



2016-17

Annual Program Review

Humanities

(English, Humanities, Philosophy, and Reading)

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# Section 1: Program Planning:

## Internal Analysis: English

### Enrollment and FTES:

The number of enrollments in English courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in English credit courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

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

The number of sections in English courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in English courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in English courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the FTEF/30 ratio in 2012-2013.

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

### Course Success Rate:

The course success rate in English courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially higher (> 10.0%)** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in English courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in English in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in English in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

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

### **Modality:**

From 2012-13 to 2014-15 the English department offered no cable courses. During this same period, correspondence courses increased from 13.5% of offerings to 31%. Online courses increased somewhat from 40% to 50.7%. Traditional courses dropped from 46.6% to 18.4%, a substantial decrease. The English department has shifted from traditional courses to correspondence courses to meet student demand.

### **Demographics:**

The proportion of male students has increased from 43.3% to 52.7%, with an inverse change in the proportion of female students from 55.2% to 46.2%. This change likely mirrors the increase in correspondence courses, many serving male incarcerated students. The English department has seen incremental increases (~3%) in students from the 20-39 age ranges, whereas students 40-49 have decreased by 2%, and students 50+ have decreased by 9%. The ethnicity of English students has also shown changes across the board. The proportion of African-American enrollments increased by 5%, Latino enrollments increased by 7%, and white students increased by 9%, whereas Asian enrollments decreased by 19%. Again, these changes are likely due to the influence of incarcerated students.

During this time of rapid enrollment increases, the success rates of students in correspondence courses fluctuated from 67.9% to 80.9% to 76.3%, whereas the success rates of students in online courses were virtually unchanged at 67.9%, 69.5%, and 66.7%. Overall, Asian students had the highest success rate at 77.6%, whereas Pacific Islander students had the lowest success rate at 58.3%. Students in the 35-39 age tier showed the highest success rate of any age range, 80.9%, substantially higher than students aged 20-24 with their success rate of 63.7%. Perhaps surprisingly, males showed a slightly higher overall success rate than did females at 73.6% to 70.3%.

## **Implications of Change**

Students in the English department are taking more correspondence courses; are becoming younger; are becoming whiter, more African-American, and more Latino; and are becoming less Asian. English data trends show that students' success rates generally increase in parallel with increased age. The implication of these changes is that the English department continue to schedule high-demand courses in high-demand modalities and continue to staff those courses with instructors trained to meet the needs of at-risk (minority, twenty-something, educationally inexperienced) students.

Table 1.1 Program Productivity Data for English

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>3,454</b>	<b>3,701</b>	<b>3,724</b>
FTES	284.2	317.1	320.1
FTEF30	11.5	13.1	11.9
WSCH/FTEF	406	397	442
Sections	165.0	163.0	126.0
Fill Rate	74.8%	63.1%	78.5%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	2	2	5
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>3,519</b>	<b>3,738</b>	<b>3,792</b>
<b>GENDER</b>			
Female	55.2%	52.5%	46.2%
Male	43.3%	46.4%	52.7%
Unknown	1.5%	1.1%	1.1%
<b>AGE at TERM</b>			
Less than 19	12.1%	11.9%	11.2%
20 to 24	18.9%	22.7%	22.1%
25 to 29	13.0%	13.3%	16.0%
30 to 34	9.1%	11.1%	12.8%
35 to 39	8.2%	8.7%	10.1%
40 to 49	17.5%	15.4%	15.2%
50 and Older	21.2%	16.9%	12.6%
<b>RACE/ETHNICITY</b>			
African American	6.9%	8.5%	11.3%
American Indian	2.0%	1.9%	2.4%
Asian	48.2%	39.4%	29.1%
Hispanic/Latino	10.1%	13.6%	17.0%
Pacific Islander	0.7%	0.6%	0.9%
White	27.3%	32.9%	36.6%
Unknown	4.8%	3.1%	2.7%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	13.5%	19.3%	31.0%
Hybrid	0.0%	0.0%	0.0%
Online	40.0%	41.9%	50.7%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	46.6%	38.7%	18.4%

Table 1.2 Program Review Data for English by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>3,519</b>	<b>3,738</b>	<b>3,792</b>
-Overall Success Rate	69.9%	72.4%	72.1%
-Overall Retention Rate	84.5%	83.5%	81.1%
<b>INSTRUCTIONAL MODALITY</b>			
Cable			
Correspondence	474	723	1,175
Hybrid			
Online	1,406	1,567	1,921
Self-Paced			
Telecourse			
Traditional	1,639	1,448	696
<b>Success Rate</b>			
Cable			
Correspondence	67.9%	80.9%	76.3%
Hybrid			
Online	67.9%	69.5%	66.7%
Self-Paced			
Telecourse			
Traditional	72.2%	71.2%	79.7%
<b>Retention Rate</b>			
Cable			
Correspondence	80.8%	89.1%	83.7%
Hybrid			
Online	80.8%	79.3%	75.7%
Self-Paced			
Telecourse			
Traditional	88.8%	85.2%	91.8%

