



**2017-2018**  
**Comprehensive Program Review**  
**Emergency Management/Homeland Security**

---

***Review Team***

Kevin C. Sampson, Ed.D., Department Chair  
Keith Clement, Ph.D., California State University (Fresno)  
Ygnacio Flores, Ed.D., Rio Hondo Community College  
Anna Burton, Los Angeles Department of Airports  
Lt. Brian McElhaney, Anaheim Police Department  
Det. Teresa Irvin, Los Angeles Police Department  
Debbie Leahy-Graves, American Red Cross  
Drew Schneider, Port of Long Beach  
Ellen Lopez, Lopez and Associates  
Fred Allen, Grossmont College

# Table of Contents

- Executive Summary..... 1
- Section 1: Program Planning .....2
  - Mission Statement .....2
  - Overview .....2
  - Background .....3
  - Student Information.....5
  - Student Profile .....5
  - Student Interests.....5
  - Student Feedback About Instruction .....5
  - Conclusions from the Student Survey .....6
  - Internal Analysis .....6
  - Implications for Change .....9
  - Market Assessment .....9
  - Program Student Learning Outcomes .....9
  - Curriculum .....10
  - External Compliance.....11
  - Progress on Initiatives .....11
  - Program Planning and Communication Strategies .....12
  - Forward Strategy .....12
- Section 2: Human Capital Planning.....15
  - Staffing .....15
  - Professional Development .....16
  - Forward Strategy .....19
- Section 3: Facilities Planning.....19
  - Facility Assessment.....19
  - Forward Strategy .....21
- Section 4: Technology Planning .....23
  - Technology Assessment .....24
  - Forward Strategy.....24
- Section 5: New Initiatives.....27
- Section 6: Prioritization.....29

## Executive Summary

Coastline's Emergency Management/Homeland Security (EM/HS) Program (which includes a concentration in Criminal Justice) is the first associate degree-certificate granting program of its kind in the California Community College system. Since our initial course offerings in 2008 and the granting of a state-approved degree in 2009, we have developed into a premiere location for disaster/security related higher education in the Western United States. Our two certificates of achievement leading to associate degrees, one in the traditional emergency management arena, the other in EM/HS with a specialization in criminal justice studies, attract students to develop competency so that they may enter the employment field, transfer to a university, or assist communities seeking emergency assistance.

Success brings increased demands. Coastline's EM/HS department has had its hands full with new opportunities in homeland security education. This includes taking a leadership role in developing EM/HS education throughout California. Coastline faculty members are the presenters of the California Community Colleges Chancellor's Office state grant initiative developing homeland security academic programs across the state. In addition, we also co-chair the associate's degree program for the National Council for Emergency Management and Homeland Security, a national program advocating postsecondary educational development in the fields of emergency management, homeland security and cyber-security. Finally, we are proud of the work we've done in successfully coordinating the Department of Homeland Security's Transportation Security Administration (TSA) training program at all California airports for the last four years.

There are several strong aspects of our college program. First, institutional data indicate an increase in Course Success Rates from the previous years. It also indicates an increase in Term Retention Rates, as well as a substantially higher rate than the institutional standard with regard to term retention for credit courses. Second, our current degree-certificate design has been well thought-out and includes the updating of all course and program Student Learning Outcomes. Third, our program is seamlessly linked to the college's Military/Corporate and Contract Education Program by offering both EM/HS and criminal justice to armed services personnel around the world. Finally, our professional advisory group is stellar, made up of some of the best and brightest EM/HS workers, academicians, and researchers in the state.

With success comes the need to reflect on areas to develop. First, our program shows a marked decrease in several key performance indicators since 2013-14; this decrease can be attributed to the fact that the college provided no public information (i.e., catalog, online, etc.) regarding the department's main degree and certificate program (A.A. in Emergency Management & Homeland Security) between the years 2013 and 2017. Second, we require additional instructor development and SLO assessment training to increase productivity in our courses. Third, we could benefit from a more formal approach to program marketing and career placement. Finally, we need the institution to provide additional support in the form of additional LHE compensation and staff support. Growth requires planned resources.

Listed below are some of the primary goals developed as part of the EM/HS Department mission:

1. Increase student enrollment that leads to program graduates.
2. Design updated curriculum that meets the needs of the SB 1440 transfer model.
3. Develop existing faculty and recruitment of new instructors immersed in ISD.
4. Build a literary bank of EM/HS research and information central to EM/HS education.
5. Create formal marketing and career placement programs to assist graduates.

## SECTION 1: PROGRAM PLANNING

### Mission Statement

The mission of the Coastline Emergency Management/Homeland Security Program is to *provide students with the core knowledge and skills essential for leaders in today's world of emergency planning and response, homeland security, and community protection.*

### Overview

One of the most important institutional mechanisms for assessing the progress of any academic program is Program Review. This process is intended to provide a comprehensive assessment of the current status of an academic area based on its programs, activities, and achievements since its inception (or last program review). It also provides the opportunity to think strategically regarding program offerings and its future direction. In the spirit of this undertaking, the Emergency Management/Homeland Security Department (which includes the oversight of the criminal justice concentration offered through our military program), sought to meet the following five program review process objectives:

1. To examine if our program is meeting its college mission.
2. To identify department goals leading to program improvement.
3. To assist the institution in support of the College-level Master Plan.
4. To allocate institutional resources via program needs in an efficient manner.
5. To help satisfy college WASC accreditation requirements.

*Disasters are on the increase in the United States and worldwide and national security is at the forefront of our daily lives.*

To fulfill the first program review assessment of our college's Emergency Management/Homeland Security (EM/HS) Department, the program review was led by Kevin C. Sampson, the program's Department Chair. In addition, the review team was made up of the following professional advisory committee members and subject matter experts who accepted a specific assessment role in the program for the review process:

- Dr. Keith Clement, Director - National Council on Emergency Management/Homeland Security (California State University - Fresno) / UNIVERSITY TRANSFER (TMC Models)
- Fred Allen, Program Director –Public Safety Education Advisory Committee (California Community College Chancellor's Office) / INSTRUCTIONAL PROGRAMS
- Dr. Ygnacio Flores, Dean of Public Safety– Rio Hondo Community College / HOMELAND SECURITY SPECIALIST
- Ellen Lopez, CEM - Director of Emergency Management (Lopez & Associates) / PROFESSIONAL PRACTITIONER (Disaster Preparedness, Mitigation, Recovery)
- Teresa Irvin, Detective – Los Angeles Police Department / PROFESSIONAL PRACTITIONER (Emergency Operations Response)
- Drew Schneider, Assistant Director of Security–Port of Long Beach / PROFESSIONAL TRAINING
- Debbie Leahy-Graves, Disaster Services Director – American Red Cross / PROFESSIONAL TRAINING
- Anna Burton, Emergency Management Coordinator II – City of Los Angeles / EMERGENCY MANAGEMENT SPECIALIST
- Lt. Brian McElhane, Police Manager – Anaheim Police Department / HOMELAND SECURITY SPECIALIST

To elicit input from our professional statewide advisory group, our department presented a preliminary program review report during a meeting held on March 17, 2017, in the third-floor conference room of the

Coastline Community College Garden Grove Center. In addition to the above noted members on the review team, committee participants included Fernando Keller, Intelligence Officer for U.S. Department of Homeland Security, Assistant Sheriff Tony Bland, representing the Orange County Sheriff's Department, Aram Sahakian, General Manager of the Emergency Management Department for the City of Los Angeles, and Matt Ankley, Emergency Manager for Disneyland Resort. Prominent members of the advisory team that were not present at the Garden Grove meeting but who serve on the committee and provide input on program development include Donna Boston, Director of Emergency Management for the County of Orange, and Dr. Albert Vasquez, Executive Director of Enterprise Risk Management at the University of California, Riverside, a former Coastline EM/HS faculty member. The meeting focused on our department's program review findings and solicited information regarding the direction of the program as we prepared for institutional presentation and the submission of this report.

As part of the task of conducting this review, students and faculty were asked to complete online survey information submitted as a part of Survey Monkey to provide input and suggestions regarding certain aspects of the program. The Department Chair reviewed and prepared a summary of both faculty and student survey information. The Student Survey garnered 7 responses (in contrast, we obtained 31 responses in the 2012 Program Review). 4 out of 5 faculty members responded to the Faculty Survey. A discussion of these surveys is found later in this report.

With regard to the curriculum process, a formal review began in fall 2010 and a comprehensive update conducted in spring of 2015, with evaluation and revision of all EM/HS courses. To track our curriculum, the department developed a comprehensive spreadsheet of EM/HS courses currently listed in the college catalog. On March 20, 2015, all of the EM/HS program courses were reviewed by the college's curriculum committee for the purpose of updating course student learning outcomes, course content, assessment methods, and to evaluate the quality of course textbooks. In addition, all criminal justice (CJ) courses offered within our degree program through Coastline's contract and military education program are set for review and approval during spring 2018.

The process of determining course and program student learning outcomes (SLO's) began in 2009. During this process, faculty members met during college-wide and department meetings and instructional workshops to discuss and refine expected outcomes. Department-level EM/HS course SLO's were re-designed and presented at the April 11, 2014, curriculum committee meeting for institutional approval (Criminal Justice (CJ) course SLO's are slated for final review and approval in spring 2018).

The college's Office of Institutional Research provided this report's data regarding enrollment, FTES, and student demographic data and the Office of Fiscal Services provided information on cost data.

## **BACKGROUND**

Coastline Community College has an international reputation as one of the nation's most innovative higher education institutions and the decision to offer a program in Emergency Management/Homeland Security beginning in 2008 is consistent with this innovative spirit. Yet, this undertaking is grounded in a critical societal need and that need is clear: Disasters are on the increase in the United States and worldwide and national security is at the forefront of our daily lives. These events, whether natural, technological, and/or terror-related, jeopardize our country's safety and security, impacting the continuity of government, community stability and the American (as well as global) economy.

The Homeland Security Act (HSA) of 2002 created the largest re-organization of American federal security agencies in seventy years. Under the Department of Homeland Security, the Federal Emergency Management Agency (FEMA) is responsible for the Emergency Management Higher Education Project, a program developed

back in 1994 to promote college-based EM/HS education for future emergency managers, homeland security agents, and other interested personnel. The primary goal of the FEMA Emergency Management Higher Education Program is to work with colleges and universities to help create an emergency management system of sustained, replicable capability and disaster loss reduction through formal higher education.

The Coastline EM/HS program started back in fall 2008 with a more regional concern. In line with national goals, local government officials, industry leaders and educators saw the need to develop a more formalized approach to educating California emergency service personnel. At the time, only one community college in California's community college system (Citrus College) offered an approved academic degree and/or professional certificate in Emergency Management (TOP Code: 2105.30). We soon realized that there was a larger need in California to design new homeland security educational programs in this area. This was reinforced by the development of the California State University (CSU) Council on Emergency Management and Homeland Security (CEMHS), a CSU system-wide affinity group of over one thousand members to develop a standardized EM/HS education program from K-12 to the doctoral degree. This group has evolved into the National Council for Emergency Management and Homeland Security (NEMHS), a national organization linking Homeland Security, Emergency/Disaster Management, and Cyber-security education and training academic standards, model curriculum and programs at all levels of American education.

The Coastline EM/HS Department designed courses, certificates and degrees for those seeking a career in homeland security as an emergency manager, government-private security worker, intelligence analyst, or business continuity specialist who want to further study homeland security theory and practice. Our certificate/degree offerings provide a strong general education, as well as specialized expertise, for those entering or pursuing careers in the government, industry, and the business community.

The design of the program is consistent with other Coastline Community College associate degrees or certificate programs, providing both a set of required courses as well as restricted elective courses that allow a student to choose instruction that relates to their respective professional needs. In addition, the EM/HS Department develops program goals consistent with 2016-2020 institutional goals, emphasizing both the development of high-quality instructional programs and the strengthening of collaborative activities through partnerships with industry, business, and government groups committed to well-identified American homeland security needs.

The degree/certificate program is primarily occupational in nature, as it seeks to develop the professional knowledge and skills of entry-level or advanced working personnel. Nevertheless, the program is not limited to this goal. The program also seeks to design courses that will develop the student's knowledge and skill set to academically prepare them for further study in line with SB1440 for university-level transfer model curriculum currently being developed with Coastline faculty playing a critical leadership role.

## Student Information

The Department of Institutional Effectiveness, Research, and Planning emailed a survey link to all college and contract education military students enrolled in emergency management/homeland security and criminal justice courses during the 2017 spring semester.

Student Profile: Though response to our student survey was small (7 respondents) and not generalizable to a wider sample, it is still important to provide the information in this report. The demographic data is provided below:

**AGE:** 50% were between 31 and 45 years old. 50% were between 46 and 60.

**GENDER:** 67% of respondents were male.

**ETHNICITY:** 83% of respondents were white.

**PRIMARY LANGUAGE:** For 100%, the primary language was English.

**MILITARY STATUS:** 83% of respondents were on active duty.

**EMPLOYMENT:** 67% worked full-time; 17% volunteered; 17% were not working outside the home.

**PRIOR EDUCATION:** 67% of respondents had a high school diploma or GED; 17% had an A.A.; 17% had a master's degree.

**MODALITY:** 100% of respondents were taking courses online.

**ENROLLMENT:** 60% of respondents were enrolled only at Coastline; 20% were enrolled concurrently at GWC, and 40% of respondents were enrolled at another community college.

In summary, the typical respondent to the Emergency Management/Homeland Security survey was 31-60 years old, male, white, active duty military, and employed full-time. The students possessed a high school diploma, were enrolled only at Coastline and registered in online courses. Those surveyed were pursuing diverse degree majors, across all areas of emphasis.

Student Interests: Students expressed three primary reasons for their enrollment in these disciplines: to satisfy A.A. degree requirements; to prepare for entry-level employment positions, and for personal interest.

Student Feedback About instruction: Students were overwhelmingly positive about their experiences in our Emergency Management & Homeland Security courses: 42.8% indicated that classes were better than expected, 42.8% as good as expected, and 17.4% worse than expected. When asked for examples of things they liked, students mentioned the program's quality of instruction, clarity and comprehensiveness of instructions for completing assignments, and the way our faculty and staff met the needs of non-traditional students. 80% of the students were very satisfied with the quality of instruction in their distance education courses and helpfulness on assignments and exams. 100% of the students were very satisfied with the amount of interaction with their instructors. Two-thirds of the respondents were very satisfied with the overall quality of the program and their own success in the program.

Only a small amount of students expressed dissatisfaction with aspects of our courses. 17% of respondents were very dissatisfied with the relevance of assignments toward exams and 50% of respondents were either dissatisfied or very dissatisfied with the availability of technical support.

### Conclusions from the Student Survey

Our methodology for collecting student data in for the next program review in 2022 will likely be unchanged. However, future student survey questions will be narrowed and simplified so that students' responses are directed toward the Emergency Management/Homeland Security Program rather than to Coastline at large.

The 2017 student feedback fleshed out a profile of a typical student enrolled in our EM/HS courses. By Fall 2018, to meet student needs, our program will undergo or evaluate change in several areas. Progress in the following may be particularly important:

- Publicize and promote the Emergency Management/Homeland Security A.A. degree;
- Increase the instructional rigor in the new Canvas LMS;
- Provide instructors ongoing mentoring and professional development (for discussion see "Professional Development" In Section 2, Human Capital Planning);
- Evaluate viability of new course offerings in the field of homeland security.

## Internal Analysis: Emergency Management/Homeland Security Disciplines

Internal Analysis reports, below, give program performance over the past five regular semesters for each discipline in the Emergency Management/Homeland Security Program. The analysis includes a summary of findings, outcome status (Met, Partially Met, Not Met), and proposed strategies to improve SLO achievement. Analysis tables also provide demographic data.

The tables on the following pages present three-year review data for the Emergency Management / Homeland Security Program. The tables give details of enrollments, FTES, FTES/30, fill rates, student demographics, student success, retention, persistence, and awards.

### **3-Year Program Review Data for Subject: Emergency Management/Homeland Security**

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	<b>371</b>	<b>347</b>	<b>302</b>
FTES	34.0	32.0	27.6
FTEF30	1.0	1.1	1.0
WSCH/FTEF	558	473	453
Sections	11.0	11.0	10.0
Fill Rate	74.9%	70.1%	67.1%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	2	2	2
Certificates	6	0	0

<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>360</b>	<b>347</b>	<b>303</b>
<b>GENDER</b>			
Female	42.5%	40.3%	45.5%
Male	57.2%	59.1%	50.8%
Unknown	0.3%	0.6%	3.6%
<b>AGE at TERM</b>			
Less than 19	5.0%	3.5%	4.3%
20 to 24	13.9%	19.0%	15.2%
25 to 29	16.9%	19.9%	11.6%
30 to 34	13.3%	14.7%	7.3%
35 to 39	9.2%	8.1%	13.9%
40 to 49	21.9%	21.0%	23.1%
50 and Older	19.7%	13.8%	24.8%
<b>RACE/ETHNICITY</b>			
African American	16.1%	24.8%	30.4%
American Indian	0.0%	1.7%	2.0%
Asian/Pacific Islander	12.8%	11.2%	12.2%
Hispanic/Latino	18.3%	15.3%	19.8%
2 or More Race	4.2%	4.3%	2.3%
White	47.5%	42.4%	33.0%
Unknown	1.1%	0.3%	0.3%



<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>360</b>	<b>347</b>	<b>303</b>
<b>INSTRUCTIONAL MODALITY</b>			
Cable			
Correspondence			
Hybrid			
Online	100.0%	100.0%	100.0%
Self-Paced			
Telecourse			
Traditional			
<b>SUCCESS &amp; RETENTION</b>			
<b>Course Success (A, B, C,P)</b>	51.5%	42.7%	46.0%
<b>Course Retention (A-F, P, NP)</b>	83.7%	80.5%	81.5%

<b>Academic Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>GRADED ENROLLMENT</b>	360	344	302
-Overall Success Rate	51.7%	44.2%	46.0%
-Overall Retention Rate	83.6%	80.8%	81.5%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	153	138	137
Male	206	204	154
Unknown	1	2	11
<b>Success Rate</b>			
- Female	51.6%	47.1%	52.6%
- Male	51.9%	41.7%	39.6%
- Unknown	0.0%	100.0%	54.5%

<b>Retention Rate</b>			
- Female	84.3%	81.2%	79.6%
- Male	83.0%	80.4%	83.1%
- Unknown	100.0%	100.0%	81.8%

<b>Academic Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>GRADED ENROLLMENT</b>	<b>360</b>	<b>344</b>	<b>302</b>
-Overall Success Rate	51.7%	44.2%	46.0%
-Overall Retention Rate	83.6%	80.8%	81.5%

<b>AGE at TERM</b>			
Less than 19	18	12	13
20 to 24	50	65	46
25 to 29	61	67	35
30 to 34	48	51	22
35 to 39	33	28	41
40 to 49	79	73	70
50 and Older	71	48	75

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	360	344	302
<b>Success Rate</b>			
Less than 19	66.7%	25.0%	38.5%
20 to 24	44.0%	43.1%	34.8%
25 to 29	54.1%	40.3%	31.4%
30 to 34	64.6%	52.9%	50.0%
35 to 39	48.5%	46.4%	36.6%
40 to 49	67.1%	56.2%	52.9%
50 and Older	26.8%	27.1%	58.7%

<b>Retention Rate</b>			
Less than 19	83.3%	83.3%	92.3%
20 to 24	82.0%	76.9%	80.4%
25 to 29	82.0%	76.1%	82.9%
30 to 34	79.2%	88.2%	86.4%
35 to 39	78.8%	71.4%	80.5%
40 to 49	93.7%	89.0%	78.6%
50 and Older	80.3%	77.1%	81.3%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	360	344	302
-Overall Success Rate	51.7%	44.2%	46.0%
-Overall Retention Rate	83.6%	80.8%	81.5%

<b>RACE/ETHNICITY</b>			
African American	66	52	60
American Indian	46	40	37
Asian	58	86	91
Hispanic/Latino	15	14	7
Pacific Islander	4	1	1
White	171	145	100
Unknown	0	6	6

<b>Success Rate</b>			
African American	60.6%	50.0%	51.7%
American Indian	34.8%	50.0%	40.5%
Asian	32.8%	16.3%	26.4%
Hispanic/Latino	86.7%	14.3%	28.6%
Pacific Islander	50.0%	100.0%	0.0%
White	56.1%	57.9%	62.0%
Unknown	0.0%	83.3%	83.3%

<b>Retention Rate</b>			
African American	83.3%	78.8%	81.7%
American Indian	78.3%	72.5%	64.9%
Asian	74.1%	81.4%	85.7%

Hispanic/Latino	93.3%	42.9%	85.7%
Pacific Islander	100.0%	100.0%	100.0%
White	87.1%	86.9%	83.0%
Unknown	0.0%	83.3%	83.3%

### Internal Analysis Summary

Enrollment and FTES: There has been a 13%-19% decrease in enrollment and FTES over the past three years.

Efficiency (FTEF/30 and fill rates): Similar to the trends in enrollment and FTES, data show 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, but female students increased 13% during the past year and 23% during the last two years. The age group disbursement shows that students 35 and over make up approximately 62% of program participants. The ethnic makeup of the population is 67% non-White.

