



2015  
Comprehensive Program Review  
**Humanities**

*Disciplines*

Communication Studies  
English  
Humanities  
Mass Communications  
Philosophy

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# Table of Contents

Executive Summary .....	1
Process .....	2
<b>Section 1: Program Planning</b> .....	<b>3</b>
Mission Statement .....	3
Overview .....	3
Our Students .....	4
Student Profile .....	4
Military Student Survey Summary .....	6
Incarcerated Student Survey Summary .....	8
Note about PSLO Section moved to page 17 .....	10
Internal Analysis: Humanities Disciplines .....	10
Internal Analysis: <b>CMST</b> (Communication Studies) .....	11
Internal Analysis: <b>ENGL</b> (English) .....	14
Program Student Learning Outcomes (PSLOs) .....	17
Internal Analysis: <b>HUM</b> (Humanities) .....	20
Internal Analysis: <b>MCOM</b> (Mass Communications) .....	23
Internal Analysis: <b>PHIL</b> (Philosophy) .....	26
Curriculum Review .....	30
Fill Rates for Humanities Disciplines .....	34
External Compliance .....	35
Progress on Forward Strategy Initiative(s) .....	36
Forward Strategy .....	39
<b>Section 2: Human Capital Planning</b> .....	<b>41</b>
<b>Section 3: Facilities Planning</b> .....	<b>43</b>
<b>Section 4: Technology Planning</b> .....	<b>45</b>
<b>Section 5: New Initiatives</b> .....	<b>46</b>
Initiative 5.1. <b>CMST</b> : Two-year CMST Completion .....	46
Initiative 5.2. <b>ENGL</b> : Increase Transitions from ESL C054 to English C099 .....	48
Initiative 5.3. <b>ENGL</b> : Increase Transitions from Remedial English Courses to English C100 .....	50
Initiative 5.4. <b>ENGL</b> : New Full-time English Instructor .....	52
Initiative 5.5. <b>PHIL</b> : Offer the PHIL Associate Degree for Transfer .....	54
<b>Section 6: Prioritization</b> .....	<b>56</b>
<b>Data Glossary</b> .....	<b>58</b>
<b>Appendix A.</b> <i>Humanities Program Review Student Survey Incarcerated Students 2015 – Survey Limitations</i> .....	<b>59</b>

# Executive Summary

The Humanities Program is strong and healthy. Courses within the program are taught to Coastline's regular students, to students in Military/Contract Education, to the incarcerated, and in the Early College High School (ECHS) and STAR programs. All modes of instructional delivery are utilized in the Humanities Program.

This report addresses five academic areas: Communication Studies (CMST), English (ENGL), Humanities (HUM), Mass Communications (MCOM), and Philosophy (PHIL). Program data and analysis are provided for all disciplines. As the data shows, the Humanities Program is a growth area for Coastline. In three years, total enrollment in the program increased from 8,415 students in Fall 2011-12 to 8,879 in Fall 2013-14, or a gain of 5.5%. Total FTES grew even faster, from 679 in Fall 2011-12 to 807 in Fall 2013-14, an increase of 17.4%. English—with the largest enrollment of the five disciplines—exhibited growth in metrics including FTES; total subject success rate; fill rates; and fall-to-spring persistence within subject.

Moreover, previous goals from 2010 are addressed, and five new, robust five-year goals have been developed:

Goal 5.1: Two-year CMST Completion (page 47)

Goal 5.2: Increase Transitions from ESL C054 to ENGL C099 (page 49)

Goal 5.3: Increase Transitions from Remedial English Courses to ENGL C100 (page. 51)

Goal 5.4: New Full-time English Instructor (page 53).

Goal 5.5: Offer the PHIL Associate Degree for Transfer (page 55).

This Program Review is the product of a collaboration among Humanities Program faculty; the Office of Institutional Research, Effectiveness, Planning, and Grant Development; and many other faculty and staff who graciously assisted all along the way.

# Process

This process began in the fall of 2014 and continued in the spring and summer of 2015.

The review team was led by the Humanities Program Department Chairs—Marilyn Fry and Ken Leighton—both of the English Department. The team included Linda Carpenter (Humanities), Fred Curry (Philosophy), Scott Davis (English), Lois Wilkerson (Interim Dean of Instruction, Le-Jao Center), Linda Kuntzman (ESL Program Coordinator), Joshua Levenshus (Communication Studies), and Daniel Pittaway (Student Success Coordinator).

**Curriculum Review:** The curriculum review process began in the fall of 2014 and continued in the spring of 2015. All courses in the Humanities Program (CMST, ENGL, HUM, MCOM, and PHIL) were reviewed, updated, and approved by the Curriculum Committee.

**Satisfaction Surveys:** Working with Jorge Sanchez (Associate Dean of Institutional Research and Planning) and Aeron Zentner (Administrative Director of Institutional Effectiveness and Accreditation), Scott Davis shepherded the deployment of satisfaction surveys in the spring of 2015 to collect data from all students (including the incarcerated) and faculty in the Humanities Program. Summary tables and analysis of this data are presented in the appropriate sections in this report.

**Student Learning Outcomes:** Program performance over the past five regular semesters is presented for all disciplines within the Humanities Program. The analysis provided includes a summary of findings, outcome status (Met, Partially Met, Not Met), and proposed strategies to improve SLO achievement.

# Section 1: Program Planning

## Mission Statement

The **Humanities Program** provides courses and programs of study that create articulate, critical thinkers and problem solvers who can write, read, and speak effectively to be agents of change and stewards of social responsibility.

## Overview

The Humanities Program consists of five departments: Communication Studies (CMST), English (ENGL), Humanities (HUM), Mass Communications (MCOM), and Philosophy (PHIL). (Starting in the fall of 2015, CMST and MCOM will be a separate program with its own Department Chair.)

Courses in the Humanities Program ask students to:

- Explore how they communicate and how their ideas, thoughts, and experiences are expressed and interpreted;
- Think creatively and critically, reason, and ask questions;
- Consider ideas about the meaning of life and the reasons for their thoughts and actions; and,
- Reflect upon and analyze the creative process.

Courses taught in these departments utilize the following modes of delivery:

- Cable TV (PHIL);
- Classroom/traditional (CMST, ENGL, HUM, MCOM, and PHIL);
- Correspondence/independent study (ENGL);
- Hybrid (CMST);
- Online (ENGL, HUM, MCOM, and PHIL);
- Telecourse (HUM, MCOM, and PHIL).

All degrees conferred by Coastline require Humanities Program courses, at a minimum CMST (or MCOM for the Option 1 A.A.) and ENGL. Therefore, the Humanities Program touches the lives of all Coastline students pursuing A.A. degrees and/or CSU and UC transfer patterns.

Since our last Program Review in 2010:

- Three new full-time faculty members were hired;
- All of the curriculum has been reviewed and updated;
- Two new transfer majors have been developed (CMST and ENGL);
- The PHIL transfer major is in its final approval stages;
- SLOs throughout the Humanities Program were revised.

Progress on these and other goals established in 2010 is presented later in the report. Please see “Progress on Forward Strategy Initiative(s).”

## Our Students

The Department of Institutional Effectiveness, Research, and Planning emailed a survey link to all military and non-military students enrolled in Communications Studies, English, Humanities, Mass Communications, and Philosophy during Week 7 of Spring 2015. (Incarcerated students received paper surveys with their final exams in March; a summary of those results appears below. During Weeks 9 and 10, reminders were sent to students who had not already completed the survey.

### Student Profile

In total, 356 students responded to the student survey. From 302 to 309 respondents provided the demographic data summarized below:

**AGE:** 42% were between 18 and 30 years old. 40% were between 31 and 45. 14% were between 46 and 60.

**GENDER:** 64% of respondents were female.

**ETHNICITY:** See chart below for student ethnicity.

**PRIMARY LANGUAGE:** For 80% the primary language was English; Vietnamese was the primary language for 15%; and Spanish for 4%.

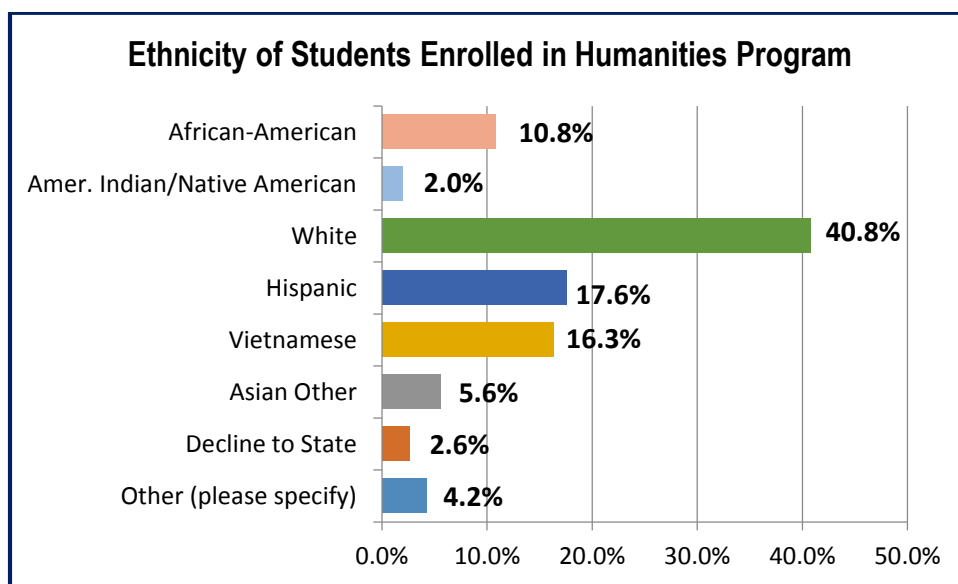
**MILITARY STATUS:** 25% of respondents were on active duty.

**EMPLOYMENT:** 48% worked full-time; 10% worked twenty-one to thirty hours per week; 11% worked twenty hours or fewer; 5% volunteered; 26% did not work outside the home.

**PRIOR EDUCATION:** 81% of respondents had a high school diploma or GED; 14% had an A.A.; 4% had a B.A.

**MODALITY:** 80% of respondents were taking Humanities Program courses online.

**ENROLLMENT:** 75% of respondents were enrolled only at Coastline; surprisingly, only 9% were enrolled concurrently at GWC, and only 6% concurrently at OCC. 6% of respondents were enrolled at a four-year university.



The typical respondent to the Humanities survey, then, was 18-45 years old, female, white, not in the military, and employed full-time. That student had a high school diploma and was enrolled only at Coastline and in an online class. As shown below, that student was also likely taking Humanities Program courses—the most-reported discipline being English—to satisfy an A.A. degree requirement.

### Student Interests

The table below shows the disciplines in which respondents were enrolled at the time of the survey. Note that the total exceeds 100%, for a student may have been enrolled in multiple disciplines within the Humanities Program.

Mass Communications	16.8%
English (Degree Applicable: English 100 or higher)	40.3%
English (Basic Skills: English 099 or lower)	16.5%
Humanities	24.1%
Philosophy	18.5%
Communications Studies	14.2%
Other disciplines outside Humanities	14.5%

Students expressed three primary reasons for their enrollment in these disciplines: 76% were enrolled to satisfy A.A. degree requirements; 40% were enrolled to satisfy transfer requirements; and 17% were enrolled to earn a certificate. (Again, students may have had multiple objectives for taking these courses, so the total exceeds 100%.)

These responses suggest that the Humanities Program should continue to schedule and prioritize transfer-level courses. Moreover, 32% of respondents indicated that they would be interested in majoring in English for an ADT. This was the highest “interest rate” of the fourteen majors presented as options on the survey. Business (24%) showed the second highest student interest for an ADT, and Psychology was third (21%).

### Student Feedback about Instruction

Students were overwhelmingly positive about their experiences in Humanities Program classes: 46.8% indicated that classes were better than expected, 48.2% as good as expected, and 5.0% worse than expected. When asked for examples of things they liked, students mentioned the program’s flexibility, convenience, and useful online discussions. Respondents also indicated that online courses are more focused and on-task than on-site courses and that online instructors are generally responsive, hard-working, and supportive.

Students also expressed desire for improved instruction. On-site students asked that instructors be on time, rarely absent, detail-oriented, prepared, use class time productively, and follow a clear grading scale. Online students asked that instructors improve response time, increase interactions, streamline course navigation, improve organization, offer less-expensive textbooks, improve turn-around time for essays, explain instructions more clearly, make courses more challenging, rely less on publishers!

materials, list correct due dates on the course calendar, and be more flexible about deadlines. (Whether student responses were directed toward Humanities Program courses or to Coastline courses overall was often unclear.)

Students requested some additions at the program level and college level such as courses in technical writing and grant writing, a replacement for the Seaport Learning Management System, technical support on weekends, and a B.A. degree.

### **Conclusions from Student Survey**

Our methodology for collecting student data in 2021 will likely be unchanged. However, future student survey questions will be narrowed and simplified so that students' responses are directed toward the Humanities Program rather than to Coastline at large.