Table 1.3 Program Review Data for English by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>3,519</b>	<b>3,738</b>	<b>3,792</b>
-Overall Success Rate	69.9%	72.4%	72.1%
-Overall Retention Rate	84.5%	83.5%	81.1%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	1,941	1,961	1,752
Male	1,524	1,735	2,000
Unknown	54	42	40
<b><u>Success Rate</u></b>			
- Female	71.0%	70.9%	70.3%
- Male	68.3%	73.9%	73.6%
- Unknown	74.1%	78.6%	80.0%
<b><u>Retention Rate</u></b>			
- Female	84.8%	82.9%	80.0%
- Male	83.7%	84.1%	82.1%
- Unknown	96.3%	85.7%	85.0%

Table 1.4 Program Review Data for English by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>3,519</b>	<b>3,738</b>	<b>3,792</b>
-Overall Success Rate	69.9%	72.4%	72.1%
-Overall Retention Rate	84.5%	83.5%	81.1%

<b>AGE at TERM</b>			
Less than 19	426	443	424
20 to 24	664	847	837
25 to 29	459	499	608
30 to 34	320	416	485
35 to 39	288	326	382
40 to 49	615	576	577
50 and Older	747	631	479

<b>Success Rate</b>			
Less than 19	72.8%	72.2%	75.9%
20 to 24	65.4%	66.0%	63.7%
25 to 29	61.2%	67.9%	66.3%
30 to 34	71.3%	73.8%	75.5%
35 to 39	73.3%	77.9%	80.9%
40 to 49	70.9%	77.8%	73.8%
50 and Older	74.8%	75.8%	78.3%

<b>Retention Rate</b>			
Less than 19	88.0%	84.9%	85.6%
20 to 24	82.2%	79.7%	75.6%
25 to 29	76.9%	80.2%	75.3%
30 to 34	83.8%	83.9%	82.7%
35 to 39	84.0%	86.2%	87.7%
40 to 49	85.2%	85.8%	80.9%
50 and Older	89.2%	86.5%	87.5%



Table 1.5 Program Review Data for English by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>3,519</b>	<b>3,738</b>	<b>3,792</b>
-Overall Success Rate	69.9%	72.4%	72.1%
-Overall Retention Rate	84.5%	83.5%	81.1%

RACE/ETHNICITY			
African American	243	316	428
American Indian	69	71	91
Asian	1,696	1,474	1,104
Hispanic/Latino	357	508	645
Pacific Islander	25	24	36
White	961	1,229	1,387
Unknown	168	116	101

<b>Success Rate</b>			
African American	57.6%	68.4%	63.8%
American Indian	60.9%	69.0%	67.0%
Asian	73.5%	72.5%	77.6%
Hispanic/Latino	62.2%	70.9%	69.9%
Pacific Islander	68.0%	58.3%	58.3%
White	70.3%	74.9%	71.7%
Unknown	69.0%	66.4%	75.2%

<b>Retention Rate</b>			
African American	77.8%	83.5%	74.8%
American Indian	78.3%	80.3%	76.9%
Asian	88.4%	84.2%	87.2%
Hispanic/Latino	74.8%	83.1%	79.4%
Pacific Islander	76.0%	70.8%	72.2%
White	83.2%	83.6%	79.4%
Unknown	86.9%	80.2%	83.2%

## Internal Analysis: Humanities

### Enrollment and FTES:

The number of enrollments in Humanities courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Humanities credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

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

The number of sections in Humanities courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Humanities courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Humanities courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Humanities courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Couse Success Rate:

The course success rate in Humanities courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially higher (> 10.0%)** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Humanities courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Humanities in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Humanities in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

### **Modality:**

Few changes are seen over the three-year period in success rates or retention rates in the three modes of instruction in the Humanities Department: traditional, online, and telecourse. Enrollments have been increased in the one telecourse offered, Humanities 110 (the Distance Learning Department makes decisions on class sizes in telecourses): from 234 in 2012-2013 to 421 in 2014-2015. Coastline telecourses always fill up, whatever the enrollment cap is. Perhaps as a consequence of more availability of seats in telecourses, enrollment in online sections has decreased from 428 in 2012-2013 to 333 in 2014-2015.

### **Demographics:**

Although local students are allowed to enroll in telecourses, the vast majority of telecourse students are incarcerated students. Therefore, changes in class size in telecourses affect the overall demographics. More incarcerated male students take Coastline's telecourses. As the telecourse class sizes increased, the number of male students increased also: from 377 in 2012-2013 to 527 in 2014-2015. This change in telecourse class size also affects race/ethnicity with an increase in African American students from 86 in 2012-2013 to 120 in 2014-2015 and an increase in Hispanic/Latino students from 129 in 2012-2013 to 198 in 2014-2015. Success rates for all ethnic groups were about the same.

## Implications of Change

Currently, the Distance Learning Department is very concerned about the number of incarcerated students that Coastline serves. The Federal Government allows a college's enrollment of incarcerated students to be no more than 25% of the total student population. Although the Distance Learning Department increased enrollment caps in recent years, lower enrollments in online and traditional classes have resulted in a larger percentage of incarcerated students. The College is very concerned about going above that 25% limit. Therefore, this fall, all telecourses and correspondence courses (those taken mainly by incarcerated students) were closed four weeks before the fall 2016 semester begins. Probably telecourse enrollments will be very closely monitored in future semesters, so we will see lower numbers of telecourse students in Humanities classes.

