COASTLINE COLLEGE

2020-21
Annual Program Review

Building Codes Technology

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Section 1: Program Planning

Internal Analysis and Program Effectiveness: Building Codes Technology

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	388	471	344	359	309
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	37.61	45.12	33.55	34.68	29.18
Sections	14	16	12	15	18
Fill Rate	80.3%	87.9%	92.5%	65.3%	44.4%
WSCH/FTEF 595 Efficiency	464	518	540	405	294
FTEF/30	1.3	1.4	1.0	1.4	1.7
Extended Learning Enrollment	19	6	7	15	15

The percentage change in the number of Building Codes Technology **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Building Codes Technology credit courses showed a substantial decrease from 2017-18 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 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Building Codes Technology courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Building Codes Technology courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Building Codes Technology courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a minimal difference in the number of Building Codes Technology **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	388	471	344	359	309

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	42.8%	41.8%	48.8%	39.8%	26.9%
Online	57.2%	58.2%	51.2%	60.2%	73.1%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	32.5%	37.6%	41.6%	29.5%	31.7%
Male	66.0%	60.1%	57.0%	68.2%	67.6%
Unknown	1.5%	2.3%	1.5%	2.2%	0.6%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	4.6%	2.5%	2.9%	6.1%	1.6%
American Indian/AK Native	0.5%	0.0%	0.0%	0.0%	0.0%
Asian	60.6%	69.4%	65.1%	43.2%	40.5%
Hispanic	7.0%	8.5%	6.4%	12.8%	15.2%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	19.3%	13.0%	13.4%	25.9%	25.6%
Multi-Ethnicity	7.2%	5.5%	12.2%	10.6%	16.8%
Other/Unknown	0.8%	1.1%	0.0%	1.4%	0.3%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	0.3%	0.0%	0.3%	0.6%	0.0%
20 to 24	7.2%	3.4%	2.0%	1.9%	2.5%
25 to 29	6.2%	4.9%	8.4%	13.1%	14.9%
30 to 34	6.4%	9.6%	8.1%	17.5%	14.9%
35 to 39	7.5%	3.2%	7.6%	10.3%	11.0%
40 to 49	19.6%	16.1%	17.2%	19.5%	22.0%
50 and Older	52.8%	62.8%	56.4%	37.0%	34.3%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Building Codes Technology courses made up 0.5% of all state-funded enrollment for 2018-19. The percentage difference in Building Codes Technology course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Building Codes Technology during 2018-19 showed 0.0% of courses were taught **traditional (face-to-fac**e), 100.0% 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 2018-19, Building Codes Technology enrollment consisted of 31.7% **female**, 67.6% **male**, and 0.6% students of **unknown** gender. In 2018-19, Building Codes Technology enrollment consisted of 1.6% **African American** students, 0.0% **American Indian/AK Native** students, 40.5% **Asian** students, 15.2% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 25.6% **White** students, 16.8% **multi-ethnic** students, and 0.3% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Building Codes Technology revealed 0.0% aged **19 or less**, 2.5% aged **20 to 24**, 14.9% aged **25 to 29**, 14.9% aged **30 to 34**, 11.0% aged **35 to 39**, 22.0% aged **40 to 49**, 34.3% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Building Codes Technology

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	78.7%	86.6%	82.0%	85.0%	81.2%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	75.3%	82.7%	69.3%	76.9%	76.1%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	83.2%	97.7%	78.3%	86.8%	85.7%
Male	76.4%	80.5%	84.2%	83.7%	79.4%
Unknown	83.3%	63.6%	100.0%	100.0%	50.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	23.5%	25.0%	90.0%	40.9%	0.0%
American Indian/AK Native	0.0%	-	-	-	-
Asian	84.1%	92.3%	80.8%	92.3%	89.6%
Hispanic	74.1%	77.5%	77.3%	87.0%	83.0%
Pacific Islander/HI Native	-	-	-	-	-
White	86.7%	77.0%	80.4%	83.9%	75.9%
Multi-Ethnicity	53.6%	80.8%	90.5%	86.8%	75.0%
Other/Unknown	100.0%	80.0%	-	40.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	0.0%	-	0.0%	100.0%	-
20 to 24	55.6%	75.0%	85.7%	28.6%	66.7%
25 to 29	54.2%	60.9%	93.1%	78.7%	69.6%
30 to 34	48.0%	75.6%	67.9%	90.5%	80.4%
35 to 39	72.4%	73.3%	80.8%	70.3%	88.2%
40 to 49	86.7%	86.8%	84.7%	80.0%	85.3%
50 and Older	86.8%	91.5%	82.0%	94.0%	83.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Building Codes Technology courses in 2018-19 showed a slight decrease from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Building Codes Technology 2018-19 course

success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Building Codes Technology **course success rate** was moderately 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 2018-19, the success rate was a substantial increase for **traditional (face-to-face)** Building Codes Technology courses, a moderate decrease for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the success rate was a slight increase for **female** students in Building Codes Technology courses, a slight decrease for **male** students, and a substantial decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Building Codes Technology success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Building Codes Technology courses, no comparative data for **American Indian/AK Native** students, a moderate increase for **Asian** students, a slight increase for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a moderate decrease for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial increase 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 2018-19, the success rate was no comparative data for students aged **19 or less** in Building Codes Technology courses, a substantial decrease for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a moderate increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	87.2%	93.0%	77.3%	84.7%	81.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	87.2%	93.0%	77.3%	84.7%	81.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	93.6%	100.0%	81.8%	93.4%	88.8%
Male	87.8%	91.8%	88.8%	87.8%	84.2%
Unknown	83.3%	81.8%	100.0%	100.0%	50.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	52.9%	58.3%	90.0%	63.6%	40.0%
American Indian/AK Native	0.0%	-	-	-	-
Asian	94.4%	97.8%	83.0%	96.8%	92.0%
Hispanic	88.9%	90.0%	90.9%	93.5%	87.2%
Pacific Islander/HI Native	-	-	-	-	-
White	93.3%	86.9%	89.1%	84.9%	81.0%
Multi-Ethnicity	67.9%	96.2%	95.2%	89.5%	78.8%
Other/Unknown	100.0%	100.0%	-	40.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	100.0%	-	100.0%	100.0%	-
20 to 24	66.7%	100.0%	85.7%	42.9%	66.7%
25 to 29	70.8%	82.6%	96.6%	83.0%	76.1%
30 to 34	84.0%	91.1%	78.6%	93.7%	82.6%
35 to 39	82.8%	93.3%	88.5%	81.1%	88.2%
40 to 49	90.7%	94.7%	88.1%	87.1%	88.2%
50 and Older	96.1%	95.9%	84.5%	96.2%	89.6%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Building Codes Technology courses in 2018-19 showed a slight decrease from 2017-18 and a slight decrease from 2014-15. When comparing the percentage point difference in the Building Codes Technology 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Building Codes Technology **course retention**

rate was minimal to no difference than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Building Codes Technology retention rate for 2018-19, the retention rate was a substantial increase for Building Codes Technology courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the retention rate was a slight increase for **female** students in Building Codes Technology courses, a slight decrease for **male** students, and a substantial decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Building Codes Technology retention rate for 2018-19, the retention rate was a substantial decrease for **African American** students in Building Codes Technology courses, no comparative data for **American Indian/AK Native** students, a moderate increase for **Asian** students, a slight increase for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a slight decrease for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial increase 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 2018-19, the retention rate was no comparative data for students aged **19 or less** in Building Codes Technology courses, a substantial decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Equity

Based on the results of enrollment, success and retention, the access and equity gaps will be addressed through further professional development to promote equity-mined teaching with the goal of cultivating inclusive experiences that empower all students to achieve their full academic and workforce realities. Provide instructors with materials and tools to apply principles of culturally responsive teaching to explore core teaching values, teaching practices and revise accordingly to ensure all diverse needs of our students are net with compassion and humanizing interactions online. Incorporate the resources and open dialog available through the college's Student Equity plan.

Achievement

"Achievement gaps occur when one group of students (e.g., students grouped by race/ethnicity, gender) out performs another group and the difference in average scores for the two groups is statistically significant." (NAEP) The achievement gaps appeared higher for **African American** students in Building Codes Technology courses, not evident for **American Indian/AK Native** students, moderately lower for **Asian** students, slightly lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, and slightly higher for **White** students.

Program Efficiency

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Student (SLOs) and Program Student Learning Outcomes (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.

SLO Assessment and Plan

Course	SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
		Project/Exams	Faculty, dean department chair	none
		Project/Exams	Faculty, dean department chair	none
		Project/Exams	Faculty, dean department chair	none

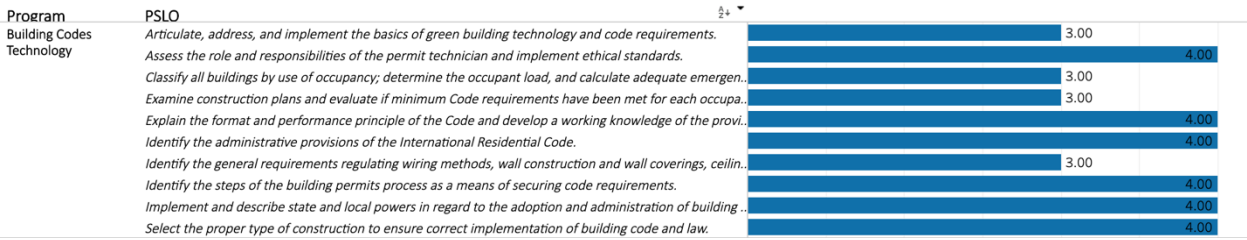
PSLO Results

PSLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
	Project/Exams	Faculty, dean department chair	none
	Project/Exams	Faculty, dean department chair	none
	Project/Exams	Faculty, dean department chair	none

Building Codes Professional Technician - Program Outcome

- Assess new and existing residential, commercial, public and industrial buildings, and offer recommendations for property improvement before or after purchase or for a specific project. projects.

