Instructional Program Review 2018/19 (Comprehensive)

Building Construction Technology

Created on: 09/07/2018 12:07:00 PM PST
Last Modified: 02/04/2019 11:47:40 PM PST

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General Information (Instructional Program Review 2018/19 (Comprehensive))

2018/19 Instructional Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

Lead writer: Larry Horsman

Liaison: Manny Bautista

Department Chair: Ian Kay

Manager/Dean: Charlie Zappia

CTE: Yes

Faculty/staff (REQUIRED)

Tenured Faculty: 1

Adjunct Faculty: 1

BCT Class Sections taught by Tenured faculty = 4 (each semester)

- 4-different sections Fall
- 4-different sections Spring

BCT Class Sections taught by Adjunct faculty = 2

- 2-sections of same course both Fall & Spring semesters

Percent of FTEF taught by Tenured Faculty = 70.1%

Percent of FTEF taught by Adjunct Faculty = 29.1%

Program Mission (REQUIRED)

Building Construction Technology Mission Statement

It is the mission of the Building Construction Technology Program to provide access, foster success and equity, and empower our diverse student body to reach their educational goals and shape the future in the areas of construction management, construction quality assurance/quality control (inspection), and sustainability. In addition, it is the goal of the Program to imbue our diverse student population with tools to effectively operate in and provide guidance to extending the ideals of inclusivity, respect, responsibility, and constructive problem solving to the larger issues and challenges facing society as a whole and the environment of the planet as home to all peoples.

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Overview Section (See appendix)

File Attachments:

1. **Program Review Supporting Data for Overview.pdf** (See appendix)

Curriculum (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Curriculum Section (See appendix)

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (See appendix)

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. **Perkins Core Indicator Report.pdf** (See appendix)
2. **Strong Workforce Metrics.pdf** (See appendix)

Program Goals (REQUIRED)

2018/19

Goal

Goal	Mapping
Ceiling Document Camera, Ceiling	**CA- Mesa College Strategic Directions**

Form: "2018/19 Comprehensive Program Review Instructional Program Overview Section"

Created with : Taskstream
Participating Area: Building Construction Technology

(REQUIRED) Program name

Building Construction Technology

(REQUIRED) Program strengths

Discuss strengths of the program.

Program Strengths

The data presented reinforces the Program Review report findings that the Building Construction Technology Program and Environmental Design Department maintain a high level of productivity and efficiency with regards to its course offerings. The following elaborates on Program **Strengths**:

1. Collaboration within the Department of Architecture and Environmental Design that offers synergistic opportunities for teaching, professional interaction, and student relationships.

2. The professional relationships maintained by Program faculty have allowed the faculty to assist students when seeking employment and/or internships.

3. We have exceptional faculty. Since all of the Program faculty maintains or is employed in the construction industry in San Diego, a direct connection between the teaching and the practice of construction management, building inspection, and related career work is maintained. In addition, the experience level of all Program faculty exceeds 30-years each which allows for both short-term and long-term perspectives on the industry.

4. Program faculty are dedicated to providing and maintaining student access and fostering a climate of student success. Faculty work diligently to make themselves accessible to students and provide bridges for students to interact directly with construction work environments via work tours and job shadows.

Strong demand for classes and high rates of student retention and success. Some enrollment metrics are provided. The Building Construction Technology program is part of the School of Social/Behavioral Sciences and Multcultural Studies. Based on Spring 2019 data the following is provided (for all BLDC classes):

- FTES/FTEF = 15.9 for BLDC versus 13.6 for Mesa College as a whole.
- WSCH/FTEF = 505 for BLDC versus 432 for Mesa College a whole.
- Fill Rate = 99% for BLDC versus 92% for Mesa College as a whole.
- Average Class Size = for BLDC versus 29.5 for Mesa College as a whole.
- Course retention rate for all BLDC courses for entire period of statistics provided is 80% (Range of retention rates varies from a low of 75% to a high of 86% for individual classes)

6. Diverse student composition in terms of ethnicity and age with ongoing improvements related to increased numbers/percentages of female students. Based on Spring 2018 data the following is provided with regards to student population:

- White = 40% (From Fall 2013-Spring 2018 varies between 35% and 43%)
- LatinX = 42% (From Fall 2013-Spring 2018 varies between 33% and 47%)
    - Mesa is designated as a Hispanic serving institution - BLCD student percentage of LatinX students is 42% versus 32% for Mesa as a whole.
- African American = 5% (From Fall 2013-Spring 2018 varies between 3% and 12%)
- Asian = 6% (From Fall 2013-Spring 2018 varies between 3% and 8%)
- Filipino = 2% (From Fall 2013-Spring 2018 varies between 0% and 6%)

(REQUIRED) Program challenges

Discuss challenges to the program.

Program Challenges

The data presented reinforces the Program Review report findings that the Building Construction Technology Program and Environmental Design Department maintains a high level of productivity and efficiency with regards to its Departmental course offerings. The following outlines, in greater detail, our **Challenges**:

1. **Faculty Hiring**

Currently, adjunct instructors are limited to a maximum FTEF level that does not allow us to offer to them a full complement of courses. This in turn, hinders our ability to engage faculty in the teaching of courses that are related and that benefit from subject matter connections and overlap.

2. **Travel & Continuing Education**

Another challenge is to maintain and enhance faculty expertise in a number of important areas of practice currently being used in the profession. These include, but are not limited to increasingly collaborative project delivery models, materials technologies, industry software and educational trends related to the profession. The political, technical, and ethical issues related to sustainability in the built environment are rapidly evolving as are the rapidly changing educational climate with competing and evolving educational models will remain a challenge for the foreseeable future. The importance of staying abreast of these and other issues cannot be overstated. Providing faculty members with the funding required to participate in conventions,

conferences, workshops and training seminars is paramount in maintaining faculty expertise in construction delivery and inspection practices. There are a number of quality conferences, conventions, workshops, etc., but the cost to attend can be prohibitive for faculty members. We have discovered that information gathered at these events has a positive impact on teaching in the classroom through the integration of personal experiences and resources gathered at these events. Most of the conferences and conventions occur during normal semester times and usually are usually require out-of-town travel to attend which also creates conflicts with regards to class coverage when the instructor is away (a significant problem given the small instruction staff).

Goals for improving our program include a continuing effort to provide our faculty members with the opportunities to enhance their understanding of emerging trends in the profession by attending conventions, conferences, seminars, workshops, etc. to provide faculty with additional tools to enhance the classroom experience through integration of seminar materials into the curriculum.

3. **Rapidly Changing Institutional Environment**

As a small program with very limited faculty and virtually no support staff it is difficult to respond to all of the institutional demands (most of which seem to originate from Sacramento) for reports, data, and evaluations and still maintain focus on educational delivery to students. Increasingly the onus for responding to these demands requires increasingly complicated rubrics and utilization of evolving software. For a small program with limited faculty the time demands takes time away from teaching and time that could otherwise be used for student support and interaction.

4. **Maintaining and Fostering Diversity**

While faculty strongly supports and promotes diversity in the program it is also more demanding and complicated to ensure success access and success for a more diverse educational audience. Successful delivery of a meaningful educational experience typically requires a greater level of individual attention and follow-up than education fulfillment with a homogenous stakeholder base. Diversity with regards to gender remains a challenge. Per data available the gender split remains approximately 20% Female to 80% Male. While the data shows that there has been some improvement since 2013-2015, there is still a decidely unbalanced divide in student population with respect to gender. The program is trying to develope strategies to attract more female students. The construction field has traditionally been dominated by men, however, technology appears to be reducing the premium placed on physical strength which has been important with regards to most construction activites.

There is also an equity gap with regards to outcomes for younger students.

- Students 18-24 show an equity gap of -15%
- Students 25-29 show an equity gap of -3%
- Students 30 and older show increasing levels of success with increasing age

Exactly what this means is not clear at this time. The 18-29 population for BLDC is 39% versus 63% for Mesa as a whole. Older students may have clearer goals than younger students, however, this is an area that may warrant further evaluation.

5. **Political and Economic Instability**

The rapidly changing fluctuations in the political environment and increasingly volatile economic fluctuations greatly complicate the planning, execution, monitoring, and control processes necessary to provide for stability in program design, evolution, and implementation.

6. **Age of current faculty**

While current experience levels and networking capabilities of faculty are strengths of the Program it is also seen as a challenge that necessitates developing an effective succession plan for faculty replacement.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

External Influences

The data presented reinforces the Program Review report findings that the Building Construction Technology Program and Environmental Design Department maintain a high level of productivity and efficiency with regards to Program course offerings. The following outlines, in greater detail, our **External Influences**:

1. Community colleges are currently placing greater emphasis on career technical education. The focus of the BLDC program is Construction Management and Building Inspection. Based of current US Bureau of Labor Statistics data the job prospects and living wage prospects for these two areas of employment are positive.

- Median pay for Construction & Building Inspectors is $59,090.00 per year
    - Job outlook, 2016-2026 is listed at 10% growth (Faster than average)
- Median pay for Construction Managers is listed at $91,370.00 per year
    - Job outlook, 2016-2026 is listed at 11% growth (Faster than average)

1. The regulatory environment regarding construction and delivery of construction projects is becoming increasingly complex and pervasive. The issues of climate change, sustainability, and environmental stewardship are rapidly evolving and creating both new challenges and opportunities in the areas of Construction Management, Inspection, and multi-disciplinary collaborative construction efforts. The need for additional (and new) training and skill sets continues apace. Some of our students are also being asked by their employers to return to school to pick up supplementary skills to help their companies be more competitive.

2. The economy is something we cannot control and our industry goes through up and down cycles. During the last few years the construction economy has been strong and the demand for qualified personnel is high. A major problem (particularly in California) is that viable affordable housing solutions have not been forthcoming which impacts even those earning a "living wage".

3. Evolving technology is allowing for and necessitating changes in communications methods, creating opportunities for virtual work teams, allowing the capture and manipulation of vastly increased amounts of data, and the incorporation of “smart” technology into materials, processes, and construction deliverables. The “Internet” is currently evolving into the “Internet of Things” (IoT). From an instructional standpoint this creates additional challenges.

- Given the rapid pace of change even new technology taught in the classroom may be obsolete in a very short time frame
- Construction industry has traditionally been conservative in nature and the rapid pace of technological innovation leads to many dead ends with respect to both software and hardware utilized in business
    - The biggest changes involve communication means and with the advent of smart phones the students often are near the front lines of changes in communication and utilization of social media
- There seems to be increasing demand to eliminate peripheral skills and training outside of technology used in industry, however, the needs of society (issues such as global warming, conservation, sustainablility, etc.) require a much more holistic approach with regards to personal responsibility, ethical behavior in a global context, and human connections to other humans and the ecology of the planet. A context of continuing education that includes philosophy, history, sociology, arts, and psychology are needed to properly grasp the holistic implications and connections between the work we do and outcomes we create through that work.

4. Changing demographics with regards to ethnicity, age, and gender.

5. Disparity/gap between rich and poor and the challenges of supporting a rapidly aging population and funding Social Security for “Baby Boomers”; economic tradeoffs that will have to made relative to providing for social services including education, maintaining and expanding vital public infrastructure, servicing public debt; need to address deficits; the acceleration of global warming; the continuance of global conflict and a host of other things.

(REQUIRED) Areas of Focus

Describe one or more areas that your department is focusing on. You will refer to this response in the Program Analysis Section.

The department is currently focusing on:

- Student Equity

- Embracing Diversity
- Strategies to promote student success
- Sustainability & Global Awareness

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

_____

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not CTE.

