



2015

Comprehensive Department Review

Student Success and Support Program (SSSP/Matriculation)
(Assessment Center, Career Services Center,
Counseling, and Transfer Center)

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Contributors

| Assessment Center | Career Services Center | Counseling | Transfer Center |
|-------------------|------------------------|--------------------|-----------------|
| Heidi Lockhart | Nicole Perrine | Amy Evangelista | Helen Ward |
| Mai Le | | Eric Garcia | |
| Suzanne Blake | | Jordan Huynh | |
| | | Christy Nguyen | |
| | | Ailene Nguyen | |
| | | Lucha Ortega | |
| | | Nancy Soto Jenkins | |
| | | Susan Winterbourne | |



Assessment Center

Executive Summary

This document represents the first program review for the Assessment Center. The Assessment Center provides comprehensive testing services to assess reading, writing, and math abilities at the beginning of the matriculation process for students to increase the relationship between assessment, academic success and retention. For the last five years, the center is under the supervision of the Dean of Counseling. The center is now overseen by the Student Services Success and Support Program Coordinator (SSSP) who was recently hired in May 2015. The center has three employees: one full-time Staff Assistant, a part-time Guidance Assistant, and an hourly part-time.

Based on the comprehensive evaluation of the center, the review identified gaps in staff coverage and showed a need to upgrade security cameras as well as installing lockers to ensure an accurate academic placement and testing services in a secure proctored environment.

The following initiatives have been identified to ensure the center continues to effectively serve the campus.

1. Operationalize a full-service proctoring and assessment service center to meet student demand.
2. Maintain a high level of security while eliminating opportunities for cheating on proctored testing or placement tests.
3. Provide adequate facilities to effectively accommodate students and maintain operational workflow for the department.

Section 1: Department Planning:

Mission Statement

The mission of the Coastline Community College's (Coastline) Assessment Center is to provide students accurate academic placement and testing services in secure proctored environment.

Overview

The Assessment Center serves many purposes. Its main purpose is its role as a low-distraction testing center monitored with remote cameras. It also serves as a Telecourse Viewing Center for Distance Learning students, as well as a computer lab available to College staff and faculty for meetings, computer trainings, or test taking. The Assessment Center staff is responsible for proctoring Alternative Exams for Distance Learning and local military students. They proctor English and Math Placement exams for local students, coordinate and process Incarcerated, International, Amador County Office of Education and Disabled Students Programs and Services (DSPS) students' English and Math Placement exams, as well as process English as a Second Language (ESL) test scores for ESL staff and students.

Telecourse Viewing Center: The Assessment Center has two student computers in its reception area for students to use for viewing Distance Learning telecourses. These computers are compatible for viewing DVD's with headphones or for viewing telecourses using the Internet. Students must sign-in to use these computers and abide by Assessment Center policies while using these computers. The Assessment Center staff provides the DVDs to the students.

Computer Lab: The testing area in the Assessment Center has 24 student desks as well as six additional seats at side tables that students can use to take paper/pencil exams. Amongst these desks are 17 desktop computers with headphones for students to take online exams. There is one instructor computer towards the middle of the testing center that is connected to a large screen projector. The projector projects the desktop of the instructor computer onto a pull-down projection screen for trainings and meetings.

Alternative Exam Proctoring: Distance Learning students take their Distance Learning exam in the Assessment Center when they are unable to attend the exam that their instructor is proctoring, or in the case of an instructor not proctoring his or her exam at all. Students schedule their Distance Learning exams using the online Alternative Exam scheduling software that they access through the Student Services/Assessment Center webpage or the Distance Learning webpage. Students follow several steps to create their reservation using this software and confirm their reservation, which results in them receiving a confirmation e-mail sent to the e-mail address of their choosing. This testing appointment reminds them of the date and time they are expected to take their exam, along with reminders of the policies of the Assessment Center that they are asked to observe. Military students schedule their test-taking appointments in the same manner as non-military students. On occasion there is a need for a military student to take a military course exam that is not available through the Distance Learning website. The testing coordinator for the Military Department will provide the Assessment Center staff with the exam and directions for proctoring and returning the exam to the Military Testing Coordinator once the student has completed it.

Math and English Placement Testing: Students schedule these exams in the same manner they schedule their Distance Learning exams. Students must be a current student at Coastline and not have taken a placement exam within the last 365 days at Coastline, Golden West or Orange Coast Colleges. Students are usually given their placement results after their exam is finished. The Assessment Center staff also mails out math and English placement packets, scores, processes and sends placement results back to proctors for the following non-local students: incarcerated, international, and Amador County Office of Education students. The largest population of these students is the incarcerated group and their numbers have increased greatly due to the new legislative changes of the Student Success and Support Program.

Internal Analysis

The table below shows the increase in processing as well as proctoring exams from 2010 to 2015.

Table 1.1 Proctoring/Processing Exams

| Academic Year | Local Eng Pimt | Local Math Pimt | DL Alt | Mil Eng | Mil Math | Incar Eng | Incar Math | Outside Proctor | Corp Educ Eng | Corp Educ Math | Int'l Eng | Int'l Math | Amador C.O.E. Math | Amador C.O.E. Eng | ESL | Totals |
|---------------|----------------|-----------------|--------|---------|----------|-----------|------------|-----------------|---------------|----------------|-----------|------------|--------------------|-------------------|-------|--------|
| 2010-11 | 568 | 552 | 2710 | 677 | 183 | * | 562 | 111 | ** | ** | *** | *** | **** | **** | ***** | 5363 |
| 2011-12 | 556 | 620 | 2801 | 719 | 161 | * | 720 | 87 | ** | ** | *** | *** | **** | **** | ***** | 5664 |
| 2012-13 | 541 | 554 | 2080 | 718 | 367 | * | 360 | ***** | ** | ** | *** | 10 | 21 | 21 | ***** | 4672 |
| 2013-14 | 699 | 818 | 2724 | 871 | 613 | * | 428 | ***** | 6 | 6 | *** | 1 | 28 | 32 | 603 | 6829 |
| 2014-15 | 553 | 678 | 2676 | 631 | 460 | 721 | 1035 | ***** | 0 | 0 | 2 | 2 | 28 | 29 | 935 | 7750 |
| Totals | 2917 | 3222 | 12991 | 3616 | 1784 | 721 | 3105 | 198 | 6 | 6 | 2 | 13 | 77 | 82 | 1538 | 30278 |

*Began processing English placements exams for incarcerated students in July of 2014.

** Began processing English and math placement exams for Corporate Education students in October of 2013.

***Began processing international math placement exams in January of 2013. Initially, these students took ESL instead of English placement exams.

**** Began processing Amador County Office of Education English and math placement exams in April of 2013.

***** Began processing ESL exam scores in November of 2013.

***** Stopped proctoring exams for students outside of Coastline in June of 2012 due to lack of staff and resources.

SAO Student Services Survey

Placement Tests

The table below shows respondents' level of agreement with the set of statements regarding their experience with placement tests. 54.6% of respondents agree that placement tests were offered at times that were **convenient** to them, 7.5% **disagreed**, and 37.9% **didn't know** or found the statement not applicable to them. Secondly, 55.6% of respondents agree that placement test results were **explained to them** so that they understood which course(s) they were supposed to take, 9.7% **disagree**, and 34.8% **didn't know** or found the statement not applicable to them.

Table 1.2 Placement Tests

| Answer Options | Agree | Disagree | Don't Know/Not Applicable | Response Count |
|--|-------|----------|---------------------------|----------------|
| Placement tests were offered at times that were convenient to me. | 54.6% | 7.5% | 37.9% | 280 |
| Placement test results were explained to me so that I understood which course(s) I was supposed to take. | 55.6% | 9.7% | 34.8% | 279 |

Assessment Center Satisfaction

Of those respondents who have heard of the Assessment Center, 40.9% have used the center and are **satisfied**, 5.5% have used it and are **not satisfied**, and 53.6% have heard of the center but **don't need** it. Additionally, 27.6% of all respondents indicated that they have **never heard of** the Assessment Center and don't need it.

Service Area Outcome(s)

SAO 1: Students will be aware of English and Math placement tests and how these placement tests are essential components of successful matriculation and integral to the development of an accurate Student Educational Plan (SEP).

Outcome Status: Met

Finding(s): 49.7% of students polled agreed that their placement test results were explained to them so that they understood which course(s) they were supposed to take. Unfortunately, 4.7% students disagreed to this statement and another 45.7% chose to answer "Don't Know/Not Applicable" to this questions.

SAO 2: Students will be satisfied with placement tests offered at convenient times.

Outcome Status: Met

Finding(s): 50% of students surveyed agreed that placement tests were offered at convenient times to them. 5.3% disagreed that the tests were offered at convenient times to them, while 44.6% chose "Don't Know/Not Applicable".

SAO 3: Ensure incoming student have the opportunity to participate in the assessment/placement testing process

Outcome Status: Not reported

Finding(s): The data will be reported in the following year once the SSSP plan is completed for 2015-2016.

External Compliance

Most recently our Assessment Center has experienced a large increase in the number of English and Math placement exams being proctored in our Assessment Center as well as with our non-local student population. In an effort to meet the new required core SSSP services (assessment, orientation, SEP), many students whose placement exams were taken well over the 2-year limit or not at all, have been proctored by our Assessment staff. Where once our total number of English and Math placement exams were barely a quarter the amount of the total Distance Learning exams taken in our Assessment Center, the total number of Math and English placement exams processed through our Assessment Center has surpassed the number of Distance Learning exams.

An additional challenge to meeting this need for our students came when our staff was expected to coordinate and process the English Placement exam for our incarcerated students who, until the recent SSSP requirements, either took the English C099 Credit-by-Exam or didn't, in addition to taking the Math Placement exam. Any exams provided to our incarcerated students must be in a paper/pencil format (not online) and this meant coordinating a vast amount of paper/pencil exams for these hundreds of students where there had not been a need before. To date the only population using paper/pencil versions of

Assessment exams had been our military/Contract Education students, Amador County Office of Education students, international students, or the occasional Disabled Students Programs and Services student.

Not only was the volume of materials needed to satisfy this effort large, but the staff needed to coordinate this effort was large as well. Our Assessment Center is understaffed as it is and this made for a delay in getting these materials out to the proctors who test our incarcerated students. Fortunately these proctors were understanding and continue to support our efforts to transition to this new process.

Progress on Forward Strategy Initiative(s)

This is the first iteration of Comprehensive Department Review (CDR). Therefore, no previous initiatives were identified.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

| Year | Administrator | Management | F/T Faculty | Adjunct | Classified | Hourly |
|----------------------------|--------------------|---------------------|-------------|---------|--|--------|
| Previous year 2013-2014 | Dean of Counseling | 0 | 0 | 0 | Staff Assistant (1) Guidance Assistant (2 P/T) | 0 |
| Current year 2014-2015 | Dean of Counseling | SSSP Coordinator | 0 | 0 | Staff Assistant (1) Guidance Assistant (2 P/T) | 1 |
| 1 year 2015-2016 | Dean of Counseling | SSSP Coordinator | 0 | 0 | Staff Assistant (1) Guidance Assistant (1 F/T & 2 P/T) | 0 |

PAST STAFFING: From July 2010 to May 2015, the Assessment Center is under the supervision of the Dean of Counseling. During that time, the leadership of the center was unstable since there were seven different permanent/interim deans. Due to the many changes of leadership, the needs of hiring classified and/or hourly employees to cover the center were not met. From July 2010 to July 2011, the center has one full-time Staff Assistant Senior (E-54) and four part-time hourly employees. In July 2011, the full-time staff moved to the Counseling Department and the current Staff Assistant (E-52) was transferred from the Disabled Students Programs and Services department to fill the previous Staff Assistant's position. As of November 2011, three of the four part-time hourly employees were let go soon after this employee arrived, which left just one part-time hourly employee.

From November 2011 to May 2013, the center only has one full-time Staff Assistant and a part-time hourly employee. The Dean of Counseling tried to get a full-time classified position opened in the Assessment Center, but was only approved for two part-time classified positions at the Guidance Assistant Level (E-42). These positions were filled by May 2013. Ten months after being hired, one of the two part-time classified employees left for a full-time position in our College. From June 2013 until July

2014 the Assessment Center was overseen by three different interim deans and none was able to advertise the vacancy in the Assessment Center, nor pursue a plan to reorganize existing employees to full-time positions.

PRESENT STAFFING: The permanent Dean of Counseling worked from July 2014 to July 2015. The Dean’s position is currently vacant and would be advertised in July 2015. As of May 2015, the center has been under the supervision of the SSSP Coordinator. The center currently has one full-time Staff Assistant, a part-time Guidance Assistant, and an hourly part-time employee.

Table 2.2 Operational Coverage

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--------|---------|-----------|----------|--------|
| 8:00am-9:00am | | | | | |
| 9:00am-10:00am | | | | | |
| 10:00am-11:00am | | | | | |
| 11:00am-12:00pm | | | | | |
| 12:00pm-1:00pm | | | | | |
| 1:00pm-2:00pm | | | | | |
| 2:00pm-3:00pm | | | | | |
| 3:00pm-4:00pm | | | | | |
| 4:00pm-5:00pm | | | | | |

Two person coverage Three person coverage

The center is currently closed from 11:45 a.m. -12:45 p.m. during lunch hours from Monday through Thursday due to shortage of staffing. With the current staff coverage, if one of the classified staff is out ill then it would be very difficult to proctor exams. It is not efficient to proctor exams without at least two employees working. In the past, when this happened, staff from other departments were called to cover for lunch/breaks as well as checking in the students.

Two Guidance Assistant (E-42: one full-time and one part-time) positions were recently advertised. These positions will be filled by October 2015. Once these positions are filled, the center will have the following staff: SSSP Coordinator, Staff Assistant, a full-time Guidance Assistant, and two part-time Guidance Assistants. The center will not be closing during lunch hours once the vacant positions are filled.

