

COASTLINE
COLLEGE



2019-2020
Annual Program Review

Philosophy

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Section 1: Program Planning:

Internal Analysis

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Philosophy Enrollment	2,374	2,098	1,967
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Philosophy Resident FTES	213.66	188.19	177.95
Sections	30	36	35
Fill Rate	76.6%	67.7%	71.2%
WSCH/FTEF 595 Efficiency	1,056	889	857
FTEF/30	3.4	3.5	3.5
Extended Learning Enrollment	500	403	347

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

The percentage change in 2017-18 **resident FTES** in Philosophy credit courses showed a moderate 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 Philosophy courses in 2017-18 showed a slight decrease from 2016-17 and a substantial increase from the number of sections in 2015-16.

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

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

The percentage change in the **FTEF/30** ratio for Philosophy courses in 2017-18 showed a slight decrease from 2016-17 and a slight increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Philosophy **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
Philosophy Enrollment	2,374	2,098	1,967

Modality	2015-16	2016-17	2017-18
Traditional	0.3%	2.3%	2.2%
Online	37.5%	35.3%	33.9%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	62.2%	62.4%	63.9%

Gender	2015-16	2016-17	2017-18
Female	25.9%	26.8%	24.7%
Male	72.9%	72.1%	74.1%
Unknown	1.2%	1.1%	1.3%

Ethnicity	2015-16	2016-17	2017-18
African American	18.9%	16.8%	13.5%
American Indian/AK Native	0.9%	1.2%	1.2%
Asian	14.1%	10.5%	12.4%
Hispanic	22.0%	23.1%	23.1%
Pacific Islander/HI Native	0.3%	0.2%	0.8%
White	29.4%	33.7%	34.4%
Multi-Ethnicity	12.9%	12.5%	13.3%
Other/Unknown	1.5%	2.0%	1.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	7.0%	8.6%	9.4%
20 to 24	20.5%	17.4%	17.3%
25 to 29	18.1%	17.5%	16.4%
30 to 34	15.8%	14.9%	14.2%
35 to 39	12.3%	13.6%	13.5%
40 to 49	17.6%	19.1%	17.5%
50 and Older	8.7%	8.9%	11.7%

Philosophy courses made up 3.2% of all state-funded enrollment for 2017-18. The percentage difference in Philosophy course **enrollment** in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Philosophy during 2017-18 showed 2.2% of courses were taught **traditional (face-to-face)**, 33.9% were taught **online**, 0.0% were taught in the **hybrid** modality, and 63.9% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Philosophy enrollment consisted of 24.7% **female**, 74.1% **male**, and 1.3% students of **unknown** gender. In 2017-18, Philosophy enrollment consisted of 13.5% **African American** students, 1.2% **American Indian/AK Native** students, 12.4% **Asian** students, 23.1% **Hispanic** students, 0.8% **Pacific Islander/HI Native** students, 34.4% **White** students, 13.3% **multi-ethnic** students, and 1.4% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Philosophy revealed 9.4% aged **19 or less**, 17.3% aged **20 to 24**, 16.4% aged **25 to 29**, 14.2% aged **30 to 34**, 13.5% aged **35 to 39**, 17.5% aged **40 to 49**, and 11.7% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Philosophy Degrees	0	0	0
College Awarded Certificates	600	602	628
Philosophy Certificates	0	0	0

The percentage change in the number of Philosophy **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Philosophy **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention

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%
Philosophy Success Rate	67.5%	68.3%	74.1%

Modality	2015-16	2016-17	2017-18
Traditional	85.7%	95.8%	63.6%
Online	74.3%	73.4%	74.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	63.3%	64.4%	74.4%

Gender	2015-16	2016-17	2017-18
Female	74.4%	71.3%	75.9%
Male	65.2%	67.3%	73.6%
Unknown	62.1%	62.5%	68.0%

Ethnicity	2015-16	2016-17	2017-18
African American	55.6%	57.5%	66.9%
American Indian/AK Native	59.1%	57.7%	70.8%
Asian	80.6%	75.0%	79.4%
Hispanic	65.7%	63.8%	68.1%
Pacific Islander/HI Native	66.7%	50.0%	56.3%
White	72.9%	76.3%	80.6%
Multi-Ethnicity	63.8%	66.5%	72.0%
Other/Unknown	52.8%	58.5%	66.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	77.0%	79.0%	75.5%
20 to 24	69.2%	68.8%	69.5%
25 to 29	64.2%	69.8%	72.4%
30 to 34	61.5%	67.0%	77.1%
35 to 39	70.5%	66.3%	75.8%
40 to 49	70.6%	67.4%	75.1%
50 and Older	63.3%	61.0%	74.9%

The percentage difference in the **course success rate** in Philosophy courses in 2017-18 showed a moderate increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the Philosophy 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 Philosophy **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Philosophy success rate for 2017-18, the success rate was substantially lower for **traditional (face-to-face)** Philosophy courses, minimally different for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Philosophy success rate for 2017-18, the success rate was slightly higher for **female** students in Philosophy courses, minimally different for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Philosophy success rate for 2017-18, the success rate was moderately lower for **African American** students in Philosophy courses, slightly lower for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower 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 Philosophy success rate for 2017-18, the success rate was slightly higher for students aged **19 or less** in Philosophy courses, slightly lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher 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%
Philosophy Retention Rate	84.5%	85.1%	86.6%

Modality	2015-16	2016-17	2017-18
Traditional	100.0%	100.0%	84.1%
Online	86.3%	86.8%	86.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	83.3%	83.6%	87.0%

Gender	2015-16	2016-17	2017-18
Female	87.6%	86.6%	88.0%
Male	83.4%	84.5%	86.2%
Unknown	82.8%	87.5%	80.0%

Ethnicity	2015-16	2016-17	2017-18
African American	83.3%	84.1%	83.5%
American Indian/AK Native	86.4%	80.8%	83.3%
Asian	89.9%	86.8%	88.9%
Hispanic	83.1%	84.3%	83.9%
Pacific Islander/HI Native	66.7%	100.0%	81.3%
White	86.1%	86.7%	88.9%
Multi-Ethnicity	81.1%	82.1%	86.6%
Other/Unknown	66.7%	87.8%	88.9%

Age Group	2015-16	2016-17	2017-18
19 or Less	92.1%	92.3%	90.8%
20 to 24	86.0%	84.4%	82.4%
25 to 29	81.6%	85.9%	87.6%
30 to 34	81.6%	85.3%	88.9%
35 to 39	84.9%	83.5%	86.8%
40 to 49	85.9%	84.7%	87.0%
50 and Older	82.1%	81.3%	84.4%

The percentage difference in the **retention rate** in Philosophy courses in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Philosophy 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 Philosophy **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Philosophy retention rate for 2017-18, the retention rate was slightly lower for **traditional (face-to-face)** Philosophy courses, minimally different for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Philosophy retention rate for 2017-18, the retention rate was slightly higher for **female** students in Philosophy courses, minimally different for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Philosophy retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Philosophy courses, slightly lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and slightly higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Philosophy retention rate for 2017-18, the retention rate was slightly higher for students aged **19 or less** in Philosophy courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly higher for students aged **30 to 34**, minimally different for students aged **35 to 39**, minimally different 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%

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

Summarize SLOs, PSLO findings, dialog (including participants). Summarize your conversations related to course and programmatic change(s) and include anticipated outcomes. Note if PSLO data is less than 10 students, identify an alternative method for direct assessment.

Table X *SLO Assessment and Plan*

SLO	Method(s) of Assessment and findings	Participant(s) in the Planning Discussion	Recommended Changes
PHIL C113 (Spring 2019)	Class was cancelled		
PHIL C100 (Fall 2018)	SLO Quiz	Fred Curry,	Developed a SLO quiz to disseminate in upcoming terms
PHIL C115 (Spring 2018)	SLO 1 = 46% met (N 24) SLO 2 = 88% met (N 24)		
PHIL C120 (Fall 2017)	SLO 1 = 100% met (N 16) SLO 2 = 88% met (N 16)		

Link to SLO Cloud

<https://public.tableau.com/profile/aeronzentner#!/vizhome/SLOAssessmentResults/SLOAssessmentResults>

In fall 2018, the department developed an SLO quizzes which was facilitated by the department chair with the part-time faculty. A pilot of the quiz was conducted and due to technical challenges with Canvas the data was not collected through the quiz. Future planning may be explore summative assessments which are subjective in nature. Previous effort was put into standardizing SLO quizzes, but this is problematic for philosophy. Merely having time during flex days to verbally discuss our goals is probably the most useful aspect of having SLOs. For some disciplines numeric data collection is going to be of limited value and only provide the illusion of objectivity.

Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Title	Term Reviewed	Status
PHIL C100	Introduction to Philosophy	Fall 2018	Notes
PHIL C102	History of Ancient Philosophy		
PHIL C113	Environmental Ethics: Philosophical Approaches to Sustainability		
PHIL C115	Logic and Critical Thinking		
PHIL C120	Ethics	Spring 2018	
PHIL C140	Business and Organizational Ethics		

The philosophy department has not added a new course, though there is standard upkeep of courses. In the last year David Kelsey developed videos for the telecourse version of Logic and Critical Thinking (115).

Progress on Initiative(s)

Table X Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>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.</p>	<p>In-Progress</p>	<p>2015-16 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.</p> <p>2016-17: The status on the ADT remains this same. This is because it was deemed that my time would be better spent by spending this Summer constructing my own Canvas Philosophy 100 course rather than History of Ancient philosophy which, while required for the ADT, is less apt to fill.</p> <p>2018: The History of Ancient course, required for the ADT, has not yet been created. At the moment it is unclear that such a course would receive enough enrollment to prioritize its construction.</p> <p>Instead, this summer I taught two courses and also reworked a portion of the quiz and test material for Phil 120 (I write all of my own questions).</p> <p>In Summer 2019 I will have a choice between teaching a number of classes, creating History of Ancient, or modifying an existing course to use OER material.</p>	<p>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.</p> <p>2016-2017: As noted, the course could have been designed during the intersession, but consensus was that producing content for the philosophy 100 course was more pressing.</p> <p>Because I make PPT videos with full narration and closed captioning (a typical course requires me to produce hundreds of pages of my own scripted narration), it usually takes the full summer to construct all lessons for a quality course. Phil 102 could be produced in summer of 2018 unless it is again determined that another major project would better serve the students.</p> <p>2018-19 update: For my own future courses I will likely no longer make use of long videos as they prove to be difficult to update. Instead I will likely move to very short videos with more text instruction as well as professionally produced videos which are becoming more abundant, even for philosophy, on the net.</p>

		<p>2018-19 update: The ADT has not been pushed forward for a couple of reasons.</p> <p>The first reason is that I was recently informed that philosophy 115 does not meet the requirements for the Phil 110 CID. This is because it is not formal logic class. When instructed to create the course, the book I was instructed to use was already picked out by a previous instructor. This was in informal logic text.</p> <p>In addition, History of ancient would have to be created. I have some concerns about whether this class would fill given current enrollments and the cancelation of instances of other courses such as 113 last semester. If we are not yet ready for an ADT because of the 110 CID, then offering this course now probably makes little sense.</p>	
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Response to Program/Department Committee Recommendation(s)

Table X Progress on Recommendations

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

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program to discuss program-level planning, curriculum, SLOs, PSLOs, and institutional performance data.

Because I am the only full time philosophy instructor, the most effective way to meet with other faculty members in the department has been at the All-college meetings held twice a year. The past several meetings, however, have not provided us with an opportunity to meet. If such meetings are

deemed to be important, then this change is problematic for small departments which have only a single full time instructor.

Apart from those meetings, my primary communication with other faculty in the philosophy department is through e-mail. Sometimes I arrange to meet individual faculty members to discuss SLO or course evaluations, but it is difficult to get all the adjunct faculty together at the same time.

The lack of in person meetings is not overly burdensome, however. Generally anything of importance can be handled over e-mail, and the adjuncts in my department are generally good at responding to e-mail quickly. Nevertheless, a bit of time to connect with adjunct faculty during flex days would be appreciated.

Coastline Pathways

Describe the program's involvement in Coastline Pathways over the past year.

The philosophy department is not heavily involved in Pathways as we do not currently offer a degree or any certificates centered on philosophy. Philosophy is a very important discipline for students to be exposed to because of the skills that it hones. These skills are important both because they are valued by employers (even those employers who do not realize that what they are valuing actually philosophy) and in order to become a more critical and fully engaged citizen. Philosophy is an essential part of a general and well-rounded education, but it is not currently central to the pathways program.

Related to pathways, I would advise that almost all students should be encouraged to take Philosophy 115 during their first semester. Philosophy 115 their first or second semester. Our 115 course focuses largely on informal logic. While this has proven to be a problem in terms of get the 110 CID number from California, informal logic (analyzing argument as part of natural language) is perhaps *the* most valuable general purpose tool a student can have under her belt in order to excel in college apart from basic study skills. I believe that this course is well suited to prepare students to more critically read and write in all of their future courses.

Implications of Change

Summarize the finds from the findings from the program analysis and specifies areas of opportunity for change.

- Philosophy 115 does not qualify for the 110 CID number from California. As I understand it, this 110 course is required in order to offer an ADT. This means that we now need two courses before we can offer a Philosophy ADT: 1.) A course that focuses on formal logic and 2.) History of Ancient Philosophy.
 - For this reason, it probably makes even less sense to move to produce the History of Ancient course this summer.
- It should be noted that the current 115 course cannot be reasonably modified in order to fulfill the COR requirements as stated for the 110 CID. A 110 CID course could and probably would include *some* informal logic. However, 115 is currently focused on a combination of informal logic, analysis of news media and advertising, psychological impediments to cogent reasoning, and tips for cogent writing and critical reading. If we were to design a course to fulfill the 110

COR requirements, then this should be an entirely new course that merely overlaps in parts with 115.

- This new course, if we elect to move forward with one should:
 - Focus at least half of its time on formal logic.
 - Include some informal logic as well, but not more than half the course.
 - Would not include the media analysis or cogent writing elements of the current 115 course.
 - Would not include nearly as much writing in natural language in the discussion forums. Formal logic is more math-like.
 - Would not include a paper or paper-like assignment.
 - Should be designed using an OER textbook or resources.
- If we produce such a course, then it should be offered *in addition to* and *not* instead of the current 115 course. The Logic and Critical Thinking course (115), as it is currently designed, is uniquely well suited to help prepare students to achieve in college.
 - In terms of changes to the existing 115 course, I would like to eventually move to using an OER. Finding public domain material that works for this is a challenge.

Creating new courses from scratch, or even making major revisions like textbook changes, takes a significant amount of time. The only real opportunity to work on such things in earnest is during summer recess. Because I am the only full time Philosophy instructor, I can really only work on one thing each summer.

In terms of a project for this summer, I may elect to make my own Philosophy 100 course OEI. Alternatively, I may work on significant alterations on assignments for my current courses.

In terms of changing to OER texts, this is a definite long-term goal. My colleague is currently putting together a couple of OER books during his sabbatical which may prove useful to this end, but they are not yet available. This semester I wrote a chapter for one of these books.

OERs for informal logic and good OERs for ethics are a bit more difficult to find than for Philosophy 100, which is why my philosophy 100 course is has a zero cost textbook and my other courses do not (yet).

In addition, future courses I make and/or major revisions to my current courses are likely to include less lengthy original video. Such videos pose logistical problems for updates. Instead, I will likely make use of much shorter video lectures, link to professionally produced videos which are increasingly available, and use more text-based teaching.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean			0	0
Current year	Dean			0	0
1 year	Dean			0	0
2 years	Dean			0	0
3 years	Dean			0	0

Based on the data trends and the expected implementation of the College Enrollment Management Plan, the program is expected to grow proportionately with the institution.

Professional Development

Provide a description of the program's 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
Fred Curry, Full Time Instructor	American Philosophical Association Pacific Division conference.	Exposure to current debate as well as interesting lectures and ideas regarding teaching philosophy online.
Fred Curry, Full Time Instructor	I wrote a chapter for an OER textbook on the cosmological argument and its criticisms for a text on philosophy and religion. This text is not yet available.	I cover the cosmological argument for Philosophy 100. I therefore might substitute this chapter for that section of the current OER book for that course.

While I do not plan to go to APA meetings every year, the last meeting was valuable and stimulating. I hope to either go to the 2020 meeting in San Francisco or the 2021 meeting in Portland.

Section 3: Facilities Planning

Facility Assessment

Provide a description of the program facilities and specify any changes over the past five years as it relates to college planning. Provide evidence of emerging needs for modifications or additions to the program facilities.

We do not currently have a need for more full time faculty in the philosophy department unless it is decided that new courses must be constructed and revised more quickly than is possible/reasonable with a single full time instructor.

Section 4: Technology Planning

Technology Assessment

Provide a description of the program's utilization of technology and specify any changes over the past five years as it relates to College planning. Provide evidence of emerging needs for modifications or additions to the program technology.

I would very much like a way to turn off the lights in the **front** of the rooms when teaching live courses at the NBC and GGC. All the classrooms in each of these buildings seem to have a sophisticated light system with multiple modes. They even have smart-boards. But, as far as I can tell, every light mode keeps the lights on **directly above** the smart board and projector. A great deal of money was obviously spent for this technology, but with the lights on directly above the screen it is difficult for students to see.

In addition, the NBC doesn't even have blinds on the windows. While the rooms at the NBC have a beautiful view, they also let in a great deal of light. So much so that it interferes with showing short video clips and Power Point slides. The ability to shut out this light would be of tremendous value.

Simple curtains and an appropriately wired light switch would be of much more value to instructors than a mountain of more sophisticated and expensive equipment.

Section 5: New Initiatives

Initiative: In the future, I hope to move additional courses to OER texts. As they move to OER texts, going through OEI review becomes more practical. The texts I am looking at are not available yet, so I do not have a particular target date for each class in mind.

I may attempt, however, to move Philosophy 100 over to OEI during the summer. Alternatively, administration might decide that they wish to add a formal logic course to fit the 110 CID or I might make use of the summer to simply polish and update current courses.

Describe how the initiative supports the college mission:

Provide an explanation of how the initiative supports the College mission.

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

- 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).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
--If/when we offer an ADT. As noted, there are a couple roadblocks in the way of doing so in the immediate future.
- 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).

What evidence supports this initiative? Select all that apply

- Student Learning Outcome (SLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

OEI would open a course up to more students. OER would put less of a financial burden on students. Revising course content helps keep it up to date. I don't know of any studies to cite that state these things.

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

OEI would open a course up to more students who can apply.

OER textbooks are free.

Using a summer to update questions, links, content, and so forth helps contribute to keeping the course fresh.

How does the initiative play a part in Coastline Pathways?

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) of completing the initiative.

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
	Light control to turn off lights just above projector and window curtains for NBC	I don't know. But cheaper than the projectors and smart-boards that this light is interfering with.	I don't know.	I don't know.	Light makes it difficult to see the content of a computer projector.	Allow students to see instruction material more easily without turning off all the classroom lights.		

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 service 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