

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Career Technical Education (CTE) Program Review Handbook

Fall 2015
Version 3.

Table of Contents

Purpose and Goals	1.
Components in the Process	2.
The CTE Program Review Team	3.
Core Data Elements	4.
Definitions	6.
The CTE Program Review Narrative Report	7.
Appendices	18.
• <i>Appendix A. Program Review Resource Requests Template</i>	19.
• <i>Appendix B. Integrated Goal Setting Template</i>	20.
• <i>Appendix C. Validation Template</i>	21.

Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the CTE Program Review process include:

- The CTE Program Review Team
- Core data elements
- Completion of a CTE Program Review Narrative Report every three years
- Validation of the CTE Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
 - The *CTE Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.

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- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.
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Thus, the recommendations and priorities from the CTE Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The CTE Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- Two additional faculty members, if applicable.
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

CTE Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
- College productivity rate for the last three years.
- Productivity for comparable CTE departments for the last three years.
- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
- Total degrees and certificates awarded by the college, per year, for the last three years.
- Retention rates by course and discipline, department or program for the last three years.
- Overall college retention rate.
- Retention rates for comparable CTE departments for the last three years.
- Course completion (student success) rates, by course and discipline, department or program for the last three years.
- College course completion rates for the last three years
- Faculty Demographics: Full-time/part-time, age, gender, ethnicity
- Labor Market Information and Trends:
 - Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
 - Data/Reports from Centers of Excellence (COE) on industry sectors
 - EMSI data or other sources of EDD data

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates
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B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
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C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = $35/2 = 17.5$.

Retention: The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade “C” or better.

The CTE Program Review Report

1. College: LANEY COLLEGE

Discipline, Department or Program: CONSTRUCTION MANAGEMENT (CONMT)

Date: SEPTEMBER 30, 2015

Members of the Comprehensive Instructional Program Review Team: 3

Members of the Validation Team: N/A

2. Narrative Description of the Discipline, Department or Program:

Construction Management is a unique management program at Laney College that focuses on the overall management of construction and construction related activities. It is the only program of its kind in the four Peralta Colleges and the focus is to compliment and support the other Career and Technical Education (CTE) programs related to construction and the building industry. The Construction Management department outline provides students who work or plan to work in management of related fields of construction, the ability to develop and implement skills necessary for employment and provides the foundation and gateway to entry level courses for a four year degree program at CSU. Program focuses on residential and commercial construction, estimating, and scheduling, legal and business aspects of construction, and inspection and code compliance, AutoCAD and Revit, and BIM for the design community. The Construction Management Program focuses on developing management related skills necessary for clear, concise and correct communication of program management ideas and strategies. Focus is given on Project Management Principles (PMP) based on PMI standards and capstone courses for the professional Construction Management Certification Program (CIT/CMAA). Students evolve from the program with work ready skills and foundational knowledge that will assist in the overall development of higher-level critical thinking and problem solving skills in the future.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.
- *There have been no significant updates that have occurred in the program over the past three years. CM Program will update five courses each academic year over the next three years to complete the update of all 23 courses in the program*
- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
- *The current configuration of the construction management program is currently being updated and revised to reflect current use of resources that were outdated and no longer currently used in the industry. The construction management program is currently updating all courses and adding five new courses. A new certificate of sustainable management is being developed and a certificate of proficiency for BIM is being developed as well.*
- *The Inspection Certificate Program will be expanded to grow into an Associate of Science degree in Inspection Services. We will also develop a specialty inspection certificate for clean room inspection and OSHPOD for healthcare facilities. In order to do this we will be working on adding an additional 4-6 courses that will support the program and its development.*
- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

Current Degrees and Certificates are

- *Certificate of Proficiency (CP) in Construction Management*
- *Certificate of Proficiency (CP) in Inspection Services*
- *Associate of Science (AS) in Construction Management*

There are no current distance education capabilities for our program at this time. We are working on developing some courses in the future to be implemented over the next five to seven years.

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Our program informs students through the issuance of a course syllabus and the department website. The Student SLO are provided in each course the course syllabi and the course catalogue describes the program and outcomes for each program present in the construction management department.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1. *Revised and Updated materials presented in classroom*

Improvement 2. *Created an Industry Advisory Committee and reviewed goals of program with the addition and development of seven new courses*

Improvement 3. *Update Program Outcomes and Student Learning Outcomes for five classes*

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. *No data available at this time, work is currently being done for assessment and re-evaluation of courses at this time.*

Plan 2.