Success: Overall, course success rates show an increase of approximately 8% over the past year. Female success rates are up 12%. Hispanic (100%) and Asian-American (62%) success rates are up significantly over the previous year.

Retention: Course retention rates show slight increase over the last year. Hispanic retention rates are up significantly (100%) over the last year.

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

Awards (Degrees and Certificates): The award rate has declined from a high of 11 in 2013 to a low of 2 in 2015. This change reflects the problems created by the EM/HS degree paperwork error with the state Chancellor's Office and the decision to remove the degree from the college catalog in 2012.

Any overall decrease in program productivity can be directly attributed to three main factors: 1) The decision to remove the EM/HS A.A. degree college catalog between the years 2012-2017, 2) a 29% cut in course offerings since the peak in 2011, and 3) the lack of a clear plan to support and develop the EM/HS program by the use of additional institutional resources.

### 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 increased marketing of the TSA program since spring 2016. Based on the cohort model, it is anticipated that the success and retention rates will increase.

### 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 CCCCO, 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 our college's cyber-security program to strengthen the overall homeland security education model.
- Consistent with the 2012 Program, Review, follow both academic senate and CTE advisory board recommendations and increase the EM/HS Department Chair LHE to support program growth.

## SLO's and PSLOS's

During spring 2016, EM/HS 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. Faculty have met and discussed the relevant use of SLO's, P-SLOS's and their assessment and have concluded that until the college 1) Re-organizes its data collection approach to SLO's, and 2) supplies additional training in the area of SLO development and assessment, faculty will not be 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) Support a college-wide development and implementation of new SLO data collection methods, 2) encourage additional department meetings to refine the course and program SLO process, 2) make a more concerted effort to include CTE advisory committee SLO recommendations, and 3) offer additional training in understanding the development and assessment of new SLO design.

## Curriculum Review

### Curriculum Data Analysis

Courses: The EM/HS Program offers twelve courses in emergency management/homeland security and seven courses in criminal justice. The program curriculum is updated on a consistent basis and added two new courses, EMGT C172 – Intelligence Analysis and Security Management and EMGT C174 – Border and Transportation Security, during this review period.

Certificates: EM/HS began offering two Certificates of Achievement in 2009-2010: A 24-unit certificate in Emergency Management/Homeland Security and an additional 24-unit certificate in Emergency Management/Homeland Security with a concentration in Criminal Justice (TOP Code: 2105.00). With approval of the U.S. Department of Homeland Security, the EM/HS Department requested and received approval for a Certificate of Specialization in Homeland Security (TSA) in 2014.

Degrees: EM/HS has offered two associate degrees since 2009-2010: A 24-unit A.A. in Emergency Management/Homeland Security and an additional 24-unit A.S in Emergency Management/Homeland Security with a concentration in Criminal Justice).

EM/HS curriculum development and revision is an on-going process. Our department relies on faculty meetings and discussion with professional experts and officials in both government and industry to frame our course and certificate development. Recently, the department chair conducted a historical review of all Coastline College Curriculum agendas provided on-line from 2012-2017 and retrieved from the college's "public folders" OWA file at: <https://owa.coastline.edu/owa/#>

The following were the findings of this review:

**2012:** The EM/HS department submitted all seven criminal justice (CJ) courses to the college curriculum committee to update student-learning outcomes.

**2014:** The EM/HS department received approval for a 9-Unit Certificate of Specialization in Homeland Security (TSA), in conjunction from a request from the U.S. Department of Homeland Security. The department also submitted updated PSLO's for the Emergency Management/Homeland Security A.A. degree (concentration in Criminal Justice), and the Homeland Security/TSA Certificate.

**2015:** Submitted a revision of the original EM/HS degree to solve the problem with state approval (See April 2010 minutes). Also submitted revision of twelve EM/HS courses (EMGT C101, EMGT C102, EMGT C105, EMGT C110, EMGT C120, EMGT C130, EMGT C140, EMGT C150, EMGT C160, EMGT C172, EMGT C174, EMGT C283).

Course Number	Course Name	Date Reviewed	Status
EMGT C101	Introduction to Emergency Management	03/20/15	Approved for Fall 2015
EMGT C102	Introduction to Homeland Security	03/20/15	Approved for Fall 2015
EMGT C105	Emergency Preparedness	03/20/15	Approved for Fall 2015
EMGT C110	Emergency Response	03/20/15	Approved for Fall 2015
EMGT C120	Disaster Recovery	03/20/15	Approved for Fall 2015
EMGT C130	Hazard Mitigation	03/20/15	Approved for Fall 2015
EMGT C140	Crisis Response for Responders (CRR)	03/20/15	Approved for Fall 2015
EMGT C150	Crisis Management of Special Populations	03/20/15	Approved for Fall 2015
EMGT C160	Introduction to Public Information Officer	03/20/15	Approved for Fall 2015
EMGT C172	Intelligence Analysis and Security	03/20/15	Approved for Fall 2015
EMGT C174	Transportation and Border Security	03/20/15	Approved for Fall 2015
EMGT C283	Work Based Learning	03/20/15	Approved for Fall 2015

Course Inventory Information retrieved from the CCC Course Outline Directory at: [outlines.coastline.edu](http://outlines.coastline.edu)

Course Number	Course Name	Date Reviewed	Status
CJ C140	Introduction to Criminal Justice	12/07/12	Approved for Spring 2013
CJ C141	Criminal Law	12/07/12	Approved for Spring 2013
CJ C110	Criminal Investigation	12/07/12	Approved for Spring 2013
CJ C128	Criminal Procedure	12/07/12	Approved for Spring 2013
CJ C135	Introduction to Policing	12/07/12	Approved for Spring 2013
CJ C146	Written Communication for Criminal	12/07/12	Approved for Spring 2013
CJ C148	Multi-Cultural Studies in Criminal Justice	12/07/12	Approved for Spring 2013

Course Inventory Information retrieved from the CCC Course Outline Directory at: [outlines.coastline.edu](http://outlines.coastline.edu)

## External Compliance

The Emergency Management/Homeland Security Program conducts its planning, initiatives, and instruction in a manner to ensure compliance with established goals and objectives at college, district, and accreditation levels. We ensure academic quality through regular, rigorous faculty review, adherence to curricular standards, and regular department meetings (typically held on the same day as All-College) to discuss SLO achievement and avenues for improving teaching and learning. SLO achievement data is used in these discussions to inform decisions and changes made. In this way, the Program's processes support student learning and student achievement.

The Emergency Management/Homeland Security Program does not have external compliance regulations as those found in the state certification requirements for both police and fire personnel through California POST (i.e., police) or CFSTES (i.e., fire) regulations.

## Progress on Initiatives

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 is 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 to John Wayne-Orange County Airport personnel.	Completed	Program started.	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 students into the EM/HS program.	Completed	In 2014-2015 CTE discussion has occurred and funds have been allocated for 2015-2016. In 2015-2016 marketing for TSA is being marketed by the Marketing Department.	
Expand the adjunct faculty pool to offer and teach more EM/HS courses online leading to increased enrollments, graduates and transfers.	Completed	In 2016-2017 a request was approved from the Office of Instruction to fund new adjunct faculty.	
Ensure faculty maintain relevance in the field and continue to improve teaching strategies and course material	In-progress	In 2016-2017 there was a request sent and suggested that CTE funds would be available.	

## Program Planning and Communications Strategies

In 2014-15, Department faculty in the EM/HS Department initiated a three-year plan to help improve program clarity and efficiency. This plan focused on two critical process areas: 1) an initial program needs assessment, and 2) a department work prioritization plan. As a part of this, the EM/HS Department Chair presented to the CTE advisory group the EM/HS Department Strategic Plan, an EM/HS Program SWOT analysis, a needs

assessment review, and components of the most recent Coastline Institutional Accreditation Report that impacted the EM/HS Program.

The EM/HS Program's Strategic Planning (SWOT) Analysis Rubric provided the program's strengths, weaknesses, opportunities and threats. Department faculty and the CTE advisory members summarized each rubric area:

Strengths: 1) Coastline offered the first operational EM/HS degree program in California community colleges, 2) multiple degrees and certificates are offered, including a concentration in criminal justice, 3) DHS/TSA program offered to TSA workers, 4) leadership positions in both CSU-CEMHS and the Chancellor's Office public safety education advisory council, 5) strong link to Coastline's contract and military education office.

Weaknesses: 1) No clear institutional vision of EM/HS program growth, 2) no clear marketing, counseling, or placement services dedicated to CTE programs, 3) a need to develop more rigor and proper instructional design in online courses, 4) no clear plan to integrate homeland security courses into existing EM/HS program, and, 5) an inability to clearly assess course and program SLO's under the current tracking system.

Opportunities: 1) Current involvement with CSU-CEMHS and CCC-PSEA allows influence to develop future regional sector position, 2) link with DHS/TSA to continue important vocational certificate program, 3) we are positioned to develop SB1440 TMC when community colleges are ready, 4) the ability to create productive relationship with FEMA Emergency Management Institute, and 5) the necessity to find ongoing ways to offer Cal EMA, OES training at our college site.

Threats: 1) No growth in course offerings, 2) no clear institutional plan to integrate budget and resource allocation for EM/HS growth, 3) no clear marketing, counseling, or placement services, 4) institutional management and budget instability, 5) competition with newly developed EM/HS program in the California community college system, 6) lack of any current CSU developed BA/BS programs in emergency management and/or homeland security.

As a part of the EM/HS Program Prioritization Work Plan, the group identified the following priority areas needing attention:

1. *EM/HS Degree State Paperwork Error*—The committee discussed the difficulties and on-going frustrations in resolving a paperwork error that led to Coastline's EM/HS degree to be de-certified.
2. *TSA "Certificate of Specialization"* - To meet the DHS Homeland Security agreement and contract with Global Corporate College, the committee recommended approval for the college 9-unit certificate.
3. *Additional EM/HS Course Offerings* – To meet homeland security needs, the Coastline College EM/HS program recommended offering additional HS courses in the program.
4. *Homeland Security Concentration* - The group suggested a program re-structuring to better integrate homeland security courses. Members recommended two new courses, EMGT C172 – Intelligence Analysis and Security Management, and EMGT C174 – Border and Transportation Security, as part of the EM/HS degree/certificate programs.
5. *Program Student Learning Outcomes (SLO's)* – Group members advised updating the program SLO's to include homeland security learning outcomes.
6. *The California Community College Chancellor's Office Public Safety Education Advisory Council* – Members encouraged the state chancellor's office public safety council to present to the committee a strategic plan for offering this new discipline across the California community college system.
7. *Coastline EM/HS Faculty Teaching Performance Evaluation* – Committee members acknowledged the importance of the faculty evaluation process and added it to the work prioritization list.
8. *Recruitment/Placement Center* – CTE advisors strongly supported the development of a dedicated center for marketing, recruitment, internship, and career placement.

9. *Online Instructional Design Workshops* – The group supported additional online instructional design workshops to increase the quality and effectiveness on our web-based instructional programs.

In addition to the above goals set for the program, the advisory group discussed the continuance of the TSA program, curriculum development, instructor development and recruitment, research and literature sources for the department, professional memberships and the importance of grants and fundraising.

## Forward Strategies

Forward Strategies and Initiatives to Address over Next Five Years

Initiatives (in bold) and Strategies	2017-18	2018-19	2019-20	2020-21	2021-22	College Mission
Prepare the Coastline EM/HS program with CSU new statewide strategic initiative	X	X	X			1. Success
Present instructor development workshop to all EM/HS faculty	X					2. Instructional Excellence
Renew the TSA Officer Education Program with the U.S. Department of Homeland Security and Global Corporate College	X					1. Success
Ensure college-level academic rigor in all on-line course offerings per Title 5.	X					2. Instructional Excellence
Gain approval in increase the Department Chair LHE from 1.5 to 2 units.	X					5. Culture of Planning, Inquiry and Evidence
Update web-based program information offered in the college catalog, through brochures, and on-line through the college's various web-pages.	X	X				2. Instructional Excellence
Gain final approval from the college's curriculum committee on all criminal justice course outlines submitted for approval during spring 2018.	X	X				1. Success
Create a formal EM/HS marketing program, designed to attract and orient high school students, military personnel, in-service government employees, industry workers, and community advocates.	X	X				5. Culture of Planning, Inquiry and Evidence
Create a formal EM/HS job services-career placement program, coordinated both through the CTE Center, as well as the Orange County One-Stop Career & Employment Placement Center. Ensure enough staffing to offer the program.	X	X	X			3. Access and Student Support



## SECTION 2: HUMAN CAPITAL PLANNING

### Staffing

Staffing Plan  
Table 2.1

Plan Year	Administrator	Manager	F/T Faculty	Adjunct	Classified	Hourly
Previous Year 2015-2016	VP Instruction (1)	Dean of CTE (1)	(0)	(5)	(0)	(0)
Current Year 2016-2017	VP Instruction (1)	Dean of CTE (1)	(0)	(5)	(0)	(0)
Year One 2017-2018	VP Instruction (1)	Dean of CTE (1)	(0)	(5)	(0)	(0)
Year Two 2018-2019	VP Instruction (1)	Dean of CTE (1)	(0)	(5)	(0)	(0)

The Emergency Management/Homeland Security Program is staffed by five part-time faculty and is coordinated by a department chair who is allocated 1.5 LHE. The Dean for Career and Technical Education, based at Coastline's Garden Grove Center, is the program's administrator. Currently, all EM/HS courses are offered on-line through the college's Canvas web-based course management system. All faculty were trained and certified in the Canvas LMS in 2016. While the program previously offered classroom site-based courses, enrollment for this delivery method was never high and the flexibility to offer courses on-line, instead of at the Garden Grove Center, led to increased enrollment during the first four years of the program. The department's TSA certificate program, which once offered all of its courses in-class, now offer all of its TSA courses online, at the request of the U.S. Department of Homeland Security and its education representative, Global Corporate College.

The EM/HS Department has two primary needs that are apparent: First, there needs to be additional LHE allocation to EM/HS faculty who serve as department chair. Currently, the college allocates 1.5 LHE for the position (down from 2 LHE approved by the Coastline Academic Senate two years ago). This is not sufficient for the time to coordinate an emerging program that serves as the center for EM/HS education in the California community college system. Second, the program requires additional support staff needs to assist with meetings, curriculum coordination, occupational placement services, marketing, and other administrative tasks. The problem here is similar to the above noted LHE allocation. The Garden Grove Center administrative support staff has not kept pace with the growth of the center's CTE programs. The addition of new programs like EM/HS brings with it the need to allocate additional staffing resources to support its development. Our program, as well as other CTE programs housed at the Garden Grove Center, would be well served in this endeavor.

### Partnerships

Faculty members continue to be actively involved in many professional partnership collaborations, focused on cultivating Coastline's status as the top EM/HS community college program in California. Currently, our faculty participates in the California Community Colleges Chancellor's Office Public Safety Education Advisory Committee, which provides strategic planning of EM/HS education in the state community college system. The Department Chair currently serves as the Homeland Security representative on the council. As a part of the CCCC's Public Safety Advisory Grant, our Chair has spent the last two years making presentations to regional public safety boards in both southern and northern California informing the groups of homeland security as the emerging public safety discipline at the California community colleges. The presentations have been

fruitful; the chancellor's office has noted a marked increase in EM/HS program development around the state CC system. In addition to the state chancellor's office committee, our faculty participates in the National Council on Emergency Management and Homeland Security (NCEMHS) which provides the strategic development of EM/HS education from K-12 to the doctorate in the public education system. The Department Chair currently serves as co-chair to the council's advisory committee developing the associate's degree track in the public community college system in California.

Our faculty are also working with Dr. Keith Clement, the Planning Director of NCEMHS and lead faculty for the newly designed emergency management/homeland security bachelor's degree program at California State University, Fresno, to develop a transfer-model track in line with SB 1440. In line with this program, Dr. Eric Nelson from the state chancellor's office academic affairs unit and Julie Adams, executive director of the California Community Colleges Academic Senate recently sought out our chair to show both continued interest and support for developing an AD-T in homeland security.

With regard to our involvement in California governance, Coastline EM/HS department members collaborate statewide with the California Governor's Office of Emergency Services. During this program review period, Coastline presented the Federal Emergency Management Agency's Master Exercise Practitioner Program, a series of courses focusing on advanced emergency management exercise design, conduct and evaluation practices in each phase of the federal government's Homeland Security Exercise and Evaluation Program.

Finally, the EM/HS department works in concert with other college departments and administrative offices. Faculty collaboration with the college's Marketing and Public Relations Department resulted in the development of a professionally designed marketing video highlighting the field of emergency management and homeland security. The video assists Coastline students in understanding how a certificate of achievement and/or associate's degree in the EM/HS field can lead to a service career in government, industry or the business field.

## **Professional Development**

All EM/HS faculty are experienced in the field of emergency management. The Department Chair (who also holds the Coastline academic rank of Professor) possesses a doctorate in education with a concentration in legal studies and currently serves as the Chair of the administration of justice program at Fullerton College. He has extensive professional experience in the public safety field, working in both police and fire department divisions in Los Angeles County. This experience included serving as a public safety supervisor and field coordinator of three federal major disaster declaration sites (Whittier Earthquake, Northridge Earthquake, Los Angeles Riots).

Four of five adjunct faculty members serve in the professional capacity in crisis and emergency management and one in the specialty of homeland security. Two of our instructors teach criminal justice courses, offered through our Contract/Military Education Program. One instructor served as the Director of Disaster Preparedness for the largest city in Orange County until her recent retirement, and is designated as a Certified Emergency Manager. Another serves as the Emergency and Business Continuity Manager at Saddleback College. We also employ a POST-certified peace officer who supervises the crisis response unit for the Los Angeles Police Department. She is a past recipient of the "Individual Award of Excellence" from the California Department of Justice (P.O.S.T.), a prestigious California law enforcement award for her professional training in the field of community crisis events. Finally, our new homeland security instructor in the TSA program is a previous military intelligence officer who also has experience in criminal intelligence for California law enforcement agencies.

In line with our goals of increasing the number and quality of our adjunct faculty, our department has hired two new instructors. One is a homeland security specialist with a vast military background as a naval commander. He possesses a doctorate in education and a graduate degree in homeland security and is a former dean of public safety in the California community college system. The newest hire is a long-time law enforcement officer currently assigned as a commander in counter-terrorism and special operations and is a graduate of the Naval Postgraduate School in Security Studies. He will begin instruction in our criminal justice program. Both new hires bring decades of practical public safety work experience and a high level of security studies education from prestigious universities.

All faculty members possess professional certifications in various safety and security areas. These areas include fire investigation, hostage negotiation, weapons of mass destruction, emergency planning, criminal forensics, emergency operations center management, joint-terrorism operations, intelligence analysis, and disaster preparedness. Our instructors travel the country as trainers and professional consultants, serving as subject matter experts. Some have won national awards in their field. The 2017 faculty survey confirmed all or a majority of instructors identified the following as professional activities: CCC All-College meetings, discipline-related workshops, and professional conferences. In addition, half of the instructors identified membership in professional organizations, professional training, and advanced discipline-related study as additional activities.

With regard to professional development, there are two apparent needs for Coastline's EM/HS program. First, it would be helpful to have our department faculty members regularly attend Coastline's All-College meeting during both the fall and spring semesters. We have struggled with gaining continuous participation in this area, and it would help foster intra-departmental communication and allow for effective decision-making. Second, our instructors have a need for continued Canvas LMS on-line instructional training so as to provide quality web-based instruction in the field. This is especially true in the area of linking course assignments to student learning outcomes (SLO's).

## **Faculty Survey Summary**

The Institutional Effectiveness, Research, and Planning Department conducted a survey of the EM/HS faculty in spring of 2017. The survey solicited responses in areas including, but not limited to institutional climate, professional development, SLO's and instructional technology.

When asked how satisfied our faculty members were with the EM/HS program, the participants indicated being satisfied or very satisfied with all surveyed components related to the program, with one exception – one faculty member was dissatisfied with the currency of the curriculum related to transfer standards and SLO's. Their comment was, "As an instructor, I would like to be more involved with the development of the SLOs for my particular classes." Faculty also indicated being satisfied or very satisfied with the following institutional support components: Adequacy of instructional facilities, quality of general instructional equipment, support from the department chair regarding the EM/HS program and respective courses, responsiveness and helpfulness of Coastline's distance learning department in meeting instructor needs, and the quality and technical support of the CANVAS learning management system.

EM/HS faculty were dissatisfied or very dissatisfied (50% or above) with the following: Support for the program and classes from the CTE dean and the support staff, the level of interest and/or collaboration demonstrated by the institution in the EM/HS Program, actions taken by the CTE dean to support program success and growth, and the lack of meaningful conversations with college administrators demonstrating proper planning procedures to ensure the program's success (Faculty comments in this category can be found in the Appendix section).

Of the faculty responses, all noted they were currently teaching in the college's Contract and Military Education Program. All faculty surveyed expressed satisfaction with the instructional delivery and organizational support provided to both students and faculty from the Contract/Military Program staff.

## Forward Strategy

Over the next five years:

1. Present an updated instructor development workshop for all EM/HS faculty.
2. Ensure college-level academic rigor in all EM/HS online course offerings (Goals 2 and 4).
3. Expand the adjunct faculty pool to offer and teach more EM/HS courses online leading to increased enrollments, graduates and transfers.
4. Ensure faculty maintain relevance in the field and continue to improve teaching strategies and course material
5. Gain approval in increase the Department Chair LHE from 1.5 back to the 2 units approved by the college's Academic Senate.