Professional Development

There is a need for Assessment staff to participate in teleconferences offered by the Research and Planning (RP) Group for California Community Colleges. This agency is responsible for monitoring and dispensing the latest information about the California Community Colleges. California Community Colleges are moving towards using a common assessment software and our staff will benefit from this information. Staff is currently unable to sit at a computer for any length of time undisturbed to benefit from these teleconferences, but hopefully when more full-time permanent staff is hired, these teleconferences can be accessed.

Forward Strategy

For the past five years, many times the students, staff, and administration voiced their frustration over the Assessment Center not being able to accommodate all the students who wanted to take their exams in the center as well as not opening after 5 p.m. Unfortunately, there was not enough staff coverage to proctor all of the students that wanted to be seated for exams. With additional full-time employees added to the staff, the Assessment Center could adopt new operating hours of 8:00 a.m. - 6:00 p.m. Monday through Thursday and keep its Friday hours of operation time open from 8:00 a.m. - 12:00 p.m. and closed to the public from 12:00 p.m. - 5:00 p.m. for processing military and incarcerated exams. This would require two full-time classified employees working 7:45 a.m. - 4:45 p.m. Monday through Friday, and another two full-time classified employee working 9:00 a.m. - 6:00 p.m. Monday through Thursday and Friday 8:00 a.m. - 5:00 p.m. As seen in the Internal Analysis section; the numbers of local and non-local exams processed by the Assessment Center staff is increasing and staff coverage is essential to maintain the integrity of the testing center and its processes.

Section 3: Facilities Planning

Facility Assessment

In June 2015, with the collaboration of the Maintenance & Operations (M&O) and the Office of Learning and Information Technology (OLIT) Departments, another administrative workstation was added in the Assessment Center lobby to allow students to submit their exams instead of waiting in line at the reception/check-in area. This has created a better “flow” of students checking in and less “bottle-necking” of staff and students when they are leaving after their exams. Currently, when the students come in with their cell phones, the staff would collect the cell phones along with their I.D.s and placed them in a plastic display with sleeves, which is located behind the receptionist desk. In addition, the printed exams are stored in a secured room within the testing area, which is not accessible for staff. In order to inform students and staff that the center is open, one of the wooden double entrance doors needed to be propped open.

Forward Strategy

In order to provide a safe and secure storage area for student valuables, it is imperative that we install 30 cell phone locker units with key locks, so staff can secure the students’ cell phones and personal identification cards/licenses. Also to decrease the interruptions students face with staff going through the testing area to the storage room where exams are stored, it is crucial to install another door leading from the staff work area directly into the storage room. Staff would then be able to access the storage room without interrupting students in the testing area. Testing can be a stressful experience for many students. Even soft noises near the testing area can cause a student to feel distracted.

In addition, in order to inform students and staff that the center is open, one of the wooden, double entrance doors needed to be propped open. We have been informed by the Maintenance and Operations staff that by keeping one of the entrance doors opened it is harder for them to control the air conditioning of the center. Furthermore, the wooden, double entrance doors are not as uniform to other

glass, double entrance doors within the College Center. This would align with the Vision 2020: Facilities Master Plan's goal for efficient utilization of center space.

Section 4: Technology Planning

Technology Assessment

The Assessment Center has recently upgraded desktop computers and monitors through Measure M bond funds. In November 2011, two administrative Dell computers were replaced with faster computers. This upgrade has increased work production and eliminated frustration of employees. In April 2012, the installation of dual monitors on two administrative computers has improved work efficiency and speed. In May 2014, the installation of a Ricoh copier/printer, which is networked to two administrative computers, has allowed for more expedited printing of materials for Incarcerated English and math placement packets, scanning students' placement results for sending to other institutions, and scanning completed exams to Distance Learning instructors when deadlines are of the necessity. In September 2014, the installation of 17 new "Dell" student computers occurred in the testing center and telecourse viewing area of the Assessment Center. This has led to increased speed in signing on and prepping student computers for testing in the morning, which will lead to opening at 8:00 a.m. in the morning instead of 8:15 a.m. This is an additional 15 minutes of testing time afforded to the students by improvement in technology.

Currently, the center has three cameras, a video recording system, and a security camera monitor to view the students in the testing area. However, two cameras are not working and one is very blurry.

Forward Strategy

In order to ensure confidentiality and avoid cheating, we need to purchase eight new security cameras, which would give in-depth contrast of the testing area. These cameras would allow staff to zoom in the image, as well as view in color. The current cameras are very blurry and are only in black and white. The center would also need to purchase another security camera monitor so that staff can view the students while taking their exams. These changes would maintain integrity of the testing area in the Assessment Center.



Career Services Center

Executive Summary

The Career Services Center assists current students and alumni in reaching their career goals through services, such as job search assistance, self-assessment, resume and cover letter critiques, workshops, and professional development resources. The center recently transitioned into a stand-alone department after separating from the Coastline operated One-Stop Center. The Career Services Center falls under the guidance of the Dean of Counseling. With this, little data regarding the performance of the current center is available. However, through the Student Satisfaction Survey, data revealed that a high percentage of students were found to either be unaware of the Career Services Center or feel that they did not need the use of the center's services. The qualitative data highlighted that many of the respondents were life-long learners, distance learners, or non-degree/program students.

With the center only recently established, many resources are still being lobbied for and allocated to, including an annual budget, department location, staff, and technology. The forward strategies outlined in this Comprehensive Department Review focus on these resources as well as on student and staff awareness of the Career Services Center, expansion of our student services offered, gathering data to support the hiring of additional staff, and establishing a permanent location for the department. To conclude, the Career Services Center outlines three new initiatives to be concentrated on, including the development and implementation of a Virtual Career Center, along with new technologies to increase student access, a marketing campaign to increase student and staff awareness of the services the center offers, as well as the creation of additional workshop topics and virtual workshops to meet the needs of all student populations.

Section 1: Department Planning:

Mission Statement

It is the mission of the Career Services Center to guide Coastline students and alumni through the career process and provide them with the tools and skills needed to reach their professional goals.

Overview

Coastline Community College's Career Services Center is under the Student Services Department overseen by the Dean of Counseling. The Career Services Center provides web services, one-on-one counseling, as well as group workshops on topics such as career exploration, self-assessments, the job search process, resume and cover letter assistance, goal setting, and interview preparation. The center also coordinates career fairs and on-site recruitment events to connect businesses with students searching for employment. Working collaboratively with the academic counselors, the Career Services Center staff assists students in making informed and educated decisions regarding their career goals.

Internal Analysis

From April 2009 to December 2011, the Career Services Center, then known as the Career and Workforce Assessment Center, was staffed by Coastline Community College employees: one full-time manager; one full-time staff member working for the Career Services Center, Testing Center, as well as Contract Education with split funding through the general fund and contract education; and an hourly employee paid by Contract Education funds and was hired primarily for test proctoring.

From academic year 2008-09 to 2011-12, the former Career and Workforce Center provided workshops, career counseling, career assessment, ACT licensure/certification testing, Miller Analogies Testing (MAT), Corporate ESL, Education Bound, CLEP/DSST Testing and contracted educational services to local businesses and city government. The number of participants for each of these services is outlined below in Table 1.1.

Table 1.1. Services provided by the Career Workforce Center along with attendance to illustrate growth between years 2008-12

| YEAR | WORKSHOPS | ATTENDANCE | SERVICES | ATTENDANCE |
|---------|--|------------|---|------------|
| 2008-09 | Transferrable Skills Comprehensive Career Assessment | 134 | Career Counseling; Assessment ACT Testing | 205 |
| 2009-10 | Transferrable Skills Comprehensive Career Assessment | 1,314 | Career/Academic ACT Testing Miller Analogies Testing (MAT) | 427 |
| 2010-11 | Transferrable Skills Comprehensive Career Assessment | 1,217 | Career/Academic; TABE; ACT; MAT; CLEP/DSST | 873 |
| 2011-12 | Transferrable Skills Comprehensive Career Assessment | 1,142 | Career/Academic; TABE; ACT; MAT; CLEP/DSST | 285 |

Testing services for ACT, MAT, TABE and CLEP/DSST generated income of \$4,501.89 in PY 2009-10, \$2,040.00 in PY 2010-11, and in PY 2011-12, \$10,140.00. The current Career Services Center no longer offers the following tests: ACT licensure/certification testing, Miller Analogies Testing (MAT), Corporate ESL, Education Bound, CLEP/DSST Testing, and contracted educational services to local businesses and city government.

Currently, the Career Services Center receives referrals from Coastline counselors and other college personnel regarding students in need or career services and resources. In addition to referrals, “drop-in” students are also seen by the center on a daily basis. Along with the one-on-one career services provided, the Career Services Center began offering workshops in April of 2014 to increase student services and reach. The first series of workshops conducted in 2014 included: Resume Writing, The Hidden Job Market and Networking, and Interviewing Techniques and Tips. The feedback received in post-test surveys illustrated the need for the center to offer core job search readiness workshops at all learning centers. As of fall 2014, the center began offering workshops at the College Center as well as all Coastline learning centers: Garden Grove, Le-Jao, and Newport Beach. As illustrated in Table 1.2, the rollout of workshops to all Coastline campuses has increased student attendance from year-to-year.

Table 1.2. Workshops Offered and Attendance Rates for Academic Years 2013-14 and 2014-15

| Attendance rates by academic year | Resume Writing Workshop | Hidden Job Market/Networking Workshop | Joint Resume-Interview Workshops | Interviewing Techniques and Tips Workshop | Career Fair Workshop | Workshop Totals |
|-----------------------------------|-------------------------|---------------------------------------|----------------------------------|---|----------------------|-----------------|
| 2013-14 | 10 | 12 | N/A | 10 | N/A | 32 |
| 2014-15 | 35 | 19 | 37 | 30 | 3 | 124 |

SAO Student Services Survey

Satisfaction with Career Service Center

Table below shows respondents’ use and level of satisfaction with the Career Center.

Table 1.3 Career Services Center

| Answer Options | Used/Satisfied | Used/Not Satisfied | Heard Of/Don't Need | Never Heard Of/Don't Need | Response Count |
|----------------|----------------|--------------------|---------------------|---------------------------|----------------|
| Career Center | 20.8% | 4.9% | 74.3% | 28.7% | 606 |

Of those who have heard of the Career Center, 20.8% have used the center and are **satisfied**, 4.9% have used the center and are **not satisfied**, and 74.3% have heard of the Career Center but **don't need** its services. Finally, 28.7% of all respondents have **never heard of** the Career Center and don't need its services.

Qualitative Feedback

The qualitative feedback revealed many of the respondents are senior citizens who identify as life-long learners not seeking a degree or certificate, distance learners who do not set foot on Coastline sites, and other non-degree and non-program students. This may partially explain why such a high percentage of respondents indicated that they have never heard of or don't need the Career Services Center.

Service Area Outcome(s)

Table 1.4 SAO Summary

| SAO | 2013-14 | 2014-15 |
|--|---------------------|---------------------|
| SAO 1: 80% of students will demonstrate knowledge of interview etiquette | Met | Met |
| SAO 2: Ensure superior customer service from support staff to our students | Unable to Determine | Unable to Determine |
| SAO 3: 80% of students will be able to demonstrate an understanding of creating a resume | Met | Met |

Findings

SAO 1: The goal for SAO 1 was for 80% of students that attended workshops relating to interviewing skills would be able to demonstrate knowledge of interview etiquette. During both the 2013-14 and 2014-15 academic years, this goal was surpassed. In the 2013-14 academic year, one workshop was held regarding interview techniques and tips. A total of 10 students attended the workshop. Of the students that attended, 100% stated they were either comfortable or very comfortable regarding interviewing etiquette by the conclusion of the workshop. During the 2014-15 academic year, a total of 30 students attended workshops throughout the year regarding interview techniques and tips. Of those that attended, 96.7% reported being either comfortable or very comfortable with their knowledge regarding interview etiquette at the conclusion of the workshop. The 2014-15 academic year represented the first full year that workshops were available for students, resulting in an increase in attendance from the previous year.

SAO 2: We are unable to determine whether SAO 2, providing superior customer service from support staff to our students, was met. This is due to the recent creation of the current Career Services Center and the College's Satisfaction Survey not yet containing questions regarding the department. Data regarding this area can be gathered in following years.

SAO 3: The goal for SAO 3 was for 80% of students who attended resume workshops during the academic year to be able to demonstrate an understanding of how to create a resume. In both the 2013-14 and 2014-15 academic years, this goal was surpassed. In the 2013-14 academic year, one workshop was held regarding resume writing. A total of 10 students attended the workshop. Of the students that attended, 100% stated they were either comfortable or very comfortable regarding being able to create a resume by the conclusion of the workshop. During the 2014-15 academic year, a total of 35 students attended workshops throughout the year regarding resume writing. Of those that attended, 97.1% reported being either comfortable or very comfortable regarding being able to create a resume by the conclusion of the workshop. The 2014-15 academic year represented the first full year that workshops were available for students, resulting in an increase in attendance from the previous year.

External Compliance

There are no known compliance regulations at this time for the Career Services Center.

Progress on Forward Strategy Initiative(s)

Table 1.5 Progress on Forward Strategies

| Initiative(s) | Status | Progress Status Description | Outcome(s) |
|---|-------------|---|--|
| To acquire a budget of \$4,000 for the Career Services Center | In-Progress | Received one-time emergency funds totaling \$9,800 for the 2014-15 academic year | An annual budget will be proposed to ensure the center has funding each year |
| Expand the capability of offering workshops to students | In-Progress | Workshops were expanded to each location, however, additional staff is being requested for 2016-17 to accommodate student needs | Request for additional staff and supporting documentation outlined under Human Capital Planning section of this document |
| Develop a stronger business network | In-Progress | Joined career-related association Fountain Valley Chamber of Commerce and conference attendance | Joined the California Placement Association and attended their annual conference in October of 2014. Also able to participate in a Fountain Valley Chamber of Commerce event October of 2014. |
| Permanent Career Services Center location | In-Progress | Final location for the Career Services Center has been identified and center will be relocated there summer 2015 | The Career Services Center was moved to the old Financial Aid Office at the College Center in 2014-15. The center will move again summer 2015 and share space with the Associated Student Government (ASG) with the intention of the center staying in this location |
| Computer for student's to access | Not Started | Funding Needed | Need to discuss cost with IT department and obtain the funds to add a computer to the center |
| Purchase computerized career assessments and placement software | Completed | Completed | Coastline CareerLink (Simplicity), Interview Stream, Candid Video, and Sigi3 were purchased |

Forward Strategy

The forward strategy for the Career Services Center will focus on several key areas. First, as demonstrated by the Student Services Survey, many Coastline students have either not heard of the Career Services Center or feel they do not need its services. In evaluation of department student outreach, this is believed to be due to a lack of marketing regarding the Career Services Center and its services. With a responsibility and desire to provide services and resources to all Coastline students, during the 2015-16 year, the center will create and implement a marketing strategy. This marketing strategy will focus on introducing the Career Services Center's resources and specifically how we can assist students. It is the goal to expand and create better understanding with students as well as staff regarding Career Services Center expectations. In years following 2015-16, the center's focus will be on establishing a relationship with all incoming students and ensuring they are aware of the center and its services from the beginning of their education with Coastline.

