COASTLINE COLLEGE

2018-2019
Annual Program Review

Building Codes Technology

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Section 1: Program Planning:

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Building Codes Technology Enrollment	388	472	345
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Building Codes Technology Resident FTES	37.50	45.16	33.39
Sections	14	16	11
Fill Rate	80.3%	87.9%	93.2%
WSCH/FTEF 595 Efficiency	464	516	539
FTEF/30	1.3	1.4	1.0
Extended Learning Enrollment	19	6	7

The percentage change in the number of Building Codes Technology **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Building Codes Technology credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Building Codes Technology courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Building Codes Technology courses showed a moderate increase from 2015-16 and a substantial increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Building Codes Technology courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase from 2014-15.

The percentage change in the **FTEF/30** ratio for Building Codes Technology courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial increase in the number of Building Codes Technology **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Building Codes Technology Enrollment	388	472	345

Modality	2014-15	2015-16	2016-17
Traditional	42.8%	41.9%	48.7%
Online	57.2%	58.1%	51.3%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	32.5%	37.7%	41.7%
Male	66.0%	60.0%	56.8%
Unknown	1.5%	2.3%	1.4%

Ethnicity	2014-15	2015-16	2016-17
African American	4.6%	2.5%	2.9%
American Indian/AK Native	0.5%	0.0%	0.0%
Asian	60.6%	69.3%	65.2%
Hispanic	7.0%	8.5%	6.4%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	19.3%	13.1%	13.3%
Multi-Ethnicity	7.2%	5.5%	12.2%
Other/Unknown	0.8%	1.1%	0.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	0.3%	0.0%	0.3%
20 to 24	7.2%	3.6%	2.0%
25 to 29	6.2%	4.9%	8.4%
30 to 34	6.4%	9.5%	8.1%
35 to 39	7.5%	3.2%	7.5%
40 to 49	19.6%	16.1%	17.1%
50 and Older	52.8%	62.7%	56.5%

Building Codes Technology courses made up 0.6% of all state-funded enrollment for 2016-17. The percentage difference in Building Codes Technology course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in Building Codes Technology during 2016-17 showed 48.7% of courses were taught **traditional (face-to-fac**e), 51.3% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Building Codes Technology enrollment consisted of 41.7% **female**, 56.8% **male**, and 1.4% students of **unknown** gender. In 2016-17, Building Codes Technology enrollment consisted of 2.9% **African American** students, 0.0% **American Indian/AK Native** students, 65.2% **Asian** students, 6.4% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 13.3% **White** students, 12.2% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Building Codes Technology revealed 0.3% aged **19 or less**, 2.0% aged **20 to 24**, 8.4% aged **25 to 29**, 8.1% aged **30 to 34**, 7.5% aged **35 to 39**, 17.1% aged **40 to 49**, and 56.5% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Building Codes Technology Degrees	5	1	5
College Awarded Certificates	748	644	602
Building Codes Technology Certificates	13	6	0

The percentage change in the number of Building Codes Technology **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and minimal difference from the number of degrees awarded in 2014-15.

The percentage change in the number of Building Codes Technology **certificates** awarded in 2016-17 showed a substantial decrease from 2015-16 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Building Codes Technology Success Rate	78.7%	86.6%	82.0%

Modality	2014-15	2015-16	2016-17
Traditional	83.1%	91.9%	95.2%
Online	75.3%	82.7%	69.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	83.2%	97.7%	78.3%
Male	76.4%	80.5%	84.2%
Unknown	83.3%	63.6%	100.0%

Ethnicity	2014-15	2015-16	2016-17
African American	23.5%	25.0%	90.0%
American Indian/AK Native	0.0%	-	-
Asian	84.1%	92.3%	80.8%
Hispanic	74.1%	77.5%	77.3%
Pacific Islander/HI Native	-	-	-
White	86.7%	77.0%	80.4%
Multi-Ethnicity	53.6%	80.8%	90.5%
Other/Unknown	100.0%	80.0%	-

Age Group	2014-15	2015-16	2016-17
19 or Less	0.0%	-	0.0%
20 to 24	55.6%	75.0%	85.7%
25 to 29	54.2%	60.9%	93.1%
30 to 34	48.0%	75.6%	67.9%
35 to 39	72.4%	73.3%	80.8%
40 to 49	86.7%	86.8%	84.7%
50 and Older	86.8%	91.5%	82.0%

The percentage difference in the **course success rate** in Building Codes Technology courses in 2016-17 showed a moderate decrease from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Building Codes Technology 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Building Codes Technology **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Building Codes Technology success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Building Codes Technology courses, substantially lower for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Building Codes Technology success rate for 2016-17, the success rate was slightly lower for **female** students in Building Codes Technology courses, slightly higher for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Building Codes Technology success rate for 2016-17, the success rate was moderately higher for **African American** students in Building Codes Technology courses, not applicable for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly lower for **White** students, moderately higher for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Building Codes Technology success rate for 2016-17, the success rate was substantially lower for students aged **19 or less** in Building Codes Technology courses, slightly higher for students aged **20 to 24**, substantially higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Building Codes Technology Retention Rate	89.6%	94.7%	86.0%

Modality	2014-15	2015-16	2016-17
Traditional	92.8%	97.0%	95.2%
Online	87.2%	93.0%	77.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	93.6%	100.0%	81.8%
Male	87.8%	91.8%	88.8%
Unknown	83.3%	81.8%	100.0%

Ethnicity	2014-15	2015-16	2016-17
African American	52.9%	58.3%	90.0%
American Indian/AK Native	0.0%	-	-
Asian	94.4%	97.8%	83.0%
Hispanic	88.9%	90.0%	90.9%
Pacific Islander/HI Native	-	-	-
White	93.3%	86.9%	89.1%
Multi-Ethnicity	67.9%	96.2%	95.2%
Other/Unknown	100.0%	100.0%	-

Age Group	2014-15	2015-16	2016-17
19 or Less	100.0%	-	100.0%
20 to 24	66.7%	100.0%	85.7%
25 to 29	70.8%	82.6%	96.6%
30 to 34	84.0%	91.1%	78.6%
35 to 39	82.8%	93.3%	88.5%
40 to 49	90.7%	94.7%	88.1%
50 and Older	96.1%	95.9%	84.5%

The percentage difference in the **retention rate** in Building Codes Technology courses in 2016-17 showed a moderate decrease from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Building Codes Technology 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Building Codes Technology **retention rate** was minimally different than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Building Codes Technology retention rate for 2016-17, the retention rate was moderately higher for **traditional (face-to-face)** Building Codes Technology courses, moderately lower for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Building Codes Technology retention rate for 2016-17, the retention rate was slightly lower for **female** students in Building Codes Technology courses, slightly higher for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Building Codes Technology retention rate for 2016-17, the retention rate was slightly higher for **African American** students in Building Codes Technology courses, not applicable for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately higher for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Building Codes Technology retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Building Codes Technology courses, minimally different for students aged **20 to 24**, substantially higher for students aged **25 to 29**, moderately lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	**Range**
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
On-The-Job Training, No College Required				
Construction and Building Inspectors (474011)	1,042	981	61	↑

Projected Regional Job Openings	Projected 5 Year Openings (2015-2020)	Projected Average Annual Openings (2015-2020)
On-The-Job Training, No College Required		
Construction and Building Inspectors (474011)	235	47

Median Regional Annual Salary	Entry Level Salary	Median Salary
On-The-Job Training, No College Required		
Construction and Building Inspectors (474011)	$53,955	$73,756

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Advisory boards for the building codes department meets at least twice during the academic year. Participants range from part time faculty members, career exploration agencies, trade hiring agencies and labor, construction, utilities, safety and energy agencies. Pathways are being developed as well to guide students, especially veterans, into internships and Strong Workforce initiatives. Reaction from the group to the ever-expanding partnership with our apprenticeship program was positive.

State and county building initiatives were discussed and using resources such as LaunchBoard to determine if our programs align with jobs in the market.

Placement tracking is still challenging and the plan is to integrate information from our apprenticeship partners with a short survey embedded into the online courses related to work experience or placement.

External Compliance

The Building Codes 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 U.S. Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Bureau of Land Management (BLM) within the Department of the Interior (DOI), and the Department of Labor (DOL), as well as the North America Building Trades Unions (NABTU)

Student (SLOs) and Program Student Learning Outcome (PSLOs)

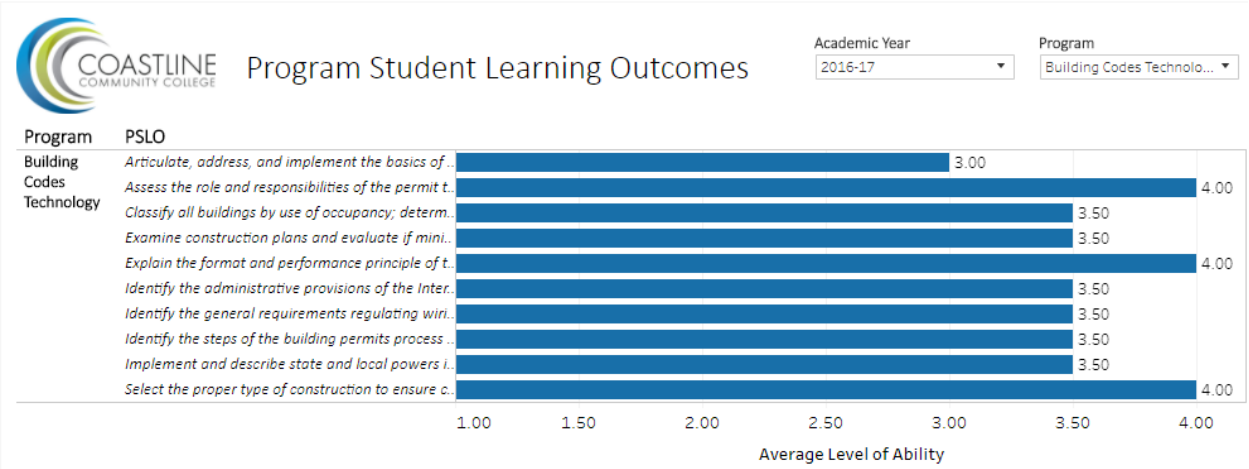
In recent discussions with our BCT faculty we discussed the option to collect SLO data and to determine how to assess outcomes using a common tool. There is continued discussion concerning creating a common assessment for workplace ready skills outlined in the industry certification test, just as electrical or mechanical coding. Faculty also discussed creating 'department level shared' courses (faculty collaboration), so all student learning outcomes can be addressed with continuity and effective, authentic assessments.

Another discussion touched on creating common rubrics in Canvas to share across courses and instructors. All faculty were encouraged to create more extensive test banks for more effective randomizing of questions. Also, instructors are encouraged to create projects instead of relying on objective tests to measure workplace readiness as part of the course outcomes.

2016-2017 Business Codes Technology Program Student Learning Outcomes (PSLOs)

Business Codes Technology PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Articulate, address, and implement the basics of green building technology and code requirements.	2	0.0%	100.0%	0.0%	0.0%
Assess the role and responsibilities of the permit technician and implement ethical standards.	2	100.0%	0.0%	0.0%	0.0%
Classify all buildings by use of occupancy; determine the occupant load, and calculate adequate emergency exit requirements.	2	50.0%	50.0%	0.0%	0.0%
Examine construction plans and evaluate if minimum Code requirements have been met for each occupancy.	2	50.0%	50.0%	0.0%	0.0%
Explain the format and performance principle of the Code and develop a working knowledge of the provisions contained in them.	2	100.0%	0.0%	0.0%	0.0%
Identify the administrative provisions of the International Residential Code.	2	50.0%	50.0%	0.0%	0.0%
Identify the general requirements regulating wiring methods, wall construction and wall coverings, ceiling and roof construction, requirements for mechanical appliances and the installation of plumbing and coolant systems.	2	50.0%	50.0%	0.0%	0.0%
Identify the steps of the building permits process as a means of securing code requirements.	2	50.0%	50.0%	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.	2	50.0%	50.0%	0.0%	0.0%
Select the proper type of construction to ensure correct implementation of building code and law.	2	100.0%	0.0%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2016-2017 post-graduate survey for the Business Codes Technology Program to produce meaningful data.



Curriculum Review

Table Curriculum Review

Course	Term Reviewed	Status Update
BCT C300	Submitted Fall 2018	pending
BCT C301	Submitted Fall 2018	pending
BCT C302	Submitted Fall 2018	pending
BCT C303	Submitted Fall 2018	pending
BCT C304	Submitted Fall 2018	pending
BCT C305	Submitted Fall 2018	pending
BCT C306	Submitted Fall 2018	pending
BCT C307	Submitted Fall 2018	pending
BCT C308	Submitted Fall 2018	pending
BCT C311	Submitted Fall 2018	pending
BCT C218-284	03-16-2018	Effective Fall 2018
BCT C251	Submitted Fall 2018	suspension
BCT C312	Submitted Fall 2018	suspension

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	**Status**	**Progress Status Description**	**Outcome(s)**
Expand our part time faculty pool to develop department/shared course for the BCT 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	In-Progress	Final interviews in summer 2018 to hire 2 instructors for late fall courses	Awaiting final paperwork for BCT instructors (2)

Develop BCT department/shared course. These courses would be developed by the BCT faculty collaboratively, and available to new faculty which would be necessary for meeting completion goals. Coordinate the online department/shared course development (faulty cohort) to ensure content is not duplicated and that instructional strategies and SLO distribution is diversified.	In-Progress	(in conjunction with OSHA and apprenticeship partners)	Department/share courses in development Mechanical and Electrical code

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Expand the part-time faculty pool	Partially completed	Waiting for final paperwork for two instructors
Facilitate the development of department/shared course	Partially completed	Currently being addressed by chair & faculty
Increase industry partnerships	In progress	Apprenticeship program participation
Explore and develop appropriate pathway options	Partially completed	Working with PTEC, BCT and OSHA instructors for workplace readiness information

Program Planning and Communication Strategies

Faculty discussed how to approach SLO data collection during the last discipline meeting. Most recently at the Spring discipline meeting, and discussed the five-year plan to assess and re-access SLOs to report data and revisions.