Table 1.6 Program Review Data for Humanities

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>710</b>	<b>708</b>	<b>800</b>
FTES	64.7	64.7	73.9
FTEF30	1.0	1.0	1.2
WSCH/FTEF	1,062	1,028	1,017
Sections	8.0	8.0	10.0
Fill Rate	91.4%	74.9%	87.7%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	64	57	77
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>717</b>	<b>730</b>	<b>823</b>
<b>GENDER</b>			
Female	45.9%	38.9%	35.4%
Male	52.6%	59.9%	64.0%
Unknown	1.5%	1.2%	0.6%
<b>AGE at TERM</b>			
Less than 19	15.1%	8.1%	13.7%
20 to 24	21.8%	22.1%	18.0%
25 to 29	16.7%	16.6%	14.9%
30 to 34	13.4%	14.1%	13.6%
35 to 39	9.5%	12.1%	11.8%
40 to 49	14.6%	14.8%	18.0%
50 and Older	8.9%	12.3%	10.0%
<b>RACE/ETHNICITY</b>			
African American	12.0%	13.8%	14.6%
American Indian	2.9%	4.0%	3.6%
Asian	13.7%	15.9%	12.5%
Hispanic/Latino	18.0%	18.2%	24.1%
Pacific Islander	1.3%	1.0%	0.9%
White	46.2%	44.8%	42.6%
Unknown	6.0%	2.3%	1.7%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	59.7%	53.0%	40.5%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	32.6%	47.0%	51.2%
Traditional	7.7%	0.0%	8.4%

Table 1.7 Program Review Data for Humanities by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>717</b>	<b>730</b>	<b>823</b>
-Overall Success Rate	63.6%	58.8%	62.1%
-Overall Retention Rate	83.1%	78.8%	76.5%

<b>INSTRUCTIONAL MODALITY</b>			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	428	387	333
Self-Paced	0	0	0
Telecourse	234	343	421
Traditional	55	0	69

**Success Rate**

Cable			
Correspondence			
Hybrid			
Online	64.7%	61.0%	64.0%
Self-Paced			
Telecourse	57.7%	56.3%	56.5%
Traditional	80.0%	0.0%	87.0%

**Retention Rate**

Cable			
Correspondence			
Hybrid			
Online	81.8%	78.6%	76.3%
Self-Paced			
Telecourse	81.6%	79.0%	73.6%
Traditional	100.0%	0.0%	95.7%

Table 1.8 Program Review Data for Humanities by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>717</b>	<b>730</b>	<b>823</b>
-Overall Success Rate	63.6%	58.8%	62.1%
-Overall Retention Rate	83.1%	78.8%	76.5%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	329	284	291
Male	377	437	527
Unknown	11	9	5
<b><u>Success Rate</u></b>			
- Female	66.3%	57.0%	66.3%
- Male	61.3%	59.5%	60.0%
- Unknown	63.6%	77.8%	40.0%
<b><u>Retention Rate</u></b>			
- Female	84.8%	78.5%	78.4%
- Male	82.2%	78.7%	75.9%
- Unknown	63.6%	88.9%	40.0%

Table 1.9 Program Review Data for Humanities by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>717</b>	<b>730</b>	<b>823</b>
-Overall Success Rate	63.6%	58.8%	62.1%
-Overall Retention Rate	83.1%	78.8%	76.5%

<b>AGE at TERM</b>			
Less than 19	108	59	113
20 to 24	156	161	148
25 to 29	120	121	123
30 to 34	96	103	112
35 to 39	68	88	97
40 to 49	105	108	148
50 and Older	64	90	82

<b>Success Rate</b>			
Less than 19	75.9%	61.0%	74.3%
20 to 24	59.0%	56.5%	54.7%
25 to 29	61.7%	51.2%	58.5%
30 to 34	59.4%	60.2%	58.9%
35 to 39	55.9%	60.2%	61.9%
40 to 49	61.0%	65.7%	64.2%
50 and Older	76.6%	60.0%	64.6%

<b>Retention Rate</b>			
Less than 19	92.6%	81.4%	91.2%
20 to 24	82.1%	77.0%	70.3%
25 to 29	80.0%	73.6%	74.0%
30 to 34	80.2%	79.6%	74.1%
35 to 39	85.3%	85.2%	75.3%
40 to 49	79.0%	79.6%	75.7%
50 and Older	84.4%	78.9%	78.0%

