COASTLINE
COLLEGE

2020-21
Annual Department Review

Student Life, Intercultural Resource Center, and Outreach

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Section 1: Department Planning

Internal Analysis

The 2019-2020 academic year was a year of transition in preparation for the reorganization of Student Life, Outreach, and Intercultural Resource Center (IRC). The Intercultural Resource Center, Student Life, Associated Student Government (ASG), and Outreach will now be overseen by the Director of Student Leadership and Global Engagement. With the AANAPISI grant (New Asian American Pacific Islander Generation Initiative) in its final year, Coastline College re-organized the Intercultural Resource Center from Institutional Effectiveness & Research to Student Services. The purpose of this reorganization was to institutionalize the IRC and infuse Student Life and Outreach with cultural responsiveness. In preparation for this transition, the Director oversaw Student Life, ASG, and IRC while the Dean of Students oversaw Outreach. Along with these changes, the Intercultural Resource Center will need to change its target from Asian American and Pacific Islanders (AAPIs) and Garden Grove Campus to providing services to various student populations, all campuses, and in an online format.

The transition included having to adjust to working remotely due to the COVID-19 pandemic. The Student Life and IRC teams adjusted to online synchronous activities (zoom, cranium café, office hours, etc.) and asynchronous activities (canvas shell, workshop videos, and discussion forums) for the spring 2020 semester. With the pandemic, services were re-structured to assist students in the transition to remote learning and social distancing by providing and referring economic and well-being resources.

In early Fall 2019, the Intercultural Resource Center moved from Garden Grove Campus room 104 to room 160 and 161 to accommodate the growing student population and establish the student services area. This created greater harmony and sharing of resources/events between the IRC, Veterans Resource Center (VRC), Counseling, and Success Coaches. There were 637 student visits with 396 fall visits and 242 spring visits. The drop-in visits came from adjusting to remote learning. The IRC hosted 44 workshops with 199 student participants. After March 12, the goal shifted from face to face student visits to hosting office hours and developing the IRC canvas shell. Since fall 2020 will also be remote, the goals will remain on online office hour's visitations, canvas engagement, online workshops, and videos.

The mentorship program served a total of 66 students with 2.96 sessions/student. Of the students who participated in the program, 96.2% of students persisted from fall 2019 to spring 2020. 75% of students increased their usage of the career center, counseling, financial aid, and mental health counseling. However, they were underutilizing the food pantry and tutoring when the college started working remotely. For the upcoming year, the mentors will focus their recruitment efforts on distance learning students through canvas announcements and social media posting. We will be shifting our service to group mentoring and recruiting employees from different departments to be staff/faculty mentors.

Nine students went through our IRC leadership program, learning about community and equity issues, outreaching for census participation, and running the AAPI student leadership summit (AAPIphany). All nine of the student leaders developed and facilitated workshops for AAPIphany and submitted conference proposals for the national Asian and Pacific Americans in Higher Education (APAHE) conference. The Orange County Asian and Pacific Islander Community Alliance (OCAPICA) provided support to our leadership program by teaching students about the importance of the US

census, a platform to call community members about the census, and feedback on their census presentations. For the future, the student leadership program will be developing a Students of Color Conference for community college students, collaborate with Student Life on civic engagement, and prepare workshops for Coastline outreach efforts.

Student Life saw the addition of three new clubs, the E-Sports club, Nintendo Club, and REST Club. Through outreach to the Intercultural Resource Center, many students were excited about developing clubs as a way of socializing with others. In 2020-21, we will collaborate with the club advisors to keep track of the number of student participants and increase club activities. We will also be reaching out to student hubs such as the Umoja, EOPS, and classrooms.

Student Life hosted events throughout the year, including welcome week, voter registration tabling, mental/physical well-being workshops, and movie nights. While each campus hosted events, online students did not have many events options. We will work on increasing attendance through social media and providing online content and events for distance teaching students to attend.

Associated Student Government was inactive for four months due to inconsistent ASG officer participation and the loss of three officers due to personal obligations. While inactive, the ASG President helped update the ASG bylaws, standing rules, and code of ethics. To increase ASG recruitment, a more extensive faculty outreach campaign will be planned to provide strategies for how to talk about ASG recruitment and highlight faculty who were able to successfully recruit ASGCCC officers. To increase the retention of officers, fall and summer training will emphasize school-life balance. Due to the length of time, ASG being inactive, and the drastic changes resulting from the COVID- 19 pandemic, some events were canceled or postponed. With this mind, ASG events will have online access and activities for this upcoming year.