The 2015 student feedback fleshed out a profile of a typical student enrolled in our Humanities Program courses. By Fall 2017, to meet student needs, our program will undergo or evaluate change in several areas. Progress in the following may be particularly important:

- Publicize and promote the English ADT;
- Migrate from Seaport to Canvas;
- Provide instructors ongoing mentoring and professional development (for discussion see "Professional Development" In Section 2, Human Capital Planning.);
- Evaluate viability of new composition courses in technical writing and grant writing.

## **Military Student Survey Summary**

### **Student Profile**

In total, 117 students responded to the student survey, which yielded the demographic data summarized below:

**AGE:** 43% were between 18 and 30. 52% were between 31 and 45 years old. 5% were between 46 and 60.

**GENDER:** 65% of respondents were male.

**ETHNICITY:** See chart below for military student ethnicity.

**PRIMARY LANGUAGE:** For 94% the primary language was English. Spanish was 4%, followed by Japanese, 1%.

**MILITARY STATUS:** 74% of respondents were on active duty.

**EMPLOYMENT:** 80% worked full-time; 11% did not work outside the home; 6% worked twenty hours or fewer; 3% worked twenty-one to thirty hours per week.

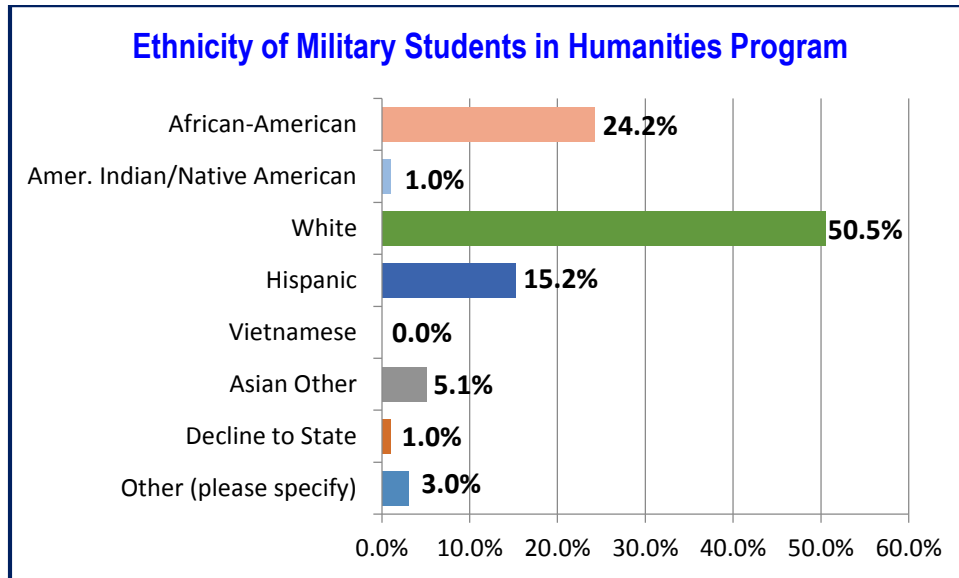
**PRIOR EDUCATION:** 81% of respondents had a high school diploma or GED; 17% had an A.A.; 1% had a B.A.; 1% had a Master's degree.

**MODALITY:** 98% of respondents were taking Humanities program courses online.

**ENROLLMENT:** 90% of respondents were enrolled only at Coastline; 8% were enrolled concurrently at a four-year university; 2% were enrolled at another community college.







The typical respondent to the survey was 31-45 years old, male, white, and active-duty military. That student had a high school diploma and was enrolled only at Coastline and in an online class. That student was also likely taking Humanities Program courses—the most-reported discipline being English—to satisfy an A.A. degree requirement.

### Student Interests

The table below shows the disciplines in which respondents were enrolled at the time of the survey. Note that the total exceeds 100%, for a student may have been enrolled in multiple disciplines within the Humanities Program.

MassCommunications	23.3%
English (Degree Applicable: English 100 or higher)	42.2%
English (Basic Skills: English 099 or lower)	6.0%
Humanities	24.1%
Philosophy	15.5%
CommunicationsStudies	2.6%
Other disciplines outside Humanities	19.0%

Students expressed three primary reasons for their enrollment in these disciplines: 87% were enrolled to satisfy A.A. degree requirements; 28.2% were enrolled to satisfy transfer requirements; 16% were enrolled to earn a certificate. (Students may have had multiple objectives for taking these courses, so the total exceeds 100%.)

These responses suggest that the Humanities Program continue to schedule and prioritize transfer-level courses.

## Student Feedback about Instruction in Military and Contract Education Courses

Students were overwhelmingly positive about their experiences in Humanities Program classes. Forty-four percent indicated that classes were better than expected, 51% as good as expected, and 5% worse than expected. When asked for examples of things they liked, students cited the program's online courses for their quality and the flexibility they offer. In addition, students praised a number of individual instructors as well as the Military Program in general.

Students also conveyed wishes for a faster response-time and more feedback from instructors, and there was comment regarding Seaport and the wish for a more intuitive learning management system.

## Conclusions from the Military Student Survey

By Fall 2017, our program will take steps to meet these students' needs:

- Provide instructors with professional development opportunities regarding regular and effective communication with students. For discussion see "Professional Development" in Section 2, Human Capital Planning;
- Migrate from Seaport to Canvas.

## Incarcerated Student Survey Summary

### Student Profile

In total, 540 students responded to the incarcerated student survey, which yielded the demographic data summarized below:

**AGE:** 49% were between 31 and 45. 27% were between 18 and 30 years old. 21% were between 46 and 60. 2% were 61 or older.

**GENDER:** 96% of respondents were male.

**ETHNICITY:** See chart below for incarcerated student ethnicity.

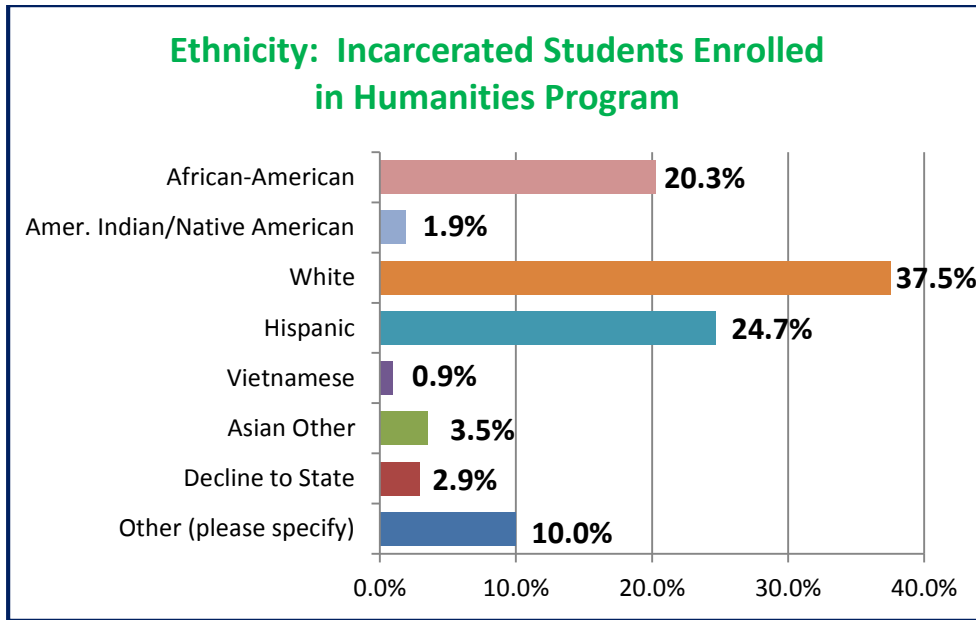
**PRIMARY LANGUAGE:** For 92% the primary language was English. Spanish was 6%, followed by "Other," 2%.

**PRIOR EDUCATION:** 2% had no high school diploma; 90% of respondents had a high school diploma or GED; 6% had an A.A.; 2% had a B.A. or higher.

**MODALITY:** Incarcerated students have two options for course delivery: telecourse and independent study. (This question was not included on the survey.)

The typical incarcerated respondent was 31-45 years old, male, and white. That student had a high school diploma. As noted below, that student was also likely taking Humanities Program courses to satisfy an A.A. degree requirement.

Incarcerated students expressed three primary reasons for enrolling in the Humanities disciplines: 75% were enrolled to satisfy A.A. degree requirements; 31% were enrolled to satisfy transfer requirements; 42% were enrolled to earn a certificate. (Students may have had multiple objectives for taking these courses, so the total exceeds 100%.) These responses suggest that the Humanities Program should continue to deliver transfer-level courses.



#### Incarcerated Student Feedback about Humanities Program courses

Students were overwhelmingly positive about their experiences in Humanities Program classes: 33% indicated classes were better than expected, 63% as good as expected, and 4% worse than expected. More than 95% were “Very Satisfied” or “Satisfied” with the quality of instruction

Although the incarcerated students are generally very satisfied with our courses and very appreciative to have the opportunity to pursue higher education, they did offer some suggestions about ways to improve the overall educational experience:

- Increase the speed and frequency of instructor feedback;
- Update the courses; some of the courses are outdated;
- Offer more courses, including additional Areas of Emphasis.

#### Conclusions from the Incarcerated Student Survey

By Fall 2017, our program will take steps to meet these students’ needs:

- Provide instructors with professional development opportunities and training regarding regular and effective communication with incarcerated students. A recent California study of higher education for the incarcerated provides further rationale. For specifics see “Professional Development” in Section 2, Human Capital Planning.
- Consider the feasibility of converting more of our existing courses into the Independent Study format.

**Note:** For comments on the validity of data in the Incarcerated Student Survey, please see *Humanities Program Review Student Survey Incarcerated Students 2015 — Limitations* in Appendix A of this Program Review.

**Note:** As ENGL is the only discipline with PSLO data, the PSLO section was moved to the ENGL “Internal Analysis” section later in this report (p. 17).

## Internal Analysis: Humanities Disciplines

Internal Analysis reports, below, give program performance over the past five regular semesters for each discipline in the Humanities Program. Each analysis includes a summary of findings, outcome status (Met, Partially Met, Not Met), and proposed strategies to improve SLO achievement. Analysis tables also provide demographic data.

## Internal Analysis: Communication Studies (CMST)

The tables on this page and the next page present three-year review data for the Communication Studies (CMST) discipline in the Humanities Program. The tables give details of enrollments, FTES, FTES/30, fill rates, student demographics, student success, retention, persistence, and awards.

Following the analysis tables, an overview summarizes a new initiative aimed at a CMST major and Associate Degree for Transfer (ADT).

### *3 Year Program Review Data for Subject: Communication Studies*

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>515</b>	<b>701</b>	<b>726</b>
FTES:	50	72	73
FTEF30:	0.6	2.6	3.0
WSCH/FTEF:	1,483	452	401
Fill Rates:	92.0%	83.0%	78.2%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	One Term	One Term	One Term
F-to-S Persistence:			
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	7	1	0

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	28.8%	57.2%	61.0%
Male:	70.0%	41.5%	37.5%
Unknown:	1.2%	1.3%	1.5%
<b>AGE at TERM</b>			
Less than 19	8.7%	25.8%	15.0%
20 to 24	19.3%	34.5%	36.6%
25 to 29	19.0%	13.0%	18.6%
30 to 34	17.8%	8.1%	11.3%
35 to 39	12.2%	4.1%	5.5%
40 to 49	15.7%	8.6%	6.3%
50 and Older	7.4%	5.8%	6.6%
<b>RACE/ETHNICITY</b>			
African American:	22.2%	2.7%	2.6%
Asian/Pac Islander:	11.0%	35.2%	42.3%
Hispanic:	14.4%	14.4%	13.5%
Multiple Race:	5.8%	13.0%	9.9%
White:	39.3%	26.5%	28.4%
Unknown:	3.9%	8.1%	3.2%

Program Review Data for  
Subject: Communication Studies

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>515</b>	<b>701</b>	<b>726</b>
- Success Rate	58.4%	77.0%	77.4%
- Retention Rate	90.9%	85.7%	86.6%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	<b>85</b>	<b>72</b>
- Success Rate	0.0%	81.2%	68.1%
- Retention Rate	0.0%	88.2%	75.0%
<b>Online Enrollment</b>	<b>93</b>	---	---
- Success Rate	72.0%	0.0%	0.0%
- Retention Rate	96.8%	0.0%	0.0%
<b>Telecourse Enrollment</b>	<b>422</b>	---	---
- Success Rate	55.5%	0.0%	0.0%
- Retention Rate	89.6%	0.0%	0.0%
<b>Traditional Enrollment</b>	---	<b>616</b>	<b>654</b>
- Success Rate	0.0%	76.5%	78.4%
- Retention Rate	0.0%	85.4%	87.9%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Overview: Communication Studies

An innovative scheduling strategy will offer students an opportunity to complete the CMST Associate Degree for Transfer (ADT) and graduate in two years. Section 5.1 gives details. This initiative will transform Coastline’s former Speech program into a college major and a vehicle for guaranteed transfer. Every CSU campus In Los Angeles, Orange, Riverside, and San Bernardino counties (except Dominguez Hills) offers a CSU Concentration on a pathway for transfer from the Communication Studies major at Coastline.

