PROGRAM REVIEW 2002-03

BUILDING INSPECTION PROGRAM

Presented to the Program Review Steering Committee
March 10, 2003

Coastline Community College

BUILDING INSPECTION TECHNOLOGY

Program Review Executive Summary

A comprehensive review of the Building Inspection Technology Program was conducted during 2002-03 with faculty member Don Godfrey and dean Chet Platt serving as the review team leads. As part of the review process, surveys were administered to students, faculty, and representatives from the business community.

The Building Inspection Technology program is an impressive small program from the perspective of productivity. Though the average program generates .889 FTES per LHE, the BIC program garnered 1.406 FTES per LHE. As a percentage of the total FTES generated by Coastline, the data show BIC to be a steady contributor; from fall ’96 through spring ’02 the percentage never waivers lower than .9 or above 1.1 percent. The program is growing with the college: total enrollment is now 174 students up from 131 in fall ’96. Similarly, FTES, at 18.98 for fall 2002, were 41 percent higher than six years ago The program also has an impressive retention rate of 87.9 percent which is five points higher than the average retention rate for all credit classes at the college. Adjunct faculty teach all of the Building Inspection classes.

Student satisfaction with the program is high with more than 94 percent of the survey respondents in agreement that the overall quality of the program is excellent.

The program has identified three major goals to address during the next five years:

1. Conversion of a minimum of three courses to the Internet distance learning format by fall 2005
2. Experimentation with weekend college classes beginning with fall 2003 in response to student survey
3. Integration of all the new ICC standards into the curriculum by fall 2003

•

Coastline Community College

Program Review Report

BUILDING INSPECTION TECHNOLOGY

March 10, 2003

Course Elements—

The Building Inspection Technology program is an impressive small program from the perspective of productivity. Pat Arlington points out that though the average program generates .889 FTES per LHE, the BIC program garnered 1.406 FTES per LHE. This translates into a ratio of 13.336 to 1 for all programs compared with a ratio of 21.09 to 1 for BIC. As a percentage of the total FTES generated by Coastline the data show BIC to be a steady contributor; from fall ’96 through spring ’02 the percentage never waivers lower than .9 or above 1.1 percent. The Program is growing with the College; total enrollment is now 174 students up from 131 in fall ’96. The Program also has an impressive retention rate of 87.9 percent which is five points higher than the average retention rate for all College classes. Adjunct faculty teach all of the classes in BIC. Average enrollment increased from 20 in fall ’96 to 36 in fall ’02. In the six and one half year summary analysis completed only five sections were cancelled causing very little disruption to student schedules.

Student Elements—

The Building Inspection Technology Program is taught entirely with evening, site-based classes and nearly 77 percent of the students favor this type of schedule. However, when presented with different hypothetical schedules the response was different—47 percent of the students indicated an interest in the possibility of weekend

college classes and 54 percent showed an inclination to enroll in Internet classes. (More on this topic under the goals section) Nearly 65 percent of the students are White with 12.8 percent Hispanic and 11.4 Asian. Eighty-three percent of the current students are male. The age ranges are fairly even amongst older students 40-49 is highest with 36 percent followed by 30-39 at 21 percent and 18 percent 50 and over. Curiously, only seven students, 9.7 percent, are between 20 and 29.

Students indicate a strong interest in certificates and degrees; 49 percent expect to complete the BIC Certificate Program within the next two years, 28 percent intend to pursue a bachelor's degree beyond the certificate, and just 12 students are sampling courses to explore different careers. All the students except three indicate that their primary language is English. The Garden Grove Center is the preferred site for classes among the majority of the students (77 percent).

Qualitative Questions—

The industry survey shows that the BIC program meets the **needs of industry** (35 of 36 responding). The continuing increase in building activity, particularly home building, should keep the demand for inspectors quite high. Also, retirements will create openings within city planning departments.

Standards are very important to the BIC program and 84 percent of the current students think that the program meets both local and international building standards set forth by the ICC, International Code Conference. All but four of the respondents think the program is up to date and all but three thought the instruction was excellent. The same results obtained when students were asked about the content of classes meeting job needs and the instructors communicating clearly.

Partnerships are present through the support we receive from the cities the programs serves, primarily Newport Beach, Costa Mesa, Huntington Beach and Buena Park. Official from these cities participate on the Advisory Committee and assist us with locating first-rate instructors for the classes.

Student and Faculty satisfaction with program resources/equipment can be observed from the survey data. For example, only five to ten percent of the students were neutral or disagreed when asked about the quality of the program with 85 students responding. One exception was the relationship of course content to a students specific job needs; here 20 percent questioned how useful the courses were. Yet, when asked if the courses were interesting, only one of the 85 respondents disagreed. Also, only one respondent disagreed when asked about facilities, classroom comfort, and instructional materials. Only three faculty responded to the survey; they indicated a good level of satisfaction with facilities and their own professional development, though one respondent showed that he would like for involvement in decision-making and curriculum. All reported satisfaction with meeting the needs of diverse cultures. Of particular note is the fact that Don Godfrey added international topics to all the course outlines acknowledging that all the building standard with which the industry works are international. Instructors engaged in professional development through ICC workshops on a local and statewide basis. The industry survey also shows that city building departments feel that the BIC program is designed with industry needs at the forefront.

Five Year Goals and Recommendations—

The BIC Programs has three major goals over the next five years: (1) Conversion of a minimum of three courses to the Internet distance learning format by fall 2005; (2)

Experimentation with weekend college classes beginning with fall 2003 in response to student survey; (3) Integration of all the new ICC standards into the curriculum by fall 2003. The faculty are particularly interested in providing more flexibility to students through the addition of distance learning and weekend college classes. Also, faculty are excited by the prospect of expanding the program for use by Coastline's military students. Military advisors from the U.S. Army have reviewed the curriculum and are pleased with the plan, though they would like some of the courses refined so that they reflect "how to" construction elements as well as inspection standards. The Program encompasses all the ICC standards many of which address construction and instructors have a rich array of curriculum and workshop formats to adapt to distance learning.

The steady growth of Building Inspection Technology over the past six years and the enthusiastic response of students to the survey, plus the large number of industry surveys completed is testimony to the outstanding performance record this program has created. The future looks innovative as instructors engage the conversion of classes to distance learning.

Submitted March 10, 32003

Chester C. Platt, Dean of Instruction
Donald W. Godfrey, Instructor

BUILDING INSPECTION PROGRAM

Six and a Half-Year Summary of Enrollments and FTES

	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
PROGRAM AND COLLEGE DATA	**FALL 962**	**SPRING 963**	**FALL 972**	**SPRING 973**	**FALL 982**	**SPRING 983**	**FALL 992**	**SPRING 993**	**FALL 002**	**SPRING 003**	**FALL 012**	**SPRING 013**	**FALL* 022**
FTES													
Program	13.47	16.23	16.03	15.24	15.00	18.10	17.39	14.83	17.55	14.27	17.22	19.55	18.98
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1648.45	1711.51	1669.52
Program as % of College	0.9%	1.1%	1.0%	1.0%	0.9%	1.1%	1.1%	0.9%	1.0%	0.9%	1.0%	1.1%	1.1%
Program Sections													
Total Sections Scheduled	8	7	8	7	7	7	6	7	7	7	7	7	7
Sections Cancelled	0	1	1	0	1	0	0	0	0	1	0	0	1
Sections (adjusted for concurrent/canc./Work Exp.)	6	4	5	5	4	5	4	5	5	4	5	5	4
Avg. Enroll. All Classes	20	37	26	26	32	31	36	23	26	30	25	31	36
Seat Count at Census													
Program	131	159	156	147	146	175	162	132	158	134	158	181	174
College	14,955	14,210	15,989	17,045	17,860	17,585	17,816	17,444	17,491	16,858	15,687	16,213	15,995
Program as % of College	0.9%	1.1%	1.0%	0.9%	0.8%	1.0%	0.9%	0.8%	0.9%	0.8%	1.0%	1.1%	1.1%
Seat Count at Semester End													
Program	119	141	131	127	126	152	138	122	138	123	153	166	153
College	12,377	12,063	13,076	14,052	14,803	14,684	14,699	14,334	14,336	14,582	13,355	13,405	13,220
Program as % of College	1.0%	1.2%	1.0%	0.9%	0.9%	1.0%	0.9%	0.9%	1.0%	0.8%	1.1%	1.2%	1.2%
Attrition (Cens. to End Seats)													
Program	9.2%	11.3%	16.0%	13.6%	13.7%	13.1%	14.8%	7.6%	12.7%	8.2%	3.2%	8.3%	12.1%
College	17.2%	15.1%	18.2%	17.6%	17.1%	16.5%	17.5%	17.8%	18.0%	13.5%	14.9%	17.3%	17.3%

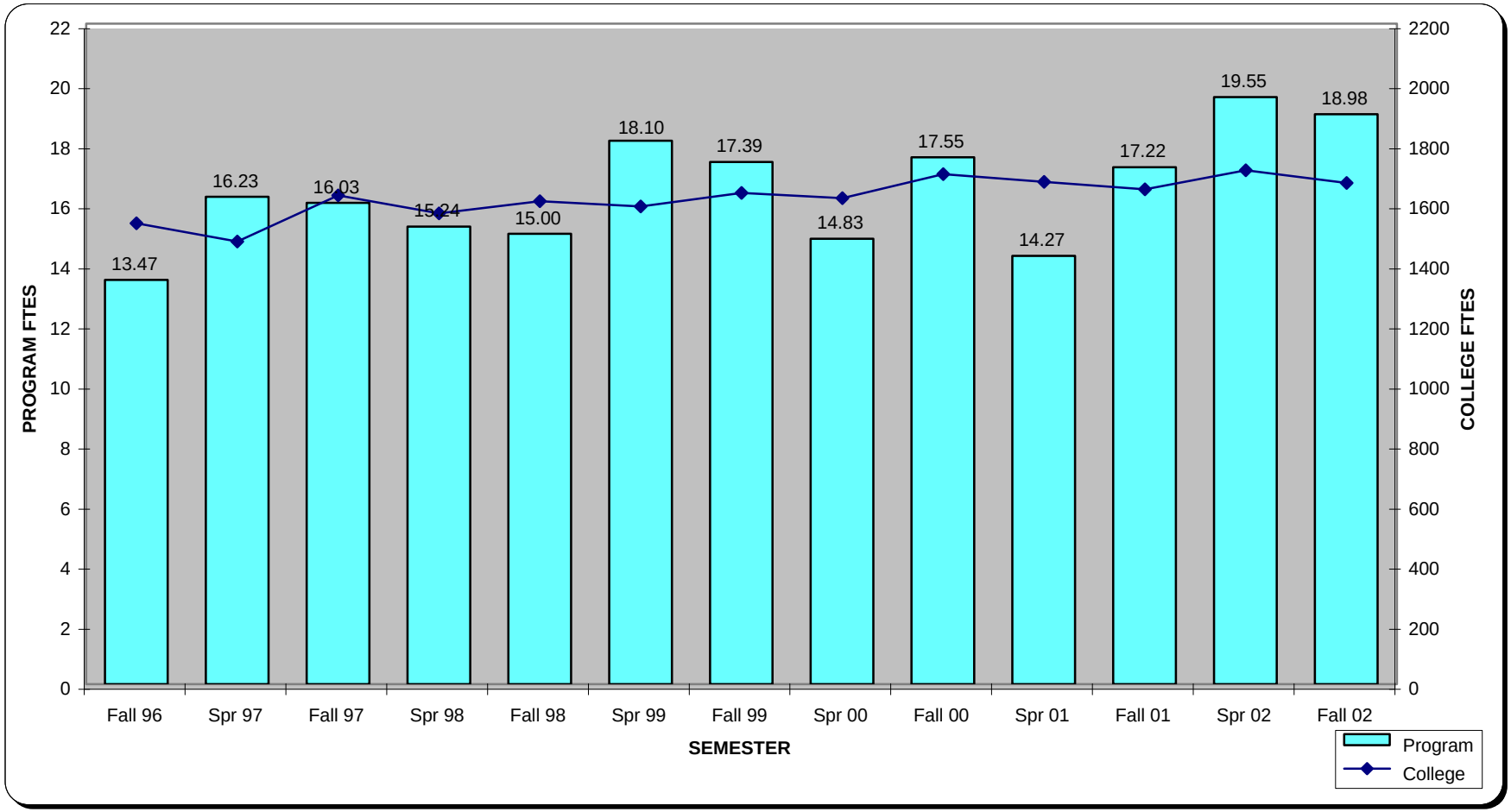
Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995 ***Source: ADATERM reports***

