Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Construction Technology

**Principal Author(s):**

Jonathan Keller

**Dean:**

Kenneth Starkman

**Submission Date:**

11/26/2024 9:40:34 AM

**Author Signature:**

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**Manager Signature:**

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| Electronically signed by Kenneth Starkman on 11/26/2024 9:40:34 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

The success of the Construction Department can be attributed to several key factors:

1. Engaged and Curious Students: The students in the department are highly engaged and eager to learn. Their curiosity and drive for more knowledge beyond what can be covered in a 16-week course create an environment where learning is dynamic and continuous. This intrinsic motivation helps foster a culture of learning among every participant that extends beyond the classroom and disallows an administrative push for diversity, inclusion, and equity.

2. Hands-On, Practical Course Content: The department provides a robust, hands-on learning experience that is essential for skill acquisition in the construction field. By focusing on safety and best practices, students are not only taught theoretical knowledge but are also able to apply it in practical settings, enhancing their learning experience.

3. Commitment to Safety and Skill Attainment: Safety is a top priority here in this department and out in the employment world. This department's emphasis is always Safety First together with skill practice and mastery, which ensures that students are well-prepared for real-world applications. This is a fundamental part of why students are drawn to the program - they feel they are gaining valuable, usable skills from dedicated and caring instructors.

4. Adaptability in Resource Management: Despite challenges such as limited space and instructor resources, the department has adapted effectively. The flexibility of one full-time instructor sharing course units with adjunct instructors helps accommodate more students, allowing the department to serve a larger student body while maintaining safety standards during lab activities.

5. Support from Dean Leadership: The department has benefitted from the support of the dean, who has allowed additional students to enroll in closed courses or has authorized additional duplicate courses without having students wait for the next semester. This willingness to be flexible with enrollment numbers has helped meet the high demand for the program.

6. Hands-On Learning Reinforced by Lab Activities: The department’s focus on lab activities that reinforce lecture components gives students a chance to manipulate materials, work with tools, and develop practical skills. This hands-on learning approach is a key differentiator in helping students build both confidence and competence.

7. Student Diversity in Goals: The department caters to a wide range of students, from those seeking certificates or degrees to individuals simply wanting to improve their life skills. This diversity in student goals helps make the program accessible and appealing to a broader audience.

8. Program Growth Despite Limited Resources: The department's continued success, despite limited resources and operational space, speaks to the resilience and commitment of the faculty and staff. Even without additional support from the administration, the department has managed to thrive and grow within its existing constraints.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

The slightly below standard is due to administrative non-support of the program. With simple but championing support, this program could be the de facto standard for all community colleges throughout Southern California.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

The only significant changes are more students in the classroom. For safety reasons alone, lab classes due to space constraints and resources must be limited to 20 students. To provide the best experience and overall safety for students working with hands-on tools and materials, with dean support, the full-time faculty instructor splits units in those courses with an adjunct instructor to allow an increase in capacity to 25 students. Again, due to space constraints, it is unsafe for more students to join. This causes disappointments with some students who are eager to progress through the program, but unable to participate when wanting to join.

Since the Covid pandemic, a steady increase in students has reached capacity each semester since 2020. Observing 2024, it has higher attendance than 2023. Currently, for Spring 2025, 50% of all courses available are full or closed within one week of registration. More resources already approved through program review are needed immediately to grow capacity in the construction technology program.

In summary, the success of the Construction Department can be attributed to its dedicated staff, engaged students, practical curriculum, and its ability to adapt to challenges while maintaining a focus on safety and skill development.

The reports do not highlight the department's need to receive requested resources and support despite repeated positive recommendations in Program Review cycles. While the department has consistently made a strong case for additional faculty, facility space, and a support truck, these justifications have been endorsed but denied or ignored. This lack of support is contributing to a sense of frustration, potentially impacting overall morale, department effectiveness, and success rates past, now, and in the future.

The last point raises a critical question: Could the Program Review process, despite its general success as a mechanism to request or recommend improvements, actually be unintentionally harming this department? This concern suggests that while the recommendations are positive, the failure to act on them might be undermining the department’s progress. The absence of necessary resources could create barriers that prevent the department from achieving its full potential, leading to potential declines in future success or completion rates.

# Part 2: Additional Resource Request Reasoning and Support

[ ] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

We have reviewed our most recent self-study and still have not received any identified resource requests for the past several program reviews. With already approved resources, solutions for maximizing student success could increase substantially. The following is recognized, requested, and approved program needs and potential program impact:

1. Hire One Additional Full-time Instructor:

• Current Issue: The program is heavily reliant on adjunct faculty, who are dedicated and teach over 85% of the courses. This leads to overload for the sole full-time instructor. The construction industry’s post-pandemic demand for workers makes it hard to recruit instructors.

• Solution: Hiring another full-time instructor is critical to reduce overload, ensure course availability, and maintain consistency in instruction. This will also help stabilize the teaching staff, as adjuncts are often unable to commit long-term due to better financial incentives in the field.

