2019-2020
Annual Program Review

Building Codes Technology

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Internal Analysis: Building Codes Technology

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Building Codes Technology Enrollment	471	344	359
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Building Codes Technology Resident FTES	45.31	33.43	34.69
Sections	16	12	15
Fill Rate	87.9%	92.5%	65.3%
WSCH/FTEF 595 Efficiency	518	540	405
FTEF/30	1.4	1.0	1.4
Extended Learning Enrollment	6	7	15

The percentage change in the number of Building Codes Technology **enrollments** in 2017-18 showed a slight increase from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Building Codes Technology credit courses showed a slight increase from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Building Codes Technology courses in 2017-18 showed a substantial increase from 2016-17 and a moderate decrease from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Building Codes Technology courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Building Codes Technology courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Building Codes Technology courses in 2017-18 showed a substantial increase from 2016-17 and a slight decrease in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial increase in the number of Building Codes Technology **Extended Learning enrollments** in 2017-18 from 2016-17and a substantial increase from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Building Codes Technology Enrollment	471	344	359

Modality	2015-16	2016-17	2017-18
Traditional	41.8%	48.8%	39.8%
Online	58.2%	51.2%	60.2%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	37.6%	41.6%	29.5%
Male	60.1%	57.0%	68.2%
Unknown	2.3%	1.5%	2.2%

Ethnicity	2015-16	2016-17	2017-18
African American	2.5%	2.9%	6.1%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	69.4%	65.1%	43.2%
Hispanic	8.5%	6.4%	12.8%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	13.0%	13.4%	25.9%
Multi-Ethnicity	5.5%	12.2%	10.6%
Other/Unknown	1.1%	0.0%	1.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	0.0%	0.3%	0.6%
20 to 24	3.4%	2.0%	1.9%
25 to 29	4.9%	8.4%	13.1%
30 to 34	9.6%	8.1%	17.5%
35 to 39	3.2%	7.6%	10.3%
40 to 49	16.1%	17.2%	19.5%
50 and Older	62.8%	56.4%	37.0%

Building Codes Technology courses made up 0.6% of all state-funded enrollment for 2017-18. The percentage difference in Building Codes Technology course **enrollment** in 2017-18 showed a slight increase from 2016-17 and a substantial decrease from 2015-16. Enrollment in Building Codes Technology during 2017-18 showed 39.8% of courses were taught **traditional (face-to-fac**e), 60.2% 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 2017-18, Building Codes Technology enrollment consisted of 29.5% **female**, 68.2% **male**, and 2.2% students of **unknown** gender. In 2017-18, Building Codes Technology enrollment consisted of 6.1% **African American** students, 0.0% **American Indian/AK Native** students, 43.2% **Asian** students, 12.8% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 25.9% **White** students, 10.6% **multi-ethnic** students, and 1.4% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Building Codes Technology revealed 0.6% aged **19 or less**, 1.9% aged **20 to 24**, 13.1% aged **25 to 29**, 17.5% aged **30 to 34**, 10.3% aged **35 to 39**, 19.5% aged **40 to 49**, and 37.0% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Building Codes Technology Degrees	1	5	4
College Awarded Certificates	600	602	628
Building Codes Technology Certificates	6	0	7

The percentage change in the number of Building Codes Technology **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial increase from the number of degrees awarded in 2015-16.

The percentage change in the number of Building Codes Technology **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed a substantial increase in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Building Codes Technology

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Building Codes Technology Success Rate	86.6%	82.0%	85.0%

Modality	2015-16	2016-17	2017-18
Traditional	91.9%	95.2%	97.2%
Online	82.7%	69.3%	76.9%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	97.7%	78.3%	86.8%
Male	80.5%	84.2%	83.7%
Unknown	63.6%	100.0%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	25.0%	90.0%	40.9%
American Indian/AK Native	-	-	-
Asian	92.3%	80.8%	92.3%
Hispanic	77.5%	77.3%	87.0%
Pacific Islander/HI Native	-	-	-
White	77.0%	80.4%	83.9%
Multi-Ethnicity	80.8%	90.5%	86.8%
Other/Unknown	80.0%	-	40.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	-	0.0%	100.0%
20 to 24	75.0%	85.7%	28.6%
25 to 29	60.9%	93.1%	78.7%
30 to 34	75.6%	67.9%	90.5%
35 to 39	73.3%	80.8%	70.3%
40 to 49	86.8%	84.7%	80.0%
50 and Older	91.5%	82.0%	94.0%