Current pathways, documented on <http://adegreewithaguarantee.com>, are as follows:

<b>CMST Transfer Pathways from Coastline to local CSU Campuses</b>		
<b>Transfer from Coastline (with CMST ADT) to CSU Campus</b>	<b>CCC Transfer Major</b>	<b>CSU Concentration</b>
<b>CSU Fullerton</b>	CMST	Communication Studies – General
<b>CSU Long Beach</b>	CMST CMST CMST	Communication, Culture, and Public Affairs General Interpersonal & Organizational Communication
<b>CSU Los Angeles</b>	CMST CMST CMST	Communication for Social Change and Rhetoric Organizational Communication & Public Relations Interpersonal Communication / Language & Social Interaction
<b>CSU Northridge</b>	CMST	General
<b>Cal Poly Pomona</b>	CMST	Organizational Communication
<b>CSU San Bernardino</b>	CMST CMST CMST	Human & Organizational Communication Media Studies Public Relations

Successful launch of the initiative is contingent on coordination in two areas:

1. Working with the Vice President of Instruction and Dean of Instruction, ensure that new courses within the CMST ADT run, even with low enrollment, to facilitate launch of the major.
2. Working with the Dean of Counseling, create awareness among the counselors about the CMST ADT and its courses, including when each course will be offered during a two-year cycle.



## Internal Analysis: English

The tables on this page and the next page present three-year review data for the English discipline in the Humanities Program. The tables give details of enrollments, FTES, FTES/30, fill rates, student demographics, student success, retention, persistence, and awards.

An additional table (page 16) presents enrollment, success, and retention data for four individual English courses.

### 3 Year Program Review Data for Subject: English

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>4,612</b>	<b>3,647</b>	<b>3,872</b>
FTES:	301	300	336
FTEF30:	11.9	11.9	13.3
WSCH/FTEF:	414	413	415
Fill Rates:	59.0%	73.4%	63.1%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	190	215	219
F-to-S Persistence:	21%	23%	26%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	0	2	2

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	59.2%	54.7%	51.6%
Male:	39.4%	43.8%	47.3%
Unknown:	1.4%	1.6%	1.1%
<b>AGE at TERM</b>			
Less than 19	10.1%	11.8%	11.7%
20 to 24	17.4%	19.0%	22.5%
25 to 29	12.3%	13.0%	13.5%
30 to 34	11.8%	9.2%	11.2%
35 to 39	9.2%	8.4%	9.0%
40 to 49	16.6%	17.6%	15.5%
50 and Older	22.6%	20.9%	16.7%
<b>RACE/ETHNICITY</b>			
African American:	6.8%	6.3%	8.8%
Asian/Pac Islander:	50.4%	45.8%	36.3%
Hispanic:	10.0%	10.0%	14.3%
Multiple Race:	6.9%	7.8%	6.8%
White:	24.0%	23.7%	29.0%
Unknown:	3.8%	6.5%	4.7%

Program Review Data for  
Subject: English

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>4,612</b>	<b>3,647</b>	<b>3,872</b>
- Success Rate	65.6%	68.6%	71.3%
- Retention Rate	90.0%	84.8%	83.7%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>67</b>	---	---
- Success Rate	58.2%	0.0%	0.0%
- Retention Rate	91.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>2,876</b>	<b>1,466</b>	<b>1,599</b>
- Success Rate	62.1%	66.0%	68.7%
- Retention Rate	89.4%	81.4%	79.3%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	<b>1,216</b>	<b>1,657</b>	<b>1,460</b>
- Success Rate	77.9%	71.4%	70.8%
- Retention Rate	91.8%	88.8%	85.3%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Student Achievement: Selected English Courses

Enrollment, Success and Retention Rates for Selected English Courses: 2010-11 through 2014-15																
Course ID	Modality	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015*		
		Enrolled	Success	Retention	Enrolled	Success	Retention	Enrolled	Success	Retention	Enrolled	Success	Retention	Enrolled	Success	Retention
ENGL 098	Traditional	95	78.9%	87.4%	73	90.4%	94.5%	131	64.9%	91.6%	170	69.4%	84.7%	105	75.2%	94.3%
ENGL 099	<b>Total</b>	<b>324</b>	<b>75.0%</b>	<b>94.8%</b>	<b>339</b>	<b>74.3%</b>	<b>92.3%</b>	<b>361</b>	<b>67.3%</b>	<b>88.1%</b>	<b>409</b>	<b>71.1%</b>	<b>89.2%</b>	<b>268</b>	<b>77.6%</b>	<b>93.3%</b>
	Online	180	80.0%	95.0%	189	74.6%	91.5%	187	67.4%	85.6%	187	72.2%	85.6%	158	74.7%	93.7%
	Traditional	144	68.8%	94.4%	150	74.0%	93.3%	174	67.2%	90.8%	222	70.3%	92.3%	110	81.8%	92.7%
ENGL 100	<b>Total</b>	<b>755</b>	<b>66.5%</b>	<b>87.3%</b>	<b>645</b>	<b>71.0%</b>	<b>86.0%</b>	<b>790</b>	<b>67.8%</b>	<b>83.5%</b>	<b>895</b>	<b>68.8%</b>	<b>78.0%</b>	<b>614</b>	<b>71.7%</b>	<b>79.2%</b>
	Hybrid	58	56.9%	89.7%	38	60.5%	94.7%	---	0.0%	0.0%	---	0.0%	0.0%	---	0.0%	0.0%
	Online	375	70.9%	88.3%	371	72.8%	83.6%	459	67.8%	80.6%	520	66.7%	74.0%	453	66.7%	73.1%
	Traditional	322	63.0%	85.7%	236	69.9%	88.6%	331	68.0%	87.6%	375	71.7%	83.5%	161	85.7%	96.3%
ENGL 102	<b>Total</b>	<b>432</b>	<b>71.8%</b>	<b>86.6%</b>	<b>431</b>	<b>70.5%</b>	<b>83.3%</b>	<b>334</b>	<b>65.3%</b>	<b>79.6%</b>	<b>408</b>	<b>67.6%</b>	<b>78.9%</b>	<b>255</b>	<b>71.4%</b>	<b>80.8%</b>
	Hybrid	44	65.9%	86.4%	29	55.2%	86.2%	---	0.0%	0.0%	---	0.0%	0.0%	---	0.0%	0.0%
	Online	353	71.7%	85.6%	375	72.0%	82.9%	306	65.4%	80.7%	328	68.3%	79.6%	241	70.5%	80.1%
	Traditional	35	80.0%	97.1%	27	66.7%	85.2%	28	64.3%	67.9%	80	65.0%	76.3%	14	85.7%	92.9%
<b>Totals</b>		<b>1,606</b>	<b>70.4%</b>	<b>88.6%</b>	<b>1,488</b>	<b>72.6%</b>	<b>87.1%</b>	<b>1,616</b>	<b>67.0%</b>	<b>84.4%</b>	<b>1,882</b>	<b>69.1%</b>	<b>81.2%</b>	<b>1,242</b>	<b>73.3%</b>	<b>83.8%</b>

\* Note: As of the date of this report, Spring 2015 final course grades have not been processed.

Source: CCCD Program Review – Student Access and Success Data Cube as of May 5, 2015.

## Data Summaries: Communications Studies & English

## Communications Studies

The following data trends can be discovered from the Comm Studies data tables beginning on page 12.

Enrollment jumped from 515 to 701 from 2011-12 to 2012-13 as FTES grew from 50 to 72. Fill rates went down from 92 to 83%, suggesting more sections were added during growth phase of this discipline. Conversely, AA degrees in Comm Studies diminished from 7 in 2011-2012 to 0 in 2013-2014, suggesting the need for greater publicity of and a renewed emphasis on the new CMST major, ADT, and transfer curriculum.

Over three years a large gender shift from male (70% in 11-12) to female (61% in 13-14) occurred. Students in the discipline are also getting younger: ages from 19 to 24 comprised 60% of enrollments in 2012-13 vs. only 28% in 2011-2012, suggesting a new target audience as well as new scheduling practices that prefer daytime classes and full-time students.

Retention has been high at 91% to 87%. The cable modality has the lowest success rates at around 50% vs. 78% for traditional delivery.

## English

The following data trends can be discovered from the tables starting on page 14.

While fill rates fluctuated from 59% to 73% to 63% during 2011-12 to 2013-14, retention remained strong at 90% to 79% across all modalities. Hybrid (discontinued after 2011-12) showed the strongest numbers, suggesting that modality be reconsidered as an option.

Four AAs total were awarded in 12-13 and 13-14, despite the expressed sentiment in the student surveys that many students would like to major in English. We might conclude that either those students do not stick with English at Coastline, or that they do not complete the A.A. degree with an English major.

Demographics (gender, age, and ethnicity) were mostly consistent over three years. Hispanic students make up only 10% to 14% of enrollment, so greater outreach by the college to Latinos would benefit the English discipline. The proportion of Asian / Pac Islanders dropped from 50% to 36% over three years. One explanation might be the contraction of the English C097 and C098 offerings in an effort to keep non-native speaking students, especially those at the Le-Jao Center, enrolled in the ESL track.

# Program Student Learning Outcomes (PSLOs)

## Program Student Learning Outcomes: English

In Spring 2012, faculty from the English Department agreed on two PSLOs with which to measure achievement in English C100: Freshman Composition. The PSLOs are as follows:

**PSLO 1:** Search for and find reliable, unbiased sources and to use these sources in research papers, using correct MLA and APA documentation.

**PSLO 2:** Write well-organized, well-developed expository essays in a variety of rhetorical modes, using Standard English, with a clear thesis statement and supporting topic sentences and supporting details.

Following Curriculum's approval of the English C100 PSLOs, data collection began in Fall 2012. PSLO achievement dipped slightly in Fall 2013, then increased significantly in Fall 2014. The Fall 2013-to-Fall 2014 improvement for PSLO1 was 23%, and the improvement for PSLO2 was 21%. Table A illustrates this generally favorable trend.

Table A. Fully Achieved PSLOs for ENGL C100: Three-year trend			
PSLO	Fall 2012	Fall 2013	Fall 2014
PSLO 1	54.28%	47.12%	70.47%
PSLO 2	54.57%	53.90%	75.98%

Table B. ENGL C100 PSLO Outcomes: Fall 2014 Breakdown			
PSLO	Fully Achieved	Partially Achieved	Failed to Achieve
PSLO 1	70.47%	20.87%	8.66%
PSLO 2	75.98%	21.26%	2.76%

### Overview: ENGL PSLOs

As shown in Table B, Fully Achieved rates in Fall 2014 were high. Failed to Achieve rates were low (8.66% for PSLO1 and 2.76% for PSLO2). Contributing to this improvement were department-wide emails, discipline meetings, and other face-to-face discussions about reliably distributing SLOs for every class, contacting underperforming students, and dropping inactive students. In discussing PSLOs, the department will continue to stress the definitions of the three PSLO outcomes:

- **Fully Achieved** means the percentage of students in a class who earned scores of 80% or higher on the distributed (weighted) class assignments determined by the instructor.
- **Partially Met** means the percentage of students who earned scores of 60% to 79.9% on those assignments.
- **Failed to Meet** means the percentage of students who earned scores below 60% on those assignments.

Students who did not attempt an assignment—earned no score or zero—are counted in the Failed to Meet category. We anticipate that our achievement rates will improve greatly when a promised future change in the SLO reporting algorithm is implemented. With this change, students who do not turn in assignments will *not* be included in the percent of “did not achieve” rates.

Overall PSLOs for the department are found by averaging the PSLOs of all C100 sections at the end a given semester.

Understanding the foregoing definitions is essential to understanding the PSLO process. PSLO statistics can be confusing because aggregated PSLOs are not simply a percentage. They’re a percentage of a percentage averaged across all sections of the level.

### **Overview: ENGL SLOs**

At the Spring 2015 discipline meeting, the English Department explored additional strategies to further enhance PSLO achievement in English C100 and other English levels. The SLO Coordinator, Dr. Gayle Berggren, had recommended the following three approaches:

1. Ensure that your assessments are valid. Essays and projects are preferable to multiple choice exams. Change the assignments if they’re not valid.
2. Distribute SLOs across multiple assignments. Try to assign weights of less than 50% per assignment.
3. View your “Section’s SLO Statistics” in the LMS and give more weight to assignments on which students historically performed well.

In addition to discussing these three recommendations, the English faculty suggested that the following strategies be implemented immediately at the instructional level:

- Use multiple assessments to measure SLOs.
- Redistribute SLOs.
- Once students populate the course, start sending emails, including textbook information.
- To keep students from disappearing, send encouraging emails right away if an assignment is not submitted. Offer to re-teach what the students may have missed.
- Track online students through the LMS roster. Check to see when students logged in.
- Offer explicit preparation for the next class’s specific SLOs. For example, suggest more reading comprehension in ENGL C099, or more specific preparation for essays in ENGL 098.
- Warn of upcoming drop dates; find out what the students’ intentions are. Tell students that, if they’re contemplating dropping, they should contact you first. There may be some way for you to help before they make that final decision. (Students may be reluctant or too embarrassed to approach us.)

### **Our Plan to Address PSLO Issues**

By Fall 2016, we will work toward a common PSLO assessment for English C100 at the departmental level. To build consensus, we will gather all English C100 instructors and ask them to demonstrate on the

overhead projector how they measure and distribute their PSLOs. This should be an illuminating discussion, as there are now significant variations from teacher to teacher. We will seek to settle on a common PSLO assessment—a single assignment—shared across all sections of English C100. This should produce a more accurate picture of achievement. The same faculty group will reconvene later to evaluate the results and refine the assessment strategy.

These course- and department-level strategies should yield sustained, incremental increases to the already strong Fall 2014 PSLOs.

### **Outlook for Transition to the Canvas LMS**

With the transfer to the Canvas LMS, there will be an opportunity to grade each student's paper directly on a grading rubric. The department will need to explore how this can be utilized to possibly improve student outcomes. If rubrics are used, the department would need to consider whether one rubric could be used across like courses (norming across evaluators would be needed), and training in scaling would be needed to ensure validity and reliability of the evaluators.

## Internal Analysis: Humanities

The tables on this page and the next page present three-year review data for the Humanities discipline in the Humanities Program. (In this context “Humanities” designates a course with a HUM course number, such as HUM C110 and HUM C135.) The tables give details of enrollments, FTES, FTES/30, fill rates, student demographics, student success, retention, persistence, and awards.

### 3 Year Program Review Data for Subject: *Humanities*

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>1,025</b>	<b>764</b>	<b>771</b>
FTES:	101	73	72
FTEF30:	2.0	1.3	1.2
WSCH/FTEF:	853	959	987
Fill Rates:	90.1%	90.4%	76.5%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	5	6	10
F-to-S Persistence:	2%	2%	5%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	1
Associate Degrees:	30	64	55

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	50.3%	45.5%	38.1%
Male:	48.2%	53.0%	60.7%
Unknown:	1.5%	1.4%	1.2%
<b>AGE at TERM</b>			
Less than 19	22.6%	14.3%	7.7%
20 to 24	21.1%	21.2%	21.8%
25 to 29	15.6%	16.4%	16.2%
30 to 34	10.9%	13.9%	14.1%
35 to 39	8.5%	9.8%	11.7%
40 to 49	13.3%	15.4%	15.8%
50 and Older	8.0%	9.0%	12.7%
<b>RACE/ETHNICITY</b>			
African American:	11.1%	11.0%	14.4%
Asian/Pac Islander:	10.1%	11.9%	13.6%
Hispanic:	18.6%	18.6%	21.0%
Multiple Race:	13.7%	10.9%	5.4%
White:	42.9%	39.1%	39.8%
Unknown:	6.5%	8.5%	5.7%



Program Review Data for  
Subject: Humanities

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>1,025</b>	<b>764</b>	<b>771</b>
- Success Rate	66.8%	61.8%	57.6%
- Retention Rate	92.1%	83.8%	79.6%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	<b>56</b>	---	---
- Success Rate	71.4%	0.0%	0.0%
- Retention Rate	87.5%	0.0%	0.0%
<b>Online Enrollment</b>	<b>552</b>	<b>445</b>	<b>395</b>
- Success Rate	68.7%	63.6%	60.3%
- Retention Rate	94.0%	82.0%	79.0%
<b>Telecourse Enrollment</b>	<b>256</b>	<b>263</b>	<b>376</b>
- Success Rate	53.1%	54.8%	→ 54.8% *
- Retention Rate	87.1%	83.3%	80.3%
<b>Traditional Enrollment</b>	<b>161</b>	<b>56</b>	---
- Success Rate	80.7%	80.4%	0.0%
- Retention Rate	95.0%	100.0%	0.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

→ \* For comment on this statistic, see **Overview: Humanities** on next page.

## Data Summary: Humanities Discipline

The commentary here refers to Humanities data beginning on page 21.

From 2012 to 2014, enrollment (1,025 to 771) and FTES (101 to 72) declined, while fill rates dropped from 90% to 77%. Telecourse success rates (53% to 54%) were noticeably lower than those of other modalities (71 to 95%).

Courses went from gender-balanced to predominantly male (61%), revealing a precipitous decline in female enrollments. In contrast to the English discipline, for example, the proportion of Hispanic enrollments was high (18% to 21% over three years), while Asian / Pacific Islander numbers were low (10% to 13%).

*Below a Humanities instructor provides anecdotal feedback about these trends.*

Regarding the Humanities telecourse success rate (54.8%) on the page above, the instructor of the course HUM C110 (telecourse) strongly suspects that the delayed mail severely affects the student success rate. In Spring 2015 she received a plethora of late assignments and ended up changing 15 grades after the semester was over. These 15, however, did not count into her success rate. She suspects that, if late grades were counted in the final tally, the success rate would rise by 15-20%.

The instructor also wishes she had the email addresses of education directors at the prisons where our incarcerated students reside. She has letters from prisoners who tell her they didn't even know they were enrolled in the class until the last few weeks of the semester, so if she had a list of emails for people at the institutions who were responsible for the students, she could email them reminders directly.

In an effort to raise her SLO achievement rates, she is adding another writing assignment based exclusively on the first DVD students are required to watch. This particular writing assignment will address one of her SLOs more directly, so she anticipates higher SLO achievement rates by the end of Fall 2015.

## Internal Analysis: Mass Communications

The tables on this page and the next page present three-year review data for the Mass Communications discipline in the Humanities Program. The tables give details of enrollments, FTES, FTES/30, fill rates, student demographics, student success, retention, persistence, and awards.

### 3 Year Program Review Data for Subject: Mass Communications

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>220</b>	<b>857</b>	<b>1,123</b>
FTES:	22	82	100
FTEF30:	0.4	0.9	1.0
WSCH/FTEF:	1,045	1,498	1,634
Fill Rates:	92.9%	94.5%	90.6%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	One Term	One Term	One Term
F-to-S Persistence:			
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	7	1	0

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	30.6%	26.3%	16.7%
Male:	68.5%	72.7%	82.9%
Unknown:	.9%	1.1%	.4%
<b>AGE at TERM</b>			
Less than 19	6.4%	6.1%	3.3%
20 to 24	16.0%	23.2%	12.8%
25 to 29	18.7%	18.1%	16.0%
30 to 34	20.5%	17.4%	18.0%
35 to 39	12.3%	12.0%	15.3%
40 to 49	15.5%	15.3%	23.5%
50 and Older	10.5%	7.9%	11.0%
<b>RACE/ETHNICITY</b>			
African American:	17.8%	20.5%	24.3%
Asian/Pac Islander:	9.6%	11.6%	12.1%
Hispanic:	20.1%	20.1%	23.7%
Multiple Race:	5.5%	6.4%	1.9%
White:	43.8%	32.3%	32.4%
Unknown:	6.4%	9.1%	5.7%

Program Review Data for  
Subject: Mass Communications

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>220</b>	<b>857</b>	<b>1,123</b>
- Success Rate	59.0%	59.2%	64.6%
- Retention Rate	84.1%	81.9%	87.9%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>95</b>	<b>306</b>	<b>211</b>
- Success Rate	64.2%	66.7%	78.7%
- Retention Rate	78.9%	82.4%	86.7%
<b>Telecourse Enrollment</b>	<b>125</b>	<b>551</b>	<b>912</b>
- Success Rate	55.2%	55.0%	61.3%
- Retention Rate	88.0%	81.7%	88.2%
<b>Traditional Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Data Summary: Mass Communications

The following trends refer to Mass Communications data found on page 24.

Enrollment boomed during 2011 – 2014 period from 220 to 1,123 headcount and 22 to 100 FTES. Fill rates were high (93 to 91%). Telecourse success rates (59 to 65%) were noticeable lower than were online success rates (64 to 78%).

Relative to the other disciplines within the Humanities Program, Mass Communications courses were more popular among males (men populated from 69% to 83% of courses), African Americans (18% to 24% of enrollments), and Hispanics (20% to 24%).

Interestingly, the number of degrees dropped from 7 to 0 over the three year period, indicating a Mass Comm major, pathway, or ADT might help renew student interest.

### *Snapshot of the present and future of MCOM:*

Mass Communications (MCOM) is a small discipline. Currently just one course is offered, MCOM C100: Introduction to Mass Communications. It is offered in three modes of delivery: online, telecourse, and on-site for the Early College High School program.

Starting in Fall 2015, MCOM will be separated from the Humanities Program and will be under the leadership of Department Chair Joshua Levenshus, whose initial focus will be launching the CMST ADT. Once that is underway, he'll be able to focus on MCOM and explore the feasibility of adding more courses.

## Internal Analysis: Philosophy

The tables on this page and the next page present three-year review data for the Philosophy discipline in the Humanities Program. The tables give details of enrollments, FTES, FTES/30, fill rates, student demographics, student success, retention, persistence, and awards.

3 Year Program Review Data for  
Subject: Philosophy

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>2,043</b>	<b>2,072</b>	<b>2,387</b>
FTES:	205	199	226
FTEF30:	2.9	3.2	4.0
WSCH/FTEF:	1,157	1,004	937
Fill Rates:	86.1%	88.9%	81.5%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	41	37	41
F-to-S Persistence:	8%	6%	9%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	38.0%	43.5%	36.7%
Male:	61.2%	55.6%	62.1%
Unknown:	.8%	.9%	1.1%
<b>AGE at TERM</b>			
Less than 19	9.8%	13.3%	10.9%
20 to 24	24.8%	26.4%	26.1%
25 to 29	17.5%	16.5%	17.1%
30 to 34	14.2%	12.5%	13.3%
35 to 39	11.7%	9.2%	10.4%
40 to 49	15.7%	14.4%	13.5%
50 and Older	6.2%	7.7%	8.7%
<b>RACE/ETHNICITY</b>			
African American:	15.2%	13.8%	16.6%
Asian/Pac Islander:	17.7%	18.6%	20.1%
Hispanic:	14.9%	14.9%	19.0%
Multiple Race:	8.3%	8.6%	5.7%
White:	37.3%	34.2%	33.7%
Unknown:	4.9%	9.8%	4.8%

Program Review Data for  
Subject: Philosophy

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>2,043</b>	<b>2,072</b>	<b>2,387</b>
- Success Rate	67.3%	66.7%	64.1%
- Retention Rate	86.4%	82.7%	83.7%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	<b>638</b>	<b>233</b>	<b>277</b>
- Success Rate	62.2%	65.7%	61.7%
- Retention Rate	89.2%	84.1%	82.3%
<b>Correspondence Enrollment</b>	<b>---</b>	<b>---</b>	<b>---</b>
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	<b>34</b>	<b>21</b>	<b>---</b>
- Success Rate	91.2%	85.7%	0.0%
- Retention Rate	97.1%	85.7%	0.0%
<b>Online Enrollment</b>	<b>914</b>	<b>1,262</b>	<b>1,287</b>
- Success Rate	72.9%	68.2%	65.0%
- Retention Rate	84.9%	83.4%	83.9%
<b>Telecourse Enrollment</b>	<b>457</b>	<b>529</b>	<b>782</b>
- Success Rate	61.7%	62.0%	62.5%
- Retention Rate	84.9%	79.8%	83.6%
<b>Traditional Enrollment</b>	<b>---</b>	<b>27</b>	<b>41</b>
- Success Rate	0.0%	77.8%	78.0%
- Retention Rate	0.0%	92.6%	90.2%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Data Analysis: Philosophy

Philosophy data appears on page 27.

The success and retention rates for philosophy courses at Coastline seem to be as high as or higher than the College average in all applicable categories for most years. The discipline is highly stable. Fill rates, enrollment, and FTES have been virtually unchanged over three years. Ethnicity and age demographics are similarly unchanged over time. Classes remain predominantly male (56% to 61% of enrollments).

A wide variation in success rates exists, with a large gap between lows (62% cable and telecourse) and highs (hybrid 91%). These cable and telecourse rates surpassed the overall CCC rates for those modalities (50% to 58%). The hybrid modality was discontinued after 2012-13.

The philosophy major / ADT is currently in progress, though it is not yet approved.

*Dr. Fred Curry, full-time philosophy instructor, has presented an action plan to improve success and retention rates:*

### **Course Eligibility:**

One possibility is requiring eligibility for English 100 as a prerequisite for philosophy courses. Philosophy often hinges on very subtle distinctions between terms as well as very precise construction and careful reading of sentences. This can make philosophy more difficult than many other courses for students who are struggling with English.

### **Encouraging Questions:**

Another issue is the willingness of students to ask substantive questions in online courses. In my own online courses, I have found that, in spite of my repeatedly reminding students that I am available to assist them with philosophical material, the majority of the questions that I receive do not have to anything to do with philosophical course content but instead have to do with course procedures, requests to turn in items late, technical questions, and so forth. This is not true of my real-time face-to-face courses, in which I am much more often asked philosophical questions about course content.

I am unsure of what the solution to this problem may be. It could simply be that students who take online courses simply prefer to work more independently, and so the issue may only be resolvable to a modest degree. However, one possible way of increasing the number of philosophy questions asked would be to remind students to ask questions if they need help at the end of every module. Additional questions may be asked if it were possible to set up an anonymous questions forum. Seaport does not have an anonymous posting feature, but Canvas does.

### **For Telecourses with Incarcerated Students:**

These courses have real logistical problems. I have yet to teach my first such course, so I will be more familiar with the process after the summer. I plan to send occasional newsletters to these students to increase the level of student-teacher interaction.



In addition, I have looked at the final for PHIL C120, and the test seems grueling and contains some questions of dubious quality. This test might be best split into two parts with some of the questions revised; these revisions will most likely improve student performance and success.

**Information That Would Help:**

One source of information that might really help regarding retention rates would be if, when students drop from a class, they are automatically sent an anonymous survey asking them questions about why. For example,

- Was the class too difficult?
- Did it have too much work?
- Were you having financial problems?
- Did you expect online courses to be less time consuming than they are?
- Were you confused by the LMS?
- Did you sign up for too many courses?
- Did you have a family emergency?

Such a survey could yield very useful information.

## Curriculum Review

The most significant development was the launch of the CMST and ENGL majors and the approval of the CMST and ENGL ADT. These defined transfer pathways simplify things immensely for students, and we are very proud of these accomplishments.

In addition, there was quite a bit of work on HUM PROG curriculum in the last five years. All *Course Outlines of Record* were reviewed and updated as part of the Program Review process. Six new courses (three CMST, two ENGL, and one PHIL) were created and subsequently approved by the Curriculum Committee.

A number of courses were suspended so that they can be re-imagined, refocused, and redesigned to better meet the needs of students.

Other actions approved by the Curriculum Committee included changes in course titles, numbers, and repeatability; course revisions and retirements; changes in units and hours; and SLO revisions. The table on the next three pages, “Five-year Activity in the Humanities Program Curriculum,” lists a total of 132 actions in the Humanities Program undertaken by the Committee since 2010.

*[Text continued on page 34.]*

### Five-year Activity in the Humanities Program Curriculum (part 1 of 3)

CC Mtn	Subject	Title	Action
4/13/2012	Arts and Humanities	Area of Emphasis	Revise
11/21/2014	CMST C100	Interpersonal Communication	Revise
10/3/2014	CMST C110	Public Speaking	Revise
11/15/2013	CMST C140	Small Group Communication	New course
11/15/2013	CMST C150	Intercultural Communication	New course
10/17/2014	CMST C150	Intercultural Communication	A1 attribute for Option 1
4/11/2014	Communication Studies	Associate Degree for Transfer	New program
9/16/2011	Department Change	Communications to Mass Communications	Department Change
2/24/2012	Department Change	Speech to Communication Studies	Department Change
11/21/2014	ENGL C001	Avoiding Sentence Errors	Suspend
11/21/2014	ENGL C002	Avoid Punctuation Errors	Suspend
11/21/2014	ENGL C003	Making Subjects and Verbs Agree	Suspend
11/21/2014	ENGL C004	Choosing Words Correctly	Suspend
11/21/2014	ENGL C005	Parts Of Speech: A Review	Suspend
11/21/2014	ENGL C006	Pronouns: A Review	Suspend
11/21/2014	ENGL C007	Plurals and Possessives: What's the Difference?	Suspend
11/21/2014	ENGL C008	Verb Forms: A Review	Suspend
11/21/2014	ENGL C009	Understanding Writing Process	Suspend
11/21/2014	ENGL C010	Writing on the Job in the 21st Century	Suspend
10/17/2014	ENGL C020	Basic Grammar	Units
9/17/2010	ENGL C021	College Spelling 1	Revise
10/17/2014	ENGL C021	College Spelling 1	Units
10/3/2014	ENGL C023	College Spelling 2	Suspend
9/17/2010	ENGL C024	College Vocabulary 1	Revise
10/17/2014	ENGL C024	College Vocabulary 1	Units
3/15/2013	ENGL C025	College Vocabulary 2	Revise
10/3/2014	ENGL C025	College Vocabulary 2	Suspend
3/15/2013	ENGL C026	College Vocabulary 3	Revise
10/3/2014	ENGL C026	College Vocabulary 3	Suspend
3/15/2013	ENGL C027	College Vocabulary 4	Revise
10/3/2014	ENGL C027	College Vocabulary 4	Suspend
10/3/2014	ENGL C037	Study Skills	Suspend
10/3/2014	ENGL C040	Reading Skills 1	Suspend
10/3/2014	ENGL C041	Writing Skills 1	Suspend
12/10/2010	ENGL C042AB	Memory Techniques	Retire
10/3/2014	ENGL C050	Reading Skills 2	Suspend
10/3/2014	ENGL C051	Writing Skills 2	Suspend
10/3/2014	ENGL C060	Reading Skills 3	Suspend
10/3/2014	ENGL C061	Writing Skills 3	Suspend
10/3/2014	ENGL C070	Reading Skills 4	Suspend
10/3/2014	ENGL C071	Writing Skills 4	Suspend
10/3/2014	ENGL C080	English Assessment For Student Success	Suspend
2/25/2011	ENGL C091	Basic Reading 1	Units, hours change
2/25/2011	ENGL C092	Basic Reading 2	Units, hours change
12/10/2010	ENGL C093	Beg Basic English Writing	Retire
2/25/2011	ENGL C094	Basic Reading 3	Units, hours change
2/25/2011	ENGL C095	Basic Reading 4	Units, hours change
9/17/2010	ENGL C096	Basic Reading 5	New course
9/17/2010	ENGL C096	Basic Reading 5	New
2/25/2011	ENGL C096	Basic Reading 5	Units, hours change
9/12/2014	ENGL C097	Basic Grammar and Writing	Revise

### Five-year Activity in the Humanities Program Curriculum (part 2 of 3)

2/25/2011	ENGL C098	Developmental Writing	Course title change
9/12/2014	ENGL C098	Developmental Writing	Revise
3/15/2013	ENGL C098	Developmental Writing	SLOs revision
12/10/2010	ENGL C098AB	Basic English Writing	Retire
3/15/2013	ENGL C099	Fundamentals for Composition	SLOs revision
2/25/2011	ENGL C099	Fundamentals of Composition	Prerequisite change
10/3/2014	ENGL C099	Fundamentals of Composition	Revise
4/17/2015	ENGL C099	Fundamentals of Composition	Revise
9/14/2012	ENGL C100	Freshman Composition	Revision
9/14/2012	ENGL C100	Freshman Composition	SLOs revision
3/15/2013	ENGL C100	Freshman Composition	SLOs revision
11/21/2014	ENGL C100	Freshman Composition	Revise
4/11/2014	ENGL C102	Critical Reasoning, Reading, and Writing	Revise
11/21/2014	ENGL C102	Critical Reasoning, Reading, and Writing	Revise
11/21/2014	ENGL C103	Business English	Revise
9/14/2012	ENGL C108	Information Competency and Library	Retire
10/22/2010	ENGL C108	Information Competency and Library Research	Course title change
11/18/2011	ENGL C109	Essay Writing	New
12/9/2011	ENGL C111	Composition and Literature	New
4/11/2014	ENGL C111	Composition and Literature	Revise
10/17/2014	ENGL C111	Composition and Literature	Prerequisite
12/5/2014	ENGL C131	Directed Autobiography	New course
3/15/2013	ENGL C133	Beginning Fiction Writing	Repeatability removed
10/3/2014	ENGL C133	Fiction Writing	Revise
11/21/2014	ENGL C135	Business Writing	Revise
4/11/2014	ENGL C136	Business Communication	Revise
10/17/2014	ENGL C136	Business Communication	Revise
4/12/2013	ENGL C140	Appreciation of Literature	Revise
4/12/2013	ENGL C140	Appreciation of Literature	SLOs revision
4/11/2014	ENGL C140	Appreciation of Literature	Revise
10/3/2014	ENGL C140	Appreciation of Literature	Revise
4/12/2013	ENGL C143	Children's Literature	Revise
4/11/2014	ENGL C143	Children's Literature	Revise
9/12/2014	ENGL C143	Children's Literature	Revise
10/17/2014	ENGL C143	Children's Literature	Revise
10/17/2014	ENGL C144	The International Short Story	Revise
10/17/2014	ENGL C145	American Literature: The Short Story	Revise
10/17/2014	ENGL C146	Introduction to 20th Century Military Fiction	Revise
11/15/2013	ENGL C147	History of Science Fiction	New course
11/21/2014	ENGL C147	History of Science Fiction	Remove Requisite
10/22/2010	ENGL C150	American Literature through the Civil War	Course title change
4/12/2013	ENGL C150	American Literature through the Civil War	Revise
4/11/2014	ENGL C150	American Literature through the Civil War	Revise
10/17/2014	ENGL C150	American Literature through the Civil War	Revise
4/12/2013	ENGL C155	American Literature 1865 to Present	Revise
4/11/2014	ENGL C155	American Literature 1865 to Present	Revise
10/17/2014	ENGL C155	American Literature 1865 to Present	Revise
10/22/2010	ENGL C155	American Literature 1865 to Present	Course title change
4/12/2013	ENGL C163	Introduction to History and Literature of Theater	New course
4/12/2013	ENGL C163	Introduction to History and Literature of Theater	SLOs revision
4/11/2014	ENGL C163	Introduction to History and Literature of Theater	Revise
12/10/2010	ENGL C177	Children's Literature	Retire
10/22/2010	ENGL C181	Introduction to History & Literature of Theater	Course number change
4/12/2013	ENGL C181	Shakespeare	Revise

### Five-year Activity in the Humanities Program Curriculum (part 3 of 3)

4/12/2013	ENGL C181	Shakespeare	SLOs revision
4/11/2014	ENGL C181	Shakespeare	Revise
10/17/2014	ENGL C181	Shakespeare	Revise
10/22/2010	ENGL C270	British Literature to 1800	Course number, title change
4/12/2013	ENGL C270	British Literature to 1800	Revise
4/11/2014	ENGL C270	British Literature to 1800	Revise
10/17/2014	ENGL C270	British Literature to 1800	Revise
10/22/2010	ENGL C275	British Literature after 1800	Course number, title change
4/12/2013	ENGL C275	British Literature Since 1800	Revise
4/11/2014	ENGL C275	British Literature Since 1800	Revise
10/17/2014	ENGL C275	British Literature Since 1800	Revise
10/3/2014	ENGL C296	Gothic Victorian Literature	Revise
10/3/2014	ENGL C297	Contemporary Gothic Literature	Revise
2/24/2012	ENGL C400	Literature for Older Adults	Suspend
2/24/2012	ENGL C401	Life History	Suspend
4/8/2011	English Major	A.A. Degree	Revise
11/21/2014	HUM C100	Introduction to the Humanities (see comment)	Revise
11/21/2014	HUM C110	Humanities Through the Arts	Revise
10/22/2010	HUM C135	Hist. & Appr. of the Cinema	Course number change
12/5/2014	HUM C135	History and Appreciation of the Cinema	Revise
10/17/2014	PHIL C100	Introduction To Philosophy	Revise
12/5/2014	PHIL C102	History of Ancient Philosophy	New course
12/5/2014	PHIL C113	Environmental Ethics: Philosophical Approaches to Sustainability	Title, advisory change
12/5/2014	PHIL C115	Logic and Critical Thinking	Revise
12/5/2014	PHIL C120	Introduction to Ethics	Revise
12/5/2014	PHIL C140	Business and Organizational Ethics	Title, advisory change
10/22/2010	THEA C101	Introduction to History & Literature of Theater	Course number, title change

## Fill Rates for Humanities Disciplines

Fill rates for individual disciplines in the Humanities Program are given earlier in this report; please see the Internal Analysis sections. Fill rates are influenced by several factors:

### 1. Most important, which courses do all students need to earn a degree or to transfer?

**Option 1:** Any Communication Studies course (100, 101, 110, 140, 150, or 220), or  
Mass Communications 100  
English 100 or 135  
Philosophy 115

**Option 2:** Communication Studies 100, 101, 110, or 140  
English 100 AND either English 102 or Philosophy 115

**Option 3:** Communication Studies 101 or 110  
English 100 AND 102

### 2. Which courses do students need as a prerequisite to get into a course they have to take?

English 098 and then English 099 to qualify for the English 100 requirement for  
Option 1, 2, and 3 A.A. degrees

English 099 or English 103 to qualify for English 135 for Option 1 A.A. degree (the only degree  
available for incarcerated students)

### 3. Which courses do students need to choose from to earn a degree or transfer?

**Option 2:** Most English literature courses  
Any of our three Humanities courses  
Philosophy 100, 113, or 120, or  
Communication Studies 150

**Option 3:** English 140, 144, 145, 150, 155, 163, 181, 270, 275, 296, or 297, or  
Humanities 100, 113 120

### 4. What teaching modalities do students need or prefer to meet degree requirements?

**Telecourses or Independent Study Courses:** Needed for incarcerated students (25% of Coastline  
students).

**Online courses:** These are the most popular and are always the first to fill with waitlists.

**On-site courses**

### 5. For on-site courses, which sites are preferred by Coastline students?

Le-Jao Center

Garden Grove Center

Newport Beach Center

### 6. What times are preferred by Coastline students?

**3-hour night classes:** Monday, Tuesday, Wednesday, or Thursday

**3-hour morning classes:** Monday, Tuesday, Wednesday, Thursday, or Friday

**2-times-a-week classes:** Monday/Wednesday or Tuesday/Thursday

**3-hour or 2-times-a-week afternoon classes**

### 7. Which teachers seem to be the most popular?

### 8. Are classes scheduled for optimum times, locations, and modalities?

## External Compliance

The Humanities Program conducts its planning, initiatives, and instruction in a manner to ensure compliance with established goals and objectives at college, district, and accreditation levels.

The Humanities Program ensures academic quality through regular, rigorous faculty review, adherence to curricular standards, and regular department meetings (typically held on the same day as All-College) to discuss SLO achievement and avenues for improving teaching and learning. SLO achievement data is used in these discussions to inform decisions and changes made. In this way, the Program’s processes support student learning and student achievement.

Planning for the Humanities Program is guided by Coastline’s General Education Degree-Level Student Learning Outcomes. This diagram shows how individual disciplines in the Humanities Program intersect with college-wide learning outcomes:

Where Humanities Disciplines Intersect with Coastline General Education Degree-Level SLOs	Humanities Disciplines				
	CMST	English	Humanities	Mass Comm	Philosophy
<p style="text-align: center;">↓ General Education Degree-Level SLOs ↓</p>					
1. Demonstrate understanding and appreciation for the visual and performing arts.			<input checked="" type="checkbox"/>		
2. Demonstrate ethical civic, environmental, and social responsibility.					<input checked="" type="checkbox"/>
3. Demonstrate ability to apply critical thinking and analysis.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
4. Demonstrate innovative thinking, adaptability, and creative problem-solving skills.					
5. Demonstrate understanding and respect for cultural and global diversity.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
6. Demonstrate information competency.		<input checked="" type="checkbox"/>			
7. Use effective communication and interpersonal skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
8. Demonstrate scientific and quantitative reasoning.					
Source: <i>Mapping Institutional Student Learning Outcomes (ISLOs) to a Program</i>					

## Progress on Forward Strategy Initiative(s)

### Progress on Prior Goals from 2010:

**Goal #1:** Develop and implement a plan for assessing program-level students learning outcomes for the A.A. English major. (Fall 2010)



**Completed:** PSLOs are measured in courses that are part of

the ENGL major/ADT.

**Goal #2:** Hire a full-time Student Success Coordinator. (Fall 2010)



**Completed:** Danny Pittaway, Student Success Coordinator, was hired in 2011.

**Goal #3:** Hire a full-time English instructor. (Fall 2011)



**Completed:** Scott Davis was hired in 2012.

**Goal #4:** Hire a full-time Communications Studies/Mass Communications instructor. (Fall 2012)



**Completed:** Joshua Levenshus was hired in 2012.

**Goal #5:** Develop and implement an online tutoring service for English Composition students.



**Completed**

The Student Success Centers provide synchronous and asynchronous tutoring for students in English Composition courses. Asynchronous tutoring via email has been available since Spring 2012, and synchronous online tutoring has been available since Fall 2014.

**Asynchronous:** Students may submit a draft of a paper electronically to the Student Success Center. A team of tutors monitors this account and routes requests to available tutors who typically respond within 24-48 hours. Tutors provide written feedback on organization, style, and coherence/comprehensibility.

**Synchronous:** Real-time tutoring is available via Skype and CCCConfer and is arranged by appointment. Tutors engage students in the writing process and help students improve self-efficacy through dialog that reinforces good writing habits and idea development. Through email exchange, tutors also invite online students to meet on campus in a Success Center if possible.



**Goal #6:** Expand Independent Study offerings for students who have no access to the Internet. (Fall 2014)



**Completed:** The following Humanities Program courses are now available for students without access to the Internet:

- ENGL C020—Basic Grammar
- ENGL C021—College Spelling 1
- ENGL C024—College Vocabulary 1
- ENGL C103—Business English
- ENGL C135—Business Writing
- HUM C110—Humanities through the Arts
- MCOM C100—Introduction to Mass Communications
- PHIL C100—Introduction to Philosophy
- PHIL C120—Ethics

**Goal #7:** Expand literature offerings by 5 courses. (Fall 2014)

**In-Progress:** ENGL C175, The History of Science Fiction (new course), was developed in 2014 and offered in the spring of 2015.

**Goal #8:** Expand writing courses to include Poetry and Screenwriting. (Fall 2014)

**In-Progress:** ENGL C131, Directed Autobiography (new course), will be offered in the summer of 2016. Poetry and Screenwriting have been abandoned.

**Goal #9:** Establish a reading test as part of the English Placement Test and expand the reading program. (Fall 2012)



**Completed**

The reading module was added permanently to the English Placement Test in July of 2012.

In 2012, ENGL C091-C096 were revised as traditional classroom (not lab) courses with an updated textbook series, Pearson's *Real Reading 1-4*. The classes provide a valuable focus on critical thinking and reading skills to enhance students' opportunities for success in college-level coursework.

In Fall 2014, the reading discipline was created and READ C100 (College Reading) was launched. This three-unit class focuses on reading across the disciplines to prepare students to read college-level material in any field of study. READ C100 is offered on-site and online.

*(Culled from the Student Success Center Program Review, 2013)*

**Goal #10:** Encourage faculty to use the Progress Notes feature in Seaport for continuous course improvement. (Ongoing)

**In-Progress:** Faculty may use this feature in Seaport or any other means to record their thoughts about course improvement.

**Goal #11:** Create an English Department Web site. (Spring 2011)



**Completed:** <http://www.coastline.edu/academics/english-department/>

**Goal #12:** Create a Philosophy Department Web site. (Spring 2011)



**Completed:** <http://www.coastline.edu/academics/philosophy/>

**Goal #13:** Create a Speech Department Web site. (Spring 2011)



**Completed:** <http://www.coastline.edu/academics/communication-studies/>

## Forward Strategy

The disciplines that comprise the Humanities Program foster student learning and student achievement through the provision of pathways and programs leading to the attainment of college readiness, certificates, degrees, and successful transfer to four-year institutions. Conceptual leadership in that effort is the province of forward strategy, a road map that guides Coastline humanities disciplines toward goals consistent with our vision, articulated by College and district constituencies and endorsed by accreditation authorities.

The Humanities Program ensures academic quality through regular, rigorous faculty review, adherence to curricular standards, and regular department meetings (typically held on the same day as All-College) to discuss SLO achievement and avenues for improving teaching and learning. SLO achievement data is used in these discussions to inform decisions and changes made. In this way, the Program's processes support student learning and student achievement.

### Review and Planning

Self-evaluation for accreditation renewal is another key element of forward strategy. This program review document reflects Coastline's commitment to ACCJC Standard II.A.2.e in the 2012-2013 accreditation process:

**II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

Design of the program initiatives detailed in Section 5 below conforms to the ACCJC tests of relevance, appropriateness, orientation to learning outcomes, and other standards. In developing the initiatives the program review team drew on three areas of resource:

**Data** – Team members consulted surveys, annual reviews, Student Success Scorecards, and other data compiled by the Coastline Department of Institutional Research, Effectiveness, and Planning. Files in the Seaport LMS provided measures of student learning outcomes. Other data sources included the Coastline Class Schedule and published information from other California community colleges.

**Policy** – In addition to Coastline Vision and Mission statements, the team reviewed the *Coastline Community College Education Master Plan Report* (June 6, 2011); the *CCCD Coast Colleges Vision 2020 Educational Master Plan*; and the *Coastline Community College Institutional Self-Evaluation 2012-2013* and subsequent accreditation documents. The team reviewed various documents on the levels, computation, interpretation, and use of student learning outcomes.

**Procedures** – In developing the New Initiatives in Section 5, team members consulted the *Coastline 2015 Comprehensive Program Review* template and the *Coastline Integrated Planning Guide 2012-2013*.

### Strategic Aspects of New Initiatives in the Humanities Program

The table of the next page highlights strategic aspects of the initiatives presented in Section 5.

## Humanities Program Initiatives: Goals and Timeline

College Goals*						Initiatives	Timeline (academic years)				
Student Success	Access, Persistence, and Completion	Innovation & Improvement	Partnerships	Culture of Planning, Inquiry & Evidence	Growth & Efficiency	New Initiatives See Section 5 below for details	2015-16	2016-17	2017-18	2018-19	2019-20
■							1. <b>Two-year CMST Completion</b> – Offer students an opportunity to complete the CMST Associate Degree for Transfer (ADT) and graduate in two years.	↑ <b>Launch awareness campaign.</b>			↑ <b>Graduate first 30 CMST ADT students.</b>
■	■	■				2. <b>Increase transitions from ESL C054 to English C099</b> – Implement an initiative with the outcome that, by 2020, at least 50% of the students who pass ESL C054 will persist to English C099 in the subsequent semester.	↑ <b>Determine student recruitment strategies.</b>	↑ <b>Brown-bag lunches for student concerns.</b>	↑ <b>Continue project awareness campaign. Monitor student movement from ESL to English to assess project effectiveness.</b>		
	■			■		3. <b>Increase transitions from Remedial English Courses to English C100</b> – Improve Coastline’s performance on the Student Success Card by 5% in the percentage of students who begin in remedial English courses and progress to English C100.	<b>Ongoing endeavor: increase the number of students who transition from English C098 to English C099 and through to English C100.</b> <span style="font-size: 2em; color: red;">-----&gt;</span>				
■						4. <b>New Full-time English Instructor</b> – By Spring 2021, hire at least one new full-time English instructor.	↑ <b>Request at least one full-time English instructor (Fall 2016). Continue requests until fulfilled. Present to Program Review and Academic Senate (Fall 2015).</b>				
		■				5. <b>Offer the PHIL Associate Degree for Transfer</b> – By Spring 2021, offer the PHIL Associate Degree for transfer.	↑ <b>Implement the initiative.</b>	↑ <b>First five Philosophy majors</b>	↑ <b>Five more Philosophy majors</b>		

\* *Source: Coastline Community College Integrated Planning Guide 2012 - 2013*

## Section 2: Human Capital Planning

### Staffing

#### Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	VP Instruction (1)	Dean of Instruction (1)	CMST (1) ENGL (2) PHIL (1)	CMST (7) ENGL (17) HUM (3) MCOM (2) PHIL (6)	(0)	(0)
Current year	VP Instruction (1)	Dean of Instruction (1)	CMST (1) ENGL (2) PHIL (1)	CMST (7) ENGL (17) HUM (3) MCOM (2) PHIL (6)	(0)	(0)
1 year	VP Instruction (1)	Dean of Instruction (1)	CMST (1) ENGL (2) PHIL (1)	CMST (7) ENGL (17) HUM (3) MCOM (2) PHIL (6)	(0)	(0)

The HUM PROG faculty is largely a part-time group (4 full-time ÷ 40 part-time = 90%), a less-than-ideal ratio.

The faculty is blend of men and women, young and old, and experienced instructors as well as those beginning their careers. It's a friendly group that gets along very well. In fact, many of the instructors are close friends; indeed, it's a family.

The Institutional Effectiveness, Research, and Planning Department conducted a survey of the HUM PROG faculty. Responses (total of 31) indicate that the HUM PROG faculty is "Very satisfied" or "Satisfied" with the Program overall, including the courses, the variety of modes of delivery available, and their own teaching within the Program.

The survey responses indicate some level of dissatisfaction with Seaport, but those concerns will no longer be an issue once Coastline moves to the Canvas LMS.

Finally, regarding SLOs, 90% of the respondents use written assignments to measure achievement, which is fantastic. Also, more than 75% use SLO data to improve their courses.

### Professional Development

The HUM PROG faculty understands the importance of professional development (it is part of a faculty member's evaluation) and the need to stay abreast of current methodologies, especially those related to the use of technology. The survey results show that nearly everyone attends the All-College meetings; in addition, discipline-related workshops and the Summer Institute are also popular choices for professional development.

But there is more to do. The HUM PROG has a first-class faculty; we know where improvement is needed, and we have a plan to accomplish it. Working with the College Professional Development and Leadership Committee, we will encourage brown-bag lunches, workshops, webinars, and other events and channels focused on the following:

- Ensuring regular and effective communication with students in DL courses;
- Incorporating new communication technology such as Zoom (video conferencing) and Big Blue Button (an open source web conferencing system) into online teaching;
- Keeping the students *we already have* in our courses;
- Maintaining testing security in DL courses;
- Sharing best practices for designing online courses;
- Ongoing enriched Canvas training;
- Securing Professional Development Institute funding for conferences.

Engaging in such professional development opportunities will equip faculty to make their courses more robust and their communication more effective, all leading to increased student success and retention.