To broaden the appeal and services offered by the Career Services Center, workshops will continue to be offered each year. Workshop topics, as well as frequency, will increase beginning in 2015-16. The intention of this is to offer a wider variety of workshops that will appeal to all student populations at Coastline. In the qualitative feedback received from the College Satisfaction Survey, many students reported themselves as attending Coastline for professional development, non-degree seeking, or were distance education students. It is the belief of the department that these populations should still be served. The wider offering of workshop topics as well as creating virtual workshops for Distance Learners to access 24/7 will assist in the department serving the broader student population.

Several previous forward strategy initiatives will continue to be worked on as well. To begin, it is the goal of the Career Services Center to acquire a yearly budget to fund the needs of the center and students. This includes marketing for career services activities, virtual and hard copy resources for students to use, professional development for staff, and technology, such as a computer for students to use in the Career Services Center. The creation of a permanent Career Services Center will also be a focus with the intention of a permanent location being established by the end of August 2015. The permanent location will allow for student clarity as to where in-person resources can be accessed. The formal center should be outfitted with a computer for student use and populated with a library of career services related information.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan: Outlines the progressive growth in the Career Services Center to offer more career assessments, workshops, career fairs, on-site recruitments, internships, and work experience opportunities, which yield growth in hourly staff and/or federal work-study students.

Table 2.1 Staffing Plan

| Year | Administrator | Management | F/T Faculty | Adjunct | Classified | Hourly |
|--------------------------|--------------------------------------|------------|-------------|---------|---|---|
| Previous year 2013-14 | 1 (Dean of Counseling) | 0 | 0 | 0 | 1 Staff Aide | 0 |
| Current year 2014-15 | 1 (Dean of Counseling) | 0 | 0 | 0 | 1 Staff Aide July 14-May 15 | 1 Career Services Staff May 15-June 30 |
| 1 year 2015-16 | 1 (Interim Dean of Counseling) | 0 | 0 | 0 | Vacant Position Projected Start Date August 2015 | 1 Career Services Staff July 1-August 15 |

The Career Services Center currently has one full-time classified staff member who reports directly to the Dean of Counseling. This year's staffing level represents the same as years' past. This singular staff member conducts workshops at all Coastline campuses in addition to the College Center. This limited staffing prevents service availability to students as during workshops, meetings, lunch, or other off campus events, the Career Services Center must close down. In addition to limited staffing, the full career services and resources to all of Coastline's student populations, including traditional on-campus students, online students, military students, and incarcerated students, has not reached its full potential. As is presented in the Forward Strategy and New Initiatives sections, the Career Services Center will begin a marketing campaign (summer and fall 2015) and additional services, which is projected to drive the percentage of students utilizing the Career Services Center up. In addition to this, the center also anticipates working collaboratively with the faculty from the Career and Technical Education (CTE) program to identify students who are almost finished with their certificates to identify internship and placement opportunities. In order to meet the expected increase in student demand due to an increase in services, we are projecting additional staff will be needed in order to adequately provide student services.

Professional Development

The Career Services Center staff recently became a member of the California Placement Association (CPA). The CPA promotes collaboration and develops relationships to meet the dynamic recruiting and placement needs of public and private sector businesses and educational institutions, while serving as a liaison with government agencies. The mission of the CPA is to be a supportive leader in the enrichment and education to placement professionals. CPA assists with the advancement of comprehensive, high quality placement programs throughout California. The Career Services Center staff attended the CPA – Getting Job Ready: Preparing Today's Job Seekers workshop on October 24, 2014 to obtain up-to-date information on workforce development.

The staff has also been actively participating in the Student Success Committee and the Career and Technical Education Development Workgroup since September 2013. The Student Success Committee provides a shared framework for the discussion, development, and implementation of processes and programs that integrates Matriculation, Basic Skills, and Student Equity to optimize and enhance student achievement and success. The committee meets three times each semester. The CTE Development Workgroup brings faculty, staff and community representatives together to develop recommendations for promoting, strengthening, and expanding CTE programs and services. The workgroup meets twice each semester.

Forward Strategy

In the 2015-16 year, the Career Services Center will monitor student use and time spent away from the center. This will allow for data to be gathered regarding students assisted, and amount of time the center was closed due to lack of staffing. This information will then be presented in next year's review to support an increase in staffing for 2016-17. With marketing and additional workshops, it is expected student use will increase, leading to a demand for additional staff. This will allow the Career Services Center to remain open during campus meetings and during Career Service Center events, such as workshops and career fairs.

In regards to professional development, the Career Services Center staff will continue to participate in the Student Success Committee and the CTE Development Workgroup moving forward. During the 2015-16 year, the Career Services Center staff will research professional development groups to join, ensuring they have a focus on career and student services. The cost will be associated with joining this professional organization and would need to be funded through the center's budget. Joining a professional organization would allow for the staff to receive information and resources regarding new and current topics in the field, thus allowing us to provide the most up-to-date services and information to our students. This will also allow the staff to attend and submit proposals for conferences hosted by the organization. Conference attendance would be a great professional development opportunity for staff as well as allow them to contribute to the further development of our own department and the field of career services as a whole.

Section 3: Facilities Planning

Facility Assessment

The Career Services Center, until July 1, 2013, was previously located inside the Orange County One-Stop Center in the city of Westminster. Since the Career Services Center does not have a permanent location, the staff member has moved to various workstations in the Admissions and Records Office, the Fiscal Services Office, and the old EOPS/CARE Office. Currently the staff member works out of the old Financial Aid Office. All resources that were boxed up from the Orange County One-Stop Center are currently being stored at Coastline's warehouse behind the College Center.

In order to support a more cohesive work environment, as well as increase our presence with students, it is essential to identify a permanent location to house the Career Services Center. This will lead to an increase in the percentage of students that utilize the center and provide a central location for access to career assessment and resume development services, and resources on interview techniques and how to conduct a job search. The goal is to provide a visible, accessible, and comprehensive Career Services Center to the students.

Forward Strategy

A permanent location for the Career Services Center has been determined. The center will relocate to the 4th floor at College Center in the same location as ASG and part of the Counseling Department. This new location offers an open waiting area for students, provides space for resources to be displayed, and also the possibility to add a computer for student use as it relates to career services. This move is anticipated to take place in August 2015. The center will work with the facilities department to coordinate the move. If additional staff is approved, discussions will need to occur during the 2016-17 planning year to determine where this additional staff will be housed amongst existing ASG and counseling staff.

Section 4: Technology Planning

Technology Assessment

The Career Services Center has recently upgraded the staff member's desktop computer and provided a HP Color Laser printer, copier, and scanner. The center does not have another desktop computer for the students to access. Currently, for career exploration and career assessment, students are encouraged to utilize the computers available in the Counseling Center and/or Assessment Center.

With the increase of the distance learning student population at Coastline Community College, the center has embarked on creating a "Virtual Career Services Center" to be accessed through Coastline Community College's website. The current Career Services' website offers limited and basic career service information. Within the developing Virtual Career Center, students will be able to access information and resources on exploring career options, self-assessments, creating goals, job opportunities, networking, interviewing, resume and cover letter assistance and critiques, professional development, virtual workshops, as well as a site dedicated to the career service needs of our military and veteran student population.

One technology service currently available on the Career Services website is Interview Stream. Interview Stream allows students to practice, record, and save mock interviews using a webcam. The videos can also be emailed to others for feedback. To further improve and expand the Career Services Center, Simplicity CareerLink, Sigi3, Interview Stream, and Candide Career software has been purchased and will be implemented in summer 2015 as well as throughout the 2015-16 year. Coastline Careerlink will be available to both students and employers beginning summer 2015. Using Careerlink, students will be able to create a profile, include their resume and cover letter, search and apply to job opportunities, and RSVP to career services events. Similarly, employers will be able to create a profile, submit job postings, receive and review applications submitted by students, and request on-site recruitment or participation in Coastline's Career Fairs. It is the Career Services Center's intention through the use of Coastline Careerlink to increase the number of job opportunities that are posted through the College, increase our student services as it relates to resume and cover letter assistance and job exploration, as well as build a solid and reliable employer database through which to provide our students reliable job opportunities.

The System of Integrated Guidance and Information (Sigi3) has been purchased for 2015-16 year. Sigi3 integrates self-assessment with in-depth and up-to-date career information that provides individuals with a realistic view of the best educational and career options for their future success. Sigi3 helps each user examine key motivators and matches work-related values, interests, personality, and skills to educational and career pathways. Individuals explore a range of options based on their personal choices to create a career plan that is right for them.

The last technology to be purchased and implemented for 2015-16 will be Candide Career. Candide Career provides thousands of informational videos featuring industry professionals on their website. These videos provide the inside scoop from people in the career field as well as advice that will give students an edge in their job search.

Forward Strategy

During the 2015-16 year, the Virtual Career Center, which includes Coastline Careerlink (Simplicity), Sigi3, Interview Stream, and Candide Career, will be launched. Marketing will be conducted during this year to drive students to these career services. Also with a final Career Services Center location established for next year, a computer for student use will be requested. Currently, no computer is available. For students looking to work on their resume, cover letter, or other job exploration or searching activities, they must leave the Career Services Center and use the computers available through the Counseling/SSSP Department. Having a computer for student use will allow the staff at the career center the ability to work with students and provide them real-time feedback and assistance with their career needs.



Counseling

Executive Summary

The Counseling Department provides personal, academic, and career support to assist students with making informed decisions by learning about the College programs, policies, and transfer requirements. Additionally students are able to discuss their personal matters in a safe and trusting environment. Counseling may also intervene, advocate, and provide referrals as needed in order for students to achieve their educational goals. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. The Counseling Department also provides instruction via a variety of modalities, including classroom based, online, and correspondence classes, which teach study skills, college success strategies, and career and life planning.

The Counseling Department has undergone many changes since the last program review in 2010. Many of the changes are due to the acquisition of new technology. We have also acquired new full-time faculty, increased the number of course offerings, and undergone a number of administrative changes. Here is a brief summary of those changes:

Technology

The acquisition of new technology in the Coast Community College District has dramatically impacted the way that students are served. Most notable is the addition of DegreeWorks, a program audit and Student Educational Plan (SEP) delivery system. It has allowed students the opportunity to better track the courses they are completing toward their educational goals. They can now view their plan 24/7. This replaced the paper Student Education Plans that were completed by counselors by hand and scanned into the Banner system. While DegreeWorks has provided some challenges in regard to the set-up, learning of the system and some program glitches, it has proven to be a tool that overall has been well received by students.

Another online system that has affected counseling is the new District online student orientation. This orientation was developed in coordination with representatives from the District, Coastline College, Orange Coast College, and Golden West College. This orientation allows our students to complete their new student orientation online. While we had an online orientation before, this new orientation is more comprehensive and it helps keep track of which students have completed it.

On a regular basis moving forward we plan to provide updates and training for all counselors on DegreeWorks and other relevant technology. We are also working to finally launch our eSEP (an online Student Educational Plan) request process fall 2015.

Faculty

We had some positive gains in regard to the number of full-time faculty. At our last program review we only had four full-time counselors. We now have seven. While we lost Sue Primich to retirement we did gain Christine Nguyen from our EOPS department. (Fortunately Sue has been providing counseling for our students as an adjunct.) New hires include Eric Garcia who joined us in 2013; Amy Evangelista and Jordan Huynh who came aboard this fall 2015. While Jordan was hired as a temporary position, we hope to change this position to a tenure full-time permanent. We would like to add additional counselors to provide more services for our students. One important issue we must resolve before doing this, is the lack of office space. Currently we have two counselors based at Le-Jao; one counselor at Garden Grove; and four in Fountain Valley at the College Center. Currently, there is a search for new counseling space at the Newport Beach Center as the office space that counselor, Susan Winterbourne was using, was

converted to a science lab. As a result, there have been no counseling services at the center for over a year. It is our recommendation that office space be made a priority at Newport Beach Center in order to better serve our students. We also recommend that appropriate office space be identified prior to hiring any new counselors.

Curriculum

Available course sections have measurably expanded. Our one-unit COUN C100 - Career Life Planning, was converted to a new three-unit course and re-numbered as COUN C104. We now offer two sections of this course per semester. Both are online and have great enrollment. Our COUN C105 Strategies for College Success course has grown from two course offerings, one telecourse and one classroom based, at the time of our last program review to thirteen sections in fall 2015. Five of these sections are offered online. Three of the sections are offered to our Early College High School students and three are STAR classroom-based courses. Several of our teachers are using ON COURSE by Skip Downing. This book teaches many strategies for college success and has been especially valuable for our incarcerated students who take the course through our telecourse version. Another counseling course that we just developed is our COUNS C115 - Educational Planning. The intent for this course is to facilitate students in developing their educational plan.

Our forward strategy for these courses is for instructors to meet at least once a semester to discuss issues, such as strategies to keep our online students engaged in the course, and to share ideas and techniques.

