Program Planning and Assessment (PPA)
for Academic Programs
Comprehensive Review, Annual Review & Action Plan
Spring 2015

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information about student learning, student success and student

This PPA report is organized in 3 sections and 11 subsections as follows:

I. COMPREHENSIVE REVIEW

4. Construction technology courses have not developed articulation agreements with California State University and University of California construction management bachelor degree programs.

5. In recent years, Hartnell College Construction Technology courses have come to focus on, and advocate construction careers based upon "principles of sustainability".   This focus and advocacy of sustainability represented a shift in emphasis from prior a successful program a several years ago. According to advisory committee meetings, this shift in course emphasis has failed to support the prime Program Outcome, which is to "demonstrate construction experience and knowledge to prospective employers in the Industry".

6. Moving emphasis to "principles of sustainability" in Hartnell's construction curriculum coincided with a dramatic downturn in the construction industry.   During this period, construction technology failed to attract the number and diversity of students necessary to support and sustain a strong educational program at Hartnell.

7. Faculty acknowledges the importance of including "principles of sustainability" within the construction technology curriculum, to support society's demonstrated need to conserve resources and improve environmental quality.   Compliance with environmental regulations has become an integral part of construction. However, advocacy of sustainability in a curriculum must not be substituted for student acquisition of construction knowledge, skills and experience. Rather than teaching principles of sustainability as a separate discipline, faculty sees value in integrating sustainability into core technical skills and knowledge.

Please consider the questions below in describing your program/discipline/area.

- *How are students/employees served by the program?*
  As presently configured, the curriculum program provides very limited training for students desiring careers in construction industry, provides no path to skilled apprenticeship training, and no education related to contractor licensing, and no transferable credit to CSU

B. INSTRUCTIONAL STAFFING

1. **In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.**

Term	No. of Active Sections (estimated)	Full-time Faculty (estimated)	Adjunct Faculty (estimated)
Fall 2011	12	3	6
Spring 2012	9	3	3
Fall 2012	10	3	5
Spring 2013	10	2	5

<u>Minimum Advanced Technology Skills</u>: fluency in MS Excel and at least one of the following AutoCad, SketchUp, or BIM
<u>Licenses</u>: California Contractors License, Architectural License, or Engineers license

C. CTE PROGRAMS – LABOR MARKET & ACHIEVEMENT
Please complete this section if the program is Career Technical Education
(CTE). Go to subsection D if the program is <u>not</u> CTE.

1. **Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certificate completions (awards) and employment statistics.**

No information was available for number degrees or certificates awarded over past years by construction technology.
No information was available for employment statistics of students or graduates in the construction technology.
At present there is no organized tracking statistics mechanism in place which reliably demonstrates effectiveness of the program.
[<u>This information is not definitive. This information should form a part of a readily accessable program database tracking system proposed in Section III.</u>]

"Despite the long list of challenges the economy is facing, we expect total construction put in place to grow 8% in 2015 or somewhat faster than in 2014. The biggest challenge faced by contractors this year continues to be finding and retaining the best talent. Residential construction is expected to grow 9%, lodging, 16%; office

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

Even though recent years have been difficult, construction remains a large employer across the nation and in Monterey County. Furthemore, construction is forecast to be one the stronger growing industry in the coming decade. The U.S. Bureau of Labor Statistic (BLS) predicts total employment in all occupations to reach 7,394,100 in 2022.   The construction industry is forecast to reach 4,532,600, which represents 61.3% on all employment in the nation, and an increase of 29.1% over 2012 levels. (U.S. Bureau of Labor Statistics Employment

Some critical deficiencies require immediate action due to time frame requirements for formulation and necessary Curriculum Committee and Academic Senate approvals for course revisions. Correcting other deficiencies requires the cooperation and coordination with key players in the area's

7) Develop Articulation Agreements with California State University and University of California Construction Management Bachelor Degree Programs

8) Integrate Substantial recognized Advances in Construction Technology Into the Hartnell Construction Curriculum

9) Tailor Existing Construction Technology Curriculum to Create Effective Courses of Study for Career Pathways
Revise course outlines and student learning objectives for courses leading to an

12) Develop and implement a faculty recruitment and selection process as part of long term planning for an effective career relevant construction technology program.

13) Investigation into integrating union employment advisory support into construction program planning to supplement the present non union Community Advisory Committee.

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2015.

A. COURSE DATA & TRENDS

1. **Please evaluate the 3-year trend of enrollment and success of courses in your program/discipline. Identify the courses you are choosing to examine this current year in the list below. You do NOT need to evaluate trends for each course every year.**

   The trend over the past few years has been a perceived decline in high school graduate entering Hartnell's construction technology program. Building articulation and concurrent relationships with local high schools I seen by faculty key to reversing this trend,   Consummation of agreements with local high schools requires revaluation of courses selected for articulation.

