



2017-2018
Annual Program Review

Communications
(Communications Studies and Mass Communications)

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Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Communication Studies courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in comparison with the number of enrollments in 2013-2014.

The FTES in Communication Studies credit courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Communication Studies courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in comparison with the number of sections in 2013-2014.

The fill rate in Communication Studies courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Communication Studies courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Communication Studies courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease ($\geq -10.0\%$)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Communication Studies courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **substantially higher rate ($\geq 10.0\%$)** than the college success average* (**66.6%**) and showed a **substantially higher rate ($\geq 10.0\%$)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Communication Studies courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and **minimal to no difference** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly higher rate (1.0% to 4.9%)** than the college retention average* (**83.3%**) and showed a **substantially higher rate ($\geq 10.0\%$)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Communication Studies in 2015-2016 showed a **substantial decrease ($\geq -10.0\%$)** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Communication Studies in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Communication Studies** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **less than a quarter (1% to 24%)** of the courses offered were **hybrid**, **none (0%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **the majority (75% to 99%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in **Communication Studies** course success rates for *female students*; and there **was NOT a disproportional impact** in **Communication Studies** course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Communication Studies** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Communication Studies** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Communication Studies** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Communication Studies** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Communication Studies** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Communication Studies** course success rates for students *40 to 49 years old*; there **was a disproportional impact** in **Communication Studies** course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in **Communication Studies** course success rates for *African American* students; there **was a disproportional impact** in **Communication Studies** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Communication Studies** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Communication Studies** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Communication Studies** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **Communication Studies** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Communication Studies** course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

Over the last year we saw a decrease in sections offered term over term due to low enrollments. We see this trend as a natural contraction from increased section offerings to meet the high demand during the economic downturn of previous years (2009 – 2012). To increase enrollments, we have begun shifting the modality of course offerings to hybrid and online where possible. To aid in this transition we have begun encouraging all part-time instructors to complete online CANVAS training. In addition, we have begun the development of model courses that all instructors in our department will be able to use. Finally, we have participated in the college process to develop an effective pathway for students to complete a degree in Communication studies.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	734	626	585
FTES	71.0	57.0	54.4
FTEF30	2.9	2.7	2.8
WSCH/FTEF	404	344	321
Sections	30.0	29.0	27.0
Fill Rate	79.4%	72.9%	67.5%
DEGREES AND CERTIFICATES			
Associate Degrees	0	10	4
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	722	626	595
GENDER			
Female	60.8%	59.4%	60.3%
Male	37.5%	39.5%	38.5%
Unknown	1.7%	1.1%	1.2%
AGE at TERM			
Less than 19	15.1%	19.3%	27.1%
20 to 24	36.4%	33.7%	31.8%
25 to 29	18.7%	17.9%	16.1%
30 to 34	11.2%	9.3%	8.9%
35 to 39	5.5%	6.4%	6.6%
40 to 49	6.4%	8.0%	4.9%
50 and Older	6.6%	5.4%	4.7%
RACE/ETHNICITY			
African American	2.9%	3.4%	3.9%
American Indian	0.0%	0.0%	0.3%
Asian/Pacific Islander	43.4%	40.1%	33.4%
Hispanic/Latino	20.2%	24.8%	33.3%
2 or More Race	5.0%	4.5%	3.4%
White	26.7%	26.5%	24.2%
Unknown	1.8%	0.8%	1.4%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid	10.0%	20.4%	20.7%
Online			
Self-Paced			
Telecourse			
Traditional	90.0%	79.6%	79.3%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	77.4%	72.1%	78.7%
Course Retention (A-F, P, NP)	86.6%	83.1%	85.9%

* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	722	627	595
-Overall Success Rate	77.4%	72.2%	78.7%
-Overall Retention Rate	86.6%	83.3%	85.9%

STUDENT DEMOGRAPHICS			
GENDER			
Female	439	371	359
Male	271	249	229
Unknown	12	7	7

<u>Success Rate</u>			
- Female	76.8%	75.7%	79.1%
- Male	78.2%	67.1%	77.7%
- Unknown	83.3%	71.4%	85.7%

<u>Retention Rate</u>			
- Female	86.3%	84.6%	85.8%
- Male	87.1%	81.1%	86.0%
- Unknown	83.3%	85.7%	85.7%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	722	627	595
-Overall Success Rate	77.4%	72.2%	78.7%
-Overall Retention Rate	86.6%	83.3%	85.9%

AGE at TERM			
Less than 19	109	121	161
20 to 24	263	211	189
25 to 29	135	113	96
30 to 34	81	58	53
35 to 39	40	40	39
40 to 49	46	50	29
50 and Older	48	34	28

Success Rate			
Less than 19	77.1%	79.3%	80.7%
20 to 24	73.8%	69.7%	79.4%
25 to 29	75.6%	68.1%	77.1%
30 to 34	82.7%	74.1%	88.7%
35 to 39	92.5%	82.5%	74.4%
40 to 49	87.0%	70.0%	72.4%
50 and Older	72.9%	64.7%	60.7%

Retention Rate			
Less than 19	89.9%	90.1%	87.0%
20 to 24	84.0%	83.4%	87.8%
25 to 29	83.0%	77.0%	85.4%
30 to 34	88.9%	82.8%	92.5%
35 to 39	95.0%	85.0%	76.9%
40 to 49	89.1%	84.0%	79.3%
50 and Older	89.6%	76.5%	75.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	722	627	595
-Overall Success Rate	77.4%	72.2%	78.7%
-Overall Retention Rate	86.6%	83.3%	85.9%

RACE/ETHNICITY			
African American	145	155	198
American Indian	313	252	198
Asian	21	21	23
Hispanic/Latino	36	28	20
Pacific Islander	13	5	9
White	194	166	145
Unknown	0	0	2

Success Rate

African American	73.1%	67.7%	81.3%
American Indian	79.2%	74.2%	81.8%
Asian	57.1%	47.6%	43.5%
Hispanic/Latino	75.0%	89.3%	75.0%
Pacific Islander	100.0%	80.0%	77.8%
White	78.9%	73.5%	77.9%
Unknown	0.0%	0.0%	0.0%

Retention Rate

African American	86.9%	80.6%	89.4%
American Indian	86.9%	86.1%	88.9%
Asian	71.4%	47.6%	56.5%
Hispanic/Latino	80.6%	96.4%	90.0%
Pacific Islander	100.0%	100.0%	77.8%
White	87.6%	83.1%	82.8%
Unknown	0.0%	0.0%	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	722	627	595
-Overall Success Rate	77.4%	72.2%	78.7%
-Overall Retention Rate	86.6%	83.3%	85.9%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid	72	128	123
Online			
Self-Paced			
Telecourse			
Traditional	650	499	472

<u>Success Rate</u>			
Cable			
Correspondence			
Hybrid	68.1%	59.4%	65.0%
Online			
Self-Paced			
Telecourse			
Traditional	78.5%	75.6%	82.2%

<u>Retention Rate</u>			
Cable			
Correspondence			
Hybrid	75.0%	71.1%	71.5%
Online			
Self-Paced			
Telecourse			
Traditional	87.8%	86.4%	89.6%

Program Planning: Mass Communications

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in Mass Communications courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Mass Communications credit courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Mass Communications courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in Mass Communications courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Mass Communications courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Mass Communications courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial decrease (>= -10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in Mass Communications courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **moderately higher rate (5.0% to 9.9%)** than the college success average* (**66.6%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in Mass Communications courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **moderately higher rate (5.0% to 9.9%)** than the college retention average* (**83.3%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Mass Communications in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Mass Communications in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Mass Communications** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **more than half (50% to 74%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in Mass Communications course success rates for *female students*; and there **was NOT a disproportional impact** in Mass Communications course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Mass Communications course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Mass Communications course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in Mass Communications course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Mass Communications course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Mass Communications course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Mass Communications course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Mass Communications course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in Mass Communications course success rates for *African American* students; there **was a disproportional impact** in Mass Communications course success rates for *American Indian* students; there **was NOT a disproportional impact** in Mass Communications course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Mass Communications course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Mass Communications course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in Mass Communications course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Mass Communications course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

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

To address the stagnation of Mass Communication we have begun to explore the option of face-to-face and hybrid course offerings. In addition, we have hired a p/t mass communication instructor to develop new course curriculum in the area of Public Relations and to update the degree pathway for Mass Communications.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	996	1,168	1,137
FTES	91.0	107.0	104.2
FTEF30	0.8	1.1	1.1
WSCH/FTEF	1,791	1,635	1,593
Sections	5.0	8.0	6.5
Fill Rate	90.5%	93.8%	91.9%
DEGREES AND CERTIFICATES			
Associate Degrees	1	3	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	991	1,155	1,145
GENDER			
Female	18.3%	20.7%	22.2%
Male	81.3%	78.8%	76.9%
Unknown	0.4%	0.5%	1.0%
AGE at TERM			
Less than 19	3.4%	6.8%	5.9%
20 to 24	13.6%	12.6%	13.2%
25 to 29	15.9%	17.3%	17.0%
30 to 34	17.7%	17.0%	18.8%
35 to 39	14.7%	16.5%	14.8%
40 to 49	23.0%	19.7%	19.2%
50 and Older	11.6%	10.2%	11.0%
RACE/ETHNICITY			
African American	23.5%	23.2%	19.7%
American Indian	0.7%	1.3%	2.0%
Asian/Pacific Islander	12.1%	10.3%	10.2%
Hispanic/Latino	25.5%	30.9%	31.9%
2 or More Race	3.1%	2.6%	4.4%
White	31.2%	29.4%	30.2%
Unknown	3.8%	2.3%	1.6%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	21.2%	25.5%	26.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	78.8%	70.0%	70.8%
Traditional	0.0%	4.4%	2.6%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	68.1%	67.8%	72.4%
Course Retention (A-F, P, NP)	86.4%	89.4%	90.4%

* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	991	1,153	1,144
-Overall Success Rate	68.3%	69.2%	72.4%
-Overall Retention Rate	86.6%	89.4%	90.4%

STUDENT DEMOGRAPHICS			
GENDER			
Female	181	239	254
Male	806	908	880
Unknown	4	6	10

<u>Success Rate</u>			
- Female	70.2%	78.7%	73.6%
- Male	67.9%	66.6%	72.0%
- Unknown	75.0%	83.3%	70.0%

<u>Retention Rate</u>			
- Female	85.6%	92.5%	94.1%
- Male	86.7%	88.5%	89.2%
- Unknown	100.0%	100.0%	100.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	991	1,153	1,144
-Overall Success Rate	68.3%	69.2%	72.4%
-Overall Retention Rate	86.6%	89.4%	90.4%

AGE at TERM			
Less than 19	34	79	68
20 to 24	135	144	150
25 to 29	158	200	195
30 to 34	175	196	215
35 to 39	146	190	170
40 to 49	228	226	220
50 and Older	115	118	126

Success Rate			
Less than 19	61.8%	74.7%	67.6%
20 to 24	57.8%	62.5%	65.3%
25 to 29	62.0%	63.5%	69.7%
30 to 34	65.7%	66.3%	68.4%
35 to 39	71.9%	68.4%	74.1%
40 to 49	74.1%	74.3%	78.6%
50 and Older	79.1%	79.7%	81.0%

Retention Rate			
Less than 19	88.2%	89.9%	91.2%
20 to 24	78.5%	85.4%	88.0%
25 to 29	82.3%	87.0%	90.8%
30 to 34	86.9%	89.3%	90.7%
35 to 39	89.0%	90.0%	90.6%
40 to 49	91.7%	93.4%	91.8%
50 and Older	87.8%	89.8%	88.9%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	991	1,153	1,144
-Overall Success Rate	68.3%	69.2%	72.4%
-Overall Retention Rate	86.6%	89.4%	90.4%

RACE/ETHNICITY			
African American	254	358	364
American Indian	120	120	117
Asian	234	269	226
Hispanic/Latino	31	27	49
Pacific Islander	36	25	18
White	309	339	347
Unknown	7	15	23

Success Rate

African American	67.7%	61.7%	68.1%
American Indian	82.5%	80.0%	77.8%
Asian	53.0%	65.4%	70.4%
Hispanic/Latino	58.1%	70.4%	67.3%
Pacific Islander	75.0%	76.0%	77.8%
White	75.4%	77.0%	78.7%
Unknown	57.1%	40.0%	43.5%

Retention Rate

African American	87.4%	86.3%	89.3%
American Indian	95.8%	88.3%	86.3%
Asian	81.2%	92.2%	93.8%
Hispanic/Latino	77.4%	92.6%	91.8%
Pacific Islander	88.9%	100.0%	94.4%
White	87.4%	90.3%	90.8%
Unknown	71.4%	80.0%	82.6%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	991	1,153	1,144
-Overall Success Rate	68.3%	69.2%	72.4%
-Overall Retention Rate	86.6%	89.4%	90.4%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	210	295	304
Self-Paced			
Telecourse	781	807	810
Traditional		51	30

Success Rate

Cable			
Correspondence			
Hybrid			
Online	79.0%	81.0%	79.3%
Self-Paced			
Telecourse	65.4%	64.7%	69.9%
Traditional		72.5%	70.0%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	87.1%	90.8%	92.8%
Self-Paced			
Telecourse	86.4%	89.2%	89.1%
Traditional		84.3%	100.0%

Student (SLOs) and Program Student Learning Outcome (PSLOs)

Summarize SLOs, PSLO findings, dialog, and Include SLO and PSLO data if available

To fall in line with the new SLO process for the college our department has begun developing common instruments to assess course SLO's for all CMST courses. In addition, our department has begun dialog to implement improvement strategies based upon department discussions.

Curriculum Review

Table Curriculum Review

Course	Date Reviewed	Status
CMST-C220	Dec 2016	Removed the pre-requisite

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

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	In 2015-16 Course schedules for the last three years have been analyzed to weed out course days and times that do not fill. A rotation of major electives has been implemented to allow students to complete the major in a two-year period. A new initiative to develop more major courses for the hybrid modality. In 2016-17 new schedules were developed for 2017-18	
To develop master course hybrid options for our interpersonal, small group, and intercultural communication courses.	In-progress	Developed intercultural master course and is currently working an interpersonal course.	
To develop a model for a large lecture + activity lab Public Speaking Course	In-progress	Discussion with the Dean has occurred	

Response to Program/Department Committee Recommendation(s)

Table 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.

Program Planning and Communication Strategies

Primary department communication occurs during the two discipline meetings scheduled during the Fall & Spring All-College meetings. In addition, department dialog occurs through email and other scheduled meetings.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2016-17	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
Current year 2017-18	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
1 year 2018-19	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
2 years 2019-2020	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
3 years 2020-2021	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)

Provide a description of the staffing for the program. Include a description of the previous, current, and year of staffing estimates. Support the projection with evidence and specify how position growth or reduction relates to College plans. Additionally, for full-time positions, include a Coast District approved job description.

Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Part-time faculty	CANVAS training	More courses can be offered as hybrid and materials can be stored in CANVAS

- We would like to find opportunities for our faculty to participate in professional development that will increase our effectiveness as hybrid, online and face-to face instructors.

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 (CSMT 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: Provide a short description of the initiative.

Describe how the initiative supports the college mission:

Provide an explanation of how the initiative supports the College mission.

What college goal does the initiative support? 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 Educational Master Plan objective does the initiative support? Select all that apply

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

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) of completing the initiative.

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority

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

Prioritization Glossary

- Initiative: Provide a short description of the plan
- Resource(s): Describe the resource(s) needed to support the completion of the initiative
- Est. Cost: Estimated financial cost of the resource(s)
- Funding Type: Specify if the resource request is one-time or ongoing
- Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)
- Evidence: Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
- College Goal: Specify what College goal the initiative aligns with
- To be completed by: Specify year of anticipated completion
- Priority: Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.