The percentage difference in the **course success rate** in Building Codes Technology courses in 2017-18 showed a slight decrease from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Building Codes Technology 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) 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** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Building Codes Technology success rate for 2017-18, the success rate was substantially 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 success rate for 2017-18, the success rate was slightly higher for **female** students in Building Codes Technology courses, slightly lower 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 2017-18, the success rate was substantially lower for **African American** students in Building Codes Technology courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly lower for **White** students, slightly higher for **multi-ethnic** students, and substantially lower 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 2017-18, the success rate was substantially higher for students aged **19 or less** in Building Codes Technology courses, substantially lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Building Codes Technology Retention Rate	94.7%	86.0%	89.7%

Modality	2015-16	2016-17	2017-18
Traditional	97.0%	95.2%	97.2%
Online	93.0%	77.3%	84.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	100.0%	81.8%	93.4%
Male	91.8%	88.8%	87.8%
Unknown	81.8%	100.0%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	58.3%	90.0%	63.6%
American Indian/AK Native	-	-	-
Asian	97.8%	83.0%	96.8%
Hispanic	90.0%	90.9%	93.5%
Pacific Islander/HI Native	-	-	-
White	86.9%	89.1%	84.9%
Multi-Ethnicity	96.2%	95.2%	89.5%
Other/Unknown	100.0%	-	40.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	-	100.0%	100.0%
20 to 24	100.0%	85.7%	42.9%
25 to 29	82.6%	96.6%	83.0%
30 to 34	91.1%	78.6%	93.7%
35 to 39	93.3%	88.5%	81.1%
40 to 49	94.7%	88.1%	87.1%
50 and Older	95.9%	84.5%	96.2%

The percentage difference in the **retention rate** in Building Codes Technology courses in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from 2015-16. When comparing the percentage point difference in the Building Codes Technology 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Building Codes Technology **retention rate** was slightly higher 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 2017-18, the retention rate was moderately higher for **traditional (face-to-face)** Building Codes Technology courses, slightly 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 2017-18, the retention rate was slightly higher for **female** students in Building Codes Technology courses, slightly lower 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 2017-18, the retention rate was substantially lower for **African American** students in Building Codes Technology courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly lower for **White** students, minimally different for **multi-ethnic** students, and substantially lower 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 2017-18, the retention rate was substantially higher for students aged **19 or less** in Building Codes Technology courses, substantially lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and moderately higher 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 meet virtually and face to face on a bi-annual basis. Part time faculty members, career exploration agencies, trade hiring agencies and labor, construction, utilities, safety and energy agencies were participants on the board. Due to board input and market demand due to retirements, the focus remains on producing building inspectors. The board suggested we hire two part-time faculty members to ensure relevancy in the field, and we were able to hire one in spring 2019 and we continue to research the PT faculty pool.

We are continuing our partnership with the apprenticeship team, and students combine course work and job hours to complete stackable certificates towards entry level employment and eventually to journeyman status. We created a pathway for the students who want to pursue the associates degree and then continue to a four-year engineering or codes administrative degree.

Table Post Grad Data

BCT	**2013-14**	**2014-15**	**2015-16**
Employed after Leaving Coastline	57%	58%	55%
Earned a Livable Wage	56%	69%	64%
Number of Students that Transferred	-	-	-

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

In recent discussions with our Building Codes 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 various certifications in building inspector industry. 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.

Table X *SLO Assessment and Plan*

COASTLINE COLLEGE

Student Learning Outcome Reporting Schedule

Assessment (A) and Reassessment (R)

Term: (All) | Subject: (All) | Program: Building Codes Technology | Course: (All)

Program	Subject	Course	Title	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Building Codes Technology	Building Codes Technology	BCT C281	Work Based Learning									A		R
		BCT C282	Work Based Learning									A		R
		BCT C283	Work Based Learning									A		R
		BCT C284	Work Based Learning									A		R
		BCT C300	Introduction to International Building Code			A		R						
		BCT C301	Residential/Construction Blueprint Reading			A								
		BCT C302	California Administrative Code (Title 24)				A			R				
		BCT C303	Non-Structural Provisions of Building Code					A			R			
		BCT C304	Concrete Codes			A			R					
		BCT C305	Framing Requirements of Building Code				A			R				
		BCT C306	Electrical Code					A			R			
		BCT C307	Mechanical Code				A			R				
		BCT C308	Plumbing Code			A			R					
		BCT C311	The International Residential Code				A			R				

2017-2018 Business Codes Technology Program Student Learning Outcomes (PSLOs)

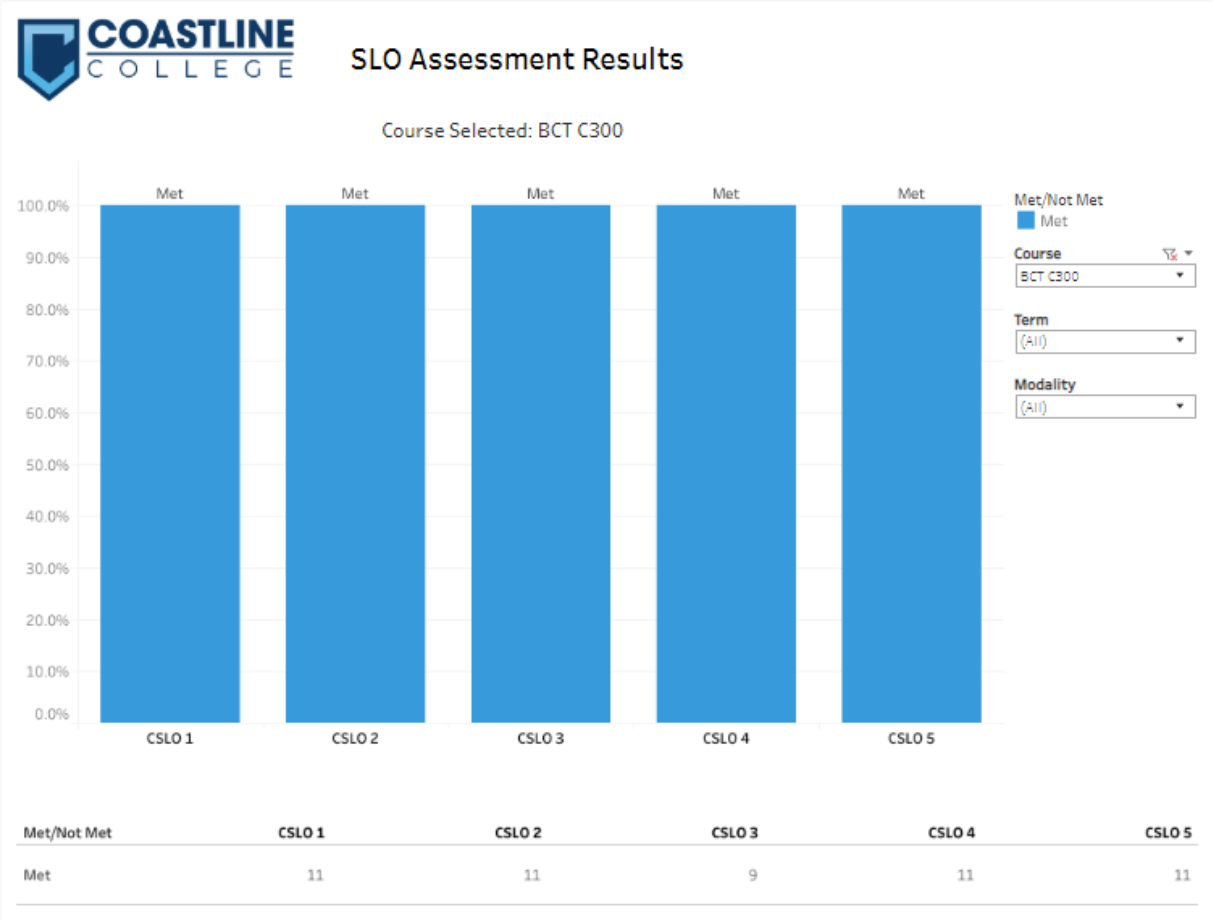
Business Codes Technology PSLOs	**N**	**Able and Confident**	**Able and Somewhat Confident**	**Able and Not Confident**	**Not Able**
Articulate, address, and implement the basics of green building technology and code requirements.	2	0.0%	100.0%	0.0%	0.0%
Assess the role and responsibilities of the permit 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	100.0%	0.0%	0.0%	0.0%
Examine construction plans and evaluate if minimum Code requirements have been met for each occupancy.	2	100.0%	0.0%	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	50.0%	50.0%	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%	0.0%	50.0%	0.0%
Select the proper type of construction to ensure correct implementation of building code and law.	2	50.0%	50.0%	0.0%	0.0%

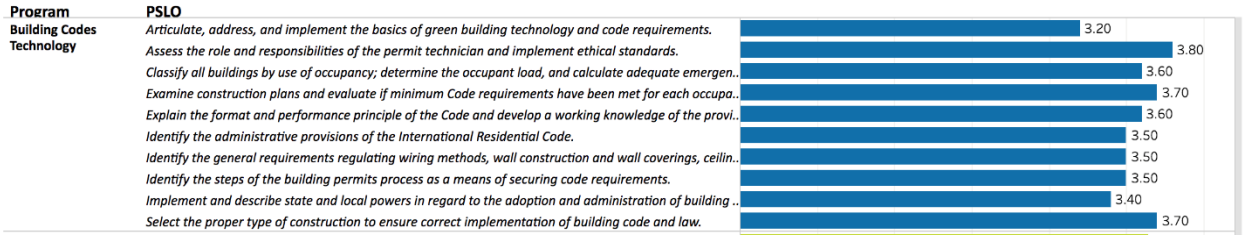
There were not enough respondents (less than 10) to the 2017-2018 post-graduate survey for the Business Codes Technology Program to produce meaningful data.

SLO data can be found at https://public.tableau.com/profile/aeronzentner#!/vizhome/SLOAssessmentResults/SLOAssessmentResults

BCT 300



PSLO data can be found at
https://public.tableau.com/profile/aeronzentner#!/vizhome/ProgramStudentLearningOutcomes/ProgramStudentLearningOutcomes



Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Title	Term Reviewed	Status
BCT C251	Introduction to Green Building	FALL 2009	suspended
BCT C281	Work Based Learning	FALL 2018	active
BCT C282	Work Based Learning	FALL 2018	active
BCT C283	Work Based Learning	FALL 2018	active
BCT C284	Work Based Learning	FALL 2018	active
BCT C300	Introduction to International Building Code	Spring 2019	pending
BCT C301	Residential/Construction Blueprint Reading	Spring 2019	pending
BCT C302	California Administrative Code (Title 24)	Spring 2019	pending
BCT C303	Non-Structural Provisions of Building Code	Spring 2019	pending
BCT C304	Concrete Codes	Spring 2017	active
BCT C305	Framing Requirements of Building Code	Spring 2019	pending
BCT C306	Electrical Code	Fall 2019	pending
BCT C307	Mechanical Code	Fall 2019	active
BCT C308	Plumbing Code	Spring 2019	active
BCT C311	The International Residential Code	Fall 2019	active
BCT C312	Construction Estimating	Spring 2019	suspended
BCT C314	Green Building Codes	Spring 2019	suspended
BCT C316	Masonry Codes	Spring 2019	suspended

Progress on Initiative(s)

Table X Progress on Forward Strategies

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	Completed	Hired 1 BCT PR instructor	Offering additional courses

by the BCT faculty collaboratively, and the new faculty would teach the currently unstaffed courses, which are necessary for meeting partnership goals			
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)

Table X Progress on Recommendations

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

Program Planning and Communication Strategies

At each discipline meeting, faculty, dean and chair discuss the approach to SLO data collection in relationship to the five-year plan to assess and re-assess course SLOs revisions. Faculty determine the need for revisions based on industry changes for building codes policies, software or legal guidelines. Ongoing efforts are being made to procure or create open education resources for the same reason, as faculty are mindful of the cost of materials can be a barrier. The challenge is the program must use industry sanctioned manuals. Possible scholarships for book allowances are being explored.

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.

We continue to schedule virtual meetings during the term to discuss findings. We can now align outcomes to key workplace ready skills outlined by the building codes technology regulations and those in our certificate programs. Faculty determine the most effective assessment for each course that ultimately prepares the student for the inspector position.

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.

Coastline Pathways

Describe the program's involvement in Coastline Pathways over the past year.

Implications of Change

As a result of the department losing three online offerings as instructors retired, (2016) we now have all courses being offered online. We reached our goal of having all ten courses for the certificate offered online due to hiring 2 new part-time faculty. 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 will apply any Perkins funds to department/shared course development. With support from instructors, the advisory board and guidance from the Faculty Center, we will continue to develop two department/shared BCT courses.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean		1 Chair 4 PT faculty		
Current year	Dean		1 Chair 4 PT faculty		
1 year	Dean		1 Chair 6 PT faculty		
2 years	Dean		1 Chair 6 PT faculty		
3 years	Dean		1 Chair 6 PT faculty		

Professional Development

Table X Professional Development

Name (Title)	Professional Development	Outcome
Faculty	International Building Code Council Conference	9 2019
Faculty and/or Dept Chair	Online Teaching Conference	Strategies for student engagement discussed/shared with faculty at discipline meeting
Faculty and/or Dept Chair	InstructureCon - Canvas	Increased skill level
Faculty and/or Dept Chair	Coastline Pathway Training	ongoing
Faculty	Industry specific training or conferences	ongoing
Faculty and/or Dept Chair	SLO Training/Canvas	ongoing
Faculty and/or Dept Chair	Canvas Apps Training	ongoing
Faculty and/or Dept Chair	Civitas	ongoing

Section 3: Facilities Planning

Facility Assessment

At this time, all courses are offered online so there are no apparent facility changes or needs.

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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 Center, we will develop a department shared building code course. We hired an additional part-time instructor who will also participate on the department/shared course design team. To train faculty on the mobile suite of products for permit technician, we will need to acquire an iPad Pro and Surface Pro 4 tablet for related training.

The district now has a district wide license for Camtasia 2019, Snagit 2019 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 continue to explore pathways and partnerships with industry.

Section 5: New Initiatives

Initiative: 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 Spring 2020 to teach BCT courses by Fall 2020

Initiative 3: Participate in the state and federal apprenticeship program grants in partnership with the Coastline's Extended 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 support? Select one
☐ Student Success, Completion, and Achievement
x Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
x Culture of Evidence, Planning, Innovation, and Change
x Partnerships and Community Engagement
x Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
x Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
x Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways? TBD

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment

☐ 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 instructor 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 spring 2020 to design and develop the necessary BCT department/shared courses for fall 2020.

Section 6: Prioritization

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	External Research	Instructional and Programmatic Excellence; Culture of Evidence, Planning, Innovation, and Change	2020-21	1
Expand our part time faculty pool to teach in the BCT Program.	Part-time Faculty		Ongoing	No	External Research	Fiscal Stewardship, Scalability, and Sustainability	2020-21	
Participate in the state and federal apprenticeship program grants	Non-Instructional Assignment		Ongoing	No	External Research	Partnerships and Community Engagement	2020-21	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 service 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.