



2016-17

Annual Program Review

Emergency Management/ Homeland Security

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Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:

The number of enrollments in Emergency Management courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Emergency Management credit courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Emergency Management courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **minimal to no difference** in comparison with the number of sections in 2012-2013.

The fill rate in Emergency Management courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Emergency Management courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Emergency Management courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Course Success Rate:

The course success rate in Emergency Management courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially lower (> -10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Emergency Management courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **minimal to no difference** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially lower (> -10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Emergency Management in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **a substantial decrease (> -10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Emergency Management in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **a substantial decrease (> -10.0%)** in comparison with the number of certificates awarded in 2012-2013.

Modality:

The courses are offered 100% online.

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 58% of headcount. The ethnic makeup of the population is 47% white non-Hispanic.

Implications of Change

The program offers degrees with an emphasis with criminal justice, which is only seeing enrollment from the military education. Also the degree EM/HS degree is still waiting on approval. Enrollment is anticipated to increase with the scaling of the TSA program in spring 2016. Based on the cohort model, it is anticipated that the success and retention rates will increase.

Table 1.1 Program Productivity Data for Emergency Management

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	381	371	347
FTES	34.8	34.0	31.7
FTEF30	1.0	1.0	1.1
WSCH/FTEF	571	558	473
Sections	11.0	11.0	11.0
Fill Rate	77.0%	74.9%	70.1%
DEGREES AND CERTIFICATES			
Associate Degrees	3	2	2
Certificates	8	6	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	370	361	354
GENDER			
Female	44.9%	42.7%	40.1%
Male	54.9%	57.1%	59.3%
Unknown	0.3%	0.3%	0.6%
AGE at TERM			
Less than 19	4.1%	5.0%	3.4%
20 to 24	15.7%	13.9%	19.2%
25 to 29	20.8%	16.9%	19.8%
30 to 34	6.8%	13.3%	14.7%
35 to 39	8.1%	9.1%	8.5%
40 to 49	25.4%	21.9%	20.6%
50 and Older	19.2%	19.9%	13.8%
RACE/ETHNICITY			
African American	13.5%	17.5%	26.3%
American Indian	3.0%	1.4%	4.5%
Asian	17.0%	14.4%	11.0%
Hispanic/Latino	14.3%	11.6%	8.2%
Pacific Islander	2.2%	1.1%	1.7%
White	43.8%	52.6%	47.2%
Unknown	6.2%	1.4%	1.1%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

Table 1.2 Program Review Data for Emergency Management by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	370	361	354
-Overall Success Rate	54.9%	51.5%	42.7%
-Overall Retention Rate	80.8%	83.7%	80.5%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	370	361	354
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	54.9%	51.5%	42.7%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	80.8%	83.7%	80.5%
Self-Paced			
Telecourse			
Traditional			

Table 1.3 Program Review Data for Emergency Management by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	370	361	354
-Overall Success Rate	54.9%	51.5%	42.7%
-Overall Retention Rate	80.8%	83.7%	80.5%
STUDENT DEMOGRAPHICS			
GENDER			
Female	166	154	142
Male	203	206	210
Unknown	1	1	2
<u>Success Rate</u>			
- Female	47.6%	51.3%	45.1%
- Male	61.1%	51.9%	40.5%
- Unknown	0.0%	0.0%	100.0%
<u>Retention Rate</u>			
- Female	82.5%	84.4%	81.0%
- Male	79.8%	83.0%	80.0%
- Unknown	0.0%	100.0%	100.0%

Table 1.4 Program Review Data for Emergency Management by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	370	361	354
-Overall Success Rate	54.9%	51.5%	42.7%
-Overall Retention Rate	80.8%	83.7%	80.5%

AGE at TERM			
Less than 19	15	18	12
20 to 24	58	50	68
25 to 29	77	61	70
30 to 34	25	48	52
35 to 39	30	33	30
40 to 49	94	79	73
50 and Older	71	72	49

Success Rate			
Less than 19	26.7%	66.7%	25.0%
20 to 24	44.8%	44.0%	41.2%
25 to 29	64.9%	54.1%	38.6%
30 to 34	40.0%	64.6%	51.9%
35 to 39	46.7%	48.5%	43.3%
40 to 49	71.3%	67.1%	54.8%
50 and Older	45.1%	26.4%	26.5%