- Working with architects, engineers, contractors, and property owners, inspect and evaluate construction plans, use of materials and workmanship to assure they comply and meet minimum code requirements.



https://public.tableau.com/profile/aeronzentner#!/vizhome/ProgramStudentLearningOutcomes/ProgramStudentLearningOutcomes

Aggregate Building Codes Technology Program Student Learning Outcomes (PSLOs), 2015-2016 through 2018-2019

Building 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.	10	20.0%	80.0%	0.0%	0.0%
Assess the role and responsibilities of the permit technician and implement ethical standards.	10	80.0%	20.0%	0.0%	0.0%
Classify all buildings by use of occupancy; determine the occupant load, and calculate adequate emergency exit requirements.	10	60.0%	40.0%	0.0%	0.0%

Examine construction plans and evaluate if minimum Code requirements have been met for each occupancy.	10	70.0%	30.0%	0.0%	0.0%
Explain the format and performance principle of the Code and develop a working knowledge of the provisions contained in them.	10	60.0%	40.0%	0.0%	0.0%
Identify the administrative provisions of the International Residential Code.	10	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.	10	50.0%	50.0%	0.0%	0.0%
Identify the steps of the building permits process as a means of securing code requirements.	10	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.	10	50.0%	40.0%	10.0%	0.0%
Select the proper type of construction to ensure correct implementation of building code and law.	10	70.0%	30.0%	0.0%	0.0%

The aggregate post-graduation survey results show that the majority of graduates of the Building Codes Technology Program were able and confident or somewhat confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence in assessing the role and responsibilities of the permit technician and implementing ethical standards was highest.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	5	1	5	4	7
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	13	6	0	7	8

The percentage change in the number of Building Codes Technology degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Building Codes Technology certificates awarded in 2018-19 showed a substantial increase from 2017-18 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Post-Graduation Outcomes

Post Grad Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18
9+ CTE Units	27%	33%	34%	30%	33%

Earned a Livable Wage	53%	66%	64%	68%	Not Available
Median Annual Earnings	$49,611	$50,485	$52,276	$49,894	Not Available
Number of Students that Transferred	< 10	< 10	< 10	< 10	Not Available

Curriculum Review

Course	Title	Term Reviewed	Status
BCT C251	Introduction to Green Building	2009	suspended
BCT C281	Work Based Learning	2018	**active**
BCT C282	Work Based Learning	2018	**active**
BCT C283	Work Based Learning	2018	**active**
BCT C284	Work Based Learning	2018	**active**
BCT C300	Introduction to International Building Code	2020	**active**
BCT C301	Residential/Construction Blueprint Reading	2020	**active**
BCT C302	California Administrative Code (Title 24)	2020	**active**
BCT C303	Non-Structural Provisions of Building Code	2020	**active**
BCT C304	Concrete Codes	2017	**active**
BCT C305	Framing Requirements of Building Code	2020	**active**
BCT C306	Electrical Code	2020	**active**
BCT C307	Mechanical Code	2020	**active**
BCT C308	Plumbing Code	2020	**active**
BCT C311	The International Residential Code	2019	**active**
BCT C312	Construction Estimating	Spring 2019	suspended
BCT C314	Green Building Codes	Spring 2019	suspended
BCT C316	Masonry Codes	Spring 2019	suspended

External Analysis: Market Assessment Bureau of Labor Statistics

Certified construction and building inspectors who can perform a variety of inspections should have the best job opportunities. Inspectors with construction-related work experience or training in engineering, architecture, construction technology, or related fields are also likely to have better job prospects. Those who are self-employed, such as home inspectors, are more likely to be affected by economic downturns or fluctuations in the real estate market.

State	Position	Employment	Projected Employment, 2029	Hourly mean wage	Annual mean wage
California	Construction/ Building inspectors	120,800	124,600	$35.89	$69,010

Labor Market Statistics

In California, the number of Construction and Building Inspectors is expected to grow at an average rate compared with the total for all occupations. Jobs for Construction and Building Inspectors are expected to increase by 10.3 percent, or 1,200 jobs between 2016 and 2026.

