

COASTLINE
COLLEGE



2019-2020
Annual Program Review

Communication Studies
(Communication Studies, Mass Communication)

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Section 1: Program Planning:

Internal Analysis: Communication Studies

| Productivity | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------------|----------------|----------------|----------------|
| College State-Funded Enrollment | 63,485 | 60,149 | 61,512 |
| Communication Studies Enrollment | 595 | 478 | 505 |
| College Student Resident FTES | 6,343.35 | 5,928.76 | 6,189.62 |
| Communication Studies Resident FTES | 56.74 | 44.26 | 48.71 |
| Sections | 30 | 34 | 29 |
| Fill Rate | 66.7% | 58.2% | 64.1% |
| WSCH/FTEF 595 Efficiency | 349 | 344 | 326 |
| FTEF/30 | 2.8 | 2.3 | 2.5 |
| Extended Learning Enrollment | 21 | 211 | 299 |

The percentage change in the number of Communication Studies **enrollments** in 2017-18 showed a moderate increase from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Communication Studies credit courses showed a substantial increase from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Communication Studies courses in 2017-18 showed a substantial decrease from 2016-17 and a slight decrease from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Communication Studies courses showed a substantial increase from 2016-17 and a slight decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Communication Studies courses in 2017-18 showed a moderate decrease from 2016-17 and a moderate decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Communication Studies courses in 2017-18 showed a substantial increase from 2016-17 and a moderate decrease in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial increase in the number of Communication Studies **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial increase from 2015-16.

| Comparison of Enrollment Trends | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| College State-Funded Enrollment | 63,485 | 60,149 | 61,512 |
| Communication Studies Enrollment | 595 | 478 | 505 |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| Traditional | 79.3% | 75.7% | 67.3% |
| Online | 0.0% | 0.0% | 0.0% |
| Hybrid | 20.7% | 24.3% | 32.7% |
| Correspondence (Cable, Telecourse, Other DL) | 0.0% | 0.0% | 0.0% |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------------|----------------|----------------|----------------|
| Female | 60.3% | 56.7% | 61.2% |
| Male | 38.5% | 41.8% | 37.6% |
| Unknown | 1.2% | 1.5% | 1.2% |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|
| African American | 3.9% | 2.7% | 3.8% |
| American Indian/AK Native | 0.2% | 0.0% | 0.2% |
| Asian | 33.1% | 30.1% | 31.1% |
| Hispanic | 22.0% | 21.1% | 18.6% |
| Pacific Islander/HI Native | 0.0% | 1.3% | 0.2% |
| White | 24.7% | 27.4% | 28.5% |
| Multi-Ethnicity | 14.6% | 16.3% | 17.4% |
| Other/Unknown | 1.5% | 1.0% | 0.2% |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|------------------|----------------|----------------|----------------|
| 19 or Less | 27.4% | 27.0% | 23.2% |
| 20 to 24 | 31.8% | 30.3% | 29.5% |
| 25 to 29 | 15.8% | 19.0% | 20.6% |
| 30 to 34 | 8.9% | 10.0% | 10.7% |
| 35 to 39 | 6.6% | 5.9% | 5.7% |
| 40 to 49 | 4.9% | 5.0% | 7.3% |
| 50 and Older | 4.7% | 2.7% | 3.0% |

Communication Studies courses made up 0.8% of all state-funded enrollment for 2017-18. The percentage difference in Communication Studies course **enrollment** in 2017-18 showed a moderate increase from 2016-17 and a substantial decrease from 2015-16. Enrollment in Communication Studies during 2017-18 showed 67.3% of courses were taught **traditional (face-to-face)**, 0.0% were taught **online**, 32.7% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Communication Studies enrollment consisted of 61.2% **female**, 37.6% **male**, and 1.2% students of **unknown** gender. In 2017-18, Communication Studies enrollment consisted of 3.8% **African American** students, 0.2% **American Indian/AK Native** students, 31.1% **Asian** students, 18.6% **Hispanic** students, 0.2% **Pacific Islander/HI Native** students, 28.5% **White** students, 17.4% **multi-ethnic** students, and 0.2% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Communication Studies revealed 23.2% aged **19 or less**, 29.5% aged **20 to 24**, 20.6% aged **25 to 29**, 10.7% aged **30 to 34**, 5.7% aged **35 to 39**, 7.3% aged **40 to 49**, and 3.0% aged **50 and older**.