Administrative Changes

There have been a number of administrative changes, both of counseling deans and the Vice-President of Student Services. From the submission of the last Program Review in 2010 to this fall 2015, we have had eight deans; five of them were interim deans. This constant change and inconsistency in leadership has taken its toll on both staff and faculty of the Counseling Department. While the best recommendation in this case is to make better hiring selections, it is certainly not an exact science. We hope that moving forward, we do get a dean that supports our Mission Statement as well being a strong advocate for our department while being inspirational, motivational, and supportive of faculty and staff.

Section 1: Department Planning:

Mission Statement

Coastline College's Counseling Department is dedicated to supporting our diverse students in achieving their academic, career, and personal goals while preparing and inspiring them to succeed and prosper in today's global and changing world.

Overview

Coastline Community College has a wide range of students from various socioeconomic and cultural backgrounds, different educational levels, based at various settings, and with a variety of personal and educational goals. The counseling services and programs that have been developed have been designed to address our diverse student population.

Coastline counselors are not assigned by majors as is often the case at other community colleges. Due to our small size of five (now seven) full-time counselors, all counselors are generalists and able to provide counseling in regard to all academic programs. A student may see any counselor and receive comprehensive services at our College Center in Fountain Valley or at one of our learning centers in Garden Grove, or Westminster. At this time there are plans in place to return counseling services to the Newport Beach Center. Students also have the choice to make a telephone counseling appointment or ask questions through our online eAdvise or eChat.

Counselors have identified the need for better communication in our department. As we are at different locations it was felt that weekly meetings would allow us the opportunity to share information more frequently. We will continue to have one meeting a month where all part-time and full-time counselors are invited to attend with updates from the Counseling dean and VP of Student Services. The rest of the weekly meetings will be for full-time counselors to not only share pertinent information, but to work on required projects. This helps to insure the opportunity for input by all the counselors. An example of a project we will be working on during the 2015-16 academic year, is the revision of the Policies and Procedures Manual. This will greatly improve communication by updating the manual to reflect changes to College policies and procedures as well as adding any new ones that have been created since the last revision in 2012.

Counselors are also planning a retreat for October 2015 that will focus on ways to implement our Mission Statement, share ideas to better serve our students, and devise more plans for our department to help us address new challenges. This will also be a great way to integrate our new counselors.

Internal Analysis

Table 1.1 Enrollment and FTES:

| Academic Year | 2011-12 | 2012-13 | 2013-14 |
|------------------------|--------------|--------------|--------------|
| ENROLLMENT | 1,520 | 1,133 | 1,638 |
| Unduplicated Headcount | 1,751 | 1,151 | 1,496 |
| FTES: | 129 | 103 | 148 |

The three year trend shows a sharp increase in enrollment and FTES as the demand for preparing students for college continues to be a priority at Coastline.

Table 1.2 Efficiency (FTEF/30 and fill rates):

| Academic Year | 2011-12 | 2012-13 | 2013-14 |
|---------------------------------|-------------|-------------|-------------|
| ENROLLMENT | 1520 | 1133 | 1638 |
| FTEF/30: | 61.2 | 61.1 | 58.6 |
| WSCH/FTEF: | 1,004 | 1,003 | 962 |
| Fill Rates: | 87.7% | 86.5% | 78.7% |
| DEGREES AND CERTIFICATES | | | |
| Certificates: | 0 | 0 | 0 |
| Associate Degrees: | 0 | 0 | 0 |

There has been a slight decline in efficiency, which may have to do with the increase options for students and course offerings.

Table 1.3 Student Demographics:

| STUDENT DEMOGRAPHICS | | | |
|-----------------------------|---------|---------|---------|
| Academic Year | 2011-12 | 2012-13 | 2013-14 |
| GENDER | | | |
| Female: | 22.8% | 26.8% | 31.4% |
| Male: | 76.6% | 72.3% | 67.5% |
| Unknown: | 0.6% | 0.9% | 1.1% |
| AGE at TERM | | | |
| Less than 19 | 11.4% | 11.9% | 9.3% |
| 20 to 24 | 19.5% | 20.0% | 15.8% |
| 25 to 29 | 17.8% | 16.1% | 17.9% |
| 30 to 34 | 15.6% | 14.7% | 17.4% |
| 35 to 39 | 11.8% | 10.3% | 12.1% |
| 40 to 49 | 16.0% | 16.7% | 18.3% |
| 50 and Older | 8.0% | 10.3% | 9.4% |
| RACE/ETHNICITY | | | |
| African American: | 19.8% | 19.2% | 17.8% |
| Asian/Pac Islander: | 13.3% | 15.0% | 14.7% |
| Hispanic: | 29.4% | 27.2% | 21.7% |
| Multiple Race: | 2.3% | 2.1% | 6.3% |
| White: | 29.9% | 25.0% | 32.2% |
| Unknown: | 2.7% | 6.7% | 5.1% |

The three year comparison of student demographics shows the majority of students served were males. This statistic is highly related to the male incarcerated population. It is interesting that number is declining as the female population served increased by nearly 11% over the three-year span. The age group of students served continues to be equally distributed amongst the student population. The ethnic population served shows that white, non-Hispanic is the majority followed by Hispanic and African American students.

Table 1.4 Success and Retention:

| Academic Year | 2011-12 | 2012-13 | 2013-14 |
|---------------------------------|--------------|--------------|--------------|
| Total SUBJECT Enrollment | 1,520 | 1,133 | 1,638 |
| - Success Rate | 53.5% | 53.2% | 55.8% |
| - Retention Rate | 82.8% | 74.5% | 78.4% |

| SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY | | | |
|--|------------|------------|--------------|
| Cable Enrollment | --- | --- | --- |
| - Success Rate | 0.0% | 0.0% | 0.0% |
| - Retention Rate | 0.0% | 0.0% | 0.0% |
| Correspondence Enrollment | --- | --- | --- |
| - Success Rate | 0.0% | 0.0% | 0.0% |
| - Retention Rate | 0.0% | 0.0% | 0.0% |
| Hybrid Enrollment | 39 | 0 | 0 |
| - Success Rate | 74.4% | 0.0% | 0.0% |
| - Retention Rate | 97.4% | 0.0% | 0.0% |
| Online Enrollment | 508 | 371 | 476 |
| - Success Rate | 55.4% | 58.3% | 60.1% |
| - Retention Rate | 85.3% | 79.6% | 79.4% |
| Telecourse Enrollment | 892 | 685 | 1,086 |
| - Success Rate | 50.3% | 49.3% | 52.5% |
| - Retention Rate | 79.9% | 70.3% | 76.7% |
| Traditional Enrollment | 81 | 77 | 76 |
| - Success Rate | 66.3% | 64.5% | 78.5% |
| - Retention Rate | 91.3% | 88.2% | 97.5% |

Traditional student performance continues to increase in success and retention. Online and telecourse data shows a stagnant rate of student performance over the past three years.

Table 1.5 Service Activity:

| Year | 2012-13 | 2013-14 | 2014-15 |
|-------------------|---------|---------|---------|
| Student served | 3,423 | 4,351 | 7,235 |
| Educational plans | 2,472 | 3,194 | 7,043 |

Counseling Survey

Matriculation/SSSP Services

About half of respondents have **received matriculation/SSSP services** at Coastline, including assessment, orientation, counseling, and educational planning (49.9%), while 50.1% have not. The percentages of responses for the utilization of specific counseling services are shown in Table 5.

Table 1.6 Counseling Services

| Services | Response Percent | Response Count |
|---|------------------|----------------|
| Drop-in counseling | 13.4% | 67 |
| One hour appointment for Educational Planning | 37.0% | 185 |
| Personal Counseling | 17.6% | 88 |
| Transfer Counseling; | 18.6% | 93 |
| Career Counseling | 13.4% | 67 |

Those respondents who have utilized matriculation services at Coastline indicated they have used **one hour appointments** for educational planning (37.0% of all responses); 18.6%, 17.6%, 13.4%, and 13.4% of responses include having received transfer counseling, personal counseling, drop-in counseling, and career counseling, respectively.

Counseling Office Services

Table 6 shows the percentage of respondents who are satisfied or not satisfied with the counseling services they've utilized, as well as the percentage of all respondents who have heard of but don't need such services. Additionally, the percentage of all respondents who have never heard of the services is included.

Table 1.7 Counseling Services

| Services | Used/Satisfied | Used/Not Satisfied | Heard Of/ Don't Need | Never Heard Of | Total Response Count |
|---|----------------|--------------------|----------------------|----------------|----------------------|
| Academic Advising/Planning | 77.8% | 12.9% | 9.3% | 2.8% | 320 |
| Career Services Center | 35.0% | 4.7% | 60.3% | 11.4% | 290 |
| Career Counseling | 41.8% | 6.1% | 52.1% | 10.9% | 293 |
| English/Math Placement Testing | 56.5% | 9.9% | 33.6% | 3.3% | 302 |
| New Student Orientation to College (Group) | 32.2% | 7.0% | 60.7% | 14.8% | 284 |
| New Student Orientation to College (Online) | 53.3% | 9.3% | 37.5% | 11.9% | 294 |
| Walk-in/Resource Counseling | 44.9% | 11.3% | 43.8% | 11.1% | 298 |
| Online Advising | 39.0% | 19.3% | 41.7% | 25.1% | 291 |
| Transfer Center | 33.5% | 11.0% | 55.5% | 14.8% | 298 |

Of those who have heard of the counseling service, **academic advising/planning** received the highest percentage of respondents having used the service who are satisfied (77.8%). Conversely, of those who have heard of online advising, 19.3% have utilized the service and are **not satisfied**. However, a possible explanation for why these students were not satisfied with the online services could be that many students ask for their educational plan through our eAdvise. We do indicate on our website that eAdvise

is for quick questions and that they need to see a counselor for SEP development. Of those who said they've heard of the new student orientation to college (group), 60.7% said they **didn't need** this service. Additionally, the new student orientation to college (group) received the highest percentage of respondents having **never heard of** such a service (14.8%), along with the Transfer Center (14.8%).

Qualitative Feedback

The perception of those students who provided comments regarding their use of counseling services at Coastline is **positive**, with the respondents noting they found the counselors they've interacted with to be **encouraging** and **helpful** in guiding students in their educational goals. However, respondents also indicated that they have experienced **difficulty** in scheduling an appointment with a counselor **via telephone**.

Appointments with Counselors

Table 1.8. Learning Centers with Counseling Services (N=345)

| Answer Options | Response Percent | Response Count |
|--|------------------|----------------|
| Coastline College Center (Fountain Valley) | 66.7% | 230 |
| Garden Grove Center | 31.0% | 107 |
| Le-Jao Center | 28.4% | 98 |
| Newport Beach Center | 17.7% | 61 |
| Don't know | 13.9% | 48 |

In order to demonstrate their knowledge of counseling at CCC, students were asked to select the learning center(s) that offer appointments with counselors. The results are shown in Table 7 above. Of the 345 respondents, 66.7% indicated they believe that the **Coastline College Center** offers appointments with counselors, 31.0% believe the **Garden Grove Center** offers appointments with counselors, 28.4% believe the **Le-Jao Center** offers such appointments, and 17.7% of the 345 respondents believe the **Newport Beach Center** offers such appointments. Finally, 13.9% of all respondents **don't know** which centers offer such services.

DegreeWorks

Of the 345 respondents, 55.7% **have utilized** the DegreeWorks application to access/review their degree audit or SEP, while 27.8% **have not**, and 16.5% of respondents indicated that they **do not know** what DegreeWorks is. Respondents who indicated that they have utilized the DegreeWorks application to access/review their degree audit or SEP were asked to specify the level of **usefulness** of the tool in regards to the statements in Table 9.

Table 1.9 DegreeWorks

| Answer Options | Response Percent | Response Count |
|--|------------------|----------------|
| Easy to use and understand | 68.4% | 130 |
| Easy to use and difficult to understand | 16.3% | 31 |
| Difficult to use and easy to understand | 5.3% | 10 |
| Difficult to use and difficult to understand | 10.0% | 19 |

Of those 190 respondents who have utilized the DegreeWorks application to access their degree audit or SEP, 84.7% feel the application is **easy to use**, while 15.3% feel it is **difficult to use**. Specifically, 68.4% feel the application is easy to use and easy to understand and 16.3% feel it is easy to use and difficult to

understand. Conversely, 5.3% of respondents who have utilized the application feel it is difficult to use and easy to understand, and 10.0% feel it is difficult to use and difficult to understand.

Academic Planning & College Resources

Respondents were asked to indicate the change in their ability to understand the academic planning process in order to attain their educational goals and identify College resources, procedures, and policies that support their academic success as a result to receiving counseling services at CCC. The results are shown in Table 1.10.

Table 1.10 Change in Abilities as a Result of Receiving Counseling Services

| Answer Options | Better | The Same | Worse | Respondents |
|--|--------|----------|-------|-------------|
| Understand the academic planning process in order to attain your educational goals. | 78.6% | 19.3% | 2.1% | 327 |
| Identify College resources, procedures, and policies that support your academic success. | 68.8% | 27.6% | 3.6% | 308 |

A majority of respondents who have utilized CCC’s counseling services feel they are **better able** to both understand the academic planning process in order to attain their educational goals and identify College resources, procedures, and policies that support their academic success—78.6% and 68.8%, respectively. In contrast, 2.1% of those who have utilized such services feel their ability to understand the academic planning process in order to attain their educational goals is **worse**, and 3.6% feel their ability to identify College resources, procedures, and policies that support their academic success is **worse**.

Counselors and Counseling Sessions

Respondents were asked to indicate the degree to which they agree or disagree with the set of statements in Table 1.11 (below). Overall, respondents’ perception of availability and helpfulness of counseling services is **positive**. Specifically, 82.2% of respondents agree counseling session(s) are **informative** and **helpful**, and 81.8% agree counseling appointments were available at times that were **convenient** to them. The statement that says, “Counselors care about me as an individual” received the most variation in responses for this set of statements, with 74.2% of respondents agreeing with the statement, 11.0% disagreeing, and 14.8% stating they don’t know or that the statement is not applicable to them.

