

CTE Full Review

PALO VERDE COLLEGE

BUILDING CONSTRUCTION TECHNOLOGY REPORTING FALL 2014 TO SPRING 2018

1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement 01/2019

- a. Describe the purpose of program and its mission.

The Building Construction Technology program is designed to provide students with the necessary skills to work in an ever-expanding field. The BCT program provides students with basic, entry-level skills, professional development opportunities for working trades, Certificate and Degree programs. The BCT department also works collaboratively with the Palo Verde High school to offer courses in the BCT field to qualified high school students during their traditional school day through concurrent enrollment.

The Mission of the program is to promote rigorous curriculum and instruction, focusing on building construction technologies. The Palo Verde Community College Building Construction Technology program is committed to excellence in teaching; empowering students to be knowledgeable, skilled, qualified, employable graduates, prepared for productive and meaningful careers in the construction industry.

Associate of Science (Occupational) Building Construction Technology:

The Associate of Science in the Building Construction Technology is a two-year course of study designed to prepare students intending either to continue study at technical school, or to enter the workforce.

Certificate in Building Construction Technology:

The certificate in BCT is an 18-unit course of study designed to prepare students with the theory and practical skills necessary for entry-level employment in construction.

Certificate of Preparation in Building Construction Technology:

The Certificate of Preparation in BCT is a 9-unit course of study designed to prepare students with the theory needed to pursue additional education in the construction field. This certificate was designed for the correspondence education modality in mind and currently is being pursued by many incarcerated students.

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

The Building Construction Technology Program has made significant changes in the last two-year update. As of spring 2018, CTE BCT courses were stopped from being offered at the CDCR Institutions due to potential duplication of other CDCR BCT programs. In the spring of 2019, a private Institution opened its doors to our correspondence programs.

The BCT program has done some upgrades in the shop with new cantilevers and pallet racks. This rack allows us to safely store our materials, opens space, and make the shop more functional. The program has also purchased a computer numerically controlled router (CNC). This new high-tech piece of equipment will allow students to create things sings, robotic parts, inlay pieces, electric guitars, and more out of a wide range of materials.

The BCT Program has also begun the first stages of developing a Forklift Certification Program here at the Palo Verde College. All Forklift Certifications testing will follow the testing guidelines establish by OSHA Society. We have begun by completing an OSHA 30 Hour comprehensive safety training course designed for anybody involved in the construction industry.

The BCT program has also been involved in Strong Workforce program funding and outcomes related to this grant. The BCT program is in the process of developing a second BCT program and facility in the Needle Ca. community.

- c. How does the program support the College Mission?

The Mission of the program is to promote rigorous curriculum and instruction, provide quality programing in a particular vocational area, provides an opportunity for lifelong learning, opportunity for professional development and certification. The BCT Program offers training that is hands on, career oriented and prepares students for employment.

2. POPULATION(S) SERVED

- a. Describe the populations served by the program, identifying special populations, if any.

The Building Construction Technology program is open to all interested Palo Verde High School and Palo Verde College District students, and students enrolling in correspondence education including incarcerated students. During the day, the program serves both high school students and adult students, while during the evening; the program serves primarily adult students.

The Building Construction Technology program serves two important and special populations. First, the program offers credit courses to high school students who have

an interest in vocational education, whether they see Palo Verde College's program as preparatory or terminal. The opportunity to gain Building Construction skills for entry into the workforce or as part of a certificate program is not provided in the community through other agencies. Second, the program provides continuing education to working technicians. That training is not offered in the community through other agencies. In these two cases, the College serves an unmet community need.

All Perkins funded CTE Programs have core indicators which are negotiated with the Chancellor's office which relate to Non-traditional and special population students.

- b. Describe other populations that should be served by the program and identify plans for serving them in the future.

While the Building Construction Technology program does serve students of varying needs and interest, the program could enroll a greater number of working, adult students. Faculty identify that this population is currently underserved. The Building Construction Technology Program will continue to serve incarcerated students that are not ran by the CDCR.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

- a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.

The BCT department has identified the most measurable SLOs for every BCT course. It has completed several updates and is currently in the process of updating all Course outlines for BCT classes.

BCT has also made some changes to the curriculum leading to a certificate. We replaced some core classes and added new electives.

- b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.

There has been no need to make any modifications to the program.

4. DEMAND FOR THE PROGRAM

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

Job Prospects

Overall job prospects for carpenters, electricians, and plumbers should be good over the coming decade as construction activity continues to grow.

Occupations in the construction industry are subject to periods of unemployment as building construction slows during cold months. Additionally, the number of job openings is expected to vary regionally, because different areas of the country are experiencing more development than others.

Employment projections data for carpenters, 2018-28

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28	
				Percent	Numeric
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program					
Carpenters	47-2031	1,006,500	1,086,600	8	80,100

Employment projections data for electricians, 2018-28

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28	
				Percent	Numeric
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program					
Electricians	47-2111	715,400	789,500	10	74,100

Employment projections data for plumbers, pipefitters, and steamfitters, 2018-28

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28	
				Percent	Numeric
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program					
Plumbers, pipefitters, and steamfitters	47-2152	500,300	568,600	14	68,200

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

- a. 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 most of its 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, 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. Transportation is typically paid for 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. Currently the acting CTE Coordinator/Professional Technologies Division Chair has created an academic calendar which better addresses the needs and vision of each of the concurrent enrollment programs at Palo Verde College. Support from PVC Administration and PVHS Administration has already occurred. The goal is to get CTA support and implement the new academic calendar beginning Fall 2019.

b. List and comment on the major strengths of the program.

The major strengths of the department are as follows:

- Certificates are received after completing the 18-unit program.
- New classrooms and lab area (Needles High School).
- The BCT courses are directed toward the BCT Technology Certificate and Degree and meet BCT standards.
- Updated course outlines and syllabus.
- Lecture/Lab hours enforced to meet the college standards.
- Continued sustainable enrollment of all program courses.
- Working with the Advisory Committee for program direction (BCT Certification).
- New Calendar designed to meet the needs of PVHS enrollment.
- Having a dedicated full-time CTE counselor has been vital to the success of this Programs.

c. List and comment on the major weaknesses of the program.

The major weaknesses of the program are:

- Loss of FTES and completers due to the loss of course offerings to California prisons. This has left incarcerated students stuck in the pipeline when they had already started an Associate's program through PVC and now are unable to complete the Associate's degree.
- Due to the amount of different disciplines the program has, it makes it difficult for students to acquire a certificate or Degree. Some changes need to be made to the Program to better facilitate a path towards a Degree or Certificate.

6. CURRICULUM HISTORY

- a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.
- BCT 100 (Introduction to Building Trades)
 - BCT 101 (Rough Carpentry)
 - BCT 102 (Advanced Framing Techniques)
 - BCT 110 (Blueprint Reading)
 - BCT 112 (Basic Electricity)
 - BCT 113 (Basic Plumbing)
 - BCT 116 (Basic House Wiring Theory)
 - BCT 117 (Residential Plumbing theory)
 - BCT 200 (Cabinetry 1)
 - BCT 201 (Cabinetry 2)
 - BCT 202 (Finish Cabinetry)
 - BCT 203 (Photovoltaic Installation Theory)
 - BCT 210 (Interior Trim Carpentry)
 - BCT 220 (Photovoltaic Systems)
 - BCT 100 (Introduction to Building Trades)
- b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

Every course in the program is offered within the two-year program cycle, but most courses are offered each year or each semester.

7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

During the time of this program review, the BCT program offered courses in the face-to-face modality, correspondence education modality, and online modality. Through offering a variety of courses at different times or through various modalities students were able to benefit from what the BCT program at Palo Verde College offers. All of the CBCT courses have been designed to be offered within the 2-year program cycle with many courses being offered each term or each year. This allows students to enter the BCT program at any time and still be able to complete their program of study within a 2-year period.

8. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 A.S. Degree in Building Construction Technology				
Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences, and self-development in preparation for an occupation, and possible transfer to a four-year institution.				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
BCT100	N/A	100	100	64
BCT 101	67	100	77	N/A
BCT 200	78	92	100	95
Average % of Successful Students by Year	72	97	92	79

Average Percentage Program Learning Outcome #2 A.S. Degree in Building Construction Technology				
Acquired knowledge and skill in the organization for the trades of building construction projects				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
BCT 110	63	N/A	82	100
BCT 113	85	89	79	100
BCT 201	100	N/A	87	N/A
Average % of Successful Students by Year	82	89	82	100

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes A.S. Degree in Building Construction Technology				
PROGRAM LEARNING OUTCOME	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
PLO #1	72	97	92	79
PLO #2	82	89	82	100
Average % of Successful Students by Year	77	93	87	89

Average Percentage Program Learning Outcome #1 Certificate of Achievement Building Construction Technology				
Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences, and self-development in preparation for an occupation, and possible transfer to a four-year institution.				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
BCT 110	63	N/A	82	100
BCT 210	85	89	N/A	N/A
BCT 200	78	92	100	95
Average % of Successful Students by Year	75	90	91	97

Average Percentage Program Learning Outcome #2 Certificate of Achievement Building Construction Technology				
Acquired knowledge and skill in the organization for the trades of building construction projects				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
BCT 100	N/A	100	100	64
BCT 101	67	89	77	N/A
BCT 113	85	89	79	100
Average % of Successful Students by Year	76	92	85	82

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes Certificate of Achievement Building Construction Technology				
PROGRAM LEARNING OUTCOME	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
PLO #1	75	90	91	97
PLO #2	76	92	85	82
Average % of Successful Students by Year	75	91	88	89

Average Percentage Program Learning Outcome #1 Automotive Technology Certificate of Career Preparation				
Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences, and self-development in preparation for an occupation.				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
BCT 116	69	69	82	70
BCT 117	N/A	78	85	87
BCT 203	N/A	87	89	94
Average % of Successful Students by Year	69	78	85	83

Average Percentage Program Learning Outcome #2 Automotive Technology Certificate of Career Preparation				
1. Acquired fundamental understanding of the principles and practices of building construction technology.				
Course IDs within the Program that map to PLO#1	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
BCT 116	69	69	82	70
BCT 117	N/A	78	85	87
BCT 203	N/A	87	89	94
Average % of Successful Students by Year	69	78	85	83

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes Automotive Technology Certificate of Career Preparation				
PROGRAM LEARNING OUTCOME	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students 2016-2017	% Successful Students 2017-2018
PLO #1	69	78	85	83
PLO #2	69	78	85	83
Average % of Successful Students by Year	69	78	85	83

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
BCT A.S. Degree	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BCT Cert of ACH	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BCT Cert of Prep	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BCT Cert of ACH	#1	100 101 113	Increase of 14%	Continue to provide students with challenging and real world lessons.	Progress Reports. Continue with same lesson	High Success Rate in future course offerings	2018

- a. List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs has not been performed.

N/A

- b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

N/A

- c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

SLO assessment tools are measuring their intended SLO accurately. The BCT program will continue to use the same tools to measure SLOs.

- d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

We have found that through maintaining high quality programs that promote rigor, critical thinking, and independent inquiry into the BCT field that students have consistently met the goals set through the measurable SLOs identified for each course.

- e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

N/A

9. COURSE CURRENCY

- a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Date
BCT-100	2019
BCT-101	2019
BCT-102	2019
BCT-110	2019
BCT-112	2019
BCT-113	2019
BCT-116	2018
BCT-117	2018
BCT-200	2019
BCT-201	2019
BCT-202	2019
BCT-203	2019
BCT-210	2019
BCT-212	N/A
BCT-220	N/A

- b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

All courses are currently updated.

10. PROGRAM AND COURSE COVERAGE

- a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
BCT-100	x		
BCT-101	x		
BCT-102	x		
BCT-110	x		
BCT-112	x		
BCT-113	x		

BCT-116			x
BCT-117			x
BCT-200	x		
BCT-201	x		
BCT-202	x		
BCT-203	x	x	x
BCT-210	x		
BCT-212	N/A		x
BCT-220	N/A	x	

- b. Explain how effectively the program is served with the current coverage.

The program has been effectively served by the current full-time instructor however due to the higher enrollment of students in the fall of 2018 it is difficult to effectively help all students in class when a problem or question arrives. An aid that is qualified to operate equipment in the BCT shop would highly improve student learning and outcomes. In the event that BCT courses are offered in the Needle campus, additional adjunct instructors will be needed.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.

N/A

11. PROFESSIONAL DEVELOPMENT

- a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Flex Days give us time for in-service opportunities within the College. Institutional day is another opportunity for professional growth within the college community. The BCT faculty member participates in all these activities and will continue to be an active part of the future events. I have taken the Osha 10 safety training. This training was the first step in the proposed Forklift Operating Certificate Class.

- b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

N/A

12. 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*

- a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

The Current Institutional Set Standard is: 70.1

Year	2014
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Completion	2014FA	2015SP
BCT-100	-	-
BCT-101	67%	-
BCT-102	-	-
BCT-110	63%	-
BCT-112	-	-
BCT-113	85%	-
BCT-116	-	69%
BCT-117	-	-
BCT-200	78%	-
BCT-201	100%	-
BCT-202	100%	-
BCT-203	-	-
BCT-210	85%	-
BCT-212	-	100%
BCT-220	20%	-

Year	2014
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Completion	Correspondence	Face to Face	Online
BCT-100	-	-	-
BCT-101	-	67%	-
BCT-102	-	-	-
BCT-110	-	63%	-
BCT-112	-	-	-
BCT-113	-	85%	-
BCT-116	69%	-	-
BCT-117	-	-	-
BCT-200	-	78%	-
BCT-201	-	100%	-
BCT-202	-	100%	-
BCT-203	-	-	-
BCT-210	-	85%	-
BCT-212	-	100%	-
BCT-220	-	20%	-

Year	2015
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Completion	2015FA	2016SP
BCT-100	-	100%
BCT-101	-	100%
BCT-102	-	-
BCT-110	-	-
BCT-112	-	-
BCT-113	89%	-
BCT-116	-	69%
BCT-117	77%	79%
BCT-200	-	92%
BCT-201	-	-
BCT-202	-	-
BCT-203	-	87%
BCT-210	89%	-
BCT-212	-	-
BCT-220	-	-

Year	2015
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Completion	Correspondence	Face to Face	Online
BCT-100	-	100%	-
BCT-101	-	100%	-
BCT-102	-	-	-
BCT-110	-	-	-
BCT-112	-	-	-
BCT-113	-	89%	-
BCT-116	69%	-	-
BCT-117	78%	-	-
BCT-200	-	92%	-
BCT-201	-	-	-
BCT-202	-	-	-
BCT-203	87%	-	-
BCT-210	-	89%	-
BCT-212	-	-	-
BCT-220	-	-	-

Year	2016
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Completion	2016FA	2017SP
BCT-100	100%	100%
BCT-101	-	77%
BCT-102	74%	-
BCT-110	82%	-
BCT-112	100%	-
BCT-113	-	79%
BCT-116	80%	85%
BCT-117	82%	89%
BCT-200	-	100%
BCT-201	83%	92%
BCT-202	-	100%
BCT-203	89%	-
BCT-210	-	-
BCT-212	-	-
BCT-220	-	-

Year	2016
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Completion	Correspondence	Face to Face	Online
BCT-100	-	100%	-
BCT-101	-	77%	-
BCT-102	-	74%	-
BCT-110	-	82%	-
BCT-112	-	100%	-
BCT-113	-	79%	-
BCT-116	83%	-	-
BCT-117	86%	-	-
BCT-200	-	100%	-
BCT-201	-	88%	-
BCT-202	-	100%	-
BCT-203	89%	-	-
BCT-210	-	-	-
BCT-212	-	-	-
BCT-220	-	-	-

