2016
Comprehensive Program Review

Building Codes Technology

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Executive Summary

Coastline College's Building Codes Technology Program is a comprehensive building codes program taught by experts in the field. Courses stress the integration of academic and vocational education opportunities. Robust student learning outcomes are achieved by presenting concepts, theories, and principles of building codes technology and its related practices and principles, through interactive instruction. Students learn about building codes and systems, including, plumbing, electrical, mechanical, concrete, masonry, inspection techniques, construction materials; and blueprint reading. The certificate also helps prepare students for the International Code Council (ICC) certification exams.

The program offers a newly revised 30 unit Building Codes Professional Certificate of Achievement as well as an Associate of Science degree. The program continues to recruit and encourage students of all socio-economic, cultural, disability, ethnic and educational backgrounds to seek opportunities for professional growth and workforce placement. We also offer the courses in the military program which enables students to enrich their military experience and combine both towards a degree and certificate.

While there was a slight increase in enrollment, number of sections and FTEs in our BCT program, the fill rate, course success rate, term retention/completion rate and number of awards moderately decreased moderately. The challenge, mostly with the onsite classes, is that students are enrolling in the courses who are not on the path to become a building inspector or work in the field. These students drop before midterm or earn a failing grade due to underprepared study skills necessary for the rigor of memorizing the building code, and learning to transition into real job applications. One reason the awarded certificates number has dropped is that students were earning multiple certificates for the same core courses and adding one or two additional courses.

All courses are available online with four of the courses also being offered in the evening at the Garden Grove Center during the week. The program has four part-time instructors, down from five part-time instructors the previous year, including three building inspectors from nearby cities, and the fourth is a retired building inspector. At the end of May 2016, one of our part time instructor left to pursue other avenues so we now have three part-time instructors.

Going forward, the Building Codes department will hire at least two additional part-time instructors to teach our online courses and develop master online course for all offerings. We will increase our outreach to partner with newly implemented apprenticeship programs and investigate how better we can use cross curricular strategies to broaden the scope of workplace opportunities for our students. Lastly, we will focus on how to better identify students with specific BCT career goals and support our underserved, non-traditional students to improve completion rates.

Section 1: Program Planning:

Mission Statement

To prepare students as a workforce-ready professional as a permit technician, code enforcement professional or building inspector. With a focused and relevant curriculum pathway, students learn the aspects of an inspector as it relates to construction materials, concrete, electrical, masonry, building systems, International Building Codes, and blueprint reading.

Overview

The Building Codes certificate prepares you for a career in building inspection, building construction and supervision, permit technician, and other building code related careers. It is suitable for those new to the industry, those already in the inspection or construction industry, and includes supporting instruction for plans examiners, architects, engineers, project managers, facilities managers, design professionals, codes enforcement officers, housing enforcement staff, fire personnel, and building officials. The certificate also helps prepare students for the International Code Council (ICC) certification exams.

Internal Analysis

Enrollment and FTES:
The number of enrollments in Building Codes Technology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Building Codes Technology credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):
The number of sections in Building Codes Technology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Building Codes Technology courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Building Codes Technology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Building Codes Technology courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:
The course success rate in Building Codes Technology courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially lower (>-10.0%)** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:
The term retention rate in Building Codes Technology courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):
The number of degrees in Building Codes Technology in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Building Codes Technology in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of certificates awarded in 2012-2013.

Modality:

There are ten courses offered in the Building Codes Professional certificate program. Three classes are taught onsite in the evenings, and at least six courses are offered online each term. The overall success and retention rates have decreased in the last year in the online sections. With the transition of all courses to the new learning management system, (Canvas) instructors revised the course elements so students will have a more interactive experience with classmates and the instructor. We are optimistic and hope to see a rise in both of these rates within the next four semesters.

