Construction Technology Program Review

2011-2012

1. Program Description

A. Description

Students in the Construction Technology (CT) program will develop the knowledge-base necessary to be employable in the construction industry. Subjects will include the critical evaluation of established building standards including codes, architectural design and project management. The educational outcomes will include the ability to identify code-compliant construction, interpret legal requirements, differentiate the use of technical vocabulary, analysis of blueprints and specifications, and examination of project sequence.

The CT program has two options; Building Inspection and Construction Management. The Building Inspection option has an emphasis on code interpretation and project design. The Construction Management option has an emphasis on business management and project supervision. Students can enroll into an individual class in order to develop a specific skill set, or complete a one-year vocational Certificate of Achievement degree, or complete a two-year Associate of Science degree, or prepare for transfer to a university-level Bachelor of Science program. CT students are prepared for many different construction-related positions such as self-employed contractors, building inspection, project designers, and various levels of supervision. The CT program provides many different construction-related courses to serve a wide range of student need.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Estimate construction costs
2. Interpret blueprints and specifications
3. Schedule the proper sequence of construction activities
4. Understand office operations and field operation
5. Understand building code requirements

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	$1080
Books	$600
Supplies	
Total	$1680

E. Criteria Used for Admission

No special requirements or prerequisites for admission. Standard math/English assessments for Ventura College students seeking Associate-level degrees.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

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I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Associates in Science Degree
Certificate of Achievement – Construction Technology (Building Inspection Option, Construction Management Option)
Proficiency Award – Construction Technology – Electrician Trainee

J. Program Strengths, Successes, and Significant Events

The Ventura College Construction Technology program was established in 1971 in conjunction with the local Unions, apprenticeship programs, and other building industry organizations as a means to help educate and train construction personnel in the central California coastal region. It is a vocational training program designed to prepare students to be capable of supervising and managing construction projects.

Our CT program is the only construction training program in Ventura County, and the only one of any significant size between Los Angeles and San Luis Obispo. Our program has high visibility in the community and within the industry. Our CT program is closely associated with many community and national organizations such as American General Contractors (AGC), International Code Council (ICC), Ventura County Contractor's Association (VCCA), the National Association of Women in Construction (NAWIC), and the American Society of Home Inspectors (ASHI). Our CT program has a large and active Advisory Committee in the form of the local ICC Chapter. The local ICC Chapter helped found the program forty years ago and many Chapter members have been and are currently p/t instructors.

K. Organizational Structure

President: Robin Calote
Executive Vice President: Ramiro Sanchez
Dean: Jerry Mortensen
Department Chair: Casey Mansfield

Instructors and Staff

Name	**Casey Mansfield**
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	20 yrs industry experience, prior to teaching
Degrees/Credentials	B.A., M.A.; Industrial Education

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Estimate construction costs
2. Interpret blueprints and specifications
3. Schedule the proper sequence of construction activities
4. Understand office operations and field operations
5. Understand building code requirements

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.
3. The program will continue to improve its curriculum. The program should review curriculum to assure that student educational needs are being met. The review of curriculum is be guided by the course-level and program–level SLO evaluation process.
4. The program will begin to divest itself of "x-listed" and "same as" courses in an effort to properly represent section and census data. Courses in multiple programs sometimes consist of similar subject matter. For efficiency purposes some of these programs combine students into a mutual class. Because enrollment is reported by section, the resulting data negatively misrepresents the total students per class.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** is this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5
CT V12	I	M	I		P
CT V20	I	M	I		P
CT V30	I	M	M		
CT V37	M	M	M		I
CT V43			I		M
CT V46	P	P		M	P
CT V47	I	P		M	P
CT V50		P	P	M	P
CT V52	I	P		M	P
CT V58		I	I		M
CT V59		I	I		M
CT V60	I	I	P	P	M
CT V62		I	I	I	M
CT V63		I	I	I	M
CT V64	I	I	M	M	I
CT V65		I	P		M
CT V66		I	P		M
CT V67		I	P		M
CT V70		I	P		M
CT V71		I	P		M
CT V72		I	M	M	I
CT V75	I	I	M	M	I
CT V76	I	I	M	M	I
CT V77	I		M	M	I
CT V79	M	I	P	I	I
CT V84	I	P	M	P	I

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3. Operating Information

A1: Budget Summary Table

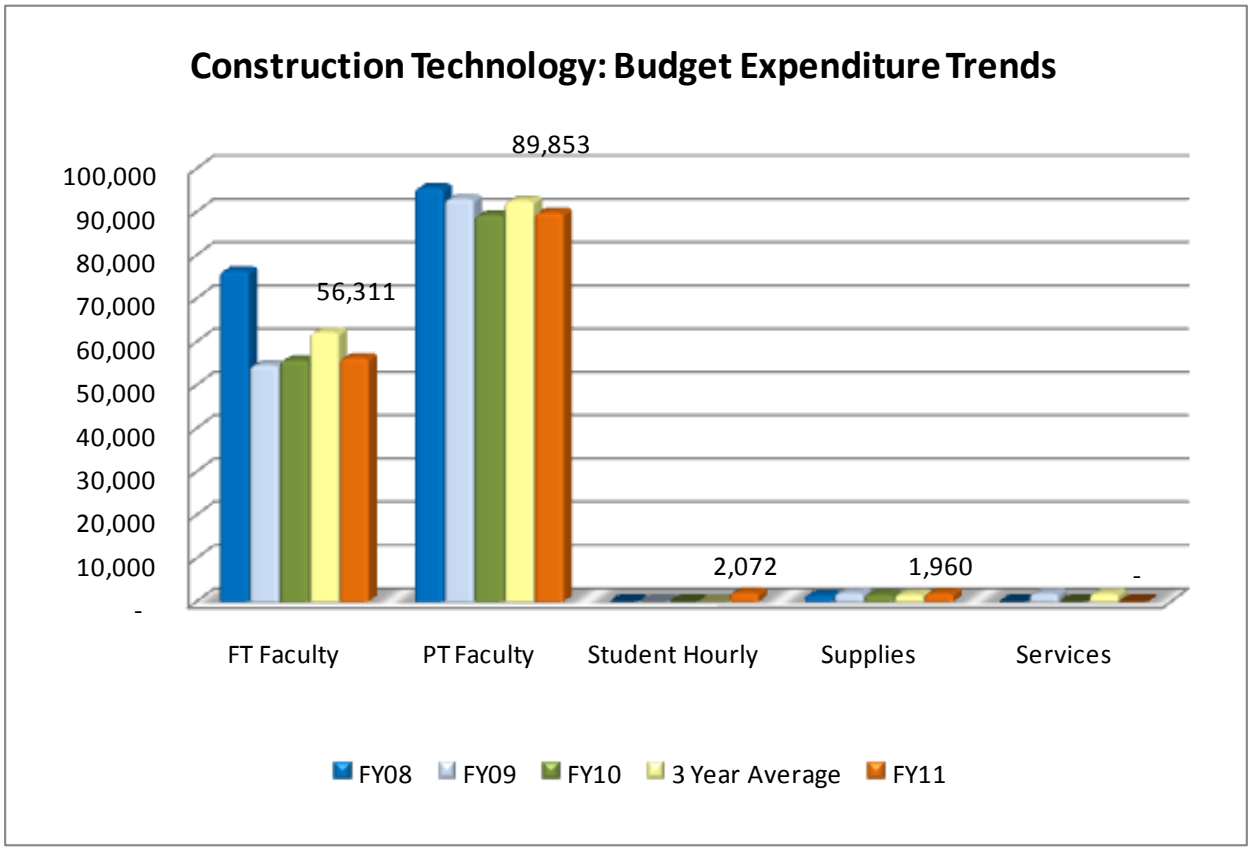
To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Construction Technology