## SECTION 3: FACILITIES PLANNING

### Facility Assessment

The Emergency Management/Homeland Security Department is currently based at the Garden Grove Learning Center and has previously offered classes at the Newport Beach Center.

One of the crowning achievements of the EM/HS program was the establishment of the Emergency Operations Center (EOC), housed at the Garden Grove Center. The EOC is a central command/control facility responsible for carrying out the principles of emergency preparedness and disaster management functions at a strategic level in an emergency situation. Our center houses computer stations, operational communications networks, and theater sized visual screens. The Coast Community College District currently uses the facility for tours and the center was used for the Federal Emergency Management Agency's Master Exercise Practitioner's Program (MEPP) during this Program Review cycle.

With regard to support staff costs, special facilities costs, equipment, and/or supplies, the EM/HS program requires very little expenditure. Support staff costs are part of the Garden Grove Center's CTE overall department and supply costs have been minimal. The department chair doesn't have a program budget to coordinate and small supplemental costs are handled many times by the EM/HS instructional staff out of their own pockets. VTEA funds help allocate monies to handle various department-level project costs that lead directly to vocational needs.

Overall, our most recent student survey indicated that they are happy with facilities at the institution and the technical resources provided. 83.3% of students expressed satisfaction with the adequacy of institutional facilities and 100% of those surveyed were satisfied with both the quality of Canvas LMS functionality and the reliability of technical resources.

The most recent faculty survey indicated instructors were satisfied or very satisfied with the following resource components: Adequacy of instructional facilities, quality of general instructional equipment, responsiveness and helpfulness of Coastline's distance learning department in meeting instructor needs, and the quality and

technical support of the CANVAS learning management system. They also expressed satisfaction with the instructional delivery and organizational support provided to both students and faculty from the Contract/Military Program staff.

Faculty use of Coastline's Virtual Library is still developing. Half of the instructors use the Virtual Library and/or give their students regular or extra credit assignments that require use of the Virtual Library and the other half do not. One instructor commented, "I haven't found anything relevant to my classes on the virtual library."

## Forward Strategy

1. Provide funding to meet the goal of building an EM/HS literature bank of textbooks, journals, articles, and government documents that will aid in creating an EM/HS department library.
2. Provide funding for computer-related equipment, including I-Pads and an external hard-drive for storing Coastline class materials.
3. Update web-based program information offered in the college catalog, through brochures, and on-line through the college's various web-pages.
4. Plan to use the Garden Grove Center's Emergency Operations Center for future training sessions and/or tours.
5. As faculty are added, additional faculty office space will be required as the existing offices will not accommodate these newly hired faculty.

## SECTION 4: TECHNOLOGY PLANNING

### Technology Assessment

The importance of technology and its strategic integration in higher education cannot be understated. Technology can infuse classrooms with digital learning tools and increase student engagement and motivation. It can also link teachers to their students and to professional content, resources, and systems helping to improve instruction and personalize learning. Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning, reducing costs associated with instructional materials or program delivery, and efficiently utilizing teacher time.

#### General:

The EM/HS program requires little in the way of specialized equipment or materials at this time. A careful review of the EM/HS CTE annual advisory meeting minutes from 2013-2017 revealed little substantive recommendations related to instructional technology planning/implementation needs. Most of these discussions related to instructional technology focused on the new Canvas learning management learning system, as well as our program's emergency operations center.

With regard to the access and use of technology in the EM/HS program, faculty in our most recent survey expressed being very satisfied with the quality of instructional equipment and the quality of the Canvas learning management system. Instructors expressed some frustration with the added technical requirements and the steep learning curve created by the Canvas LMS. Faculty also expressed frustration with the poor Canvas course implementation plan. The technical skill needs, time, and effort required to convert Seaport courses to Canvas courses negatively impacted the offering of our program's courses, particularly those

courses found in our criminal justice concentration. Since our criminal justice courses are offered only by Coastline's Contract and Military Education Program with a different instructional pay standard, there is no true incentive for instructors to build these courses in the new Canvas system. Consequently, our department offers only two of these courses at the present time. This labor issue needs to be addressed by both the college and District. To help alleviate the problems here, we recently hired a criminal justice professional to teach these courses. He is scheduled to be trained by FSC in the Canvas system beginning in September 2017 and will be developing the approved CJ 135 C courses – Introduction to Policing.

Our students are principally impacted by both use of instructional technology and any change that comes from implementing new technology. Student survey respondents in the 2017 spring survey indicated high levels of satisfaction with the adequacy of instructional facilities, the overall quality of general instructional equipment, and with the Canvas learning management system. Student survey respondents who were enrolled in our recent online classes were generally satisfied with the reliability of the technology and the adequacy and functionality of Canvas. Students did express dissatisfaction both technical support availability, as well as the lack of follow-through from our institution's technical support systems.

One of the crowning achievements of the EM/HS program was the establishment of the Emergency Operations Center (EOC) in 2009, housed at the Garden Grove Center. The EOC is a central command/control facility responsible for carrying out the principles of emergency preparedness and disaster management functions at a strategic level in an emergency situation. Our center includes computer stations, operational communications networks, and theater-sized visual screens. The Coast Community College District currently uses the facility for tours and the center was used for the Federal Emergency Management Agency's Master Exercise Practitioner's Program during this program review evaluation period.

#### **Classroom:**

The EM/HS program currently offers no classes onsite; 100% of the department's classes are offered online. During this program review evaluation period, the only classes offered onsite were scheduled at the Newport Beach Center as part of Coastline's Contract and Military Education TSA Program. Both faculty and students in the TSA program were both satisfied and impressed with the instructional resources provided by the Newport center. Their classrooms provide up-to-date instructional technology for the participants.

#### **Online Learning:**

Emergency Management/Homeland Security faculty made the transition to the new Canvas LMS during this program review evaluation period. In spring 2016, all EM/HS faculty received Faculty Service Center (FSC) training and completed at least one of their courses in the new learning management system. Faculty members expressed frustration with the deep learning curve that Canvas presented, but, overall, faculty expressed satisfaction with the system's amenities. Both faculty and our EM/HS CTE advisory committee members were glad to see that FSC utilized a specific verification checklist to review courses, focusing on both the development of more rigor in our online courses and regular substantive instructor-student interaction. Both faculty and CTE advisory committee members commented that other colleges were not instituting similar quality processes, and how that would lead to accreditation problems for those colleges in the future. Our constituents expressed satisfaction in our college's current progression. Faculty were also satisfied with new instructional tools that Canvas provided, including Course Analytics, Speed Grader, Moodle and Turnitin. Suffice to say that our instructors are moving forward with the continued development of their courses in Canvas and look forward to building dynamic courses that meet both increased rigor and greater instructor-student communication. The "Introduction" courses in our program (i.e., EMGT C101 and EMGT C102) were developed as "model" courses, with the intent that these courses would be used as a template to develop

other Canvas EM/HS courses. As faculty continue to develop their Canvas LMS skill-set, we anticipate the inclusion of additional “model” EM/HS courses.

