BUILDING CODES TECHNOLOGY PROGRAM REVIEW

2008

Review Team

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COASTLINE COMMUNITY COLLEGE

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BUILDING CODES TECHNOLOGY PROGRAM REVIEW

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BUILDING CODES TECHNOLOGY PROGRAM REVIEW

Executive Summary

Coastline Community College's Building Codes Technology Program is a comprehensive building codes program taught by experts in the field. Courses in the program strongly stress the integration of academic and vocational education. Robust student learning outcomes are achieved through dynamic instruction of multifarious concepts, theories, and principles of building codes technology and its related practices and principles. Students learn about building codes and systems, including, plumbing, electrical, mechanical, concrete, masonry, fire and life safety, inspection techniques, construction materials; and blueprint reading. The program offers a newly revised 27-unit Certificate of Achievement with four certificate options: Combination Building Inspector, Combination Residential Inspector, Codes Professional, and Permit Technician.

The program continues to recruit and encourage students of all socio-economic, cultural, disability, ethnic, and educational backgrounds to seek opportunities for professional and/or personal growth in the field of building codes technology. In Fall 2007, the program generated 19.44 FTES, the program's second-highest FTES production in the previous 12 years. Across the six and a half-year period and thirteen semesters studied, FTES averaged 16.29 per semester. Student retention rates for Fall 2007 were an impressive 94.7%--8.3 percentage points higher than the college's average retention rate for credit classes. Students are overwhelmingly satisfied with the Building Codes program, their own success in the program, and the support from instructors and staff in representing non-traditional and culturally diverse students. White students represent the largest ethnic group at (44%), with (24%) Hispanic, and (12%) Asian. Males accounted for (92.31%) of student enrollment, with non-active military accounting for (59.95%) of student enrollment. Classes are evening based and held at the Garden Grove Center. Delivery methods include both site-based and distance learning approaches. The program is staffed by five part-time faculty.

Demonstrating a continuing commitment to strengthening the Building Codes program, faculty reviewed and updated the program's curriculum this past year, adding two new courses (Introduction to Building Codes and Building Permit Technicians and Counter Operations), changing the program's name from Building Inspection Technology to Building Codes Technology and revising course names accordingly. Certificate and curriculum revisions were approved by the Curriculum Committee on February 22, 2008.All course outlines identify expected student learning outcomes, and SLO work is being advanced by one faculty member's participation in Coastline's Course-Level Student Learning Outcomes Pilot Project.

The program has identified eleven new five year goals:

1. Identify program-level outcomes
2. Continue progress on student learning outcomes
3. Develop marketing strategies to increase enrollments
4. Identify strategies for building code changes
5. Strengthen Advisory Committee
6. Develop method for student tracking and data collection
7. Increase program emphasis on distance learning approaches
8. Increase program emphasis on 12-week formats
9. Develop Website link to scholarship opportunities
10. Anticipate future needs of program
11. Hire a full-time faculty member

BUILDING CODES TECHNOLOGY PROGRAM REVIEW

Program Review Process

A program review should be a meaningful process that contributes to the overall welfare of the program and the college. The information collected in this review provides important internal data about the size and stability of the program, current and future resource needs, market demand, equipment and space needs, program strengths and opportunities, college, program and course-level learning outcomes, and how the program contributes to the overall mission of Coastline Community College. Thus, the value of the program review rests on its process, its outcomes, and its usefulness.

The Building Codes Technology Certificate Program commenced the program review process with an orientation meeting on October 30, 2007. In attendance were Dr. Joumana McGowan, Dean of Career and Technical Education; Donald Godfrey and Elliott Kolesnik, faculty members; and Pat Arlington, Instructional Researcher. Team assignments and work schedules were assigned. A four-fold process was initiated that included, successive faculty and curriculum review meetings, a meeting of expert advisories in the building codes technology field, student and faculty surveys, and the collection and interpretation of relevant data and statistical information. Student and faculty surveys were prepared by Pat Arlington, in consultation with Elliott Kolesnik, and were deployed in December 2007. The student survey garnered 105 respondents out of an unduplicated semester enrollment of 189 students. Four of five active faculty members responded to the faculty survey.

A curriculum review meeting was held on December 3, 2007, in order to assess the condition of the program, which included identifying and addressing departmental curricula strengths and weaknesses. Additional assignments and work schedules were specified. A new advisory committee was formed to work in partnership with the Building Codes department to better align curriculum with industry standards. The Advisory Committee met on January 16, 2008, and provided valuable insight about current and future employer needs, the direction in which the building codes discipline is moving, and recommendations for improving the program.

This report is the result of many long hours, including, but not limited to, extensive program research, numerous faculty meetings and discussions, collection of relevant data and statistical information, employment studies, survey interpretation, curriculum development and review, and evaluation of course-level student learning outcomes. The culmination of findings has resulted in a comprehensive program review that has effectively “turned over every stone” in performing the most extensive and rigorous review in the program’s history.

Description

Overview

In order to meet the requirements for today’s building code professional, Coastline offers a comprehensive Building Codes Technology Certificate Program that has been a part of Coastline’s Career and Technical Education since the college was founded in 1976. Our Building Codes program is small enough to maintain a nurturing atmosphere, yet large enough to implement innovative building codes coursework. It is a department where students are “first and foremost” in all we do. Recruiting, nurturing, and celebrating

diversity in staff and students is a program priority, and the program includes a diverse population of students from all socio-economic, cultural, disability, ethnic, and educational backgrounds. This diversity is the real treasure of our program, and we will continue to strive to meet their educational goals.

The Building Codes program is taught by five part-time faculty who are experts in the field of building codes technology. Courses in the program strongly stress the integration of academic and vocational education by including critical thinking and analytical skills, reading and writing practices, and interpretation skills, including the use of charts, graphs, maps and/or tables. Robust student learning outcomes are achieved through dynamic instruction of multifarious concepts, theories, and principles of building codes technology and its related practices and principles. Encompassing a relevant, broad-based curriculum, students learn about building codes and systems, including, plumbing, electrical, mechanical, concrete, masonry, fire and life safety, inspection techniques, construction materials, and blueprint reading. As a result, students are able to effectively demonstrate their knowledge of California Building Codes, including their ability to locate appropriate code sections within the applicable code books. In addition, work-based learning at a local city building department is included in the course offerings, and this helps prepare students for entry-level careers within the industry.

The Building Codes program is healthy. In Fall 2007, the program generated 19.44 FTES, the program's second-highest FTES production in the past 12 years. This figure is only a fraction lower than the peak of 19.66 that was achieved in Spring 2002. The program also had more students at census in Fall 2007 (189) than at any point in the previous twelve years. The *Occupational Outlook Handbook 2008-2009* states building code professionals can earn about $23.00 per hour on average; and employment in the field is expected to grow faster than the average, with employment projections indicating a growth of 21% over the 2006-2016 decade. The large amount of recent job openings for building inspectors indicates a relatively healthy job market in Orange, Los Angeles, San Diego, Riverside, and San Bernardino counties, despite California's once-booming construction sector being hit particularly hard during the recent slowing of the U.S. economy. This slowing is attributed to the current strain of the housing and building slump, rising energy costs, and a credit crisis in the financial sector.

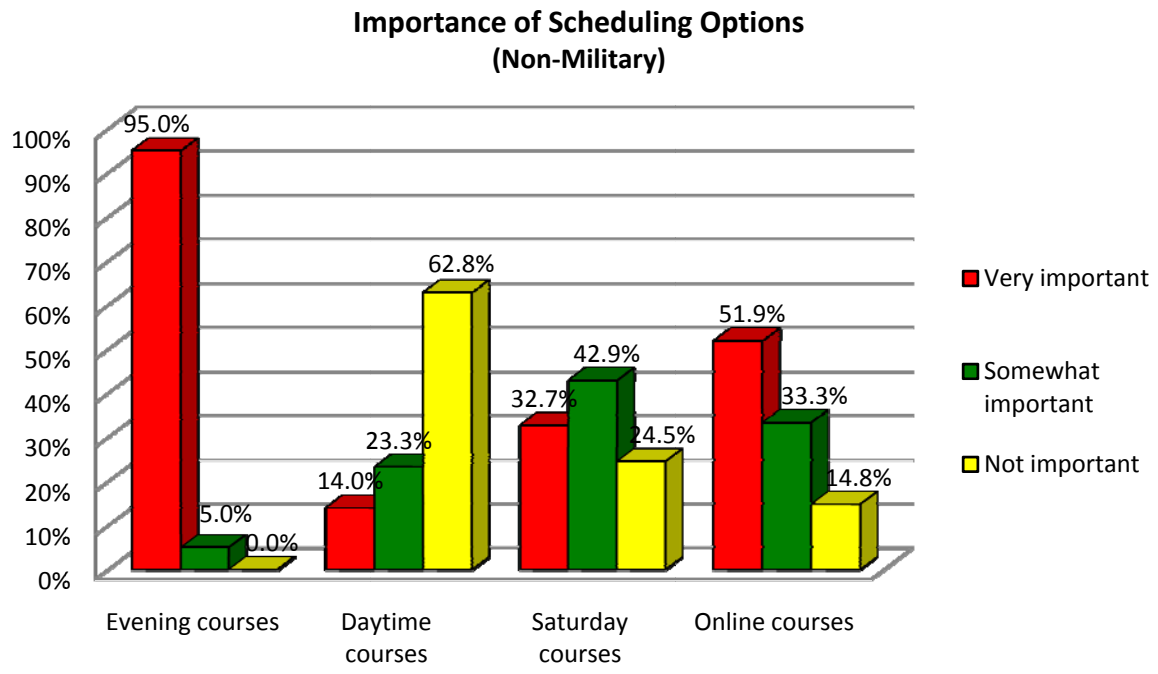
As a result, according to California's Employment Development Department, the Governor is set to spend $10 million on worker retraining for construction workers left idle due to the recent housing slump. Coastline Community College is the only accredited institution in this and surrounding regions to offer building codes technology coursework resulting in a certificate of achievement. Because of this, the program is suitably designed for construction workers who can take their present construction knowledge and apply it towards a career in building codes technology where they can find good paying, industry related employment. The vast majority of our certificate-seeking students are, in fact, already training for their second or third careers. The Building Codes program is well designed for these individuals, as well as those new to the field, and excels in combining previous career experience with new training to produce a very employable graduate.

The Building Codes program is continually looking for opportunities to stay relevant, and maintain a vibrant, cutting-edge program. In light of this, several exciting changes have been implemented. The program has recently changed its name from "Building Inspection Technology" to "Building Codes Technology," and course names that once included the word "inspection" have been changed to "code." For example, Electrical Inspection is now Electrical Code. The goal was to redefine the narrow, self-limiting implication of "inspection" into a more inclusive and broad-based "code," which should provide the program with an

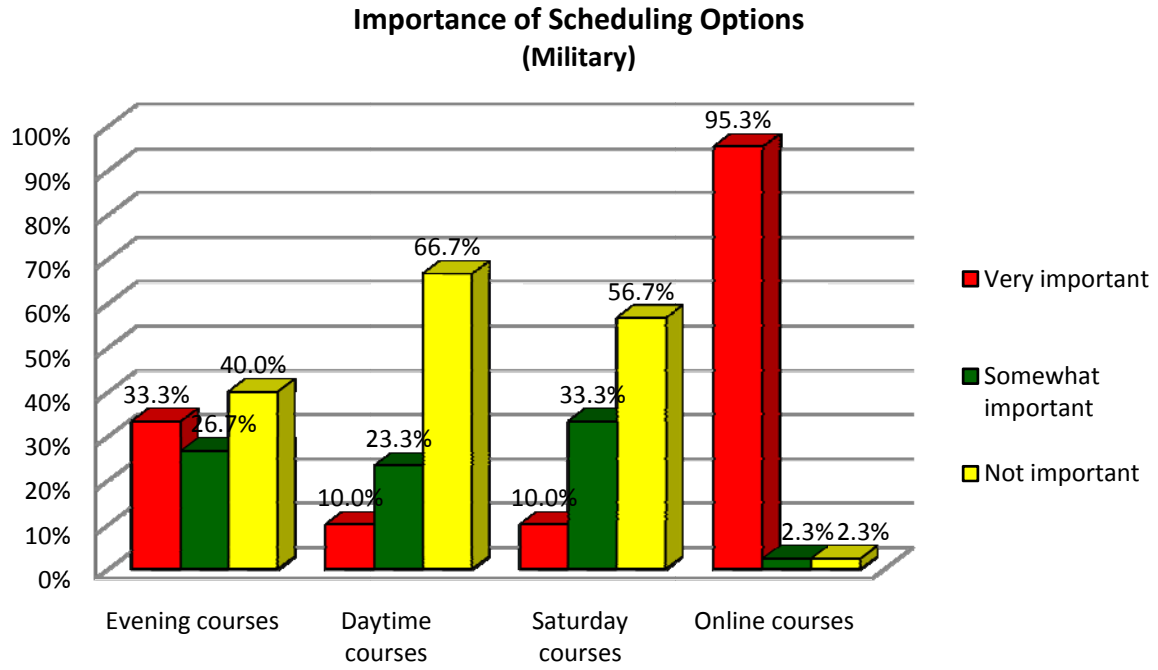
identity better aligned with today's industry standards and attract more individuals from related fields of interest who are seeking to learn more about building code. Other exciting changes include the addition of two new courses, Introduction to Building Codes and Building Permit Technicians and Counter Operations. The addition of these courses should help, among other things, to increase female enrollment, which currently makes up only (7.69%) of student enrollment. Additionally, four certificate opportunities have been added, Combination Building Inspection, Combination Residential Inspection, Code Professional, and Permit Technician. Because of these exciting changes, our program is continuing to stay in the forefront of offering quality building codes technology training. And, because student success is measured in jobs, these new program changes will serve to further expand career and job opportunities for our graduates.

An additional highly-regarded benefit of Coastline's Building Codes program is that it helps prepare students for the International Code Council (ICC) certification exams in International Building Code, Plumbing Code, Mechanical Code, and Electrical Code. ICC develops the building codes used to construct residential and commercial buildings, including homes and schools. Most U.S. cities, counties and states that adopt codes choose the International Codes developed by the International Code Council. Because of this, employers are increasingly requiring that applicants have one or more ICC certifications. One or more of Coastline's Building Codes certificates, in conjunction with one or more ICC certifications, would exhibit to a potential or existing employer that this individual possesses an above average knowledge of building code and its related practices. Thus, students are advised by faculty on the importance and value of obtaining ICC certification. According to student surveys, faculty members are doing a good job at this. Student survey results indicated a favorable rating of (94.51%) of students who said they were informed by their instructors of ICC certifications. An additional indicator that the Building Codes program is maintaining its commitment to quality and student success is the overwhelmingly positive response we received from students when asked about the overall quality of the program and their own success in the program. Students responded with favorable ratings of (98.92%) and (98.02%), respectively.

The Building Codes program has continued to remain sensitive to student needs recognizing that (85.58%) of students taking classes are also working full-time day jobs. As a result, all but one course are evening based, and students continue to identify this as their preferred scheduling option. Coastline continues to offer its Building Code classes at the Garden Grove Center, which was identified as students' preferred location by (77.19%) of student respondents.

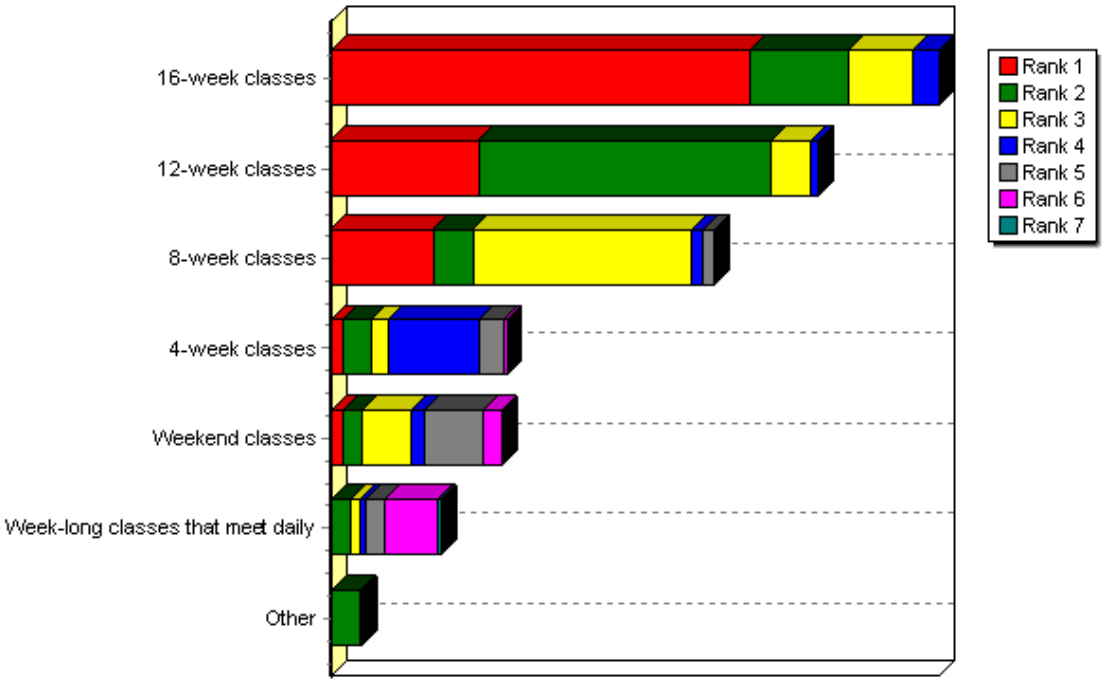


Military students, as might be expected, prefer online courses.



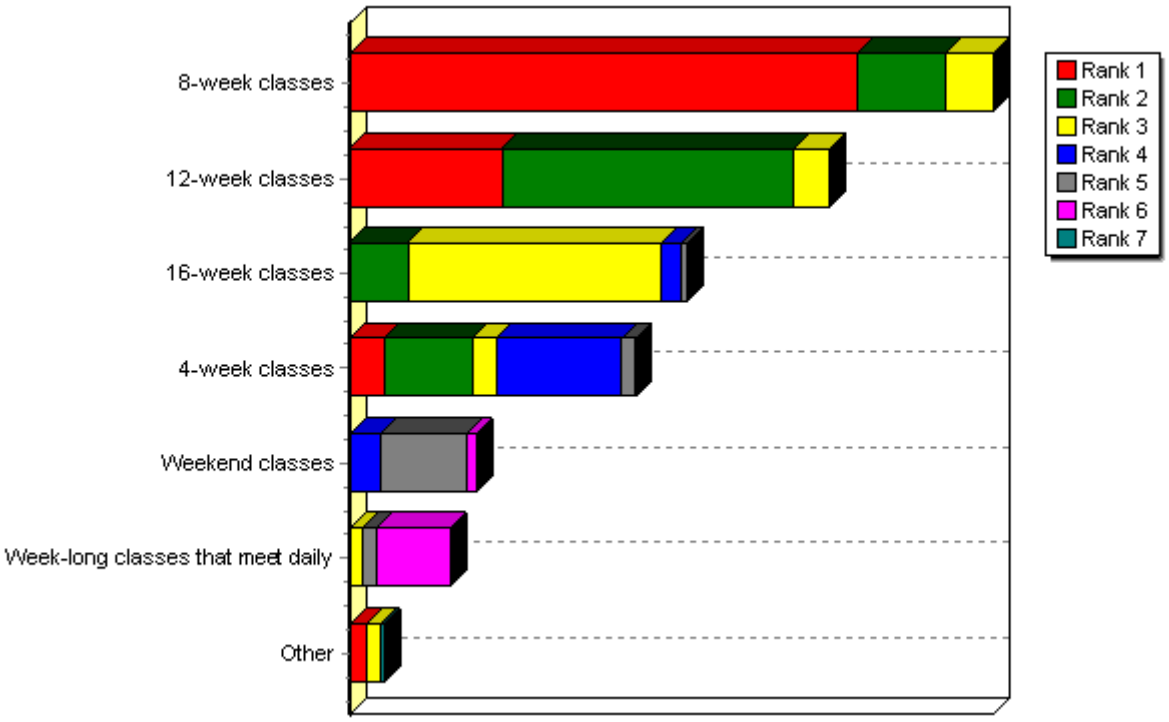
All coursework, except for one 5-week course, have a 16-week format as of this writing. Students indicated that their preferred scheduling format is 16-week classes. Second and third ranked choices were 12-week classes and 8-week classes

Preferred Scheduling Options
(Non-Military)



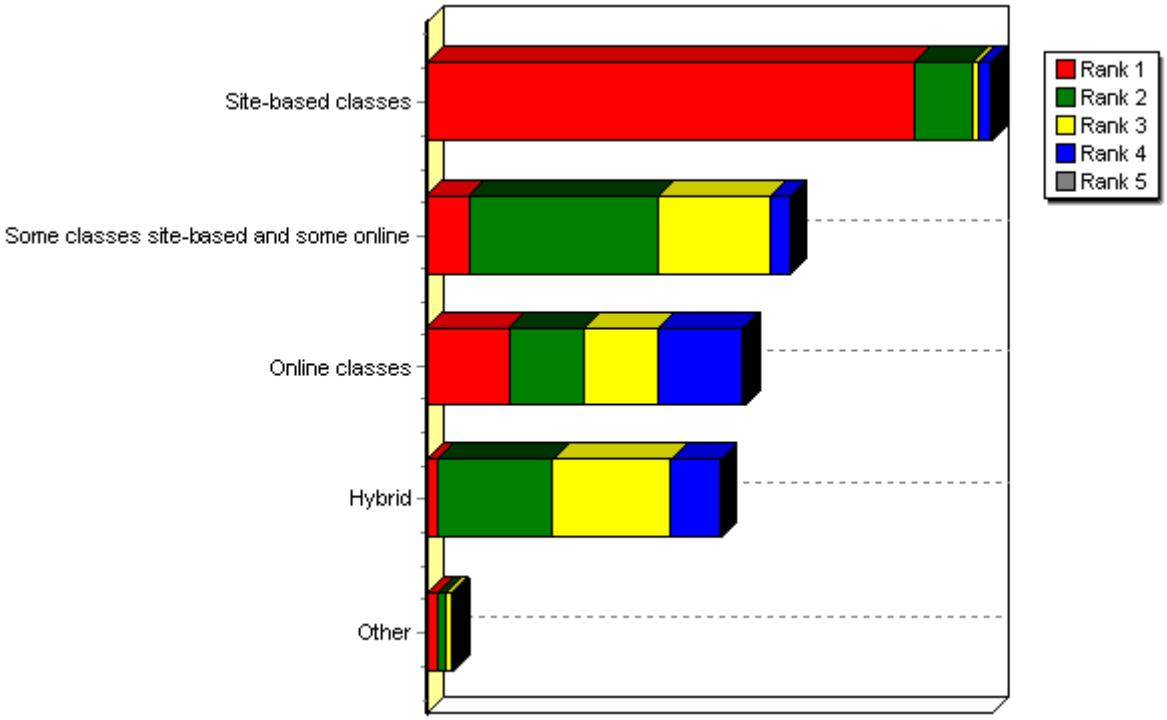
Military Building Codes students express a preference for 8-week classes, the format in which their classes are presently scheduled.

Preferred Scheduling Options
(Military)

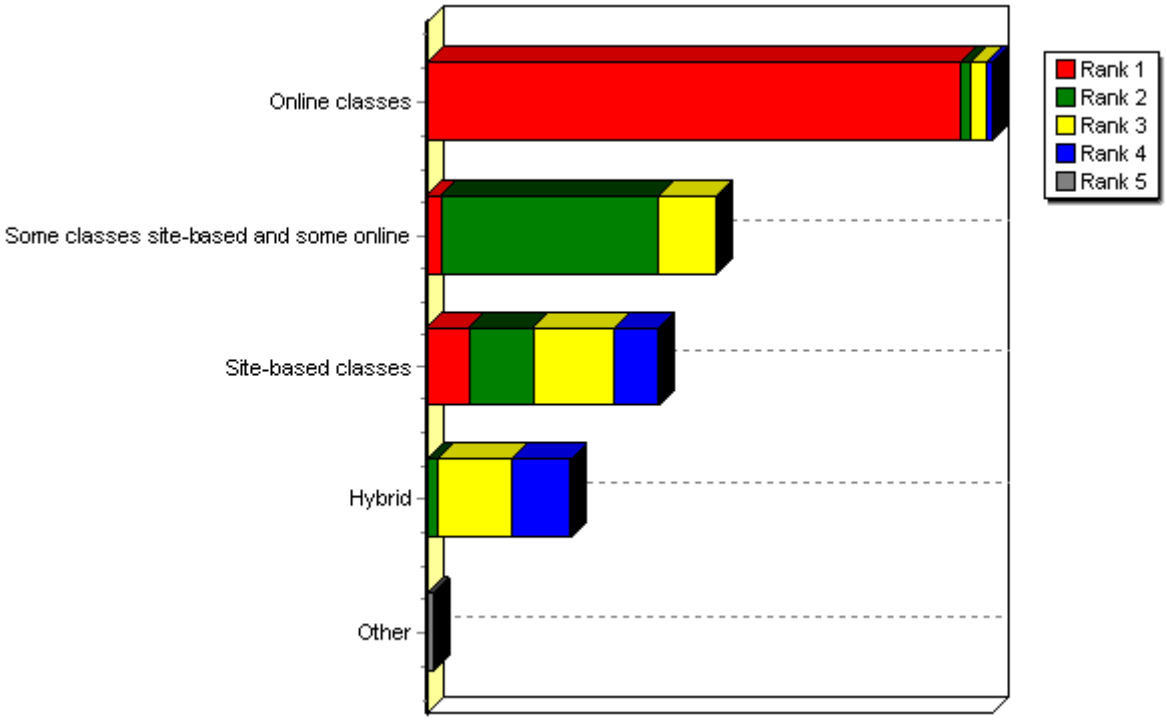


Distance learning still remains a very popular method of instruction for students. The Program Review of 2002-03 indicated that a little more than half (54%) the students were interested in taking courses online. The 2007 student survey revealed a slightly lower (47%) number of students who preferred online classes as their method of instruction. The program has thirteen courses, excluding a work (place) experience course, with eight having a distance learning counterpart. Approximately, one or two distance learning courses are offered per semester. Fifty percent of students prefer site based instruction as their method of instruction by a narrow margin of only three percent. The survey results indicated that both methods of instruction are highly preferred and popular, while suggesting a need for more program emphasis on distance learning courses offered per semester. Non-military students indicated a much higher preference for site-based classes, with hybrid being their second choice. Military students strongly prefer online but also express an interest in hybrid delivery.

Preferred Delivery Formats
(Non-Military)



Preferred Delivery Formats
(Military)



Because there are no other accredited public institutions offering building codes technology training and certification in this or surrounding regions, Coastline's Building Codes program will continue to be a popular choice. Centrally located, Coastline draws students outside the Coast Community College District, and as far away as Los Angeles, San Diego, Riverside, and San Bernardino counties. Despite the recent building and construction slump, well-trained building inspectors are in escalating demand in Southern California, including Orange, Los Angeles, San Diego, Riverside, and San Bernardino counties. New development has recently slowed down but, as market conditions improve, will rise again to keep up with demand. Remodeling, repair, and retrofitting of new and existing infrastructures remain in ever-increasing demand. Earthquake, wildfire, and flood-damaged homes and businesses necessitate the need for local government and private firms to hire more building inspectors to meet the level of demand for residential and commercial inspections. Because of the uniqueness of Coastline's institutionally accredited Building Codes program in this and surrounding regions, in conjunction with both a cutting-edge program and a projected need for more qualified building inspectors, Coastline's Building Codes program will continue to stand in the forefront, as a respected, sought-after leader in training students to become tomorrow's building code professionals.

Certificate Requirements

The Building Codes Technology Certificate Program is a 27-unit Certificate of Achievement with four optional certificates: (1) Combination Building Inspector, (2) Combination Residential Inspector, (3) Code Professional, and (4) Permit Technician.

Coastline Community College
Building Codes Technology
Certificate of Achievement

The Building Codes Technology Certificate Program consists of four options which focus on both commercial and residential building code coursework for individuals presently employed in the building codes and construction industries, for those new to the industry, or for those interested in learning more about building codes technology. Coastline's Building Code courses are designed to help prepare individuals for jobs as either: Combination Building Inspector, Combination Residential Inspector, Code Professional, or as a Permit Technician. This certificate meets Education requirements for state certification and can help prepare students for the International Code Council (ICC) certification exams.

CORE COURSES REQUIRED FOR ALL OPTIONS		Units
BLDG 250	Introduction to Building Codes Technology	3.0
BLDG 300AB	Introduction to International Building Code	3.0
BLDG 302	California Administrative Code (Title 24)	3.0
BLDG 303	Non-Structural Provisions of Building Code	3.0
BLDG 305	Framing Requirements of Building Code	3.0
Subtotal		15.0
and **One Option** selected from below		**12.0**
Total certificate units		27.0

OPTION ONE: COMBINATION BUILDING INSPECTION

Required Courses for Option One - (12) Units Total
One course may be substituted for Work Based Learning:

BLDG 304	Concrete Codes	3.0
BLDG 306	Electrical Code	3.0
BLDG 307	Mechanical Code	3.0
BLDG 308	Plumbing Code	3.0

Optional Electives

BLDG 283	Work Based Learning	3.0

OPTION TWO: COMBINATION RESIDENTIAL INSPECTION

Required Courses for Option Two - (12) Units Total
One course may be substituted for Work Based Learning:

BLDG 301	Residential/Commercial Blueprint Reading	3.0
BLDG 304	Concrete Codes	3.0
BLDG 311	International Residential Code	3.0

AND (Choose ONLY one course, either BLDG 306, 307, or 308)

BLDG 306	Electrical Code	3.0
BLDG 307	Mechanical Code	3.0
BLDG 308	Plumbing Code	3.0

Optional Electives:

BLDG 283	Work Based Learning	3.0

OPTION THREE: CODE PROFESSIONAL

Required Courses for Option Three

Choose a total of any four courses listed below - (12) Units Total

One course may be substituted for Work Based Learning:

BLDG 290	Building Permit Technicians and Counter Operations	3.0
BLDG 304	Concrete Codes	3.0
BLDG 306	Electrical Code	3.0
BLDG 307	Mechanical Code	3.0
BLDG 308	Plumbing Code	3.0
BLDG 311	International Residential Code	3.0
BLDG 316	Masonry Codes	3.0

Optional Electives

BLDG 283	Work Based Learning	3.0

OPTION FOUR: PERMIT TECHNICIAN

Required Courses for Option Four - (12) Units Total

One course may be substituted for Work Based Learning:

BLDG 290	Building Permit Technicians and Counter Operations	3.0
BLDG 301	Residential/Commercial Blueprint Reading	3.0
BLDG 311	International Residential Code	3.0

AND (Choose ONLY one course, either BLDG 306, 307, or 308)

BLDG 306	Electrical Code	3.0
BLDG 307	Mechanical Code	3.0
BLDG 308	Plumbing Code	3.0

Optional Electives

BLDG 283	Work Based Learning	3.0

Curriculum Review

The curriculum review process included the Dean of Career and Technical Education, members of faculty, the advisory committee, and other industry-related professionals who participated in the evaluation and study of the Building Codes curriculum. The process included the collection and extensive review of all relevant data, including statistical information, employment studies, surveys, and building codes and/or inspection programs from other regions. Many meetings were held, including discussions held electronically. On February 22, 2008, five proposals were put before the College Curriculum Committee, who reviewed and approved all five components. The reason for each proposal and the resulting actions are described below.

(1) The Building Codes Curriculum Review Committee all agreed that the program name, in particular, the use of the word "inspection," was too narrow, self-limiting, and not sufficiently broad given, in general, the current state and direction of the discipline, and more specifically, the objectives of the program. The College Curriculum Committee agreed, and on February 22, 2008, approved the proposal to change the program/certificate name.

Previous Program/Certificate Name	New Program/Certificate Name
Building Inspection Technology Certificate of Achievement	Building Codes Technology Certificate of Achievement

(2) To further broaden the Building Codes program, four certificate options were approved on February 22, 2008, by the College Curriculum Committee. Note: These four options would not be individually reflected on a student's transcript.

New Certificate Options
Option One: Combination Building Inspector
Option Two: Combination Residential Inspector
Option Three: Code Professional
Option Four: Permit Technician

(3) The Building Codes Curriculum Review Committee all agreed that course names that included the word "inspection" in their titles, were narrow, self-limiting, and not truly reflective of the overall scope of the course, thus having the result of potentially dissuading student enrollment by implying that a course focused exclusively on inspection. The College Curriculum Committee agreed, and on February 22, 2008, approved the proposal for eight course name changes.

Previous Course Names	New Course Names
Concrete Construction Inspection	Concrete Codes
Electrical Inspection	Electrical Code
Mechanical Inspection	Mechanical Code
Fire and Life Safety	Non-Structural Provisions of Building Code
Plumbing Inspection	Plumbing Code
Reinforced Concrete Masonry Inspection	Masonry Codes
Steel/Wood Frame Inspection	Framing Requirements of Building Code
Work Experience	Work Based Learning

(4) To further broaden and supplement the program, the addition of two new courses was proposed, and approved by the College Curriculum Committee on February 22, 2008.

New Courses
Introduction to Building Codes Technology
Building Permit Technicians and Counter Operations

(5) The required courses for all certificate options were changed to better reflect the building code discipline. Introduction to Building Codes Technology was added as a required course, with Concrete Codes, moved to an elective course. This was approved on February 22, 2008 by the College Curriculum Committee.

Previous Required Courses
Introduction to International Building Code
California Administrative Code (Title 24)
Concrete Codes
Non-Structural Provisions of Building Code
Framing Requirements of Building Code

New Required Courses
Introduction to Building Codes Technology
Introduction to International Building Code
California Administrative Code (Title 24)
Non-Structural Provisions of Building Code
Framing Requirements of Building Code

Need

The need for trained building code professionals is very high, and employment projections are predicting this to continue. Concern for public safety, a desire for improvements in the quality of construction, ongoing commercial and residential improvements, and new development, should continue to stimulate demand for building inspectors in government as well as in firms specializing in architectural, engineering, and related services. The economic impact of flood and fire damage in Orange County and surrounding counties, including the 2007 Southern California wildfires, will necessitate for years to come the need for more building inspectors as rebuilding takes place. In addition, despite the hard-hit that California's once-booming construction sector has taken during the recent slowing of the U.S. economy, the need for well-trained building inspectors will continue. According to California's Employment Development Department, the Governor is set to spend $10 million on worker retraining for construction workers left idle due to the recent housing slump. Coastline's Building Codes program is the only such program offered by an accredited institution in this and surrounding regions to offer building codes technology coursework resulting in a certificate of achievement. The program is suitably designed for construction workers who can take their present construction knowledge and apply it towards a career in building codes technology where they can find good paying, industry-related employment. The vast majority of our certificate-seeking students are, in fact, already training for their second or third careers. The Building Codes program is well designed for these individuals, as well as those new to the field, and excels in combining previous career experience with new training to produce a very employable graduate.

The U.S. Department of Labor Bureau of Labor Statistics reports in the *Occupational Outlook Handbook 2008-2009*:

> Employment of construction and building inspectors is expected to grow by 21 percent over the 2006-2016 decade, which is faster than the average for all occupations. Concern for public safety and a desire for improvement in the quality of construction should continue to stimulate demand for construction and building inspectors in government as well as in firms specializing in architectural, engineering, and related services. As the result of new technology such as building information modeling (BIM), the availability of a richer set of buildings data in a more timely and transparent manner will make it easier to conduct plan reviews. This will lead to more time and resources spent on inspections. In addition, the growing focus on natural and manmade disasters is increasing the level of interest in and need for qualified inspectors. Issues such as green and sustainable design are new areas of focus that will also drive the demand for construction and building inspectors.
>
> Construction and building inspectors held about 110,000 jobs in 2007. Local governments—primarily municipal or county building departments—employed 41 percent. Employment of local government inspectors is concentrated in cities and in suburban areas undergoing rapid growth. Local governments in larger jurisdictions may employ large inspection staffs, including many plan

> examiners or inspectors who specialize in structural steel, reinforced concrete, plumbing and electrical inspection. In smaller jurisdictions, only one or a few inspectors who specialize in multiple areas may be on staff.
>
> Another 26 percent of construction and building inspectors worked for architectural and engineering services firms, conducting inspections for a fee or on a contract basis. Many of these were home inspectors working on behalf of potential real estate purchasers. Most of the remaining inspectors were employed in other service-providing industries or by State governments. About 1 in 10 construction and building inspectors was self-employed. Since many home inspectors are self-employed, it is likely that most self-employed construction and building inspectors were home inspectors.
>
> Inspectors are involved in all phases of construction, including maintenance and repair work, and are therefore less likely to lose their jobs when new construction slows during recessions. In addition to openings stemming from the expected employment growth, some job openings will arise from the need to replace inspectors who transfer to other occupations or leave the labor force.

In addition, there is a growing market for individuals in job-related industries who need to keep abreast of building codes and their changes through building code coursework. As building codes change every three years with minor changes all the time, this creates a continuous demand. The *Occupational Outlook Handbook 2008-2009* further states in their job outlook for building code professionals:

> There is also a growing demand for workers in other occupations using a similar combination of skills, including: architects, except landscape and naval; appraisers and assessors of real estate; construction managers; civil engineers; cost estimators; engineering technicians; surveyors, cartographers, photogrammetrists, and surveying technicians. These workers are interested in keeping up with today's building codes and practices, and are exceedingly seeking building code coursework as their method of learning.

The Bureau of Labor Statistics' Office of Occupational Statistics and Employment Projections details 10-year occupational employment projections that are published in the *Occupational Outlook Handbook*. The 10-year employment projection for California indicates a growth of 21% (2,800 new positions) for building inspectors over the 2006-2016 decade, a faster-than-average rate of growth. Annual openings of 250 are expected due to separations. California employs approximately 11,000, building inspectors, and expects growth to 13,800 by 2016. A more detailed analysis of 2004-2014 *Occupational Outlook* data regarding current employment and future need for building inspectors in Orange County, including neighboring counties of Los Angeles, San Diego, Riverside, and San Bernardino, shows a projected need for 1,790 new building inspectors for these five counties alone, with a projected total of 346 yearly average openings. The table below reflects the current and projected future need for building inspectors in Orange, Los Angeles, San Diego, Riverside, and San Bernardino counties for the years 2006-2016.

2006-2016 U.S. Department of Labor Bureau of Labor Statistics
Occupational Statistics and Employment Projections
Current and Projected Need for Building Inspectors by County

County	Bldg. Inspectors Currently Employment	Projected Demand / Need	Employment Number Increase	Annual Average Openings
Orange County	980	1,270	290	51
Los Angeles	2,640	3,070	430	103
San Diego	1,260	1,590	330	62
Riverside	1,200	1,610	410	68
San Bernardino	1,260	1,590	330	62

Because of employer need for skilled inspectors, training and certification has become absolutely necessary. The *Occupational Outlook Handbook 2008-2009* states that job opportunities in building inspection are best for those who possess a certificate as inspectors. Most cities are now requiring certification for employment. Even if certification is not required in certain cities, inspectors who have a certificate enjoy more employment and advancement opportunities. Certification involves passing difficult tests on code requirements, construction techniques, and building materials. Therefore, employers place a high value on inspectors who possess a building codes certificate.

Reasons Students Take Classes: Courses in the Building Codes program result in a certificate of achievement. When students were asked why they were taking courses in the program, (48%) responded to earn a Building Codes certificate, with (52%) indicating for reasons other than to earn a certificate.

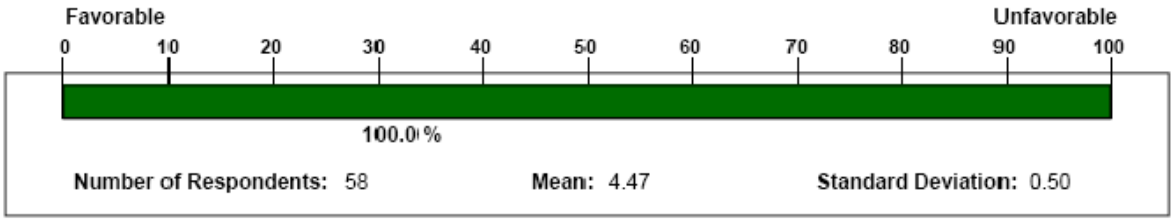
Reasons for Taking Building Codes Technology Courses	Non-Military (n=62)		Military (n=42)		Total (n=104)	
	Count	%	Count	%	Count	%
To earn a Building Inspection Technology certificate	39	62.9%	8	21.4%	47	45.2%
To prepare for International Code Council (ICC) certification	30	48.4%	4	9.5%	34	32.7%
To satisfy continuing education requirements for International Code Council (ICC) certification	11	17.7%	2	4.8%	13	12.5%
To satisfy job-related requirement	24	38.7%	8	19.1%	32	30.8%
For personal interest	19	30.7%	21	50.0%	40	38.5%
Other	5	8.1%	16	38.1%	21	20.2%

Availability of Similar Programs: Coastline's Building Codes program is unique in that Coastline is the only accredited institution in this and surrounding regions to offer Building Codes coursework resulting in a certificate of achievement, including four optional certificates, of Combination Building Inspector, Combination Residential Inspector, Code Professional, and Permit Technician. The more common, Construction Technology programs are readily available at many institutions. Thus, Coastline stands alone as an accredited leader in bringing building codes technology to those presently employed in the building codes and construction industries, for those new to the industry, or for those who want to learn more about building codes technology.

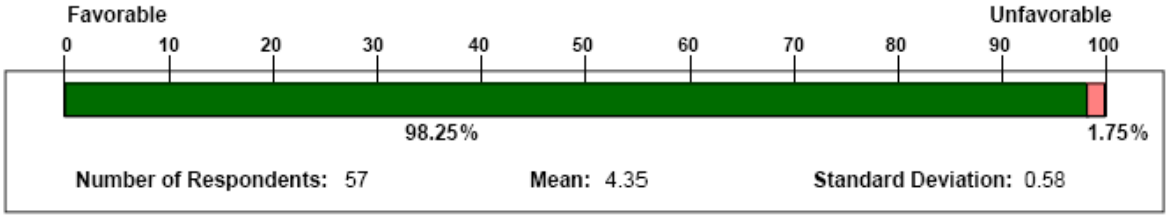
Resources

All of Coastline's FTES-generating Building Code classes are held in traditional classrooms that are equipped with smart podiums and/or an instructor computer and projector. The program currently uses little else in the way of specialized equipment or software. Each classroom has the necessary equipment needed to successfully instruct the courses. For example, all instructors have the ability to present course materials on PowerPoint. Respondents to the student survey indicated that they were very satisfied with instructional facilities and equipment, the availability of appropriate equipment and instructional supplies in the classroom, and the facility where their class meets.

Site-Based Classes - The facility where my class meets is appropriate to the needs of the course



Site-Based Classes - Appropriate equipment and instructional supplies are available in the classroom



The program requires traditional coursework to complete most of its courses. As a result, college facilities, other than the regular classroom, such as the library or computer room, are utilized infrequently by students. Coursework focuses primarily on purchased code books for study and therefore depends less on library resources. Faculty members routinely inform students that they are not limited to the hours they can utilize library resources because they work a full-time day job, and attend evening classes. They also emphasize that the library is entirely electronic, and students have access to traditional library services at Cal-West/PALS member campuses.

The program is staffed entirely by part-time instructors and faculty with differing areas of expertise in building codes technology. This diversity of expertise succeeds in providing students with broad-based perspectives of multiple faculty instruction and input, including varied experiences. The program is under the direction of the Dean of Career and Technical Education (CTE) and receives primary support from the Dean, senior secretary who works with the CTE Dean, instructional researcher, and area facilitator.

Building Codes Technology also offers classes through Coastline's contract education Military Program. All of the military classes are offered online.

Partnerships

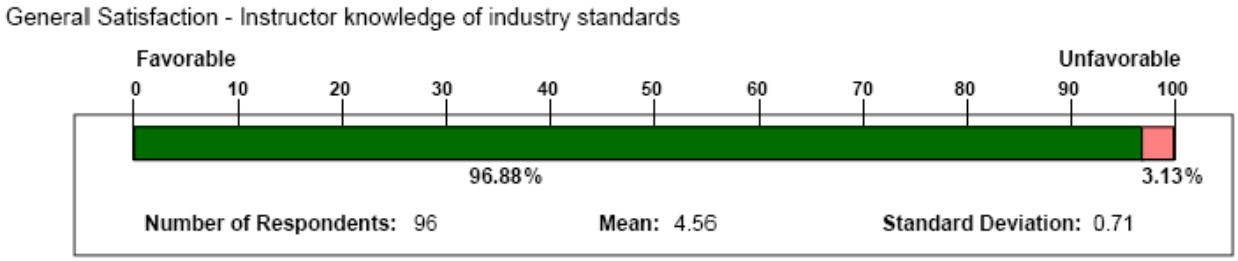
The Building Codes program has not had an active professional advisory committee for the previous five years. Numerous leadership changes at the dean level in recent years and

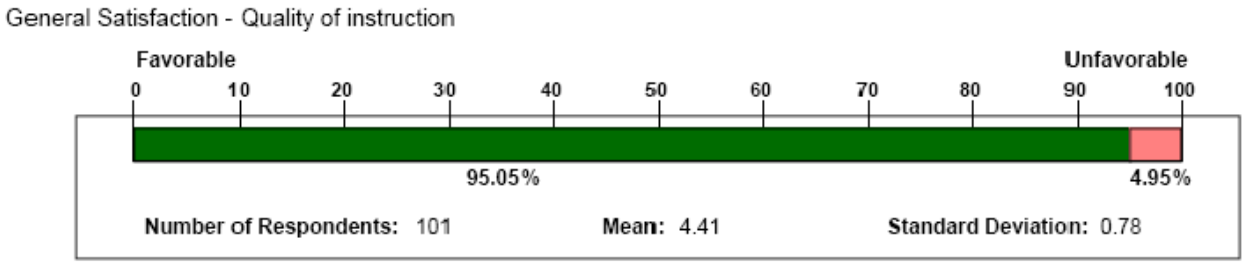
reliance on an entirely part-time faculty have limited the program in this area. In lieu of an advisory committee, the program has relied on guidance from faculty within the program—all of whom work within the industry. In order for the program to stay relevant with respect to industry standards, re-establishment of an advisory committee has been a paramount concern, as this would provide a vehicle for the program to, once again, work closely in partnership with industry professionals in order to maintain a cutting-edge program producing well-trained students able to meet the fast-paced and ever-changing world of building codes and the building code environment.

Responding to this need, a new advisory committee was initiated in December 2007. In order to include representative cross section of the building codes technology industry, all faculty members were asked to provide the names of two individuals possessing a strong knowledge of the building codes industry, who would participate in an advisory committee. Three industry-related individuals accepted the invitation to be a part of our newly reformed advisory committee. They are as follows: Mark Gerry, International Code Council; Don Barrett, Real Estate Broker; and Fred Nelson, Retired Plan Checker, City of Anaheim. On January 16, 2008, the advisory committee held its first meeting. In attendance, in addition to these industry professionals, were the Dean of Career and Technical Education, several faculty members, and a support staff member. The advisory committee provided valuable insight about future employers' needs, the direction in which the discipline was moving, and recommendations on ways to improve the program.

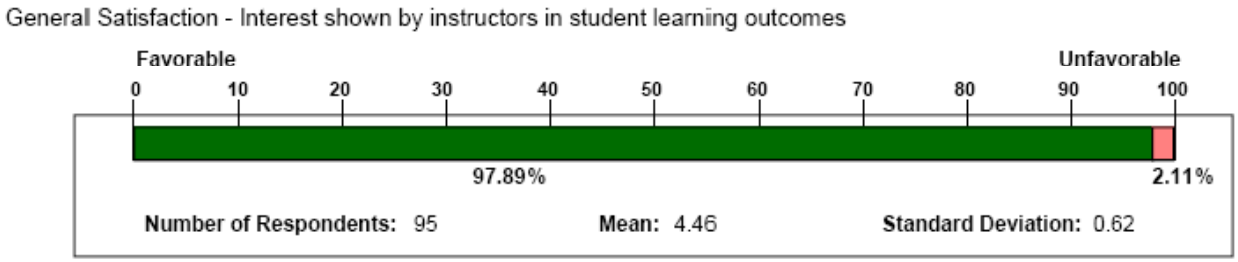
Professional Development

All of Coastline's Building Codes faculty work within the industry, and this provides a real advantage in staying abreast of building codes technology. Building codes change on a tri-annual basis, with minor changes all the time, resulting in major code books being changed every three years. Each code discipline (structural, mechanical, plumbing, and electrical) has its own code book, code requirements and code change cycle. Keeping up with code changes, new code books, the need for new instructional materials and new curricula, can at times, be a part-time job outside the teaching workload. Faculty are diligent about staying abreast of their subject matter, as evidenced by a favorable student rating of 96.88% for instructors' knowledge of industry standards, and a 95.05% favorable rating regarding the quality of instruction.





More than half of the program's faculty (66.67%) responded that they had identified expected student learning outcomes for their courses, with 33.33% indicating that they are attempting to identify expected student learning outcomes but need some assistance. Students indicated a very favorable rating of 97.89% when asked the degree of interest shown by instructors in their student learning outcomes.



Faculty have access to a variety of opportunities for professional development through college-wide resources, including resources that support instruction and various instruction-related workshops and seminars. Three were very satisfied with their own success in the program, with one being satisfied. All faculty respondents indicated that they participate in a wide variety of professional development activities. All faculty respondents indicated that that they attend technology-related workshops. Most (75%) attend discipline-related workshops, and 75% engage in discipline and technology-related reading. Additionally, 75% have attended general faculty meetings within the past two years, and (75%) have attended student learning outcomes workshops/training. Faculty attending professional conferences was 75%, and 50% had membership in professional associations.

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.) Respondents: 4

CCC General Faculty Meeting	3	75.00 %
Discipline-related workshops	3	75.00 %
Technology-related workshops	4	100.00 %
Student learning outcomes workshops/training	3	75.00 %
Membership in professional associations	2	50.00 %
Professional conferences	3	75.00 %
Professional training	3	75.00 %
Discipline-related reading	3	75.00 %
Technology-related reading	3	75.00 %
Total Responses	27	100 %

Quantitative Elements

Course Data

All Building Code courses are offered either on-site or through distance learning. Site-based classes are offered at two locations: the Garden Grove Center and the Costa Mesa Center.

In Fall 2007, the Building Codes program generated 19.44 FTES, the program's second-highest FTES production in the past 12 years. This figure is only a fraction lower than the

peak of 19.66 that was achieved in Spring 2002. The program also had more students at census in Fall 2007 (189) than at any point in the previous twelve years. With the exception of a temporary decline that occurred from Spring 2006 through Spring 2007, Fall enrollments have been relatively stable over the past six and a half years, ranging from 16.90 to 19.44. Spring enrollments have shown a little greater variance. Even excluding the low points in Spring 2006 and 2007, FTES have varied from 14.62 to 19.66. Across the six and a half-year period and thirteen semesters studied, FTES averaged 16.29 per semester. The student retention rate in Building Code classes has traditionally been lower than the overall retention rate in Coastline credit classes. The Fall 2007 student retention rate was an impressive 94.7%--8.3 percentage points higher than the average retention rate of 86.4% for all credit classes at Coastline.

The table and chart on the next two pages provides detailed enrollment and FTES information in relation to other credit classes at the college.

BUILDING INSPECTION

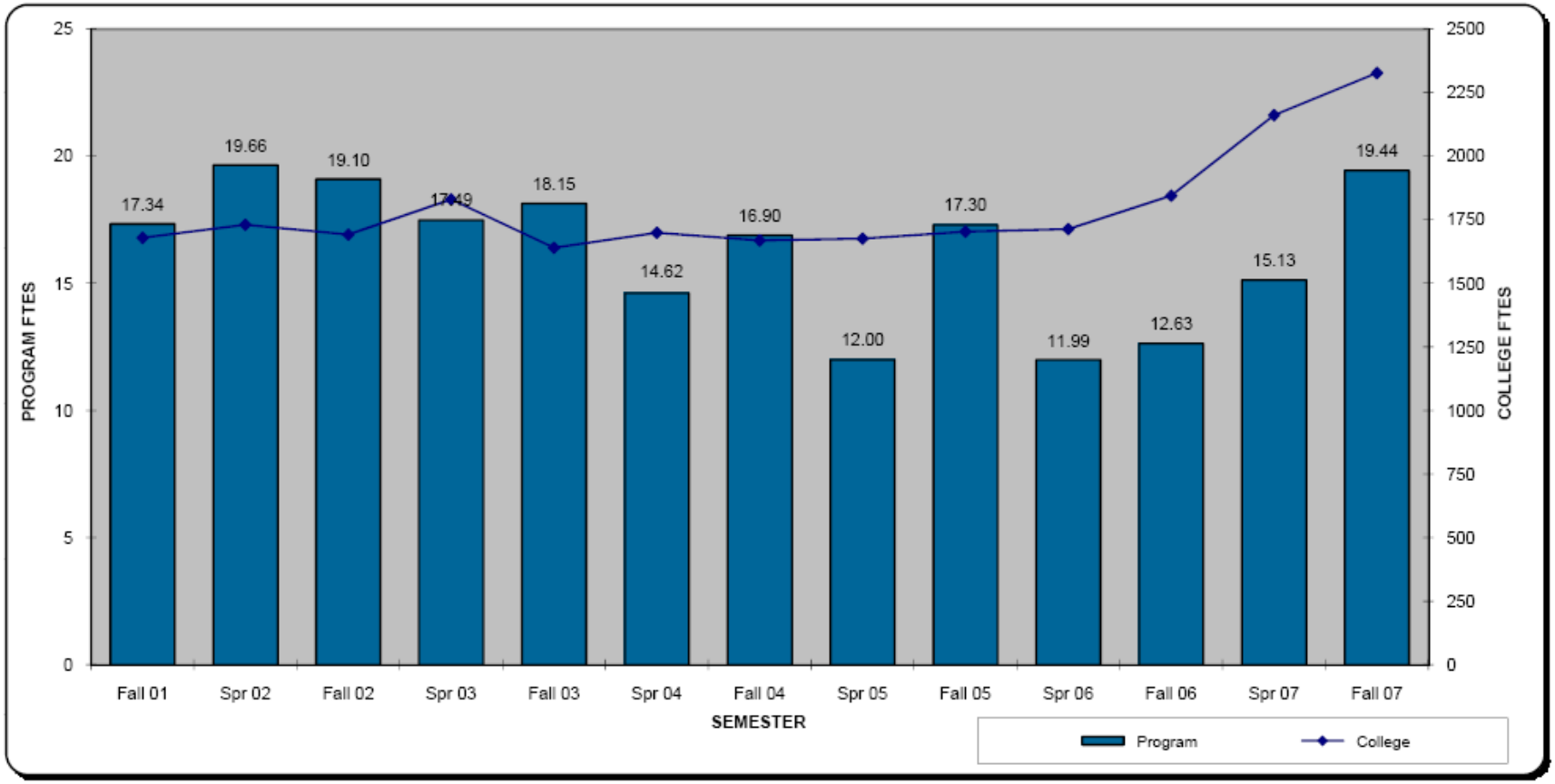
Six and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08
	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL 052	SPRING 053	FALL 062	SPRING 063	FALL 072
FTES													
Program	17.34	19.66	19.10	17.49	18.15	14.62	16.90	12.00	17.30	11.99	12.63	15.13	19.44
College	1679.16	1730.30	1691.80	1830.23	1639.79	1698.93	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2327.36
Program as % of College	1.03%	1.14%	1.13%	0.96%	1.11%	0.86%	1.01%	0.72%	1.02%	0.70%	0.68%	0.70%	0.84%
Program Sections													
Total Sections Scheduled	7	7	7	7	6	7	8	7	8	7	8	7	9
Sections Cancelled	0	0	1	0	0	0	0	0	1	0	1	0	0
Sections (adjusted for concurrent/canc./co-op.)	5	5	4	5	4	5	6	5	6	5	5	5	7
Avg. Enroll. All Classes	25	31	36	29	38	25	24	22	26	20	22	26	25
Seat Count at Census													
Program	158	181	174	166	169	138	159	114	164	112	120	143	189
College	15944	16213	16043	17053	15500	16243	15776	15699	15927	16188	17220	20458	21461
Program as % of College	1.0%	1.1%	1.1%	1.0%	1.1%	0.8%	1.0%	0.7%	1.0%	0.7%	0.7%	0.7%	0.9%
Seat Count at Semester End													
Program	153	166	153	152	159	127	142	97	136	101	114	140	179
College	13327	13415	13193	13895	12673	12998	12915	12964	12829	13239	14418	17334	18534
Program as % of College	1.1%	1.2%	1.2%	1.1%	1.3%	1.0%	1.1%	0.7%	1.1%	0.8%	0.8%	0.8%	1.0%
Attrition (Cens. to End Seats)													
Program	3.2%	8.3%	12.1%	8.4%	5.9%	8.0%	10.7%	14.9%	17.1%	9.8%	5.0%	2.1%	5.3%
College	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	19.5%	18.2%	16.3%	15.3%	13.6%

BUILDING INSPECTION

Six and a Half-Year Summary of Enrollments and FTES

FTES	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07
Program	17.34	19.66	19.10	17.49	18.15	14.62	16.90	12.00	17.30	11.99	12.63	15.13	19.44
College	1679.16	1730.30	1691.80	1830.23	1639.79	1698.93	1668.38	1675.88	1703.25	1713.42	1844.86	2161.42	2327.36
% of College	1.03%	1.14%	1.13%	0.96%	1.11%	0.86%	1.01%	0.72%	1.02%	0.70%	0.68%	0.70%	0.84%



In addition to apportionment-generating classes, the Building Codes program has been offering classes in the Military program since Spring 2004. Over the past 6 primary terms, Military Building Code classes have served 812 students. The equivalent number of full-time students for each term reached its highest point (17.18) in Spring 2006. The Fall 2007 equivalent number of full-time students was 14.19—just slightly below the 14.89 average for the most recent four semesters.

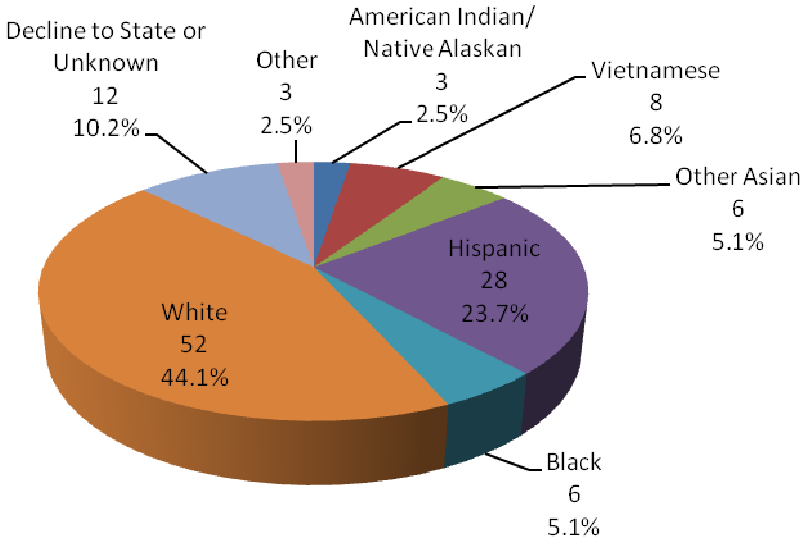
Military Program Building Codes Enrollments

	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Seat Count	11	58	61	100	169	134	141	138
Equivalent Number of Full-Time Students	1.13	5.97	6.27	9.88	17.18	13.68	14.50	14.19

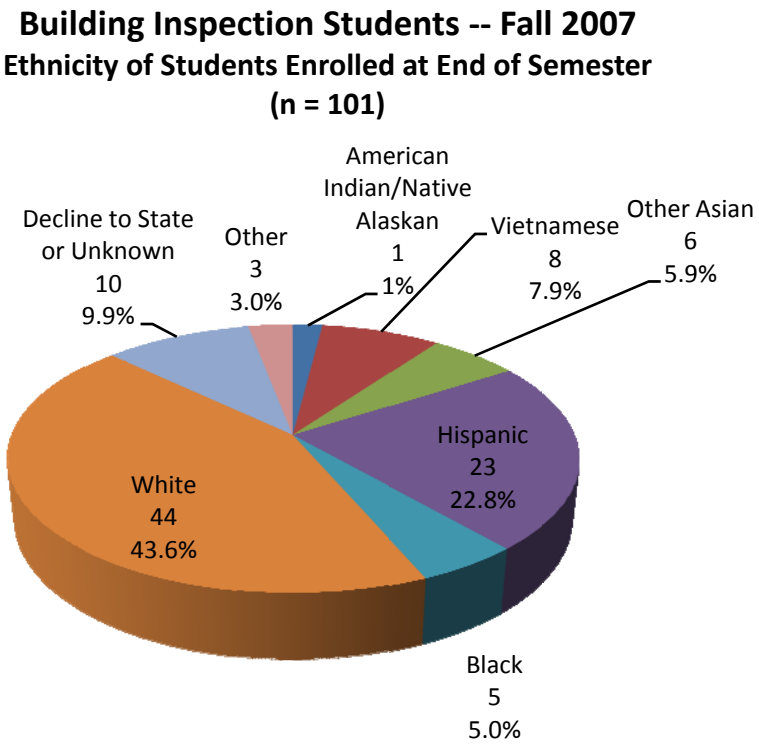
Student Elements

Enrollment application data indicates that the population of students in regularly-enrolled Building Code courses (not including Military) is more diverse than ever. In Fall 2007, (44%) of all students who enrolled in one or more building code courses and who did not drop before the first day identified themselves as white. Twenty-four percent identified themselves as Hispanic and (12%,) as Asian.

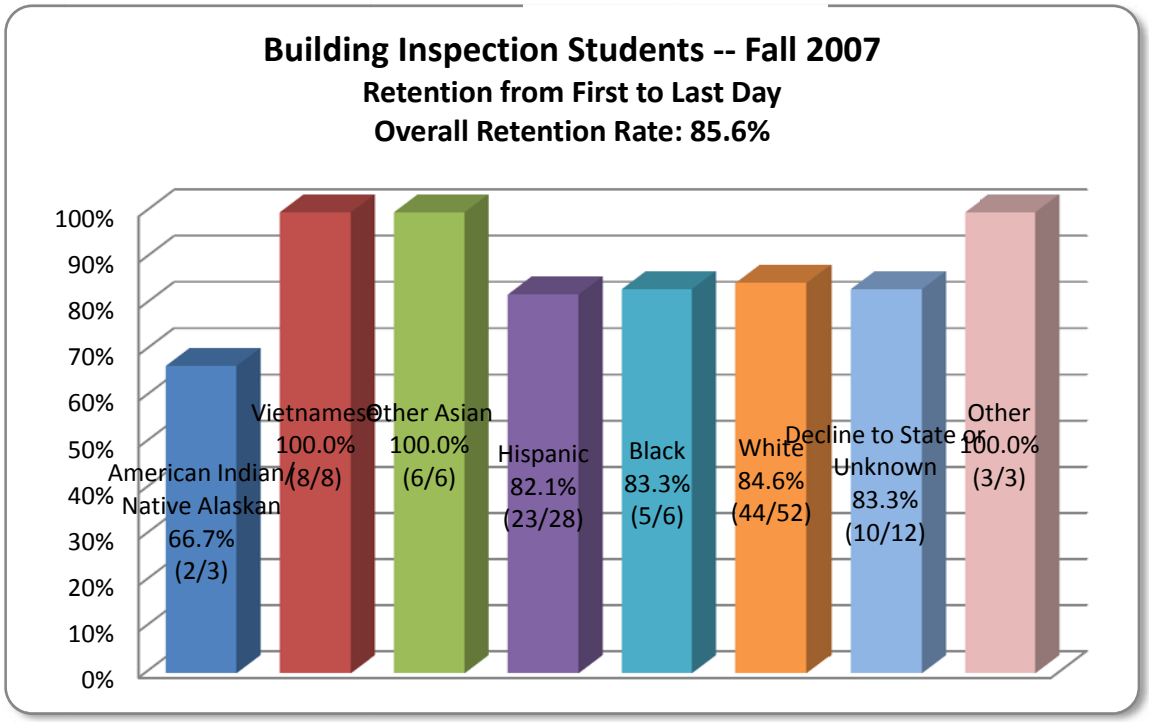
Building Inspection Students -- Fall 2007
Ethnicity of Enrolled Students Who Did Not Drop Prior to First Day
(n = 118)



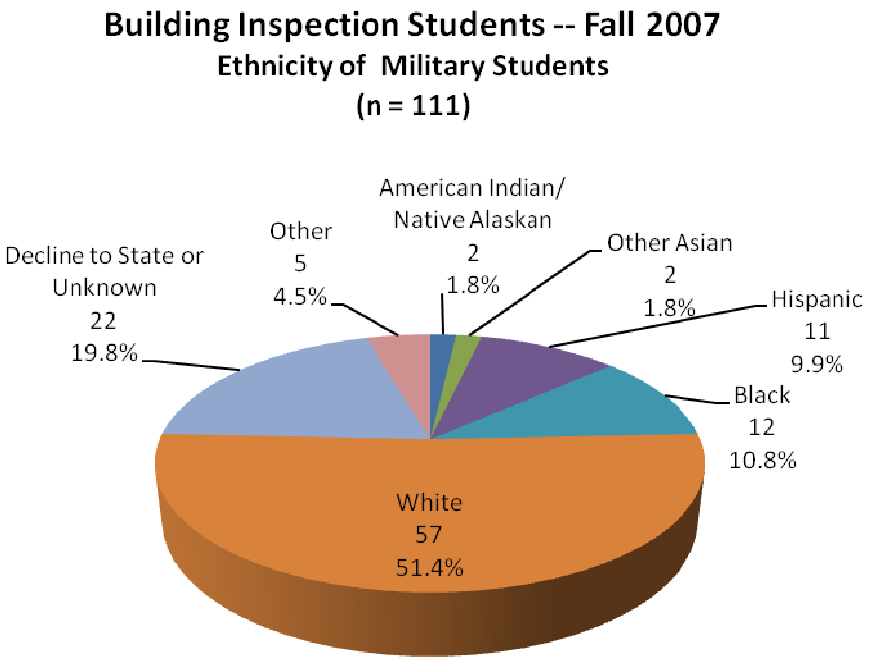
At the end of the semester, the demographic distribution showed only slight shifts in demographics. Vietnamese and “Other Asian” showed slight gains in the overall distribution, and white, Hispanic, and American Indian/Native Alaskan showed slight decreases.



Analysis of retention rates (defined as students who remained enrolled in one or more classes at the end of the semester) shows that Asian students had the highest retention in Fall 2007. (Note: Although the retention rate of American Indian/Alaskan Native students was significantly lower than the average, the small number of students in that group precludes drawing any conclusions from that figure.)

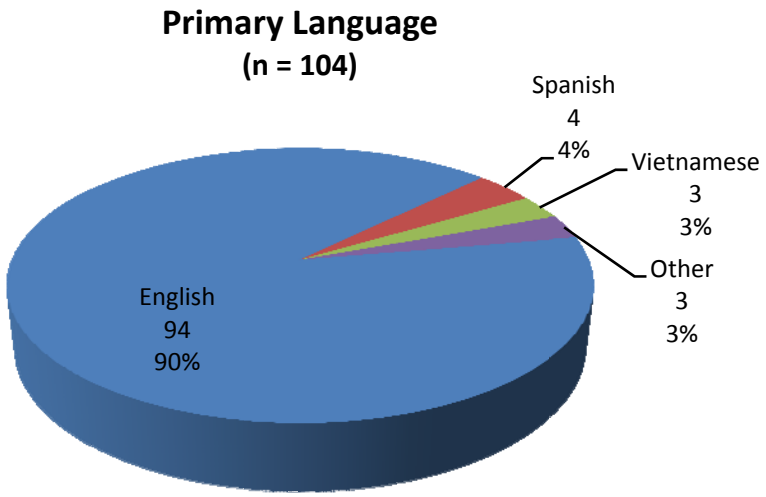


Analysis of Building Code enrollments in the Military Program showed somewhat less diversity. White students accounted for more than half of all students. Ethnicity of 20% of the students was unknown. (Note: Because of the way in which military students are enrolled and the tuition incentives provided by the military, available records typically show a very limited number of drops between start and end dates. Fall 2007 data showed only two student drops.)

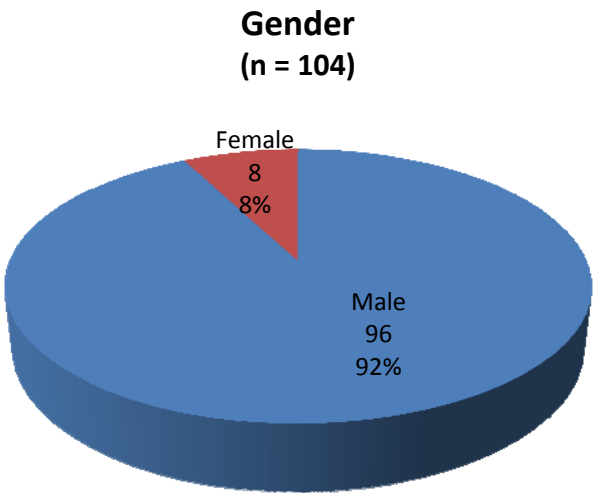


Ninety-seven percent of all student survey respondents (non-military and military) indicated that they have never dropped a Building Codes course.

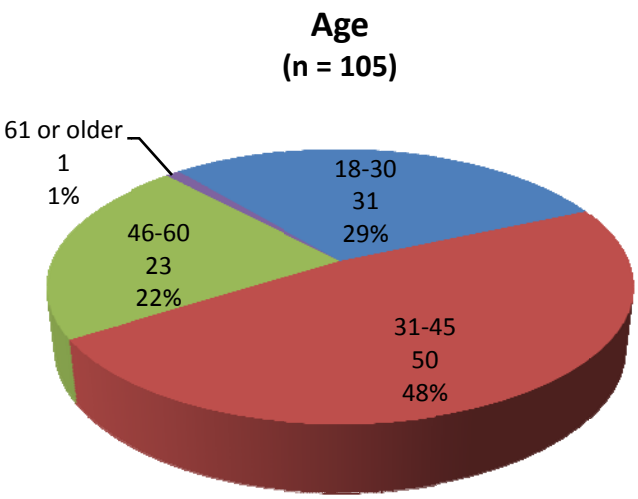
Reviewing the demographic information further, the majority of students (90.38%) indicated that English is their primary language.

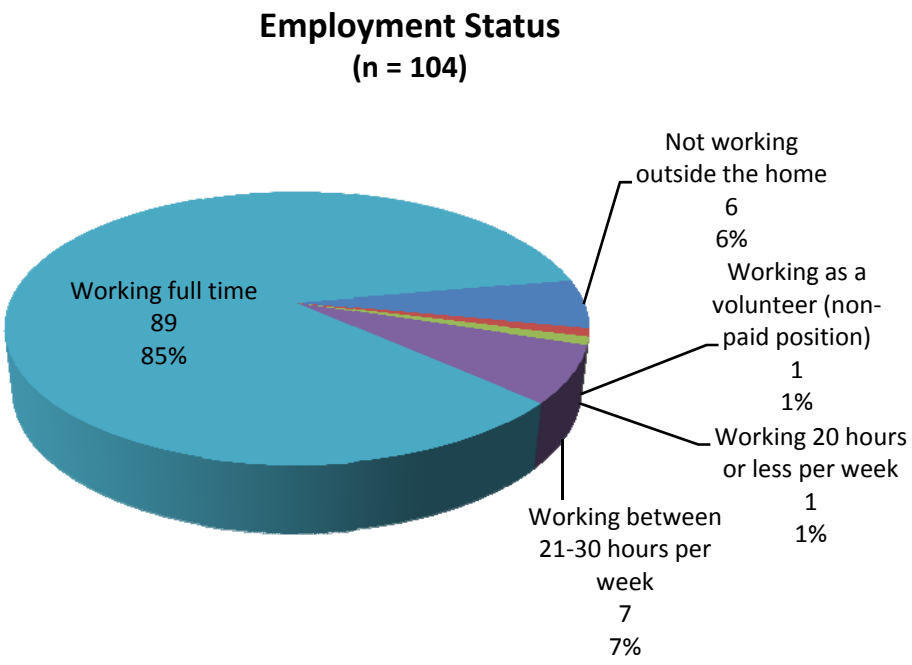


Males accounted for 92.31% of student enrollment, up from 83% five years ago, which also means that female students represent only 7.69% of enrollment.

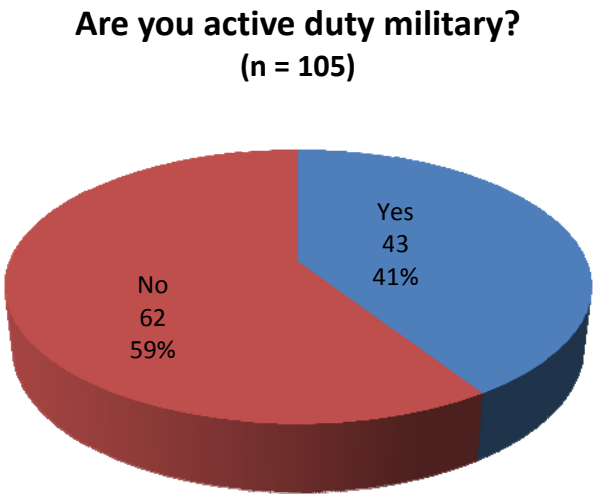


The majority of students indicated that they work full-time jobs, with almost half (47.62%) between the ages of 31-45, slightly less than a third (29.52%) between the ages of 18-30, and 21.9% between the ages of 46-60.

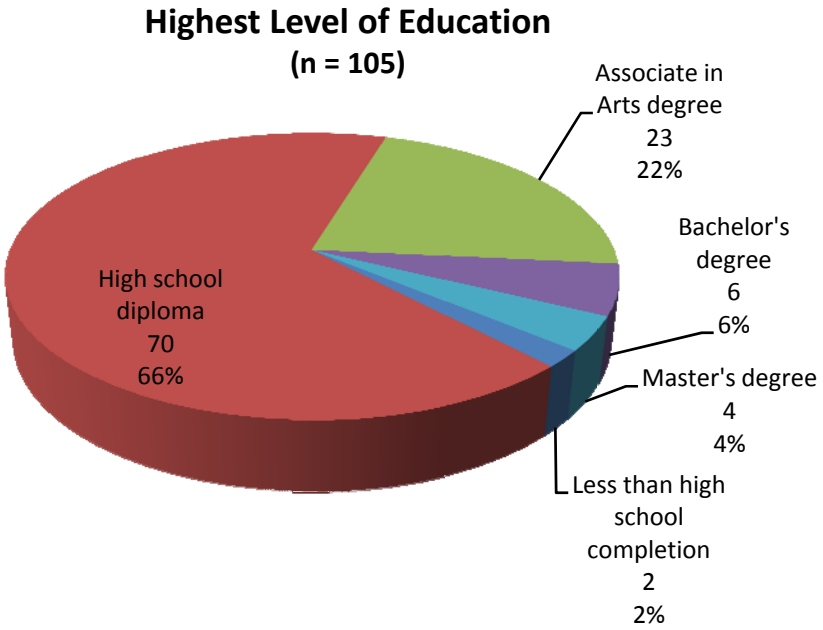




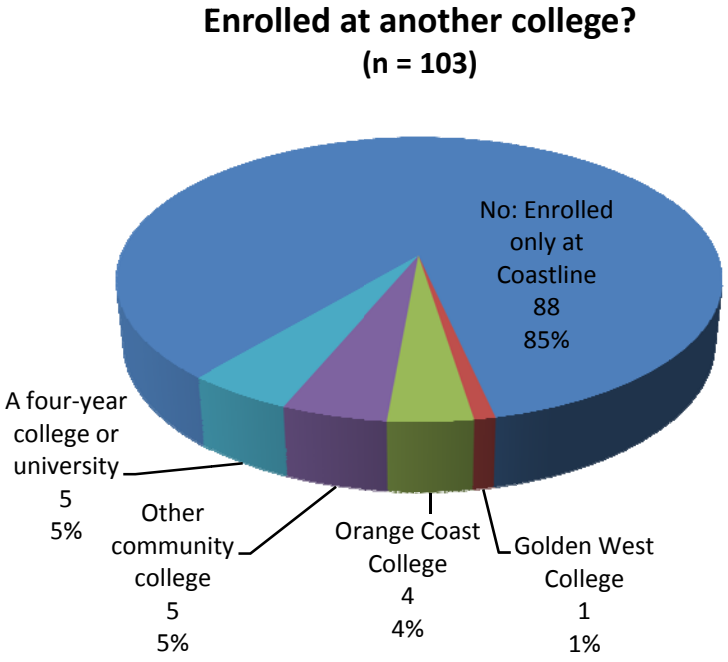
Based on survey responses, non-military students account for 59% of the program, with 41% being active military.



For 66% of survey respondents, their highest level of education was a high school diploma. Twenty-two percent indicated that they already possessed an A.A. degree.



Most student survey respondents (85%) indicated that they were not enrolled only at Coastline. Five percent of the respondents were concurrently taking classes at either Orange Coast or Golden West.



Cost Data

The Building Codes program has no full-time faculty and does not have a department chair. Lead faculty members do not receive any compensation for their work on curriculum or program development. This tends to limit program growth and vitality. The program

employs three to five part-time faculty members each semester. In Fall 2007, revenues from apportionment based on FTES generated by the program were almost three times greater than the cost of instructional salaries (not including benefits).

Fall 2007 Faculty Salaries and Apportionment Revenues

Part-time Faculty Salaries	Apportionment Revenue	Net Revenue
$29,492	$84,894	$55,402

Other than limited expenditures for normal printing of classroom materials, the program has had no supplies, materials, or equipment expenses for the past four years.

Program Outcomes

Student Learning Outcomes

The Building Codes program has not yet identified program-level outcomes, and, as a result, has not mapped course, program, and college core-level outcomes. Faculty members have identified student learning outcomes for all Building Code courses. Recently, student learning outcomes were revised for several courses at the time course name changes were initiated. One faculty member is currently participating in Coastline's Course-Level Student Learning Outcomes Pilot Project, which was piloted in Fall 2008. The pilot project is designed to assist faculty with the process of identifying expected student learning outcomes for their courses, assess students, and report the assessment results. The District has licensed eLumen--a Web-based student learning outcomes assessment and tracking tool that will allow faculty to share learning outcome scoring rubrics, do assessments online or offline, and eliminate the extra step of completing SLO paperwork. Preliminary assessment will be conducted in Spring 2008.

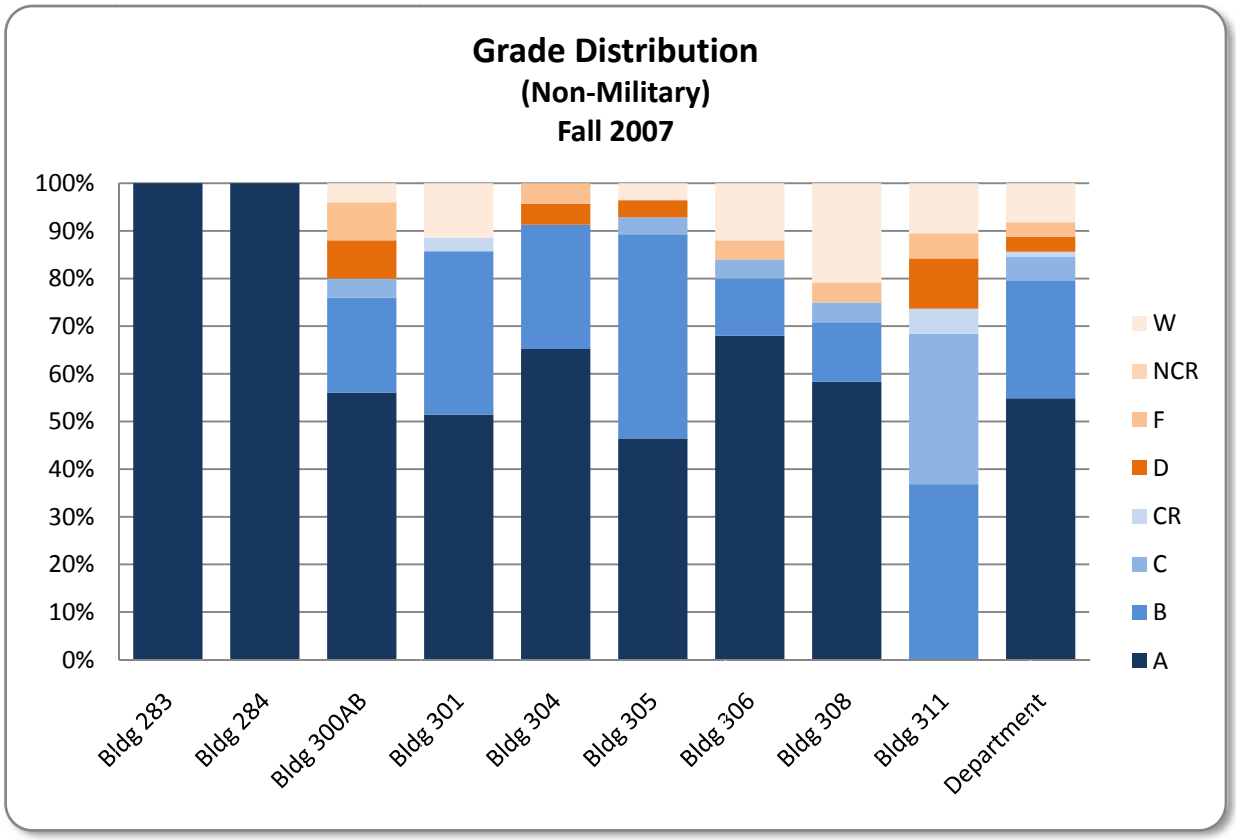
Other Student Outcomes

Analysis of grade distribution data for regularly-enrolled (non-military) students in Fall 2007 indicates an overall success rate of (85.6%). The success rate was significantly higher than the average success rate for all Coastline credit students in the Fall. The college credit success rate (including Military) as reported by the State Chancellor's Office Data Mart was 70.99% in Fall 2007. The highest success rates for the Building Codes program were in Cooperative Work Experience (100%), Concrete Construction Inspection, and Steel and Wood Frame Inspection (91.3% and 92.9% respectively).