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	76,390	54,618	55,742	62,250	56,311	-10%	12%
2	PT Faculty	95,560	93,046	89,245	92,617	89,853	-3%	-10%
4	Student Hourly	-	-	-	-	2,072	100%	10%
7	Supplies	1,393	1,999	1,576	1,656	1,960	18%	24%
8	Services	-	1,875	-	1,875	-	-100%	-17%
	Total	**173,343**	**151,538**	**146,563**	**157,148**	**150,196**	**-4%**	**0%**

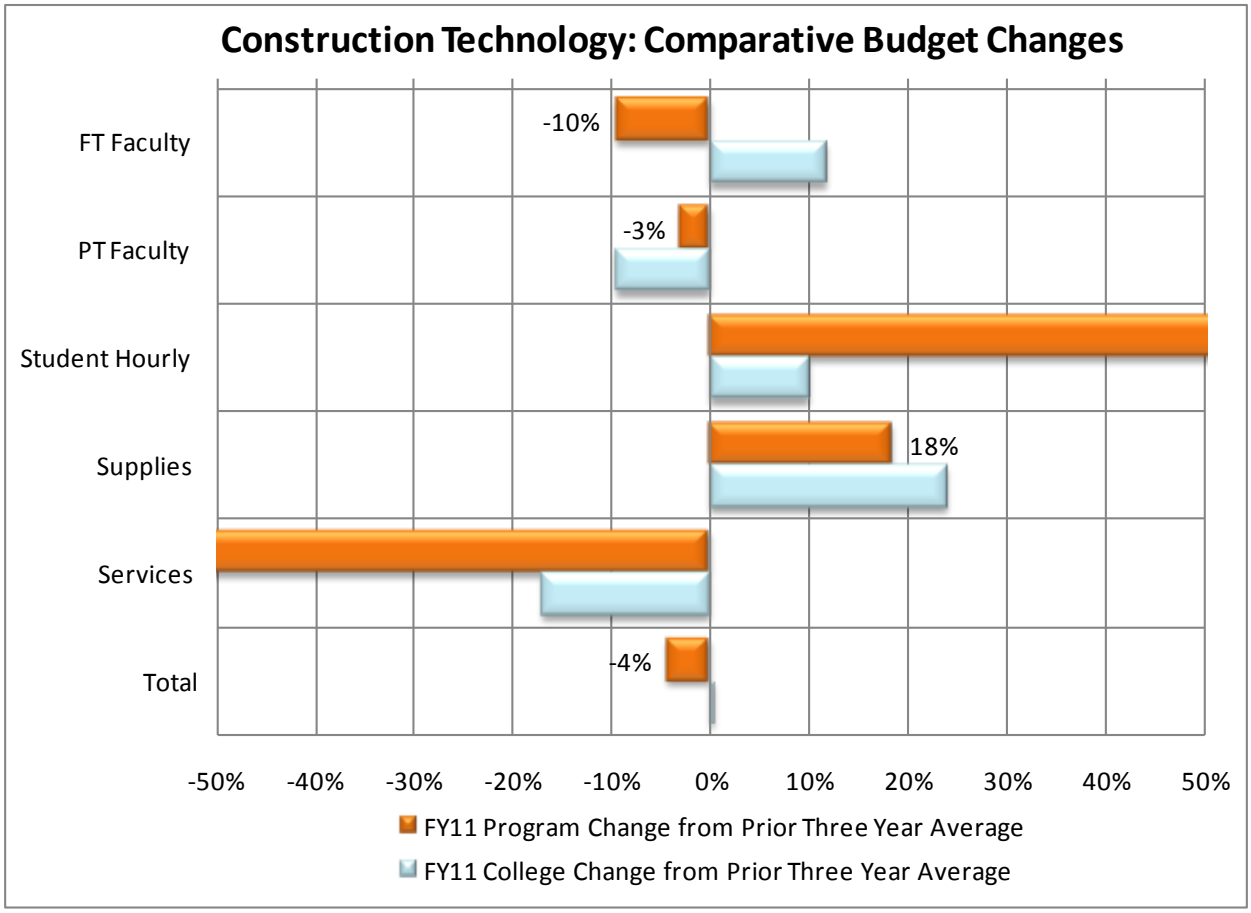
A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.



A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The Construction Technology program is a low-cost and low-overhead operation. One full-time instructor teaches classes, schedules classes and supervises the part-time faculty. The program is lecture based, so there are no material or equipment costs.

Per Tables A1 and C2, the instructional cost for the program averages about $150,000 per year, but generates an average of 80 FTES, worth about $350,000 in college revenue. Because infrastructure costs would be the same with or without the CT program, and because the CT program has no other expenses, it is obvious this is a profitable program that also happens to serve an important specialized training need to the community.

The Student Hourly cost for FY11 should be charged to the Agriculture Program. The student hourly support referenced in Table A1 is used to help maintain the Ag facilities and grounds and is not part of the CT program.

The Services cost for FY09 referenced in Table A1 should be charged to the Architecture program. The services represent equipment contracts for maintenance and repair of computer-related equipment.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Club Car Electric Utility Vehicle	Power Machiner	37010	121	6/1/2010	1	9,740	N00022093	JR1044-144204
Model #26416350/Cat Page #687	Rutland Tool & S	37010	121	6/1/2010	1	2,235	N00022092	888180510
Dimension SST 1200es 3D printe	Paton Group	37010	121	4/14/2009	2	8,887	N00018799	P10186
36-715081 Delta 10 Table Saw "	Brodhead Garret	37010	121	3/26/2009	2	1,347	N00018760	302303
Subtotal						**22,209**		

B2: Interpretation of the Program Inventory Information

The only item from Table B1 that belongs to the CT program is item #4, the 10" Delta saw. Because the CT program is lecture-based, it has little need for equipment and no annual budget.

Item #1 Club Car Electric Vehicle should be assigned to the Agriculture program. It is a vehicle used for landscaping and grounds maintenance in the Ag area.

Item #2 The Model #26416350 item should be assigned to the Manufacturing program. This is a 14" cold-metal saw used in the machine shop.

Item #3 3D Printer should be assigned to the Architecture program. It is a design printer used for proto-type modeling.

