2019-2020
Annual Program Review

Process Technology

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Section 1: Program Planning:

Internal Analysis: Process Technology

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Process Technology Enrollment	306	386	353
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Process Technology Resident FTES	25.19	31.96	27.54
Sections	10	13	13
Fill Rate	68.0%	80.1%	70.5%
WSCH/FTEF 595 Efficiency	459	567	506
FTEF/30	1.0	1.0	1.0
Extended Learning Enrollment	7	22	39

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

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

The percentage change in the number of **sections** in Process Technology courses in 2017-18 showed a minimal difference from 2016-17 and a substantial increase from the number of sections in 2015-16.

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

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

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

There was a substantial increase in the number of Process 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
Process Technology Enrollment	306	386	353

Modality	2015-16	2016-17	2017-18
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
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	18.0%	20.7%	20.4%
Male	81.0%	79.3%	78.8%
Unknown	1.0%	0.0%	0.8%

Ethnicity	2015-16	2016-17	2017-18
African American	8.2%	13.2%	13.0%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	10.5%	10.4%	9.9%
Hispanic	30.7%	25.9%	31.2%
Pacific Islander/HI Native	1.0%	0.5%	0.6%
White	28.4%	28.5%	22.4%
Multi-Ethnicity	18.6%	20.2%	22.7%
Other/Unknown	2.6%	1.3%	0.3%

Age Group	2015-16	2016-17	2017-18
19 or Less	5.2%	3.4%	2.0%
20 to 24	16.7%	20.2%	20.4%
25 to 29	27.1%	34.2%	32.0%
30 to 34	12.7%	16.8%	20.1%
35 to 39	12.4%	10.1%	13.9%
40 to 49	19.0%	12.2%	9.3%
50 and Older	6.9%	3.1%	2.3%

Process Technology courses made up 0.6% of all state-funded enrollment for 2017-18. The percentage difference in Process Technology course **enrollment** in 2017-18 showed a moderate decrease from 2016-17 and a substantial increase from 2015-16. Enrollment in Process Technology during 2017-18 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 2017-18, Process Technology enrollment consisted of 20.4% **female**, 78.8% **male**, and 0.8% students of **unknown** gender. In 2017-18, Process Technology enrollment consisted of 13.0% **African American** students, 0.0% **American Indian/AK Native** students, 9.9% **Asian** students, 31.2% **Hispanic** students, 0.6% **Pacific Islander/HI Native** students, 22.4% **White** students, 22.7% **multi-ethnic** students, and 0.3% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Process Technology revealed 2.0% aged **19 or less**, 20.4% aged **20 to 24**, 32.0% aged **25 to 29**, 20.1% aged **30 to 34**, 13.9% aged **35 to 39**, 9.3% aged **40 to 49**, and 2.3% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Process Technology Degrees	1	5	8
College Awarded Certificates	600	602	628
Process Technology Certificates	5	34	41

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

The percentage change in the number of Process Technology **certificates** awarded in 2017-18 showed a substantial increase from 2016-17 and showed a substantial increase in comparison with the number of certificates awarded in 2015-16.

Success and Retention

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%
Process Technology Success Rate	70.8%	74.1%	77.7%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	70.8%	74.1%	77.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	66.7%	71.3%	81.4%
Male	72.2%	74.8%	77.6%
Unknown	33.3%	-	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	48.0%	54.9%	63.0%
American Indian/AK Native	-	-	-
Asian	45.2%	72.5%	91.2%
Hispanic	67.0%	76.0%	77.1%
Pacific Islander/HI Native	0.0%	100.0%	0.0%
White	88.5%	81.8%	89.7%
Multi-Ethnicity	82.5%	75.6%	71.3%
Other/Unknown	37.5%	40.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	93.8%	46.2%	57.1%
20 to 24	68.6%	65.4%	81.9%
25 to 29	71.1%	75.8%	86.6%
30 to 34	53.8%	75.4%	64.8%
35 to 39	89.5%	66.7%	66.7%
40 to 49	68.4%	95.7%	93.8%
50 and Older	61.9%	75.0%	50.0%

