Administrative Response to Program Review
Building Construction Technology Program
March 2018

On February 2, 2018, the Building Construction Technology SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Building Construction Technology Program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- Kudos for an excellent program review presentation. The presentation was engaging and demonstrated the commitment of the faculty and staff to student success and opportunity. It was well planned and balanced between hearing from current students, graduates, advisory committee members and touring the facilities. Thank you!
- Reaccreditation with the National Kitchen and Bath Association (NKBA) in 2016.
- Receiving the 2017 NKBA School of Excellence award.
- Significant development/revision of curriculum to keep pace with industry needs.
- Alignment of the three degrees in BCT so students are able to obtain all 3 AAS degrees if they choose.
- Input from the Advisory Committee is important and valued in giving direction to the program.
- The dedication of the BCT faculty to Dual Credit in high schools. BCT currently has 70 unique articulations with high schools in the state.
- Two Bachelor degree opportunities at Oregon Institute of Technology for BCT graduates. One degree is new and BCT faculty were able to customize the degree for BCT students.
- Teaching topics that include how to handle discrimination and hate speech in the workplace as well as other topics around equity and inclusion.
- Developed and taught a construction industry career explorations class for high school students in the Beaverton School District Career Explorations program.
- Emphasis on communication and teamwork, intentionally taught and reinforced throughout the program.
- Faculty and staff are actively engaged in outreach activities at the Rock Creek campus and the local community.
Observations and Recommendations

- **Assessment of Student Learning Outcomes.** The BCT SAC has not attended to the college expectation for assessment of student learning in several years. PCC is expected to meet the college's accreditation standards regarding assessment, particularly 4.A.3 and 4.B.2 -- see [NWCCU Standards](#).

While it is true that students’ employment is evidence of the program's value and success, it not a direct assessment of student mastery of degree and certificate outcomes, which is expected for PCC's institutional accreditation.

PCC’s assessment reporting asks SACs to submit (and update as needed) a “Multi-year Plan” (MYP) in which the SAC indicates when each of their degree/certificate outcomes will be assessed over a 2-3 year period. The expectation for submitting a MYP started in 2013 and all other CTE programs have submitted at least one plan, and periodic updates; BCT has not ever submitted a MYP. Summary Data reports have been required since 2015; BCT has not ever submitted one. Annual assessment reports have been required since 2010; the last BCT assessment submission was in 2014.

We encourage you to look into the strategy and tools that Auto Collision and Repair (ACR) uses for their assessment of degree (and Core) outcomes. ACR does this in Coop and the same process could be used for skills that roll up to outcomes across different courses.

CTE programs that are required to report Technical Skill Assessments are not required to report that data again in the LAC annual report, but for BCT the description of the TSA (on file at Oregon Department of Education website) suggests that this assessment (evaluation of window installation) covers only a subset of the outcomes for the “Hands-on” program, and does not address the outcomes for the other two AAS degrees. Moreover, results of this TSA have not been reported since 2015, and in that year, only 4 students appear to have been assessed. We understand that the health of the instructor responsible for TSAs impacted 2017 submissions, and the SAC has plans to more consistently conduct and report these results going forward.

The examples of assessment in BCT 134 and 222 speak to making modifications to instruction based on assessment, but lacked a description of the assessment methodology, tool(s), results, or specific changes to instruction. We recommend that the BCT SAC attend more strongly to providing specific and direct evidence of student learning via the TSAs for the outcomes that align, and with the annual assessment reports for all other degree and certificate outcomes. Specifically, we would like to have you submit a multi-year plan and learning assessments.
• **Dual Credit:** The discussion of Dual Credit in section 3E (pg22) is concerning. You note that the current set of “over 70 unique articulations” (that is, individual courses, for the 15 schools and 17 HS teachers currently offering Dual Credit) are “unworkable.” You also observe that there appear to be courses offered as Dual Credit that are not offered at Rock Creek. These are serious concerns, but surprising given the high degree of engagement between several of the BCT faculty and the HS programs that are reported elsewhere in the document. It is especially important to note that creating articulations is a formal process that is not done without BCT leadership and staff input, and there are multiple opportunities for subsequent faculty engagement. According to the Dual Credit office, the current BCT Dual Credit liaison has been extremely helpful in working with and supporting our high school programs. If there are issues that need to be addressed, connecting with the Dual Credit office would be an appropriate and useful first step. Please work with Kate DePaolis and Beth Molenkamp to identify and find solutions for your dual credit concerns.

• **Advisory Committee Minutes:** In the Program Review, the heading for 7A should read: “Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include the minutes from the last three Advisory Committee meetings in the appendix.” The heading in the PR document should be corrected, because then it will align with the content in that section, which does a good job of addressing the value of the advisory committee. In addition, the minutes from the last three meetings are needed. Please send these to Academic Affairs so we can attach them as an addendum.

**Administrative Response to Recommendations**

**SAC Related Recommendations**

- Continue meeting on a monthly basis to evaluate known concerns. *Administration is in support of the SAC continuing to meet on a regular basis.*

- Continue to encourage suggestions from students on potential improvements. *Administration is in support of the SAC to engage with students regarding potential improvements to the program.*

- Continue to meet with Industry Advisory Board members at least twice per year to field ideas, discuss changes in industry, and solicit suggestions for improvement. *Administration encourages you to continue to meet with the Industry Advisory Board at least twice per year.*

- Continue to regularly visit projects under construction and ask the questions that lead to a better faculty understanding of what is changing in the industry. *Administration encourages you to continue to understand what is changing in the BCT industry in order to remain current in your field.*
• Request that the College leadership attempt to lobby for an end to the third party funding gap described in this review, which is a real barrier for most students of this type to achieve a degree. Administration fully supports this request.

Administrative Support Related Recommendations

• Satisfactory completion of the current search for a full-time faculty member to replace Kirk Garrison. Administration is in support of the successful completion of the current recruitment for a permanent full-time faculty to replace the position that became vacant when Kirk Garrison resigned. This recruitment should be completed prior to the end of March.

• Following through to the end of this year with the funding promised to replace remodeling houses that were lost during bond construction. The RC Dean of Instruction is pleased to report that the remaining promised funding has already been transferred to BCT for expenditures incurred during this fiscal year.

• Commitment from College leadership that if any of the proposals being circulated to move the BCT Shop are acted upon, that our entire 10,000 SF footprint is identified as a workable minimum, and will not be reduced in any way that will limit our ability to deliver the same high quality services that we currently deliver to students on a daily basis. This information has been received by the committee working on the proposal to build a new space for either the BCT shop or for the Electrical Power Generator (EPG) program. Either new facility will need to have a 10,000 SF footprint. Administration concurs that it is imperative that there not be any impact to our high quality services that are currently delivered to students on a daily basis.

• Update room 102 in building 7 into a Drafting and CAD lab similar to Sylvania Interiors department lab with computers, drafting tables and printers. Please work in conjunction with your division dean to create an updated plan for this space. This information should then be shared with the RC Campus Dean of Instruction to be placed on the Rock Creek Campus Improvements Needed spreadsheet.
Closing

In closing, we want to again thank the Building Construction Technology Faculty and staff for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Cheryl L. Scott, with input from and on behalf of the Deans of Instruction and Dean of Academic Affairs.

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