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

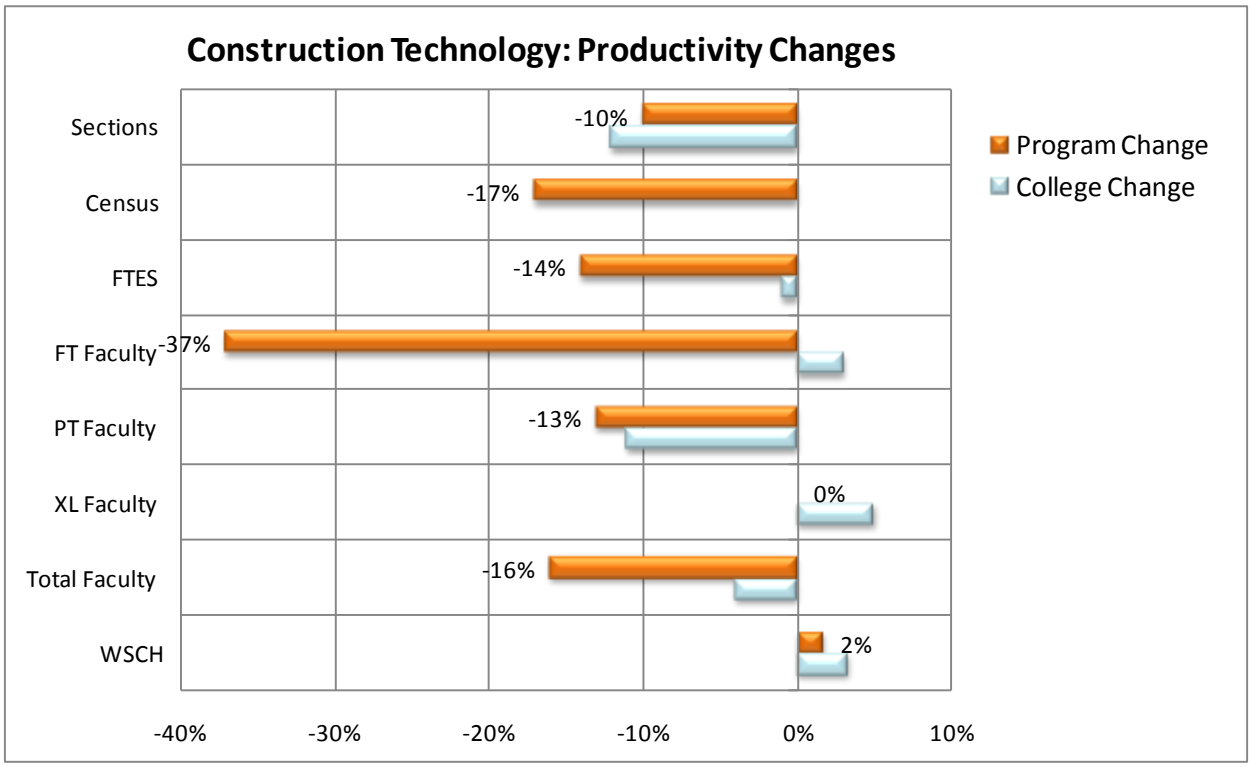
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	41	39	33	38	34	-10%	-12%
Census	782	713	643	713	590	-17%	0%
FTES	86	81	72	80	68	-14%	-1%
FT Faculty	0.45	0.34	0.35	0.38	0.24	-37%	3%
PT Faculty	2.62	2.68	2.31	2.54	2.20	-13%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	3.07	3.02	2.66	2.92	2.44	-16%	-4%
WSCH	420	402	406	411	418	2%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.



C4: Interpretation of the Program Productivity Information

Over the past 4 years there has been a 16% decrease in faculty load but a 2% increase in Weekly Student Contact Hours (WSCH). "Doing more with less" is a common theme in this economic environment. We have increased our efficiency and faculty productivity is very high.

The decrease in sections over the past few years is because of cuts in the summer program. The early-start summer session was entirely eliminated and the late-start summer session was reduced across the campus. Because sections have been cut, total program census has fallen accordingly.

The Sections and Census data from Table C2 is misleading. According to Table C2 our average class size is about 19. In reality, our average class size is about 27. The difference is because many of the sections are taught combined. Many CT classes are "x-listed" with Architecture, Drafting, Manufacturing and Welding courses. For example; ARCHV59 International Building Code is listed "same as" in the college catalog with CTV59 International Building Code. Both architect students and construction students are interested in learning building codes. Because it is the same class, these two classes are taught together as one. If ARCHV59 has 13 students and CTV59 has 15, both classes look statistically small but in reality they are taught together with a real class size of 28.

The shifts seen in FT and PT faculty are a combination of reduced CT sections, and changing Department Chair release time. The one FT instructor for CT also serves as Department Chair over 8 different Career and Technical Education (CTE) programs. Over the past few there have been Division changes resulting in adjustments for Department Chair release time and accordingly variations in the FT/PT ratios.

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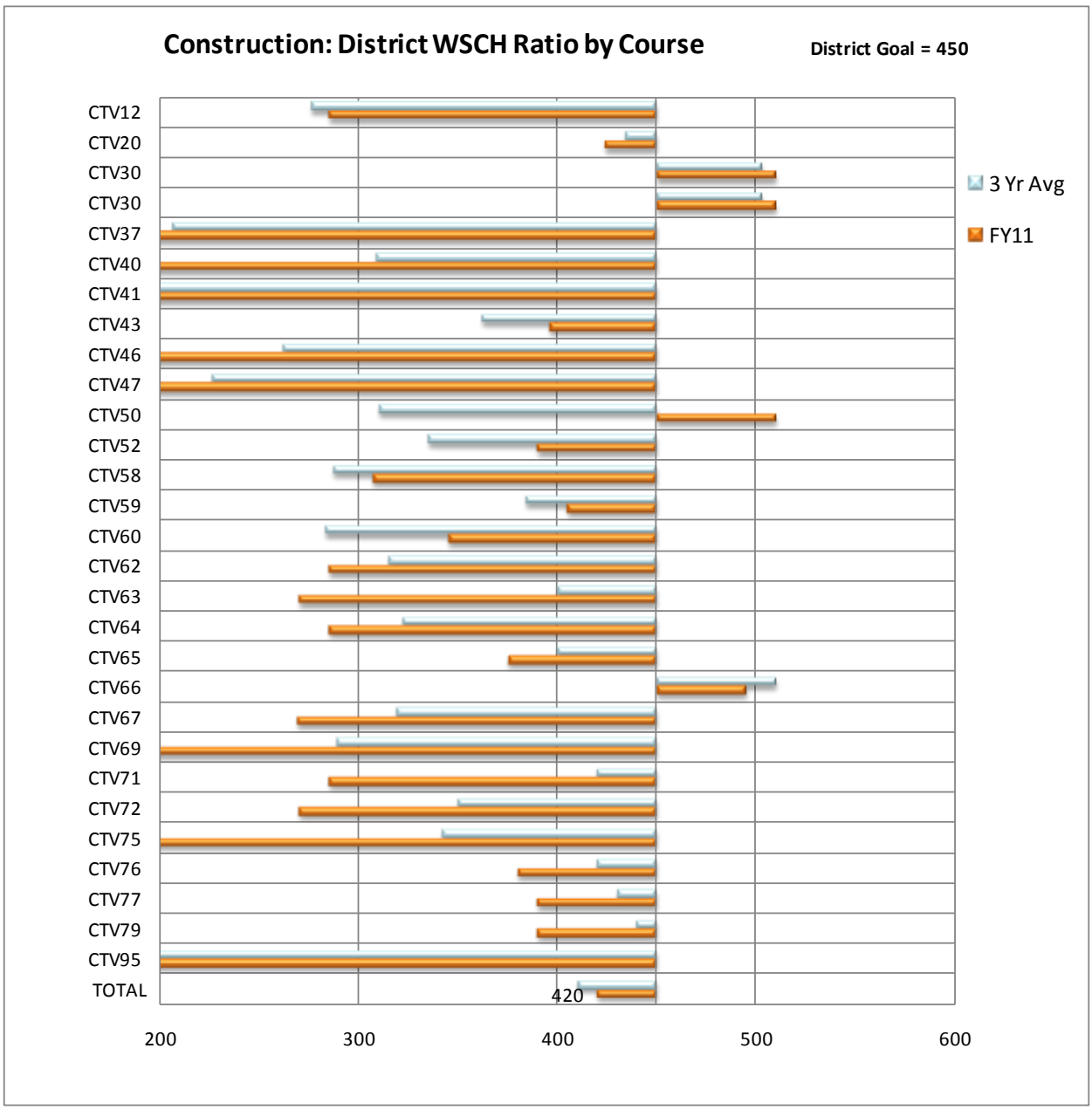
D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
CTV12	Adv Blueprnt Read:Com/Industr	165	352	225	276	285	3%	450	63%
CTV20	Blueprint Read:Arch/Construct	426	446	435	434	424	-2%	450	94%
CTV30	Shop Woodworking	500	500	510	503	510	1%	450	113%
CTV30	Woodworking	500	500	510	503	510	1%	450	113%
CTV37	Landscape Construction	-	206	-	206	-	-100%	450	0%
CTV40	Building Code Cert Prep	309	-	-	309	-	-100%	450	0%
CTV41	IAPMO Plumbing Code Cert Prep	-	-	-	-	-	0%	-	0%
CTV43	Electrical Code Cert Prep	271	293	523	362	396	9%	450	88%
CTV46	Building Permit Technician	262	-	-	262	-	-100%	450	0%
CTV47	Build & Zone Code Enforcement	226	-	-	226	-	-100%	450	0%
CTV50	Contractor License Preparation	300	327	285	310	510	65%	450	113%
CTV52	Property Inspection	345	270	390	335	390	16%	450	87%
CTV58	International Residential Code	241	332	293	287	307	7%	450	68%
CTV59	International Building Code	415	393	342	384	405	6%	450	90%
CTV60	Simpl Engineer:Bldng Construct	465	165	210	283	345	22%	450	77%
CTV62	Structural Masonry Construct	345	375	225	315	285	-10%	450	63%
CTV63	Reinforced Concrete Construct	465	315	420	400	270	-33%	450	60%
CTV64	Build Const: Materials/Methods	361	277	330	322	285	-12%	450	63%
CTV65	Structral Steel/Weld Construct	360	-	450	400	375	-6%	450	83%
CTV66	National Electrical Code	608	420	548	510	495	-3%	450	110%
CTV67	Building Accessibility Regs	261	-	386	319	269	-16%	450	60%
CTV69	California Energy Regulations	-	278	300	289	-	-100%	450	0%
CTV71	Uniform Plumbing Code	420	420	420	420	285	-32%	450	63%
CTV72	Uniform Mechanical Code	315	465	270	350	270	-23%	450	60%
CTV75	Intro Elec/Plumb/Mech Systems	300	-	390	342	-	-100%	450	0%
CTV76	Construction Job Site Mgmt	465	375	-	420	380	-10%	450	84%
CTV77	Construction Business Mgmt	480	420	390	430	390	-9%	450	87%
CTV79	Construction Estimating	495	480	345	440	390	-11%	450	87%
CTV95	Construction Tech Internship I	-	-	-	-	-	0%	450	0%
TOTAL	**Annual District WSCH Ratio**	**420**	**404**	**406**	**410**	**420**	**2%**	**450**	**93%**

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	**Title**	**FY08**	**FY09**	**FY10**	**3 Yr Avg**	**FY11**	**Change**	**Dist Goal**	**% Goal**
CTV12	Adv Blueprnt Read:Com/Industr	165	352	225	276	285	3%	450	63%
CTV20	Blueprint Read:Arch/Construct	426	446	435	434	424	-2%	450	94%
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CTV30	Woodworking	500	500	510	503	510	1%	450	113%
CTV37	Landscape Construction	-	206	-	206	-	-100%	450	0%
CTV40	Building Code Cert Prep	309	-	-	309	-	-100%	450	0%
CTV41	IAPMO Plumbing Code Cert Prep	-	-	-	-	-	0%	-	0%
CTV43	Electrical Code Cert Prep	271	293	523	362	396	9%	450	88%
CTV46	Building Permit Technician	262	-	-	262	-	-100%	450	0%
CTV47	Build & Zone Code Enforcement	226	-	-	226	-	-100%	450	0%
AUTOV17	Automotive Driveability	405	525	375	435	435	0%	525	83%
CTV50	Contractor License Preparation	300	327	285	310	510	65%	450	113%
CTV52	Property Inspection	345	270	390	335	390	16%	450	87%
CTV58	International Residential Code	241	332	293	287	307	7%	450	68%
CTV59	International Building Code	415	393	342	384	405	6%	450	90%
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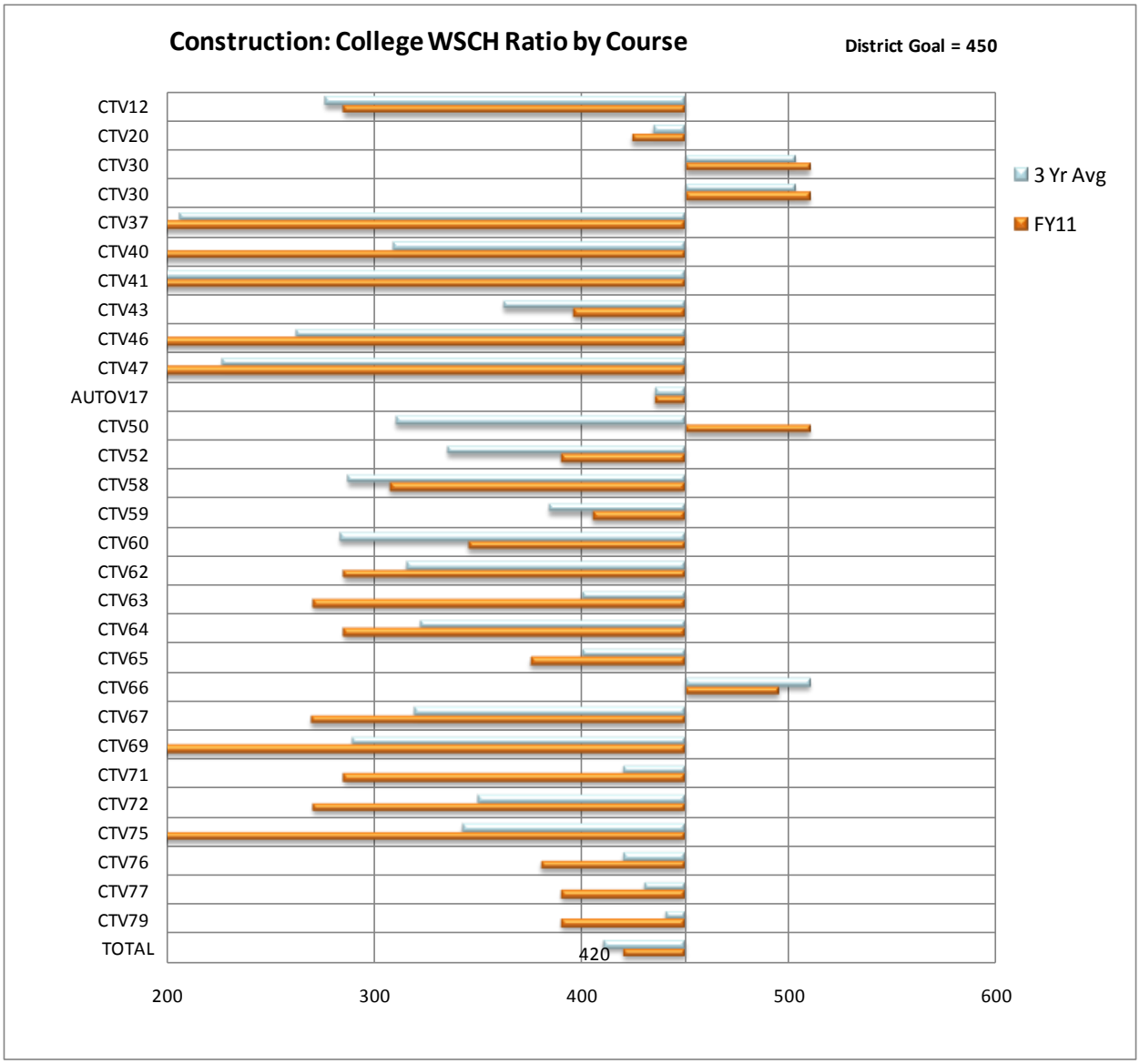
CTV62	Structural Masonry Construct	345	375	225	315	285	-10%	450	63%
CTV63	Reinforced Concrete Construct	465	315	420	400	270	-33%	450	60%
CTV64	Build Const: Materials/Method	361	277	330	322	285	-12%	450	63%
CTV65	Structral Steel/Weld Construct	360	-	450	400	375	-6%	450	83%
CTV66	National Electrical Code	608	420	548	510	495	-3%	450	110%
CTV67	Building Accessibility Regs	261	-	386	319	269	-16%	450	60%
CTV69	California Energy Regulations	-	278	300	289	-	-100%	450	0%
CTV71	Uniform Plumbing Code	420	420	420	420	285	-32%	450	63%
CTV72	Uniform Mechanical Code	315	465	270	350	270	-23%	450	60%
CTV75	Intro Elec/Plumb/Mech Systems	300	-	390	342	-	-100%	450	0%
CTV76	Construction Job Site Mgmt	465	375	-	420	380	-10%	450	84%
CTV77	Construction Business Mgmt	480	420	390	430	390	-9%	450	87%
CTV79	Construction Estimating	495	480	345	440	390	-11%	450	87%
TOTAL	**Annual College WSCH Ratio**	**420**	**404**	**406**	**410**	**420**	**2%**	**450**	**93%**

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Program productivity is 93% of the District goal. This is not bad considering the construction industry has been in a national slump for nearly five years. Construction is a cyclic industry with expectations of improving conditions over the next few years. However, according to the latest U.S. Economic Outlook data, the building industry still ranks as the #5 top employer.

During the years 2008-11, when the total headcount from "x-listed" and "same as" courses are combined, our average class size was about 27. The classroom facility we occupy has a 30-seat cap. We are efficiently using the space provided. Per Table G1, our typical student is a white, male aged 39. The effort to increase class size may include focusing recruitment toward minority, women, and younger student population groups.

Construction Technology Program Review

2011-2012

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

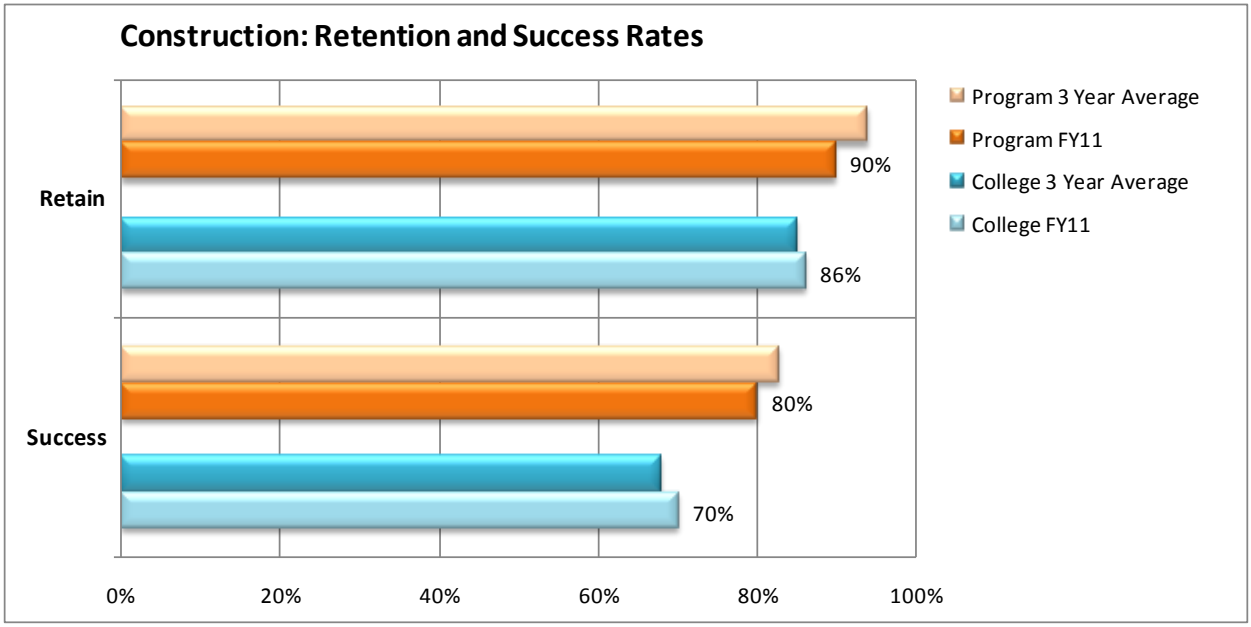
The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CT	FY08	379	116	75	35	19	68	34	-	726	692	605
CT	FY09	335	97	65	36	21	58	41	-	653	612	533
CT	FY10	319	109	63	16	14	40	50	-	611	561	507
CT	3 Year Avg	344	107	68	29	18	55	42	-	663	622	548
CT	FY11	271	86	34	31	9	27	51	19	528	474	422

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CT	FY08	52%	16%	10%	5%	3%	9%	5%	0%		95%	83%
CT	FY09	51%	15%	10%	6%	3%	9%	6%	0%		94%	82%
CT	FY10	52%	18%	10%	3%	2%	7%	8%	0%		92%	83%
CT	3 Year Avg	52%	16%	10%	4%	3%	8%	6%	0%		94%	83%
CT	FY11	51%	16%	6%	6%	2%	5%	10%	4%		90%	80%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

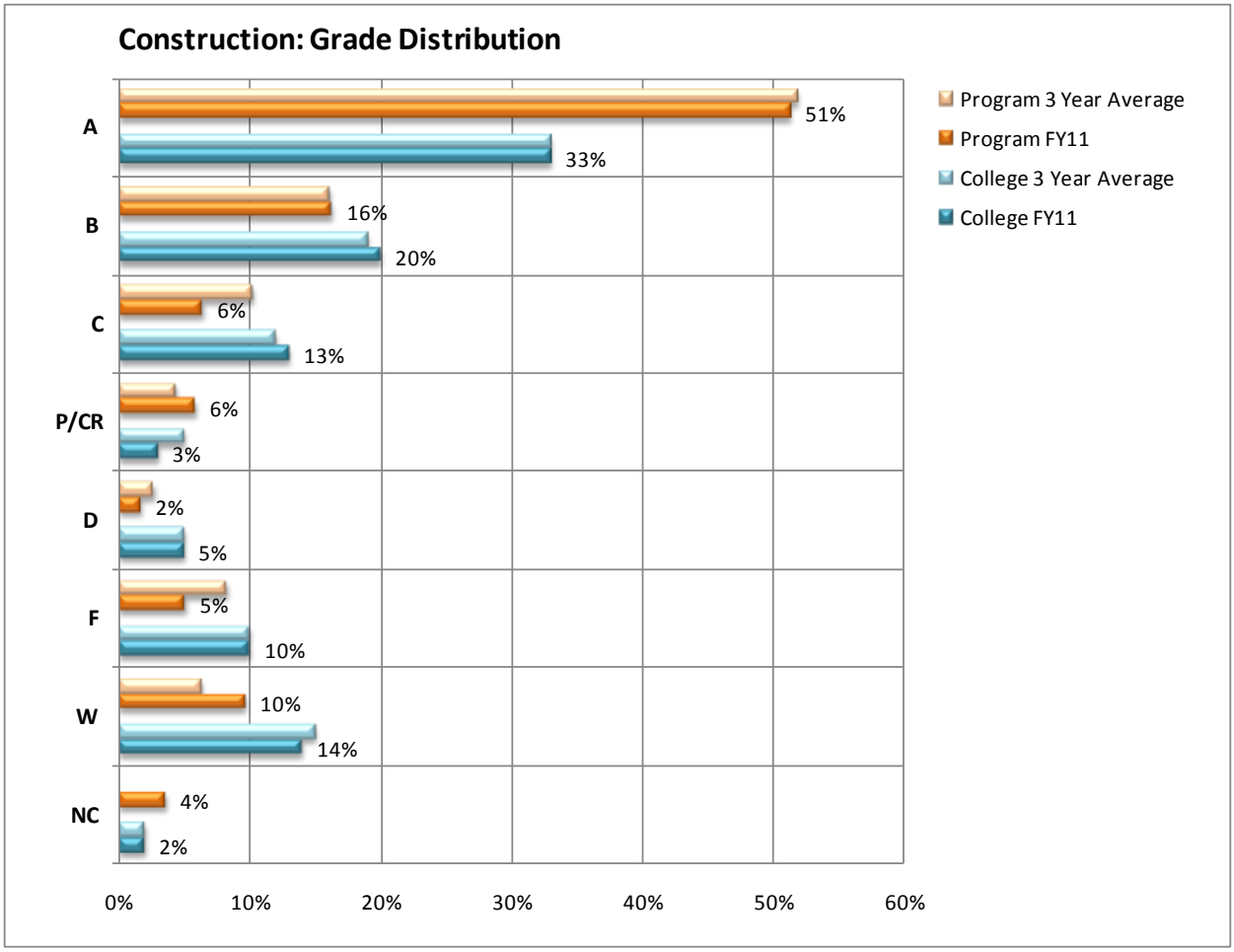
E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The CT Student Retention rate is exceptionally high at 94%, compared to the college average of 85%. The CT Student Success rate is also exceptionally high at 83%, compared to the college average of 68%. Our retention and success rates are high because of the type of students we attract. Typically, these are career minded individuals who are willing to make significant sacrifices to be in school. Even after obtaining their employment goals, many continue as evening students in an effort to upgrade their knowledge and abilities.

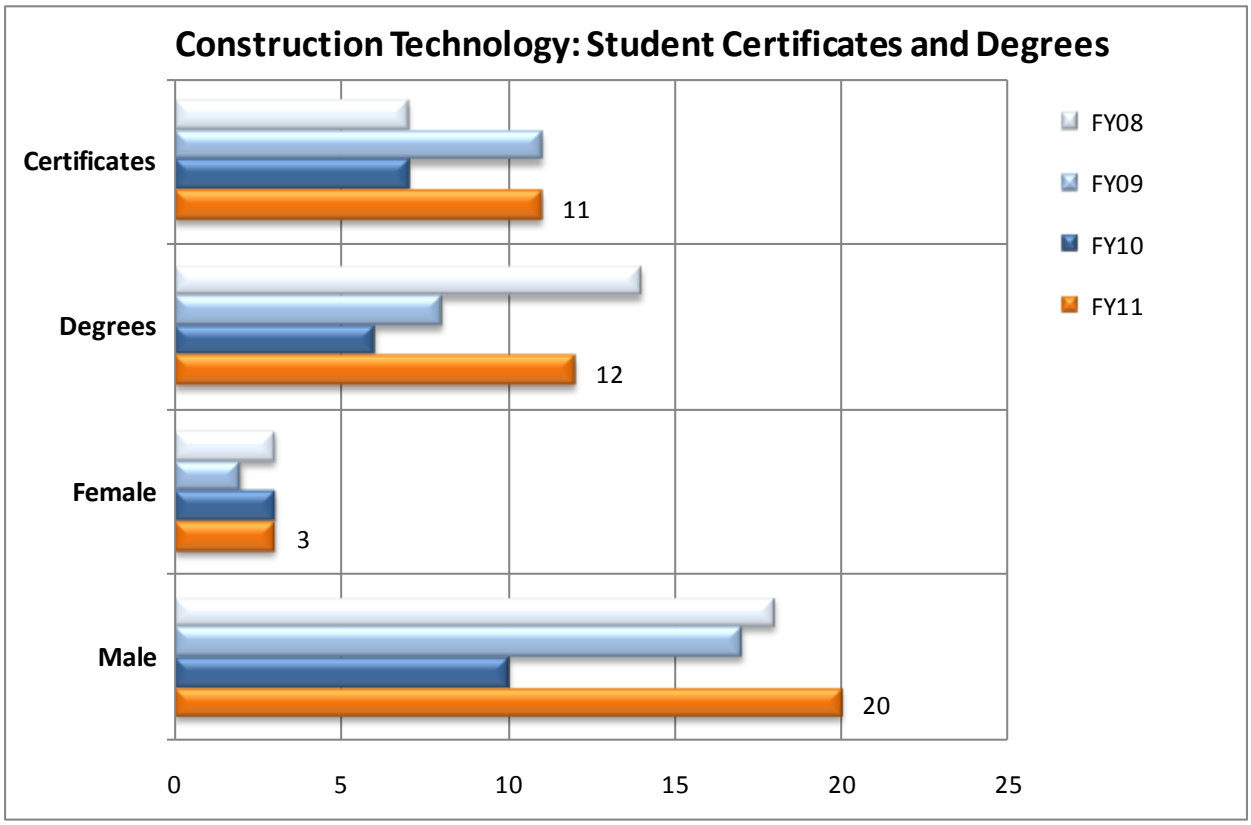
The Grade Distribution data shows a disproportionate percentage of A grades. Again, this is a result of the quality and dedication of our students. Because the majority of our students are older and more experienced, they understand the benefits of education. These students are focused on success and often excel at a higher rate than seen in other college programs. As a result, many of our students deserve and earn A grades. Our B, C, D, F, W grades are in more in line with college averages.

Another aspect of our student success centers on the quality of our instructors. Each part-time instructor is chosen for their industry specialty. Each semester depending upon the program course schedule, a different set of instructors are used. Each instructor must possess the licensing, expertise and personality necessary to teach their particular subject. This provides the students with training from a broad mix of talented industry professionals.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Civil & Construction Mgm	FY08	7	14	3	18
Civil & Construction Mgm	FY09	11	8	2	17
Civil & Construction Mgm	FY10	7	6	3	10
Civil & Construction Mgm	FY11	11	12	3	20
Total Awards in 4 Years		**36**	**40**	**11**	**65**



F2: Interpretation of the Program Completion Information

The CT program has issued 76 certificates and degrees over the past 4 years. Although certificates and degrees are not often required for construction-related employment, educational success is always viewed as preferable in employee selection. For that reason the CT faculty encourages our students to complete their education, thus making themselves more competitive in the work place.

In addition to college degrees, students often pursue industry certifications and industry licensing. Industry licensure pass rates from CT students in our classes are about 80% for their first attempt and 95% for their second attempt. We have excellent license preparation success, especially compared to national pass rates ranging about 38%.

Some of our students choose to transfer to a University-level Bachelor of Science program in Construction Management or Construction Engineering. Because there are only a few B.S. degree construction programs in California, our program is considered an important feeder to Cal Poly - San Luis Obispo, Cal Poly - Pomona, CSU Fresno, CSU Long Beach and CSU Chico. The CT program at Ventura College has articulation agreements with each of these schools

Construction Technology Program Review

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

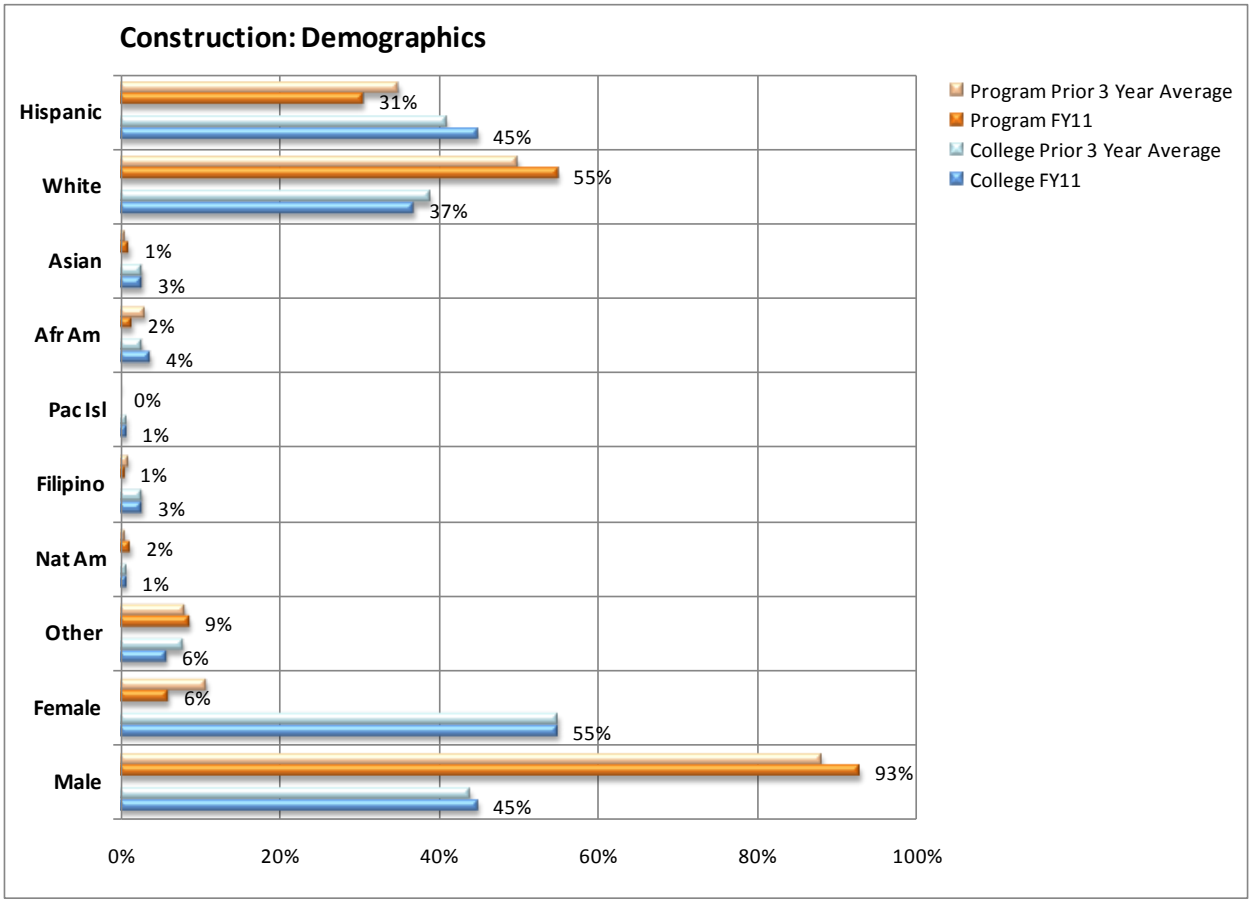
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CT	FY08	274	345	8	20	1	16	9	53	106	612	8	41
CT	FY09	224	342	5	25	1	6	4	46	68	579	6	39
CT	FY10	202	310	6	22	1	3	1	66	46	562	3	38
CT	**3 Year Avg**	**233**	**332**	**6**	**22**	**1**	**8**	**5**	**55**	**73**	**584**	**6**	**39**
CT	**FY11**	**162**	**291**	**7**	**9**	**-**	**4**	**8**	**47**	**33**	**491**	**4**	**35**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CT	FY08	38%	48%	1%	3%	0%	2%	1%	7%	15%	84%	1%	41
CT	FY09	34%	52%	1%	4%	0%	1%	1%	7%	10%	89%	1%	39
CT	FY10	33%	51%	1%	4%	0%	0%	0%	11%	8%	92%	0%	38
CT	3 Year Avg	35%	50%	1%	3%	0%	1%	1%	8%	11%	88%	1%	39
CT	**FY11**	**31%**	**55%**	**1%**	**2%**	**0%**	**1%**	**2%**	**9%**	**6%**	**93%**	**1%**	35
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

Our CT students are primarily male and have an average age of 39. These are typically working adults seeking advanced job-training skills or continuing education. Their goals range from entry-level positions to senior management. What they share is the desire to improve their employment opportunities. Many attend Ventura College because of the need to regularly renew their licenses and industry certifications. Because we are the only provider of this type of vocational education in Ventura County, we have a steady supply of students.

In an effort to expand our prospective student population pool, we need to look towards recruiting women and younger students. Although there are many excellent opportunities for women as construction managers and building inspectors, few women seem to view construction as a viable career path. Younger students often go straight to work in the industry and discount the need for education until they have been working for many years. If they began their education sooner, they would advance much faster. One after another, our typical student will express they wished they had started their education sooner.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Estimate construction costs	The ability to estimate construction costs is basic to an understanding of construction management. This PSLO is introduced in 11 CT courses, practiced in 2 courses and mastered in 2 course.
Operating Information	
In CTV79 cost estimating is a mastered subject. Spring semester 2011, 83% of the students enrolled in CTV79 passed with a C grade or better. The ability to accurately estimate job costs was evaluated through the ability to read blueprint drawings and project specifications, and then develop proper cost analysis through class work, homework, quizzes and exams.	
Analysis – Assessment	
In the one course evaluated, students met the performance goals. Job cost estimating should be taught and assessed as part of the overall curriculum in many of the CT courses.	

Program-Level Student Learning Outcome 2	Performance Indicators
Interpret blueprints and specifications	The ability to interpret construction blueprints and specifications is essential to success in the construction industry. This PSLO is introduced in 15 CT courses, practiced in 5 courses and mastered in 4 courses.
Operating Information	
In CTV20 blueprint reading is a mastered subject. Spring semester 2011, 79% of the students enrolled in CTV20 passed with a C grade or better. The ability to properly read blueprints and specifications was evaluated through class work, homework, quizzes and exams.	
Analysis – Assessment	
In the one course evaluated, students met the performance goals. Reading construction blueprints and job specifications should be taught and assessed as part of the overall curriculum in most of the CT courses.	

Program-Level Student Learning Outcome 3	Performance Indicators
Schedule the proper sequence of construction activities	The ability to understand and coordinate the sequence of construction activities is important to success in the construction industry. This PSLO is introduced in 8 CT courses, practiced in 7 courses and mastered in 6 courses.
Operating Information	
In CTV64 the proper sequence of construction activities is a mastered subject. Spring semester 2011, 81% of the students enrolled in CTV64 passed with a C grade or better. The ability to schedule workers and arrange material deliveries was evaluated through class work, homework, quizzes and exams.	
Analysis – Assessment	
In the one course evaluated, students met the performance goals. Scheduling the proper sequence of construction activities should be taught and assessed as part of the overall curriculum in many of the CT courses.	

Program-Level Student Learning Outcome 4	Performance Indicators
Understand office operations and field operations	Project management is the ability to coordinate office and jobsite operations. They are different skill sets but equally vital to the success of the project. This PSLO is introduced in 3 CT courses, practiced in 2 courses and mastered in 8 courses.
Operating Information	
In CTV77 the understanding of office and field responsibilities is a mastered subject. Spring semester 2011, 89% of the students enrolled in CTV77 passed with a C grade or better. The ability to understand office and field operations was evaluated through class work, homework, quizzes and exams.	
Analysis – Assessment	
In the one course evaluated, students met the performance goals. Understanding office operations and field operations should be taught and assessed as part of the overall curriculum in many of the CT courses.	

Program-Level Student Learning Outcome 5	Performance Indicators
Understand building code requirements	The ability to understand and interpret building code requirements is essential to the success of any construction project. This PSLO is introduced in 8 CT courses, practiced in 6 courses and mastered in 10 courses.
Operating Information	
In CTV59 the understanding of building code requirements is a mastered subject. Spring semester 2011, 77% of the students enrolled in CTV59 passed with a C grade or better. The ability to understand building codes was evaluated through class work, homework, quizzes and exams.	
Analysis – Assessment	
In the one course evaluated, students met the performance goals. Understanding building codes should be taught and assessed as part of the overall curriculum in probably all of the CT courses.	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **program's** retention rate for the prior three years.
Operating Information	
CT's three- year retention rate was 94%. CT's FY11 retention rate was 90%.	
Analysis – Assessment	
In FY 11, CT's retention rate was 2% lower than the prior three-year average. 94% is a difficult number to top, year- over- year. However better communication and interaction with the students should keep our retention rate high.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **college** retention rate for the prior three years.
Operating Information	
The College's three-year retention rate was 85%. The College's FY11 retention rate was 86%.	
Analysis – Assessment	
CT's FY11 retention rate was 5% higher than the College three-year average, and 4% higher than the College FY11 rate. It should be possible to continue to beat the College rate.	

Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the **program's** average student success rate for the prior three years.
Operating Information	
CT's three- year success rate was 83%. CT's FY11 success rate was 80%.	
Analysis – Assessment	
In FY 11, CT's success rate was 3% lower than the prior three-year average. An 80% success rate is a number we will continue to try to beat. Better communication and interaction with the students should keep our success rate high.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the **college's** student success rate for the prior three years.
Operating Information	
The College's three-year success rate was 68%. The College's FY11 success rate was 70%.	
Analysis – Assessment	
CT's FY11 success rate was 15% higher than the College three-year average, and 10% higher than the College FY11 rate. It should be possible to continue to beat the College rate.	

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
Operating Information	
CT students earned 76 certificates and degrees during the four years 2008-11.	
Analysis – Assessment	
76 certificates and degrees over the past four years is a significant accomplishment. The faculty will continue to stress the importance of educational degrees and industry licensure as a means of competitive recognition and promotional opportunities.	

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the goal set by the district.	The program will exceed the efficiency goal set by the district by 2%.
Operating Information	
The CT program has a 93% WSCH/FTEF rating compared to the goal set by the District.	
Analysis – Assessment	
Our average class size is about 27 and our classroom seats a maximum of 30. Compared to the facilities available we are near capacity.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed.	
Analysis – Assessment	
The CT program is a lecture-based program with minor equipment needs. Some of the equipment on the current inventory list belongs to other programs. Any CT instructional equipment will be properly inventoried and maintained.	

Program Operating Outcome 3	Performance Indicators
The program will continue to improve its curriculum. The program should review curriculum to assure that student needs are being met.	The review of curriculum is be guided by the course-level and program–level SLO evaluation process and student's success in meeting SLOs.
Operating Information	
The CT department assesses course-level and program-level SLOs to determine the effectiveness of instruction and to identify needed changes in curriculum.	
Analysis – Assessment	
Legislative and industry changes require adjustments in curriculum. As curriculum changes, SLO's must be reviewed and modified as needed. SLO assessments highlight the success of teaching methodologies. Instruction methods must be adjusted in response, if we are to maintain high retention and student success rates. This is an on-going cycle designed to improve the quality of the educational process.	

Program Operating Outcome 4	Performance Indicators
The program will begin to divest itself of "x-listed" and "same as" courses in an effort to properly represent section and census data.	The program will begin to schedule courses and modify curriculum in a way that reduces the reliance on multiple sections per class.
Operating Information	
The CT program uses many "same as" and "x-listed" combined section classes. This results in more reported sections than actual classes. This also causes a splitting of the actual class census among different programs. While this scheduling method is practical from an instructional view, is it difficult for data management to properly report student, faculty, and program efficiency.	
Analysis – Assessment	
Campus financial decisions are driven by productivity data. Clear, accurate data is required for proper planning. Confused data will only result in poor decisions.	

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5. Findings

Finding 1

The Construction Technology program is low-cost and has low-overhead. There is only one full-time instructor. The program is lecture based, so there are minimum material and equipment expenses.

(See A1: Budget Summary Table, A5: Interpretation of Budget Information, B1: Program Inventory Table, and B2: Interpretation of Inventory Information)

Finding 2

Over the past 4 years there has been a 16% decrease in faculty load but a 2% increase in Weekly Student Contact Hours (WSCH). Program efficiency is high.

(See C2: Productivity Summary Table, and C4: Interpretation of Productivity Information)

Finding 3

Program productivity is 93% of the District goal. A desirable objective is 100% or more of the District goal. This value should be improved.

(See D1: District Productivity Table, and D6: Interpretation of Productivity Information)

Finding 4

The CT Student Retention rate is 94%, compared to the college average of 85%. The CT Student Success rate is 83%, compared to the college average of 68%. Our retention and success rates are very good.

(See E2: Student Success Summary, and E6: Interpretation of Retention, Success and Grade Distribution)

Finding 5

The CT program has issued 76 certificates and degrees over the past 4 years. Considering the small size of the program, this is a positive accomplishment.

(See F1: Program Completion Student Awards, and F2: Interpretation of Completion Information)

Finding 6

The CT students are primarily male and have an average age of 39. In order to grow, we must find a way to recruit more women and younger students.

(See G1: Student Demographics Summary, and G4: Interpretation of Demographics Information)

6. Initiatives

Initiative: Improve CT program productivity as compared to the District goal

Initiative ID: CT1-12

Links to Finding 3: Currently the CT program is meeting 93% of the District's productivity goal. The objective is to increase this number to 100% or more. One way to increase enrollment is to revise course scheduling in an effort to attract additional students. Another way is to modify scheduling in order to eliminate miscalculated data due to the reporting methods used with "same as" and "x-listed" courses. Another way is through student recruitment.

Benefits: Increasing student numbers without increasing courses, generates additional college revenue without increasing costs.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Improve CT curriculum to assure we are meeting the student's needs

Initiative ID: CT2-12

Links to Finding 4: The student retention and success rates for the CT program are very good, in fact significantly higher than the college average. In order to maintain high rates, we must regularly review and improve our curriculum and course offerings. State regulations and industry standards change frequently, so we must adjust our curriculum content accordingly.

Benefits: If we provide current, relevant curriculum we will attract and retain students. The success of the CT program is only as good as the instruction.

Request for Resources: None

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Recruit more women and younger students into the CT program

Initiative ID: CT3-12

Links to Finding 6: CT students are primarily male and have an average age of 39. Only 6% of our students are women. However the industry offers many excellent opportunities for women. Also, younger students would benefit by acquiring their education early-on as it would help them advance through the industry faster.

Benefits: If we can attract women and younger students, the program will grow and give us higher productivity rates.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.