Course	Census	Successful	Unsuccessful
Bldg 283 Work Experience	2	2	0
		100.0%	0
Bldg 284 Work Experience	14	14	0
		100.0%	0.0%
Bldg 300AB Intro/Int'l Bldg Code	25	20	5
		80.0%	20.0%
Bldg 301 Resident/Const Blueprint Reading	35	31	4

Course	Census	Successful	Unsuccessful
		88.6%	11.4%
Bldg 304 Concrete Const Inspection	23	21	2
		91.3%	8.7%
Bldg 305 Steel/Wood Frame Inspection	28	26	2
		92.9%	7.1%
Bldg 306 Electrical Inspection	25	21	4
		84.0%	16.0%
Bldg 308 Plumbing Inspection	24	18	6
		75.0%	25.0%
Bldg 311 Int'l Residential Code	19	14	5
		73.7%	26.3%
Department	195	167	28
		85.6%	14.4%

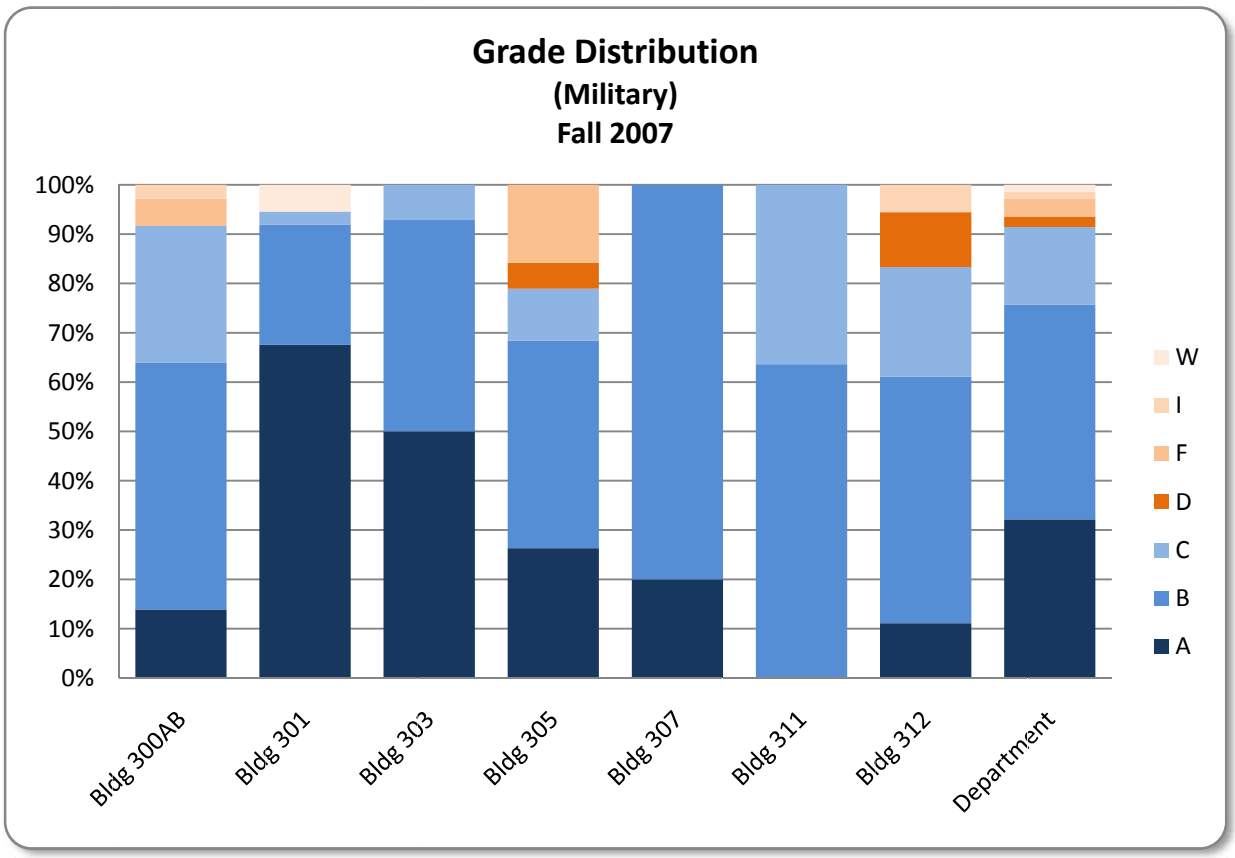
As the grade distribution data reveals, Plumbing Inspection (Bldg 308) had the highest percentage of post-census withdrawals. Four of the ten students categorized as unsuccessful in International Residential Code (Bldg 311) received a grade of "D," which, though passing, is considered less than satisfactory.



Building Inspection classes in the Military Program had an overall success rate of 91.4% in Fall 2007, with the success rates in individual courses ranging from 83.3% to 100.0%.

Course	Census	Successful	Unsuccessful
Bldg 300AB Intro/Int'l Bldg Code	36	33	3
		91.7%	8.3%
Bldg 301 Resident/Const Blueprint Reading	37	35	2
		94.6%	5.4%
Bldg 303 Fire and Life Safety	14	14	0
		100.0%	0.0%
Bldg 305 Steel/Wood Frame Inspection	19	15	4
		78.9%	21.1%
Bldg 307 Mechanical Inspection	5	5	0
		100.0%	0.0%
Bldg 311 Int'l Residential Code	11	11	0
		100.0%	0.0%
Bldg 312 Construction Estimating	18	15	3
		83.3%	16.7%
Department	140	128	12
		91.4%	8.6%

Grade distribution data shows that the majority of students categorized as unsuccessful received grades of "D" or "F."

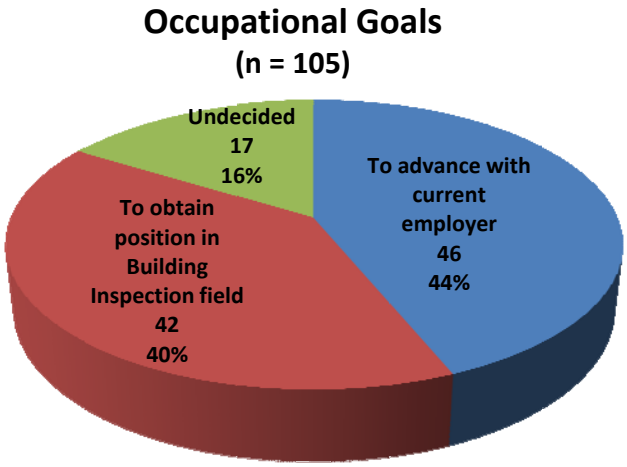


Students continue to express an interest in obtaining certificates. Data from Coastline's Graduation Clerk indicated that the 2006-2007 year saw 13 number of award recipients, with students still applying for certificates during this semester, with the filing period ending April 11, 2008. During the six-year period from 2002 through 2007 saw 66 certificates.

Building Codes Technology Certificates

Year	2002	2003	2004	2005	2006	2007
No. of Certificates Awarded	10	12	9	13	9	13*

Other interests/reasons students expressed for taking Building Code courses were for personal interest, to prepare for International Code Council certification and to satisfy job-related requirements, with approximately half (46%) of students desiring to advance with their current employer and an almost equal percentage (42%) wanting to obtain a position in the building inspection field. When asked which best describes your occupational goal, 43.81% indicated to advance with employer, 40% responded to obtain a position in the building inspection field, and 16.19% were undecided. (See the table in the Needs section for a detailed breakdown of reasons students are taking Building Codes classes.)



To further our insight into student outcomes, specifically, what students are hoping to gain from taking coursework in the Building Codes program, we took an in-depth look at their written survey responses. Their responses help in providing the program with additional indicators of what are students are hoping to learn or accomplish from taking Building Code courses at Coastline, including the development of any new patterns. Listed below are responses from students in their own words, stating what they most wanted to learn or accomplish from taking building codes technology courses at Coastline.

- *I like to take all casses*
- *the knowledge required to becoming a Building Inspector*
- *I want to underdstand the code better. I am just intering the field and have no prier knowlage of the industry.*
- *Preparation of ICC exam*
- *want to know my codes and wanna get my certificite*
- *Interporetation of the building codes as they are applied in the inspection field.*
- *To get a job.*
- *Learning the new ICC codes*
- *how a building is created*
- *the use of building code book*
- *i want to learn exactly what i will be needing as far as the trade goes. simple as that. anything that isnt used in the trade i really dont care to learn.*
- *To stay current with codes*
- *building code updates to excel my gen contractors business*
- *new 2006 IBC Code requirements*
- *To gain an understanding of building codes in order to be hired as a building inspector*
- *I want to be a building inspector*
- *to learn the IBC*
- *better under standing of the code*
- *To learn more about real life building inspection's in the feild and how to handle them.*
- *I want to complete all my courses, and earn a building technology degree.*
- *special insptections*
- *Expand my knowledge in the building inspection field to obtain certification and employment in the building inspection field.*
- *Learn the current codes*

- *I would like more confidence when in the field inspecting that I'm making the right calls. I also what to use it for*
- *further advancment in the field.*
- *To prepare for ICC certification*
- *the important education valve*
- *obtain a certificate in building technology.*
- *How to inspect job sites from beginning to end.*
- *get ready for ICC test and go out on the field to put the learning into practice; also be prepared for a new job*
- *Just want a general base on what needs to be learned.*
- *Carpentry and the building process has always caught my interest and have dreamed of building my own home.*
- *the knowledge to preform the duties correctly*
- *better knowledge of the code*
- *I am interested in a well-rounded overview of Building Inspection Technology to pursue a career in legal consulting for the construction industry. **
- *To take ICC test and to be able to become a better inspector.*
- *A better understanding of the language presented in the code books and how to apply them.*
- *keep current certifacates uo to date and work on deputy inspectoe certificates*
- *To work in the inspection field.*
- *Deputy inspector role*
- *Put myself in better standing when I apply for STA-21 under the CEC program.*
- *I wanted to learn how to read bluprints.*
- *The basics. I feel tht the courses offer this, and stressed the importance of referencing the code*
- *Learning the building code and how it applies to home inspection*
- *Anything that is important to know as a Seabee who designs and builds in remote locations*
- *Receive a construction technology degree (associates)*
- *To learn the basics in Constuction Technology*
- *I am not enrolled in the Building Inspection course at Coastline but I have taken a 12 week course through the military and I would be very interested in taking another course just to keep up to date on technology and proceedures*
- *I want to learn more about the different requirements of construction and know the right codes to use in all construction situations*
- *I RECEIVED WHAT THE CLASS HAD TO OFFER*
- *everything*
- *A firm grasp of the knowledge required build houses*
- *Technical drafting is what I enjoyed the most during my vocational school. This time, I took this course to fulfil an elective. After all these years it still refreshes the mind as far as informing me of building construction*

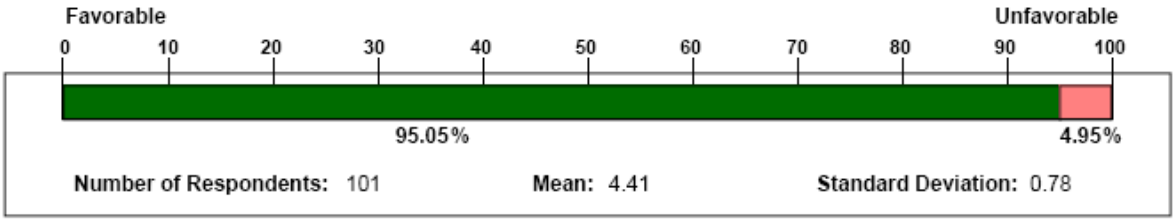
To the extent that the Building Codes program is meeting the expectations of its students, 30.48% of survey respondents felt that the program exceeds their expectations, with 63.81% responding that it was pretty much what they expected, and only 5.71% indicating that it was not what they expected.

Student Satisfaction

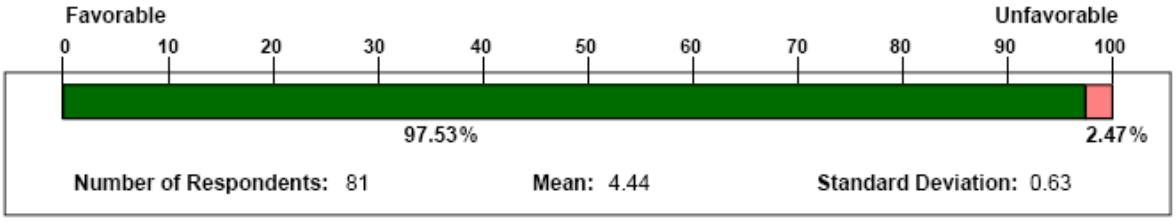
Based on student survey responses and anecdotal feedback, the majority of students are very satisfied with the program, and very satisfied and/or satisfied with the quality of

instruction, and the extent to which faculty and staff meets the needs of culturally diverse and non-traditional students.

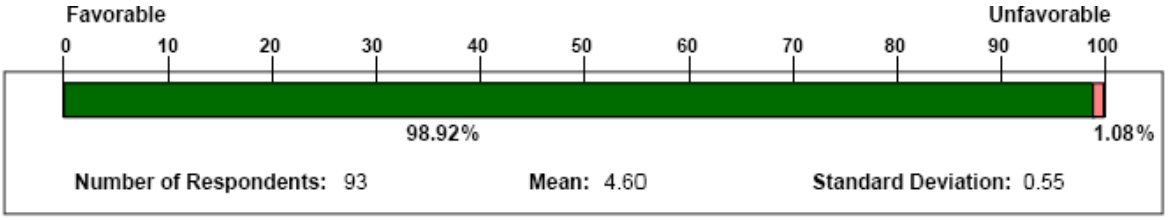
General Satisfaction - Quality of instruction



General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students



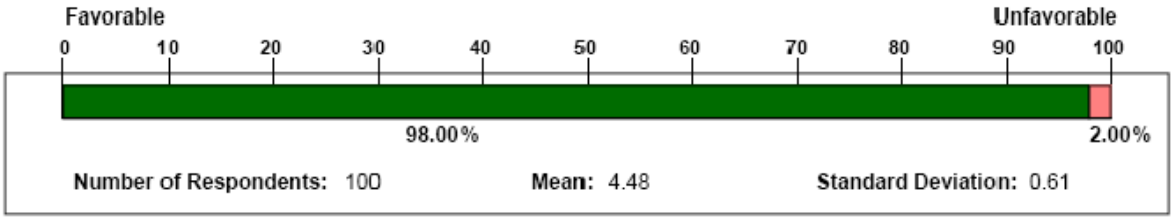
General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)



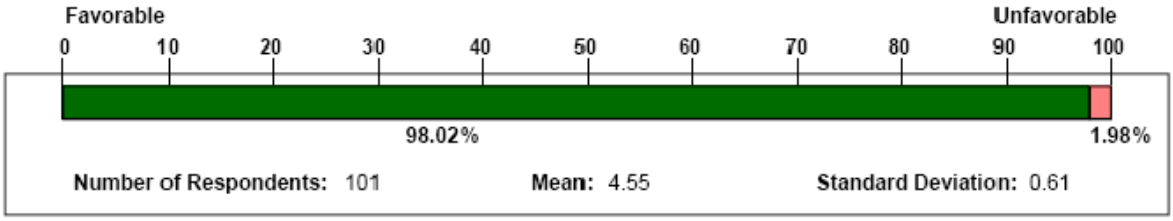
Student satisfaction with distant learning courses is very important. Students were quite satisfied with 74% indicating that they either strongly agree or agree that the caliber of their distant learning course is equivalent to or better than the quality of their classroom-based courses. In addition, 73.47% of students responded that they strongly agree and/or agree that they were satisfied with the amount of interaction they have with their instructor and fellow students in their distance learning class.

In regards to overall program quality, and with their own success in the program, 98% of students responded with favorable ratings.

General Satisfaction - Overall quality of the program

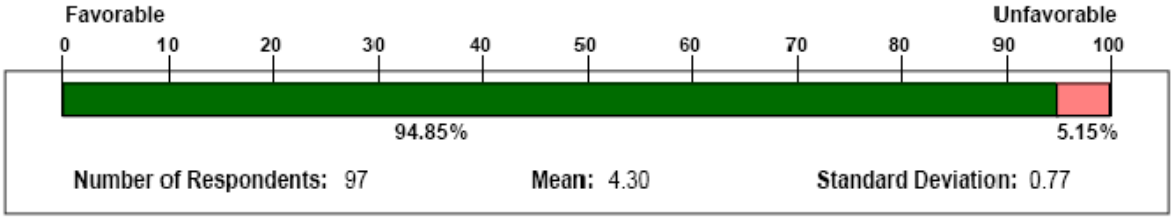


General Satisfaction - Your own success in the program

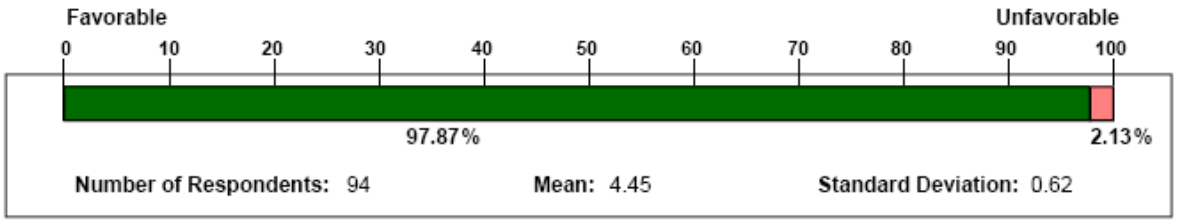


Satisfaction was very high with 88.46% of students indicating that they were either very satisfied and/or satisfied with both the variety of classes and relevance of classes to their job needs.

General Satisfaction - Variety of classes

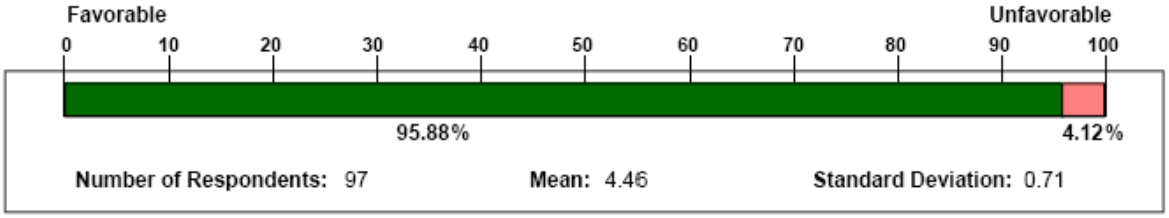


General Satisfaction - Relevance of classes to my job needs



Staff support for the program and classes is perceived as very strong with 93% of students indicating they were very satisfied and/or satisfied.

General Satisfaction - Staff support for the program and classes



Conclusions

The program review process has been both challenging and informative for the Building Codes Technology Program. The review has told us that our program is healthy and that we are doing many things quite well. It was heartening to have impartial observers analyze our program and tell us that, for the most part, our program is quite strong and we are doing an excellent job. The process has also indicated areas in our program that present

opportunities, and these areas as well as the program's strengths will be outlined in this section.

Strengths

Success of Building Codes Technology Program in Contributing to Coastline's Mission Statement

Coastline Community College's mission statement "to remain committed to student success through accessible and flexible education within and beyond the traditional classroom" expresses the educational philosophy of the college. The Building Codes program continues to include Coastline's mission as the framework for any and all planning, decision making, and curriculum design. The program also strives to parallel the college's seven educational goals related to the institution's mission. (See appendix.) Success of the program in contributing to Coastline's mission can be seen in many areas of the program and can be directly linked to the commitment of the program to remain accessible and flexible within and beyond the traditional classroom.

Program Accessibility and Flexibility

The availability of evening classes creates an accessible program for the majority of students, since over 85.58% are working full-time day jobs. Our students are able to take program classes and still maintain their full or part-time jobs. Students in both the 2002-03 and 2007-08 surveys strongly indicated their desire for more distance learning classes, and we are listening. The program currently has thirteen courses, excluding a work (place) experience course, with eight courses having a distance learning counterpart. Approximately, one or two distance learning courses are offered per semester, with more online sections to be added each semester. In addition, the program continues to remain accessible and flexible through the recruitment and active encouragement of students from all socio-economic, cultural, disability, ethnic, and educational backgrounds to seek opportunities for career and personal growth in the building codes profession.

Student Support

Students and faculty work closely together in their Building Code courses. When students need additional help, they are referred by faculty to Coastline's Student Services for information and support related to financial, emotional, and academic problems. Coastline's Student Services continues to offer exemplary support to our program and the overall learning environment. The CTE Dean maintains an open-door policy, and many of our students have sought her advice and counsel. The Dean has also worked in close partnership with faculty and the advisory committee in bringing about a cutting-edge program that produces graduates who are well-trained and able to meet the demands of the building codes profession.

Program Enrollment and Student Satisfaction

Enrollment numbers are quite strong. In Fall 2007, the program generated 19.44 FTES, the program's second-highest FTES production in the past 12 years. This figure is only a fraction lower than the peak of 19.66 that was achieved in Spring 2002. The program also had more students at census in Fall 2007 (189) than at any point in the previous twelve years. The program maintains an excellent course-level retention rate of 94.7%.

Students are overwhelmingly satisfied with both the relevancy and variety of classes and the extent to which the program meets the latest international and local standards and helps prepare them for International Code Council certifications. Students are also very satisfied with the level of instructor knowledge of industry standards, the instructor's ability to communicate, and the instructor's strong interest in their learning outcomes. In addition, students were very satisfied with the overall program, their own success in the program, the facilities, the location and time of classes, the delivery methods, and the support from instructors and staff in representing non-traditional and culturally diverse students.

Faculty Satisfaction

Faculty satisfaction within the program is high and faculty are pleased with the overall quality of the program, the extent to which the support staff and the facilities meet their needs, and their ability to participate in curriculum review and program development. About half of the program's faculty members responded that they were not satisfied with the currency and relevance of classes to industry needs. Since the administration of the survey, however, there have been extensive curriculum changes, which would undoubtedly raise the level of satisfaction for those instructors who indicated the currency and relevancy of classes were not up to industry standards.

Program Name Change

The department moved in the right direction by changing the program name from the outwardly narrow implication of "Building Inspection Technology" to a more inclusive, broad-based "Building Codes Technology." The previous program name seemed to infer that the program was only about building inspection and/or only for those interested in becoming building inspectors. This created a situation whereby over the years, the program was becoming far too narrow and too isolated and increasingly appealing only to males and only to those interested in a career in building inspection. The new program name better exemplifies that the program is suitable for anyone interested in learning about building codes. The new program name will also help facilitate in marketing the program to other industry-related groups with less "inspection" confusion. There is a growing market for individuals in job-related industries to keep abreast of building codes and their changes through building codes coursework. As building codes change every three years with minor changes all the time, this creates a continuous demand. The *Occupational Outlook Handbook 2008-2009* states in their job outlook for building codes professionals:

> There is also a growing demand for workers in other occupations using a similar combination of skills, including: architects, except landscape and naval; appraisers and assessors of real estate; construction managers; civil engineers; cost estimators; engineering technicians; surveyors, cartographers, photogrammetrists, and surveying technicians. These workers are interested in keeping up with today's building codes and practices, and are exceedingly seeking building code coursework as their method of learning.

Marketing the Building Codes Technology program will be less formidable, now that the "walls of inspection" have been replaced with a more inclusive and broad based "code."

Addition of Four Optional Certificates

Progressing further with improvements, four certificate options have been added: Combination Building Inspector, Combination Residential Inspector, Code Professional, and Permit Technician. Among other things, (please see "Curriculum Review"), these four certificates will serve to encourage students to further advance their educational goals.

Course Name Changes

Students were clear from their written survey responses that they are interested in learning about building codes. The recent changing of course names, for example, Electrical Inspection to Electrical Code, (please see "Curriculum Review") makes good sense. Moving away from the narrow, self-limiting "inspection" to a more inclusive, broad-based "code" will serve to better define Building Codes coursework and open doors for those who are interested in learning about building codes but who erroneously thought our courses were only about "inspection."

Addition of New Courses

Further moving the program in the right direction was the addition of two new courses: Introduction to Building Codes (a required course) and Building Permit Technicians and Counter Operations (an elective course). These courses will serve to strengthen and improve the program in several ways. Students expressed a strong interest in an introductory course, with over (74%) indicating it was very important that an Introduction to Building Codes course be offered. This new introductory course will help anchor and orientate students entering into the program and will offer an overview of the many trades, for example, mechanical, electrical, plumbing, concrete and structural framing. The new course will provide the solid footing many of our students need in order to stay with the program and will help them bridge successfully over to their next or concurrent building code classes. By providing students with a solid foundation of introductory concepts, practices, and procedures involved in the building codes environment, we are better serving and strengthening our students for success. The new permit technician course will benefit students and program diversity by increasing female student enrollment, as this field generates a strong female following. The permit technician certificate will be the first in this region and surrounding regions to offer training and a certificate from an accredited institution. With good marketing and word of mouth, the demand for this course should see good enrollment.

Opportunities

Tracking Student Data

Student success is measured in jobs. The job outlook looks good, as the *Occupational Handbook 2008-2009* indicates "faster than average" growth, but the program lacks concrete data on the number of graduates finding jobs in this field. It is important that student tracking be implemented, which would necessarily include data on our students' success in finding jobs and/or promotions after receiving their certificate, ICC exam success/completion ratios, and graduate satisfaction with our program.

Industry Data

More data on employer and industry feedback is needed, including employer satisfaction with graduates, relevancy of curriculum, and the extent to which the program is adequately preparing students.

Student Learning Outcomes

The program has made progress in updating course outlines and expected student learning outcomes. More work, however, needs to be done to ensure that all courses have relevant course outlines and robust student learning outcomes. Preliminary steps have been taken to further this progression, including one faculty member's participation in Coastline's Course-Level Student Learning Outcomes Pilot Project. This pilot project is designed to assist faculty with the process of identifying expected student learning outcomes for their courses, assessing students, and reporting the assessment results. There still remains much work in this area to ensure that all courses have outcomes that are being measured, that program-level outcomes are identified, and that course-level outcomes are mapped to program-level outcomes.

Female Recruitment

Comparing both the 2002-03 Program Review with the current 2007-08 Review, not much has changed with respect to female enrollment. Male students account for 92.31% of the program—a higher percentage of males than five years ago when men represented 83% of the enrollment. This means that only 7.69% of the program's student population is comprised of female students. The addition in Fall 2009 of a new permit technician course and permit technician certificate should help to notably increase the number of female students.

Recommendations

Marketing

The Building Codes program looked for opportunities to improve, and the results were a new program name, new course offerings, and the addition of four certificate options. The program now needs to focus on ways in which to optimally expand marketing and outreach efforts. Competition from other institutions is minimal given that Coastline is the only accredited institution in this and surrounding regions to offer a building codes certificate program. Even so, our only form of advertising cannot be to simply list courses in the college catalog and class schedule or to rely solely on school counselors and student recommendations. The program needs to develop sound marketing strategies to recruit students, improve its visibility in and outside the district, and increase student diversity. Marketing strategies might include advertising in local building magazines, such as *Building Safety* in addition to other trade papers and building newsletters. Other suggestions include advertising the program with various worker re-training programs, career counselors, city building departments, and One-Stop Centers. An additional marketing strategy could include sending out press releases or flyers to city building departments, selected businesses, and various campus locations prior to the beginning of each term to showcase our program.

Need for Full-Time Faculty Member

Although the Building Codes program is staffed by dedicated part-time faculty members, the program would be further strengthened with the hiring of a full-time faculty member who could devote time to providing the academic and personal support that enhances the student-faculty relationship and contributes to student success. The majority of students attending the Building Codes program are primarily blue-collar individuals with high school diplomas and little to or no college experience and who are working full-time jobs. Considerable academic research indicates that, for these students, attending college can be an intimidating and confusing time. These first-time students often need some extra help in the very beginning in the form of someone to answer their questions and concerns. Additional advising while completing their program, including setting benchmarks for certification exam preparation, and encouragement to complete their certificates is vital. The support and direction that a full-time faculty member could provide to our Building Code students would serve to fulfill a great need for many of our students.

Having a full-time faculty member would also serve to strengthen the program by having someone who could work closely with representatives from government, industry, professional associations and with high schools, in order to build the program through marketing and recruitment. Other job duties, in addition to teaching, would include the development of curriculum; working to develop or convert courses for delivery in nontraditional modes including, distance learning and short-term courses; establishing and maintaining an active advisory committee; budget, facility and equipment administration; and fulfilling other duties and responsibilities of a full-time faculty as assigned by the CTE Dean and the college faculty handbook. The absence of a full-time faculty member only serves to weaken the program. To ensure that the program has the leadership required so that both the program and its students may reach their full potential, the program recommends the hiring of a full-time faculty member.

Goals

Progress on Prior Goals

In 2004, an interim Dean replaced the long-time Career and Technical Education Dean, who was retiring. The interim dean was transferred to become the Dean of the Distance Learning Department, and, in July 2007, a new permanent CTE Dean was hired. In the relatively short time that the CTE Dean has been at Coastline, considerable progress has been made. The CTE Dean has provided the program with strong leadership, which included moving a firmly entrenched program into the 21st century so that it better aligns with student and industry need. This was no easy accomplishment, given the relatively short amount of time. The CTE Dean has also updated and revised the Building Codes curriculum, including a new program name, new course names, addition of two new courses, and creation of four certificate options. In addition, the CTE Dean added to the part-time faculty and, overall, has instilled new life and vitality into the program so that it is now positioned to stand in the forefront as a proud leader in delivering Building Codes Technology education through a cutting-edge program.

A progress report on prior goals and recommendations follows:

Self-Review Goals

1. Conversion of a minimum of three courses to the Internet distance learning format by fall 2005.

   This goal has been met. Three courses, International Building Code, International Residential Code, and Mechanical Code, were added before Fall 2005. The program has identified more program emphasis on distance learning approaches as part of the new five-year goals.

2. Experimentation with Weekend College classes beginning with Fall 2003 in response to student survey.

   This goal has been met. A weekend college course was first introduced in Fall 2007.

3. Integration of all the new ICC standards into the curriculum by fall 2003.

   This goal has been met. International Building Code integrated the new ICC standards beginning in Fall 2004.

Program Review Steering Committee Recommendations

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

   This has not been done. The program is staffed entirely by part-time faculty, all of whom work full-time jobs, in addition to keeping apprised of major code changes which change every three years with minor changes all the time, new code books, the need for new instructional materials and new curricula. Comprehensive tracking could be a part-time job in itself! A full-time faculty member who could, in addition to other duties, collect and interpret program statistics is needed. The program has identified the hiring of a full-time faculty member as one of its new five-year goals.

2. 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.

   This goal has been met.

3. Explore ways in which the Program might recruit more women.

   This goal has recently been met. A new Permit Technician certificate option was recently added as well as a new Building Permit Technicians and Counter Operations course. The new certificate option and course will both make their appearance in Fall 2008. This area of concentration is largely female orientated, and thereby should increase female enrollment which is currently only 7.69% of the program.

4. 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.

   This goal has been met. A new Introduction to Building Codes Technology course has been added to the program and will be offered beginning in Fall 2008. This course

will, among other things, offer an overview of the many skill trades taught in the program, including mechanical, electrical, plumbing, concrete, and structural framing; how they are linked together; and the introductory concepts, practices, and procedures involved in the building codes environment.

New Five-Year Goals

The Building Codes Technology Program has identified eleven new five year goals:

1. Identify program-level outcomes
2. Continue progress on student learning outcomes
3. Develop marketing strategies to increase enrollments
4. Identify strategies for building code changes
5. Strengthen Advisory Committee
6. Develop method for student tracking and data collection
7. Increase program emphasis on distance learning approaches
8. Increase program emphasis on 12-week formats
9. Develop Website link to scholarship opportunities
10. Anticipate future needs of program
11. Hire a full-time faculty member

1. Identify Program-Level Outcomes (To be completed by Spring 2009)

- Program-level outcomes should be identified and mapped. First, by *defining* what the goals of the program are; second, by applying the defined program goals to program-level student learning outcomes; third, by connecting course-level outcomes to program-level outcomes; and last, by connecting program-level outcomes to institutional level outcomes or core competencies. Although program-level learning outcomes are not an entirely new concept in building codes curricula, they are a part of the broader context of pedagogical reform. Program-level learning outcomes would focus on higher-order and integrated learning abilities in the context of Building Codes Technology education. Thinking of program learning outcomes as operationalizing a program's statement of purpose, learning outcomes help specify how faculty teaching within a program plan to translate shared ideals and aspirations into specific outcomes of student learning. Program outcomes are developed as performance indicators that give evidence that Coastline's Building Codes program is meeting the mission and goals set by faculty. Documentation of outcomes shows the effectiveness of the program and serves to guide maintenance and revision of components of the program. Program outcomes should be developed using International Code Council criteria as guidelines.

2. Continue Progress on Student Learning Outcomes (To be completed by Spring 2009

- The program has made progress on student learning outcomes. However, more work remains in order to set the stage to begin collecting evidence of student learning outcomes. The program needs to continue work on refining course-level student learning outcomes. Not all courses need to refine their outcomes, but, some do. Robust course-level student learning outcomes should be a priority for our program, viewed as a necessary means by which to improve the opportunity to learn for our students. One faculty member is currently a part of Coastline's Course-Level Student Learning Outcomes Pilot Project. This pilot project is designed to assist faculty with the process of identifying expected student learning outcomes for their courses, assessing students, and reporting the assessment results. In a synopsis, the Building Codes program should continue its work on learning outcomes, by first; refining course-level student learning

outcomes where necessary; second, identifying program-level student outcomes; third, mapping course-level outcomes to program-level outcomes; fourth, develop specific assessment plans and methodologies for course-level outcomes; and fifth, develop tools and methods of collecting data in order to systemically begin measuring outcomes, documenting results, and using the results to improve student learning outcomes.

3. Develop Marketing Strategies (Ongoing and to be funded through VTEA and General Fund)

- The program needs to develop sound marketing strategies to recruit students, improve its visibility in and outside the district, and increase student diversity. Marketing strategies could include:

    - In advance of each semester, sending out press releases/flyers/brochures highlighting our program to city building departments, selected trade industries and/or organizations, various worker re-training programs, career counselors, and One-Stop Career Centers. This would include selected cities in the counties of Orange, Los Angeles, San Diego, Riverside, and San Bernardino.
    - Advertising in local building trades magazines, journals, and newsletters, for example, *Building Safety Journal*, and ICC newsletters.
    - Targeting people already in the industry who may be thinking about obtaining a building codes certificate or those in construction who have recently been laid off due to construction slow down.
    - Developing strategies to target individuals (e.g., plans examiners, fire marshals, entry-level to senior building inspectors, and deputy inspectors) who need only a course or two for continuing education credits, emphasizing convenient online courses and 12-week class formats.
    - Developing strategies to target individuals and associations (e.g., architects, engineers, project managers, facility maintenance/ operations managers, and design professionals) who need to keep abreast of new building codes which change on a tri-annual code change cycle.
    - In advance of each semester, showcasing our program within the college by maintaining site flyers on department counters and on campus bulletin boards emphasizing our four certificate options, new classes, and convenient online courses and 12-week class formats.
    - Investigating whether participation in relevant trade shows and job career fairs devoted to construction would be beneficial.

4. Identify Strategies for Building Code Changes (Ongoing)

- The program needs to develop strategies in reaction to the tri-annual adoption of building codes, specifically, when will the Building Codes program reflect the most recent code change cycle. Major code books change approximately every three years, with minor changes all the time. Each code discipline (structural, mechanical, plumbing and electrical) has its own code book, code requirements, and code change cycle. Courses, course materials, and curriculum must be changed each time there is a state and/or a national code change. California has not yet adopted the most recent code changes as their model code; as a result, some faculty have not implemented the new code changes into their curriculum, concluding that it makes for a confusing learning environment whereby students are learning new codes that building code industries are not yet using. However, when California does begin using the most recent code changes as their model code, some faculty will need to revise their curriculum by implementing new code books

and new instructional materials. These strategies will need to be implemented with the 2010 code change cycle.

5. Strengthen Advisory Committee (Ongoing)

- The program needs to maintain a strong advisory committee and develop strategies to keep it strong. The current makeup of the advisory committee should be expanded to include a larger mix of industry-related professionals, including female representatives and representatives from areas the program intends to include in its new marketing strategies. Because the program has been without an active advisory committee for some time, it was heartening to see its re-implementation. The benefits of having a strong, active advisory committee are many and include highlighting the program to the community, thereby increasing community visibility and bringing community resources to help assist the program. And, of course, the advisory committee plays a very important and vital role in the continued development of the program, as it provides invaluable insight into the direction of the discipline and areas in the program that may need refining.

6. Develop Method for Student Tracking and Data Collection
(Ongoing; this is now a campus discussion)

- Student success is measured in jobs. Other than the program review student survey which is administered once every five years, the Building Codes program has no formal tracking system to track job placement statistics, nor does it have any formal system of acquiring feedback from students, which is very important and something the program needs to address. Although, the program has received anecdotal remarks from students indicating that they are finding good paying jobs, the program is without a formal method to confirm this. Some options to consider might include the development of both a student exit survey and master student e-mail list beginning with current students. The program will also need to develop a strategy to use the newly-collected data for program improvement. Student tracking should include the following information:

    - Percentage of students who indicate they received excellent or otherwise preparation in their certificate of study
    - Percentage of program completers who rate our overall learning environment excellent or otherwise
    - Success rates of students and/or graduates in finding jobs related to program training
    - Pass rates of students and/or graduates taking state and/or national certification exams
    - Amount of time required to complete requirements for their Building Codes certificate
    - Follow up graduate surveys regarding program preparation for immediate employment, job advancement and job retention

7. Increase Emphasis on Distance Learning Approaches (Ongoing)

- Survey results suggest a need for increased program emphasis on distance learning approaches. Students overwhelmingly indicated strong preferences for both online and site-based learning as their preferred methods of delivery. There are currently thirteen courses in the program, excluding a work (place) experience course, with eight courses having a distance learning counterpart. Presently, one or two online courses are offered

each semester. The program needs to experiment with a minimum of two to four online course offerings each semester.

8. Increase Program Emphasis with 12 Week Formats (To be completed Spring 2008)

- Students ranked 8 week class formats as the scheduling format they most preferred (39), with 16 weeks a close second (37), and 12 weeks (22) coming in third. However, students (50) ranked 12 weeks as their second preferred choice, followed by 16 weeks (14) and 8 weeks (10). Concluding that students prefer 8 week course formats slightly over 16 week formats, and overwhelmingly rank 12 weeks as their second choice. Given the nature and complexities of building codes material, it seems highly likely that course-level student learning outcomes would suffer as a result of trying to condense too much information in too little a time frame. A compromise would be to convert some of our 16 week courses into 12 week formats, with 12 weeks being only a few weeks longer than 8, and a few weeks shorter than a 16 week semester. Judging from the results of the survey, it seems highly likely that enrollment would reflect increased numbers as students respond favorably to this format.

9. Develop Website Link to Scholarship Opportunities (Fall 2008 and Spring 2009)

- The program could do a better job of informing students about the availability of scholarship opportunities. Although students were not surveyed on how they would rate the availability of scholarships, anecdotal comments from students indicated that many were not aware of scholarships or their availability. A link on the Building Codes department page to Coastline's college-wide scholarship page, which delineates what scholarships are available, how much, and instructions on the application process, would be helpful.

10. Anticipate Future Needs of Program (Ongoing)

- Plan strategies to determine how the building codes technology industry will change in the next five years and what major and/or minor changes, if any, the program should be prepared to make over the next five years to address these changes in the industry.

11. Need for Full-time Faculty Member (Ongoing and projected cost $90,000+ from General Fund)

- The aforementioned recommendations and new five-year goals would be far easier to address with a full-time faculty member who could provide the leadership and dedicated time required to properly and effectively address student learning and support needs; coordinate identification, mapping, assessment, and tracking of course, program, and degree-level learning outcomes; and work closely with representatives of government, industry, professional associations, and local high schools to address the needs of their constituents and improve marketing and recruitment to those organizations. Additionally, a full-time faculty member would be positioned to assume a key role in building and maintaining an active advisory committee, developing and implementing a student tracking system, and fulfilling other responsibilities to advance the goals of the Career and Technical Education Division and of the college at large.

Appendices

A. Minutes of Building Inspection Department Meeting

B. Minutes of Building Inspection Advisory Committee Meeting

C. College Mission

D. Student Survey Results

E. Student Survey Results (Cross-tabulation by Military/Non-Military)

F. Faculty Survey Results

Coastline Community College

Building Inspection Department Meeting

December 3, 2007, 4:00 p.m.
Garden Grove Center

Present:

Joumana McGowan
Don Godfrey
Jay Elbettar
Mike Larnard
Elliott Kolesnik
Gerry Quast
Connie Wombold

Enrollments/Program Review

The Building Inspection Technology program has declined 15.27% in enrollments in the past few years. The faculty needs to look at and evaluate the current program. Joumana noted that if we increase enrollments there might be potential to hire a full-time faculty. She went on to say after reading the student feedback that she thinks they are unclear on the Building Inspection program course path, especially on where to begin.

The Building Inspection program was previously ranked number 26 out of Coastline College's Certificate programs but has since dropped down to number 30. Every five years there is a program review of each program. Building Inspection is having a review this year.

Elliott will do a student survey in the computer lab. The instructors asked that he take their students for this 15 minute survey all at the same time. This survey will assist in planning for course and program improvement by asking students about their preferences, this survey will assist in planning for course and program improvement.

Jay felt declining enrollment are due to what happened with the codes. He feels after January 2008 things will get better due to new changes in the codes. He agrees the program needs massaging and that the students want an introductory class. Mike suggested opening a course in "Green" Building Inspection. For the last six years Coastline has been using the same codes and inspectors are trying to learn more codes. Mike then said these students loose interest due to old codes and that we should get a campaign to go out and reach and advertise the program such as send out flyers, etc. Joumana disagreed. She says the program needs to get organized before we advertise. Elliott suggested reformulating the program with his suggestions that he had done from his research on other programs throughout the state.

New Classes

Jay said we teach code not just building inspection. Elliott added that we aren't ready for the legal aspects as our program is not geared toward management. Joumana diagramed how the program should be developed with a lead certificate with sets of core classes to go with it. Another suggestion is to get away from the word "inspection" use the word "codes."

It was agreed by all the committee members that the basics that every students need to get in Building Inspection is as follows:

Basics

BLDG 280 Introduction of Building Code & Field (To be written)
BLDG 300AB Introduction to the International Building Code
BLDG 302 "Title 24" (New Name)
BLDG 303 Non Structural Requirements of the Building Codes (New Name)
BLDG 305 Framing Requirements of the Building Codes (New Name)

Specialization

Certificate A

Combination Building Inspection
BLDG 304 Concrete Codes (New Name)
BLDG 306 Electrical Code (New Name)
BLDG 307 Mechanical Code (New Name)
BLDG 308 Plumbing Code (New Name)
BLDG 316 Reinforced Concrete Masonry Construction Inspection

Certificate B

Combination Residential Inspection
BLDG 301 Residential/Commercial Blueprint (Required)
BLDG 311 International Residential Code (Required)
BLDG 304 Concrete Construction Inspection (Required)
BLDG 316 Reinforced Concrete Masonry Construction Inspection
Choose BLDG 306, 307 or 308

Certificate C

Permit Technicians
BLDG 301 Residential/Construction Blueprint Reading (required)
BLDG ??? Elliott to write-(Building dept. counter operations) (required)
BLDG 311 International Residential Code (required)

Certificate D

Code Professional (choose 15 units)
BLDG 301 Residential/Construction Blueprint Reading
BLDG ??? Elliott to write-(Building dept. counter operations)
BLDG 304 Concrete Construction Inspection (required)
BLDG 306 Electrical Inspection
BLDG 307 Mechanical Inspection: Heating and Air Conditioning

BLDG 308 Plumbing Inspection
BLDG 311 International Residential Code
BLDG 316 Reinforced Concrete Masonry Construction Inspection (required)

With the new certificates designed Joumana pointed out the January 10, 2008 deadline for the curriculum meeting. Elliott will write the two new courses and Mike will write the new "Green" technology course to be added as an option on each of the certificates. Don will write the certificate information for each.

Jay asked about the online courses. Joumana's plan is to offer two sections of each of the classes every semester in the beginning. If enrollments are good, offer four of each. Some of the classes cannot be offered as online classes due to their format. Elliott added that the student survey will ask the students their preference and this will also determine the amount of online courses.

Advisory Meeting

After the certificates and course outlines are revised the building inspection will have an advisory meeting and present the program to industry and fellow inspectors to get their opinions and additional ideas. Each faculty member will send to Connie a 2-3 names of people in industry that can be invited to the meeting. A Wednesday lunch meeting; day and time to be determined was decided.

Expectations/Procedures, Absent Forms, and Email Accounts

Joumana conveyed to the building inspector faculty what was expected from them. They as faculty were expected to show up to class ten minutes prior to class time, take 10 minute breaks for every 50 minutes of lecture. The instructor must come to class prepared; this means if he/she has printing to do, have it done prior to class and not during class.

Also, all instructors have a Coastline email account that they must be prepared to use when the Spring 08 semester begins in order to obtain and print their class rosters, and turn in semester grades. For assistance with the new system or Banner training, call; Joan Cordova x17515 or Sylvia Amitoelou x16352. Contact Steve Mihatov x16463 to reset password on email account. Field trip request forms can be filled out and submitted online at **www.cccd.edu** search-field trip request form. Call the Garden Grove Center if you are going to be absent or if you have any questions (714) 241-6209.

Joumana thanked the faculty for attending the meeting and informed the faculty that she has an open door policy and each one of them is welcome to share any information that they would like to share with her pertaining to the program.

Coastline Community College

Building Inspection Advisory Meeting

January 16, 2008
Garden Grove Room 206

The meeting began at 12:35 p.m. Joumana welcomed and thanked everyone for coming. She explained the reason for the meeting today is that part of our program review evaluation is to hold an advisory meeting every year. An advisory meeting is where the college invites people in the industry to go over the college programs and advise the faculty of any changes or recommendations that should be made in the programs they have been working on.

Coastline's Building Inspection program for the last few years has been doing well, but recently it has declined by approximately 12% in enrollment. The decision was made to make a title change, add new programs, and to redesign the certificate in the effort to attract new students and to keep the current students interested.

Introductions

Joumana McGowan, Dean Career and Technical Education
Connie Wombold, Recorder
Mark Gerry, International Code Council
Gerry Quast, City of Anaheim and Coastline Instructor
Don Barrett, Independent Real Estate Broker
Don Godfrey, City of Buena Park, and Coastline Instructor
Fred Nelson, Retired Plan Checker, City of Anaheim
Jay Elbettar, Coastline Instructor
Elliott Kolesnik, Coastline Instructor

Joumana asked the Building Inspection faculty to develop two new classes, upgrade the current Building classes, and to develop a new certificate. She asked the committee to look first at the old Building Inspection Certificate of Achievement. She pointed out that students frequently asked why the Introduction to the International Building Codes, Bldg 300, is the introductory course to the program. Elliott Kolesnik explained that his newly-developed course, Bldg 250-Introduction to the Field of Building Code, was developed to include an introduction to the field administration plan reading, department administration, zoning ordinances and information about the industry and other types of the positions that work in the building department.

Bldg C250 will offer a complete overview of each trade --mechanical, electrical, plumbing, reinforced concrete, and structural framing. In addition it will provide the necessary overview for students to have a broad understanding of the framework of Building Inspection as a whole.

Joumana asked the committee if everyone liked the title of the new Bldg C250 class, "Introduction to the Field of Building Codes." Jay Elbettar thought the course outline was great but the title should use the plural of the word "codes." Don Barrett asked if we were going to change the name of the Building Inspection Program. Mark Gerry said by using the word "Technology," you broaden the market. Discussion ensued over the program title name. One suggestion was to name the program "Building Technology." The purpose is to appeal to as many people as possible. The idea is for the title to attract a wide range of

students. Then, once students take a course or two they would stay to finish out the program. Final discussion on the title concluded and it was unanimously decided to call the program, "Building Codes Technology." It was also decided that the Bldg C250 course title would be changed from, "Introduction to the Field of Building Codes" to "Introduction to Building Codes Technology."

Through his program evaluation, Elliott discovered that there is a demand for a "Permit Technician" course. He therefore wrote the Bldg C290 "Fundamentals of Building Permit Technician" course and added it as an option in the new Building certificate. Bldg C290 will have a two-fold purpose: 1. To help the student prepare for the state exam and 2. To prepare the student to be a certified Permit Technician. The textbook is offered by the International Code Council (ICC). Elliott believes that the class will have a full enrollment when it is offered. The ICC already has a Permit Tech Program, which is part of a National Certification Program. Everyone agreed there was a demand for a certified Permit Tech program. Jay suggested adding the words ICC National to the catalog description in the course outline.

Elliott asked the committee for a decision on the title of the class as he was unsure if the title was correct for the class, "Fundamentals of Building Permit Technician." Jay didn't think the word "Fundamental" should be deleted. After much discussion, the committee decided to change Bldg C290's name to "Building Permit Technicians and Counter Operations." Elliott will also revise the outline to include the mention of the National ICC Certification in the course outline and in the course catalog description.

Certificate

Elliott went through the newly-restructured certificate. Since it is still 27 units it complies with the state regulations. In the core's contents remain the same but the names have been modified. During discussion, Gerry Quast thought that Bldg C303-"Non-Structural Requirements of Building Code" (new name for Fire Life Safety) was too broad of a topic to be a meaningful title. After the committee's discussion, the title was changed to the "Non-Structural Provisions of Building Code." Gerry Quast said that he could work with that new title and keep the new course outline unchanged. The committee then decided that the required core classes were acceptable as written.

Option One:
The word "Inspection" was taken off and the word "Code" was put on for all of Bldg C304, Bldg C306, Bldg C307, and Bldg C308. All present agreed to Option One.

Option Two:
Bldg C301, Bldg C304, Bldg C308, and Bldg C311. Don asked if CREA (Certified National Real Estate Agents) was tied-in anywhere to this option to which Elliot replied that it had not been considered as of yet. Don Barrett thought CREA would fit right in to Option Two. Joumana thought we could develop a class and put it in as an elective and offer it once a year. Don says there's a need for home inspectors and thought it would draw more students to Coastline. Elliot thought enrollment would be small but that he would research it. Joumana thought we could add the new CREA course under the Bldg C308, "Residential Home Inspection."

Option Three:
Bldg C290, Bldg C301, Bldg C304, Bldg C306, Bldg C306, Bldg C307, Bldg C308, Bldg C311, and Bldg C316. Designed for the architectural engineer, plan checker, or for someone

already in the industry who wants to brush-up on the codes. The Committee chose to delete Bldg C301 from this option feeling it was not necessary.

Option Four:
Bldg C290, Bldg C301, Bldg C311, and choose only one of the following Bldg C306, Bldg C307, and Bldg C308. No changes.

Repeatability

Joumana asked the Instructors if they would like to make the classes repeatable. Jay recommended making only the core courses repeatable. After some discussion, it was decided to make them all repeatable to keep up with changes such as new codes or for the students to take the courses again as refresher courses. Jay also suggested we make a "blanket statement" in the college catalog stating the California ICC Certification information that they should know. Gerry said it is better to say what codes we are going to use and then deal with the ICC information in the class. For now the words ICC Certification will be left out of the schedule description. It was unanimously decided that ALL of the courses will be repeatable. Joumana explained that a repeatability statement will need to be added to the course outlines and a revision form done on each.

Rosters

A brief discussion on how the instructors will access and utilize their Spring rosters. occurred.

New Instructors

Joumana has already hired two new Building Inspection instructors and would like to hire three more. The idea that Joumana feels is most important is to focus on the students. Instructors who have demonstrated to already do a good job with their students will most likely not be moved or let go. Additionally there will be more sections offered in Building Inspection for Fall 09 for teachers to teach in.

Jay said he would like a roster of the other Building instructors. One will be sent out to each instructor.

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(714) 546-7600
http://coastline.edu
President: **Ding-Jo H. Currie, Ph.D.**

Mission Statement

Coastline Community College is committed to student success through accessible and flexible education within and beyond the traditional classroom.

Coastline Community College fulfills its mission by providing:

- High-quality instructional programs, services, and entrepreneurial activities that meet the education, economic, and social needs of diverse students from local and global populations;
- General education and transfer courses for a comprehensive Associate in Arts degree plus career and technical courses for occupational certificates;
- Learner-centered strategies supported by a full range of technology-mediated instruction for site-based and distance learning classes;
- A systematic assessment of student outcomes at the course, program, and institutional levels;
- Courses and activities relevant to global responsibilities;
- An organizational culture that encourages and supports continuous learning and professional development;
- A collegial decision-making process that reflects respect for broad collaboration based upon the philosophy of participatory governance.

Approved by the Board of Trustees, May 3, 2006

Student Survey Results

Student Survey Results (Cross-Tabulation by Military/Non-Military)

Faculty Survey Results

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BIT Faculty 2007

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Text and Paragraph Responses by Question	11
Bar Chart of Ranking Responses	13
Summary of Ranking Responses	14

Count and Percent
BIT Faculty 2006

	Count	Percent
At which location are you currently teaching classes in this program? (Mark all that apply, including Military Program classes.)	Respondents:	4
Coastline Costa Mesa Center	1	25.00 %
Coastline Garden Grove Center	3	75.00 %
Online	1	25.00 %
Total Responses	**5**	**100 %**
Table 1 General Satisfaction - Currency of the curriculum (up-to-date in relation to industry standards)	Respondents:	4
Very satisfied	2	50.00 %
Dissatisfied	1	25.00 %
Very dissatisfied	1	25.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Variety of classes	Respondents:	4
Very satisfied	2	50.00 %
Satisfied	1	25.00 %
Dissatisfied	1	25.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Relevance of classes to industry needs	Respondents:	4
Very satisfied	2	50.00 %
Dissatisfied	2	50.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Opportunity for faculty to participate in curriculum review and program development	Respondents:	4
Very satisfied	3	75.00 %
Satisfied	1	25.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Adequacy of instructional facilities	Respondents:	4
Very satisfied	4	100.00 %
Total Responses	**4**	**100 %**

Count and Percent
BIT Faculty 2006

	Count	Percent
Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, instructor classroom computer and projector, etc.)	Respondents:	4
Very satisfied	4	100.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Quality of specialized instructional equipment/software (e.g., equipment, models, and/or software specific to building inspection)	Respondents:	4
Very satisfied	1	25.00 %
Satisfied	2	50.00 %
Don't know or N/A	1	25.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Support for the program and classes from Career and Technical Education staff (Dean and support staff at Garden Grove Center)	Respondents:	4
Very satisfied	3	75.00 %
Satisfied	1	25.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents:	4
Very satisfied	3	75.00 %
Satisfied	1	25.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)	Respondents:	4
Very satisfied	2	50.00 %
Satisfied	2	50.00 %
Total Responses	**4**	**100 %**
Table 1 General Satisfaction - Overall quality of the program	Respondents:	4
Very satisfied	2	50.00 %
Dissatisfied	2	50.00 %
Total Responses	**4**	**100 %**

Count and Percent
BIT Faculty 2006

	Count	Percent
Table 1 General Satisfaction - Your own success teaching in the program	Respondents:	4
Very satisfied	3	75.00 %
Satisfied	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Review contract specifications for the safety and utility of structures	Respondents:	4
Very well prepared	2	50.00 %
Not sufficiently prepared	1	25.00 %
Not prepared at all	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Monitor inspection activities through the use of computers and specialized software	Respondents:	4
Very well prepared	1	25.00 %
Prepared	1	25.00 %
Not sufficiently prepared	1	25.00 %
Not prepared at all	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Maintain a work log, take photographs, file reports, and act on inspection findings	Respondents:	4
Very well prepared	1	25.00 %
Prepared	1	25.00 %
Not sufficiently prepared	1	25.00 %
Not prepared at all	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Use survey instruments, metering devices, tape measures, and test equipment, such as concrete strength measurer, in carrying out inspections	Respondents:	4
Very well prepared	1	25.00 %
Not sufficiently prepared	2	50.00 %
Not prepared at all	1	25.00 %
Total Responses	**4**	**100 %**

Count and Percent
BIT Faculty 2006

	Count	Percent
Table 2 Estimate of SLOs - Identify when something is wrong or is likely to go wrong	Respondents:	4
Prepared	3	75.00 %
Not sufficiently prepared	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Weigh the relative costs and benefits of a potential action	Respondents:	4
Very well prepared	1	25.00 %
Not sufficiently prepared	2	50.00 %
Not prepared at all	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Communicate effectively with others in writing	Respondents:	4
Prepared	2	50.00 %
Not sufficiently prepared	1	25.00 %
Not prepared at all	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Effectively convey information by talking to others	Respondents:	4
Prepared	3	75.00 %
Not prepared at all	1	25.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Find information and identify essential information	Respondents:	4
Very well prepared	1	25.00 %
Prepared	3	75.00 %
Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Listen to what other people are saying and ask questions as appropriate	Respondents:	4

Count and Percent
BIT Faculty 2006

		Count	Percent
Table 2 Estimate of SLOs - Listen to what other people are saying and ask questions as appropriate	Respondents:	4	
Very well prepared		1	25.00 %
Prepared		2	50.00 %
Not prepared at all		1	25.00 %
	Total Responses	**4**	**100 %**
Table 2 Estimate of SLOs - Use logic and analysis to identify the strengths and weaknesses of different approaches	Respondents:	4	
Very well prepared		1	25.00 %
Prepared		1	25.00 %
Not sufficiently prepared		1	25.00 %
Not prepared at all		1	25.00 %
	Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Participation	Respondents:	4	
Frequently		3	75.00 %
Sometimes		1	25.00 %
	Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Objective tests (multiple choice, true/false, short answer, etc.)	Respondents:	4	
Frequently		4	100.00 %
	Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Skill demonstration	Respondents:	4	
Frequently		3	75.00 %
Rarely		1	25.00 %
	Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Essay tests	Respondents:	4	
Sometimes		1	25.00 %
Rarely		2	50.00 %
Not at all		1	25.00 %
	Total Responses	**4**	**100 %**

Count and Percent
BIT Faculty 2006

	Count	Percent
Table 3 Methods Used for Assessing SLOs - Case studies	Respondents:	4
Frequently	2	50.00 %
Sometimes	1	25.00 %
Rarely	1	25.00 %
Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Individual projects	Respondents:	4
Frequently	1	25.00 %
Sometimes	2	50.00 %
Rarely	1	25.00 %
Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Group projects	Respondents:	4
Sometimes	1	25.00 %
Rarely	3	75.00 %
Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Report of application of knowledge/skill to daily life	Respondents:	4
Frequently	1	25.00 %
Sometimes	1	25.00 %
Rarely	2	50.00 %
Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Pre and post tests of abilities	Respondents:	4
Frequently	2	50.00 %
Sometimes	2	50.00 %
Total Responses	**4**	**100 %**
Table 3 Methods Used for Assessing SLOs - Portfolios	Respondents:	4
Rarely	3	75.00 %
Not at all	1	25.00 %
Total Responses	**4**	**100 %**

Count and Percent
BIT Faculty 2006

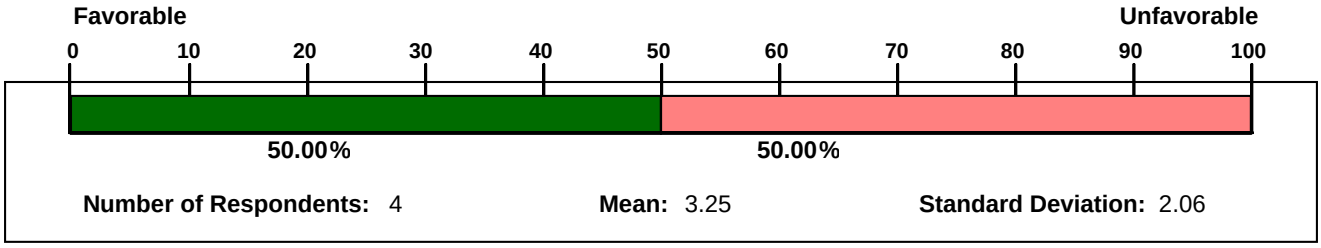
	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents:	4
CCC General Faculty Meeting	3	75.00 %
Discipline-related workshops	3	75.00 %
Technology-related workshops	4	100.00 %
Student learning outcomes workshops/training	3	75.00 %
Membership in professional associations	2	50.00 %
Professional conferences	3	75.00 %
Professional training	3	75.00 %
Discipline-related reading	3	75.00 %
Technology-related reading	3	75.00 %
Total Responses	**27**	**100 %**

What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)	Respondents:	3
I am attempting to identify expected SLOs but need some assistance.	1	33.33 %
I have identified expected SLOs.	2	66.67 %
I have updated my course outline(s) to include expected SLOs.	2	66.67 %
I use results from SLO assessments to modify my instruction.	1	33.33 %
Total Responses	**6**	**100 %**

Favorable/Unfavorable Report
BIT Faculty 2006

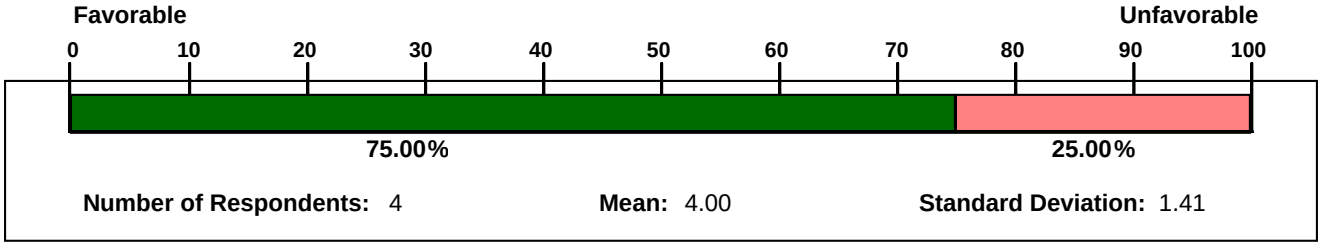
Favorable **Neutral** **Unfavorable**

Table 1 General Satisfaction - Currency of the curriculum (up-to-date in relation to industry standards)



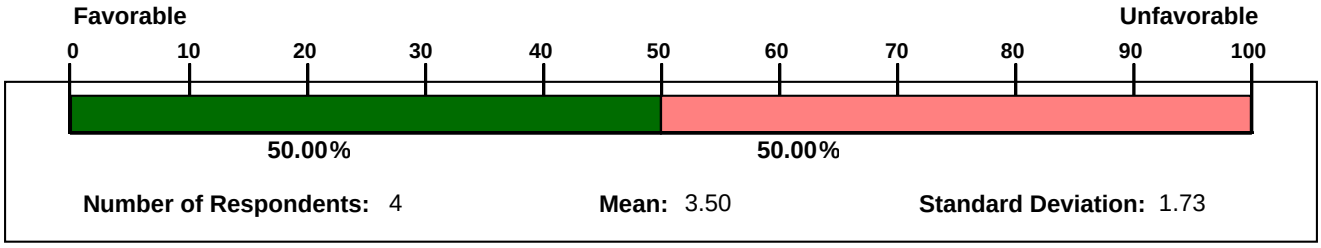
Number of Respondents: 4 **Mean:** 3.25 **Standard Deviation:** 2.06

Table 1 General Satisfaction - Variety of classes



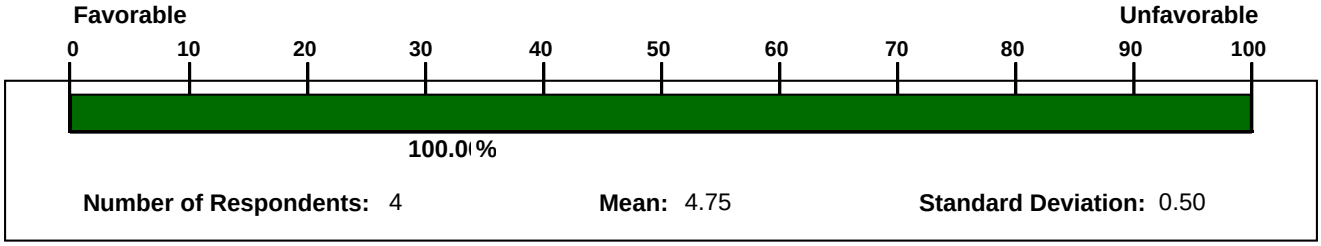
Number of Respondents: 4 **Mean:** 4.00 **Standard Deviation:** 1.41

Table 1 General Satisfaction - Relevance of classes to industry needs



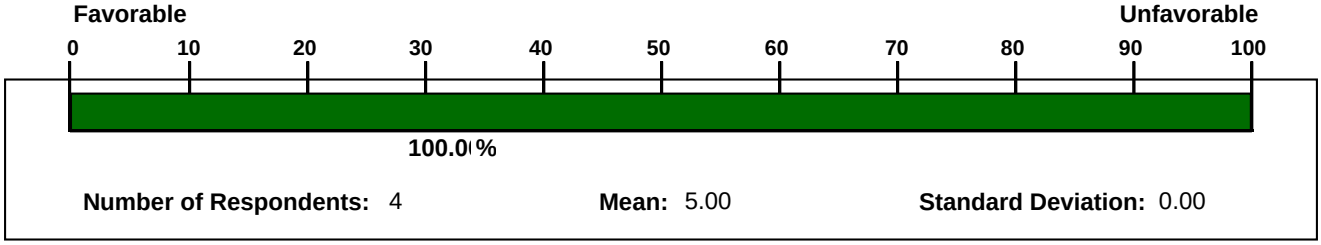
Number of Respondents: 4 **Mean:** 3.50 **Standard Deviation:** 1.73

Table 1 General Satisfaction - Opportunity for faculty to participate in curriculum review and program development



Number of Respondents: 4 **Mean:** 4.75 **Standard Deviation:** 0.50

Table 1 General Satisfaction - Adequacy of instructional facilities

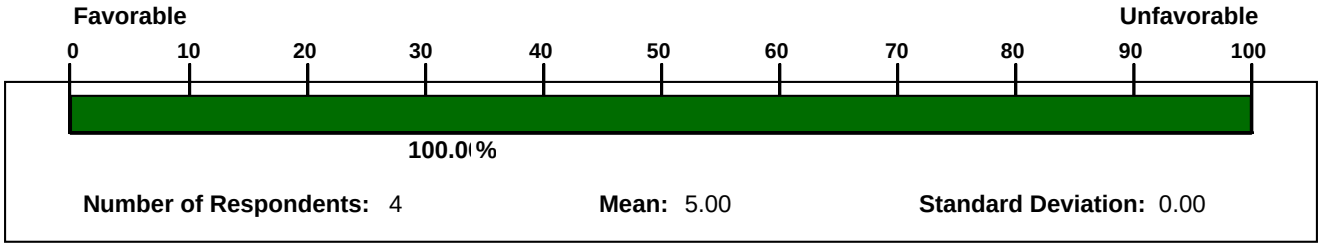


Number of Respondents: 4 **Mean:** 5.00 **Standard Deviation:** 0.00

Favorable/Unfavorable Report
BIT Faculty 2006

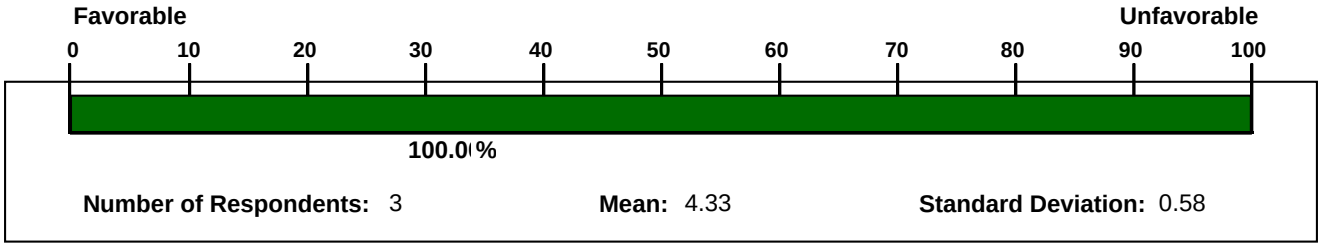
Favorable **Neutral** **Unfavorable**

Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, instructor classroom computer and projector, etc.)



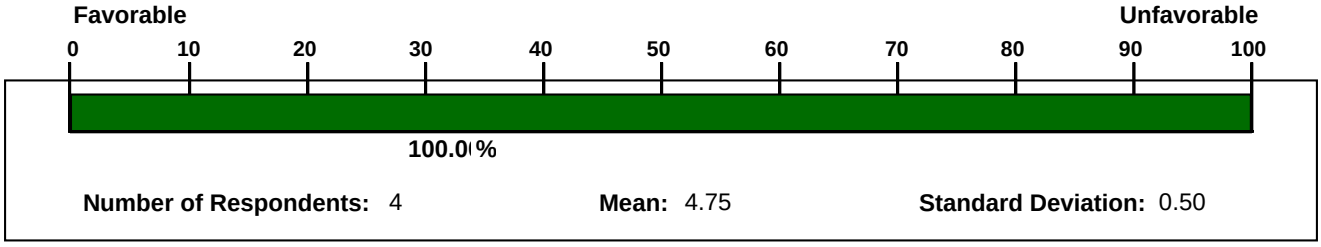
Number of Respondents: 4 **Mean:** 5.00 **Standard Deviation:** 0.00

Table 1 General Satisfaction - Quality of specialized instructional equipment/software (e.g., equipment, models, and/or software specific to building inspection)



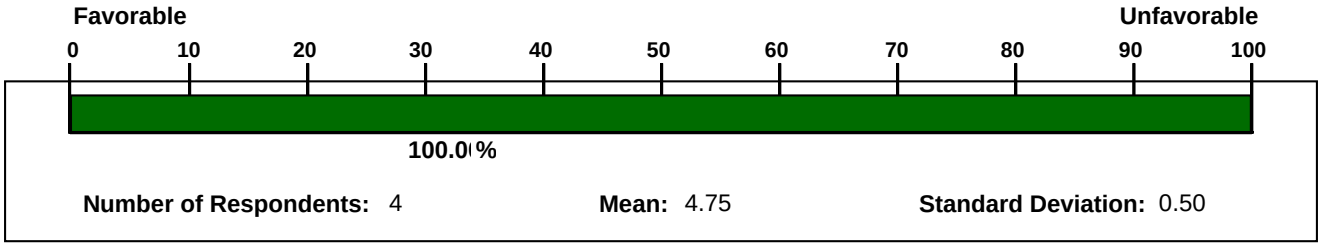
Number of Respondents: 3 **Mean:** 4.33 **Standard Deviation:** 0.58

Table 1 General Satisfaction - Support for the program and classes from Career and Technical Education staff (Dean and support staff at Garden Grove Center)



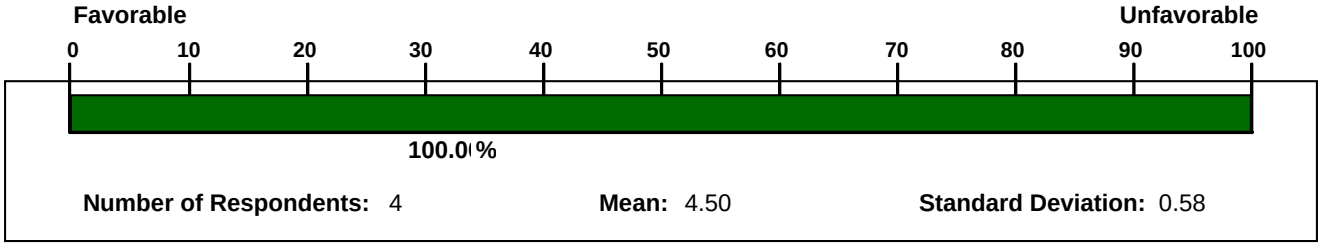
Number of Respondents: 4 **Mean:** 4.75 **Standard Deviation:** 0.50

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students



Number of Respondents: 4 **Mean:** 4.75 **Standard Deviation:** 0.50

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)

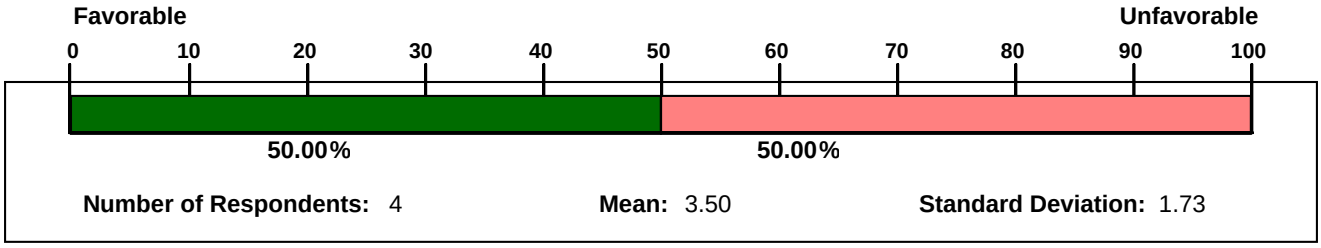


Number of Respondents: 4 **Mean:** 4.50 **Standard Deviation:** 0.58

Favorable/Unfavorable Report
BIT Faculty 2006

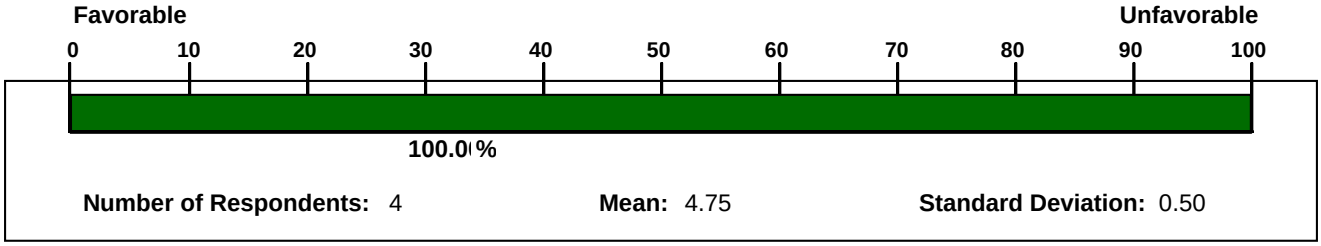
Favorable **Neutral** **Unfavorable**

Table 1 General Satisfaction - Overall quality of the program



Number of Respondents: 4 **Mean:** 3.50 **Standard Deviation:** 1.73

Table 1 General Satisfaction - Your own success teaching in the program



Number of Respondents: 4 **Mean:** 4.75 **Standard Deviation:** 0.50

Text and Paragraph Responses by Question
BIT Faculty 2006

Question: General Satisfaction: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

* Recommend a review of courses to broaden appeal to more members of construction community. Recommend that all courses be offered so that they may be taken more than once, because new construction codes are adopted regularly.
* Curriculum is up to date with industry standards with the exceptions of (1)lacking an Intoductory course to the program, (2) not providing varied certificate options, and finally (3) BIT 304 Concrete Construction Inspection which is now a required course should be moved to an elective course.

Question: Are there other skills or learning outcomes that you think are important for individuals completing a certificate program in building inspection?

* English,
  Writing & Communication
  Math effeciency up to Trig. (Note; even our basic Blueprint reading course has equations involved in order to read and interpert industry drawings)
* Students need a very broad range of exposure to all phases of construction codes for a full certificate and should have taken many courses to be competant. But many students are looking for just a few courses and specialized information to achieve more limited goals. I feel we need to accomodate these students too. Some want the knowledge to pass certification tests, but some are only looking for the code knowledge to apply to their work. Both need to be accomodated, in my opinion.
* If we stay where we are then the other skills will be obrained through experience.

Question: Are there any other methods you use to assess student learning outcomes?

* One-on-One webcasting with each student (1-meeting required per course) would be interesting idea to intertain.

Question: Are there other Building Inspection Technology courses that you would like Coastline to offer?

* Concrete Material & Inspection
  Masonary Material & Inspection
  These two course are material/content rich and need to be separate in order to complete in an 8-week course.
* This would probably be considered a high crime in the code development associations, but I suggest that, since a great many people want to pass certification tests, that we offer courses to prepare people to take certification tests. They could be set up like the certification test mills, except that the actual knowledge is taught, not just the answers to the tests. Passing the code courses could be a required pre-requisite to taking the certification test classes, which could even be weekend sessions. Perhaps the computer labs could be used in blocks of time they are not being used for other things, for the practice computer testing.
* Introduction to Building Inspection and Building Permit Technician
* Permit tech

Text and Paragraph Responses by Question
BIT Faculty 2006

Question: As part of this review, the Building Inspection Technology Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

* Core courses identified for mini certificate.
  Mini certificate program identified and outlined 12-16 unit reqmnts)
  Courses for Certificate Program reviewed and compare to other colleges offering relative courses.
* To provide valued code training to a broader range of the construction public, not just inspection staff, but designers, workmen, and other types of construction professionals. Some of the code development bodies are doing very poorly in offering code seminars, for which they charge very high fees to the City governments. Perhaps the College could become a center of consistent, quality code training.
* Implementing some changes to the curriculum
  Adding a Building Permit Technician certificate
* Expansion to DL

Question: Do you have any other comments or suggestions for improving the Building Inspection Technology Program at Coastline?

* Instructors need to arrive on time for class, and keep the class in session for the required hours. Too often, I see students let out thirty, forty, even an hour or two! early. Instructors need to provide more practical experiences in the classroom and encourage students to take the ICC exam.

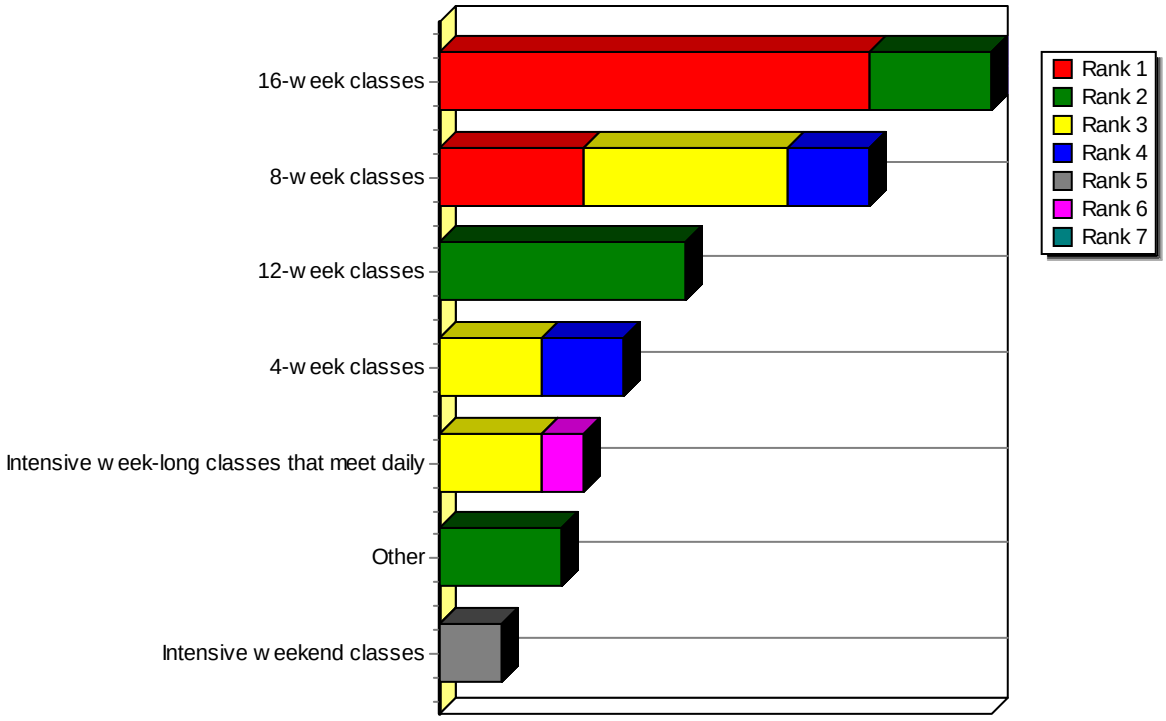
Question: If you indicated that a student would not be sufficiently prepared or not prepared at all to perform any of these skills, please explain your concerns.

* Communicate effectively and writing skills though essential for course is not what were grading these students on!

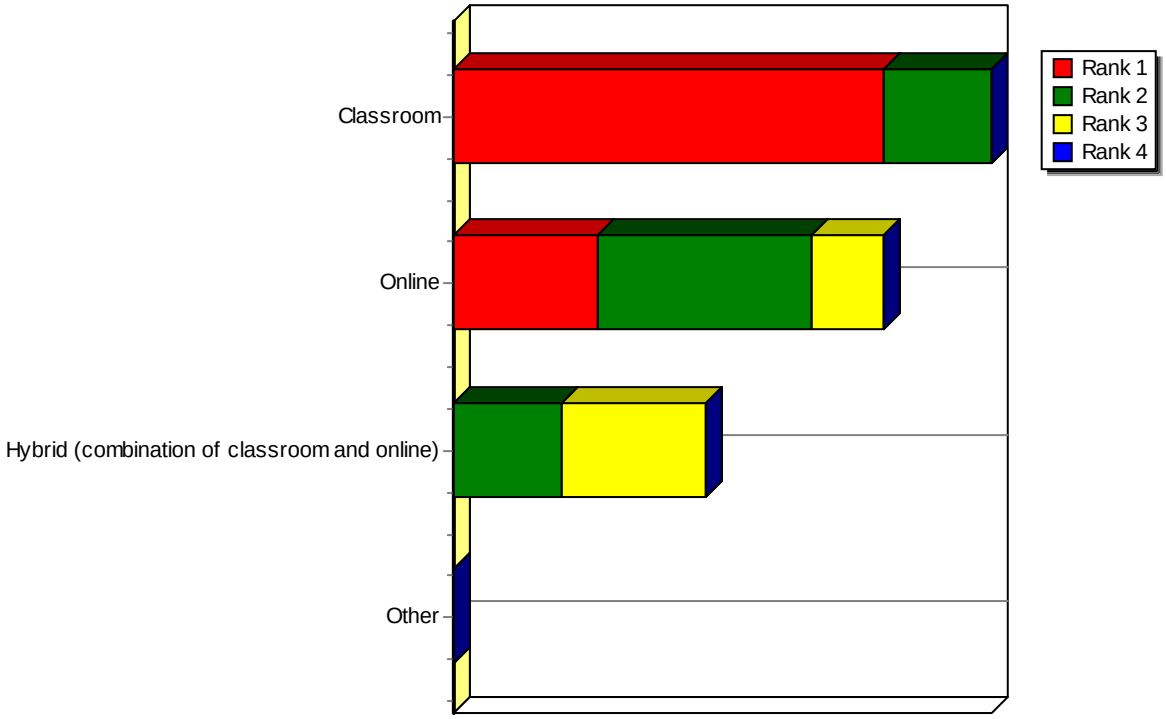
  We are grading these students on the Technical ability to read and interpert Blueprints, drawings and layouts. Their emails to me prove this and we can only recommend they take an english communication course to improve their skills as part of the certificate programs.
* The program haa become one that teaches building codes to students, who may then use this information in construction. It is not actually a program that teaches how to be perform the administrative functions of being a construction inspector. In my classes, I teach the codes with the background information I feel is needed for an inspection or a contractor to make or pass building inspections, but none of the instructors that I know of actually teach the tecniques of being an inspector, except as background information to teach the codes better. I am concerned an emphasis on multiple-choice certification test passing, rather than real code knowledge and the ability to actually apply the codes to construction. Perhaps we need both. Classes to help pass construction tests and classes to teach the knowledge to understand and apply codes to practical situations.
* Students are taught to find code but are not provided with enough practical experiences in the classroom. In addition, students are not required to take a blueprint reading class which is essential learning for entry level building inspectors.
* We do not teach all the skills listed.

Bar Chart of Ranking Responses
BIT Faculty 2006

Please rank the following scheduling formats for Building Inspection Technology classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number



Please rank the delivery formats in which you prefer to teach Building Inspection Technology classes.



Summary of Ranking Responses
BIT Faculty 2006

Please rank the following scheduling formats for Building Inspection Technology classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.

	Rank	Respondents	Score
16-week classes			
	1	3	21
	2	1	6
	3	0	0
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	Total	**4**	**27**
8-week classes			
	1	1	7
	2	0	0
	3	2	10
	4	1	4
	5	0	0
	6	0	0
	7	0	0
	Total	**4**	**21**
12-week classes			
	1	0	0
	2	2	12
	3	0	0
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	Total	**2**	**12**
4-week classes			
	1	0	0
	2	0	0
	3	1	5
	4	1	4
	5	0	0
	6	0	0
	7	0	0
	Total	**2**	**9**
Intensive week-long classes that meet daily			
	1	0	0
	2	0	0
	3	1	5
	4	0	0
	5	0	0
	6	1	2
	7	0	0
	Total	**2**	**7**

Summary of Ranking Responses
BIT Faculty 2006

	Rank	Respondents	Score
Please rank the following scheduling formats for Building Inspection Technology classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.			
Other			
	1	0	0
	2	1	6
	3	0	0
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	Total	**1**	**6**
Intensive weekend classes			
	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	1	3
	6	0	0
	7	0	0
	Total	**1**	**3**
Please rank the delivery formats in which you prefer to teach Building Inspection Technology classes.			
Classroom			
	1	3	12
	2	1	3
	3	0	0
	4	0	0
	Total	**4**	**15**
Online			
	1	1	4
	2	2	6
	3	1	2
	4	0	0
	Total	**4**	**12**
Hybrid (combination of classroom and online)			
	1	0	0
	2	1	3
	3	2	4
	4	0	0
	Total	**3**	**7**
Other			
	1	0	0
	2	0	0
	3	0	0
	4	0	0
	Total	**0**	**0**

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BIT Students 2007

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Location, Goals, and Expectations: Count/Percent
Building Inspection Students 2007

	Count	Percent
At which location does your current Building Inspection Technology class(es) meet? (Mark all that apply to Fall 2007.)	Respondents:	105
Coastline Costa Mesa Center	3	2.86 %
Coastline Garden Grove Center	60	57.14 %
Online	50	47.62 %
Total Responses	**113**	**100 %**
Why are you taking courses in the Building Inspection Technology Program? (Mark all that apply.)	Respondents:	104
To earn a Building Inspection Technology certificate	48	46.15 %
To prepare for International Code Council (ICC) certification	34	32.69 %
To satisfy continuing education requirements for International Code Council (ICC) certification	13	12.50 %
To satisfy job-related requirement	32	30.77 %
For personal interest	40	38.46 %
Other	21	20.19 %
Total Responses	**188**	**100 %**
Which best describes your occupational goal?	Respondents:	105
To advance with current employer	46	43.81 %
To obtain position in Building Inspection field	42	40.00 %
Undecided	17	16.19 %
Total Responses	**105**	**100 %**
To what extent does the Building Inspection Technology Certificate PROGRAM meet your expectations?	Respondents:	105
The program is even better than I expected	32	30.48 %
The program is pretty much what I expected	67	63.81 %
The program is not what I expected	6	5.71 %
Total Responses	**105**	**100 %**

Program Expectations Comments
Building Inspection Students 2007

Question: You indicated that the program is not what you expected. In what ways does the program not meet your expectations?

