



2016-17
Annual Program Review

Communication Studies and Mass Communication

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Section 1: Program Planning:

Internal Analysis: Communication Studies

Enrollment and FTES:

The number of enrollments in Communication Studies courses in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and a **substantial decrease (> -10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Communication Studies credit courses in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and a **substantial decrease (> -10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Communication Studies courses in 2014-2015 showed a **slight decrease (-1.0 to -4.9)** from 2013-2014 and a **substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Communication Studies courses in 2014-2015 showed a **moderate decrease (-5.0% to -10.0%)** from 2013-2014 and a **substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Communication Studies courses in 2014-2015 showed a **moderate decrease (-5.0% to -10.0%)** from 2013-2014 and a **moderate increase (5.0% to 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Communication Studies courses in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and a **substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Communication Studies courses in 2014-2015 showed a **moderate decrease (-5.0% to -10.0%)** from 2013-2014 and a **substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Communication Studies courses in 2014-2015 showed a **slight decrease (-1.0 to -4.9)** from 2013-2014 and a **slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Communication Studies in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Communication Studies in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

For the 15'-16' academic year a majority of course sections (roughly 80%) are offered traditional face-to-face modality. The balance of course sections are offered in a hybrid modality (51% in-class to 49% online). This breakdown shows an increase in the offering of hybrid modality by roughly 10% over the last two academic years.

Demographics:

For the 15'-16' academic year the key demographic markers, age, gender, and race/ethnicity remain similar to the previous two academic years. The core student that enrolls in our courses is primarily, female, 18-29, and Asian.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

Over the 15'-16' academic year the Communication Studies program has seen a decrease in success and retention rate within the hybrid modality. We attribute this decrease in success and retention to two things. First, an increase in rigor to the sections being offered, the online component for the sections of Public Speaking were evaluated and changed to align with the course outline and to increase RSI. Second, we believe our use of Moodle as an LMS has frustrated students because of outdated or non-working components of the course. The course is being updated to integrate into Canvas by the 2nd eight weeks of the Fall 16' semester.

Table 1.1 Program Productivity Data for Communication Studies

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	677	734	623
FTEs	68.3	70.7	57.3
FTEF30	2.5	2.9	2.7
WSCH/FTEF	448	404	344
Sections	24.0	30.0	28.0
Fill Rate	86.9%	79.4%	73.0%
DEGREES AND CERTIFICATES			
Associate Degrees	1	0	10
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	691	722	627
GENDER			
Female	57.3%	60.8%	59.5%
Male	41.4%	37.5%	39.4%
Unknown	1.3%	1.7%	1.1%
AGE at TERM			
Less than 19	25.9%	15.1%	19.3%
20 to 24	34.2%	36.4%	33.7%
25 to 29	13.2%	18.7%	17.9%
30 to 34	8.2%	11.2%	9.4%
35 to 39	4.1%	5.5%	6.4%
40 to 49	8.7%	6.4%	8.0%
50 and Older	5.8%	6.6%	5.4%
RACE/ETHNICITY			
African American	3.6%	3.7%	4.6%
American Indian	1.9%	2.5%	2.4%
Asian	39.8%	46.4%	42.4%
Hispanic/Latino	13.9%	12.5%	15.2%
Pacific Islander	0.7%	0.6%	0.8%
White	33.9%	32.3%	33.3%
Unknown	6.2%	2.1%	1.3%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	12.3%	10.0%	20.4%
Online	0.0%	0.0%	0.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	87.7%	90.0%	79.6%

Table 1.2 Program Review Data for Communication Studies by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	691	722	627
-Overall Success Rate	78.0%	77.4%	72.1%
-Overall Retention Rate	86.0%	86.6%	83.1%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid	85	72	128
Online			
Self-Paced			
Telecourse			
Traditional	606	650	499

Success Rate			
Cable			
Correspondence			
Hybrid	81.2%	68.1%	59.4%
Online			
Self-Paced			
Telecourse			
Traditional	77.6%	78.5%	75.4%

Retention Rate			
Cable			
Correspondence			
Hybrid	88.2%	75.0%	71.1%
Online			
Self-Paced			
Telecourse			
Traditional	85.6%	87.8%	86.2%

Table 1.3 Program Review Data for Communication Studies by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	691	722	627
-Overall Success Rate	78.0%	77.4%	72.1%
-Overall Retention Rate	86.0%	86.6%	83.1%
STUDENT DEMOGRAPHICS			
GENDER			
Female	396	439	373
Male	286	271	247
Unknown	9	12	7
<u>Success Rate</u>			
- Female	77.3%	76.8%	75.3%
- Male	78.7%	78.2%	67.2%
- Unknown	88.9%	83.3%	71.4%
<u>Retention Rate</u>			
- Female	85.1%	86.3%	84.5%
- Male	87.1%	87.1%	81.0%
- Unknown	88.9%	83.3%	85.7%