The review of the three-year enrollment data shows that there has been an increase in online and traditional course offerings. The major increase occurred in the online modality, which doubled from 2013-14. Due to this shift, the majority of courses are now offered online, as opposed to historical data that shows the courses have been offered in the traditional setting. However, as courses have increased in size especially online, the rate of success and retention has declined. However, the academic performance rates are higher than the college average by modality.

Demographics:

Between 2012 and 2015, the average age of students in our BCT program remained highest in the 50 and older age group. Interestingly, during that same time period, the number of female students rose and the male students decreased, both by 10%. The number of Asian students has increased during that time period by almost 20%, and we will investigate further to see if there is any correlation with a decrease in completion, as additional language support may be needed for the student's to succeed.

Similar to the college demographics, male students make up the majority of the enrollment. However, compared with the college-level data there are more males in the online and traditional environments in comparison with the college online and traditional population. This may be related to the industry being primarily male. However, female students outperform male students in course success and retention.

Over 70% of the student population in BCT is over the age of 40. This is a clear variance in comparison with the overall college age group proportionality. The course success and retention rates of the 40 and older age groups are the highest among the age groups. This may be related to them maintaining relevance in the field and required codes for regulations.

There has been a major upward trend in the Asian American population, which increased to 60.1% of BCT the student population, while the White Non-Hispanic population has decrease to 24.4% of the BCT course proportionality. In comparison with the college averages, there are variances in the African American, Hispanic and White Non-Hispanic populations, while the Asian American population is nearly three times the college average. While the majority of course performance is high among the different ethnicities, the African American and American Indian populations have significantly lower rates in course success and retention. This may be due to the smaller numbers within these ethnic groups in the program.

Implications of Change

There has been a major shift in the demand for these positions as the market begins to strengthen and grow. What we have found that the transition to technology with full integration into Canvas from a traditional course room will take time to mature.

Due to the nature of the course work and certification being related to occupational compliance and requirements, we anticipate to see a high rate of success and retention in the courses.

Table 1.1 Program Productivity Data for Building Codes Technology

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	248	291	388
FTES	24.3	28.8	37.5
FTEF30	0.8	0.9	1.3
WSCH/FTEF	476	508	464
Sections	10.0	10.0	14.0
Fill Rate	81.3%	93.0%	80.3%
DEGREES AND CERTIFICATES			
Associate Degrees	4	7	5
Certificates	9	32	21
STUDENT DEMOGRAPHICS			
GRADED Enrollment	246	285	386
GENDER			
Female	22.8%	26.7%	32.4%
Male	76.8%	71.9%	66.1%
Unknown	0.4%	1.4%	1.6%
AGE at TERM			
Less than 19	0.8%	0.0%	0.3%
20 to 24	2.0%	9.5%	7.3%
25 to 29	13.0%	8.4%	6.2%
30 to 34	8.1%	4.2%	6.5%
35 to 39	8.5%	8.8%	7.5%
40 to 49	29.7%	26.7%	19.4%
50 and Older	37.8%	42.5%	52.8%
RACE/ETHNICITY			
African American	4.5%	5.3%	4.4%
American Indian	3.7%	2.8%	2.3%
Asian	39.8%	47.7%	60.4%
Hispanic/Latino	6.5%	7.7%	7.3%
Pacific Islander	0.0%	0.0%	0.0%
White	39.4%	36.1%	24.4%
Unknown	6.1%	0.4%	1.3%

INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	49.6%	38.2%	57.0%
Self-Paced	4.9%	2.5%	1.6%
Telecourse	0.0%	0.0%	0.0%
Traditional	45.5%	59.3%	41.5%

Table 1.2 Program Review Data for Building Codes Technology by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	246	285	386
-Overall Success Rate	85.0%	84.9%	78.5%
-Overall Retention Rate	94.7%	93.0%	89.4%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	122	109	220
Self-Paced	12	7	6
Telecourse	0	0	0
Traditional	112	169	160

<u>Success Rate</u>

Cable			
Correspondence			
Hybrid			
Online	82.0%	78.9%	75.0%
Self-Paced	83.3%	85.7%	66.7%
Telecourse			
Traditional	88.4%	88.8%	83.8%

<u>Retention Rate</u>

Cable			
Correspondence			
Hybrid			
Online	97.5%	90.8%	86.8%
Self-Paced	91.7%	85.7%	100.0%
Telecourse			
Traditional	92.0%	94.7%	92.5%

Table 1.3 Program Review Data for Building Codes Technology by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	246	285	386
-Overall Success Rate	85.0%	84.9%	78.5%
-Overall Retention Rate	94.7%	93.0%	89.4%
STUDENT DEMOGRAPHICS			
GENDER			
Female	56	76	125
Male	189	205	255
Unknown	1	4	6
Success Rate			
- Female	92.9%	93.4%	83.2%
- Male	82.5%	81.5%	76.1%
- Unknown	100.0%	100.0%	83.3%
Retention Rate			
- Female	100.0%	96.1%	93.6%
- Male	93.1%	91.7%	87.5%
- Unknown	100.0%	100.0%	83.3%

Table 1.4 Program Review Data for Building Codes Technology by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	246	285	386
-Overall Success Rate	85.0%	84.9%	78.5%
-Overall Retention Rate	94.7%	93.0%	89.4%

AGE at TERM			
Less than 19	2	0	1
20 to 24	5	27	28
25 to 29	32	24	24
30 to 34	20	12	25
35 to 39	21	25	29
40 to 49	73	76	75
50 and Older	93	121	204

Success Rate			
Less than 19	100.0%	0.0%	0.0%
20 to 24	60.0%	81.5%	53.6%
25 to 29	59.4%	79.2%	54.2%
30 to 34	75.0%	100.0%	48.0%
35 to 39	71.4%	68.0%	72.4%
40 to 49	91.8%	85.5%	86.7%
50 and Older	94.6%	88.4%	86.8%

Retention Rate			
Less than 19	100.0%	0.0%	100.0%
20 to 24	80.0%	88.9%	64.3%
25 to 29	84.4%	95.8%	70.8%
30 to 34	95.0%	100.0%	84.0%
35 to 39	85.7%	92.0%	82.8%
40 to 49	98.6%	90.8%	90.7%
50 and Older	97.8%	94.2%	96.1%

Table 1.5 Program Review Data for Building Codes Technology by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	246	285	386
-Overall Success Rate	85.0%	84.9%	78.5%
-Overall Retention Rate	94.7%	93.0%	89.4%

RACE/ETHNICITY			
African American	11	15	17
American Indian	9	8	9
Asian	98	136	233
Hispanic/Latino	16	22	28
Pacific Islander	0	0	0
White	97	103	94
Unknown	15	1	5
Success Rate			
African American	81.8%	46.7%	23.5%
American Indian	100.0%	100.0%	55.6%
Asian	85.7%	87.5%	83.7%
Hispanic/Latino	75.0%	77.3%	71.4%
Pacific Islander	0.0%	0.0%	0.0%
White	85.6%	87.4%	78.7%
Unknown	80.0%	100.0%	100.0%
Retention Rate			
African American	100.0%	93.3%	52.9%
American Indian	100.0%	100.0%	66.7%
Asian	93.9%	94.1%	94.0%
Hispanic/Latino	100.0%	95.5%	85.7%
Pacific Islander	0.0%	0.0%	0.0%
White	93.8%	90.3%	87.2%
Unknown	93.3%	100.0%	100.0%

Market Assessment

The department meets with the advisory board online and in-person on a bi-annual basis. In 2014-2015, in reviewing market trends, there is a continued demand for building code technicians, especially with the ongoing retirement of the current workforce. This information was based on anecdotal data across two regions in Orange County. At least one of our instructors who is an inspector in Orange County has hired at least two students over the past two years.

Program Student Learning Outcome(s)

During the Spring 2015 All-College Meeting the BCT faculty met in a breakout discipline focused session to discuss the PSLO data. Through the discussions, the faculty determined that revising the previous certificates into a focused, comprehensive certificate, will enable them to better meet industry need by covering all of the required workforce content. We are working to added one course in building code accessibility, which is in progress.

SLO Text	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Assess the role and responsibilities of the permit technician and implement ethical standards.	BCT-C300	100.0%	0.0%	0.0%
	BCT-C303	97.1%	2.9%	0.0%
	BCT-C305	86.8%	13.2%	0.0%
	BCT-C306	100.0%	0.0%	0.0%
	BCT-C308	N/A	N/A	N/A
Develop and prepare different documentations required during design and/or construction to achieve the appropriate building compliance.	BCT-C306	90.0%	0.0%	10.0%
Examine construction plans and evaluate if minimum code requirements have been met for each occupancy.	BCT-C300	100.0%	0.0%	0.0%
	BCT-C303	97.1%	2.9%	0.0%
	BCT-C305	86.8%	13.2%	0.0%
	BCT-C306	90.0%	0.0%	10.0%
	BCT-C308	N/A	N/A	N/A
	BCT-C306	85.0%	5.0%	10.0%
	BCT-C308	N/A	N/A	N/A
Identify the administrative provisions of the International Residential Code,	BCT-C306	90.0%	0.0%	10.0%
	BCT-C308	N/A	N/A	N/A
	BCT-C306	90.0%	0.0%	10.0%
	BCT-C308	N/A	N/A	N/A
	BCT-C300	100.0%	0.0%	0.0%
Implement and describe state and local powers in regard to the adoption and administration of building codes, including the limits of those powers.	BCT-C300	100.0%	0.0%	0.0%
	BCT-C306	100.0%	0.0%	0.0%
Select the proper type of construction to ensure correct implementation of building code and law.	BCT-C300	100.0%	0.0%	0.0%
	BCT-C303	97.1%	2.9%	0.0%
	BCT-C305	86.8%	13.2%	0.0%
	BCT-C306	90.0%	0.0%	10.0%

Curriculum Review

Minor revisions were completed within the last five years to remove repeatability within the existing BCT courses. BCTC250 was suspended as the content was repeated in BCTC300. BCTC290 also suspended due to overlapping content.

Current Certificates:
Building Codes Professional Associate in Science
Building Codes Professional Certificate of Achievement

Suspended/Historical
Building Codes Permit Technician Certificate of Achievement
Building Codes Permit Technician Associate of Science
Building Codes Green Building Technology Certificate of Achievement
Building Codes Green Building Technology Associate of Science
Building Codes Combo Residential Inspector Certificate of Achievement
Building Codes Combo Residential Inspector Associate of Science
Building Codes Combo Building Inspector Certificate of Achievement
Building Codes Combo Building Inspector Associate of Science

Table Curriculum Review 1.6

Course Name	Course #	Date Reviewed	Status
Intro to Building Codes Technology	BCT C250	4/17/15	Suspended Course
Work Based Learning	BCT C281	3/15/13	Repeatability Removed
Work Based Learning	BCT C282	3/15/13	Repeatability Removed
Work Based Learning	BCT C283	3/15/13	Repeatability Removed
Work Based Learning	BCT C284	3/15/13	Repeatability Removed
Building Permit Technician/ Counter Operations	BCT C290	3/15/13	Repeatability Removed/Suspended
Intro to the International Building Code	BCT C300	3/15/13	Repeatability Removed
Residential/Construction Blueprint Reading	BCT C301	3/15/13	Repeatability Removed
California Administrative Code (Title 24)	BCT C302	3/15/13	Repeatability Removed
Non-Structural Provisions of Building Codes	BCT C303	3/15/13	Repeatability Removed
Concrete Codes	BCT C304	3/15/13	Repeatability Removed
Framing Requirements of Building Code	BCT C305	3/15/13	Repeatability Removed
Electrical Code	BCT C306	3/15/13	Repeatability Removed
Mechanical Code	BCT C307	3/15/13	Repeatability Removed
Plumbing Code	BCT C308	3/15/13	Repeatability Removed
International Residential Code	BCT C311	3/15/13	Repeatability Removed
Construction Estimating	BCT C312	3/15/13	Repeatability Removed
Green Building Codes	BCT C314	3/15/13	Repeatability Removed
Masonry Codes	BCT C316	3/15/13	Repeatability Removed