Plan 3.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

No Distance Education courses are offered in our discipline at this time.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

No data available

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

We have over the past year reviewed and updated our institutional outcomes during the accreditation process for the college.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

Yes we aligned our outcomes to address four of the five institutional learning outcomes. We have aligned with Communication, Civic Engagement, Community Diversity, and Environmental and Social Justice.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
Our faculty has been utilizing the current industry standards for development of instructional programming and have been aided in the delivery of the information by use of technology tools in the classroom. Ebooks, i-pads and projectors with white boards have allowed us to provide a hybrid environment of educational delivery to our students. Our faculty have attended national training seminars and web based workshops to learn how to use new and innovative strategies to improve student engagement and outcomes. Students have benefited from this experience by the methods being translated in to the work they produce. Students are engaged in the classroom through the use of field trips to construction sights, and interviewing skills were required for assignments about current projects ongoing in the bay are regarding construction related work assignments.

- How has new technology been used by the discipline, department or program to improve student learning?

We have used technology to review, update and research new technology in the construction industry. All of our courses have and use ebook for references, we use the internet in the classroom for video delivery and research of specific information regarding a construction process or method of delivery.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Basic standards have been developed for faculty to adhere to in the content of the material delivered to students, and there are milestone activities in each class that measures the ability of students to retain information presented each semester. Hybrid education techniques are constantly being evaluated for use in the classroom, and face-to-face is currently the primary delivery method for students to be engaged. Distance learning is being evaluated at this time for future integration into the program.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Currently evaluating the option, but there are no classes at this time in Distance Education

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

	Term					
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Headcount	142	135	139	146	103	124

- An explanation of student demand (or lack thereof) for specific courses.

Our students are working professionals or currently transitioning in the field to from another profession. Since construction is cyclic, the numbers reflect a cycle of work availability and work scarcity. When work is active, classes are low, when work is slow or down-turned, we see an increase in enrollment. Several course that overlap in various departments have high enrollment and those that are mandatory for the degree also reflect high enrollment numbers.

- Productivity for the discipline, department, or program compared to the college productivity rate.

CONMT Productivity Rate

	Term					
	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Productivity	13.86	10.37	13.29	10.96	12.01	9.44

Laney College Productivity Rate

Productivity	Term									
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41	

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Our trends are slightly lower than the colleges due to CTE is usually hands on and vocational in nature, and will not have the same level of completion and success as say an English class or department. Fewer students enroll and are required to complete rigorous tasks that demonstrate proficiency differently than traditional academic courses. Once again, our courses are industry specific and very compartmentalized based on the use in the profession and the demand in the industry at the time course are taken.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Courses are primarily held at night to meet the needs of our working professionals that have day-time jobs. Some afternoon course-are offered, but limited to two per semester until w e have more faculty who are available to teach earlier classes. We have not had demonstrated demand for them, since we do not have sufficient faculty o staff daytime courses at this time.

- Recommendations and priorities.

I recommend when we expand the courses to include more daytime courses and provide room for more faculty to be able to effectively manage the new inclusion of new courses and the anticipated demand of the new courses offered.

6. Student Success:

- Describe course completion rates (% of students that earned a grade “C” or better or “Credit”) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

CONMT Student Success

	Term					
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Success%	76.86%	78.41%	61.51%	60.91%	61.05%	68.60%

Laney College Completion Standard

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%	

Department/discipline course completion rates

Success	Term						
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	
CONMT 10 - INTRO CONST PRACTICE	59.38%	48.00%	50.00%	33.33%	66.67%	32.14%	
CONMT 11 - CONST ESTIMATING I	79.41%	NA	47.50%	NA	51.28%	NA	
CONMT 12 - BUILDING CODES I	79.49%	NA	65.12%	NA	62.50%	NA	
CONMT 14 - MECH CODE INSPECTION	83.33%	NA	85.00%	NA	68.75%	NA	
CONMT 15 - ELEC CODE INSPECTION	84.21%	NA	81.82%	NA	NA	NA	
CONMT 16 - PLUMBING CODE INSPEC	NA	85.71%	NA	62.50%	NA	85.19%	
CONMT 17 - SEISMIC CODE INSPEC	NA	80.00%	NA	44.44%	NA	83.33%	
CONMT 18 - CONST PROJ MGMT I	72.73%	NA	40.74%	NA	45.00%	NA	
CONMT 19 - CONSTR PROJ MGMT II	NA	90.91%	NA	88.24%	NA	66.67%	
CONMT 20 - BLUEPRINT RDG/INTERP	80.00%	70.37%	70.45%	72.50%	61.11%	75.00%	
CONMT 21 - CONST ESTIMATING II	NA	94.74%	NA	53.33%	NA	80.00%	
CONMT 210 - BLDG CODES/CARPENTER	NA	73.08%	NA	63.16%	NA	78.95%	
CONMT 22 - BUILDING CODES II	NA	90.91%	NA	78.26%	NA	76.00%	
CONMT 30 - CONTRACT LICENSE LAW	86.36%	NA	73.33%	NA	77.78%	NA	
CONMT 31A - COMPTR AP/SCHEDULING	75.00%	NA	57.89%	NA	75.00%	NA	
CONMT 31B - COMPTR APP/BUS MGMT	NA	86.67%	NA	66.67%	NA	61.54%	
CONMT 32 - MAT/METHODS OF CONST	NA	82.35%	NA	52.00%	NA	46.67%	