We are currently working with Mesa's Work-Base Learning Team to connect students academic learning with real-world work experiences and trying to build bridges to industry through this effort.

We work closely with Architecture & Interior Design/share an Advisory Committee with the Architecture Program.

Through these efforts we obtain practical, industry feedback regarding program relevancy/trends in industry.

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not CTE.

Currently we do not have any direct connections with High Schools, Universities and Continuing Education with regards to creating career pathways. We have a very small staff and limited time for outside activities.

The program instructors do from time to time receive requests to visit Middle Schools/High Schools for career related discussions with students and have performed this function on a case by case basis in the past.

Form: "2018/19 Comprehensive Program Review Instructional Curriculum Section"

Created with : Taskstream
Participating Area: Building Construction Technology

(REQUIRED) Program Name

Building Construction Technology

(REQUIRED) What degrees and certificates are offered?

Certificates:

- Certificate of Achievement - Building Inspection
- Certificate of Achievemetn - Construction Technology (48.4% Building Construction Technology/51.6% Architecture)

Degrees:

- A.S. Degree - Building Inspection
- A.S. Degree - Construction Management (48.4% Building Construction Technology/51.6 %Architecture)

(REQUIRED) How many of each degree and certificate have been earned in the past 4 years?

- Certificate of Achievement - Building Inspection = 43
- Certificate of Achievement - Construction Management 8 (Listed under Architecture) + 23 = 31

Degrees:

- A.S. Degree - Building Inspection = 16
- A.S. Degree - Construction Management 8 (Listed under Architecture)+ 22 = 30

(REQUIRED) If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

In addition to degrees and certificates other paths that may be open to students include:

- Entry into the building trades with basic skills. Basic knowledge related to Construction Labor, Plumbing, Electrical, Carpentry, Drywall, etc.
- Refresher for building code updates/indoctrination for architects, engineers, contractors, plans examiners, homeowners, etc. (Building Codes change every 3-years)

(REQUIRED) Have you developed any new courses in the past 4 years? Please give details.

No new courses have been developed.

Courses have been updated and Course Outlines are current per 2-year review cycle.

(REQUIRED) Have you made other curricular changes? (for example, renumbering, sequence change, co-reqs or pre-reqs)

Course numbers were changed several years ago to be compliant with State/Mesa requirements.

There have been no changes relative to sequencing, co-reqs or pre-reqs.

Course content has been updated to include additional emphasis on sustainability and environmental stewardship.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

_____

(REQUIRED) List any licensure and/or accreditation associated with your program.

Enter "not applicable" if your program is not CTE.

There is no specific licensure and/or accreditation associated with the BLDC program.

There are places for stludents to obtain licensure or certificates such as Building Contractor's License, Inspection Certification from International Code Council, or Project Management Professional (PMP), LEED certification, etc., that may leverage some of the material/experience provided in the program.

(REQUIRED) Indicate the program TOP codes for your AA, AS, COA and COPs.

Please find TOP Code Link in the Directions.

Enter "not applicable" if your program is not CTE.

0201.00 – Architecture and Architectural Technology

0952.00 – Construction Crafts Technology

0957.00 – Civil and Construction Management Technology

0957.20 – Construction Inspection

(REQUIRED) Indicate the SOC codes and title associated with your program's AA, AS, COA and COPs.

Please find SOC Code Link in the Directions.

Enter "not applicable" if your program is not CTE

47-1010 First-Line Supervisors of Construction Trades and Extraction Workers

47-4010 Construction and Building Inspectors

11-9020 Construction Managers

(REQUIRED) Select the sector associated with your program.

Link to sectors list: In process of being developed

- Other

Form: "2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Building Construction Technology

(REQUIRED) Program name

Building Construction Technology

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program on target to complete CLO assessment by Spring 2022? Please attach your schedule for CLO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Building Construction Technology is on target to complete CLO assessment by Spring 2022

(REQUIRED) Please list your PLOs.

PLO #1: Critical Thinking

Think critically in a problem/process based curriculum that requires the identification and assembly of appropriate data(input); application of appropriate tools and techniques to the assembled data to produce creative and individual outputs (solutions) to a variety of construction-industry related problems within appropriate ethical, legal (including environmental and worker safety), technological, financial, and time constraints.

PLO #2: Communication

Write about, speak about, and/or graphically articulate proposed solutions to a variety of construction and construction management related problems and be able to defend the process(es) utilized to create these solutions to faculty, visiting critics, clients, and fellow students.

PLO #3: Self-Awareness and Interpersonal Skills

Demonstrate a sense of self-awareness and interpersonal skills while participating in team projects, role-playing, and the exploration of common workplace scenarios.

PLO #4: Global Awareness

Demonstrate knowledge of global issues and an awareness of local, state, national, and international issues and efforts related to construction activities both past and present that include global warming, environmental stewardship, sustainability, embracing diversity, access and affordable and healthy housing for an increasing world population.

(REQUIRED) What progress have you made in your PLO assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

CLO's have been assessed for coursesl and are mapped to PLO's. Assessment Data has been posted.

We are currently on a new Program Review cycle. Schedule of Assessment is currently:

- Perform CLO Assessment for approximately half of BLDC courses for 2019-2020
- Perform CLO Assessment for remaining BLDC courses 2020-2021
- Complete PLO assessment 2021

(REQUIRED) What have your completed assessments revealed about your courses or program?

- Completed assessments to date have indicated that students are achieving or exceeding CLO target levels.
- Nothing new (no surprises) have arisen to date from assessment work performed, reviewed, and discussed.
- Assessment process and vehicles are being reviewed to see if there there are better ways of supporting content, student success, and equity.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

To date no specific problems or issues have been identified through the assessment process.

The program goes through continual review in an effort to keep course content current and connected to CTE/Strong Workforce intiatives as well as improve access, outcomes, and equity for students.

Change is a constant in response to societal, institutional, and ongoing assessment results, targets, and need to keep current with changes and practices students will need beyond Mesa.

(REQUIRED) Based on your assessments, have you identified resource needs?

- Budget
- Equipment
- Facilities

Please provide any other comments.

No additional requiredments provided at this time.

Form: "2018/19 Comprehensive Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: Building Construction Technology

(REQUIRED) Program name

Building Construction Technology

(REQUIRED) Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

Students appear to be meeting targets with respect to success and retention.

- Course retention rate for all BLDC courses for entire period of statistics provided is 80% (Range of retention rates varies from a low of 75% to a high of 86% for individual classes)
- Course success rates for all BLDC course for female and male students shows no significant issues related to equity (83% female versus 80% male).
    - This is for all terms data was provided for
- Course success rates again show no significant equity gaps with regards to ethnicity
    - Asians which constitute a small percentage of the student BLDC student population shows the largest negative equity gap = -6%.
        - Due to small sample size this is not considered significant
    - Black/African American students show a 0% equity gap with respect to course success rate
    - LatinX students show a 0% equity gap with respect to course success rate
    - White students show a -1% (not considered significant) equity gap with respect to course success rate
    - Filipino students show the largest postive equity gap (17%)
        - This demographic constitutes a very small percentage of total student population and is not considered significant at this time.
- With respect to age the most significant negative equity gap is for younger students
    - 18-24 year old students show an equity gap of -15%
    - 25-29 year old students show and equity gap of -3%
- Students 30 plus years of age show positive equity gaps that increase with age of students
    - 30-36 year old students show a 2% equity gap
    - 40-49 year old students show a 9% equity gap
    - 50 + year old students show a 10% equity gap

Program students in BLDC tend to be somewhat older than the student population for all Mesa students.

The negative equity gap of the youngest students will be investigated moving forward.

- It is possible that younger students are less prepared for college level courses than older students
- It is possible that younger students has a less clear focus on career goals than older students
- It is possible that there may be less committment and more experimentation in the selection of courses by younger students

(REQUIRED) How does your program help to prepare students for success beyond your classrooms?

Instructors in the Program all have extensive work experience in the construction industry.

This practical experience is incorporated into the curricula and provides better preparation for entry into work environments than purely academic instruction provides.

Students are also encouraged to join various professional organizations for networking and broader exposure to both the professional environment and the community.

Students are provided with letters of recommendation where appropriate for employment and resumes are reviewed and critiqued when solicited.

Instruction emphasizes that construction related work does not occur in a vacuum and both reflects and influences larger social and geopolitical efforts as well as individuals and portions of communities.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

The BLDC program has not introduced new or different actions that have likely affected changes in program indicators.

Looking at available data the program metrics have remained relatively stable over the most recent evaluation cycle.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

The program has always been focused on access, equity, and student success.

The program has been discussing ways to increase the participation of women in our program, however, current metrics do not indicate that there a significant issues related to access, equity, or success for our students.

There is an ongoing evolution in course content and methodology that is incremental in nature as external forces evolve and internal Institutional priorities shift over time.

(REQUIRED) Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?

Trends in enrollment appear to be relatively stable. The following is provide based on data reviewed:

- Overall enrollment has increased since 2015 for BLDC while enrollment for Mesa as a whole has declined somewhat
- There do not appear to be strong trends in one direction or another with respect to enrollment
    - Class fill remains high
    - Diversity remains high (with the exception of female/male disparity discussed elsewhere)
    - Currently all classes are face-to-face
    - While total enrollment moves up and down a bit there do not seem to be major trends either up or down
        - The program is starting discussions and investigation into the possiblilty of on-line offerings

For the next 2-3 years BLDC is not anticipating major changes in enrollment

- Intiatives to make first 2-years of community college free will not significantly impact our students who typically are not carrying 12-units
- Demand for construction jobs and in particular Inspection/Project Manager jobs show ongoing growth moving forward based on US Labor Bureau projections
- While a recession/pullback in the economy may be on the horizon past experience would indicate that enrollment would increase under such conditions.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

This is a difficult question to answer. While perusing data and information can be interesting and at times informative it is also problematic for a small program such as BLDC. Looking at data, formulating questions, postulating the true meaning of results, and mining for new data is very time consuming. Current instructional staff and students are looking for ways to spend more time together looking for solutions on a individual level as well as the macro level of "everybody".

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

I believe current efforts underway with regards to CTE and Strong Workforce are positive steps in support of students finding careers and providing additional resources for educational opportunities.

There are some apparent issues/conflicts with encouraging major and career exploration early on in a students college experience.

- There seems to be inherent conflict between student exploration with regards to major and career

- Current emphasis seems to be in having students complete coursework and training as efficiently as possible (conservation of short-term public resources)
    - Guided pathways follows this track
    - Experience would indicate that values and interests change and mature over time
    - Younger people in particular often have little true reference to college and career, however, they are being asked to commit to a particular course of action early in the process
    - Emphasis on efficiency and technology do not seem to take into account the full human dimensions necessary to address many of the issues that are truly "human" in nature

The Following Questions are for CTE Programs/Services ONLY.

Enter "not applicable" if your program/service is not CTE.

(REQUIRED) For CTE programs ONLY: Provide specific labor market information showing: 1) Number of jobs available or projected in San Diego County 2) Number of other institutions offering the program 3) How many Mesa students completed the program in the last three years 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)

Enter "not applicable" if your program is not CTE.

Data for Building Inspectors has not been found. At least two students who have been through the program at Mesa were hired for inspector positions at the City of San Diego in the Fall of 2018.

1) For 2014-2024, Construction Manager (TOP Code = 095700 & SOC Code = 471011) is projected to have 200 annual openings in the San Diego Area. 2014 Employment was listed as 5,350 for the San Diego area.

2) 3

3) 70+/-

4) $50K-$90K

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your service is not CTE.

Not Applicable.

(REQUIRED) For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Strong Workforce Program Metrics
a. Number of Enrollments
b. Number of students Who Got a Degree or Certificate
c. Number of Students Who Transferred
d. Percentage of Students Employed in Two Quarters After Exit
e. Percentage of Students Employed in Four Quarters After Exit
f. Median Earnings in Dollars Two Quarters After Exit
g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
h. Percentage Change in Earrings
i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program/services is not CTE.

Strong Workforce metrics uploaded

(REQUIRED) For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Enter "not applicable" if your program/service is not CTE.

Requested Data uploaded

Program Goals (REQUIRED)

2018/19

Goal

Goal	Mapping
Ceiling Document Camera, Ceiling	**CA- Mesa College Strategic Directions**

Projector Replacement & Related Podium Upgrades in Z102 A major goal is the replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades in the Design Center Auditorium, Z102. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards. It should be noted, that ceiling camera replacement and related podium upgrades will support faculty and students in all programs within the Department of Architecture and Environmental Design.	**and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 6.1, **CTE 2018/19:** Perkins Core Indicator Activity 1, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior
Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades A major challenge facing the Department is the replacement of the all ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors, wall mounted projector screens and podiums. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards. This goal supports all faculty and students within the Department of Architecture and Environmental Design.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1, **CTE 2018/19:** Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior
Computer Hardware Replacement	**CA- Mesa College Strategic Directions**

A major challenge is the replacement of hardware utilized by the program. Updated hardware reflects an improvement and modernization of the learning environment and models the current workplace environment. Providing industry state-of-the-art hardware, increases access to students who cannot afford the price of this hardware. The ability of students to apply this hardware to architectural, interior design and building construction technology projects increases the employability of these students and the success of students transferring to college and university programs. The quality of the hardware goes hand-in-hand with the software. Fortunately, our hardware, then four years old, was upgraded during the 2016 Summer Break. However, we are now experiencing problems with the hardware as the software we employ is upgraded every year which impacts hardware operation. This goal supports all faculty and students within the Department of Architecture and Environmental Design.	**and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1, **CTE 2018/19:** Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy
Tool Storage A continuing challenge is the lack of space for tool storage. After living with the Design Center for eight years, we have discovered the need for additional storage space for the tools required for Building Construction Technology courses and students as well as the Architecture courses and students who enroll in Building Construction Technology courses. We are proposing the purchase of a free-standing container that would be located to the north of	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, **CTE 2018/19:** Perkins Core Indicator Activity 1, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 3, Strong Workforce Recommendation 1, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Communication, Professional & Ethical Behavior

the Z100 Building adjacent to the Building Construction Technology temporary build site. We have attached a cost estimate for the purchase of the container. It should be noted, that the additional tool storage will support faculty and students in all programs within the Department.	
Repainting the Exterior of the Design Center An important goal at this time is to repair and repaint the exterior of the entire Design Center. To facilitate this, Department Faculty will develop a series of workshops that will allow us to involve and work directly with students in the Architecture and Interior Design Programs to develop a master plan paint scheme for the Design Center. The painting itself will be performed by a professional painting contractor who will be recommended and vetted by the District Architect, Lance Lareau. It should be noted that District Architect, Lance Lareau, has developed a scope of work and cost for the replacement of the fascia's. He has not developed a final schedule for that work at this time. This goal supports all faculty and students within the Department of Architecture and Environmental Design.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 4.1, Strategic Goal 6.1, **CTE 2018/19:** Perkins Permissive Use 10.20, Perkins Requirement 3, Perkins Requirement 7, **Institutional Learning Outcomes 2016/17:** Communication, Global Consciousness
Art Installation at the Design	**CA- Mesa College Strategic Directions**

Center Our goal at this time is to propose an initial installation of three versions of Le Corbusier's Modular Man. Department Faculty will develop the drawings for fabrication in steel plate, the concrete base details and color selections. The fabrication itself will be performed by a professional steel fabricator. The installation will be performed by a contractor that will be recommended and vetted by the District Architect, Lance Lareau.	**and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 6.1, **CTE 2018/19:** Perkins Permissive Use 10.20, Perkins Requirement 3, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Communication, Global Consciousness
Design Center Building Maintenance A continuing challenge is the lack of maintenance, primarily of the exterior of the buildings at the Design Center. After living with the Design Center for eight years, we have discovered that there are many areas of the exterior that need attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though minor exterior improvements were made during the remodel, there are a number of areas that need immediate and long-term attention. Following is a list of items that need attention: • Replacement of fascia's. • Paint, particularly, wood trim, doors, etc. • Roofs appear to be leaking in virtually every classroom, office, etc. • Interior ceiling repairs due to roof leaks. • Air conditioning and heating operation issues. • Landscape maintenance. This goal supports all faculty and students within the Department of Architecture and Environmental	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 6.1, **CTE 2018/19:** Perkins Permissive Use 10.20, Perkins Requirement 7

Design.	
Replacement of Model Building Equipment With access to a fully integrated model building lab, students trained in the use of model building equipment such as laser engravers and 3D printers and methods are able to use this knowledge to complete a wide range of projects across the curriculum. We currently own three Epilog Laser Engravers. Are needs being in the area of future replacement of these engravers as they become obsolete. Fortunately, they are functioning properly at this time, but we do see a time, in the near future where these engravers will need to be replaced. We have attached a cost estimate for the purchase of the laser engravers. It should be noted that the laser engravers are and will be available for all programs within the Department.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, **CTE 2018/19:** Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy
New Exhibit Gallery Building A short term goal is our proposal for a new exhibit gallery building at the Design Center. The gallery will be used for exhibiting the work of students and professionals. Professionals would be invited to lecture and exhibit their work. Utilizing the existing auditorium and new gallery for lectures and exhibits by visiting designers will bring working professionals and their work to students in the Department as well as the Campus at large. We have felt the need for a building of this type for some	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, **CTE 2018/19:** Perkins Permissive Use 10.20, Perkins Permissive Use 10.3, Perkins Permissive Use 10.5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 8, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce

time and have discussed ways to approach the realization of such a project. Upon viewing student designed exhibit gallery projects at last year's annual student exhibit, Former Vice President of Instruction, Tim McGrath and our Dean, Charles Zappia, encouraged faculty to pursue the project through the appropriate channels.

During the Summer of 2018, faculty from the Architecture Program developed detailed preliminary design drawings for the building and related landscape improvements.

Recommendation 7,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Action Plans for Non CTE Programs (REQUIRED)

Actions

Maintain connection of course content to real world applications

Goal

Goal: Accessibility for diverse student population.
The program strongly supports the inclusion and successful outcomes for demographic groups within the community that have been historically under represented in the workforce.

Action: Accessibiltiy for diverse student population

Describe the actions needed to achieve this objective:	Need to identify groups that are under-represented.
Who will be responsible for overseeing the completion of this objective:	Larry Horsman in conjunction with data collection/analysis performed by campus-based researcher (Brei Hays).
Provide a timeline for	May 2016 - After reviewing the last 5-years of

the actions:	statistics there is only 1-particular group that appears to be significantly under-represented in the Program. Per statistical data provided there is a consistent 20% female versus 80% (approximately) between male and female students.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Review results and progress based on data analysis provided via district statistics. The assessment plan will consist primarily of review of enrollment statistics. The program is also interested in developing metrics or surveys for determining why many women choose not to go into the Construction field.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Principle resources needed are already provided by institution. Development of a recruiting effort for under-represented student populations may also be indicated. Resources required for that effort are unknown at this time.

Goal: Civic Responsibility & Environmental Stewardship

Building Construction Technology affects everyone in society in some way. Building is the primary physical manifestation of human society and provides the infrastructure necessary for survival. Building Construction Technology is in a transition due to significant impacts to the environment that result from the consequences arising out Societies need to build. Currently due to global warming and other environmental issues related to past and current practices it has become evident that major changes in practices and responses to a changing regulatory environment are both required and inevitable to preserve the prospect of an acceptable future for both the current and next generation. It is imperative that the need for civic responsibility and care of the environment are imperatives for those seeking a career in the areas of planning, designing, building, managing, and use of the built environment.

Action: Civic Responsibility & Environmental Stewardship

Describe the actions needed to achieve this objective:	Increase course content related to civic responsibility and environmental stewardship. Work and collaborate with other programs under Architecture and Environmental Design umbrella to provide more coordinated and comprehensive treatment of issues.
Who will be responsible for overseeing the completion of this objective:	Larry Horsman and other faculty within Architectural and Environmental Design program.
Provide a timeline for the actions:	Ongoing effort required over time since issues and needs related to this evolve within the context of new information and changes in the geo-political realm.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Part of routine curriculum and program review.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time. During 2016 the Department of Architecture and Environmental Design has added 3-new faculty. 2 of the 3 are in the Architecture Program and the other is in Interior Design. There are now only 2-tenured faculty in the Department. The new tenure track faculty are currently focused on new duties and integrating into the Mesa requirements. The plan is to develop a more focused plan of action moving forward.

Project Plan for CTE Programs Only (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional CTE Project Plan Section (See appendix)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Closing the Loop (See appendix)

Resources have been obtained with regards to basic construction safety Personal Protection Equipment (PPE). Attachments have been provided with regards to specific equipment received and cost.

This equipment provides for enhanced student safety and practical experience with basic PPE required for typical workerss at construction sites.

File Attachments:

1. **Copy of DIXIELINE (2) BLDC.xlsx** (See appendix)
2. **Perkins_IV_Architecture_Third_Quarter_Report BLDC.docx** (See appendix)
3. **PO_MES0004223 (2).pdf Ear Protection BLDC.pdf** (See appendix)

Form: "2018/19 Comprehensive Program Review Instructional CTE Project Plan Section"

Created with : Taskstream
Participating Area: Building Construction Technology

(REQUIRED) Program or Service Name

Building Construction Technology

Strong Workforce

(REQUIRED) Description: Describe your project and your project outcomes.

Upgrade AV equipment used in course content delivery.

(REQUIRED) What needs motivate this project?

The existing equipment is obsolete and loosing functionality as it ages to the detriment of course delivery utilizing AV & internet sources.

(REQUIRED) Risks: Describe the associated risks that may prevent successful completion of your project.

Risks that may prevent successful completion of project:

- Lack of required resources
- Unanticipated need/resource demand that would take priority over proposed equipment replacement
- unforseen calamity (Building to house needed equipment destroyed by earthquake?)

(REQUIRED) Investments: Briefly describe investments you will make and explain how these will result in improved performance in the Strong Workforce Metrics.

Investment in infrastructure to support learning & student success is necessary to overcome degradation that inevitably occurs if maintenance and necessary replacement of infrastructure components is planned and systematic.

The technology necessary for student success and support should be in good operating condition and consistent with current standards of technical excellence. Maintenance and replacement of needed instructional tools is required to avoid disruption that occurs when equipment fails and cannot be replaced immediately.

Learning is enhanced when students feel greater validation when they can see that the institution and instruction are current/moving forward as opposed to obsolete and failing.

BLDC Inspection and Construction Management are fields where the students that enter the work force are required to use instructional tools to communicate with their stakeholders. Teaching is also a part of their job and exposing them to current technology in that effort will help inform and assist in the work environment.

(REQUIRED) Major Activities & Outcomes

Major Activities are:

- Provide scope for necessary AV equipment removal (old) and replacement (new) - this has been done
- Provide cost estimate based on scope of work - this has been done
- Secure necessary approvals and resources - pending
- Procure necessary equipement, installation services, & required training
- Schedule & complete installation
- Commission new installation

Primary Outcomes:

- Instructor and Students can focus on learning as opposed to working with old equipment limitations
- Greater reliability in classroom presentations moving forward
- Student comfort and learning environment enhanced
- Instructor better able to focus on students and learning

Perkins

_____

(REQUIRED) Describe the program project's intent and how it addresses SLO's and how it aligns with Program Review. (P.N.1.A) (limit 500 characters).

The program projects intent is:

- Provide improved learning environment for students
- Utilize modern delivery methods for course content presentation
- Provide modern connection to between class and outside world through the internet
- Reduce negative influences to students through utilization of failing and outmoded technology

An important component of Program SLO's is communication. Using technology that enhances communication is essential

(REQUIRED) Briefly describe program improvement issue(s) concerning the program's TOP code and cite specific examples. Include the specific deficits provided in the Perkins Core Indicator Report (CIR) data for the program by referring to those below the state negotiated levels and special populations (P.N.4.A) (limit 2000 characters).

The primary program improvement issue(s) concerning the programs Top Code are "Non-Traditional Participation" and "Non-Traditional Completions". This has been discussed in other parts of Program Review relative to the low percentage of female students relative to male students. Historically the construction industry has been male dominated. This seems to be changing slowly. Part of the reason for this may be that construction has typically

been viewed as a low-tech (manual labor intensive) activity as well as dirty and dangerous. Providing modern technology and enhancing the learning environment are both important aspects of attracting more women into the construction work force. Technology is also a tool that is to some extent making construction a more civilized occupational arena.

(REQUIRED) Briefly describe how the issue(s) will be addressed (objectives) specifically referencing activities in Perkins. Explain how deficits described in the response above will be rectified by planned program improvements (P.N.4.B.1) (limit 2000 characters).

The installation of new AV equipment is focused on **strengthening the academic and career and technical skills of students in CTE programs through: integrating academics with CTE programs; including the same coherent and rigorous content standards in CTE programs as other college programs; and developing, improving or expanding the use of technology in CTE programs**. The use of new and more effective ways of communicating should enhance learning and by providing an improved environment attract a more diverse student population that should help close equity gaps.

Perkins for Services ONLY

(REQUIRED) Describe the assistance this service will support the success of CTE students (P.N.2.C) (limit 500 characters).

Not applicable.

(REQUIRED) Explain what evaluation measures will show the success of the service (P.N.2.B and P.N.3.B) (limit 500 characters).

No answer specified

(REQUIRED) Briefly describe the service improvement issue(s) that requires funding (P.N.4.A.2) (limit 2000 characters).

No answer specified

(REQUIRED) Briefly describe how the service issue(s) will be addressed (objectives) specifically referencing activities. (P.N.4.B.2) (limit 2000 characters).

No answer specified

Form: "2018/19 Comprehensive Program Review Instructional Closing the Loop"

Created with : Taskstream
Participating Area: Building Construction Technology

(REQUIRED) Program name

Building Construction Technology

(REQUIRED) Which one(s) of the following were received in past year?

- Perkins

(REQUIRED) How have these resources benefited your program and your students?

Benefits to the program include:

- Replacement of obsolete/damaged safety equipment
- Provides Personal Protective Equipment (PPE) consistent with CalOSHA workplace requirements (basic)
- Provides equipment (electric table saw) that is safer for students to operate

Benefits to students include:

- Safer work environment
- Personal experience with equiipment required on typical construction sites
- Reinforcement that the student and their health & safety are important

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Instructional Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Instructional Program Manager's Review 2018/19 (Comprehensive)

Appendix

A. **2018/19 Comprehensive Program Review Instructional Program Overview Section** (Form)
B. **Program Review Supporting Data for Overview.pdf** (Adobe Acrobat Document)
C. **2018/19 Comprehensive Program Review Instructional Curriculum Section** (Form)
D. **2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section** (Form)
E. **2018/19 Comprehensive Program Review Instructional Program Analysis Section** (Form)
F. **Perkins Core Indicator Report.pdf** (Adobe Acrobat Document)
G. **Strong Workforce Metrics.pdf** (Adobe Acrobat Document)
H. **2018/19 Comprehensive Program Review Instructional CTE Project Plan Section** (Form)
I. **2018/19 Comprehensive Program Review Instructional Closing the Loop** (Form)
J. **Copy of DIXIELINE (2) BLDC.xlsx** (Excel Workbook (Open XML))
K. **Perkins_IV_Architecture_Third_Quarter_Report BLDC.docx** (Word Document (Open XML))
L. **PO_MES0004223 (2).pdf Ear Protection BLDC.pdf** (Adobe Acrobat Document)

California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins IV)

Negotiation Reports | Core Indicator Reports | Documentation | Contact Us

You are here : Core Indicator Reports/Forms

Forms - Parameter Selection Area

Select Form Type: Form I Part F by 6 Digit TOP Code - Cu | Select District/College: San Diego Mesa College | Select Fiscal Year: 2018-2019 | Select TOP Code: 095700 Civil and Construction Manage | View Report

Forms - Report

1 of 1 | Find | Next

Section 1 Part F (for Colleges) **Page 1 of 1**

College Core Indicator Information by 6-Digit TOP (2018-2019)

Perkins IV, Title I, Part C Local Application

Agreement # _____ District/College: SAN DIEGO/SAN DIEGO MESA

095700 - Civil and Construction Management Technology

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 293 (includes CTE enrollments above Introductory level only)

CTE Headcount: 163 (CTE students enrolled above Introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	43	45	91.00	86.40	95.56	9.2
2 Non-Traditional	4	6	91.00	86.40	66.67	N/A
3 Displaced Homemaker	1	1	91.00	86.40	100.00	N/A
4 Economically Disadvantaged	23	25	91.00	86.40	92.00	5.6
5 Limited English Proficiency	5	5	91.00	86.40	100.00	N/A
6 Single Parent	1	2	91.00	86.40	50.00	N/A
7 Students with Disabilities	4	4	91.00	86.40	100.00	N/A
8 Migrant			91.00	86.40	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	15	16	88.00	87.84	93.75	5.9
10 Non-Traditional	1	2	88.00	87.84	50.00	N/A
11 Displaced Homemaker			88.00	87.84	N/R	N/R
12 Economically Disadvantaged	9	10	88.00	87.84	90.00	2.2
13 Limited English Proficiency	1	1	88.00	87.84	100.00	N/A
14 Single Parent		1	88.00	87.84	0.00	N/A
15 Students with Disabilities	1	1	88.00	87.84	100.00	N/A
16 Migrant			88.00	87.84	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	42	44	90.00	90.00	95.45	5.5
18 Non-Traditional	5	6	90.00	90.00	83.33	N/A
19 Displaced Homemaker	1	1	90.00	90.00	100.00	N/A

20 Economically Disadvantaged	23	25	90.00	90.00	92.00	2.0
21 Limited English Proficiency	4	4	90.00	90.00	100.00	N/A
22 Single Parent	1	2	90.00	90.00	50.00	N/A
23 Students with Disabilities	4	4	90.00	90.00	100.00	N/A
24 Migrant			90.00	90.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	6	8	72.00	72.00	75.00	N/A
26 Non-Traditional	DR	DR	72.00	72.00	DR	N/A
27 Displaced Homemaker			72.00	72.00	N/R	N/R
28 Economically Disadvantaged	DR	DR	72.00	72.00	DR	N/A
29 Limited English Proficiency	DR	DR	72.00	72.00	DR	N/A
30 Single Parent	DR	DR	72.00	72.00	DR	N/A
31 Students with Disabilities			72.00	72.00	N/R	N/R
32 Migrant			72.00	72.00	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	6	45	25.00	23.08	13.33	-9.7
Non-Traditional	6	45	25.00	23.08	13.33	-9.7
Displaced Homemaker		1	25.00	23.08	0.00	N/A
Economically Disadvantaged	6	25	25.00	23.08	24.00	0.9
Limited English Proficiency		5	25.00	23.08	0.00	N/A
Single Parent	2	2	25.00	23.08	100.00	N/A
Students with Disabilities		4	25.00	23.08	0.00	N/A
Migrant			25.00	23.08	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	2	19	29.00	26.45	10.53	-15.9
Non-Traditional	2	19	29.00	26.45	10.53	-15.9
Displaced Homemaker			29.00	26.45	N/R	N/R
Economically Disadvantaged	2	12	29.00	26.45	16.67	-9.8
Limited English Proficiency		1	29.00	26.45	0.00	N/A
Single Parent			29.00	26.45	N/R	N/R
Students with Disabilities		1	29.00	26.45	0.00	N/A
Migrant			29.00	26.45	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

_____ of the 34 are at or above the District negotiated level(s);
_____ of the 34 are below the District negotiated level(s);
_____ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) : _____

Form 1 Part E-C Last Revised 01/15/2008

* If no district target is available then state targets will be used.

PERKINS IV 2017-18 THIRD QUARTER REPORT
Architecture + Environmental Design Department
Architecture Program
TOP Code 020100
March 20, 2018
Ian Kay, Chair/Professor

This Third Quarter requisitions currently submitted are as follows:

1. ~~52 Seats of SketchUp Podium V2.5 Education Lab License installed in Spring 2018~~
2. ~~52 Seats of Podium Browser Education Lab License installed in Spring 2018~~
3. ~~130 seats of SketchUp Pro to be installed in Spring 2018~~

The following items have been received:(Items 1-3 below to Building Construction Technology)

1. 30 Safety Vests, 30 Hard Hats, 30 Safety Eyewear
2. 10 Safety Earmuffs
3. 1 Table Saw, 1 Dual-Activation Cartridge for Table Saw, Left Side Support for Table Saw, 1 Dust Collector Bag for Table Saw
4. ~~Equipment for Online Teaching~~
5. ~~IDEC Educator's Forum~~
6. ~~NKBA Educator's Forum~~

Submitted by:
Ian J. Kay, AIA NCARB Architect
Department Chair/Professor
Architecture and Environmental Design Department
San Diego Mesa College

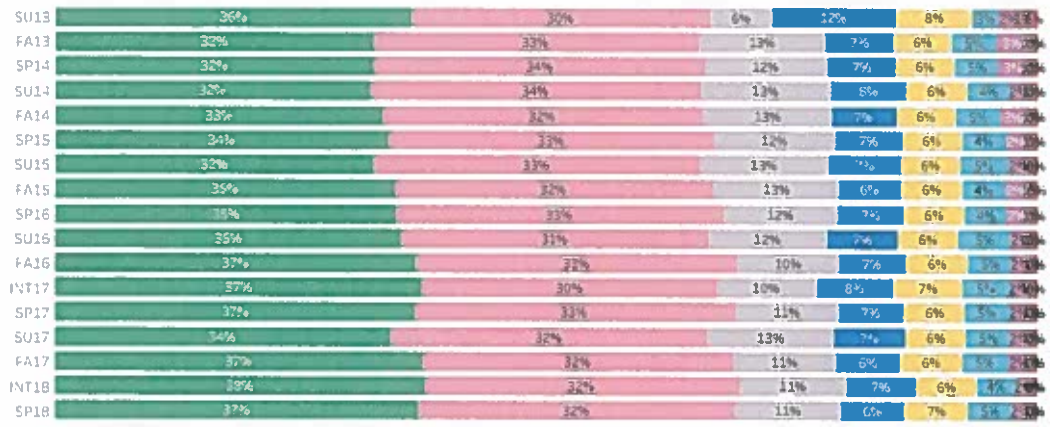
SAN DIEGO MESA COLLEGE

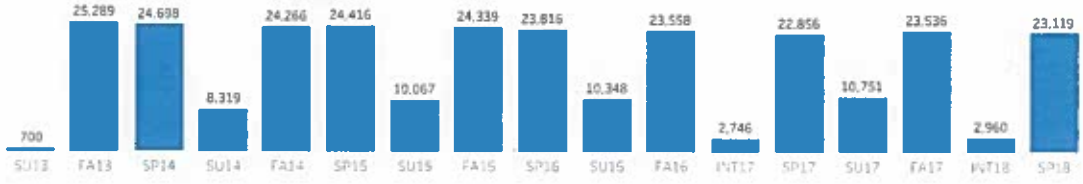
Mesa College Student Characteristics - Ethnicity

Select Term
All

Select Program
All

Select Course
All





Ethnicity
- American Indian
- Pacific Islander
- Unreported
- Filipino
- Other
- African American
- Asian
- White
- Latinx

Additional Filters

Gender
All

Age
All

First Generation
All

Primary Language
All

Enrollment Status
All

Educational Objective
All

Course Modality
All

Previous Education
All

DSPS
All

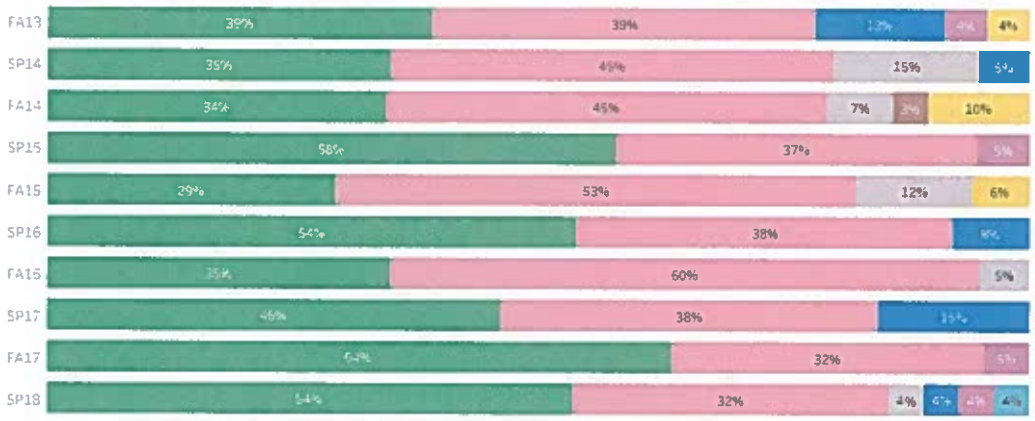
SAN DIEGO MESA COLLEGE

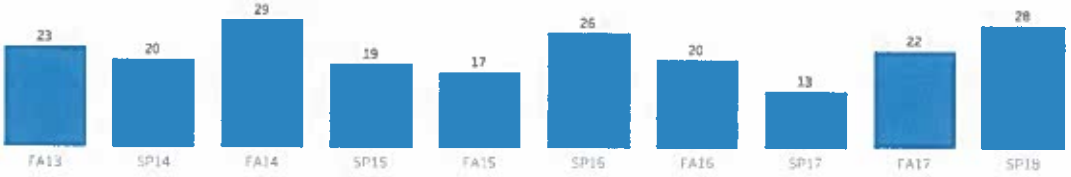
Mesa College Student Characteristics - Ethnicity

Select Term
All

Select Program
BLDC

Select Course
All





AGES 18-29

Ethnicity
- Filipino
- Other
- Pacific Islander
- Unreported
- African American
- Asian
- White
- Latinx

Additional Filters

Gender
All

Age
18 - 24

First Generation
All

Primary Language
All

Enrollment Status
All

Educational Objective
All

Course Modality
All

Previous Education
All

DSPS
All

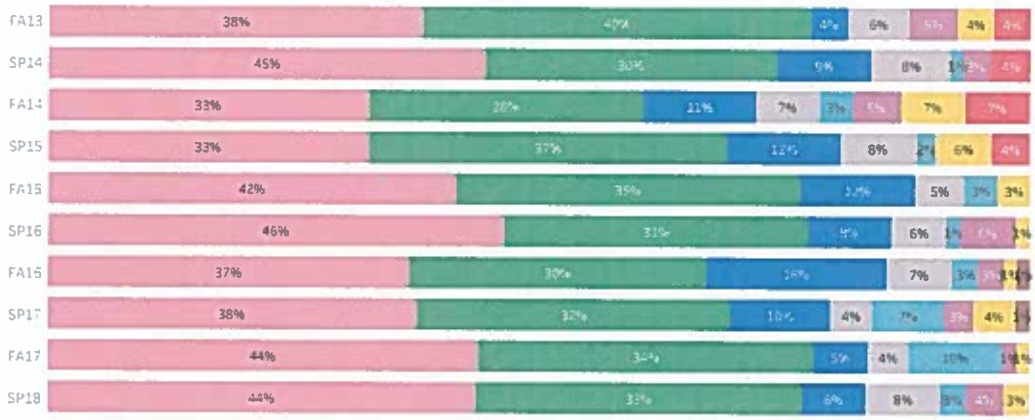
SAN DIEGO MESA COLLEGE

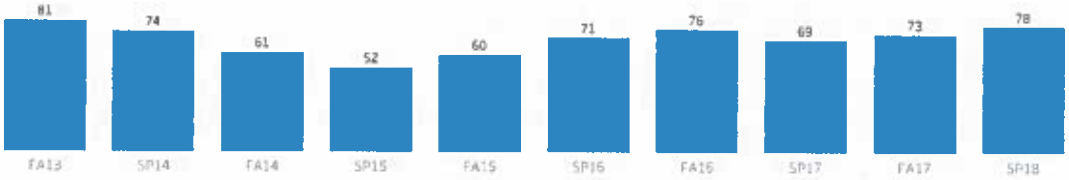
Mesa College Student Characteristics - Ethnicity

Select Term
All

Select Program
BLDC

Select Course
All





AGES 30+

Ethnicity
- Pacific Islander
- American Indian
- Other
- Unreported
- Filipino
- Asian
- African American
- Latinx
- White

Additional Filters

Gender
All

Age
Multiple values

First Generation
All

Primary Language
All

Enrollment Status
All

Educational Objective
All

Course Modality
All

Previous Education
All

DSPS
All

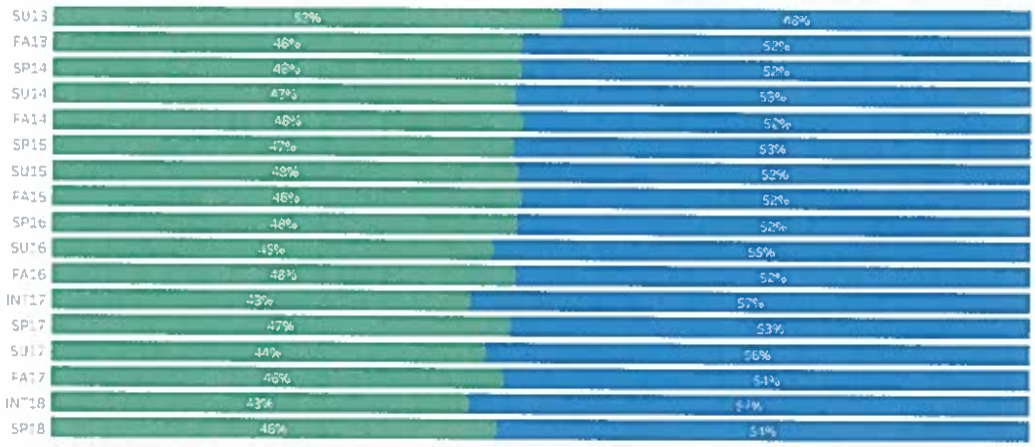
SAN DIEGO MESA COLLEGE

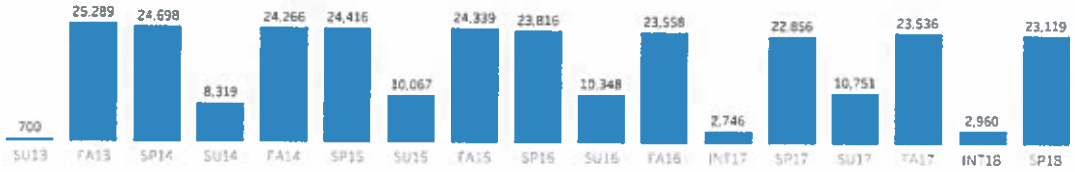
Mesa College Student Characteristics - Gender

Select Term
All

Select Program
All

Select Course
All





Gender
- Female
- Male
- Unreported

Additional Filters

Ethnicity
All

Age
All

First Generation
All

Primary Language
All

Enrollment Status
All

Educational Objective
All

Course Modality
All

Previous Education
All

DSPS
All

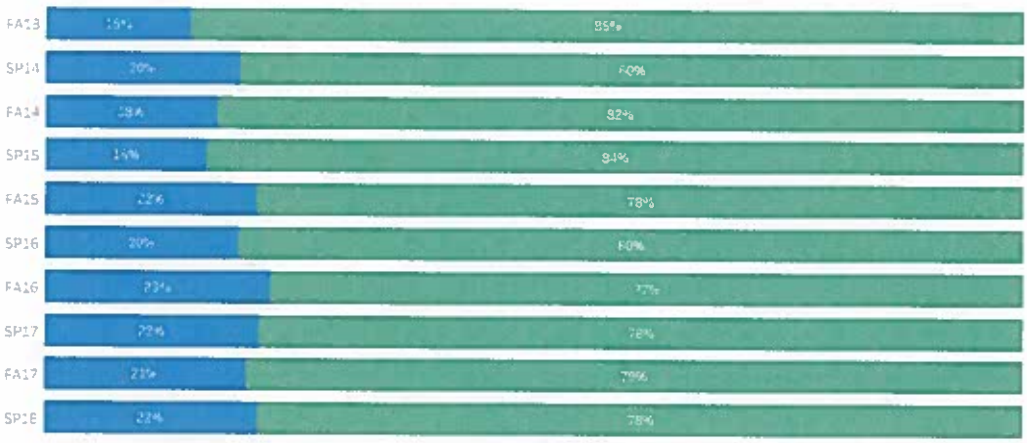
SAN DIEGO MESA COLLEGE

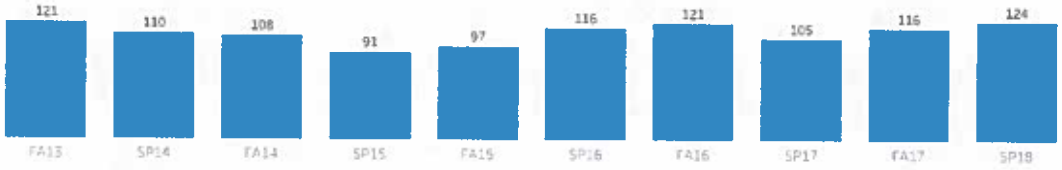
Mesa College Student Characteristics - Gender