Table 1.11 Counseling Services

| Answer Options | Agree | Disagree | Don't Know/Not Applicable | Response Count |
|--|-------|----------|---------------------------|----------------|
| Counseling appointments were available at times that were convenient for me. | 81.8% | 9.8% | 8.4% | 285 |
| Counseling session(s) are informative and helpful. | 82.2% | 8.5% | 9.3% | 281 |
| Counseling session(s) helped me SELECT courses I need to attain my educational goal. | 79.9% | 8.1% | 12.0% | 284 |
| Counseling session(s) helped me CLARIFY my education goals. | 77.5% | 9.1% | 13.3% | 285 |
| Counselors care about me as an individual. | 74.2% | 11.0% | 14.8% | 283 |
| Counselors are concerned about my academic success. | 76.8% | 10.5% | 12.6% | 285 |

Of those who have heard of CCC counseling, 48.9% have used the service and are **satisfied**, 8.6% have used the service and are **not satisfied**, and 42.5% said they have heard of it but **don't need** counseling. Lastly, 16.3% of all respondents have **never heard of** CCC Counseling or don't need its services.

Service Area/Student Learning Outcome(s)

Table 1.12 SAOs

| SAO | ASSESSMENT MEASURE /TARGET |
|--|--|
| 1. Provide counseling services at convenient and accessible locations for students. | Measure: Satisfaction survey focused on convenient and accessible locations of counseling services Target: 80% satisfaction with service convenience and accessibility |
| 2. Enable Coastline students to access advising via electronic formats, within identified service hours. | Measure: Service utilization Target: Define a baseline of service usage and increase annually |
| 3. Ensure that Coastline students can easily schedule counseling appointments. | Measure: Satisfaction survey focused on scheduling appointments Target: 80% satisfaction with the appointment process |
| 4. Ensure superior customer service from support services staff to our students. | Measure: Satisfaction survey focused on services Target: 80% satisfaction with services provided |
| 5. Provide all first-time students a Student Educational Plan. | Measure: SEP Ratio Target: 100% of all first-time student will obtain an SEP |

Table 1.13 CSLOs

| | | Fall 2014 | | Fall 2013 | | Fall 2012 | |
|-------------|---|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | SLO Text | Fully Achieved | Partially Achieved | Fully Achieved | Partially Achieved | Fully Achieved | Partially Achieved |
| COUN 104 | Assess and evaluate personal characteristics, including interests, skills, values, and personality traits as they apply to career and personal decisions throughout the lifespan. | 64.5% | 25.8% | N/A | N/A | N/A | N/A |
| | Research and analyze careers through the use of a variety of sources, including Internet resources and information interviews. | 64.5% | 25.8% | N/A | N/A | N/A | N/A |
| | Utilize job search strategies in regard to resume writing, networking, and interviewing. | 64.5% | 25.8% | N/A | N/A | N/A | N/A |
| | Formulate a list of lifetime goals based on values, skills, and interests. | 62.1% | 6.8% | 65.0% | 5.8% | 58.4% | 12.40% |
| COUN 105 | Identify individual learning styles and personality type preferences. | 62.6% | 6.7% | 65.5% | 6.4% | 62.7% | 7.8% |

| | | | | | | |
|---|-------|------|-------|------|-------|-------|
| Apply and practice critical and creative thinking processes as they apply to decision-making and problem-solving. | 60.1% | 6.3% | 63.3% | 7.5% | 58.4% | 14.4% |
| Develop an educational and career plan consistent with goals. | 64.0% | 6.7% | 65.0% | 4.7% | 57.6% | 12.8% |
| Define social, psychological and physiological issues that impact educational, career, and life decisions. | 62.0% | 6.2% | 64.8% | 6.2% | 60.8% | 14.0% |
| Choose effective study strategies and apply these strategies to educational and workplace settings. | 61.5% | 7.6% | 66.4% | 4.9% | 55.2% | 16.8% |

Noticed that classroom based courses had higher percentage rates. Online and especially telecourses are more of a challenge when it comes to assignment completion.

Nancy Jenkins participated in the College's SLO Task Force in 2014-15. As other departments share similar concerns and problems with SLO achievement, participation in this task force is the best method at this time to hopefully find solutions to increase SLO achievement. As was discussed in the meetings, the courses that have the large percentage of incarcerated students present problems when tracking SLO completion. We will continue to search for solutions.

External Compliance

Student Success Act of 2012

- The Student Success Act of 2012, Senate Bill 1456, was signed into law in September 2012.
- This act targets funding to core services of orientation, assessment, and counseling/advising to assist students with development of education plans.
- The legislation focuses on helping new students define goals and get on track to achievement.

Student Success and Support Program (SSSP) (formerly Matriculation) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in their educational endeavors. The goals of Student Success and Support Program are to ensure that all students complete their College courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components, which include admissions, orientation, assessment/testing, counseling, and student follow-up.

Actions Taken

Coastline administrators, including our VPSS and counseling deans; Counseling faculty; and various staff members participated in Coast District SSSP committees, task forces, and trainings in order to implement the Student Success and Support Program. The creation of the District online orientation and the adoption of DegreeWorks are direct results of the SSSP. It was also decided to use SARS, the counseling appointment system, to keep track of abbreviated and comprehensive educational plans prepared by district counselors. Some other actions we have taken have been to offer Student Educational Plan Workshops and the creation of Counseling C115 - Educational Planning a Counseling course developed to provide an additional resource for students to obtain an educational plan. And the iSEP process was devised for our incarcerated students.

Progress on Forward Strategy Initiative(s)

Table 1.14 Progress on Forward Strategies

| Initiative(s) | Status | Progress Status Description | Outcome(s) |
|---|-----------------|---|--|
| 1. Implement and sustain a service approach that is student-centered, integrated, technologically-driven, systems-oriented, and contributes to student learning outcomes. | In-Progress | This is ongoing and is not an initiative that should be completed. | Utilizing DegreeWorks and eSARS, and eSEP will soon be launched. E-Advising and E-Chat are available to students online for "quick questions". |
| 2. Assure adequate counseling staff and physical resources to support counseling, articulation, matriculation, outreach and other services. | In-Progress | Two new counselors and a retirement replacement were hired. There is a need for office space in order to increase the number of counselors. | Three new hires. |
| 3. Obtain a full-time counseling clerical support position dedicated to assist counselors with resources and clerical support. | In-Progress | There is still a need to maintain adequate staffing at the counseling desk. | Part-time support person was hired. Still a need for a full-time clerical support person. |
| 4. Implement the consistency and accuracy of a computerized student tracking system (SARS) for both counselor and student appointments. | In-Progress | SARS is an excellent system for tracking. There still is a need to assure the right figures are being extracted. SARS customer service is the best resource when requiring assistance in extracting data. | In addition to SARS being used for appointments and general tracking, it is also being used to track abbreviated and comprehensive SEP's. |
| 5. Maintain and improve the vitality of the counseling curriculum by adding new courses and adapting existing courses for distance learning delivery. | In-Progress | This should always be ongoing. We now have a three unit online career planning course that is very popular. We have expanded the number of College Success courses. We have created a new one unit educational planning course. | Revised and added curriculum. |
| 6. Acquire updated computer and printer for all counseling offices so counselors can research student's information (www.ASSIST.org), reply to emails, and perform online counseling functions to include eChat, eAdvise, eSARS, and orientation. | Almost Complete | All counseling offices now have printers except for the adjunct counselor office in Garden Grove. This has now been ordered. | In addition to new desktops and printers, new laptops for student use during appointments were also purchased. |
| 7. Utilize the Basic Skills grant to offer class visits, classroom orientation to focus groups or | Completed | Grant has ended. | |

| | | | |
|---|-------------|---|---|
| cohorts, and study skills and transfer workshops. | | | |
| 8. Maintain and update the new manual for “Policies and Procedures” to assist students to obtain friendly, consistent and supportive procedures to accomplish their educational goals. | In-Progress | The last update of the Policies and Procedures manual was in 2012. We will be revising it again in 2015-16. Again, this is also an ongoing goal. | Manual updates will be worked on at all the full-time counselor meetings until completed. |
| 9. Ongoing goal to improve and streamline the matriculation, registration, and graduation process for students. | In-Progress | As registration and the graduation process are under the admissions office, it would appear this goal is misplaced. We can continue to offer suggestions. | |
| 10. Implement a part-time Counselor Hiring Committee consisting of department chair and a full-time counselor to convene and participate in hiring future part-time counselors and instructors. | In-Progress | We did hire new part-time counselors for both counseling and instruction for our counseling courses. We will continue to hire on an as needed basis. | Hired several new part-time counselors. |

Forward Strategy

The Counseling Department continues to devise ways to best implement the SSSP. The online Student Educational Plan (eSEP) request process that counselors created will hopefully be available in fall 2015. This has been a challenge due to having to wait for technical support. We are also working to find ways to better implement the Incarcerated Student Educational Plan (ISEP) request process.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

| Year | Administrator | Management | F/T Faculty | Adjunct | Classified | Hourly |
|----------------------------------|--|--------------------------------------|--|---|--|---------------------------------------|
| Previous year 2014-15 | Position Title 1 Dean | Position Title 0 | Position Title 5 Counselors | Position Title 14 positions | Position Title 2 FT 1 PT | Position Title 1 student worker |
| Current year 2015-16 | Position Title 1 Interim Dean 1 Permanent Dean | Position Title 1 SSSP Coordinator | Position Title 7 Counselors (6 Permanent FT; 1 1-year Temp) | Position Title 11 positions | Position Title 1 FT 2 PT | Position Title 2 hourly |
| 1 year 2016-17 | Position Title 1 Permanent Dean | Position Title 1 SSSP Coordinator | Position Title 7 counselors (plus 3 proposed) | Position Title (15 positions as needed) | Position Title 3 FT 2 PT 2 hourly | Position Title 2 hourly |

Provide a description of the staffing for the department.

The 2014-15 staffing levels reflect a minimum of staffing due to a weak national economy and state cuts to matriculation and other categorically funded programs.

Include a description of the previous, current, and year of staffing estimates.

Over 70% of cuts in matriculation had dire consequences for counseling programs and services to students. During the 2015-16 year, the District utilized the newly state-funded Student Support and Success Program to restore lost positions and serve an increasing number of students particularly our largest and fastest growing populations, which include the online and incarcerated populations.

Support the projection with evidence and specify how position growth or reduction relates to College plans.

Coastlines largest student population is over 80% distance learning with the majority in the online and the incarcerated program. Online to grow while the incarcerated is expected to remain at the same level because of the federal regulations.

Additionally, for full-time positions, include a Coast District approved job description.

Coast District approved job descriptions for full-time positions are attached as follows:

1. Dean of Counseling
2. Counselor
3. Student Success and Support Program Coordinator
4. Counseling & Guidance Office Operations Coordinator
5. Guidance Assistant
6. Instructional Associate- Student Success and Support Program (new 2015-16)

Table 2.2 Classified Position Growth

| Position Growth | Type | # of position(s) | Job Titles | Job Description | Comments |
|--|---------------------------|------------------|---|-------------------------|---|
| Proposed for 2015-16 and the next five years | FT classified | 1 | Staff Assistant, Senior | Please see Attachment A | This new position is to be aligned with GWC |
| 2015-16 and the next five years | FT classified | 1 | Counseling & Guidance Office Operations Coordinator | Please see Attachment B | |
| 2015-16 and the next five years | FT classified | 1 | Instructional Associate, Counseling | Please see Attachment C | This position is to be aligned with GWC |
| 2015-16 and the next five years | PT classified | 2 | Guidance Assistant (19.5 hr./wk.) | Please see Attachment D | |
| 2015-16 and the next five years | Hourly (140-day employee) | 2 | Guidance Assistant | Please see Attachment D | |

Professional Development

All full-time and several part-time faculty regularly attended the CSU and UC Counselor Conferences. These conferences provide necessary transfer information in order to properly counsel students and help them to transfer to their desired transfer institutions.

In addition to above:

Nancy Jenkins, whose assignment is 50% Articulation Officer, attended the bi-annual Southern California Intersegment Articulation Council (SCIAC) meetings; the annual statewide California Intersegment Articulation Council (CIAC); South Coast Higher Education Council (SCHEC); and the monthly Region 8 Articulation Officer/Transfer Director meetings.

Eric Garcia, who is enrolled in the CSULB Educational Leadership Ed.D program, also attended:

WAVES Conference (2013):

- Promote high professional standards, policies, and ethical practices among members.
- Serve the needs and interests of veterans, faculties and administrators in the member institutions.
- Represent the mutual interests of the membership on matters coming before the organization.
- Provide a forum to facilitate the interchange of ideas and information.
- Foster communication and cooperation between all concerned and interested institutions and agencies on matters affecting the education of veterans and other eligible persons.
- Provide advisory liaison and coordinating services regarding educational programs affecting in-services military personnel.

Veterans Summit (2012, 2014) (Attendee and Presenter):

The California Community Colleges Veterans Summit brings together professionals from community colleges and four-year public universities to share strategies and best practices to better serve our

veteran students. Now entering its fourth year, the Summit offers professionals the necessary tools to better understand the needs of student veterans and support services for their successful transition to higher education and careers.

Section 3: Facilities Planning

Facility Assessment

Each full-time Coastline counselor is provided with a private office, in order to assure student confidentiality. Part-time counseling faculty are provided with private offices when they are counseling students. Each office has a telephone with messaging capabilities, a computer with access to student records and other pertinent online information, a desk and chair, and secure file cabinets. Counselors make every effort to create an inviting environment for students.

Counseling Offices are located at the following College locations:

- College Center in Fountain Valley - three offices (FT) within the Counseling Office on the first floor and three offices (one FT and two PT) are located on the 4th floor.
- Garden Grove - two offices (one FT and one PT) are located within the Transfer Center.
- Westminster - three offices (two FT and one PT) are located at the Le-Jao Center.
- Plans are underway to restore counseling services at the Newport Beach Center with at least one FT counselor based at this location.

Forward Strategy

For future planning, there is a need to find additional office space for any new counselors that are hired. At this time we have nowhere to place any new hires. This is a priority.