External Compliance

The Building Codes Professional Program ensures that all instruction and planning is in agreement with college, district and accreditation goals. The program is also in compliance with industry sanctioned regulations identified by the International Code Council (ICC), the Association of Construction Inspectors (ACI), the International Association of Electrical Inspectors (IAEI), the National Fire Protection Association

(NFPA), the International Association of Plumbing and Mechanical Officials (IAPMO), the Occupational Safety and Health Administration (OSHA) and the Department of Labor (DOL)

Progress on Forward Strategy Initiative(s)

Table Progress on Forward Strategies **1.7**

Initiative(s)	Status	Progress Status Description	Outcome(s)
Identify program-level outcomes	Completed	PLSOs were developed 2012-2013 and have been assessed on an annual basis and discussed/presented in program review.	In tandem with the advisory board interactions, we were able to suggest new courses and updated to program awards.
Develop marketing strategies to increase enrollments	Completed / Ongoing	Increased attendance to HS outreach programs and distributed newly designed brochures starting 2011-present.	Increased enrollment in BCT
Increase program emphasis on distance learning offerings	Completed / Ongoing	Approx. 60% courses were taught online which is up from 40%.	Enrollments are increasing online
Develop method for student tracking and data collection	Completed / Ongoing	Information is provided through the annual program review and measures on the KPI report.	Increase evidence – based planning and new initiatives for change.
Hire a full-time faculty member	Terminated	There is not a need at this point	

Forward Strategy

Simultaneously within the next five years, these are the three initiatives:

1. Develop and produce five BCT online master courses (faulty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.
2. Hire two additional part time instructors to develop and teach BCT courses by summer 2017.
3. Participate in the state and federal apprenticeship program grants in partnership with the Coastline's Contract Education team, resulting in job placement for all students, especially veterans. The BCT department will create a bridge with the Process Technology department to expand the opportunities for students to seek varied levels of entering the workforce.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	Dean of CTE (1 of positions)			Instructor (5 positions)		
Current year 2015-2016	Dean of CTE (1 of positions)			Instructor (4 positions)		
1 year 2016-2017	Dean of CTE (1 of positions)			Instructor (6 positions)		
2 years 2017-2018	Dean of CTE (1 of positions)			Instructor (6 positions)		
3 years 2018-2019	Dean of CTE (1 of positions)			Instructor (6 positions)		

The staffing plan for the BCT program will be to add two part-time instructors to meet the needs of our current vacancy and upcoming apprenticeship grant program and to create master courses. The instructor who just left in fall 2016 taught 3 of the 10 online courses, so it is very important to be able to fill in the gap.

Recruitment Methods for BCT Faculty

Building Code faculty are very enthusiastic about the work they do, and are experts in the field either as city building inspectors or supervisors. The challenge, for the most part, is that these experts haven't completed formalized pedagogical or teaching training, and are working full time. To date, recruitment efforts have been by word of mouth, and reviewing the pool of applicants (Construction) on the district site on a regular basis.

Going forward, in addition to the methods mentioned above, the department chair will work with Human Resources to post adjunct teaching opportunities on recruitment sites and send announcements to industry organizations. We will also supply brochures and job announcement fliers to our advisory board members so they can post these opportunities at their workplace or distribute to their building code association members. One thought was to attend and exhibit at local building code conferences to boost recruitment.

