2015
Annual Program Review

Emergency Management/Homeland Security

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Annual Program Review Template: Revised 4/13/15 and Approved

Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:
There has been a slight decrease in enrollment and FTES over the past three years which can be attributed to the program's primary degree being absent from the college catalog since 2012-13, a decrease in fill rates and major budget cuts.

Efficiency (FTEF/30 and fill rates):
Similar to the trends in enrollment and FTES there data shows a decrease in efficiency measures related to WSCH/FTEF and fill rates

Student Demographics:
A review of student population data shows the majority of students are male. The age group disbursement shows that students over 30 make up over 60% of headcount. The ethnic makeup of the population is 50% white non-Hispanic.

Success:
The success rates remain stagnant with a slight decline over the past year.

Retention:
The retention rates show an upwards trend of 4% over the past three years.

Persistence in Subject:
Persistence through the program is showing an increase over the past three years by 8%.

Awards (Degrees and Certificates):
The rate of awards is very similar over the past three years and is anticipated to grow with the approval of new degrees and certificates.

Market Assessment

The advisory board meets annually to discuss market trends and plans within the program. Based on the trends and discussions with the board, the following recommendations were made:
- Resolve the issue regarding the degree to be offered which has impacted enrollment and completion rates. It was recommended to ensure that the degree is implemented.
- According to the CCCCO, the emerging discipline is homeland security and needs to be a focus of the college.
- It was discussed that Coastline could be the leader for TSA training through contract military education.
- Develop a CTE focused marketing plan
- The college should focus on grants and additional funding to grow the program.
- Refine the program discipline title to homeland security, not emergency management.
- Collaborate with cyber security program to strengthen the overall homeland security area.

- Consistent with the 2012 Program, Review, academic senate recommendations and advisory board minutes, increase the Department Chair LHE to 2 or 3 units.

Table 1.1 Program Review Data for Emergency Management

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	419	376	367
FTES:	44	38	37
FTEF30:	1.2	1.1	1.1
WSCH/FTEF:	607	568	555
Fill Rates:	82.4%	77.0%	75.2%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	10	14	18
F-to-S Persistence:	16%	21%	24%
DEGREES AND CERTIFICATES			
Certificates:	4	8	6
Associate Degrees:	5	3	2

STUDENT DEMOGRAPHICS			
GENDER			
Female:	46.8%	44.9%	42.2%
Male:	52.7%	54.8%	57.5%
Unknown:	.5%	.3%	.3%
AGE at TERM			
Less than 19	6.2%	4.0%	4.9%
20 to 24	17.9%	15.4%	13.9%
25 to 29	14.8%	21.0%	16.9%
30 to 34	16.9%	6.6%	13.1%
35 to 39	6.4%	8.2%	9.5%
40 to 49	19.3%	25.3%	21.8%
50 and Older	18.4%	19.4%	19.9%
RACE/ETHNICITY			
African American:	10.3%	11.2%	15.8%
Asian/Pac Islander:	14.3%	16.5%	14.2%
Hispanic:	14.1%	14.1%	12.8%
Multiple Race:	16.5%	14.4%	4.9%
White:	37.9%	35.1%	51.0%
Unknown:	5.3%	8.8%	1.4%

Table 1.2 Program Review Data for Emergency Management by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	419	376	367
- Success Rate	54.8%	54.3%	51.0%
- Retention Rate	80.9%	80.3%	84.2%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	419	376	367
- Success Rate	54.9%	54.3%	51.0%
- Retention Rate	80.9%	80.3%	84.2%
Telecourse Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Traditional Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Program Student Learning Outcome(s)

During spring 2015, the Homeland Security and EMS faculty met in a private meeting in mid-January and at the All-College Meeting in a breakout discipline focused session to discuss the PSLO data. Based on the results, the topics of discussion included current state of the program, enrollment management, program review, curriculum, the need for training and assessment strategies related to SLOs and PLSOs.

