



Barstow Community College  
**INSTRUCTIONAL  
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year:  FULL PROGRAM REVIEW Date Submitted:

Academic Year:  ANNUAL UPDATE Date Submitted:

By: Paul Anthony Courtney, co-facilitator

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

## 1. Program Mission and Vision

### A. Program Mission

This program will strive to provide a learning environment conducive to the success of the student to achieve the basic working knowledge in Industrial Maintenance as it is applicable to the progressive nature and technological changes in industry today.

### B. Program Vision (*Where would you like the Program to be three years from now?*)

Providing career and technical education and workforce development programs and courses that give students the opportunity to obtain NCCER/National Center for Construction, Education and Research credentials, stackable Industry Certifications, as well as obtaining an AS/Associate of Science degree in Industrial Maintenance.

### C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student to have the opportunity to transfer to upper division and industry leading institutions. Partnering with local agencies, businesses, schools, and military bases to promote positive community skilled work force development and economic growth.

DATE: September 28, 2015

ANNUAL UPDATE #1: N/A

## 2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

The IMMT program will provide the student with a broad base of technical skills in IMMT, with an added emphasis in Mechanical Technology and Application. Prepare students to enter the maintenance construction field in a variety of trades and positions which include Residential, Commercial and Industrial, general industrial laborer, industrial helper second class to journeyman status.

IMMT was birthed in CTE/Career Technical Education to fill an industry shortage in skilled craftsmen and to develop a skilled workforce in today's ever changing technical professional environment. This program is led by the dean of CTE and two faculty, one fulltime with 37 years of Industrial Maintenance experience and one part-time instructor. Classes are open to any currently admitted student. Classes are designed with flexibility, mornings, evening, and offerings on Saturdays. They are so flexible, even the employed professionals seeking "stackable" industry certifications are enrolled in our courses.

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### 3. Program Data

#### A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

FT faculty = 1 / 100%, Part-time faculty = 1/50%  
 FT faculty = 50% of the program's instructors

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	89% for IMM 60 series	N/A
b) Part-time:	All fulltime . . .	N/A

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	89% for IMM 60 series	N/A
b) Part-time:	Enrolled: 28 Successful: 25 Success: 89%	N/A

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	All fulltime	Not Applicable

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	1 <sup>st</sup> Day/Max: 0% Census/Max: 0% EOT/Max: 0%	Not Applicable
b) Part-time:	All fulltime	Not Applicable

**Discussion:** The IMM 60 courses are in series (60, 62 ,64, 66, 68 and 69 ) with the 60 series spring of 2015 having 6 different subject matter classes with the above averaged retention rate data from the IMM 60 series classes.

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**B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes**

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

**Program Learning Outcomes:**

1. The students will be able to identify and demonstrate the proper use of basic industrial maintenance tools
2. The student will be capable of identifying and using various types of fasteners commonly used in industrial maintenance.
3. The student will be capable in demonstrating the use of various types of test equipment.

1.) All student learning outcomes were assessed for each course taught. We plan to continue to assess each class as it is taught. Program outcomes provide the students with a broad base of technical skills in maintenance, with an added emphasis on performance evaluation that will prepare students to enter the maintenance field in a variety of positions such as construction /industrial laborers, helpers, second class and Journeyman.

- 2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

IMMT 60 was new for spring 2015 with an average retention rate of 89%, I believe as the program progresses the number of students will climb through word of mouth outreach, marketing and advertising. I will strive to meet the student's needs in training, personal growth and commitment to the program.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

All SLOs will be assessed on the course outlines when courses are revised or created. IMMT classes will be revised to align with new technology including safety, welding and other associated fields.  
Our program outcomes progress:

- 1.) Do to lack of internet data and power in bay E, we were not able to utilize our computer based Amatrol program. NOTE: Please review requests for additional power in this review, as well as the BAPP for such request from the Dean of CTE, representing the entire CTE Department.
- 2.) CTE has coordinated field trips to local industries to introduce the student learner to become familiar with the local job market and to get a first hand look inside these industries.
- 3.) Evaluate students through actual hands on NCCER Performance Evaluations that give them the skills to perform work in the field.

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**C. Supporting Assessment Data** (See Handbook for additional information)

- 1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

All classes have module tests per chapter of learning followed up by a hands on performance evaluation by a ICTP NCCER approved instructor, resulting in a pass or fail grade for NCCER or third party credentials.

- 2) Summarize the results of these measures.

The Performance Evaluations resulted in some students not qualifying for credit through NCCER for credentials as the module tests require a 70% or better and an instructor approval when performing the hands on portion, the performance evaluations do not affect the students final class grade, however it does require the student to have actual hands on performance skills.

- 3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan*\* to implement, as a result of your analysis of these measures? (\*List any resources required for planned implementation in #10: Resources.)

The Performance Evaluations instill proper safety usage of Industrial equipment and test the student's ability to apply the learned knowledge along with a performance of the proper application of trouble shooting and repair. The student success rate is high.

- 4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

N/A

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**D. Two-Year Scheduling Plan**

- 1) What is the program's Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

The two year scheduling plan as implemented would take a student from IMM 60 to 90 series with an emphasis on obtaining an A/S degree in Industrial maintenance.

- 2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

With an 89 % retention rate the program effectiveness is on track to meet student needs and educational goals as long as the program continues to be approved through the chancellor's office.

- 3) Reflecting on these results, what are the goals for the next assessment cycle?

To update the infrastructures electrical and internet data speed so we can utilize the Amatrol program for Industrial maintenance and to increase the number of students graduating with Associates Degrees in IMMT.

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#### 4. Curriculum

- A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

The IMMT program is new for spring of 2015 with IMMT 60 series being launched January 2015 and IMMT 70 series fall of 2015, a new adjunct instructor was added to the program for fall of 2015 to follow the 70 series with an additional 60 series to attract new students who missed the spring 60 series.

- B. Explain the current evaluation process. How and when was the curriculum last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*)

The curriculum for IMMT was evaluated in 2014-2015 – resulting in the new SLOs on the course outlines.

The curriculum process at this time, relies on CTE training, program review and curriculum requirements. The IMMT program is new for spring of 2015.

- C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (*see Curriculum Manual for additional information, if necessary*).

All courses should be in full-compliance at this time. With pre-requisites to be validated.

- D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (*including all modes of delivery*)?

The IMMT program is primarily lecture, lab and hands-on and there are no plans to change mode of delivery at this time. We are presently using the Contren Learning Series developed for NCCER. ( National Center for Construction, Education and Research )

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#### 5. Internal Factors (*see Handbook for worksheet*)

- A. Strengths

Qualified Experienced full time Faculty and adjuncts, “high success rates” Well developed 2 Year Plan of curriculum and course work, which follows in a series for student growth and successful student learning outcomes.

- B. Weaknesses

#1: Lack of Facilities electrical power and unpredictable slow internet speed. #2: Lack of advertising and media exposure/marketing and advertising of IMMT courses and programs. #3: No promotion of IMMT and CTE programs on the main campus, located on Barstow road.

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## 6. External Factors *(see Handbook for worksheet)*

### A. Opportunities

We have an opportunity to increase enrollment by promoting the fact that IMMT can lead to employment or enhance a craftsman's skill to obtain higher wages or employment in the field of maintenance.

### B. Threats

State funding short falls, Budget cuts, low student turnout.

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## 7. Continuing Education/Professional Development

### A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

IMMT instructors regularly attend the Barstow Community College CTE training and curriculum workshops, All CTE instructors are NCCER certified with the IMMT instructor, holding a Master Instructor designation.

### B. What are the continuing education and/or professional development plans for the upcoming cycle?

As curriculum changes staff will take advantage of workshops, distant learning seminars to develop personal growth and to strengthen our existing workforce as budgets and time permits.

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## 8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. (Include measurements of progress or assessment methods.)

The IMMT program is new for 2014 – 2015 school year with early success and retention rates, however more robust media, marketing and recruiting is needed to build student enrollment.

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## 9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (See *Handbook for additional examples*.)



Complete the following table with your Program’s ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN				
GOAL	ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	
<b>#1</b>	Work closely with CTE dean to assure that all courses being offered are relevant and create alignment in today’s competitive employment world. Courses must deliver on workforce training and career pathways.	<i>List all that apply:</i> - <b>Foster</b> innovative learning environment - <b>Provide</b> Successful college learning experience - <b>Promote</b> and support student engagement - <b>Cultivate</b> and enhance local partnerships - <b>Attract</b> /develop excellent employees - <b>Strengthen</b> college planning/ decision making	#1 Contact CSU through way of BCC Articulation Officer to determine what direction their IMMT programs are heading; and what academic and vocational measures they are expecting from inbound students.	- Work with dean of update IMMT program curriculum to help the students meet requirements of CSU program.
			# 2 Actively reach out to engage counselors, the dean of instruction and student success committee members to become more “engaged” into what is happening in the IMMT discipline, as well as the CTE department overall goal and objectives.	- Outreach to other campus by attending when possible or try alternative methods discussions if necessary
			#3 Actively reach out (with the help) and direction of the BCC PIO/Public Information Officer to better advertise/inform students and the citizens of the community of Barstow of IMMT.	- Meet with dean of Public Information to start a conversation the objective can be
	<i>Additional Information:</i>			
	DATE: <input type="text" value="9-28-2015"/>	ANNUAL UPDATE #1:	<input type="text" value="... New program started January 2015."/>	
<b>#2</b>	Provide resources upgrades, where applicable: 1. Facilities infrastructure (electrical upgrade) 2. Learning programs, micro and macro to help facilitate “hands on” and	<i>List all that apply:</i> - <b>Foster</b> innovative learning environment ( Amatrol learning systems ) - <b>Provide</b> Successful college learning experience - <b>Promote</b> and support student engagement - <b>Cultivate</b> and enhance local partnerships - <b>Attract</b> /develop excellent employees	#1 Upgrade electrical power (delivery capacity) to assure that all equipment can be utilized as designed for maximum student success and learning outcomes.	Advise CTE dean of need (again).

ACTION PLAN			
GOAL	ALIGNMENT WITH <u>BCC STRATEGIC PRIORITIES</u> (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE
visual learning success outcomes.	- Strengthen college planning/ decision making		
		#2 Upgrade or install a NEW computer internet system to prevent delays in “connections” and hindering student learning outcomes.	
		#3	
<i>Additional Information:</i>			
DATE:	<input type="text" value="SEPT. 28, 2015"/>	ANNUAL UPDATE #1:	<input type="text"/>

### 10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

**IMPORTANT:** A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1,2,3	Time and support for outreach – also holding meetings with counselors and other key contacts on campus and in the community	SEE: BAPP for CTE Department wide program review.	Identified in CTE Department wide BAPP, attached to the Program Review.	
2		Upgraded electrical power and upgraded internet speed and data for use with Amatrol learning system.	SEE: BAPP for CTE Department wide program review.	Identified in CTE Department wide BAPP, attached to the Program Review.	
3		Planned field trips to local employers and guest speakers.	N/A		
4		CTE control of consumable purchases for class room demos and practice training.	N/A		

ACTION PLAN			
GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE

The end . . .  
 No additional information to discuss or request at this time.