The percentage difference in the **course success rate** in Process Technology courses in 2017-18 showed a moderate increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Process 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 Process 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 Process Technology success rate for 2017-18, the success rate was not applicable for **traditional (face-to-face)** Process Technology courses, minimally different 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 Process Technology success rate for 2017-18, the success rate was slightly higher for **female** students in Process Technology courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Process Technology success rate for 2017-18, the success rate was substantially lower for **African American** students in Process Technology courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, minimally different for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Process Technology success rate for 2017-18, the success rate was substantially lower for students aged **19 or less** in Process Technology courses, slightly higher for students aged **20 to 24**, moderately higher for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, substantially higher for students aged **40 to 49**, and substantially lower 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%
Process Technology Retention Rate	91.1%	89.6%	90.9%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	91.1%	89.6%	90.9%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	88.9%	85.0%	94.3%
Male	92.3%	90.8%	91.0%
Unknown	33.3%	-	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	92.0%	80.4%	87.0%
American Indian/AK Native	-	-	-
Asian	74.2%	82.5%	97.1%
Hispanic	91.5%	89.0%	86.2%
Pacific Islander/HI Native	100.0%	100.0%	100.0%
White	93.1%	93.6%	94.9%
Multi-Ethnicity	94.7%	94.9%	92.5%
Other/Unknown	100.0%	80.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	92.3%	100.0%
20 to 24	96.1%	94.9%	91.7%
25 to 29	90.4%	88.6%	94.6%
30 to 34	82.1%	86.2%	81.7%
35 to 39	97.4%	82.1%	89.6%
40 to 49	87.7%	95.7%	96.9%
50 and Older	90.5%	83.3%	87.5%

The percentage difference in the **retention rate** in Process Technology courses in 2017-18 showed a slight increase from 2016-17 and minimal difference from 2015-16. When comparing the percentage point difference in the Process 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 Process Technology **retention 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 Process Technology retention rate for 2017-18, the retention rate was not applicable for **traditional (face-to-face)** Process Technology courses, minimally different 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 Process Technology retention rate for 2017-18, the retention rate was slightly higher for **female** students in Process Technology courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Process Technology retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Process Technology courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly higher for **multi-ethnic** students, and moderately higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Process Technology retention rate for 2017-18, the retention rate was moderately higher for students aged **19 or less** in Process Technology courses, minimally different for students aged **20 to 24**, slightly higher for students aged **25 to 29**, moderately lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately 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
Requires an Associate Degree				
Engineering Technicians, except Drafters, all other (173029)	837	737	99	↑

Projected Regional Job Openings

	Projected 5 Year Openings (2015-2020)	Projected Average Annual Openings (2015-2020)
Requires an Associate Degree		
Engineering Technicians, except Drafters, all other (173029)	153	30

Median Regional Annual Salary

	Entry Level Salary	Median Salary
Requires an Associate Degree		
Engineering Technicians, except Drafters, all other (173029)	$40,373	$61,609

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 PTEC department meet virtually and face to face on a bi-annual basis. Last year, due to board input and market demand, the focus shifted, specifically with the emergence of the addition of a new certificate (CUES) covering Construction, Utilities, Energy and Safety. Twelve new courses were submitted to curriculum and are being developed. Last year the board suggested that three part-time faculty are hired to ensure relevancy in the field, and we were able to hire one in spring 2019 and are researching or PT 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 plan to create a pathway for the students who want to pursue the associates degree and then continuing on to a four-year engineering or business administrative degree.

Table Post Grad Data

PTEC	2013-14	2014-15	2015-16
Employed after Leaving Coastline	86%	83%	80%
Earned a Livable Wage	79%	65%	80%
Number of Students that Transferred	-	-	-