Table 1.10 Program Review Data for Humanities by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>717</b>	<b>730</b>	<b>823</b>
-Overall Success Rate	63.6%	58.8%	62.1%
-Overall Retention Rate	83.1%	78.8%	76.5%
<b>RACE/ETHNICITY</b>			
African American	86	101	120
American Indian	21	29	30
Asian	98	116	103
Hispanic/Latino	129	133	198
Pacific Islander	9	7	7
White	331	327	351
Unknown	43	17	14
<b>Success Rate</b>			
African American	53.5%	47.5%	50.0%
American Indian	61.9%	44.8%	56.7%
Asian	57.1%	69.0%	66.0%
Hispanic/Latino	65.9%	54.9%	60.1%
Pacific Islander	88.9%	85.7%	57.1%
White	67.7%	60.6%	67.2%
Unknown	55.8%	64.7%	50.0%
<b>Retention Rate</b>			
African American	79.1%	73.3%	65.8%
American Indian	71.4%	72.4%	80.0%
Asian	77.6%	80.2%	77.7%
Hispanic/Latino	89.1%	78.2%	78.3%
Pacific Islander	88.9%	100.0%	85.7%
White	84.0%	80.1%	78.6%
Unknown	83.7%	82.4%	71.4%



## Internal Analysis: Philosophy

### E Enrollment and FTES:

The number of enrollments in Philosophy courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Philosophy credit courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

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

The number of sections in Philosophy courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Philosophy courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Philosophy courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Philosophy courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **minimal to no difference** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Couse Success Rate:

The course success rate in Philosophy courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Philosophy courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Philosophy in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Philosophy in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

### Modality:

The number of students in online and traditional courses has dropped off somewhat while the number of students in telecourses has increased. According to my analysis, this is the primary source of the implications discussed below.

### Demographics:

The number of male students, the racial/ethnic diversity, and the average age of students have all increased slightly. This is likely due to the larger number of students participating in telecourses vs. online and traditional courses. In this case, it seems as if the change in modality is driving the change in demographics rather than the other way around.

### Implications of Change

#### **Success and retention rate**

Because of this small shift in modality distribution, there has been a modest drop in success and retention rates. This is not surprising. In addition, the decrease in the course success rate over 2014-2015 could also be a natural correction of the 10% increase from the previous year. I would expect a slight but continued downtick next year regarding success and retention because the Philosophy 120 telecourse, which serves a large number of students, has been revamped. As a result, the assignments have less nebulous expectations and more rigorous standards. Other observations:

- A surprising amount of cheating has also been detected, and a change in all the quizzes and tests will likely cause additional, but undetectable, attempts to cheat on objective tests to fail. The result will be lower scores for a time.
- I have attempted to mitigate this by including extensive study/lecture notes in the handbook. Students must, of course, read and study these to benefit from them, but they address nearly everything in the tests. Given that telecourses are still courses for full class credit, it is appropriate that they are as rigorous as other courses.

#### **Enrollment**

The slight increase in enrollment is not significant from 2014-2015, but it is nevertheless good that this number has not dropped since the 2013-2014 jump. As mentioned, this is largely due to an increase in the number of telecourse students.

#### **Future**

While an ADT in philosophy has been approved, we have not yet begun to offer the History of Ancient Philosophy course required to award the degree. The f.t. philosophy instructor can begin designing such a course as soon as those with a strong grasp of school enrollment trends feel it is appropriate to do so. Currently, we have been working on moving existing courses to Canvas. Additionally, telecourse students are unlikely to be given a chance to take such a course. Therefore, since the number of online students dropped and the number of telecourse students increased, it might be that the time is not yet ripe to offer History of Ancient Philosophy. Nevertheless, once all the Canvas courses are settled, it would perhaps be wise to construct this course so that it is ready to go at a moment's notice. The best time to do this would likely be during an intersession. Furthermore, it is my understanding that Coastline has recently contracted with Kaiser Permanente to provide particular courses of interest to them. It is possible that their students might be also be interested in a **medical ethics** course designed to serve their needs. This might help expand the department.



Table 1.11 Program Productivity Data for Philosophy

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>1,994</b>	<b>2,248</b>	<b>2,350</b>
FTES	182.2	206.0	215.0
FTEF30	2.9	3.5	3.4
WSCH/FTEF	1,031	969	1,032
Sections	22.0	29.0	27.0
Fill Rate	89.0%	82.1%	78.1%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>1,972</b>	<b>2,228</b>	<b>2,356</b>
<b>GENDER</b>			
Female	44.1%	38.0%	31.1%
Male	55.0%	60.8%	67.8%
Unknown	0.9%	1.2%	1.1%
<b>AGE at TERM</b>			
Less than 19	13.6%	11.3%	6.9%
20 to 24	27.2%	27.0%	22.8%
25 to 29	16.8%	17.1%	17.4%
30 to 34	12.0%	13.0%	16.6%
35 to 39	9.0%	9.8%	11.2%
40 to 49	14.0%	13.1%	16.3%
50 and Older	7.5%	8.7%	8.8%
<b>RACE/ETHNICITY</b>			
African American	14.5%	16.9%	19.8%
American Indian	2.7%	3.1%	3.3%
Asian	20.7%	22.4%	18.4%
Hispanic/Latino	14.9%	16.7%	18.6%
Pacific Islander	1.0%	1.2%	1.3%
White	38.7%	36.6%	36.2%
Unknown	7.4%	3.2%	2.4%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	10.3%	11.0%	17.2%
Correspondence	0.0%	0.0%	0.0%
Hybrid	1.1%	0.0%	0.0%
Online	62.9%	56.3%	44.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	24.3%	30.8%	37.6%
Traditional	1.4%	1.8%	0.6%