*Fall 2002 data as of February 24, 2003

Prepared by Pat Arlington, 3/4/2003
Data2003.xls BuildingInspection

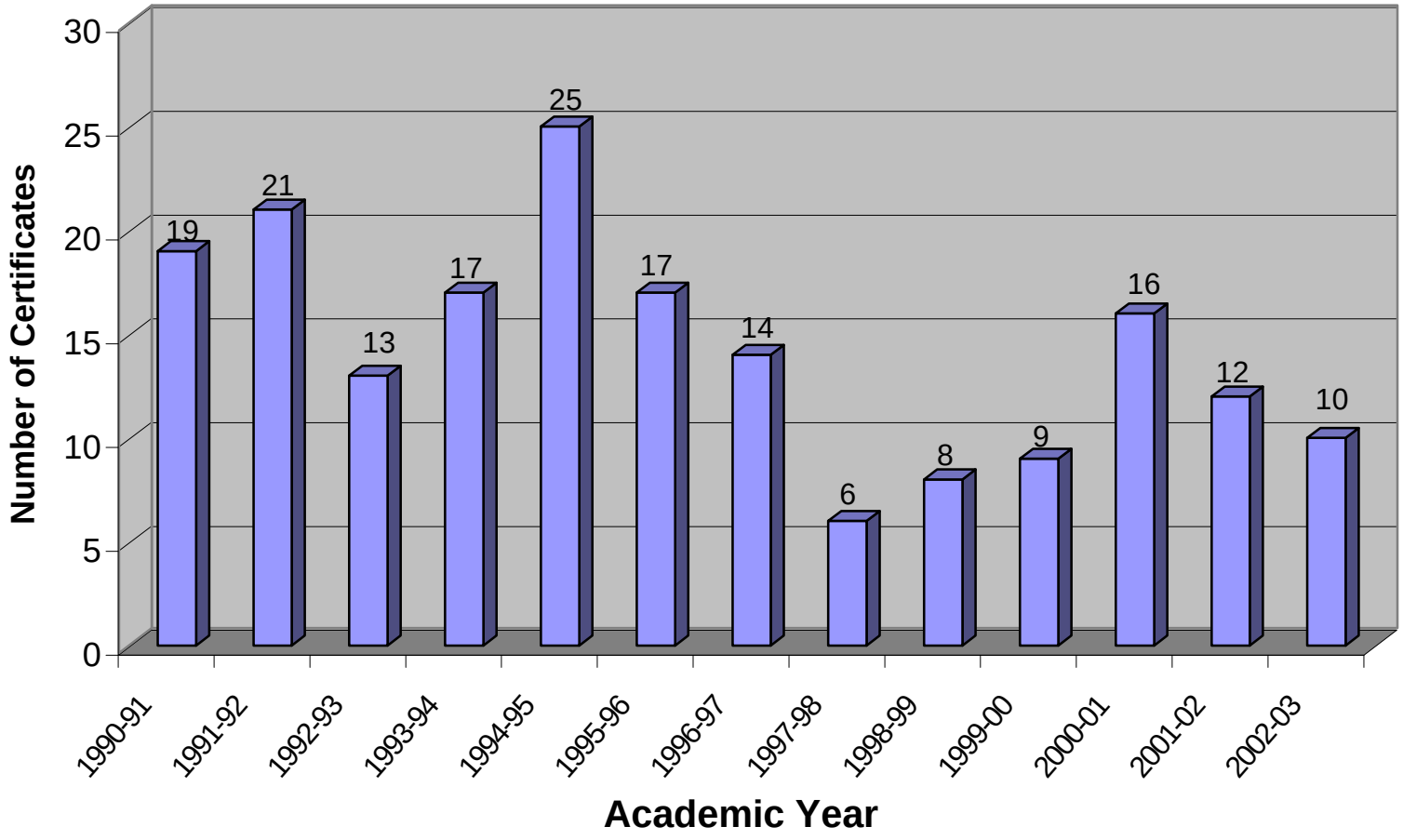
BUILDING INSPECTION PROGRAM
Six and a Half-Year Summary of FTES

FTES	Fall 96	Spr 97	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02
Program	13.47	16.23	16.03	15.24	15.00	18.10	17.39	14.83	17.55	14.27	17.22	19.55	18.98
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1648.45	1711.51	1669.52
% of College	0.9%	1.1%	1.0%	1.0%	0.9%	1.1%	1.1%	0.9%	1.0%	0.9%	1.0%	1.1%	1.1%



Prepared by Pat Arlington, 3/4/2003
Data2003.xls BuildingInspection

Building Inspection



Date Source: CCC Graduation Clerk
Prepared by Pat Arlington
7/21/2003

Table of Contents
Building Inspection Students

Report Name	Page
Count and Percent	1
Listing of "other" Responses by Question	6
Text and Paragraph Responses by Question	7
Bar Graphs	9
Pie Charts: Location Preference and Ed. Goals	20
Pie Charts: Demographics	21

Count and Percent
Building Inspection Program--Student Survey

	Count	Percent
The program meets the latest international and local standards	Respondents:	85
Strongly Agree	30	35.29 %
Agree	40	47.06 %
Neutral	8	9.41 %
Disagree	2	2.35 %
Don't Know or n/a	5	5.88 %
Total Responses	**85**	**100 %**
The program's curriculum is up-to-date	Respondents:	85
Strongly Agree	34	40.00 %
Agree	42	49.41 %
Neutral	7	8.24 %
Don't Know or n/a	2	2.35 %
Total Responses	**85**	**100 %**
Instruction is generally excellent	Respondents:	83
Strongly Agree	38	45.78 %
Agree	40	48.19 %
Neutral	5	6.02 %
Total Responses	**83**	**100 %**
Instructors know the standards	Respondents:	84
Strongly Agree	52	61.90 %
Agree	29	34.52 %
Neutral	3	3.57 %
Total Responses	**84**	**100 %**
Instructors communicate clearly	Respondents:	84
Strongly Agree	42	50.00 %
Agree	38	45.24 %
Neutral	4	4.76 %
Total Responses	**84**	**100 %**
The content of classes meets my job needs	Respondents:	85
Strongly Agree	36	42.35 %
Agree	33	38.82 %
Neutral	12	14.12 %
Disagree	2	2.35 %
Don't Know or n/a	2	2.35 %
Total Responses	**85**	**100 %**
Classes are interesting	Respondents:	85
Strongly Agree	40	47.06 %
Agree	36	42.35 %
Neutral	8	9.41 %
Disagree	1	1.18 %
Total Responses	**85**	**100 %**

Count and Percent
Building Inspection Program--Student Survey

	Count	Percent
The classroom has overhead projectors and/or computer projection equipment	Respondents:	84
Strongly Agree	45	53.57 %
Agree	36	42.86 %
Neutral	2	2.38 %
Don't Know or n/a	1	1.19 %
Total Responses	**84**	**100 %**
The classroom is comfortable	Respondents:	83
Strongly Agree	30	36.14 %
Agree	49	59.04 %
Neutral	4	4.82 %
Total Responses	**83**	**100 %**
Appropriate equipment and instructional supplies are available in the classroom	Respondents:	85
Strongly Agree	26	30.59 %
Agree	48	56.47 %
Neutral	9	10.59 %
Disagree	1	1.18 %
Don't Know or n/a	1	1.18 %
Total Responses	**85**	**100 %**
Texts from the building standards organization are fine	Respondents:	84
Strongly Agree	33	39.29 %
Agree	47	55.95 %
Neutral	3	3.57 %
Disagree	1	1.19 %
Total Responses	**84**	**100 %**
Materials seem appropriate and related to course topics	Respondents:	84
Strongly Agree	42	50.00 %
Agree	39	46.43 %
Neutral	2	2.38 %
Disagree	1	1.19 %
Total Responses	**84**	**100 %**
I could not have passed the class without buying the books	Respondents:	84
Strongly Agree	43	51.19 %
Agree	30	35.71 %
Neutral	7	8.33 %
Disagree	2	2.38 %
Strongly Disagree	1	1.19 %
Don't Know or n/a	1	1.19 %
Total Responses	**84**	**100 %**

Count and Percent
Building Inspection Program--Student Survey

	Count	Percent
Faculty do a good job meeting the needs of working adult students	Respondents:	85
Strongly Agree	42	49.41 %
Agree	37	43.53 %
Neutral	3	3.53 %
Disagree	1	1.18 %
Don't Know or n/a	2	2.35 %
Total Responses	**85**	**100 %**
Faculty do a good job meeting the needs of culturally diverse students	Respondents:	85
Strongly Agree	29	34.12 %
Agree	36	42.35 %
Neutral	13	15.29 %
Don't Know or n/a	7	8.24 %
Total Responses	**85**	**100 %**
Evening classes best meet my needs	Respondents:	84
Strongly Agree	53	63.10 %
Agree	28	33.33 %
Neutral	3	3.57 %
Total Responses	**84**	**100 %**
I would be interested in weekend college classes for this program	Respondents:	85
Strongly Agree	21	24.71 %
Agree	19	22.35 %
Neutral	27	31.76 %
Disagree	11	12.94 %
Strongly Disagree	5	5.88 %
Don't Know or n/a	2	2.35 %
Total Responses	**85**	**100 %**
I would like to take some classes via the Internet	Respondents:	82
Strongly Agree	20	24.39 %
Agree	27	32.93 %
Neutral	20	24.39 %
Disagree	10	12.20 %
Strongly Disagree	3	3.66 %
Don't Know or n/a	2	2.44 %
Total Responses	**82**	**100 %**
The overall quality of the program is excellent	Respondents:	85
Strongly Agree	40	47.06 %
Agree	40	47.06 %
Neutral	4	4.71 %
Don't Know or n/a	1	1.18 %
Total Responses	**85**	**100 %**

Count and Percent
Building Inspection Program--Student Survey

	Count	Percent
I am satisfied with my own success in the program	Respondents:	85
Strongly Agree	35	41.18 %
Agree	39	45.88 %
Neutral	10	11.76 %
Don't Know or n/a	1	1.18 %
Total Responses	**85**	**100 %**
At which Coastline site would you prefer taking building inspection classes:	Respondents:	79
Costa Mesa Center	10	12.66 %
Fountain Valley High School	7	8.86 %
Garden Grove Center	61	77.22 %
Other	1	1.27 %
Total Responses	**79**	**100 %**
What are your certificate or educational plans?	Respondents:	80
Just taking a few courses	14	17.50 %
Plan to complete certificate within the next two years	38	47.50 %
Plan to complete certificate and work toward a bachelor's degree	23	28.75 %
Other	5	6.25 %
Total Responses	**80**	**100 %**
How would you rate the value of a Certificate Program in Building Inspection?	Respondents:	79
Required for any position in the field	21	26.58 %
Required to become an inspector	37	46.84 %
Not required but preferred	20	25.32 %
Not required at all	1	1.27 %
Total Responses	**79**	**100 %**
Which best describes your interest in placement services?	Respondents:	79
I have a job and need no placement or career counseling	21	26.58 %
I have a job but would like to explore advancing my career	43	54.43 %
Placement counseling and job referrals would be great	15	18.99 %
Total Responses	**79**	**100 %**
Which counseling or other student support services do you need? (Mark all that apply)	Respondents:	80
Program counseling	28	35.00 %
Counseling to transfer to four-year college	10	12.50 %
Financial aid	6	7.50 %
Tutorial services	6	7.50 %
Don't need any	39	48.75 %
Other	2	2.50 %
Total Responses	**91**	**100 %**

Count and Percent
Building Inspection Program--Student Survey

		Count	Percent
What is your primary language (the language you are most comfortable speaking, reading, or writing)?		Respondents:	80
English		75	93.75 %
Spanish		2	2.50 %
Vietnamese		2	2.50 %
Other		1	1.25 %
	Total Responses	**80**	**100 %**
What is your ethnicity?		Respondents:	81
African-America		1	1.23 %
Asian: Vietnamese		10	12.35 %
Asian: Other		2	2.47 %
Hispanic		14	17.28 %
White		48	59.26 %
Decline to state		4	4.94 %
Other		2	2.47 %
	Total Responses	**81**	**100 %**
Gender		Respondents:	82
Female		13	15.85 %
Male		69	84.15 %
	Total Responses	**82**	**100 %**
Age		Respondents:	82
20-29		9	10.98 %
30-39		23	28.05 %
40-49		30	36.59 %
50 or over		20	24.39 %
	Total Responses	**82**	**100 %**

Listing of "other" Responses by Question
Building Inspection Program--Student Survey

Question: At which Coastline site would you prefer taking building inspection classes:

McFadden (Huntington Beach)

Question: What are your certificate or educational plans?

Certify as inspector
Certificate and Associate Degree
Take classes occasionally
Associate Degree

Question: Which counseling or other student support services do you need? (Mark all that apply)

Free parking

Question: What is your ethnicity?

Mexican-American
Filipino (Senate Bill #40)

Text and Paragraph Responses by Question
Building Inspection Program--Student Survey

Question: Are there any courses that should be updated, added, or deleted from the program?

No, just keep the way it is for the time being.

Blueprint reading

Blueprint reading

Plan reading courses [should be added]

I think the classes should be teach using current Uniform Building Code book.

Practical inspection of building, mechanical, electrical and plumbing components commonly found in routine inspection by a building inspector.

Blueprint reading

Reading/Evaluating Plans. Taking actual SFD, Comm. TI pools, roof, patio cover and go over them as a plan checker would.

A course specifically related to schools and hospitals would be a great help since these are specialized facilities.

Commerical Blueprint Bldg 310

Add blueprint reading

The building code class under Don Godfrey should be recoded to allow students who had him under the UBC to retake the course under the new International Building Code, since it has been revised entirely.

Concrete instructor changed.

Plan reading.

I need to learn how to read blueprints.

Text and Paragraph Responses by Question
Building Inspection Program--Student Survey

Question: Do you have any other comments or recommendations?

Test should be harder. Too easy.

Keep up this good program.

Most jurisdictions around here have adopted the UBC. You are teaching the IBC.

Southern Location - i.e., Mission Viejo

It appears that most cities prefer experience over education. Practical inspection program integrated with code knowledge would be more helpful for those desiring to enter the building inspection field.

Building codes are not from California Building Codes rather from Uniform Building Code. This does not relate to requirements in the State of California.

I think the Building Inspection Program is an outstanding program that has really trained me well as a building and construction manager in my firm.

Thank you!

Keep the program at Coastline Garden Grove campus.