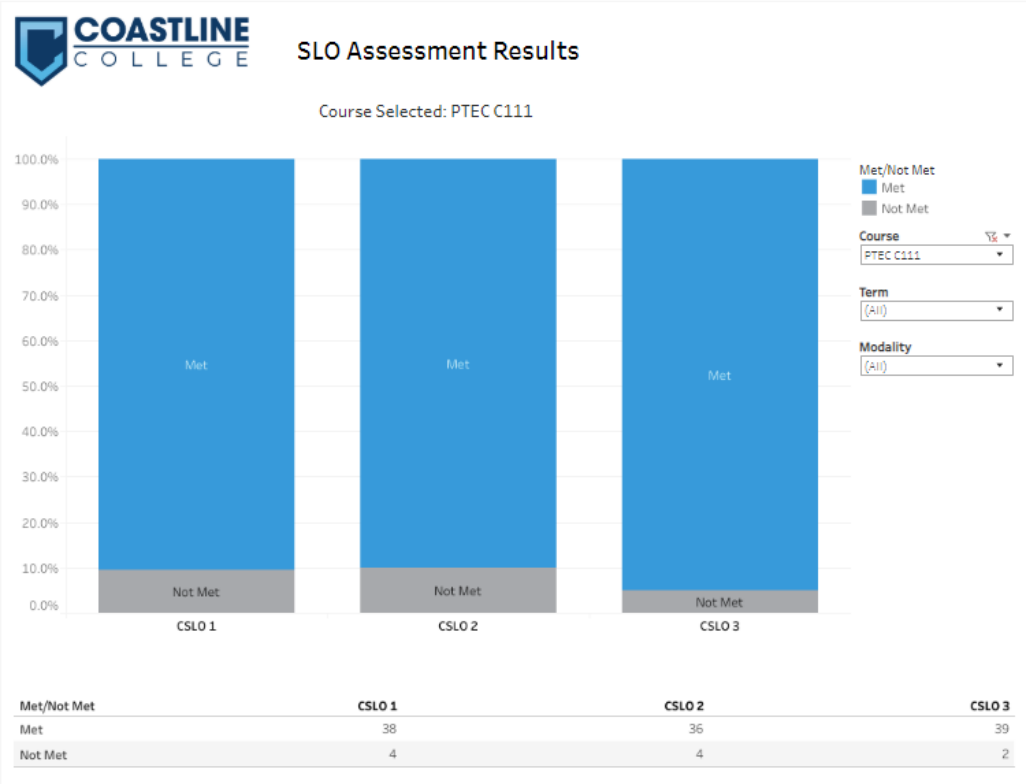
Student (SLOs) and Program Student Learning Outcome (PSLOs)

In recent discussions with our PTEC 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 the oil and related industries. Faculty also discussed creating 'department level shared' courses (faculty

collaboration), so all student learning outcomes can be addressed with continuity and effective, authentic assessments.

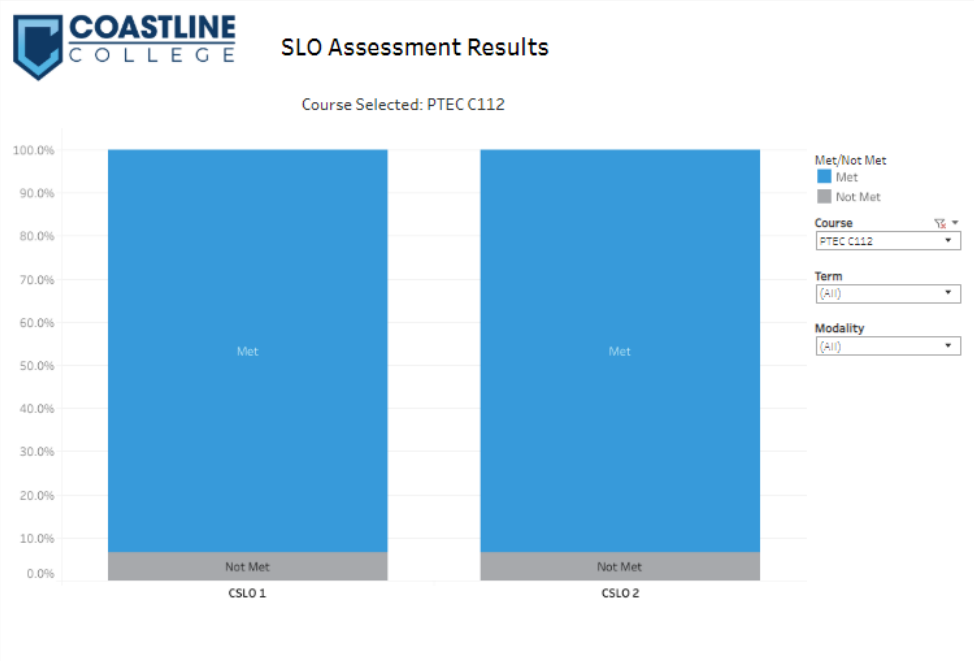
Another discussion touched on creating common rubrics in Canvas to share across courses and instructors. All faculty were encouraged to create more extensive test banks for more effective randomizing of questions. Also, instructors are encouraged to create projects instead of relying on objective tests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

PTEC C111



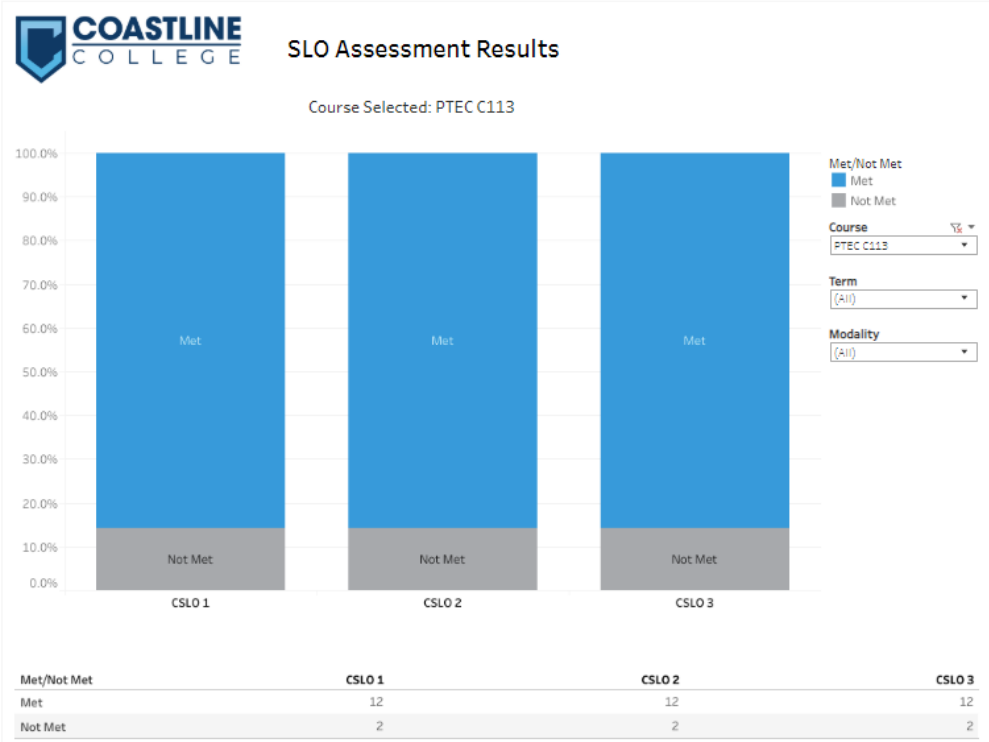
Met/Not Met	CSLO 1	CSLO 2	CSLO 3
Met	38	36	39
Not Met	4	4	2

PTEC C112



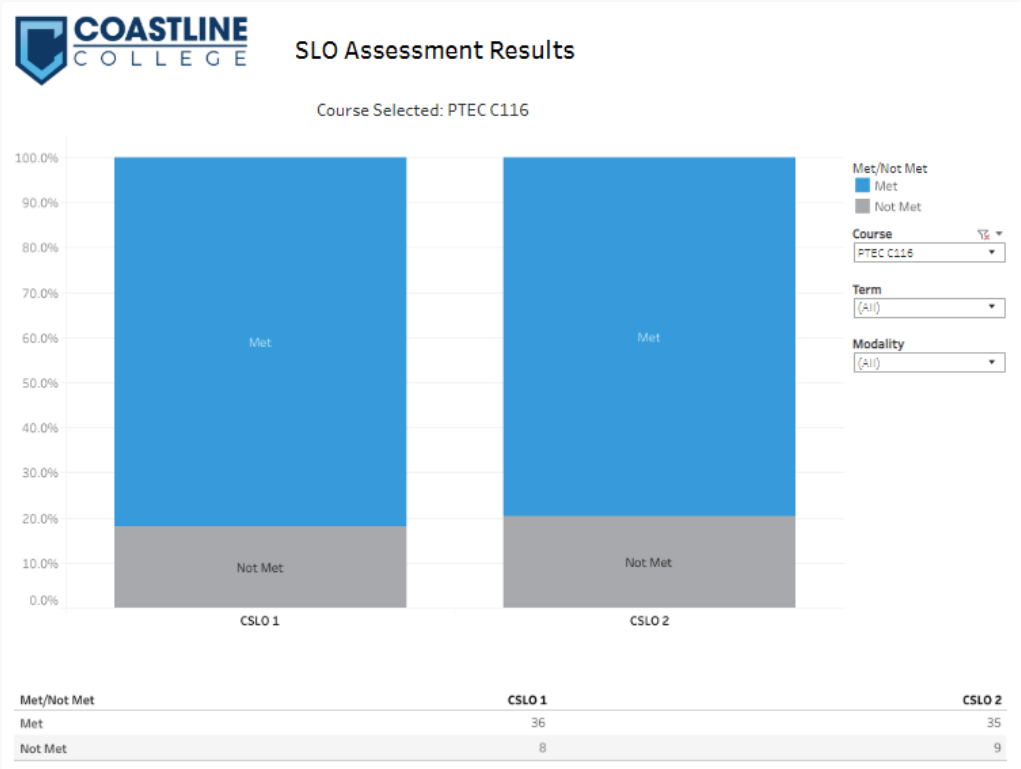
Met/Not Met	CSLO 1	CSLO 2
Met	57	57
Not Met	4	4

PTEC C113



Met/Not Met	CSLO 1	CSLO 2	CSLO 3
Met	12	12	12
Not Met	2	2	2

PTEC C116



Met/Not Met	CSLO 1	CSLO 2
Met	36	35
Not Met	8	9

2017-2018 Process Technology Program Student Learning Outcomes (PSLOs)

Process Technology PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Measure and control a process.	6	66.7%	33.3%	0.0%	0.0%
Safely operate process equipment.	6	50.0%	50.0%	0.0%	0.0%
Work as a team member.	6	100.0%	0.0%	0.0%	0.0%

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

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.

New CUES courses written and submitted to curriculum (then certificate)

Table Curriculum Review

Course	Title	Term Reviewed	Status
PTEC C110	Introduction to Process Technology	SP19	Active
PTEC C111	Health, Safety, and Environment	SP19	Active
PTEC C112	Quality Management	SP19	Active

PTEC C113	Process Technology 1: Equipment	SP19	Active
PTEC C114	Process Technology 2: Systems	SP19	Active
PTEC C115	Process Technology 3-Operations	SP19	Active
PTEC C116	Instrumentation 1	SP19	Active
PTEC C117	Instrumentation 2	SP19	Active
PTEC C120	OSHA Standards for Construction Industry	SP19	Active
PTEC C121	OSHA Guide to Industrial Hygiene	SP19	Active
PTEC C122	OSHA Electrical Standards	SP19	Active
PTEC C123	OSHA Fall Protection	SP19	Active
PTEC C124	OSHA Excavation, Trenching, and Soil Mechanics	SP19	Active
PTEC C125	OSHA Electrical Safety and Lockout-Tagout for Construction	SP19	Active
PTEC C126	OSHA Principles of Ergonomics	SP19	Active
PTEC C127	OSHA Hazardous Materials	SP19	Active
PTEC C128	OSHA Respiratory Protection	SP19	Active
PTEC C130	OSHA Standards - General Industry	SP19	Active
PTEC C132	OSHA Permit-Required Confined Space Entry	SP19	Active
PTEC C134	OSHA Machinery and Machine Guarding Standards	SP19	Active
PTEC C281	Work Based Learning	SP19	Active
PTEC C282	Work Based Learning	SP19	Active
PTEC C283	Work Based Learning	SP19	Active
PTEC C284	Work Based Learning	SP19	Active

