

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Inspection Technology

Name of Division

Applied Technology, Transportation, and Culinary Arts

Name of Person Preparing this Report

Extension

Achala D. Chatterjee	X8904
----------------------	-------

Names of Department Members Consulted

Rene Avila, Gilbert Estrada, Ramon Hernandez, Robert Houts, Michael Zabala

Name of Reviewers

Andee Alsip and Melinda Moneymaker

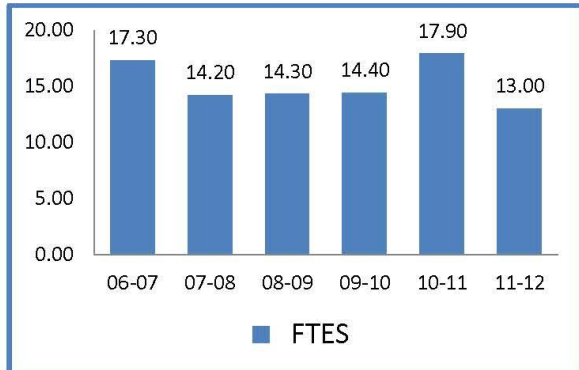
Work Flow	Due Date	Date Submitted
Date of initial meeting with department	Feb 11-15, 2013	Feb 2, 2013
Final draft sent to the dean & committee	Feb 28, 2013	Feb 28, 2013
Report submitted to Program Review Team	March 1st and 8 th 2013	March , 2013
Meeting with Review Team	March 8, 2013	March 15, 2013
Report submitted to Program Review co-chair	March 28, 2013	

Staffing

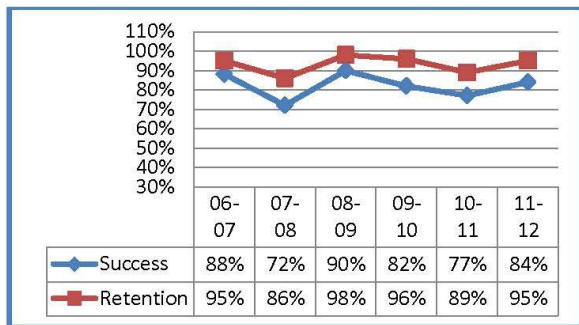
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1	0	0
Faculty	0	0	A pool of 5 faculty, 2 to 3 teach in a semester
Classified Staff	0	0	0
Total	0	0	5

Inspection Technology - 2012



	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	173	142	143	144	179	130
FTEF	6.31	1.20	1.20	1.40	1.20	1.20
WSCH per FTEF	397	355	358	309	448	325



	06-07	07-08	08-09	09-10	10-11	11-12
Sections	6	6	6	7	6	6
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	2	2	1	5	3	1
Certificates awarded	6	6	6	7	4	1

Description:

The program provides training in all facets of construction, based on the California Code of Regulations Title 24 of the State building code. The curriculum includes the use of the structural, mechanical, plumbing, electrical and HVAC codes. It also covers testing of construction materials such as soil, asphalt, concrete, masonry, wood and steel, non-structural plan review, and related laws. It takes two years to complete the certification program as only 3 courses are offered per semester.

Assessment

- The number of sections has remained the same though the number of students enrolled has decreased in the past year.
- WSCH/FTEF is unacceptable for the courses because all the courses are lecture based.
- The number of degrees awarded has decreased since 2010.
- The FTES varies somewhat every year.
- The demand for inspectors took a nosedive when the building industry in the inland empire collapsed. It is slowly coming up.

Program Goals:

- Start internship with city and county government agencies
- Institute a process so that the Course Outline of Records are followed and quality of the program is maintained with instructor changes.
- Improve pass rate for state certification.
- Provide a central point of contact in the program so that students can contact the person to get guidance

Challenges and Opportunities:

- There is no full time faculty in the department
- The curriculum has no entry exit point
- The courses do not have proper pre-requisite defined
- Many students do not have any field experience
- There are no laboratory for hands on experimentation
- There is no central point of contact to handle departmental issues
- The construction industry goes through economic cycle of booms and busts and the student enrollment follows the same cycle

Action Plan:

- Update the curriculum by 2014 with the help of Industry Advisory Board and adjunct faculty to have entry and exit points in the program
- Develop standard lesson plans for each course to provide support for part time faculty so that quality of instruction is maintained
- Work with industry to provide students with internship opportunities
- Update the website to provide more information to the students regarding the program and certification rates.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Inspection Technology	Demographics Fall 2009 – Fall 2012	Campus
6.3%	Asian	6.2%
14.7%	African-American	20.3%
50.0%	Hispanic	48.6%
0.0%	Native American	1.0%
0.8%	Pacific Islander	0.7%
27.3%	White	21.0%
0.8%	Other/Unknown	2.1%
12.2%	Female	54.6%
87.8%	Male	45.2%
8.0%	Disability	5.4%
Min: 18	Age	Min: 15
Max: 72		Max: 88
Avg: 35.6		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

- The number of African Americans enrolled in the program is 5.6% lower than on campus as a whole. When the last efficacy report was prepared in 2009 the gap was 12%. The program is moving in the right direction to fill the gap. We will continue to recruit more African Americans to the program. We will also continue to recruit qualified African-American faculty for the program because a role model helps students envision a career in this field. Currently we do not have African-American faculty.
- The program population is overwhelmingly male and does not reflect the college population. This is of concern because women can have a good career in this field. The annual salaries are high (\$40-50,000) and the jobs are in great demand when housing market is doing well. Another concern is that in the last three years the number of female students enrolled in the program has shrunk by 3% while number of women on campus has increased by 2%. There are several reasons for the low number of women enrolled in the program.
 - (1) Tradition: Home Inspectors conduct inspection of newly built or previously owned homes, condominiums, apartments and commercial building. They examine structural quality, home systems and features including roofing, exterior, attached garage or carport, foundation, interior, plumbing, electrical, and heating and cooling systems. These properties are sometimes located in unsafe neighborhoods, and inspectors usually work alone. Inspectors typically have to climb up to the attic and the roof. This profession does not attracts women traditionally. Societal norms and expectations make it difficult to recruit women.
 - (2) Access: Since the division does not have a full time faculty, the classes are offered based on availability of adjunct faculty, which is after 6 PM in the evening. These evening classes enable students, who work during the day, to attend classes at night. This semester we started experimenting with a Saturday morning class to see if it attracted more women and men who depend on public transportation to come to school. So far, we have not seen any improvement in enrollment of women but it is too soon to tell. Without a full time faculty and with the dean as the department chair, the program is essentially running on fumes. The part-time faculty and I have met and we are updating and revamping the curriculum to grow all areas of home inspections. It is taking longer than it would have if the department chair was actually a faculty member and a subject matter expert.
 - (3) Marketing the program: There are inspection jobs available in city and municipal government, which deal with approval of plans for remodeling and upgrading areas such as kitchen and bathroom or building patio covers. These jobs involve lot fewer visits to the job sites and more deskwork. We are updating the blue print reading course to make it more robust. This would better prepare the students to work as plan checkers. Women may be attracted to this field if they were aware of all the job opportunities that are available in the field. To publicize the program we need a full time faculty and adequate classified staff in the division. Unfortunately, the division is extremely understaffed. A good website would help us promote the program and we are planning to leverage on the CTE transition funds to get a contract with a web designer to improve the division website.

Steps to address the issue: One of the steps we have taken is to offer a class on Saturday morning. Another step is to recruit female instructors and African American instructors, who by their very presence, act as role models to attract female students and students of color. Currently all the adjunct instructors are male. I would also like to hire retired inspectors as a part-time faculty to start daytime classes for the program. I have sent flyers to cities that we are hiring adjunct faculty for the department. Given some time, I would like to start attending city and county planning meetings to give visibility to our program. My time is stretched between many departments and grants so this is a long-term plan that would be realized if I am allowed to fill the critical vacant positions in the division.

We are also creating a new course, "Introduction to Construction and Building Materials". This course

would introduce and familiarize students with the basics of home construction and would benefit women as well as men who have never worked in the construction trade.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The classes are mostly offered in the evening starting at 6 PM. This allows those who work during the day to attend classes at night. There are twelve courses in the program and usually 3 courses are offered every semester on a cyclical basis. This allows the students to graduate in two years. There are no pre-requisites to any of the courses, which allow students to enter the program at any point.

We have just started a Saturday morning class this semester and have not seen any change in enrollment pattern. This may be because people do not know that we offer Saturday classes. After offering the Saturday on a consistent basis for couple of years, we can assess the results better. I wish we could offer day classes but until the program grows large enough to hire a full time person, it is going to be an uphill battle. I have put a word out to recruit qualified, retired inspectors to apply to SBVC as adjunct faculty. That would enable us to offer classes during daytime without having a full time faculty. Eventually these efforts would help the program grow and meet the needs of the entire cross section of students.

None of the courses have been offered as distance education courses. As we update the courses, we will consider adding DE component. It takes a lot of work and planning to offer an effective on-line class. Without a full time faculty in the program to shepherd it, I am little hesitant to jump on to the distant learning bandwagon. We will start slowly and offer one course as a hybrid class in fall 2014 after getting approval from the Curriculum Committee. Hybrid and online class would allow some more students access to the program and allow the program to grow.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.

Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.
---	--	--

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded” on page 3 of this form.)

The EMP summary has been revised since FTEF for 06-07 was incorrect. The FTEF for the program has remained steady at 1.2. Three courses are offered every semester, which enables students to complete the certificate in two years. Due to the slowdown in housing in the inland empire, student interest in the program has waned somewhat. We still offer the same number of classes but the enrollment in each class is lower. The number of certificate and degree awarded has gone down in 11-12. It could be due to hiring freezes in local municipal agencies and cities due to budget constraints imposed by cuts in property taxes and reduction in home prices. As housing picks up this year, I expect that we will be awarding more degrees and certificates.

Retention and success rate in the program are high. Students tend to stay in the program, until they earn their certification in each area. We are updating our curriculum. We will be teaching California Codes rather than National/International Codes, since most of our students plan to stay and work in California. The State Certification is based on California Codes and not National or International Codes so it would help students pass the state certification tests, which are based on State codes and not National or International codes.

The success and retention rates in the program are high. One of the reasons is that all adjunct faculty currently work for a city or a county government as inspectors. They bring to the classroom day-to-day application of the codes and current knowledge. They also provide relevant examples from their working life, which makes the classroom more interesting.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

In June 2012, I asked Center of Excellence to prepare a Labor Market Report on Inspection Technology Occupational Outlook. From 2011 to 2016, the projected growth in the inland empire is 52% about 1000 new jobs are expected between the years 2011 and 2016. Two other colleges (Norco College, Riverside City College) in the inland empire offer classes in Inspection. I have attached this report separately.

I have not been able to determine the state licensure rates among our students. The students take the licensure exams in each subject area, after they complete the class. It is hard to contact students to find out the result after they have left the program or the college. We hear many anecdotal stories because some of the successful students come back and tell us how well they are doing. So far, we have not figured out a way to collect statistically valid data about state licensure rates.

The state and the country as a whole are more aware of the need to reduce energy consumption today than they were just a decade ago. The California Green Building Codes will be enforced when major structural renovation or retrofitting to a structure is done, increasing the need for inspectors.

We are also coming out of a recession. During recession, many families doubled up in a single home or moved in with relatives. Thus, there is a great pent-up demand for housing which will soon result in a construction boom. This will result in need for inspectors and growth in our program.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

We are revamping the curriculum. New Course SLOs are going to be written for each course this semester to coincide with the changes in curriculum. The updated SLOs will be assessed starting in fall 2014. The course SLOs for the current courses offered in this semester will be assessed for the first time this semester.

The last efficacy report was prepared by Bill Kastner who was a welding instructor and a department chair for a couple of decades. I am the fourth department chair and the third dean since 2009. Thus the continuity in the program has been lost. Plans for the SLO assessments seem to have been lost due to frequent changes in leadership over last three years.

This change has created an opportunity for re-making the program to meet the current industry standards and needs. The bright spot is that we have the same set of adjunct faculty over many years. The adjunct faculty work for Building Departments in city or municipal governments. They are conversant with the latest codes and they hire the beginning level employees in the field. I have sought their input and they are very enthusiastic about updating courses and SLOs.

The dean, who is acting as a department chair is not able to spend as much time as a fulltime faculty would on updating the program. However, she has a degree in civil engineering with emphasis in structural design, thus she is conversant with the building codes. She is able to ask the right questions and with the help of adjunct faculty the curriculum and SLOs are being updated.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

Due to rapid turnover in the department chair and the division dean in the last three years, as well as the absence of fulltime faculty, SLOs have not been revised as result of assessments. The program curriculum is getting revamped and new SLOs will be written to reflect the changes in curriculum.

The program offers a degree and a certificate. Both the degree and the certificate will be updated. The degree and certificate will be mapped to the core competencies.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

Inspection program trains students in enforcement standards, regulations, and procedures to remedy existence of and to prevent the development of dangerous, substandard or unsanitary buildings and promote excellence within the profession to improve inspection services.

How does this purpose relate to the college mission?

This CTE program provides an avenue for students who may not want to get a four-year degree to train for high paying stable jobs. It provides stable employment opportunities for those who like to work outdoors and do not mind getting their hands "dirty".

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain

any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

In last six years, the enrollment has varied from 130 to 179. Downturn in construction explains the drop in enrollment number per class from 2008-09 to 2009-10.

The increase in enrollment between 2009-10 and 2010-11 is puzzling. It may be explained as follows. Due to budget cuts, the college decreased the number of sections of courses offered. Due to high unemployment, many students wanted to enroll in college to improve their skills. Some of these students did not get a course of their choice so they enrolled in any class with an empty seat. This phenomenon may also explain the drop in number of certificates awarded. A student who takes a class to improve his chance to get the course of choice the next semester is not likely to complete all the courses required to get a certificate or degree in inspection.

In 2011-12 the enrollment numbers fell by 27% when compared to the previous year and the WSCH/FTEF went down to 325. The productivity is low especially for lecture-only classes. The demand for building inspector took a nosedive with the collapse of the housing bubble in the inland empire. Since only three courses are offered per semester, it was not possible to cut classes because that would make it even harder for students to complete their certificate.

A fulltime welding faculty has been designated the department chair for inspection program until February 2012. Since then, the division dean is the department chair. It would benefit the program if a part-time faculty was paid stipend to assume the department chair duties.

The program chair has never applied for Perkins grant money. The codes change every three years and the codebooks are very expensive. It makes it hard for students to buy the codebooks unless they already work in the industry and have codebooks available at work.

I plan to apply for Perkins grant this year in order to purchase class copies of the books. Class copies would help students, who do not have their personal copies, succeed in the class.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

	Course	Status	Last Content Review	Next Review Date
	INSPEC010B Fundamentals of Construction Inspection I: Soils	Active	11/09/2009	11/09/2015
	INSPEC011B Fundamentals of Construction Inspection II: Concrete and Asphalt	Active	11/09/2009	11/09/2015
	INSPEC012B Fundamentals of Construction Inspection III: Wood, Steel, Masonry	Active	11/09/2009	11/09/2015
	INSPEC013D Advanced Construction Inspection: International Building Code (IBC)	Active	11/09/2009	11/09/2015

	INSPEC014D Advanced Construction Inspection: National Electrical Code (NEC)	Active	11/09/2009	11/09/2015
	INSPEC015D Advanced Construction Inspection: Uniform Plumbing Code (UPC)	Active	11/09/2009	11/09/2015
	INSPEC016D Advanced Construction Inspection: Uniform Mechanical Code (UMC)	Active	11/09/2009	11/09/2015
	INSPEC017D California State Energy Regulations for Residential Buildings	Active	11/09/2009	11/09/2015
	INSPEC018D California State Energy Regulations for Non-residential Buildings	Active	11/09/2009	11/09/2015
	INSPEC024D Community Relations for Civil Service Employees	Active	11/09/2009	11/09/2015
	INSPEC025D Building Inspection for Civil Service Employees: Communication and Enforcement	Active	11/09/2009	11/09/2015
	INSPEC026D Non-Structural Plan Review	Active	11/09/2009	11/09/2015
	INSPEC098 Inspection Technology Work Experience	Active	11/23/2009	11/23/2015

The Content Review Summary from Curriconet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Curriculum is current in the Curriconet.. However, it is being updated now to reflect the changes in the California Codes and to align it with the industry needs.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The only course that is not being offered is INSPEC 098, which is the work experience course. This course is needed but due to cutbacks in FTES has not been offered. The work experience is important for this occupation so we would like to offer it as soon as budget grows.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The State of California has moved away from National or International Codes in all the sub areas and has implemented California specific codes. The state certification is given to those with California Codes proficiency. Thus students who plan to work in California have to become proficient in California codes. We are updating our curriculum to reflect this change from the state.

There is a great pent up demand in housing due to the economic downturn of 2008. Many people moved in with their parents or shared housing. As the economy starts growing, and it is showing signs of growth, the demand for housing will go up. This year housing sales went up by 10 % over last year. We expect classes will first fill up more then we will have to offer more courses to expand the program.

The program has been run at the pace of 3 sections a semester for many years. The number of sections offered never grew and it never shrank. During the last housing boom the program was not expanded and made more

robust to meet the demand. When the next expansion in economy comes, we will be more prepared to address it with an improved curriculum.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

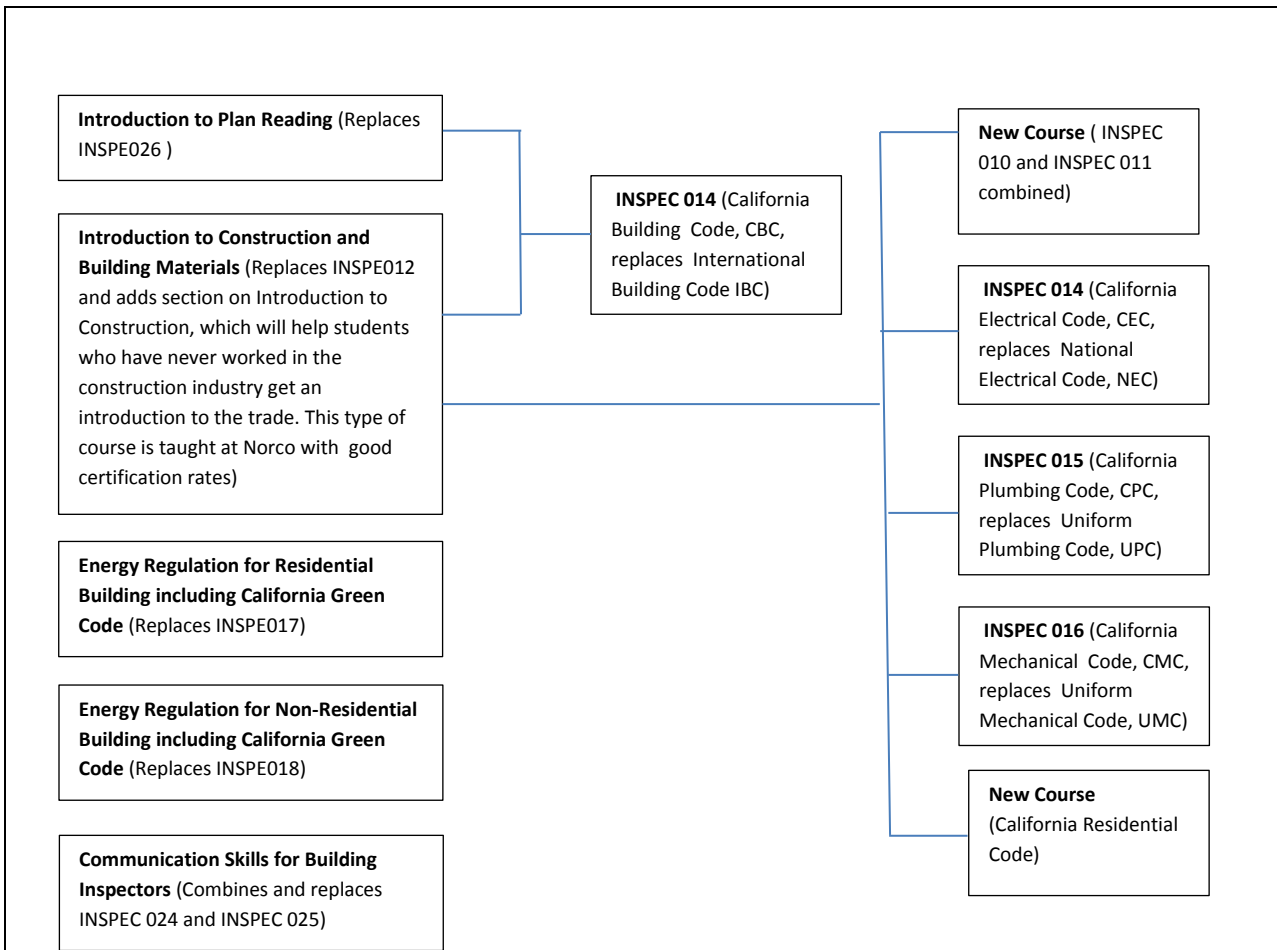
The program has not been well managed in the past. Despite the lack of leadership, the program has performed remarkably well in meeting the needs of the community. One of the reasons is that Inspectors are always needed – when you buy/sell/build/modify a house or a building, an inspector is needed to inspect and issue permit to occupy. The other strength of the program is the qualifications, experience and length of service of the part time faculty who all work in the industry. We are updating the curriculum, certificate and degree to make the program more robust and align it with the current California codes. We will apply for Perkins Grant, to provide reference books for the classroom. We will call formal Industrial Advisory Board meeting next year.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The program has a few challenges which are listed below and our plans to address those challenges.

- **The Inspection department does not have a full time faculty or a department chair.** The division dean is currently acting as a department chair. This is a chicken and an egg problem. The department is small because there is no full time faculty. A full time faculty cannot be hired unless the department is large enough to support the load for a full time faculty. One way to address this issue is to hire a retired inspector as an adjunct faculty. A retired person will have flexibility to teach program during the day and would have contact in the industry. I have requested the Vice President of Instruction to consider allowing part-time faculty to serve as department chairs, especially in programs where fulltime faculty are not available to serve as chairs.
- **The Curriculum has no entry or exit points and the courses do not have proper pre-requisites defined to maximize student success.** The curriculum is being updated and revamped to align with the industry. Students need to know California Codes in order to work in California. Green Codes and California Codes are going to replace the National and International Codes that are being taught right now. The courses will have appropriate pre-requisites as shown below. We expect that certification rates will improve with the updated curriculum. INSPEC 014 would benefit with a pre-requisite course in Basic Electric Circuit. However such a course is not available in the Electrical Department currently. 11 courses will replace the current 12 courses in the program.



- **The courses do not have proper pre-requisites defined.** The updated curriculum has some pre-requisite courses. We will watch the student success rates when the new curriculum is implemented in fall 2014.
- **Some students in the program do not have any field experience in the construction industry.** A new course – Introduction to construction and Building Material – will help the students learn the basics of home constructions. Adding pre-requisite courses will also help the students.
- **Currently there are no labs associated with any of the courses.** We are in the process of adding course content that add demonstrations in areas such as concrete and steel testing. Since we have laboratory facilities available in other programs it would be easy to borrow equipment and lab facility to conduct such demonstrations. Students retain and recall the content better when it is accompanied by lab demo. and hands on practice.
- **There is no central point of contact to handle the department issues:** It would really help if a part-time faculty could become the department chair. SBVC policy prevents a part-time faculty from becoming a department chair. Currently the division dean ties to do her best to act as a department chair.
- **Student enrollment follows the boom and bust cycle of the construction industry:** For many years Inland empire had been considered a bedroom community from which people commute to work in LA and Orange counties. The status of Inland Empire as a bedroom community still holds true to some extent. However, businesses and industries which provide employment in the inland empire, are growing. This growth in employment will provide more stability to the economy of the inland empire. Stability will keep the real estate prices and the real estate taxes at a more predictable level. The housing collapse of 2008 hurt the inspection industry in the Inland Empire harder than that in Orange or LA counties. There was drop in number of students enrolling in the class. But classes could not be cut because we only offered 3 courses a semester and current students needed the courses to complete the degrees and certificates. As our program becomes more robust, it will grow

in size and these booms and bust would not have as large an impact on the efficiency of the program.

- **Cost of Textbooks is prohibitive for many students.** The codes change every three years and the codebooks are very expensive. It makes it hard for students to buy the codebooks unless they already work in the industry and have codebooks available at work. I would like to apply for Perkins grant to buy 2-3 sets of class copy of codebooks for use in classroom.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology: The program uses technology in the classroom when available. We are updating the curriculum to incorporate Green Building Codes and the current California codes. The revamped curriculum will enable students to get certified in the state and make them more employable.

Partnership: The program has all adjunct faculty who currently work in the industry. Some of the graduates from the programs are hired by these faculty for entry level positions in the organizations where they hold full time jobs.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

1. **Demographics:** The program has made some improvement since the last efficacy report. Number of female have increased by less than 3%, a miniscule amount. The number of African American students have improved since the last report, however we have a long way to go to increase the number of African Americans in the program. Number of disabled students is higher in the program than on campus as a whole.
2. **Pattern of service:** We have not been able to offer any day classes due availability of part-time instructors who can teach during daytime. I would like to recruit retirees from the industry to fill some of the adjunct instructor positions. Due to the economic downturn many people who would have retired by now stayed on the job. With the uptick in the stock market and house prices, I expect that we will have more retiree pool to choose from in near future. We have started offering classes on Saturdays and in summer.
3. **Technology use and plans:** We have not met this goal yet. We have plans to add some lab demonstration components to the classroom studies. In case that is not possible, then we will train the faculty in some on-line resources. There are resources available on YouTube and public domain that could enhance the class. The division does not have full time faculty in five out of its 11 departments. That has made it harder to make improvement at an acceptable pace. Our building is old and needs lot of repair and modification. It is not feasible to add special labs for the program at this time.
4. **Mission and Purpose:** The department and college mission and purpose align.
5. **Productivity:** The productivity is low. The department does not have brochures to hand out. Most students and faculty on campus do not even know that this program exists. One way to address this issue is to go to the city government offices and advertise the program. The classes should enroll between 30- 40 students to get WSCH/FTEF higher. Building a better website would also help advertise the program to more students.
6. **Reputation, Safety, Aesthetic Appeal:** Current efficacy has combined these factors. The program is going in the right direction by upgrading the curriculum to incorporate California Codes, especially Green Building Codes. The program has a good reputation in the region and our students get hired by the local industry
7. **Trends:** The housing market trends and economy are improving. These external trends drive this industry so we expect growth in the program.
8. **Diversity:** The program has made some progress in increasing enrollment of African American students in the program. However it has been very slow in increasing enrollment of women in the program.