

**NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW**

Discipline/Unit/Department: Construction Technology

Program(s) or Certificate(s) Associated: Construction Technology Degree and Certificate

Contact Person: Dr. Jim Thomas

Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)

programreview@norcollege.edu



Form Last Revised: December 2015

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Comprehensive Instructional Program/Unit Review Update

Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: VP Business Services 951-372-7157

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Comprehensive Instructional Program Review Update

Unit: Construction Technology
 Contact Person: Dr. Jim Thomas
 Date: April 20, 2016

Trends and Relevant Data

1. Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No.	No.
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT ? If not, discuss if you are in process or have future plans to do so.	No.	Yes. We are finishing a Construction Management Certificate.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No.	NA
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT .	Yes. The Residential Electrician Program is currently using three of our elective courses: Con 60 (Introduction to Construction), Con 62 Blue Print Reading, and Con 66 the National Electric Code.	NA

2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

The Construction Technology Program does not offer any Distance Education classes at this time,

Comparative Success Rates

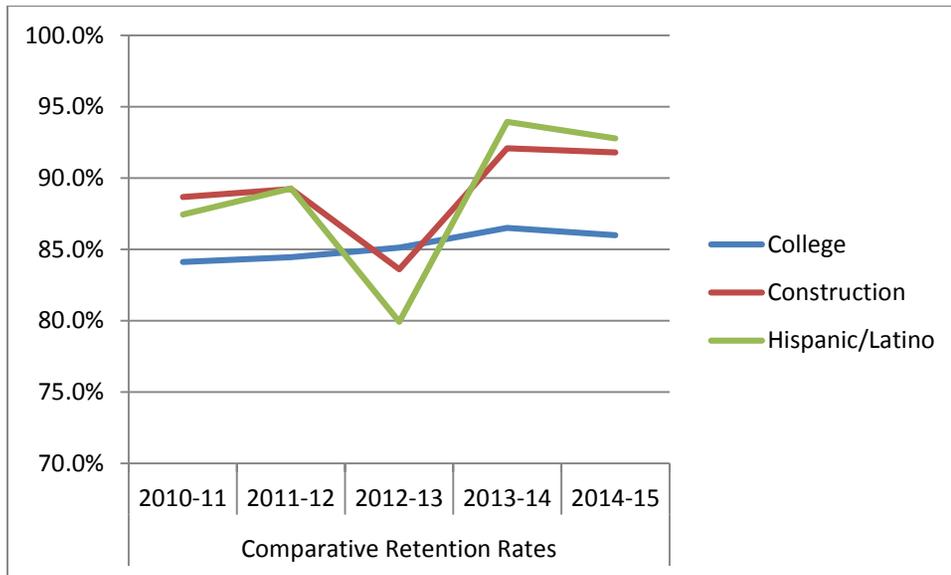
	2010-12	2011-12	2012-13	2013-14	2014-15
College	68.2%	69.4%	69.5%	70.8%	69.6%
Construction	80.4%	80.1%	76.1%	85.3%	83.6%
Hispanic/Latino	79.7%	79.4%	69.5%	85.4%	81.0%



