



2019-2020
Annual Program Review

Emergency Management/ Homeland Security

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Section 1: Program Planning:

Internal Analysis: Emergency Management

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Emergency Management Enrollment	303	302	211
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Emergency Management Resident FTES	27.43	27.34	19.44
Sections	10	11	10
Fill Rate	67.1%	60.8%	47.6%
WSCH/FTEF 595 Efficiency	453	410	325
FTEF/30	1.0	1.1	1.0
Extended Learning Enrollment	339	296	181

The percentage change in the number of Emergency Management **enrollments** in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Emergency Management credit courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Emergency Management courses in 2017-18 showed a moderate decrease from 2016-17 and a minimal difference from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Emergency Management courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Emergency Management courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Emergency Management courses in 2017-18 showed a moderate decrease from 2016-17 and a minimal difference in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Emergency Management **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Emergency Management Enrollment	303	302	211

Modality	2015-16	2016-17	2017-18
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%

Gender	2015-16	2016-17	2017-18
Female	45.5%	46.7%	55.0%
Male	50.8%	50.0%	44.1%
Unknown	3.6%	3.3%	0.9%

Ethnicity	2015-16	2016-17	2017-18
African American	30.4%	26.8%	12.3%
American Indian/AK Native	2.0%	1.7%	1.4%
Asian	12.2%	13.6%	10.9%
Hispanic	10.2%	5.0%	7.6%
Pacific Islander/HI Native	0.0%	1.7%	2.4%
White	33.3%	36.8%	48.3%
Multi-Ethnicity	11.6%	12.6%	16.1%
Other/Unknown	0.3%	2.0%	0.9%

Age Group	2015-16	2016-17	2017-18
19 or Less	4.3%	4.0%	2.8%
20 to 24	15.5%	15.9%	23.2%
25 to 29	11.2%	17.5%	14.2%
30 to 34	7.3%	10.3%	10.9%
35 to 39	13.9%	12.9%	16.6%
40 to 49	23.1%	15.6%	16.1%
50 and Older	24.8%	23.8%	16.1%

Emergency Management courses made up 0.3% of all state-funded enrollment for 2017-18. The percentage difference in Emergency Management course **enrollment** in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Emergency Management during 2017-18 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 2017-18, Emergency Management enrollment consisted of 55.0% **female**, 44.1% **male**, and 0.9% students of **unknown** gender. In 2017-18, Emergency Management enrollment consisted of 12.3% **African American** students, 1.4% **American Indian/AK Native** students, 10.9% **Asian** students, 7.6% **Hispanic** students, 2.4% **Pacific Islander/HI Native** students, 48.3% **White** students, 16.1% **multi-ethnic** students, and 0.9% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Emergency Management revealed 2.8% aged **19 or less**, 23.2% aged **20 to 24**, 14.2% aged **25 to 29**, 10.9% aged **30 to 34**, 16.6% aged **35 to 39**, 16.1% aged **40 to 49**, and 16.1% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Emergency Management Degrees	33	23	33
College Awarded Certificates	600	602	628
Emergency Management Certificates	2	10	3

The percentage change in the number of Emergency Management **degrees** awarded in 2017-18 showed a substantial increase from 2016-17 and minimal difference from the number of degrees awarded in 2015-16.

The percentage change in the number of Emergency Management **certificates** awarded in 2017-18 showed a substantial decrease from 2016-17 and showed a substantial increase in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Emergency Management

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Emergency Management Success Rate	45.9%	50.5%	58.8%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	45.9%	50.5%	58.8%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	52.2%	51.1%	51.7%
Male	39.6%	52.0%	68.8%
Unknown	54.5%	20.0%	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	26.1%	24.7%	42.3%
American Indian/AK Native	83.3%	80.0%	66.7%
Asian	40.5%	56.1%	56.5%
Hispanic	48.4%	61.5%	56.3%
Pacific Islander/HI Native	-	20.0%	40.0%
White	62.4%	70.4%	64.7%
Multi-Ethnicity	48.6%	44.4%	61.8%
Other/Unknown	0.0%	0.0%	0.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	38.5%	22.2%	33.3%
20 to 24	34.0%	60.4%	59.2%
25 to 29	32.4%	29.4%	60.0%
30 to 34	50.0%	58.1%	69.6%
35 to 39	35.7%	61.1%	51.4%
40 to 49	52.9%	37.8%	61.8%
50 and Older	58.7%	62.0%	58.8%

