

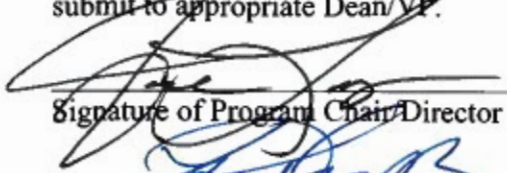
**IMPERIAL VALLEY COLLEGE  
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES**

PROGRAM/DEPARTMENT Industrial Technology Department- Construction ACADEMIC YR. 2013

Comprehensive Program Review                      Annual Assessment                      Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.



Signature of Program Chair/Director

2/19/2013  
Date



Signature of Area Dean

2/20/13  
Date



Signature of Area Vice President

2/22/13  
Date

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

**Academic Program Evaluation – BUILDING CONSTRUCTION TECHNOLOGY  
Division – EWD  
Department - ITEC**

**BUILDING CONSTRUCTION TECHNOLOGY COURSES**

TERM	Enrollment	Fill Rate	# of Sections	Mass Cap	Avg. Class Cap	Avg. Class Size	FTEs	FTEF	Productivity (FTEs/FTEF)	Completion Rate	Success Rate
Fall 2009	78	95.12%	5	82	16.4	15.6	16.46	2.05	8.03	94%	83%
Spring 2010	108	101.89%	6	106	17.67	18	21.07	1.98	10.64	99%	92%
Fall 2010	138	107.81%	7	128	18.29	19.71	25.71	2.52	10.2	99%	93%
Spring 2011	89	82.41%	6	108	18	14.83	16.83	2.05	8.21	93%	80%
Fall 2011	86	97.73%	5	88	17.6	17.2	15.29	1.72	8.89	84%	80%
Spring 2012	120	80%	8	150	18.75	15	19.59	2.58	7.59	99%	94%
% Change Fall Semesters 09 - 11	10.26%	2.74%	0.00%	7.32%	7.32%	10.26%	-7.11%	-16.10%	10.71%	-10.64%	-3.61%
% Change Spring Semesters 10 - 12	11.11%	-21.48%	33.33%	41.51%	6.11%	-16.67%	-7.02%	30.30%	-28.67%	0.00%	2.17%

**PROGRAM COMPLETION**

Number of certificates completed Between Fall 2009 and Spring 2012	Number of Associate Degrees Completed Between Fall 2009 and Spring 2012
4	0





Recent Enrollment Demand: High \_\_\_\_\_ Medium \_\_\_\_\_ Low X \_\_\_\_\_

Projection for Future Demand: Growing \_\_\_\_\_ Stable X \_\_\_\_\_ Declining \_\_\_\_\_

**Opportunity Analysis:** (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

**Mission Statement**

The Building Construction Technology Associate in Science degree along with the certificate and specializations in Carpentry, Concrete Masonry, and Project Management are designed to provide instruction in manipulative skills, technical knowledge, and related trade information, which will prepare the student for employment in the building construction industry. The course work for the associate degree also emphasizes subject areas that are significant to the construction worker such as engineering fundamentals, construction management, business administration, humanities and social sciences, and the development of analytical and communication skills through the general education requirements. The Building Technology Department provides instruction through a combination of theoretical principles that are reinforced with hands on activities in the laboratory session of each course. In addition our instructional plan is strictly overseen by the building construction advisory committee, which makes recommendations on a yearly basis in order to keep our instruction current with the changing demands of the industry. These meetings help our program develop the necessary skill requirements for the students that enroll in our program. Some of our instruction is enhanced by field trips to actual construction sites that are sponsored by our advisory committee members. The field trips have been proven to be very effective because not only do they serve a learning tool but they are also a great opportunity for students to establish a connection with the industry. Most of our instructors have over 15 years of experience in the various trades that are taught in our program. One of our interdisciplinary strategies is to integrate some of our classes with other departments such as the air conditioning department. This interdisciplinary strategy has proven to be really effective because it has significantly increased the enrollment in one of classes. There seems to be low numbers on the number of certificates completed because it is difficult to offer a flowing sequence of classes every semester because there is only one full time instructor and there are over fifteen sections of classes that are taught by the same instructor. Currently the program is working on modifying the existing certificates following the recommendations from the advisory committee, and in addition the new certificates will consist of 13 to 16 units in order for students to complete them in one or two semesters, thus increasing the number of certificate acquisitions. When it comes to the number of Associate degrees completed there has not been any degrees awarded because most students that enroll in the program just want to obtain the minimum necessary skill sets to become employable. Therefore in the future the offering an associate degree might not be necessary. There is an existing problem in the tracking of students that become employed because they are seldom identified as gainfully employed which is one of our main objectives and performance measures in career technical. Tracking of students and employment assistance is existent but very ineffective. The data of student employment is difficult to access and acquire and once students leave the school they are not contacted to receive follow up services pertaining to their employment status. In remote cases students maintain verbal contact and obtain employment guidance from the career technical instructors. The current local employment numbers seem low in the surrounding area but seem to be increasing within a 100 mile radius. The learning outcomes of the program are the following: To prepare students more for their jobs or new jobs, to prepare students with the use of new technology in the construction industry. The methods of assessment will vary depending on the classes, because each class will have institutional learning outcomes that will be assessed independently for example some of the learning outcomes will be asses with rubric, others will be asses with visual identification, written and verbal identification and the most important assessment will the gainful employment at the end of the program or certificate.



