

COASTLINE

C O L L E G E



2020-21

Comprehensive Program Review

Communication Studies

(Communication Studies, Mass Communication)

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Executive Summary

The Communication Studies and Mass Communication program has seen fluctuations over the last five-year program review cycle. Courses in the program have been offered and taught to general fund, military and contract education, Early College High School (ECHS), and incarcerated students. Our program has increased hybrid and online course offerings and decreased face-to-face offerings.

This report will address the two areas of Communication Studies (CMST) and Mass Communication (MCOM). Program data and analysis are provided for each area.

Program goals from 2015 will be addressed and new five-year goals will be offered.

- Sunset Mass Communication courses and development of Critical Communication and Media Studies with an emphasis in the areas of digital media communication and social media strategy and management.
- Create a recording studio for CMST faculty
- Create a student communication lab

This program review report is a collaboration among full and part-time department faculty, our division Dean and the Office of Institutional Research.

The process for this report began in the Fall of 2019 and has continued through the Summer of 2020. The review team was led by the Department Chair Joshua Levenshus, and newly hired Full-time faculty member Christina Nguyen.

Curriculum review has been an ongoing process commencing with the completion of the last comprehensive program review report in 2015. Due to the Covid-19 crisis the completion of our curriculum review process was disrupted but is scheduled to be completed early in the Fall 2020 semester.

Working with the office of institutional effectiveness satisfaction surveys were deployed to students and faculty in the Communication Studies and Mass Communication department. Data summary and analysis are offered within the report.

Program performance has been measured through course and program level SLO collection and analysis. Analysis provided the program important information to aid in developing and implementing interventional strategies for course and program improvement.

Section 1: Program Planning:

Purpose Statement

The Communication program provides courses and programs of study empowers students with the tools to analyze and improve communication in their personal, academic, public, and professional interactions. Students learn to effectively construct, evaluate, and communicate appropriate messages in a variety of communicative situations. Our primary purpose is to develop students into effective contributors and leaders in their communities and chosen careers.

Description of the Program

The Communication program currently consists of two disciplines: Communication Studies (CMST) and Mass Communication (MCOM). The CMST program offers AA-T and AA degrees. Courses in Communication Studies prepare students to effectively communicate and interpret ideas, thoughts, and experiences. Additionally, students are given the tools to think critically, reason, and effectively engage in personal, academic, and professional settings. All courses in each discipline are taught in the classroom/traditional, hybrid, online, and telecourse modalities.

Internal Analysis and Program Effectiveness: Communication Studies

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	626	595	478	503	510
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	56.81	56.77	44.09	49.08	48.89
Sections	33	30	34	29	29
Fill Rate	68.1%	66.7%	58.2%	63.8%	62.2%
WSCH/FTEF 595 Efficiency	344	349	343	326	325
FTEF/30	2.7	2.8	2.3	2.5	2.6
Extended Learning Enrollment	58	28	213	300	343

The percentage change in the number of Communication Studies **enrollments** in 2018-19 showed a slight increase from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Communication Studies credit courses showed a minimal difference from 2017-18 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 2018-19 showed a minimal difference from 2017-18 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Communication Studies courses showed a slight decrease from 2017-18 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 2018-19 showed a minimal difference from 2017-18 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Communication Studies courses in 2018-19 showed a slight increase from 2017-18 and a moderate 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 2018-19 from 2017-18 and a substantial increase from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	626	595	478	503	510

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	79.6%	79.3%	75.7%	67.6%	71.0%
Online	0.0%	0.0%	0.0%	0.0%	0.0%
Hybrid	20.4%	20.7%	24.3%	32.4%	29.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	59.4%	60.3%	56.7%	61.4%	61.6%
Male	39.5%	38.5%	41.8%	37.4%	36.7%
Unknown	1.1%	1.2%	1.5%	1.2%	1.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	3.4%	3.9%	2.7%	3.8%	2.5%
American Indian/AK Native	0.0%	0.2%	0.0%	0.2%	0.2%
Asian	39.6%	33.1%	30.1%	31.0%	37.6%
Hispanic	14.9%	22.0%	21.1%	18.5%	22.4%
Pacific Islander/HI Native	0.5%	0.0%	1.3%	0.2%	0.4%
White	26.7%	24.7%	27.4%	28.6%	20.6%
Multi-Ethnicity	14.4%	14.6%	16.3%	17.5%	15.5%
Other/Unknown	0.6%	1.5%	1.0%	0.2%	0.8%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	19.3%	27.4%	27.0%	23.3%	22.7%
20 to 24	33.5%	31.8%	30.3%	29.6%	31.8%
25 to 29	17.9%	15.8%	19.0%	20.3%	19.0%
30 to 34	9.4%	8.9%	10.0%	10.7%	10.2%
35 to 39	6.4%	6.6%	5.9%	5.8%	6.1%
40 to 49	8.0%	4.9%	5.0%	7.4%	7.3%
50 and Older	5.4%	4.7%	2.7%	3.0%	3.3%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Communication Studies courses made up 0.9% of all state-funded enrollment for 2018-19. The percentage difference in Communication Studies course **enrollment** in 2018-19 showed a slight increase from 2017-18 and a substantial decrease from 2014-15. Enrollment in Communication Studies during 2018-19 showed 71.0% of courses were taught **traditional (face-to-face)**, 0.0% were taught **online**, 29.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Communication Studies enrollment consisted of 61.6% **female**, 36.7% **male**, and 1.8% students of **unknown** gender. In 2018-19, Communication Studies enrollment consisted of 2.5% **African American** students, 0.2% **American Indian/AK Native** students, 37.6% **Asian** students, 22.4% **Hispanic** students, 0.4% **Pacific Islander/HI Native** students, 20.6% **White** students, 15.5% **multi-ethnic** students, and 0.8% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in

