

LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Cynthia Correia
Subject/Discipline:	CARP	Dean:	Peter Crabtree
Campus:	Laney		
Mission Statement	<p>The mission of the Carpentry Department at Laney College is to train and prepare students for a career in the construction industry, either as Self-employed carpenters, employees or as General Contractors. Our students are trained in basic construction and advanced construction practices and methods used in the construction industry. We also teach current technologies such as optimum value engineering, green and sustainable building practices, weatherization energy efficiency, high performance building, digital fabrication and advanced manufacturing of homes. The program is designed to allow entry-level students and construction workers in the industry to learn fundamental theory and upgrade their skills and education with new technology in the building trades. We focus in the construction of new homes and in the remodeling of existing homes.</p> <p>We are part of the Alameda County Green Corridor and Build it Green. We are collaborating with Machine Technology, Wood Technology and the Welding department on career pathways high school programs. We strive to collaborate with other departments on campus and to develop new programs and certificates. We are currently developing a mini certificate</p> <p>Our industry partners.</p> <p>Our off campus program is a partnership with The City of Oakland and The Oakland Rotary and Passive House CA. to build high performance energy efficient, green homes in the Oakland community. These homes are sold to low or moderate-income families. The project will be the first Passive House built in Oakland.</p> <p>We are partnering with industry partners to build a digitally designed and robotically fabricated outdoor Gazebo. The collaboration is with Wood Technology and the Architecture</p>		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	0	0	299	0	299
Census Enrollment F12	0	0	202	0	202
Census Enrollment F13	0	0	279	0	279
Sections F11	0	0	16	0	16
Sections F12	0	0	12	0	12
Sections F13	0	0	16	0	16
Total FTES F11	0.00	0.00	43.89	0.00	43.89
Total FTES F12	0.00	0.00	31.56	0.00	31.56
Total FTES F13	0.00	0.00	40.59	0.00	40.59
Total FTEF F11	0.00	0.00	3.48	0.00	3.48
Total FTEF F12	0.00	0.00	2.69	0.00	2.69
Total FTEF F13	0.00	0.00	3.21	0.00	3.21
FTES/FTEF F11	0.00	0.00	12.59	0.00	12.59
FTES/FTEF F12	0.00	0.00	11.72	0.00	11.72
FTES/FTEF F13	0.00	0.00	12.66	0.00	12.66

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	0	0	297	0	297
Total Graded F12	0	0	192	0	192
Total Graded F13	0	0	281	0	281
Success F11	0	0	175	0	175
Success F12	0	0	113	0	113
Success F13	0	0	155	0	155
% Success F11	0.00	0.00	0.59	0.00	0.59
% Success F12	0.00	0.00	0.59	0.00	0.59
% Success F13	0.00	0.00	0.55	0.00	0.55
Withdraw F11	0	0	38	0	38
Withdraw F12	0	0	33	0	33
Withdraw F13	0	0	95	0	95
% Withdraw F11	0.00	0.00	0.13	0.00	0.13
% Withdraw F12	0.00	0.00	0.59	0.00	0.17
% Withdraw F13	0.00	0.00	0.34	0.00	0.34

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.00	0.92	0.00	0.92
Contract FTEF F12	0.00	0.00	0.70	0.00	0.7
Contract FTEF F13	0.00	0.00	1.70	0.00	1.7
TEMP FTEF F11	0.00	0.00	2.34	0.00	2.34
TEMP FTEF F12	0.00	0.00	1.78	0.00	1.78
TEMP FTEF F13	0.00	0.00	1.37	0.00	1.37
Extra Service FTEF F11	0.00	0.00	0.23	0.00	0.23
Extra Service FTEF F12	0.00	0.00	0.22	0.00	0.22
Extra Service FTEF F13	0.00	0.00	0.14	0.00	0.14
Total FTEF F11	0.00	0.00	3.49	0.00	3.49
Total FTEF F12	0.00	0.00	2.69	0.00	2.69
Total FTEF F13	0.00	0.00	3.21	0.00	3.21
% Contract/Total F11	0.00	0.00	0.26	0.00	0.2636
% Contract/Total F12	0.00	0.00	0.26	0.00	0.2602
% Contract/Total F13	0.00	0.00	0.53	0.00	0.5296

V. Qualitative Assessments

<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>In the San Francisco Bay Area, the effect of the strong real estate market is reflected in the surging construction industry that is seeing record low unemployment rates in the Bay Area. The trend that we see, is that students enter the job force and do not return because they have secured work. This has affected our Carpentry enrollment. According to the BACCC LMI data: with expected new jobs projected in 2016 less than the current jobs from 2013 plus the projected retirement: the annual openings will be 4,550. Please see attached document.</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>While there is no BA degree in Carpentry our students can transfer into Construction Management, Architecture and Energy Efficiency Programs. Most students begin construction work in order to obtain their Contractors License, which requires 4 years of construction before testing. Students with a Carpentry Certificate get 1 year of work credit and 2 years with an A.S. degree in Carpentry, therefore when home building trends are down we have more students completing the program in order to pursue a Contractor's License. We believe that updating our program in digital fabrication and advanced manufacturing our students will have skills that university graduates will not... that of hands on skills and construction using cutting edge technology.</p>

<p>Number of active courses in your discipline</p>	<p>19</p>
<p>Number with student learning outcomes (SLOs)</p>	<p>11</p>
<p>Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):</p>	<p>11</p>

<p>Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i></p>	<p>58%</p>
<p>Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):</p>	<p>100%</p>
<p>If the percent of courses you plan to assess is not 100%, explain why here.</p>	
<p>Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)</p> <p>Basic test questions; rubrics for projects; safety observation checklist</p>	
<p>List two examples of the most important plans for changes and improvements as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. *</p> <p>* This will be verified by checking in TaskStream.</p> <ol style="list-style-type: none"> 1. Carp 203- Students did not remember job site safety requirements and P.P.E. requirements. We need to Create a checklist or posters with these guidelines 2. Carp 207 Construction Math - we found that students needed different methods of learning math other than test taking and memorization 	
<p>List two examples of the most significant changes/improvements your department has made as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *</p> <p>(* This will be verified by checking in TaskStream.) (Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)</p> <p>Example:</p> <ol style="list-style-type: none"> 1.Carp 207(2014) has found out through test giving that students who were behind in their math skills do not progress rapidly.. Once we contextualize the math with hands on building projects such as building a cubic square foot box student were more engaged and learned faster. Building models to scale also strengthened their understanding percentages and fractions 2. Carp 203 (2014)Construction Safety has given our students a regulated safety checklist to be posted on all job sites. Continued visual posting of safety practices and guidelines on the job site has help create a safer job site and more student awareness 	

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	2
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	2
Number of degrees/certificates that have assessed at least one PLO in the past year:	2
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	
<p>List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. *</p> <p>(* This will be verified by checking in TaskStream.)</p> <p>The Carpentry Degree and Certificate were each assessed for Safety in Fall 2014. Findings showed that we need scaffold parts to meet safety standards for their use and the lab needs leaks repaired and accessible electrical controls for the canopy area.</p>	
<p>List two examples of the most significant changes/improvements your department has made as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. *</p> <ol style="list-style-type: none"> 1. We are in the process of acquiring additional scaffold parts. 2. It is not clear how long it will take to get facility repairs done. In the mean time we have water leaking from the ceiling in several locations. This is a slip hazzard just waiting to happen. WWe are unclear as to why this condition is allowed to continue. <p>(* This will be verified by checking in TaskStream.)</p> <p>(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)</p>	

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance and Sustain Mission

Student Access

We are working with different community partners to offer high school students a variety of CTE courses in which to engage participation and teach contextualized learning.

We are setting up a fabrication lab (FAB LAB) in collaboration with Architecture, Machine Technology, Wood Technology and the Theater department to engage students in STEAM concepts and offer them pathways into digital fabrication and advanced manufacturing in the construction industry. We hope to develop a new mini certificate in this area

Engage our Community Partners

We are very engaged with our community partners. We have a partnership with the City of Oakland, Oakland Rotary and Passive House Ca. to build the first Passive House in Oakland. It is an affordable home in Oakland showcasing building science and high performance building.

We are partners with Alameda County Lead Poison Prevention Program and have workshops with certificates of completion. The training teaches lead paint remediation.

We are collaborating with industry partners to digitally design, engineer and robotically cut structures using heavy timbers. These projects will be a collaboration of students from wood tech, architecture and the Carpentry department.

We are collaborating with Construction Management and have had one of our faculty get LEED certification working with students from both departments to prepare them for LEED testing and certification.

Build Programs of Distinction

We are partnering with Passive House California to build a high performance home and to better understand building performance and healthy homes. These building practices are being integrated into our current project in Oakland. This will be the first Passive House in Oakland, Ca. The Oakland Rotary and the City of Oakland are also partners in this project. The City of Oakland may use some of these performance and energy efficient practices in the home and energy upgrades it subsidizes.

We are refining the development of an Advanced Manufacturing and Digital Fabrication class for the Construction Industry. We are working hard to understand the needs and structure of this class by visiting other colleges and FABLABs. We believe it is time for community colleges to use this technology for furthering STEAM goals in our CTE programs at Laney. We are seeking more industry partners or grants to sustain our FABLAB.

Career Pathways Introduction to the Skilled trades Cohort. Four departments Machine Technology, Welding, Wood Technology and Carpentry collaborating together to showcase the different trades to high school students through contextualized and hands on learning.

<p>Check all that apply</p> <p><input checked="" type="checkbox"/> New program under development</p> <p><input checked="" type="checkbox"/> Program that is integral to your college's overall strategy</p> <p><input type="checkbox"/> Program that is essential for transfer</p> <p><input checked="" type="checkbox"/> Program that serves a community niche</p> <p><input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</p> <p><input type="checkbox"/> Other</p>
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<p>Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.</p> <p>Include overall plans, goals and specific action steps for the coming year.</p> <p>The Carpentry Program has been developing our Building performance and Advanced Manufacturing / Digital Fabrication programs. We are working on new curriculum for a Digital fabrication class to train students and workers in new technologies that are emerging in the residential and commercial sectors, such as prefabrication of homes and energy efficiency and sustainable building practices.</p> <p>The action plan for the Digital fabrication component is to collaborate with the Architecture and Wood technology Departments to offer a mini certification in Digital Fabrication. Use of the FAB LAB will be integral to students hands on learning</p> <p>The action plan:In High Performance Building we plan on developing a mini certificate. This certificate would be a collaboration of different departments that all play into a sustainable energy efficient system. LEED and HVAC as well as EET components will be included</p>
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FORM A	Please describe the need and prioritize any NEW faculty requests.
FORM B	Please describe and prioritize any NEW equipment, material, and supply needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
FORM C	Please describe and prioritize any NEW facilities needs using Form C.
FORM D	Please describe the need and prioritize any NEW classified and student worker requests.
TECH FORM	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.