The National Scholarship Leadership Society and Success (NSLS) was established in 2018 as a leadership resource. Of the 3555 students that were eligible and sent communications about the NSLS, 113 students signed up in 2019-20. With a lifelong membership fee of $95, ASG provided funding for fee waivers to address any concerns about the price. However, Student Life did not advertise as extensively with the NSLS invitation. Student Life hosted six NSLS speaker events online. To increase NSLS engagement, participants will be sent leadership opportunities that include being an ASG committee representative, ASG officer, and IRC student leadership participant. We will also be highlighting individual students who are participating in NSLS and leadership engagement.

Survey Results

Student Survey Results

Have you visited the Garden Grove Campus' Intercultural Resource Center and utilized its services?

Answer Choices	Responses	
Yes	5.32%	52
No	94.68%	926
	Answered	**978**
	Skipped	**447**

What is your level of satisfaction with the following services provided by the Intercultural Resource Center?

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total
Effectiveness of mentorship services	53.06%	26	40.82%	20	6.12%	3	0.00%	0	49
Availability of information	48.98%	24	46.94%	23	4.08%	2	0.00%	0	49
Workshops and seminars	52.08%	25	41.67%	20	6.25%	3	0.00%	0	48
Communication	53.06%	26	46.94%	23	0.00%	0	0.00%	0	49
Study environment	52.08%	25	43.75%	21	4.17%	2	0.00%	0	48
Hours of operation	48.98%	24	51.02%	25	0.00%	0	0.00%	0	49
									2
								Answered	49
								Skipped	1376

Have you participated in or attended events sponsored by Student Life, the Associated Student Government, or campus clubs?		
Answer Choices	Responses	
Yes	10.08%	111
No	89.92%	990
	Answered	**1101**
	Skipped	**324**

Indicate your level of satisfaction with the following services provided by Student Life.										
	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable		Total
Availability of information	50.94%	54	38.68%	41	1.89%	2	0.94%	1	7.55%	8	106
Communication	50.48%	53	34.29%	36	5.71%	6	0.95%	1	8.57%	9	105
Event locations	42.72%	44	42.72%	44	1.94%	2	0.97%	1	11.65%	12	103
Event times	39.42%	41	43.27%	45	2.88%	3	0.96%	1	13.46%	14	104

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable/Did Not Attend		Total
Workshops and seminars	47.12%	49	43.27%	45	0.00%	0	0.00%	0	9.62%	10	104
Support for campus clubs	45.28%	48	35.85%	38	2.83%	3	0.94%	1	15.09%	16	106
Support for members of Associated Student Government	45.19%	47	31.73%	33	3.85%	4	0.00%	0	19.23%	20	104
									Answered		106
									Skipped		1319

Indicate your level of satisfaction with the following Student Life activities.											
	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable/Did Not Attend		Total
Welcome Week	39.05%	41	37.14%	39	2.86%	3	0.00%	0	20.95%	22	105
Health Fair	40.00%	42	29.52%	31	2.86%	3	0.00%	0	27.62%	29	105
Movie Nights	29.13%	30	31.07%	32	1.94%	2	0.00%	0	37.86%	39	103
Join-A-Club	34.62%	36	27.88%	29	2.88%	3	0.00%	0	34.62%	36	104
De-Stress Before Finals/Therapy Dogs	37.86%	39	26.21%	27	3.88%	4	0.00%	0	32.04%	33	103
National Society of Leadership and Success (NSLS) Speaker Broadcasts	32.04%	33	27.18%	28	3.88%	4	0.00%	0	36.89%	38	103
									Answered		106
									Skipped		1319