Professional Development

In 2014-2015 one faculty attended the annual IBCC conference to obtain relevant information on build codes and technology. This was funded through Perkins IV fund. It is anticipated that the department will continue to send faculty to the IBCC event. Additionally, the department is looking to send faculty to attend local trade shows related to building codes and the online teaching conferences by @ONE and OEI in 2016-2017. Department Chair and two faculty participated in Coastline's Summer Institute.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Don Godfrey	IBCC conference	Instructor shared IBCC updates
Cheryl Chapman	Coastline Summer Institute (each year)	
Don Godfrey	Coastline Summer Institute (one year)	

Forward Strategy

Over the next five years, the Building Codes department plans to:

- acquire two additional part-time faculty members who can also contribute/share new industry conferences or updated certification information with our existing faculty.
- provide more comprehensive online training, conference selection, focus groups and industry guest speakers.
- organize workshops, training and course development in coordination with the Faculty Success Center, utilizing available grant and stipend possibilities.

Section 3: Facilities Planning

Facility Assessment

Currently, courses are held at the Garden Grove Learning Center and online. At this point there are no apparent facility changes or needs.

Forward Strategy

At this time future facility planning is not required for the Building Code Professional Certificate.

Section 4: Technology Planning

Technology Assessment

Over the past five years, the Building Codes Program instructors were using Seaport to teach our online courses and supplement the onsite versions. In 2015, we migrated to Canvas as the learning management system and each faculty member needed to complete the required online Canvas training. We are still working with a few of the instructors as they develop their online or flipped versions of their courses.

Forward Strategy

We plan to implement continuous course improvement workshops to explore the options available in Canvas for the instructors to integrate into their courses.

To maintain current updates to the International Building Code structure, the BCT program will need updates to industry mobile apps used in the field. To train faculty on the mobile suite of products, we will acquire an iPad Pro and Surface Pro 4 tablet for code inspection training.

Section 5: New Initiatives

Initiative 1: Expand our part time faculty pool to teach in the BCT Program.

1. Hire two additional part time instructors in SPR 2017 to teach BCT courses by Fall 2017.

Initiative 2: Develop master courses in our Building Codes Technology program. These courses would be developed by the BCT faculty collaboratively, and the new faculty would teach the currently unstaffed courses, which are necessary for meeting partnership goals.

1. Coordinate the online master courses development (faulty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.

Initiative 3: Participate in the state and federal apprenticeship program grants in partnership with the Coastline's Contract Education team, resulting in job placement for all students, especially veterans.

1. The BCT department will create a bridge with the Process Technology department to expand the opportunities for students to seek varied levels of entering the workforce in either area.

Describe how the initiative supports the college mission:
It supports the college mission by providing experienced instructors to develop new courses and revise existing courses, which is a direct outcome of building stronger relationships with city building inspectors, expanding our advisory board to include general construction members.

What college goal does the initiative align with? Select one

☐ Student Success
X Partnerships
☐ Access, Persistence and Retention
☐ Culture of planning, evidence and inquiry
☐ Innovation
☐ Growth and efficiency

What College planning document(s) does the initiative align with? Select all that apply

X Educational Master Plan
☐ Facilities
x Staffing
☐ Technology

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.
Based on decreased retention and completion, in addition to the advisory board recommendations to expand into general construction certifications, it is essential to develop additional, quality online courses to participate in the PTEC department partnership.

Recommended resource(s) needed for initiative achievement:
Hire two additional part time instructors to develop and teach BCT courses.

What is the anticipated outcome of completing the initiative?
Increased retention, award completion and ultimately job placement.

Provide a timeline and timeframe from initiative inception to completion.
Hire two additional part time faculty members in the Fall of 2016, design and develop the necessary BCT model courses (in Canvas) to be offered in Spring 2017.

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Hire two additional part time instructors to develop and teach BCT courses by summer 2017.	Adjunct faculty (2)		Ongoing	No		Partnership	Spring 2017	1

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Hire two additional part time instructors to develop and teach BCT courses by Spring 2017.	part time faculty (2)	$8,000 semester	Ongoing		Based on decreased retention and completion, in addition to the advisory board recommendations to expand into general construction certifications, it is essential to develop additional, quality online courses to participate in the PTEC department partnership.	Partnership Growth and Efficiency	Spring 2017	1