Faculty working with incarcerated students encounter unique challenges. According to *Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians* (2015), appropriate professional development strategies might include creating “Programs [that] support professional learning communities among instructors that will provide them with opportunities to share strategies and address common challenges. A statewide conference, quarterly webinars, and other vehicles for creating opportunities for educators working with criminal justice-involved college students would strengthen individual programs and grow the field over the long term” (pg. 63).

## Forward Strategy

Over the next five years:

- We plan to request additional full-time English faculty members to strengthen the English Department in particular and the Humanities Program in general.
- We plan to provide Humanities Program faculty with broader professional development opportunities.

## Section 3: Facilities Planning

### Facility Assessment: Instructional Delivery

Through a mix of delivery modalities, students at locations ranging from Coastline campuses in Orange County to military deployments worldwide participate in courses offered by the Humanities Program. The Internal Analysis pages in Section 1 above detail the scope of operations. Each of the five HUM PROG disciplines employs up to six instructional modalities. Figures for the 2013-14 academic year give a total of 8,879 enrollments. **Traditional** modality accounted for 2,155 of those enrollments, or nearly a quarter of the total. **Online** enrollments numbered 3,492, or nearly 40%. The remainder were spread across **cable, correspondence, hybrid, and telecourse** modalities.

Classes for most of the traditional enrollments meet in the three Orange County campuses: Newport Beach Center, Le-Jao Center, and Garden Grove Center. Usage of those facilities varies widely among the HUM PROG disciplines. The table below provides a one-semester snapshot. In spring 2015, most on-site classes met at Le-Jao Center. English classes were the principal user. CMST came next. Humanities and Mass Communications scheduled no on-site classes; all were online, TV, or for the Early College High School. Most Philosophy classes were delivered online or via TV. Two crosslisted Philosophy sections, counted as one CRN in the table, met at Newport Beach Center.

Coastline Campus Usage for Humanities Program Disciplines: On-site classes by campus for one semester (Spring 2015)*						
Discipline	Newport Beach Center		Le-Jao Center		Garden Grove Center	
	Number of On-site CRNs	Number of On-site Students ("Actuals")	Number of On-site CRNs	Number of On-site Students ("Actuals")	Number of On-site CRNs	Number of On-site Students ("Actuals")
Communication Studies (CMST)	3	44	8	119	2	40
English	1	17	11	215	1	13
Humanities	↗	↗	↗	↗	↗	↗
Mass Communications (MCOM)	↗	↗	↗	↗	↗	↗
Philosophy	1	15	↗	↗	↗	↗
<i>Total for each Center</i>	5	76	19	334	3	53
<b>Total, all three Centers</b> →					<b>27</b>	<b>463</b>

\* Source: *Online Class Schedule* [https://bannerisp.cccd.edu/pls/PROD/pw\\_pub\\_sched.p\\_listthislist](https://bannerisp.cccd.edu/pls/PROD/pw_pub_sched.p_listthislist). Retrieved 8/19/2015.

- In the above table, crosslisted CRNs, and their students, are counted only once for each pair of CRNs.
- The above figures do not include ECHS classes at Costa Mesa Center.

↗ All CRNs listed for *this discipline, in this semester, at this site* were scheduled for ONLINE, Independent Study, TV, or other modality not requiring traditional on-site delivery.

## Facility Assessment: Faculty Facilities

As noted in Section 2, “Human Capital Planning,” the faculty survey indicated that 100% of the respondents were “Very satisfied” or “Satisfied” with existing facilities. This table shows the office arrangements for full-time and part-time HUM PROG faculty at the start of the fall 2015 semester.

Office Facilities for HUM PROG Faculty					
Full Time / Part Time Status	HUM PROG Discipline	Name	Office Location	Number of occupants in this office	Assessment of this Facility
F/T	Communication Studies	J. Levenshus	Le-Jao Ctr. #158	4	Satisfactory
	English	S. Davis	Le-Jao Ctr. #158	4	Satisfactory
		K. Leighton	Le-Jao Ctr. #124	2	Satisfactory
	Humanities	(None)			
	Mass Communications	(None)			
	Philosophy	F. Curry	No office.	4	No comment
P/T	Communication Studies	7 P/T faculty	Many part-time faculty utilize facilities in the Distance Learning Dept. (3 <sup>rd</sup> floor, College Center). This area provides workstations, printers, and telephones. Also, private offices that can be used for meetings with students.		Satisfactory, based on comments received.
	English	17 "			
	Humanities	3 "			
	Mass Communications	2 "			
	Philosophy	6 "			

## Forward Strategy

The College needs to identify an office or dedicated desk for Fred Curry.



## Section 4: Technology Planning

### Technology Assessment

Both site-based and online Humanities Program instructors use technology regularly. On-site instructors often employ the overhead projector, PowerPoint presentations, and relevant videos in the classroom before migrating to the computer lab for supervised in-class writing and training on word processing software.

Humanities online instructors are heavily invested in technology. They enhance their Seaport and Canvas courses with interactive exercises and visual content such as that streamed by TED and YouTube. Some instructors have synced their smartphones with the Coast District's OWA email server so that they may field students' and colleagues' emails any time, anywhere. Instructors refer online students to our Student Success Center's tutors via an online referral form or email, after which students can receive help with grammar or essay revisions without visiting a campus. NetTutor, a new instrument in Canvas, offers both synchronous and asynchronous help, 24/7/365, for online students.

Humanities Program instructors also utilize Coastline's Virtual Library, which guides students to the vetted scholarly articles necessary for writing research papers. To minimize plagiarism, English instructors in particular rely on Turnitin.com to cross-reference student submissions against a database of other submissions. Free online tools such as Zoom, Skype, and CCCConfer are used to connect distance learners with faculty in a quasi-face to face environment.

Finally, to develop their pedagogy and broaden their expertise, Humanities instructors enroll in free webinars such as the Instructional Technology Council's "Improving eLearner Student Success and Retention: What Works." (See "Professional Development," above, for other technology familiarization initiatives.) These are among the many ways that on-site and online Humanities instructors use technology to enrich the learning experience.

### Forward Strategy

To provide the most effective instruction in the years ahead, the HUM PROG needs no additional technology beyond a state-of-the-art LMS, with support for migration from Seaport and for ample training opportunities in Canvas features and functions.

## Section 5: New Initiatives

### Initiative 5.1. Two-year CMST Completion

**Description:** By spring 2021, implement an innovative scheduling strategy that will offer students an opportunity to complete the CMST Associate Degree for Transfer (ADT) and graduate in two years.

This initiative will transform Coastline's former Speech program into a college major and a vehicle for guaranteed transfer. In Los Angeles, Orange, Riverside, and San Bernardino counties, every CSU campus (except Dominguez Hills) offers a CSU Concentration on a pathway for transfer from the Communication Studies major at Coastline. Pathways are documented on the joint CCC/CSU website *Associate Degree for Transfer* (<http://adegreewithaguarantee.com>).

#### Describe how the initiative supports the college mission:

This initiative supports the college mission to promote student success through accessible, flexible, innovative education that leads to attainment of associate degrees and transfers.

#### What college goal does the initiative align with?

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

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

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

#### What evidence supports this initiative?

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

#### Describe how the evidence supports this initiative.

- Based on observational analysis of course fill rates over the past few years, there is a need for strategic scheduling of CMST courses to maximize potential student opportunities for earning the CMST ADT.
- To maximize enrollments and offer the courses required for the CMST major, it will be important to offer the courses on a rotating basis. Course rotation in humanities disciplines is a practice at other California community colleges and CSU institutions. Examples: **Humboldt State University** (rotations in Public Communication Skills, Personal Communication Skills, Communication & Society, and related courses); **Mt. San Antonio College** (rotations in English for six different Writing courses); and **CSU Northridge** (of 15 undergraduate Linguistics courses, at least eight are rotated).
- This initiative proposes a new program. Data to demonstrate *failed* methods of CMST course scheduling is therefore not available at this time.

**Recommended resource(s) needed for initiative achievement:**

Much of the work to implement this initiative has already been accomplished. All required courses have been developed and approved. Transfer pathways are in place. Further resource requirements will include continuing funds to launch and maintain a CMST awareness campaign. The following marketing materials will be developed to support the campaign:

**To promote the CMST major** – Advertise the Communication Studies ADT. Explain program outcomes, courses required for the major, and potential careers. Prepare collateral materials such as a brochure, one-sheet advertisements, and posters. Place these materials in classrooms and other prominent locations around each campus and at the College Center.

**To increase enrollment in the new CMST courses** – For the following courses, prepare one-sheet advertisements and posters. The advertisements will be distributed to students, counselors, and posted in prominent locations.

- CMST C140 – Small Group Communication
- CMST C150 – Intercultural Communication
- CMST C220 – Essentials of Argumentation

**CMST program events** – To increase awareness and interest in the Communication Studies major, hold informational events with speakers from career fields who have graduated with a degree in Communication Studies. To encourage attendance, refreshments will be served.

**Estimated cost** – Marketing components of this initiative, delineated above, will incur costs totaling \$1,200 per year. Cost elements include:

- **Promotion for the CMST Major** – Design and production of printed materials; cost included in the \$1,200 annual budget.
- **New course advertisements** – 200 one-sheet flyers @ \$36 – twice per year; included in the \$1,200 annual budget.
- **Program events** – One event per semester @ \$100 per event; included in the \$1,200 annual budget.

**What is the anticipated outcome of completing the initiative?**

Within two years of implementation, this initiative will yield an outcome of 30 CMST ADT graduates, qualified for transfer to CSU in the Communication Studies major.

**Provide a timeline and timeframe from initiative inception to completion.**

Launch the awareness campaign in the 2015 – 2016 academic year. Beyond that, this initiative is ongoing.

Successful startup is contingent on coordination in two areas:

1. Working with the Vice President of Instruction and Dean of Instruction, ensure that new courses within the CMST ADT run, even with low enrollment, to facilitate launch of the major.
2. Working with the Dean of Counseling, create awareness among the counselors about the CMST ADT and its courses, including when each course will be offered during a two-year cycle.

## Section 5: New Initiatives (continued)

### Initiative 5.2. Increase Transitions from ESL C054 to English C099

**Description.** In collaboration with the Student Success Center, the Counseling Department, the ESL Department, and the English Department, implement an initiative with the outcome that, by 2020, at least 50% of the students who pass ESL C160 will persist to English C099 in the subsequent semester.

**Describe how the initiative supports the college mission:**

This initiative will create and demonstrate methodology to attain a goal at the heart of Coastline's purpose: to respond to the needs and expectations of its learning community.

**What college goal does the initiative align with?**

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

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

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

**What evidence supports this initiative?**

This initiative started with a question: How many ESL learners follow the established pathway to the English Composition Sequence by completing ESL C054 and then moving directly to ENGL C099?

Since Fall 2013, a total of 37 students have transitioned directly from ESL C054 to ENGL 099. (Methodology: All ESL C054 rosters and all ENGL C099 rosters from this period were gathered and cross-checked to determine the number.)

**Describe how the evidence supports this initiative.**

The evidence shows that fewer than half of the students in ESL C054 in any given semester move to ENGL C099. We believe that an increase in that number of students who follow the established pathway (rather than abandon ESL too soon and attempt ENGL C097) will result in higher success rates for students who wish to pursue college-level English.

(However, it should be noted here that that it is not the responsibility of the ESL and English Departments to *guarantee* progression from ESL to English at Coastline. Such a guarantee is not possible and such an expectation is inappropriate, considering that we are dealing with independent adults who have lives and goals of their own.)

**Recommended resource(s) needed for initiative achievement:**

This goal involves collaboration among four Departments to help create greater awareness of the recommended pathway for second-language learners; this can be accomplished using existing resources.

**What is the anticipated outcome of completing the initiative?**

By 2020, at least 50% of the students who pass ESL C054 will persist to English C099 in the subsequent semester.

**Provide a timeline and timeframe from initiative inception to completion.**

**2015 - 2016:** Convene a group of COUN, ENGL, ESL, and SSC faculty to determine strategies to inform students of the recommended pathway from ESL to English. Complete the following:

- Survey Fall 2015 ESL C054 students about their goals upon completion of the course and barriers to those goals.
- Develop responses to address their real and perceived barriers.
- Create an awareness campaign, including the design and production of informational materials.

**2016 - 2017:** Hold a series of informational brown-bag lunches to address ESL students' questions about ESL, English, and the recommended pathway.

**2017 - 2020:** Continue the awareness campaign and monitor student movement from ESL to English to determine the efficacy of the initiative.

## Section 5: New Initiatives (continued)

### Initiative 5.3. Increase Transitions from Remedial English Courses to English C100

**Description.** By 2021, improve Coastline’s performance on the Student Success Scorecard by 5% in the percentage of students who begin in remedial English courses and progress to English C100.

**Describe how the initiative supports the college mission:**

To the extent that the California Community Colleges Student Success Scorecard reflects progress toward attainment of the goals in Coastline’s mission, this initiative has a high probability of improving certain numbers on the Scorecard.

**What college goal does the initiative align with?**

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

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

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

**What evidence supports this initiative?**

- External Research: The Student Success Scorecard from the CCCC.

**Describe how the evidence supports this initiative.**

The percentage of students who first enrolled in a course below transfer-level in English and completed ENGL C100 is below 50%.

**Recommended resource(s) needed for initiative achievement:**

No additional resources are needed.

**What is the anticipated outcome of completing the initiative?**

Please see extract from Student Success Scorecard on next page.

What is the anticipated outcome of completing the initiative?

<b>Remedial</b>	
Percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.	
<b>ENGLISH</b>	
<b>47.5%</b>	
N=465	
<i>Gender</i>	
Female	53.3%
Male	43.3%
<i>Age</i>	
Under 20 years old	63.5%
20 to 24 years old	74.3%
25 to 39 years old	43.9%
40 or more years old	25.0%
<i>Ethnicity/Race</i>	
African-American	44.6%
American Indian/Alaska Native	40.0%
Asian	46.1%
Filipino	52.9%
Hispanic	50.7%
Pacific Islander	50.0%
White	46.0%

This table is an extract from the Coastline Community College **Student Success Scorecard** on the College website at:  
<http://scorecard.cccco.edu/scorecard/rates.aspx?CollegeID=831#home>

**This Program Review Initiative will, by 2021, increase this percentage to at least 52.5%.**

Provide a timeline and timeframe from initiative inception to completion.

This is an ongoing endeavor. We hope to see increases in the number of students who transition from English C098 to English C099 and through English C100.

## Section 5: New Initiatives (continued)

### Initiative 5.4. New Full-time English Instructor

**Description.** By spring 2021, hire at least one new full-time English instructor.

**Describe how the initiative supports the college mission:**

This initiative supports the college mission to promote student success through accessible, flexible, innovative education that leads to attainment of associate degrees and transfers. Strengthening the English faculty will expand Coastline’s capacity in a discipline that is central to its mission.

**What college goal does the initiative align with?**

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

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

- Educational Master Plan
- Staffing
- Facilities
- Technology

**What evidence supports this initiative?**

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

**Describe how the evidence supports this initiative.**

The table below shows an FTEF30 of 11.9 to 13.3. Coastline’s English Department currently has two full-time English Instructors. Subtracting these two from the FTEF30 yields 9.9 to 11.3, meaning approximately ten additional full-time English Instructors could be hired to meet enrollment demand.

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	4,612	3,647	3,872
FTEF30:	11.9	11.9	13.3
WSCH/FTEF:	414	413	415

In addition, the Academic Senate for California Community Colleges (ASCCC) recommends that 75% of community college classes be taught by full-timers. Although this percentage may be unattainable, English, like math, remains a core component of a college education. English instills the writing and critical thinking skills desired by employers, is required for an A.A. degree, and is central to the CSU and UC transfer curricula. It is notable that the Coastline Math Department in 2015 hired a fourth full-time instructor. Similarly, the English Department would advocate for not only a third full-timer but also a fourth as funds permit.



**Recommended resource(s) needed for initiative achievement:**

Time and financial resources must be directed toward hiring at least one new full-time English Instructor. Time includes prioritizing the new position at the Academic Senate, convening a search/hiring committee and Tenure Review Committee, and training and mentoring the new full-timer(s). Ongoing financial outlays for salary and benefits, according to the collective bargaining agreement and salary schedule, would come from CCC's general fund and the District.

**What is the anticipated outcome of completing the initiative?**

Beyond shaping the future of the Humanities Program and English Department, serving on and leading committees, and participating in college governance, the new full-timer(s) may pursue the following projects:

- Teach on-site and online developmental writing to literature courses populated by native and non-native speakers;
- Represent Coastline and the English Department at conferences;
- Help grow Writing Centers at the Student Success Centers and cement the collaboration between English Instructors and writing tutors;
- Hold workshops to train Coastline instructors—non-English as well as English—in prepping students for CSU/UC academic writing;
- Integrate English into other disciplines at Coastline via linked courses, shared assignments, paired writing, and learning communities;
- Introduce foundational texts such as "Academic Literacy - Statement of Competencies Expected of Students Entering CA Public Colleges and Universities" and "Framework for Success in Postsecondary Writing";
- Create and revise course outlines in CurricUNET;
- Promote student-oriented writing activities such as a student newspaper, literary journal, and essay competition;
- Develop and implement other initiatives on behalf of the students, department, program, and college.

**Provide a timeline and timeframe from initiative inception to completion.**

The Humanities Program will present to Program Review in Fall 2015. In Fall 2016 the English Department will request at least one new full-time English Instructor during the Academic Senate's prioritization. The yearly cycle of requesting additional full-time English Instructors will continue until the initiative has been completed.

## Section 5: New Initiatives (continued)

### Initiative 5.5. Offer the PHIL Associate Degree for Transfer

**Description:** By spring 2021, offer the PHIL Associate Degree for transfer.

**Describe how the initiative supports the college mission:**

Offering the PHIL ADT supports the College's Mission, specifically Goal #3: Innovation & Improvement. Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.

**What college goal does the initiative align with?**

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

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

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

**What evidence supports this initiative?**

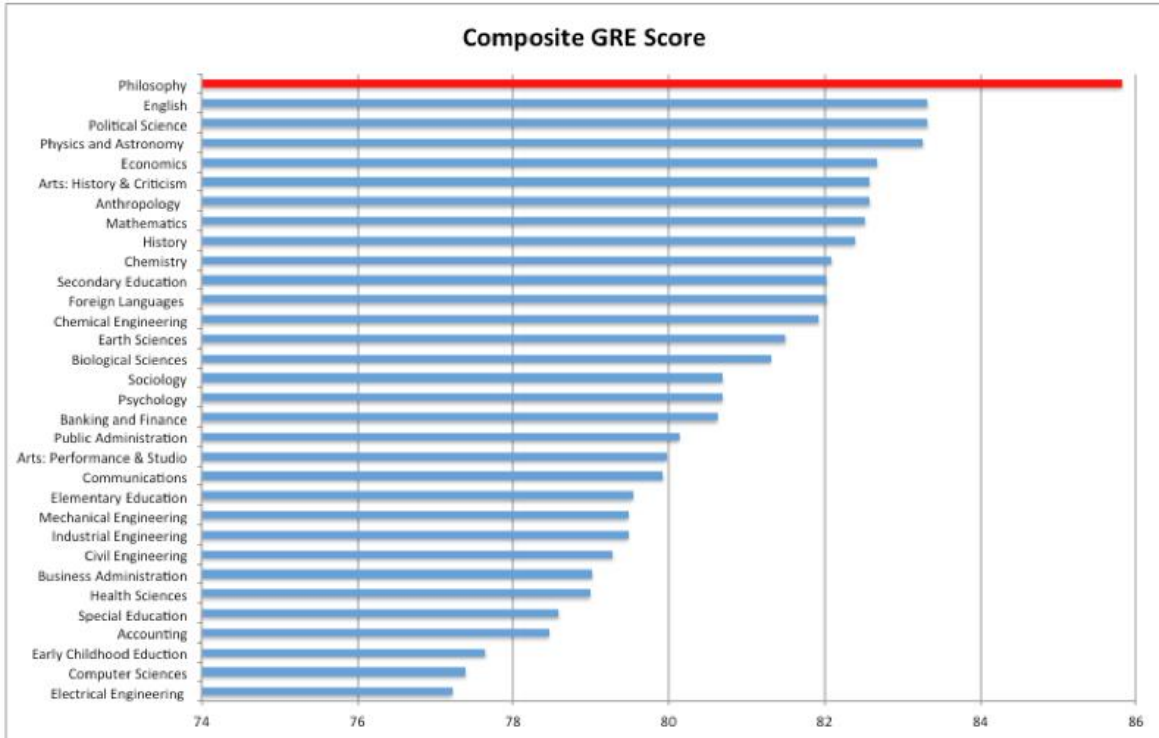
- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Study of philosophy has been shown to correlate with higher academic achievement in nearly all academic categories. Philosophy majors, for example, score higher than any other major on the GRE (please see chart, "Composite GRE Score," on next page). Philosophy majors score only slightly under physics for the LSAT (which is perhaps artificially low because philosophy is grouped with religious studies in the data, and religious studies is a significantly different major). The mean verbal reasoning scores for philosophy undergraduates on the GRE are significantly higher than any other major, including English majors (which come in second), and the same is true for analytical writing.

According to payscale.com, the mean mid-career salary for someone with a BA in philosophy is over \$81,000, the highest paying undergraduate degree of all the humanities.

The number of undergraduate students majoring in philosophy showed a surprising increase even during the recession, and philosophy is a major that is valued by employers and graduate schools alike.



Data ©2014, Educational Testing Service, based on college graduates who tested between August 1, 2011 - April 30, 2014.  
 Chart ©2015, philosophy@uno.edu.

**Recommended resource(s) needed for initiative achievement:**

No additional resources are needed.

**What is the anticipated outcome of completing the initiative?**

A Philosophy transfer major will be available.

**Provide a timeline and timeframe from initiative inception to completion.**

A year to implement the initiative, then five philosophy majors by 2017 and five more by 2018.

## Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Increase Two-year CMST completion rate	Funds to launch an awareness campaign	\$1,200	Ongoing	No	Internal Research	Student Success; Growth and Efficiency	Summer 2016	

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
5.4. Hire a new full-time ENGL instructor (see <b>Performance Responsibilities</b> below)	General Fund		Ongoing	No	Internal Research	Student Success; Growth and Efficiency	Summer 2017	

<b>Job Description: INSTRUCTOR, ENGLISH – This position is a contract (tenure track) full-time, two-semester, 175 day position</b> (Extract from Coast Community College District Professional Opportunity, Position No.: 4-C-13)	
<p><b>Performance Responsibilities</b> – Duties may include, but are not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Teach composition, literature, and remedial English courses.</li> <li>2. Assume a leading role in implementing best practices and pedagogical principles in Basic Skills, college composition, and literature courses.</li> <li>3. Fulfill the professional responsibilities of a full-time faculty member, including, but not limited to, the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; post and maintain scheduled office hours; participate in departmental meetings and college and/or district wide activities and committees as assigned.</li> </ol>	<ol style="list-style-type: none"> <li>4. Modify curriculum as necessary and develop/assess Student Learning Outcomes.</li> <li>5. May include evening and/or weekend classes.</li> <li>6. May include site based and distance learning classes.</li> </ol>

Prioritization Glossary

# Humanities Program Review Student Survey Incarcerated Students 2015

(Mass Communications, English, Humanities, and Philosophy)

## Survey Limitations

1. Respondents were given the instruction to “Please rank up to three reasons you are taking classes in this program at Coastline. (Mark only one response in each column.)” The reasons include:
  - To satisfy A.A. degree requirements
  - To satisfy transfer requirements
  - To earn a certificate
  - To prepare for a new job or improve job skills
  - For personal interest
  - Convenience
  - Other

A high percentage of respondents answered this section incorrectly. Specifically, respondents assigned a rating of first, second, and third within each statement, rather than choosing their top three reasons among all statements for taking classes in the Humanities Program. The actual question as it appears on the survey can be seen below.

Please rank up to three reasons you are taking classes in this program at Coastline. (Mark only one response in each column.)	1st Reason	2nd Reason	3rd Reason
To satisfy A.A. degree requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To satisfy transfer requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To earn a certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare for a new job or improve job skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For personal interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This misinterpretation of the question occurs due to the limitations present when asking a respondent of a paper survey to rank order their responses. Without viewing any survey in particular, this phenomenon is evident from the results. For example, the number of responses for the primary, or “1<sup>st</sup> reason”, category totals to 963, while there are only about 600 total respondents. If all survey respondents answered this section correctly, there could not be a greater number of responses than respondents. This demonstrates that respondents ranked more than one item as their “1<sup>st</sup> reason”.

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Due to the nature of the question's design, in combination with how it was answered, the resulting counts and percentages cannot be relied upon. At the very most, one can review the information to speculate the overall possible trends present in the data, but unfortunately, none of it can be relied upon as evidence in report writing and documentation. To rectify the situation for future program reviews, the Department of Institutional Research, Effectiveness, and Planning will be restructuring the question type to one that will avoid ranking.

2. Many respondents indicated more than one ethnicity rather than selecting "Other" and specifying their ethnicity. Responses that indicated more than one ethnicity were interpreted as invalid responses that were later corrected. For instance, a response of "Asian Other" and "White" was changed to "Other".
3. Additionally, through validation checks (selection of random questionnaires that were checked for accuracy of responses) it was detected that several respondents incorrectly indicated their ethnicity. For example, a respondent indicated "Other" as their ethnicity and specified "Mexican" rather than selecting "Hispanic." For these reasons it is suspected that the percentage of respondents who are of "Other" ethnicity is inflated.

In the future, some of these issues will be addressed with the modification of the ethnicity section of the questionnaire with clearer instructions and possibly the inclusion of a "Multi-ethnicity" or "Two or more races" category.