Economic Forecast 	<ul style="list-style-type: none"> • Networking contacts, updates, and ideas essential for CA Cybersecurity Apprenticeship Program • Networking contacts, connecting with Chancellor’s Office Grant Monitor to resolve issues, up-to-date info on grants and CTE • Networking, teambuilding, and regional collaborations • Teambuilding, developing futures thinking strategies and skills • Teambuilding, Teamwork, and collaboration on Advising Team Pathways design • Knowledge on Management rights • Connections and ideas for potential placement of apprentices in jobs • Attend to meet a requirement of the CA Cybersecurity Apprenticeship Program/DAs • Volunteering for CCC, up-to-date information on state of CC Entrepreneurship education & issues • Present a workshop on CCAP, network, obtain ideas for CCAP and other CTE programs • Obtain up-to-date information on the state of economy in OC and workforce

		development needs/trends to utilize in grant applications, report writing, and sharing
Krystal Neal	<ul style="list-style-type: none"> • Fall Flex Day • Spring Flex Day • Training for Managers and Staff • Ring Central Training • Acrobat DC– Essential Training • Acrobat DC– Creating Forms • Creating Accessible Documents in Microsoft Office • Creating Accessible PDFs • Sexual Harassment Prevention Training • Virtual Spring BBQ • Coastline Planning Summit • Leave Report Training • Self-Care is not Selfish • ePAF training: Time and Leave Org Codes • Online training on Purchasing Behaviors and Inventory Control • Be Well at Coast • Strategies for Achieving a Work-Life Balance and Organizational Success • Combating Unconscious Bias Webinar 	<ul style="list-style-type: none"> • Increased knowledge of different programs and cybersecurity skills. • Improved zoom and ring central knowledge and skills. • Gained Adobe Acrobat skills. • Gained accessibility skills and knowledge. • Certificate • Refresher of Word and PowerPoint accessibility. • Learned new payroll tool. • Gained tools to improve self-care. • Learned new time and leave Org codes. • Improved purchasing and inventory knowledge. • Learned new strategies to keep a balanced work-life and working from home. • Gained strategies to “interrupt” bias and “repair” the harm caused

Section 3: Facilities Planning

Facility Assessment

Over the past few years, GGC was facing challenges related to space utilization. The Assessment Center and Industry Certification Testing Area (Pearson Vue) were both located within the Student Success Center (SSC). Similarly, an Accounting classroom was also located inside the SSC. The SSC was not a conducive place for students to be assisted by tutors because as it required them to be quiet, especially when testing was occurring. In addition, test takers would be in-directly distracted with students taking breaks from Accounting classes. To mitigate these issues, GGC worked with the Facilities Department, IT Department, and the Facilities, Safety, and Sustainability Committee to relocate testing operations and the Accounting classroom.

The Assessment Center at the College Center was successfully relocated to GGC. Re-used existing student work desks, computers, and security cameras from Assessment Center into newly renamed Testing Center at GGC.

In addition to the general student survey of GGC, the employees conducted a short in-person survey of students to obtain feedback regard specific aesthetic aspects of GGC. These recommendations coupled with the opportunities identified in section 1 of the report would continue to build a great learning and working environment.

Other modification at GGC include:

- New Veteran’s Resource Center, placed in GGC 158

- Moved the Intercultural Resource Center into GGC 160
- Construction of new gender-neutral bathroom began, located on the first floor by the counseling offices (still under construction)
- New lactation room in GGC 110

Table 8. Beautification Recommendations

Recommendations
<p>New Greenery</p> <ul style="list-style-type: none"> • “New artificial plants to replace the old ones” • “Succulents in place of the artificial plants. They would be nice and very low maintenance.” • “Add flowers around the outside patio near the blue tables.”
<p>Art</p> <ul style="list-style-type: none"> • “CTE-related displays or art pieces” • “Student artwork and sculptures” • “Warm and bright colors on the walls or a splash of color via furniture, art and color to balance out the business-like atmosphere of the campus.” • “Community murals”
<p>Department Posters and Signage</p> <ul style="list-style-type: none"> • “Add more posters and student work. We have plenty of pathway posters we want to put up. The college should be inviting to students and make them aware of how we're here to help.” • “Each department should have some nice posters or banners outside their office and include a post it board.” • “Possibly adding Coastline banners on the outside of the building to make it look and feel like a community college.” • “Something on the walls of the student hallways. Banners, student artwork, Coastline posters, etc. Anything would help the space feel more welcoming. Students often comment on the hallways feeling like an institution.” • “Signage for our student services on the first floor”
<p>Other Students and/or Staff</p> <ul style="list-style-type: none"> • “Vending machines for students, staff, and faculty that provide food and drinks” • Ergonomically appropriate workspace for Receptionist/Clerical staff at the front desk for working on computer and to not be blinded by afternoon sun • Inviting, bright, and friend area for students to eat food and have access to microwave • Updated mail/copier area for faculty and staff • Bigger conference room for use by staff and faculty that can hold more than 3 people comfortably • Determine if Career Education Resource Center can be provided for students, funded by CE grants.

Section 4: Technology Planning

Technology Assessment

The following purchases were made based on the plans outlined in the Perkins Plans

- Worked on combining, upgrading, and expanding the NetLab Server room; leveraging other CTE grants; purchased an air conditioning unit (\$65,475.00), rack console (\$738.80), switches, transceivers, cables (\$15,261.98), power supply (\$1,227.79), network card (\$7,784.24), AC Adapter (\$2,554.75) and battery pack (\$13,633.08) for our existing server room and new NetLab Server room.
- 80 desktop computers to refresh 3 of our rooms located on the 3rd floor (\$92,676.06).
- To increase flexibility and capacity to organize and offer workshops, summer camps, and other activities, purchased 66 HP adapters and laptops (\$79,915.51), 30 MacBook laptops (\$51,732.38), and 3 charging charts (\$5,131.06).
- iMac computers with 3-year apple care for the Student Success Center (\$2,921.08)
- Large format printer, supplies, and installation for the DGA program (\$3,914.49)
- Purchased ACA practice exams and vouchers to prepare students to pass Photoshop, Illustrator, and InDesign industry certification exams – providing students with the opportunity to use free online tutorials for the exam. Students took industry certification exams as a part of their course final (\$5,637.60).
- 30 desktop computers for our new test proctoring center (\$34,713.00).
- The CyberPatriot project purchased their own NetLab infrastructure to fulfill virtual training and easier distribution of materials and content. For CyberPatriot, we will need to potentially purchase a firewall to filter and secure network traffic and software to allow for remote desktop connections such as VMware Horizon. Currently we are assessing the needs of the project and are consulting with the rest of the colleges in the area as they are part of the collaborative CyberPatriot effort and COE.
- In 2019-20, the server room was relocated to a more sustainable location and was outfitted to meet the power, fire suppress/safety, and HVAC needs of the system



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.

Newport Beach	2015-16	2016-17	2017-18	2018-19	2019-20
Sections	268	257	243	243	222
Enrollment	4,586	4,348	4,197	4,380	3,585
Fill Rate	64.3%	67.1%	71.4%	72.3%	63.3%
Average Class Size	17	17	17	18	16
FTES (Resident)	557.2	561.9	549.3	584.3	505.7
WSCH/FTEF 595 Est	337	354	353	365	326

Survey Results

Student

Newport Beach Campus Enrollment

About half (56.2%) 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.