New Courses

CUES C100C Introduction: Construction Industry
CUES C100U Introduction: Utilities Sector Infrastructure
CUES C101C Basic Construction Math
CUES C102C Construction Safety Awareness
CUES C102U Introduction: Gas Utility Sector
CUES C103C Construction Health and Safety
CUES C103U Introduction: Electric Utility Sector
CUES C281 Work Based Learning
CUES C282 Work Based Learning
CUES C283 Work Based Learning
CUES C284 Work Based Learning

Progress on Initiative(s)

Table X Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop and produce twelve new process technology courses aligned with OSHA standards to advance students towards necessary certifications for job advancement.	Completed	Approved by curriculum	New certificate program
Hire two additional part time instructors to develop the new courses by FALL 2017.	Completed	Hired one PT faculty member 2019	Hire another PT faculty
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 PTEC department will create a bridge with the Building Codes department to expand the opportunities for students to seek varied levels of entering the workforce.	Completed	Developing additional pathways to BCT, PTEC. Developing new curriculum CUES	Partnerships and broadened apprenticeships
Expand the PTEC advisory board membership to include experts in additional process technology industries, such as Food and Beverage, Bio-Manufacturing and Wastewater Treatment.	On Going	Currently added the Building trades council, Career Expansions, Inc with other local companies and union reps.	Strengthening the board and the recommendations
Create and design one of the new process technology courses (aligned with OSHA standards to advance students towards necessary certifications for job advancement), as department course (Fall 2018) Coordinate the online **department/shared** development (faulty cohort) with the industry and state contributors	Not Started	Hold due to changing outcomes from industry	
Hire two additional PT instructors for the PTEC Program. Access PT faculty pool and reach out to additional recruiting agencies (Spring 2018).	Completed /ongoing	One instructor hired	6 more instructors in PT pool
Create new CUES certificate (Construction, Utilities, Energy and Safety) to be offered in coordination with the apprenticeship program (Extended Learning Division team), resulting in job placement for all students, especially veterans. This new certificate will cover both PTEC and BCT departments to expand the opportunities for students to seek varied levels of entering the workforce in either area.	In-Progress	Completed 11 courses	

Response to Program/Department Committee Recommendation(s)

Table X Progress on Recommendations

Recommendation(s)	Status	Response Summary
Seek new opportunities for pathways	ongoing	Developing additional clear pathways to BCT, PTEC. Developing new curriculum CUES
Expand partnerships to strengthen the apprenticeship program	ongoing	Currently added the Building trades council, Career Expansions, Inc with other local companies and union reps.
Grow the part-time faculty pool	completed	Hired one part time instructor and need one more
Facilitate the development of **department/shared** course	ongoing	Discussions underway to develop team with FSC
Expand the Program Advisory Committee to include representatives from engineering, environmental, manufacturing and related industries.	ongoing	5 new members attended the last advisory meeting

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 process technology 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.

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 process technology regulations and those in our certificate programs. Faculty determine the most effective assessment for each course that ultimately prepares the student for the process technician position.

Faculty continue to discuss developing additional department/shared courses in Process Technology so all student learning outcomes can be addressed with continuity and an effective, rich career aligned assessments.

Implications of Change

Since being able to offer a better sequence of courses for students since hiring a new part time instructor the department is seeing a slight increase in certificates awarded. In addition, the students from the pilot apprenticeship special cohort which is focused on job readiness, are anticipating registering for certificate courses next fall.

Another factor is the EPP (Energy Pathway Program) partnership which provides additional students into the program who follow a career pathway, with employers, which will increase retention and completion.

The shift in demographics to younger students last year, is now trending to an older student. We feel this is due to the developing partnerships with career expansion projects in conjunction with trade

unions. Many workers are coming back for re-training and with a clear pathway, should result in higher completion rates.

We continue to see a slow increase in students seeking courses due to the new state and local building projects or renovation projects that will need trained as well as re-trained workers.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-19	CTE Dean and Associate Dean			1 Dept Chair 5 PT Instructors	
Current year 2019-2020	CTE Dean and Associate Dean			1 Dept Chair 4 PT Instructors	
1 year 2020-21	CTE Dean and Associate Dean			1 Dept Chair 8 PT Instructors	
2 years 2021-22	CTE Dean and Associate Dean			1 Dept Chair 8 PT Instructors	
3 years 2022-23	CTE Dean and Associate Dean			1 Dept Chair 8 PT Instructors	

Professional Development

Provide a description and associated outcomes of the program's professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table X Professional Development

Name (Title)	Professional Development	Outcome
Faculty and/or Dept Chair	Industry Conference	Teaching and learning training
Faculty	Petroleum, Oil, Gas or Energy Summit	For 2020
Faculty	Online training Simtronics	To update system and skills
Faculty and/or Dept Chair	Online Teaching Conference	Discussed with faculty at discipline meeting

Section 3: Facilities Planning

Facility Assessment

This Process Technology Certificate Program is offered completely online so there are no facility needs at this time.

Section 4: Technology Planning

Technology Assessment

To maintain current updates to software such as Simtronics, the PTEC program will need to update the software and any industry mobile apps 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 Improve teaching and learning 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 process technology course. To train faculty on the mobile suite of products, 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. With accessibility as a priority, faculty are encouraged to move their own 'instructor created' videos from YouTube to Relay to take advantage of the accurate, ADA compliant captions. We plan to implement continuous course improvement workshops to explore the options available in CANVAS for the instructors to integrate additional videos into their courses which include quizzes built-in, creating an authentic assessment opportunity.

Section 5: New Initiatives

Initiative: Create and design the new process technology/CUES certificate (Fall 2020). Coordinate the online course development process with the industry and state contributors

Initiative 2: Hire two additional PT instructors for the PTEC Program. One retirement this past year. Access PT faculty pool and reach out to additional recruiting agencies

Initiative 3: Create the second part of the CUES certificate (Construction, Utilities, Energy and Safety) to be offered in coordination with the apprenticeship program (Extended Learning Division team), resulting in job placement for all students, especially veterans. This second part of the certificate will cover both PTEC and BCT departments 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, which is a direct outcome of building stronger relationships with industry partners and national recruiting and union agencies.

What college goal does the initiative support? Select one
X 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).
x 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?

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

Describe how the evidence supports this initiative.
Based on the emerging partnerships and new curriculum proposed, the advisory board recommended hiring key industry faculty to design, develop and facilitate the department/shared courses.

Recommended resource(s) needed for initiative achievement:
Hire at least two additional part time faculty members by fall 2020.

What is the anticipated outcome of completing the initiative?
Increased enrollment with the implementation of the second part of the CUES certificate (Construction, Utilities, Energy and Safety) and program. Anticipated outcome: Increased job placement

Provide a timeline and timeframe from initiative inception to completion.
Hire two additional part time faculty members by end of fall 2020, design and develop OSHA and CUES department/shared courses (in Canvas) to be offered late in 2020.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Create and design the new process technology/CUES certificate (Fall 2020). Coordinate the online course development process with the industry and state contributors	Non-Instructional Assignment		One-Time	No	Internal Research; External Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Culture of Evidence, Planning, Innovation, and Change; Partnerships and Community Engagement	2020-21	
Hire two additional PT instructors for the PTEC Program. One retirement this past year. Access PT faculty pool and reach out to additional recruiting agencies	Part-time Faculty		Ongoing	No	Internal Research; External Research	Fiscal Stewardship, Scalability, and Sustainability	2020-21	
Create the second part of the CUES certificate (Construction, Utilities, Energy and Safety) to be offered in coordination with the apprenticeship program (Extended Learning Division team), resulting in job placement for all students, especially veterans. This second part of the certificate will cover both PTEC and BCT departments to expand the opportunities for students to seek varied levels of entering the workforce in either area.	Non-Instructional Assignment		One-Time	No	Internal Research; External Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Culture of Evidence, Planning, Innovation, and Change; Partnerships and Community Engagement	2020-21	

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