Course Number	Course Name	Does the course have
CONS 101 [3]	**Introduction to Sustainable Construction**	No
CONS 104 [3]	**Print Reading & Modeling**	No

ENROLLMENT

2. **Review the enrollment data. Describe and analyze any patterns or anomalies that you notice. What do you**

4. Describe the demonstrated effectiveness of the program over the past several years with levels and trends of achievement data, such as degree and certificate completions/awards.

Construction Technology currently offers the following degrees:

- <u>Associate of Science Degree in Sustainable Construction</u>. which offers three (3) areas of specialized electives for careers in

  Green Building
  Sustainable Design
  Construction Management

  Since this degree was first offered the number awarded are as follows:

  Spring 2012: 1
  Spring 2013: 1
  Summer 2013: 1
  Fall 2014:1
  Spring 2015: Unknown

- <u>Associate of Science Degree in Sustainable Design</u>

  No degrees in this major have been awarded to date.

  Faculty and the Construction Advisory Committee have concluded the required major courses for this degree offer no substantial value to students seeking careers in construction. These major course focus on best practices for sustainability, not instruction in construction technology or acquisition of construction skills.   These major courses Tf.23350TD.07.5(es)7.5(e)]TJ7370TD0Tc00035j/TT91Tf.22750TD

It is the recommendation of construction technology faculty and

2. **Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?** Not Applicable

3. **Describe the process to change and improve student success in DE courses/sections in your program.** Not Applicable

4. **Compare student retention in the DE teaching environment with retention in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?** Not Applicable

5. **Describe the process to change and improve student retention in DE courses/sections in your program.** Not Applicable

6. **Describe any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.** Not Applicable

C. CURRICULUM
Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee
CONS 150	R. Burton Ward	No	Spring 2015
CONS 150	R. Burton Ward	No	Spring 2015

Courses scheduled for review during AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and up&Tc9 Tm0 T1607..0014No.0033 Tv

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program

6. **Describe assessment activities that need to be strengthened or improved. What are the challenges to ach3.1(hr,26.4n.5(**

This section must be completed for ALL academic programs, whether scheduled for annual or

3. Redefine Construction Program Outcomes	1A, 2A, 2B, 4A,5A, 6A	Revised PLO'S	Clarify Program Instructional Objectives	Increased Faculty Time Beyond Class Preparation and Instructron	R. Burton Ward John Anderson	Spring 2016
4. Drop Non Relevant Courses	1A, 2A, 2B, 4A, 5A, 6A	Revised PLO'S	Improved Program Effectiveness and Student Career	Increased Faculty Time Beyond Class Preparation and Instruction	R. Burton Ward John Anderson	Spring 2016
5. Strengthen High School Articulation	1A, 2A, 2B, 4A, 5A, 6A	Revised PLO'S	Increased Enrollment and Community Outreach	Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Clerical Staff	R. Burton Ward John Anderson	Spring 2016
6. Develop Industry Intern Relationships	1A, 2A, 2B, 5A, 6A	Revised PLO'S	Improved Student Career Pathway Outcomes	Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Clerical Staff	R. Burton Ward John Anderson	Spring 2016
7. Achieve CSU & UC Articulation	1A, 2A, 2B, 5A, 6A	Revised PLO'S	Enhanced Student Transfer Success	Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Clerical Staff	R. Burton Ward John Anderson	Spring 2016
8. Integrate Advanced Technology	1A, 2A, 2B, 4C, 4D, 5A, 6A	Revised PLO'S	Increased Student Career Success Outcomes	Software Purchase & IT Support	R. Burton Ward John Anderson	Spring 2016
9. Tailor Courses for Career Effectiveness	1A, 2A, 2B, 5A, 6A	Revised PLO'S	Increased Student Career Success Outcomes	Increased Faculty Time Beyond Class Preparation and Instruction	R. Burton Ward John Anderson	Spring 2016
10. Tracking Program Enrollment Status & Outcomes	1A, 2A, 2B, 4A, 4C, 4D, 5A, 6A	P Goal 10 Revised PLO'S	Improved Program Effectiveness and Student Career Outcomes	Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Clerical Staff	R. Burton Ward John Anderson	Spring 2016

11. Investigate National Program Accreditation	1A, 2A, 2B, 3B, 5A, 6A	P Goal 11 Revised PLO'S	Improved Program Effectiveness and Student Career Outcomes	College Commitment to Provide the Faculty Resoucres Necessary to Satisfy Accreditation Standards Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Clerical Staff	R. Burton Ward John Anderson	Spring 2016	
12. Develop Effective Faculty Recruitment and Selection process	2A, 2B, 3B, 5A, 6A	P Goal 12 Revised PLO'S	Improved Program Effectiveness	Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Clerical Staff	R. Burton Ward John Anderson	Spring 2016	

13. Integrate Advisory

Activity 1: Prioritize Achievement of Program Goals

Activity 2: Define Successful Career Pathways

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary** Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion
1A, 2A, 2B	Revised PLO'S	Clear Priority of Program Activities	Increased Faculty Time Beyond Class Preparation and Instructrion	R. Burton Ward John Anderson	Spring 2015

a) **Describe the new activities or follow-on activity the resource will support**

- **Faculty:** Consultation with
    - o Community h1Qñç0ÀB 'ù   Ì48 b   'ÿ¨ ã•'3   ã• 3Í€ cf¤>8 y¤0 ¦13É¤6¤1 v1: ¨°¦ŒÑ# u`Ö1#   y¤1q 3 ¡Á 6¤61

Activity 3: Redefine Construction Program Outcomes

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary** Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion

Activity 4: Drop Non Relevant Courses

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary Desired Outcome(s)**	Resources Needed	Person Responsible	Estimated Date of Completion
1A, 2A, 2B, 4A,5A, 6A	Revised PLO'S	Clear Priority of Program Activities	Increased Faculty Time Beyond Class Preparation and Instructrion	R. Burton Ward John Anderson	Spring 2015

a) Describe the new activities or follow-on activity the resource will support

- **Faculty:** Consultation with
    o Community Advisory Committee
    o CSU and UC institutions with construction programs
    o Local High School faculty
    o Skillled Craft Trade Union Apprenticeship Programs
    o Past, Present, and Prospective Students

- **Travel:** As necessary for consultation with industry and educators

The overall scope of the prop12.7(d)

Activity 5: Strengthen High School

Activity 6: Develop Industry Intern Relationships

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary** Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion
1A, 2A, 2B, 5A, 6A	Revised PLO'S	Improved Student Career Pathway Outcomes	Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Staff Outreach to Local Construction Industry Employers	R. Burton Ward John Anderson	

Activity 8: Integrate Advanced Technology Into Hartnell Construction Program

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary** Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion
1A, 2A, 2B, 4C, 4D, 5A, 6A	Revised PLO'S	Increased Student Career Success Outcomes	Software Purchase Funds Faculty Professional Development IT Licensing and Installation Support	R. Burton Ward John Anderson	Spring 2016

a) **Describe the new activities or follow-on activity the resource will support**
- **Faculty:** Consultation with
    o Construction Technology Software Development Corporations
    o Other Academic Institutions Participating in Academic Use of Advanced Capital Project Management Software
    o Construction Industry Users of Advanced Construction Software
  Depends Upon Recruitment and Selection of Faculty Skilled in Use of Advanced Technology

- **Travel:** As necessary to conferences and industry activities to keep current with significant development in the field.

- **Hardware:** Current computer hardware resources at East Alisal Campus suitable for installation of proposed software

- **Software:** Leading software development organization (Trimble) committed to academic programs for providing software for reduced academic pricing and strong commitment to faculty support and training.

c) **Does this activity span multiple academic years?   YES   NO**
   If yes, describe the action plan for completion of this activity.

Specific action plans will be for

Activity 10: Data Tracking Program Student Enrollment Status & Outcomes

Strategic
Plan
Goal

Activity 11: Investigate National Program Accreditation

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary Desired Outcome(s)**	Resources Needed	Person

Activity 12: Develop Effective Faculty Recruitment and Selection Process

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary** Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion
2A, 2B, 3B, 5A, 6A	Revised PLO'S	Improved Program Effectiveness and Student Career Outcomes	Increased Faculty Time Beyond Class Preparation and Instruction Faculty Access to Support Clerical Staff	R. Burton Ward John Anderson	Spring 2016

a) **Describe the new activities or follow-on activity the resource will support**

- **Faculty:** Formalize determination of minimum full time faculty qualifications:
    o Faculty investigation of national accreditation requirements
    o Initiate conversations with area dean and academic vice president to assess possibility of securing accreditation
    o Faculty preparation of report on feasibility of achieving national accreditation

  Determination of program success level sufficient for provision of resources necessary for Hartnell to commit to accreditation process.

c) **Does this activity span multiple academic years?   YES   NO**
   If yes, describe the action plan for completion of this activity.

   Specific action plans and approval schedules will be required to accomplish this activity

d) **What measureable outcomes are expected from this activity? List indicators of success.**
   Securing qualified faculty

   Improved Program Effectiveness and Student Career Outcomes

   Improved probability of acheiving national accreditation for Hartnell Constrution Technology program

e) **What are the barriers to achieving success in this activity?**

   Finding and recruiting quality faculty to support improved program effectiveness and student career outcomes

Activity 13: Integrate Advisory Committee to Include Both Non Union & Union Representation

Strategic Plan Goal	Related Courses, SLOs, PLOs,	**Primary** Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion
1A, 5A, 6A	Revised PLO'S	Improved Program Effectiveness and Student Career Outcomes	Increased Faculty Time Beyond Class Preparation		

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that these resources and costs be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that

APPENDIX A. Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013-2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: