
Building Construction: Program Review 2006-07



Division of Instructional Services



Program Review Guide: Building Construction

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BUILDING CONSTRUCTION

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A. Program Background

The skills taught in the Building Construction program, when coupled with field experience, permits graduates to advance to project managers, appraisers, first-line supervisors, estimators, expeditors and building inspectors.

Building Construction is a short certificate program that does not exceed twenty-nine (29) semester hours. All students must take Orientation (Psy100) and Workplace Skills Preparation (WKO107). Also, the program offers the Associate in Applied Science that does not exceed 72 semester hours.

B. Program Mission

College

Lawson State Community College is a comprehensive, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry.

Programs

The mission of the Building Construction program is to prepare students for successful employment in residential and commercial construction and to offer continuing education.

C. Program Goals, Curriculum, and Student Learner Outcomes

Program Goals

1. To provide world class construction education in state-of-the-art facilities.
2. To provide instruction that will prepare students for successful employment in the Construction Industry.
3. To provide dynamic hand's-on, experiential learning opportunities.
4. To develop and advance construction practices and principles into the construction industry.

Curriculum

Curricula for all career/technical programs in the State of Alabama are controlled by State Articulation and Curriculum Committees. Each committee is comprised of a cross-section of instructors from the State. Recommendations are made to the Chancellor for changes. All changes are approved by the Alabama State Board of Education based on recommendation from the Chancellor.

Courses in the program of study include the following:

- Theory – one hour of theory instruction under the supervision of an instructor plus an average of two hours of out-of-class study per week.
- Experimental Laboratory – Two hours of experimental laboratory under the supervision of an instructor plus an average of one hour of out-of-class study per week.
- Manipulative Laboratory – Three to five hours of practice/manipulative laboratory under the supervision of an instructor with no out-of-class assignments per week.
- Internship – Five hours of experimental internship per week under the control and supervision of the employer on the job with coordinated employer/college representative planning.

Certificate Program - Student Learner Outcomes

1. An understanding of the skills and competencies necessary for a successful career in the construction industry.
2. The ability to read and interpret residential and light commercial construction drawings.

Degree Program – Student Learner Outcomes

1. An understanding of the skills and competencies necessary for a successful career in the construction industry.
2. The ability to read and interpret residential and light commercial construction drawings.
3. The ability to construct and strip forms for a square concrete column while practicing industry safety standards at all times.
4. The ability to use a builder's level to perform differential leveling while practicing industry safety standards at all times.

D. Strengths and Weaknesses of the Program

Strengths: The instructor is currently evaluating accreditation for the Building Construction Program through the American Council on Construction Education (ACCE). This nationally recognized agency set the standard for construction education in the United States. The classes emphasize hands on, collaborative projects, typically performed by student crews and headed by a student crew leader. Students have also been assigned projects specifically with the intention of exposing them to the local construction industry, and furthering the exposure of the program within the local community. These student projects have included monitoring and documenting construction projects throughout a class, evaluating and presenting formal presentations on local construction companies and preparing construction bids by soliciting estimates from subcontractors and suppliers.

Students pursuing degrees in Building Construction have also worked with students in the Carpentry Program, on both campuses. This has been a necessity of the multi-campus environment, but has allowed students in both programs to take full advantage of the resources available at the college.

Weaknesses: An issue that has been prominent throughout the life of the building construction program has been the budget. Over the past five years, building construction's budget has fluctuated very little. The lack of change in budget has caused the department to run short on supplies required by classroom activities. It is anticipated in the 07-08 fiscal year, the program will have exhausted its instructional supply budget months prior to the end of the program's year cycle. The program is somewhat self-supporting through live work efforts although not enough to offset the cost of supplies for the program. Due to the limitations created by the age of the facilities, the program has had boundaries placed upon it that prevent it from working at its full potential. Because of the limitation in space, many classes are overcrowded. The department utilizes facilities Monday through Friday at full capacity from 8:00 a.m. to 10:00 p.m.

Observations: The Building Construction Program will see increased demand for educational services as many retire from the construction industry and as construction increases in Alabama. Commercial construction growth is forecasted to be high, and although residential construction has leveled off, residential remodeling is expected to be in high demand. To meet growing trends, the Program will need to develop educational opportunities in green construction and preservation trades, as well as acquire program accreditation.

E. Curriculum: Degree Plans and Modifications of Changes within the program.

BUILDING CONSTRUCTION (BUC)

Abbreviated Certificate

26credit hours

Note: PSY 100 Orientation and WKO 107 Workplace Skills Preparation are required during the first semester of attendance for all students entering this program.

		Semester Hours
PSY 100	Orientation	1
WKO 107	Workplace Skills Preparation	1
<i>Select 24 credit hours from the following specialties:</i>		
BUC 110	Basic Construction Tools and Materials	3
BUC 111	Basic Construction Layout	3
BUC 112	Construction Measurements and Cal.	3
BUC 113	Basic Construction Blueprint	3
BUC 115	Roof and Ceiling Framing	3
BUC 121	Foundations, Floors and Walls	3
BUC 131	Interior and Exterior Finishes	3
BUC 132	Advanced Construction Blueprint	3
BUC 133	Planning, Codes, and Scheduling	3
BUC 141	On-Grade Concrete Applications	3
BUC 142	Planning/Estimation I	3
BUC 143	Above-Grade Concrete Applications	3
BUC 150	Homebuilders Licensure	2
BUC 212	Basic Construction Drafting	3

BUC 220	Special Problems in Building Construction	3
BUC 236	Co-op Work Experience	1
CMT 105	Construction materials and Methods	3
CMT 204	Concrete Construction	3
CMT 205	Construction Management	3
CMT 206	Construction Estimating	3
CMT 217	Software Applications in Construction	3

BUILDING CONSTRUCTION (BUC)

ASSOCIATE IN APPLIED SCIENCE DEGREE

PSY 100 Orientation and WKO 107 Workplace Skills Preparation are required during the first semester of attendance for all students entering this program. The A.A.S. degree requires a high school diploma or its equivalent.

		Semester Hours
General Studies Courses		26
RDG 114	Critical Reading for College	2
Area I – Written Composition		3
ENG 101	English Composition I	
Area II – Humanities & Fine Arts		6
SPH 107	Fundamentals of Public Speaking Humanities and Fine Arts Course	
Area III – Natural Science & Mathematics		12
	Two 1-hour PED activity courses	2
	Natural Science Course	4
CIS 146	Microcomputer Applications	3
MTH 100	Intermediate College Algebra	3
Area IV – History, Social, & Behavioral Sciences		3
	History, Social, or Behavioral Science Course	
Pre-Professional Courses		3
PSY 100	Orientation	1
WKO 107	Workplace Skills Preparation	1
BSS 220	Professional Transition	1
Area V – Major Courses		39
<i>Select 39 credit hours from the following courses:</i>		
BUC 110	Basic Construction Tools and Materials	3
BUC 111	Basic Construction Layout	3

BUC 112	Construction Measurements and Cal.	3
BUC 113	Basic Construction Blueprint	3
BUC 115	Roof and Ceiling Framing	3
BUC 121	Foundations, Floors and Walls	3
BUC 131	Interior and Exterior Finishes	3
BUC 132	Advanced Construction Blueprint	3
BUC 133	Planning, Codes, and Scheduling	3
BUC 141	On-Grade Concrete Applications	3
BUC 142	Planning/Estimation I	3
BUC 143	Above-Grade Concrete Applications	3
BUC 150	Homebuilders Licensure	2
BUC 212	Basic Construction Drafting	3
BUC 220	Special Problems in Building Construction	3
BUC 236	Co-op Work Experience	1
CMT 105	Construction materials and Methods	3
CMT 204	Concrete Construction	3
CMT 205	Construction Management	3
CMT 206	Construction Estimating	3
CMT 217	Software Applications in Construction	3

F. Faculty: Demographical Data

In order to meet the demands of business and industry, the Building Construction program at Lawson State Community College is designed to prepare students for employment in the field of Building Construction. Mr. Kevin Hitchcock, professional and qualified full-time faculty member, is responsible for the day-to-day operation and instruction in this department.

Master's Degree	Bachelor's Degree	Associate's Degree	Certification
	1		

Faculty Development

Faculty support, including professional development, technology, and sponsored research is sufficient to meet the demands of the department; however, the ability of the faculty to utilize offerings in professional development and sponsored research is hindered by heavy teaching and service loads in the department. The department benefits from the Office of Sponsored Programs and Development. Additionally, all building construction faculty have the opportunity to participate in the state-wide professional development activities and training during the Alabama College Association Annual Conference.

G. Library: Resources available, Number of Requests for Resources

Library resources, technology access and computer services for the department are sufficient for the unit. Students in the program utilize the Alabama Virtual Library in completing assignments. There is a computer lab with printers in the Millsap Building available for

student use in the department. All computers in the lab have Internet access and are controlled via the College local area network. Problems with computers are addressed via the helpdesk procedures utilized throughout the College. Two televisions equipped with DVR and VCR players are available for use within the division.

Instructors periodically review the library holdings to assess current holdings and the adequacy of the holdings. Resources for cosmetology are in print and non-print media. This includes a number of titles with videos, CDs, and audio formats. Building construction students have access to the main library for additional computer usage.

H. Budgetary Information: Annual Operating Cost: Personnel and Instructional Resources

Budget. Presently, the department's operating budget provides funds for professional development, photocopying equipment, postage, and office supplies. Funds are provided to supplement faculty travel for presentations and faculty development. The department's computer labs are furnished, maintained, and supported by the student technology fee. All faculty participate in the budget preparation process in April annually. Each faculty member develops a needs assessment for their individual class prior to meeting with the departmental chair. In a collective meeting, the faculty members develops a unit budgets based upon their needs, wants, desires for instructional improvement. These budgets are presented to the institutional Budget Committee through a Budget Hearing process in which the assistant dean, associate dean, and the vice president for instructional services participate. All faculty are invited to attend the budget hearing for the occupational and technical programs.

Teaching Assignments and Salary. Each full-time faculty member in the department may be assigned a maximum of 30 contact hours per week. This includes time for classroom preparation. Faculty members are required to display their teaching schedule and office hours each semester on the locator card. Time must be allocated for academic advising and student inquiries or help. Full-time faculty members have one College-wide committee assignment annually. Part-time faculty may be assigned a maximum of 19 contact hours per semester which includes preparation time.

Faculty salaries are determined from the Alabama Community College Salary Schedule based upon instructional or administrative position. Instructors' salaries are determined from the "D" Salary Schedule and administrator's salary will come from the "B" or "C" schedule. Funds are adequate to support the program. Clerical and administrative assistants' salary is established through the "E" schedule for non-instructional personnel. Adjunct (part-time) instructors' salary is paid by the hour. The rate varies.

I. Budgetary Information: Annual Equipment Acquisition and Expenditures

Budget \$11,810.57

Materials and Supplies \$11,810.57

Office Supplies \$1,046.82

Equipment \$1,192.22

J. Physical Facilities and Space utilization

The Department has one (1) office, one (1) classroom, two (2) indoor labs, one (1) open air lab, a work yard, secured interior tool and material storage, and one (1) secure exterior tool and material storage shed.

The facilities are generally adequate to support the current educational offerings. Minor repairs and improvements are necessary. The Principle Instructor's office requires replacement of the current heating/air conditioning system to include air/dust filtration.

Furniture for classrooms and office is inadequate and outdated and needs to be replaced to provide for the needs of the students and the Principle Instructor. Out-dated chalk boards should be replaced with whiteboards. The Principle Instructor's office PC should be replaced, as it is over five (5) years old. Student computers are adequate, requiring only mice. Additional software for estimating, construction accounting, scheduling, business management and surveying should be purchased to bring computer workstations to up to currently accepted industry standards.

The Program has many power hand tools available for students on the Bessemer Campus, with few additional needs, except normal replacement and maintenance. Also available are several cabinet-grade power tools, most needing overhauls or replacement to bring laboratories up to currently accepted industry standards. Power tools used for concrete placing and finishing will need to be acquired to adequately satisfy current program requirements. Additional scaffolding and formwork are required to adequately satisfy current program requirements.

The Bessemer Campus has an adequate supply of wood materials needed to satisfy current programs requirements. The Program lacks any material necessary to adequately demonstrate concrete placing and finishing, and these materials will need to be acquired. Additional steel materials are needed to provide industry standard training to students. Given consistent and adequate yearly funding for wood, concrete and steel supplies, as well as building finishing supplies, the Program will be able to maintain an acceptable level of laboratory supplies necessary to offer students advanced, hands-on training and construction experiences.

K. Enrollment

Enrollment Profile for Building Construction

	Fall 2005- 2006	Spring 2005- 2006	Summer 2005- 2006	Fall 2006- 2007	Spring 2006- 2007	Summer 2006- 2007	Fall 2007- 2008
Building Construction	19	22	10	16	20	13	20

On a per term basis, students classified as non-traditional gender comprise approximately 5% of the enrollment.

L. FTE per term

Program	FA05-2006	SP05-2006	SU05-2006	FA06-2007	SP06-2007	SU06-2007	FA07-2008	SP07-2008	SU07-2008
Building Construction	7.2	8.9	2.8	5.8	6.4	4.6	4.2	3.6	0.9

M. Graduate Survey/Completers

Completer Profile for Building Construction

Building Construction	2005	2006	2007	2008	Total
Degree	5	3	1	0	9
Short Certificate	1	3	1	0	7

* Represents completers through Fall 2007.

All completers earn the State of Alabama Career Readiness Certificate. The Career Readiness Certificate (CRC) is an assessment-based credential that gives employers and career seekers a uniform measure of key workplace skills.

All completers receive the Career Credentials Document *Skills Documentation for Career Advancement*. The document is intended to assist graduates as they seek to enter the workforce or advance in existing employment. The Career Credentials Document also helps employers improve hiring practices by providing information that goes beyond the typical resume and transcripts of letter grades.

N. Viability Findings and Course Grade Distributions

Viability: Viability standards are established by the Alabama Commission on Higher Education. Standards require that programs of study must maintain 7.5 completers for any three year period. To maintain viability status, new students must enter the program each term and students who have completed at least one semester must be retained in order to meet completion requirements. Data gathered for the past three years revealed that four (4) students received the AAS degree and six (6) students received short certificates. The current degree is designed for four (4) semesters. The current short certificate program is designed for students to complete in two (2) semesters. The program has an average of one (1.33) completers per year for the past three (3) years. Currently, the enrollment is twenty (20) students with the prospects of another eighteen (18) students entering the program in the upcoming semester. The Building Construction program does not meet the standard for viability and does not demonstrate adequate program retention.

Course Grade Distributions - Course completion rates and the identification of courses that put students at greatest risk for non-progression are evaluated and addressed in a variety of ways. Basic data in the form of Course/Grade Distributions are provided by the Office of Institutional Research and Evaluation to each departmental chairperson. Such reports

provide faculty with the quick feedback necessary to analyze their own grading patterns relative to course difficulty and their own teaching histories. At the departmental level, department heads can ascertain potential issues with grade inflation or deflation and provide faculty with consultation on enhancing teaching performance and student achievement. These reports are also used cumulatively for each year's performance evaluation for faculty.

O. Employment Data

Program Building Construction	Completers	Employed In Field	Employed Out of Field	Continuing Education	Unknown
2006-2007	9	2	2	4	1
2007-2008	5	3	2	0	0

P. Graduates Satisfaction

Program Quality - The quality of the cosmetology program is reflected in the *Course/Instructor Evaluations* and *Employee Evaluations*. Students evaluate of the program through the *Course/Instructor Evaluation* which given to each class each semester. The results of 2007 evaluations indicate student satisfaction with the program courses, level of instruction and their teachers. Several items from this evaluation are used in the instructor's annual evaluation which is done through two processes. The first is a mid-year evaluation that is conducted at the end of the first semester and then prior to the need of the academic year the annual Employer evaluations occur.

Overarching observation of program quality is that through student evaluations, faculty evaluations, advisory committee, completion rates and employee satisfaction is that the program has a high level of academic quality and integrity. The results indicate satisfaction with our completers and their accomplishments indicate success.

Q. Performance of College Transfer Students

The University of Alabama System and other state institutions of higher learning provide the College with an analysis of the academic performance of Lawson State's students in relationship to first time traditional students. These primarily focus on students who are in the College transfer programs. Rarely, does the College receive reports on the academic program of students in the career technical education field. Currently, no such data exit on the performance of Lawson State students who completed technical program and are now matriculation at a four year institution.

R. Current Program Plans

The strategic plans for the program include the following parts: Section I: Student Learner Outcomes and Assessments, Section II: Collaboration with Other Units, and Section III: Community Outreach. In *the student learner outcomes assessments section* specific outcomes are addressed, methods of assessments, data sources for outcomes analysis, and collaboration with other units within the college. The section on *collaboration with other units* embraces the concept of making advisory committees and integral component of the

program in order to make it successful. The *outreach section* addresses involvement with other educational institutions, the community, and students.

Section I: Student Outcomes Assessment

Certificate Program Student Learner Outcomes

1. An understanding of the skills and competencies necessary for a successful career in the construction industry.
2. The ability to read and interpret residential and light commercial construction drawings.
3. The ability to construct and strip forms for a square concrete column while practicing industry safety standards at all times.
4. The ability to use a builder's level to perform differential leveling while practicing industry safety standards at all times.

Methods of Assessment

Methods of assessing student success are through:

- Exams/quizzes
- Research papers
- In-class discussions
- Mock state board practical and written exams
- Critical thinking activities
- Individual and group projects
- Demonstration lectures
- Laboratory assignments
- Interaction with the community

Each faculty member designs assignments to assess the student's understanding of the course material. Instructors are capable of setting their own grading scales as long as they comply with the institutional grading guidelines. Many instructors design grading rubrics in order to fairly assess all students to ensure that the assessment accurately measures the learner outcomes.

Standardized Course Syllabi for each class are kept on file in the department and are provided to students at the beginning of each semester via the curriculum management system used by the college (BlackBoard) and /or hardcopy.

Data Sources for Assessment Analysis: Key to assessing student outcomes are state board pass rates and industry feedback.

Industry feed back

Past and present advisory committees, guest speakers, product companies, and corporations indicate that Lawson State Community College students are among the most sought after entry level employees. Industry feedback is a viable resource and indicator that students are entering the field with the required skill set. In the past the advisory committee has met once

a year. The current advisory committee is comprised of members from industry, trade shows, other schools and manufacturers. The committee has met twice yearly with high attendance and has focus groups to accommodate specific items. This group has been instrumental in outlining the skills sets required by industry. It has also led to businesses stating that Lawson State Community College students are highly employable.

Section II: Collaboration with Other Units

Leadership provided by the advisory committee has proven instrumental in guiding, organizing, and supporting the curriculum. The advisory committee is comprised of community leaders who have collaborated with faculty in efforts to develop instructors that will infuse high quality standards of occupational education into building construction programs on campus and throughout the region. Building construction faculty relies on guest speakers from the community to apprise students of current trends and issues. As a result of interactions with the Advisory Committee, the program is more knowledgeable about current trends in the job market and are, therefore, aware of the need for revised certificate based upon patterns and changes in the industry that have created a need for additional courses in building construction.

The departmental chairperson communicates with the instructors to address any changes in program requirements. The departmental chairperson works closely with the recruiters by providing written information on the program. Instructors advise students on the appropriate prerequisite courses to take to meet completion requirements. The departmental chairperson attends all workshops and helps conduct career events.

The building construction department has also:

- Recruited high school students for articulated credit.
- Worked with the state curriculum committee.
- Worked in collaboration with disabled student services in meeting the needs of students.

Section III: Outreach

1. Education Institutions

Building construction participates in career days to promote the program. Ongoing outreach to neighboring high schools and job fairs provide exposure to building construction and its related fields.

2. Community

Building construction outreach efforts in the community include:

- Public workshops and training throughout the region.
- Guest speakers and lectures that education students about community resources.
- Participation in community benefits
- Student activities sponsored hair shows.

The building construction discipline works in partnership with many organizations such as:

- Area companies for cooperative learning opportunities.
- Local area High School for recruitment and workshops.

3. Students

The foremost outreach effort undertaken between building construction and its students is the responsibility to schedule creatively. Advertising in brochures, news letters, and flyers are offered to community members to advertise state certificates. Building construction outreach to neighboring high schools and job fairs give exposure to students in related fields. The program continues to move beyond boundaries of the college in the supporting the community. Student competitions provide the student with an opportunity for integrating services.

S. Other Data: Environmental Scan

Employment and annual average job openings by building construction workers for the Jefferson County Workforce Development Region are listed below.

Occupational Title	Est. 2004	Projected 2014	Growth Rate	Total Openings	Growth	Replacement
Building Construction	18670	20600	0.99	545	195	350

Occupation and wage estimates for the Birmingham area are listed below.

Occupational Title	Est. Employed	Mean Wage	Entry Wage	Experienced Wage
Building Construction	29030	16.00	10.00	19.00

Occupational Outlook – Building Construction

Students completing the Associate’s Degree in Building Construction are in high demand, particularly in the area of construction management and technical positions. Students are expected to fill commercial construction positions as: *project manager, field superintendent, cost estimator, project scheduler, field engineer, or labor foreman*. Students will also enter residential construction as: *homebuilder, remodeler or subcontractor*. Additionally, government positions as *construction inspector, safety inspector and building inspectors* are available.

Employment of building construction personnel is projected to increase faster than the average for all occupations between 2006 and 2016. More building construction personnel will be needed as the level of construction activity continues to increase. Population and business growth will result in more construction of residential homes, office buildings,

shopping malls, hospitals, schools, restaurants, and other structures that require building construction personnel.

The increasing complexity of construction projects will also boost demand for specialized management-level personnel within the construction industry. *Sophisticated technology and the proliferation of laws setting standards for buildings and construction materials, worker safety, energy efficiency, environmental protection, and the potential for adverse litigation have further complicated the construction process.* Advances in building materials and construction methods; the need to replace portions of the Nation's infrastructure; and the growing number of multipurpose buildings, energy-efficient, high performance structures will further add to the demand for more building construction personnel.

Excellent employment opportunities for building construction personnel are expected through 2016 because the number of job openings will exceed the number of qualified individuals seeking to enter the occupation. This situation is expected to continue even as college construction programs expand to meet the current high demand for graduates. The construction industry often does not attract sufficient numbers of qualified job seekers because working conditions are considered poor.

In addition to job openings arising from employment growth, many additional openings should result annually from the need to replace workers who transfer to other occupations or leave the labor force for other reasons. A substantial number of seasoned building construction personnel are also expected to retire over the next decade, likely resulting in a large number of openings.

T. Recommendation

1. Complete renovations outlined in this report.
2. Continue to utilize industry feedback to ensure students are entering the field with the proper skill sets.
3. Review the staffing matrix based on space and recruitment.

U. Summary (Should be used with the Institutional Management Plan)

Based on data from the Office of Institutional Research and Evaluation, the Facilities Department, the occupational employment statistics and informal data compiled by the department, the Cosmetology department needs to address the demand from the community and the issues facing the impacted program. As stated, the reason the program has not been able to meet the need for more course offerings nor reach its full potential is because of the lack of physical space and necessary equipment. Facilities and outside agencies have identified that upgrades to the building would help improve the enrollment and instruction in the program.

The department strategic plan for the next five year includes maximizing existing space in an effort to create new program track offerings. The planning and development of new space and the renovation for the present building will demonstrate a progressive move toward accomplishing the strategic plan.

The department's five year strategic plan includes the implementation of student follow-ups and surveys prior to the completion of the program. This will help instructors with the tracking of our students' job placement, residency, and continuing education both at Lawson State Community College and other institutions.

BUC110	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	2	4	1	0	3	0	0
B	3	3	0	1	2	0	1
C	2	2	0	2	2	0	0
D	0	1	0	0	0	0	0
S							
TOTAL	7	10	1	3	7	0	1
F	1	1	0	0	0	0	3
I	0	1	0	0	1	0	0
W	0	0	0	0	0	0	1
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	1	2	0	0	1	0	4
TOTAL	8	12	1	3	8	0	5
%							
PASS	87.5	83.33333	100	100	87.5	#DIV/0!	20

BUC111	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	3	0	0	0	0	0	0
B	1	0	0	0	0	0	0
C	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0
S							
TOTAL	4	0	0	0	0	0	0
F	1	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	1	0	0	0	0	0	0
TOTAL	5	0	0	0	0	0	0
%							
PASS	80	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

BUC112	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	0	0	3	2	0	0
B	0	0	0	0	1	2	0
C	1	0	0	0	2	0	0
D	0	0	0	1	0	0	0
S							
TOTAL	1	0	0	4	5	2	0
F	0	0	0	1	1	3	0
I	0	0	0	1	3	0	0
W	0	0	0	3	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	5	4	3	0

TOTAL	1	0	0	9	9	5	0
%							
PASS	100	#DIV/0!	#DIV/0!	44.44444	55.55556	40	#DIV/0!
			SU05-06				FA07-2008
BUC113	FA05-06	SP05-06	06	FA06-07	SP06-07	SU06-07	
A	3	0	2	0	3	1	0
B	1	0	2	0	1	2	0
C	0	0	1	0	1	0	0
D	0	0	0	0	0	0	0
S							
TOTAL	4	0	5	0	5	3	0
F	1	0	0	0	2	1	0
I	0	0	0	0	2	2	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	1	0	0	0	4	3	0
TOTAL	5	0	5	0	9	6	0
%							
PASS	80	#DIV/0!	100	#DIV/0!	55.55556	50	#DIV/0!

			SU05-06				FA07-2008
BUC115	FA05-06	SP05-06	06	FA06-07	SP06-07	SU06-07	
A	0	0	1	0	1	0	0
B	0	0	3	0	0	0	0
C	0	0	2	0	0	0	0
D	0	0	0	0	0	0	0
S							
TOTAL	0	0	6	0	1	0	0
F	0	0	0	0	0	0	0
I	0	0	0	0	1	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	0	1	0	0
TOTAL	0	0	6	0	2	0	0
%							
PASS	#DIV/0!	#DIV/0!	100	#DIV/0!	50	#DIV/0!	#DIV/0!

			SU05-06				FA07-2008
BUC121	FA05-06	SP05-06	06	FA06-07	SP06-07	SU06-07	
A	0	3	0	0	1	0	0
B	0	2	0	0	1	0	0
C	0	7	0	0	0	0	0
D	0	0	0	0	0	0	0
S							
TOTAL	0	12	0	0	2	0	0
F	0	2	0	0	0	0	0
I	0	1	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	1	0	0	0	0	0

WF	0	0	0	0	0	0	0
S							
TOTAL	0	4	0	0	0	0	0
TOTAL	0	16	0	0	2	0	0
%							
PASS	#DIV/0!	75	#DIV/0!	#DIV/0!	100	#DIV/0!	#DIV/0!

	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
BUC131							
A	0	0	0	1	0	1	0
B	3	0	0	1	0	1	0
C	0	0	0	4	0	1	0
D	2	0	0	0	0	0	0
S							
TOTAL	5	0	0	2	0	3	0
F	1	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	1	0	1	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	1	0	0	1	0	1	0
TOTAL	6	0	0	3	0	4	0
%							
PASS	83.33333	#DIV/0!	#DIV/0!	66.66667	#DIV/0!	75	#DIV/0!

	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
BUC132							
A	0	0	0	0	0	0	0
B	0	0	0	0	0	2	0
C	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	0	0	2	0
F	1	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	1	0	0	0	0	0	0
TOTAL	1	0	0	0	0	2	0
%							
PASS	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	100	#DIV/0!

	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
BUC133							
A	0	1	0	0	0	0	2
B	0	1	0	0	0	0	2
C	0	1	0	0	0	0	3
D	0	1	0	0	0	0	1
S							
TOTAL	0	4	0	0	0	0	8
F	0	1	0	0	0	0	0

I	0	1	0	0	0	0	4
W	0	0	0	0	0	0	1
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	2	0	0	0	0	5
TOTAL	0	6	0	0	0	0	13
%							
PASS	#DIV/0!	66.66667	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	61.53846

	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
BUC141							
A	4	0	0	2	0	0	2
B	2	0	0	2	0	0	0
C	2	0	0	1	0	0	1
D	1	0	0	0	0	0	0
S							
TOTAL	9	0	0	5	0	0	3
F	1	0	0	2	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	1	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	1	0	0	3	0	0	0
TOTAL	10	0	0	8	0	0	3
%							
PASS	90	#DIV/0!	#DIV/0!	62.5	#DIV/0!	#DIV/0!	100

	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
BUC143							
A	0	1	0	0	0	4	0
B	0	8	0	0	0	1	0
C	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0
S							
TOTAL	0	9	0	0	0	5	0
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	1	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	0	0	1	0
TOTAL	0	9	0	0	0	6	0
%							
PASS	#DIV/0!	100	#DIV/0!	#DIV/0!	#DIV/0!	83.33333	#DIV/0!

	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
BUC220							
A	0	0	2	0	0	0	0
B	0	0	0	0	0	0	0
C	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0

S								
TOTAL	0	0	2	0	0	0	0	0
F	0	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0	0
S								
TOTAL	0	0	0	0	0	0	0	0
TOTAL	0	0	2	0	0	0	0	0
%								
PASS	#DIV/0!	#DIV/0!	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

			SU05-06					FA07-2008	
BUC236	FA05-06	SP05-06	06	FA06-07	SP06-07	SU06-07			
A	0	0	0	0	1	0			0
B	0	0	0	0	0	0			0
C	0	0	0	0	0	0			0
D	0	0	0	0	0	0			0
S									
TOTAL	0	0	0	0	1	0			0
F	0	0	0	0	0	0			0
I	0	0	0	0	1	0			0
W	0	0	0	0	0	0			0
WP	0	0	0	0	0	0			0
WF	0	0	0	0	0	0			0
S									
TOTAL	0	0	0	0	1	0			0
TOTAL	0	0	0	0	2	0			0
%									
PASS	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	50	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

			SU05-06					FA07-2008	
BUC238	FA05-06	SP05-06	06	FA06-07	SP06-07	SU06-07			
A	0	0	0	0	1	0			0
B	0	0	0	0	0	0			0
C	0	2	0	0	0	0			0
D	0	0	0	0	0	0			0
S									
TOTAL	0	2	0	0	1	0			0
F	0	0	0	0	0	0			0
I	0	0	0	0	1	0			0
W	0	0	0	0	0	0			0
WP	0	0	0	0	0	0			0
WF	0	0	0	0	0	0			0
S									
TOTAL	0	0	0	0	1	0			0
TOTAL	0	2	0	0	2	0			0
%									
PASS	#DIV/0!	100	#DIV/0!	#DIV/0!	50	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

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**INSTRUCTIONAL
PROGRAM REVIEW**

Evaluation Guide

Division of Instructional Services

This checklist is to validate that the program review addressed these items directly or indirectly. It is not to serve as the program review. It is only a tool for evaluating that which is in the program review document.

PART ONE

CENTRALITY OF PROGRAM TO THE INSTITUTION'S MISSION AND GOALS. The mission, planning principles, goal statement, and items addressed in the **Institutional Management and Strategic Plans** reveal the philosophical basis for a program with regard to education and learning. The narrative of each program review must address how the program under review relates to the fulfillment of the institution's role and mission.

1. Is the program consistent with the mission of the college? Yes
2. Did the program meet its goals and objectives last year? Yes
3. Does the program provide lifelong learning opportunities? Yes
4. Does the program prepare students for employment or advancement? Yes
5. Upon COC/SACS accreditation will the program remain a non-transfer, occupational program? Yes
6. Does the program assist students in achieving professional and personal goals? Yes
7. Does the program provide customized, non-credit training for business and industry? Yes
8. Does the program have articulation agreements with 100% of the secondary programs in the college's service area? Yes
9. Are relevant and current practices of the occupation(s) taught in the program? Yes
10. Are all course standards/competencies complete? Yes
11. Are employability skills adequately integrated into the program? Yes
12. Are students meeting Work Keys Skill levels? Yes
13. If not, is the instructor's plan adequate to reach the 78% target level of performance for each of the skill areas? Yes

Comments: _____

PART TWO

VITALITY OF THE PROGRAM. Vitality refers to the activities and configuration of a program including recruitment, advising, etc. These characteristics document the program's potential for continuing effectiveness and efficiency. Vitality is measured by a program plan of evaluation focusing on goals, clientele served, nature of educational offerings, methods employed to deliver the program, and the use of resources.

1. Is there a variety of instructional materials, methods and technologies used in the program? Yes
2. Are there certification, licensure, or other regulatory requirements for occupations relevant to the program? Yes
3. Are there optional certification or licensure examinations available in occupations relevant to the program? Yes
4. Is the success rate for students on licensure/certification exams at or above the 80% success rate for each of the past three years? Yes
5. Does student input effect program change? Yes
6. Does the advisory committee represent a cross-section of the appropriate business and industry community? Yes
7. Based on the number of new enrollees each year is the program growing? Yes
8. Does the program meet viability standards (7.5 graduates per year)? Yes
9. During the past three years, are there graduates of each award offered by the program? Yes
10. Does the program have a 50/50 ratio of completers to leavers? No
11. Has the student retention rate increased over the past three years? Yes
12. Does the program have an annual in-field, job placement rate of 75% or higher for its graduates? Yes
13. Is the starting hourly wage of graduates appropriate for the award? Yes

- | | | |
|-----|--|-----|
| 14. | Do all instructors take an active role in advising students? | Yes |
| 15. | Is student progress adequately monitored in the program? | Yes |
| 16. | Have curriculum changes occurred over the past two years? | No |
| 17. | Are the admission criteria adequate? | Yes |
| 18. | Does the program have strengths and unique features? | Yes |
| 19. | If program inadequacies, limitations, or deficiencies are found are they being properly addressed? | Yes |
| 20. | Does the following documentation meet college standards? | |
| | Program outline | Yes |
| | Course syllabi (complete set) | Yes |
| | Course standards/competencies (complete set) | Yes |
| | Sample of the lesson plans | Yes |
| | Sample of student competency progress chart(s) | Yes |
| | Advisory committee minutes (two from the previous year) | Yes |
| 18. | Are the appropriate instructional demographic data provided? | Yes |

Comments: _____

PART THREE

DEMAND FOR PROGRAM. Demand for the program reflects the need for the program measured by student demand as well as society as a whole. Societal components might include world of work, social development, cultural advancement, and useful activities for graduates after completion. The demand component should focus on current and future demand for the program over the next four to seven years.

1. Is there a demand for the program?
Yes

2. Is the demand for the program expected to increase over the next four to seven years?
Yes

Comments:

PART FOUR

EFFECTIVE USE OF PROGRAM RESOURCES. Effective use of resources includes, but is not limited to, financial support, use of facilities (including library, laboratory, and computer equipment), support services, and human resources in the form of faculty and staff. Efficiency factors would include variables such as the following:

- 1. Has each instructor met minimum loading standards each term for the past three years? Yes
- 2. Are room usage, capacity, and conditions adequate for the program? Yes
- 3. During a typical week are the rooms used at least 75% of the time? Yes
- 4. Are the facilities satisfactory for instructional use? Yes
- 5. Are the facilities and instructional equipment current? Yes
- 6. Is there an active evening/weekend program? No
- 7. Is there consistency between day and evening courses? Yes
- 8. Are all classes for the certificate, diploma or associate degree offered in a timely manner for evening/weekend students? Yes
- 9. Are there short-term, non-credit educational opportunities offered through the program? No
- 10. Are books and materials in the library/learning resource center integrated into the curriculum? Yes
- 11. Do instructors recommend college services and activities? Yes
- 12. Does the department offer appropriate services and activities to ensure student success? Yes
- 13. Have all instructors participated in professional development activities, seminars, or continuing education courses? Yes

Comments:

PART FIVE

UNIQUENESS OF THE PROGRAM. Unique programs are those with special characteristics, special populations, or special market niches.

- | | | |
|-----|--|-----|
| 1. | Is this a singular program? | Yes |
| 2. | Is there an adequate plan to promote the unique qualities of the program? | Yes |
| 3. | Are there student populations with special needs served by the program? | Yes |
| 4. | Does the program need modifications to better serve the needs of special student populations? | Yes |
| 5. | Does the program meet the 12% target for nontraditional student enrollment? | No |
| 6. | Does the program utilize unique instructional techniques? | Yes |
| 7. | Does the program have unique characteristics and/or activities that enhance the college's image? | Yes |
| 8. | Does the program offer unique clinical, co-op, apprenticeships, internships, or practical application experiences? | Yes |
| 9. | Do faculty members hold special certifications? | Yes |
| 10. | Is the program certified by an agency approved by the Department of Postsecondary Education? | Yes |
| 11. | Does the program have a special market niche? | Yes |
| 12. | Do the instructors have an appropriate plan to improve program marketability? | Yes |
| 13. | Do the instructors have an appropriate plan to modify the program based on future technological changes? | Yes |

Comments:
