

# **PROGRAM REVIEW**

**Department: Masonry**



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## Appendices

**Full-Time Faculty Qualifications****List of courses included in the program**

- **Advising degree sheet (Course catalog)**
- **Degree Audit courses (Registrar)**
- **Program Inventory, if applicable (Instruction office)**
- **Courses offered in the last 3 years (Instruction office)**

# **ACADEMIC PROGRAM/DISCIPLINE REVIEW**

## **Fort Scott Community College**

### ***Introduction to Program***

#### ***I. Scope***

##### **A. Program Relation to College Mission, Core Values, and Strategic Plan:**

- 1. How do the goals and measurable objectives for the program/discipline help the college meet its mission, core values, and strategic plan?**

The goal of the program is to develop qualified mason professionals to provide meaningful careers for students and meet the needs of local employers. The measurable objectives are the number of students that complete the FSCC Masonry Certificate, obtain their OSHA 10 Certificate, NCCER Core Certificate and the NCCER Level 1 and Level 2 Certificates. Masonry is a quality technical program that supports needs in the local workforce and has shown growth over the past 3 years which are key elements in the FSCC Mission and Vision statements.

- 2. What specific goals of the strategic plan are affected by this? Please explain.**

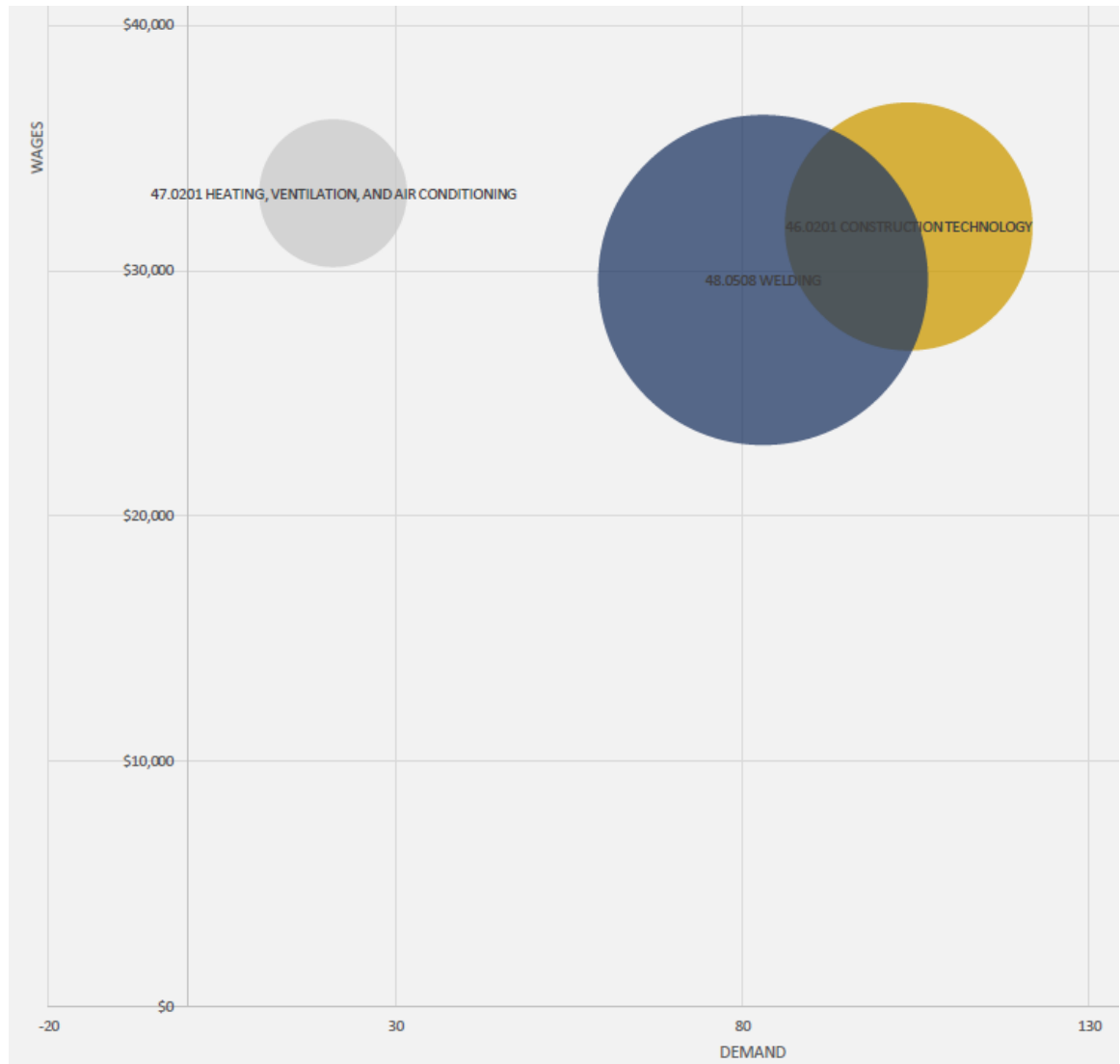
Goal 2 - Completing this review helps to continue to improve the quality of the education of student as well as improve the efficacy of instruction.

##### **B. Program/Discipline Demand/Need:**

**If applicable, provide any advisory board meeting minutes.**

- 1. Describe the need for the program/classes based on regional demands.**

Based on a Department of Labor report (see graphic) there are 104 Construction Technology positions needed and currently FSCC Construction Trades has 31 concentrators. The graphic below details the industry needs along with potential earning (Construction Technology is in yellow).



**2. Is program revision needed? If yes, provide a detailed rationale supporting the program change.**

We are currently considering a shift in the program to incorporate an online portion that utilizes the online curriculum from The National Center for Construction Education & Research (NCCER) called NCCER Connect. Adopting this curriculum would provide additional time in the lab. It will also offer the ability to move toward hybrid courses that would allow students to access the curriculum online and more efficiently achieve the number of minutes needed in the class. One of the challenges in working with dual credit students is scheduling, if the course were to be a hybrid course much of the lecture could be moved online allowing the time spent in class to be more focused on lab work. Masonry is due for new textbooks and has been for a few years so moving to online curriculum will help keep it up to date.

**3. Describe how the revised program differs from the current one?**

The revised program would adopt NCCER Connect online curriculum, which would include online coursework, online textbook, power points, quizzes and assessments. All of which would supplement the lab time in our current courses and could be used as an online portion for the lecture.

It is recommended to change all of the Construction Trades courses to a hybrid format to improve consistency in instruction as well as allow more flexibility in the schedule for work in the lab portion of the class.

**C. Program/Discipline Analysis:**

**1. What procedures are used to ensure that course content is up-to-date?**

Our courses are kept up to date by our close partnerships with businesses in our communities, instructors working in the field as well as Advisory Board meetings each semester. Our cooperation with local construction and masonry companies ensures that we are teaching the techniques and skills in demand locally as well as using equipment that is up to the standard of the industry. Nacoma Oehme continues to work in the construction industry and is able to bring new techniques to his courses.

SkillsUSA membership also provides excellent opportunities to remain relevant and current with competitions as well as an extensive industry network.

**2. What is the process for textbook review? Please list the book(s) and ISBN for each course.**

Currently, since FSCC Construction Technology is an NCCER accredited educational institution and uses the required NCCER textbooks and curriculum in partnership with Crossland Construction. Crossland Construction conducts audits of the program every 3 years.

**3. What methods of instruction are used to meet the goals and objectives of courses in the program/discipline? Please describe two different sample lessons used within different courses in the program.**

Lecture, demonstration, and hands-on activities in the lab as well as building projects in the lab.

SkillsUSA Competition

OSHA 10 Online

See attached lesson plans

#### **4. How do you ensure appropriate academic rigor and consistency of course content in all modalities?**

Moving forward with the NCCER Connect online curriculum and instruction as well as hybrid courses would improve the quality of instruction as the course could be consistently each semester in Blackboard and would be identical. It would also help in meeting the required number of minutes for the classes.

### **D. Program Assessment:**

#### **1. What are the program outcomes?**

- After completion of the OSHA 10 online course, NCCER Core and instruction students will demonstrate appropriate safety in the lab and apply their knowledge of a safe environment to daily construction and masonry situations.
- Students will be able to construct various types of a masonry walls to create a complete quality foundation or decorative element, including multiple techniques and materials.
- Students will be able to apply their knowledge of masonry tools and building materials to real-world applications.
- Students will be able to assess existing masonry structures and develop a strategy to repair or remodel the structure.

#### **2. What is the process for program and course level assessment?**

- Program assessment is based on students successfully completing the OSHA 10 course and demonstrating workplace safety. Students are also assessed on their ability to complete the NCCER Core, NCCER Masonry Level 1 and NCCER Masonry Level 2 Certificates.
- Course level assessments include online tests and quizzes for OSHA 10, NCCER written exams and NCCER performance profiles, both of which are required to successfully complete the NCCER Curriculum. Additionally, demonstration and participation in the lab environment is used for assessment.

**3. What are the findings of outcomes assessment reports from the department since the last program review? (Program Compilation Summaries/Course Assessment Reports)**

There are no prior program reviews available.

**For CTE programs only:**

**Program majors/Current concentrators 31**

**Unduplicated prior 3 year graduates**

**4. Please list any third party accreditation.**

OSHA 10

National Center for Construction Education & Research (NCCER)

**5. List any additional needs for the program (facilities, personnel, technology, student support, etc.).**

## ***II. Institutional Support***

### **A. Support:**

**1. How does this program support other academic areas of the college and/or how is it supported by other academic areas?**

This program supports, and is supported by various other academic areas of the college by providing a practical application to the things they are learning in these courses.

- Math is directly applied in our classes in multiple ways through drafting, blueprints, detailed drawings, cost sheets, layout, material calculations, multiplication, and geometric calculations that are integral in building a structure.
- English is also supported as students are encouraged to complete job applications as well as resumes and instructors have developed English lesson plans for students that are relevant to their field.

**2. What learning resources are utilized for instruction and supporting the institutional outcomes?**

Blackboard and NCCER Connect was used at the end of the Spring 2020 semester and will continue to be utilized if courses become hybrid courses.

Lab tools and materials are used extensively throughout the program.

Advisory boards and relationships with builders and commercial construction industries are a vital source of information as well as donated materials.

## **B. Community Engagement:**

### **1. Please provide examples of how the program/discipline fosters relationships within the communities FSCC serves (community partnership, participation, advisory board, etc.)**

Advisory Board meetings are held twice a year and students have completed projects for local high schools or organizations. For example, the Masonry students at CTEC participated in building a butterfly garden in a park for the City of Pittsburg.

For the past two years, CTEC has hosted a job fair that has attracted over 25 businesses and provided opportunities for students who are graduating from FSCC. This helps with placing students, in addition, instructors often discuss with business partners work opportunities for students. BSM Wall Systems and Kansas Masonry Industries Council (KMIC) are two relatively new partners that have donated funds for textbooks as well as presentations and jobs for our students.

Local industry is very supportive with donations to the program as well as providing internship opportunities for students.

## **C. Program Development:**

### **1. What marketing/recruiting strategies are used by the program/discipline?**

FSCC promotes the program extensively through advertising and on its website. Local representatives work extensively with local high schools to encourage enrollment and the local KansasWorks organization also promotes the FSCC Construction Trades program.

**2. How, and by what means, does the discipline use external professional and community resources to enhance discipline practices?**

Local businesses donate material to the program which is extremely beneficial to the program. Through the Advisory Board meetings local leaders discuss new trends, tools or technology that needs to be addressed with the program. Students also have the opportunity participate in a job shadow opportunities or work in the field as an intern.

**3. Does the discipline have a means for students to assess the program outside of the official student evaluations? If so, explain.**

Not at this time.

Lesson Title:	Trade Vocab
Occupational Area:	Masonry
CTE Concept(s):	Understanding Vocabulary words and trade terms specific to Masonry.
English Concepts(s):	
Lesson Objective(s):	To understand vocab specific to Masonry
Supplies Needed:	Pencil & Paper
Method of Instruction:	
1. CTE Lesson Introduction	Trade Vocab
Teacher Notes and Answers	<a href="http://www.masonrycontractors.org/glossary">www.masonrycontractors.org/glossary</a>
2. Assess English Awareness of Students	20 questions pretest on terminology
Teacher Notes and Answers	

3. Work through the Example Embedded in the CTE Lesson	Read chapter 1, answer comprehension questions
Teacher Notes and Answers	
4. Work through Related, Contextual English-in-CTE Examples	Writing assignment on why it is important to know correct trade vocab & terms
Teacher Notes and Answers	
5. Work through Traditional English Examples	Lesson 2 Correct pronoun case
Teacher Notes and Answers	
6. Students Demonstrate Understanding	Based on quiz results
Teacher Notes and Answers	
7. Formal Assessment	Paraphrase, or summarize chapter 2
Teacher Notes and Answers	
Additional Notes	

#### Lesson I Lesson Plan

dimensions.	
<p style="text-align: center;">Student Activities</p> <p>Using the handouts for this lesson, have the students measure and write down the masonry units so that they can identify the different types</p>	

### Summary

After you show the Power Point and talk about the different types of masonry units and there patterns and uses, give students the handouts and have them measure the units as groups. After they have completed that go over the units with them and then give quiz.

### Student Evaluation

Use the handouts and quiz to evaluate that the students can identify different types of masonry units.

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## Lesson I Lesson Plan

### Unit Title: Masonry I

#### Hand out for Lesson 1 — Masonry unit identification

#### 1. Tools Needed:

Equipment and tools

Modular brick

King size brick

Jumb

o

brick

4"

block

6" block

8" block

Materials needed:

Masonry units

Pencils

Hand out

#### 2. Procedure for measuring units.

- a. Use your rule to measure vertically and horizontally of the units.
- b. Write down all dimensions on handout along with their nominal name.<sup>th</sup>.