Table 1.12 Program Review Data for Philosophy by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,972</b>	<b>2,228</b>	<b>2,356</b>
-Overall Success Rate	68.0%	67.3%	64.1%
-Overall Retention Rate	82.4%	82.9%	78.7%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	204	246	405
Correspondence	0	0	0
Hybrid	21	0	0
Online	1,241	1,254	1,051
Self-Paced	0	0	0
Telecourse	479	687	885
Traditional	27	41	15
<b>Success Rate</b>			
Cable	68.6%	67.1%	64.2%
Correspondence			
Hybrid	85.7%		
Online	69.0%	65.9%	60.2%
Self-Paced			
Telecourse	63.7%	69.4%	68.2%
Traditional	77.8%	78.0%	93.3%
<b>Retention Rate</b>			
Cable	82.4%	80.9%	83.5%
Correspondence			
Hybrid	85.7%		
Online	83.7%	83.7%	74.3%
Self-Paced			
Telecourse	78.1%	81.8%	81.5%
Traditional	92.6%	90.2%	93.3%

Table 1.13 Program Review Data for Philosophy by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,972</b>	<b>2,228</b>	<b>2,356</b>
-Overall Success Rate	68.0%	67.3%	64.1%
-Overall Retention Rate	82.4%	82.9%	78.7%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	869	847	732
Male	1,085	1,355	1,598
Unknown	18	26	26
<b><u>Success Rate</u></b>			
- Female	70.2%	69.5%	62.4%
- Male	65.9%	65.8%	65.1%
- Unknown	83.3%	73.1%	53.8%
<b><u>Retention Rate</u></b>			
- Female	84.7%	84.7%	77.0%
- Male	80.4%	81.7%	79.5%
- Unknown	88.9%	88.5%	73.1%

Table 1.14 Program Review Data for Philosophy by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,972</b>	<b>2,228</b>	<b>2,356</b>
-Overall Success Rate	68.0%	67.3%	64.1%
-Overall Retention Rate	82.4%	82.9%	78.7%
<b>AGE at TERM</b>			
Less than 19	268	251	163
20 to 24	536	601	536
25 to 29	332	382	410
30 to 34	236	290	391
35 to 39	177	219	264
40 to 49	276	291	384
50 and Older	147	194	208
<b><u>Success Rate</u></b>			
Less than 19	75.7%	73.3%	65.0%
20 to 24	67.5%	65.6%	64.2%
25 to 29	59.9%	63.9%	59.3%
30 to 34	69.5%	70.0%	67.5%
35 to 39	74.0%	69.9%	66.3%
40 to 49	66.3%	70.8%	67.7%
50 and Older	66.7%	59.8%	57.2%
<b><u>Retention Rate</u></b>			
Less than 19	88.4%	86.1%	81.0%
20 to 24	83.0%	84.9%	78.2%
25 to 29	78.3%	79.1%	74.4%
30 to 34	81.8%	81.4%	81.1%
35 to 39	86.4%	82.6%	81.1%
40 to 49	78.6%	85.9%	79.2%
50 and Older	81.0%	78.4%	78.4%

Table 1.15 Program Review Data for Philosophy by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,972</b>	<b>2,228</b>	<b>2,356</b>
-Overall Success Rate	68.0%	67.3%	64.1%
-Overall Retention Rate	82.4%	82.9%	78.7%
<b>RACE/ETHNICITY</b>			
African American	286	376	467
American Indian	54	68	77
Asian	409	498	434
Hispanic/Latino	294	373	438
Pacific Islander	20	27	30
White	763	815	854
Unknown	146	71	56
<b>Success Rate</b>			
African American	58.4%	50.5%	56.3%
American Indian	64.8%	64.7%	50.6%
Asian	74.8%	72.7%	72.4%
Hispanic/Latino	65.0%	66.2%	62.8%
Pacific Islander	75.0%	70.4%	50.0%
White	69.2%	72.1%	67.0%
Unknown	67.1%	70.4%	58.9%
<b>Retention Rate</b>			
African American	75.5%	70.2%	76.2%
American Indian	81.5%	80.9%	72.7%
Asian	89.5%	87.6%	81.3%
Hispanic/Latino	79.6%	82.6%	78.8%
Pacific Islander	80.0%	85.2%	80.0%
White	82.3%	86.0%	79.3%
Unknown	82.2%	84.5%	76.8%



## Internal Analysis: Reading

### Enrollment and FTES:

The number of enrollments in Reading courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Reading credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

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

The number of sections in Reading courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Reading courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Reading courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

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

### Couse Success Rate:

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

### Term Retention Rate:

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

### Awards (Degrees and Certificates):

The number of degrees in Reading in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Reading in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

### Modality:

Students enrolled 88.5% online and 11.5% onsite. Unexpectedly, the success rate for online reading students (69.6%) exceeded that of onsite students (66.7%), though the usual small sample size caution applies.

### Demographics:

In 2014-15 there were twenty-six students enrolled at the census date. They were 73% female, with a fairly level age distribution from 20 to 50+. Students' ethnicity was 27% Asian, 27% Latino, 31% white, and 12% unknown.