Estimated Employment and Projected Growth Construction and Building Inspectors					
Geographic Area (Estimated Year-Projected Year)	**Estimated Employment**	**Projected Employment**	**Numeric Change**	**Percent Change**	**Job Openings**
California (2016-2026)	11,700	12,900	1,200	10.3	14,200

Source: EDD/LMID Projections of Employment by Occupation

The median wage in 2020 for Construction and Building Inspectors in California is $92,054 annually, or $44.26 hourly. The median wage for Construction and Building Inspectors in Orange County is $ $63,000 annually, or $38.48 hourly.

Progress on Initiative(s)

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 by the BCT faculty collaboratively, and the new faculty would teach the currently unstaffed courses, which are necessary for meeting partnership goals	Completed	Hired 1 BCT PT instructor	Offering additional courses
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 and Department Review Committee Recommendation(s)

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	Working on introduction course for sharing
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 and CUES (Construction, Utilities, Energy and Safety)

Program Planning and Communication Strategies

Faculty, dean and chair discussed the approach to SLO data collection in relationship to the five-year plan to assess and re-assess course SLOs revisions. Faculty determined 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 furthered explored.

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

Program faculty and department chair were involved in college meetings and work groups throughout last year. Pandemic issues disrupted the process with meeting coordination and attendance with hopes of increased participation in fall and spring.

Implications of Change

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

the pandemic situation, after the expected slowdown, there are also more opportunities for positions due to major construction projects.

The BCT department continues discussions concerning apprenticeship programs involving building trades partners and local union officials. This will provide 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 available grant 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

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	CTE Dean and Associate Dean		1 Chair 4 PT faculty		
Current year	CTE Dean and Associate Dean		1 Chair 4 PT faculty		
1 year	CTE Dean and Associate Dean		1 Chair 5 PT faculty		
2 years	CTE Dean and Associate Dean		1 Chair 6 PT faculty		
3 years	CTE Dean and Associate Dean		1 Chair 7 PT faculty		

With only part-time faculty, the challenge is how to grow the program and maintain the schedule needed to offer courses for certificate completion. In order to meet current workforce demands for marketable skills, technology literacy and changes in skill levels, as specified by the advisory board, it would be a top priority to hire a at least one part-time instructor each year.

Professional Development Virtual

Over the past year, the college has offered varied opportunities for professional development during the school year and up until last spring, (Pandemic) when all conferences and training are online. The virtual Zoom trainings and meetings are more efficient to accommodate the department's part-time faculty and their work and family schedules.

Name (Title)	Professional Development	Outcome
Faculty	International Building Code Council Conference	ongoing
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	Net Tutor and Camtasia & Knowmia Training	
Faculty and/or Dept Chair	Equity and Culturally Responsive teaching training	ongoing

Section 3: Facilities Planning

Facility Assessment

All courses/programs are offered completely online so 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 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.

The continued district sitewide license for TechSmith products which include, Camtasia, Snagit and Knowmia (Relay) gives faculty the opportunity to create screenshots, capture movement on the computer screens and edit the video to produce tutorials or short movies, including closed captions. Instructors are developing more videos that are interactive with quizzes and commenting. We continue to schedule continuous course improvement workshops to encourage varied assessments. Faculty are gradually moving their create videos to Knowmia from YouTube for consistency and security.

Cloud computing, virtual desktops and “laptops on loan” for students, faculty and staff are more essential due to working and learning from home. (Pandemic related) For our department, since all are PT instructors, they rely on their own equipment. They are surveying students to target the most urgent needs.

Section 5: Ongoing/New Initiatives

Initiative: Hire additional part time instructor in Spring 2021 to revise curriculum and teach BCT courses by Fall 2021.

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, and offering a focused pathway.

What college goal does the initiative support?
☐ Reduce all student equity gaps regarding access and achievement (Equity)
☒ Increase student completion and achievement outcomes by 20% (Achievement)
☐ Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
☐ Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?
This initiative plays a part in clarifying the student's path and exploring existing job opportunities while completing the college and inspector certificates.

What evidence supports this initiative? Select all that apply
☐ Learning or Service Area Outcome (SLO/SAO) assessment
☐ Internal Research (Student achievement, program performance)
☒ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Industry and state recognized certificate/license for city/county building inspector

Recommended resource(s) needed for initiative achievement:
Existing courses and hire one part-time instructor.

What is the anticipated outcome of completing the initiative?
The ability to complete the certificate program successfully and gain marketable skills for job placement.

Provide a timeline and timeframe from initiative inception to completion.
Hire additional part time instructor in Spring 2021 to revise curriculum and teach BCT courses for fall 2021.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Expand our part time faculty pool to teach in the BCT Program. Hire one PT	Existing courses and hire one part-time instructor.				External Research (Academic literature, market assessment, audit findings, compliance mandates)	Increase student completion and achievement outcomes	2021	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
Complete 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.