



2020-21

Comprehensive Department Review

1. Dual and Concurrent Enrollment Programs

2. Early College High School (ECHS)

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1. Dual and Concurrent Enrollment Program

Section 1: Department Planning

INTERNAL ANALYSIS

Purpose Statement:

Coastline Concurrent & Dual Enrollment Program contributes to the College’s Educational Master Plan through the engagement of high school partners in the community and expanding college access to high school students. We achieve this by:

- Promoting dual and concurrent enrollment benefits to high school students and their campuses.
- Identifying student populations and instructional offerings to offer relevant academic opportunities.
- Increasing the access to information about Coastline’s academic programs and support services.
- Collaborating with internal and external groups to support students from recruitment through registration.

Description of the Department:

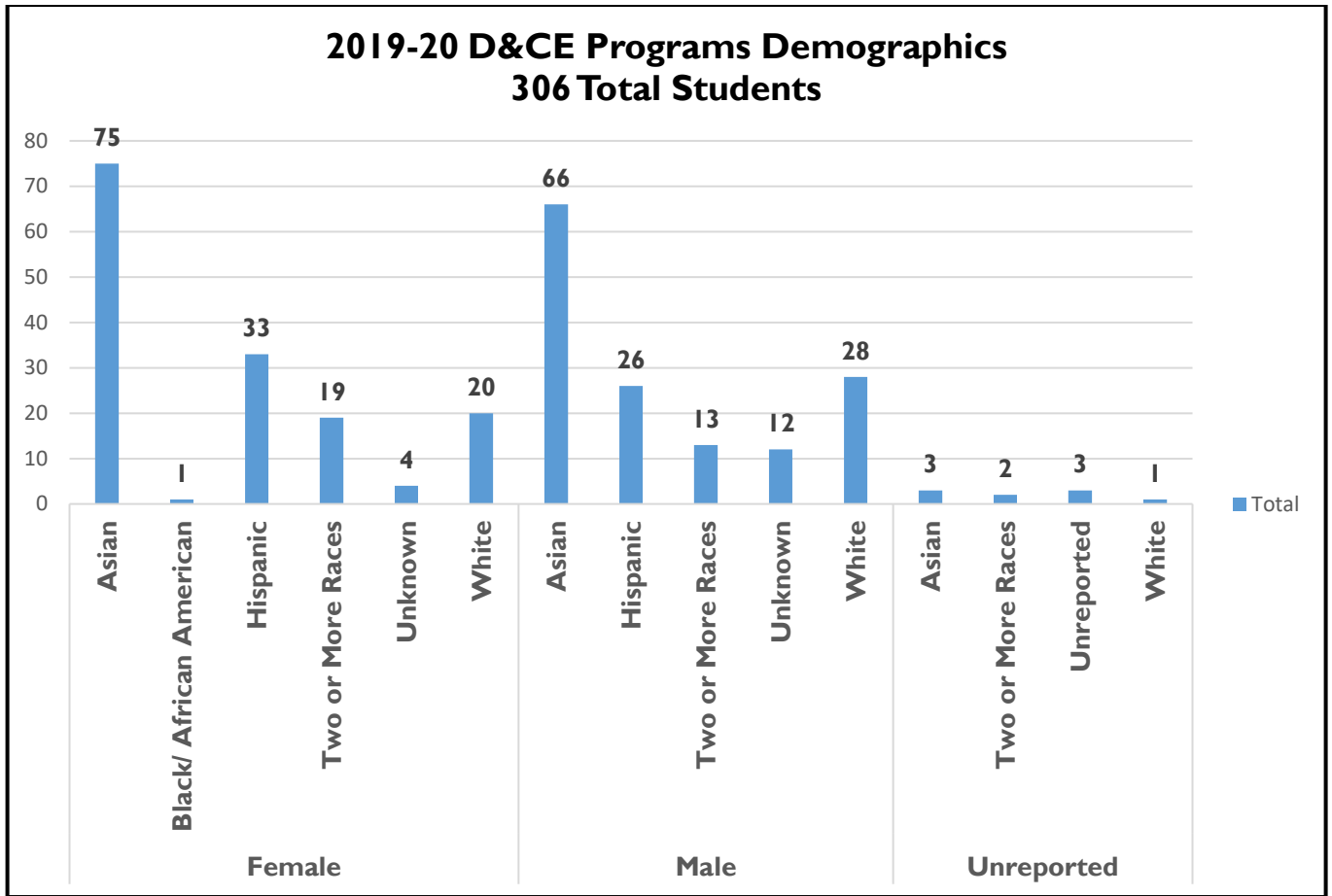
The Program’s main functions are divided into three categories: partnerships, matriculation, and persistence.

- Concurrent Enrollment Partnerships: Newport-Mesa Unified School District Credits for College Partnership (C4C) and Santa Ana Unified School District Cybersecurity Pathway Partnership (SAUSD).
- Dual Enrollment Partnership: Garden Grove Unified School District College & Career Access Pathways Partnership (GGUSD CCAP).
- Matriculation: the Program partners with counselors and administrators from the high school campuses to provide outreach information, orientation, and registration support. Furthermore, we interface with Coastline Admissions & Records to ensure the students have interaction from both institutions.
- Persistence: the partner high school campus and the Program plans for clear and short course sequences for high school students to continue with concurrent and dual enrollment classes from one semester to the next.

Data and Narrative GGUSD CCAP, C4C, and SAUSD partnership programs. (The ECHS Partnership review is separate from this review).

Partnership	2016-17			2017-18			2018-19			2019-20		
	Enrollment	Success	Sections	Enrollment	Success	Sections	Enrollment	Success	Sections	Enrollment	Success	Sections
GGUSD Dual Enrollment							28	100%	2	256	88%	12
NMUSD Credits for College	68	88%	5	102	87%	6	75	88%	4	151	78%	7
SAUSD Cybersecurity	16	31%	1	67	54%	2	47	47%	2	8	0%	1
Total	84	77%	6	169	74%	8	150	85%	8	415	82%	20

Demographic information for D&CE (non-ECHS students).



Persistence

37 of the students who took Coastline courses through D&CE in 2019-20 returned to Coastline in Fall 2020.

GGUSD CCAP Program

2019-20 was a growth year for C&DE in the numbers of high school partners, classes offered, and enrollments. The primary reason of this growth was the increase in Career & Technical Education and Business curriculum that was aligned with Garden Grove District’s courses. Below is an expanded look at GGUSD’s two-year data.

Term	Course	Course Name	Partner	Enrolled	Success Rate	Units Earned
Fall 2018	CST 128	Network+	La Quinta	14	100%	42
Spring 2019	CST 230	Intro to Security	La Quinta	14	100%	42
				28	100%	84
Fall 2019	CST 091	CyberPatriot	La Quinta	31	100%	31
Fall 2019	CST 128	Network +	La Quinta	32	97%	93
Fall 2019	DGA 116A	Adobe Photoshop 1	Los Amigos	15	73%	33
Spring 2020	ACCT 100*	Intro to Accounting	La Quinta	7	43%	9
Spring 2020	BIOL 102*	Human Anatomy	La Quinta	50	90%	135

Spring 2020	BUS 150*	Business Marketing	La Quinta	4	50%	6
Spring 2020	BUS 180*	Entrepreneurship	La Quinta	9	67%	18
Spring 2020	CST 230	Intro to Security	La Quinta	32	97%	93
Spring 2020	DGA 116B	Adobe Photoshop 2	Los Amigos	15	67%	30
Spring 2020	DGA 118A	Adobe Illustrator	Bolsa Grande	17	71%	36
Spring 2020	DGA 118A	Adobe Illustrator	Hare	21	100%	63
Spring 2020	DGA 121	Adobe Premiere	La Quinta	23	91%	63
				256	88%	610

All courses are taught at the partner campus unless marked with an asterisk, indicating the class was online. The 610 units earned from 2019-20 translates to about \$297,000 annually in tuition and fees¹ saved at CSU campuses and about \$402,000 annually at UCs.