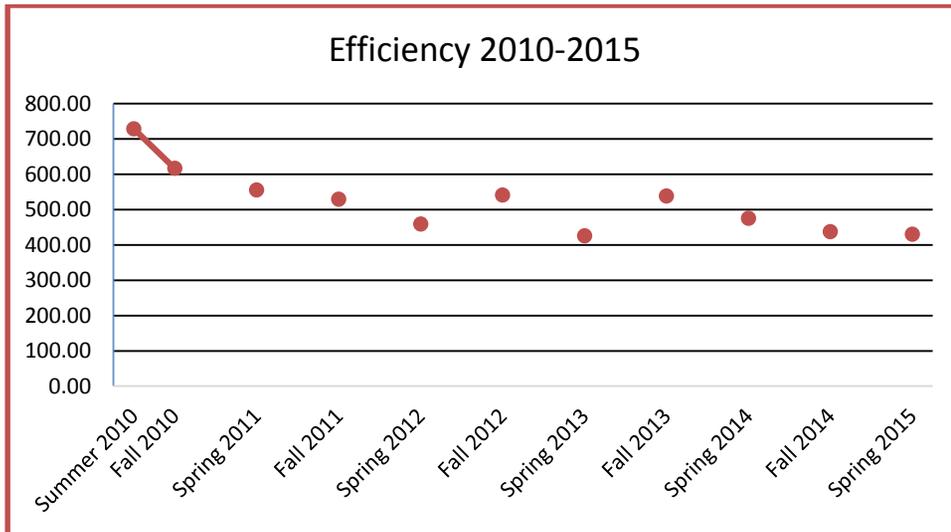
The Construction Technology Program has an average success rate of 83.6% for the past 5 years. The college average rate in this area is 69.5% showing that the Construction Program is 11.6 percentage points above the college’s success rate for these past 5 years. What also is encouraging is that the Hispanic/Latino population in the Construction Program averaged a success rate of 79.0% during this time period. This is also above the college average by 9.5 percentage points. What is also highly encouraging is that these focused and successful individuals have achieved a success rate which is well above the college’s Hispanic/Latino average rate of 61.9% for the 2012-2013 school year. This area of our student population is one the main target areas for the Norco College 2015-2018 Student Equity Plan.

Comparative Retention Rates

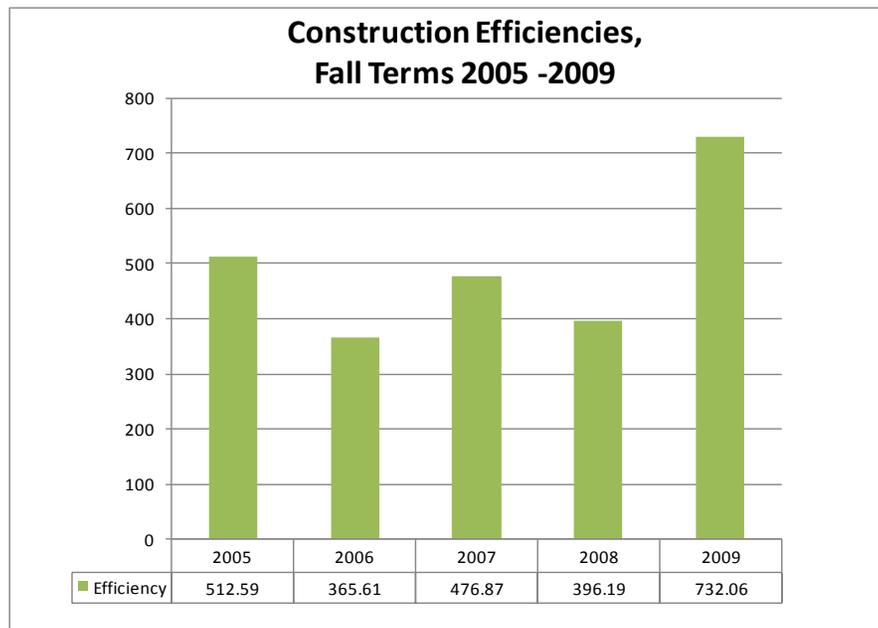
	2010-11	2011-12	2012-13	2013-14	2014-15
College	84.1%	84.5%	85.1%	86.5%	86.0%
Construction	88.7%	89.2%	83.6%	92.1%	91.8%
Hispanic/Latino	87.5%	89.3%	79.9%	94.0%	92.8%



The Construction Technology Program has an average retention rate of 89.1% for the past 5 years. The college average rate in this area is 85.2% showing that the Construction Program is 3.9 percentage points above the college's success rate for these past 5 years. What is interesting is that the last two years we have seen a modest, but consistent jump in Retention in the Construction and the Hispanic/Latino population in the Program. This is possibly due to the rebound of the Construction Industry as a whole.



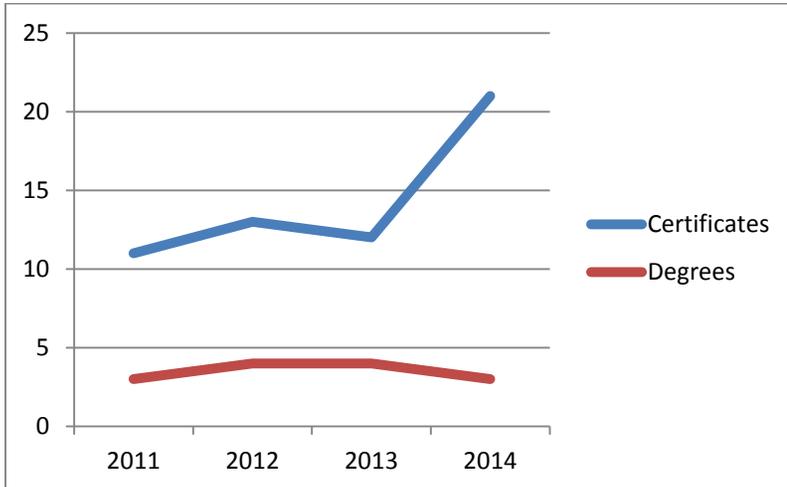
The Efficiency Rate for the Construction Technology Program has fluctuated above and below the 500 mark for the past five year period. Going back to the data from the previous Comprehensive Program Review this pattern of being above and below the 500 mark seems to be consistent. (See graph below)



3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.

Our averages in the areas of Success and Retention are above the college averages. The five year average Success rate for the Construction Technology Program was 83.6% and the five year average Retention rate for the Construction Technology Program was 89.1% This is relatively consistent with the previous Comprehensive Program Review data. This can be possibly be explained by the fact that the majority of the students in the program are working in the industry and are highly motivated to complete the coursework for career advancement.

The number of degrees for the past four years (chart below) shows a marked increase in 2014, due in great part with our counseling staff coming to several of our classes to help our students with the declaration of their program of student and helping them to apply for their degrees and certificates. With this increase we were the top performing CTE program at Norco College for most certificates over the past three years in the area of 30 to 60 unit certificates (46 certificates).



4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Continue work on offering a one-year track for the Construction Certificate	Collect and analyze the data for the reinstatement of the Summer and Winter classes for this past calendar year (Winter was offered and Summer will be offered in 2014). This will be relative to retention, success, and efficiency	The Con 60 and Con 62 classes have been successfully implemented back into our 2 year schedule to provide both a 1 year and 2 year track for completion of the Program. Summer and Winters are now being now viable options	Goal 1.6 Goal 1.7 Goal 3.2
Monitor enrollment management	Review the sequence of classes offered in the one and two year rotation schedule. Use statistical analysis to ensure the class sizes are balanced to promote increased completion rates.	The factors outside the control of the college have had an impact upon increasing our efficiency rates. The economy is now showing some stability and our classes are starting to rebound.	Goal 1.5 and Goal 1.7
Finish Development of the Construction Management Certificate and begin implementation	Have Con 74 – Construction Estimating in the Fall 2014 schedule and finish development of the Construction Scheduling class.	Recent efforts to utilize this certificate to include a new program at the college (Electrician Apprenticeship) have helped to generate more momentum to finalizing this effort	Goal 4.4

- 5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A**

NA

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? **Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Complete the final components for the Construction Management Certificate and begin awarding degrees and certificates in this area.	Revise the curriculum to include a technical writing class and reformat the course structure to include our Construction Technology students and the Electrician Apprenticeship students.	Fall 2016	Goal 1.10 Goal 4.2
Monitor Enrollment Management	Closely monitor and adjust course offerings to maximize the ability to complete the program in a 1 year or 2 year track and to ensure that each class has a sufficient number of students	On going	Goal 1.4 Goal 1.5 Goal 1.6 Goal 1.7 Goal 3.2 Goal 3.5
Increase number of Certificates and Degrees	Continue to work with our Counseling Department to have students declare and develop an educational plan and apply for the certificate and degree	On going	Goal 1.1 Goal 3.1 Goal 3.2 Goal 3.3 Goal 3.5

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the [Norco College Catalog](#) and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
Con 60				
Con 61				
Con 62				

Con 63 ABCD				
Con 64				
Con 65				
Con 66				
Con 67				
Con 68				
Con 70				
Con 71				
Con 72				
Con 73				
Con 74				

Norco College Comprehensive Instructional Program Review Update

Unit: Construction Technology
 Contact Person: Dr. Jim Thomas
 Date: April 20, 2016

Current Human Resource Status

7. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Construction Technology	1 FT	5 PT

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
BEIT	1 FT IDS (shared)	

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

List Staff Positions Needed Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)
1.IDS Support The BEIT IDS still supports 16 disciplines. This new position could be used to redistribute and readjust the current work load among the other IDS (This has been in my program review for the past several years. These workers have been doing more than a fair share and do need support otherwise we will be experiencing more turnover and the learning curve of having new people takeover. <u>Justification</u>	N	6	\$72,000	Goal 6.3	
2. <u>Justification</u>					
3. <u>Justification</u>					
4. <u>Justification</u>					
5. <u>Justification</u>					

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

Unit Name: Construction Technology

9. Equipment (including technology) Not Covered by Current Budget²

List Equipment or Equipment Repair Needed. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>None Justification</u>					
2. <u>Justification</u>					
3. <u>Justification</u>					
4. <u>Justification</u>					
5. <u>Justification</u>					
6. <u>Justification</u>					

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**** These requests are sent to the [Business and Facilities Planning Council](#).**

10. Professional or Organizational Development Needs Not Covered by Current Budget*³

<p>List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. Provide Orientation and Assessment training to PT each semester to ensure current knowledge on Assessment and other college procedures and policies <u>Justification</u></p>				
<p>2. <u>Justification</u></p>				
<p>3. <u>Justification</u></p>				
<p>4. <u>Justification</u></p>				
<p>5. <u>Justification</u></p>				
<p>6. <u>Justification</u></p>				

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the [Professional Development Committee](#) for review.

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

11. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p style="text-align: center;">List Student Support Services Needs</p> <p style="text-align: center;">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p style="text-align: center;">EMP GOALS</p>	<p style="text-align: center;">Distance Education</p>
<p>1. None <u>Justification</u></p>		
<p>2. <u>Justification</u></p>		
<p>3. <u>Justification</u></p>		
<p>4. <u>Justification</u></p>		
<p>5. <u>Justification</u></p>		
<p>6. <u>Justification</u></p>		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

<p align="center">List Other Needs that do not fit elsewhere.</p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. Continued scheduling of Construction classes in IT 122 and IT 123 <u>Justification</u> Gives faculty more access to other Construction Faculty and resources (display cases and construction materials).</p>	NA			
<p>2. <u>Justification</u></p>				
<p>3. <u>Justification</u></p>				
<p>4. <u>Justification</u></p>				
<p>5. <u>Justification</u></p>				
<p>6. <u>Justification</u></p>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. Long term goals aligned to mission and EMP	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
7. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog	/	COR section is completed in its entirety – all courses in catalog identified
8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores				
(If no programs of study are applicable, do not average in points from item #3)				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
Con 60	C	Embedded test questions	
Con 61	C	Project	
Con 62	C	Embedded test questions	
Con 63	I	Embedded test questions	
Con 64	C	Project	
Con 65	C	Embedded test questions	
Con 66	I	Quiz on SLO specifically	

Con 67	I	Quiz on SLO specifically	
Con 68	I	Embedded test questions	
Con 70	I	Embedded test questions	
Con 71	I	Embedded test questions	
Con 72	I	Embedded test questions	
Con 73	I	Project	
Con 74	C	Project	

- b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
Con 66	Revised assignments	Sizing a residential electrical service. Using a series of homework, group in-class assignments, and a quiz directed at the task has improved the success of the students. I deleted and alternate method sizing services that seemed to cause more confusion than clarity.	Yes
Con 67	Revised assignments	Sizing a residential gas system. Students understood and retained the methodology of sizing a gas system when exposed to the material over a 4 week period using more in-class group and individual assignments.	Yes

- c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
NA	

- d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student’s ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

Group In-class assignments – The group in-class assignments have a unique feature of engaging other students in the learning process.