### Implications of Change

The Reading department offered courses for the first time in 2014-15; consequently, its 2014-15 numbers (enrollments/FTES, FTEF, WSCH, fill rate, success rate) show growth across the board relative to 2013-14, when no reading classes were offered.

Currently basic skills reading courses such as Engl C091 (Basic Reading 1), Engl C095 (Basic Reading 4), and Engl C096 (Basic Reading 5) are listed on the English department's searchable schedule rather than on that of Reading. Reading C100 is the exception. In Fall 2015, Reading C100 was scheduled solely as a Reading department class and was offered online with a cap size of 45; three students enrolled. In Spring 2016, the same course was again offered online and had an enrollment of eight students. To continue to grow the department, the reading faculty might coordinate with counseling and marketing to inform prospective students about the advantages of taking the reading course sequence: general academic skills applicable to college coursework, elective credit, ultimately transfer credit, and so on.

Table 1.16 Program Productivity Data for Reading

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>0</b>	<b>0</b>	<b>26</b>
FTES	0.0	0.0	2.4
FTEF30	0.0	0.0	0.3
WSCH/FTEF			132
Sections	0.0	0.0	3.0
Fill Rate	0.0%	0.0%	21.7%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>			<b>26</b>
<b>GENDER</b>			
Female			73.1%
Male			26.9%
Unknown			0.0%
<b>AGE at TERM</b>			
Less than 19			7.7%
20 to 24			19.2%
25 to 29			11.5%
30 to 34			11.5%
35 to 39			15.4%
40 to 49			15.4%
50 and Older			19.2%
<b>RACE/ETHNICITY</b>			
African American			0.0%
American Indian			3.8%
Asian			26.9%
Hispanic/Latino			26.9%
Pacific Islander			0.0%
White			30.8%
Unknown			11.5%
<b>INSTRUCTIONAL MODALITY</b>			
Cable			
Correspondence			
Hybrid			
Online			88.5%
Self-Paced			
Telecourse			
Traditional			11.5%

Table 1.17 Program Review Data for Reading by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>			<b>26</b>
-Overall Success Rate			69.2%
-Overall Retention Rate			84.6%
<b>INSTRUCTIONAL MODALITY</b>			
Cable			
Correspondence			
Hybrid			
Online			23
Self-Paced			
Telecourse			
Traditional			3
<b><u>Success Rate</u></b>			
Cable			
Correspondence			
Hybrid			
Online			69.6%
Self-Paced			
Telecourse			
Traditional			66.7%
<b><u>Retention Rate</u></b>			
Cable			
Correspondence			
Hybrid			
Online			87.0%
Self-Paced			
Telecourse			
Traditional			66.7%

Table 1.18 Program Review Data for Reading by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>			<b>26</b>
-Overall Success Rate			69.2%
-Overall Retention Rate			84.6%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female			19
Male			7
Unknown			0
<b><u>Success Rate</u></b>			
- Female			68.4%
- Male			71.4%
- Unknown			
<b><u>Retention Rate</u></b>			
- Female			84.2%
- Male			85.7%
- Unknown			

Table 1.19 Program Review Data for Reading by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>			<b>26</b>
-Overall Success Rate			69.2%
-Overall Retention Rate			84.6%
<b>AGE at TERM</b>			
Less than 19			2
20 to 24			5
25 to 29			3
30 to 34			3
35 to 39			4
40 to 49			4
50 and Older			5
<b><u>Success Rate</u></b>			
Less than 19			50.0%
20 to 24			60.0%
25 to 29			66.7%
30 to 34			33.3%
35 to 39			75.0%
40 to 49			100.0%
50 and Older			80.0%
<b><u>Retention Rate</u></b>			
Less than 19			100.0%
20 to 24			80.0%
25 to 29			100.0%
30 to 34			33.3%
35 to 39			75.0%
40 to 49			100.0%
50 and Older			100.0%

Table 1.20 Program Review Data for Reading by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>			<b>26</b>
-Overall Success Rate			69.2%
-Overall Retention Rate			84.6%
<b>RACE/ETHNICITY</b>			
African American			0
American Indian			1
Asian			7
Hispanic/Latino			7
Pacific Islander			0
White			8
Unknown			3
<b>Success Rate</b>			
African American			
American Indian			100.0%
Asian			85.7%
Hispanic/Latino			71.4%
Pacific Islander			
White			62.5%
Unknown			33.3%
<b>Retention Rate</b>			
African American			
American Indian			100.0%
Asian			85.7%
Hispanic/Latino			71.4%
Pacific Islander			
White			87.5%
Unknown			100.0%

## Program Student Learning Outcome(s)

At the Spring '16 All-College department meeting, Humanities faculty members reviewed PSLO outcomes and discussed strategies to improve them. All instructors recognize the importance of distributing their SLOs each semester without fail (though that is temporarily not an option in Canvas), using multiple assessment measures, and dropping inactive students from the course roster.

## Progress on Forward Strategy Initiative(s)

Table 1.21 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
In collaboration with the Student Success Center, the Counseling Department, the ESL Department, and the English Department, implement an initiative with the outcome that, by 2020, at least 50% of the students who pass ESL C160 will persist to English C099 in the subsequent semester.	Underway	At the All College and beyond, English 099 instructors will forge a plan to create pathways with ESL C160 instructors, thus ensuring students' persistence.	TBD in 2020
By 2021, improve Coastline's performance on the Student Success Scorecard by 5% in the percentage of students who begin in remedial English courses and progress to English C100.	Underway	The number of students who begin at 098 (two levels below 100), without having taken any basic skills courses, is negligible. The most recent scorecard already shows a substantial increase in remedial to college progression.	TBD in 2021
By spring 2021, hire at least one new full-time English instructor.	Underway	Starting in Fall '16, the English department will be requesting two new full-time English faculty members OR one new full-time English faculty members + one new Humanities (with dual FSA) full-time faculty member.	TBD in 2021
Offering the PHIL ADT supports the College's Mission, specifically Goal #3: Innovation & Improvement. Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.	Underway	ADT: The course most recently added to the philosophy curriculum, History of Ancient Philosophy (C102), is required for the Phil ADT. This course has been approved and is listed as "active" in CurricUNET; however, the actual course content has not yet been designed.	Given the increased number of telecourse students and the move to Canvas, designing the content for this C102 course was not given priority over improvements in those two areas. However, course content can be designed during an intersession.



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

Table 1.22 Progress on Recommendations

Recommendation(s)	Status	Response Summary
Build more awareness around the discipline-specific majors.	Underway	Humanities will build student awareness about majors via internal promotion (instructors communicating future class and major options with their current students) and external marketing.

# Section 2: Human Capital Planning

## Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
Current year 2016-2017	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
1 year 2017-2018	Position Title (# of positions)	Position Title (# of positions)	Four f.t. English instructors will be on staff, meaning two will be added	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
2 years 2018-2019	Position Title (# of positions)	Position Title (# of positions)	Four total in English	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)
3 years 2019-2020	Position Title (# of positions)	Position Title (# of positions)	Four total in English	Position Title (# of positions)	Position Title (# of positions)	Position Title (# of positions)

Provide a description of the staffing for the program. Include a description of the previous, current, and year of staffing estimates. Support the projection with evidence and specify how position growth or reduction relates to College plans. Additionally, for full-time positions, include a Coast District approved job description.

→ Coastline’s English department currently has only two full-time faculty members; approximately 85% of the course offerings are taught by part-timers. By contrast, the math department currently has five full-time faculty members. FTEF ratings show that the English department has among the highest needs for f.t. instructors in the college. New f.t. faculty members would increase students’ retention, success, and persistence rates, resulting in greater productivity. Furthermore, new f.t. instructors would participate in committees and college leadership, and an influx of innovative teaching methods would invigorate the program.

**THE POSITION**

COASTLINE is currently seeking two (2) full-time, tenure track English Instructors to commence the 2017 fall semester. The primary teaching assignment involves English Composition. This assignment also includes responsibilities in curriculum and program development; participation in department, division, college committees, and participatory governance activities, assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment may be online, day, evening, weekend, online or off campus, and subject to change as needed. The ideal candidate for this position embraces the overall mission of Orange Coast College and the Coast Community College District, with a clear focused commitment to supporting teaching, academic excellence, student learning, and success through work in English.

Fulfill the professional responsibilities of a full-time faculty member, including but not limited to the following:  
 Teach scheduled classes according to the approved Course Outline of Record.  
 Teach some or all of the following: developmental writing courses, basic skills, reading, transfer-level composition, and literature courses.

Develop, update, and revise curriculum.  
Maintain appropriate standards of professional conduct and ethics.  
Develop, assess, revise, and report Program and Course Learning Outcomes  
Maintain current knowledge of the profession discipline and of educational methodologies.  
Develop and provide a syllabus for each course taught to include the courses Student Learning Outcomes (CSLOs) consistent with the officially approved course outline, and make them available to all students in each class during the first week of each term.  
Keep accurate student records, including attendance and progress, and file grades.  
Post and maintain scheduled office hours.  
Maintain current knowledge in the subject matter areas.  
Faculty will be expected to attend collegial campus wide events related to department and division/wing meetings, District/College-wide activities and committees, and college and discipline-specific professional activities.

**Qualifications**

**Minimum:**

Must meet one of the following qualifications under (a) through (d):

- a. Possess the California Community College Teaching Credential for this subject area.
- b. Possess a Master's degree from an accredited institution in English, literature, comparative literature, or composition.
- c. Possess a Bachelor's degree in any of the above AND a Master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism from an accredited institution.
- d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.

Evidence of a sensitivity to, understanding of, and the ability to manage the classroom environment AND effectively provide instruction to community college students of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.

**Desirable Qualifications:**

Education or professional training in current composition strategies and methodologies.  
Demonstrated ability to teach developmental writing, other basic English skills, critical thinking and reading needed by community college students.  
Special areas of teaching or writing experience or faculty service that would benefit OCC students and community.  
Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Coast Community College District.  
A minimum of 15 classes taught (semesters or quarters), including the current semester, teaching basic skills, composition, literature, or creative writing in any combination of levels/positions: teaching assistant as the instructor of record, high school advanced placement (AP) classes, and/or two-year or four-year college classes.

Coast Community College District is an Equal Opportunity Employer

**THE POSITION**

Humanities Instructor – Full-time

COASTLINE is currently seeking one (1) full-time, tenure track Humanities Instructor to commence the 2017 fall semester. Courses in humanities enable students to seek an understanding of a broad cross section of cultural experience through such disciplines as literature, art, and other visual forms.

Essential Functions:

- Providing effective instruction using methods and materials appropriate to the subject matter
- Preparing and grading all class assignments and examinations
- Advising, assisting, and evaluating students; evaluating learning outcomes; maintaining regular office hours
- Participating in program activities including curriculum and program planning, development, evaluation, and decision making as well as the development of new teaching-learning methods and materials
- Contributing to development of program policies and procedures
- Participation in departmental and college professional activities and/or committees
- Maintaining accurate and timely student records as required
- Maintaining currency and depth of knowledge in assigned area of responsibility
- Maintaining appropriate standards of professional conduct and ethics
- Communicating with excellent written and oral skills in English

Requirements & Desirables:

REQUIREMENTS

1. A Master's degree in Humanities; OR
2. A Master's degree in English with upper division or graduate coursework in Humanities and/or Philosophy; OR
3. A Master's degree in Philosophy with upper division or graduate coursework in Humanities and/or English; OR
4. The equivalent; AND
5. Demonstrated sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and the campus community.

KNOWLEDGE, SKILLS & ABILITIES (Desirable Attributes & Skills) The following qualifications are highly desirable:

- Competencies related to: curriculum & course development; teaching & learning theory; information resources & evaluating student outcomes; assisting student to develop critical thinking skills
- Ability to communicate clearly orally and in writing with a diverse campus community
- Currency and depth of knowledge in assigned area of responsibility and subject matter
- Strong organizational skills
- Ability to work effectively and professionally with colleagues and members of the campus community
- Commitment to the teaching profession, its goals and ideals, and enthusiasm for the mission of Coastline
- Ability and enthusiasm to use teaching methods that engage students and encourage them to be motivated self-learners
- Knowledge, training, and experience with online pedagogy and technology
- Evidence of excellent English writing and speaking skills

REQUIRED CLEARANCES Criminal Justice/Fingerprint Clearance Tuberculin (TB) Clearance

REQUIRED APPLICATION DOCUMENTS

- A. Cover Letter
- B. Resume
- C. Transcript conferring Master's degree or higher
- D. Transcript conferring Bachelor's degree

## Professional Development

Humanities program faculty members receive a range of professional development including webinars, the Faculty Success Center's Canvas training, the Summer Institute, peer mentoring, conferences, workshops, and post-grad courses.

## Section 3: Facilities Planning

### Facility Assessment

The Humanities program has no new facility needs, aside from easy access to computer labs and to classes held at learning centers / sites where student demand is highest.

## Section 4: Technology Planning

### Technology Assessment

The Humanities program's instructors have received and will continue to receive Canvas and RSI training.

## Section 5: New Initiatives

**Initiative:** Hire two new full-time English instructors OR one new full-time English instructor and one new full-time Humanities instructor. This initiative will lead to higher quality instruction, more stable scheduling, greater productivity on a class-by-class basis, new instructional methods, a larger regional and statewide reputation for the department, and enhanced participation in department and college leadership duties. Consequently, this initiative aligns with the Educational Master Plan and Staffing Plan and the college goals of student success; access, persistence, and retention; innovation; and growth and efficiency.

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

Our current mission statement reads, "Coastline Community College offers degrees and certificates to local, global, traditional, and non-traditional students through accessible, flexible, and innovative education and services with a commitment to excellence at all academic levels demonstrated by student learning achievement outcomes." The new f.t. instructors would increase awareness of the department's major, increase the visibility of the college through conferences, and inject the college and program with innovative teaching practices. Furthermore, RP Group research shows that f.t. instructors' students have higher success rates, leading to improved SLOs.

### 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.

85% of the English course offerings at Coastline are taught by part-timers. The English department at Coastline is understaffed relative to virtually any other community college. New full-timers are expected to improve SLO/PSLO results, increase persistence throughout the college in general, and are expected to help introduce innovative teaching techniques and materials to the department and college.

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

General fund monies are needed to support two new full-time instructors.

*See job descriptions on pages 33-35.*

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

We anticipate improved student retention, success, and persistence rates; increased enrollments in Coastline's English courses; and increased English faculty participation in college committees and leadership.

**Provide a timeline and timeframe from initiative inception to completion.** In Fall '16 the English department will request two new full-time instructors during the Academic Senate prioritization process.

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

## 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
n/a								

List and prioritize staffing requests. 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
Two new English f.t. faculty members	Staffing / faculty	Approx. 100k per person	General fund	-	SLO/PSLO, FTEF30, FTES, etc.	Student Success; Access, Persistence, and Completion; Innovation and Improvement	Fall 2017 (hiring to take place during Spring '17)	High

*See job descriptions for full-time English and Humanities instructors on pages 33-35.*