



**Palo Verde College
Program Review**

**Building Construction
Technology
(BCT)**

Presented by Mr. Cesar Lozoya

Period Reviewed: Fall 2010 - Spring 2014

Palo Verde College Mission

“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.” (January 2016)

Purpose of Building Construction Technology Program

Building Construction Technology program is designed to provide students with the latest skills necessary to obtain entry-level employment in today’s ever changing construction vocations. The Building Construction Technology program develops opportunities for working trades personal with a certificate and degree programs.

How this program supports College Mission?

The program supports the overall mission of the College by providing high quality programming in a particular vocational area. BCT courses provide an opportunity for lifelong learning in that they offer the opportunity for professional development and certification to working technicians. In addition, the Building Construction Technology Program offers training that is career oriented and supports the mission.

Unique institutional goal(s) the program supports

Institutional Goal	How BCT Supports This Goal
Goal 1: Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.	Building Construction Technology provides technical education in the trade necessary range of technical, and vocational training to students intending to enter expanding, in demand fields. The program provides a comprehensive program study, including Certificate of Preparation and Achievement, as well as an Associate’s degree in Building Construction Technology. The degree and certificate have been developed in accordance with Career Technical Education Standards leading towards gainful employment, higher education, and career readiness.

Population(s) Served

Describe the populations served by the program, identifying special populations.

The Building Construction Technology program is open to all interested Palo Verde High School and Palo Verde College students, and students enrolling in correspondence education including incarcerated students. During the day, the program serves 50% high school students and 50% 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.

Describe other populations that should be served by the program, and describe plans to serve 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 through the new course and certificate designed for these students.

Accomplishments in Achieving Goals Outlined In the Previous Program Review

Describe progress in achieving each goal outlined in the previous program review, providing evidence documenting such achievements.

Previous Goal	Progress
Refining course outlines	The Building Construction Technology Department has identified measurable SLOs for every BCT course, certificate, and degree. In addition, each courses have program and institutional learning outcomes mapped. This has been an ongoing process at the duration of each semester.
Update certificate and degree programs	The Building Construction Technology Department has also updated curriculum and designed new curriculum leading to a certificate of preparation in Building Construction Technology.

Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.

To date, there has been no need to make significant modifications to the program.

Strengths, Weaknesses and New Goals

List and comment on the major strengths of the program

The major strengths of the department are as follows:

- Up to date classrooms and lab area.
 - The woodshop provides students with a wide variety of hand tools, power tools and top-of-the-line machinery including:
 - Lathe

- Bandsaw
- Table Saw
- Router Table
- Drill Press
- Oscillating Edge Sander W/ Spindle Sander
- Stationary Belt Sander
- Panel Saw
- Compound Miter Saw
- Planer
- Joiner
- An Array of Hand Tools
- Safe working environment
 - Safety Goggles available for everyone in lab
 - Ear protection available for everyone in lab
 - Machinery has top-of-the-line safety features such as saw guards.
 - Vacuums in place to prevent inhalation of saw dust and other materials
- After completion of the course, students are better prepared for certification courses and tests such as the OSHA 10-hour and OSHA 30-hour which are orientations and safety programs for anyone involved in the construction industry.
- A full-time CWE/Vocational Career Specialist for BCT that is shared with CIS, WEL and AUTO programs.

List and comment on the major weaknesses of the program.

- Major weaknesses include recent global trends affecting material and supply costs. Due to increase in costs of materials and supplies, each year, projects have to get cut back in quantity and scope due to this issue.
- The BCT program works with a single classroom set of textbooks and workbooks. Because of budget constraints, these books have not been updated in over five years.

List new goals. Describe activities to achieve the new goals, timelines to complete the new goals, and measures for evaluating success in achieving them.

- Purchase new building construction texts and workbooks.
- Track employment of graduates.
- Develop work experience programs with local industries.
- Make contact with local contractor to have his employees enroll in BCT courses
- Increase material/supply budget for lab to ensure a quality classroom/lab environment.

Describe the alignment between program goals and institutional goals and objectives.

New Goal	Institutional Goals & Objectives
Purchase new building construction texts and workbooks.	Objective 1.4: Support student learning by expanding tutorial resources and other supportive educational services for all students needing these services
Track employment of graduates.	Goal 1: Deliver and continuously improve upon quality educational programs, emphasizing

	student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.
Develop work experience programs with local industries.	Objective 1.7: Identify program opportunities for Blythe and Needles and continuously assess to ensure financial and programmatic stability
Make contact with local contractor to have his employees enroll in BCT courses	Objective 1.5: Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary
Increase material/supply budget for lab to ensure a quality classroom/lab environment.	Goal 1: Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.

Curriculum History

List all the courses in the program

Associates in Science: Building Construction Technology

CORE COURSES

Course	Title	Units
BCT 100	Introduction to Building Trades	3
BCT 101	Rough Carpentry	3
BCT 102	Advanced Framing Techniques	3
BCT 110	Blueprint Reading	3
BCT 112	Basic Electricity	3
BCT 113	Basic Plumbing	3

Electives (Choose a minimum of two courses from the list below)

Course	Title	Units
BCT 200	Cabinetry I	3
BCT 201	Cabinetry II	3
BCT 202	Finish Cabinetry	3

BCT 210	Interior Trim Carpentry	3
BCT 212	Masonry Construction	3
BCT 220	Photovoltaic Systems	4

Total Required Units: 24

In addition to the Core Courses required for the A.S. Degree in Building Construction Technology, students will also be required to meet the Associate Degree Requirements and the General Education Requirements (Option A) listed in the catalog.

Certificate of Achievement: Building Construction Technology

CORE COURSES

Course	Title	Units
BCT 100	Introduction to Building Trades	3
BCT 101	Rough Carpentry	3
BCT 102	Advanced Framing Techniques	3
BCT 110	Blueprint Reading	3

BUILDING TECHNOLOGIES ELECTIVES CHOOSE A MINIMUM OF 6 UNITS

BCT 112	Basic Electricity	3
BCT 113	Basic Plumbing	3
BCT 210	Interior Trim Carpentry	3
BCT 212	Masonry Construction	3

Total Required Units: 18

The certificate of achievement in Building Technology prepares students with a basic background in the management of construction projects. Students will find employment in the broad spectrum of opportunities available in the construction industry. The program also provides continuing education for those already employed as contractors, site superintendents, project managers, estimators, and other areas related to construction. Students will qualify to apply for an entry-level carpenter, plumber, or electrician types of job.

Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters.

All courses in the program are offered within a two-year time frame.

Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

All courses are currently being offered on the two-year cycle.

Course Scheduling and Availability

Year	Term	Course	Deliverv	Day/Eve
2010	2010FA	BCT-101	Face2Face	Day
2010	2010FA	BCT-110	Face2Face	Day
2010	2010FA	BCT-113	Face2Face	Day
2010	2010FA	BCT-210	Face2Face	Day
2010	2011SP	BCT-100	Face2Face	Day
2010	2011SP	BCT-102	Face2Face	Day
2010	2011SP	BCT-112	Face2Face	Day
2010	2011SP	BCT-200	Face2Face	Day
2011	2011FA	BCT-101	Face2Face	Day
2011	2011FA	BCT-110	Face2Face	Day
2011	2011FA	BCT-113	Face2Face	Day
2011	2011FA	BCT-201	Face2Face	Day
2011	2012SP	BCT-100	Face2Face	Day
2011	2012SP	BCT-102	Face2Face	Day
2011	2012SP	BCT-112	Face2Face	Day
2011	2012SP	BCT-210	Face2Face	Day
2012	2012FA	BCT-101	Face2Face	Day
2012	2012FA	BCT-110	Face2Face	Day
2012	2012FA	BCT-113	Face2Face	Day
2012	2012FA	BCT-200	Face2Face	Evening
2012	2012FA	BCT-201	Face2Face	Day
2012	2012FA	BCT-202	Face2Face	Evening
2012	2013SP	BCT-100	Face2Face	Day
2012	2013SP	BCT-102	Face2Face	Day
2012	2013SP	BCT-112	Face2Face	Day
2012	2013SP	BCT-212	Face2Face	Day
2012	2013SP	BCT-220	Face2Face	Evening
2013	2013FA	BCT-101	Face2Face	Day
2013	2013FA	BCT-110	Face2Face	Day
2013	2013FA	BCT-113	Face2Face	Day
2013	2013FA	BCT-200	Face2Face	Evening
2013	2013FA	BCT-201	Face2Face	Evening
2013	2013FA	BCT-202	Face2Face	Evening
2013	2013FA	BCT-210	Face2Face	Day
2013	2014SP	BCT-100	Face2Face	Day
2013	2014SP	BCT-100	Face2Face	Day
2013	2014SP	BCT-102	Face2Face	Day
2013	2014SP	BCT-112	Face2Face	Day
2013	2014SP	BCT-200	Face2Face	Day
2013	2014SP	BCT-201	Face2Face	Day
2013	2014SP	BCT-220	Face2Face	Day

Scheduling of classes in the program optimizes class availability for day, evening and distance learning students.

Within the Building Construction Technology program, courses are scheduled at times to allow appropriate instruction methodology. At this time, day courses are scheduled in two-hour blocks. This meets the needs of the student population better than a one-hour block. The night classes are offered in two and a quarter hour blocks.

Within the Building Construction Technology program, courses are adequately sequenced for both day and evening students. The faculty, in developing a schedule of classes, adheres to the department’s two-year plan. A core sequence of courses is offered each semester, and elective courses alternate. The careful attention to scheduling on the part of the faculty ensures that students, given good advising and appropriate preparation, will be able to complete the program within the two-year cycle. . Courses are also offered through the correspondence modality to accommodate incarcerated students and students with scheduling conflicts.

Optimizes student learning.

Courses have all been updated through the curriculum committee with SLO’s identified. Through this process student learning can now be assessed, modified, and improved.

Student Learning Outcomes (SLOs)

SLO QUANTITATIVE DATA

From 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 program review, enter the % of Successful Students for the CLOs that map to PLO #1.

Average Percentage Program Learning Outcome #1 for Certificate of Achievement in Building Construction Trades Acquired fundamental understanding of the principles and practices of building construction technology.	
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR - 2014-15
BCT 101	75%
BCT 110	64%
BCT 113	91%
BCT 200	33%
BCT 201	33%
BCT 202	50%
BCT 210	92%
BCT 220	30%
Average % of Successful Students by Year	58.5%

Average Percentage Program Learning Outcome #2 for
Certificate of Achievement in Building Construction Trades

Course IDs within the Program that map to PLO#2	% Successful Students ACADEMIC YR - 2014-15
BCT 101	100%
BCT 110	50%
BCT 113	75%
BCT 200	100%
BCT 210	100%
BCT 220	90%
Average % of Successful Students by Year	85.83%

Average Percentage Program Learning Outcome #1 for
Associate of Science in Building Construction Trades

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 ACADEMIC YR - 2014-15
BCT 101	75%
BCT 110	64%
BCT 113	91%
BCT 200	33%
BCT 201	33%
BCT 202	50%
BCT 210	92%
BCT 220	30%
Average % of Successful Students by Year	58.5%

Average Percentage Program Learning Outcome #2 for
Associate of Science in Building Construction Trades

Acquired knowledge and skill in the organization for the trades of building construction projects.

Course IDs within the Program that map to PLO#2	% Successful Students ACADEMIC YR 2014-15
BCT 101	100%
BCT 110	50%
BCT 113	75%
BCT 200	100%
BCT 210	100%
BCT 220	90%
Average % of Successful Students by Year	85.83%

From 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 for Certificate of Achievement in Building Construction Trades	
<i>PROGRAM LEARNING OUTCOME</i>	<i>% Successful Students ACADEMIC YR 2014-15</i>
PLO #1	64.16
PLO #2	85.83
Average % of Successful Students by Year	75

Average Percentage for all Program Learning Outcomes for Associate of Science in Building Construction Trades	
<i>PROGRAM LEARNING OUTCOME</i>	<i>% Successful Students ACADEMIC YR 2014-15</i>
PLO #1	58.5
PLO #2	85.83
Average % of Successful Students by Year	72.2

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	1	101, 110, 113, 200, 201, 202, 210, 220	Average success was 58.50%	Full Time instructor for Fall 2010-Spring 2014 is no longer with PVC. This information has been lost due to instructor turnover.			Academic Year 2014-2015

- A. Provide the Course IDs within the Program that do NOT have CLOs that have been assessed and provide an explanation.

All Course IDs have CLOs

- 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. No course improvements have been identified.
Provide specific examples of program and certificate improvements resulting from the

assessment of program SLOs.

N/A

Course Currency

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.

	BUILDING CONSTRUCTION TECHNOLOGY	Date COR updated
BCT 100	INTRODUCTION TO BUILDING TRADES	12/11
BCT 101	ROUGH CARPENTRY	12/14
BCT 102	ADVANCED FRAMING TECHNIQUES	12/14
BCT 110	BLUEPRINT READING	03/15
BCT 112	BASIC ELECTRICITY	12/11
BCT 113	BASIC PLUMBING	4/11
BCT 116	BASIC HOUSE WIRING THEORY	4/14
BCT 117	RESIDENTIAL PLUMBING THEORY (CE ONLY)	5/14
BCT 200	CABINETS I	12/11
BCT 201	CABINETS II	12/11
BCT 202	FINISH CABINETS	12/11
BCT 203	PHOTOVOLTAIC INSTALLATION THEORY	12/14
BCT 210	INTERIOR TRIM CARPENTRY	4/11
BCT 212	MASONRY CONSTRUCTION	12/11
BCT 220	PHOTOVOLTAIC SYSTEMS	4/12

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 course outlines with an approval date of 2011 or earlier will be updated in Fall 2016.

Program and Course Coverage

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. Full-time Faculty; Part-time (adjunct)

The Building Construction Technology program is staffed by one full-time faculty member.

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-200	X		
BCT-201	X		
BCT-202	X		
BCT-210	X		
BCT-212	X		
BCT-220	X		

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

One full-time faculty member is sufficient for current course load. However, we do have qualified adjunct faculty available should the need for additional coverage require it.

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

None.

Professional Development

Describe specific professional development activities in which faculty members in the program have participated over the past five (5) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Instructors routinely participate in professional development in terms of continuing professional education and seminars. Instructors attend yearly new product seminars presented by leading industry equipment manufacturers. The equipment purchased for the BCT shop is a direct result of faculty’s attention to trends in the industry, input from the advisory committee and an ongoing commitment to providing the best equipment and techniques to our students.

Faculty members regularly use research gathered through the internet, advisory committee input, and industry standards as tools in planning and designing the building construction courses.

Staff of the Building Construction Technology program regularly participates in in-service activities, including College Flex Day trainings, College seminars, and other professional growth opportunities offered on campus as time permits. This year the Building Construction Technology program participated in Career Day on the Palo Verde campus, and the Palo Verde College information booth and displays at the Colorado River County Fair.

Sexual Harassment training has also been completed during this program review cycle.

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

No unmet professional development needs have been identified at this time.

Student Successful Completion and Retention

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

The Current Institutional Set Standard is: 70%

ACADEMIC YEAR 2010-2011					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
BCT-100			92%		92%
BCT-101			75%	75%	
BCT-102			80%		80%
BCT-110			75%	75%	
BCT-112			65%		65%
BCT-113			79%	79%	
BCT-200			85%		85%
BCT-201					
BCT-202					
BCT-210			80%	80%	
BCT-212					
BCT-220					

ACADEMIC YEAR 2011-2012					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
BCT-100			64%		64%
BCT-101			61%	61%	
BCT-102			86%		86%
BCT-110			75%	75%	
BCT-112			81%		81%
BCT-113			77%	77%	
BCT-200					
BCT-201			84%	84%	
BCT-202					
BCT-210			94%		94%
BCT-212					
BCT-220					

ACADEMIC YEAR 2012-2013					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
BCT-100			77%		77%
BCT-101			59%	59%	
BCT-102			86%		86%
BCT-110			57%	57%	
BCT-112			55%		55%
BCT-113			61%	61%	
BCT-200			77%	77%	
BCT-201			62%	62%	
BCT-202			100%	100%	
BCT-210					
BCT-212			42%		42%
BCT-220			80%		80%

ACADEMIC YEAR 2013-2014					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
BCT-100			59%		59%
BCT-101			92%	92%	
BCT-102			67%		67%
BCT-110			73%	73%	
BCT-112			31%		31%
BCT-113			75%	75%	
BCT-200			60%	80%	40%
BCT-201			80%	100%	67%
BCT-202			100%	100%	
BCT-210			79%	79%	
BCT-212					
BCT-220			56%		56%

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

The Current Institutional Set Standard is: 70%

ACADEMIC YEAR 2010-2011					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-100			100%		100%
BCT-101			92%	92%	
BCT-102			100%		100%
BCT-110			95%	95%	
BCT-112			82%		82%

ACADEMIC YEAR 2010-2011					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-113			89%	89%	
BCT-200			92%		92%
BCT-201					
BCT-202					
BCT-210			93%	93%	
BCT-212					
BCT-220					

ACADEMIC YEAR 2011-2012					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-100			100%		100%
BCT-101			83%	83%	
BCT-102			100%		100%
BCT-110			94%	94%	
BCT-112			100%		100%
BCT-113			100%	100%	
BCT-200					
BCT-201			100%	100%	
BCT-202					
BCT-210			100%		100%
BCT-212					
BCT-220					

ACADEMIC YEAR 2012-2013					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-100			85%		85%
BCT-101			94%	94%	
BCT-102			86%		86%
BCT-110			100%	100%	
BCT-112			64%		64%
BCT-113			100%	100%	
BCT-200			92%	92%	
BCT-201			92%	92%	
BCT-202			100%	100%	
BCT-210					
BCT-212			50%		50%
BCT-220			100%		100%

ACADEMIC YEAR 2013-2014					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
BCT-100			94%		94%
BCT-101			92%	92%	
BCT-102			92%		92%
BCT-110			91%	91%	
BCT-112			92%		92%
BCT-113			100%	100%	
BCT-200			95%	100%	90%
BCT-201			80%	100%	67%
BCT-202			100%	100%	
BCT-210			100%	100%	
BCT-212					
BCT-220			96%		96%

C. List each program certificate and degree, and indicate the number of annual awards of each over the preceding four (4) years.

Example:

Name of Award	2010-11	2011-12	2012-13	2013-14
Bldg. Technology, Associate of Science	1	-	-	-
Bldg. Technology, Certificate - 18.0-29.9 Units	10	4	2	5

Enrollment Trends

ACADEMIC YEAR 2010-2011					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
BCT-100			13		13
BCT-101			24	24	
BCT-102			15		15
BCT-110			20	20	
BCT-112			17		17
BCT-113			19	19	
BCT-200			13		13
BCT-201					
BCT-202					
BCT-210			15	15	
BCT-212					
BCT-220					

ACADEMIC YEAR 2011-2012					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
BCT-100			14		14
BCT-101			18	18	
BCT-102			14		14
BCT-110			16	16	
BCT-112			16		16
BCT-113			13	13	
BCT-200					
BCT-201			19	19	
BCT-202					
BCT-210			17		17
BCT-212					
BCT-220					

ACADEMIC YEAR 2012-2013					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
BCT-100			13		13
BCT-101			17	17	
BCT-102			14		14
BCT-110			21	21	
BCT-112			11		11
BCT-113			18	18	
BCT-200			13	13	
BCT-201			13	13	
BCT-202			1	1	
BCT-210					
BCT-212			12		12
BCT-220			10		10

ACADEMIC YEAR 2013-2014					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
BCT-100			17		17
BCT-101			12	12	
BCT-102			12		12
BCT-110			11	11	
BCT-112			13		13
BCT-113			20	20	
BCT-200			20	10	10
BCT-201			5	2	3
BCT-202			1	1	
BCT-210			14	14	
BCT-212					
BCT-220			27		27

Enrollment in the Building Construction Technology Courses over the past six semesters have fluctuated. What we have found is that there is not a lot of students beginning the course and quitting during the middle of the semester. Though this does occur, having a high school enrollment population helps keep students involved from start to finish. Enrollment trends demonstrate that students are still enrolled in all levels of courses in this discipline.

Financial Trends

Fiscal Year	Department	Salaries	Student Workers	Benefits	Supplies	Total
2011-2012	BCT	\$53,332.00	\$4,976.00	\$17,464.87	\$5,012.24	\$80,785.27
2012-2013	BCT	\$76,145.60	\$5,600.00	\$25,155.91	\$5,000.00	\$111,901.51
2013-2014	BCT	\$59,156.75	\$5,311.25	\$24,055.69	\$6,675.05	\$95,198.74
2014-2015	BCT	\$60,853.75	\$3,149.25	\$24,738.64	\$1,079.31	\$89,820.95

Term	FTES
2010FA	0.00
2011SP	9.17
2011FA	11.00
2012SP	10.17
2012FA	13.83
2013SP	9.33
2013FA	11.50
2014SP	13.33

Facilities and Equipment

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

The Palo Verde College Building Construction Technology Department has adequate equipment to support the program at its current capacity.

Describe plans for future changes in facilities or equipment that would better support the program.

Plans for servicing all equipment in the BCT facility. Currently 15” Planer needs new blades and the outfeed roller needs to be replaced. The 18”x36” Drum Sander needs DC Gear Motor, Delta belt, and Delta switch gear box. The 8” Jointer needs new Blades and a new On and Off switch kit. The estimated cost of repairs is about \$ 1000.00. The estimated servicing time would be about a week. These repairs should be done before the next semester starts which is August 15. Without the equipment running properly the students have difficulty completing projects assigned to them in class.