Retention Rate			
Less than 19	66.7%	83.3%	83.3%
20 to 24	72.4%	82.0%	76.5%
25 to 29	85.7%	82.0%	75.7%
30 to 34	80.0%	79.2%	88.5%
35 to 39	83.3%	78.8%	70.0%
40 to 49	86.2%	93.7%	89.0%
50 and Older	77.5%	80.6%	77.6%

Table 1.5 Program Review Data for Emergency Management by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	370	361	354
-Overall Success Rate	54.9%	51.5%	42.7%
-Overall Retention Rate	80.8%	83.7%	80.5%

RACE/ETHNICITY			
African American	50	63	93
American Indian	11	5	16
Asian	63	52	39
Hispanic/Latino	53	42	29
Pacific Islander	8	4	6
White	162	190	167
Unknown	23	5	4

Success Rate			
African American	46.0%	34.9%	11.8%
American Indian	36.4%	60.0%	50.0%
Asian	42.9%	38.5%	51.3%
Hispanic/Latino	75.5%	71.4%	51.7%
Pacific Islander	62.5%	75.0%	16.7%
White	53.7%	55.8%	55.7%
Unknown	73.9%	40.0%	75.0%

Retention Rate			
African American	72.0%	73.0%	81.7%
American Indian	63.6%	80.0%	62.5%
Asian	82.5%	76.9%	71.8%
Hispanic/Latino	90.6%	88.1%	86.2%
Pacific Islander	87.5%	100.0%	50.0%
White	79.6%	87.9%	83.2%
Unknown	87.0%	80.0%	100.0%

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 associate’s degree to be offered which has impacted enrollment and completion rates. It was recommended to ensure that the degree is implemented.
- According to the CCCCCO, the emerging discipline is homeland security and needs to be a focus of the college.
- Continue to be the leader of the TSA training program 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.

Program Student Learning Outcome(s)

Analyze emergency management/homeland security actions in differing historical, political and/or cultural settings in order to assess their effectiveness.	
EMGT-C101	27.6%
EMGT-C102	22.2%
Apply emergency management/homeland security principles to risks/hazards that impact local communities.	
EMGT-C101	31.0%
EMGT-C102	11.1%
EMGT-C105	73.3%
EMGT-C120	20.6%
EMGT-C150	64.0%
Prepare emergency management/homeland security concepts in oral and/or written format that formulate specific problem-solving strategies to aid in disaster management.	
EMGT-C101	27.6%
EMGT-C102	27.8%
EMGT-C105	73.3%
EMGT-C120	20.6%

During spring 2016, 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 1.6 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	Waiting on state approval
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 design training 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.	Completed	2014-2015 CTE discussion has occurred and funds have been allocated for 2015-2016. IN 2015-2016 marketing for TSA is being marketed by marketing.	
Expand the adjunct faculty pool to offer and teach more EM/HS courses online to lead to increased enrollments, graduates and transfers.	Completed	2016-2017 Office of Instruction had a request approved for funding for the adjunct begin	
Ensure faculty maintain relevance in the field and continue to improve teach strategies and course material	In-progress	2016-2017 there was a request sent and suggested that CTE funds would be available.	

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	7 EMHS	-	-
Current year	CTE Dean	-	0	5 EMHS	-	-
1 year	CTE Dean	-	0	5 EMHS	-	-

With the operational transition to the Canvas LMS, it is suggested that we maintain the same

Professional Development

In 2015-2016, 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 and is the lead presenter for ES/HS for the state. To continue to 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.

Section 4: Technology Planning

Technology Assessment

Faculty have been trained 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: Build awareness of the program to drive enrollment

Describe how the initiative supports the college mission:

This will support access to new and innovative programs leading to successful completion

What college goal does the initiative align with? 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 College planning document(s) does the initiative align with? Select all that apply

Educational Master Plan

Facilities

Staffing

Technology

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 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:

Dedicated marketing money for online and physical marketing tools and ads.

What is the anticipated outcome of completing the initiative?

Increased enrollment and degrees awarded.

Provide a timeline and timeframe from initiative inception to completion.

Fund by summer 2017

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Build awareness of the EMHS program to drive enrollment	Marketing money for EMHS	3,000	One-time	No	PSLOs; Internal Research; External Research	Student Success, Completion, and Achievement; Fiscal Stewardship, Scalability, and Sustainability	2017-18	