



# **Program Review - Overall Report**

**2024 - 2027**

**Instructional: Construction Technology**

## Overall Trends

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**What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?**

The Construction Technology Program has an average success rate of 92.5% for the past 5 years. The college average rate in this area is 86.1% showing that the Construction Program is 6.4% above the college's success rate for these past 5 years. What also is encouraging is that the Hispanic/Latino population in the Construction Program averaged a success rate of 92.2% during this time period. This is also above the college average by 7.2 percentage points. This area of our student population is one the main target areas for the Norco College 2024-2025 Student Equity Plan.

**Please add any relevant documents here.**

[College Retention 5 years.png](#)

[Construction Data 2024.docx](#)

[Construction Management Program Degrees and Certificate 2023.png](#)

[Construction Program 2023 Retention.png](#)

[Construction Program Retention 5 years.png](#)

[Construction Technology Degrees and Certificates 5 yr.png](#)

## Disaggregated Student Subgroups

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**Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

From a review of the 5 year average, the retention rate for Males was 92.5%. The breakdown of African American (90.6%), Asian (89.8%), Hispanic (92.2%), and White (93.9%) was remarkably consistent.

For Females, the retention rate was 92.6%. The breakdown of African American (92.5%), Asian (83.3%), Hispanic (91.0%), and White (100%) was substantially consistent with their Male counterpart.

The lower value of the Asia results (both male and females) could be (from my own personal observation of teaching the majority of these classes) that many of these students were learning the English language as they were taking these classes.

**If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

No, these were mostly above the college averages for the same time period.

**Please add any relevant documents here.**

[College Retention 5 years.png](#)

[Construction Program Retention 5 years.png](#)

## Increasing Access, Enrollment, & Certificates and Degrees

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### Program/Unit Goal

Increase Student Access, Increase Enrollment, Increase completion of degrees and certificates

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

We are using both the Online and Face to Face Classes to help our existing Construction Technology students finish the 30 unit certificate program.

We have constructed a 2-year schedule in which a student can choose to complete their remaining units either online or F2F.

For those just starting the program, the 2-year schedule provides a means to complete the entire program either F2F or Online or both.

### What are your plans (3-year) regarding this goal?

Regarding Increasing Student Access, we are developing and providing a 2 year schedule of our course offerings which can accommodate both working students who have day-time jobs and regular full-time students. The offerings will be designed to offer a F2F student or an Online student with a opportunity to complete the entire curriculum in either a F2F setting or an Online opportunity.

Regarding Increasing Enrollment, we are seeking to reach potential students by informing the counseling staff of the college of our program. By informing the counselors of what occupations and jobs are available in the Construction Industry and the robust salaries of those occupations we hope to attract students.

We are planning to encourage and enable students to enroll in the Con 60 class (the Introduction to Construction) by offering this class during the mid-afternoon. This would hopefully attract high school students. This class is an excellent platform to showcase the variety of jobs, careers, and professions that construction has to offer.

Other avenues for advertising the program will be used, including things like the CTE Fair and other outreach events. The recent Industry Partners Annual Breakfast was well attended and those coming for the Construction Program appeared to be highly interested in supporting the program.

Regarding Seeking to Increase the numbers of certificates and degrees our plan is to more systematically inform students during the year of how to apply for the Construction Certificate and/or A.S. Degree. We have in the past by had counseling staff come to our classes and provide this information to the students.

### Please add any relevant documents here.

[College Retention 5 years.png](#)

[Construction Program Retention 5 years.png](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.3 (Student Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:

## Outreach and Partnerships

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### Program/Unit Goal

Pursue, develop, and sustain collaborative partnerships

### Goal Cycle

## What are you doing now in support of this goal?

We have in the past had industry support and communication from Suppliers (i.e Simpson Strong Tie Hardware), the ICC (International Code Council), CSI (Construction Specification Institute), IAPMO (International Association of Plumbing and Mechanical Officials), Architectural firms, building departments, and Contractors. They have been guest speakers and we have had opportunity to have field trips to ICC Chapter meetings, modular home factories, and construction sites.

## What are your plans (3-year) regarding this goal?

The goal would be to re-establish contact with the above mentioned industries and companies. Invite industry partners to be guest lecturers. Join and/or visit professional organizations (i.e. ICC, CSI, and General Contractors)

**Please add any relevant documents here.**

## Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 7: Programs:

## Expanding Access to Remote Locations

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### Program/Unit Goal

Providing information to construction professionals living in remote locations throughout the Continental United States.

### Goal Cycle

## What are you doing now in support of this goal?

The mission of the Construction Technology program is to provide the construction industry with the information about the construction codes, general materials and methods of construction.

This would target designers, building departments, contractors, and those in the trades and provide them with the most current and relevant industry standards and information.

This could also help and enhance construction professionals in remote areas of the country that have no direct access

to the community college system.

## What are your plans (3-year) regarding this goal?

Using the Online platform this program could easily be a valuable asset to those builders, inspectors, designers, tradespersons, and homeowners in remote locations.

**Please add any relevant documents here.**

## Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.3 (Student Services):
- 2025 Objective 6.2 (Planning and Development):
- 2025 Objective 7.2 (Academic Senate):
- 2025 Objective 7.3 (Academic Senate):

## Increasing High School enrollment

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### Program/Unit Goal

Increasing enrollment from local High Schools

### Goal Cycle

## What are you doing now in support of this goal?

## Program/Unit Goals

We do reach some of the students from JFK and other local high schools, but we are looking to do outreach efforts to find and reach those students that might be interested in construction.

### **What are your plans (3-year) regarding this goal?**

Begin expanding some of the more generic classes at time when JFK students can attend. The most logical course would be the Introduction to Construction class. This class is currently offered in a number of other high schools for credit through an articulation agreement so having the class at a time when student from JFK could attend would be the target.

**Please add any relevant documents here.**

### **Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2025 Objective 1.4 - KPI 3 (Student Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2030 Goal 1: Access:

**1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

I have participated and completed an equity training through the Distant Education program.

**2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

We have a very diverse student population with the Hispanic students being our largest group and well above average relative to the college numbers. The knowledge and skills acquired from the training above have increased my awareness of the diversity of our student population and some similarities, but also some different needs as to the presentation of the course material.

**3. What additional equity-related professional development/trainings do you seek to better support your area?**

None at this time

**Please add any relevant documents here.**

**Are all your courses current (within four years)?**

Yes

**What percentage of your courses are out of date?**

0%

**If you have courses that are not current, are they in the curriculum process?**

Yes

**For out of date courses that are not already in progress of updating, what is your plan?**

**Do you have proposals in progress for all the DE courses you intend to file?**

No

**Do you require help to get your courses up to date?**

Yes

**Please add any relevant documents here.**

## Final Exam - selected questions for Program Review items

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**Date**

03/16/2024

**Observation****What did you notice?**

This has not been able to be performed, but will be part of our assessment for this year

**Course(s)**

Con 60, Con 63, Con 67, Con 68, Con 71, and Con 72

**SLO(s)**

To be determined at time of Final Exam

**Discussion/Analysis**

To be analyzed at a later time

**Please paste any relevant screenshots here.**

We are restructuring our Program Review and Assessment as time permits.

**Please add any relevant documents here.**



None at this time

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**Resource Year**

2024 - 2027

**What resources do we already have?**

**What resources do you need?**

**\$ Amount Requested**

**Resource Type**

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

**This request for my area is Priority #:**

**Is this request**

**Mapping**

Instructional: Construction Technology: (.)

- Expanding Access to Remote Locations: .
- Increasing Access, Enrollment, & Certificates and Degrees: .
- Increasing High School enrollment : .
- Outreach and Partnerships: .

none

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**Resource Year**

2024 - 2027

**What resources do we already have?**

none

**What resources do you need?**

none

**\$ Amount Requested**

0

**Resource Type**

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

na

**This request for my area is Priority #:**

1

**Is this request**

New

**Resource Request**

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**What resources do we already have?**

na

**Potential Funding Source(s)**

Other/None,GRANT: PACES Title V HSI

**What resources do you need?**

none

**Request related to EMP goal or Assessment?**

**\$ Amount Requested**

0

**Resource Type**

FACULTY: Professional Development

**The evidence to support this request can be found in:**

Program/Unit Goals

**This request for my area is Priority #:**

1

**Professional Development Activity Funding Request Application**

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**Attendee and Activity Information**

**Has this professional development request been discussed and approved by your department chair?**

No

**Date of Request**

**Activity Date(s)**

**Attendee Name**

**Position**

**Discipline**

**Name of Activity and Organization/Sponsor**

## Faculty Professional Development Requests

**Link to Activity Website**

**Location**

**City, State**

**Have you sought any other co-sponsorship (other internal and/or external funding)?**

**If yes, list source and total dollar amount.**

**Estimated Costs (\$)**

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**Registration**

**What is included with Registration?**

**Air Travel or Mileage (65.5 cents/mile)**

**Hotel (tax included)**

**Airport Parking**

**Ground Transportation**

**Meals (\$75/day maximum)**

**Hotel Parking**

**Incidentals**

**Total Costs**

**Justification for Funding Request**

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**Select the categories of professional development that best support your request. (Check all that apply)**

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

**How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.**

## Faculty Professional Development Requests

Briefly explain your selection above.

Is there anything else you would like to add?

**Approve and Submit**

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Proof of approval is uploaded, ready to submit?

Please upload proof of approval for travel from your department chair or Dean.

## For Administrative Use Only

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Funding Status

Notes

## Faculty Hiring Resource Requests

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

I had some problems using a PC. My Mac seemed to work better for me.

**What questions do we need to ask to understand your program plans, goals, needs?**

None at this time

**What types of data do you need to support your program plans, goals, needs?**

The Data provided was sufficient.

**If there are any supporting documents you would like to attach, please attach them here.**

[College Retention 5 years.png](#)

[Construction Data 2024.docx](#)

[Construction Management Program Degrees and Certificate 2023.png](#)

[Construction Program 2023 Retention.png](#)

[Construction Program Retention 5 years.png](#)

[Construction Technology Degrees and Certificates 5 yr.png](#)

### Submission

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**All parts of my Program Review have been completed and it is ready for review.**

Yes

# Program Awards

- Program awards by Gender and Ethnicity
- Select one or multiple programs
- Source: Chancellor's Office MIS files

- Program Title**
- Communication Studies
  - Communications, Media...
  - Computer Numerical Co...
  - Computer Programming
  - Computer Science
  - Construction Manageme...
  - Construction Technology
  - Desktop Publishing
  - Digital Electronics
  - Drafting Technology
  - Early Childhood Education
  - Early Childhood Interven...
  - Electrical
  - Electrician
  - Electrician Apprenticeship
  - Electronics Technology
  - Engineering Technology
  - English

## Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
<input type="checkbox"/> <b>Female</b>	<b>1</b>	<b>4</b>		<b>3</b>		<b>8</b>
Hispanic/Latino	1	3		3		7
Two or More Races		1				1
<input type="checkbox"/> <b>Male</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>27</b>
Hispanic/Latino	5	5	2	2	3	17
White	1	3	1	3	2	10
<b>Total</b>	<b>7</b>	<b>12</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>35</b>

## Certificates

Gender x Ethnicity	-19	19-20	20-21	21-22	22-23	Total
<input type="checkbox"/> <b>Female</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>14</b>
Black or African American		1				1
Hispanic/Latino	3	4	1	3	1	12
White	1					1
<input type="checkbox"/> <b>Male</b>	<b>19</b>	<b>12</b>	<b>9</b>	<b>11</b>	<b>5</b>	<b>56</b>
Asian		2		1	1	4
Black or African American	1					1
Hispanic/Latino	13	6	8	6	2	35
White	5	4	1	4	2	16
<b>Total</b>	<b>23</b>	<b>17</b>	<b>10</b>	<b>14</b>	<b>6</b>	<b>70</b>

# Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections



**Year**

2018-19

2019-20

2020-21

2021-22

2022-23

**Term**

Summer 2022

Fall 2022

Winter 2023

Spring 2023

**College**

NC

**Discipline**

CON

**Instruction Type**

Non-Online

Online

**Course**

Select all

CON-60

CON-61

CON-62

CON-63A

CON-64

CON-65

CON-66

CON-67

CON-68

CON-70

**Support Course**

No

## Discipline-Level: CON

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>62</b>	<b>56</b>	<b>90.3%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	
Asian				0	
Hispanic	34	29	85.3%	0	2
Pacific Islander	Masked Data			0	
White	22	22	100.0%	0	0
Two or More	Masked Data			0	
<b>Male</b>	<b>246</b>	<b>218</b>	<b>88.6%</b>	<b>0</b>	<b>5</b>
African American	Masked Data			0	
Asian	20	17	85.0%	0	1
Hispanic	158	140	88.6%	0	2
Pacific Islander				0	
White	45	39	86.7%	0	2
Two or More				0	
Unknown	14	14	100.0%	0	0
<b>Unknown</b>				<b>0</b>	
Hispanic				0	
White				0	
<b>Total</b>	<b>308</b>	<b>274</b>	<b>89.0%</b>	<b>0</b>	<b>0</b>

## Course-Level: CON-70, CON-68, CON-66, CON-60, C...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>62</b>	<b>56</b>	<b>90.3%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	
Asian				0	
Hispanic	34	29	85.3%	0	2
Pacific Islander	Masked Data			0	
White	22	22	100.0%	0	0
Two or More	Masked Data			0	
<b>Male</b>	<b>246</b>	<b>218</b>	<b>88.6%</b>	<b>0</b>	<b>5</b>
African American	Masked Data			0	
Asian	20	17	85.0%	0	1
Hispanic	158	140	88.6%	0	2
Pacific Islander				0	
White	45	39	86.7%	0	2
Two or More				0	
Unknown	14	14	100.0%	0	0
<b>Unknown</b>				<b>0</b>	
Hispanic				0	
White				0	
<b>Total</b>	<b>308</b>	<b>274</b>	<b>89.0%</b>	<b>0</b>	<b>0</b>

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")

- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down





# Program Awards

- Program award
- Select one or more
- Source: Change

## Program Title

- Communication Studies
- Communications, Media...
- Computer Numerical Co...
- Computer Programming
- Computer Science
- Construction Manageme...
- Construction Technology
- Desktop Publishing
- Digital Electronics
- Drafting Technology
- Early Childhood Education

## Degrees

Gender x Ethnicity	22-23	Total
▲		
☐ <b>Male</b>	<b>3</b>	<b>3</b>
Hispanic/Latino	2	2
White	1	1
<b>Total</b>	<b>3</b>	<b>3</b>

## Certificates

Gender x Ethnicity	22-23	Total
▲		
☐ <b>Male</b>	<b>4</b>	<b>4</b>
Asian	1	1
Hispanic/Latino	2	2
White	1	1
<b>Total</b>	<b>4</b>	<b>4</b>

## Program Awards

- Program awards by Gender and Ethnicity
- Select one or multiple programs
- Source: Chancellor's Office MIS files

**Program Title**

- Communication Studies
- Communications, Media...
- Computer Numerical Co...
- Computer Programming
- Computer Science
- Construction Managem...
- Construction Technology
- Desktop Publishing
- Digital Electronics
- Drafting Technology
- Early Childhood Educa...
- Early Childhood Inter...
- Electrical
- Electrician
- Electrician Apprenticeship
- Electronics Technology
- Engineering Technology

**Degrees**

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
<b>Female</b>	1	4		3		8
Hispanic/Latino	1	3		3		7
Two or More Races		1				1
<b>Male</b>	6	8	3	5	5	27
Hispanic/Latino	5	5	2	2	3	17
White	1	3	1	3	2	10
<b>Total</b>	7	12	3	8	5	35

**Certificates**

Gender x Ethnicity	-19	19-20	20-21	21-22	22-23	Total
<b>Female</b>	4	5	1	3	1	14
Black or African American		1				1
Hispanic/Latino	3	4	1	3	1	12
White	1					1
<b>Male</b>	19	12	9	11	5	56
Asian		2		1	1	4
Black or African American	1					1
Hispanic/Latino	13	6	8	6	2	35
White	5	4	1	4	2	16
<b>Total</b>	23	17	10	14	6	70

### Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

**Year**

- 2018-19
- 2019-20
- 2020-21
- 2021-22
- 2022-23

**Term**

- Summer 2018
- Fall 2018
- Winter 2019
- Spring 2019

**College**

- NC

**Instruction Type**

- Non-Online
- Online

**Support Course**

- No

**Discipline**

- CON
- CHI
- CIS
- COM
- CON
- CRP
- DAN
- DFT
- EAR
- ECO
- CON-63C
- CON-63D
- CON-64
- CON-65
- CON-66

**Discipline-Level: CON**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	324	300	92.6%	0	0
African American	40	37	92.5%	0	1
Asian	12	10	83.3%	0	2
Hispanic	197	181	91.9%	0	2
Pacific Islander	Masked Data				
White	68	68	100.0%	0	0
Two or More	Masked Data				
<b>Male</b>	1,400	1,295	92.5%	0	3
African American	32	29	90.6%	0	1
Asian	88	79	89.8%	0	3
Hispanic	939	866	92.2%	0	7
Pacific Islander	Masked Data				
White	313	294	93.9%	0	0
Two or More	Masked Data				
Unknown	20	20	100.0%	0	0
<b>Unknown</b>	Masked Data				
Hispanic	Masked Data				
White	Masked Data				
<b>Total</b>	1,728	1,599	92.5%	0	0

**Course-Level: CON-70, CON-68, CON-66, CON-60, C...**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	324	300	92.6%	0	0
African American	40	37	92.5%	0	1
Asian	12	10	83.3%	0	2
Hispanic	197	181	91.9%	0	2
Pacific Islander	Masked Data				
White	68	68	100.0%	0	0
Two or More	Masked Data				
<b>Male</b>	1,400	1,295	92.5%	0	3
African American	32	29	90.6%	0	1
Asian	88	79	89.8%	0	3
Hispanic	939	866	92.2%	0	7
Pacific Islander	Masked Data				
White	313	294	93.9%	0	0
Two or More	Masked Data				
Unknown	20	20	100.0%	0	0
<b>Unknown</b>	Masked Data				
Hispanic	Masked Data				
White	Masked Data				
<b>Total</b>	1,728	1,599	92.5%	0	0

## Program Awards

- Program award
- Select one or
- Source: Chan

**Program Title**

- Communication Studies
- Communications, Media...
- Computer Numerical Co...
- Computer Programming
- Computer Science
- Construction Managem...
- Construction Technology
- Desktop Publishing
- Digital Electronics
- Drafting Technology
- Early Childhood Educa...

**Degrees**

Gender x Ethnicity	22-23	Total
<b>Male</b>	3	3
Hispanic/Latino	2	2
White	1	1
<b>Total</b>	3	3

**Certificates**

Gender x Ethnicity	22-23	Total
<b>Male</b>	4	4
Asian	1	1
Hispanic/Latino	2	2
White	1	1
<b>Total</b>	4	4

# Discipline-Level: MAT, SOC, CON, ADJ, GUI, ART, GEG, ...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>138,575</b>	<b>119,039</b>	<b>85.9%</b>	<b>0</b>	<b>615</b>
African American	8,400	6,891	82.0%	1	354
Asian	13,477	12,195	90.5%	0	0
Hispanic	84,383	71,732	85.0%	0	1366
Native American	318	268	84.3%	0	6
Pacific Islander	348	295	84.8%	0	5
White	26,744	23,477	87.8%	0	0
Two or More	4,221	3,578	84.8%	0	58
Unknown	684	603	88.2%	0	0
<b>Male</b>	<b>127,034</b>	<b>109,672</b>	<b>86.3%</b>	<b>0</b>	<b>0</b>
African American	7,719	6,503	84.2%	0	149
Asian	15,172	13,464	88.7%	0	0
Hispanic	70,140	59,769	85.2%	0	858
Native American	389	348	89.5%	0	0
Pacific Islander	592	513	86.7%	0	0
White	27,128	23,958	88.3%	0	0
Two or More	3,751	3,205	85.4%	0	26
Unknown	2,143	1,912	89.2%	0	0
<b>Unknown</b>	<b>2,103</b>	<b>1,832</b>	<b>87.1%</b>	<b>0</b>	<b>0</b>
African American	124	102	82.3%	0	5
Asian	289	256	88.6%	0	0
Hispanic	891	779	87.4%	0	0
<b>Total</b>	<b>267,712</b>	<b>230,543</b>	<b>86.1%</b>	<b>0</b>	<b>0</b>