Communication Studies revealed 22.7% aged **19 or less**, 31.8% aged **20 to 24**, 19.0% aged **25 to 29**, 10.2% aged **30 to 34**, 6.1% aged **35 to 39**, 7.3% aged **40 to 49**, 3.3% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Communication Studies

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	72.0%	78.7%	82.0%	74.6%	82.9%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	75.3%	82.2%	82.3%	76.8%	81.9%
Online	-	-	-	-	-
Hybrid	59.4%	65.0%	81.0%	69.9%	85.1%
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	75.5%	79.1%	84.1%	75.4%	82.1%
Male	66.8%	77.7%	78.5%	72.9%	83.9%
Unknown	71.4%	85.7%	100.0%	83.3%	88.9%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	47.6%	43.5%	84.6%	68.4%	46.2%
American Indian/AK Native	-	0.0%	-	0.0%	100.0%
Asian	73.4%	81.7%	79.2%	80.1%	83.9%
Hispanic	64.5%	80.9%	80.2%	74.2%	81.6%
Pacific Islander/HI Native	100.0%	-	83.3%	100.0%	100.0%
White	73.7%	77.6%	86.3%	70.8%	85.6%
Multi-Ethnicity	77.8%	80.5%	83.3%	72.7%	83.3%
Other/Unknown	75.0%	77.8%	60.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	79.3%	81.0%	88.4%	78.6%	87.8%
20 to 24	69.5%	78.3%	75.9%	71.8%	81.9%
25 to 29	67.9%	78.7%	81.3%	81.4%	78.4%
30 to 34	72.9%	88.7%	93.8%	68.5%	94.1%
35 to 39	82.5%	74.4%	71.4%	79.3%	80.6%
40 to 49	70.0%	72.4%	75.0%	59.5%	75.7%
50 and Older	64.7%	60.7%	84.6%	73.3%	70.6%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Communication Studies courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Communication Studies 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) 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** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Communication Studies success rate for 2018-19, there was minimal to no difference for **traditional (face-to-face)** Communication Studies courses, no comparative data for **online** courses, a slightly higher rate for **hybrid courses**, and no comparative data 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 2018-19, the success rate was of minimal difference for **female** students in Communication Studies courses, of minimal difference 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 2018-19, the success rate was substantially lower for **African American** students in Communication Studies courses, substantially higher for **American Indian/AK Native** students, of minimal difference for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, of minimal difference 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 2018-19, the success rate was slightly higher for students aged **19 or less** in Communication Studies courses, of minimal difference for students aged **20 to 24**, slightly lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, substantially lower for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	83.1%	85.9%	90.8%	84.7%	91.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	86.1%	89.6%	91.2%	87.9%	90.3%
Online	-	-	-	-	-
Hybrid	71.1%	71.5%	89.7%	77.9%	93.9%
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	84.4%	85.8%	91.1%	84.5%	91.7%
Male	81.0%	86.0%	90.0%	85.1%	90.9%
Unknown	85.7%	85.7%	100.0%	83.3%	88.9%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	47.6%	56.5%	92.3%	78.9%	69.2%
American Indian/AK Native	-	0.0%	-	100.0%	100.0%
Asian	85.5%	88.8%	89.6%	89.7%	91.7%
Hispanic	78.5%	87.8%	88.1%	87.1%	90.4%
Pacific Islander/HI Native	100.0%	-	83.3%	100.0%	100.0%
White	83.2%	82.3%	92.4%	80.6%	91.3%
Multi-Ethnicity	87.8%	92.0%	94.9%	80.7%	94.9%
Other/Unknown	100.0%	77.8%	80.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	90.1%	87.1%	94.6%	88.0%	94.8%
20 to 24	83.3%	86.8%	90.3%	85.2%	93.1%
25 to 29	76.8%	87.2%	90.1%	86.3%	86.6%
30 to 34	81.4%	92.5%	95.8%	77.8%	96.1%
35 to 39	85.0%	76.9%	78.6%	79.3%	90.3%
40 to 49	84.0%	79.3%	79.2%	78.4%	83.8%
50 and Older	76.5%	75.0%	92.3%	93.3%	82.4%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Communication Studies courses in 2018-19 showed a moderate increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Communication Studies 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Communication Studies **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Communication Studies retention rate for 2018-19, the retention rate was slightly lower for **traditional (face-to-face)** Communication Studies courses, no comparative data for **online** courses, slightly higher for

hybrid courses, and no comparative data 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 2018-19, the retention rate was of minimal difference for **female** students in Communication Studies courses, of minimal difference 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 2018-19, the retention rate was substantially lower for **African American** students in Communication Studies courses, moderately higher for **American Indian/AK Native** students, of minimal difference for **Asian** students, of minimal difference for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, of minimal difference for **White** students, slightly higher for **multi-ethnic** students, and moderately 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 2018-19, the retention rate was slightly higher for students aged **19 or less** in Communication Studies courses, slightly higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, moderately lower for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: Mass Communications

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,166	1,145	958	980	975
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	106.78	103.63	87.09	91.14	90.96
Sections	9	8	9	8	7
Fill Rate	91.5%	91.5%	83.2%	85.7%	84.6%
WSCH/FTEF 595 Efficiency	1,633	1,592	1,413	1,501	1,367
FTEF/30	1.1	1.1	1.0	1.0	1.1
Extended Learning Enrollment	1,006	975	442	112	65

The percentage change in the number of Mass Communications **enrollments** in 2018-19 showed a minimal difference from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Mass Communications credit courses showed a minimal difference from 2017-18 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 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Mass Communications courses showed a slight decrease from 2017-18 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 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Mass Communications courses in 2018-19 showed a moderate increase from 2017-18 and a minimal difference 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,166	1,145	958	980	975

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	4.6%	2.6%	5.6%	3.6%	4.4%
Online	25.3%	26.6%	21.6%	20.8%	20.4%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	70.1%	70.8%	72.8%	75.6%	75.2%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	20.8%	22.2%	20.5%	19.8%	15.5%
Male	78.7%	76.9%	77.8%	79.4%	83.6%
Unknown	0.5%	0.9%	1.8%	0.8%	0.9%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	23.2%	19.7%	18.1%	14.9%	14.8%
American Indian/AK Native	1.1%	1.9%	1.7%	0.8%	1.2%
Asian	9.7%	9.4%	11.4%	9.2%	9.7%
Hispanic	24.5%	24.4%	29.1%	28.1%	26.9%
Pacific Islander/HI Native	0.5%	0.8%	0.5%	0.9%	0.8%
White	29.8%	30.8%	26.6%	33.1%	35.0%
Multi-Ethnicity	9.3%	11.8%	11.7%	11.8%	10.4%
Other/Unknown	1.9%	1.2%	0.9%	1.2%	1.2%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	7.0%	5.9%	7.7%	5.0%	6.9%
20 to 24	12.7%	13.2%	10.2%	9.1%	6.3%
25 to 29	17.3%	17.1%	14.6%	16.5%	12.9%
30 to 34	16.8%	18.8%	15.9%	15.2%	17.1%
35 to 39	16.5%	14.8%	15.1%	17.0%	16.5%
40 to 49	19.6%	19.2%	22.2%	20.9%	22.6%
50 and Older	10.1%	11.0%	14.1%	16.2%	17.6%
Unknown	0.0%	0.0%	0.1%	0.0%	0.0%

Mass Communications courses made up 1.6% of all state-funded enrollment for 2018-19. The percentage difference in Mass Communications course **enrollment** in 2018-19 showed a minimal difference from 2017-18 and a substantial decrease from 2014-15. Enrollment in Mass Communications during 2018-19 showed 4.4% of courses were taught **traditional (face-to-face)**, 20.4% were taught **online**, 0.0% were taught in the **hybrid** modality, and 75.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Mass Communications enrollment consisted of 15.5% **female**, 83.6% **male**, and 0.9% students of **unknown** gender. In 2018-19, Mass Communications enrollment consisted of 14.8% **African American** students, 1.2% **American Indian/AK Native** students, 9.7% **Asian** students, 26.9% **Hispanic** students, 0.8% **Pacific Islander/HI Native** students, 35.0% **White** students, 10.4% **multi-ethnic** students, and 1.2% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Mass

Communications revealed 6.9% aged **19 or less**, 6.3% aged **20 to 24**, 12.9% aged **25 to 29**, 17.1% aged **30 to 34**, 16.5% aged **35 to 39**, 22.6% aged **40 to 49**, 17.6% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Mass Communications

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	68.4%	72.4%	76.7%	79.7%	77.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	68.5%	70.0%	88.9%	82.9%	79.1%
Online	81.0%	79.3%	87.9%	76.5%	75.9%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	63.9%	69.9%	72.5%	80.4%	77.2%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	77.7%	73.6%	82.7%	76.3%	74.8%
Male	65.9%	72.1%	75.4%	80.8%	77.5%
Unknown	83.3%	70.0%	64.7%	50.0%	66.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	64.8%	70.2%	67.6%	76.0%	70.8%
American Indian/AK Native	46.2%	45.5%	68.8%	100.0%	75.0%
Asian	81.4%	79.6%	90.8%	82.2%	83.2%
Hispanic	60.8%	65.6%	74.6%	76.7%	71.4%
Pacific Islander/HI Native	50.0%	55.6%	60.0%	44.4%	50.0%
White	75.8%	78.8%	81.2%	83.6%	84.5%
Multi-Ethnicity	62.4%	73.3%	75.9%	81.0%	74.3%
Other/Unknown	77.3%	71.4%	55.6%	66.7%	58.3%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	72.0%	67.6%	90.5%	81.6%	76.1%
20 to 24	60.8%	64.9%	71.4%	73.0%	66.1%
25 to 29	63.4%	69.4%	72.9%	75.9%	72.2%
30 to 34	65.8%	68.8%	74.3%	79.9%	76.0%
35 to 39	68.2%	74.0%	77.9%	79.6%	76.4%
40 to 49	73.2%	79.1%	74.6%	82.4%	79.5%
50 and Older	79.7%	81.0%	82.2%	83.0%	83.1%
Unknown	-	-	0.0%	-	-

The percentage difference in the **course success rate** in Mass Communications courses in 2018-19 showed a slight decrease from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Mass Communications 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Mass Communications **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 Mass Communications success rate for 2018-19, the success rate was slightly higher for **traditional (face-to-face)** Mass Communications courses, slightly lower for **online** courses, no comparative data for **hybrid courses**, and of minimal difference 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 2018-19, the success rate was slightly lower for **female** students in Mass Communications courses, of minimal difference 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 2018-19, the success rate was moderately lower for **African American** students in Mass Communications courses, slightly lower for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly lower 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 2018-19, the success rate was of minimal difference for students aged **19 or less** in Mass Communications courses, substantially lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, of minimal difference for students aged **30 to 34**, of minimal difference for students aged **35 to 39**, slightly higher for students aged **40 to 49**, moderately higher for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	89.2%	90.3%	89.5%	93.6%	94.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	85.2%	100.0%	100.0%	94.3%	88.4%
Online	91.2%	92.8%	94.7%	94.6%	94.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	88.7%	89.0%	87.1%	93.3%	94.7%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	92.6%	94.1%	95.9%	94.8%	93.4%
Male	88.2%	89.1%	88.3%	93.4%	94.5%
Unknown	100.0%	100.0%	64.7%	75.0%	88.9%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	91.9%	93.8%	85.0%	92.5%	95.1%
American Indian/AK Native	84.6%	81.8%	93.8%	100.0%	91.7%
Asian	89.4%	86.1%	97.2%	94.4%	95.8%
Hispanic	85.7%	87.8%	88.5%	92.4%	93.5%
Pacific Islander/HI Native	83.3%	88.9%	80.0%	88.9%	100.0%
White	89.9%	90.7%	89.8%	94.4%	94.1%
Multi-Ethnicity	88.1%	93.3%	91.1%	94.8%	95.0%
Other/Unknown	100.0%	92.9%	77.8%	91.7%	83.3%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	90.2%	91.2%	100.0%	95.9%	91.0%
20 to 24	84.5%	87.4%	88.8%	96.6%	91.9%
25 to 29	87.1%	90.8%	86.4%	93.8%	94.4%
30 to 34	88.8%	90.7%	86.8%	94.0%	94.6%
35 to 39	90.1%	90.5%	91.7%	92.2%	92.5%
40 to 49	93.0%	91.8%	87.3%	93.2%	94.5%
50 and Older	89.8%	88.9%	91.9%	92.5%	97.1%
Unknown	-	-	0.0%	-	-

The percentage difference in the **course retention rate** in Mass Communications courses in 2018-19 showed a minimal difference from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Mass Communications 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Mass Communications **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Mass Communications retention rate for 2018-19, the retention rate was moderately lower for **traditional (face-to-face)** Mass Communications courses, of minimal difference for **online** courses, no comparative

data for **hybrid courses**, and of minimal difference 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 2018-19, the retention rate was of minimal difference for **female** students in Mass Communications courses, of minimal difference for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Mass Communications retention rate for 2018-19, the retention rate was of minimal difference for **African American** students in Mass Communications courses, slightly lower for **American Indian/AK Native** students, slightly higher for **Asian** students, of minimal difference for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, of minimal difference for **White** students, of minimal difference 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 2018-19, the retention rate was slightly lower for students aged **19 or less** in Mass Communications courses, slightly lower for students aged **20 to 24**, of minimal difference for students aged **25 to 29**, of minimal difference for students aged **30 to 34**, slightly lower for students aged **35 to 39**, of minimal difference for students aged **40 to 49**, slightly higher for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards: Communication Studies

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	17	4	14	11	5
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Communication Studies degrees awarded in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of degrees awarded in 2014-15. The percentage change in the number of Communication Studies certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Equity

Over the last five-year period the discipline of communication studies has made great progress in developing online course materials for our traditionally face-to-face courses to be delivered in the online modality. This has allowed our department to address the equity gaps that exist for our students who have difficulty commuting to Coastlines' three physical campuses. However, we are keenly aware of the equity issues online courses create for students with limited or no access to technology and high-speed internet. We will continue as a department to address equity and access issues related to the delivery mode of our courses.

Additionally, we have identified a key equity gap for our Hispanic and Black/African American students. While we see high retention rates for these two populations, we do not see similar high success rates. This suggests that our department will need to identify the contributing factors that lead to lower success rates and develop interventions to remedy these equity gaps. To accomplish this Communication Program faculty members have and will continue to engage in the crucial equity work of the college.

