

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025

PROGRAM(S): CONSTRUCTION TECHNOLOGY

CLUSTER: 4

AREA OF STUDY: CONSTRUCTION TECHNOLOGY

LAST YEAR CPPR COMPLETED: 2022-2023

NEXT SCHEDULED CPPR: 2026-2027

CURRENT DATE: 2/28/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

A.S. and C.A. Construction Technology

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

No changes have been made.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

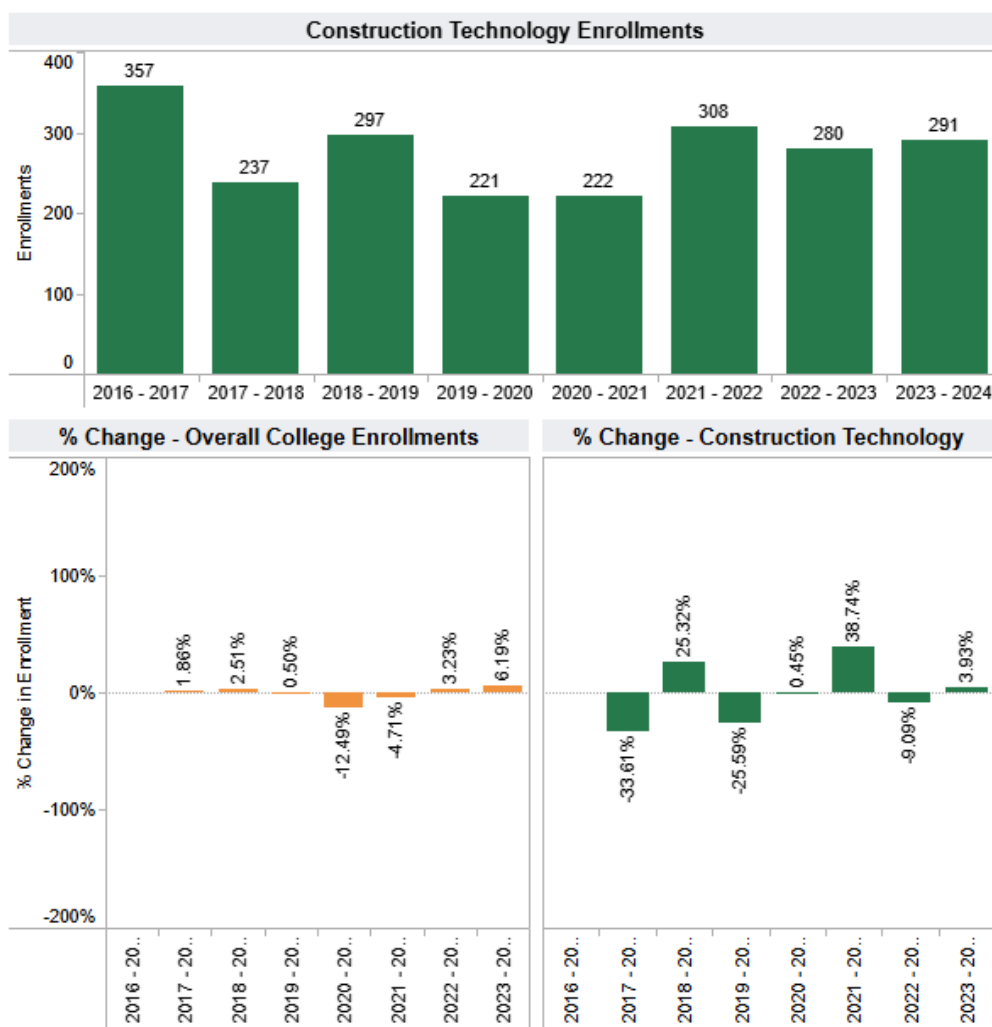
Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

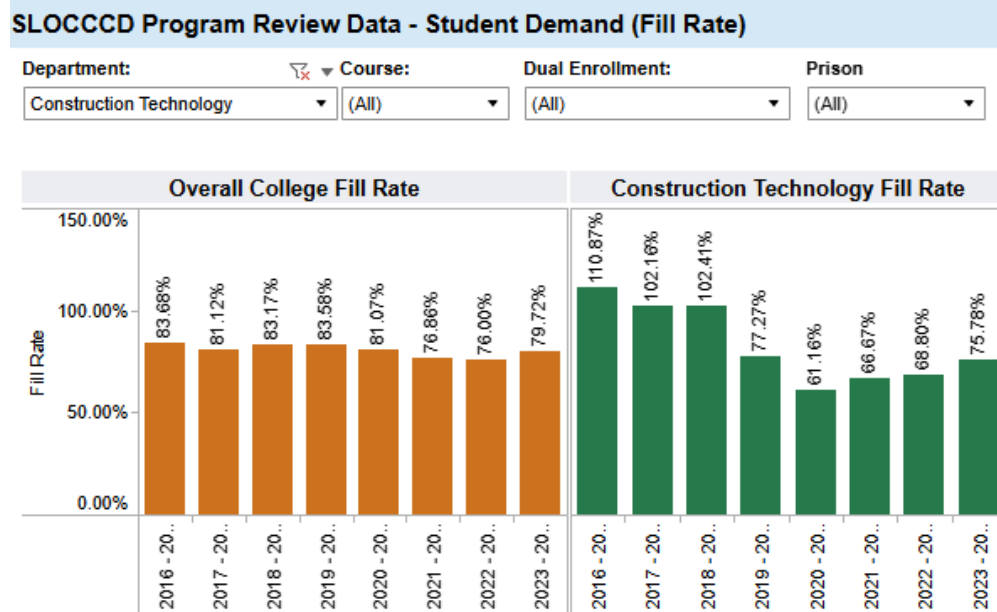
Department:	Course:	Dual Enrollment:	Prison:
Construction Technology	(All)	(All)	(All)
Region:	TERM		
(All)	(All)		



There was nearly a 4% increase in enrollment in 2023-2024. It's likely the program adjustments made in the last several years, including moving more courses to evening

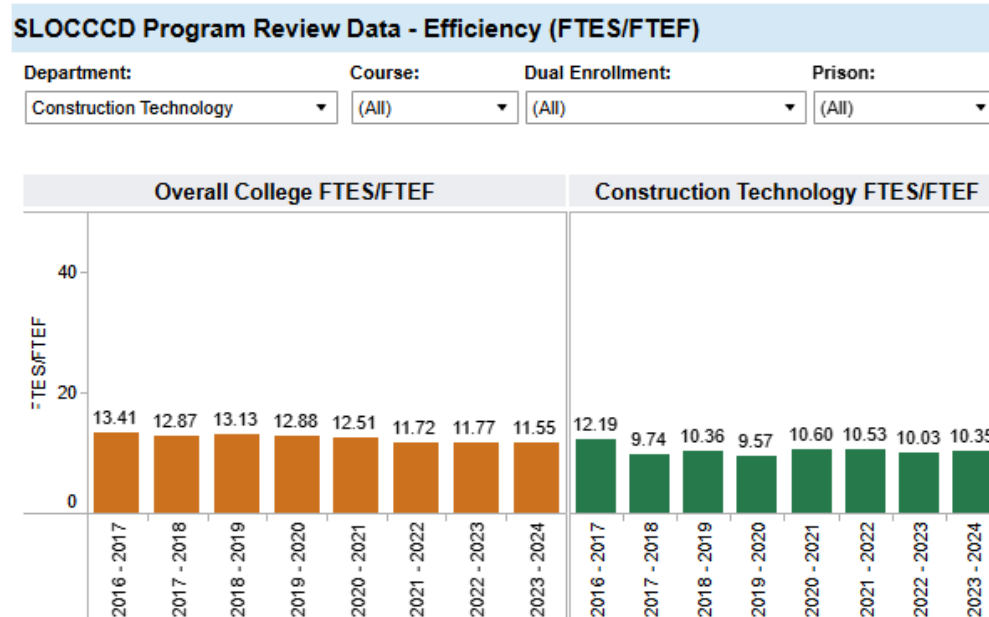
classes, has allowed more students to attend classes and has resulted in the increased enrollments.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**



The fill rate increased nearly 7% over the 2022-2023 year while the overall college fill rate has increased 3.72% demonstrating the increasing awareness and subsequent demand for the program.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