Partnership Details

Planning and Management

- This partnership follows AB 288/AB 30 College and Career Access Pathways Partnerships which authorizes special access and benefits in dual enrollment programs for high school students.
- Coastline operates under the CCCD-GGUSD CCAP Agreement, which runs from August 2018 to June 2021.
- Within the structure and certifications of the Agreement, Coastline and GGUSD form a joint planning team for the purpose of planning and implementing the dual enrollment program. The team comprises of:
 - Coastline: Instructional Deans, Dual Enrollment Project Director, Faculty
 - GGUSD: CTE Director, Counselors, site-specific Administrators (e.g., Assistant Principals), Faculty
- The joint planning team meets each semester to schedule future courses, share outcomes, and analyze areas for improvement and growth.

Course Logistics

- When on a partner campus, the course can be within or outside of the high school day.
 - If within, it is open only to students of that campus and taught by a high school instructor who is also hired as a Coastline adjunct.
 - If outside, it is open to students from other GGUSD campuses and can be taught by a Coastline instructor.
- When taught via Coastline Online, high school students enroll in an existing section that is open to everyone. If there is sufficient demand, a new section specifically for the high school students may be created. The example of this was BIOL 102 in Spring 2020.
- Coastline and GGUSD determine the courses in this partnership prior to at least the start of each term. They become an Addendum for the CCAP Agreement, which allows for AB 30 benefits such as priority registration, no-cost experience, and enrollment beyond part-time load to kick in.

Costs, Apportionment, and Instructor Compensation

- When the course is taught by a high school teacher as part of the high school regular day, GGUSD is the compensating employer.

¹ Figures based on estimates provided by Calstate.edu and Admission.universityofcalifornia.edu.

- To collect ftes apportionment, Coastline uses an Instructor Service Agreement with each instructor. This states that the college has the primary right to control the instructional activities of the instructor. In this manner, the instructor continues to be an employee of GGUSD while also qualifying as an employee of Coastline. (5 CCR § 58058)
- When the course is outside of the high school regular day, Coastline is the compensating employer.
- GGUSD verifies that all students taking a college course have a minimum of four high school classes, allowing the high school to collect the maximum funding from Average Daily Attendance. For the college course, only Coastline collects funding (ftes apportionment).
- Coastline waives all tuition and mandatory college fees for students participating in the courses indicated in the CCAP Agreement. GGUSD is responsible for purchasing instructional materials.

Student Support Services

- From Coastline
 - Admissions & Records staff: application workshops, registrar services.
 - Student Success Center: tutoring services
 - Project Director: recruitment, orientation, advising, registration support
- From GGUSD
 - CTE Counselor (dual enrollment assignment): recruitment, advising, progress monitoring
 - HS Counselors: advising, progress monitoring

Planned 2020-21 Courses

PARTNER	TERM	COURSE	LOCATION²
La Quinta	Fall	CST 128 – Network +	High School
La Quinta	Fall	CST 191 – CompTIA Linux +	Coastline Online
Bolsa Grande	Spring	DGA 118 – Adobe Illustrator	High School
Hare	Spring	DGA 118 – Adobe Illustrator	High School
La Quinta	Spring	ACCT 100 – Intro to Accounting	Coastline Online
La Quinta	Spring	BIOL 102 – Human Anatomy	Coastline Online
La Quinta	Spring	BUS 150 – Intro to Marketing	Coastline Online
La Quinta	Spring	BUS 180 – Entrepreneur & Small Business Plan	Coastline Online
La Quinta	Spring	CST 232B – Ethical Hacking	Coastline Online
Los Amigos	Spring	DGA 116A – Adobe Photoshop I	High School

² Classes on a high school campus are open only to high school students.

La Quinta	Spring	DGA 121 – Adobe Premiere	High School
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NMUSD Credits for College and SAUSD Cybersecurity Pathway

Since 2016-17, Coastline has offered 26 sections of concurrent enrollment courses on five high school campuses within NMUSD and SAUSD. The overall success rates for this program have exceeded the typical success rate of 67% for college students. While the number of sections and enrollments continue to fluctuate year-to-year for both NMUSD and SAUSD programs, the section efficiencies for NMUSD have increased every year since 2016-17, with enrollment averages of 14, 17, 19, and 22.

Partnership Details

Planning and Management

- Credits for College: Coastline and NMUSD have a simple MOU that clarifies the roles and responsibilities of both institutions.
 - Coastline provides the courses, recruits and designates the instructors, and leads the registration support for students.
 - NMUSD provides the facility free-of-charge to Coastline, purchases the instructional materials such as textbooks, and recruits students.
- Coastline and NMUSD Counselors form a joint planning committee to meet each semester to schedule future courses, share outcomes, and analyze areas for improvement and growth. The committee comprises of:
 - Coastline: Instructional Dean, Dual Enrollment Project Director, Admissions & Records Team Leader
 - NMUSD: Counselors and Assistant Principals

Course and Campus Information

- The NMUSD schools are Corona del Mar, Costa Mesa, Estancia, and Newport-Harbor. The sole school from SAUSD is Santa Ana High School.
- Courses are in the afternoon or evening. Even though courses are at the high school, they are open to any college student.
- The C4C courses have been primarily in general education areas such as Business, Counseling, Music, Psychology, Sociology.
- The SAUSD courses have been all in Cybersecurity: A+ Essentials Hardware, A+ Essentials Software, Network+
 - These courses make up three of the four required courses for Coastline’s IT Foundation Certificate of Accomplishment.
- In addition to earning CSU/UC- transferable credits, students also earn:
 - The Seal of Excellence awarded by NMUSD via Credits for College when two college courses have been completed by high school graduation.
 - CTE Pathways credits awarded by SAUSD

Planned Courses

PARTNER	TERM	COURSE	LOCATION ³
Corona del Mar	Fall	BUS 100 – Intro to Business	Online Synchronous
Corona del Mar	Fall	CST 104 – IT Fundamentals	Online Asynchronous
Costa Mesa	Fall	MUS 139 – History of Rock Music	Online Synchronous
Corona del Mar	Spring	CST 116 – A+ Essentials Hardware	High School
Corona del Mar	Spring	MUS 139 – History of Rock Music	High School
Costa Mesa	Spring	COUN 104 – Career & Life Exploration	High School
Estancia	Spring	MUS 139 – History of Rock Music	High School

SURVEY RESULTS AND SERVICE AREA OUTCOME(S)

SAO	Measures/Targets
Build awareness of best practices among high school counselors through ongoing curriculum dialog, recruitment, enrollment, and retention strategies.	<p>Enrollment Each semester a target is set to enroll a minimum of 12 students in each of the C&DE courses. Minimum enrollment being reached highlights the counselor and the campus committing strong recruitment and enrollment support for the program.</p> <p>In 2019-20, eight of the 10 planned C4C and SAUSD courses met the threshold to run the class. All eight courses planned for CCAP met the same threshold.</p> <p>Retention & Persistence CCAP is now entering its third year. In the first two years, two courses in a Cybersecurity sequence were offered (CST 128 for Fall & CST 230 for Spring). These are two of the required courses in Coastline’s Cybersecurity Certificate of Achievement. Through the four semesters, all classes have had 100% retention, and 100% persistence from CST 128 to CST 230. For</p>

³ Classes on a high school campus are open only to high school students.