Desired Services at Newport Beach Campus

Answer Options	Response Percent
Extended campus hours	38.0%
Study space	40.1%
Food services/food courts on campus	42.6%
Recreation/game room	38.4%
Designated posting boards for student groups	40.1%
Charging towers for phones/laptops	44.9%
Water bottle filling stations	48.1%
Total Respondents	803

Respondents indicated that they would like **more services** and options at Newport Beach Campus, including **extended campus hours** (38.0%), **study space** (40.1%), **food services** (42.6%), **recreation/game**

room (38.4%), designated **posting boards** for student groups (40.1%), **charging towers** for phones/laptops (44.9%) and **water bottle filling stations** (48.1%).

Physical Classrooms, Maintenance, Safety, and Technology

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

Newport Beach Maintenance and Safety

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	98.1%	1.9%	215
Classrooms, equipment, and furniture are well maintained.	98.1%	1.9%	214
Classroom temperature is comfortable.	89.7%	10.3%	214
Parking is adequate and well maintained.	97.7%	2.3%	213
Newport Beach Campus is safe.	99.1%	0.9%	213
Technology in the classrooms meet my learning needs.	97.7%	2.3%	215
Access to technology (Wi-Fi and computers) is adequate.	94.9%	5.1%	215
Signage is available and clear.	95.8%	4.2%	215

The majority of respondents (98.1%) agree that classrooms, labs, restrooms, and service areas are **clean** at the Newport Beach Campus. Similarly, 98.1% agree that the Campus’ classrooms, equipment, and furniture are **well maintained**. Additionally, 89.7% of respondents agree that the classroom temperature is **comfortable**, 97.7% agree that parking is **adequate** and **well maintained**, and 99.1% agree that the Newport Beach Campus is **safe**. Finally, 95.8% agree that signage is available and clear.

Overall, the majority of respondents are **satisfied** with the **technology** at the Newport Beach Campus. Specifically, 97.7% 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** (94.9%).

Service Area Outcome(s)

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 completed in Summer 2020. As of September 2020, a food pantry was established using the kitchen area on the Newport Beach Campus. Once we return to campus following the coronavirus pandemic’s conclusion, we will continue the drive to bring e-Sports to fruition on campus and to find funding for the top two “desired services” (charging towers for phones/laptops and water bottle refill stations) from the student survey, as outline in one of the tables above. 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 the student survey responses above. In addition, M&O Director Randy Flint secured a grant and worked with Special Programs Coordinator Celeste Ryan and the NBC Dean to increase the number of more-accessible entry doors to various locations on the Newport Beach Campus.

SAO 3: The NBC Dean continues to work with the Department Chairs and the Special Programs Coordinator to develop curriculum scheduling that will meet the needs – specific classes and scheduling times – of the students wanting to attend classes on this campus. As well, as efforts to expand the number of course offerings on the Newport Beach Campus failed to bring in sufficient additional students, in future semesters, we will focus on only those classes that have stronger enrollment numbers for onsite offerings. These efforts should enhance the fill rates of the courses offered at the Newport Beach Campus.

Progress on Initiative(s)

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 a better learning environment. Mental Health Counselors are now in place on certain days of the week at NBC, as well as a food pantry was

			established on campus as of September 2020. 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.
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.	Ongoing	Ongoing progress being made to provide study and gathering areas throughout the campus.	Enhanced study spaces and furnishing in NBC’s student success center completed in Summer 2018. Quiet study areas were completed in NBC’s Student Lounge in Fall 2018. More welcoming furnishings for outdoor areas and second floor atrium added and improved. Permanent food vendor discussions still in progress. A four-phase beautification plan has been created for the Art Corridor, with Phase 1 of the plan completed as of Summer 2020. Replacement of directional way-finding signage in that was previously in place is still in the works.
Providing access to courses and sufficient equipment	Ongoing	Art classroom, science laboratory, and COAST vocational materials being purchased.	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.
Create a warm and welcoming environment	Ongoing	Addressed above in “To provide excellent and timely service to students,	Addressed above. In addition, M&O Director Randy Flint secured a grant

		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”	and worked with Special Programs Coordinator Celeste Ryan and the NBC Dean to increase the number of more accessible entry doors to various locations on the Newport Beach Campus.
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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 to discuss big picture concerns, and each NBC Dept. Chair and Program Coordinator meets with the NBC Dean frequently (via face-to-face, Zoom, and 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 regularly, and through more formal meetings every couple of months and now weekly via Zoom.
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 Coastline 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 serve/served on the work and design groups for Coastline Pathways lending their collective expertise and wisdom to these groups.

Equity

Classified Professionals are being encouraged to attend professional development workshops and webinars to enhance understanding of equity in order to decrease barriers.

Department Chairs are being asked to add discussions of closing equity gaps onto their agendas of their departmental meetings, including discussions about a more student-centered syllabus, more culturally-relevant pedagogy, etc.

Instructors are being encouraged to attend discussions around equity and diversity, and to attend Flex Day workshops on closing these equity gaps and to learn of those gaps.

Efficiency

Extensive cuts have been made to Fall 2020 and Spring 2021 course offerings in order to meet budget and to improve efficiency.

Departments continue to change course offerings to stay up to date with educational trends and departments continue to grow the number of approved ADTs, courses with C-IDs, and the number of certificates.

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 food service provider(s) 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 our evening offerings so that an evening-only student can take a good number of 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, potentially a 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, GEOL, HLTH, and CHEM over the past few years have allowed us to broaden that perspective. 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, and conversations between the ART faculty and the DGA faculty will bring additional fruitful synergies. 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 (COAST Programming) for our ID student population. Future curricular offerings in this area will showcase our curriculum to workplace efforts. In the past few years, four workplace certificate programs have gained State approval and another four or five are in the creation process for this student population.
7. AB 705 legislation has forced radical change in the thinking behind remedial education at the College level. This legislation, plus the good work of Guided/Coastline 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 (29)*	Part-time instructors (~140)	Classified Staff – 9 FT, 1 PT	35
Current year	Dean (1)	Full-time faculty (25)**	Part-time instructors (~135)	Classified Staff – 9 FT, 1 PT	25***
1 year (2021-2022)	Dean (1)	Full-time faculty (26)	Part-time instructors (~135)	Classified Staff – 9 FT, 1 PT	25
2 years (2022-2023)	Dean (1)	Full-time faculty (28)	Part-time instructors (~125)	Classified Staff – 10 FT, 1 PT	25
3 years (2023-2024)	Dean (1)	Full-time faculty (30)	Part-time instructors (~125)	Classified Staff – 12 FT	25

*Special Programs Coordinator is included within the F/T Faculty numbers.

**Four long-time FT faculty members retired in May and June of 2020.

***The closing of Fairview Development Center decreased the number of hourly instructional aides (now referred to as Professional Experts – Special Programs Classroom Support) needed for instruction. As well, changes continuing to be implemented 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
Karen Marks	NISOD	Attend conference.
Tom Neal	Institute for the Future	Training to become Foresight Practitioners.
Steven Fauce	Institute for the Future	Training to become Foresight Practitioners.
Kelly Ruppert	Institute for the Future	Training to become Foresight Practitioners.
Mahbub Khan	NISOD	Attend the NISOD Regional Workshop.
Karen McLucas	NISOD	Attend the NISOD Regional Workshop.
Son Nguyen	NISOD	Attend the NISOD Regional Workshop.
Lisa Lee	Institute for the Future	Training to become Foresight Practitioners.
Ann Holliday	Institute for the Future	Training to become Foresight Practitioners.
Lisa Demchik	NISOD	Attend the NISOD Regional Workshop.
Tania Lopez	NISOD	Attend the NISOD Regional Workshop.

Deborah Henry	Western Neurosurgical Society 65th Annual Meeting	Educational. Increase awareness of socioeconomics and practices for our Health Care students.
Fabiane Albert	Yoga Teacher Internship	Practice how to teach yoga.
Katie Stone	American Society of Theatre Research	Participating in working group session, Member of the ASTR Membership Committee
Lisa Lee	45th American Mathematical Association for Two-Year Colleges Conference	Attending workshops to enhance professional knowledge and instructional technologies.
Erin Johnson	Umoja Conference	Training on Umoja Programs necessary to assist in launching this program at CCC.
Shoo Seto	Joint Mathematic Meeting	Speaker at special session on Math Education.
Luke Smith	California Mathematics Council Community Colleges South Fall 2019	Learn how other colleges implement AB705 and statistics support courses.
Elaf Farahat	Association of Nutrition and Food Service Professionals	Gain information on new credentialing requirements for CDM programs.
Laurie Runk	Association of Nutrition and Food Service Professionals	Gain information on new credentialing requirements for CDM programs.
David Lee	Ray Harryhausen/Titan of Cinema	Visit museum exhibits.
Michael Bach	Academic Senate for CA Community Colleges 2019 Fall	To be informed about state issues related to senate and curriculum.
Lisa Lee	Academic Senate for CA Community Colleges 2019 Fall	To be informed about state issues related to senate and curriculum.
Fred Feldon	45th American Mathematical Association for Two-Year Colleges Conference	Professional development and speaker.
Ann Holliday	Academic Senate for CA Community Colleges 2019 Fall	To be informed about state issues related to senate and curriculum.
Beck Wehrle	Annual Meeting Society for Integrative and Comparative Biology	Present research, attend research and teaching talks and workshops.
Steve Fauce	7th Annual SLO Symposium	Professional development as SLO Coordinator.
Mitchell Alves	Massachusetts Institute of Technology Sloan Sports Analytics Conference	To attend the conference. To learn real life applications of mathematics in sports.
Matt Quinlan	California Higher Education Basic Needs Alliance 2020 Summit: Advancing Student Success	Professional development.
Jessica Kuang	Society for Information Technology and Teacher Education International Conference	Learn about how others integrate instructional technology into their teaching.
Deborah Henry	Academic Senate for CA Community Colleges 2020 Spring Plenary Session	To be informed about state issues related to senate and curriculum.
Lisa Lee	Academic Senate for CA Community Colleges 2020 Spring Plenary Session	To be informed about state issues related to senate and curriculum.
Deborah Henry	California Community Colleges Institutional Effectiveness Faculty and Staff Diversification Symposium	Learn best practices in institutional effectiveness.
Ann Holliday	California Community College Council for Staff and Organizational Development	Learn best practices in professional development and Flex offerings.
Luke Smith	California Mathematics Council Community Colleges South Spring 2020	To learn about how other campuses are improving student engagement, and how they support active learning and more.
Matt Quinlan	California Community Colleges Vision for Success Summit	Collaborate with peers and learn updated information on equity and leadership.
Deborah Henry	California Community Colleges Vision for Success Summit	Collaborate with peers and learn updated information on equity and leadership.
Hao-Nhien Vu	California Math Council Community Colleges	Learn issues specific to math teaching in California community colleges including AB 705 and student success.
Erica Valle	Institute for the Future	
Celeste Ryan	Institute for the Future	
Becki Friend	Mount Sac - ABI /Speech and Language Event	
Kim Peterson	Mount Sac - ABI /Speech and Language Event	

Celeste Ryan	Coastline Pathways Retreat	
Lisa Shore	Coastline Pathways Retreat	
Celeste Ryan	Resource Event - Irvine Unified School District	
Lisa Winger	Admin Services Training	
Michelle Wild	ACRM	
Celeste Ryan	Pathways Summer Presentation	
Celeste Ryan	ReadSpeaker Training	
Beth Jugle	ReadSpeaker Training	
Lisa Shore	ReadSpeaker Training	
Lisa Winger	ReadSpeaker Training	
Allison Ferrier	Introduction to Teaching with Canvas	
Katie Stubblefield	Kellogg University Art Gallery	
Celeste Ryan	Education Partners Breakfast	
Celeste Ryan	Colorado Medical Center - ABI Marketing	
Celeste Ryan	Ocean View High School Resource Meeting	
Celeste Ryan	Accessibility Audit Planning - Chancellors Office Training	
Celeste Ryan	Fundamentals to Advanced Application Postsecondary Student Disability Law	
Michelle Wild	Craig Hospital - cancelled due to Covid	
Celeste Ryan	COAST Adult Education Consortia	
Celeste Ryan	Colorado Brain Injury Conference Call	
Celeste Ryan	Region G and DSPS Solutions Meeting	
Celeste Ryan	Strategies for Supporting Students with ID, and Autism - Tarjan Center	
Rachelle Lopez	Strategies for Supporting Students with ID, and Autism - Tarjan Center	
Beth Jugle	Strategies for Supporting Students with ID, and Autism - Tarjan Center	
Barbara Darby	Strategies for Supporting Students with ID, and Autism - Tarjan Center	
Judy Aprile	Canvas Training	
Barbara Darby	Canvas Training	
Nancy Jaeger	Canvas Training	
Shashi Chabra	Canvas Training	
Beth Syverson	Canvas Training	

Katie Stubblefield	Canvas Training	
Judy Aprile	Zoom Training	
Barbara Darby	Zoom Training	
Nancy Jaeger	Zoom Training	
Heather Cordovil	Zoom Training	
Shashi Chabra	Zoom Training	
Lisa Winger	Using Kurzweil 3000 for online classes training	
Lori Genova	Using Kurzweil 3000 for online classes training	
Erica Valle	Using Kurzweil 3000 for online classes training	
Beth Jugle	Using Kurzweil 3000 for online classes training	
Lisa Shore	Using Kurzweil 3000 for online classes training	
Beth Jugle	Ring Central Training	
Erica Valle	Ring Central Training	
Celeste Ryan	DHH Discussion Series--DSPS	
Celeste Ryan	CAPED SIG Chat	
Rachelle Lopez	Practical Solutions to Student Belonging and Community	
Rachelle Lopez	Practical Discussions and Solutions to Meet Classroom Needs in a Covid-19 World	
Rachelle Lopez	Student Belonging and Community in Times of Change	
Rachelle Lopez	Embracing and Planning for Online Learning	
Rachelle Lopez	Equity-Minded Online Teaching Techniques on Canvas	
Rachelle Lopez	Reasonable Accommodations in Workplace During COVID-19	
Rachelle Lopez	Serving Students with Basic Needs Insecurities During COVID 19	
Rachelle Lopez	Going Virtual How to Help Students Succeed	
Rachelle Lopez	Higher Education Readiness & Resiliency	
Allison Ferrier	Video Captioning Accessibility	
Allison Ferrier	Distance Education Certificate - NOCE	
Celeste Ryan	Paul Grossman: Equal, Effective Communication: Two Case Studies	
Erica Valle	Paul Grossman: Equal, Effective Communication: Two Case Studies	
Lisa Winger	Sexual Harassment Prevention for Non-Managers	
Lori Genova	Sexual Harassment Prevention for Non-Managers	
Erica Valle	Sexual Harassment Prevention for Non-Managers	

Beth Jugle	Sexual Harassment Prevention for Non-Managers	
Lisa Shore	Sexual Harassment Prevention for Non-Managers	
Rachelle Lopez	Sexual Harassment Prevention for Non-Managers	
Barbara Darby	Sexual Harassment Prevention for Non-Managers	
Celeste Ryan	Strategies for Engaging Students with ID, and Autism - Tarjan Center	
Rachelle Lopez	Strategies for Engaging Students with ID, and Autism - Tarjan Center	
Beth Jugle	Strategies for Engaging Students with ID, and Autism - Tarjan Center	
Barbara Darby	Strategies for Engaging Students with ID, and Autism - Tarjan Center	
Rachelle Lopez	Ensuring Transfer Success Webinar Conference	
Celeste Ryan	MMAP Webinar--Best Practices	
Celeste Ryan	DSPS Region G Meeting	
Allison Ferrier	Canvas Template Training	
Rachelle Lopez	Addressing Anti-Blackness on Campus: Implications for Educators and Institutions	
Rachelle Lopez	Addressing Racial Bias and Microaggressions in Online Environments	
Rachelle Lopez	CollegeSource Virtual Conference	
Rachelle Lopez	Practical Solutions to Student Belonging and Community	
Lisa Winger	ePAF Training - Leave Reporting	
Lisa Winger	Leaving Reporting Training	
Lori Genova	Leaving Reporting Training	
Erica Valle	Leaving Reporting Training	
Beth Jugle	Leaving Reporting Training	
Kim Peterson	Law and Professional Ethics for Therapists	
Kim Peterson	Consideration for the Provision of E-Therapy	
Celeste Ryan	Guidance and Strategies for Supporting the Mental Health of Students with Autism Part 1	
Celeste Ryan	Guidance and Strategies for Supporting the Mental Health of Students with Autism Part 2	
Celeste Ryan	DSPS Directors Chat	

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 were completed in NBC’s Student Lounge in Fall 2018. More welcoming furnishings for outdoor areas and second floor atrium added in past few years. Permanent food vendor discussions still in progress. Replacement of directional way-finding signage in that was previously in place is still in the works. 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 completed, which enhances the vibrancy and creativity of that highly visible space. Window shade project for the second deck windows has been completed, and enhances the comfort of the second-floor atrium for studying.
 - 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 (completed), 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, additional lighting, and charging towers 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. In the past year, M&O Director Randy Flint secured a grant and worked with Special Programs Coordinator Celeste Ryan and the NBC Dean to increase the number of more accessible entry doors to various locations on the Newport Beach Campus.
2. If CHEM and BIOL lab enrollments continue to grow as they have over the past 5 years, it is anticipated that all the BIOL 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 may be near capacity as well by Fall 2022 or so. Thus, continued growth of the number of STEM students will be hindered by the lack of available CHEM and BIOL 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 computers within the 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 soon, for addition of lab space before capacity is reached. This will also free up NBC/s room 117 for remodeling and thus for a space for large lecture to enhance increased financially prudent lecture offerings. 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, and to increase its viable as a larger lecture room.
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. A number of the onsite computers using by NBC’s Classified Professionals and FT faculty and many classroom computers are original to the opening of NBC. Thus, many classroom computers and computer lab computers on campus are 7.5 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.
2. Also, many of the computers assigned to FT faculty are nearing their obsolescence, so should be on the replacement plan.
3. Computers in computer labs (Rooms 234, 315, 316, and 328) on the Newport Beach Campus are now at least 6 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.
4. 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 (i.e., now)



Westminster Le Jao Campus

Section 1: Department Planning

Internal Analysis

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.

Westminster	2015-16	2016-17	2017-18	2018-19	2019-20
Sections	176	154	158	166	162
Enrollment	4,425	3,710	3,827	3,857	3,330
Fill Rate	78.6%	76.1%	79.0%	76.7%	68.2%
Average Class Size	25	24	24	23	21
FTES (Resident)	560.4	400.2	421.3	446.4	410.4
WSCH/FTEF 595 Est	373	351	350	338	309

Survey Results

Student Survey Results

Westminster/Le-Jao Center Enrollment

Less than half (40.4%) 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.

Services Wanted at Le-Jao Campus

Answer Options	Response Percent
Extended campus hours	29.7%

Study space	33.9%
Food services/food courts on campus	32.6%
Recreation/game room	28.7%
Designated posting boards for student groups	32.2%
Charging towers for phones/laptops	38.1%
Water bottle filling stations	38.9%
Total Respondents	803

Respondents indicated that they would like **more services** and options at Westminster/ Le-Jao Campus, including **extended campus hours** (29.7%), **study space** (33.9%), **food services** (32.6%), **recreation/game room** (28.7%), designated **posting boards** for student groups (32.2%), **charging towers** for phones/laptops (38.1%) and **water bottle filling stations** (38.9%).

Physical Classrooms, Maintenance, Safety, and Technology

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

Classrooms, Maintenance, Safety, and Technology at Westminster/Le-Jao

Answer Options	Agree	Disagree	Response Count
Classrooms, labs, restrooms, and service areas are clean.	98.0%	2.0%	152
Classrooms, equipment, and furniture are well maintained.	98.0%	2.0%	150
Classroom temperature is comfortable.	90.1%	9.9%	151
Parking is adequate and well maintained.	81.5%	18.5%	151
Westminster/Le Jao Campus is safe.	94.1%	5.9%	152
Technology in the classrooms meet my learning needs.	96.0%	4.0%	151
Access to technology (Wi-Fi and computers) is adequate.	94.7%	5.3%	151
Signage is available and clear.	89.3%	10.7%	150

The majority of respondents (98.0%) agree that classrooms, labs, restrooms, and service areas are **clean** at the Westminster/Le-Jao Campus, and 98.0% agree that classrooms, equipment, and furniture at the Westminster/Le-Jao Campus are **well maintained**. Additionally, 90.1% of respondents agree that the classroom temperature is **comfortable**, 81.5% agree that parking is **adequate** and **well maintained**, and 94.1% agree that the Westminster/Le-Jao Campus is **safe**, **technology** in the **classroom** meets their **learning needs** (96.0%), and **access to technology** is adequate (94.7%). Finally, 89.3% of respondents agree that **signage** is available and clear.

Student Resource Center at Westminster/Le-Jao

Out of 157 respondents, 51.0% 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.

Satisfaction with Student Resource Center Services

Answer Options	Agree	Disagree	Response Count
The environment is suitable for studying.	97.4%	2.6%	77
The hours of operation suit my needs.	89.6%	10.4%	77
The rooms are easy to access and reserve.	97.4%	2.6%	77

The majority of respondents **agree** that they Student Resource Center has an environment **suitable for studying** (97.4%), has **hours of operation** that suit students’ needs (89.6%), and has rooms that are easy to **access** and **reserve** (97.4%).

Service Area Outcome(s)

Service Area Outcomes (SAOs)

SAO	Measures/Targets
Provide a welcoming environment that provides access to college service and information	
Provide a safe and clean environment	
Assess the efficiency of the room usage	

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Improve availability of Student Services at the WLJC, additional space for tutoring, lunch and other services for students	Complete	The expansion of student study and learning assistance space was completed in August 2017 from Measure M funding. The café opened in 2018.	When completed, additional space will include a café, expanded outdoor student lounge, additional parking, expanded student study/meeting space.
Add visual branding of the College in campus courtyard.	In-Progress	Warming and visual branding of campus environment Focus group made presentation with recommendations to the Facilities committee- recommendations shared with President.	When completed, the campus will have college branding inside and out
Implement a card system (CI Solutions) in the Student Success Center to assist staff with tracking	Complete	CI Solution is in the final n testing phase; Go Print has been installed at Newport	CI Solution software is in place and tracking student

Initiative(s)	Status	Progress Status Description	Outcome(s)
information for future data analysis to help the Center run successfully and smoothly. In addition, implement a card system (Go Print) to allow pay to print copies for students.	Complete	Beach SSC but not hooked up as of now. The Go Print system is scheduled to be installed in the Student Resource Center during the Fall 2017 academic semester.	attendance for the purpose of analysis. Go Print system has been installed and is fully operational.
Continue to fund Student Success Conferences either through BSSOAP, BSI or PDI funds and assure faculty and staff opportunities to attend and present. Provide opportunities for staff training.	Complete	BSI and BSSOAP funds were used to fund forty-five (45) conferences and/or workshops attended by faculty and staff. Faculty and/or staff presented at nine (9) of the conferences and/or workshops. Faculty and staff attended other conferences funded by other sources. Staff have completed numerous trainings	The categorical funds, BSSOAP and BSI have ended however, PDI is still available for faculty to use.
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.	In-Progress	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	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

Initiative(s)	Status	Progress Status Description	Outcome(s)
English skills refresher and development			
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. Interior branding and additional technology still needed.	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 workspace and classrooms	On going	Some progress has been made in cleaning some areas.	
Identify and create workspace for campus technology staff and counselors.	In Progress		
Redesign classrooms with mobile furniture.	Not yet Started	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	Not yet Started	Discussions continue on how to expand the campus, if needed	
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	Room has been identified and cleared. Furnishing are still need

Initiative(s)	Status	Progress Status Description	Outcome(s)
		transition was completed 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	
Addition of new faculty (FT & PT) in multiple disciplines to provide instruction and support in multiple modalities at multiple locations.	In Progress	Fall 2019, first ESL classes offered at NBC. Plans for Spanish classes to be offered at same location.	

Response to Program and Department Review Committee Recommendation(s)

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 meets monthly with Department Chairs to discuss strategies for meeting students' needs, curriculum development, satisfying the mission of the college and the overall successful relationship between the community and the College.

The Dean and faculty bring institutional data to the "meeting table" with ideas for improvement. Faculty are aware of and engaged in planning and implementing strategies to increase the overall improvement of enrollment, classroom usage and efficiency, available services to students and community, and student and community engagement.

Equity is discussed and strategies deployed in many areas relating the campus. Faculty make conscious efforts to choose learning resources that are culturally inclusive and relevant. Since the Humanities, International Languages, ESL and Student Success and Resource Centers are housed under the same Dean, issues of equity are shared and implemented from multiple perspectives. Equitable representation in learning resources and practices are at the core of the disciplines that are housed at the WLJC.

The Dean also has weekly meetings with the campus staff. Meeting the needs of students and supporting faculty are standard topics of discussion. The budget, supplies, scheduling and campus needs are also discussed regularly. Service Area Outcomes (SAO) are primary concerns for the campus staff; plans for improvements and identification of other outcomes is paramount during these meetings.

Information from student surveys about the WLJC as noted below serve the basis for planning to meet the service needs of students at the campus.

Respondents indicated that they would like **more services** and options at Westminster/ Le-Jao Campus, including

1. **extended campus hours (29.7%)**, - the campus office is open until 9pm Mon – Thur. This will change due to loss of personnel- facilitator.
2. **study space (33.9%)**, Study space is available in multiple locations across the campus: The SSC , SRC, the Student Lounge, and the Front and Rear Terraces
3. **food services (32.6%)**, Food Service was established In October 2018 with the opening of the Little Story Café. Additional food items are available in the student lounge via vending machines and microwave ovens are available for student use.
4. **recreation/game room (28.7%)**, Discussion and planning are ongoing as the campus Dean develops and expands the eSports club, the development of a completion team, and curriculum to support an e-Sports certificate.
5. designated **posting boards for student groups (32.2%)**, These boards exist in 2 location, the Student Lounge and the Student Resource Center
6. **charging towers for phones/laptops (38.1%)** 10 Charging towers with multiple inputs for phones and computers are available for students in the SRC.
7. **water bottle filling stations (38.9%)**. This is has not been established

Coastline Pathways

The Dean, Directors and faculty have been active in Coastline Pathways. Each member listed is a member of a workgroup and provides information to the group and college that is reflective of their professional role at the college. Classified staff and onsite faculty are mostly aligned with the ESL program. It is not clear how Coastline Pathways will integrate ESL in the models and initiatives developed. However, the ESL Department Chair participates in a workgroup and provides information about accelerated pathway completion, noncredit curriculum development and a focus on equity in decision-making with impacts to the ESL student population. Overall, the faculty and staff at the WLJC are active in multiple areas regarding Coastline Pathways. A brief list is below highlighting some of their efforts:

- Dean Co –lead on various subgroups

- Dept. Chair – Pathways Co-Lead
- Block scheduling
- General Education offerings in line with program maps
- Enhanced noncredit certificates – completion
- Accelerated program completion
- Equity and Access
- Outreach and Retention strategies for student success and completion
- Faculty leads, presenters, designers
- Active participation across all groups for college- wide pathways events

Equity

Due to the geographical location of the WLJC, which is in the Little Saigon community of Westminster, Asian students are overrepresented in the student population. The ESL program is housed at the WLJC and primarily serves the local Vietnamese community. Other student populations participate in classes on the campus, however, the demographics show the overrepresentation of Asian students.

Equity also encompasses access to information and services. At the WLJC, Vietnamese students have access to student services, e.g., counseling, tutoring, registration and financial aid help and college information, shared and delivered in Vietnamese. Four staff members, including an assigned public safety officer, are bilingual in Vietnamese and English. Closing the equity gap in access to information for English language learners, which is the majority of the onsite population, is active and sustained. This practice includes tutors who are bilingual in Vietnamese and English to provide learning assistance to the onsite students in multiple subjects.

Based on the demographic table below, African Americans, males and students in the age range of 30-39 are underrepresented on the campus. To address these gaps, outreach has been expanded to include areas and communities beyond Little Saigon. Targeted student learning communities, such as Umoja and the Arabic club, are visible on the campus. The ethnic and racial and gender diversity of the staff at WLJC also reflects attempts to close equity gaps. In addition to the student based organizations, members of the WLJC staff have joined community based organizations to raise awareness and attract a more diverse student population.

Westminster			
Gender	Summer 2019	Fall 2019	Spring 2020
Female	144	1,194	887
Male	65	561	396
Unreported	3	55	33
Ethnicity	Summer 2019	Fall 2019	Spring 2020
American India/ AK Native	1	1	1
Asian	148	1,558	1,114
Black/ African American	2	8	3
Hispanic	20	75	56
Multi-Race	16	34	44

Pacific Islander/ Native HI	-	2	-
White	24	89	82
Unreported	1	43	16
Age Group	Summer 2019	Fall 2019	Spring 2020
Less than 19	27	90	94
20-24	84	318	234
25-29	32	172	151
30-34	20	141	111
35-39	17	165	122
40-49	10	249	148
50 +	22	675	456
Grand Total	212	1,810	1,316

Efficiency

The WLJC reports the highest efficiency rate of all the sites. This phenomenon is the result of the sustained onsite ESL student population. Most classes are offered according to a block schedule model with “firewalls” in place to keep the integrity of the schedule and allow for students to enroll participate in a 2 x 2 fulltime course schedule. Firewalls are identified times between scheduled blocks where no classes will be scheduled. This practice offers protection to the students schedule by providing the opportunity to take back-to-back classes 2x per week during the morning and afternoon hours. The block schedule allows students to schedule around their lives outside of the college. It also creates a scheduled pathway of predictability and increases retention. The success of sequential courses in academic programs is dependent on the block schedule.

The WLJC is the smallest site of the college’s campuses. However, it is also the most comprehensive and often referred to as “feeling” and “looking” the most like a college. Due to the number of classrooms available and their capacity, scheduled classes across disciplines have high fill rates. As this is part of an efficiency narrative, the classroom furniture and layout limit the capacity of the classroom and can limit efficiency. Request have been made replace the current classroom furniture to promote learning, classroom turnover and increase efficiency.

Another component of efficiency at the WLJC is the length of schedule classes in the ESL program. Many of the lower –level ESL classes meet for 4 hours 4 x a week. Within the block schedule, this model works, however it prevents the mid-morning turnover of general classrooms. By reducing the some of the ESL 4 x 4 classes to the 2 x 2 model, more courses can be offered and classroom utilization and efficiency can increase.

Implications of 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.

Increasing efficiency and reducing the equity gaps by implementing programs and activities that attract male students under the age of 30 from diverse backgrounds will facilitate change. During the 2018-19 academic year, the Dean began conversations which identified activities, programs and practices which could attract underrepresented student populations. The onsite café is an attraction as well as the significant amount of indoor and outdoor student space with available Wi-Fi. However, after having multiple discussions with a consultant and a brief survey of students, an Esports program and club was planned for the campus. The club is accessible to all students and will increase student engagement and retention while attracting students from underrepresented groups. The student lounge was identified to be transformed into a gaming lounge and the computer labs would be used for practice and skill development workshops.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2019-20	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	12		21* (3 are located at NBC and 2 are located at the College Center Annex)	78 (tutors included in count) 5* Tutors are not included in this count
Current year 2020-21	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		17* (3 are located at NBC)	6* Tutors are not included in this count
1 year 2021-22	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		17* (3 are located at NBC)	
2 years 2022-23	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		20* (3 are located at NBC)	
3 years 2023-24	Dean, Director of Adult Education and Director of Concurrent & Dual Enrollment (3)	11		20* (3 are located at NBC)	

The daily staff at the WLJC consist of 15 employees, most of whom are fulltime. Changes to staffing are predicted to include, changing the part-time status of an employee in the Adult Education program. The recent resignation of the permanent part-time evening receptionist creates a need to fill that position. Currently, students who are part of the Federal Work Study program staff the reception desk in overlapping shifts. However their hours and schedules are limited and create gaps in coverage at the front desk.

Student tutors have a high turnover rate from semester to semester. Filling open tutor positions is an ongoing process. However, during the Spring 2020 semester, all tutors were relieved of their positions due to the onset of the COVID-19 pandemic.

Retirements and assignments ending due to temporary or grant funding will also have an impact on the staffing trends at the campus. Two fulltime positions are expected to be back filled due to retirements and 1 fulltime grant funded position is not expected to be filled. Service and campus operations will be impacted if the Site Facilitator position is not back filled. Essential duties in the operation of the campus reside with this position. Since the scheduling and some of the duties are unique to this position at each campus, distributing the duties of the vacant position across the multiple sites is not effective. An individual needs to be trained to successfully execute the unique functions of this position at the WLJC.

During the Spring 2020 semester, the District imposed a hiring freeze and none of the vacated positions at the WLJC will be filled until further notice.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome

Section 3: Facilities Planning

Facility Assessment

Plans for changes to facility include a new computer lab, a lactation room, wellness space, additional shared faculty workspace and a gaming lounge. Other planned changes to the facility include the continuation of the campus beautification and warming project. Adding color and colorful artifacts to the campus creates a warm and welcoming environment. Increasing the number of potted succulents in the quad provides a low-maintenance and sustainable display of colorful plant-life on campus.

Facilities planning was the focus of the 2019-2020 academic year. Changes included plans for increased visible college branding. Flags with the new college logo were delivered and planned to be hung in or near the enclosed quad area and indoors in the Student Success and Resources Centers. Additionally, plans to create a mural of supportive words and phrases in a word cloud on the eastern wall of the Student Resource Center were initiated. The word cloud mural was suggested via the Campus Beautification Taskforce in 2018. Students, staff and faculty agreed that wall art of this nature would create a welcoming and supportive environment in the relatively new center.

- As required by law, a lactation room was completed in 2019. A small room, at the end of the first floor hallway in the building with administrative and faculty offices, was outfitted with furniture and soft light. The lactation room is locked and requires patrons to check out a key to use the room. The room is out of sight of the general public and easy to access. Signage is needed.

Other plans for the facility:

- 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

The last technology and equipment update at the campus was completed in 2017. All of the classrooms were outfitted with Smart Boards and the media carts were updated. Faculty received training on how to utilize the new classroom technology. Two computer labs were also transformed into “hybrid” or mixed use classroom with desk that allows for the retraction and storage of the computer screen and keyboard inside of the desk. Other past technology additions and updates included the installation of the Go Print system in the Student Resource Center.

During the 2018-19 academic year, the ESL department purchased 30 computers transform a general use class into a third computer lab on campus. More funding is needed to carry the cost of the new mobile furniture for the space. Funding was identified via a grant, however in the Spring 2020 semester, the COVID-19 pandemic required changes in the operation of the campus and the lab has been put on hold.

A new and smaller color laser printer was installed in the Dean’s office. The existing color laser printer was moved to the Student Resource Center and used with the Go Print system. It was discovered that the printer was outdated and did not work well with the print system and was replaced.

Plans for technology updates include desk top computer, all of the technology in the Dean’s conference room and classroom technology. Large monitors are planned for the student/game lounge. Cameras for classroom computers and the computer in the conference room are needed to host meetings that require Zoom and/or Skype.

Other plans for technology:

- Cameras on computers in SSC for tutoring and exams
- Keyboards for monitors in SSC small group rooms
- 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: Ongoing/New Initiatives

GGC Initiative: Career Education Resource Center – Updated, warm, inviting, and showcasing cutting-edge technology

Describe how the initiative supports the college mission:

Provides access to students and the community to engage with and will support engagement and retention.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

Creates an interactive environment to support current and future student engagement, enrollment, and retention.

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The focus would be to create an exploratory space like MIT's create labs.

Recommended resource(s) needed for initiative achievement:

A/R and VR technology, interactive computers, tablets, applications, and furniture/workstations

What is the anticipated outcome of completing the initiative?

Increased enrollment and retention

Provide a timeline and timeframe from initiative inception to completion.

Complete the planning process in spring 2021, purchase the technology and install the furniture in summer 2021

GGC Initiative: Modernize the reception desk area to visually increase appeal to visitors and students; make the space ergonomically correct for the staff member stationed there

Describe how the initiative supports the college mission:

The initiative creates a more accessible and welcoming environment.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

The initiative creates a more accessible and welcoming environment.

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Internal assessment shows that the workspace is ineffective and the reception area has direct sunlight which makes work a bit challenging.

Recommended resource(s) needed for initiative achievement:

Updated workstation

What is the anticipated outcome of completing the initiative?

A more welcoming and effective work environment

Provide a timeline and timeframe from initiative inception to completion.

Complete the planning process in spring 2021, purchase and install the furniture in summer 2021

GGC Initiative: Provide a student-friendly space for students to congregate and eat

Describe how the initiative supports the college mission:

The initiative supports student access and opportunities for engagement

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

The initiative supports creating an inclusive and welcoming space for students and promotes a sense of belonging

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

There are currently limited spaces for students to eat and congregate

Recommended resource(s) needed for initiative achievement:

Modern furniture, water bottle stations, vending machines, and microwaves

What is the anticipated outcome of completing the initiative?

More student gathering and engagement

Provide a timeline and timeframe from initiative inception to completion.

Complete the planning process in spring 2021, purchase the material and install the furniture and equipment in summer 2021

GGC Initiative: Update the mail/copier area to increase efficiency

Describe how the initiative supports the college mission:

The initiative creates a more effective work environment.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

The initiative creates a more effective work environment.

What evidence supports this initiative? Select all that apply

- Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The observation shows that there is limited functionality in the current mail/copier room which limit employee productivity

Recommended resource(s) needed for initiative achievement:

Updated workstation

What is the anticipated outcome of completing the initiative?

A more welcoming and effective work environment

Provide a timeline and timeframe from initiative inception to completion.

Complete the planning process in spring 2021, purchase and install the furniture in summer 2021

WLJ Initiative: 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:

Provide an explanation of 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 the 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

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:

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

Funding is required to add faculty

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) 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.

Newport

I. **Equipment needs:**

Next year (AY 2021-22) equipment requests:

1. Refrigerator for BIO labs at NBC. Need a second refrigerator to have sufficient cold storage for labs, especially for Microbiology labs. Cost: \$1500
2. Small Open Air Platform Shaker for Microbiology. Cost: \$4,000. Allows for consistent growth of bacteria when grow in media.
3. **This one is a top student request from the surveys of students at NBC:** Enhancements to the student lounge and other areas of the Newport Beach Campus - more charging stations/towers, more outlets, more electricity, more charging stations (This is a student survey requested item (see section 1 above)). Costs: TBA via Facilities Committee and M&O's input.
4. **This one is the other top student request from the surveys of students at NBC:** 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 approximately \$600 each (one per floor at NBC = \$1800). If need to remove existing fountains and replace, cost should be about ~\$1500 each (Total = ~\$4500.)
5. Replacement of worn out science and/or 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.
6. 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.
7. 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
8. Phase three of Art Corridor Project: Tile work around the classroom windows to better showcase our Art classes and Art pieces, to beautify the Art Corridor at NBC, and to tie Art in to our other discipline offerings via this artwork. Hopefully this will be paid for by an Art Gallery donor through Coastline Foundation.

Year 2 (AY 2022-23):

9. Replacement of all office (faculty and Classified Professionals) computers and computer lab computers. All original office NBC computers will be 8.5 years by this point, and within their obsolescence time.
10. 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.

11. 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.
12. Cushions for the large, round concrete structures in the middle of the 2nd floor outdoor space. Providing additional, more user-friendly study spaces for student success and retention.

Years 3 and 4 (AYs 2024 and 2025):

13. Phase 4 of Art Corridor Project: Cement floor etching. Again, tying Art in to our other discipline offerings via this artwork.
14. 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 2021-2022) proposed Staff additions:**

1. 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 in AY 2018, we have added about 10 additional F2F lab science courses each semester to our offerings since that hire. Science face-to-face enrollment numbers continue to grow. Additional F2F lab courses (in CHE, PHYS, BIO, and GEOL) are likely in Fall 2021 and beyond. We currently have two FT instructional lab associates and three part-time “temporary” 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 assistant (Salary grade 113) for consistency and to reduce turnover of personnel. New HR rules likely will not allow us to keep the “temporary” employees year over year, so they will need to be constantly replaced and retrained, costing personnel time and money. Turnover = inconsistency = instructor frustration, and lots of time hiring and retraining. Estimated costs: ~20,000 in salary plus \$ for benefits.
2. Special Programs – PT (.66) Certificated DSPS Counselor. Justification: DSPS—Increase staffing to meet the 150% increase in demand over the last 6 years. Qualify students for services, determination of services/accommodations, and provide academic counseling. Total cost: \$75,000 to \$100,000.
3. 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 more than doubled over the past 6 years with no increase in personnel. 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.

4. 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 last Fall – five such full classes with waitlists and all studio arts classes filled in Spring 2020. 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, expansion of COAST workforce development programming in the Art field, 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

Year two (AY 2021-2022) proposed Staff additions:

No requests for Year 2

Year 3 (AY 2022-2023) 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 seven and 1/2 years since NBC opened. In those 7.5 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. Total increase: ~\$25,000 plus benefits.

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 2021-2022) proposed FT faculty additions:

Approved, but “on hold”: Special Programs FT Counselor – addition to staff to handle increased requests for accommodations by students. CCC FTES had grown by 23% from 2012-2013 to 2017-2018, and was 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. The number of Mainstream Support students has more than doubled in the past five years. Therefore, a 1.0 FT Counselor position in Special programs is requested to support this increased demand.

