

Program Review - Academic - Public Works Latest Version

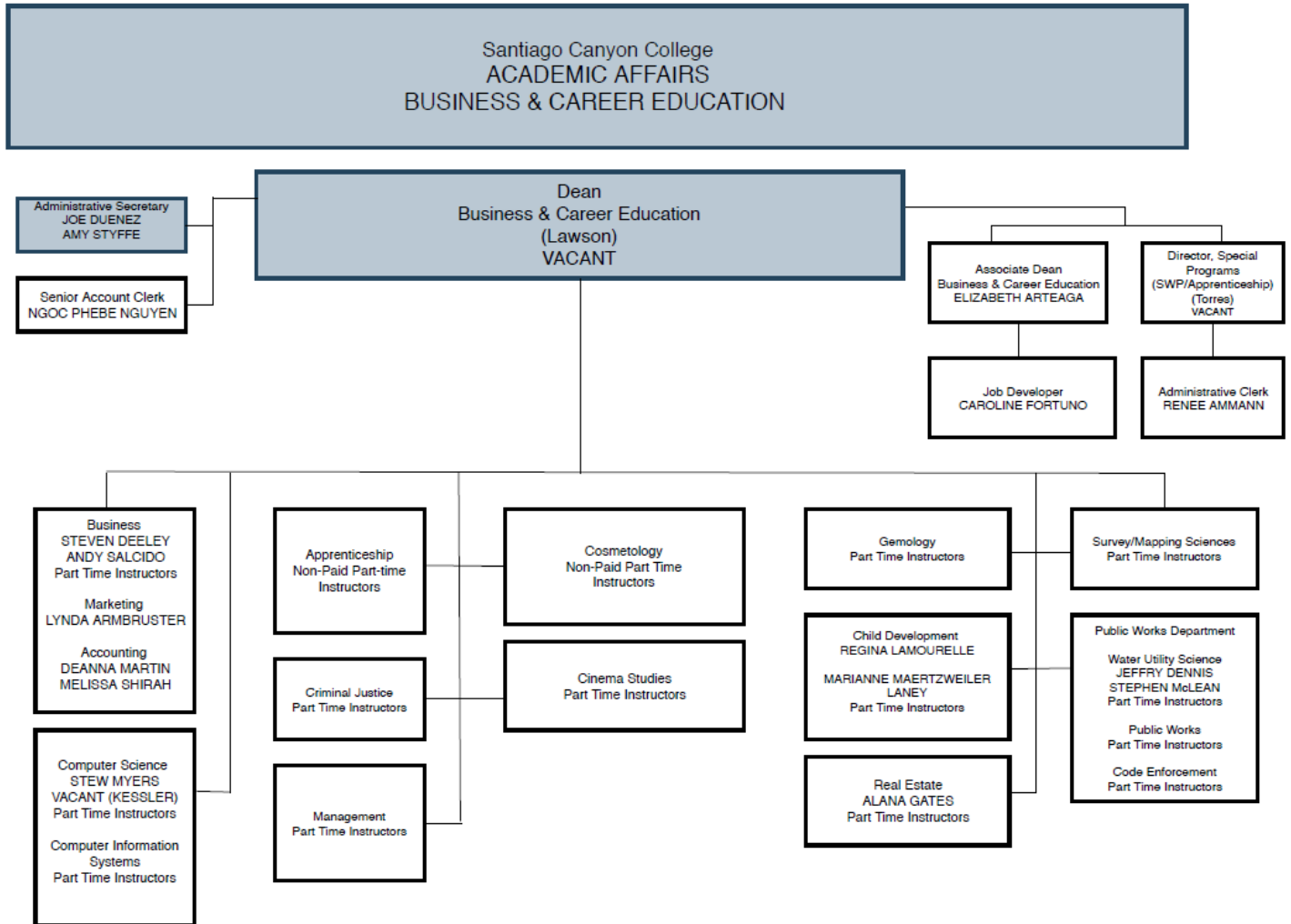
Overview

Program Review - Collaborators : Version by **McLean, Stephen** on 03/14/2020 20:09

Collaborators
Stephen J. McLean

Program Review Overview - Organizational Chart : Version by **McLean, Stephen** on 03/15/2020 00:02

Please insert the organizational chart for this program or service area.



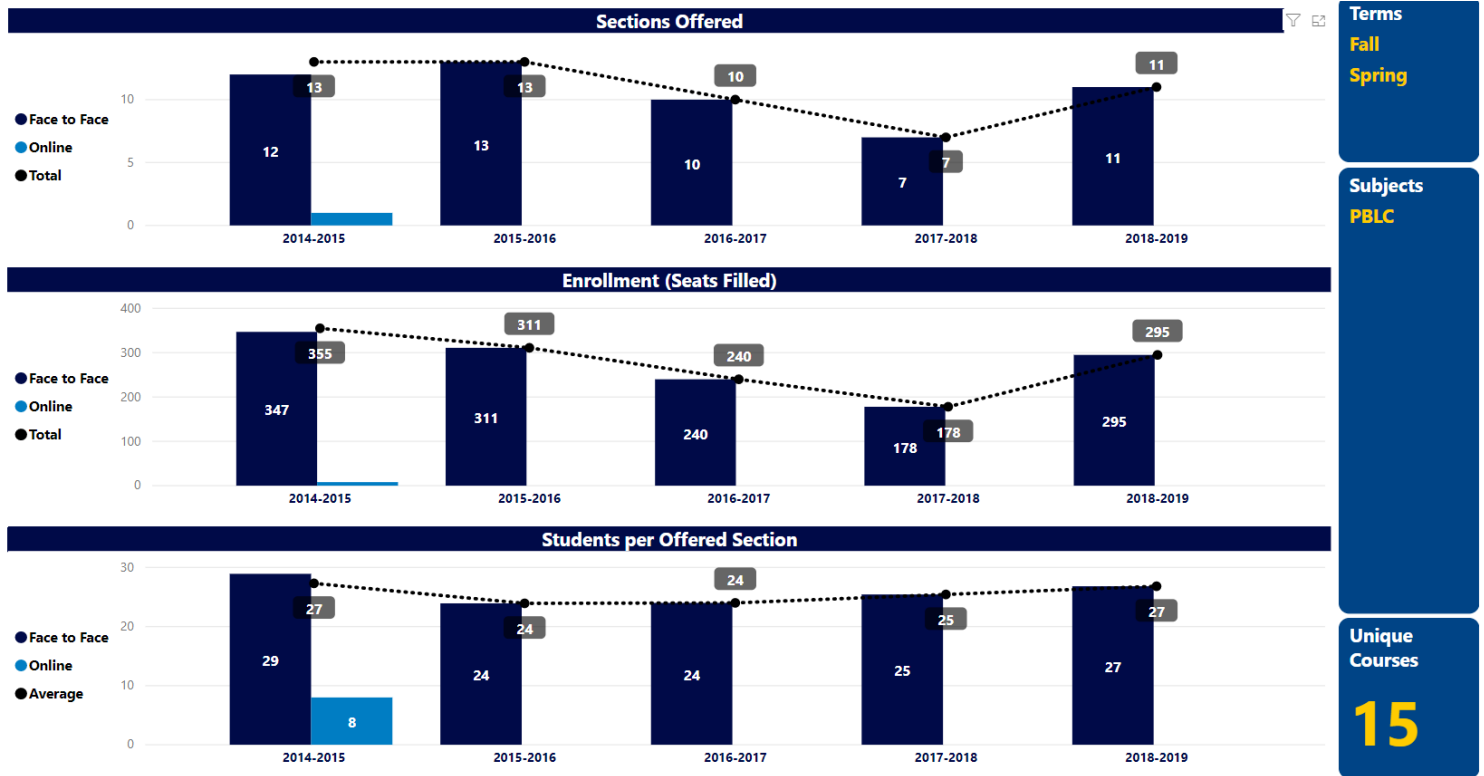
Program Review Overview - Award Programs : Version by **McLean, Stephen** on 03/14/2020 20:10

Award Programs
Code Enforcement and Compliance, AS
Code Enforcement and Compliance, CA
Code Enforcement Officer, CERT
Construction Inspection, AS
Construction Inspection, CA
Construction Management, AS
Construction Management, CA

Award Programs

Environmental Management, AS
 Environmental Management, CA
 Public Administration and Policy, CERT

Program Review Overview - Course Offerings: Unique Courses : Version by McLean, Stephen on 03/14/2020 20:19



Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
13	13	10	7

Program Review Overview - Course Offerings - Number of Sections Offered : Version by McLean, Stephen on 03/14/2020 20:19

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	13	13	10	7

Program Review Overview - Course Offerings - Total Enrollment : Version by McLean, Stephen on 03/14/2020 20:20

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	355	311	240	178

Program Review Overview - Course Offerings - Students per Offered Section : Version by McLean, Stephen on 03/15/2020 00:02

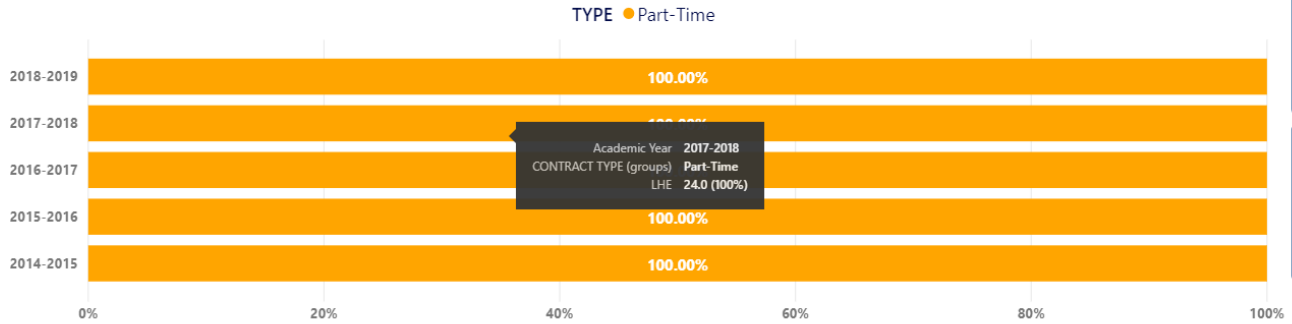
Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	27	24	24	25

Program Review Overview - Faculty Workload LHE : Version by McLean, Stephen on 03/14/2020 20:26

Instructional LHE Proportion by Contract Type

Terms
Fall
Spring

Subjects
PBLC



2017-2018						2018-2019					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF	Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Part-Time	24.0	100.00%	7	3.43	0.80	Part-Time	31.3	100.00%	15	2.09	1.04
Total	24.0	100.00%	7	3.43	0.80	Total	31.3	100.00%	15	2.09	1.04

2014-2015						2015-2016						2016-2017					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF	Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF	Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Part-Time	35.0	100.00%	14	2.50	1.17	Part-Time	39.6	100.00%	15	2.64	1.32	Part-Time	27.1	100.00%	13	2.08	0.90
Total	35.0	100.00%	14	2.50	1.17	Total	39.6	100.00%	15	2.64	1.32	Total	27.1	100.00%	13	2.08	0.90

31.3

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE %	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
0	0%	31.3	100%	0	0%	31.3	undefined

Program Review Overview - Faculty Workload Faculty Headcount : Version by McLean, Stephen on 03/14/2020 20:28

2018-2019

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
0	15	0	15

Program Review Overview - Faculty Workload LHE per Faculty : Version by McLean, Stephen on 03/14/2020 20:29

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
0	2.09	0	2.09

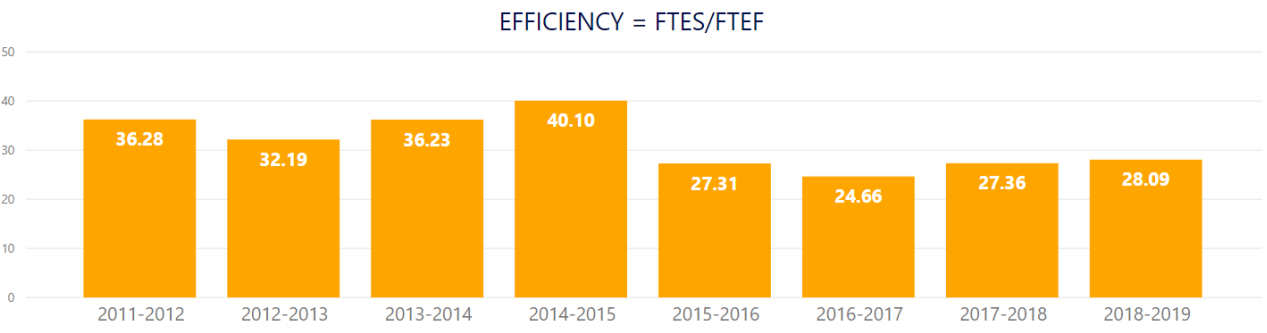
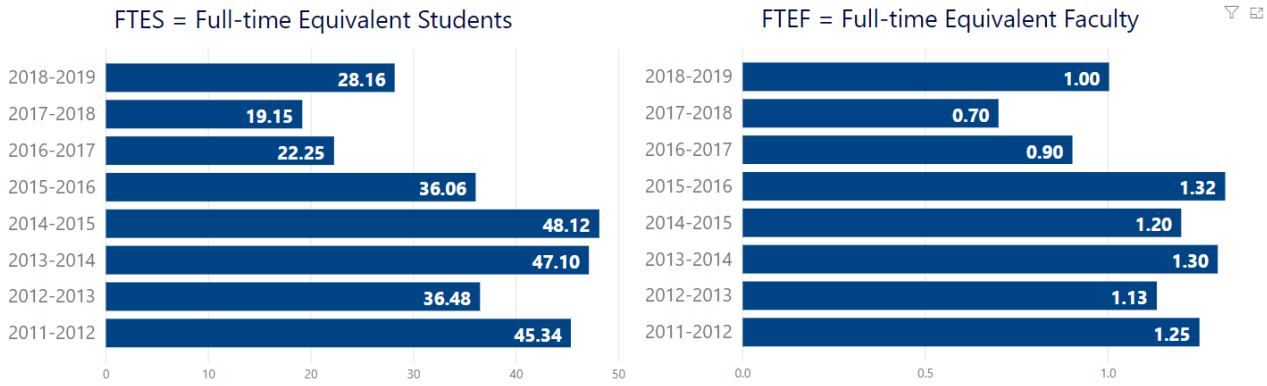
Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by McLean, Stephen on 03/14/2020 20:29

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
0	1.04	0	1.04

Program Review Overview - Faculty Workload FTES and Efficiency : Version by McLean, Stephen on 03/14/2020 20:33

Credit FTES, FTEF, and Efficiency Calculation

- SUBJE...
- ERTH
- ETHN
- EXER
- FREN
- GEM
- GEOG
- GEOL
- GSWS
- HIST
- HUD
- IDS
- ITAL
- KIN
- LIBI
- MATH
- MGMT
- MKTG
- MUS
- NUTR
- PBLC
- PHIL
- PHYS
- POLT
- PSC
- PSYC
- RE
- READ
- SIGN
- Soc



Total FTES	Overall Efficiency (FTES/FTEF)
28.16	28.09

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by McLean, Stephen on 03/14/2020 20:41

What processes does your program/service area follow to create, evaluate, and update annual plan goals?
 As a Career Education program, our plans and goals are informed annually by our Technical Advisory Committee and the input of its members, who are all professionals in the field of Public Works, and members of our local Orange County service area. Our faculty, both full time and adjunct, are active or retired professionals in this same industry, who also inform our planning efforts.
 Our program facilitators create, evaluate, and update our annual plan goals based upon the input of all of these professionals. Over the past several years, this process has resulted in the development of several new courses and new programs in Code Enforcement and Public Administration.
 How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?
Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.
 Our Public Works program is among the oldest -- and we are confident, the best -- such programs in the California Community College system. We believe that this fosters student success as they move into meaningful, important careers in this essential industry. To be successful within this industry, our students must act, communicate, and think critically each and every day. Our program goals are focused on these objectives.

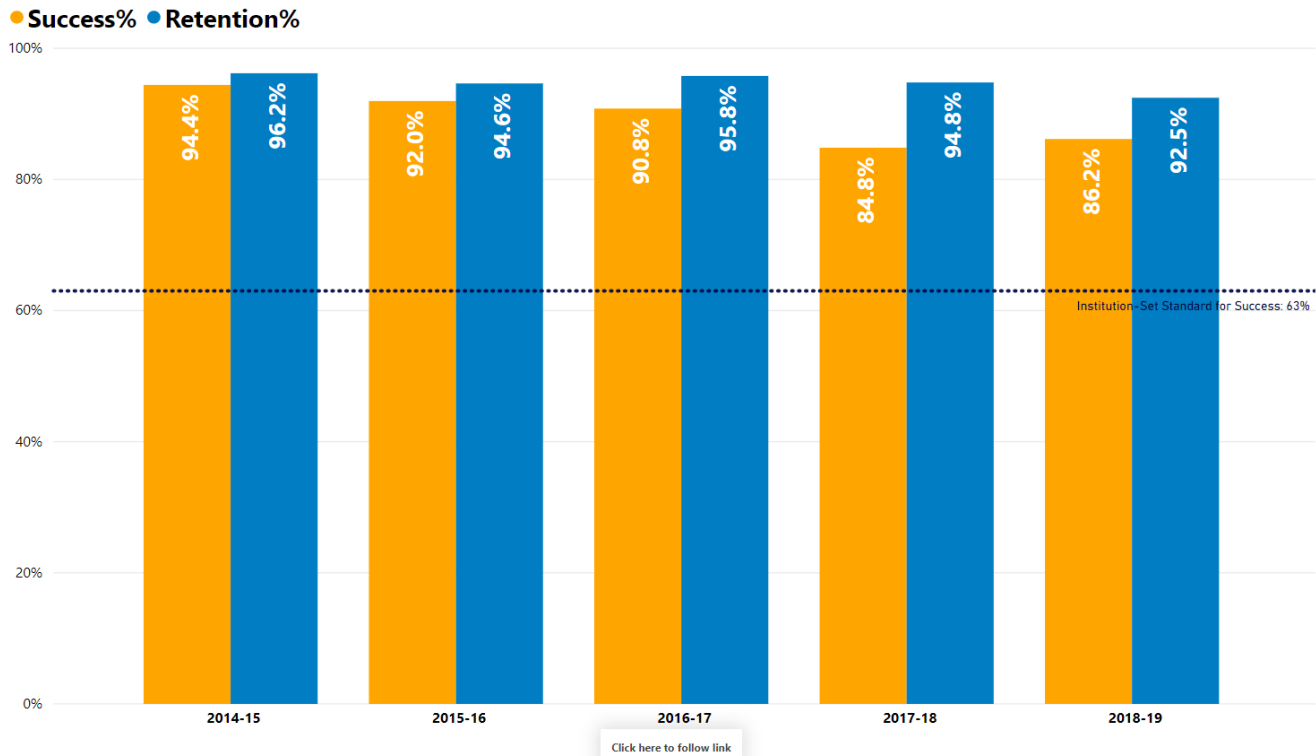
Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by McLean, Stephen on 03/14/2020 20:41

Annual Plan Goal
N/A

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by McLean, Stephen on 03/14/2020 20:50

SUBJECTS
PBLC



[Click here to follow link](#)

Performance has consistently surpassed the institution-set standards. Consequently, no significant changes are indicated or have been made.

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

86.2% (2018-2019)

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

N/A

What is the course retention rate (any grade except W) for courses within the program?

92.5% (2018-2019)

What is the course retention rate in basic skills courses (any grade except W) within the program?

N/A

Program Review Data Analysis - 5 : Version by McLean, Stephen on 03/14/2020 21:45

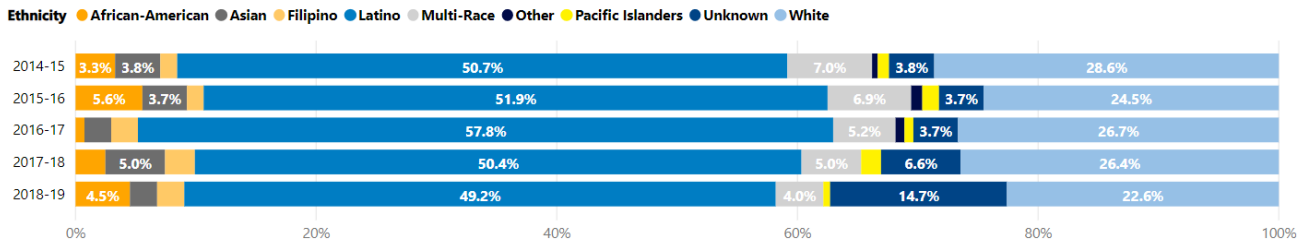
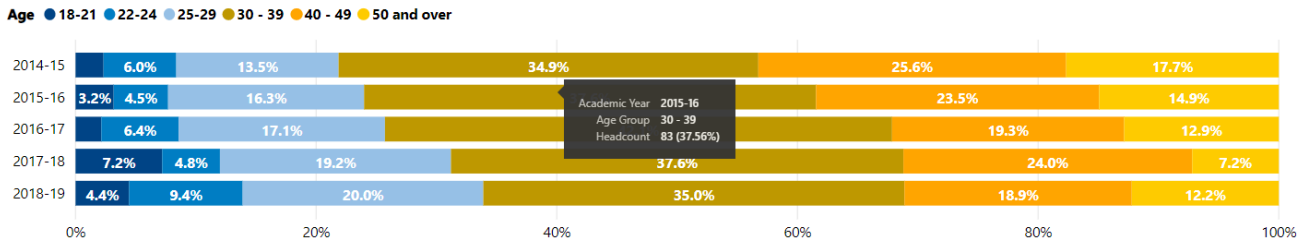
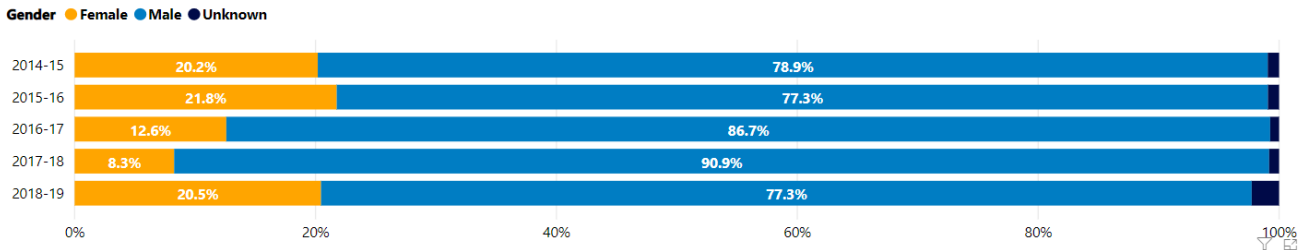
Code Enforcement was not available until 2018-2019.

Public Administration is not available yet.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
Code Enforcement, AS				
Code Enforcement, CA				
Code Enforcement, CERT				
Construction Inspection, AS		6	4	3
Construction Inspection, CA	5	8	4	10
Construction Management, AS	3	3	2	0
Construction Management, CA	3	2	0	5
Environmental Management, AS		2	1	1
Environmental Management, CA		2		
Public Admin, CERT				

Program Review Data Analysis - 6 to 13 : Version by McLean, Stephen on 03/14/2020 21:58

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?



Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

1. "Public Works" is an incredibly broad title, with a host of occupations at many professional levels. This field includes engineers, managers, supervisors, technicians, and field and office assistants, involved with traffic, transportation, storm drainage, solid waste, parks and recreation, streets, fire suppression, and many other areas of emphasis.
2. Most of these occupations are public employee positions working for cities, counties, states, or other governmental agencies. These entities rarely have significant reductions in the labor force, and they are omnipresent in society. Thus, positions are always opening in every community, if only through retirements and relocations of existing personnel.
3. With such a stable, on-going demand for this workforce, we are planning for consistent -- if not increasing -- student enrollments.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

N/A

Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

N/A

Please provide data pertaining to the instruction or delivery of service, if any.

N/A

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by McLean, Stephen on 03/15/2020 00:02

Courses	Section Count
BUS090 - Principles of Project Management	1
PBLC050 - Fundamentals of Public Works	1
PBLC051 - Infrastructure Construction and Maintenance	1
PBLC051 - Infrastructure Construction and Maintenance	1
PBLC061 - Plan Interpretation and Cost Estimating	1
PBLC061 - Plan Interpretation and Cost Estimating	1
PBLC063 - Construction Materials and Testing	1
PBLC067 - Environmental Management	1
PBLC068 - Fundamentals of Storm Water Management	1

Courses	Section Count
PBLC069 - Green Infrastructure Construction	1
PBLC074 - Contract Administration	1
PBLC080 - Principles of Project Management	1
PBLC080 - Principles of Project Management	1
PBLC086 - Basic Code Enforcement Officer	1
PBLC087 - Intermediate Code Enforcement Officer	1
PBLC088 - Advanced Code Enforcement Officer	1
PBLC089 - Code Enforcement Officer-Supervision	1
PBLC110 - Introduction to Microsoft Project	1

Program Review Outcomes Assessment - CSLOs : Version by McLean, Stephen on 03/15/2020 00:02

Student Learning Outcomes	CSLO Count	CSLOs Measured
PBLC051 - Infrastructure Construction and Maintenance		
Recognize equipment and materials of Public Works construction projects.		
Evaluate a Public Works infrastructure inventories.		
PBLC061 - Plan Interpretation and Cost Estimating		
Explain construction documents for a selected public works project and identify the components within the plan.		
Quantify materials and cost out a selected public works project, or component within a project, within 10% accuracy.		
PBLC068 - Fundamentals of Storm Water Management		
Analyze the regulatory requirements for stormwater permits.		
Evaluate effective compliance measures for stormwater requirements.		
PBLC080 - Principles of Project Management		
Create an effective plan and schedule for a business project		
Describe techniques used to monitor, control, and measure performance of a project in progress.		
Analyze the relationship between timing, costs, and resources in a business project.		
PBLC086 - Basic Code Enforcement Officer		
Demonstrate and apply fundamental entry-level abilities expected of a code enforcement officer to effectively identify industry best-practices of conducting field inspections, preparing case documentation, and providing testimony.		
Pass the Basic Code Enforcement certification exam with a score of 70% or greater.		
PBLC087 - Intermediate Code Enforcement Officer		
Recognize and apply journey-level skills expected of a practiced code enforcement officer in the abatement of sub-standard or hazardous buildings, hazardous materials response, residential construction, use of force, and self-defense practices.		
Pass the Intermediate Code Enforcement certification exam with a score of 70% or greater.		
PBLC088 - Advanced Code Enforcement Officer		
Recognize and apply advance-level knowledge expected of an experienced code enforcement officer to effectively communicate, develop staff reports and ordinances, recognize vectors and animal safety, officer safety, and apply building, residential, mechani		
Pass the Advanced Code Enforcement certification exam with a score of 70% or greater.		
PBLC089 - Code Enforcement Officer-Supervision		

Student Learning Outcomes	CSLO Count	CSLOs Measured
Recognize and apply supervisory-level knowledge to scenarios dealing with diversity, ethics, effective communications for supervisors, assertive leadership, critical incident management, performance management best-practices, internal investigations, prom		
Pass the Supervisory Code Enforcement certification exam with a score of 70% or greater.		

Program Review Outcomes Assessment - PSLOs : Version by McLean, Stephen on 03/15/2020 00:02

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Public Works*		
PSLO		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by McLean, Stephen on 03/14/2020 22:01

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

Learning outcomes assessments are determined by individual instructors, and are generally based on multiple choice questions within midterm or final examinations.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

Assessments are generally conducted annually for each course. The instructor is solely responsible for designing, conducting, and reporting the assessment. Faculty report their data to the Department Chair, and the Department Chair will enter the assessment results into eLumen.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely not met and why you think students were unsuccessful. What changes have you considered making?

N/A

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

N/A

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

N/A

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by McLean, Stephen on 03/14/2020 22:17

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

Our Public Works program is among the oldest -- and we are confident, the best -- such programs in the California Community College system. We believe that this fosters student success as they move into meaningful, important careers in this essential industry. To be successful within this industry, our students must act, communicate, and think critically each and every day. Our program goals are focused on these objectives.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Yes, although we continue to explore expanded online course offerings, as well as modifications to our academic awards requirements.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

No.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

This is the responsibility of the one full-time faculty member who serves as Department Chair, as well as the two program facilitators. New initiatives are generated by all of the faculty and the TAC, and then the Department Chair and facilitators work through the Curriculum and Instruction Council to process these initiatives.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

As noted previously, we have an active Technical Advisory Committee with which we consult for their off-campus perspective. On-campus, only the Department Chair participates in established committees (such as the CIC) to coordinate our activities with other college programs and services. All of the professors who teach in this program are adjuncts -- with full-time positions in Public Works -- which seriously constrains their ability to participate in on-campus activities.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

We have just begun our Code Enforcement courses, and are about to begin our Public Administration courses. So monitoring these new initiatives will be a major objective.

We will be reexamining all of our academic awards to see how we might structure them differently, perhaps in a "stacked" fashion, so see if we can increase the number of certificates of completion and Associate of Science degrees.

We will also be exploring possible complimentary courses with the existing Water Science program and the new Electronic Technology program that might factor into Public Works academic awards, and vice versa.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by McLean, Stephen on 03/14/2020 22:31

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	0	0	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by McLean, Stephen on 03/14/2020 22:31

Currently staging an average of one class per evening plus one class per day, usually convened in the lecture rooms in the U-building complex.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
2	0	0	0	0

Program Review Resources - Specialized Equipment and Resources : Version by McLean, Stephen on 03/14/2020 22:32

N/A

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by McLean, Stephen on 03/15/2020 00:02

Some Perkins funds have been used for curriculum development, especially for our new Code Enforcement and Public Administration programs.

Funding Source	Description
Perkins	undefined

Program Review Resources : Version by McLean, Stephen on 03/14/2020 22:38

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

Adequate.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Adequate.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Adequate.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Adequate.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

Adequate.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

No.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Ideally, we would have access to the same classroom each night of the week for our Public Works classes.

Similarly, a consistent location -- ideally the same room -- for our day time class offerings.

A single Public Works classroom would enable us to communicate to all of our students (and faculty!) through a common bulletin board. Posting job opportunities on this same board would be a great way to involve our local industry partners in the recruitment and hiring of SCC students.

Human Resources

Program Review Human Resources - Support Staff : Version by McLean, Stephen on 03/15/2020 00:02

Public Works shares support staff services with all of the other programs in the Division. There are zero support staff assigned exclusively to Public Works.

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Administrative	2	FT	12	undefined

Program Review Human Resources : Version by McLean, Stephen on 03/14/2020 23:34

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?
 Faculty are members of the American Public Works Association and other national industry professional organizations. We attend conferences and seminars of these organizations.
 How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?
 As all faculty in this program are adjunct professors with full-time employment in the industry, their participation in on-campus activities is rare.
 Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?
 As seen above in the faculty workload numbers, 100 percent of the program's classes are taught by adjunct faculty. This is well below State-mandated levels. This shortage is somewhat improved when our sister program, Water Science, is considered. However, Water is also well below State-mandated levels. And this deficiency will be further exacerbated as the new Electronic Technology (Automation) program is initiated.
 This program would greatly benefit by the addition of one full-time faculty member.
 Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?
 As all faculty in this program are adjunct professors -- that normally only teach night classes -- with full-time employment in the industry, they rarely interact at all with other SCC personnel for any reason.
 To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?
 As noted above, this program has no full-time faculty or staff. There has been extremely little interaction/communication for the adjunct faculty with the rest of SCC. The Division meetings held at the beginning of each semester are the main means of communication at present.
 Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
 Add one full-time faculty member.

Internal and External Communication

Program Review Internal & External Communication : Version by **McLean, Stephen** on **03/14/2020 23:44**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?
 This has been done annually by the program facilitators.
 When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?
 Greater than five years ago.
 How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?
 The program facilitators work with Division administrative staff to update the Water program web site.
 Faculty information is provided, but contact information is only provided for the program facilitator.
 Outcomes and outcome assessments are not posted at this time.
 How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?
 The program facilitators discuss with faculty members individually about their course schedule for coming semesters. After review of past enrollment records, and these discussions, a schedule is drafted and then sent to the Division.
 How well do faculty and staff communicate about and coordinate the work of the program/service area?
 As emphasized in other areas of this report, all the faculty are adjuncts with full-time occupations elsewhere, and they generally only teach night classes. As such, communications are challenging. These are mostly conducted one-on-one between the adjuncts and the program facilitators.
 Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
 Add one full-time faculty member.
 In addition, conduct a thorough new annual plan, involving the new Department Chair and the two program facilitators and adjunct faculty, plus input from Division management. And do so for the first time in an integrated manner with the Water program, and with the new Electronic Technology program.

Planning Agenda

Program Review Planning Agenda : Version by **McLean, Stephen** on **03/14/2020 23:51**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Add one full-time professor.	Zero percent of classes taught by full-time faculty.	One full-time professor	
Monitor and modify new Code Enforcement program		Program facilitator / Department Chair time	
Begin new Public Administration program; monitor and modify as needed		Program facilitator / Department Chair time	
Review program academic awards, consider implementing a "stacked" certificates.		Program facilitators / Department Chair time	
Fully integrate the Water Program with the Public Works and planned Electronic Technology programs.	There are several areas in these programs that are complimentary. Existing academic awards should be revised to include electives among these programs.	Program facilitator / Department Chair / other faculty time	

Summary Report

Program Review Summary Report - What is and is not working : Version by **McLean, Stephen** on **03/15/2020 00:02**

Briefly describe and explain what is working well in your program/service area.

Our success and retention numbers are very good.

We have developed two new programs within the past two years, Code Enforcement and Public Administration.

Initial enrollments in Code Enforcement have been very encouraging.

Briefly describe and explain what is not working well or needs attention in your program/service area.

Communications within the program and between the program and the college as a whole can be greatly improved. The most appropriate means to address this is with the essential human resource of a full-time faculty member.

A new full-time faculty member will also address the zero percent of courses taught by full-time short-coming.

Despite good success and retention numbers, the number of students completing academic awards is low -- and dropping.

Expanding online course offerings should also be a priority.

Program Review Summary Report - Resources : Version by **McLean, Stephen** on **03/14/2020 23:58**

Facilities	Technology	Equipment	Personnel
			One new full-time professor.

Program Review Summary Report - Initiatives and Other Findings : Version by **McLean, Stephen** on **03/15/2020 00:02**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

The Public Works program has participated in the following initiatives:

- Strong Workforce Program

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

N/A