CONMT 40 - CONTRACT/SPECIFICATN	NA	69.23%	NA	80.00%	NA	70.00%
Grand Total	76.86%	78.41%	61.51%	60.91%	61.05%	68.60%

Discussion:

It is difficult for us to compare to college success rates, when we are a highly specialized department with very different outcomes than the other departments. We are one of only two program sin the east bay that provide the construction management program, and it is unfair to expect us to meet the same outcomes as the college as a whole when we are a niche area of study for engineering and construction students only. Comparing ourselves to other programs, we are performing at or equal to other school that offer the same curriculum as we do or better. San Jose State and Cal State East Bay offer similar programming and have similar success rates for their courses.

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department’s Distance Education course completion rates compare to the college course completion standard?

No CONMT DE courses from Summer 2012 to Spring 2015

Laney College DE Student Success

	Term 2012		2013		2014		2015	
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%
								51.44%

- Describe course completion rates in the department for **Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department’s Hybrid course completion rates compare to the college course completion standard?

No CONMT Hybrid courses from Summer 2012 to Spring 2015

Laney College Hybrid Student Success

	Term 2012		2013		2014		2015	
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%
								61.76%

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? *N/A*
- How do you assess the overall effectiveness of Distance Education course? *N/A*
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

CONMT Retention

	Term					
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Retention%	95.04%	85.90%	83.68%	71.19%	73.16%	83.57%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%

Discussion:

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

We currently do not have a mechanism in place to monitor or measure completion rates or retention for our students other than what faculty maintain through out the courses. I recommend that we develop a comprehensive planning and assessment for students to determine the likelihood of entering the profession or if they will only be working marginally in the area of construction and construction management. Course completion will improve when student basic skills are assessed and courses appropriate for their level of aptitude will be assigned, then progression over time will allow for student success rates to increase with skill development.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

We currently are engage in bringing industry to the campus and provide more access for students to get employment in the area of study. By doing this we will see the retention and completion rates increase because industry will be backing our success through gainful employment data.

- Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

	2012-2013	2013-2014	2014-2015	Total
Construction Management (AS)	6	7	3	16
Construction Management (Bldg. Codes & Inspection) (CP)	5	4	5	14
Construction Management (Bldg. Codes & Inspection) (CA)		1		1
Construction Management (CA)	9	6	3	18

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____ 1 _____

Part-time faculty headcount _____ 4 _____

Total FTEF faculty for the discipline, department, or program _____ 1 _____

Full-time/part-time faculty ratio _____ 1:4 _____

Classified staff headcount _____ 0 _____

- Describe your current utilization of facilities and equipment.

Our current location is in G bldg. sharing with the Architecture Technology Department. We utilize the lab and lecture and drafting rooms for student access and engagement. We do not have a designated Construction Management area of classrooms.

- What are your key staffing needs for the next three years?
Additional Office space for part-time and full time faculty. We will need a demonstration lab for CM in the future.
- Why? *In the process of expanding the program, we will need space to have room for classroom activities that allow for demonstration of process and procedures for many different construction processes and inspections tactics.*
- Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.
We are increasing the requirements for the certificate and developing two additional certificates that will require new curriculum and additional space requirements to meet the needs of the courses. Advisory Committee as recommended that we have dedicated space to provide continuous instruction for materials and methods of construction for construction management students. Also we will integrate the use of existing spaces to meet the needs of the program
- What are your key technological needs for the next three years?
We are requested 40 new computers that have faster speed and larger hard drives to meet the needs of the software that is used for more than half of the Construction management program courses. These softwares are MS Project, RS Means, Primavera Scheduling and Autodesk Integrated project delivery software.
- Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.
Current lab computers are slow and crash often and do not allow for student to use during class on many occasions. Many software packages don't load due to limited space available on the systems.
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data,

recommendations from your advisory committee, changes in certification requirements, and/or other factors.