1. PSCI – Retirement of our long-time FT PSCI Instructor has moved this position to #1 on our list, as we have no FT instructor for PSCI. PSCI is in the midst of building a long-awaited ADT, and an FT instructor will assist greatly in building a worthy PSCI degree for transfer. In Spring 2020, 9 sections of PSCI were offered, serving ~550 students. PSCI will have about 120 FTES per year, which shows the need for an FT position in PSCI. An FT instructor here would help us finalize the offerings for an ADT, and provide long-term stability, continuity, and diversity of curricular offerings.
2. ANTH - 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 6 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.
3. HIST - We currently have only 1 FT here, despite nearly 300 FTES annually. 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 and to help us meet the demand for the new CSU Ethnic Studies degree requirement.
4. 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.
5. 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. As we have grown sciences overall at Coastline, PHYS FTES is up over 50% since 2015-2015. 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 2022-2023) proposed FT faculty additions:

6. GEOG – We currently offer 6 sections of GEOG each Fall and Spring and two sections each Summer, all of which fill or nearly fill. GEOG FTES has grown approximately three-fold since 2013-2014. We need an FT instructor to build the last class or two needed for us to offer an ADT in GEOG, and to provide long-term stability, continuity, and diversity of curricular offerings.
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 2023-2024) proposed FT faculty additions:

8. Continued growth in MATH will warrant additional FT. MATH FTES has grown 80% since 2012-2013. Currently MATH serves well over 600 FTES and have 4 FT faculty after a recent retirement. MATH has 18 part-time instructors. 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 fifth FT MATH faculty. Our most recent growth has been in upper level (Calc. level) MATH courses, and with AB 705 additional Statistics classes will 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 an 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, and we plan to add an Environmental Science ADT in the next year or so, 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 and local high schools to add to our programming. A recent retirement in BIOL has also led to the need of an additional FT instructor in BIOL.
10. Recent retirement in ART has left a big hole for an FT instructor for Art Studio classes. Over the past three years, enrollment numbers have blossomed in our Art Studio classes and in our Art History offerings. When we return to in person teaching, we will have a major imbalance of ~12 part-time Art instructors and one FT Art instructor. An additional FT Art instructor will provide long-term stability and continuity to our programming.

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
	Equipment needed for these initiatives							
Current	Year	Requests	of	Equipment				
Providing access to courses and sufficient equipment	Lab refrigerator for Microbiology at NBC	\$1,500	State-funded equipment				August 2021	1 (see deeper explanation below this chart)
Providing access to courses and sufficient equipment	Small Open Air Platform Shaker for Microbiology	\$4,000	State-funded equipment				August 2021	2
Warming and Welcoming – Year 3	A top student request: Addition of more outlets and charging towers at NBC	TBA	M&O and/or Facilities budget				August 2021	3
Warming and Welcoming – Year 3	A top student request: Three (3) water bottle refill stations at NBC	~\$1500 each = ~\$4500 total	Facilities				August 2021	4
Providing access to courses and sufficient equipment	Replacement of major piece of science and/or art equipment that breaks mid-year	\$10,000	Ongoing/annual – state-funded equipment				August 2021	5
Providing access to courses and sufficient equipment	Cadaver lab creation and equipment purchase	\$350,000	One-time funding - Measure M				August 2021	6
Warming and Welcoming – Year 3	Flexible classroom furniture	\$60,000	One time –state funded equipment				August 2021	7
Warming and Welcoming – Year 3	Phase three of Art Corridor Project: Classroom window artist tile installation	5 windows x \$15,000 each = Total: \$75,000	Foundation/Facilities beautification				August 2021	8
	Year 2 (AY 2022)							9

Providing access to courses and sufficient equipment	Replacement of all office (faculty and staff) computers and computer lab computers	~150 computers at NBC	Computer refresh funding				August 2021	
Warming and Welcoming – Year 3	Phase two of Art Corridor Project: Tile mosaic (mural) installation	\$10,000	Foundation				August 2021	10
								11
Providing access to courses and sufficient equipment	Replacement of major piece of science and/or art equipment that breaks mid-year	\$10,000 annually	Ongoing, state-funded equipment				August 2021	
Warming and Welcoming – Year 3	Cushions for the large, round concrete structures	\$2000	Facilities				August 2021	12
	Year 3 needs							13
Warming and Welcoming – Year 3	Phase 4 of Art Corridor Project: Cement floor etching	TBA	TBA				August 2022	
Providing access to courses and sufficient equipment	Replacement of major piece of science and/or art equipment that breaks mid-year	\$10,000 annually	Ongoing, state-funded equipment				August 2021	14
	Year 4 needs							15
Providing access to courses and sufficient equipment	Addition of science lab space - Physics	TBA	TBA				August 2023	
Providing access to courses and sufficient equipment	Replacement of major piece of science and/or art equipment that breaks mid-year	\$10,000 annually	Ongoing, state-funded equipment				August 2021	16
	Staff additions needed for these initiatives							
Providing access to courses and sufficient equipment	Replace 3 “temporary” Lab Associates with one FT “Instructional Assistant – Biology/Chemistry” Salary grade 113	~\$20,000 in salary plus \$ for benefits	Ongoing				August 2021	1 (see deeper explanation below chart)
Providing access to	PT (.66) Certificated DSPS Counselor	\$75,000	DSPS Allocation Ongoing	Compliance			August 2021	2

courses and sufficient equipment								
Providing access to courses and sufficient equipment	FT Typist Clerk Intermediate in Special Programs	\$50,000 plus benefits	Ongoing				August 2021	3
Providing access to courses and sufficient equipment	Art - replace part-time instructional/lab associate with a full-time position.	\$25000 plus benefits	Ongoing				August 2021	4
	Year 3 Staffing needs							
Providing access to courses and sufficient equipment	NBC Dean's office staff - replace part-time typist clerk with a full-time position	\$25,000 plus benefits	Ongoing				August 2022	
								5
	Additional FT Instructor needed to meet initiatives							
	Year 1 (AY 2021)							
Providing access to courses and sufficient equipment	Special Programs Counselor		Ongoing				August 2020	
Providing access to courses and sufficient equipment	Political Science		Ongoing				August 2021	Approved – on hold
Providing access to courses and sufficient equipment	Anthropology/Cultural Geography		Ongoing				August 2021	1 (see deeper explanation below this chart)
Providing access to courses and sufficient	History		Ongoing				August 2021	2

equipment								
Providing access to courses and sufficient equipment	SOC/HSVC		Ongoing				August 2020	3
Providing access to courses and sufficient equipment	Physics		Ongoing				August 2020	4
	Year 2 (AY 2022)							5
Providing access to courses and sufficient equipment	Geography		Ongoing				August 2022	
Providing access to courses and sufficient equipment	Music		Ongoing				August 2022	6
	Year 3 (AY 2023)							7
Providing access to courses and sufficient equipment	Math		Ongoing				August 2023	
Providing access to courses and sufficient equipment	Biological Sciences		Ongoing				August 2023	8
Providing access to courses and sufficient equipment	Art		Ongoing				August 2023	9

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Career Education Resource Center – Updated, warm, inviting, and showcasing cutting-edge technology	Interactive media room: A/R and VR technology, interactive computers, tablets, applications, and furniture/ workstations	TBD (\$80K - \$200K?)	One-Time	No	Internal Research and External Research	Equity; Engagement	2020-21	1
Modernize the reception desk area to visually increase appeal to visitors and students; make the space ergonomically correct for the staff member stationed there	New reception area	TBD	One-Time	No	Internal Research	Innovation & Effectiveness	2020-21	2
Provide a student-friendly space for students to congregate and eat	Modern furniture, water bottle stations, vending machines, and microwaves	TBD	One-Time	No	Internal Research	Equity; Engagement	2020-21	3
Update the mail/copier area to increase efficiency	Modernized operations room	<\$800 if using in-house talent	One-Time	No	Internal Research	Innovation & Effectiveness	2020-21	4

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 learning outcomes)

College Goal: Specify what College goal the initiative aligns with

Complete By: Specify year of anticipated completion

Priority: Specify a numerical rank to the initiative