* I am not participating in the program
* I am in the military and can not attend "sit down" classes. I was hoping that CCC would offer enough construction classes online to fulfill the degree requirements but many classes are not offered online. I found Institute of Construction Management and Technology, an online construction degree program and will be transfering to that college. What classes that were offered at CCC I did leanr alot from and enjoyed greatly. Great instructors!
* The codes are not taught very well by the teacher. The teacher doesn't seem to know much about electrical inspections. I was expecting more discussions on what type of inspections you would do.
* not aware of program
* The books at times don't seem to follow the assignments. And the course Is very fast paced for my life out side of working 14 hour days.

Course Expectations: Count/Percent
Building Inspection Students 2007

	Count	Percent
To what extent does the current Building Inspection Technology COURSE in which you are enrolled meet your expectations?	Respondents:	105
More than meets	54	51.43 %
Somewhat meets	46	43.81 %
Does not meet	5	4.76 %
Total Responses	**105**	**100 %**

Course Expectations Comments
Building Inspection Students 2007

Question: You indicated that the course is not what you expected. In what ways does the course not meet your expectations?

* I dont feel that I am learning the material
* Does not include actual inspection techniques. Having a person read a slide or from a book isn't what prepares one for actual inspections. Going over code questions is helpful but again, it doesn't teach inspection in the real world.
* Electrical inspection work isn't explained too well.
* It was indicated as being a class providing wood and steel framing inspection tecniques, and very little of that was actually covered. It was more like a repeat of the IBC code class.

General Satisfaction: Count/Percent
Building Inspection Students 2007

	Count	Percent
How would you rate the importance of offering an Introduction to Building Inspection course which would include the six stages of building inspection and other building inspection procedures?	Respondents:	105
Very important	74	70.48 %
Somewhat important	23	21.90 %
Not important	5	4.76 %
Don't know	3	2.86 %
Total Responses	**105**	**100 %**
To what extent does Coastline's Building Inspection Technology Program meet the latest international and local standards?	Respondents:	104
Completely or almost completely	67	64.42 %
Somewhat	16	15.38 %
Does not meet standards	1	0.96 %
Don't know	20	19.23 %
Total Responses	**104**	**100 %**
Scheduling Options - Evening courses	Respondents:	90
Very important	67	74.44 %
Somewhat important	11	12.22 %
Not important	12	13.33 %
Total Responses	**90**	**100 %**
Scheduling Options - Daytime courses	Respondents:	73
Very important	9	12.33 %
Somewhat important	17	23.29 %
Not important	47	64.38 %
Total Responses	**73**	**100 %**
Scheduling Options - Saturday courses	Respondents:	79
Very important	19	24.05 %
Somewhat important	31	39.24 %
Not important	29	36.71 %
Total Responses	**79**	**100 %**

General Satisfaction: Count/Percent
Building Inspection Students 2007

		Count	Percent
Scheduling Options - Online courses		Respondents:	97
Very important		69	71.13 %
Somewhat important		19	19.59 %
Not important		9	9.28 %
	Total Responses	**97**	**100 %**
Would you be interested in having Coastline offer a Building Inspection Technology Certificate that can be completed entirely through distance learning (online courses)?		Respondents:	105
Very interested		55	52.38 %
Possibly		29	27.62 %
Not interested		14	13.33 %
Don't know or n/a		7	6.67 %
	Total Responses	**105**	**100 %**
General Satisfaction - Currency of the curriculum (up-to-date in relation to industry standards)		Respondents:	104
Very satisfied		51	49.04 %
Satisfied		43	41.35 %
Dissatisfied		2	1.92 %
Don't know or N/A		8	7.69 %
	Total Responses	**104**	**100 %**
General Satisfaction - Quality of instruction		Respondents:	104
Very satisfied		52	50.00 %
Satisfied		44	42.31 %
Dissatisfied		4	3.85 %
Very dissatisfied		1	0.96 %
Don't know or N/A		3	2.88 %
	Total Responses	**104**	**100 %**
General Satisfaction - Instructor knowledge of industry standards		Respondents:	103

General Satisfaction: Count/Percent
Building Inspection Students 2007

	Count	Percent
General Satisfaction - Instructor knowledge of industry standards	Respondents:	103
Very satisfied	61	59.22 %
Satisfied	32	31.07 %
Dissatisfied	2	1.94 %
Very dissatisfied	1	0.97 %
Don't know or N/A	7	6.80 %
Total Responses	**103**	**100 %**
General Satisfaction - Ability of instructors to communicate clearly	Respondents:	103
Very satisfied	50	48.54 %
Satisfied	40	38.83 %
Dissatisfied	4	3.88 %
Very dissatisfied	2	1.94 %
Don't know or N/A	7	6.80 %
Total Responses	**103**	**100 %**
General Satisfaction - Interest shown by instructors in student learning outcomes	Respondents:	104
Very satisfied	48	46.15 %
Satisfied	45	43.27 %
Dissatisfied	2	1.92 %
Don't know or N/A	9	8.65 %
Total Responses	**104**	**100 %**
General Satisfaction - Extent to which instructors inform students about International Code Council certifications	Respondents:	104
Very satisfied	41	39.42 %
Satisfied	45	43.27 %
Dissatisfied	4	3.85 %
Very dissatisfied	1	0.96 %
Don't know or N/A	13	12.50 %
Total Responses	**104**	**100 %**
General Satisfaction - Variety of classes	Respondents:	104

General Satisfaction: Count/Percent
Building Inspection Students 2007

	Count	Percent
General Satisfaction - Variety of classes	Respondents:	104
Very satisfied	40	38.46 %
Satisfied	52	50.00 %
Dissatisfied	4	3.85 %
Very dissatisfied	1	0.96 %
Don't know or N/A	7	6.73 %
Total Responses	**104**	**100 %**
General Satisfaction - Relevance of classes to my job needs	Respondents:	104
Very satisfied	46	44.23 %
Satisfied	46	44.23 %
Dissatisfied	2	1.92 %
Don't know or N/A	10	9.62 %
Total Responses	**104**	**100 %**
General Satisfaction - Staff support for the program and classes	Respondents:	104
Very satisfied	53	50.96 %
Satisfied	40	38.46 %
Dissatisfied	4	3.85 %
Don't know or N/A	7	6.73 %
Total Responses	**104**	**100 %**
General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents:	103
Very satisfied	40	38.83 %
Satisfied	39	37.86 %
Dissatisfied	2	1.94 %
Don't know or N/A	22	21.36 %
Total Responses	**103**	**100 %**
General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)	Respondents:	103

General Satisfaction: Count/Percent
Building Inspection Students 2007

	Count	Percent
General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)	Respondents:	103
Very satisfied	58	56.31 %
Satisfied	34	33.01 %
Dissatisfied	1	0.97 %
Don't know or N/A	10	9.71 %
Total Responses	**103**	**100 %**
General Satisfaction - Overall quality of the program	Respondents:	104
Very satisfied	52	50.00 %
Satisfied	46	44.23 %
Dissatisfied	2	1.92 %
Don't know or N/A	4	3.85 %
Total Responses	**104**	**100 %**
General Satisfaction - Your own success in the program	Respondents:	104
Very satisfied	60	57.69 %
Satisfied	39	37.50 %
Dissatisfied	2	1.92 %
Don't know or N/A	3	2.88 %
Total Responses	**104**	**100 %**

General Satisfaction Comments
Building Inspection Students 2007

Question: General Satisfaction: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

* For ability for instructors to communicate clearly, from one of my teachers it would take me days to get a responce back to any of my questions. Usually I would not get a responce until after the assignment was due.
* I ama military online student and many classes for the degree are not available.
* I like this program to be also included in the weekens
* only have two classes first one great second not so much
* Teachers need to teach. I've taken a few courses here and had one teacher that could do that. The other teachers read slides or read from the book. I can do that on my own. It's the teacher's knowledge and experience that I expect to really learn from.
* the teacher had a lot of work to on making the program work better! I under stand the instructor wonts the overall program to be better but it took time away from us and i need all the help i can get. the instructre is very good and i am glade i was able to have him.
* to which class should I be rating? I am currently taking the "Wood and Steel framing" class and I did not learn anything about framing, the intructor told us to read chapters in a book, and then gave us a quiz at each lecture. I was a waste of time because I had already read the book in a previous class, the lectures were more like how to take an ICC exam, and nothing about building a house. we did have a field trip that was that was excellent, but the class needs a new instructor, or have the intructor teach the subject that he needs to teach. I am not the only student with the same opinion, unfortunately, i never saw a survey to rate the class or the instructor?
* Elliott's testing
* None for me, thanks.
* As indicated before, I learned very little in the "Wood and Steel" class that I didn't actually learn from reading the code book.
* very satisfied
* na
* very satisfied
* Books have changed from 2003 to 2006 in the middle of the semester.
  I'm happy with my success but I have not got staight A's but am satisfied
  with my progress.
* Communication should be better and some material in the text for BIT301 is unclear
* I am very satisfied in the BIT program COastline has to offer, this is the only earmyu school that has the degree. Thank you for offering it.
* I do not feel like completing my course on-line is helping me as much as site-based courses would.
* I have had several emails that were not responded to regarding my Student Agreement throught eArmyU. Since I am deployed, email is the only means of communication that is available to me.
  Also the list of classes available does not match your website.

General Satisfaction Comments
Building Inspection Students 2007

Question: General Satisfaction: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

* None of instructors ever informed me about International Code Council certifications.

* COASTLINE NEED TO OFFER MORE CLASSES PERTAINING TO ELECTRICAL. EXAMPLE NATIONAL ELECTRICAL CODES, RESIDENTIAL WIRING, ETC...

* Some instructors do not post or rarely post responses to students in the class discussion part of the class websites. I have noticed that most coastline courses tend not to incourage communication: student to student, or student to prof.

Scheduling/Delivery: Summary of Ranking Responses
Building Inspection Students 2007

Please rank the following scheduling formats for Building Inspection Technology classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.

	Rank	Respondents	Score
16-week classes			
	1	37	259
	2	14	84
	3	29	145
	4	6	24
	5	1	3
	6	0	0
	7	0	0
	Total	**87**	**515**
8-week classes			
	1	39	273
	2	10	60
	3	31	155
	4	2	8
	5	2	6
	6	0	0
	7	0	0
	Total	**84**	**502**
12-week classes			
	1	22	154
	2	50	300
	3	8	40
	4	1	4
	5	0	0
	6	0	0
	7	0	0
	Total	**81**	**498**
4-week classes			
	1	3	21
	2	9	54
	3	4	20
	4	27	108
	5	7	21
	6	1	2
	7	0	0
	Total	**51**	**226**
Weekend classes			
	1	1	7
	2	2	12
	3	6	30
	4	5	20
	5	24	72
	6	8	16
	7	0	0
	Total	**46**	**157**

Scheduling/Delivery: Summary of Ranking Responses Building Inspection Students 2007

	Rank	Respondents	Score
Please rank the following scheduling formats for Building Inspection Technology classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number only once.			
Week-long classes that meet daily			
	1	0	0
	2	2	12
	3	2	10
	4	1	4
	5	6	18
	6	31	62
	7	2	2
	Total	**44**	**108**
Other			
	1	1	7
	2	3	18
	3	1	5
	4	0	0
	5	0	0
	6	0	0
	7	3	3
	Total	**8**	**33**
Please rank your preferred method of instruction for Building Inspection Technology classes with "1" representing the method of instruction you most prefer, "2" representing your second choice, "3" your third choice, "4" your fourth choice, and "5" (if...			
Online classes			
	1	47	235
	2	10	40
	3	14	42
	4	21	42
	5	1	1
	Total	**93**	**360**
Site-based classes			
	1	50	250
	2	13	52
	3	11	33
	4	11	22
	5	1	1
	Total	**86**	**358**
Some classes site-based and some online			
	1	5	25
	2	43	172
	3	25	75
	4	5	10
	5	0	0
	Total	**78**	**282**

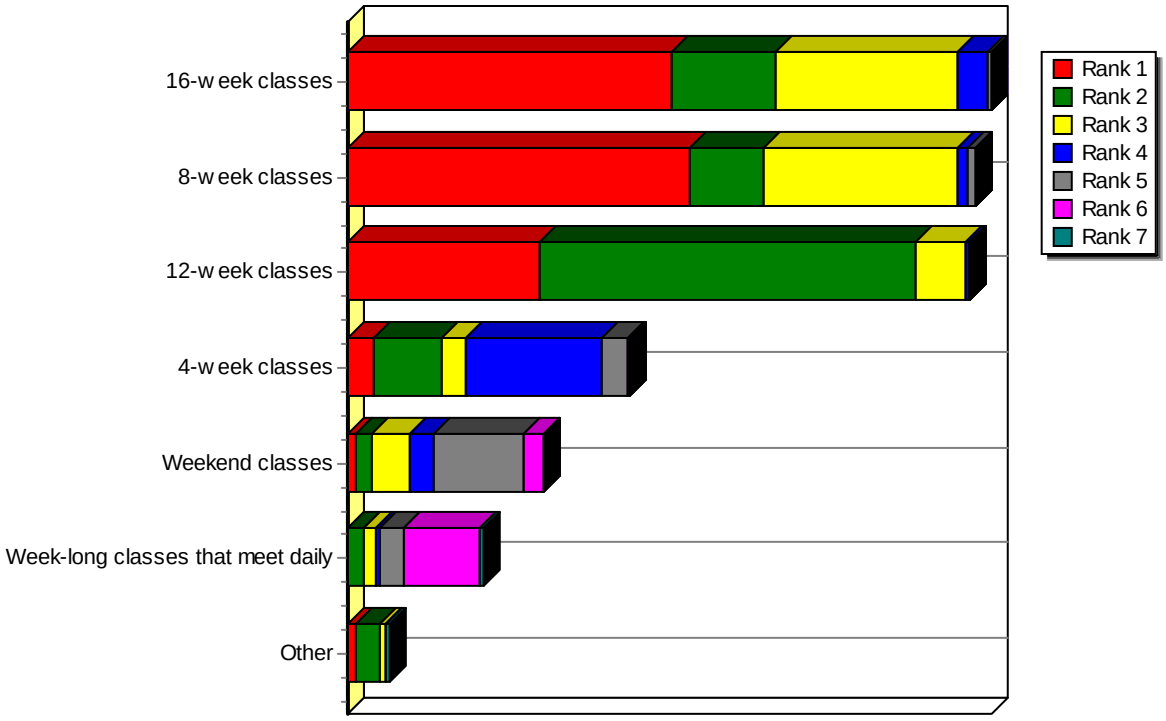
Scheduling/Delivery: Summary of Ranking Responses Building Inspection Students 2007

Please rank your preferred method of instruction for Building Inspection Technology classes with "1" representing the method of instruction you most prefer, "2" representing your second choice, "3" your third choice, "4" your fourth choice, and "5" (if...

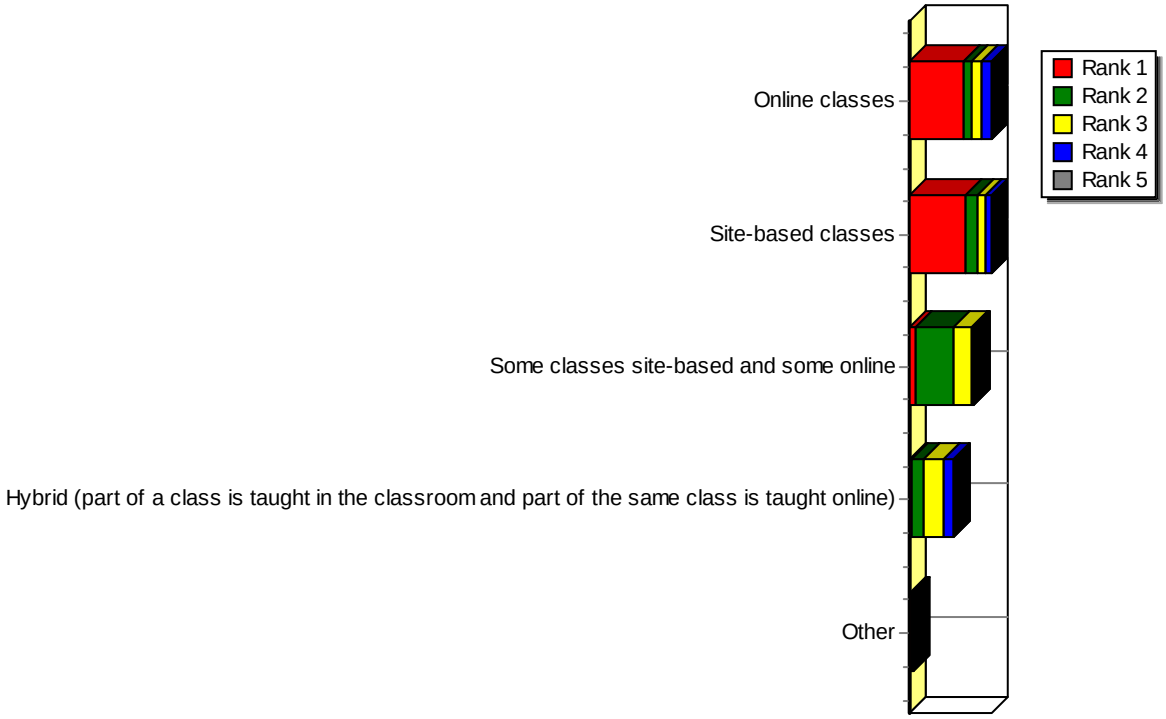
	Rank	Respondents	Score
Hybrid (part of a class is taught in the classroom and part of the same class is taught online)			
	1	1	5
	2	15	60
	3	28	84
	4	23	46
	5	0	0
	Total	**67**	**195**
Other			
	1	1	5
	2	1	4
	3	1	3
	4	0	0
	5	3	3
	Total	**6**	**15**

Scheduling/Delivery: Bar Chart Ranking Responses Building Inspection Students 2007

Please rank the following scheduling formats for Building Inspection Technology classes with "1" representing the format you most prefer, "2" representing your second choice, "3" your third choice, etc. Use each ranking number



Please rank your preferred method of instruction for Building Inspection Technology classes with "1" representing the method of instruction you most prefer, "2" representing your second choice, "3" your third choice, "4" your fourth



Site-Based, Delivery, and DL: Count/Percent
Building Inspection Students 2007

		Count	Percent
Site-Based Classes - Appropriate equipment and instructional supplies are available in the classroom	Respondents:	59	
Strongly agree		22	37.29 %
Agree		34	57.63 %
Disagree		1	1.69 %
Don't know or n/a		2	3.39 %
	Total Responses	**59**	**100 %**
Site-Based Classes - The facility where my class meets is appropriate to the needs of the course	Respondents:	59	
Strongly agree		27	45.76 %
Agree		31	52.54 %
Don't know or n/a		1	1.69 %
	Total Responses	**59**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Coastline Costa Mesa Center	Respondents:	38	
Preferred		14	36.84 %
OK		6	15.79 %
Not preferred		12	31.58 %
Don't know or n/a		6	15.79 %
	Total Responses	**38**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Coastline Garden Grove Center	Respondents:	57	
Preferred		44	77.19 %
OK		11	19.30 %
Don't know or n/a		2	3.51 %
	Total Responses	**57**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Coastline Le-Jao Center in Westminster	Respondents:	39	
Preferred		10	25.64 %
OK		9	23.08 %
Not preferred		9	23.08 %
Don't know or n/a		11	28.21 %
	Total Responses	**39**	**100 %**

Site-Based, Delivery, and DL: Count/Percent
Building Inspection Students 2007

	Count	Percent
Distance Learning (Online) - Overall, the caliber of my distance learning Building Inspection Technology course at Coastline is equivalent to or better than the quality of my classroom-based courses.	Respondents:	50
Strongly agree	20	40.00 %
Agree	17	34.00 %
Disagree	2	4.00 %
Strongly disagree	1	2.00 %
Don't know or n/a	10	20.00 %
Total Responses	**50**	**100 %**
Distance Learning (Online) - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Building Inspection Technology class(es).	Respondents:	49
Strongly agree	21	42.86 %
Agree	15	30.61 %
Disagree	6	12.24 %
Strongly disagree	1	2.04 %
Don't know or n/a	6	12.24 %
Total Responses	**49**	**100 %**
Distance Learning (Online) - The technology used to deliver my distance learning Building Inspection Technology course(s) has been reliable.	Respondents:	50
Strongly agree	29	58.00 %
Agree	16	32.00 %
Disagree	2	4.00 %
Don't know or n/a	3	6.00 %
Total Responses	**50**	**100 %**

Site-Based and DL Comments
Building Inspection Students 2007

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about classroom facilities or equipment, please explain the problems you encountered or the nature of your concerns.

* very little visual explaining in current class
* na

Question: If you experienced any technical difficulties or if you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain the problems you encountered or the nature of your concerns.

* I feel that distance learning is great for people like me who can not take in class courses, but I think that a class room is a much better place to learn than an on-line course, I wish the class room and teacher had to interact more with eachother, like group assignments or discussion boards. I have learned a lot from these classes but I think there is a lot more potential for these on-line courses.
* due to the internet connection while deployed the videos presented in the class were very choppy and very difficult to view a cd with the videos on it and sent out with the books could help solve that problem
* Discussion board should be used to discuss student questions and answer by the instructor. This would benefit the student who ask the question and other student that might have the same question.
* I still like to be in the classroom. I think that I learn more with the teaching from a live person.
* There is very little communication in my class and the teacher takes too long to answer my questions. Also, the system used to take the quizes and tests on locks people out too frequently.
* na
* There should only be one book used for one course at a time. For instance ,having a code book that is combined with the work studies would make the class much easier.
* Although the site has been reliable, my experience with Troy University's online courses were of better quality.
* It seems that the instructors rarely respond to posts in the class discussion, as well as student are not encouraged to utilize this inorder to interact with each other.

Demographics: Count/Percent
Building Inspection Students 2007

		Count	Percent
Age		Respondents:	105
18-30		31	29.52 %
31-45		50	47.62 %
46-60		23	21.90 %
61 or older		1	0.95 %
	Total Responses	**105**	**100 %**
Gender		Respondents:	104
Male		96	92.31 %
Female		8	7.69 %
	Total Responses	**104**	**100 %**
Ethnicity		Respondents:	104
American Indian/Native Alaskan		3	2.88 %
White		60	57.69 %
Black		5	4.81 %
Hispanic		19	18.27 %
Vietnamese		6	5.77 %
Other Asian		5	4.81 %
Decline to State		2	1.92 %
Other		4	3.85 %
	Total Responses	**104**	**100 %**
Primary Language		Respondents:	104
English		94	90.38 %
Spanish		4	3.85 %
Vietnamese		3	2.88 %
Other		3	2.88 %
	Total Responses	**104**	**100 %**
Are you active duty military?		Respondents:	105
Yes		43	40.95 %
No		62	59.05 %
	Total Responses	**105**	**100 %**

Demographics: Count/Percent
Building Inspection Students 2007

	Count	Percent
What is your current employment status?	Respondents:	104
Not working outside the home	6	5.77 %
Working as a volunteer (non-paid position)	1	0.96 %
Working 20 hours or less per week	1	0.96 %
Working between 21-30 hours per week	7	6.73 %
Working full-time	89	85.58 %
Total Responses	**104**	**100 %**
What is your highest level of education?	Respondents:	105
Less than high school completion	2	1.90 %
High school diploma	70	66.67 %
Associate in Arts degree	23	21.90 %
Bachelor's degree	6	5.71 %
Master's degree	4	3.81 %
Total Responses	**105**	**100 %**
Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)	Respondents:	101
No: Enrolled only at Coastline	88	87.13 %
Golden West College	1	0.99 %
Orange Coast College	4	3.96 %
Other community college	5	4.95 %
A four-year college or university	5	4.95 %
Total Responses	**103**	**100 %**
Have you ever dropped out of a Coastline Building Inspection Technology class before finishing the course?	Respondents:	105
Yes	6	5.71 %
No	97	92.38 %
Don't recall	2	1.90 %
Total Responses	**105**	**100 %**

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: You indicated that you have dropped out of a Building Inspection Technology class before completing the course. What is the primary reason you dropped the course?

* Deployed Overseas, no computer access.
* Cost and estimate, deployed
* The teacher was an idiot.
* work schedule conflict
* It was a Wood construction class and the teacher was not very helpful to beginning student. Although I did not drop a class in Electrical Inspection but the teacher was not keep up with material at hand and was not very clear and helpful in his class. Another one of my co-worker took the same class after me and did not get anything out of the Intructor.
* I'm in the US military. I had to drop a class on the first week due to a upcoming mission at that time.

Question: Is there anything the instructor or college could have done to encourage you or that would have enabled you to successfully complete the course?

* Extend me until I returned from deployment.
* none
* Yes. Hire teachers that know what they're doing.
* n/a
* Yes, get new Instructor. Someone care enough to teach not just collect the paycheck.
* Yes

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: In your own words, please tell us what you most want to learn or accomplish from taking Building Inspection Technology courses at Coastline?

* Everything I have learned in the course has heleped me have a better understanding of blue prints.
* I want to learn the basics, I am very new to this field and I am very interested in the classes I have been taking, I would like to learn more about actual construction, I think it would help with visualizing the Building code better. More diagrams would be helpful too.
* interesting course toward my job
* I'm not interested accomplishing anything more than satisfing elective requirments.
* Complete earmyu requisites.
* Technology and diferent codes
* Was hoping to earn a degree but many classes for the degree were not offered online. I am transering to a new online construction college.
* ?
* The knowledge to know the building codes for inspection and/or insure codes are being followed as work is being done.
* Only took course for self interest and to fill elective requirement
* Understand code
* become a competent certified inspector
* Get ICC Certifacation
* i want to be able to get a certificate of complition
* i want to learn the codes
* Learn more about inspection in general.
* Understand the codes better and how to do inspections.
* To Pass the ICC Tests
* how to apply and understand the code
* Learn the building codes.
  Certificate for resume.
* Learn how to inspect for a safe and up-to-code construction site.

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: In your own words, please tell us what you most want to learn or accomplish from taking Building Inspection Technology courses at Coastline?

* I like to take all casses
* the knowledge required to becoming a Building Inspector
* I want to underdstand the code better. I am just intering the field and have no prier knowlage of the industry.
* Preparation of ICC exam
* Elliott's testing
* want to know my codes and wanna get my certificite
* Interporetation of the building codes as they are applied in the inspection field.
* To get a job.
* Learning the new ICC codes
* how a building is created
* the use of building code book
* i want to learn exactly what i will be needing as far as the trade goes. simple as that. anything that isnt used in the trade i really dont care to learn.
* To stay current with codes
* building code updates to excel my gen contractors business
* new 2006 IBC Code requirements
* n/a
* To gain an understanding of building codes in order to be hired as a building inspector.
* I want to be a building inspector
* to learn the IBC
* better under standing of the code
* To learn more about real life building inspection's in the feild and how to handle them.
* I want to complete all my courses,and earn a building technology degree.

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: In your own words, please tell us what you most want to learn or accomplish from taking Building Inspection Technology courses at Coastline?

* special insptections
* Expand my knowledge in the building inspection field to obtain certification and employment in the building inspection field.
* Learn the current codes
* I would like more confidence when in the field inspecting that I'm making the right calls. I also what to use it for further advancment in the field.
* To prepare for ICC certification
* the important education valve
* obtain a certificate in building technology.
* How to inspect job sites from beginning to end.
* na
* get ready for ICC test and go out on the field to put the learning into practice; also be prepared for a new job
* Just want a general base on what needs to be learned.
* Carpentry and the building process has always caught my interest and have dreamed of building my own home.
* the knowledge to preform the duties correctly
* better knowledge of the code
* I am interested in a well-rounded overview of Building Inspection Technology to pursue a career in legal consulting for the construction industry.
* To take ICC test and to be able to become a better inspector.
* A better understanding of the language presented in the code books and how to apply them.
* keep current certifacates uo to date and work on deputy inspectoe certificates
* To work in the inspection field.
* Deputy inspector role
* Put myself in better standing when I apply for STA-21 under the CEC program.
* I wanted to learn how to read bluprints.