Indicate your level of agreement with the following reasons for not participating in or attending events sponsored by Student Life, the Associated Student Government, or campus clubs.									
	Very Agree		Agree		Disagree		Strongly Disagree		Total
Time	49.87%	375	36.70%	276	8.64%	65	4.79%	36	752
Distance	45.31%	343	35.14%	266	14.93%	113	4.62%	35	757
Not a priority	44.75%	341	39.90%	304	12.20%	93	3.15%	24	762
The type of opportunities	21.68%	152	41.37%	290	29.53%	207	7.42%	52	701
Communication about opportunities	24.21%	169	42.41%	296	24.64%	172	8.74%	61	698
No interest	37.29%	286	36.64%	281	19.56%	150	6.52%	50	767
Other (please specify)									69
							Answered		837
							Skipped		588

Service Area Outcome(s)

Service Area Outcomes (SAOs)

SAO	Measures/Targets
Prospective students, who interact with Student Life and Outreach, participate in its activities and utilize its services, will have a greater understanding of what community college is what programs and services Coastline offers, and how attendance at Coastline can help them accomplish their goals.	M: Annual comparison of the number of events and activities with previous years. T: Increase annually 46 events (2018-2019) 40 events (2019-2020)
Students who interact with Student Life and Outreach will learn about the programs, services, and opportunities available at Coastline.	M: One-on-one sessions with Advisors and Staff to assess students' awareness of leadership concepts and skills. Assessment of knowledge gained at the end of every workshop. T: Increase in the depth of responses from participating students M: Tracking of involvement data, including attendance, interaction, and feedback. T: Increase annually
Increase of mentorship usage and effectiveness	# of mentees Goal 2019-2020: 75; Actual 2019-2020: 66 # of Satisfied mentees Goal: 90%; Actual: 93.88%
Increase of IRC visits	Fall 2019 Visits Goal: 150; Actual: 396 Spring 2020 Visits Goal: 200; Actual: 242
Increase of IRC workshops attendance and satisfaction	2019-2020 Total Workshop Attendance Goal: 90 students 2019-2020 Actual: 149 students 2019-2020 Average Score For Workshops Goal (1-5): 4.0; Actual: 4.5
Increase of IRC student leadership satisfaction	2019-2020 Average Score for Leadership Program Goal (1-5): 4.0; Actual: 4.46

Note: By merging as one office and moving to remote learning, tracking methods and targets will need to change. Changes will include tracking video views, canvas shell usage, assessing workshops, and targeting different populations beyond Asian and Pacific Islander students.

SAO 1: Welcome Week events have increased compared to previous years, but overall events decreased working remotely in spring 2020. Many of these events were collaborative efforts with different units on

campus, including the Career Center, Academic Success Coaches, and Mental Health therapists.   For Fall 2020, we will continue to do online workshops and events and include asynchronous materials for students who cannot attend live. NSLS speaker broadcasts have continued to remain constant with three broadcasts per semester. We will continue to host them in 2020-21.

While the Student Life team tracked workshop attendance, we did not have a consistent method of tracking leadership knowledge and concepts for every workshop. To address this, we have an online assessment template that will be used for every event to determine knowledge gained and develop future workshops topics. For workshops where we tracked growth, there was usually a 1.6-point gain (out of 5 points) in knowledge.

Attendance for most workshops was five students per event. A majority of these events were site-based and catered to students who could attend live versus online. To adjust for this, we will begin developing online events and videos to track views and live attendance.

SAO 2: We were short of our goal of 75 students in the mentorship program due to the capacity of the grant team and peer mentors. Because of changes to hourly district policy, we went from five hourly staff that split their time between different activities and mentorship to three professional experts. As a result, mentorship numbers decreased. With the closing of the AANAPISI grant and losing three professional experts, we will adjust our goal to increase the number of peer mentors and recruit employee mentors.

Effectiveness of mentorship has stayed consistent within the 90 percentile since the program's inception. We are expanding by sharing mentorship tools through the IRC canvas shell and changing the format to group mentoring to scale services.

SAO 3: The IRC has continually met center visitation goals but were short in the spring due to COVID-19. Services on campus, such as the Career Center, Transfer Center, and Success Coaches, used the office to develop stronger relationships with students and increase IRC visitation.   To make adjustments, we began using virtual office hours to provide a space for students to congregate and socialize. For Fall 2020, we plan to continue hosting virtual office hours and add this to visitation tracking.

SAO 4: Like other services, many workshops converted to an online format. To prepare for this, the IRC team took FSC 150 to start learning about canvas and developed how to develop a non-banner course shell for students to engage in our practices and services. This required our professional experts and students to create different programming protocols when it came to facilitating workshops. In addition to changing protocols, the canvas shell housed all event recordings for asynchronous use. To increase our outreach to distance learners, we will start tracking views to assess our programmatic success.

SAO 5: The leadership program had eight participants this past year who learned about community issues and history, civic engagement, and workshop facilitation. They learned through developing presentations and proposals around the US Census 2020, the AAPIphany Student Leadership Summit. Because of their work, over 75 students from different colleges attended AAPIphany, where they facilitated most workshops.   We assessed students' growth through journals, 1-on-1s, and monitoring the workshop facilitation. As a result of their efforts, we have seven students for fall 2020 with our focus on online engagement, advocacy, and skill-building.

Progress on Initiative(s)

Progress on Forward Strategies

Ongoing Initiative(s)	Status	Progress Status Description	Outcome(s)
AAPI Fall to Fall Persistence Rate Increase – Defined by AANAPISI grant	Completed	The 5-year goal was accomplished within the 1st year.	Goal by 2020: 73% Actual: 80.2%
AAPI AA/AS Degree Completion Within Three Years - Defined by AANAPISI grant	Completed	The 5-year goal was accomplished within the 1st year.	Goal by 2020: 45 Actual: 75
AAPI Degree Seeking Students - Defined by AANAPISI grant	Terminated	Due to the outreach nature of this Initiative, the activities in the grant were no designed to improve the objective.	Goal by 2020: 732 Actual: 532
IRC Expansion – Expanding the use of holistic, student center services to other student populations.	In progress	With the merger with Student Life, the Initiative will shift towards creating more student spaces for students congregate both online and at multiple campuses. Also, Umoja and IRC efforts will require coordination to maximize the impact of culturally responsive practices on students.	Goal: Expand to Newport Beach Campus by established a location and staff to build a student space.
Pacific Islander Higher Education Initiative – Developed through the collaboration of Orange County AANAPISIs (IVC and UCI), Increase of Pacific Islander student enrollment, and AANAPISI services.	In Progress	The Orange County Asian Pacific Islander Community Alliance (OCAPICA) monthly meetings have been occurring with over 20 AAPI non-profits and organizations. Unfortunately, the IVC and UCI AANAPISI programs are not continuing past September 2020.	Build a pathway for Pacific Islander students from Orange County to attend Coastline College through the local partners.

Response to Program and Department Review Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Define the roles of Student Life and Outreach.	In Progress	Currently, the office operates as two distinct areas overseen by one manager. With the addition of the IRC and changes in job descriptions, we will continue to define roles to clarify both the distinct work of each area and how each area intersects and can collaborate to serve students and the college best.

Department Planning and Communication Strategies

The IRC and Student Life teams discussed planning and activities weekly with the professional experts and the student life specialist. Measurements are provided during staff meetings with discussions

around analysis and adjustment for all services and workshops. Talks between the director and student life specialist were weekly around events and plans. The meetings included sharing data such as workshop evaluations with facilitators as well as partners from other officers.

Student Life

Within the Coast Community College District, we also coordinate efforts between each college's student life offices. The directors communicated about potential collaborations and state reports that we needed to send to the district. The Student Life specialist also communicated with GWC and OCC student life staff about joint events as well as trainings with our respective ASGs.

Associated Student Government

ASG governance meetings occurred once a week. Following Brown Act compliance, ASG would send agendas at least 72 business hours before the meeting to all significant college entities. To make meetings and protocols clearer, ASG updated its standing rules and bylaws for ASG meetings and officers.

Intercultural Resource Center

To maintain accountability and communication about the AANAPISI grant, the AANAPISI director would communicate with several external/internal entities on a quarterly basis about the progress of the Intercultural Resource Center. The AANAPISI advisory committee, represented by Institutional Effectiveness & Research, the STAR program, Student Life, and Transfer Center, met to discuss the grant activities and adjustments. The AANAPISI director facilitated these meetings to create accountability for grant services and communicate with other college entities.Regionally, IRC staff met with local community organizations and AANAPISI programs at UC Irvine and Irvine Valley College. These meetings occurred every month at "meet & greets" to discuss local issues that could potentially affect our students. Also, we would discuss potential involvement opportunities and services available to our students. The Orange County Asian Pacific Islander Community Alliance (OCAPICA) worked with our leadership program to incorporate US Census 2020 participation efforts this past spring 2020.

From March to June, AANAPISIs programs also hosted a once a month webinar discuss common problems they experience. Topics included how to do community building online, how to address Anti-Asian racism from COVID-19, and working remotely.

After every grant year ends, we file an Annual Performance Report (APR) with the US Department of Education. The report includes budget expenses, objectives completed, and effectiveness. In addition to reports, the US Department of Education program officer approved all changes to the grant activities. The Intercultural Resource Center also maintains contact with alumni who have gone through the IRC program. We ask these alumni to share or participate in workshops, panels, presentations. Alumni share their challenges, success, and experiences from Coastline and how the IRC helped shaped their educational experience. We reach out to them once a semester to get life updates and how they can get involved.

Scholarships

Scholarship workgroup meetings occur twice a month to discuss outreach for scholarship applicants as well as promoting/developing an end of the year ceremony. Coordinated by the Student Life and Foundation, the workgroup discuss how the different college entities are promoting scholarships, how to recruit scholarship readers and volunteers for the ceremony.

With the merger of the office, there will be needed adjustments to communication strategies. With the loss of the three professional experts, we will adjust our communications with the peer mentors and student leaders to operate with weekly group meetings and communicate through Slack, a communications application. This past year we separated the meetings between Student Life and IRC, but with the merger, department planning will need to be joint. We have begun collaborative department planning around civic engagement and student leadership since these activities overlap between both offices.

For the past four years, the director used Civitas data to determine strategies for retention. Persistence factors were investigated for specific student population challenges and develop activities/training to address these issues.   However, with the Civitas contract not being renewed by the district, we will need to create assessments that will help us determine the specific challenges from the different student populations.

Coastline Pathways

While much IRC team and has not directly participated in Coastline Pathways, we have used the past year to develop mentoring, workshops, and involvement activities that focus on the Guided Pathways pillar of "staying on the path."   By reviewing Coastline Pathways in our work, the IRC developed retention and leadership competencies to guide the direction of mentoring efforts and leadership activities.

The Intercultural Resource Center developed procedures, a process, and a handbook for culturally responsive mentoring, facilitation, and event planning. We hope to share these practices by recruiting and teaching staff/faculty mentors how to facilitate workshops and events holistically.   We will be doing this by bringing this to the cultural responsiveness GP team and ask the best way to disseminate this information.

In addition to developing practices, we hosted workshops that connected to GP efforts. Last fall, Sasha Montero and Rene Gutierrez hosted a workshop on incorporating cultural responsiveness into courses. We hope to continue this session with other faculty through curriculum development and facilitation. For the virtual Spring BBQ, Rene Gutierrez also hosted a workshop on online mentoring.

Equity

The IRC and Student Life teams have been developing programs and workshops that incorporate different social identities into services, targeting the Garden Grove Campus and Asian American and Pacific Islander students. We will on develop services that will target different disproportionately impacted student populations. Because many students are distance learners and work, we will create activities that are asynchronous as well as reach more students.

This fall, workshops and online office hours will address topics to complement equity training and events to encourage students to go to both.

Efficiency

As previously mentioned, the reorganization of the office with the addition of the IRC and the loss of three professional experts will require adjustments.   The most significant gap is that Student Life and IRC activities are not open to all students online and at every campus. To do this, we will establish more spaces and require more collaboration between different units. With the desire to develop more spaces, increasing the number of events or workshops on an annual basis will not be the measure of success.

As the AANAPISI grant ends, the IRC objectives will need to expand beyond AAPI student persistence and degree completion. To align with the equity plan, the IRC/Student Life summative objectives will expand to increase disproportionately impacted (DI) populations' fall-to-fall persistence, degree completion, and transfer. With these changes in mind, we will begin comparing the mentioned rates of students involved in student life and IRC to students who are not involved. This is to indicate whether involvements are leading to success. Changes will include formative objectives such as increased use of resources, skill acquisition & development, and focused on the quality of interaction.   Also, we will establish a baseline for the amount of students we would like involved per year.

The scholarship committee has shifted in organization in from executing both the scoring and awarding, to separating each role. Scorers are recruited from across the college and foundation board and the awarding would be performed by the workgroup. Roles could be better distinguished as well as invest the more employees in the marketing and disbursement of scholarships. The role of workgroup members is now defined as marketing scholarships in the fall to awarding in the spring.

Implications of Change

As mentioned before, the success rate of the IRC/Student Life begs the question of how these services can be scaled. We plan to increase the mentorship service to each campus and academic departments by expanding them online and building space at the Newport Beach Campus.

These efforts will bolster student success and persistence by using a holistic, culturally relevant approach. Along with collaboration with units across the college, we need to collaborate with similar retention efforts at OCC and GWC, such as the cultural centers, Puente, and Umoja programs.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year (2019-2020)	Interim Student Life and Leadership Director	0	0	Student Life Specialist Outreach Specialist	3 Professional Experts
Current year (2020-2021)	Student Leadership and Global Engagement Director	0	0	Student Leadership Coordinator Outreach Specialist	0
1 year (2021-2022)	Student Leadership and Global Engagement Director	0	0	Student Leadership Coordinator Outreach Specialist	0
2 years (2022-2023)	Student Leadership and Global Engagement Director	0	0	Student Leadership Coordinator Outreach Specialist IRC Specialist	0
3 years (2023-2024)	Student Leadership and Global Engagement Director	0	0	Student Leadership Coordinator Outreach Specialist IRC Specialist Community Outreach Specialist	0

When the previous Student Life and Leadership Director resigned during the 2018-2019 academic year, the Student Services Wing proposed a reorganization with the AANAPISI Project Director as the interim director. The district approved the reorganization in July 2020. The Student Life, Outreach, and Intercultural Resource Center are now under the supervision of the Director of Student Leadership and Global Engagement. The Student Life Specialist is now the Student Leadership Coordinator and will take on more roles and tasks.

As mentioned in previous program reviews, we intend to expand to other campuses and provide services to all students. To be more effective, we project a need for an IRC specialist, a classified staff member, to run a student space at the Newport Beach Campus. This specialist will facilitate workshops and guide student leaders and mentors at the Newport Beach Campus.

In addition to an IRC specialist, we have also requested a community outreach specialist. This specialist would work with local organizations that cater to disproportionately impacted populations. By developing these relationships, we could refer additional services to students, receive information and trends about community issues, and establish another route for recruitment.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Minority Serving Institution Convening	Learning about trends and strategies for working with minorities from different backgrounds.	Learned how Hispanic Serving Institutions are providing services to Hispanic/Latinx students. Shared our practices around predictive analytics.
Implicit Bias Training	Learned about the impact of implicit bias and how to address implicit bias in a work setting.	Developed strategies on how to ask better questions to challenges my biases as well as other coworker's biases.
Council of California Cultural Centers of Higher Education Fall Drive in Conference	Connect with other cultural centers from across the state to learn about how better serve marginalized student groups.	The team brought back facilitation practices to keep in mind with identify exploration.
New World Education (Mandla Kayise)	Mandla Kayise provides training and consultation on running cultural center programs around retention.	The IRC meets with Mandla every two months. All student workers participate in training annually.
De-escalation and managing customers of concerns	Half-day interactive workshop where participants gain tools and techniques for de-escalating situations and responding to questionable behavior.	Learned de-escalation techniques for working with students and members of the public.
Basic Needs	California basic needs conference focused on informing State-wide practitioners about best practices in basic needs and how our institutions may best serve our students.	Learned about the importance, and practical application, of basic needs services such as food pantries, housing programs, and more. Determined to work with the Director of Title IX & Equity to determine possibility of providing Trauma-informed yoga to Coastline students, along with exploring an emergency fund program through the ASG.
Institute for the Future (IFTF), Guided Pathways Retreat	Coastline is collaborating with the Institute For The Future (IFTF), a Silicon Valley think-tank, to train a select group of Coastline employees as Foresight Practitioners. We believe that creating a group of future-oriented, innovative thinkers at Coastline will allow us to create a transformative experience for our students for years to come, empower the college to plan for external changes that may impact our budget, and retain top talent in a competitive market.	Learned how to utilize various activities to encourage creative and innovative thinking. Have applied these techniques to working with the ASG.
Coastline Pathways	Attended the Summer Institute in Huntington Beach.	Worked to create career-focused resources available to Coastline students.

Section 3: Facilities Planning

The IRC received a significant increase in facilities this year when we move to Garden Grove Campus Room 160, doubling our space to host workshops and study. When previously based in Room 104, there was not enough space to host highly attended events and required us to book additional rooms. By moving next to the Veteran Resource Center, increased collaboration with the Student Veterans of America club and Success Coaches.

To establish these services at Newport Beach Campus, we propose creating a student-focused hub where Student Life/IRC activities can occur consistently. When student/staff mentors meet students at the Newport Beach Campus, they work at the student success center. While there are rooms available at the Westminster and Newport Beach campus, most spaces are quiet rooms and do not allow organic conversations between students and staff. These student hubs build a sense of community and talk about sensitive topics that are generally not shared. Without the physical spaces and workshops, these services will have difficulty meeting students at every campus. The space requirements are a classroom with a projector.

2020-2021
- o Focus on developing online services and activities for all students.
- o Identify a room for IRC/Student Life activities. Begin targeting with students who will be based at Newport Beach to participate in different activities.
- o Identify functions at Newport Beach Campus that students would like to have.
- o Space can be shared with other units.
- o 2-3-workstations for services.

2021-2022
- o Increase the number of workshops to 10 per campus.
- o Identify or hire a staff member that will run the Newport Beach Campus office.

Section 4: Technology Planning

Technology Assessment

As we plan to do more workshops through streaming or YouTube videos, cameras, microphones, and editing software are needed. Eventually, one camera and microphone will be at each student hub. As mentioned in the facilities planning section of this document, 2-3 workstations with an office phone and desktop computer at each center will be needed.

2019-2020
- One camera and one microphone for videos, digital storytelling workshops for the Garden Grove Center, and Newport Beach Campus.

2020-2021
- An I-pad and card scanner will be required at both centers to track service and center usage.

Section 5: Ongoing/New Initiatives

Initiative: Student Space Expansion

Describe how the Initiative supports the college mission:
The IRC/Student Life will expand online and Newport Beach campus. Being student-centered and holistic, we can create services that align with each academic program and adjusted to specific student populations. The services will require an advisory committee composed of individuals involved in these services. The initiative involves student hubs at each campus.

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

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

What evidence supports this Initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
X Internal Research (Student achievement, program performance)
X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this Initiative.
Research across different colleges has shown that create a collective sense of community and peer mentorship have proven successful first-generation college students. Peer mentorship has proven successful for our AANAPISI participants, including the 1/3 of our students who are Hispanic/Latinx. These services provide both personal and academic support by having students become active members in their educational journey, share self-advocacy skills, and role modeling success strategies.

Recommended resource(s) needed for initiative achievement:
Physical hubs are required to house IRC services and space for students to have discussions. One full-time staff be required to coordinate and ensure support at each campus.

What is the anticipated outcome of completing the Initiative?
- An Increase of persistence rates for student populations that use the IRC services.
- An Increase in enrollment from different student populations.

- An increase of students from different backgrounds will be peer mentors and leaders at their respective campuses.

Provide a timeline and timeframe from initiative inception to completion.
- 2019-2020
  - Focus on developing online services and activities for all students.
  - Identify a room for IRC/Student Life activities. Begin targeting with students who will be based at Newport Beach to participate in different activities.
  - Identify functions at Newport Beach Campus that students would like to have.
  - Space can be shared with other units.
  - 2-3 workstations for services.
- 2020-2021
- Increase the number of workshops to 10 per campus.
- Identify or hire a staff member that will run the Newport Beach Campus office.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
IRC/Student Life Expansion	-IRC Specialist/ Community Outreach Specialist	Total $80,00	General	FERPA	Persistence Data	Student Retention and Persistence	Spring 2021	1

Prioritization Glossary

Initiative: Provide a short description of the plan

Resource(s): Describe the resource(s) needed to support the completion of the Initiative

Est. Cost: Estimated financial cost of the resource(s)

Funding Type: Specify if the resource request is one-time or ongoing

Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)

Evidence: Specify what data type(s) supported the Initiative (Internal research, external research, or learning outcomes)

College Goal: Specify what College goal the Initiative aligns with

Complete By: Specify year of anticipated completion

Priority: Specify a numerical rank to the Initiative