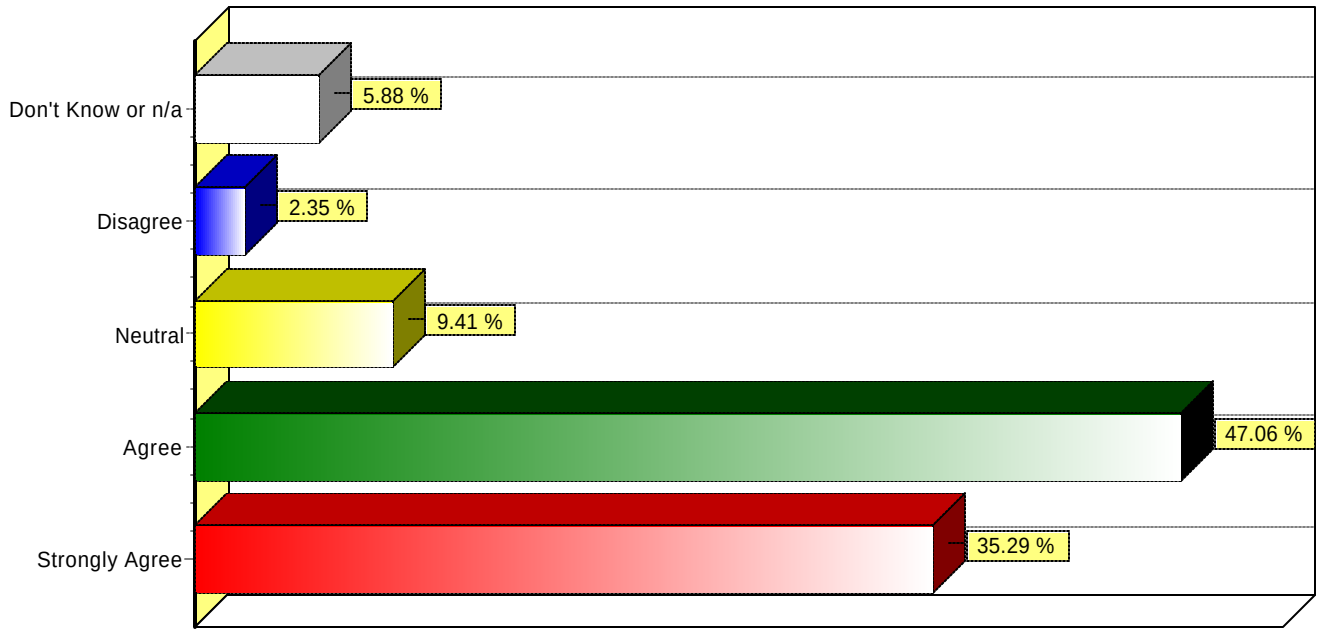
Some weekend classes

Continue courses.

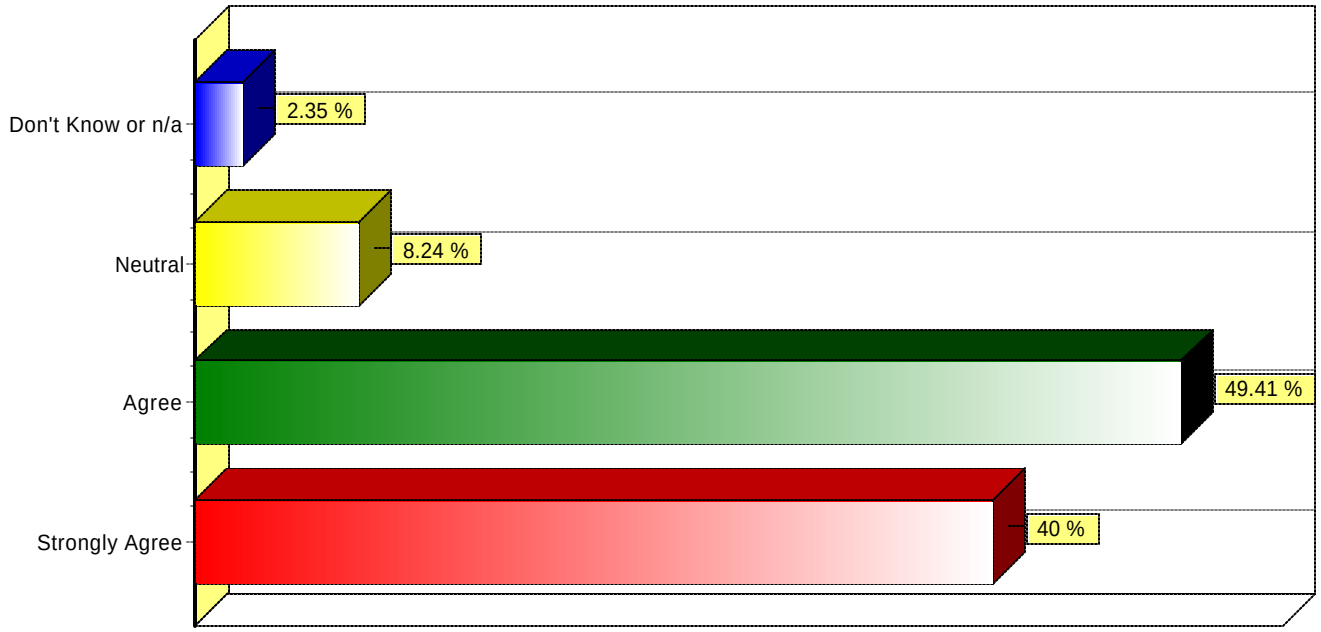
All classes under Building Inspection Technology should use the same building code book to eliminate confusion.

Bar Graphs
Building Inspection Program--Student Survey

The program meets the latest international and local standards

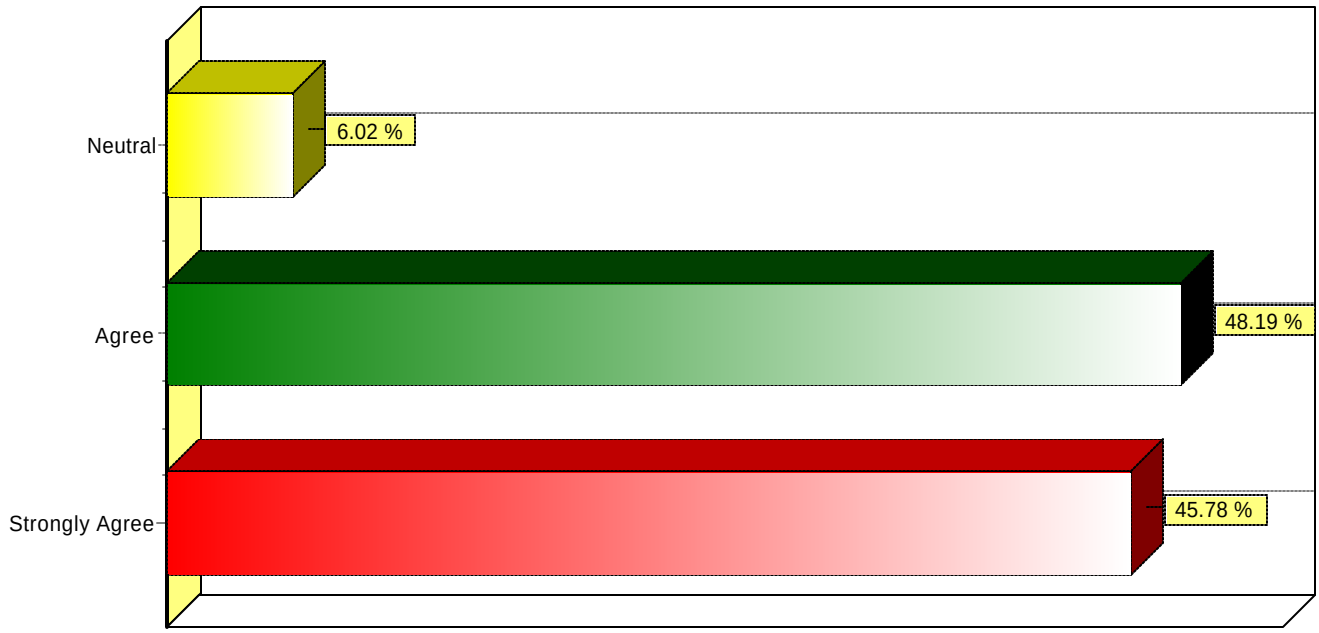


The program's curriculum is up-to-date

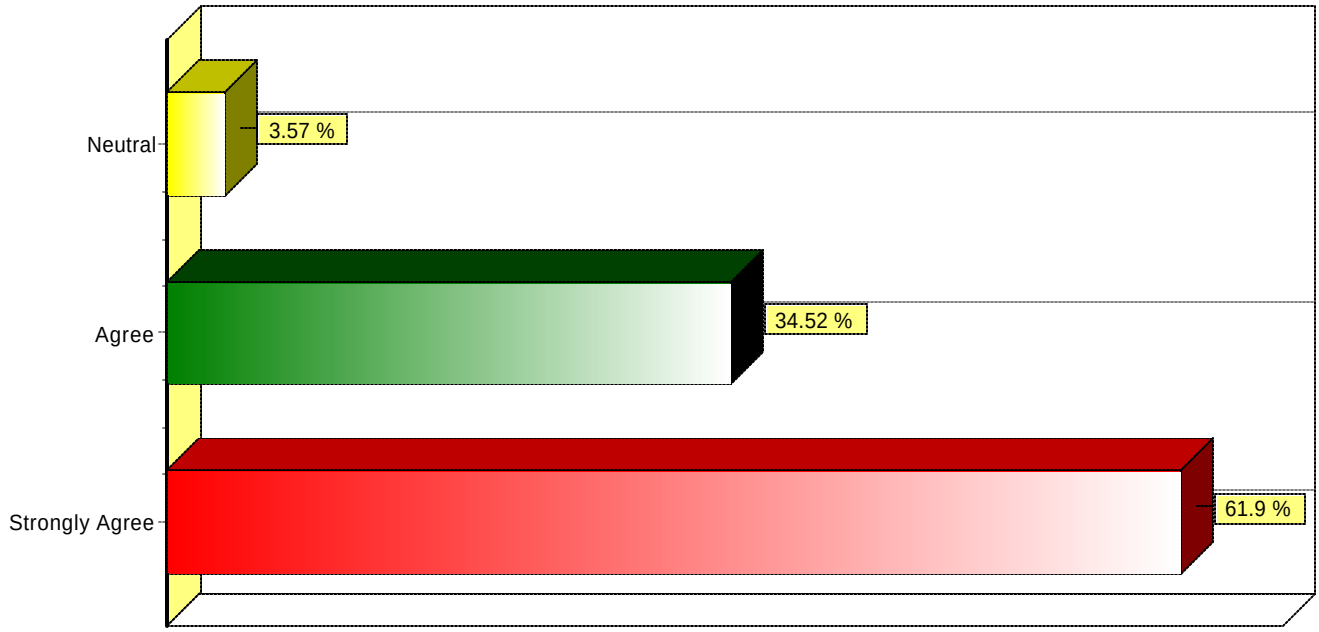


Bar Graphs
Building Inspection Program--Student Survey

Instruction is generally excellent

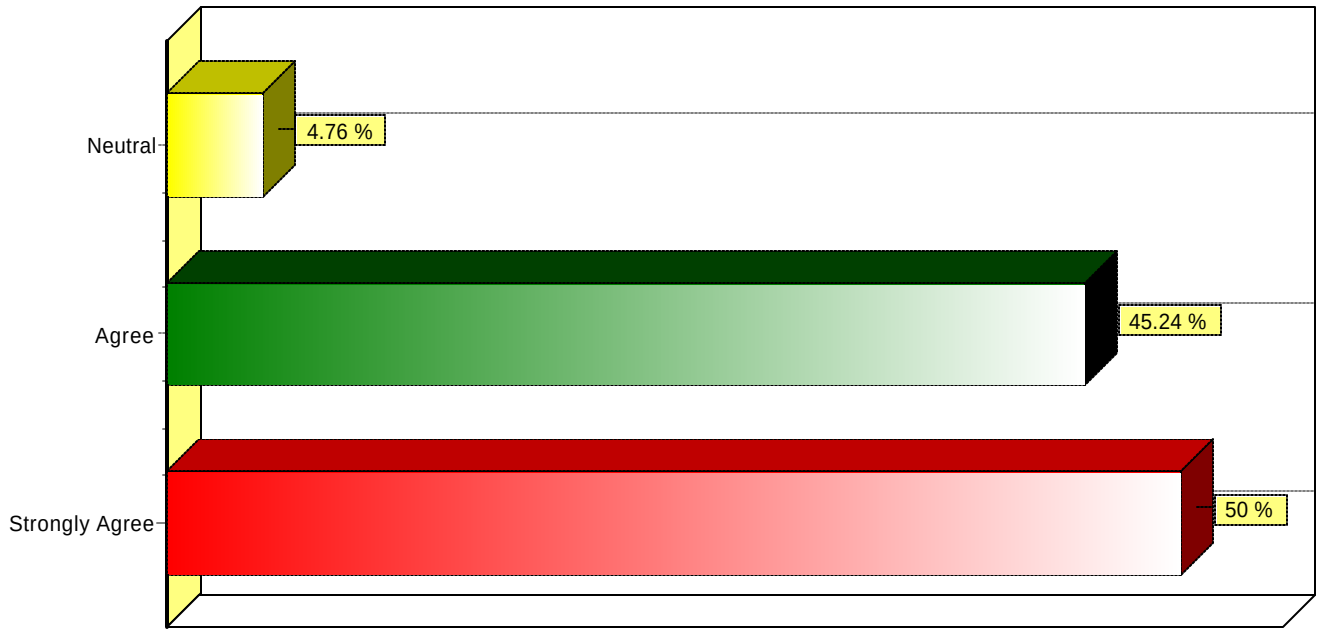


Instructors know the standards

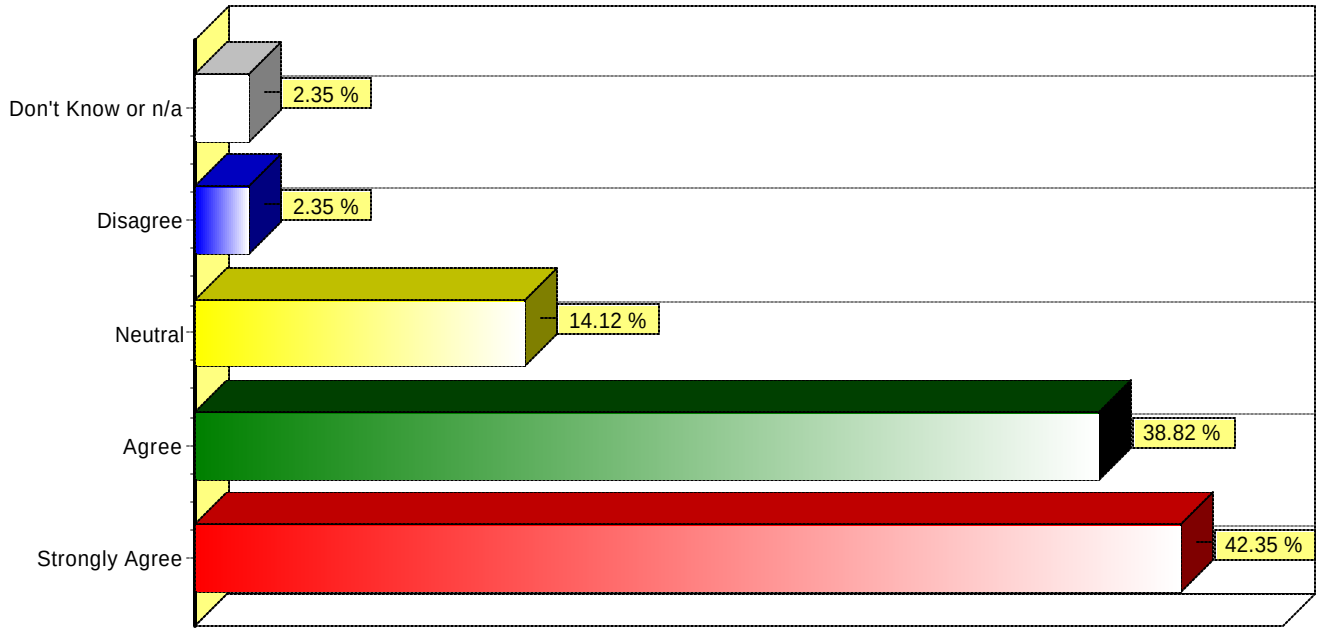


Bar Graphs
Building Inspection Program--Student Survey

Instructors communicate clearly

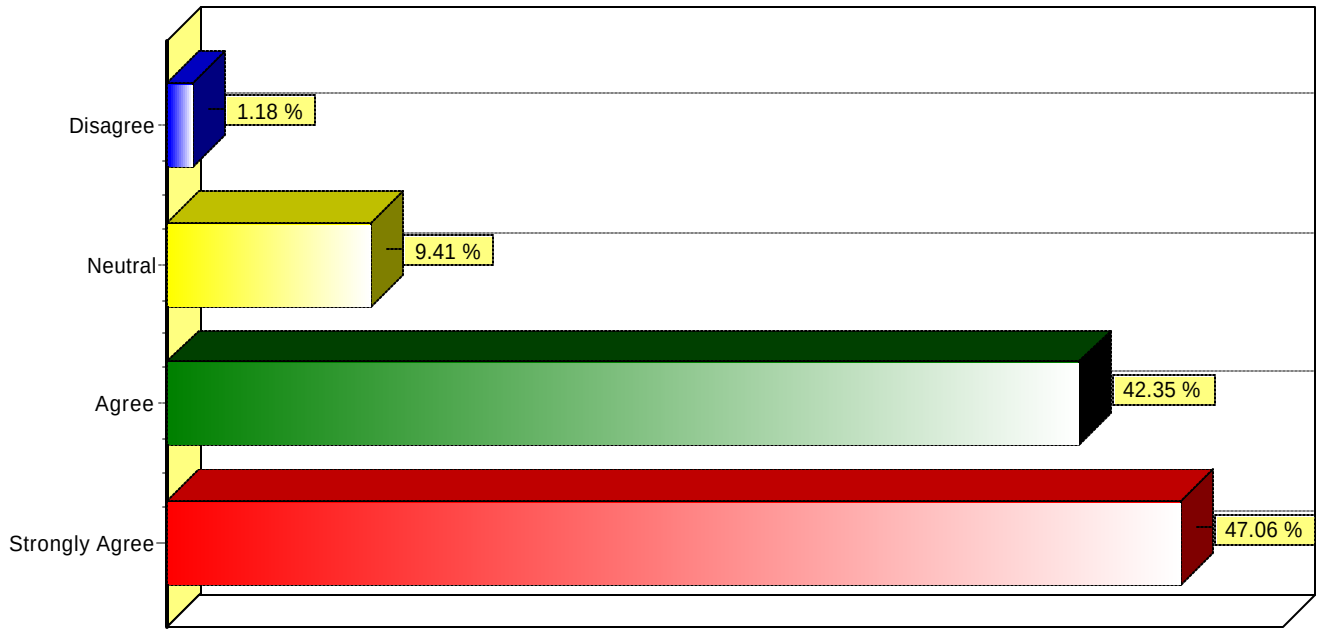


The content of classes meets my job needs

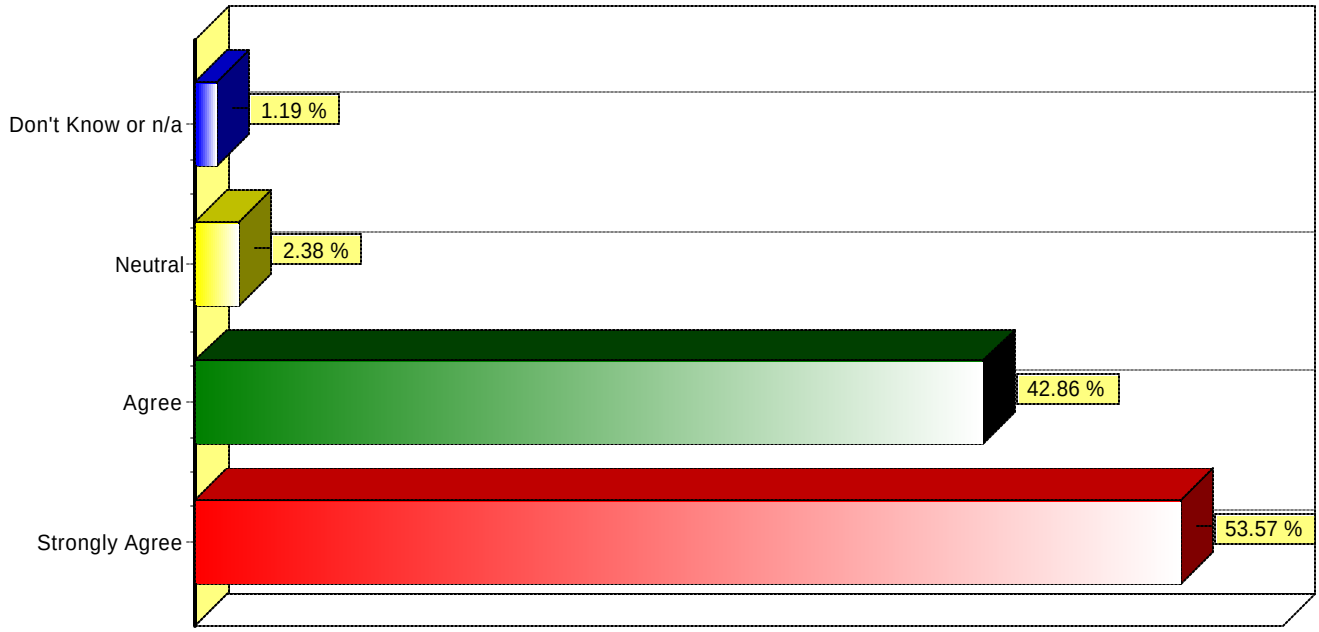


Bar Graphs
Building Inspection Program--Student Survey

Classes are interesting

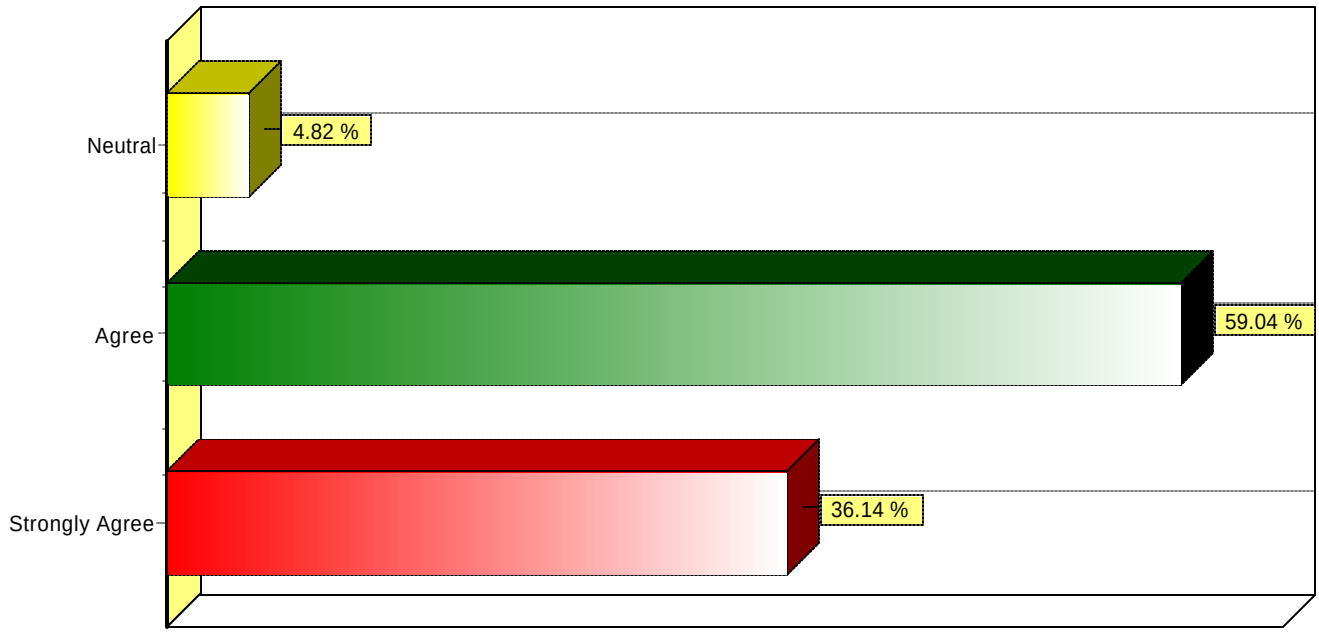


The classroom has overhead projectors and/or computer projection equipment

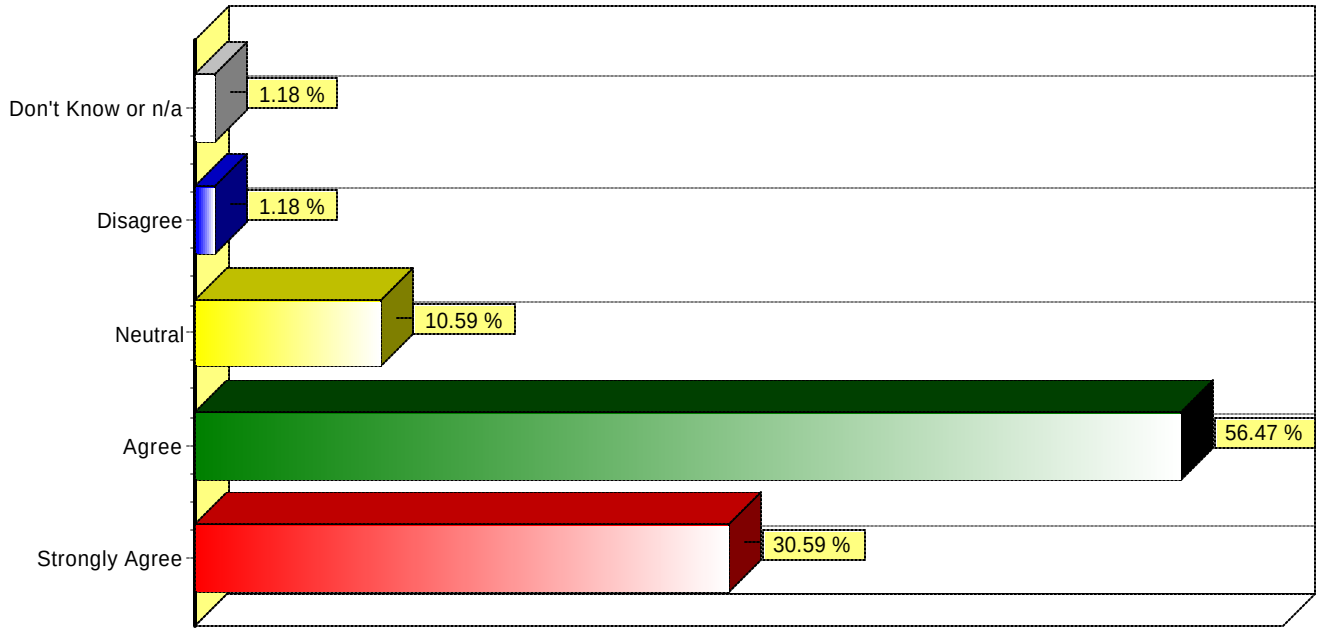


Bar Graphs
Building Inspection Program--Student Survey

The classroom is comfortable

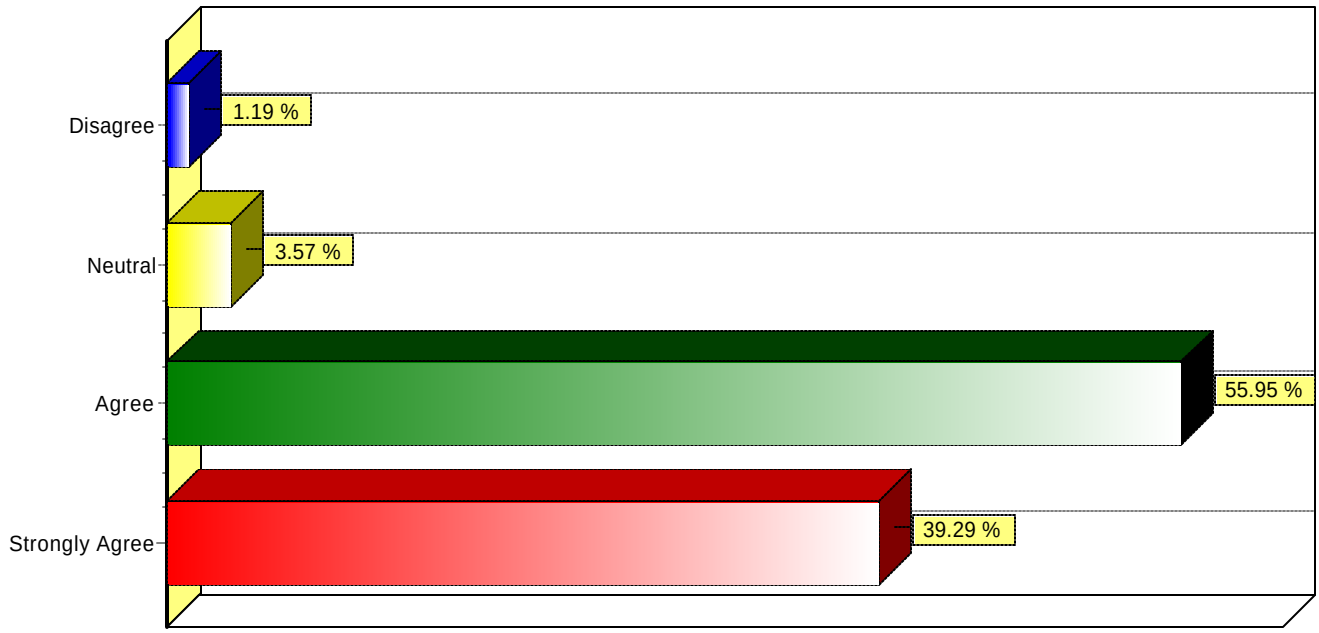


Appropriate equipment and instructional supplies are available in the classroom

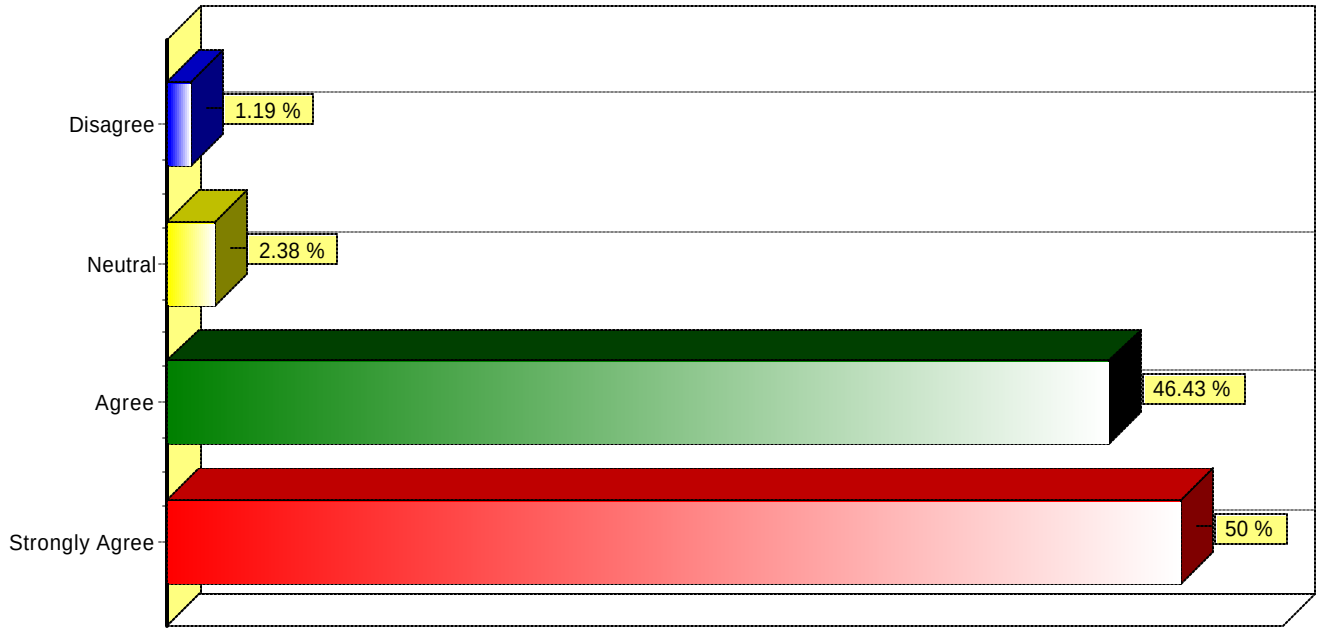


Bar Graphs
Building Inspection Program--Student Survey

Texts from the building standards organization are fine

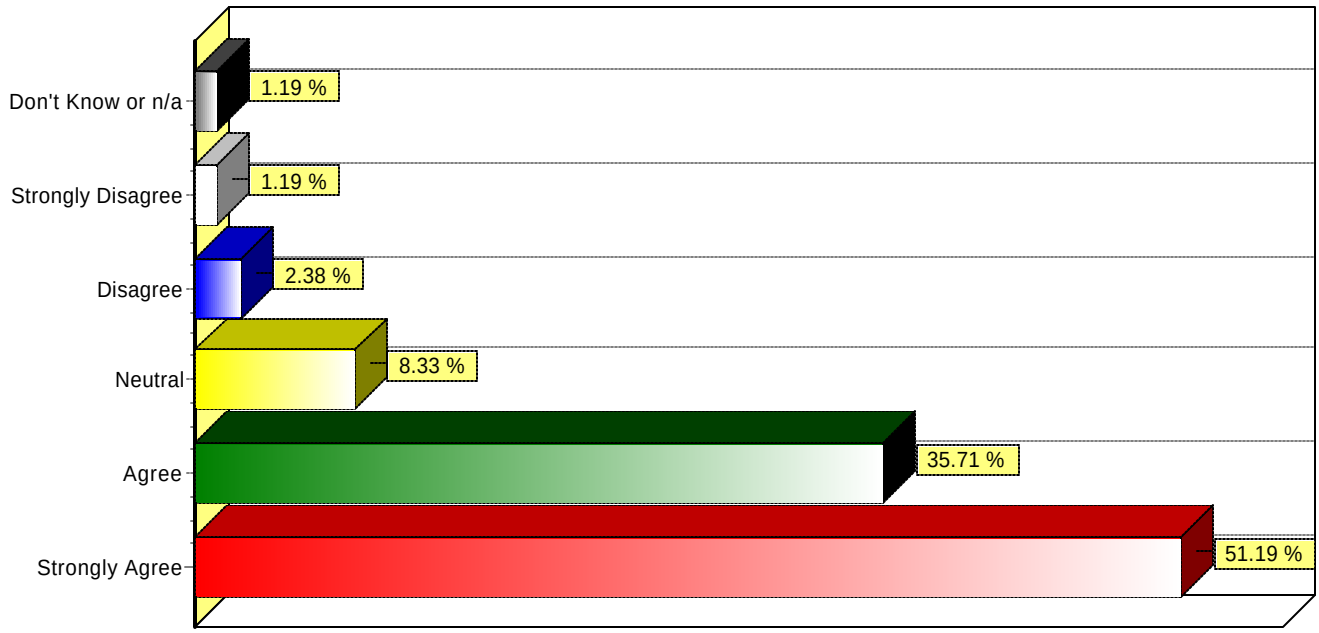


Materials seem appropriate and related to course topics

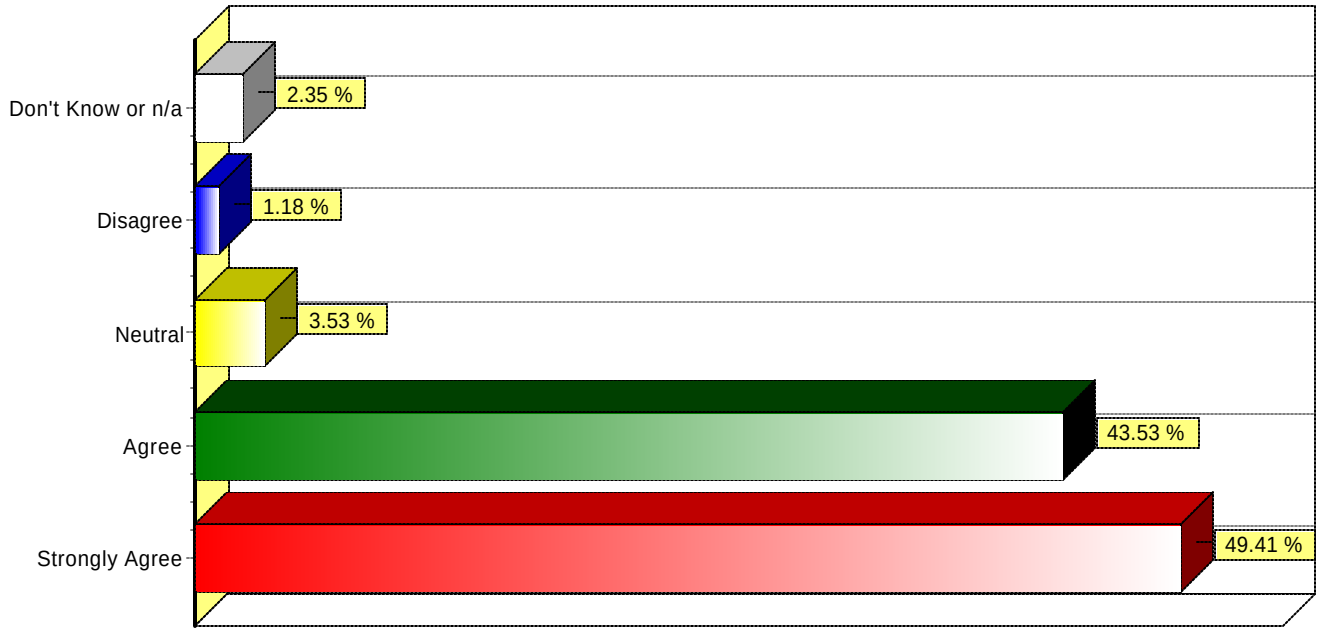


Bar Graphs
Building Inspection Program--Student Survey

I could not have passed the class without buying the books

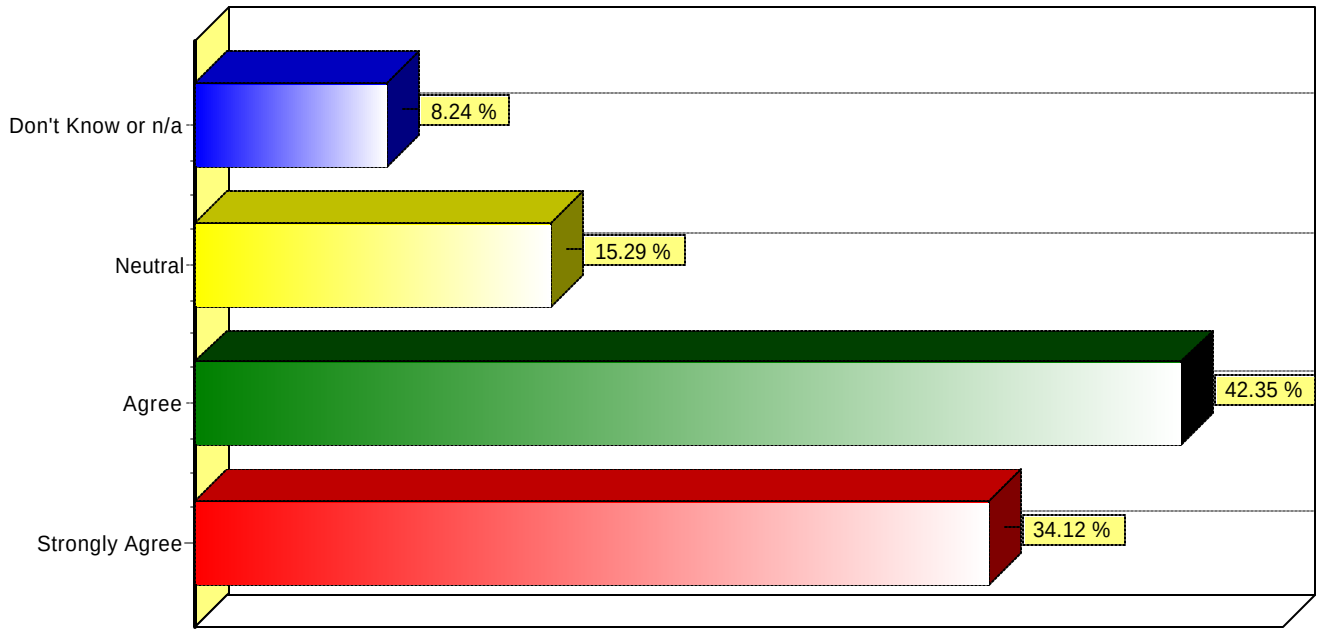