Section 4: Technology Planning

Technology Assessment

- The department has upgraded all the desktop computers with Measure M bond funding in 2013-14.
- Faculty were provided with personal laptops facilitating the production of both counseling and instructional related projects.
- Printer/scanner/fax machines were purchased to replace older machines.
- Most recently laptops were ordered for student use in each counseling office. This will allow students to pull up their transcripts and access their DegreeWorks educational plans during the counseling session.

Forward Strategy

- The department is exploring technology that can be used for distance counseling. At this time we use telephone counseling, which works well, however it would be nice to be able to share documents during the counseling session.
- The department has explored the use of a SharePoint site in order for counselors and staff to work on shared projects and to share other information.



Transfer Center

Executive Summary

Coastline's Transfer Center provides students with the services and resources they need for successful transition to a four-year college or university. Since 2012 the Transfer Center staff has reinstated activities, events, and improved services to promote transfer for Coastline students.

From 2012 to 2015, changes have yielded positive results for students and staff:

- (1) Reinstated university tours from 0 to 10 schools per fall and spring semesters.
- (2) Developed and scheduled transfer-related workshops from 0 to 20.
- (3) All workshops are accessible in the classroom, Webinar, and teleconference.
- (4) Increased publicity and promotion of Transfer Center activities through the Public Information Office, social media, and word-of-mouth.
- (5) Established partnerships with 6-UCs, 7-CSUs, 18-Private and Out-of-State school Representatives.
- (6) Increased the number of Transfer Fairs from 1 to 2 per academic year.
- (7) Increased by 127.27% participation by college representatives from 22 to 50 within four years.
- (8) Established a department email address and updated web site that increased email communication with students by 500% in 2014-15 while decreasing phone calls by 84%.
- (9) Internal and external committee and regional involvement.
- (10) Staff and professional development through transfer-related conferences and seminars.
- (11) Use of SARS reporting to schedule appointments and document student counts.
- (12) Recognition of transferring students through the Transfer Achievement Celebration.

Future Direction, Anticipated Changes, and Goals:

Increased complexity and expectations for transfer achievement and completion mean that current staffing, space, and service levels in the Transfer Center are inadequate to meet the evolving needs of the College and its students.

- a. Transfer Center: Adequate and dedicated space for services and operations.
- b. To increase the number of transfer students utilize the service of "Transfer Certification" and outreach strategies such as Transfer classroom visits each semester and conduct Transfer orientation, information sessions throughout academic year, to include meeting students if their class session is cancelled.
- c. To increase the rate of completion and transfer, develop more student cohort programs tied to degrees, majors, and/or career goals.
- d. Possible relocation to next to Career Services or work in conjunction to serve students with 8-15 student workstations, smart board, IPAD, laptops, and space for university representatives.
- e. Staffing: Review current level of staffing with increase of activities/events. Low level of staffing keeps the Transfer Center reactive rather than proactive with services and mode of operations. The growing complexity of the transfer process and options, the increasing scrutiny of institutional transfer performance, and the expectations of the Coastline Community College community for transfer excellence, staffing responsibilities and levels need review.
- f. Increase complexity of the transfer process will require additional computer, IT equipment, and networking/partnerships with community colleges, UC, CSU, and private CA schools.
- g. Continued need for professional development and skills training: Stay current with the rapid changes in transfer and technology demand consistent training to stay current with university

standards, best practices, and methods of information delivery for Coastline students at the three learning campuses and online. Particular areas of need include web development for student engagement and webinar delivery through use of CCC Confer or Canvas.

- h. Partnership Development: Continue to increase in participation by all higher education to connect with Coastline students in California, nationally, and internationally.
- i. Dedicate and increase Transfer Center budget: Dedicate budget and allocate funding levels by 15-25% per increase of activities scheduled and students served.

Section 1: Department Planning:

Mission Statement

The mission of the Transfer Center is to expand student access for transfer to 4-year universities and to assist underrepresented, low-income, disabled, foster-youth, first-generation, and non-traditional learners (35-50+ age) to successfully transfer.

Overview

Coastline's Transfer Center provides students with the services and resources they need to successfully transfer to four-year colleges or universities. Trained personnel assist and prepare students at the beginning and through completion of their community college study with the following services and resources for successful transfer experiences:

- a. Two computers and a printer for research, university applications, and orientation.
- b. Online library of college catalogs and reference materials that includes ASSIST.ORG, EUREKA, MyPlan.com, and links to hosts of college resources online.
- c. Transfer Fairs. Two fairs per academic year. Every fall semester we attract over 40 four-year college representatives to meet with our students. Mini fair held in the spring semester.
- d. University Tours. During the fall and spring semesters we tour 7 to 10 schools including UCLA, UC Irvine, UC San Diego, UC Riverside, CSU Fullerton, CSU Long Beach, San Diego State, Cal Poly Pomona, CSU Dominguez Hills, and USC. Coastline has partnered with Golden West and Orange Coast College.
- e. Four-Year College Representative Site Visits. We invite representatives to schedule table visits and counseling visits at the Garden Grove, Le-Jao, and Newport Beach Centers. UC Irvine and CSU Fullerton have conducted 30-minute counseling appointments. Site visits are scheduled throughout the academic year in the morning and evening at the learning centers. Schools that have participated included UC Berkeley, CSU East Bay, Fashion Design and Merchandizing, Laguna Art Institute, Art Institute of San Francisco, National University, University of Redlands, Grand Canyon University, Argosy University, Roseman University of Health Sciences, DeVry University, Trinity International Law School University and American Public University, and the University of Maryland/University College.
- f. Transfer Workshops and Information Sessions. Workshops have increased to all year from fall and spring to summer semesters. Workshop delivery has also expanded from on-site (classroom) to online/teleconferences. Eight to 20 workshop sessions are scheduled each semester that include "Successfully Completing the UC Application", Successfully Completing the CSU Application", Completing the Common Application", "Writing an Awesome Personal Statement for the UC and Common Application", "I've Completed the UC/CSU Application, Now What?", and "Financing Your UC/CSU Education – Scholarship and Financial Aid". Most workshops are 60 to 90 minutes in duration.
- g. Transfer Achievement Celebration. To recognize and reward Coastline students who are transferring as well as inspire continuing students. In turn, these students nominate and recognize Coastline personnel who inspired them reach their educational goal.

- h. Transfer Center Website and Email Address. Accessible transfer information on steps to successfully transfer, application deadlines, workshop dates, events, and tours. Department email initiated in 2014 to provide students accessibility to Transfer Center services.

Table 1.1 Transfer Center Activities

| Activities | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|--|--------------------|------------------|
| Transfer Fair | 2 Fairs in Fall/Spring F2015=44 reps/ 89 students Spr 2015=18 reps/ 50 students | F:34/85 students | F: 22/100 students | F: 22 schools/NA |
| University Tours | 14 tours/ 20 students | 15 tours/15 students | 3 tours/6 students | 0 |
| Workshops | 54/45 students | 40/38 students | 32/22 students | 0 |
| Site Visits | 32/390 students | 7/315 students 5-Virtual/5 students | 19/589 students | NA |
| Transfer Achievement Celebration | Spr 2015= 11 students | | | |

The Transfer Fairs are rotated between the Garden Grove and Newport Beach Centers. Workshops are scheduled at the Garden Grove, Newport Beach, College, and Le-Jao Centers.

The Transfer Center serves as a liaison between four year schools locally, statewide, nationally, and internationally. The Transfer Center’s goals are to: a) provide quality transfer services, programs and activities that support student success, b) provide CCC faculty/staff with opportunities for growth in transfer knowledge, c) coordinate with other departments and programs within the College, d) provide updated, organized transfer resources at accessible times for students, and e) promote the transfer center and transfer in the community. The overall mission of the Transfer Center is to expand student access for transfer to 4-year universities and to assist underrepresented, low-income, disabled, foster-youth, first-generation, and adult-learners to successfully transfer.

Internal Analysis

Beginning spring 2012, the dean of Counseling and coordinator reviewed best practices that existed in the center and from local community college transfer centers. The coordinator visited and formed partnerships with OCC, GWC, Irvine Valley, Santa Ana, Cerritos, and Santiago Canyon Colleges. University tours were reinstated and specialized workshops scheduled. The number of students served and transferred correlates with the increase of services, workshops, fairs, partnerships, and publicity provided by the Public Information Office.

Table 1.2 Coastline Transfer Numbers

| 4-Year School | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 | 2010-11 | 2009-10 |
|------------------------|------------|------------|------------|------------|------------|------------|
| CSU System | 114 | 86 | 84 | 75 | 85 | 48 |
| UC System | N/A | 26 | 21 | 19 | 25 | 16 |
| In-State Private (ISP) | N/A | 105 | 105 | 96 | 92 | 90 |
| Out-of-State (OOS) | N/A | 256 | 243 | 258 | 217 | 204 |
| TOTAL | N/A | 473 | 453 | 448 | 419 | 358 |

Date Source: State Chancellor Data Mart, University of California Office of the President, and CSU Office of the President.

CCCCO Data Mart Transfer Velocity Cohort from 1995-96 to 2008-09

There was a 121.53% increase in the number of transfer students from 2012-13 to 2013-14.

For this report, we are sharing CSU transfer comparisons between our sister college, Orange Coast and Golden West.

Table 1.3 Transfer Comparisons across California Community Colleges

| Institution Name | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Coastline Community College | 85 | 75 | 84 | 86 | 114 |
| Golden West College | 746 | 611 | 549 | 732 | 771 |
| Orange Coast College | 1,695 | 1,424 | 1,207 | 1,349 | 1,451 |
| Grand Total | 2,526 | 2,110 | 1,840 | 2,167 | 2,336 |

CSU DATA/The California State University President’s Office

The University of California Office of the President and CSU Office of the President annually publish the total number of transfer by CA Community Colleges to the UC or CSU with college ranking from highest to lowest number of transfer students. The Coastline’s median rank comparison to all California Community Colleges is 95 out of 112. While this rank places Coastline within the bottom tier; school placement is distinguished by school size. There are correlations between school, student population, (size), and transfer numbers (College Scorecard Source).

In both UC and CSU total college transfers, Coastline ranks high within colleges of the same student population range and size: Imperial Valley College, Barstow College, Porterville College, Los Angeles Southwest College, and Lake Tahoe Community College. The schools with student populations between 27,000 to over 54,000 transfer approximately 2% of their total student population: Orange Coast College, Santa Monica College, Mount San Antonio College and Diablo Valley College. One exception is Los Angeles Trade School. Its student population is comparable to Coastline’s transfer rates. They have specific programs in Career and Technical Education. This is similar to Coastline’s concentration with over 60% of courses online, emphasis on Career and Technical Education, and Option I- General AA/AS degrees completion. The California Postsecondary Education Commission (CPEC) was reviewed; however, the transfer figures are from 1989/90 to 2009/10.

Table 1.4 Number of Students Utilizing Transfer Center Services: Appointments, Email, Walk-In, Phone

| 2014-2015 | 2013-2014 | 2012-2013 | Spring 2012 |
|-----------|-----------|-----------|-------------|
| 1663 | 1130 | 808 | 521 |

There was a 47.17% increase in the number of students served in 2014-15 compared to the previous year 2013-14. This increase is attributed to increased activities, department email address (www.transfercenter@coastline.edu), updated Transfer Center website, Public Information Office publicity through social media, brochures, and MyCCC, student word-of-mouth, internal partnerships with the STAR Program, Learning First, Associated Student Government/Student Life, Asian American and Native American Pacific Islander (AANAPISI)/PACT, EOPS, Early College High School (ECHS), and documentation of appointments through SARS, appointment recording system (initiated in Fall 2014).

The Chancellor’s Office (CCCCO) Scorecard data for five years is presented to illustrate Coastline’s picture on transfers and transfer prepared. Transfer prepared status is a measure of completion designated when students have successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher. Data from the CCCCCO Scorecard were used.

Table 1.5 KPI Measures

| College Scorecard KPI Measures | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|------------|---------|---------|---------|
| Transfer Volume (UC,CSU, Private & Out-of-State) | Goal - 470 | 463 | 446 | 446 |
| Transfer Rate (Transfer Velocity) | Goal – 27% | 26.9% | 30.4% | 28.1% |

The increase in the number of students served has not translated to higher percentages of transfer students. Why? The Transfer Center serves all students enrolled in Coastline courses; however, a majority of students have not considered Coastline as their home or graduating school as indicated in their Student Education Plan (SEP). Past enrollment patterns have demonstrated students taking courses at all three college campuses within the Coast Community College District with access to Student and Counseling services at all three campuses, Coastline, Golden West, and Orange Coast Colleges. Coastline is recruiting recent high school students through the Newport STAR 2.0, Title III Grant –New Asian American, Island Pacific Student Initiative, defining student life, and instructional programs for students to complete courses necessary for majors to increase completion and transfer rates to UC and CSU schools.

We discussed the data with the Research Department. Slight fluctuations or the appearance of discrepancies demonstrates that the State Chancellor’s Office appears to have changed their methodology for the In-State Private and Out-of-State tracking generated with the National Student Loan Clearinghouse (NSLC). The NSLC collects SSNs in order to track student loan information across states and higher education systems; thus they have become the defacto source of all higher education SSNs and the State Chancellor’s Office has created both the Transfer Velocity and the ISP & OSS reports. We are in the preliminary stages of tracking transfer and completion rates since the implementation of the Student Success Initiative. Additional methods of tracking may be utilized as this initiative progresses.

SAO Student Services Survey

Satisfaction with Transfer Center

Table below shows respondents' use and level of satisfaction with the Transfer Center.

Table 1.6 Career and Transfer Centers

| Answer Options | Used/Satisfied | Used/Not Satisfied | Heard Of/Don't Need | Never Heard Of/Don't Need | Response Count |
|-----------------|----------------|--------------------|---------------------|---------------------------|----------------|
| Transfer Center | 22.7% | 6.0% | 71.4% | 35.9% | 599 |

Of those who have heard of the Transfer Center have utilized the center and are **satisfied**, 6.0% have used the center and are **not satisfied**, and 71.4% have heard of the Transfer Center but **don't need** its services. Of all respondents, 35.9% have **never heard of** the Transfer Center and don't need its services.