Faculty continue to review SLO data and revise as needed. Plans are underway to schedule virtual meetings during the term to discuss findings. We can now align outcomes to the key workplace ready skills outlined in the building inspector exam and those in our certificate programs. Faculty will determine the common assessment that would be most effective.

Faculty also discussed creating department/shared course courses in BCT so all student learning outcomes can be addressed with continuity and an effective, rich common assessment.

Implications of Change

As a result of the department losing three online offerings as instructors retired, (2016) we are slowly building back the online offerings. Without notice, another instructor resigned in Spring 2018 who taught a classroom course. As of fall 2017 two online courses were offered again due to our new part-time faculty. The ultimate goal is to have all ten courses for the certificate offered online again, and with hiring these 2 new part-time faculty for fall 2018, we will have reached that goal. These offerings will make it possible for students to complete the certificate and degree entirely online again. There has

been another shift in the demand for building inspector positions as the market continues to experience a greater number of inspectors retiring, creating more openings.

The BCT department is in discussions to participate in an apprenticeship program involving building trades partners and local union officials. This will give our students a defined pathway to work and then return to earn an associate's degree. Due to the nature of the BCT course work and certifications available (related to occupational compliance and requirements), we anticipate to see a higher rate of success and retention in the courses in partnership with the apprenticeship program.

Building Codes Technology also receives some Perkins funds and we can apply the funds to department/shared course development. With support from instructors, the advisory board and guidance from the Faculty Success Center, we will develop two department/shared BCT courses.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean			1 Chair 4 PT faculty		
Current year 2018-19	Dean			1 Chair 5 PT faculty		
1 year 2019-20	Dean			1 Chair 6 PT faculty		
2 years 2020-21	Dean			1 Chair 6 PT faculty		
3 years 2021-22	Dean			1 Chair 6 PT faculty		

Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Faculty and/or Dept Chair Faculty	Summer Institute @ Coastline	Teaching and learning training
	International Building Code Council Conference	For 2018
	Online Teaching Conference	Strategies for student engagement discussed/shared with faculty at discipline meeting
	InstructureCon - Canvas	Increased skill level
	Guided Pathway Training	ongoing
	Industry specific training or conferences	ongoing
	SLO Training/Canvas	ongoing
	Canvas Apps Training	ongoing
	Civitas	ongoing

Section 3: Facilities Planning

Facility Assessment

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

Section 4: Technology Planning

Technology Assessment

To maintain current updates to the International Building Code structure, the BCT program will need updates to industry mobile apps and software used in the field. Technology needs would be ongoing such as new software instructors need to learn. Additionally, we will research and explore new apps or tools to use in Canvas.

There is a need for ongoing training for faculty, so they will continue to learn more about rubrics and assessments in the LMS. The training and course review strengthened our online courses, with a focus on regular substantive interaction accompanied by academic rigor and promoting student success, retention and completion.

With support from instructors, the advisory board and guidance from the Faculty Success Center, we will develop a department shared process technology course. We hired an additional adjunct instructor who will also participate on the department/shared course design team. To train faculty on the mobile suite of products, we will need to acquire an iPad Pro and Surface Pro 4 tablet for permit technician or related training.

The district now has a district wide license for Camtasia 2018, Snagit and Relay, so instructors can develop interactive online materials. We plan to implement continuous course improvement workshops to explore the options available in Canvas for the instructors to integrate into their courses. With information from the New World of Work initiative and Doing What Matters (CCCCO partnerships), we continue to explore pathways and partnerships with industry.

Section 5: New Initiatives

Initiative 1: Develop BCT department/shared courses. These courses would be developed by the BCT faculty collaboratively, and available to newly hired faculty which would be necessary for meeting completion goals.

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

Initiative 2: Expand our part time faculty pool to teach in the BCT Program.

Hire additional part time instructors in Fall 2018 to teach BCT courses by Fall 2018/Spring 2019.

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.

The BCT department will work 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, Completion, and Achievement

☐ Instructional and Programmatic Excellence

X Access and Student Support

☐ Student Retention and Persistence

☐ Culture of Evidence, Planning, Innovation, and Change

☐ Partnerships and Community Engagement

☐ Fiscal Stewardship, Scalability, and Sustainability

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.
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 apprenticeship partnership in the areas of Energy, Safety and Utilities.

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 additional part time instructors in fall 2018 to design and develop the necessary BCT department/shared courses for spring 2019.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. 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
Develop BCT department/share courses.	Training, development apps, tablets		One-time	No	Internal Research; External Research	Culture of Evidence, Planning, Innovation, and Change	2019-20	1
Participate in the state and federal apprenticeship program grants				No	Internal Research; External Research	Partnerships and Community Engagement	2019-20	1

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.