



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program:

Division:

Date:


We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: *Jonathan Keller*

Printed Name: Jonathan Keller

Date: 11/27/23

Dean Signature: 

Printed Name: Ken Starkman

Date: 11/27/23

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

The following courses meet or exceed the standard for success and completion rate:

CSTR 06 Residential Plumbing and Mechanical Systems

CSTR 07 Residential Electrical Systems

CSTR 14 Contractor License Law

CSTR 15 Construction Management

CSTR 30 Construction Plan Reading

CSTR 31 International Building Code

CSTR 32 Uniform Plumbing Code

CSTR 34 National Electrical Code

CSTR 35 California Accessibility & Energy Codes

CSTR 38 Uniform Mechanical Code

CSTR 41 International Residential Code

CSTR 60 Computer Estimating

CSTR 65 Construction Project Scheduling

CSTR 100 Residential Construction

CSTR 102 Residential Finish Carpentry

CSTR 104 Concrete and Masonry

CSTR 108 Surveying for Builders

CSTR 110 Residential Estimating

CSTR 112 Construction Materials and Specifications

(CSTR 06, CSTR 07, CSTR 60, CSTR 65, CSTR 100, CSTR 102, CSTR 104 – All are Lecture & Lab courses)

What do you attribute to your success?

The Construction Department has a robust hands-on course content. Students are engaged, curious, and desire more information than can be prescribed into a 16-week course. The department introduces beginning concepts and utilizes best practices in safety and skill attainment for every student learner. Because of the lack of space and instructor monitoring, lab classes are limited to 20. Since the pandemic, we have witnessed extensive demand for more available courses, and without instructors and operational space, expansion of offerings is not possible. However, even without already approved additional support from previous program review and lack of school administration support, the department has continued to thrive and grow within its' existing limited space and modest resources. To provide every student the opportunity to take an offered closed course, one fulltime instructor has shared course units with an adjunct instructor to allow more students to register. This is the only way to accept more students while maintaining and enforcing safety during lab activities. With the dean's approval, additional students have been allowed to register without waiting another semester to enroll in closed classes. Although, the overloading of the available lab work area has increased instructor frustration trying to maintain safe lab activities in small spaces. The school promotes engagement for students generally, however our student learners are motivated by this department, teaching skills as they manipulate materials and work with tools. These lab activities reinforce the learned components of the lecture. Students begin their pathway in any order, and continue into completion of a certificate or a degree from the college. Some take department courses simply for self-improvement of life skills.

The following courses are slightly low in meeting one of the standards in one of the categories:

- **CSTR 100 Residential Construction** – enrollment was 22 students, 10% more than allowed, of which average success rate showed a single positive: 77.3%. The completion rate was a double positive: 95.5%. Without exact student information, it is speculation as to the slightly low success rate. CSTR 100 is considered the gateway course to promote desire, interest, and life-long career possibilities. Many students from wide ranging backgrounds join the department by first taking this course without any pre-education requirements. Many join the department and the school for the first time with only a desire to build something with their hands. The construction department values all learners and champions everyone to excel and enjoy the time spent learning here at Fullerton College.
- **CSTR 108 Surveying for Builders** – enrollment was 14 students, of which average success rate showed a double positive for success rate: 78.6%. The completion rate was single positive: 78.6%. This course is saddled alongside an engineering course. It involves heavy mathematic calculations and concepts. Success rate is good as the instructor is patient and considerate of students who may struggle with math concepts. Completion rate, although slightly lower, shows the care given from within the classroom.

The report shows a generally positive rate in both categories despite the lack of resources & support:

- **For the past several Program Review cycles, department justification for additional faculty were proved and positively recommended – still not received or administratively supported.**
- **For the past several Program Review cycles, department justification for additional facility space has been proved and positively recommended – still not received or administratively supported.**
- **For the past several Program Review cycles, department justification for an approved support truck has been proved and positively recommended – still not received or administratively supported.**
- **Program Review does not provide any positive results for this department, maybe Program Review, despite generally successful outcomes for this department, is the reason for ANY decline in success or completion?**

Potential Solutions:

1. **Hire another Fulltime Instructor** – already justified, already Program Review approved, no support from administration. Current adjunct faculty are professionals in their fields and show the commitment for the college, this program, and their community. But, they are teaching over 85% of the courses in the program. The construction industry is still playing catch-up from the pandemic, and it is more lucrative to work in the field then to take time out of the week to teach. This has led to overload, literally and physically, for one full-time instructor. Also, due to the student demand for courses, the department must alternate some courses making availability of courses unique by semester. This makes program certificates and degrees untimely and inconvenient for the students' pathway to graduation.
2. **Need for additional Lab space and functional classroom technology** – Since returning from temporary facilities in La Habra, (2) dedicated side by side classrooms were originally proposed. One classroom was instead given to welding, leaving only one lecture classroom for construction. Only a small fraction of the outdoor lab area has been given for construction activities and lab work. This makes it impossible to increase classroom size and prohibits running additional courses concurrently. The current on-site construction of a maintenance facility would provide the most economical and best solution for the construction programs growth and training needs of future students. Perfect solution for integration is already in process.
3. **Need for a department truck** – Past Program Reviews have approved and justified the need for the department to have its own truck. Material deliveries and just in time materials are currently picked up by the fulltime instructors' personal truck without compensation. Large material quantities are thus made to allow the incorporation of delivery fees, which goes against the finite budget for materials. Lack of administrative support.
4. **Existing classrooms do not have operational teaching technology** – The current classroom has been plagued by non-functioning computers, online disconnects, projector media fails and non-connects, poor lighting arrangements, no heating in winter. Much of these defects are self-induced by the administration department in charge of IT. However, all of these items can contribute to student success rates.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?
2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

ISLO Assessment and Achievement Gap

The construction department does not have a gap between reported groups. All groups average as double positive and are above 90%. In this instructor's gradebook it appears we are at 'A' grade. Only one undecided group received a single positive rating for success @ 76.5%, and @ 82.4% for completion. Out of 630 students that is only 2% of the total. These 17 individuals do not want to identify thus should not be included in the overall construct. Despite having support from the previous Program Review's and little to no support from the school administration, the Construction Department is

Building Careers, On Point and On Purpose for every student learner.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities	Yes, A new one	Yes, the construction program needs a construction facility.
Equipment	Truck \$90,000	College or SWP for hauling program materials.
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$90,000	