Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Construction Management (CMGT)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes:
- The program has been able to hire a highly qualified fulltime faculty to replace retiring faculty after having only adjuncts for the past two-plus years.
- BLDC has been able to collaborate with Architecture in continuing to provide scholarship opportunities for students.
- BLDC has been able to integrate the new BENQ Interactive displays and document cameras successfully into classroom presentations.

Challenges:
- Pivoting from a normal environment (in person face-to-face) program to pandemic mandated online environment.
- Pivoting from a 100% online format back to a post-pandemic environment (in person face-to-face).
- Similar to other programs and many other educational institutions the BLDC program has experienced a reduction in total students enrolling in the program.
- Aligning program goals and service delivery to support and enhance Mesa 2030 Objectives while keeping the program strong and relevant.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Significant curricular changes that the unit has engaged in include the following:
- BLDC 060 was replaced with BLDC 062. This allowed the reduction of units from 4 to 3 and eliminated a hands-on lab.
- BLDC 061 was replaced with BLDC 063. This allowed the reduction of units from 4 to 3 and eliminated a hands-on lab.

The primary impetus is in support of the Certificate/AS Degree process through unit reduction.
The program will be reviewing assessment data and student feedback in order to evaluate the efficacy of this change.
Significant service changes that the unit has engaged in include the following:
- New tenure track fulltime faculty has been hired. The new hire is a PhD and has excellent practical experience in industry as well a recent teaching experience at the university level.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
During the update period, in conjunction with Architecture and Interior Design, the utilization and implementation of new classroom equipment seems to be progressing and enhancing the classroom experience for both faculty and students.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Trends that appear have data support include the following:
- There is much greater diversity in student age in the BLDC Program versus Mesa as a whole.
  - Less than 1% of the students are under 18 for BLDC versus approximately 8% for all of Mesa.
  - Approximately 24% of BLDC students are 18-24 versus 56% for all of Mesa.
  - The percentage of students 25-29 years old is roughly equivalent for BLDC and all of Mesa.

Summary and Reflection

o The percentage of students 30-39 years old is roughly twice that for all of Mesa (24-30% for BLDC versus 14% for all of Mesa).
o The percentage of 40-49 years old is approximately 16% for BLDC versus 4.8% for all of Mesa.
o The percentage of students in BLDC that are 50 and over is greater than 13% versus 0.2% for all of Mesa.
• The educational goals of BLDC Program students also shows significant differences from Mesa as a whole.
o A greater percentage of BLDC students have a Associate Degree as a goal versus Mesa as a whole (19% BLDC versus 10% Mesa).
o Only 31% of BLDC students versus 53.6% of Mesa as a whole have a Bachelor's Degree as a goal.
o 30% of BLDC versus 9% of all Mesa Students have are shown as Career/Skill Builders.
o Other career goal categories show similar percentages and are relatively small compared to those specified.
• There is also skew in student characteristics related to gender of the BLDC program versus all of Mesa.
o Based on 2021/22 data approximately 56.1% of the students identify as female, 42.8% of the students identify as male, and 1.1% as non-binary or unreported for all of Mesa. For the BLDC Program 67.9% of the students identify as male and 32.1% identify as female.
? While the female-to-male ratio has stayed relatively unchanged from 2017/2018 to 2021/2022 for Mesa as a whole, the BLDC Program has shown incremental increases in the female population from 21.8% in 2017/2018 to 32.1% in 2021/2022 (47.2% increase).
• Labor Market Data from US Bureau of Labor Statistics OCCUPATIONAL OUTLOOK HANDBOOK shows that there are opportunities for both Building Inspectors and Construction Managers (Degrees associated with BLDC/Architecture).
o About 14,800 openings for construction and building inspectors are projected each year, on average, over the period 2021-2031.
? The median annual wage for construction and building inspectors was $61,640 in May 2021.
o Employment of construction managers is projected to grow 8 percent from 2021 to 2031, faster than the average for all occupations. About 41,500 openings for construction managers are projected each year, on average, over the decade.
? The median annual wage for construction managers was $98,890 in May 2021.
There appears to be both current and future demand from industry for persons with Building Inspection and Construction Management Skills.
• Couse Learning Outcomes for BLDC are similar to/slightly higher than Mesa as a whole.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Based on the data BLDC equity gaps are noted for the following:
• Related to age
o 18-24 year olds show a -6.6% equity gap
o 25-29 year olds show a -5% equity gap
o Mesa (all) shows a -4.1% equity gap for 18-25 year old students
It should be noted that the BLDC success rate for 18-24 is 73.3% versus 71.8% for Mesa as a whole. The number of students in BLDC that are under 18 is virtually nil with a very small (if not nil) sample size.
• Related to gender
o Male students show a -5.8% equity gap with regards to success rate. Overall success rate is 77.1% for male students in BLDC versus 71.6% for Mesa as a whole.
• Related to ethnicity
o The only equity gap based on ethnicity is for LatinX students which show a equity gap of -7.8%. This is very similar to the equity gap for LatinX for Mesa as a whole which shows -7.6%, however, BLDC success rate for LatinX is 74% versus 68.7% for Mesa as a whole.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Discussions that have taken place regarding learning outcomes assessment data includes the following:
• In general it appears that the program is doing a reasonable job related to learning outcomes (slightly exceeding usual targets).
• Are we using the best assessment tools available?
• Due to the age diversitiy of our student population and the fact that different strategies may be needed to optimize

content/service delivery for different age groups how can the program evolve and refine “best assessment practices”?
- How do we best incorporate and align assessment, course content, and delivery with Mesa 2030?
- Are we assessing outcomes that are the best predictors of student success?
- Is/are methodology/resources available to provide more direct student involvement in the design, application, and analysis of assessment efforts?

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
Current practices include:
- Faculty endeavoring to provide a safe, respectful, and inclusive environment for students.
- Being responsive to student requests and inquiry
  - In-person
  - Email
  - Other
- Support of Program Review
- Participation in the Assessment process
- Program/Department reflection/discussion
- Efforts to respond to other Mesa intiatives and goals

What other factors (internal or external) might also impact the above data trends and equity gaps?
Internal Factors:
- Stability and Consistency of Leadership at both Mesa and District
- Enrollment numbers
- Budget Issues
- Finding proper balance between online versus face-to-face class offerings
- Community concerns
- Mesa 2030 implementation
- Mesa/District Culture
- Cooperation and synergies with other programs
- Student demographics
- Level of success in on-boarding new full-time instructor
- Ability to retain and recruit qualified adjuncts
- The unexpected

External Factors:
- Economic Factors
  - Local
  - State
  - Federal
- Socio-Political trends and events
- US Supreme Court Actions
- The unexpected

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

New Faculty Onboarding

Unit Goal: Successfully onboard and retain new full-time faculty for a period of at least 5-years.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Provide support and mentoring/team building with new hire to assist them with the process of becoming a valued member of the Mesa Community. Both existing faculty and retired faculty will be providing support and assistance. 2. Coordinate and assist with curricula review and revisions with input from Program Advisory Committee. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Increase the Percentage of Female Students

Unit Goal: Increase the percentage of female students in the program to at least 40% by 2026-2027.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Both Architecture and Building Construction Technology are currently working with Career Education (Alexander Berry has the lead) in an effort to obtain funds through the Regional Strong Workforce Program (SWP) Request for Applications (RFA) process to assist with improving enrollment with a partial emphasis on increasing the participation of females in the program. 2.In conjunction with others in the Architecture and Interior Design Program, the BLDC Program instructors are exploring ways of offering flexibility to students in the program who have issues related to: " Child Care " Primary Care for close relative " Military obligations " Other issues as they become apparent **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	

Sustainability and Environmental Stewardship Course

Unit Goal: Add at least 1 course devoted specifically to sustainability and environmental stewardship to the program.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Work with new faculty to develop new curricula related to sustainability and environmental stewardship. Current timeline is expected to be 2-3 years. 2. Find partnerships with industry, government, and other groups utilizing assistance from Architecture and Career Technical Educations sources. Currently this is in the exploration phase. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	