• Impact: This will create a more balanced workload, improve course availability for students, and foster a more sustainable program structure.

2. Need for Additional Lab Space and Functional Classroom Technology:

• Current Issue: The construction program has inadequate lab space and problematic technology in classrooms. The previous facilities, which were temporary, were intended to be replaced with several dedicated construction classrooms, but only one was provided. Additionally, the limited outdoor lab space restricts practical training activities.

• Solution: Expanding lab space, and ensuring classrooms are equipped with modern technology, will enhance both the theoretical and practical aspects of the curriculum. The ongoing construction of the current maintenance facility would be an ideal solution to accommodate the program's growing needs.

• Impact: More space for hands-on learning will help students gain valuable practical experience, improve instructional quality, and allow for more courses to be offered simultaneously, reducing delays in students' graduation pathways.

3. Need for a Department Truck:

• Current Issue: The department lacks its own truck for material deliveries, with instructors currently using their personal vehicles without compensation. This situation leads to inefficiencies and additional costs, as instructors are forced to buy larger quantities of materials to make up for delivery fees, which cuts into the program’s limited budget.

• Solution: Providing a dedicated department truck for material deliveries would reduce reliance on personal vehicles and allow for better management of material purchases and transportation.

• Impact: This will reduce financial strain on instructors, improve the program’s efficiency, and ensure that materials are available when needed for classroom and lab activities.

4. Existing Classrooms Do Not Have: Teaching Space, Equipment, Technology:

• Current Issue: Many classrooms are plagued by technical issues like non-functioning computers, poor projector/media setups, inadequate lighting, and lack of heating. These issues are reportedly caused by administration and facilities – both neglecting building infrastructure maintenance and media / IT needs.

• Solution: Upgrading classroom technology and ensuring all equipment is functioning correctly will improve the teaching and learning experience.

• Impact: Functional teaching technology enhances the overall educational experience, improves student engagement, and supports higher success rates by enabling more effective lessons and resource access.

1. **Is this request related to an essential safety need?**

Yes

**Please explain how this resource will help your program meet an essential safety need.**

As stated above / Safety is Paramount in ALL lab activities. Because of close instructor engagement, no student has suffered any major injury.

The Construction Technology program prides itself in maintaining safe work experiences for all student learners which will translate into safe working employees.

This format does not function properly for explanation regarding Program Review. In conclusion I am including following statement:

The Construction Technology Department at Fullerton College exemplifies dedication and resilience, thriving despite significant challenges. Operating with limited facilities, a single full-time faculty member, a shortage of specialized equipment, and a materials budget that has not kept pace with inflation, the department has consistently achieved remarkable outcomes in student success and program completion. Over the past 15+ years, these accomplishments have been recognized repeatedly through student surveys and completion ratings through program reviews. Requests for resources have been made consistently through program review where it has been highlighted, recommended, and even approved, but seemingly always forgotten or denied these requested resources.

This success story is driven by the unwavering commitment of its lone full-time faculty member, the support of a small yet devoted team of adjunct instructors, and the strong leadership of its department dean. Together, they have maintained the department’s ability to deliver a high-quality education that seamlessly integrates academic knowledge with hands-on practical skills. This comprehensive approach has not only prepared students for careers in construction technology but has also enabled them to excel in the field. Although occasional instances of underperformance exist, they are the exception, not the rule. The overwhelming majority of students benefit significantly from this rigorous and supportive educational environment.

When compared to larger departments such as Math, English, and History - each with significantly larger support teams and full-time faculty - the Construction Technology Department’s achievements are even more impressive. While many academic disciplines grapple with pronounced achievement gaps, these disparities are notably less significant within Construction Technology, underscoring its ability to support students effectively despite its resource constraints. Given its extraordinary accomplishments, the Construction Technology Department stands as one of Fullerton College’s most valuable assets. It serves as a shining example of how dedicated faculty, supported by a committed administrative team and effective leadership, can overcome limitations to create a profound and lasting impact. This department embodies educational excellence, advancing student success and bolstering the college’s stellar reputation, even in the face of ongoing challenges.

Fullerton Colleges' Construction Technology Department statement: Building Careers and Community since 1948 - On Point and On Purpose!

**For each separate resource request, complete this chart with details of the request:**

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| **Type of Resource** |  |
| Personnel | Faculty |
| Facilities | Convert some of current maintenance building to student training. Remove High School baseball field for use by Construction Department. Utilize baseball space for heavy machinery operation and building space. $250,000+ |
| Supplies | Currently, program has had the same material budget for 10 years, consumable material budget needs to keep up with inflation. $30,000 per year |
| Computer Hardware |  |
| Computer Software |  |
| Training | Instructor training for new technologies |
| Other | Truck: Already approved $30,000 Equipment: Cold formed steel stud bender 3D concrete printer Backhoe / manlift / forklift $1.2 million |
| **Total Requested Amount:** | $1,500,000 |

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| **Is the funding requested ongoing or one-time funding?**One-time funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes |