

PROGRAM REVIEW

Department: Masonry



Date of Program Review: 2022

Prepared by: Tom Myers, Nacoma Oehme

TABLE OF CONTENTS

Appendices	3
Introduction to Program	4
I. Scope	4
A. Program Relation to College Mission, Core Values, and Strategic Plan	4
B. Program/Discipline Demand/ Need	4
C. Program /Discipline Analysis	4
D. Program Assessment	5
II. Institutional Support	6
A. Support	6
B. Community Engagement	6
C. Program Development	6
III. Results	8
A. Continuous Improvement	8

Appendices

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

- Advising degree sheet (Course catalog)
- Degree Audit courses (Registrar)
- List of college owned equipment over \$2000
- Courses offered in the last 3 years (Instruction office)
- Curriculum Mapping

Recommended Timeline

- Program Review document will be completed and submitted to the Instruction Office by December 31st.
- Vice President of Academic Affairs and Director of Institutional Effectiveness will complete the summary report and send it to the faculty by April 15th.
- The faculty responsible will review the report, provide any follow-up information and make comments within seven days of receiving the report.
- A meeting will be scheduled with VP of Academic Affairs and the Director of Institutional Effectiveness to develop an action plan within three weeks of the review.
- Programs under review will present a summary of their program findings and an Action Plan to the Cabinet Committee in August/September of the following year.

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 the needs of 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 students 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.**

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

We had considered shifting to the NCCER Connect curriculum in 2019 to utilize the online portion. Rather than doing the full shift, we are using textbooks in the classroom and testing online.

The need for updated books is something that we are looking at partnering with the Associated General Contractors Association. The AGC will support classrooms by purchasing textbooks for the program.

We are also looking for new methods for giving information to students and at the same time making sure that what we are doing in the lab meets the criteria for credentialing. We want to create workbooks for the students that give them ownership of the projects they are working on and provide each student with a list of module performance skills that they can track and know what they are learning each day for each semester they are here.

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

We made the move to online testing but have kept our classroom instruction and homework from a textbook. We are adding workbook projects and performance verification “flipbooks” to help students identify what skills they need to be working on as they attempt to earn a credential.

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 competition 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, FSCC Construction Technology is an NCCER-accredited educational institution and uses the required NCCER textbooks and curriculum. We will use AGC KS as our ATS.

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, hands-on projects, student workbooks, skill evaluation flipbooks, and community service projects.

SkillsUSA Competitions

OSHA 10

See attached lesson plans

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

Utilizing NCCER online testing has shown to be most efficient and also allows more time for classroom instruction and time in the shop. Developing workbooks and “flip books” will be another way to take the classroom to the shop all while meeting NCCER standards and a proven method for learning and skill development.

D. Program Assessment:

1. What are the program outcomes?

- a. 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.
- b. Students will be able to construct various types of wood and masonry walls to create a complete quality foundation or decorative element, including multiple techniques and materials.
- c. Students will be able to apply their knowledge of construction and masonry tools and building materials to real-world applications.
- d. Students will be able to assess existing structures and develop a strategy to repair or remodel the structure.

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

- a. 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 Carpentry or Masonry Level 1, and NCCER Masonry Level 2 Certificates.

- b. 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 are 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)

For CTE programs only:

Program majors/Current concentrators

Unduplicated prior 3-year graduates

4. Please list any third-party accreditation.

- a. OSHA 10
- b. 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 various other academic areas of the college by providing a practical application to:

- 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 the build process.
- English, writing, and communication are directly impacted in our classes. Students are encouraged to complete job applications, resumes, emails to employers, as well as mock interviews. Our students learn how to interact with peers, instructors, and administrators at the same time, and how to lead, plan and schedule through our community service projects and assignments.

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

Blackboard and NCCER curriculum were 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 vital sources 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 and Carpentry students at CTEC participated in a restoration project at the Crawford County Fair Grounds on a WPA structure this fall. We built bunk beds for local non-profit group providing beds for families in need.

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 their career field, and 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 employers are very supportive with donations to our programs 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 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 our programs which is extremely beneficial. 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 to participate in 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.

III. Results

A. Continuous Improvement:

1. Please summarize the action plan, including findings from the last Program Review.

2. Provide a list of accomplished action items from the previous Program Review.

The online testing has helped our programs be more efficient. This helps give us the needed time in the classroom to cover material and has helped our students increase their production/output in the shop. We have completed our projects quicker and with a better quality.

3. What items are pending/not completed from the last Program Review? Please provide a rationale.

We did not go completely online with NCCER Connect. In person instruction and increased shop time are vital to the success of our students.

4. List any resources needed to complete the pending items.