The percentage difference in the **course success rate** in Emergency Management courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Emergency Management 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Emergency Management **course success rate** was substantially lower than the **college average** and minimally different than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Emergency Management success rate for 2017-18, 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 2017-18, the success rate was moderately lower for **female** students in Emergency Management courses, substantially 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 2017-18, the success rate was substantially lower for **African American** students in Emergency Management courses, moderately higher for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly higher 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 2017-18, the success rate was substantially lower for students aged **19 or less** in Emergency Management courses, minimally different for students aged **20 to 24**, slightly higher for students aged **25 to 29**, substantially higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Emergency Management Retention Rate	81.5%	76.3%	76.3%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	81.5%	76.3%	76.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	79.7%	77.4%	74.1%
Male	83.1%	76.4%	80.6%
Unknown	81.8%	60.0%	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	85.9%	62.3%	65.4%
American Indian/AK Native	83.3%	80.0%	100.0%
Asian	64.9%	85.4%	82.6%
Hispanic	77.4%	61.5%	62.5%
Pacific Islander/HI Native	-	80.0%	60.0%
White	83.2%	84.3%	81.4%
Multi-Ethnicity	85.7%	77.8%	76.5%
Other/Unknown	100.0%	66.7%	0.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	92.3%	66.7%	66.7%
20 to 24	78.7%	79.2%	75.5%
25 to 29	85.3%	60.8%	70.0%
30 to 34	86.4%	83.9%	91.3%
35 to 39	81.0%	80.6%	71.4%
40 to 49	78.6%	75.6%	82.4%
50 and Older	81.3%	81.7%	73.5%

The percentage difference in the **retention rate** in Emergency Management courses in 2017-18 showed minimal difference from 2016-17 and a moderate decrease from 2015-16. When comparing the percentage point difference in the Emergency Management 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Emergency Management **retention rate** was moderately lower than the **college average** and moderately 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 2017-18, 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 2017-18, the retention rate was slightly lower 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 retention rate for 2017-18, the retention 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 lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, minimally different 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 retention rate for 2017-18, the retention rate was moderately lower for students aged **19 or less** in Emergency Management courses, minimally different for students aged **20 to 24**, moderately lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and slightly lower 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 ¹				
	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 ¹				
	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 ¹				
	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.

With regard to the growth of emergency management programs at the CSU level, **Dr. Shelly Arsenault** stated that Cal State Fullerton is so impacted with their criminal justice program it leaves a question as to how they would incorporate an Emergency Management program into it. She also questioned the impact this might have on resource allocation (buildings, parking, etc.).

Lt. Wayne Windman brought up the issue of the link between education and the job force. He stated risk management is an emerging field in this area and the Coastline EM/HS program will help students.

Captain Ross Caouette spoke about the problem that is happening at this time with applicants successfully completing a background check when attempting to be hired by a police agency.

Michelle Anderson stated that there are emergency management positions in almost all the county agencies. This is emerging to the forefront in the State of California as well as nationally.

Matt Ankley (Disneyland Resorts) stated that corporations and businesses are not clear on how to hire emergency managers. They seem to be hiring more from the law enforcement side rather than the fire service area of the spectrum.

Debbie Leahy pointed out that the corporate people aren't familiar with the needs of corporate America when growing their risk/emergency management programs, so they rely on the field professionals to help them.

Sean Ward and **Debbie Leahy** both spoke to EM students and asked how they're planning for their future in the emergency management field. They wanted to know how students view the challenges new programs like emergency management and homeland security.

Dr. Sampson stated that much of what we have been discussing is incorporated within the existing courses that are currently being taught here. He asked the group about the benefit of a course in Oral and Written Communication (this would include the issue of how to do proper research and present to people). The response to this question was that this area is critical for the student. The second course is Professional Development - to understand how to bring it all together at the basic level so that when you get to the higher level they will know what ICS is - we don't know it just as an acronym.

Teresa Irvin stated the need to work with the junior and senior high school students and let them know what is available to them. High school is a good time to start discussing personal conduct and its impact on public safety background checks.

Keith Clement sent the committee information about a state program that is promoting different public safety careers.

Post Grad Data

Emergency Management	2013-14	2014-15	2015-16
Employed after Leaving Coastline	25%	10%	12%
Earned a Livable Wage	52%	-	-
Number of Students that Transferred	71	87	40

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

SLO Assessment and Plan

SLO	Assessed	Outcome	Recommended Changes
EMGT C110	26	SLO 1: 96% Met	No recommended changes
	26	SLO 2: 96% Met	No recommended changes
EMGT C150	14	SLO 1: 86% Met	No recommended changes; review assignment directions
	14	SLO 2: 85% Met	No recommended changes; review assignment directions

2015-2016 through 2018-2019

Aggregate 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.	19	73.7%	26.3%	0.0%	0.0%
Demonstrate effective skills using well established problem-solving, communication and interpersonal techniques.	19	94.7%	5.3%	0.0%	0.0%
Develop effective communication skills and appreciation for diverse communities to effectively provide leadership during critical incidents.	19	84.2%	15.8%	0.0%	0.0%
Identify, describe and analyze the wide range of threats to national security, including transportation, border and cyber-security.	19	84.2%	15.8%	0.0%	0.0%

The aggregate post-graduate survey results show that the majority of graduates of the Emergency Management/Homeland Security Program were able and confident or somewhat confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence in demonstrating effective skills using well established problem-solving, communication and interpersonal techniques was highest.