Faculty do a good job meeting the needs of working adult students

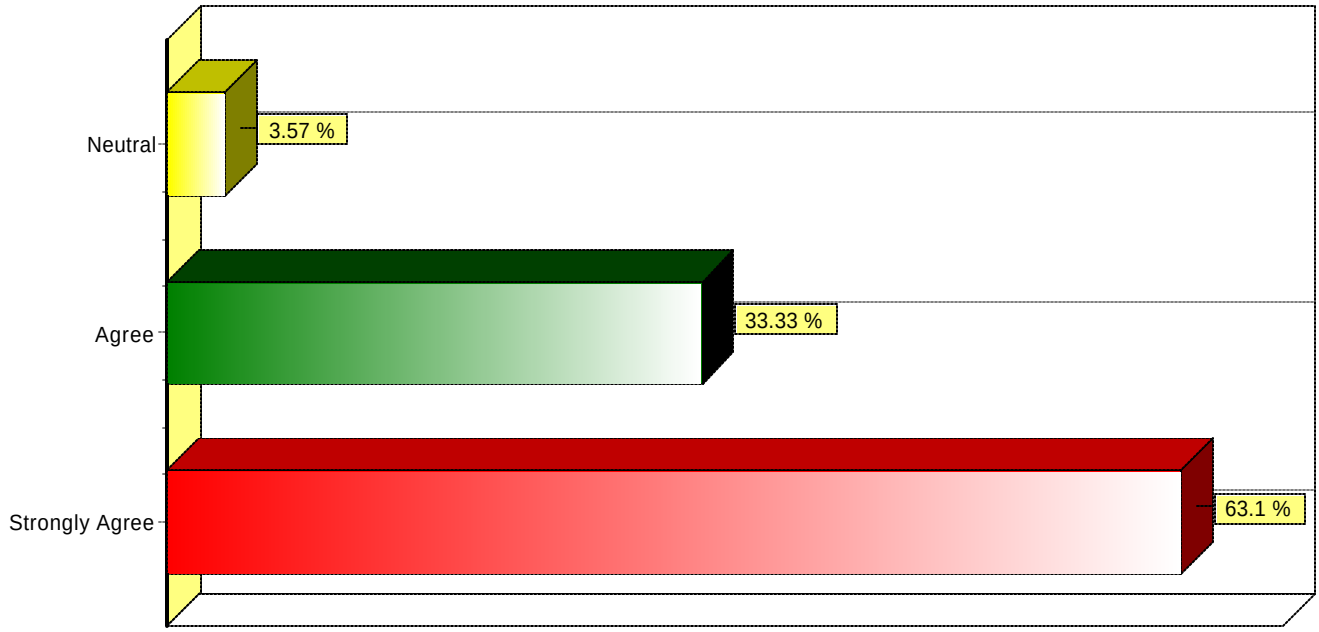


Bar Graphs
Building Inspection Program--Student Survey

Faculty do a good job meeting the needs of culturally diverse students

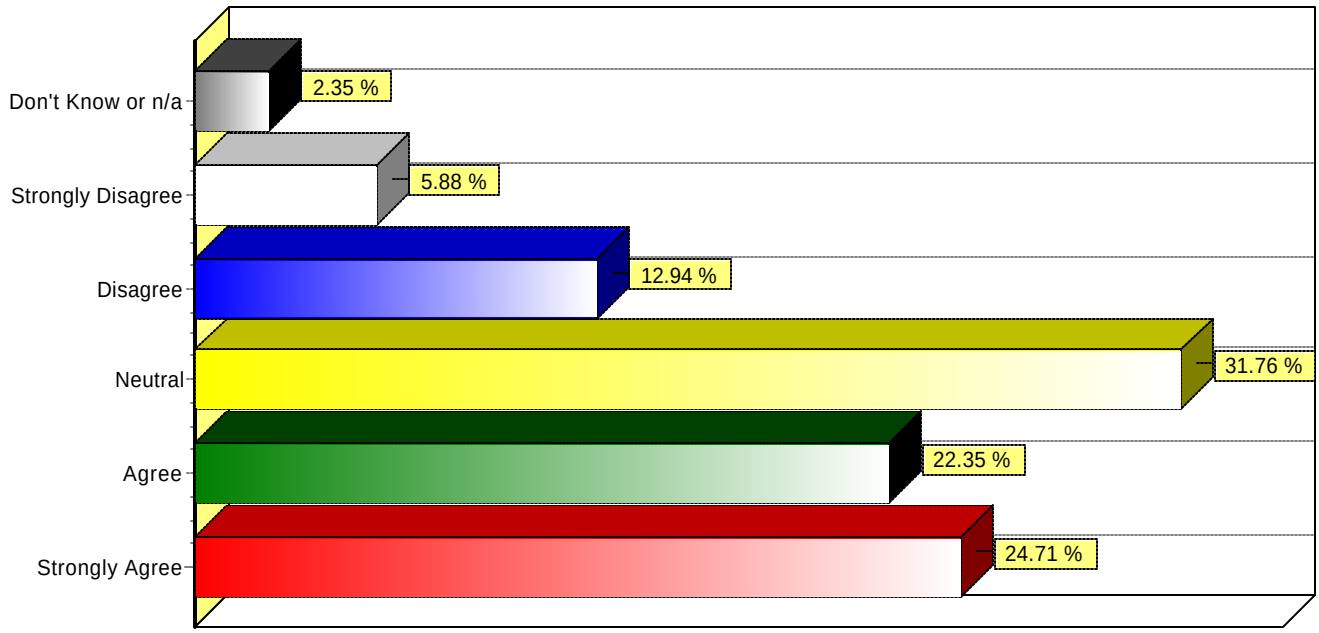


Evening classes best meet my needs

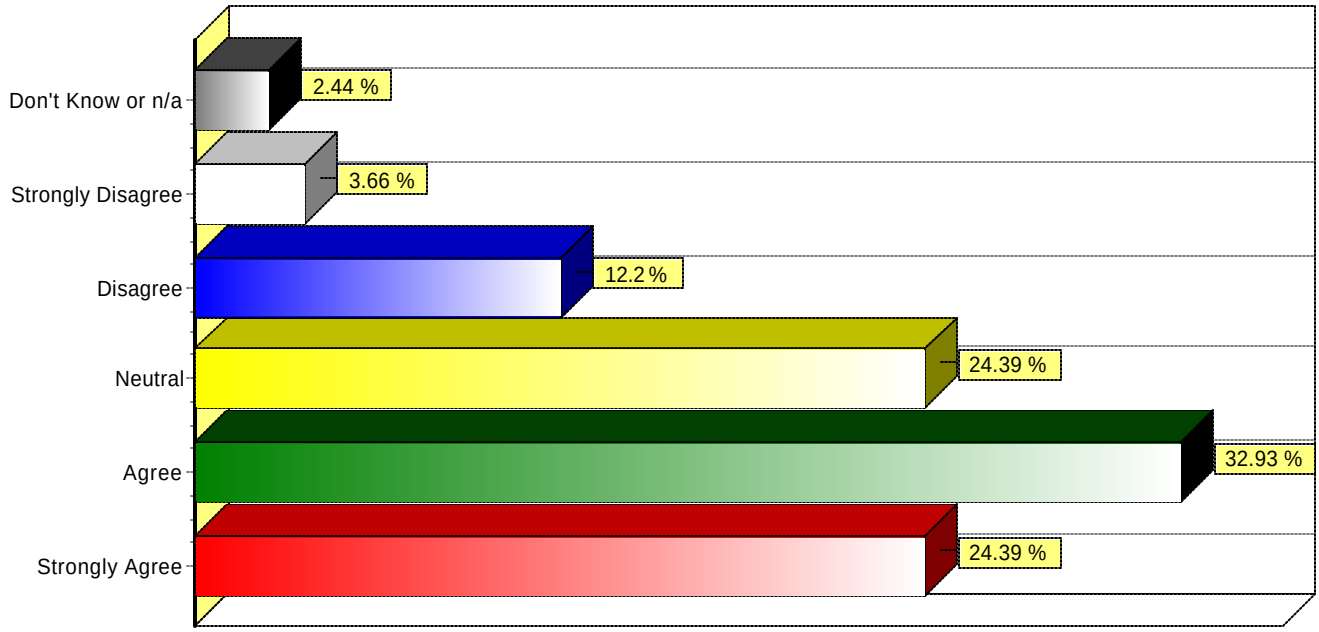


Bar Graphs
Building Inspection Program--Student Survey

I would be interested in weekend college classes for this program

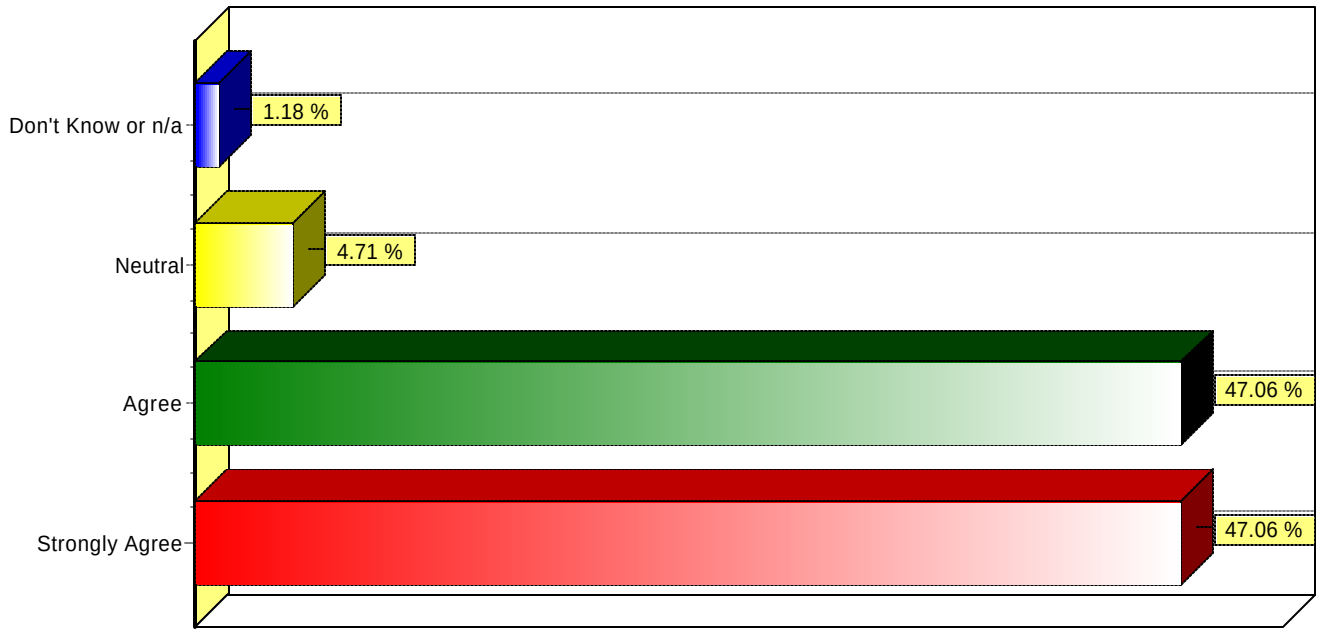


I would like to take some classes via the Internet

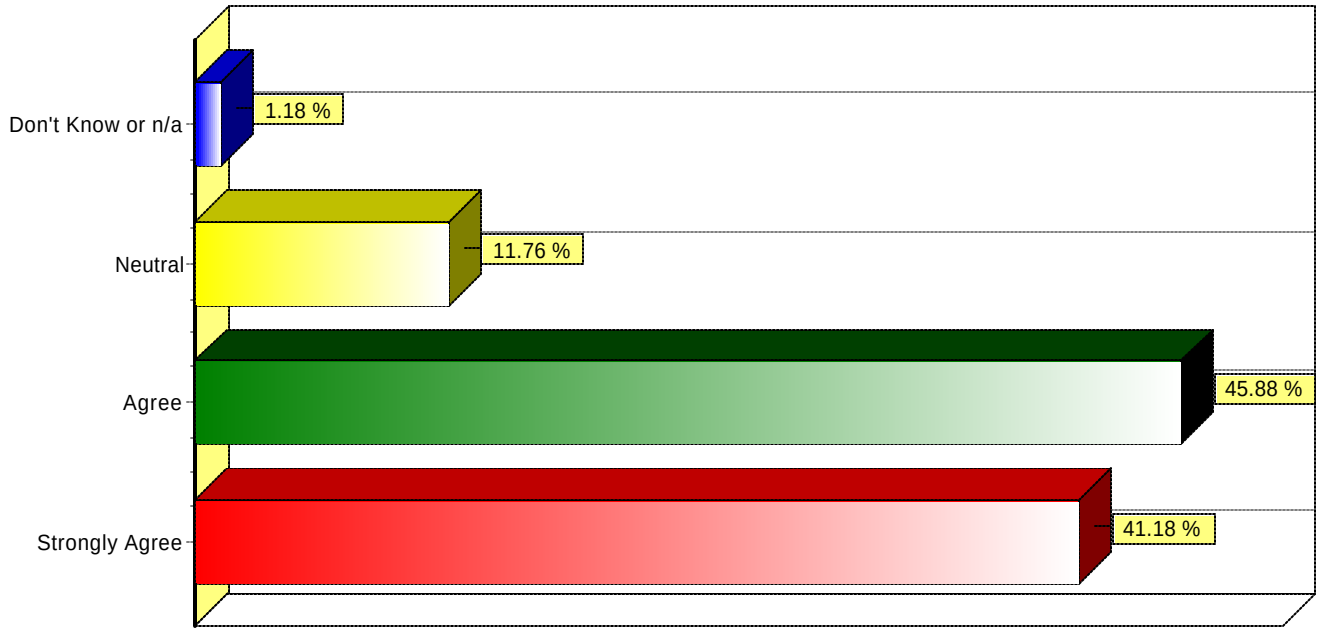


Bar Graphs
Building Inspection Program--Student Survey

The overall quality of the program is excellent

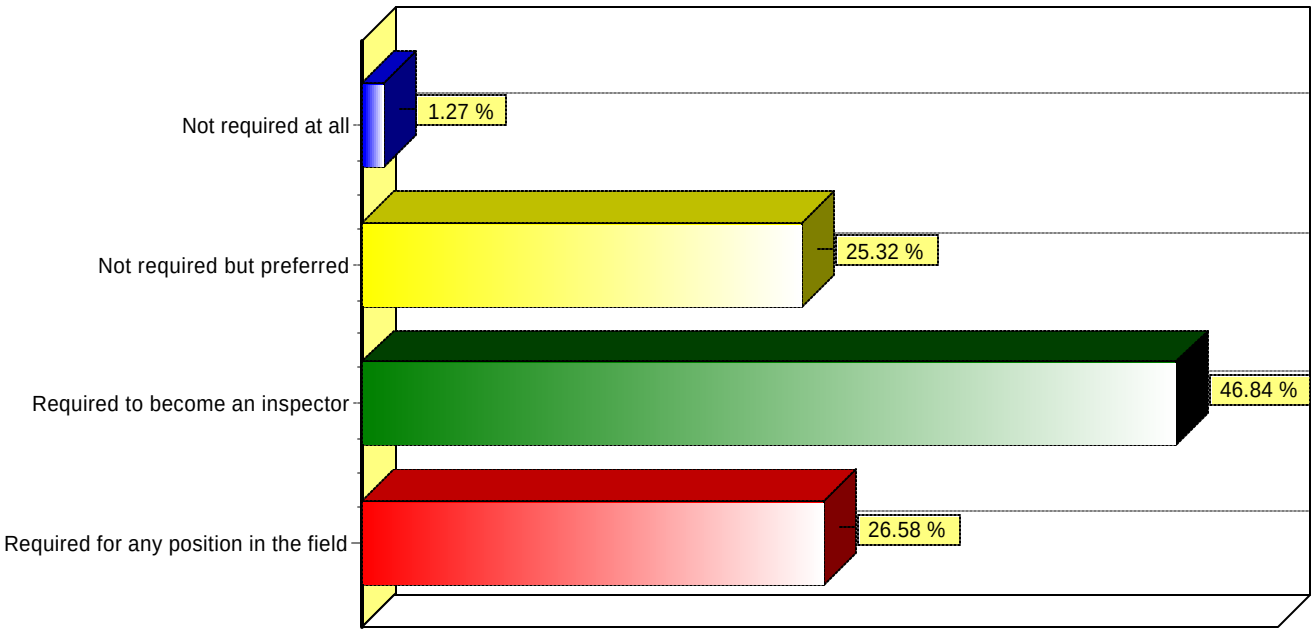


I am satisfied with my own success in the program

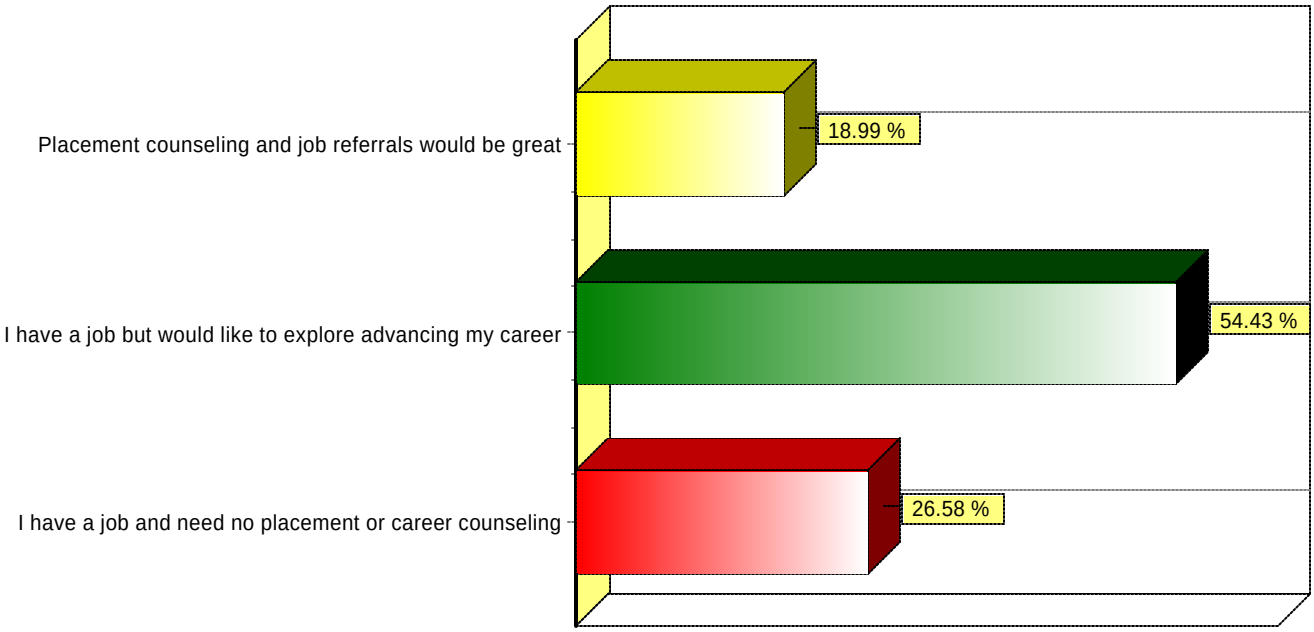


Bar Graphs
Building Inspection Program--Student Survey

How would you rate the value of a Certificate Program in Building Inspection?

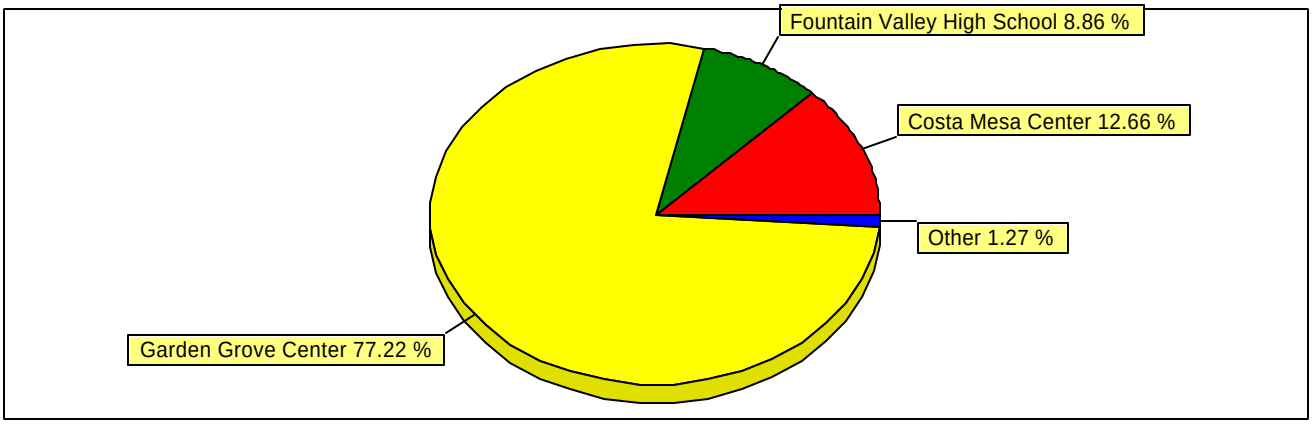


Which best describes your interest in placement services?

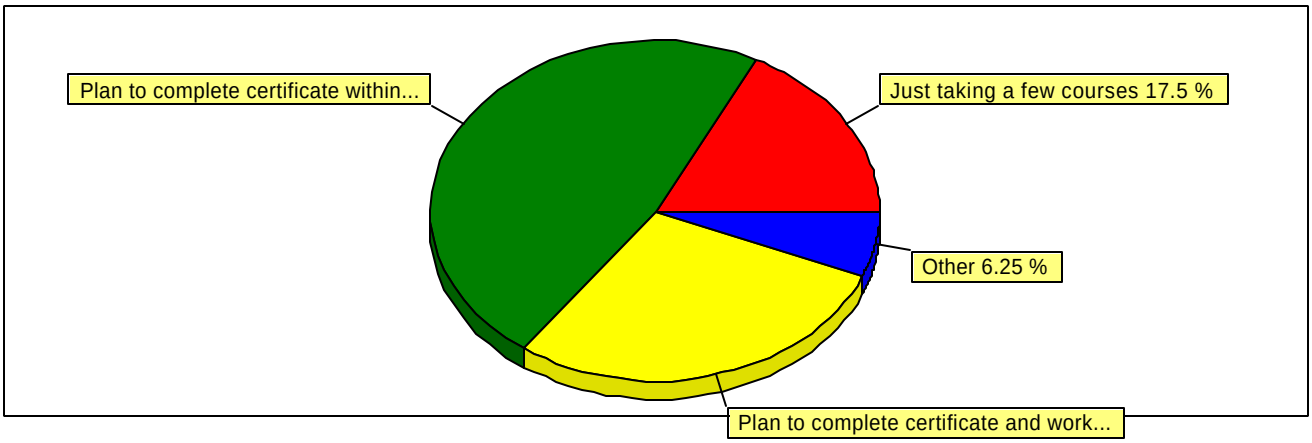


Pie Charts: Location Preference and Ed. Goals
Building Inspection Program--Student Survey

At which Coastline site would you prefer taking building inspection classes:

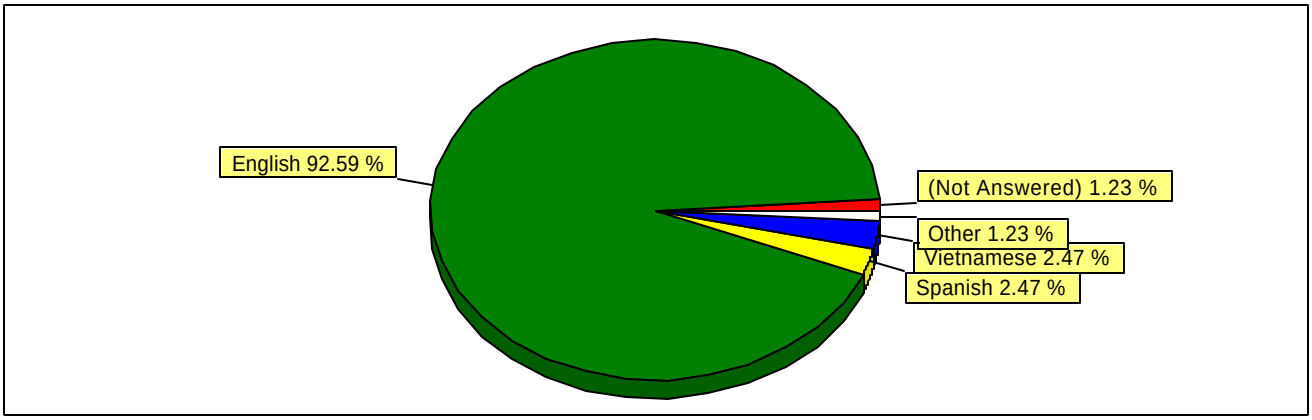


What are your certificate or educational plans?

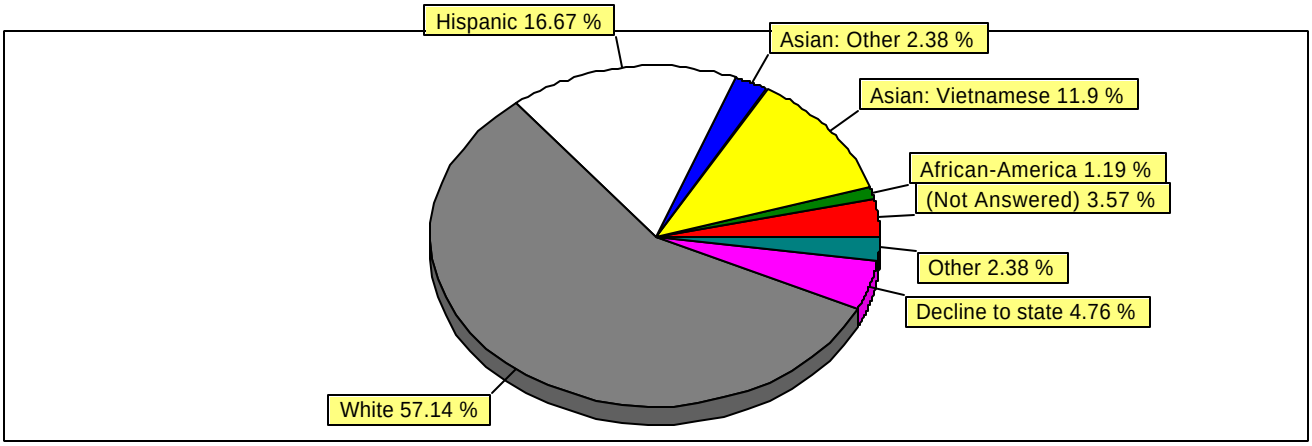


Pie Charts: Demographics
Building Inspection Program--Student Survey

What is your primary language (the language you are most comfortable speaking, reading, or writing)?

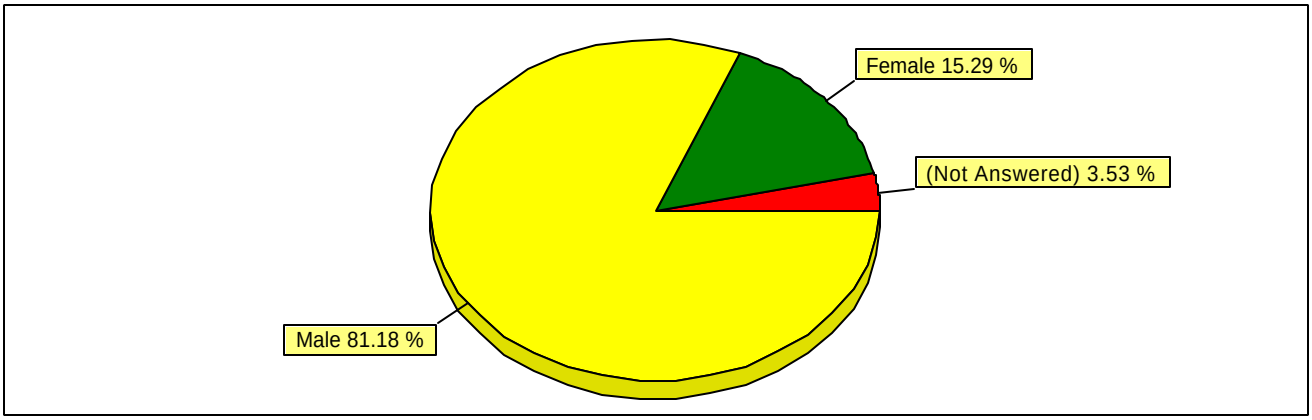


What is your ethnicity?



Pie Charts: Demographics
Building Inspection Program--Student Survey

Gender



Age

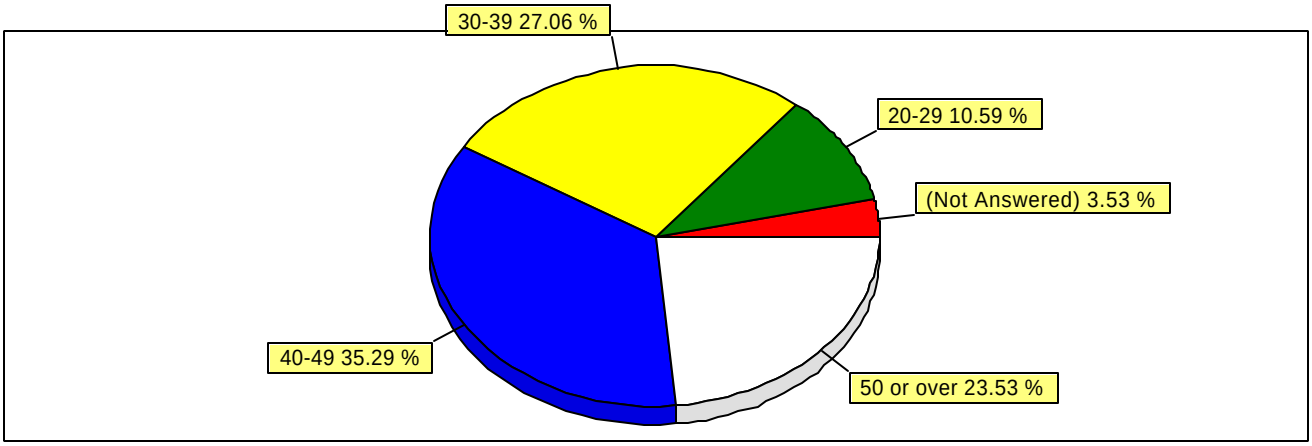


Table of Contents
Building Inspection Faculty

Report Name	Page
Count and Percent	1
Text and Paragraph Responses by Question	6

Count and Percent
Building Inspection Program--Faculty Survey

		Count	Percent
Table 1 General - The program meets the latest international and local standards	Respondents:	3	
Strongly Agree		2	66.67 %
Agree		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General - The program's curriculum is up-to-date	Respondents:	2	
Strongly Agree		2	100.00 %
	Total Responses	**2**	**100 %**
Table 1 General - Course content is relevant to students' job needs	Respondents:	2	
Strongly Agree		1	50.00 %
Agree		1	50.00 %
	Total Responses	**2**	**100 %**
Table 1 General - The classroom has overhead projectors and/or computer projection equipment	Respondents:	3	
Strongly Agree		3	100.00 %
	Total Responses	**3**	**100 %**
Table 1 General - Appropriate equipment and instructional supplies are available in the classroom	Respondents:	3	
Strongly Agree		2	66.67 %
Disagree		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General - The college has appropriate computer equipment available for faculty use	Respondents:	3	
Strongly Agree		2	66.67 %
Don't Know or n/a		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General - The program uses technology appropriately to enhance teaching and learning	Respondents:	3	
Strongly Agree		3	100.00 %
	Total Responses	**3**	**100 %**
Table 1 General - Staff from the Vocational Division/Garden Grove Center provide adequate support to faculty and students	Respondents:	3	
Strongly Agree		3	100.00 %
	Total Responses	**3**	**100 %**

Count and Percent
Building Inspection Program--Faculty Survey

		Count	Percent
Table 1 General - Most faculty in the program do a good job meeting the needs of working adult students		Respondents:	3
Strongly Agree		3	100.00 %
	Total Responses	**3**	**100 %**
Table 1 General - Most faculty in the program do a good job meeting the needs of culturally diverse students		Respondents:	3
Strongly Agree		3	100.00 %
	Total Responses	**3**	**100 %**
Table 1 General - I am given adequate opportunity to participate in curriculum review and program development		Respondents:	3
Strongly Agree		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General - I am given the opportunity to suggest new courses		Respondents:	3
Strongly Agree		1	33.33 %
Agree		2	66.67 %
	Total Responses	**3**	**100 %**
Table 1 General - I am given the opportunity to provide input about course scheduling		Respondents:	3
Strongly Agree		1	33.33 %
Agree		1	33.33 %
Disagree		1	33.33 %
	Total Responses	**3**	**100 %**
Table 2 Overall level of student academic preparedness - Prerequisite knowledge in discipline		Respondents:	3
Very well prepared		1	33.33 %
Somewhat prepared		2	66.67 %
	Total Responses	**3**	**100 %**
Table 2 Overall level of student academic preparedness - English proficiency (spoken)		Respondents:	3
Very well prepared		3	100.00 %
	Total Responses	**3**	**100 %**
Table 2 Overall level of student academic preparedness - English proficiency (written)		Respondents:	3
Very well prepared		2	66.67 %
Somewhat prepared		1	33.33 %
	Total Responses	**3**	**100 %**

Count and Percent
Building Inspection Program--Faculty Survey

	Count	Percent
Table 2 Overall level of student academic preparedness - English proficiency (comprehension)	Respondents: 3	
Very well prepared	2	66.67 %
Somewhat prepared	1	33.33 %
Total Responses	**3**	**100 %**
Table 2 Overall level of student academic preparedness - Reading level	Respondents: 3	
Very well prepared	2	66.67 %
Somewhat prepared	1	33.33 %
Total Responses	**3**	**100 %**
Table 2 Overall level of student academic preparedness - Critical thinking skills	Respondents: 3	
Very well prepared	3	100.00 %
Total Responses	**3**	**100 %**
Table 2 Overall level of student academic preparedness - Study skills	Respondents: 3	
Very well prepared	3	100.00 %
Total Responses	**3**	**100 %**
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 3	
CCC General Faculty Meeting	2	66.67 %
Discipline-related workshops	1	33.33 %
Technology-related workshops	1	33.33 %
Professional conferences	2	66.67 %
Graduate classes/program	1	33.33 %
Other classes	1	33.33 %
Professional training	1	33.33 %
Discipline-related reading	1	33.33 %
Technology-related reading	1	33.33 %
None	1	33.33 %
Total Responses	**12**	**100 %**
Table 3 Methods of assessment used most often - Objective tests (multiple choice, true/false, short answer)	Respondents: 3	
Most often	3	100.00 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Essays	Respondents: 3	
Sometimes	1	33.33 %
Not at all	2	66.67 %
Total Responses	**3**	**100 %**

Count and Percent
Building Inspection Program--Faculty Survey

	Count	Percent
Table 3 Methods of assessment used most often - Discussions	Respondents:	3
Most often	2	66.67 %
Sometimes	1	33.33 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Case studies/problem-based learning exercises	Respondents:	3
Most often	3	100.00 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Portfolios	Respondents:	3
Most often	1	33.33 %
Sometimes	1	33.33 %
Not at all	1	33.33 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Skill demonstration	Respondents:	3
Most often	1	33.33 %
Less often	2	66.67 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Simulations	Respondents:	3
Most often	1	33.33 %
Sometimes	1	33.33 %
Less often	1	33.33 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Term Projects	Respondents:	3
Most often	1	33.33 %
Not at all	2	66.67 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Group Projects	Respondents:	3
Most often	1	33.33 %
Not at all	2	66.67 %
Total Responses	**3**	**100 %**
Table 3 Methods of assessment used most often - Peer Review	Respondents:	3
Most often	2	66.67 %
Not at all	1	33.33 %
Total Responses	**3**	**100 %**

Count and Percent
Building Inspection Program--Faculty Survey

	Count	Percent
How would you rate the value of a Certificate Program in Building Inspection?	Respondents: 3	
Required for any position in the field	2	66.67 %
Required to become an inspector	1	33.33 %
Total Responses	**3**	**100 %**

Text and Paragraph Responses by Question
Building Inspection Program--Faculty Survey

Question: What should the program do, if anything, to further increase the relevancy and/or value of the Building Inspection Certificate Program?

(1)DEDICATE CLASS ROOMS TO THE PROGRAM WITH FULLTIME DISPLAY AREAS AND CLOSET SPACE FOR MATERIAL STORAGE.
(2)AFTER SUCCESFUL COMPLETION OF COASTLINE CERTIFICATE PROGRAM SEEK TO OBTAIN AND PROVIDE FOR THE STUDENTS ICC EXAMINATIONS AND CERTIFICATIONS ON CAMPUS.
(3)CREATE AN ALUMNI HALL OF FAME OF STUDENTS WHO HAVE SUCCEEDED IN OBTAINING CAREERS AS BUILDING INSPECTORS.

Changes in course outlines and material that could possibly affect other classes should be reviewed by other instructors whose class may be affected by these changes.

Question: Are there any courses or course outlines within this program that you feel need to be modified, updated, or deleted? If so, which ones?

WE NEED A COURSE ON THE INTERNATIONAL RESIDENTAL CODE TO SISTER THE INTERNATIONAL BUILDING CODE.

Just completed

Question: Are there other courses in this program or related to the program that you would think Coastline College should offer?

No

Yes the advanced mechanical code class. This class was offered several years ago and the attendence dropped after the first 3 semesters. In the last 2 years i have received a lot of inquaries about this class.

Question: Do you have any other comments or recommendations?

NONE

No

Coastline Community College
Program Review 2002-03
Validation Written Report

Building Inspection

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

   ___Yes _X__No

   If no, note which topics were either omitted or not addressed clearly or substantially enough:

   A. How many students pass the license exam? How many graduates (certificates) does the program produce each year?

   B. "Need" statement requires elaboration: Does the program serve only students who are preparing for the licensing exam or are there other reasons students take these classes?

   C. Does the program have any partnerships with professional organizations or community agencies?

   D. To what extent is the program using technology to facilitate instruction?

   Does the data substantiate the conclusions and recommendations made?

   __X_Yes ___No

   If no, note the areas and manner in which data does not match conclusions or recommendations.

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:

   A. The program has excellent, steady growth over the last six years and shows a high level of productivity based on FTES per LHE.

   B. Though evening, site-based classes at Garden Grove have been very successful, students also express an interest in additional delivery methods such as Weekend College and online classes.

   C. Eighty-four per cent of the program's students are male.

   D. California's change to the International Building Code will necessitate changes in the curriculum for 2003-04.

3. Are there any areas which are unclear or any significant points which may have been overlooked?

   _X__Yes ___No

   If yes, note these areas or points:

   A. The report needs an executive summary to facilitate sharing review information college wide.

   B. The report should include a description of the program and the courses and number of units that are required for a certificate.

   C. What is the makeup of the Advisory Committee, and how frequently does the committee

   D. More meaningful industry and employer feedback would be helpful, including information about the relevancy of the courses and the extent to which the program prepares students for positions in building inspection.

   E. Need information about the marketing of the program (e.g., Is it marketed directly to city planning departments/commissions or other groups?).

   Do the concerns noted above and/or in question number 1 warrant a written response to the Program Review Steering Committee?

   __X_Yes ___No

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.

   A. Develop a method for tracking students to determine how many pass the licensing exam.

   B. In response to student interest in blueprint/plan reading, publicize the schedule for offering that class (and others) so that students can plan their schedules accordingly.

   C. Explore ways in which the program might recruit more women.

   D. Coordinate information during instruction to better prepare students for the different codes that can be used in the industry and to explain how the code taught in the class relates to other codes.

5. List program accomplishments and ways the program can be commended:

   A. The program should be commended for liaison efforts with the cities as reflected by a significant increase in enrollment over the last six years.

   B. Students express a high level of satisfaction with the faculty and the program.

   C. The program has established good, realistic goals that are responsive to code changes and to data collected from the student survey.

   D. Kudos to the faculty for embracing the challenge of adding distance learning components and exploring with Distance Learning ways to complement Coastline's military contract ed program.

   E. Faculty are commended for incorporating international topics within their curriculum.

Submitted by the Program Review Steering Committe
April 14, 2003