Year	2017
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Completion	2017FA	2018SP
BCT-100	64%	-
BCT-101	-	-
BCT-102	-	-
BCT-110	-	100%
BCT-112	-	-
BCT-113	-	100%
BCT-116	66%	72%
BCT-117	88%	87%
BCT-200	95%	-
BCT-201	-	-
BCT-202	-	100%
BCT-203	100%	89%
BCT-210	-	-
BCT-212	-	-
BCT-220	-	-

Year	2017
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Completion	Correspondence	Face to Face	Online
BCT-100	-	64%	-
BCT-101	-	-	-
BCT-102	-	-	-
BCT-110	-	100%	-
BCT-112	-	-	-
BCT-113	-	100%	-
BCT-116	70%	-	-
BCT-117	87%	-	-
BCT-200	-	95%	-
BCT-201	-	-	-
BCT-202	-	100%	-
BCT-203	94%	-	-
BCT-210	-	-	-
BCT-212	-	-	-
BCT-220	-	-	-

- b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Year	2014
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Retention	2014FA	2015SP
BCT-100	-	-
BCT-101	100%	-
BCT-102	-	-
BCT-110	94%	-
BCT-112	-	-
BCT-113	100%	-
BCT-116	-	87%
BCT-117	-	-
BCT-200	100%	-
BCT-201	100%	-
BCT-202	100%	-
BCT-203	-	-
BCT-210	100%	-
BCT-212	-	100%
BCT-220	85%	-

Year	2014
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Retention	Correspondence	Face to Face	Online
BCT-100	-	-	-
BCT-101	-	100%	-
BCT-102	-	-	-
BCT-110	-	94%	-
BCT-112	-	-	-
BCT-113	-	100%	-
BCT-116	87%	-	-
BCT-117	-	-	-
BCT-200	-	100%	-
BCT-201	-	100%	-
BCT-202	-	100%	-
BCT-203	-	-	-
BCT-210	-	100%	-
BCT-212	-	100%	-
BCT-220	-	85%	-

Year	2015
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Retention	2015FA	2016SP
BCT-100	-	100%
BCT-101	-	100%
BCT-102	-	-
BCT-110	-	-
BCT-112	-	-
BCT-113	100%	-
BCT-116	-	93%
BCT-117	92%	91%
BCT-200	-	92%
BCT-201	-	-
BCT-202	-	-
BCT-203	-	96%
BCT-210	100%	-
BCT-212	-	-
BCT-220	-	-

Year	2015
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Retention	Correspondence	Face to Face	Online
BCT-100	-	100%	-
BCT-101	-	100%	-
BCT-102	-	-	-
BCT-110	-	-	-
BCT-112	-	-	-
BCT-113	-	100%	-
BCT-116	93%	-	-
BCT-117	92%	-	-
BCT-200	-	92%	-
BCT-201	-	-	-
BCT-202	-	-	-
BCT-203	96%	-	-
BCT-210	-	100%	-
BCT-212	-	-	-
BCT-220	-	-	-

Year	2016
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Retention	2016FA	2017SP
BCT-100	100%	100%
BCT-101	-	100%
BCT-102	84%	-
BCT-110	88%	-
BCT-112	100%	-
BCT-113	-	100%
BCT-116	94%	93%
BCT-117	97%	94%
BCT-200	-	100%
BCT-201	92%	100%
BCT-202	-	100%
BCT-203	96%	-
BCT-210	-	-
BCT-212	-	-
BCT-220	-	-

Year	2016
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Retention	Correspondence	Face to Face	Online
BCT-100	-	100%	-
BCT-101	-	100%	-
BCT-102	-	84%	-
BCT-110	-	88%	-
BCT-112	-	100%	-
BCT-113	-	100%	-
BCT-116	93%	-	-
BCT-117	95%	-	-
BCT-200	-	100%	-
BCT-201	-	96%	-
BCT-202	-	100%	-
BCT-203	96%	-	-
BCT-210	-	-	-
BCT-212	-	-	-
BCT-220	-	-	-

Year	2017
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Retention	2017FA	2018SP
BCT-100	79%	-
BCT-101	-	-
BCT-102	-	-
BCT-110	-	100%
BCT-112	-	-
BCT-113	-	100%
BCT-116	98%	83%
BCT-117	100%	96%
BCT-200	95%	-
BCT-201	-	-
BCT-202	-	100%
BCT-203	100%	96%
BCT-210	-	-
BCT-212	-	-
BCT-220	-	-

Year	2017
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Retention	Correspondence	Face to Face	Online
BCT-100	-	79%	-
BCT-101	-	-	-
BCT-102	-	-	-
BCT-110	-	100%	-
BCT-112	-	-	-
BCT-113	-	100%	-
BCT-116	88%	-	-
BCT-117	97%	-	-
BCT-200	-	95%	-
BCT-201	-	-	-
BCT-202	-	100%	-
BCT-203	98%	-	-
BCT-210	-	-	-
BCT-212	-	-	-
BCT-220	-	-	-

- c. Based on the number of annual awards over the preceding four (4) years, assess trends in the number of program certificates and degrees awarded.

Name of Award	2014-15	2015-16	2016-17	2017-18
Building Construction Technology Associate of Science	-	-	-	1
Building Construction Technology Certificate of Career Prep	-	-	12	15
Building Construction Technology Certificate of Achievement	-	-	4	2

The BCT program has struggled throughout the years in enrollments. We are doing more outreach with the community and the Palo Verde High School to get the numbers up. The number of certificates and Degrees awarded has been low due to enrollment and the high amount of different courses the students need to complete. This number is likely to be reduces as now students pursuing degrees and certificates from California prisons will no longer be able to take BCT courses. Changes need to be made with the programs to enable students an easier path to the Certs and Degrees.

13. ENROLLMENT TRENDS

Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

Year	2014
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Enrollment	2014FA	2015SP
BCT-100	-	-
BCT-101	15	-
BCT-102	-	-
BCT-110	16	-
BCT-112	-	-
BCT-113	13	-
BCT-116	-	45
BCT-117	-	-
BCT-200	9	-
BCT-201	3	-
BCT-202	2	-
BCT-203	-	-
BCT-210	13	-
BCT-212	-	1
BCT-220	60	-

Year	2014
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Enrollment	Correspondence	Face to Face	Online
BCT-100	-	-	-
BCT-101	-	15	-
BCT-102	-	-	-
BCT-110	-	16	-
BCT-112	-	-	-
BCT-113	-	13	-
BCT-116	45	-	-
BCT-117	-	-	-
BCT-200	-	9	-
BCT-201	-	3	-
BCT-202	-	2	-
BCT-203	-	-	-
BCT-210	-	13	-
BCT-212	-	1	-
BCT-220	-	60	-

Year	2015
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Enrollment	2015FA	2016SP
BCT-100	-	15
BCT-101	-	14
BCT-102	-	-
BCT-110	-	-
BCT-112	-	-
BCT-113	9	-
BCT-116	-	81
BCT-117	53	77
BCT-200	-	13
BCT-201	-	-
BCT-202	-	-
BCT-203	-	53
BCT-210	9	-
BCT-212	-	-
BCT-220	-	-

Year	2015
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Enrollment	Correspondence	Face to Face	Online
BCT-100	-	15	-
BCT-101	-	14	-
BCT-102	-	-	-
BCT-110	-	-	-
BCT-112	-	-	-
BCT-113	-	9	-
BCT-116	81	-	-
BCT-117	130	-	-
BCT-200	-	13	-
BCT-201	-	-	-
BCT-202	-	-	-
BCT-203	53	-	-
BCT-210	-	9	-
BCT-212	-	-	-
BCT-220	-	-	-

Year	2016
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Enrollment	2016FA	2017SP
BCT-100	8	1
BCT-101	-	13
BCT-102	19	-
BCT-110	17	-
BCT-112	9	-
BCT-113	-	14
BCT-116	49	54
BCT-117	33	47
BCT-200	-	7
BCT-201	12	13
BCT-202	-	15
BCT-203	54	-
BCT-210	-	-
BCT-212	-	-
BCT-220	-	-

Year	2016
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Enrollment	Correspondence	Face to Face	Online
BCT-100	-	9	-
BCT-101	-	13	-
BCT-102	-	19	-
BCT-110	-	17	-
BCT-112	-	9	-
BCT-113	-	14	-
BCT-116	103	-	-
BCT-117	80	-	-
BCT-200	-	7	-
BCT-201	-	25	-
BCT-202	-	15	-
BCT-203	54	-	-
BCT-210	-	-	-
BCT-212	-	-	-
BCT-220	-	-	-

Year	2017
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Enrollment	2017FA	2018SP
BCT-100	14	-
BCT-101	-	-
BCT-102	-	-
BCT-110	-	1
BCT-112	-	-
BCT-113	-	12
BCT-116	41	76
BCT-117	24	46
BCT-200	19	-
BCT-201	-	-
BCT-202	-	11
BCT-203	25	27
BCT-210	-	-
BCT-212	-	-
BCT-220	-	-

Year	2017
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Enrollment	Correspondence	Face to Face	Online
BCT-100	-	14	-
BCT-101	-	-	-
BCT-102	-	-	-
BCT-110	-	1	-
BCT-112	-	-	-
BCT-113	-	12	-
BCT-116	117	-	-
BCT-117	70	-	-
BCT-200	-	19	-
BCT-201	-	-	-
BCT-202	-	11	-
BCT-203	52	-	-
BCT-210	-	-	-
BCT-212	-	-	-
BCT-220	-	-	-

Enrollment for all BCT courses has not been consistent throughout this program review cycle. It is hard to determine why enrollment fluctuates so much from year to year. Given the history of the BCT it has not been a popular program. With consistent outreach to the community and the high school we are hoping to turn things around. It is important to note that that enrollment in BCT 116,117,203,220 will be decreased for future academic terms as CDCR is currently not allowing incarcerated students to enroll in these courses.

14. QUALITY OF THIS PROGRAM

List core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, and refer back your responses in sections 5 – 13 to give a complete analysis of the quality of this program.

- Exams and assessments have been designed to accurately measure SLOs for each course.
- Regular SLO assessments have been designed and implemented for each course and program.
- Regular CTE and Professional Technology meetings have been held to discuss SLO data and assessment results.
- The Palo Verde Collee BCT Department has met or exceeded all 34 core indicator areas addressed in Perkins I-C funding during the 2014-18 program review update cycle.

15. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

- The BCT program uses all of its budget without having to transfer or deviate from the original budget designed for the program.
- The BCT program will continue to seek funding from the Perkins I-C and Strong Workforce. These funds help the BCT program enhance the program. Without these funds the BCT program would not be able to keep up with industry recognized tools and equipment used in the building and construction today.
- The BCT program spends its budget each year, tries not to go over, and plans ahead each year filling out the appropriate budget forms. The full-time BCT instructor will continue to need a student worker. This helps the instructor move around the room freely, instructing students.

16. REVENUE AND EXPENSES

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

Year	Term	Subject	FTES	Rate	Revenue
2014	2014FA	BCT	42.67	1921.36	\$81,984.43
2014	2015SP	BCT	4.67	1921.36	\$8,972.75
2015	2015FA	BCT	11.30	2056.73	\$23,241.05
2015	2016SP	BCT	36.53	2056.73	\$75,132.35
2016	2016FA	BCT	37.07	2095.00	\$77,661.65
2016	2017SP	BCT	30.83	2095.00	\$64,588.85
2017	2017FA	BCT	20.83	2165.73	\$45,112.16
2017	2018SP	BCT	23.10	2165.73	\$50,028.36

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

Row Labels	Budgeted	Expended
2013-2014		
Benefits	\$24,302.00	\$24,055.69
Books/Mags/Instruct	\$3,508.00	\$4,652.91
Conferences	\$0.00	\$1,564.05
Overload Benefits	\$0.00	\$2,209.67
Overload Salaries	\$0.00	\$19,530.00
Salaries	\$56,580.00	\$59,156.75
Supplies	\$9,594.68	\$7,205.28
Tests	\$0.00	\$570.00
Transportation	\$5,000.00	\$5,000.00
Tutoring	\$0.00	\$5,311.25

2014-2015		
Advertising	\$3,692.20	\$1,092.20
Benefits	\$21,961.00	\$24,738.64
Books/Mags/Instruct	\$20,284.60	\$7,149.70
Conferences	\$2,600.00	\$733.92
Contracts	\$0.00	\$2,500.00
Contributions/Grants	\$5,200.00	\$0.00
Equipment	\$1,873.46	\$1,873.46
Overload Benefits	\$0.00	\$2,452.49
Overload Salaries	\$0.00	\$20,169.00
Salaries	\$60,026.00	\$60,853.75
Services	\$22.50	\$22.50
Supplies	\$9,291.24	\$4,300.09
Tests	\$1,140.00	\$2,960.00
Transportation	\$5,000.00	\$1,079.31
Tutoring	\$0.00	\$3,149.25
2015-2016		
Benefits	\$350.00	\$23,180.40
Contracts	\$0.00	-\$2,500.00
Copying/Printing	\$0.00	\$32.84
Overload Benefits	\$2,522.00	\$2,152.28
Overload Salaries	\$18,000.00	\$15,300.00
Salaries	\$31,806.20	\$69,101.21
Supplies	\$9,300.00	\$7,559.54
Transportation	\$5,000.00	\$5,754.00
2016-2017		
Benefits	\$13,602.83	\$13,602.83
Contracts	\$96.09	\$96.09
Copying/Printing	\$47.82	\$47.82
Overload Benefits	\$6,264.84	\$6,264.84
Overload Salaries	\$39,760.11	\$39,760.11
Salaries	\$95,495.66	\$95,495.66
Student Workers	\$4,161.25	\$4,161.25
Supplies	\$6,933.18	\$6,933.18
Transportation	\$4,976.40	\$4,976.40
2017-2018		
Benefits	\$22,803.00	\$14,991.85
Copying/Printing	\$50.00	\$44.22
Overload Benefits	\$0.00	\$3,192.13
Overload Salaries	\$0.00	\$18,148.50
Salaries	\$67,390.00	\$96,184.57
Student Workers	\$0.00	\$6,492.00
Supplies	\$5,000.00	\$4,990.57
Transportation	\$5,000.00	\$4,856.40

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

N/A

17. FACILITIES AND EQUIPMENT

- a. Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.

Current equipment needs to be updated. The equipment is about 10 years old and many changes and new technologies in equipment have developed. Some equipment has been purchased for the program, but we have a long way to go to get the facilities up to date.

- b. Describe plans for future changes in facilities or equipment that would better support the program.
- New equipment
 - New Exhaust System
 - Move office closer to classroom.
 - Installation of Canopy outside Shop.

18. TWO YEAR PLAN

- a. 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.

- Continued involvement in Strong Workforce Funding and activities.
- Continued participation in Perkins I-C and CTE Transitions activities and funding.
- Implementation of the Forklift Certification Program.

- b. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

The Institutional goals for PVC were used as a model to develop the goals for the BCT program. The goals for the BCT program are aligned with PVC's Institutional goals. The BCT Program has created curriculum, courses, and programs that are current with the industry needs, provides educational opportunities that lead to high skill, high demand, and high wage employment in the BCT field.