	<p>2020-21, CCAP will offer the next two courses in the sequence, CST 191 for Fall & CST 232B for Spring. There are 20 students continuing into CST 191, having completed the first two courses.</p> <p>Recruitment In Fall 2019, Coastline staff conducted application and orientation workshops hosted by La Quinta HS, the biggest dual enrollment partner. 152 students attended, resulting in 118 enrollments.</p>
<p>Build awareness of and increase engagement with support services for students taking classes in the program.</p>	<p>In 2019-20, Coastline conducted 12 orientation workshops to over 240 students. The workshop focused on support services provided by college and becoming a successful dual enrollment student.</p> <p>In a December 2019 survey, Coastline C&DE surveyed 34 students for their understanding level of dual enrollment. The students were about to complete a Biology class through Coastline. The results were:</p> <p>34 (100%) had at least one in-person interaction with both a Coastline representative and a high school counselor about dual enrollment.</p> <p>28 (82%) felt that the information provided from Coastline and their high school counselor helped them understand the purpose and benefits of dual enrollment.</p> <p>24 (70.5%) responses indicated that they agreed or strongly agreed that the matriculation process was easy to understand and complete. 7 (20.5%) responses disagreed or strongly disagreed. 3 (9%) felt neutral.</p> <p>30 (88%) indicated they would take another Coastline course after the current one.</p> <p>Notable comments from the participants included:</p> <p>“MyCCC has a lot of errors and required frequent refreshing to get it to work.”</p> <p>“I felt like I did everything right but my Canvas account still wasn’t activated in a timely fashion, causing me extra work to turn in assignments during the first weeks.”</p> <p>“The Coastline online course turned out to be very engaging and effective. I actually came in being unsure about it. Professor Henry was very prompt with her communication and she was so helpful!”</p>

	“My classmates and I feel sure we will take more Coastline classes.”
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Seven instructors whom Coastline hired from the partner high schools completed a survey regarding their dual enrollment teaching experience. The survey uses a five-point Likert Scale (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree).

	NR	1	2	3	4	5
Q1: As an adjunct, I receive adequate resources from Coastline College for my dual enrollment assignment.	0	0	1	1	3	2
Q2: I am prepared to teach high school students in a college course that meets the expected academic rigor.	0	0	0	2	4	1
Q3: The high school students in my college course have an appropriate understanding of the course's expectations.	0	0	3	0	2	2
Q4: I would like more professional development opportunities that adds to my instruction of college courses.	0	0	0	1	2	4
Q5: Overall, I am satisfied with the opportunity to teach dual enrollment courses and want to continue doing it.	0	0	0	0	2	5

PROGRESS ON INITIATIVE(S)

Initiative(s)	Status	Progress Status Description	Outcome(s)
NMUSD Credits for College: Increase course enrollment and successful completion of course offerings	Ongoing	2018-19: C&DE and high school counselors examined the college partnership and defined a new direction for Credits for College. 2019-20: Increased the number of sections from 4 to 7, and enrollments from 75 to 151. However, success rates declined from 88% to 78%.	Increased enrollment and presence on the high school campuses. For 2020-21, plans will begin for 2-year course sequences.
GGUSD CCAP: Increase total number of course offerings leading to partial completion of a Coastline certificate.	Ongoing	2018-19: CCC was the first college in the District to offer dual enrollment classes to GGUSD. The two courses were in Cybersecurity. 2019-20: Sections increased to 12 (from 2 the prior year). The Cybersecurity courses	Increased access to Coastline curriculum for high school students. For 2020-21, 20 students from the prior two years who completed the first two Cybersecurity courses are

		repeated from the prior year. New Digital Graphics courses were added to three campuses.	moving onto the 3 rd and 4 th courses in this sequence. For 2021-22, implement 2-4 course sequence in Digital Graphics courses.
Identify high school faculty at partner districts (GGUSD and NMUSD) who have credentials to teach college courses.	Ongoing	2018-19: Worked with K-12 District administrators to identify qualified high school instructors.	2018-19: NHHS faculty taught 1 section. GGUSD faculty taught 2 sections. 2019-20: CDMHS faculty taught 2 sections. GGUSD faculty taught 5 sections.
Provide Leadership and oversight to Concurrent and Dual Enrollment programs	Complete	Spring 2019: Researched dual enrollment programs statewide on successful and scalable planning.	Resolved apportionment collection question regarding HS faculty teaching Coastline courses during the regular HS day. Centralized the duties and efforts related to the operations of concurrent and dual enrollment programs under the Project Director.
Create quality informational support to help students matriculate in and understand the policies of their college courses.	Complete	Spring 2019: Created a new dual enrollment registration guide for students. Fall 2019: Created a dual enrollment webpage. The page includes course listings, policies, benefits, credits and transcripts info, and guidance documents.	Students have dual enrollment information that they can access online any time.
Establish new CCAP partnerships.	In-Progress	Fall 2019: Presented on CCAP agreements with NMUSD CTE leadership. Presented CCAP pathway ideas to NMUSD CTE teachers and staff. Spring 2019: Met with the leadership team of Vista Meridian Global Academy, a charter high school in Santa Ana about a CCAP partnership	Will establish a Cybersecurity Pathway consisting of 2-4 courses for NMUSD schools.

		that offers Cybersecurity and general education courses.	
Create professional development opportunities and stipends for dual enrollment part-time faculty.	In-Progress	Fall 2020: Assisted CTE Associate Dean with grant proposal for faculty development activities.	Foster collaboration between part-time faculty toward curriculum alignment between HS and Coastline courses and establishing annual standards.
Create online Canvas course for dual enrollment students.	Not Started	Fall 2020: Begin designing a course that that covers these topics: Academic calendar and deadlines Online services: library, counseling, tutoring Time Management Student Policies Link to Student Resource folder	Onboard students at any time.

RESPONSE TO PROGRAM AND DEPARTMENT REVIEW COMMITTEE RECOMMENDATION(S)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
1. Review the SAOs for the upcoming year and make modifications, which would best gauge operational performance assessment.	Complete	Increased metrics of SAO #1.
2. Conduct annual surveys on student support services to help gauge the effectiveness of the services offered.	Complete	Surveys completed in December 2019.
3. Provide the options for courses to provide material and support via CANVAS	Not started	Need to identify what level support is needed for C/DE students. Need to identify what material can respond to students' needs via CANVAS.
4. Consider doing another comprehensive review in two years.	In Progress	2020-21 Comprehensive Review drafted.
5. Define the role and responsibilities of the instructional facilitator.	Complete	New Instructional Administrator started in Jan 2019. Assumed responsibility over planning and implementation of concurrent & dual enrollment operations.

6. Provide additional data when developing new initiatives.	In Progress	Using 4-year data on NMUSD Credits for College partnership and 2-year data on GGUSD CCAP partnership to assess needs and inform new initiatives.
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DEPARTMENT PLANNING AND COMMUNICATION STRATEGIES

Most of the regular communication and interaction with the partners is via email. In addition, the Project Director communicates with high school faculty and counselors, and high school/K-12 District administrators through regular check-ins which include in-person meetings and site visits. At the end of each semester, enrollment and success data are reviewed by Coastline and the partner campus. This information is shared via email and in meetings or presentations.

The Dean and Project Director continue to meet each semester with Credits for College high school counselors and administrators to identify strategies for program assessment and growth. This has resulted in adding new courses based on identifying the curricular needs of specific populations at GGUSD and NMUSD sites. In Spring and Summer 2020, 5-year data on Concurrent & Dual Enrollment Programs was presented at Coastline for the Management Team and Academic Senate.

COASTLINE PATHWAYS

The Instructional Deans and C&DE Director have all participated in Coastline Pathway events, including serving on design teams.

The department sees dual enrollment as a vital point in engaging students and pathing them towards their future. Students taking college classes in high school can make earlier, better-informed decisions regarding the program of study and career fields that will be available to them.

For 2020-21, La Quinta HS will run Year 2 courses of a dual enrollment cybersecurity pathway. In total, there will be students in four Coastline CST courses which are part of the Certificate of Achievement. This is a step toward implementing pathways at other high school campuses.

EQUITY

Based on the analysis of department data and processes, there are opportunities for C&DE to consider for future years:

- Identify Open Educational Resources for dual enrollment courses. This reduces the financial costs for our partners and students.
- Promote online tutoring for students taking general education courses.
- Direct students towards online student services that are offered via Zoom or Cranium Café (counseling, financial aid).
- Secure foundation or grand funding to purchase loaner laptops for students in courses that require more than a Chromebook.

- Conduct study to find underrepresented demographics in Coastline’s concurrent and dual enrollment and identify disproportionately impacted groups.

EFFICIENCY

As shown by the enrollment data, the average class size for non-ECHS dual enrollment programs for the past four years are 14, 21, 19, and 21. The typical section cap is 30 seats and the expectation for a class to run is 12 students minimum. Fill rates are dependent on the shared recruitment between college and high school partners.

The program’s strong retention rate is due to dedicated support from the high school liaison and from Coastline. Students receive guidance during the recruitment phase about the class, its format, and what to expect. This guidance includes information about what to expect in a college class which is delivered in-person at the high school campus. Once the class starts, students receive additional contact to address their individual situations as needed. Instructors also communicate to the HS liaison and C&DE Project Director about students who may be struggling and needing additional support or advising.

IMPLICATIONS OF CHANGE

AB 30 and SB 586 brought legislative changes to CCAP partnerships to make dual enrollment smoother. Among them are:

- Inclusion of continuation high schools in dual enrollment partnerships, aimed at expanding opportunities for those underrepresented in higher education.
- Directive to consult with local workforce development board when creating career technical education pathways in dual enrollment programs. The purpose is to determine the extent to which such pathways are aligned with regional and statewide employment needs.
- Reduction of matriculation forms for students to a single consent form lasting the entire duration of the student’s participation in CCAP.

There are also signals of change, especially since the school closures resulting from COVID-19.

- Parents contacting Coastline from outside Orange County and the southern California region to inquire about online college courses for their students. The uptick in these cases are due to students feeling a need for academic enrichment as they are at home.
- Colleges nationwide adopt online delivery, now competing with Coastline in a space we previously occupied as the rare entity.

Trends

- Dual enrollment grows in reputation for K-12 students nationwide.
- Online college education becomes increasingly familiar to K-12 students, especially as they already experience it daily from their home high school.

FORWARD STRATEGY

- Ensure that every high school participating in a CCAP has a sequence of at least two courses towards a Coastline Certificate. **(Engagement)**
- Establish dialogue with local workforce development board to develop CTE pathways that address regional and statewide employment needs **(Engagement)**
- Create additional, targeted outreach to student populations that are underrepresented in higher education through the employment of student ambassadors. **(Equity)**
- Package the information regarding matriculation and college services into a centralized delivery such as an Orientation video, Canvas course, or Welcome event. **(Innovation, Coastline Pathways)**

Section 2: Human Capital Planning

STAFFING

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2019-20	Dean of Instruction Project Director Concurrent & Dual Enrollment	1	12		
Current year 2020-21	Dean of Instruction Project Director Concurrent & Dual Enrollment	1	10		
2021-22	Dean of Instruction Project Director Concurrent & Dual Enrollment	3	10	Onboarding & Retention Specialist	Student Assistant/FWS
2022-23	Dean of Instruction Project Director Concurrent & Dual Enrollment	3	12	Onboarding & Retention Specialist	Student Assistant/FWS
2023-24	Dean of Instruction Project Director Concurrent & Dual Enrollment	3	12	Onboarding & Retention Specialist	Student Assistant/FWS

The role of Project Director was created in 2019 to centralize the operations of Coastline’s multiple high school partnerships and to scale the concurrent and dual enrollment programs. This position operates without the need of close supervision from the deans. Having this role fulfills the need of direct oversight towards maintaining the partnerships, supporting high school students, and expanding instructional offerings.

Coastline continues to look for qualified high school teachers to join the College’s faculty body. These instructors contribute to the relationship Coastline has with our partners. They also have rapport with the students at their high school and therefore are good recruiters. Finally, having them as Coastline adjuncts teaching a college class on their HS campus ensures Coastline’s presence outside of our own buildings. In addition, it is important for full-time faculty to teach dual enrollment sections. This serves as the college’s signal of commitment to the K-12 partners. It also secures a necessary faculty voice that represents the dual enrollment program in Coastline’s planning and shared governance.

As the program continues to grow, additional staffing will be important. Best practices in dual enrollment demonstrate a need for staff specializing in onboarding high school students. The matriculation process for community colleges is not intuitive for high school students, especially as they are navigating both K-12 and higher education at the same time. Furthermore, Coastline’s dual enrollment aims to reach students who are

underrepresented in higher education. This population benefits from information and communication that specifically deconstruct procedures and organizational structures that are unfamiliar to them. Since for many, this will be their first interaction with an institution of higher learning, it is crucial that the college prepares a smooth transition for them. Therefore, Coastline’s program at scale must have a full-time staff dedicated to onboarding students.

Finally, we must also consider the support infrastructure to keep students in the program, so that they finish the classes they register for and continue with the additional classes in their sequence. It then makes sense that the Onboarding Specialist who helps students enter the program also maintains that relationship as they continue through the program. This staff would also serve the Retention component.

Duties expected of the Onboarding & Retention Specialist:

- Partner with Coastline Outreach to promote and recruit dual enrollment students
- Update recruitment-to-enrollment tracking reports
- Conduct workshops toward application for admission, orientation, registration
- Assist students via phone and emails through the matriculation steps
- Collaborate with high school counselors to conduct check-ins to assess and respond to student needs
- Coordinate engagement activities and events toward student retention and persistence
- Supervise student ambassadors at outreach and onboarding events
- Assist Project Director with course sequence planning

PROFESSIONAL DEVELOPMENT

Professional Development

Name (Title)	Professional Development	Outcome
Don Bui	CCEMC Fall Summit October 2019	Learn updates to dual enrollment legislation, innovative practices, student perspectives. Meet with current and potential partners.
Don Bui	Orange County Region Dual Enrollment Leadership Academy November 2019 to February 2020	Completed Dual Enrollment Leadership Plan, addressing the at-scale operations such as staffing, counseling, budget, data sharing, and research. Connected with local dual enrollment leaders from Orange County from K-12 districts and community colleges.
Don Bui	CCEMC Fall Summit September 2020	Learn updates to dual enrollment innovations and best practices, specifically for distance learning during Covid-19.

Desired future trainings or professional development opportunities:

- Creating a Canvas course: dual enrollment orientation

- Applying for and using grant funds
- Data sharing agreements between K-12 and higher education institutions

As instruction shifts to online, dual enrollment instructors who had been teaching face-to-face will need to complete the FSC150 training to develop class content and implement the curriculum in Canvas.

FORWARD STRATEGY

- Best practices in dual enrollment suggest clear and timely orientation of students, especially first-time dual enrollment participants, is vital. It speaks to the value the college places on students by ensuring their introduction to college is aspirational and achievable. Therefore, a team of a Classified and student workers to address the specific onboarding and retention needs for dual enrollment students.
 - The intended impact of this is to increase the bandwidth of our interactions with prospective and current students in dual enrollment.
 - Also, we can recruit a diverse population that is representative of our student body.
- Having a quality collection of part-time and full-time instructors signals the investment Coastline makes in a program. As we scale out pathways for high schools, we should aim for a minimum of three full-timers and 12 part-timers.

Section 3: Facilities Planning

FACILITY ASSESSMENT

All facilities planning are managed and handled by the partner K-12 sites.

The program is centralized at the WLJC, but as the operations are at the high school locations, there is no dedicated space for the program at Coastline aside from workspace. Coastline occupies classrooms at the high schools mentioned in this report. Each classroom is furnished with desks, chairs, computer and projector. Some classrooms are full computer labs. All equipment and furniture are solely provided for by the respective districts.

The classrooms at the high school sites have functioned well for the needs of the program. Students can stay on campus after school until the college courses start, therefore no transportation or travel is necessary to participate in the program.

FORWARD STRATEGY

As the GGUSD CCAP program grows, it is important to anticipate the facility needs at full-scale. This involves a space at the high school sites for students to receive guidance services related to their dual enrollment educational plans. This space does not need to be solely for this need and it can be shared within the campus's existing facility such as a College & Career Center.

Coastline can also provide guidance via Zoom or Cranium Café, making it possible for guidance to be delivered at a distance. However, there should still be space at the high school site where there is reliable connection and devices for the student to use. Furthermore, the student receiving this service from their own high school indicates that there is recognition of the need and importance of dual enrollment support at the high school.

Section 4: Technology Planning

TECHNOLOGY ASSESSMENT

Technology equipment for use by the students has been managed and handled by the school districts. Both GGUSD and NMUSD now provide Chromebooks for the students. However, this is not always adequate. For example, students taking Digital Graphics classes need to run software for content creation and editing, which need computers or laptops and not just a Chromebook. We ran into this issue during the Spring 2020 closures due to COVID-19. Students were not able to complete assignments on their Chromebooks, and the school districts had just a short window to provide laptops for the students in these classes. As the Digital Graphics courses grow into pathways at GGUSD, Coastline should contribute the equipment software licenses or funds for the high schools to purchase them.

FORWARD STRATEGY

Other technology to help foster growth of C&DE:

- An application for communicating with students via text messages.
- An online document management system (such as Formstack) for students to electronically fill out and sign forms required for enrolling in college coursework.
- A customer relation management system to capture information from and engage with prospective students. This is something that all departments with outreach and recruitment functions can use.



Early College High School

Section 1: Department Planning

INTERNAL ANALYSIS

Early College High School Overview

- Coastline offers between 25-30 sections annually at Early College HS. The courses are aligned with the requirements for the certification in the Intersegmental General Educational Transfer Curriculum (IGETC). Students can also take additional summer courses at Coastline’s Newport Beach Center or online, as not all courses required for IGETC are offered at ECHS. Students graduate from ECHS and can attend university as a freshman admit or attend a community college as a transfer student.
- 12th grade students receive a Fifth-Year Plan, done with the CCC Counselor who works out of ECHS. The Fifth-Year Plan is a custom educational plan that lays out the students’ remaining IGETC courses to be completed after high school as a Coastline first-year college student. The plan can also include classes that go towards the transfer goals of that student. Packaged with the Coastline Promise, students can be eligible for university transfer or complete an AA in just one year after high school, having paid zero dollars for the entire experience.
- In June 2019, 9 students graduated from ECHS with IGETC certification (5 full and 1 partial). In total, 48 seniors graduated from ECHS that year, and each student completed an average of 11 classes from Coastline over their four years of high school.
- ECHS Full IGETC recipients successfully complete a minimum of 13 courses across the five areas by the time they graduate high school. These courses are prescribed specifically for ECHS students and are offered primarily at the high school, with no more than five classes offered at Coastline only. Students who are two courses short of the Full IGETC earn the Partial IGETC.
- All courses are taught by CCC faculty. For 2019-20, there were three full-time instructors and eight part-time instructors. For 2020-21, there are five full-time and six part-time. Prior to 2019-20, the highest number of full-time faculty was one.
- ECHS has a block schedule that allows for college classes to meet twice a week. ECHS also lines up their calendar with Coastline, and thus has a different calendar than the rest of the NMUSD campuses.

Data on Sections, Enrollments, Success Rates, Efficiency

	Sections	Success	Enrollment	Class size	Success Rate	Units Earned	Full IGETC	Partial IGETC
2015-16	26	506	605	23	83.6%	1675	1	0
2016-17	28	535	598	21	89.5%	1728	0	0
2017-18	31	532	619	20	85.9%	1739	4	0
2018-19	28	496	571	20	86.9%	1613	9	1
2019-20	25	443	520	21	85.2%	1454	5	4

- The enrollment and success data in this report include only ECHS students taking Coastline courses at the ECHS campus.
- "Success" refers to a final grade of A, B, or C. This also earns the total credit value of the class. With a yearly average of 1646 units earned from college courses completed at ECHS, this translates to about \$803,000 annually in tuition and fees saved at CSU campuses and over \$1,085,000 annually at UCs.

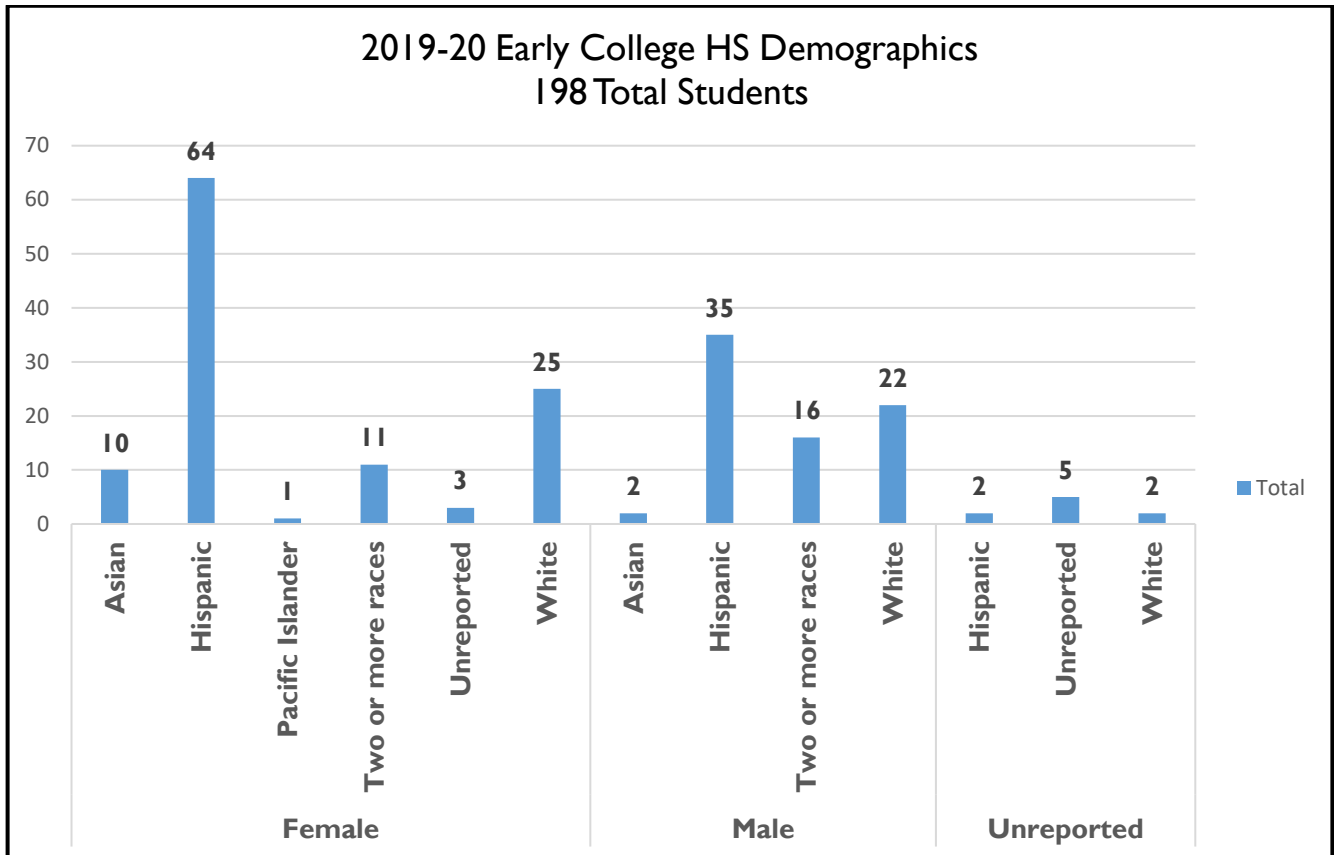
- IGETC is the Intersegmental General Education Transfer Curriculum, a pattern of courses that satisfy five required academic areas at the University of CA and CA State University systems. The five areas are:
 - English Composition
 - Mathematical Concepts
 - Arts and Humanities
 - Social and Behavioral Sciences
 - Physical & Biological Science
- ECHS Full IGETC recipients successfully complete a minimum of 13 courses across the five areas by the time they graduate high school. These courses are prescribed specifically for ECHS students and are offered primarily at the high school, with no more than five classes offered at Coastline only. Students who are two courses short of the Full IGETC earn the Partial IGETC.

Annual Enrollment and Success by Course

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
ANTH C100	49	95.9%	46	91.3%	51	94.1%	49	87.8%	47	91.5%
CMST C110	61	93.4%	60	95.0%	40	97.5%	35	94.3%	35	91.4%
COUN C104					30	90.0%	36	97.2%	53	90.6%
COUN C105	114	84.2%	70	92.9%	51	76.5%				
CST C091-C093					36	63.9%	28	89.3%		
HLTH C100	101	79.2%	77	67.5%	56	55.4%	56	67.9%	57	70.2%
HUM C135	23	87.0%	60	100.0%	44	95.5%	44	100.0%	36	97.2%
MATH C120					25	76.0%	26	80.8%	16	75.0%
MATH C160	19	57.9%			15	100.0%	17	94.1%	27	44.4%
MATH C170					19	89.5%	20	65.0%	11	90.9%
MCOM C100	30	70.0%	54	88.9%	36	83.3%	43	79.1%	34	82.4%
MUS C130			25	76.0%	21	85.7%	11	100.0%	19	89.5%
MUS C131			19	94.7%	9	100.0%	16	100.0%	14	100.0%
MUS C139	57	86.0%	56	91.1%	38	100.0%	34	94.1%	36	91.7%
PSYC C100	48	87.5%	42	83.3%	52	80.8%	47	68.1%	50	70.0%
SPAN C180			29	100.0%	28	100.0%	18	100.0%	21	100.0%
SPAN C185	80	77.5%	44	97.7%	45	97.8%	52	94.2%	33	100.0%
SPAN C280	23	91.3%	16	100.0%	23	100.0%	27	96.3%	16	100.0%
THEA C100							12	83.3%		
THEA C106									15	93.3%
TOTAL	605	83.6%	598	89.5%	619	85.9%	571	86.9%	520	85.2%

- This table shows all courses that have been offered at ECHS during the five-year span.
- Courses are planned as a joint effort of the Early College High School Committee. Currently, this group is composed of:
 - Coastline: Dean of Instruction, Dual Enrollment Project Director, Coastline Counselor
 - Early College HS: Principal, School Counselor
- Courses have been added or removed throughout the five years according to student needs, enrollment demand, and availability of resources.

Demographic Data



Persistence

134 students from ECHS in 2019-20 returned to Coastline for Fall 2020. Three are in at least 12 units. Early College HS grads produce about 80% four-year freshman admits annually due to their volume of college coursework and high academic ability. In 2020, only 9 grads went to a community college as a first-time college student.

SURVEY RESULTS AND SERVICE AREA OUTCOME(S)

Service Area Outcomes (SAOs)

SAO	Measures/Targets
Ensure that students enroll in a minimum of 24 college units within a four-year period throughout their high school careers.	88% of the class of 2020 graduates (43 of 49 students) completed a minimum of 24 college units. The average completed units for this group was 36. The target set was 80%.
Provide counseling services and resources at convenient and accessible locations for students.	As of Fall 2020, 66% of ECHS juniors had met with a Coastline counselor. The target set was 80% will have met with the College counselor on campus prior to their Junior year at ECHS. This rate was impacted by the school closures in Spring 2020.
Expand course offerings to include CTE area of focus.	CyberPatriot courses were offered at ECHS in 2017-18 and 2018-19. This program is now on pause and there are plans to introduce Cybersecurity classes in 2021-22.
Provide free preparation for college placement/assessment tests to encourage college level placement in English and math.	This SAO is no longer needed due to AB 705.

Survey Results

29 ECHS 12th graders responded to a survey using a five-point Likert Scale (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree).

	NR	1	2	3	4	5
Q1: By taking Coastline courses, I feel prepared for the academic demands and challenges of college.	0	0	2	4	7	16
Q2: I receive support for my college courses from Coastline in a timely and convenient fashion.	3	0	0	5	6	15
Q3: This support that I receive from Coastline addresses my needs.	2	0	3	7	9	8
Q4: Coastline's courses are relevant to my academic and career interests.	0	2	2	4	9	12
Q5: Overall, for the courses that I have taken, the Coastline faculty have provided an engaging learning environment.	0	0	0	8	11	10
Q6: I am planning to continue at Coastline College after graduating from ECHS.	0	5	13	4	5	2
Q7: I am planning to go to a four-year university after graduating from ECHS.	0	2	4	3	6	14

PROGRESS ON INITIATIVE(S)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Create a CyberPatriot class and team	Complete	In 2018-19, an ECHS teacher taught CST 091 and 092 CyberPatriot classes.	Students took the class in Fall 2018 and competed in the tournament. In Spring 2019 students continued in the program by taking the next CyberPatriot classes in the sequence.
Expand course offerings to include more CTE, Physical Science, Performing Arts.	In-Progress	Add Hardware and Software classes from the CTE Division. Add an acting class.	THEA 106 Acting Fundamentals offered (Fall 2019). GEOL 105 General Geology offered (Fall 2020). CST classes to start Fall 2021.
Provide marketing materials to build awareness of Coastline Community College to current and future ECHS students, including annual awards of achievement and recognition for ECHS students.	Complete	Update flyers of the full course listing of CCC offerings at ECHS. Provide Coastline Promise Flyers to students and families and have them available in the front office. Provide brochures for specific academic departments to ECHS.	College participated in and provided awards and acknowledgements at the ECHS Awards Night in 2019. The 8 full IGETC certified graduates received a graduation stole from Coastline that indicates their status. Flyers are now available in the CCC Counseling office at ECHS.
Provide Leadership and oversight to Concurrent and Dual Enrollment programs	Complete	Centralize operations under new Project Director of Concurrent and Dual Enrollment.	Project Director became new point of contact for ECHS, serving as liaison between the school's community and Coastline, providing academic and student service support, and working with CCC faculty as on-site administrator.
Improve student service for ECHS students.	Ongoing	Deliver matriculation and academic support.	Starting Fall 2019, Project Director has office hours at ECHS once a week in addition to the designated Coastline Counselor.
Maintain level of counseling service as operations move online due to COVID-19.	In progress	Conduct counseling through Zoom and Cranium Café.	Summer and Fall 2020, advising sessions were available online. Bulletins and emails notified students to make education plans through virtual appointments.

RESPONSE TO PROGRAM AND DEPARTMENT REVIEW COMMITTEE RECOMMENDATION(S)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
1. Review the SAOs for the upcoming year and make modifications, which would best gauge operational performance assessment.	Complete	
2. Conduct annual surveys on student support services to help gauge the effectiveness of the services offered.	Started	Survey going out September 2020.
3. Provide the options for courses to provide material and support via CANVAS	Complete	Due to moving online in March 2020, all courses for ECHS moved to Canvas. Fall 2020 all courses are online synchronous and use Canvas.
4. Consider doing another comprehensive review in two years.	In progress	Comprehensive review draft submitted 9/1/2020
5. Provide additional data when developing new initiatives.	Complete	ECHS 5-year data provided in Comprehensive Review

DEPARTMENT PLANNING AND COMMUNICATION STRATEGIES

The Dean of Instruction and Project Director meet with the ECHS principal and counselor each semester to plan. In addition, the Project Director has daily communication with the students and ECHS leadership.

The following are annual meetings:

- August: Orientation for Coastline faculty
- November: Spring term planning meeting
- February: Fall term planning meeting
- May: Yearly wrap-up and preparation for incoming freshman class

Most of the regular communication and interaction with ECHS is via email. In addition, the Project Director communicates with high school faculty and counselors, and high school/K-12 District administrators through regular check-ins which include in-person meetings and site visits. At the end of each semester, enrollment and success data are reviewed by Coastline and the partner campus. This information is shared via email and in meetings or presentations.

COASTLINE PATHWAYS

The Dean and Project Director have both participated in Coastline Pathway events, including serving on design teams.

The department sees dual enrollment as a vital point in engaging students and pathing them towards their future. Students taking college classes in high school can make earlier, better-informed decisions regarding the program of study and career fields that will be available to them.

EQUITY

Based on the analysis of department data and processes, there are opportunities for C&DE to consider for future years:

- Identify Open Educational Resources for dual enrollment courses. This reduces the financial costs for our partners and students.
- Promote online tutoring for students taking general education courses.
- Direct students towards online student services that are offered via Zoom or Cranium Café (counseling, financial aid).
- Secure foundation or grant funding to purchase loaner laptops for students in courses that require more than a Chromebook.
- Conduct study to find underrepresented demographics in Coastline's concurrent and dual enrollment and identify disproportionately impacted groups.

EFFICIENCY

As shown by the enrollment data, the average class size for ECHS is 20-23 students each year. The class size cap is 30. The fill rate has been consistent because the courses are planned out annually for students to be able to take at least one course each semester.

ECHS courses have strong retention rates due to dedicated support from the high school's counselor, administrative assistant, principal, and from Coastline's departments of Admissions & Records, Counseling, and C&DE. Students receive guidance early through course planning appointments with both the Coastline counselor and ECHS counselor. The guidance continues throughout the duration of the courses, covering performance progress and academic support interventions.

IMPLICATIONS OF CHANGE

- There is an opportunity to create a signature academy at Early College High School in a technology discipline. Cybersecurity has been in the planning discussions before and the current goal is to feed ECHS's computer science students into a Grades 11 & 12 Cybersecurity Pathway.
- Additionally, ECHS would be a strong candidate campus for data analytics. ECHS students perform well in math and sciences, based on their school metrics. They also take college courses in Communication Studies and Critical Thinking and Writing, areas that are important in data analytics.
- This year, ECHS has 128 combined freshmen and sophomores, and just 86 juniors and seniors. We can anticipate a much larger upper classmen body starting as soon as next year, and ECHS is projected to continue growing.

FORWARD STRATEGY

- Establish dialogue with local workforce development board to develop CTE pathways that address regional and statewide employment needs (**Engagement**)
- Create additional, targeted outreach to student populations that are underrepresented in higher education through the employment of student ambassadors. (**Equity**)
- Package the information regarding matriculation and college services into a centralized delivery such as an Orientation video, Canvas course, or Welcome event. (**Innovation, Coastline Pathways**)

Section 2: Human Capital Planning

STAFFING

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
2019-20	Dean of Instruction Project Director Concurrent & Dual Enrollment	3	8	1 Instructional Associate	1 tutor
Current year 2020-21	Dean of Instruction Project Director Concurrent & Dual Enrollment	5	6		
2021-22	Dean of Instruction Project Director Concurrent & Dual Enrollment	5	8	Onboarding & Retention Specialist	Student Assistant/FWS
2022-23	Dean of Instruction Project Director Concurrent & Dual Enrollment	5	8	Onboarding & Retention Specialist	Student Assistant/FWS
2023-24	Dean of Instruction Project Director Concurrent & Dual Enrollment	5	8	Onboarding & Retention Specialist	Student Assistant/FWS

The role of Project Director was created in 2019 to centralize the operations of Coastline’s multiple high school partnerships, with ECHS being the largest (in terms of enrollment and scale) and longest-standing. This role works without close supervision of the dean and provides direct oversight towards ECHS day-to-day operations and the direction of the program.

Coastline continues to identify instructors who would be a good fit for the ECHS campus. In 2019-20 and in Fall 2020, Coastline introduced five new instructors to ECHS. Four of them are full-time instructors and one is a full-time counselor.

From the Concurrent & Dual Enrollment Programs’ Comprehensive Review, the department projects additional staff will be important for the program’s growth. As Coastline’s C&DE programs grow, additional staffing will be important. The Onboarding & Retention Specialist and Student Ambassadors, whose roles are outlined in the C&DE Review, will also work on the same duties for ECHS:

- Partner with Coastline Outreach to promote and recruit dual enrollment students
- Update recruitment-to-enrollment tracking reports
- Conduct workshops toward application for admission, orientation, registration
- Assist students via phone and emails through the matriculation steps
- Collaborate with high school counselors to conduct check-ins to assess and respond to student needs
- Coordinate engagement activities and events toward student retention and persistence
- Supervise student ambassadors at outreach and onboarding events
- Assist Project Director with course sequence planning

PROFESSIONAL DEVELOPMENT

Professional Development

Name (Title)	Professional Development	Outcome
Don Bui Dana Emerson (Dean of Instruction)	Annual Conference on the First Year Experience Programs. February 2019	Learned needs of the first-year college student and strategies to support them in instruction and student services.
Don Bui (Project Director)	CA Coalition for Early & Middle Colleges (CCEMC) Spring Regional Meeting. March 2019	Connected with statewide dual enrollment coaches. Adopted operational practices to help scale Coastline's program.
Don Bui	CCEMC Fall Summit October 2019	Learn updates to dual enrollment legislation, innovative practices, student perspectives. Meet with current and potential partners.
Don Bui	Orange County Region Dual Enrollment Leadership Academy November 2019 to February 2020	Completed Dual Enrollment Leadership Plan, addressing the at-scale operations such as staffing, counseling, budget, data sharing, and research. Connected with local dual enrollment leaders from Orange County from K-12 districts and community colleges.

FORWARD STRATEGY

- Best practices in dual enrollment suggest clear and timely orientation of students, especially first-time dual enrollment participants, is vital. It speaks to the value the college places on students by ensuring their introduction to college is aspirational and achievable. Therefore, a team of a Classified and student workers to address the specific onboarding and retention needs for dual enrollment students.
 - The intended impact of this is to increase the bandwidth of our interactions with ECHS students.
- The student workers should reflect the diverse population that is our student body. With this team having a presence at ECHS, we can recruit ECHS students on a community college path to continue with Coastline.

Section 3: Facilities Planning

FACILITY ASSESSMENT

All facilities planning are managed and handled by ECHS and NMUSD. These sites are located at Early College High School's campus in Costa Mesa.

The program is centralized at the WLJC, but as the operations are at ECHS, there is no dedicated space for the program at Coastline aside from workspace. Coastline occupies classrooms at ECHS. Each classroom is furnished with desks, chairs, computer, and projector. Some classrooms are full computer labs, and for the theater class there is one multiple purpose room that serves as an auditorium. All equipment and furniture are solely provided for by ECHS and NMUSD.

ECHS also has a designated space for college counseling in their front offices. This room is for Coastline's counselor and Dual Enrollment Director to use on days they are on campus.

FORWARD STRATEGY

The ECHS partnership is now entering its 6th year. The program is at full scale and ECHS provides the necessary spaces on its campus for Coastline's faculty, tutors, and counselor/project director. Since March 2020, both Coastline and ECHS have become nimbler in delivering service and instruction to students. Moving forward, Coastline should promote virtual guidance via Zoom or Cranium Café, even after the return to on-campus operations. This added delivery provides additional options for students to receive attention from Coastline.

Section 4: Technology Planning

TECHNOLOGY ASSESSMENT

Technology equipment for use by the students has been managed and handled by the Newport-Mesa Unified School District. As a one-to-one technology district, every ECHS student has a Chromebook. Some Coastline classes have software and per the MOU with NMUSD, that districts purchases the licenses.

FORWARD STRATEGY

Other technology to help foster growth of C&DE:

- An application for communicating with students via text messages.
- An online document management system (such as Formstack) for students to electronically fill out and sign forms required for enrolling in college coursework.

Section 5: Ongoing/New Initiatives

Initiative: Create pathways for HS students to complete or partially complete Coastline certificates.

Describe how the initiative supports the college mission:

This expands access by delivering opportunities to local students. The majority of dual enrollment classes are in the CTE disciplines and the partner high schools recruit student populations that are underrepresented in colleges.

We would also consult and interface with the local workforce development board to develop course maps that address regional and statewide employment needs.

What college goal does the initiative support?

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

How does this initiative play a part in Coastline Pathways?

Dual Enrollment engages students into opportunities to discover their college and career plans early. They are then also connected to the college and its staff prior to becoming a first-time college student.

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

Research on dual enrollment shows that it has tremendous potential to impact students who are historically and typically underrepresented in higher education. Furthermore, dual enrollment reaches students who are in the middle of the academic performance curve (2.0 to 3.0 gpa) and makes college more accessible for them.

Our SAOs show that students desire the college contact, specifically, to have dialogue about high school-to-college transitions. In usage data and survey responses, students express that the information presented to them directly from college staff is useful and that the interaction with advisors from colleges helps them understand how to navigate the admission and enrollment procedures.

Recommended resource(s) needed for initiative achievement:

Professional development for dual enrollment faculty in the pathways Coastline provides to high school students.

Professional development for Concurrent & Dual Enrollment Director on data sharing agreements between higher education and K-12 institutions.

Hiring of two Student Ambassadors and one full-time Onboarding & Retention Specialist.

Messaging technology to reach high school students toward outreach, matriculation, and retention efforts.

What is the anticipated outcome of completing the initiative?

This initiative strengthens our K-12 partnerships and reaches a broader population of underrepresented students in higher education. In doing so, Coastline continues to make an economic impact in our local area.

Provide a timeline and timeframe from initiative inception to completion.

Fall 2020: planning meetings with partners to decide pathways and courses. Begin student recruitment for Fall 2021. Begin faculty recruitment (if necessary).

Spring 2021: Continue recruitment for Fall 2021. Conduct outreach and students start applying for admission to Coastline and complete required paperwork. Sections are finalized and added to schedule. K-12 partners purchase materials and textbooks.

Summer 2021: Orientation events (face-to-face or virtual).

Fall 2021: Pathway courses begin. Retention events and communications begin. Joint planning group meets to analyze areas of improvement and success. Registration for Spring 2022 begins.

Spring 2022: Outreach and recruit Fall 2022 students. Fall 2022 sections are finalized and added to schedule.

Summer 2022: complete year 1 of pathway. Review success data and assess needs for future years.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By
Create pathways for HS students to complete or partially complete Coastline certificates	Professional Development for faculty (25) and director (1). Technology for communicating with students (can be shared with other departments) Hiring two student workers, one full-time employee.	\$8000 \$12,000 \$60,000	General funds + CTE/Workforce development grants		Enrollment and section data. External research on dual enrollment programs.	Equity, Achievement, Innovation & Effectiveness	Fall 2022

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