Progress on Forward Strategy Initiative(s)

Table 1.3 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Coordinate the Coastline EM/HS Program with the CSU-CEMHS Strategic Initiative. Design the associate's degree model curriculum.	Completed	The curriculum was developed, it is moving forward for implementation and is being reviewed by the safety committee to the model and it currently in review for stateside presentation	
Present an updated instructor development workshop for all EM/HS faculty. Ensure college-level academic rigor in all EM/HS online course offerings (Goal 2 and 4)	Completed	In 2014-2015 100% of faculty participated in an instructional designing norming session.	Increased quality in course design based on feedback and modification made in the courses.
Implement TSA training program John Wayne- Orange County Airport personnel.	Completed	Implemented the program.	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. Additional courses are requested from the TSA groups.
Collaborate with Coastline College officials to develop a marketing campaign to recruit new student into the EM/HS program.	In-progress	2014-2015 CTE discussion has occurred and funds have been allocated for 2015-2016	

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	CTE Dean	-	0	4 EMHS 3 TSA HS	-	-
Current year	CTE Dean	-	0	4 EMHS 3 TSA HS	-	-
1 year	CTE Dean	-	0	5 EMHS 4 TSA HS	-	-

As an expectation for increased enrollment based the approval full degree and certificates offered specifically in TSA, it would be recommended that two additional adjuncts be hired.

Professional Development

In 2014-2015, the program chair participates on the statewide board for public safety and serves as the senior member of instructional standards for the CA Department of Justice (C-POST). The chair also serves in various leadership positions across the state community college chancellor's office and CSU's regarding homeland security education.

In order maintain relevancy for the program, it would be imperative that the chair and faculty attend annual conferences related to homeland security.

Section 3: Facilities Planning

Facility Assessment

The majority of the program is offered completely online. All TSA-related courses are held at the Newport Beach and Le Jao Learning Center and online. At this point there are no apparent facility changes or needs.

Section 4: Technology Planning

Technology Assessment

Currently, the courses are currently taught in Coastline Seaport LMS. Future plans will have faculty trained in and offering courses in Canvas the new Coastline LMS. In addition, it would be suggested that students receive additional technical support from the college.

Section 5: New Initiatives

Initiative: Expand the adjunct faculty pool to offer and teach more EM/HS courses online to lead to increased enrollments, graduates and transfers.

Describe how the initiative supports the college mission:
It will continue to provide opportunities for program completion and to meet the demand of the industry.

What college goal does the initiative align with?

X Student Success   ☐ Partnerships
X Access, Persistence and Retention   ☐ Culture of planning, evidence and inquiry
☐ Innovation   X Growth and efficiency

What College planning document(s) does the initiative align with?

☐ Educational Master Plan   ☐ Facilities
☐ Staffing   ☐ Technology

What evidence supports this initiative?
X Learning Outcome (SLO/PSLO) assessment
X Internal Research (Student achievement, program performance)
X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Through PSLO discussions and recommendations from the advisory board, it is essential that the new degrees and certificates are implemented and courses taught to increase completion rates and graduates.

Recommended resource(s) needed for initiative achievement:
Hire two adjunct positions

What is the anticipated outcome of completing the initiative?
Increased enrollment and award completion

Provide a timeline and timeframe from initiative inception to completion.
On approval of PIEAC, Budget Committee and College Council, the position will be hired in July and trained in August in preparation for 2015-2016.

Initiative: Ensure faculty maintain relevance in the field and continue to improve teach strategies and course material.

Describe how the initiative supports the college mission:
This initiative supports providing quality education at Coastline.

What college goal does the initiative align with?

X Student Success   ☐ Partnerships
X Access, Persistence and Retention   ☐ Culture of planning, evidence and inquiry
☐ Innovation   ☐ Growth and efficiency

What College planning document(s) does the initiative align with?

☐ Educational Master Plan   ☐ Facilities
X Staffing   ☐ Technology

What evidence supports this initiative?
X Learning Outcome (SLO/PSLO) assessment
☐ Internal Research (Student achievement, program performance)
X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Through PSLO discussions and recommendations from the advisory board, it is imperative the faculty continue to learn and implement best practices and relevant information in the courses.

Recommended resource(s) needed for initiative achievement:
Professional development funds (3,000)

What is the anticipated outcome of completing the initiative?
Increase in new practices used and student success

Provide a timeline and timeframe from initiative inception to completion.
Based on approval of the budget, the faculty will start attending professional development events in fall 2016.

Section 6: Prioritization

Resources

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Ensure faculty maintain relevance in the field and continue to improve teach strategies and course material.	Professional development funds	3,000	Ongoing	No	PSLOs, and external research	Student Success; Retention and Persistence	Fall 2016	1

Human Capital

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Expand the adjunct faculty pool to offer and teach more EM/HS courses online to lead to increased enrollments, graduates and transfers.	Adjunct faculty (2)		Ongoing	No	PSLOs, Internal and external research	Student Success; Retention and Persistence; Growth and Efficiency	Fall 2016	1