Qualitative Feedback

The qualitative feedback revealed that many of the respondents are senior citizens who identify as life-long learners not seeking a degree or certificate, distance learners who do not set foot on Coastline sites, and other non-degree and non-program students. This may partially explain why such a high percentage of respondents indicated that they have never heard of or don't need the Transfer Centers, specifically.

Use of Transfer Center Services

Respondents who are currently receiving services from the Coastline Transfer Center were asked to indicate the change in their ability to clearly express their transfer goals, successfully apply to four-year universities, and understand transfer policies and procedures as a result of using services and resources at the CCC Transfer Center. The results are shown below in Table 17.

Table 1.7 Transfer Center Services

| Answer Options | Better | The Same | Worse | Respondents |
|---|--------|----------|-------|-------------|
| Clearly express your transfer goals. | 75.3% | 19.9% | 4.8% | 146 |
| Successfully apply to four-year universities. | 69.0% | 24.0% | 7.0% | 129 |
| Understand transfer policies and procedures | 68.5% | 23.8% | 7.7% | 143 |

Overall, the results show that respondents have **benefited** from receiving services from the Transfer Center. Of those who have received such services, 75.3% indicated that their ability to clearly express their transfer goals is **better** than before they received such services, 19.9% indicated that their ability to clearly express their transfer goals is the **same**, and 4.8% said it is **worse**. In response to the change in the respondent's ability to successfully apply to four-year universities, 69.0% indicated that it is **better**, 24.0% indicated that it is the **same**, and 7.0% said that it is **worse**. Lastly, 68.5% of respondents who have received services from the Transfer Center said that their ability to understand transfer policies and procedures is **better**, 23.8% said it is the **same**, 7.7% said it is **worse**.

Service Area Outcome(s)

Table 1.8 SAO Summary

| Subject | 2014-2015 | 2014-2013 | 2013-2012 | 2012-2011 |
|---|-----------|-----------|---------------|---------------|
| 1. Students will demonstrate the ability to outline a transfer preparation plan utilizing transfer resources such as ASSIST.ORG, UC transfer agreement guarantee, university representatives, university catalogs, transfer-focused workshops, and other college preparatory resources. | Met | Met | Met | Partially Met |
| 2. Students will be able to describe the academic standards and requirements needed for acceptance into the University of their Choice as described in their transfer preparation plans and process their university applications. | Met | Met | Partially Met | Partially Met |

External Compliance

The Transfer Center completes the Transfer Center Annual Report for the State Chancellor's Office. This annual report contains how we have met Title 5 Regulations by Services and Goals, Transfer Center facility, transfer student services, and administration.

For 2013-2014 Transfer Center Annual Report

1. Required Services

Goal: Create effective partnerships/transfer paths with 4-year institutions and increase Coastline's profile among service area High Schools. Increase the visibility of the Transfer Center's services, resources, and events to students via print, Internet, and electronic marketing.

Outcome: In April 2014 participated in College Preview Day and met with 101 high school students; 2013 Transfer Fair; provided printed and online resources; maintained Transfer Center web site and email address; conducted narrative essay appointments; conducted university tours, scholarship/CSU/UC application appointments; and activities to support students' transfer goals. Academic counseling-Option 2-3. Hosted 7-site and 3-virtual visits with 4-year reps, and participated in meetings (e.g. Region 8, SCHEC, Private and Out-of-State Meetings).

2. Facilities

Goal: Create friendly and accessible space for students to receive on-site assistance from counselors, staff, and reps from 4-year colleges and universities and to access print and online resources for transfer research and preparation.

Outcome: 1,130 students received direct Transfer Center services; hosted 10 site and virtual visits at the Garden Grove and Newport Beach Centers, and shared space with academic counseling. Established Transfer Center email address to hold online chats, for TC notification and provide resources and contacts. Accommodated student transfer needs and availability to meet.

3. Staffing

Goal: Provide students with convenient access to knowledgeable staff for resources, guidance, tours, information, application assistance and to academic counselors for development of Student Ed Plans that lead to transfer-readiness (via face-to-face, telephone, and e-advising methods).

Outcome: Transfer Center staff available in evenings to accommodate students, access to resources, and updates on CSU, UC and private school information, students access to TC staff via phone, email, and on-site. Academic counseling by appt: Mon-Thurs, 8am–6pm and Fri, 8am–12pm; counseling express, eChat/eAdvise. Transfer Center operational hours Mon-Thurs. 10am-6:30pm; Fri 8am-Noon; and by appointment. Counselors and TC coordinator engaged in professional development/training activities to keep current on transfer information.

4. Advisory Committee

Goal: Meet regularly with TC Advisory Committee and various managerial reviews and decision-making groups to discuss short- and long-term service priorities and determine budgetary, staffing, and facility needs.

Outcome: Transfer Center goals and operational needs were reviewed and discussed by the Transfer Center Advisory Committee in May 2014. The committee consists of representatives from the UC, CSU and private schools, and staff/faculty from Coastline Student Services, Counseling and Transfer Center departments.

5. Evaluation and Reporting

Goal: Work with College's Office of Institutional Research (OIR) to track Coastline students' transfer progress/completion rates, students who transition to CSUs, UCs and private institutions, and student feedback re: quality/scope of Transfer Center service delivery.

Outcome: OIR incorporated transfer data in annual and multi-year summary reports about Coastline students. Data on the number of Coastline transfer students to UC, CSU, Private, and Out-of-State schools provided for annual reports. Survey to student users were finalized and deployed in 13-14. Developed partnerships with 4-year schools, shared data, and transfer targets.

Transfer Center Facility: Co-located and shared with general counseling. Operational twelve months with evening hours. Center Contact Only – 1,130 students. Total Participants – 1,654.

Administration: The dean of Counseling and Matriculation serves as the Transfer Center director for .20 FTE., Transfer Center Coordinator (Staff Assistant) for 1 FTE, Transfer Center Tutor for .25 FTE, Academic Counselors/general (FT and PT) for 1.0 FTE.

2013-2014 Expenditures: Staffing, supplies, materials, operating expenses = \$263,515. General Fund - \$202,487, Matriculation-\$29,404, and Grants/Contracts: \$31,624.

Progress on Forward Strategy Initiative(s)

Table 1.9 Progress on Forward Strategies

| Initiative(s) | Status | Progress Status Description | Outcome(s) |
|---|---------------|--|---|
| The Transfer Center will host at least two major transfer events per academic year and invite regionally accredited colleges to participate. Will create effective partnerships with the participating colleges, encourage appointment and workshop visits, and disseminate information to College discipline chairs and departments. | Met | The Transfer Center has added a spring mini-transfer fair and Transfer Achievement Celebration | Spring 2015 mini transfer fair= 18 schools participated and 55 student attended. Transfer Achievement Celebration held on May 14, 2015 with 48 participants. |
| Increase the number of University Tour opportunities for Coastline students, including overnight tour to Northern California | Partially Met | Tours increased from 6 to 10 per semester. | Outreach and communication to students on university tours through social media. Tour to Northern CA Schools in planning. May partner with AANASPIIS. |
| The Transfer Center will provide information about College majors and certificates, transfer preparation, application timelines, and access to resource materials (ASSIST.ORG) through workshops, activities (tours), announcements-publicity, website, and events to support students' transfer goals. | Met | Additional workshops added on-site and online (Webinar and Teleconference). | Increased the number of workshop participation from 2 to 8 students per session. |

Forward Strategy

The goal of the Transfer Center is to become a fully integrated part of the Student Success Initiative rather than a supplemental service provided for some students. Strategies under consideration are:

- (1) Identify cohorts by the year a student initially enrolls as a first-time student. STAR 2.0, STAR and Early College High School (ECHS) are existing programs with cohorts.
- (2) Increase transfer numbers is to inform students of Transfer Certification. This is a service from the Admissions and Records Department to certify students' transcripts that they have satisfied the CSU or UC transfer requirements.
- (3) Outreach to classrooms each semester on transfer and transfer services. Meet with students whose class session has been unexpectedly canceled. How would this work? Dean or center staff notifies the Transfer Center who will conduct a transfer orientation or information session for students to make-up for the class time lost.
- (4) Develop and maintain pathways between the CSU and UC in specific transfer majors; e.g., Business/Accounting, Legal Assistant/Law, and Nursing, to guarantee transfers and establish "transfer feeder" school status between Coastline and four-year institution. This has been done at Santa Monica College with UCLA and Orange Coast College in their Business Program with UCLA.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

| Year | Administrator | Management | F/T Faculty | Adjunct | Classified | Hourly |
|---------------|---|------------|-------------|---------|---|---|
| Previous year | Dean, Counseling and Matriculation (1 FT position) | | | | Transfer Center Coordinator (1 FT position) | Transfer Center Tutor (1 PT position, 28 hrs. per week) |
| Current year | Dean, Counseling and Matriculation (1 FT position) | | | | Transfer Center Coordinator (1 FT position) | Transfer Center Tutor (1 PT position, 28 hrs. per week) |
| 1 year | Dean, Counseling and Matriculation (1 FT position) | | | | Transfer Center Coordinator (1 FT position) | Transfer Center Tutor (1 PT position, 28 hrs. per week) |

The Transfer Center is staffed by the dean of Counseling/Matriculation (20%) and a FT Transfer Center Coordinator (working title, E-52 range,). The FT Transfer Center Coordinator was reassigned to the Transfer Center in Spring 2012 and possesses a Master’s Degree. In fall 2012, the PT counselor aide (E-40) was reassigned to the Counseling Department in Fountain Valley and the position was not replaced in the Transfer Center.

The Student Success Center has offered a Transfer Center Tutor beginning spring 2015 to present. The Transfer Tutor is scheduled 28 hours per week during the academic semester to provide continued services, coverage for university tours, and enables the Transfer Center to remain open when the Transfer Center coordinator is at the College Center, conferences, workshops, and learning centers.

The Transfer Center, located in the Garden Grove Center, Room 109, operational hours during an academic semester are:

Monday through Thursday 9:30 a.m. to 6:30 p.m.
Friday 8:30 a.m. to Noon

During semester breaks: Monday through Thursday, 8:30 a.m. to 5:00 p.m. and Fridays, 8:30 a.m. to Noon. The Transfer Center affords students to make appointments outside the posted hours to accommodate work and family needs. Starting spring 2015, Transfer services and workshops were made available at the Newport Beach, Le-Jao, and College Centers.

The way the Transfer Center provides services has evolved to online, webinars, and teleconferencing. We are able to reach students throughout the State from Amador County to San Diego and right in our backyard. When the department established its email address in 2012 and updated its web site located at <http://www.coastline.edu/services/transfer-center/>, email communication with students shot-up to by 500% in 2014-15 and decreased phone calls by 84%.

The Transfer Center continues to provide services with flexible schedules and locations, including online, to meet students' needs.

Professional Development

The dean of Counseling/Matriculation, Vice President of Student Services, and Transfer Center staff are deeply committed to College, District-wide, and external leadership, shared governance, participation in professional organizations, and on-going professional development.

Between spring 2012 to summer 2015, staff participation included the following:

College Leadership and Committees

Hiring committees

Planning, Institutional Effectiveness and Accreditation Committee (PIEAC)

Budget Subcommittee

Program and Department Review Committee

Accreditation Committee (Standard 2)

Transfer Center Advisory Committee (1-2 meetings per year in 2014 and 2015)

Off-Campus Participation and Activities

Statewide Transfer Director Seminar (Fall 2012)

CSU Counselor Annual Transfer Conferences (2013-2015)

UC Counselor Annual Transfer Conferences (2013-2015)

University of California Ensuring Transfer Success (ETS) (2013-2016)

South Coast Higher Education Council (SCHEC) 2013-2015-Scholarship Committee, Director of Communications

University of Southern California Counselors Conference (Annual 2013-2015)

Region 8 Transfer Center Directors Association (Monthly)

California State University Fullerton Transfer Conferences/Majors-Departments

Forward Strategy

To advance the department's human capital planning and to address rapid changes in transfer and technology demands consistent with training in order to stay current with university standards, best practices, and methods of delivery:

- (1) Consider guidelines for staffing set forth by the Transfer Center Directors' Association (TCDA).
- (2) Continue to fund professional memberships (SCHEC) and transfer-related conferences: \$1,000
- (3) Ensure adequate space and staffing for the Transfer Center and possible service merger with Career Services.
- (4) Review and consider appropriate job responsibilities and titles for the Transfer Center as comparable with surrounding community colleges.
- (5) Web site development, video, and webinar delivery with possible use and presence in Canvas.

Section 3: Facilities Planning

Facility Assessment

The Transfer Center is located in the Garden Grove Center (12901 Euclid Street) in Room 109, first floor. The Transfer Center coordinator work area has been carved out of the open center area with two student computers, printer, conference table, book shelves and copy machine. The Transfer Center houses two counseling offices for one FT counselor (Room 106) and PT counselor (Room 105). Since spring 2012, transfer center activities have increased to bring services and resources in alignment with other community college transfer centers and State Student Success Initiative Program. The communication between counselors and the transfer center has been positive and effective; however, increased transfer activities and student numbers have resulted in cramped space and differing operational needs between counseling and transfer services.

Moving forward the Counseling and Student Services Department will review for adequate space and/or relocation for staffing, transfer resource materials, workspace for university representatives, and additional computer stations for student research and workshops.

Forward Strategy

Within the next three years, identify and locate adequate space and location for the Transfer Center.

- (1) Review best practices from community college transfer centers.
- (2) Consider guidelines for staffing set forth by the Transfer Center Directors' Association (TCDA).
- (3) Identify similar services, such as the Career Services, to provide services within the same vicinity.
- (4) Survey students and College community on transfer and career service needs.
- (5) Identify space and location to provide adequate space, staffing, complete libraries with transfer and career resources, increase computer lab workstations, office equipment, and furniture.