Achievement

We have worked to create an innovative scheduling strategy combining various instructional modalities to offer students an opportunity to complete the CMST Associate Degree for Transfer (ADT) and graduate in two years. This goal was created to transform Coastline's former Speech program into a college major and a vehicle for guaranteed transfer. Every CSU campus in Los Angeles, Orange, Riverside, and San Bernardino counties (except Dominguez Hills) offers a CSU Concentration on a pathway for transfer from the Communication Studies major at Coastline. With the addition of several fully online sections of the core Communication Program courses we have begun to close achievement gaps and plan to continue to develop strategies and initiatives to effectively eliminate gaps in access, equity, and achievement.

Program Efficiency

As a traditionally face-to-face discipline we have found difficulty increasing our efficiency due to being a face-to-face discipline at an institution that primarily offers online instruction. To address this issue, we have begun offering all CMST courses fully online. To facilitate this transition to the online modality the CMST discipline has begun the development of master courses that can be easily shared with and adapted by full and part-time faculty. Currently we have master courses for Interpersonal Communication, Public Speaking, Intercultural Communication, and Fundamentals of Human Communication courses. Master courses and additional resources are shared with faculty in our non-banner department CANVAS shell.

Student Survey

Working with Aeron Zentner Dean of Institutional Effectiveness we deployed surveys to collect data from our students in the Communication Program.

Three primary reasons emerged for enrollment in Communication courses. An overwhelming number of students indicated that their first reason for taking communication courses was to satisfy transfer

requirements (71.43%), with the second most popular reason being to satisfy A.A degree requirements (50.00%). Finally, the third reason for enrollment was to prepare for a new job or improve job skills. (Student Surveys, Q2)

Students are highly positive about their experience in Communication Program classes: with 58.33% indicating the classes are 'even better than I expected' (Student Surveys, Q3).

The overwhelming number of students indicated they were satisfied with the overall Communication Program and non-instructional program elements (Student Surveys, Q4).

Additionally, students indicated after taking communication course they felt able and confident in the many communication skills identified in our program learning outcomes. (Student Surveys, Q5)

Although limited in the first two years of this program review cycle the communication program has greatly increased our online course offerings. Being a newer modality for our program we are pleased that a majority of students are satisfied with the instructional components of our online courses. Especially, with the data that 100% of students were satisfied with the 'quality of instruction in my distance learning course' (60% satisfied, 40% very satisfied) and 100% were satisfied with the 'amount of interaction with the instructor' (80% Satisfied, 20% Very Satisfied) (Student Surveys, Q7)

Finally, students indicated the positive experiences in the Communication Program courses to be, the variety and types of assignments, the help from instructors and time allowed to complete assignments, and the convenience and scheduling of our classes. (Student Surveys, Q14)

Faculty Survey

The Communication Program consists of two full-time faculty and between four and seven part-time faculty. Our part-time faculty are concentrated teaching our two core classes, public speaking and interpersonal communication and are spread across all modalities.

Our faculty are pleased with the assessments we have chosen for our student learning outcome collection. However, we will continue to work on and refine each SLO assessment.

Over the last few years the faculty in our program have begun working to replace all course texts with open educational resources (OERs). The majority of faculty solely use OER materials or have interest in developing OER texts for all Communication Program classes. Faculty responses for this item in the survey support our program goal to transition all courses and sections to OERs.

Our faculty have participated in a variety of professional development in the last five-year period. Many of our faculty have participated in equity workshops and conferences and one or more Ally trainings (Undocu, Vet Net, Safe Zone). These faculty responses support our forward strategy of addressing key access and equity gaps in our courses and program.

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

The Communication Program as worked to adopt the, 'weigh the pig, feed the pig, weigh the pig' model for SLO assessment, analysis, and intervention. A primary difficulty we have found with this approach is the turnover of part-time faculty, mainly faculty who have come and gone after one or two semesters. To assist our program in SLO assessment we have worked to utilize the CANVAS tools for attaching SLO outcomes within rubrics for, speech presentations, assignment/capstone projects, and quiz/ exam rubrics.

SLO Assessment and Plan

In the Spring 2020 semester, we were able to achieve our department goal of establishing common assessments for our core program courses (CMST 100 and CMST 110). This effort was supported by the development of master courses that were aimed at creating a consistent format across all sections of online instruction of Communication Program courses.

Over the current five-year review cycle our department faculty have utilized time during all-college meetings, flex-day, virtual meetings, e-mail, and informal discussion to develop SLO assessments, analyze data, and develop intervention strategies. These conversations have ranged from general skills students will need for success in their chosen vocations to specific opportunities to improve success for all students in our courses. The following is a list of recommendations, Communication faculty suggested to improve outcomes at the instructional level:

- Develop common assessments to measure SLOs
- Clearly communicate required materials for courses
- Interventional retention strategies to keep students from withdrawing, including regularly using the messaging function in the CANVAS gradebook to communicate with students who have not turned in assignments or participated in discussions immediately following due dates.
- Regularly monitor student login and participation in CANVAS
- Communicate SLOs by including them within directions for speech presentations, assignment/capstone projects, and quiz/ exams.
- Go beyond listing of SLOs on syllabi and on CANVAS by communicating the relationship of SLOs to course content throughout the term.

The next step for our department is to develop common assessments for the remaining CMST courses. Additionally, we will revisit the common assessments for CMST 100 and 110 to make necessary adjustments.

<https://public.tableau.com/profile/aeronzentner#!/vizhome/SLOAssessmentResults/SLOAssessmentResults>

Aggregate Communication Studies Program Student Learning Outcomes (PSLOs), 2015-2016 through 2019-2020

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.	7	71.4%	28.6%	0.0%	0.0%
Effectively deliver oral presentations in a range of settings to diverse audiences.	7	57.1%	42.9%	0.0%	0.0%
Observe, evaluate, and competently exercise interpersonal communication skills.	7	85.7%	14.3%	0.0%	0.0%
Use written and oral tools to analyze and improve communication in personal, academic, public, and professional interactions.	7	85.7%	14.3%	0.0%	0.0%

Based upon the number of students surveyed the following summary also considers the responses from student surveys in our summary of PSLO results.

Overwhelmingly, students responded that they feel ‘able and confident’ in performing the communication skills identified within three of four PSLOs. The exception being the PSLO for “effectively deliver oral presentations...” 57.1% of students responded ‘able and confident’ while 42.9% responded ‘able and somewhat confident’. This response is consistent with typical feelings towards speaking in public regardless of skill level. Additionally, we do not offer advanced performance communication courses for students to enhance their skills.

After discussions about the PSLO related to oral presentations our department has brainstormed the following ways to move more students from ‘somewhat confident’ to ‘confident’:

- Create a communication lab for students to practice, record and gain feedback for their speaking and presentation skills.
- Identify and/or create extra-curricular opportunities for students to practice and gain feedback for their speaking and presentation skills.
- Encourage other disciplines to incorporate oral presentations into their courses for students to gain practice for their speaking and presentation skills.

Curriculum Review

Curriculum Review

Course	Title	Term Reviewed	Status
CMST 060N	Introduction to ESports	Fall 20’	Approved
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	Fall 20’	In Progress
CMST C150	Intercultural Communication	Fall 20’	In Progress
CMST C200	Public Communication	Fall 20’	In Progress
CMST C220	Essentials of Argumentation	Fall 20’	Approved
MCOM C100	Introduction to Mass Communications	Fall 20’	In Progress
MCOM C140	Public Relations	Fall 20’	In Progress
MCOM C150	Introduction to Radio, TV, Film	Fall 20’	In Progress

** All courses in progress will be submitted to curriculum committee for approval or suspension at the beginning of Spring 2021.

The communication program offers an Associate Degree and an Associate in Arts Degree for Transfer. The degrees have been reviewed and adhere to institution and C-ID requirements. Additionally, as part of the Coastline Pathways, program mapping project our department has developed a 2-year default map of sequenced general education and major courses.

<https://catalog.cccd.edu/coastline/pathways/behavior-culture-society/communication-studies/communication-studies-associate-arts-degree-transfer/#requirementstext>

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

Work is underway to transition the fossilized discipline of Mass Communication to a discipline of Critical Communication and Media Studies with an emphasis in the areas of digital media communication and

social media strategy and management. The following courses will be submitted for suspension; MCOM 100, 140, 150.

Additionally, as part of this transition work has begun to develop two non-credit courses, Introduction to Broadcasting and Sports Broadcasting. These courses will be a part of a non-credit certificate related to E-Sports. The first course CMST 060N Introduction to E-Sports has been approved.

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
By spring 2021, implement an innovative scheduling strategy that will offer students an opportunity to complete the CMST Associate Degree for Transfer (ADT) and graduate in two years. This initiative will transform Coastline's former Speech program into a college major and a vehicle for guaranteed transfer. In Los Angeles, Orange, Riverside, and San Bernardino counties, every CSU campus (except Dominguez Hills) offers a CSU Concentration on a pathway for transfer from the Communication Studies major at Coastline. Pathways are documented on the joint CCC/CSU website Associate Degree for Transfer (http://adegreewithaguarantee.com).	In-Progress	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 and online 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 master courses for Interpersonal communication, Intercultural Communication, and Public Speaking.	Multiple online sections of each course are being offered each term. Public Speaking and other courses are offered online in a consistent format.
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 & 101 have been offered online. Curriculum development for digital communication has begun.	Two sections of online CMST 100 have been added in Fall 19' Sections of online CMST 101 have been offered in the Spring 20' and Fall 20' terms.
Professional development training all department on video recording, streaming, video editing, and video production.		Collaborative efforts between CMST faculty to learn video recording, streaming, and editing skills are ongoing. Department CANVAS shell created to house related PD resources.	Zoom has been chosen as department method for streaming of student speeches in all CMST courses. Department video library created.

Response to Program and Department Review 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. Additionally, we are participating in the Coastline Pathways outreach efforts to promote our pathway and major. Finally, we are working to develop our own major recruitment materials to share with students who enroll in CMST courses.

External Compliance

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

The Communication Program ensures academic quality through, faculty review of SLO achievement to improve teaching and learning. Additionally, to ensure student learning and achievement in online instruction we hold all faculty to the department regular and substantive interaction plan below.

To meet institution and DOE standards the Communication Program has adopted the following RSI plan.

1. **Assurance of Regularity. (Plan A)** All courses will have at least one RSI activity per week. This requirement may be waived for up to two weeks in a 16 week course or one week in an 8 week course. Regularity will occur in the following ways:
 - Weekly announcements that are academic in nature
 - At least one of the following: Discussion Board/Graded assignment/Quiz/Survey
 - Feedback on activities will be provided within 7 days of the due date unless otherwise noted to further promote regularity of interaction.

2. **Core RSI activities.** All courses will abide by the guidelines outlined in **Plan A** (Describe the core weekly RSI activity or mix of activities that best suits instruction in this discipline or disciplines). In addition to the aforementioned use of announcements to assure regularity, the following are examples of RSI activities that could be used for instruction:
 - Discussion boards: Discussion boards will be used to promote interaction from the instructor to the class to encourage, engage and guide students in the discussion topic. The instructor will participate within the discussion forum while it is open and available to students. If the discussion board serves as a graded assignment, the instructor will provide individual feedback using a grading rubric and/or individual comments that are academic in nature.
 - Assignments: Graded assignments may be used to in courses in conjunction with discussion boards. Feedback can be delivered via email, an assignment rubric, meetings

with individual students (live or virtual), canvas messenger, discussion, and third-party websites. Instructors will provide “substantive” academic feedback for a student in what areas of the assignment they excelled, the areas that need improvement, or about the quality of the assignment.

- Quizzes/Exams: Quizzes/Exams may be used to assess student learning as part of the regular core RSI activities. Feedback for quizzes may be in the form of showing results (incorrect/correct for each question) or summary feedback regarding areas the instructor deems necessary after reviewing the quiz/exam results.
- Projects/Experiential Learning: Many courses require students to practice/perform certain skills that are utilized in related career fields. Students complete graded assignments, projects, and reflections following these experiential learning assignments. The instructor will provide individual feedback in response to each of these activities.

3. **Volume of RSI Contact: (Plan A)** In order to achieve the necessary volume of RSI contact, instructors will achieve, at minimum, the standards outlined below (in accordance with the DOE rubric)

- Instructors will regularly participate in discussions that deal with academic content and provide substantive feedback 25% or more of the time and/or facilitates 25% or more of the discussions.
 - *Example: “That’s correct, Christina. This is also a good example of a situation in which we should adapt our verbal style of communication. Would should also consider how we would adapt our nonverbal communication to effectively communicate our message. Chapter 11 provides great examples of scenarios of how to adapt our communication.”*
- Instructors will offer regular substantive academic feedback to 50% or more of the students on 50% or more of the assignments. In the case where there is a clear rubric, instructors can comment on what part or whole of the rubric the student achieved.
 - *Example (when using rubric): You successfully completed/fulfilled each area of the rubric.*
- Instructors will post weekly announcements that offer feedback/commentary that is academic in nature.
 - *Example: This week you will be introduced to the elements of the expectancy violations theory. As you read keep in mind this question, “In life in America today, has the creation of social media had a positive or negative effect on our communication expectations of others?”*

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

Our department Chair Joshua Levenshus has served as the Coastline Pathways faculty coordinator for the last two years and has been appointed to serve for the upcoming two-year term.

Both of our full-time faculty members served on design teams and continue to participate in the Coastline Pathways initiative as a Project Implementation Champion for program mapping (Joshua Levenshus) and member of the first-year experience project implementation team.

As a core requirement for the universal general education pattern of most Areas of Interest our program has begun investigating opportunities to infuse our courses with contextual learning to compliment the primary learning outcomes and vocational competencies for each area of interest.

Implications of Change

Based upon the analysis of our program over the last year the department has begun planning for significant changes. With the addition of a new Full-Time Faculty member we have identified several opportunities for growth. Second, we have revised curriculum to offer fully online sections of all communication studies courses. This has allowed our discipline to begin offering four fully online courses 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 Media Studies and Critical Communication with emphasis in digital media communication and social media strategy and management. Additionally, we are working to incorporate non-credit courses to support the Coastline E-Sports certificate that is currently being developed.

Additionally, we have identified an increased demand for our courses from students attending four-year CSU and UC institutions and students looking to improve their communication skills to advance in the workplace (Student Survey Data). Therefore, we have begun investigating opportunities to address vocational competency outcomes in our courses.

Finally, as we discussed previously our department has committed to addressing the access and equity gaps that exist as a result of moving to online instruction.

Forward Strategy

Over the next five years the communication program aims to accomplish the following three initiatives.

- To reinvigorate the discipline of Mass Communication we plan to develop Media Studies & Critical Communication with emphasis in digital media communication and social media
- We would like to develop a dedicated recording studio for the Communications program. The studio will be used for two primary purposes.
 - To offer effective instruction for our fully online Public Speaking course and
 - To create dynamic and effective instructional content for our online sections of communication courses
- We would like to develop a Communication Lab at one or more of the Coastline campuses. The lab would be used to:
 - Offer students without access to technology the resources needed to succeed in our online and hybrid courses. This aligns with our college and department equity goals.
 - Offer students the opportunity to increase their communication skills through extra-curricular practice of communication skills
 - Offer the newly developed discipline of media studies a place to develop and deliver workshops and content to students.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean	2	7	0	0
Current year	Dean	2	4	0	0
1 year	Dean	2	4	0	0
2 years	Dean	2	6	0	0
3 years	Dean	3	8	0	0

The Communication Program is comprised of a majority of part-time faculty, which is less-than- ideal for delegating responsibilities to achieve program goals and implementing our forward strategy.

Based on data trends of increased enrollment demand for our online courses, and increased demand for our courses from four-year institution and working students we believe we will need an additional full-time faculty member within the next three years and additional part-time instructors within the next year.

Additionally, because our core communication courses meet AA and CSU/UC transfer requirements coupled with the recent shift to teaching our core courses fully online we expect that the demand for course sections will increase. This increase demand will lead to a need for the hiring of additional part-time instructors. All hiring will be guided by the diverse hiring practices being adopted by the college and district.

Finally, with the transitioning the discipline of Mass Communication to Media Studies and Critical Communication new faculty with subject matter expertise will be needed to instruct courses in this discipline.

Professional Development

The primary focus for professional development over the last five-year period has been related to two areas. The first area of professional development for many of our faculty focused on the development and practice of an equity mindset within our course development and instruction. Secondly, we have concentrated on enhancing our skills for developing and delivering courses online to address the access issues identified previously in this report.

Professional Development

Name (Title)	Professional Development	Outcome
Joshua Levenshus	National Conference on Race & Ethnicity in Higher Education	Education towards identifying equity and access gaps within the Communication Program and the College
Joshua Levenshus	Center for Urban Education – Equity Minded Inquiry	Development of equity mindset and practice related to instruction.
Christina Nguyen	Undocu Ally & Safe Space	Development of practice to aid students in underserved and at-risk populations.
Chritina Nguyen	First Year Faculty Academy	Familiarization with the college and faculty expectations .

Forward Strategy

To implement the initiatives discussed previously over the next five years:

- We will need an additional full-time communication faculty to strengthen the discipline Media Studies and Critical Communication Discipline and the Communication Program in general
- We will need additional professional development focusing on equity and online course development. Additionally, we will need broader professional development opportunities for our faculty.

Section 3: Facilities Planning

Facility Assessment

The Communication Program has a unique need to achieve the shift of our traditionally face-to-face discipline to online instruction. To duplicate the format and experience we offer face-to-face students in the online modality; we have identified a specific need for a dedicated recording studio for the Communication Program. A dedicated recording studio will facilitate the instruction of online Public Speaking and accelerate development of dynamic content for our online courses.

As stated previously in this report based upon our analysis of SLO achievement and student surveys we have a demand for a Communication Lab where students can record and gain feedback on communication assignments and secondly to offer a space for extracurricular opportunities for students to enhance their communication skills

Forward Strategy

To accomplish our goals, we will need the following facilities

- Physical space for a Communication Program recording studio
- Physical space for a Student Communication Lab, the ideal space for this lab would be a classroom outfitted with recording and streaming equipment.

Section 4: Technology Planning

Technology Assessment

We have recently developed a Non-Banner shell to share master course shells and other course materials.

Currently all faculty in the Communication Program are using personal owned technology to instruct our online communication courses,

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 argue that in order to offer dynamic and effective instruction our department will need the technology and software mentioned above.

Forward Strategy

To accomplish our goals related to technology planning the Communication program will need to procure the technology and software listed includes webcams, microphones, headphones, lighting, and appropriate software for recording/livestreaming course content.

Section 5: Ongoing/New Initiatives

Initiative 1: Create a Communication Program Recording Studio

Describe how the initiative supports the college mission:

Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This initiative supports the Coastline Pathways mission of equity.

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

Recommended resource(s) needed for initiative achievement:

To complete this initiative our department will need a dedicated private space for recording quality and security. We will also need the recording technology and supported software.

What is the anticipated outcome of completing the initiative?

Communication faculty will be able to create high quality, dynamic course content.

Provide a timeline and timeframe from initiative inception to completion.

Year 1: Identify space, research and identify recording technology and supported software for recording and streaming.

Initiative 2: Create Student Communication Lab. The Lab will be a dedicated space for students to visit physically or virtually. In the space students will be able to practice, deliver, record, and receive substantive feedback on speech presentations, interviewing, and other communication skills.

Describe how the initiative supports the college mission:

This initiative supports the idea Strengthen College collaboration, communication, continuous learning, and community engagement

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This initiative will aid students to effective completion of communication courses and degree, and improvement of communication skills for career advancement.

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

Students report after completing communication courses only feeling 'able and somewhat confident' in skills related to presentations in public.

Recommended resource(s) needed for initiative achievement:

Dedicated space, dedicated recording equipment to the space , support staff.

What is the anticipated outcome of completing the initiative?

Students will report they feel able and confident when delivering oral presentations. Students will gain effective communication skills needed for career success and advancement.

Provide a timeline and timeframe from initiative inception to completion.

Year 1: Identify Space and needed recording equipment

Year 2: Create plans for programming, staffing.

Year 3: Create plans for marketing and launch of communication lab.

Year 4: Launch of communication lab.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Completed By	Priority
Department Recording/ Streaming equipment	HD webcams, microphone, microphone baffle, camera gimble/stabilizer, audio mixer, headphones.	\$1,000	One-time	No	Internal Research	Equity; Achievement; Innovation & Effectiveness	2025	1
Professional development training all department on video recording, editing, and production.	Subscription to Skill share and other online professional development sites.	\$500	Ongoing	No	Internal Research	Achievement; Innovation & Effectiveness	2025	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 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.