

COASTLINE COLLEGE

2018-2019

Annual Program Review

Communication Studies

(Communication Studies and Mass Communications)

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Section 1: Program Planning: Communication Studies

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Communication Studies Enrollment	633	602	484
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Communication Studies Resident FTES	56.52	56.40	44.13
Sections	29	28	26
Fill Rate	71.3%	68.2%	64.2%
WSCH/FTEF 595 Efficiency	344	347	342
FTEF/30	2.7	2.8	2.3
Extended Learning Enrollment	33	30	215

The percentage change in the number of Communication Studies **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Communication Studies credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Communication Studies courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Communication Studies courses showed a moderate decrease from 2015-16 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Communication Studies courses in 2016-17 showed a slight decrease from 2015-16 and a minimal difference from 2014-15.

The percentage change in the **FTEF/30** ratio for Communication Studies courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial increase in the number of Communication Studies **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial increase from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Communication Studies Enrollment	633	602	484

Modality	2014-15	2015-16	2016-17
Traditional	78.8%	78.7%	74.8%
Online	0.0%	0.0%	0.0%
Hybrid	21.2%	21.3%	25.2%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	59.4%	60.0%	56.8%
Male	39.5%	38.9%	41.7%
Unknown	1.1%	1.2%	1.4%

Ethnicity	2014-15	2015-16	2016-17
African American	3.3%	4.0%	2.9%
American Indian/AK Native	0.0%	0.3%	0.0%
Asian	39.7%	32.7%	30.0%
Hispanic	14.7%	22.1%	20.9%
Pacific Islander/HI Native	0.5%	0.0%	1.2%
White	26.7%	24.9%	27.5%
Multi-Ethnicity	14.4%	14.5%	16.3%
Other/Unknown	0.8%	1.5%	1.2%

Age Group	2014-15	2015-16	2016-17
19 or Less	19.1%	27.4%	26.7%
20 to 24	33.8%	31.6%	30.6%
25 to 29	18.0%	15.8%	19.0%
30 to 34	9.3%	9.0%	10.1%
35 to 39	6.3%	6.6%	5.8%
40 to 49	7.9%	5.0%	5.2%
50 and Older	5.5%	4.7%	2.7%

Communication Studies courses made up 0.8% of all state-funded enrollment for 2016-17. The percentage difference in Communication Studies course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in Communication Studies during 2016-17 showed 74.8% of courses were taught **traditional (face-to-face)**, 0.0% were taught **online**, 25.2% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Communication Studies enrollment consisted of 56.8% **female**, 41.7% **male**, and 1.4% students of **unknown** gender. In 2016-17, Communication Studies enrollment consisted of 2.9% **African American** students, 0.0% **American Indian/AK Native** students, 30.0% **Asian** students, 20.9% **Hispanic** students, 1.2% **Pacific Islander/HI Native** students, 27.5% **White** students, 16.3% **multi-ethnic** students, and 1.2% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Communication Studies revealed 26.7% aged **19 or less**, 30.6% aged **20 to 24**, 19.0% aged **25 to 29**, 10.1% aged **30 to 34**, 5.8% aged **35 to 39**, 5.2% aged **40 to 49**, and 2.7% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Communication Studies Degrees	17	7	19
College Awarded Certificates	748	644	602
Communication Studies Certificates	0	0	0

The percentage change in the number of Communication Studies **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Communication Studies **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Communication Studies Success Rate	72.0%	78.7%	82.0%

Modality	2014-15	2015-16	2016-17
Traditional	75.3%	82.2%	82.3%
Online	-	-	-
Hybrid	59.4%	65.0%	81.0%
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	75.5%	79.1%	84.1%
Male	66.8%	77.7%	78.5%
Unknown	71.4%	85.7%	100.0%

Ethnicity	2014-15	2015-16	2016-17
African American	47.6%	43.5%	84.6%
American Indian/AK Native	-	0.0%	-
Asian	73.4%	81.7%	79.2%
Hispanic	64.5%	80.9%	80.2%
Pacific Islander/HI Native	100.0%	-	83.3%
White	73.7%	77.6%	86.3%
Multi-Ethnicity	77.8%	80.5%	83.3%
Other/Unknown	75.0%	77.8%	60.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	79.3%	81.0%	88.4%
20 to 24	69.5%	78.3%	75.9%
25 to 29	67.9%	78.7%	81.3%
30 to 34	72.9%	88.7%	93.8%
35 to 39	82.5%	74.4%	71.4%
40 to 49	70.0%	72.4%	75.0%
50 and Older	64.7%	60.7%	84.6%

The percentage difference in the **course success rate** in Communication Studies courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Communication Studies 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Communication Studies **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Communication Studies success rate for 2016-17, the success rate was minimally different for **traditional (face-to-face)** Communication Studies courses, not applicable for **online** courses, minimally different for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Communication Studies success rate for 2016-17, the success rate was slightly higher for **female** students in Communication Studies courses, slightly lower for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Communication Studies success rate for 2016-17, the success rate was slightly higher for **African American** students in Communication Studies courses, not applicable for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly lower for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Communication Studies success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Communication Studies courses, moderately lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, substantially higher for students aged **30 to 34**, substantially lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Communication Studies Retention Rate	83.1%	85.9%	90.8%

Modality	2014-15	2015-16	2016-17
Traditional	86.1%	89.6%	91.2%
Online	-	-	-
Hybrid	71.1%	71.5%	89.7%
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	84.4%	85.8%	91.1%
Male	81.0%	86.0%	90.0%
Unknown	85.7%	85.7%	100.0%

Ethnicity	2014-15	2015-16	2016-17
African American	47.6%	56.5%	92.3%
American Indian/AK Native	-	0.0%	-
Asian	85.5%	88.8%	89.6%
Hispanic	78.5%	87.8%	88.1%
Pacific Islander/HI Native	100.0%	-	83.3%
White	83.2%	82.3%	92.4%
Multi-Ethnicity	87.8%	92.0%	94.9%
Other/Unknown	100.0%	77.8%	80.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	90.1%	87.1%	94.6%
20 to 24	83.3%	86.8%	90.3%
25 to 29	76.8%	87.2%	90.1%
30 to 34	81.4%	92.5%	95.8%
35 to 39	85.0%	76.9%	78.6%
40 to 49	84.0%	79.3%	79.2%
50 and Older	76.5%	75.0%	92.3%

The percentage difference in the **retention rate** in Communication Studies courses in 2016-17 showed a moderate increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Communication Studies 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Communication Studies **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Communication Studies retention rate for 2016-17, the retention rate was minimally different for **traditional (face-to-face)** Communication Studies courses, not applicable for **online** courses, slightly lower for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Communication Studies retention rate for 2016-17, the retention rate was minimally different for **female** students in Communication Studies courses, minimally different for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Communication Studies retention rate for 2016-17, the retention rate was slightly higher for **African American** students in Communication Studies courses, not applicable for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly lower for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Communication Studies retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Communication Studies courses, minimally different for students aged **20 to 24**, minimally different for students aged **25 to 29**, moderately higher for students aged **30 to 34**, substantially lower for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Section 1: Program Planning: Mass Communication

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Mass Communications Enrollment	1,167	1,145	958
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Mass Communications Resident FTES	106.78	103.34	87.16
Sections	8	7	7
Fill Rate	92.0%	92.0%	84.2%
WSCH/FTEF 595 Efficiency	1,633	1,592	1,413
FTEF/30	1.1	1.1	1.0
Extended Learning Enrollment	1,032	994	453

The percentage change in the number of Mass Communications **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Mass Communications credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Mass Communications courses in 2016-17 showed a minimal difference from 2015-16 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Mass Communications courses showed a moderate decrease from 2015-16 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Mass Communications courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Mass Communications courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Mass Communications **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Mass Communications Enrollment	1,167	1,145	958

Modality	2014-15	2015-16	2016-17
Traditional	4.6%	2.6%	5.6%
Online	25.4%	26.6%	21.6%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	70.0%	70.8%	72.8%

Gender	2014-15	2015-16	2016-17
Female	20.8%	22.2%	20.5%
Male	78.7%	76.9%	77.8%
Unknown	0.5%	0.9%	1.8%

Ethnicity	2014-15	2015-16	2016-17
African American	23.1%	19.7%	18.1%
American Indian/AK Native	1.1%	1.9%	1.7%
Asian	9.7%	9.4%	11.4%
Hispanic	24.5%	24.4%	29.1%
Pacific Islander/HI Native	0.5%	0.8%	0.5%
White	29.7%	30.8%	26.6%
Multi-Ethnicity	9.4%	11.8%	11.7%
Other/Unknown	1.9%	1.2%	0.9%

Age Group	2014-15	2015-16	2016-17
19 or Less	7.0%	5.9%	7.7%
20 to 24	12.8%	13.2%	10.2%
25 to 29	17.3%	17.1%	14.6%
30 to 34	16.8%	18.8%	15.9%
35 to 39	16.5%	14.8%	15.1%
40 to 49	19.5%	19.2%	22.2%
50 and Older	10.1%	11.0%	14.1%

Mass Communications courses made up 1.6% of all state-funded enrollment for 2016-17. The percentage difference in Mass Communications course **enrollment** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. Enrollment in Mass Communications during 2016-17 showed 5.6% of courses were taught **traditional (face-to-face)**, 21.6% were taught **online**, 0.0% were taught in the **hybrid** modality, and 72.8% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Mass Communications enrollment consisted of 20.5% **female**, 77.8% **male**, and 1.8% students of **unknown** gender. In 2016-17, Mass Communications enrollment consisted of 18.1% **African American** students, 1.7% **American Indian/AK Native** students, 11.4% **Asian** students, 29.1% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 26.6% **White** students, 11.7% **multi-ethnic** students, and 0.9% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Mass Communications revealed 7.7% aged **19 or less**, 10.2% aged **20 to 24**, 14.6% aged **25 to 29**, 15.9% aged **30 to 34**, 15.1% aged **35 to 39**, 22.2% aged **40 to 49**, and 14.1% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Mass Communications Degrees	0	0	0
College Awarded Certificates	748	644	602
Mass Communications Certificates	0	0	0

The percentage change in the number of Mass Communications **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Mass Communications **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Mass Communications Success Rate	68.4%	72.3%	76.6%

Modality	2014-15	2015-16	2016-17
Traditional	68.5%	70.0%	88.9%
Online	81.0%	79.3%	87.9%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	63.9%	69.8%	72.3%

Gender	2014-15	2015-16	2016-17
Female	77.7%	73.6%	82.7%
Male	65.9%	72.0%	75.3%
Unknown	83.3%	70.0%	64.7%

Ethnicity	2014-15	2015-16	2016-17
African American	64.8%	70.2%	67.1%
American Indian/AK Native	46.2%	45.5%	68.8%
Asian	81.4%	79.6%	90.8%
Hispanic	60.8%	65.6%	74.6%
Pacific Islander/HI Native	50.0%	55.6%	60.0%
White	75.8%	78.5%	81.2%
Multi-Ethnicity	62.4%	73.3%	75.9%
Other/Unknown	77.3%	71.4%	55.6%

Age Group	2014-15	2015-16	2016-17
19 or Less	72.0%	67.6%	90.5%
20 to 24	60.8%	64.9%	71.4%
25 to 29	63.4%	69.4%	72.9%
30 to 34	65.8%	68.8%	74.3%
35 to 39	68.2%	74.0%	77.9%
40 to 49	73.2%	78.6%	74.6%
50 and Older	79.7%	81.0%	81.5%

The percentage difference in the **course success rate** in Mass Communications courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Mass Communications 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Mass Communications **course success rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Mass Communications success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Mass Communications courses, substantially higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Mass Communications success rate for 2016-17, the success rate was moderately higher for **female** students in Mass Communications courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Mass Communications success rate for 2016-17, the success rate was moderately lower for **African American** students in Mass Communications courses, moderately lower for **American Indian/AK Native** students, substantially higher for **Asian** students, slightly lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Mass Communications success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Mass Communications courses, moderately lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Mass Communications Retention Rate	89.2%	90.3%	89.5%

Modality	2014-15	2015-16	2016-17
Traditional	85.2%	100.0%	100.0%
Online	91.2%	92.8%	94.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	88.7%	89.0%	87.1%

Gender	2014-15	2015-16	2016-17
Female	92.6%	94.1%	95.9%
Male	88.2%	89.1%	88.3%
Unknown	100.0%	100.0%	64.7%

Ethnicity	2014-15	2015-16	2016-17
African American	91.9%	93.8%	85.0%
American Indian/AK Native	84.6%	81.8%	93.8%
Asian	89.4%	86.1%	97.2%
Hispanic	85.7%	87.8%	88.5%
Pacific Islander/HI Native	83.3%	88.9%	80.0%
White	89.9%	90.7%	89.8%
Multi-Ethnicity	88.1%	93.3%	91.1%
Other/Unknown	100.0%	92.9%	77.8%

Age Group	2014-15	2015-16	2016-17
19 or Less	90.2%	91.2%	100.0%
20 to 24	84.5%	87.4%	88.8%
25 to 29	87.1%	90.8%	86.4%
30 to 34	88.8%	90.7%	86.8%
35 to 39	90.1%	90.5%	91.7%
40 to 49	93.0%	91.8%	87.3%
50 and Older	89.8%	88.9%	91.9%

The percentage difference in the **retention rate** in Mass Communications courses in 2016-17 showed minimal difference from 2015-16 and minimal difference from 2014-15. When comparing the percentage point difference in the Mass Communications 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Mass Communications **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Mass Communications retention rate for 2016-17, the retention rate was substantially higher for **traditional (face-to-face)** Mass Communications courses, moderately higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Mass Communications retention rate for 2016-17, the retention rate was moderately higher for **female** students in Mass Communications courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Mass Communications retention rate for 2016-17, the retention rate was slightly lower for **African American** students in Mass Communications courses, slightly higher for **American Indian/AK Native** students, moderately higher for **Asian** students, minimally different for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, minimally different for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Mass Communications retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Mass Communications courses, minimally different for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

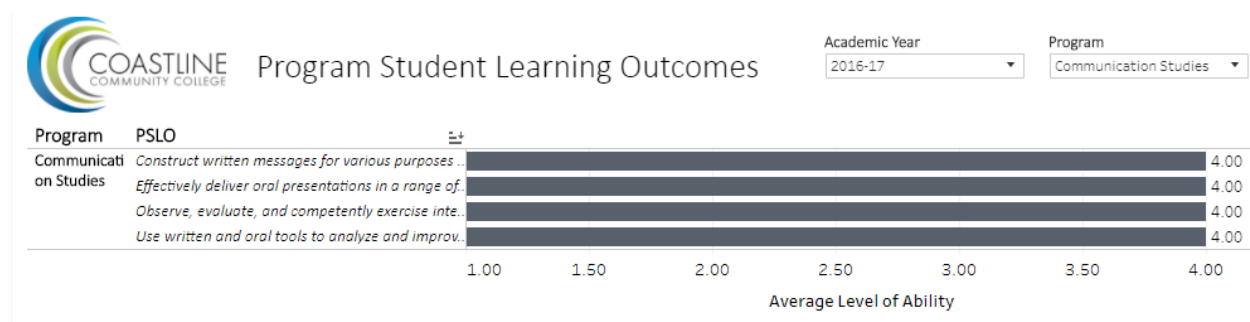
Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

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

2016-2017 Communication Studies Program Student Learning Outcomes (PSLOs)

Communication Studies PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Construct written messages for various purposes to diverse audiences.	1	100.0%	0.0%	0.0%	0.0%
Effectively deliver oral presentations in a range of settings to diverse audiences.	1	100.0%	0.0%	0.0%	0.0%
Observe, evaluate, and competently exercise interpersonal communication skills.	1	100.0%	0.0%	0.0%	0.0%
Use written and oral tools to analyze and improve communication in personal, academic, public, and professional interactions.	1	100.0%	0.0%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2016-2017 post-graduate survey for the Communication Studies Program to produce meaningful data.



Curriculum Review

At the beginning of the Spring 18' semester the department began researching possibility of updating the CMST 100 Interpersonal Communication, and CMST 101 Fundamentals of Human Communication to offer both courses in the hybrid and online modalities.

Table Curriculum Review

Course	Date Reviewed	Status
CMST 101	September 24, 2018	In Progress
CMST 100	February 1, 2018	In Progress

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	Course schedule has been adapted. Work continues on adapting CMST schedule to fit within the college-wide initiative of block-scheduling.
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 on interpersonal course.	Intercultural enrollments have increased in the extended learning and military.
To develop a model for a large lecture + activity lab Public Speaking Course	In-Progress	Discussion with the Dean has occurred	Feasibility has not been determined. Continually exploring opportunities to complete this initiative.

Response to Program/Department Committee Recommendation(s)

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

Our department faculty have met in person during the spring 18' flex day activities. Fervent discussions about program and degree awareness were had. Suggestions were made to utilize the Marketing department to develop materials to market and advertise the Communication Program & Degree.

Implications of Change

Discussion around the implications of decreased scheduling of CMST and MCOM sections was had amongst faculty during the Spring 18' flex day activities. While it was determined that decreasing the amount of offered sections was not ideal, less sections were canceled. It also allowed for higher enrollments fill rates in scheduled sections.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	0		Instructor (1)	Instructor (9)		
Current year 2018-19	0		Instructor (1)	Instructor (9)		
1 year 2019-20	0		Instructor (2)	Instructor (9)		
2 years 2020-21	0		Instructor (2)	Instructor (9)		
3 years 2021-22	0		Instructor (2)	Instructor (9)		

Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Josh Levenshusus	Equity and Inclusion training	Gained insight in relation to equity and inclusion practices
	Equity Conference for College of Urban Education	

Section 3: Facilities Planning

At this time the program has no additional facility needs.

Section 4: Technology Planning

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: Develop hybrid and online versions for CMST 101 and CMST 100 and add new programs in digital communication

Describe how the initiative supports the college mission:

Creating hybrid and online versions of CMST major courses increases opportunity for access and success within the CMST major and program.

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.

Decreased enrollments in the CMST program demonstrates a need to offer hybrid and online courses to increase access for all Coastline students.

Recommended resource(s) needed for initiative achievement:

Full-time faculty member

What is the anticipated outcome of completing the initiative?

The intended result of this initiative is to increase enrollments in CMST courses and CMST degree completion

Provide a timeline and timeframe from initiative inception to completion.

Courses will be created within the 18'-19' school year to be offered in the Fall 19' semester.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. 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
Develop hybrid and online versions for CMST 101 and CMST 100 and add new programs in digital communication	Full-time faculty		Ongoing	No	External Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence	2019-20	1

Prioritization Glossary

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

**COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of:**

Instructor, Communication Studies

SALARY: \$50,519.00 - \$120,442.00 Annually

OPENING DATE: 02/02/18

CLOSING DATE: 03/06/18 11:59 PM

DEFINITION:

Golden West College – You Are Welcome Here!

Located in the coastal community of Huntington Beach, also known as "Surf City," Golden West College is regarded as one of the most beautiful campuses in Southern California. The college is highly regarded for academic quality and innovation. In its earliest years, the college was recognized for its pioneering leadership in designing learning-centered programs and services for its student body and continues in that tradition to this day.