| Awards | 2015-16 | 2016-17 | 2017-18 |
|------------------------------------|----------------|----------------|----------------|
| College Awarded Degrees | 2,047 | 2,221 | 2,213 |
| Communication Studies Degrees | 7 | 19 | 19 |
| College Awarded Certificates | 600 | 602 | 628 |
| Communication Studies Certificates | 0 | 0 | 1 |

The percentage change in the number of Communication Studies **degrees** awarded in 2017-18 showed minimal difference from 2016-17 and a substantial increase from the number of degrees awarded in 2015-16.

The percentage change in the number of Communication Studies **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Communication Studies

| Comparison of Success Rates | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| College State-Funded Success Rate | 66.7% | 68.6% | 70.4% |
| College Institution Set Standard Success Rate | 55.6% | 56.7% | 58.3% |
| Communication Studies Success Rate | 78.7% | 82.0% | 74.2% |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Traditional | 82.2% | 82.3% | 76.5% |
| Online | - | - | - |
| Hybrid | 65.0% | 81.0% | 69.3% |
| Correspondence (Cable, Telecourse, Other DL) | - | - | - |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------|---------|---------|---------|
| Female | 79.1% | 84.1% | 74.8% |
| Male | 77.7% | 78.5% | 72.9% |
| Unknown | 85.7% | 100.0% | 83.3% |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------|---------|---------|
| African American | 43.5% | 84.6% | 68.4% |
| American Indian/AK Native | 0.0% | - | 0.0% |
| Asian | 81.7% | 79.2% | 80.1% |
| Hispanic | 80.9% | 80.2% | 74.2% |
| Pacific Islander/HI Native | - | 83.3% | 100.0% |
| White | 77.6% | 86.3% | 69.4% |
| Multi-Ethnicity | 80.5% | 83.3% | 72.7% |
| Other/Unknown | 77.8% | 60.0% | 100.0% |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|--------------|---------|---------|---------|
| 19 or Less | 81.0% | 88.4% | 78.6% |
| 20 to 24 | 78.3% | 75.9% | 71.8% |
| 25 to 29 | 78.7% | 81.3% | 81.4% |
| 30 to 34 | 88.7% | 93.8% | 68.5% |
| 35 to 39 | 74.4% | 71.4% | 75.9% |
| 40 to 49 | 72.4% | 75.0% | 56.8% |
| 50 and Older | 60.7% | 84.6% | 73.3% |

The percentage difference in the **course success rate** in Communication Studies courses in 2017-18 showed a moderate decrease from 2016-17 and a moderate decrease from 2015-16. When comparing the percentage point difference in the Communication Studies 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Communication Studies **course success 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 success rate for 2017-18, the success rate was slightly higher 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 success rate for 2017-18, the success rate was minimally different for **female** students in Communication Studies courses, slightly lower 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 success rate for 2017-18, the success rate was moderately lower for **African American** students in Communication Studies courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, minimally different for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly lower for **White** students, slightly lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Communication Studies success rate for 2017-18, the success rate was slightly higher for students aged **19 or less** in Communication Studies courses, slightly lower for students aged **20 to 24**, moderately higher for students aged **25 to 29**, moderately lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and minimally different for students aged **50 and older**.

| Comparison of Retention Rates | 2015-16 | 2016-17 | 2017-18 |
|---|----------------|----------------|----------------|
| College State-Funded Retention Rate | 83.4% | 83.7% | 85.1% |
| College Institution Set Standard Retention Rate | 69.9% | 70.9% | 71.1% |
| Communication Studies Retention Rate | 85.9% | 90.8% | 84.7% |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| Traditional | 89.6% | 91.2% | 87.9% |
| Online | - | - | - |
| Hybrid | 71.5% | 89.7% | 77.9% |
| Correspondence (Cable, Telecourse, Other DL) | - | - | - |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------------|----------------|----------------|----------------|
| Female | 85.8% | 91.1% | 84.5% |
| Male | 86.0% | 90.0% | 85.1% |
| Unknown | 85.7% | 100.0% | 83.3% |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|
| African American | 56.5% | 92.3% | 78.9% |
| American Indian/AK Native | 0.0% | - | 100.0% |
| Asian | 88.8% | 89.6% | 89.7% |
| Hispanic | 87.8% | 88.1% | 87.1% |
| Pacific Islander/HI Native | - | 83.3% | 100.0% |
| White | 82.3% | 92.4% | 80.6% |
| Multi-Ethnicity | 92.0% | 94.9% | 80.7% |
| Other/Unknown | 77.8% | 80.0% | 100.0% |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|------------------|----------------|----------------|----------------|
| 19 or Less | 87.1% | 94.6% | 88.0% |
| 20 to 24 | 86.8% | 90.3% | 85.2% |
| 25 to 29 | 87.2% | 90.1% | 86.3% |
| 30 to 34 | 92.5% | 95.8% | 77.8% |
| 35 to 39 | 76.9% | 78.6% | 79.3% |
| 40 to 49 | 79.3% | 79.2% | 78.4% |
| 50 and Older | 75.0% | 92.3% | 93.3% |

The percentage difference in the **retention rate** in Communication Studies courses in 2017-18 showed a moderate decrease from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Communication Studies 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Communication Studies **retention rate** was minimally different 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 2017-18, the retention rate was slightly higher for **traditional (face-to-face)** Communication Studies courses, not applicable for **online** courses, moderately 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 2017-18, the retention rate was minimally different for **female** students in Communication Studies courses, minimally different for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Communication Studies retention rate for 2017-18, the retention rate was moderately lower for **African American** students in Communication Studies courses, substantially higher for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly lower for **White** students, slightly lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Communication Studies retention rate for 2017-18, the retention rate was slightly higher for students aged **19 or less** in Communication Studies courses, minimally different for students aged **20 to 24**, slightly higher for students aged **25 to 29**, moderately lower for students aged **30 to 34**, moderately lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and moderately 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% |

Internal Analysis: Mass Communication

| Productivity | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------------|----------------|----------------|----------------|
| College State-Funded Enrollment | 63,485 | 60,149 | 61,512 |
| Mass Communications Enrollment | 1,145 | 958 | 980 |
| College Student Resident FTES | 6,343.35 | 5,928.76 | 6,189.62 |
| Mass Communications Resident FTES | 103.36 | 87.18 | 90.96 |
| Sections | 8 | 9 | 8 |
| Fill Rate | 91.5% | 83.2% | 85.8% |
| WSCH/FTEF 595 Efficiency | 1,331 | 1,175 | 1,210 |
| FTEF/30 | 0.6 | 0.6 | 0.8 |
| Extended Learning Enrollment | 990 | 442 | 116 |

The percentage change in the number of Mass Communications **enrollments** in 2017-18 showed a slight increase from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Mass Communications credit courses showed a slight increase from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Mass Communications courses in 2017-18 showed a substantial decrease from 2016-17 and a minimal difference from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Mass Communications courses showed a slight increase from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Mass Communications courses in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Mass Communications courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Mass Communications **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

| Comparison of Enrollment Trends | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| College State-Funded Enrollment | 63,485 | 60,149 | 61,512 |
| Mass Communications Enrollment | 1,145 | 958 | 980 |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| Traditional | 2.6% | 5.6% | 3.6% |
| Online | 26.6% | 21.6% | 20.8% |
| Hybrid | 0.0% | 0.0% | 0.0% |
| Correspondence (Cable, Telecourse, Other DL) | 70.8% | 72.8% | 75.6% |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------------|----------------|----------------|----------------|
| Female | 22.2% | 20.5% | 19.8% |
| Male | 76.9% | 77.8% | 79.4% |
| Unknown | 0.9% | 1.8% | 0.8% |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|
| African American | 19.7% | 18.1% | 14.9% |
| American Indian/AK Native | 1.9% | 1.7% | 0.8% |
| Asian | 9.4% | 11.4% | 9.2% |
| Hispanic | 24.4% | 29.1% | 28.1% |
| Pacific Islander/HI Native | 0.8% | 0.5% | 0.9% |
| White | 30.8% | 26.6% | 33.1% |
| Multi-Ethnicity | 11.8% | 11.7% | 11.8% |
| Other/Unknown | 1.2% | 0.9% | 1.2% |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|------------------|----------------|----------------|----------------|
| 19 or Less | 5.9% | 7.7% | 5.0% |
| 20 to 24 | 13.2% | 10.2% | 9.1% |
| 25 to 29 | 17.1% | 14.6% | 16.5% |
| 30 to 34 | 18.8% | 15.9% | 15.2% |
| 35 to 39 | 14.8% | 15.1% | 17.0% |
| 40 to 49 | 19.2% | 22.2% | 20.9% |
| 50 and Older | 11.0% | 14.1% | 16.2% |

Mass Communications courses made up 1.6% of all state-funded enrollment for 2017-18. The percentage difference in Mass Communications course **enrollment** in 2017-18 showed a slight increase from 2016-17 and a substantial decrease from 2015-16. Enrollment in Mass Communications during 2017-18 showed 3.6% of courses were taught **traditional (face-to-face)**, 20.8% were taught **online**, 0.0% were taught in the **hybrid** modality, and 75.6% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Mass Communications enrollment consisted of 19.8% **female**, 79.4% **male**, and 0.8% students of **unknown** gender. In 2017-18, Mass Communications enrollment consisted of 14.9% **African American** students, 0.8% **American Indian/AK Native** students, 9.2% **Asian** students, 28.1% **Hispanic** students, 0.9% **Pacific Islander/HI Native** students, 33.1% **White** students, 11.8% **multi-ethnic** students, and 1.2% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Mass Communications revealed 5.0% aged **19 or less**, 9.1% aged **20 to 24**, 16.5% aged **25 to 29**, 15.2% aged **30 to 34**, 17.0% aged **35 to 39**, 20.9% aged **40 to 49**, and 16.2% aged **50 and older**.

| Awards | 2015-16 | 2016-17 | 2017-18 |
|----------------------------------|----------------|----------------|----------------|
| College Awarded Degrees | 2,047 | 2,221 | 2,213 |
| Mass Communications Degrees | 0 | 0 | 0 |
| College Awarded Certificates | 600 | 602 | 628 |
| Mass Communications Certificates | 0 | 0 | 0 |

The percentage change in the number of Mass Communications **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Mass Communications **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Mass Communication

| Comparison of Success Rates | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| College State-Funded Success Rate | 66.7% | 68.6% | 70.4% |
| College Institution Set Standard Success Rate | 55.6% | 56.7% | 58.3% |
| Mass Communications Success Rate | 72.4% | 76.7% | 78.4% |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Traditional | 70.0% | 88.9% | 82.9% |
| Online | 79.3% | 87.9% | 76.5% |
| Hybrid | - | - | - |
| Correspondence (Cable, Telecourse, Other DL) | 69.9% | 72.5% | 78.7% |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------|---------|---------|---------|
| Female | 73.6% | 82.7% | 76.3% |
| Male | 72.1% | 75.4% | 79.2% |
| Unknown | 70.0% | 64.7% | 50.0% |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------|---------|---------|
| African American | 70.2% | 67.6% | 74.0% |
| American Indian/AK Native | 45.5% | 68.8% | 100.0% |
| Asian | 79.6% | 90.8% | 81.1% |
| Hispanic | 65.6% | 74.6% | 75.3% |
| Pacific Islander/HI Native | 55.6% | 60.0% | 44.4% |
| White | 78.8% | 81.2% | 82.4% |
| Multi-Ethnicity | 73.3% | 75.9% | 80.2% |
| Other/Unknown | 71.4% | 55.6% | 66.7% |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|--------------|---------|---------|---------|
| 19 or Less | 67.6% | 90.5% | 81.6% |
| 20 to 24 | 64.9% | 71.4% | 73.0% |
| 25 to 29 | 69.4% | 72.9% | 74.7% |
| 30 to 34 | 68.8% | 74.3% | 78.5% |
| 35 to 39 | 74.0% | 77.9% | 78.4% |
| 40 to 49 | 79.1% | 74.6% | 81.0% |
| 50 and Older | 81.0% | 82.2% | 80.5% |

The percentage difference in the **course success rate** in Mass Communications courses in 2017-18 showed a moderate increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Mass Communications 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) 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** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Mass Communications success rate for 2017-18, the success rate was slightly higher for **traditional (face-to-face)** Mass Communications courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and minimally different 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 2017-18, the success rate was slightly lower for **female** students in Mass Communications courses, minimally different 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 2017-18, the success rate was slightly lower for **African American** students in Mass Communications courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, substantially 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 success rate for 2017-18, the success rate was slightly 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**, minimally different for students aged **30 to 34**, minimally different for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

| Comparison of Retention Rates | 2015-16 | 2016-17 | 2017-18 |
|---|----------------|----------------|----------------|
| College State-Funded Retention Rate | 83.4% | 83.7% | 85.1% |
| College Institution Set Standard Retention Rate | 69.9% | 70.9% | 71.1% |
| Mass Communications Retention Rate | 90.3% | 89.5% | 93.6% |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| Traditional | 100.0% | 100.0% | 94.3% |
| Online | 92.8% | 94.7% | 94.6% |
| Hybrid | - | - | - |
| Correspondence (Cable, Telecourse, Other DL) | 89.0% | 87.1% | 93.3% |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------------|----------------|----------------|----------------|
| Female | 94.1% | 95.9% | 94.8% |
| Male | 89.1% | 88.3% | 93.4% |
| Unknown | 100.0% | 64.7% | 75.0% |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|
| African American | 93.8% | 85.0% | 92.5% |
| American Indian/AK Native | 81.8% | 93.8% | 100.0% |
| Asian | 86.1% | 97.2% | 94.4% |
| Hispanic | 87.8% | 88.5% | 92.4% |
| Pacific Islander/HI Native | 88.9% | 80.0% | 88.9% |
| White | 90.7% | 89.8% | 94.4% |
| Multi-Ethnicity | 93.3% | 91.1% | 94.8% |
| Other/Unknown | 92.9% | 77.8% | 91.7% |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|------------------|----------------|----------------|----------------|
| 19 or Less | 91.2% | 100.0% | 95.9% |
| 20 to 24 | 87.4% | 88.8% | 96.6% |
| 25 to 29 | 90.8% | 86.4% | 93.8% |
| 30 to 34 | 90.7% | 86.8% | 94.0% |
| 35 to 39 | 90.5% | 91.7% | 92.2% |
| 40 to 49 | 91.8% | 87.3% | 93.2% |
| 50 and Older | 88.9% | 91.9% | 92.5% |

The percentage difference in the **retention rate** in Mass Communications courses in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Mass Communications 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Mass Communications **retention rate** was moderately 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 2017-18, the retention rate was minimally different for **traditional (face-to-face)** Mass Communications courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and minimally different 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 2017-18, the retention rate was slightly higher for **female** students in Mass Communications courses, minimally different 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 2017-18, the retention rate was slightly lower for **African American** students in Mass Communications courses, moderately higher for **American Indian/AK Native** students, minimally different for **Asian** students, slightly lower for **Hispanic** students, slightly lower for **Pacific Islander/HI Native** students, minimally different for **White** students, slightly higher for **multi-ethnic** students, and slightly 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 2017-18, the retention rate was slightly higher for students aged **19 or less** in Mass Communications courses, slightly higher for students aged **20 to 24**, minimally different for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and slightly lower 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)

Summarize SLOs, PSLO findings, dialog (including participants). Summarize your conversations related to course and programmatic change(s) and include anticipated outcomes. Note: if PSLO data is less than 10 students, identify an alternative method for direct assessment.

Table X *SLO Assessment and Plan*

| SLO | Method(s) of Assessment | Participant(s) in the Planning Discussion | Recommended Changes |
|---|--------------------------------------|---|--|
| All SLO's for all courses being revised | Pre-Post multiple choice assessments | Full Department | Revision of SLO's to ensure effective assessments. |

Table X *PSLO Results*

| PSLO | Method(s) of Assessment | Participant(s) in the Planning Discussion | Recommended Changes |
|--------------|-------------------------|---|--|
| Less than 10 | | Full Department | Assess self-identified majors in all sections at the end of the Fall and Spring terms. |

2017-2018 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. | 3 | 66.7% | 33.3% | 0.0% | 0.0% |
| Effectively deliver oral presentations in a range of settings to diverse audiences. | 3 | 33.3% | 66.7% | 0.0% | 0.0% |
| Observe, evaluate, and competently exercise interpersonal communication skills. | 3 | 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. | 3 | 66.7% | 33.3% | 0.0% | 0.0% |

There were not enough respondents (less than 10) to the 2017-2018 post-graduate survey for the Communication Studies Program to produce meaningful data.

Curriculum Review

In the last year our program reviewed and updated the Distance Education addendum of three courses (CMST 100,101,110). With the addition of a new Full-Time faculty member in the CMST department we have decided to review and update the remainder of our CMST courses. Additionally, we have undertaken the task of revising our Mass Communication courses and developing new Mass Communication courses to revitalize that component of our program.

Table Curriculum Review

| Course | Title | Term Reviewed | Status |
|-----------|-------------------------------------|---------------|----------|
| CMST C100 | Interpersonal Communication | Spring 19' | approved |
| CMST C101 | Fundamentals of Human Communication | Spring 19' | approved |

| | | | |
|-----------|-------------------------------------|-------------|----------|
| CMST C110 | Public Speaking | Spring 19' | approved |
| CMST C140 | Small Group Communication | In Progress | |
| CMST C150 | Intercultural Communication | In Progress | |
| CMST C200 | Public Communication | In Progress | |
| CMST C220 | Essentials of Argumentation | In Progress | |
| MCOM C100 | Introduction to Mass Communications | In Progress | |
| MCOM C140 | Public Relations | In Progress | |
| MCOM C150 | Introduction to Radio, TV, Film | In Progress | |

Progress on Initiative(s)

Table X 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://adgreewithaguarantee.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. In 2018 -19 Distance Education Addendums were updated to offer all CMST courses online. | Course schedule has been adapted. Work continues on adapting CMST schedule to fit within the college-wide initiative of block-scheduling. CMST 110 and 100 are now being offered fully online. |
| 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. |
| Develop hybrid and online versions for CMST 101 and CMST 100 and add New programs in digital communication | In Progress | CMST 100 has been made online, work is continuing on CMST 101. | Two sections of online CMST 100 have been added in Fall 19' |

Response to Program/Department Committee Recommendation(s)

Table X 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

The department utilizes college wide meeting days to hold department meetings to discuss and plan new initiatives. Additionally, feedback is solicited from part-time faculty via email, text, and phone conversations. We are excited to have a new Full-Time faculty member in the department to increase the frequency of planning discussions.

Coastline Pathways

The department chair has been involved in Coastline Pathways as the Faculty Coordinator.

Implications of Change

Over the last year the department has undergone significant changes. First we hired of a new Full-Time Faculty member. Second, the revision of curriculum to offer fully online sections of Public Speaking, Interpersonal, and Intercultural Communication. This has allowed our discipline to begin offering four fully online sections in the Fall 19' semester. We expect to expand our online offerings in coming semesters. Finally, research has begun to revitalize the Mass Communication discipline and transition the discipline into a New Media Communication discipline.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

| Year | Administrator /Management | F/T Faculty | P/T Faculty | Classified | Hourly |
|---------------|---------------------------|-------------|-------------|------------|--------|
| Previous year | 1 | 1 | 5 | 0 | |
| Current year | 1 | 2 | 2 | 0 | |
| 1 year | 1 | 2 | 4 | 0 | |
| 2 years | 1 | 2 | 6 | 0 | |
| 3 years | 1 | 3 | 6 | 0 | |

Professional Development

Provide a description and associated outcomes of the program’s 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 X Professional Development

| Name (Title) | Professional Development | Outcome |
|--------------|--------------------------|---------|
| | | |
| | | |
| | | |
| | | |

Section 3: Facilities Planning

Facility Assessment

Facility needs for the department remain unchanged over the last year. In the next year we expect our facility needs to change dramatically. With the offering of fully online communication courses our department requires fully private space to regularly record course content and livestream sessions for all of our courses especially Public Speaking. This space ensures our departments ability to offer dynamic and effective communication instruction and ensures the privacy needs of the students.

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Section 4: Technology Planning

Technology Assessment

Provide a description of the program's utilization of technology and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the department technology. In addition, specify how the changes support your initiatives and align to the Technology Plan. Over the last year our technology utilization remained unchanged. However, with the addition of fully online communication courses we expect our technology needs and utilization to change dramatically. Our department will require technology including webcams, microphones, headphones, lighting and appropriate software for recording/livestreaming course content. We request to pilot two software that have been integrated into CANVAS. First, "Pronto" a communication and livestreaming platform and second CANVAS Studio. We argue that in order to offer dynamic and effective instruction our department needs the above mentioned technology equipment and software.

Section 5: New Initiatives

Initiative: Professional development training all department on video recording, streaming, video editing, and video production.

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).

How does this initiative play a part in Coastline Pathways?

This initiative allows online students to persist in communication courses by making them feel seen, valued, and connected to the instructor and college.

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.

Through the use of technology and dynamic communication techniques student success and persistence can be ensured in online courses.

<https://er.educause.edu/articles/2019/8/winning-the-battle-for-student-success#fnr4>

"how to drive better student engagement and connect campus communities in a way that helps students be more successful. At South Texas College (STC), administrators and faculty are fighting that battle in the midst of especially challenging conditions . . . and they're winning."

Recommended resource(s) needed for initiative achievement:

- HD webcams, microphone, microphone baffle, camera gimble/stabilizer, audio mixer, headphones.
- Subscription to Skillshare and other online professional development sites.

What is the anticipated outcome of completing the initiative?

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

- Fully online, dynamic communication courses that engage students and offer them the same experience offered in face-to-face courses.

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.

- Fall 19'
 - Procure necessary technology
 - Train full time faculty on recording, production, and editing
- Spring 20'
 - Train part time faculty on recording, production, and editing.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

| Initiative | Resource(s) | Est. Cost | Funding Type | Health, Safety Compliance | Evidence | College Goal | To be Completed by | Priority |
|---|---|-----------|--------------|---------------------------|-------------------|--------------|--------------------|----------|
| Department Recording/Streaming equipment | HD webcams, microphone, microphone baffle, camera gimble/stabilizer, audio mixer, headphones. | \$1000 | One-time | | Internal Research | | 2020 | 1 |
| Professional development training all department on video recording, editing, and production. | Subscription to Skillshare and other online professional development sites. | \$500 | Ongoing | | Internal Research | | 2020 | 2 |
| | | | | | | | | |

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 service 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 |