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: In your own words, please tell us what you most want to learn or accomplish from taking Building Inspection Technology courses at Coastline?

* The basics. I feel tht the courses offer this, and stressed the importance of referencing the code.
* Learning the building code and how it applies to home inspection.
* Anything that is important to know as a Seabee who designs and builds in remote locations
* Receive a construction technology degree (associates)
* To learn the basics in Constuction Technology.
* I am not enrolled in the Building Inspection course at Coastline but I have taken a 12 week course through the military and I would be very interested in taking another course just to keep up to date on technology and proceedures.
* I want to learn more about the different requirements of construction and know the right codes to use in all construction situations.
* I RECEIVED WHAT THE CLASS HAD TO OFFER.
* everything
* A firm grasp of the knowledge required build houses.
* Technical drafting is what I enjoyed the most during my vocational school. This time, I took this course to fulfil an elective. After all these years it still refreshes the mind as far as informing me of building construction.

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: Are there other Building Inspection Technology courses that you would like Coastline to offer?

* Yes, a lot.. but I do not know what other ones are. Basic construction, if there is a class or CADD, if possible.
* No
* As many as possible (online). The new college I am enrolling with is not yet accredited and will take about another year so I will have to pay out of pocket. If you offer different/more classes online I can have Navy tuition Assistance pay for it.
* ICC certification or equivilant
* no
* none that i know of
* n/a
* NA
* advanced print reading
* I think that it covers pretty much evrything
* no
* No
* Structural Steel and welding inspection
* A class that outlines what the building inspector actually does
* rienfored concrete,servay, water borne construction, rail roade.
* No thank
* none that I know of
* I would not know. Just entering in the field.
* No
* Elliott's testing
* not sure
* Combination Biulding Inspector / Commercial and residential

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: Are there other Building Inspection Technology courses that you would like Coastline to offer?

* No
* no
* no
* no just more specific in parts of code.
* advanced classes,plan checking all trades.
* yes but undecided
* probably not
* n/a
* No
* all that apply
* yes
* I dont know what all is out there
* Masonry,reinforce concrete,Structual steel,Plan examiner
* no.
* no
* Welding inspection?
* no
* Unsure
* no
* coures are enough
* n/a
* blueprint reading during the week.

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: Are there other Building Inspection Technology courses that you would like Coastline to offer?

* na
* no
* NO
* Yes, hands -on lab courses, projects, etc. Building and residential layout with tools and instruments used.
* don't know
* none
* I would like to see a course on the assessment of construction defects.
* none that I know of.
* fire inspection and steel
* No.
* No
* Not too familiar with the trade and the courses that might be available.
* Certification prep course.
* Yes, it would be nice if Coastline offerd a Bachelors in Construction Technology or if I could be pointed in the right direction for a Construction Tech/management degree program via earmyu.
* n/a
* I didn't see any courses relative to metal or steel types of buildings.
* NATIONAL ELECTRICAL CODES
* yes
* advanced construction estimating, basic house design, maybe even real estate development courses.
* I would like to look into the other courses offered in BIT. A subject on building materials cost estimations.

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: Do you have any comments or suggestions for improving the Building Inspection Technology Program at Coastline?

* Give actual scenarios more and discuss them with the class, I think schedualed class discussions would help me absorb more of the information.
* No
* Have instructors respond to e-mails with an answer not just an acknowledgemetn e-mail with no answer.
* Not sure why for BLDG 303 we had to buy the Fire and Life Saftey book. 95% of the course came from the IBC code book.
* none
* overall great course
* n/a
* NA
* no
* Maybe some of this classes need to be two days per week
* teachers need to know the material
* Better instruction please.
* No, it's a wonderful program to have.
* Not at this time
* use instructors that are well experanced in the use of the code as well understand the code
* Wish to have more construction on-site inspection and instructor point-out what is not up to-code
* No thank
* "Some classes site-based and some online"
  "Hybrid (part of a class is taught in the classroom and part of the same class is taught online)"
  these two questions are the same?
* Have the teachers teach what they have work in as an Inspector and trade.
* Eelctrica,. plumbing and mechanical should be required courses.
* Elliott's testing

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: Do you have any comments or suggestions for improving the Building Inspection Technology Program at Coastline?

* make sure that everyone gets it, i mean everyone
* More precise explenation of the courses and requirements in refference to requirements needed to obtain a position as a city building inspector.
* No
* no
* no
* i would like to be able to take all the classes in one semester. by that i mean if all the classes were offered every semester that would be better for me. while trying to get my AA i have to spread out my classes so if i could have choice of all the classes it would be a lot nicer to set up my schedule and complete my program here faster.
* provide classes for real california codes.
* shorter calss time as most movies were not relavent to that which I need to learn.
* n/a
* I am very satisfied with the ciriculum of the Building Inspection Technology Program.
* have as many courses as possible per semester
* no
* I like it so far
* no
* no
* Labs the coinside with the classes could be helpful.
* Offering more courses every semester
* Not at this time.
* Let Gerry Quast teach EVERY class!
* not at this time
* n/a

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

Question: Do you have any comments or suggestions for improving the Building Inspection Technology Program at Coastline?

* have the teachers better prepared for class.
* na
* i believe will be more eficient for students if the clases are not scheduled on the same day like (mechanical and masonry on thur at same time slot)
* nope
* I have taken only one BIT course and wish I could take more. With the military only allowing majors relating to your rating and not what you would like to study or interests lie. I truely wish I could change to the BIT major at Coastline so if you know how I could, please advise.
* no
* none
* I took the Building 302, Residential Building Code course from Don Godfrey on his recommendation,only to find out later that it is not listed as a required class or an elective class for the BIT Certificate program. I think this is ridiculous! If this class does not apply to the Building Inspection Technology program, why is it even offered?
* I think the concrete class should be keep at 8 weeks instead of traditional 16 weeks. The class extended for too long.
* NO, everything is just fine.
* give more information on how to get hired
* No.
* I think it's great!
* No
* Only to re iterate the current problems. The quiz's #3 and #4 were out of order i beleive in BLDG 300.
* No, thank you for offering this program.
* Work book / code book combined , not two separate books
* Sometimes a few questions of quizzes and exams have grammer errors, wrong answers, and corrupted pictures. It makes hard for people to understand the questions.
* IT'S A PRETTY GOOD COURSE BASED ON AN EIGHT WEEKS TIMELINE. I REALLY ENJOYED THE COURSE. HOWEVER, THE INTERNATIONAL BUILDING CODE COURSE NEEDS TO HAVE EXTRA CREDIT ADDED. IT'S A PRETTY TOUGH COURSE AND EXTRA CREDIT WOULD DEFINITELY COME IN HANDY.
* no

Drop Comments, Goals, and General Comments
Building Inspection Students 2007

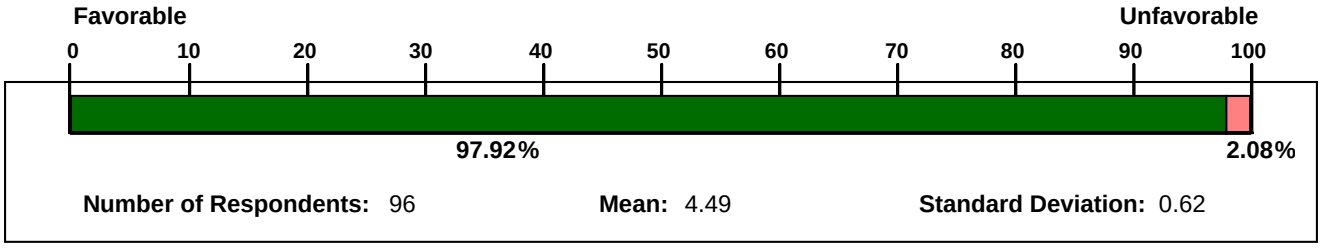
Question: Do you have any comments or suggestions for improving the Building Inspection Technology Program at Coastline?

* Encourage student to participate in "class" discussions on the discussion form. Encourage Professors to respond to students posts and form an online dialogue with their students.
* None at this time.

Gen Satisfaction/DL: Favorable/Unfavorable Report
Building Inspection Students 2007

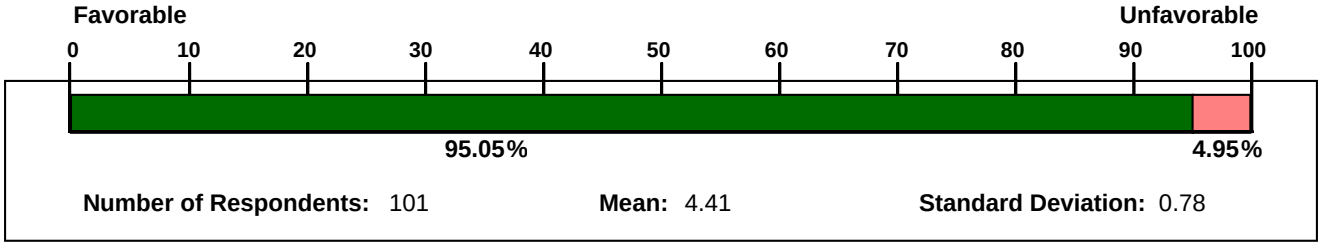
Favorable **Neutral** **Unfavorable**

General Satisfaction - Currency of the curriculum (up-to-date in relation to industry standards)



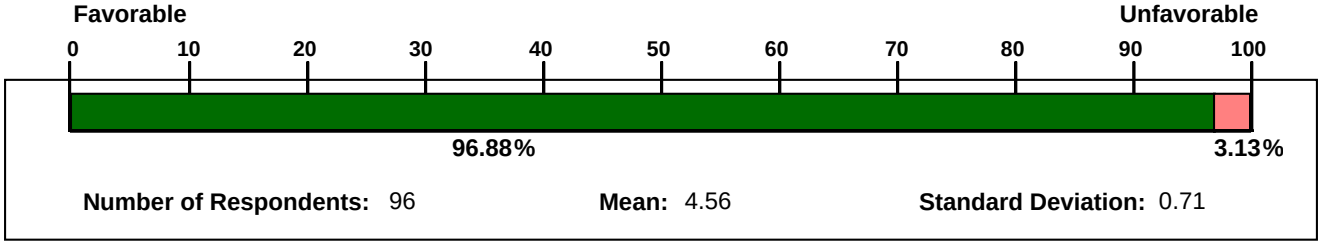
Number of Respondents: 96 **Mean:** 4.49 **Standard Deviation:** 0.62

General Satisfaction - Quality of instruction



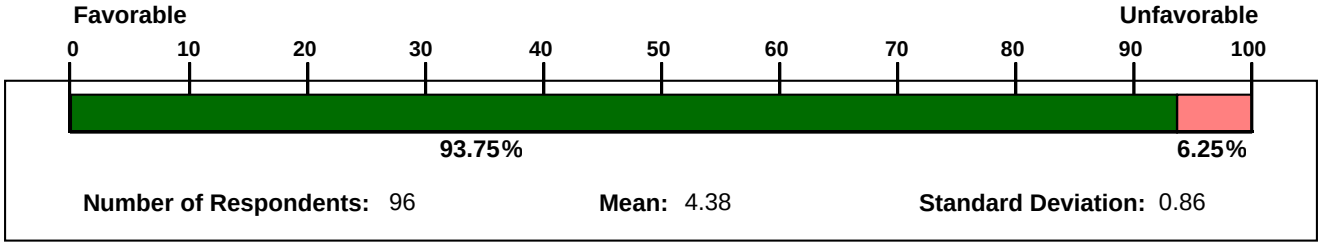
Number of Respondents: 101 **Mean:** 4.41 **Standard Deviation:** 0.78

General Satisfaction - Instructor knowledge of industry standards



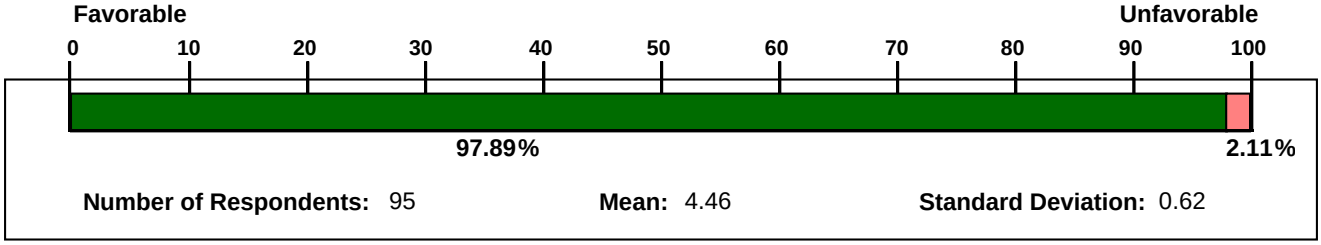
Number of Respondents: 96 **Mean:** 4.56 **Standard Deviation:** 0.71

General Satisfaction - Ability of instructors to communicate clearly



Number of Respondents: 96 **Mean:** 4.38 **Standard Deviation:** 0.86

General Satisfaction - Interest shown by instructors in student learning outcomes

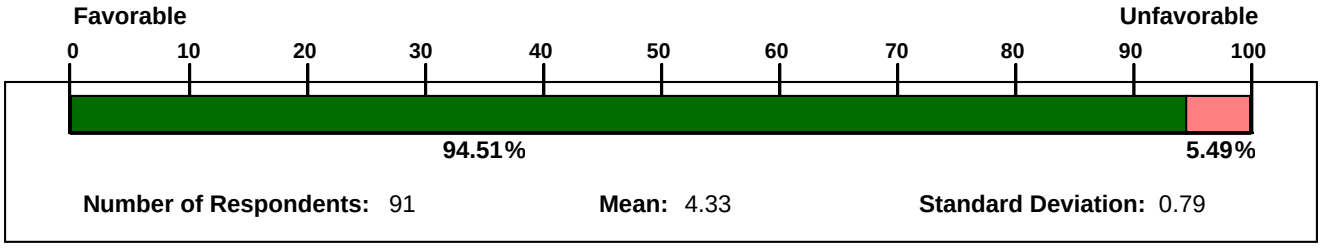


Number of Respondents: 95 **Mean:** 4.46 **Standard Deviation:** 0.62

Gen Satisfaction/DL: Favorable/Unfavorable Report
Building Inspection Students 2007

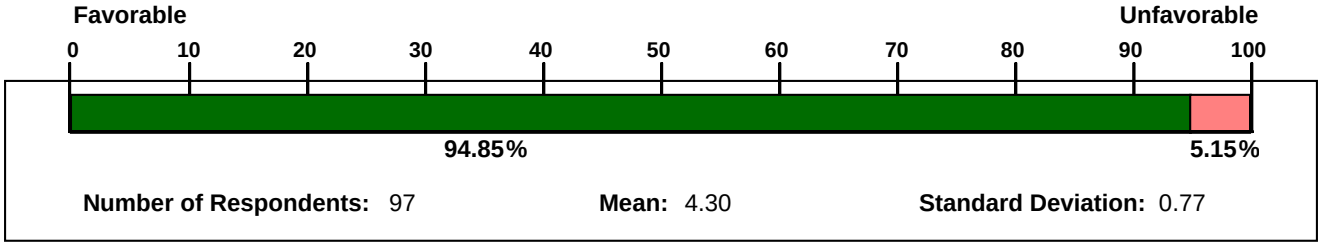
Favorable **Neutral** **Unfavorable**

General Satisfaction - Extent to which instructors inform students about International Code Council certifications



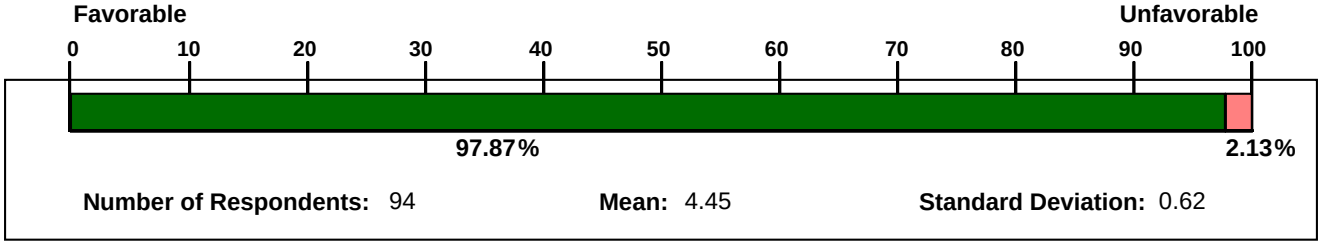
Number of Respondents: 91 **Mean:** 4.33 **Standard Deviation:** 0.79

General Satisfaction - Variety of classes



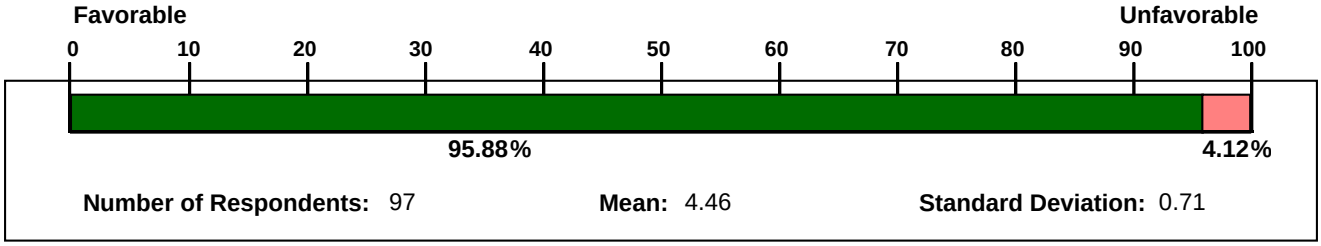
Number of Respondents: 97 **Mean:** 4.30 **Standard Deviation:** 0.77

General Satisfaction - Relevance of classes to my job needs



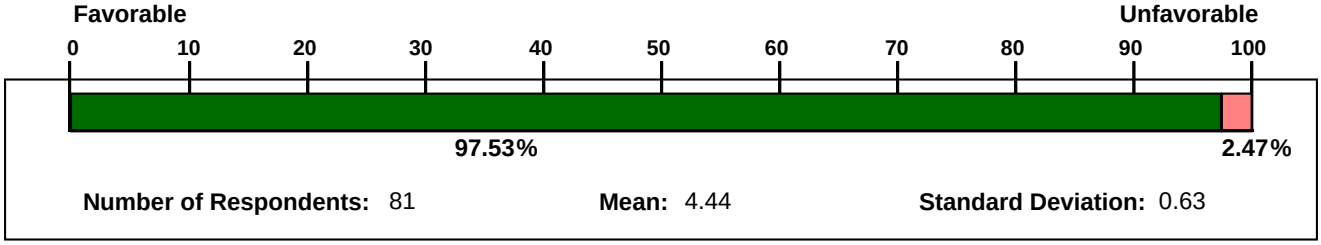
Number of Respondents: 94 **Mean:** 4.45 **Standard Deviation:** 0.62

General Satisfaction - Staff support for the program and classes



Number of Respondents: 97 **Mean:** 4.46 **Standard Deviation:** 0.71

General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

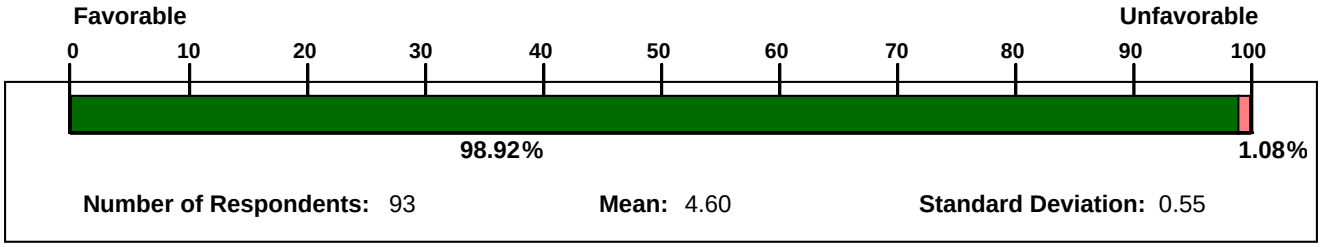


Number of Respondents: 81 **Mean:** 4.44 **Standard Deviation:** 0.63

Gen Satisfaction/DL: Favorable/Unfavorable Report
Building Inspection Students 2007

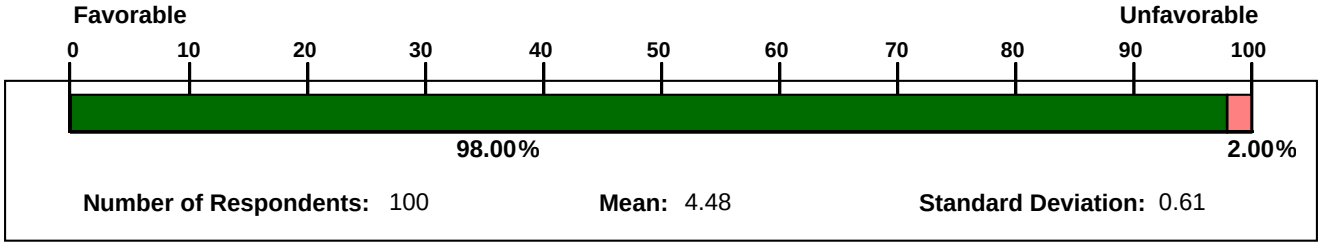
Favorable **Neutral** **Unfavorable**

General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, active duty military, etc.)



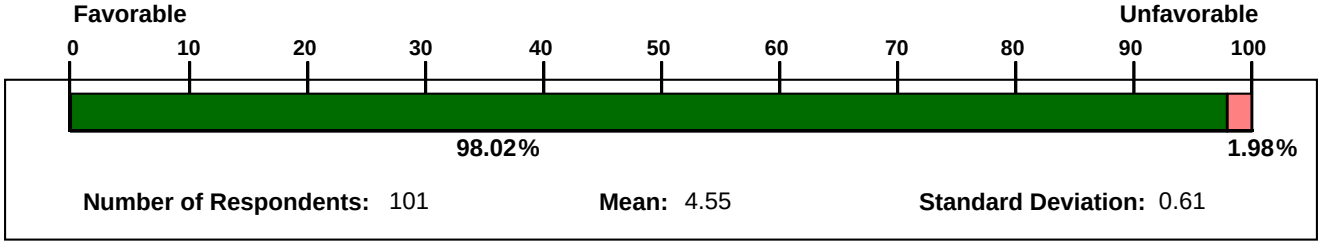
Number of Respondents: 93 **Mean:** 4.60 **Standard Deviation:** 0.55

General Satisfaction - Overall quality of the program



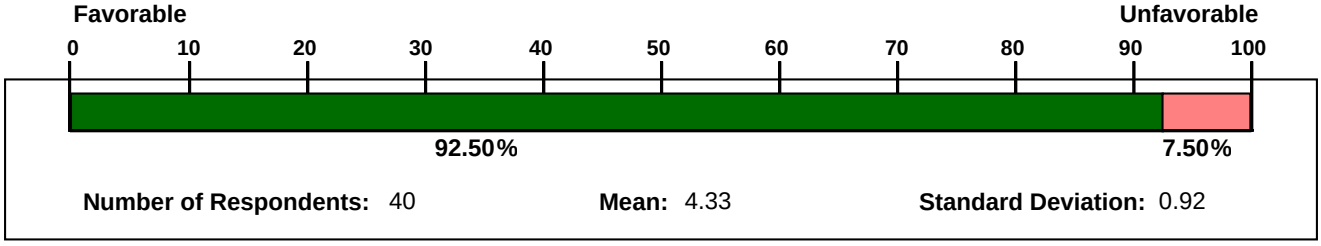
Number of Respondents: 100 **Mean:** 4.48 **Standard Deviation:** 0.61

General Satisfaction - Your own success in the program



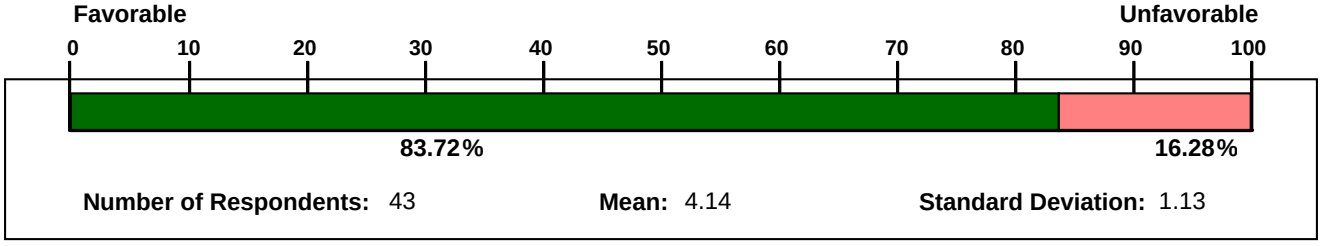
Number of Respondents: 101 **Mean:** 4.55 **Standard Deviation:** 0.61

Distance Learning (Online) - Overall, the caliber of my distance learning Building Inspection Technology course at Coastline is equivalent to or better than the quality of my classroom-based courses.



Number of Respondents: 40 **Mean:** 4.33 **Standard Deviation:** 0.92

Distance Learning (Online) - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning Building Inspection Technology class(es).

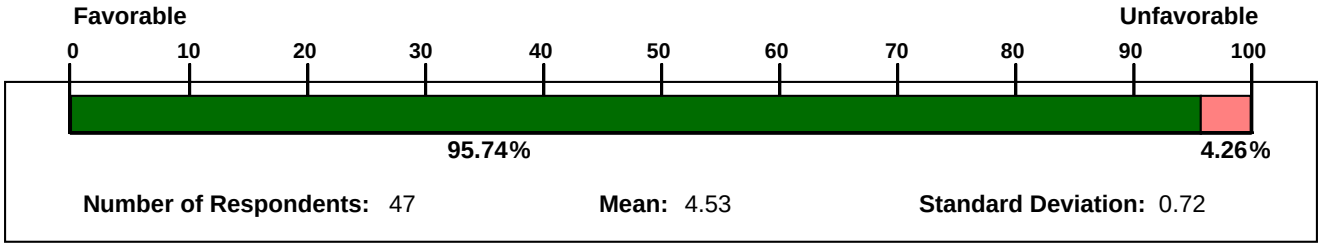


Number of Respondents: 43 **Mean:** 4.14 **Standard Deviation:** 1.13

Gen Satisfaction/DL: Favorable/Unfavorable Report
Building Inspection Students 2007

Favorable **Neutral** **Unfavorable**

Distance Learning (Online) - The technology used to deliver my distance learning Building Inspection Technology course(s) has been reliable.



Number of Respondents: 47 **Mean:** 4.53 **Standard Deviation:** 0.72

Program Review 2007-08
Validation Report

Building Codes Technology Program

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

   __X__ Yes _____ No

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

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

   A. Given the need for Building Code specialists for renovation, retrofitting, disaster recovery, and new construction, this field should continue to provide good employment opportunities for students.
   B. Growth, though not amazing, has been consistent. At some point in the future, continued program growth may warrant hiring a full-time faculty member who could champion the program and ensure the program's continued viability and expansion.
   C. New certificate options have great potential to contribute to the program's growth.
   D. The program has a significant number of enrollments through the Military Program.
   E. Faculty members are adapting courses for online delivery.
   F. Program has a continuing need for professionals who know building codes.

3. 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?

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

   A. Explore the reasons that no students are able to earn an A grade in Building Codes 311, and develop strategies for improving the level of student success in that course.

5. List program accomplishments and aspects for which the program should be commended.

   A. Commendations to part-time faculty member and program lead Elliott Kolesnik for an outstanding Program Review Report—comprehensive, analytical, and future oriented!
   B. Faculty members (all part-time!) are to be commended for the program's *extraordinarily* high course retention course rate
   C. Students express high levels of satisfaction with the instruction, faculty responsiveness to individual needs, and with the overall quality of the program.
   D. The program is to be commended for taking specific actions to recruit more women by creating a certificate option that is likely to appeal to many women interested in the field.
   E. Program faculty and Career and Technical Education Dean Joumana McGowan have taken positive steps to not only maintain this program's enrollment and instructional quality but to expand and improve the program by ensuring that the program curriculum and certificates (and even the program's title!) reflect industry and student needs.