Field Trips – Field trips to Construction Sites or Architect offices or Professional Association monthly meetings help to see and hear from those employers what real life scenarios exist and how the curriculum is designed to meet these needs.

Individual and group assignments – These give students a scaled down opportunity to demonstrate the knowledge, skills, and abilities learning in the classroom.

- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

The resources to understanding the assessment system Norco College is now using have been very helpful.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop- closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
Con 60	1			1
Con 61				
Con 62				
Con 63 ABCD	3		1	4
Con 64				
Con 65				
Con 66	1	1	1	3
Con 67	1	1	1	3
Con 68	1	1	1	3
Con 70	4	3	3	10
Con 71	1	2	1	4
Con 72	1	1	1	3
Con 73	3	3	3	9
Con 74				

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

Construction Technology Program

2 year Assessment Schedule



Summer 2016	Fall 2016	Winter 2017	Spring 2017	Summer 2017	Fall 2017	Winter 2018	Spring 2018
<p>Blueprint Reading (Con 62) SLO 1 -3</p>	<p>Blueprint Reading (Con 62)</p> <p>Materials of Const (Con 61) SLO 1</p> <p>Building Code (Con 63)SLO 1</p> <p>Plumbing Code (Con 65) SLO 1 & 2</p> <p>Electric Code (Con 66) SLO 1 & 2</p> <p>Fundamentals of Soils Technology (Con 70) SLO 1 & 2</p> <p>Simplified Engineering (Con 68) SLO 1 & 2</p> <p>Const. Estimating (Con 74) SLO 1</p>	<p>Blueprint Reading (Con 62)</p> <p>Introduction to Construction (Con60)SLO 1&2</p>	<p>Blueprint Reading (Con 62)</p> <p>**Also M & W Afternoon</p> <p>**Introduction to Construction (Con 60) M – Fri First 3 Weeks Morning & Afternoon</p> <p>**Electric Code –Con 66 Tues & Thurs 2:50 p.m.</p> <p>Building Code (Con 63) W</p> <p>Office Procedure and Field Insp. (Con 64) SLO 1 & 2</p> <p>Mechanical Code (Con 67) SLO 1 & 2</p> <p>Energy Standards (Con 71) SLO 1 1st 8 weeks & State Accessibility (Con 72) SLO 1 2nd 8 weeks</p> <p>Project Planning Con 73 T</p>	<p>Blueprint Reading (Con 62)SLO 4& 5</p>	<p>Blueprint Reading (Con 62)</p> <p>Materials of Const (Con 61) SLO 2&3</p> <p>Building Code (Con 63) SLO 2&3</p> <p>Plumbing Code (Con 65) SLO 3-5</p> <p>Electric Code (Con 66) SLO 3-5</p> <p>Fundamentals of Soils Technology (Con 70) SLO 3-5</p> <p>Simplified Engineering (Con 68) SLO 3 & 4</p> <p>Const. Estimating (Con 74) SLO 2-3</p>	<p>Blueprint Reading (Con 62)</p> <p>Introduction to Construction (Con60)SLO 3&4</p> <p>Office Procedure and Field Insp. (Con 64)SLO 3-5</p> <p>Mechanical Code (Con 67) SLO 3-5</p> <p>Energy Standards Con 71 SLO 2-3 1st 8 wks & State Accessibility Con 72 SLO 2-3 2nd 8 wks</p> <p>Project Planning Con 73 SLO 1-3 T</p>	<p>Blueprint Reading (Con 62)</p> <p>Introduction to Construction (Con 60) W</p> <p>Building Code (Con 63) W</p> <p>Office Procedure and Field Insp. (Con 64)SLO 3-5</p> <p>Mechanical Code (Con 67) SLO 3-5</p> <p>Energy Standards Con 71 SLO 2-3 1st 8 wks & State Accessibility Con 72 SLO 2-3 2nd 8 wks</p> <p>Project Planning Con 73 SLO 1-3 T</p>