Golden West College (GWC) has an unwavering commitment to quality education, equitable outcomes; inclusive practices; and racial, ethnic, and socioeconomic diversity. Ideal candidates for all positions at our college share our devotion to educating and improving the lives of our representative student, employee, and community populations. At this time, our college enrolls approximately 12,000 students per term; 34% are Latinx, 29% are White, 26% are Asian, 2% are African-American, 2% are Filipino, 0.5% are Native Hawaiian or Pacific Islander, and 5% are multiracial. GWC is an officially designated Hispanic-Serving Institution (HSI) and has an eligibility designation as an Asian American Native American Pacific Islander-Serving Institution (AANAPISI). GWC engages in regular professional development opportunities and partnerships so that we can best serve disproportionately impacted groups. Activities and connections include GWC's partnership with USC's Center for Urban Education; student and employee involvement in organizations like Puente, Student Veterans, and Gay Lesbian Alternative Straight Alliance (GLASA); a robust District Ally training program, including UndocuAlly (undocumented students), SafeZone (LGBTQ), Vet Net (veterans), and Ability Ally; and other equity minded programs; as well as a full calendar of culturally responsive events.

THE POSITION

Golden West College is currently seeking a full-time tenure track Communication Studies Instructor commencing with the 2018 fall semester. The primary teaching assignment involves public speaking and interpersonal communication. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support

resources; and participation in ongoing professional development.

The assignment may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of the Coast Community College District, with a clear, focused commitment to supporting teaching and academic excellence, and student learning and success through the work of communication studies.

Examples of Duties: Duties may include, but are not limited to, the following:

1. Provide instruction in **Communication Studies** in accordance with established course outlines.
2. Provide leadership in the development and revision of **Communication Studies** curriculum.
3. Participate in curriculum development, implementation, and evaluation; participate in and develop programs to measure student performance.
4. Maintain current knowledge in the subject matter areas.
5. Maintain appropriate standards of professional conduct and ethics.
6. 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; submit student grades according to established deadlines; post and maintain scheduled office hours; participate in departmental meetings and college and/or district-wide activities and committees as assigned.
7. Assignment may include day, evening, weekend, and online sections.

QUALIFICATIONS AND PHYSICAL DEMANDS:

Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication **OR** Bachelor's in any of the above **AND** Master's in drama/theater arts, mass communication or English **OR** meet the equivalent qualifications established by the District, **AND**

- Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.
- Ability to contribute to campus and district-wide professional responsibilities and activities.
- Ability to complement existing staff, student and community demographics in terms of professional and personal skills.

Desirable Qualifications:

- Educational and/or instructional preparation in communication studies.
- A minimum of two (2) years of recent experience teaching communication courses at the post-secondary level.
- Evidence of student success in teaching communication studies.
- Evidence of participation in student success initiatives in a post-secondary setting.

- Evidence of an ability to address the instructional needs of a diverse and frequently underprepared student population.
- Evidence of an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences.
- Evidence of an ability to adapt teaching pedagogy to the knowledge level (developmental through transfer) and personality of each individual and class.
- Evidence of an ability to self-reflect and respond to an evidenced-based assessment of student learning.
- Evidence of innovation, scholarship, or leadership in the teaching of communication studies.
- Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Coast Community College District.
- Desire and evidence of an ability to take on leadership roles both within the department and in the institution as a whole.
- Ability to work with computers, and use the Internet and interactive technologies to engage students in on-campus and online courses (where academically appropriate); and intrinsic motivation and ability to develop and teach online courses.
- Evidence of an ability to communicate effectively both orally and in writing.

CONDITIONS OF EMPLOYMENT:

For a full-time, two-semester position a maximum starting range of \$50,519 to \$86,130 is offered, based on the 2017-2018 salary schedule of \$50,519 to \$120,442. In addition, an annual stipend of \$2,946 is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

- Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
- The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910)
- The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individual's interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

Physical Abilities

- Requires the ability to function in a classroom and/or office environment performing work of primarily a sedentary nature with some requirement to move to about the classroom, campus and off-campus locales. Requires the

ability to use hearing and speech to make presentations to groups and carry on conversations over the phone and in person. Requires speaking skills to communicate with staff and students in on-on-one and small group settings, on the phone, and to distinguish sound prompts from various types of equipment. Requires near visual acuity to read printed materials and computer screens. Requires sufficient hand/arm/finger dexterity to retrieve work materials, operate a personal computer keyboard, and operate standard office equipment. Requires the ability to lift and/or move up to 25 pounds.

Working Conditions

- Work is performed indoors where minimal safety considerations exist.

ADDITIONAL INFORMATION:

*The deadline to apply is **11:59 p.m., March 6, 2018**. Application materials must be electronically submitted on-line at <http://www.cccd.edu/employment>. Incomplete applications and application materials submitted by mail will not be considered.*

APPLICATION REQUIREMENTS

Reference AP 7120C – A complete application may include, but not be limited to, the following:

- District Application Form
- Responses to Supplemental Questions
- Cover letter addressing the applicant's qualifications, including desirable qualifications for the subject(s) to be taught
- Resume
- All unofficial copies of undergraduate and graduate transcripts
- *Equivalency Request Form* and supporting documentation (if applicable). Candidates making application on the basis of equivalency must submit/upload an Application for Equivalency form (located at www.cccd.edu/employment) in addition to all other required materials (upload as a separate attachment - PDF recommended).
- Documents not requested in the job announcement will not be considered

Submit application on-line at
<http://www.cccd.edu/employment>.

Coast Community College District – Human Resources
1370 Adams Avenue, Costa Mesa, CA 92626

Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4714.

SELECTION PROCEDURE

1. All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.
2. Applicants who meet the minimum qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss their qualifications in an interview to the college. If any travel is required for an applicant to participate in person during the interview process, this will be done so at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.
3. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
4. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
5. The campus President will make the final recommendation for employment to the Board of Trustees.
6. The successful candidate will be offered the position and placed on the current salary schedule based on their education and experience.
7. The start date will be determined by the hiring manager depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION

- To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.
- The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for our vacant positions.
- Applicants wishing to apply for more than one position must submit separate application materials for each desired position.
- During the interview process, consideration will be given to factors in addition to a candidate's education and experience. Additional factors Include but are not limited to: professional development, ability to work with others, and commitment to meet student needs.
- Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.
- Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.
- The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.

- The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.
- The College does not return materials submitted in the application for a position. (Copies of original supporting documents are acceptable).
- Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes [Coastline Community College](#), [Golden West College](#), and [Orange Coast College](#). The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs.

Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

THE COAST COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER:

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Coast Colleges is an Equal Opportunity Employer

APPLICATIONS	MAY	BE	FILED	ONLINE	AT:	Position #12-G-19
http://www.cccd.edu						INSTRUCTOR, COMMUNICATION STUDIES
1370		Adams			Avenue	BW
Costa	Mesa,		CA		92626	
714-438-4714						
714-438-4716						
jobs@ccd.edu						

Instructor, Communication Studies Supplemental Questionnaire

- * 1. Describe your training and/or experience that demonstrate your sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.
- * 2. Describe your ability and experience in designing post-secondary curriculum and learning activities to address a wide range of student learning levels and learning styles.
- * 3. Describe your ability to self-reflect and respond to an evidence-based assessment of student learning.
- * 4. Describe your understanding of current and emerging instructional delivery technologies and your experience in integrating those technologies into the learning process.
- * 5. Describe your involvement in professional development and in campus/community service activities.
- * 6. Are you applying for equivalency? (A completed Application for Equivalency Form with supporting documentation MUST BE ATTACHED if you do not possess the minimum qualifications for this discipline as listed in the job posting. The Equivalency Application Form can be downloaded at www.cccd.edu/employment.)
 - No, I am not applying for equivalency because I already possess the minimum qualifications for this discipline area as listed in the job posting.
 - No, I am not applying for equivalency because I was already granted equivalency in this discipline area by Coastline College, Golden West College and/or Orange Coast College.
 - Yes, I have ATTACHED my completed Application for Equivalency Form (downloadable at www.cccd.edu/employment) with supporting documentation included, for review.
- * 7. If you were previously granted equivalency in this discipline area by a CCCD college, please specify: (1) the discipline(s) (2) from which college(s) equivalency was granted, and (3) when equivalency was granted. (Please type "N/A" if this question does not apply to you.)

* Required Question