

CTE Update

PALO VERDE COLLEGE

BUILDING CONSTRUCTION TECHNOLOGY REPORTING FALL 2014 TO SPRING 2016

1. PURPOSE OF THE PROGRAM

- a. Describe the program, its mission, and target population.

The purpose of the Building Trades program is to provide students with the latest skills necessary to obtain employment in today's ever changing construction vocations. The Building Trades program develops opportunities for working trades personnel with certificate and degree programs.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

The BCT Program at Palo Verde College has made significant changes since the last two-year update. The Building Construction Trades Program now offers a certificate of preparation in BCT which is offered through the correspondence modality. Students who were unable to attend "Brick and Mortar" courses at Palo Verde College, as well as incarcerated students can pursue entry level theory-based courses leading to a certificate in BCT.

In addition, a new full-time faculty member has been hired to replace the retirement of the previous full-time instructor. The new instructor is revising curriculum, assessing, and implementing SLO data and meeting with Advisory members seeking direction and input.

2. DEMAND FOR THE PROGRAM

Is the demand high, adequate demand for our students, or low demand? Support your answer with labor market data, advisory input, etc.

Regional Labor Market Data Assessment: Desert/Inland Empire Region 2016

SOC	SOC Title	2015 Jobs	5-Yr Change	5-Yr % Change	Annual Replacements	Annual Openings
47-2031	Carpenters	16,409	258	2%	357	409
47-2111	Electricians	6,301	654	10%	114	245
47-2152	Plumbers, Pipefitters, and Steamfitters	4,444	493	11%	67	166
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	6,627	168	3%	111	145
47-4011	Construction and Building Inspectors	1,043	43	4%	32	40
47-2071	Paving, Surfacing, and Tamping Equipment Operators	704	14	2%	23	25
47-2231	Solar Photovoltaic Installers	240	24	10%	4	9

**Regional Labor Market Assessment: Desert/Inland Empire Region. Michael Goss. Centers of Excellence. September 2016*

Data Sources

Labor market and educational supply data compiled in this report covers the Inland Empire region. Data were drawn from external sources, including the Economic Modeling Specialists, Inc., the California Community Colleges Chancellor's Office Management Information Systems Data Mart, and the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Below is summary of the data sources found in this study.

Data Type	Source
Community College Average Headcount	Chancellor's Office MIS systems (COMIS) provided by Educational Results Partnership (ERP) by TOP06 and TOP04. Note: it would NOT be accurate to sum up TOP06 headcount to get TOP04 because of duplication issues.
Community College Awards	California Community College Chancellor's Office Data Mart. The program awards module provides all credit degrees and certificates (from 6 to 60 semester units) that have been reported to the Chancellor's office. datamart.cccco.edu
Education Attainment Levels	US Census Bureau, Current Population Survey (CPS). The CPS is a monthly survey of about 50,000 households conducted by the Census Bureau for the Bureau of Labor Statistics. The survey has been conducted for more than 50 years. Educational attainment data are collected annually as part of the Annual Social and Economic Supplement. census.gov/hhes/socdemo/education/data/cps
Labor Market Information	Economic Modeling Specialists, Intl. (EMSI). EMSI occupational employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry. economicmodeling.com
Living Wage	A living wage calculator that estimates the cost of living in a specific community or region. http://livingwage.mit.edu/
Private Education Awards	National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). It includes all credit degrees and certificates (from less than one year to four years) that have been reported to IPEDS. Higher education institutions are required to report completion data to NCES if they participate in any federal financial assistance program authorized by Title IV of the Higher Education Act. nces.ed.gov/ipeds
Skills-Builders Wage Gains	California Community College Chancellor's Office Data Mart. The Student Success Scorecard Skills Builder Metric module displays the median percentage in wages for students who completed higher level CTE coursework in a given cohort year and left the system without receiving any type of traditional outcome such as transfers to a four-year college or completion of a degree or certificate. datamart.cccco.edu
Typical Education Level and On-the- job Training	Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education and typical on-the-job training to each occupation for which BLS publishes projections data. http://www.bls.gov/emp/ep_education_tech.htm

Methodology of Spreadsheet Data

This report identifies occupations that are relevant to the community college system, specifically terminal Career and Technical Education (CTE) programs and not transfer pathway programs. Terminal CTE programs are those that prepare students for direct entry into employment without additional education or training. Transfer pathway programs require that students advance to a four-year university to gain the typical education needed for entry into the field. Based on this definition, occupations that met the following minimum education requirements were included in the study:

- Some college coursework, a postsecondary non-degree award, and/or an associate degree; or
- High school diploma or equivalent with on-the-job training greater than 12 months; or
- Apprenticeship; or
- Bachelor's degree if at least 33 percent of workers in the occupation, age 25 or higher, have completed, as their highest level of education, some college coursework, or an Associate Degree.