Select Term
All

Select Program
BUDC

Select Course
All





Gender
Male
Female

Additional Filters

Ethnicity
All

Age
All

First Generation
All

Primary Language
All

Enrollment Status
All

Educational Objective
All

Course Modality
All

Previous Education
All

DSPS
All

SAN DIEGO MESA COLLEGE

Mesa College Student Characteristics Summary

Select Term
All

Select Program
All

Select Course
All

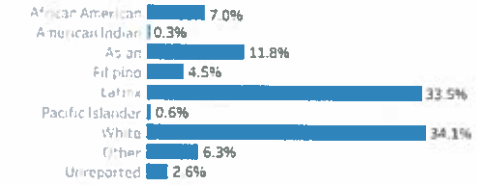
Info

Student Headcount Trend

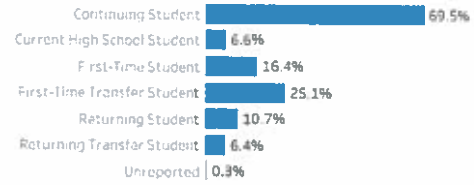
Gender

First Generation

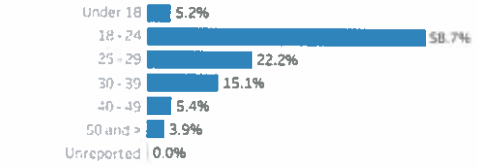
Ethnicity



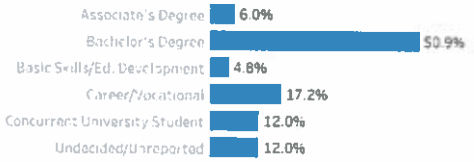
Enrollment Status



Age



Educational Objective



Primary Language

English	93.2%
Other than English	7.0%
Unreported	0.0%

DSPS Status

Did Not Receive Services	98.1%
Received Services	4.3%

Course Modality

Hybrid	10.8%
On Campus	83.6%
Online	42.3%

Previous Education

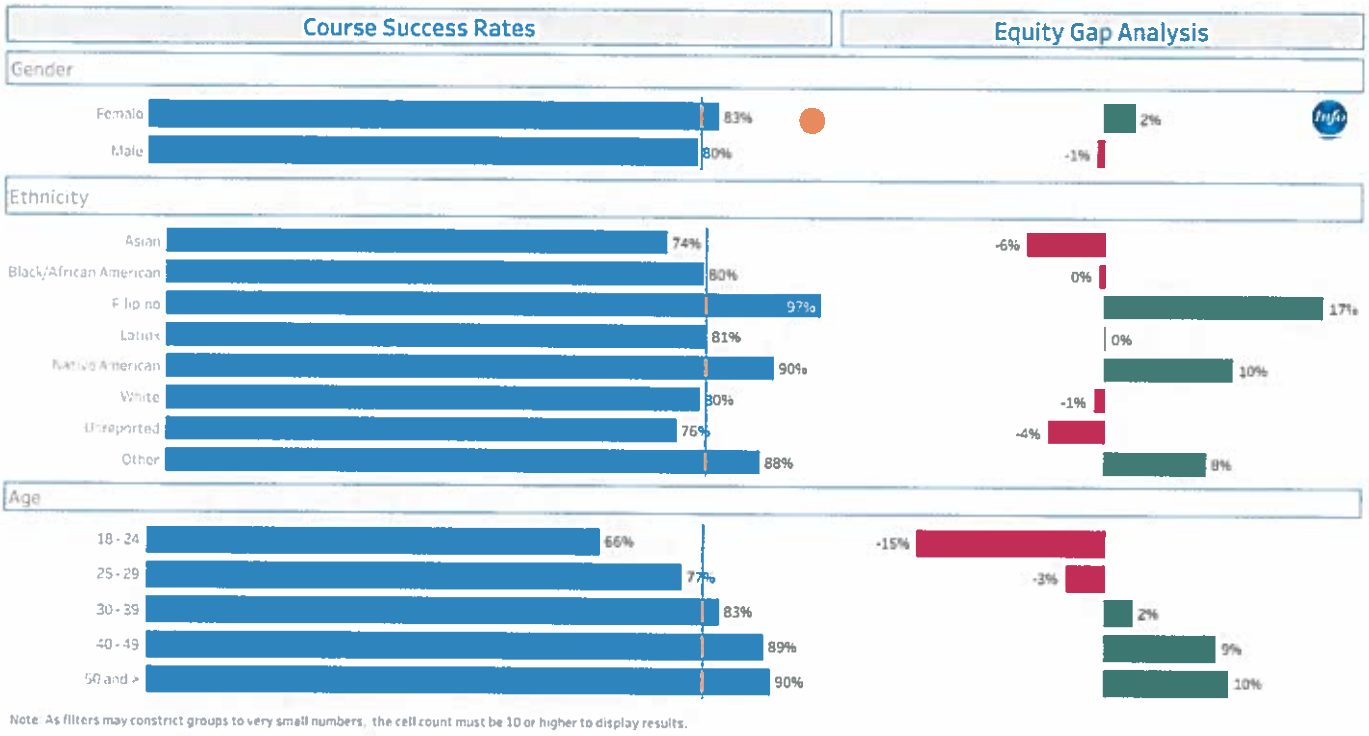
HS Diploma	67.1%
Bachelors Degree or Higher	11.7%
Associate Degree	5.0%
GED/HS Certificate	3.8%
Foreign HS Diploma	6.9%
Special Admit/K-12	6.2%

SAN DIEGO MESA COLLEGE

Select Term
All

Select Program
BLDC

Select Course
All



Note: As filters may constrict groups to very small numbers, the cell count must be 10 or higher to display results.

SAN DIEGO MESA COLLEGE

Mesa College Student Characteristics - Program/Course

Select Term
All

Program
BLDC 693

Select Program
BLDC

Course
BLDC055 442
BLDC060 95
BLDC061 119
BLDC065 153
BLDC068 163
BLDC070 202
BLDC075 179
BLDC080 181
BLDC095 134

Additional Filters

Ethnicity
All

Gender
All

Age
All

Enrollment Status
All

First Generation
All

Primary Language
All

Educational Objective
All

Course Modality
All

Previous Education
All

DSPS
All

Construction Managers

Summary

Quick Facts: Construction Managers	
2017 Median Pay	$91,370 per year $43.93 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2016	403,800
Job Outlook, 2016-26	11% (Faster than average)
Employment Change, 2016-26	44,800

What Construction Managers Do

Construction managers plan, coordinate, budget, and supervise construction projects from start to finish.

Work Environment

Many construction managers have a main office, but spend most of their time working out of a field office at a construction site, where they monitor the project and make daily decisions about construction activities. The need to meet deadlines and respond to emergencies often requires construction managers to work many hours.

How to Become a Construction Manager

Construction managers typically must have a bachelor's degree, and learn management techniques through on-the-job training. Large construction firms increasingly prefer candidates with both construction experience and a bachelor's degree in a construction-related field.

Pay

The median annual wage for construction managers was $91,370 in May 2017.

Job Outlook

Employment of construction managers is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. Construction managers are expected to be needed to oversee the anticipated increase in construction activity over the coming decade. Those with a bachelor's degree in construction science, construction management, or civil engineering, coupled with construction experience, will have the best job prospects.

State & Area Data

Explore resources for employment and wages by state and area for construction managers.

Similar Occupations

Compare the job duties, education, job growth, and pay of construction managers with similar occupations.

More Information, Including Links to O*NET

Learn more about construction managers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What They Do ->

Construction and Building Inspectors

Summary

Quick Facts: Construction and Building Inspectors	
2017 Median Pay	$59,090 per year $28.41 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	5 years or more
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2016	105,100
Job Outlook, 2016-26	10% (Faster than average)
Employment Change, 2016-26	10,500

What Construction and Building Inspectors Do

Construction and building inspectors ensure that construction meets local and national building codes and ordinances, zoning regulations, and contract specifications.

Work Environment

Construction and building inspectors spend considerable time inspecting worksites, alone or as part of a team. Some inspectors may have to climb ladders or crawl in tight spaces. Most work full time during regular business hours.

How to Become a Construction or Building Inspector

Most employers require construction and building inspectors to have at least a high school diploma and work experience in construction trades. Inspectors also typically learn on the job. Many states and local jurisdictions require some type of license or certification.

Pay

The median annual wage for construction and building inspectors was $59,090 in May 2017.

Job Outlook

Employment of construction and building inspectors is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Public interest in safety and the desire to improve the quality of construction should continue to create demand for inspectors. Certified construction and building inspectors who can perform a variety of inspections should have the best job opportunities.

State & Area Data

Explore resources for employment and wages by state and area for construction and building inspectors.

Similar Occupations

Compare the job duties, education, job growth, and pay of construction and building inspectors with similar occupations.

More Information, Including Links to O*NET

Learn more about construction and building inspectors by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What They Do ->

Earnings

STUDENT EARNINGS

Median Earnings in the Second Fiscal Quarter After Exit (All Exiters)

Median Annual Earnings Before Exiting (All Exiters)

Median Annual Earnings After Exiting (All Exiters)

Median Change in Earnings (All Exiters)

Proportion of Students Who Attained a Living Wage (Completers and Skills-Builders)

LABOR MARKET DATA

WHICH COLLEGES HAVE THE MOST EFFECTIVE PROGRAMS IN THE STATE?

CTE OUTCOME SURVEY RESPONSES

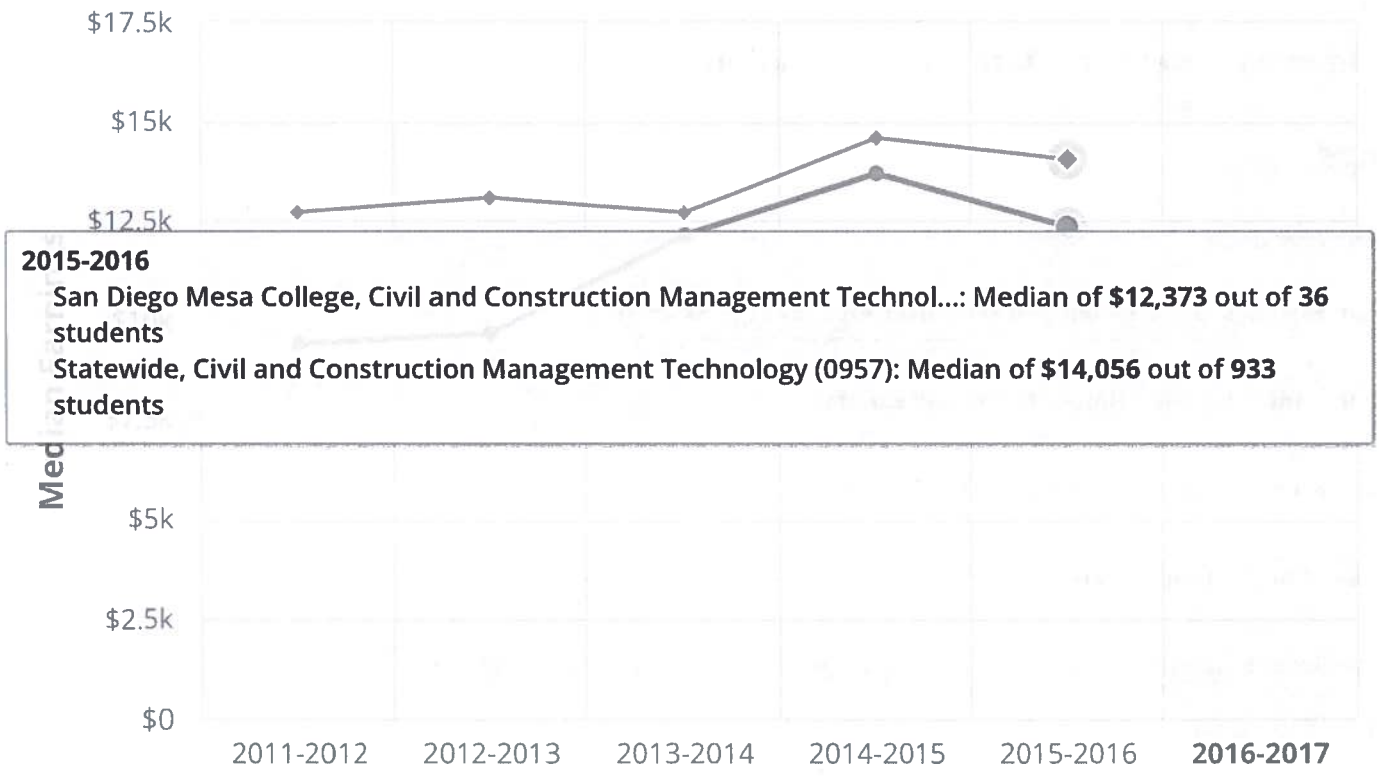
Median Earnings in the Second Fiscal Quarter After Exit

Ove

Among exiting students, the median second quarter earnings one year after the year in which th

San Diego Mesa College, Civil and Construction Management Technology (0957), All Credit, 2016-2017

Statewide, Civil and Construction Management Technology (0957), All Credit, 2016-2017



Source: Chancellor's Office MIS system, National Student Clearinghouse, Employm

Resources

Find out more about the data in the LaunchBoard

Summary | Detailed Data | Definitions

Employment

STUDENT EMPLOYMENT

Employed in the Second Fiscal Quarter After Exit (All Exiters)

Employed in the Fourth Quarter after Exit (All Exiters)

Percentage in a Job Closely Related to Field of Study

Top Five Industries of Employment (Completers & Skills-Builders)

LABOR MARKET DATA

WHICH COLLEGES HAVE THE MOST EFFECTIVE PROGRAMS IN THE STATE?

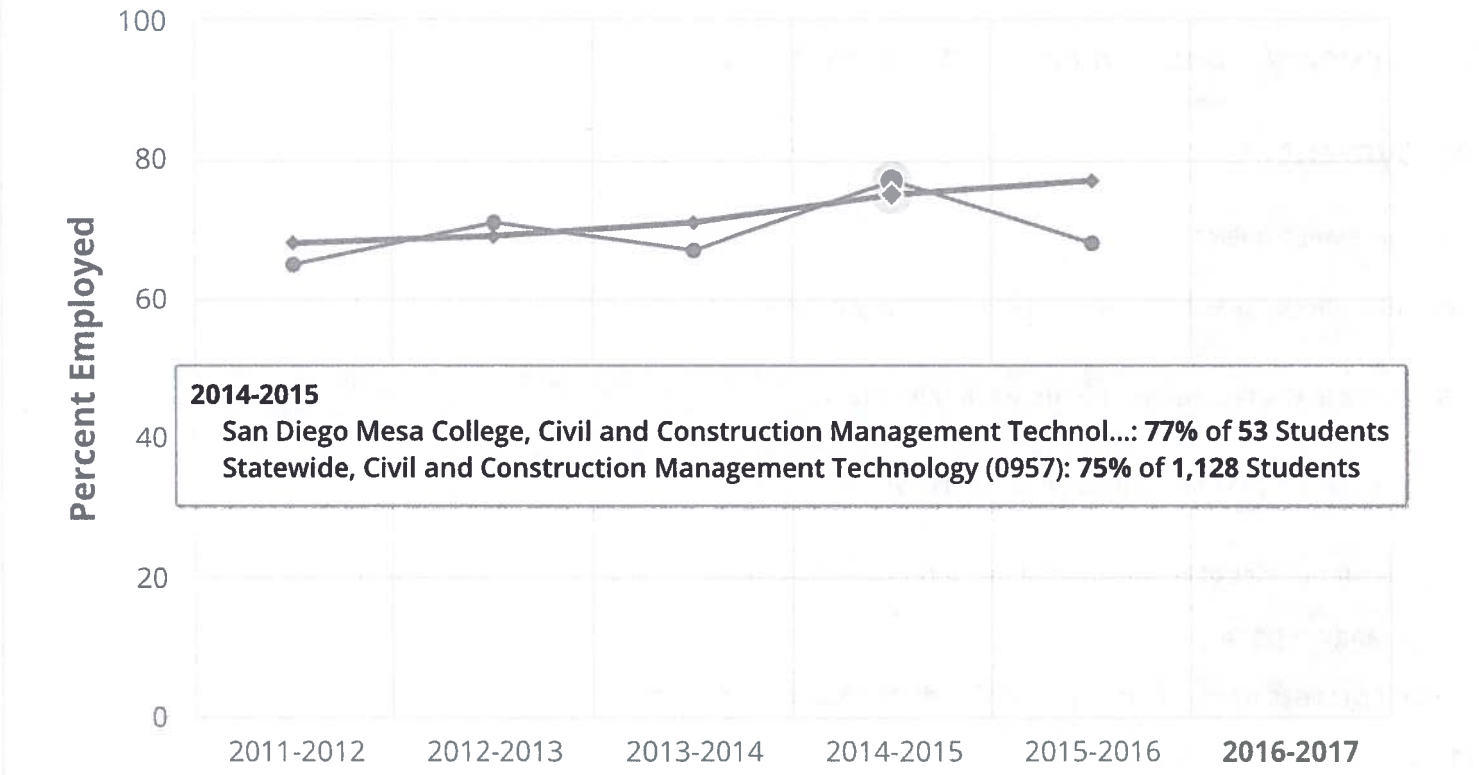
CTE OUTCOME SURVEY RESPONSES

Employed in the Second Fiscal Quarter After Exit

Ove

Among all exiters, the percentage who were employed two quarters after exiting post-secondary

San Diego Mesa College, Civil and Construction Management Technology (0957), All Credit, 2016-2017	Statewide, Civil and Construction Management Technology (0957), All Credit, 2016-2017



Source: Chancellor's Office MIS system, National Student Clearinghouse, Employm

Resources

Find out more about the data in the LaunchBoard

Summary Detailed Data Definitions

Success

STUDENTS EARNING AWARDS

Students Who Earned a Certificate and/or Degree (Completer)

Students Who Earned Locally-Issued Certificates

Students Who Earned Chancellor's Office Approved Certificates

Students Who Earned Associate Degrees

Students Who Earned Applied Baccalaureate Degrees

NUMBER OF AWARDS

TRANSFER

SKILLS-BUILDERS

WHICH COLLEGES HAVE THE MOST EFFECTIVE PROGRAMS IN THE STATE?

CTE OUTCOME SURVEY RESPONSES

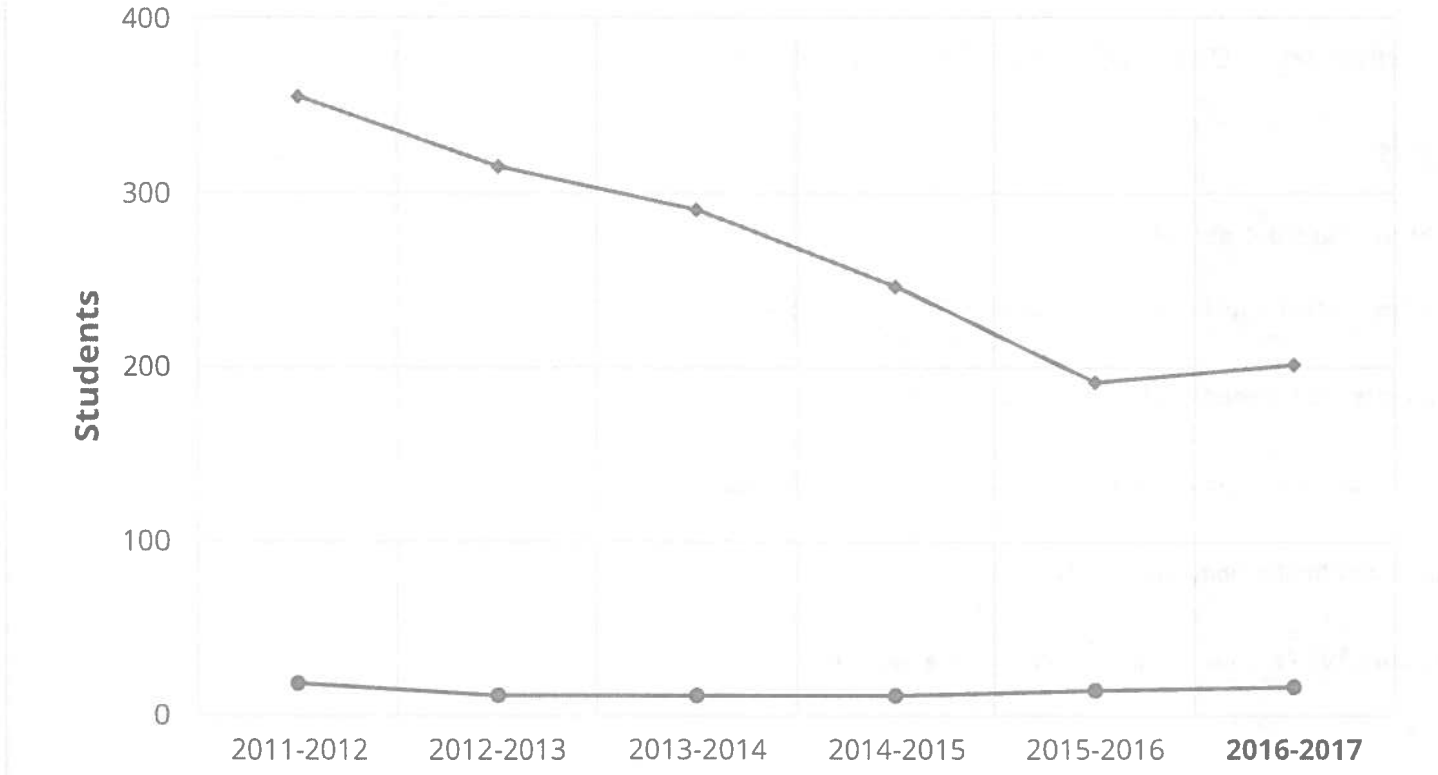
Number of Students Who Earned a Degree or Certificate

Ove

Number of distinct students who earned a locally-issued certificate, Chancellor's Office approved applied baccalaureate degree

San Diego Mesa College, Civil and Construction Management Technology (0957), All Credit, 2016-2017

Statewide, Civil and Construction Management Technology (0957), All Credit, 2016-2017



Resources

Find out more about the data in the LaunchBoard

Strong Workforce Program Metrics

San Diego-Imperial || Civil and Construction Management Technology (0957) || 2016-2017 (Change Filter?)

Drill down by: Time Trend

+ NUMBER OF COURSE ENROLLMENTS: 904

+ COMPLETED 12+ CTE UNITS IN ONE YEAR: *

+ COMPLETED 48+ CTE CONTACT HOURS IN ONE YEAR: *

+ NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: 31

+ NUMBER OF STUDENTS WHO TRANSFERRED: *

+ EMPLOYED IN THE SECOND FISCAL QUARTER AFTER EXIT: *

+ EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT: *

+ JOB CLOSELY RELATED TO FIELD OF STUDY: *

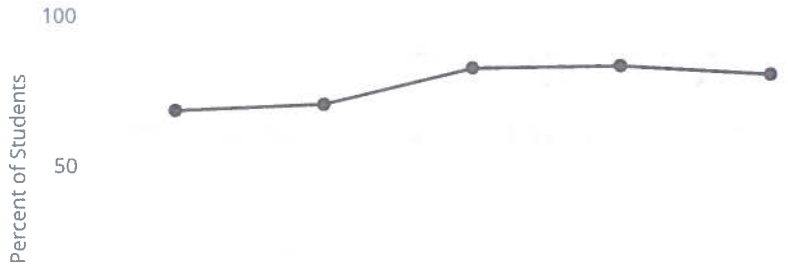
+ MEDIAN EARNINGS IN THE SECOND FISCAL QUARTER AFTER EXIT: *

+ MEDIAN CHANGE IN EARNINGS: *

− ATTAINED A LIVING WAGE: *

Due to time lags in receiving data, earnings information is not yet available.