Section 4: Technology Planning

Technology Assessment

Since Spring 2012 the Transfer Center has two student computers, printer, and copy machine. The Transfer Center Coordinator has a desk computer and is networked to the copy machine. The Transfer Center requested and received user name and password for visiting university representatives and during the transfer fairs to have access to the Internet.

As transfer services increases to include partnerships and specialized transfer programs with four-year schools, the Transfer Center needs upgraded technology and student workstations to include:

- (1) 8-15 student computer workstations.
- (2) 1 student printer.
- (3) Smart board with projector.
- (4) Tablet or IPAD for use at events, meetings, and workshops.
- (5) Guest user name and password for visiting university representatives to access computers.
- (6) Copier machine.

Forward Strategy

FY 2015-16 to 2016-17, as a new location is identified:

- (1) Propose budget and secure funding.
- (2) Identify computer equipment (8-15 student computers) and office furniture.
- (3) Purchase and install computer software.
- (4) Identify and purchase office supplies.

New Initiatives

(Assessment Center) Initiative: Operationalize a full-service Proctoring and Assessment Service Center to meet student demand.

Describe how the initiative supports the College mission:

This will provide coverage from 8 a.m. -5 p.m. and do not require the center to close during lunch time.

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

The center currently has one full-time Staff Assistant, a part-time Guidance Assistant, and an hourly part-time employee. The center is closed during lunch due to lack of staffing.

Recommended resource(s) needed for initiative achievement:

Hire another full-time Guidance Assistance position as well as combining two part-time Guidance positions into a full-time position. (\$60,000)

What is the anticipated outcome of completing the initiative?

The staff would be able to proctor additional exams as well as opening extended hours during mid-term and final weeks.

Provide a timeline and timeframe from initiative inception to completion.

We anticipate to get approval for advertising these positions in 2016-2017 and the positions to be filled by fall of 2017.

(Assessment Center) Initiative: Maintain a high level of security while eliminating opportunities for cheating on proctored testing or placement tests.

Describe how the initiative supports the College mission:

This will increase security and integrity of the center.

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

The center currently has three security cameras but two are not working and one is very blurry.

Recommended resource(s) needed for initiative achievement:

Need to purchase eight cameras and another monitor screen. (\$3,500)

What is the anticipated outcome of completing the initiative?

The center would have the top-of-the-line security systems with cameras and monitors that would provide a distraction-free, secure testing environment with continuous surveillance.

Provide a timeline and timeframe from initiative inception to completion.

We anticipate to have these cameras and monitor installed by October 2015.

(Assessment Center) Initiative: Provide adequate facilities to effectively accommodate students and maintain operational workflow for the department.

Describe how the initiative supports the College mission:

Replace the wooden doors to a glass entrance doors to increase visibility and easy access and install another door to the storage room for staff to have access and not disturbing students while taking exams. In order to provide a safe and secure storage area for student valuables, it is imperative that we install 30 Cell Phone Lockers Unit with key locks so staff can secure the students' cell phones and personal identification cards/licenses.

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

Testing can be a stressful experience for many students. Even soft noises near the testing area can cause a student to feel distracted. Therefore, installing another door to the storage room is crucial. In order to increase visibility and easy access, it is important to install double glass entrance doors to the center. In addition, the students need a secure and safe area for them to store their valuables.

Recommended resource(s) needed for initiative achievement:

- Purchase double glass entrance door. (\$9,000)
- Purchase a door for the storage room. (\$7,50)
- Purchase 30 Cell Phone Lockers Unit with key locks. (\$1,200)

What is the anticipated outcome of completing the initiative?

By installing another door to the storage room, it would reduce the amount of times staff interrupting the students while taking their exams. In addition, the double glass entrance doors are more visible, appealing and welcoming for student, staff, faculty, and management. The Maintenance and Operations staff can monitor the air conditioning of the center more accurately. In addition, by installing lockers unit would allow students to store their valuables.

Provide a timeline and timeframe from initiative inception to completion.

We anticipate to have these doors and lockers installed by December 2015.

(Career Services Center) Initiative: Create and implement a Virtual Career Services Center to promote access to career services resources for all Coastline students.

Describe how the initiative supports the College mission:

The creation of a virtual career services center supports the College’s mission by focusing on student success as well as providing an innovative and accessible method to receive career services information and resources.

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) 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 qualitative feedback received through the Student Satisfaction Survey revealed that many of the respondents were distance learners who are not able to access Coastline’s physical locations. With a focus on equitable access to resources, the virtual career services center will enable all student populations at Coastline to access career resources at a time that is conducive to their needs.

Recommended resource(s) needed for initiative achievement:

Creation of the material to be put on the website will be completed by the career services staff. The marketing department will be utilized in regards to their access to photos and prints to be used on the website as well as use of the Web Master who will take the information provided by the career services staff and update the website accordingly.

What is the anticipated outcome of completing the initiative?

It is expected that the Satisfaction Survey will reveal an increase in the amount of students that are (1) aware of the career services center (physical location as well as virtual center) and (2) utilizing the resources available to them. Also, an increase is expected in the percentage of students that feel the career services center has applicable information for them, regardless of their physical location or academic goals.

Provide a timeline and timeframe from initiative inception to completion.

The creation of the Virtual Career Services Center will begin summer of 2015 and will be completed by the start of the fall 2015 semester.

(Career Services Center) Initiative: Conduct a Career Services Center marketing campaign to increase student, staff and administration awareness of services offered as well as use of these services.

Describe how the initiative supports the College mission:

The intention of the marketing campaign is to drive student use of the physical and virtual career services center. Increasing student awareness and use of the center aligns with the College's goal of increasing student access and increase student skill.

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

The student satisfaction survey revealed 74.3% of Coastline students have heard of the center but feel they do not need the services provided. Also, 28.7% of students have never heard of the career services center and also feel they do not need their services. This information reveals that the career center must increase its presence so students are aware of the services that are provided. Also, students need to be informed on the services that are available to them. Many of the students that responded noted that they were non-degree seekers or attending only for professional development. The career center does provide resources for this student population as well, however, this does not appear to be known to the student.

Recommended resource(s) needed for initiative achievement:

The Career Services Staff will create the verbiage for the marketing campaign. In working together with the Marketing Department, email blasts as well as advertisement on the College's website will be completed to alert students as to what they can use the center for. Also, this information will be provided to Coastline's various departments and faculty so they may recommend students to the center and have an understanding as to the functions the career services center performs.

What is the anticipated outcome of completing the initiative?

It is expected that the marketing campaign will drive an increase in the amount of students that are (1) aware of the career services center (physical location as well as virtual center) and (2) a decrease in the amount of students that state they are aware of the center but feel they do not need our services.

Provide a timeline and timeframe from initiative inception to completion.

The marketing campaign will be created during summer 2015 and will be completed by the fall 2015 semester.

(Career Services Center) Initiative: Expansion of Career Services Center Workshop topics to meet the career needs of our diverse student population.

Describe how the initiative supports the College mission:

Expansion of the workshops offered by the career services center will allow for a broader range of student needs to be met, which aligns with the College’s mission to prepare students with the skills needed for their career goals. Also, by adding virtual workshops, the center will be able to increase the accessibility of the resources available to students also aligning with the College’s mission.

What College goal does the initiative align with?

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

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

- Educational Master Plan
- Staffing
- Facilities
- Technology

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

The student satisfaction survey revealed 74.3% of Coastline students have heard of the center but feel they do not need the services provided. The qualitative data provided further insight with many students identifying themselves as life-long learners not seeking a degree or certificate, distance learners who do not set foot on Coastline sites, and other non-degree and non-program students. This may partially explain why such a high percentage of respondents indicated that they have never heard of or don’t need the Career Center. To ensure the needs of this student population are met, additional workshops will be created focusing on professional development as well as military and veteran career needs. Also, all workshops will be recorded and made available on the Virtual Career Services website to increase the accessibility of this information.

Recommended resource(s) needed for initiative achievement:

The Career Services Staff will create the presentations, conduct live presentations at each campus location, as well as record and post the presentations on our website. The marketing team will be used to inform students of the workshop dates as well as the virtual workshops that are available online.

What is the anticipated outcome of completing the initiative?

It is expected that the increase of workshop topics as well as the addition of virtual workshops will decrease the amount of students that state they are aware of the center but feel they do not need our services.

Provide a timeline and timeframe from initiative inception to completion.

A workshop calendar will be created in fall 2015 with workshops to be rolled out late fall 2015 through summer 2016.

(Counseling) Initiative: To provide regular and consistent training and information updates for counselors on academic, career and personal counseling issues in order for counselors to stay current and maintain relevancy.

Describe how the initiative supports the College mission:

Promotes academic excellence and student success by supporting counselors with the information and training they need to support students toward completion of their educational goals.

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

Need to increase course SLO achievement. Changing transfer requirements require that counselors remain current in order to best serve students.

Recommended resource(s) needed for initiative achievement:

Increase professional development funds by \$10,000 to provide new trainings and to attend more conferences.

What is the anticipated outcome of completing the initiative?

Counselors will be well prepared to better serve students.

Provide a timeline and timeframe from initiative inception to completion.

This will be an on-going initiative.

(Counseling) Initiative: To increase student retention and completion in Counseling classes.

Describe how the initiative supports the College mission:

It promotes academic excellence and student success.

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

Based on the findings of the internal data, we would like to increase retention.

Recommended resource(s) needed for initiative achievement:

Instructional support such as SI.

What is the anticipated outcome of completing the initiative?

Increase retention, SLO achievement and degree completion.

Provide a timeline and timeframe from initiative inception to completion.

By 2020 - increase retention in courses by 5%.

(Counseling) Initiative: Collaborate with Student Success Center to help increase basic skills readiness for college.

Describe how the initiative supports the College mission:

Supports "basic skills readiness for college" and student "attainment of associate degrees, transfers, certificates".

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

This is in support of the summer assessment boot camps, which are utilized to prepare students for college. The findings of the research show that after participating in the boot camps that student are placed at higher levels of math and English.

Recommended resource(s) needed for initiative achievement:

Counselors, instructional support, supplies.

What is the anticipated outcome of completing the initiative?

Increase scorecard by 5% and support of Institutional Effectiveness Planning Initiative (IEPI).

Provide a timeline and timeframe from initiative inception to completion.

In 2015-2016 PIEAC and budget committee will approve the hiring of adjunct faculty for summer 2016.

(Counseling) Initiative: Ensure that 100% of comprehensive educational plans are created, orientation are provided and follow-up services are completed for all incoming and continuing students

Describe how the initiative supports the College mission:

Supports "basic skills readiness for college" and student "attainment of associate degrees, transfers, certificates".

What College goal does the initiative align with?

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

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

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

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) 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 statewide demand for comprehensive educational plans and the wealth of literature that supports structured pathways to student completion drives this initiative. Currently, only a portion of the students at CCC have comprehensive educational plans, participated in orientation or had follow-up services.

Recommended resource(s) needed for initiative achievement:

Two full-time counselors funded from SSSP.

What is the anticipated outcome of completing the initiative?

Increase success and retention rate and number of graduates.

Provide a timeline and timeframe from initiative inception to completion.

In 2015-2016 PIEAC and budget committee will approve the hiring of faculty for May 2016.

(Transfer Center) Initiative: Establish partnerships with local 4-year schools on specific major and degree for transfer guarantees.

Describe how the initiative supports the college mission:

Align Newport STAR and other Coastline cohort programs (AANAPISI) for guaranteed and priority transfer programs in partnership with local California State University, the University of California and private schools within specific majors and/or programs.

What college goal does the initiative align with? Select one

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

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

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

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

Will provide persistence and clear transfer pathways for Coastline students to completion and transfer, ultimately AA/AS and Bachelor's Degrees educational goal attainment.

Recommended resource(s) needed for initiative achievement:

Resources needed: pilot 1 to 3 majors with CSUF, CSULB and UC Irvine.

What is the anticipated outcome of completing the initiative?

Increase the number of Coastline completion and transfer numbers to the CSU and, specifically to the UC.

Provide a timeline and timeframe from initiative inception to completion.

- | | |
|---------|--|
| 2015-16 | CSU Fullerton and UC Irvine transfer presentations to the Newport Beach STAR Program. Financing Your UC and CSU education workshops. Include Early College High School. |
| 2016-17 | Follow-up and application completion. |

Prioritization

Resources

| Initiative | Resource(s) | Est. Cost | Funding Type | Health, Safety Compliance | Evidence | College Goal | To be Completed by | Priority |
|--|--|-----------|--------------|---------------------------|-----------------------------|--|--------------------|----------|
| Provide adequate facilities to effectively accommodate students and maintain operational workflow for the department. | Double glass entrance door. (\$9,000) and Door for the storage room. (\$750) | 9,750 | One-Time | No | Internal Research | Growth and efficiency | Summer 2016 | |
| To provide regular and consistent training and information updates for counselors on academic, career and personal counseling issues in order for counselors to stay current and maintain relevancy. | Increase professional development fund for trainings and to attend conferences | 10,000 | Ongoing | No | Internal, External Research | Student Success; Access, Persistence and Retention | Fall 2016 | |

Human Capital

| Initiative | Resource(s) | Est. Cost | Funding Type | Health, Safety Compliance | Evidence | College Goal | To be Completed by | Priority |
|---|--|-----------|--------------|---------------------------|-----------------------------|--|--------------------|----------|
| Ensure that 100% of comprehensive educational plans are created, orientation are provided and follow-up services are completed for all incoming and continuing students | Counselors (2 FTE) funded by SSSP | 170,000 | Ongoing | No | Internal, External Research | Student Success; Access, Persistence and Retention | Fall 2016 | |
| Collaborate with Student Success Center to help increase basic skills readiness for college. | Hire adjunct counselors and instructors to facilitate boot camps (2) | 10,000 | Ongoing | No | Internal, External Research | Student Success | Summer 2016 | |
| Operationalize a full-service proctoring and assessment service center to meet student demand. | Staff Assistant (1 FTE) | 60,000 | Ongoing | No | Internal Research | Access, Persistence and Retention | Fall 2017 | |

Appendix