3. QUALITY OF THIS PROGRAM

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

BCT SLO Data (Fall 2014-Spring 2016)

Course #	Time Period	AVG % Met or Exceeded Baseline SLO#1	AVG % Met or Exceeded Baseline SLO#2	AVG % Met or Exceeded Baseline SLO#3
BCT 100	Fall 2014-Spring 2016	100%	73%	86%
BCT 101	Fall 2014-Spring 2016	90%	73%	76%
BCT 110	Fall 2014-Spring 2016	60%	42%	76%
BCT 113	Fall 2014-Spring 2016	84%	75%	89%
BCT 116	Fall 2014-Spring 2016	97%	82%	90%
BCT 117	Fall 2014-Spring 2016	90%	89%	85%
BCT 200	Fall 2014-Spring 2016	86%	86%	86%
BCT 201	Fall 2014-Spring 2016	33%	66%	66%
BCT 202	Fall 2014-Spring 2016	50%	100%	100%
BCT 210	Fall 2014-Spring 2016	90%	90%	78%
BCT 220	Fall 2014-Spring 2016	26%	42%	28%

4. EXTERNAL ISSUES

Cite relevant legislation, Chancellor’s Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

The Palo Verde College BCT Department offers some of its BCT courses during the Palo Verde High School traditional school day. Students at PVHS can take college courses concurrently during their school day at no cost. These high school students typically make up 60-80% of the enrollment in these courses. For this reason, PVC will need to continue marketing their programs to PVHS students and parents through events such as Career Day, Transfer Day, Financial Aid events at PVHS Campus, and through other community events. Having a good working relationship with the Unified School District Administration and at the local high schools is vital to the success of this task. Bussing is typically paid by Palo Verde College.

Continued support for transportation will be needed. Dialog regarding PVC’s Calendar and the PV Unified School District Calendar will need to continue being addressed.

Having a dedicated full-time CTE counselor has been vital to the success of these tasks. Continued funding of this dedicated position is vital to all CTE programs offering concurrent instruction to local high school students.

Having access to accurate and readily available data from our MIS system will be necessary for informed decision making, planning, and grant reporting.

5. REVENUE AND EXPENSES

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

FTE generated by all BCT courses by term:

Year	Division	Term	FTEs	Rate	Revenue
2014	BCT	2014FA	41.67	\$4,636.00	\$193,166.65
2014	BCT	2015SP	4.67	\$4,636.00	\$21,634.66
2015	BCT	2015FA	11.30	\$4,636.00	\$52,386.80
2015	BCT	2016SP	35.53	\$4,636.00	\$164,732.52

Profit by Academic Year for the BCT Department

Academic Year	Revenue	Expenses	Profit
2014-2015	\$214,801.31	\$133,074.31	\$81,727
2015-2016	\$217,119.32	\$120,580.27	\$96,539.05

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

2014-15:

Fund	School	PY	Goal	Object	Object Code Description	Revised Budget	Rev/Exp Net of Abatements
11	BCT	2	953	1110	INSTRUCTIONAL SALARIES, REGULAR FULL TIME	60,026.00	58,597.00
11	OVL	2	953	1219	ACAD REG FULL-TM OTH	0	20,169.00
11	BCT	2	953	1330	INSTRUCTIONAL SALARIES, OTHER HOURLY	0	2,256.75
11	BCT	2	953	2304	TUTOR	0	3,149.25
11	BCT	2	953	3110	STATE TEACHERS' RETIREMENT SYSTEM (STRS), TEACHERS AND AIDES	5,330.00	5,403.82
11	OVL	2	953	3130	STATE TEACHERS' RETIREMENT SYSTEM (STRS), OTHER CE EMPLOYEES	0	1,791.00
11	BCT	2	953	3315	MEDICARE, TEACHERS AND AIDES	870	854.43
11	OVL	2	953	3335	MEDICARE, OTHER CE EMPLOYEES	0	291.39
11	BCT	2	953	3410	HEALTH & WELFARE BENEFITS, TEACHERS AND AIDES	14,792.00	17,307.58
11	BCT	2	953	3510	STATE UNEMPLOYMENT INSURANCE, TEACHERS AND AIDES	30	30.39
11	OVL	2	953	3530	STATE UNEMPLOYMENT INSURANCE, OTHER CE EMPLOYEES	0	10.08
11	BCT	2	953	3610	WORKERS' COMPENSATION INSURANCE, TEACHERS AND AIDES	939	1,086.20
11	BCT	2	953	3620	WORKERS' COMPENSATION INSURANCE, CL EMPLOYEES	0	56.22
11	OVL	2	953	3630	WORKERS' COMPENSATION INSURANCE, OTHER CE EMPLOYEES	0	360.02
11	BUD	2	953	4100	TEXTBOOKS	10,461.00	0
11	SLR	2	953	4100	TEXTBOOKS	-2,271.94	5,563.98
12	SLR	2	953	4230	REFERENCE BOOKS	10,461.00	0
11	BCT	2	953	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	2,500.00	0
11	SLR	2	953	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	17.24	17.24
12	LOT	2	953	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	2,600.00	1,707.85
12	VEA	2	953	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	1,774.00	2,575.00
11	SLR	2	953	4360	TESTS	1,140.00	2,960.00
12	LOT	2	953	4390	OTHER INSTRUCTIONAL SUPPLIES	2,400.00	0
11	BCT	2	953	4600	PUPIL TRANSPORTATION SUPPLIES	5,000.00	1,079.31
11	COD	2	953	5220	CONFERENCES	0	733.92
12	COD	2	953	5220	CONFERENCES	2,600.00	0
11	SLR	2	953	5620	ALL OTHER CONTRACT	0	2,500.00
11	SLR	2	953	5740	ADVERTISING	1,092.20	1,092.20
12	COD	2	953	5740	ADVERTISING	2,600.00	0
11	SLR	2	953	5890	OTHER SERVICES	22.5	22.5
12	LOT	2	953	6310	BOOKS/NEW AND EXPANDED LIBRARY	0	-331.99
12	VEA	2	953	6310	BOOKS/NEW AND EXPANDED LIBRARY	1,634.54	1,917.71
12	VEA	2	953	6491	OTHER INSTR. EQUIP	1,873.46	1,873.46
12	COD	2	953	8820	CONTRIBUTIONS, GIFTS, GRANTS AND ENDOWMENTS	5,200.00	0

2015-16:

Fund	School	PY	Goal	Object	Object Code Description	Revised Budget	Rev/Exp Net of Abatements
11	BCT	2	953	1110	INSTRUCTIONAL SALARIES, REGULAR FULL TIME	0	57,691.28
11	BCT	2	953	1110	INSTRUCTIONAL SALARIES, REGULAR FULL TIME	29,306.20	0
11	OVL	2	953	1110	INSTRUCTIONAL SALARIES, REGULAR FULL TIME	18,000.00	15,300.00
11	BCT	2	953	1330	INSTRUCTIONAL SALARIES, OTHER HOURLY	2,500.00	11,409.93
11	BCT	2	953	3110	STATE TEACHERS' RETIREMENT SYSTEM (STRS), TEACHERS AND AIDES	268	6,614.47
11	OBP	0	953	3110	STATE TEACHERS' RETIREMENT SYSTEM (STRS), TEACHERS AND AIDES	0	5,690.00
11	OVL	2	953	3110	STATE TEACHERS' RETIREMENT SYSTEM (STRS), TEACHERS AND AIDES	1,931.00	1,641.70
11	BCT	2	953	3315	MEDICARE, TEACHERS AND AIDES	36	1,098.64
11	OVL	2	953	3315	MEDICARE, TEACHERS AND AIDES	261	221.86
11	BCT	2	953	3410	HEALTH & WELFARE BENEFITS, TEACHERS AND AIDES	0	1,680.90
11	BCT	2	953	3510	STATE UNEMPLOYMENT INSURANCE, TEACHERS AND AIDES	1	37.86
11	OVL	2	953	3510	STATE UNEMPLOYMENT INSURANCE, TEACHERS AND AIDES	9	7.66
11	BCT	2	953	3610	WORKERS' COMPENSATION INSURANCE, TEACHERS AND AIDES	45	1,391.83
11	OVL	2	953	3610	WORKERS' COMPENSATION INSURANCE, TEACHERS AND AIDES	321	281.06
11	BCT	2	953	3910	OTHER BENEFITS, TEACHERS AND AIDES	0	6,666.70
11	BCT	2	953	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	0	-3,419.44
11	BCT	0	953	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	3,400.00	3,419.44
12	LOT	2	953	4320	DIRECT PURCHASE INSTRUCTIONAL SUPPLIES	2,600.00	4,728.15
12	LOT	2	953	4390	OTHER INSTRUCTIONAL SUPPLIES	2,400.00	2,012.60
12	LOT	2	953	4556	COPYING	0	32.84
11	BCT	0	953	4560	REPAIR OF SUPPLIES	900	818.79
11	BCT	2	953	4600	PUPIL TRANSPORTATION SUPPLIES	5,000.00	5,754.00
11	SLR	2	953	5620	ALL OTHER CONTRACT	0	-2,500.00

- c. State the dollar value of in-kind contributions of time and/or resources the preceding two academic years.

Ace Hardware has provided materials at a discount to support the BCT Program. Equipment and Supplies has been provided at cost from Ace Hardware.

6. TWO YEAR PLAN

List recommendations, project future trends, personnel and equipment need, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

The BCT Department also received specialized funding such as Perkins I-C, CTE Transitions, as well as other CTE related support. During the 2015-16 academic year, the BCT Program was not funded by Perkins's funding. This was since it was not clear by the Administration as to whether the full-time instructor position would be filled by another full-time instructor after the retirement of the previous full-time instructor. The BCT Program has been written back into the 2016-2017 Perkins Grant and will receive funding once again. It is critical to CTE programs to have financial support as there are additional expenses associated with CTE programs.

The BCT Department will also continue pursuing high school enrollment. The lead BCT faculty knows the importance of offering these courses to local high school students. Continued funding for transportation of these students will be needed. The CTE faculty in CIS, AUT, WEL, and BCT offer courses 5 days a week to student. This is not the traditional college faculty work schedule. The instructors in these departments know the value of offering these courses to these students as many of them attend Palo Verde College upon graduation from high school with a Certificate or more already completed.

In the next two years we plan to replace all Textbooks in BCT with the new up-to-date editions. Currently we are looking to purchase a new Carpentry and Masonry textbook. We plan on ordering these by the end of the

fall 2016 semester. The current dust control system in the BCT shop is unsafe due to tripping hazards, does not effectively collect the dust in the shop, and with having to utilize 1 stationary and 4 mobile vacuums the consumption of electricity is high. If funding is available, we would like to have a new system by the next school year. We are also looking into new equipment that has high tech safety features and uses less electricity.

DATA

STUDENT SUCCESSFUL COMPLETION & RETENTION

Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP

ACADEMIC YEAR 2014-2015				
Course	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
BCT-101		67%	67%	
BCT-110		63%	63%	
BCT-113		85%	85%	
BCT-116	69%			69%
BCT-200		78%	78%	
BCT-201		100%	100%	
BCT-202		100%	100%	
BCT-210		85%	85%	
BCT-212		100%		100%
BCT-220		20%	20%	

ACADEMIC YEAR 2015-2016				
Course	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
BCT-100		100%		100%
BCT-101		100%		100%
BCT-113		89%	89%	
BCT-116	68%			68%
BCT-117	78%		77%	79%
BCT-200		92%		92%
BCT-203	87%			87%
BCT-210		89%	89%	

ACADEMIC YEAR 2014-2015				
Course	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-101		100%	100%	

ACADEMIC YEAR 2014-2015				
Course	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-110		94%	94%	
BCT-113		100%	100%	
BCT-116	87%			87%
BCT-200		100%	100%	
BCT-201		100%	100%	
BCT-202		100%	100%	
BCT-210		100%	100%	
BCT-212		100%		100%
BCT-220		85%	85%	

ACADEMIC YEAR 2015-2016				
Course	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-100		100%		100%
BCT-101		100%		100%
BCT-113		100%	100%	
BCT-116	93%			93%
BCT-117	92%		92%	91%
BCT-200		92%		92%
BCT-203	96%			96%
BCT-210		100%	100%	

Name of Award	2014-15	2015-16
AS, Building Construction Technology	-	-
Certificate, Building Construction Technology	-	-

ENROLLMENT TRENDS

ACADEMIC YEAR 2014-2015				
Course	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
BCT-101		15	15	
BCT-110		16	16	
BCT-113		13	13	
BCT-116	45			45
BCT-200		9	9	
BCT-201		3	3	
BCT-202		2	2	
BCT-210		13	13	
BCT-212		1		1
BCT-220		60	60	

ACADEMIC YEAR 2015-2016				
Course	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
BCT-100		15		15
BCT-101		14		14
BCT-113		9	9	
BCT-116	81			81
BCT-117	130		53	77
BCT-200		13		13
BCT-203	53			53
BCT-210		9	9	