*	*
State Median	Top in State



Please note: The Student Success Metrics use a different definition for change in earnings and attained a living wage than the one historically used in the LaunchBoard. The LaunchBoard will be updated by early 2019 to use the Student Success Metrics definition.

- To calculate change in earnings, the Student Success Metrics compare earnings two fiscal quarters before entry and two fiscal quarters after exit, rather than annualized earnings one year before and after exit.
- To calculate living wages, SCFF and the Student Success Metrics focus on the county in which the district is located, rather than the microregion where the college is located. They also include earnings for all exiters, not just completers and skills-builders.

+*Find out more about the data in the Strong Workforce Program Metrics*

Strong Workforce Program Metrics

San Diego-Imperial || Civil and Construction Management Technology (0957) || 2016-2017 (Change Filter?)

Drill down by: Time Trend

+ NUMBER OF COURSE ENROLLMENTS: 904

+ COMPLETED 12+ CTE UNITS IN ONE YEAR: *

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+ NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: 31

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+ EMPLOYED IN THE SECOND FISCAL QUARTER AFTER EXIT: *

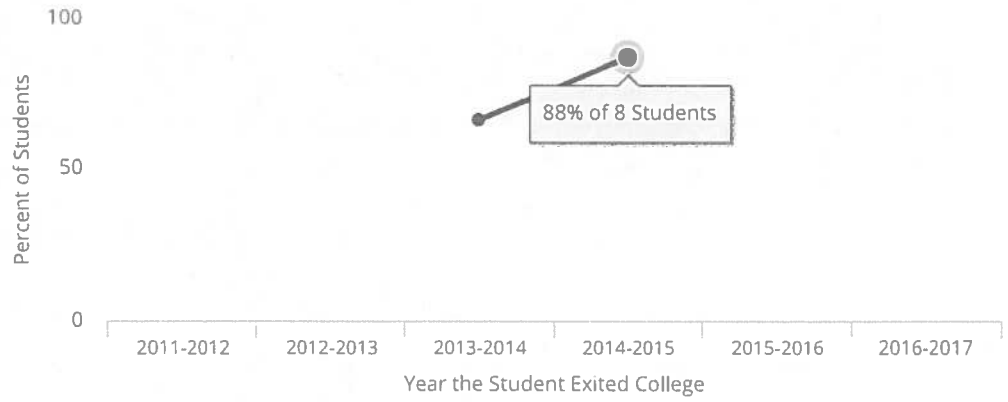
+ EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT: *

− JOB CLOSELY RELATED TO FIELD OF STUDY: *

Due to time lags in receiving data, employment information is not yet available.

* State Median

* Top in State



+ MEDIAN EARNINGS IN THE SECOND FISCAL QUARTER AFTER EXIT: *

+ MEDIAN CHANGE IN EARNINGS: *

+ ATTAINED A LIVING WAGE: *

Please note: The Student Success Metrics use a different definition for change in earnings and attained a living wage than the one historically used in the LaunchBoard. The LaunchBoard will be updated by early 2019 to use the Student Success Metrics definition.

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+*Find out more about the data in the Strong Workforce Program Metrics*

Summary Detailed Data Definitions

Earnings

STUDENT EARNINGS

Median Earnings in the Second Fiscal Quarter After Exit (All Exiters)

Median Annual Earnings Before Exiting (All Exiters)

Median Annual Earnings After Exiting (All Exiters)

Median Change in Earnings (All Exiters)

Proportion of Students Who Attained a Living Wage (Completers and Skills-Builders)

LABOR MARKET DATA

WHICH COLLEGES HAVE THE MOST EFFECTIVE PROGRAMS IN THE STATE?

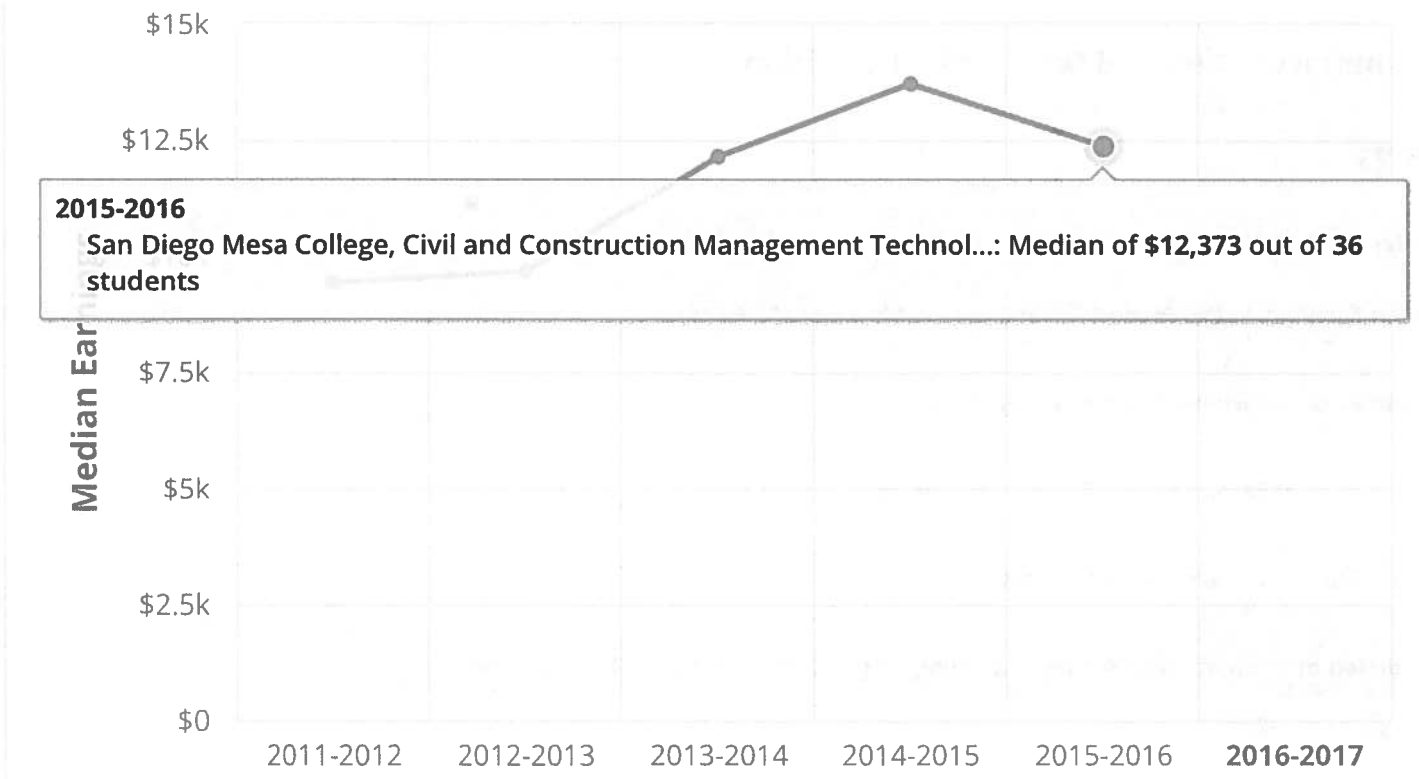
CTE OUTCOME SURVEY RESPONSES

Median Earnings in the Second Fiscal Quarter After Exit

Ove

Among exiting students, the median second quarter earnings one year after the year in which th

San Diego Mesa College, Civil and Construction Management Technology (0957), All Credit, 2016-2017



Source: Chancellor's Office MIS system, National Student Clearinghouse, Employm

Resources

Find out more about the data in the LaunchBoard

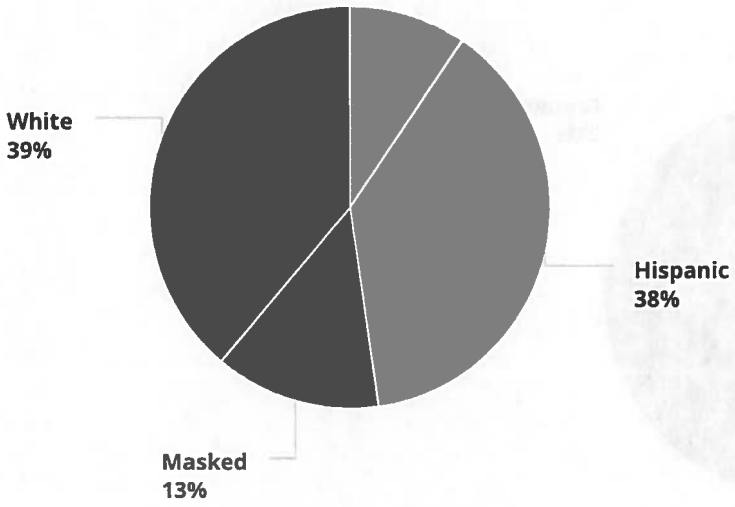
Summary Detailed Data Definitions

Students

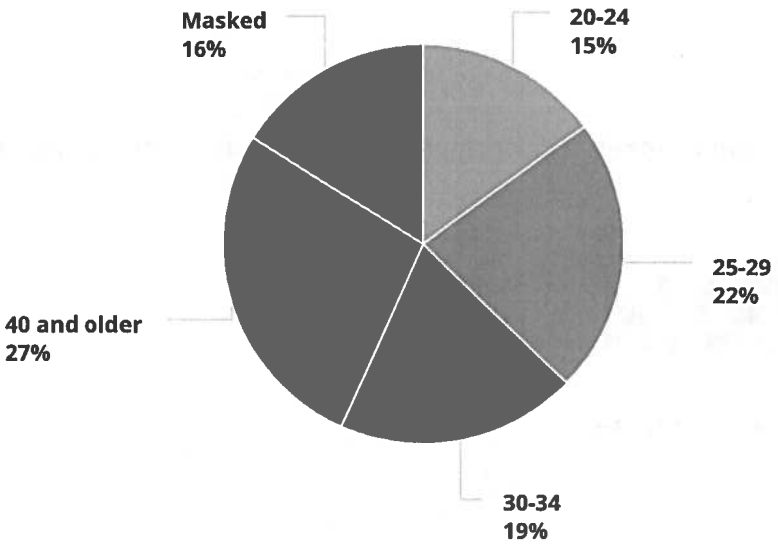
Many different types of students are taking classes in this program area. It may be helpful to ta student.

92% were part-time

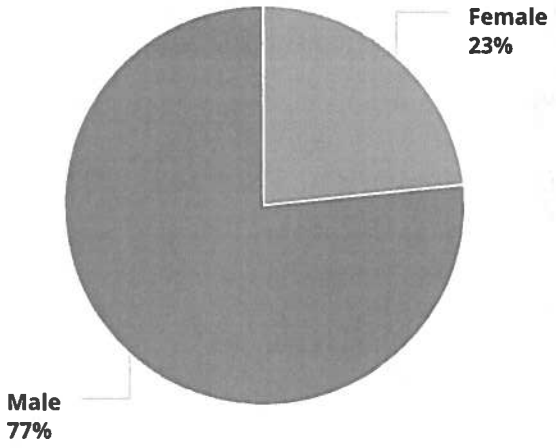
29% had previously earned a certificate or degree



Race/Ethnicity



Age Group



Gender

Are there equity gaps in access?