Table 1.4 Program Review Data for Communication Studies by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	691	722	627
-Overall Success Rate	78.0%	77.4%	72.1%
-Overall Retention Rate	86.0%	86.6%	83.1%

AGE at TERM			
Less than 19	179	109	121
20 to 24	236	263	211
25 to 29	91	135	112
30 to 34	57	81	59
35 to 39	28	40	40
40 to 49	60	46	50
50 and Older	40	48	34

Success Rate			
Less than 19	79.9%	77.1%	79.3%
20 to 24	80.5%	73.8%	69.7%
25 to 29	80.2%	75.6%	67.9%
30 to 34	75.4%	82.7%	72.9%
35 to 39	75.0%	92.5%	82.5%
40 to 49	73.3%	87.0%	70.0%
50 and Older	62.5%	72.9%	64.7%

Retention Rate			
Less than 19	87.7%	89.9%	90.1%
20 to 24	91.1%	84.0%	83.4%
25 to 29	84.6%	83.0%	76.8%
30 to 34	84.2%	88.9%	81.4%
35 to 39	78.6%	95.0%	85.0%
40 to 49	75.0%	89.1%	84.0%
50 and Older	75.0%	89.6%	76.5%

Table 1.5 Program Review Data for Communication Studies by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	691	722	627
-Overall Success Rate	78.0%	77.4%	72.1%
-Overall Retention Rate	86.0%	86.6%	83.1%

RACE/ETHNICITY			
African American	25	27	29
American Indian	13	18	15
Asian	275	335	266
Hispanic/Latino	96	90	95
Pacific Islander	5	4	5
White	234	233	209
Unknown	43	15	8

Success Rate			
African American	56.0%	59.3%	62.1%
American Indian	76.9%	72.2%	80.0%
Asian	80.0%	80.6%	73.7%
Hispanic/Latino	74.0%	66.7%	66.3%
Pacific Islander	60.0%	25.0%	80.0%
White	79.5%	79.4%	72.7%
Unknown	81.4%	93.3%	87.5%

Retention Rate			
African American	80.0%	70.4%	62.1%
American Indian	76.9%	77.8%	86.7%
Asian	85.8%	88.4%	85.7%
Hispanic/Latino	86.5%	85.6%	78.9%
Pacific Islander	60.0%	25.0%	100.0%
White	87.6%	87.6%	83.3%
Unknown	86.0%	93.3%	100.0%

Internal Analysis: Mass Communications

Enrollment and FTES:

The number of enrollments in Mass Communications courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Mass Communications credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Mass Communications courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Mass Communications courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **minimal to no difference** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Mass Communications courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Mass Communications courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Mass Communications courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Mass Communications courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Mass Communications in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Mass Communications in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

The number of course offerings in for Mass Communications remains unchanged from previous years for the 15'-16' academic year. We continue to offer one large online section and one Tele Course.

Demographics:

The demographic make-up of Mass Communication sections remains relatively unchanged over the last three academic years.

Implications of Change

The area of Mass Communications has remained unchanged and has become stagnant as part of the Communication Studies discipline. We expect to see shifts of data in future years as changes and improvements are made to Mass Communication courses.

Table 1.6 Program Productivity Data for Mass Communications

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	822	996	1,167
FTEs	75.2	91.0	107.3
FTEF30	0.8	0.8	1.1
WSCH/FTEF	1,574	1,791	1,635
Sections	5.0	5.0	7.0
Fill Rate	94.5%	90.5%	94.1%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	807	994	1,166
GENDER			
Female	26.8%	18.2%	20.8%
Male	72.1%	81.4%	78.7%
Unknown	1.1%	0.4%	0.5%
AGE at TERM			
Less than 19	6.4%	3.4%	7.0%
20 to 24	23.9%	13.7%	12.6%
25 to 29	17.8%	16.0%	17.4%
30 to 34	16.5%	17.6%	16.8%
35 to 39	12.0%	14.7%	16.3%
40 to 49	15.1%	23.0%	19.6%
50 and Older	8.2%	11.6%	10.2%
RACE/ETHNICITY			
African American	20.2%	24.5%	24.3%
American Indian	2.6%	2.6%	3.1%
Asian	13.4%	11.9%	11.5%
Hispanic/Latino	20.1%	21.9%	25.0%
Pacific Islander	0.7%	1.8%	0.7%
White	35.1%	33.1%	33.1%
Unknown	7.9%	4.1%	2.3%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	37.4%	21.1%	25.4%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	62.6%	78.9%	70.0%
Traditional	0.0%	0.0%	4.6%

Table 1.7 Program Review Data for Mass Communications by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	807	994	1,166
-Overall Success Rate	60.7%	68.1%	67.8%
-Overall Retention Rate	81.7%	86.4%	89.4%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	302	210	296
Self-Paced			
Telecourse	505	784	816
Traditional			
<u>Success Rate</u>			
Cable			
Correspondence			
Hybrid			
Online	67.5%	79.0%	80.7%
Self-Paced			
Telecourse	56.6%	65.2%	63.0%
Traditional			68.5%
<u>Retention Rate</u>			
Cable			
Correspondence			
Hybrid			
Online	82.5%	87.1%	90.9%
Self-Paced			
Telecourse	81.2%	86.2%	89.1%
Traditional			85.2%

Table 1.8 Program Review Data for Mass Communications by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	807	994	1,166
-Overall Success Rate	60.7%	68.1%	67.8%
-Overall Retention Rate	81.7%	86.4%	89.4%
STUDENT DEMOGRAPHICS			
GENDER			
Female	216	181	242
Male	582	809	918
Unknown	9	4	6
<u>Success Rate</u>			
- Female	65.3%	70.2%	77.3%
- Male	59.1%	67.6%	65.1%
- Unknown	55.6%	75.0%	83.3%
<u>Retention Rate</u>			
- Female	81.5%	85.6%	92.6%
- Male	81.6%	86.5%	88.5%
- Unknown	88.9%	100.0%	100.0%

Table 1.9 Program Review Data for Mass Communications by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	807	994	1,166
-Overall Success Rate	60.7%	68.1%	67.8%
-Overall Retention Rate	81.7%	86.4%	89.4%

AGE at TERM			
Less than 19	52	34	82
20 to 24	193	136	147
25 to 29	144	159	203
30 to 34	133	175	196
35 to 39	97	146	190
40 to 49	122	229	229
50 and Older	66	115	119

Success Rate			
Less than 19	51.9%	61.8%	72.0%
20 to 24	54.4%	57.4%	60.5%
25 to 29	56.9%	61.6%	62.6%
30 to 34	57.1%	65.7%	66.3%
35 to 39	61.9%	71.9%	67.4%
40 to 49	80.3%	73.8%	71.6%
50 and Older	63.6%	79.1%	78.2%

Retention Rate			
Less than 19	78.8%	88.2%	90.2%
20 to 24	83.4%	78.7%	85.0%
25 to 29	81.9%	81.8%	87.2%
30 to 34	74.4%	86.9%	89.3%
35 to 39	79.4%	89.0%	90.0%
40 to 49	90.2%	91.3%	93.0%
50 and Older	80.3%	87.8%	89.9%

Table 1.10 Program Review Data for Mass Communications by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	807	994	1,166
-Overall Success Rate	60.7%	68.1%	67.8%
-Overall Retention Rate	81.7%	86.4%	89.4%
RACE/ETHNICITY			
African American	163	244	283
American Indian	21	26	36
Asian	108	118	134
Hispanic/Latino	162	218	292
Pacific Islander	6	18	8
White	283	329	386
Unknown	64	41	27
Success Rate			
African American	47.2%	53.7%	62.9%
American Indian	57.1%	57.7%	52.8%
Asian	65.7%	83.9%	78.4%
Hispanic/Latino	63.0%	65.6%	58.9%
Pacific Islander	83.3%	61.1%	50.0%
White	67.8%	75.7%	75.4%
Unknown	48.4%	70.7%	77.8%
Retention Rate			
African American	81.0%	81.1%	90.8%
American Indian	76.2%	80.8%	86.1%
Asian	76.9%	94.9%	91.0%
Hispanic/Latino	82.1%	87.2%	85.3%
Pacific Islander	83.3%	88.9%	87.5%
White	84.5%	86.9%	90.4%
Unknown	79.7%	87.8%	100.0%

Program Student Learning Outcome(s)

Summarize PSLO findings and dialog from the spring All College Meeting event.

Progress on Forward Strategy Initiative(s)

Table 1.11 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
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).	In Progress	<ol style="list-style-type: none"> 1. Course schedules for the last three years have been analyzed to weed out course days and times that do not fill. 2. a rotation of major electives has been implemented to allow students to complete the major in a two-year period. 3. A new initiative to develop more major courses for the hybrid modality. 	

Response to Program/Department Committee Recommendation(s)

Table 1.12 Progress on Recommendations

Recommendation(s)	Status	Response Summary
Provide updates on the status on the development of the new ADTs.	Addressed	Developed and approved by all appropriate bodies.
Build more awareness around the discipline specific majors.	In progress	In a two-pronged approach we are working to educate the counselors and students of the requirements for the CMST major and the opportunities majoring in communication offers.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	Position Title (# of positions)	Position Title (# of positions)	Instructor (1)	Instructor (8)	Position Title (# of positions)	Position Title (# of positions)
Current year 2016-2017	Position Title (# of positions)	Position Title (# of positions)	Instructor (1)	Instructor (7)	Position Title (# of positions)	Position Title (# of positions)
1 year 2017-2018	Position Title (# of positions)	Position Title (# of positions)	Instructor (1)	Instructor (7)	Position Title (# of positions)	Position Title (# of positions)
2 years 2018-2019	Position Title (# of positions)	Position Title (# of positions)	Instructor (2)	Instructor (7)	Position Title (# of positions)	Position Title (# of positions)
3 years 2019-2020	Position Title (# of positions)	Position Title (# of positions)	Instructor (2)	Instructor (7)	Position Title (# of positions)	Position Title (# of positions)

Our department currently has one full-time faculty member. Over the last several years we have had seven to eight part-time instructors. Our goal in the coming years is to expand our part-time pool to ensure effective staffing for the courses we offer both face-to-face and online.

Professional Development

Over the last year several of our faculty have attended the regional Western States Communication Association conference and the National Communication Association Conference. In addition, our full-time faculty member Joshua Levenshus and two of our part-time instructors John Hart and Mike Carlucci completed the Canvas training course.

Section 3: Facilities Planning

Facility Assessment

At this time the program has no additional facility needs.

Section 4: Technology Planning

Technology Assessment

The Communication Studies Program has begun to utilize the CANVAS learning management system to implement hybrid and online instruction of our intercultural communication (cmst 150) course. Our goal is to offer at least one section of each of our programs course utilizing the hybrid modality. To accomplish our goal, we plan to have all full and part time faculty trained using CANVAS. In addition, we plan to find training for our faculty on course accessibility, Snagit, and Camtasia to enhance the development of our online courses.

Section 5: New Initiatives

Initiative: To develop master course hybrid options for our interpersonal, small group, and intercultural communication courses.

Describe how the initiative supports the college mission:

This initiative supports the college mission by making communication studies courses accessible to students who need flexible scheduling and can only attend campus on a limited basis.

What college goal does the initiative align with? Select one

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

Educational Master Plan

Facilities

Staffing

Technology

What evidence supports this initiative? Select all that apply

Learning Outcome (SLO/PSLO) assessment

Internal Research (Student achievement, program performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Over the last two years we have had difficulty enrolling students in our new major courses. Based upon the success of our hybrid public speaking and military/contract ed intercultural communication courses, we believe hybrid courses will help to attract students to enroll in our courses. At this point neither OCC or Golden West offer hybrid communication courses.

Recommended resource(s) needed for initiative achievement:

To complete this initiative, we would need to

1. offer stipends to part-time faculty to develop and create content for each of the courses that would belong to the department and be available for any instructor assigned to teach that course.
2. Have access to professional resources to create multi-media content for each course

What is the anticipated outcome of completing the initiative?

We anticipate by offering each of our courses we will be able to

1. Increase enrollment within the courses we offer.
2. Offer students an opportunity to complete the Communication Studies Major within a one-year timeframe.

Provide a timeline and timeframe from initiative inception to completion.

We will begin work on this project immediately and aim to complete the project by summer 2017.

Our timeline is to create master hybrid versions of our courses on the following timeline

1. Intercultural Communication – Fall 16
2. Interpersonal Communication – Spring 17
3. Small Group Communication – Spring 17
4. Introduction to Communication – Fall 17

Annual Program Review Template: Revised 4/13/15 and Approved

Initiative: To develop a model for a large lecture + activity lab Public Speaking Course

Describe how the initiative supports the college mission:

This initiative offers an opportunity to schedule a large lecture course with an enhanced activity lab for our students. This course improves on the standard form of lecture and gives us the opportunity to create the foundation for a communication studies learning community.

What college goal does the initiative align with? Select one

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

Educational Master Plan

Facilities

Staffing

Technology

What evidence supports this initiative? Select all that apply

Learning Outcome (SLO/PSLO) assessment

Internal Research (Student achievement, program performance)

External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Over the last two years we have had difficulty enrolling students in our courses. Our enrollments have declined.

Recommended resource(s) needed for initiative achievement:

To complete this initiative, we need to research scheduling and staffing options of the lecture and activity portions of the course.

What is the anticipated outcome of completing the initiative?

We anticipate by offering each of our courses we will be able to

1. Increase enrollment within the Public Speaking sections for the Coastline learning community program.
2. Offer students an opportunity to complete the Public Speaking course in an innovative format that allows for focused supervised practice of course skills.

Provide a timeline and timeframe from initiative inception to completion.

We will begin work on this project immediately and aim to complete the project by Fall 2017 for scheduling in Spring 2018. Our timeline is to create the tentative model, investigate options for activity lab structure, and staffing options.