Curriculum Review

Curriculum Review

Course	Title	Term Reviewed	Status
CJ C110	Criminal Investigation	Eff. Spring 2013	Active
CJ C128	Criminal Procedure	Eff. Spring 2013	Inactive
CJ C135	Introduction to Policing	Eff. Spring 2013	Inactive
CJ C140	Introduction to Criminal Justice	Eff. Spring 2013	Active
CJ C141	Criminal Law	Eff. Spring 2013	Inactive
CJ C146	Written Communication for Criminal Justice	Eff. Spring 2013	Inactive
CJ C148	Multicultural Studies in Criminal Justice	Eff. Spring 2013	Active
EMGT C101	Introduction to Emergency Management	Eff. Fall 2015	Active
EMGT C102	Introduction to Homeland Security	Eff. Fall 2015	Active
EMGT C105	Emergency Preparedness	Eff. Fall 2015	Active
EMGT C110	Emergency Response	Eff. Fall 2015	Active
EMGT C120	Disaster Recovery	Eff. Fall 2015	Active
EMGT C130	Hazard Mitigation	Eff. Fall 2015	Active
EMGT C140	Crisis Response for Responders (CRR)	Eff. Fall 2015	Active
EMGT C150	Crisis Management of Special Populations	Eff. Fall 2015	Active
EMGT C160	Introduction to Public Information Officer (PIO)	Eff. Fall 2015	Active
EMGT C172	Intelligence Analysis and Security Management	Eff. Fall 2015	Active
EMGT C174	Transportation and Border Security	Eff. Fall 2015	Active
EMGT C283	Work Based Learning	Eff. Fall 2015	Inactive

Note: Inactive courses have not yet been built in the Canvas Learning Management System.

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Gain institutional approval to increase EM/HS course offerings	Completed	Currently keeping the same course load for faculty. The program requests to increase the number of sections	Increase course offerings
Develop a marketing plan to build awareness of the EM/HS program and increase enrollment.	In-progress	Working with team and ROP on 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. Grant obtained and courses model has been developed.	

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
Coordinating institutional support for more seamless planning.	In-process	Working on 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 a bi-annual basis to discuss planning, SLO, and course development. Every March the advisory board meets to discuss market trends and outcomes data.

Coastline Pathways

The program chair is working with Statewide Public Safety Advisory committee, National Council on Homeland Security to develop course outlines of record for the state through a state-approved grant program.

Implications of Change

There continues to be a major demand in the 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 improve graduate completion as reflected in an increase in awards and PSLO results.

With regard to the associate in arts degree in emergency management/homeland security with a concentration in criminal justice, the program chair collaborated with the new Extended Learning Dean to offer criminal justice courses via the Canvas LMS. CJ C140 – Introduction to Criminal Justice and CJ C110 – Criminal Investigation have been built in Canvas and will be offered during fall 2019 and spring 2020, respectively.

The EM/HS program coordinator continues to work as a member of the California Community College Public Safety Education Advisory Committee in a role to develop an AD-T in Emergency Management/Homeland Security. The coordinator serves as the lead in working with the CSU chair on this issue.

Faculty members in the EM/HS Department are dedicated to student retention strategies. These include teaching students habits for academic success within course offerings, having students develop small goals for course completion, developing intervention strategies for at-risk students, polling students to identify their specific needs, and increasing awareness of the college's academic advising resources.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean of CTE (1)	(0)	(5)	(0)	(0)
Current year	Dean of CTE (1)	(0)	(5)	(0)	(0)
1 year	Dean of CTE (1)	(0)	(6)	(0)	(0)
2 years	Dean of CTE (1)	(0)	(6)	(0)	(0)
3 years	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

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 (SLOs).

Section 3: Facilities Planning

Facility Assessment

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

Section 4: Technology Planning

Technology Assessment

Classroom:

The EM/HS program currently offers no onsite classes; 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 (The TSA contract has since been canceled due to the movement to a national contract with a another educational institution).

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. An RSI checklist has been in use by department faculty members to ensure regular and effective contact with students on Canvas.

Section 5: New Initiatives

Initiative: Explore offering CJ courses to the state-funded population

Describe how the initiative supports the college mission:

The initiative strengthens access to new programs

What college goal does the initiative support? Select one

X Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

X Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

X Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).

Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?

It created more career focused pathways for students to enter the workforce.

What evidence supports this initiative? Select all that apply

Learning Outcome (SLO/PSLO) assessment

X Internal Research (Student achievement, program performance)

X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

There is a growing need to train CJ officers based on industry demand

Recommended resource(s) needed for initiative achievement:

Add sections and hire part-time instructors

What is the anticipated outcome of completing the initiative?

Increased enrollment and program graduates

Provide a timeline and timeframe from initiative inception to completion.

Offer courses in fall 2020