**Summary of Program "Health" Evaluation:** (Including consideration of size, score, productivity and quality of outcomes)

The productivity of the program seems to be high compared to other programs partially due to the fact that other programs are larger and have more instructors per student. The fill rate is low but always above 70% of enrollment. The success rate and the completion rate in the classes appear to be high and growing. One of the largest concerns for the low enrollment is the lack of a lab facility, so the program is forced to teach lab sections of the class by performing community projects and projects around the school. The program is anticipating that enrollment will increase once the new career technical building is completed as more students will be drawn to the program. The lead instructor acquired a certification from the Building Performance Institute and became a proctor for the written exam. The program has been establishing a link with CBPCA to make the school a test site and be able to draw community members to attain the certification after taking the required training/tests and paying the appropriate fees. The link with CBPCA came about from the B-Green grant in which students had to obtain an industry certification by the Building Performance Institute. This industry certification helps our students become employed in the construction industry in energy efficiency related occupation therefore, the construction program is taking steps to become accredited by CBPCA and offer the testing and proctoring of students at the college. Overall the productivity, success, completion and student retention rates have been good and the productivity of the program remains constant. Part of the reason why the overall numbers look good has been because the program has experienced an influx of students from the various grants that have been awarded to the department in related fields. The quality of the outcomes has helped our program in standardizing the instruction of students and help to ensure that students are attaining the necessary skills to thrive in the construction industry.

## **Student Learning Outcomes and Program Learning Outcomes**

**Student Learning Outcomes Assessment –completion**

**Program Learning Outcomes Assessment**

Program learning Outcomes were completed in the Fall, 2012 and were submitted to the SLO coordinator.

**Success Rate of Student Learning Outcomes**

The student learning outcomes have been monitored and tracked at the end of each course and the pertaining success rates have been documented in the cycle assessments.

**Success Rate of Program Learning Outcomes**

The program learning outcomes have been monitored and tracked at the end of each semester and are being documented in the required cycles.

## Future Goals of Program

The future goals of the program is to continue offering training that is relevant to the changing construction industry and to be able to offer these trainings in a state of the art facility where students will feel in a more comfortable learning environment. The current lab design of the building has been guided by the input of members of the construction advisory board. In addition one of the future plans for the program is to develop a stronger link with the local industry so they can hire more of the students that complete the program. In addition the program will try to develop a database to keep track of student employment as this is a very important success indicator in career technical programs. Another goal of the program is to offer certificates only, due to the fact that there are no students completing the associate program, due to the fact that there are not many universities that offer continuing education in construction trades programs. The program will focus on offering certificates only and ensuring that students are gainfully employed after they complete the certificate programs.

## Resource requests from annual program review

Some of the current requests for the improvement of the program is the acquisition of new equipment to be installed in the new career technical lab along with one or two adjunct instructors that have relevant experience in the area that they are teaching along with degrees in a related field, in order to motivate students in continuing their education. The hiring of additional adjunct faculty will help facilitate the sequence of program courses and improve the certificate completion rates in the program due to the fact that currently all courses are being taught by one full time instructor and the sequence of classes takes longer making it more difficult for students to complete the program in a reasonable time.