Maine Community College System
Program Review

Central Maine Community College   Building Construction Technology

                                                   May 2017   Date Reviewed

I.   **Cohort Enrollment Data:**

Cohort of 2011										17
Cohort status as of:	**Graduated**		**Transferred**		**Matriculated / enrolled in the same program**		**Matriculated / enrolled in a different program**		**Not attending this term**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
10/15/12	2	12%	1	6%	10	59%	0	0%	4	24%
10/15/13	3	18%	1	6%	9	53%	0	0%	4	24%
10/15/14	8	47%	1	6%	4	24%	0	0%	4	24%
10/15/15	9	53%	1	6%	1	6%	0	0%	6	35%
10/15/16	9	53%	1	6%	0	0%	0	0%	7	41%

Cohort of Fall 2012										22
Cohort status as of:	**Graduated**		**Transferred**		**Matriculated / enrolled in the same program**		**Matriculated / enrolled in a different program**		**Not attending this term**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
10/15/13	3	14%	0	0%	11	50%	1	5%	7	32%
10/15/14	6	27%	2	9%	3	14%	1	5%	10	45%
10/15/15	8	36%	3	14%	0	0%	1	5%	10	45%
10/15/16	8	36%	3	14%	0	0%	1	5%	10	45%

Cohort of Fall 2013										19
Cohort status as of:	**Graduated**		**Transferred**		**Matriculated / enrolled in the same program**		**Matriculated / enrolled in a different program**		**Not attending this term**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
10/15/14	0	0%	2	11%	9	47%	3	16%	5	26%
10/15/15	2	11%	4	21%	4	21%	2	11%	7	37%
10/15/16	6	32%	5	26%	0	0%	2	11%	6	32%

Cohort of Fall 2014										14
Cohort status as of:	**Graduated**		**Transferred**		**Matriculated / enrolled in the same program**		**Matriculated / enrolled in a different program**		**Not attending this term**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
10/15/15	1	7%	0	0%	4	29%	0	0%	9	64%
10/15/16	2	14%	0	0%	1	7%	0	0%	11	79%

Cohort of Fall 2015											13
Cohort status as of:	Graduated		Transferred		Matriculated / enrolled in the same program		Matriculated / enrolled in a different program		Not attending this term		
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
10/15/16	0	0%	0	0%	10	77%	1	8%	2	15%	

II.   Key Indictor Data from *Most Recent Reporting Year*

Program Capacity (2014): _____30_____

2009-2011 Program Graduates Employed:

Academic Years	2009-2011
CIP Family	46
Credential Type	Associate in Applied Science
School Name	CMCC
Area of Study	General Studies
# of Completers	22
Number of Completers with any Wage Data	16
% of Completers with any Wage Data	73%
# of Completers With First Year Earnings	
Avg First Year Earnings	

Key Terms for Program Review (subject to amendment based on VFA final measures):

Cohort: The group of students matriculated for the first time in this program of study as of October 15 each year.

Total Enrollment: Includes full-time and part-time degree-seeking students.

Graduation: This is determined to be the date of the first award received by the students within five years.

Transfer: This is the matriculation of a student in another 2-year or 4-year institution prior to graduation.

Changed Program: The student leaves the program, but enrolls in another program within the same institution.

Still Enrolled: The student continues to be enrolled in the program at the end of the period and has not yet received a credential.

Program Capacity: This equals the slots available to first year students in the fall of the year and enrollment of first year students in the program. Some programs (i.e. nursing) have a curriculum spread over two years, so their capacity reporting will vary.

Graduates Employed: The most recent class of graduates for which data is available.

Graduates Continuing Education: The most recent class of graduates for which data is available.

III. Building Construction Technology:

Brief Program Description (*from 2016-17 college catalog*):
The Associate in Applied Science Degree in Building Construction Technology focuses is preparing the student for successful employment. No longer are the simple construction techniques of old acceptable in today's energy conscious marketplace. While never losing sight of ever-changing materials, methods, and technology associated with the construction field, this program focuses on fundamental skills applicable to either residential or commercial construction. Through a combination of classroom study, mock-ups, and live projects, students obtain hands-on experience and become broadly familiar with methods, standards, and codes commonly associated with the construction industry. While concentrating on core communication and construction skills, students progress at an individual rate matching individual growth. Fundamental construction skills are assessed periodically through competency testing giving students multiple opportunities to demonstrate comprehension and proficiency. Assigned projects based on student abilities will allow project time to more closely follow job-site practices. Growth and accomplishments will be archived in a working ePortfolio throughout the program, which will serve as the foundation for an eResume illustrating the strengths, commitments, and focus prospective employers are looking for. The BCT program offers students the opportunity to earn a Certificate or an Associates in Applied Science degree.

Program Educational Outcomes

Upon completion the graduate is prepared to enter the job market at an entry level position prepared for advancement based on individual proficiency of the following skills:
   1. Interpretation of construction documents, print reading and sketches.
   2. Estimation of project costs from working drawings and blueprints.
   3. Understanding of code requirements, basic building science and design load path considerations.
   4. Construction and communication skills needed for commercial, industrial and residential carpentry.

Strengths:

* A new curriculum is being piloted where students alternate between 7 weeks of on-campus course work and 7 weeks of on-the-job training in a field experience with an approved contractor. An "in-house" option would still exist for students not ready or who do not want to work with a contractor.
* The shop space is well equipped and lab space has been increased through utilization of an existing foundation on campus.
* E-Portfolios and competency based assessment (CBA) are well established in first year curriculum. The e-portfolio is meant to serve as an electronic resume students can show a potential employer.
* In the process of working with Jenzabar to automate CBA so it can be extended to scale in the second year curriculum.
* There are strong relationships with high school instructors through the BCT 101 concurrent enrollment course offering.

Challenges:

* There is one full-time faculty member so it can be challenging to deliver the curriculum and advise students while also designing and piloting a new curriculum, managing a shop environment to include inventory and tool maintenance as well as safety assurances, and developing relationships with contractors for field experience placements. An adjunct faculty member has been hired to provide support, especially while the new curriculum is being piloted.

- Maintaining and increasing enrollment is a challenge because students are able to get decent jobs out of high school.
- Significant time is dedicated to concurrent enrollment course oversight to include verification, communication and grade entry.

Planned Steps for Continuous Improvement:

- The program will have two distinct program tracks: 1) a track for "in house" students interested in construction knowledge for personal gain and/or job readiness, but who are not prepared to work on a job site; 2) a track for higher skilled students interested in a career in construction and ready to enhance their educational experience with field experience while completing the A.A.S. degree.
- Restructure the second year of the "in house" program by combining specific 2-credit courses into broader multi-credit shop courses and set-up CBA in the second year of the program once the software is implemented.
- Develop high school version of CBA testing for pilot in fall 2018 (based on new software). Market competency alignment with high school programs using CBA testing and new software.
- Strengthen advisory board – add three new members.
- Create new kitchen cabinet and counter top installation area in the shop.
- Continue to explore how Technical Writing (ENG 201) assignments can be aligned with writing required for the e-portfolio in order to improve the e-portfolio.
- Consider connecting graduates with employers via an interactive map on the website. An employer would click on a region and resumes for graduates living and/or willing to work in that region would appear.