Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
   Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

   > Five years ago due to cost-cutting the Architecture Degree program at VC was eliminated. Through curriculum content and student participation, Construction Management is closely linked with Architecture. When the Architecture students left VC, it adversely affected the CT program.
   >
   > At one time, Architecture students represented about 40% of the students enrolled into Construction Technology classes. Today, Architecture students represent less than 10%.
   >
   > The re-instatement of the Architecture program scheduled for Fall 2016 will bring more students on campus interested in Construction Technology offerings.

3. Are the demographics of students in your program similar to those of the College, as a whole?
   No

4. If no, please describe why they differ (600 characters max).

   > As with many of the industrial-trade programs, women are not well represented. At Ventura College women comprise about 55% of the student population. In the CT program women account for about 10% of the students.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
    Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
    Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
    Constant
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
    No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

    The success rate in the Construction Technology program has averaged about 82% over the past 5 years, while the Ventura College average is about 72%.

    The reason for this high success rate is that the CT program instructors stress the importance of completing an educational program in a competitive society. In addition, many employers are seeking candidates with a minimum of an Associate's degree. We actively counsel our student to finish their degrees.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
    No

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

> An 82% success rate is very high. Although many employers want candidates with an Associate's degree, the requirement is not universal in the construction industry. There are many employers who want skilled, knowledgeable employees regardless of their degrees. For this reason many of our students go straight to work in industry without completing their degree.
>
> Because employment is the objective of our program, we consider students who obtain jobs as a success even if they haven't finished their degree, or in some cases didn't even finish the class.

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Decreasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

> The classroom used by the CT program accommodates a maximum of 28 students per the Fire Code. At maximum capacity the program's productivity rate would be 420.
>
> Prior to five years ago when the Architecture program was eliminated, the CT program had a 528 productivity score. Since the Architecture students left Ventura College, the CT has had to reduce offerings. Prior to the elimination of the Architecture program, demand was so high we regularly over-filled our classes beyond established limits.
>
> The Architecture program is in the process of being re-instated effective Fall Semester 2016. This re-instatement should have a very positive effect on the Construction program enrollment.

5. Are you able to increase your productivity and/or course fill rate?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   Yes

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

   The CT program offers an Associate of Science degree, Certificate of Achievement degree and a Proficiency Award. Over the past five years, we have awarded 96 A.S. and COA degrees. In addition we have awarded a large number of uncounted PA degrees.

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   No

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
No
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

> The small size of the Construction Technology program limits our ability to increase the number of annual awards. We will continue to encourage and assist our students to complete their degrees.

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
    Yes
2. If yes, why haven't they been assessed? (600 characters max)

> The CT program has several courses without SLO assessment. These are courses that haven't been offered recently because of enrollment and/or budget issues. We do plan on cycling these courses up, and will provide assessment at that time.

3. What percentage of your program's courses has assessed at least half of their SLO's?
    80%
4. Have you made any changes to courses based on the results of SLO assessment?
    Yes
5. If yes, briefly describe the changes were made and the impact they had on student learning.
    (600 characters max).

> SLO's help faculty focus on industry standards and employability goals. Curriculum content and textbook selection are examples of changes made through assessment evaluations.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

   14 Courses

7. How closely have you adhered to your SLO rotational plan?

   Mostly

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

   Enrollment and budget issues have caused several course cancellations over the past few years. However we do try to adhere to the posted rotational plan.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

   ISLO #3 "Critical Thinking and Problem Solving" is directly associated with the goals and objectives of the construction technology program.

   Critical thinking and problem solving are important components of Building Code interpretation, architectural design, and the logistics of the construction process.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

    4

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

    Yes

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
   No
2. How have these changes impacted student learning? (600 characters max)

Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
CT	None	CT15-01	Improve Scheduling and Productivity	Offer more day classes to attract students	None			M	M			N/A	Completed	Budget has not allowed increasing number of classes
CT	None	CT15-02	Improve Curriculum	Update curriculum to current standards	None			M	M			N/A	Completed	New energy and regulatory subjects have been included into curriculum
CT	None	CT15-03	Recruit More Students	Increase enrollment through women and younger students	None			H	M			N/A	Ongoing	Counseling and campus outreach have helped with recruiting
												- Select -	- Select -	

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
CT	CT16-01	Reinstate Architecture Program	Develop curriculum content and approvals for Architecture degree	None	None	Other	X Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	X Enrollment ☐ # Under-represented students ☐ Course Success Rate X Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req X High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low
					- Select -	- Select -	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	☐ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
					- Select -	- Select -	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	☐ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low
					- Select -	- Select -	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	☐ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
					- Select -	- Select -	☐Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☐Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
					- Select -	- Select -	☐Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☐Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Process Assessment
How have the changes in the program review process this year worked for your area?

The new Program Review process seemed streamlined and required less time.

How would you improve the program review process based on this experience?

Ask open-ended questions, such as;

What do you need to make your program a bigger success?

What can the Administration do to assist you?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification
Preparer:

Casey Mansfield

Dates met (include email discussions):

September 18, 25, October 2, 20015

List of Faculty who participated in the program Review Process:

Casey Mansfield

Ralph Fernandez

Scot Rabe

Steve Stuart

Preparer Verification:

X   I verify that this program document was completed in accordance with the program review process.

Dean Verification:

☐   I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*