

Annual report submitted to the Program Review Committee on 11-8-14

Signature of Department Chair/Lead Faculty Member: \_\_\_\_\_  
Signature of Dean/Director/Administrator: Nancy S. Jones

Data and Analysis: Program Data for Career & Technical Education: **Emergency Management**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
<b>ENROLLED AT CENSUS</b>	204	280	420	375	367
<b>FTES:</b>	20	28	44	38	37
<b>FTEF30:</b>	0.8	1.0	1.2	1.1	1.1
<b>WSCH/FTEF:</b>	413	461	607	568	555
<b>Fill Rates:</b>	59.1%	53.0%	82.4%	77.0%	75.2%
<b>SUCCESS AND RETENTION DATA</b>					
<b>Success Rate:</b>	63.7%	53.9%	54.8%	54.1%	51.0%
<b>Retention Rate:</b>	85.3%	83.6%	81.0%	80.3%	84.2%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>					
<b>Fall-to-Spring in Subject:</b>	10	5	10	14	18
<b>F-to-S Persistence:</b>	37%	15%	16%	21%	24%
<b>DEGREES AND CERTIFICATES</b>					
<b>Certificates:</b>	0	1	4	8	6
<b>Associate Degrees:</b>	0	0	5	3	2

*Data Term Definitions available on last page of this report template.*

**Program Data Analysis**

Program data indicate the Emergency Management/Homeland Security (EM/HS) Program productivity numbers have stabilized since the peak academic year of 2011-12, yet slightly decreased over the last two academic years (2013-14, 2012-13). This includes the important areas of enrollment, FTES, WSCH/FTES, and fill rate. The productivity data comparison over the last two academic years shows almost no change. We did see an increase in student retention between years 2012-13 to 2013-14. EM/HS degree/certificate conferral peaked during the 2012-13 academic year at 11, but dropped to 8 in 2013-14. The decrease of program productivity data can be directly attributed to three main factors: 1) The decision to remove the EM/HS A.A. degree after the 2012-13 college catalog, 2) a 21% cut in peak course offerings during the last three years, and 3) the lack of a clear plan to support and develop the EM/HS program by the use of additional institutional resources.

**Coastline Community College**  
Annual Institutional Planning Report

*Career & Technical Education: **Emergency Management***

**Reporting & Planning Years:**

***Reporting for 2014 & Planning for 2015***

**Curriculum Data**-- Use data from the previous academic year / *2013-14 College Catalog*

	Additions	Revisions	Suspensions	Retirements	Current Total
<b>Courses:</b>	1	0	0	0	18
<b>Certificates 18 units or greater:</b>	0	0	0	0	2
<b>Certificates less than 18 units:</b>	1	0	0	0	1
<b>Degrees: (AA, AS or AA-T, AS-T)</b>	0	0	0	0	2

**Curriculum Data Analysis(2013-14 College Catalog):**

**Courses:** The EM/HS Program offers eleven courses in EM/HS and seven courses in criminal justice. The program curriculum is updated on a consistent basis and added one new course, EMGT C172 – Intelligence Analysis and Security Management, to the 2013-14 catalog. The department submitted another course, EMGT C174 – Border and Transportation Security, to be added to the 2014-15 college catalog.

**Certificates:** EM/HS has offered two Certificates of Achievement since 2010: A 24-unit certificate in Emergency Management/Homeland Security and an additional 24-unit certificate in Emergency Management/Homeland Security (Concentration in Criminal justice). With the approval of the U.S. Department of Homeland Security, the EM/HS Department submitted approval for the Certificate of Specialization in Homeland Security (TSA) to be included in the 2014-15 college catalog. The COA in EM/HS was removed from the college catalog after the 2012-13 catalog due to a paperwork error with the California Community College Chancellors Office.

**Degrees:** EM/HS has offered two associate degrees since 2010: A 24-unit A.A. in Emergency Management/Homeland Security and an additional 24-unit A.S in Emergency Management/Homeland Security (Concentration in Criminal justice). The A.A. degree was removed from the college catalog after the 2012-13 catalog due to a paperwork error with the California Community College Chancellors Office.

**Student Learning Outcomes Data from the Previous Semester***(Provide Number & Percentage below)*

Review the SLOs printouts for the previous semester’s achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

**Select:**

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select “All”)
- H. Wait 3-7 seconds for it to load

From the “Course Number” column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	<b>4</b>
From the “Fully Achieved” column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	<b>1</b>
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	<b>25.0%</b>

**Discussions what can be done to improve the Percent of courses that meet PSLOs**

Until the college supplies additional training in the area of SLO development and assessment, faculty are not able to accurately assess whether course and/or program SLO’s are truly being met. Faculty recommend three important steps to improve overall achievement rates: 1) Offer additional training in the development and assessment of SLO design, 2) Make a more concerted effort to include CTE advisory committee SLO recommendations, and 3) Encourage additional department meetings to refine the course and program SLO process.

**Progress on 5-year Goals from most recent Program Review.**

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Coordinate the Coastline EM/HS Program with the CSU-CEMHS Strategic Initiative. Design the associate's degree model curriculum.	<b>X</b>				CSU-CEMHS is working to complete the strategic initiative at the state level. Coastline faculty were successful in completing and gaining approval of the associate degree model curriculum in 2013.
Present an updated instructor development workshop for all EM/HS faculty.		<b>X</b>			The Coastline CTE Division presented a Seaport3 instructor development workshop in October 2013. The EM/HS Department is looking for an updated instructor workshop to be held in Spring 2015.
Implement TSA training program John Wayne-Orange County Airport personnel.	<b>X</b>				Graduated the first TSA Certificate of Specialization cohort in May 2014. Formal ceremony for graduates held at the Newport Center with federal and state officials present for the graduation.
Ensure college-level academic rigor in all EM/HS online course offerings.		<b>X</b>			The EM/HS Department Chair completed three faculty evaluations during the last academic year and provided specific instructions related to increased course quality regarding program courses. The process for increasing online instructional quality is ongoing.
Collaborate with Coastline College officials to develop a marketing campaign to recruit new student into the EM/HS program.		<b>X</b>			Met with Coastline Vice-President of Student Services Ross Miyashiro and Director of Marketing Nadhira Johnson in the Fall of 2014 to begin the design of a CTE marketing program for EM/HS.

**Action Plan and Resource Request Based on Annual Data**

Action	Institutional planning goals*	How action will improve student learning	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
N/A			Equipment				
Emergency Operations Center	Program Review	Develop Future Training Opportunities	Facilities	Use of Emergency Operations Center		\$0	N/A
N/A			Software				
			Supplies				
Instructor Development	Program Review	Instructor Development Training	Training	Computer lab, OLIT Coordinator	2	\$1000-\$4000	VTEA
N/A			Other				

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.

Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR form in the table below.

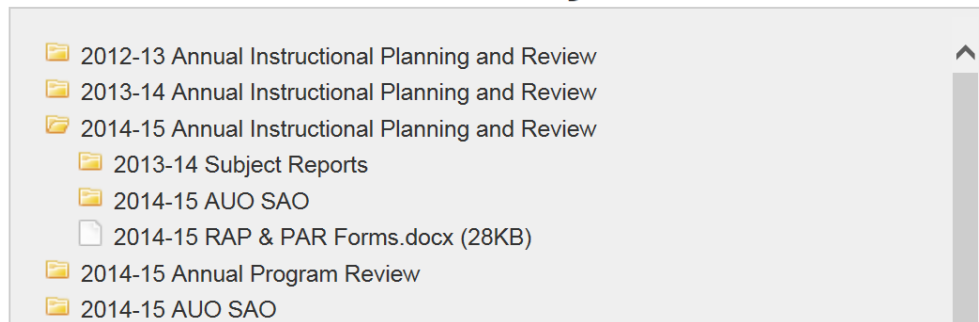
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

**The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.**

<http://www.coastline.edu/about/research-planning/>

### Research and Planning Documents



## GLOSSARY OF DATA TERMS

**Enrolled (Census):** The official enrollment count based on attendance at the 20% point in 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 AAM 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. 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.

**Fill Rate:** A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

**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 in Subject 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.

**F-to-S Persistence Rate as 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.

**Certificates:** Number of certificates conferred per year.

**Degrees:** Number of Associate degrees conferred per year.