

# COASTLINE COLLEGE

2018-2019

Annual Program Review

Emergency Management/Homeland Security

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# Section 1: Program Planning:

## Internal Analysis

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Emergency Management Enrollment	347	304	301
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Emergency Management Resident FTES	31.18	27.43	27.34
Sections	11	10	11
Fill Rate	70.1%	67.1%	60.8%
WSCH/FTEF 595 Efficiency	473	453	410
FTEF/30	1.1	1.0	1.1
Extended Learning Enrollment	510	485	316

The percentage change in the number of Emergency Management **enrollments** in 2016-17 showed a minimal difference from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Emergency Management credit courses showed a minimal difference from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Emergency Management courses in 2016-17 showed a moderate increase from 2015-16 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Emergency Management courses showed a moderate decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Emergency Management courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Emergency Management courses in 2016-17 showed a moderate increase from 2015-16 and a minimal difference in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Emergency Management **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Emergency Management Enrollment	347	304	301

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	40.9%	45.7%	46.8%
Male	58.5%	50.7%	49.8%
Unknown	0.6%	3.6%	3.3%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	24.5%	30.3%	26.9%
American Indian/AK Native	1.7%	2.0%	1.7%
Asian	8.9%	12.5%	13.6%
Hispanic	8.1%	10.2%	5.0%
Pacific Islander/HI Native	1.7%	0.0%	1.7%
White	42.7%	33.2%	36.5%
Multi-Ethnicity	12.1%	11.5%	12.6%
Other/Unknown	0.3%	0.3%	2.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	3.5%	4.3%	4.0%
20 to 24	19.0%	15.5%	15.9%
25 to 29	19.9%	11.2%	17.6%
30 to 34	15.0%	7.6%	10.3%
35 to 39	8.9%	13.8%	12.6%
40 to 49	20.5%	23.0%	15.6%
50 and Older	13.3%	24.7%	23.9%

Emergency Management courses made up 0.5% of all state-funded enrollment for 2016-17. The percentage difference in Emergency Management course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Emergency Management during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Emergency Management enrollment consisted of 46.8% **female**, 49.8% **male**, and 3.3% students of **unknown** gender. In 2016-17, Emergency Management enrollment consisted of 26.9% **African American** students, 1.7% **American Indian/AK Native** students, 13.6% **Asian** students, 5.0% **Hispanic** students, 1.7% **Pacific Islander/HI Native** students, 36.5% **White** students, 12.6% **multi-ethnic** students, and 2.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Emergency Management revealed 4.0% aged **19 or less**, 15.9% aged **20 to 24**, 17.6% aged **25 to 29**, 10.3% aged **30 to 34**, 12.6% aged **35 to 39**, 15.6% aged **40 to 49**, and 23.9% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Emergency Management Degrees	33	33	23
College Awarded Certificates	748	644	602
Emergency Management Certificates	0	2	10

The percentage change in the number of Emergency Management **degrees** awarded in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Emergency Management **certificates** awarded in 2016-17 showed a substantial increase from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Emergency Management Success Rate	44.1%	45.9%	50.5%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	44.1%	45.9%	50.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	46.1%	52.2%	51.1%
Male	42.1%	39.6%	52.0%
Unknown	100.0%	54.5%	20.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	16.5%	26.1%	24.7%
American Indian/AK Native	83.3%	83.3%	80.0%
Asian	61.3%	40.5%	56.1%
Hispanic	48.1%	48.4%	61.5%
Pacific Islander/HI Native	16.7%	-	20.0%
White	56.8%	62.4%	70.4%
Multi-Ethnicity	36.6%	48.6%	44.4%
Other/Unknown	100.0%	0.0%	0.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	25.0%	38.5%	22.2%
20 to 24	42.4%	34.0%	60.4%
25 to 29	39.7%	32.4%	29.4%
30 to 34	51.9%	50.0%	58.1%
35 to 39	41.9%	35.7%	61.1%
40 to 49	58.6%	52.9%	37.8%
50 and Older	28.3%	58.7%	62.0%

The percentage difference in the **course success rate** in Emergency Management courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Emergency Management 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Emergency Management **course success rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Emergency Management success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Emergency Management courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Emergency Management success rate for 2016-17, the success rate was minimally different for **female** students in Emergency Management courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Emergency Management success rate for 2016-17, the success rate was substantially lower for **African American** students in Emergency Management courses, substantially higher for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially higher for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, substantially higher for **White** students, moderately lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Emergency Management success rate for 2016-17, the success rate was substantially lower for students aged **19 or less** in Emergency Management courses, moderately higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, moderately higher for students aged **30 to 34**, substantially higher for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Emergency Management Retention Rate	82.6%	81.5%	76.3%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	82.6%	81.5%	76.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	81.6%	79.7%	77.4%
Male	83.2%	83.1%	76.4%
Unknown	100.0%	81.8%	60.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	85.9%	85.9%	62.3%
American Indian/AK Native	83.3%	83.3%	80.0%
Asian	83.9%	64.9%	85.4%
Hispanic	85.2%	77.4%	61.5%
Pacific Islander/HI Native	50.0%	-	80.0%
White	86.5%	83.2%	84.3%
Multi-Ethnicity	63.4%	85.7%	77.8%
Other/Unknown	100.0%	100.0%	66.7%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	83.3%	92.3%	66.7%
20 to 24	78.8%	78.7%	79.2%
25 to 29	77.9%	85.3%	60.8%
30 to 34	88.5%	86.4%	83.9%
35 to 39	67.7%	81.0%	80.6%
40 to 49	92.9%	78.6%	75.6%
50 and Older	82.6%	81.3%	81.7%

The percentage difference in the **retention rate** in Emergency Management courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. When comparing the percentage point difference in the Emergency Management 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Emergency Management **retention rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard\*** for credit course success.



When comparing the percentage point difference between instructional modalities to the overall Emergency Management retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Emergency Management courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Emergency Management retention rate for 2016-17, the retention rate was slightly higher for **female** students in Emergency Management courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Emergency Management retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Emergency Management courses, slightly higher for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly higher for **multi-ethnic** students, and moderately lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Emergency Management retention rate for 2016-17, the retention rate was moderately lower for students aged **19 or less** in Emergency Management courses, slightly higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, moderately higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, minimally different for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

## Market Assessment

Total People Employed in the Region <span>i</span>				
	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
On-The-Job Training, No College Required				
Bailiffs (333011)	167	168	-1	↓
Detectives and Criminal Investigators (333021)	683	709	-27	↓
Police and Sheriff's Patrol Officers (333051)	3,918	3,969	-51	↓
Private Detectives and Investigators (339021)	1,315	1,098	216	↑
Projected Regional Job Openings <span>i</span>				
	Projected 5 Year Openings (2015-2020)		Projected Average Annual Openings (2015-2020)	
On-The-Job Training, No College Required				
Bailiffs (333011)	27		5	
Detectives and Criminal Investigators (333021)	96		19	
Police and Sheriff's Patrol Officers (333051)	799		159	
Private Detectives and Investigators (339021)	198		39	
Median Regional Annual Salary <span>i</span>				
	Entry Level Salary		Median Salary	
On-The-Job Training, No College Required				
Bailiffs (333011)	\$21,112		\$34,320	
Detectives and Criminal Investigators (333021)	\$73,445		\$101,628	
Police and Sheriff's Patrol Officers (333051)	\$69,222		\$96,200	
Private Detectives and Investigators (339021)	\$29,952		\$41,371	

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

1. Aram Sahakian Things are shifting to community and business preparedness. He added that L.A. will be introducing a community preparedness component to their training program and that the program will include a performance measure component to confirm the program's effectiveness.
2. Todd Devoe shared that cities are combining neighborhood watch with the disaster preparedness programs and suggested that we need to look at outside traditional public safety agencies for future employment opportunities. He noted that social media is going to play a growing role in emergency management as a profession.
3. Dr. Keith Clement stated that the federal dollars were drying up. He noted the importance of developing stackable certificates and education programs for student in junior high and high school so that they are prepared to succeed in community college and/or university-transfer programs.
4. Matt Ankley stated the importance of educational partnerships between business, industry and government and the need to help foster business relationships by encouraging public-private training.

5. Mike Colver stated the importance of closer collaboration with the private sector.
6. Dr. Eric Nelson stated the California Community Colleges Chancellor's Office is extremely interested in the growth of EM/HS and linking our degree/certificate programs to the entry-level jobs.
7. Jim Suits discussed the importance of developing EM/HS programs (like those offered at Coastline) across the state's 113 community college system.
8. Lt. Martin Ramirez stated that the OC Sheriff's Department was trying to get more involved in the Intelligence Community Directive, which is made up of Homeland Security other county sheriff's, LAPD, LA mayor's office, and the FBI.
9. Michelle Anderson presented several area of importance: Diverse backgrounds, strategic planning, FEMA course integration FEMA, and criminal military backgrounds were a source of discussion.
10. Randall Davis brought up the importance to develop better methods of extracting employment data for such a new field. Randall noted how difficult it was to find labor market data for those who have an interest in developing EM/HS programs at colleges across California.
11. Nate Harrison expressed the importance to include more private sector course content and stand-alone courses in the program.
12. Kathleen Reiland expressed her concerns that there isn't an AS-T in Homeland Security because that means students have to take 10 to 14 extra units to be able to get a local degree plus transfer.
13. Wayne Windman discussed the importance of both internship programs and the need to develop EM/HS educational programs that meet some type of accreditation.
14. Dr. Ygnacio Flores California community colleges were designing EM/HS programs to meet important national security needs, and supported the development of stackable degrees.

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

### 2016-2017 Emergency Management/Homeland Security Program Student Learning Outcomes (PSLOs)

Emergency Management/Homeland Security PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Classify the roles, functions and interdependency between local, state, federal and international law enforcement to effectively coordinate disaster events.	8	62.5%	37.5%	0.0%	0.0%
Demonstrate effective skills using well established problem-solving, communication and interpersonal techniques.	8	87.5%	12.5%	0.0%	0.0%
Develop effective communication skills and appreciation for diverse communities to effectively provide leadership during critical incidents.	8	87.5%	12.5%	0.0%	0.0%
Identify, describe and analyze the wide range of threats to national security, including transportation, border and cyber-security.	8	87.5%	12.5%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2016-2017 post-graduate survey for the Emergency Management/Homeland Security Program to produce meaningful data.



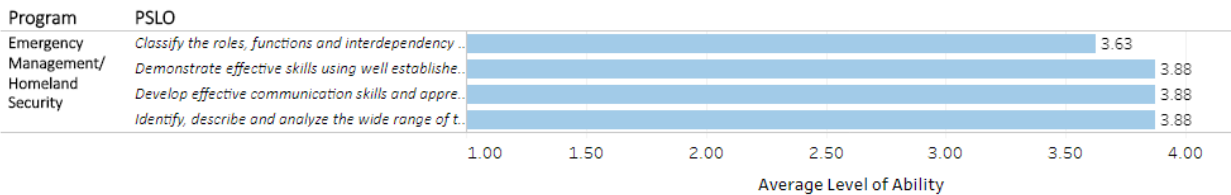
### Program Student Learning Outcomes

Academic Year

2016-17


Program

Emergency Managemen...



Annually, the program faculty meet and discuss and review their SLO and strategize learning activities to support engaged learning with regular and substantive interaction. Strategies are shared between all the faculty members to improve the courses.

Below is the upcoming reporting schedule for SLOs



### Student Learning Outcome Reporting Schedule

*Assessment (A) and Reassessment (R)*

Term: [All]   
 Subject: Emergency Management   
 Program: [All]   
 Course: [All]

Program	Subject	Course	Title	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Emergency Management/Homeland Security	Emergency Management	EMGT C101	Introduction to Emergency Management				A				R			
		EMGT C102	Introduction to Homeland Security						A			R		
		EMGT C105	Emergency Preparedness							A				R
		EMGT C110	Emergency Response					A					R	
		EMGT C120	Disaster Recovery						A					R
		EMGT C130	Hazard Mitigation								A			R
		EMGT C140	Crisis Response for Responders (CRR)								A			R
		EMGT C150	Crisis Management of Special Populations					A					R	
		EMGT C160	Introduction to Public Information Officer (PIO)								A			R
		EMGT C172	Intelligence Analysis and Security Management							A				R
		EMGT C174	Transportation and Border Security									A		R
		EMGT C283	Work Based Learning									A		R

## Curriculum Review

No changes were made based on the previous comprehensive review. Through advisory board there is an opportunity to update Criminal Justice course in the future.

## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Gain institutional approval to increase EM/HS course offerings	In-Progress	Currently keeping the same course load for faculty.	Offering courses and increasing
Develop a marketing plan to build awareness of the EM/HS program and increase enrollment.	In-Progress	Working with team to work with ROP and public safety programs.	Marketing is being completed between CCCCO marketing through the state
Continue collaboration between California Community Colleges and the California State University system to develop an AD-T for transfer in Emergency Management/Homeland Security.	In-Progress	Working with the CCCCO, CSU and advisory board to increase EM/HS across the state with	

## Response to Program/Department Committee Recommendation(s)

### Progress on Recommendations

Recommendation(s)	Status	Response Summary
Investigate ways to increase enrollments in the program.	Addressed	The enrollment has stayed the same while college enrollment has decreased
Explore the need for a full-time faculty member.	In-process	Exploring options for faculty
Work closer with the CTE Dean for more seamless planning.	In-process	Working with the dean to employee strategies to increase enrollment

## Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty to discuss programmatic-level planning, SLO/PSLO data, institutional performance data, and curriculum and programmatic development.

The program faculty meet on bi-annual basis to discuss planning, SLO, and course development. Every March the advisory board meets to discuss market trends and outcomes data.

## Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

There continue to be a major demand from industry for individuals to have a credential related to homeland security and with the planning for new AD-Ts there is a need to increase program viability and increase enrollment. This is anticipated to increase graduate completion as reflected in the increase in awards and PSLO results.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	VP Instruction (1)	Dean of CTE (1)	(0)	(5)	(0)	(0)
Current year 2018-19	VP Instruction (1)	Dean of CTE (1)	(0)	(5)	(0)	(0)
1 year 2019-20	VP Instruction (1)	Dean of CTE (1)	(0)	(6)	(0)	(0)
2 years 2020-21	VP Instruction (1)	Dean of CTE (1)	(0)	(6)	(0)	(0)
3 years 2021-22	VP Instruction (1)	Dean of CTE (1)	(0)	(8)	(0)	(0)

There is a need to increase the number of part-time faculty to meet the anticipated growth based on student demand and new strategies of program awareness.

### Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Kevin Sampson	Statewide Public Safety Advisory committee, National Council on Homeland Security	Provides direction for the state and the college for planning

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').

## Section 3: Facilities Planning

### Facility Assessment

The Emergency Management/Homeland Security program is 100% is online and does not have physical facilities.

## Section 4: Technology Planning

### Technology Assessment

#### **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.

## 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. Marketing 3,000 for social media

**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 2019

**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 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. \$3,000

**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.

## Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
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, External Research	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	2019-20	

### Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

# Data Glossary

**Enrolled (Census):** The official enrollment count based on attendance at the census point of the course.

**FTES:** Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F2S Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.