

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• BLDC has been able to collaborate with Architecture in continuing to provide scholarship opportunities for students.</li><li>• BLDC has been able to integrate the new BENQ Interactive displays and document cameras successfully into classroom presentations.</li></ul> <p>Challenges:</p> <ul style="list-style-type: none"><li>• Pivoting from a normal environment (in person face-to-face) program to pandemic mandated online environment.</li></ul>

		<ul style="list-style-type: none"> <li>• Pivoting from a 100% online format back to a post-pandemic environment (in person face-to-face).</li> <li>• Similar to other programs and many other educational institutions the BLDC program has experienced a reduction in total students enrolling in the program.</li> <li>• Aligning program goals and service delivery to support and enhance Mesa 2030 Objectives while keeping the program strong and relevant.</li> </ul>
<p>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.</p>	<p>Optional</p>	<p>Significant curricular changes that the unit has engaged in include the following:</p> <ul style="list-style-type: none"> <li>• BLDC 060 was replaced with BLDC 062. This allowed the reduction of units from 4 to 3 and eliminated a hands-on lab.</li> <li>• BLDC 061 was replaced with BLDC 063. This allowed the reduction of units from 4 to 3 and eliminated a hands-on lab.</li> </ul> <p>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.</p> <p>Significant service changes that the unit has engaged in include the following:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>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.</p>
<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each</p>	<p>Select One</p>	<p><input type="checkbox"/> Reviewed and accurate  <input checked="" type="checkbox"/> Reviewed not accurate, update in progress  <input type="checkbox"/> Reviewed not accurate, need support</p>

course and verify accuracy.		
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<b>Data Reflection</b>		
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<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
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Describe the trends you see in your program/service area's data.

Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work

Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work

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.
  - 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).
  - The percentage of 40-49 years old is approximately 16% for BLDC versus 4.8% for all of Mesa.
  - 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.
  - A greater percentage of BLDC students have a Associate Degree as a goal versus Mesa as a whole (19% BLDC versus 10% Mesa).
  - Only 31% of BLDC students versus 53.6% of Mesa as a whole have a Bachelor's Degree as a goal.
  - 30% of BLDC versus 9% of all Mesa Students have are shown as Career/Skill Builders.
  - 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.
  - Based on 2021/22 data approximately 56.1% of the

		<p>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.</p> <ul style="list-style-type: none"> <li>▪ 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).</li> </ul> <ul style="list-style-type: none"> <li>• 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). <ul style="list-style-type: none"> <li>○ About 14,800 openings for construction and building inspectors are projected each year, on average, over the period 2021-2031. <ul style="list-style-type: none"> <li>▪ The median annual wage for construction and building inspectors was \$61,640 in May 2021.</li> </ul> </li> <li>○ 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. <ul style="list-style-type: none"> <li>▪ The median annual wage for construction managers was \$98,890 in May 2021.</li> </ul> </li> </ul> </li> </ul> <p>There appears to be both current and future demand from industry for persons with Building Inspection and Construction Management Skills.</p> <ul style="list-style-type: none"> <li>• Course Learning Outcomes for BLDC are similar to/slightly higher than Mesa as a whole.</li> </ul>
Describe any equity gaps you see in these data. Are there	Equity gaps refer to disparities in educational outcomes and student success metrics across	Based on the data BLDC equity gaps are noted for the following: <ul style="list-style-type: none"> <li>• Related to age</li> </ul>

<p>differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<ul style="list-style-type: none"> <li>○ 18-24 year olds show a -6.6% equity gap</li> <li>○ 25-29 year olds show a -5% equity gap</li> <li>○ Mesa (all) shows a -4.1% equity gap for 18-25 year old students</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>● Related to gender <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>● Related to ethnicity <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.</p>	<p>Discussions that have taken place regarding learning outcomes assessment data includes the following:</p> <ul style="list-style-type: none"> <li>● In general it appears that the program is doing a reasonable job related to learning outcomes (slightly exceeding usual targets).</li> <li>● Are we using the best assessment tools available?</li> <li>● Due to the age diversity 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"?</li> <li>● How do we best incorporate and align assessment, course content, and delivery with Mesa 2030?</li> <li>● Are we assessing outcomes that are the best predictors of student success?</li> <li>● Is/are methodology/resources available to provide more direct student involvement in the design, application, and</li> </ul>

		analysis of assessment efforts?
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	<p>Current practices include:</p> <ul style="list-style-type: none"> <li>• Faculty endeavoring to provide a safe, respectful, and inclusive environment for students.</li> <li>• Being responsive to student requests and inquiry <ul style="list-style-type: none"> <li>○ In-person</li> <li>○ Email</li> <li>○ Other</li> </ul> </li> <li>• Support of Program Review</li> <li>• Participation in the Assessment process</li> <li>• Program/Department reflection/discussion</li> <li>• Efforts to respond to other Mesa initiatives and goals</li> </ul>
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	<p>Internal Factors:</p> <ul style="list-style-type: none"> <li>• Stability and Consistency of Leadership at both Mesa and District</li> <li>• Enrollment numbers</li> <li>• Budget Issues</li> <li>• Finding proper balance between online versus face-to-face class offerings</li> <li>• Community concerns</li> <li>• Mesa 2030 implementation</li> <li>• Mesa/District Culture</li> <li>• Cooperation and synergies with other programs</li> <li>• Student demographics</li> <li>• Level of success in on-boarding new full-time instructor</li> <li>• Ability to retain and recruit qualified adjuncts</li> <li>• The unexpected</li> </ul> <p>External Factors:</p> <ul style="list-style-type: none"> <li>• Economic Factors</li> </ul>

		<ul style="list-style-type: none"> <li>○ Local</li> <li>○ State</li> <li>○ Federal</li> <li>● Socio-Political trends and events</li> <li>● US Supreme Court Actions</li> <li>● The unexpected</li> </ul>
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*Unit Goals and Action Plans*

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Successfully onboard and retain new full-time faculty for a period of at least 5-years.</p> <p>Goal 2: Increase the percentage of female students in the program to at least 40% by 2026-2027.</p> <p>Goal 3: Add at least 1 course devoted specifically to sustainability and environmental stewardship to the program.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: Successfully onboard and retain new full-time faculty for a period of at least 5-years.</p> <p>SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>SO: Increase opportunities to be an asset and resource to the external community.</p> <p>Goal 2: Increase the percentage of female students in the program to at least 40% by 2026-2027.</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services</p> <p>Goal 3: Add at least 1 course devoted specifically to sustainability and environmental stewardship to the program.</p>

		<p>SO: Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change.</p> <p>SO: Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Coordinate and assist with curricula review and revisions with input from Program Advisory Committee.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>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 <b>Regional Strong Workforce Program (SWP) Request for Applications (RFA)</b> process to assist with improving enrollment with a partial emphasis on increasing the participation of females in the program.</li> <li>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: <ul style="list-style-type: none"> <li>• Child Care</li> <li>• Primary Care for close relative</li> <li>• Military obligations</li> <li>• Other issues as they become apparent</li> </ul> </li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Work with new faculty to develop new curricula related to sustainability and environmental stewardship. Current timeline is expected to be 2-3 years.</li> <li>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.</li> </ol>



Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes Currently funds are being sought through a grant process which is discussed in Goal 2 above. <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Larry Horsman	
Name of Program/Unit	Building Construction Technology	
Manager Name	Pearl Ly	
Submission Date of Program Review Draft to Manager for feedback		
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	7/1/2023	