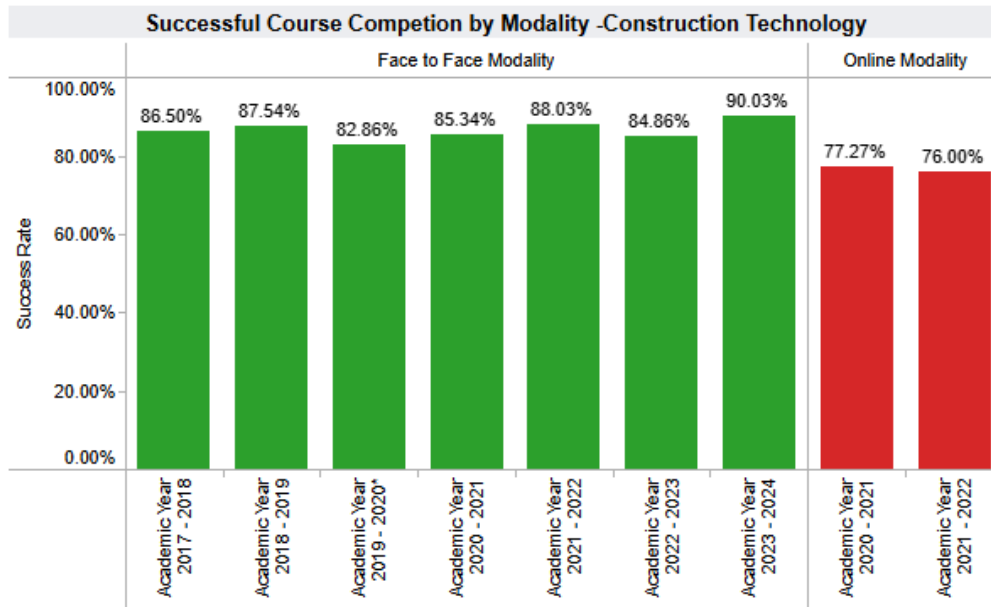


Program efficiency increased .3% while the Overall College efficiency decreased .22%.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

SLOCCCD Program Review Data: Successful Course Completion

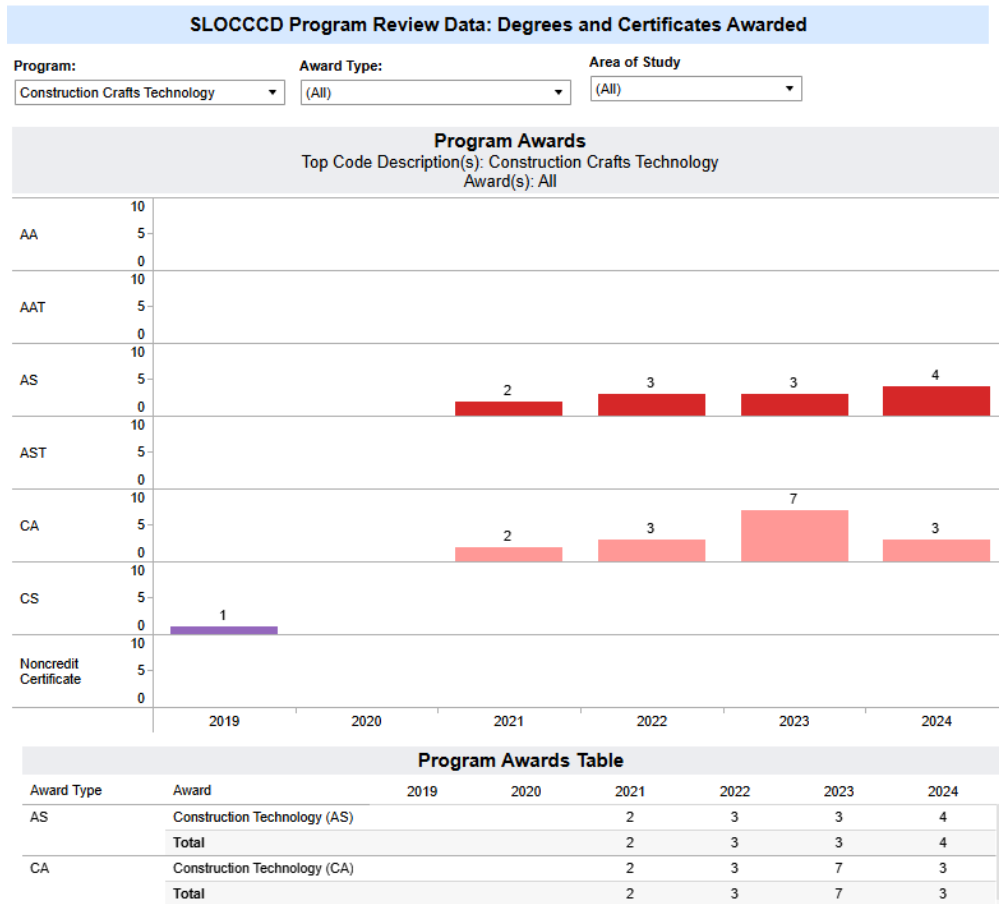
Select Department: Course: Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Construction Technology								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	86.50%	87.54%	82.86%	85.34%	88.03%	84.86%	90.03%
	Total Depart..	237.0	297.0	239.0	194.0	315.0	284.0	292.0
Online Modality	Department S..					77.27%	76.00%	
	Total Depart..					93.0	25.0	