### **Connected Teaching:**

One of the more interesting movements in higher education is that of using technology to help build learning capacity by enabling a shift to a model of “connected” teaching. Connected teaching is a team activity where individual educators build online learning communities consisting of students, peers, fellow educators, professional experts in various disciplines around the world, and members of community organizations that serve in the program discipline.

With regard to this the development of connected learning communities, I think it important to note two important advancements in our own program. First, one of our own instructors, Todd DeVoe, created and launched a new emergency management podcast called, “EMWeekly.” This use of social media technology brings together interested parties in the field of emergency management and homeland security, and allows Todd to present important emergency service education to the masses, as well as build a community of those interested in obtaining internships and jobs in the field. Some of the podcasts include interviews with important figures in the EM/HS community, including the former FEMA Director, Craig Fugate, and military historian and author, Dr. William Forchtchen. These podcast topics include women in emergency management, leadership development, and business continuity planning, and are listened to by interested parties from all over the country. This type of innovative project is sure to enhance our department’s status in the EM/HS field.

Also to be noted in the connected teaching environment is our faculty’s inclusion of online DHS/FEMA/OES web-based programs into our EM/HS courses, including independent study courses from FEMA’s Emergency Management Institute (EMI). EMI is the emergency management community’s flagship training institution, and provides training to Federal, State, local, tribal, volunteer, public, and private sector officials to strengthen emergency management core competencies for professional, career-long training. Many of your Coastline EM/HS instructors have built in the completion of these online independent-study training courses as a way for students to increase their knowledge base and obtain federal certificates in their specialty area.

## **Forward Strategy**

To provide the most effective instruction and development of new programs in the next five years, EM/HS Department faculty plan to:

1. Present updated instructor development workshops for all EM/HS faculty, focusing on the use of more dynamic online presentations through the use of animated instruction.
2. Collaborate with Coastline’s Virtual Library to ensure an increased use of library e-books and databases.
3. Develop the use of updated institutional technology and social media with the goal of increasing student enrollment and participation in EM/HS courses and degree/certificate programs.
4. Designing a consistent method of evaluating student performance by properly using student-learning assessment through the Canvas LMS.
5. Integrate enhanced course-specific EM/HS computer simulations and models.
6. Identify the use of computer technology to create “Global Learning” communities for our students.
7. Make high quality homeland security and disaster management E-books and journal articles available to students.

## SECTION 5: NEW INITIATIVES

**Initiative:** Gain institutional approval to increase EM/HS course offerings

**Describe how the initiative supports the college mission:**

Offering additional courses in the EM/HS program provides access and supports student success and achievement by allowing diverse student populations in our field to complete educational pathways leading to the attainment of an EM/HS degree and/or certificate, and providing career readiness for entry-level employment.

**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.**

External research shows credible support for offering more courses. Homeland security created the largest re-organization of government in over seventy years and is now the third largest department in the federal government, employing over a quarter million employees. The CCC Chancellor's Office Public Safety Advisory Committee identified emergency management/homeland security as the #1 emerging public safety academic discipline over the next ten years. Market assessment indicates several EM/HS related occupations meeting rapid growth, offering numerous job openings, or as new and emerging occupational areas, including security managers, intelligence analysts, information security managers, and business continuity planners. Internal research indicates that there was rapid growth and strong key performance indicators in the EM/HS Program from 2009-2012, prior to the problems created by removal of our primary degree from the college's catalog for several years due to paperwork problems at the state-level. Our program has suffered a 29% decrease in course offerings since 2011.

**Recommended resource(s) needed for initiative achievement:**

Additional funding to offer additional courses.

**What is the anticipated outcome of completing the initiative?**

Student Success, Completion and Achievement: Increasing student completion of academic pathways.

**Provide a timeline and timeframe from initiative inception to completion.**

Fund by Summer 2018



## Project Description

**Initiative:** Develop a marketing plan to build awareness of the EM/HS program and increase enrollment.

**Describe how the initiative supports the college mission:**

Developing and implementing an EM/HS marketing plan provides access and supports student success and achievement by allowing diverse student populations in our field to complete educational pathways leading to the attainment of an EM/HS degree and/or certificate, and providing career readiness for entry-level employment.

**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.**

External research shows credible support for creating and developing an EM/HS marketing plan. Homeland security created the largest re-organization of government in over seventy years and is now the third largest department in the federal government, employing over a quarter million employees. The CCC Chancellor's Office Public Safety Advisory Committee identified emergency management/homeland security as the #1 emerging public safety academic discipline over the next ten years. Market assessment indicates several EM/HS related occupations meeting rapid growth, offering numerous job openings, or as new and emerging occupational areas, including security managers, intelligence analysts, information security managers, and business continuity planners. Internal research indicates that there was rapid growth and strong key performance indicators in the EM/HS Program from 2009-2012, prior to the problems created by removal of our primary degree from the college's catalog for several years due to paperwork problems at the state-level.

**Recommended resource(s) needed for initiative achievement:**

Additional funding for plan development, implementation, maintenance, and support personnel.

**What is the anticipated outcome of completing the initiative?**

Student Success, Completion and Achievement: Increasing student completion of academic pathways.

**Provide a timeline and timeframe from initiative inception to completion.**

Fund by Spring 2019

## Project Description

**Initiative:** Continue collaboration between California Community Colleges and the California State University system to develop an AD-T for transfer in Emergency Management/Homeland Security.

**Describe how the initiative supports the college mission:**

Developing and implementing an EM/HS AD-T provides access and supports student success and achievement by allowing diverse student populations in our field to complete educational pathways leading to the attainment of an EM/HS university transfer degree.

**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.**

External research shows credible support for creating and developing a CSU university-transfer degree program. Homeland security created the largest re-organization of government in over seventy years and is now the third largest department in the federal government, employing over a quarter million employees. The CCC Chancellor's Office Public Safety Advisory Committee identified emergency management/homeland security as the #1 emerging public safety academic discipline over the next ten years and funded a two-year grant to increase the number of EM/HS programs in local community colleges. A review of the California Community Colleges LAOC Regional Consortium indicates a marked increase in requests for degree/certificate programs in the field of EM/HS. Market assessment indicates several EM/HS related occupations meeting rapid growth, offering numerous job openings, or as new and emerging occupational areas, including security managers, intelligence analysts, information security managers, and business continuity planners.

**Recommended resource(s) needed for initiative achievement:**

Additional funding for travel to professional development conferences and state-wide meetings.

**What is the anticipated outcome of completing the initiative?**

Student Success, Completion and Achievement: Increasing student completion of academic pathways.

**Provide a timeline and timeframe from initiative inception to completion.**

Fund by Spring 2018.

## 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
Gain institutional approval to increase EM/HS course offerings	Add two more courses	12,000	Ongoing	No	Internal Research	Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Fall 2018	2
Develop a marketing plan to build awareness of the EM/HS program and increase enrollment.	Marketing funds	4,000	One time	No	Internal Research	Fiscal Stewardship, Scalability, and Sustainability	Fall 2019	3
Continue collaboration between California Community Colleges and the California State University system to develop an AD-T for transfer in Emergency Management/Homeland Security.	Professional Development	3,000	One time	No	Internal Research	Instructional and Programmatic Excellence	Fall 2018	4