We want to convert one additional drafting lab to a computer lab and share the room with architecture technology. Current enrollment and use will allow for half of the room to be converted. We also are looking at new innovative learning environments to experiment with for more student engagement.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Current faculty Kelle Lynch McMahon is currently engaged in Faculty Senate, Faculty Prioritization Committee, Professional Development Committee, City of Oakland Chamber of Commerce. The department engages in committees that work with the Fremont ROP Center, CMAA regional activities and provide support and assistance to San Francisco Entrepreneur Center for contractors on a monthly basis.

Faculty George Thomas is currently a regional chair for the Inspectors Association that supports the current program through scholarships to current students.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Our faculty are currently working with industry partners and are working professionals that keep up with current trends and applications in skills on a monthly and annual basis.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

We have online meetings and discuss program issues. Currently faculty are not available for department meeting due to work obligations during the day.

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?

We have not maintained job data since we were not previously required to do so. But over the past two years, students upon graduation are employed in some capacity but not necessarily in the field of study.

- What are the projected job openings in your discipline for the next three years?

The Construction Management industry is anticipating a 30% growth over the next 10 years due to capitol improvement in major cities and rural communities growth (ENR Magazine Jan 2014). Construction industry as a whole will experience a growth of 45% over the next 10 years, with a skills deficit being apparent in all trades and trade related skills.

- How is the discipline/department program responding with regard to labor market demand?

We are expanding program offering to meet the demands anticipated and updating programming to address specific needs in the market place.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

See attached

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

My committee has recommended adding additional courses that focus on marketing and more estimating and scheduling. We have looked at developing a BIM class for managers and looking at revitalizing the current courses to focus on relevant subject matter and skills that support work related activities.

- Does your program require state or national licensing? Please explain. What is your licensing status?

Not at this time but eventually will work toward that goal in the next five years.

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

USGB- LEED Green Associate Certifications, PMP and CMAA certifications. All are national recognized certifications.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

We are working with different departments at Skyline College, Foothill DeAnza Community College and Cal State East Bay to review and create opportunity for our students to have access to participate in cross discipline programs hat support and expand their knowledge and skills in the Construction Management

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
Prop 39	Not sure	Create green jobs and support development of workers in the energy efficiency sector

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.
Our department requires annual update of scheduling and estimating software, and new tools for demonstrating what is new and trending in the industry. We currently offer assistance to local and statewide conferences around construction and construction management. We use online resources and need to develop a faculty onboarding program for new faculty and develop a cultural sensitivity program for managers dealing with workers on a construction site. We will continue to participate in the faculty-mentoring program and look to recruit new talent annually to add to the faculty pool.
- How do you train instructors in the use of Distance Education platforms? Is this sufficient?
There is no Distant Education Program in place at this time.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.
- **Goal 1. Curriculum:**
Activities and Rationale:

Continue to work on updating the curriculum and adding new coursework to support the goals of maintaining a relevant program.

- **Goal 2. Assessment:**
Activities and Rationale:

We will continue to develop new testing strategies and develop benchmarking methodologies to monitor the progress of students in the program and post program development. We will do this by testing and surveying at the beginning of class and at the end of class each semester.

- **Goal 3. Instruction:**
Activities and Rationale:

We will continue to provide latest trends in the industry for various subject-matter and provide instructors with relevant and current tools for instruction. Tools will include computers, smart technology in classrooms and new and updated textbooks. We will look at the use of ebooks and online tools for student use and leveraged access.

- **Goal 4. Student Success:**
Activities and Rationale:

Student success will be measured by the successful completion of third party certifications and completion rates for the certification and the Associates Degree Programs. Employment will be the main factor that will determine success and employment in the field of study is critical.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: *Our department has developed a committee that comprises of five sectors within the industry that advises us on the current trends in the areas of hotel and hospitality construction, Healthcare, Residential, Commercial and Transportation. Each area is a focal point in the industry that supports jobs and is focused on in several courses within the program. We also have professionals come in and engage students in the class and guest lecture on specific subject matters. We are in the process of developing a relationship with USC and University of Pennsylvania for work force development studies in construction.*

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney College

Discipline, Department or Program: Construction Management

Contact Person: Kelle Lynch McMahan

Date: 11/14/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources: Classified				
Human Resources: Student Workers				
Technology				
Equipment				
Supplies				
Facilities				
Professional Development				
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Discipline, Department or Program Chair

Print Name

Signature

Date

Received by Vice President of Instruction

Print Name

Signature

Date