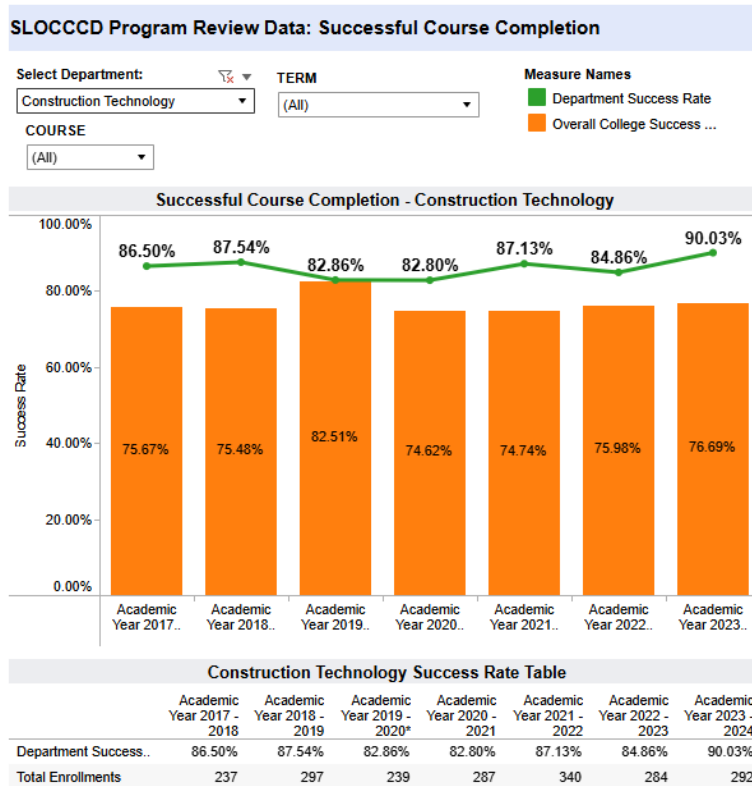
Course completion for Face to Face courses increased more than 5% year over year.

E. Degrees and Certificates Awarded (Insert Data Chart)



In 2024, seven degrees and certificates were awarded versus 10 in 2023, a decrease of three. However, the data suggests a positive trend over the last four years. Given the extremely high demand for labor in the construction industry coupled with a degree being a desired qualification, but not a necessary one in a tight labor market, has resulted in program completions being a persistent challenge. We are examining ways to increase the number of degrees and certificates awarded and are open to suggestions.

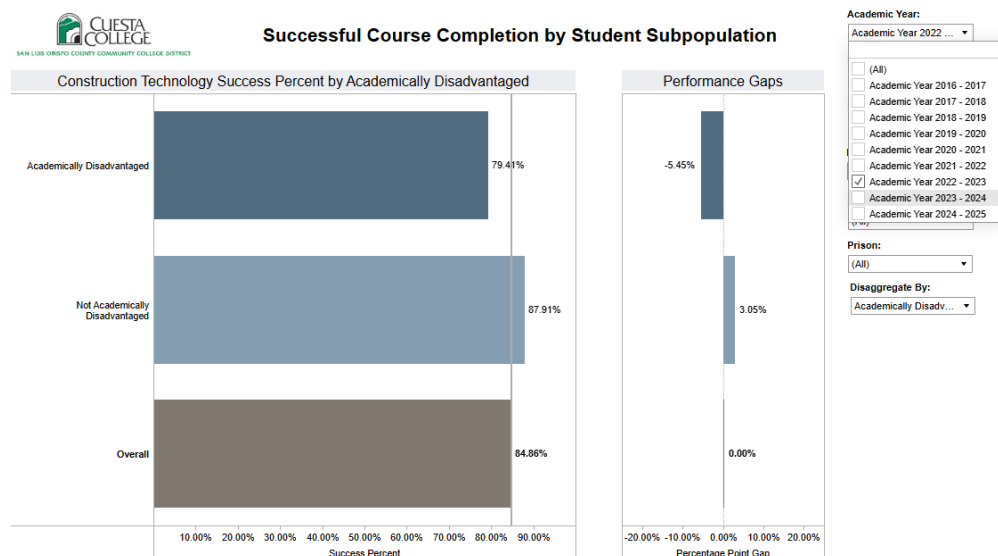
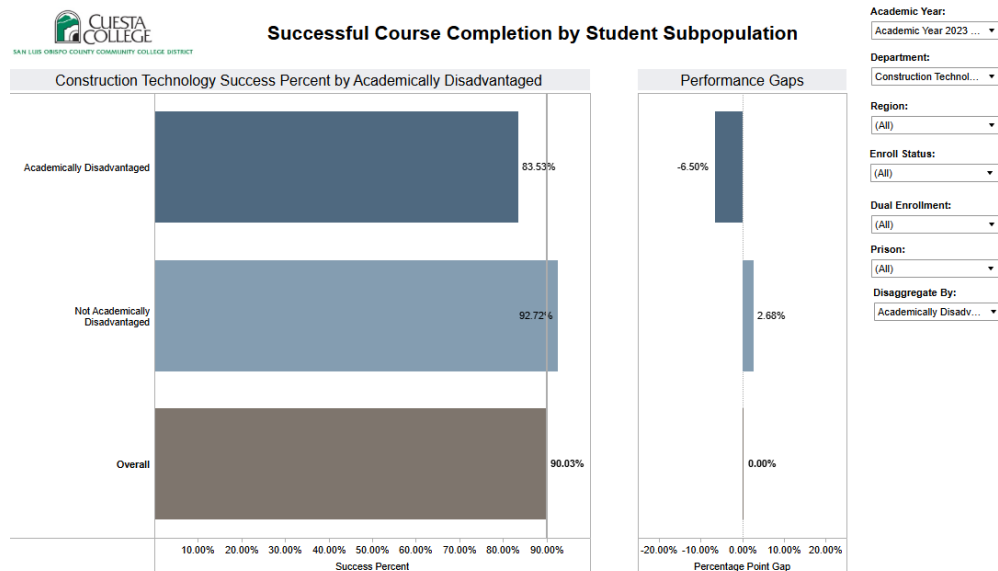
F. General Student Success – Course Completion (Insert Aggregated Data Chart)



While the overall college completion success rate increased by .71%, the rate for the construction program increased 5.17% from 84.86% to 90.03% year over year. This represents a 13.43% greater success rate than the overall college rate of 76.69%.

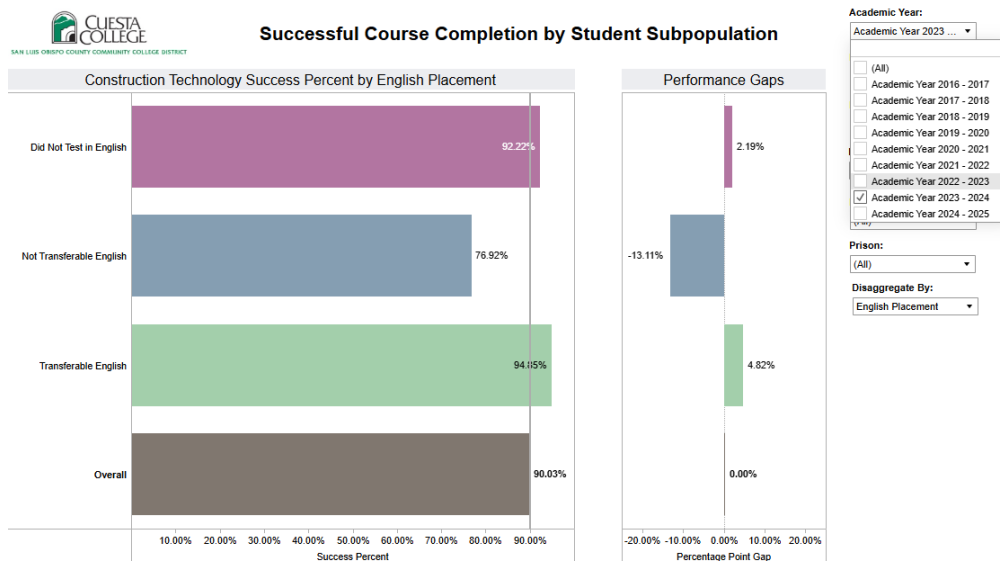
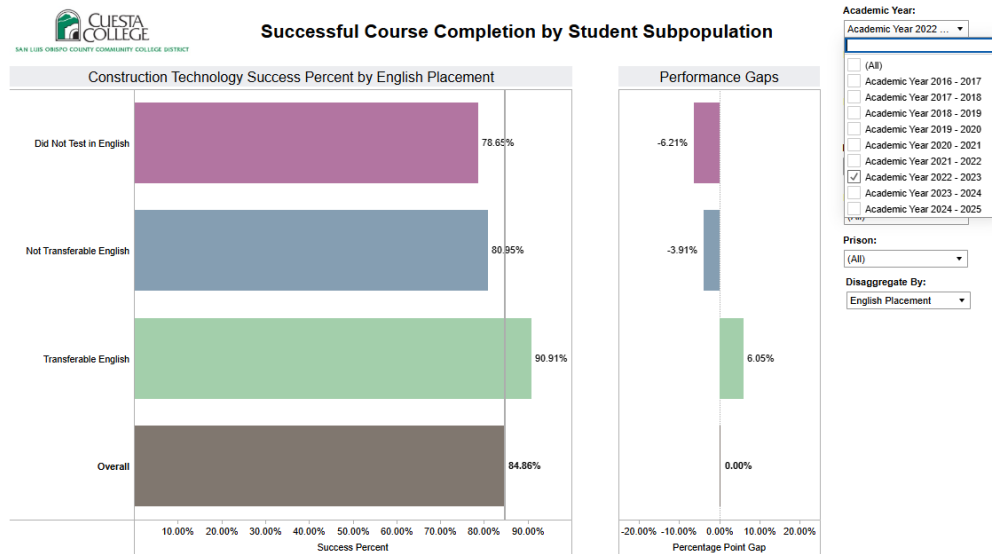
- G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Academically Disadvantaged



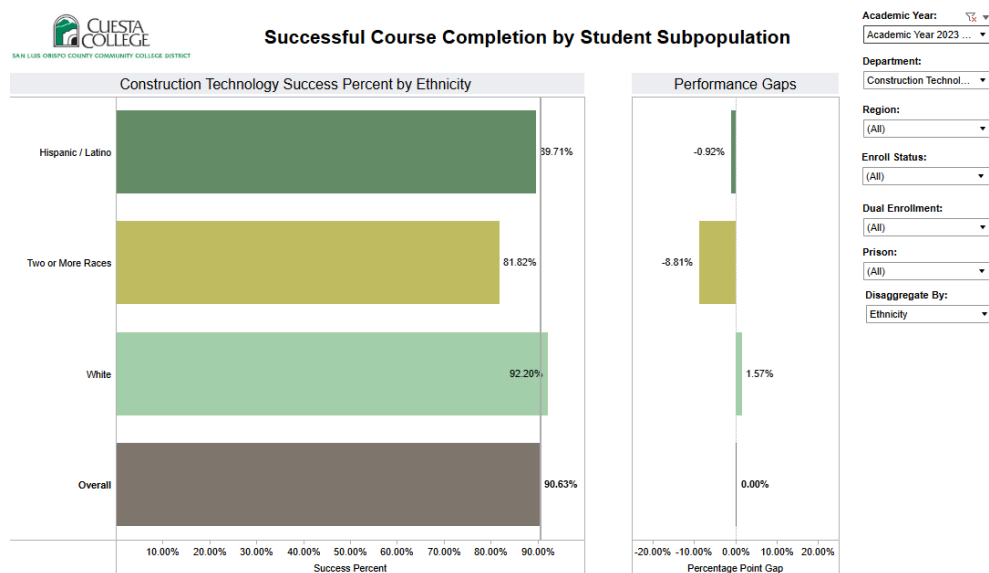
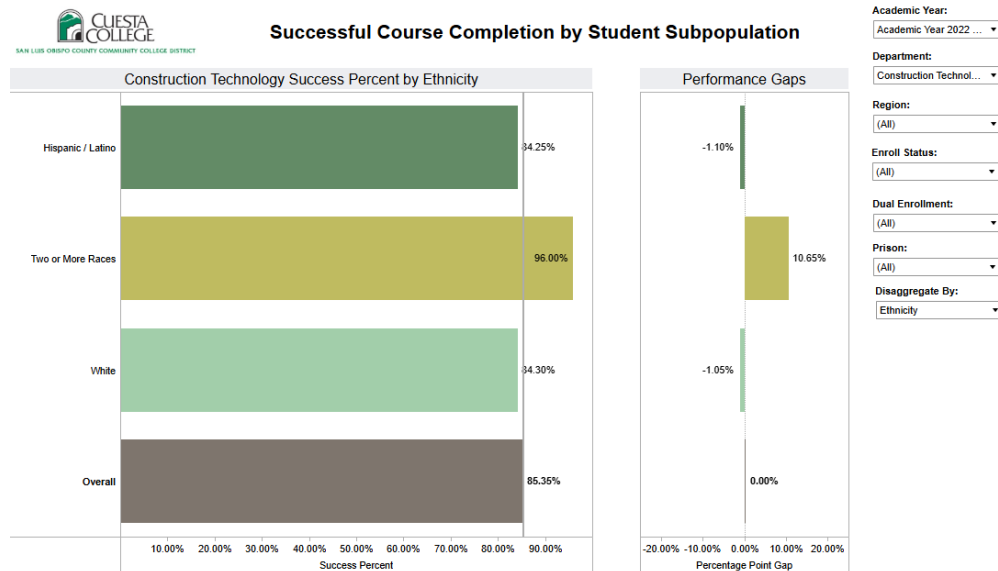
The academically disadvantaged population performance gap has increased from 5.45% to 6.50%.

English Placement



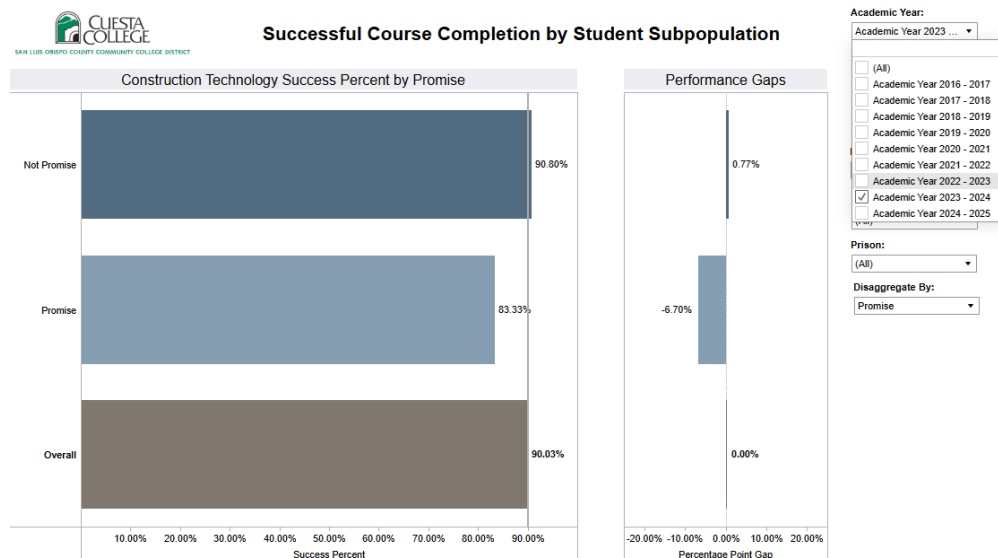
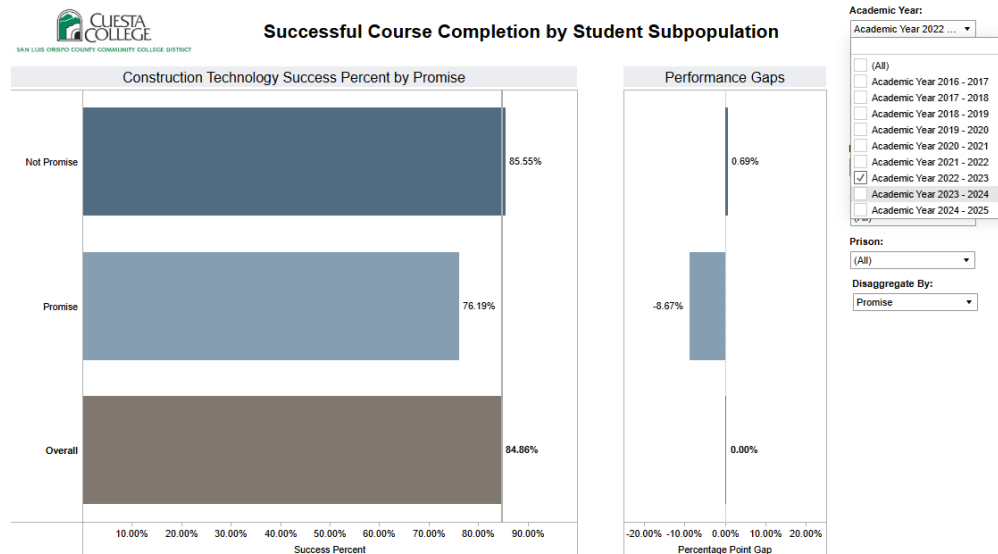
The success rates for students who are placed based on “Transferable English” consistently show higher success rates than those who do not pass.

Ethnicity



The success rates for students of Hispanic/Latino or white ethnicity do not show significant changes from 2022-2023/2023-2024 academic years. However, students who selected two or more ethnicities have shown a major swing from a positive performance gap to a negative performance gap.

Promise



Over the last two academic years, the data shows that students who enrolled in the Cuesta College Construction Technology program and have received the Cuesta Promise, have a lower course completion rate than those who are not on the Promise. The rate has improved from -8.67% to -6.70%; however, it is important to continue to monitor this KPI.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Refer to my observations above.

This is my first year in the Lead Instructor role and as such, I was unaware of such data. While we have not discussed or actively implemented any professional opportunities intentionally aimed at closing equity gaps, I can see how this data is valuable and can be helpful in increasing student success rates. The students that seem to have the lower success rates are students on the Cuesta Promise and student that have not passed the English Placement exams. Working with the other faculty in the Construction Technology program, I'll raise this concern, and we will work to develop strategies and practices to improve success rates.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the **Curriculum Review Worksheet**.

NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

In the early 1990s, education in the United States largely shifted away from technical education and toward professional education, placing a lot of emphasis on the four-year degree program. These policy shifts have been a significant cause of the labor shortages felt throughout the industry. Coupled with the many businesses which closed during the Great Recession, and now the aging out of thousands of career craftsmen, tradesmen, journeymen, and professionals who have climbed through the ranks, the labor shortages will likely continue to increase if programs are not expanded to attract students into the trades and backfill these men and women that have dedicated their lives to the crafts.

Members of the advisory committee have shared their concerns as they see employees retiring and a lack of qualified or interested candidates to fill their shoes. We understand this problem and understand that it is our obligation to share with this potential population what career opportunities exist in this industry and then to provide education so these students can successfully begin a career in the trades. We are continuously working to improve the program, enrollment, and the course offerings to appeal to a larger audience.

Ninety-Seven percent of new businesses in the construction industry close within 10 years. We are currently in initial talks with members of the California State Licensing Board to develop a business education certificate that must be achieved before applying for a license which will ensure more contractors succeed.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- ☐ SLO assessment cycle calendar is up to date. I was not aware of this requirement or where I might find the necessary information. I intend to follow up with the Department Chair and ask for guidance. If the calendar is not up to date, I will work with Dave to draw up a plan to address the shortcoming.
- ☐ All courses scheduled for assessment have been assessed in eLumen. I will follow up with the Chair regarding this requirement as well and this was not explained to me when I was assigned this role. If there are courses which need to be assessed, we will create a plan to complete the necessary work.
- ☒ Program Sustainability Plan progress report completed (if applicable). N/A

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program*

changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.

None

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps - None
- B. Anticipated changes in curriculum, scheduling or delivery modality - None
- C. Levels, delivery or types of services - None
- D. Facilities changes – Building Area 75 Acres
- E. Staffing projections - None
- F. Other - None

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.