

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

| <b>I. Overview</b>  |  |              |                |
|---------------------|--|--------------|----------------|
| BI Download:        | 02/20/2015   | Dept. Chair: | Adan Rosillo   |
| Subject/Discipline: | Environmental Control Technology   | Dean:        | Peter Crabtree |
| Campus:             | Laney College  |              |                |
| Mission Statement   | Environmental Control Technology is a vocational program offering theoretical, technical, and problem-solving skills essential for employment in the heating, ventilation, air conditioning, and refrigeration industry. Students completing the curriculum can seek employment as refrigeration technicians, heating, ventilation, air conditioning technicians, and building operators and or maintenance engineers and technicians. |              |                |

| <b>II. Enrollment</b> |                |                 |              |                |                 |
|-----------------------|----------------|-----------------|--------------|----------------|-----------------|
|                       | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> | <b>District</b> |
| Census Enrollment F11 | 0              | 0               | 662          | 0              | 662             |
| Census Enrollment F12 | 0              | 0               | 555          | 0              | 555             |
| Census Enrollment F13 | 0              | 0               | 562          | 0              | 562             |
| Sections F11          | 0              | 0               | 27           | 0              | 27              |
| Sections F12          | 0              | 0               | 26           | 0              | 26              |
| Sections F13          | 0              | 0               | 25           | 0              | 25              |
| Total FTES F11        | 0.00           | 0.00            | 61.55        | 0.00           | 61.55           |
| Total FTES F12        | 0.00           | 0.00            | 52.11        | 0.00           | 52.11           |
| Total FTES F13        | 0.00           | 0.00            | 52.37        | 0.00           | 52.37           |
| Total FTEF F11        | 0.00           | 0.00            | 4.60         | 0.00           | 4.6             |
| Total FTEF F12        | 0.00           | 0.00            | 4.35         | 0.00           | 4.35            |
| Total FTEF F13        | 0.00           | 0.00            | 4.33         | 0.00           | 4.33            |
| FTES/FTEF F11         | 0.00           | 0.00            | 13.37        | 0.00           | 13.37           |
| FTES/FTEF F12         | 0.00           | 0.00            | 11.97        | 0.00           | 11.97           |
| FTES/FTEF F13         | 0.00           | 0.00            | 12.08        | 0.00           | 12.08           |

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

| <b>III. Student Success</b> |                |                 |              |                |                 |
|-----------------------------|----------------|-----------------|--------------|----------------|-----------------|
|                             | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> | <b>District</b> |
| Total Graded F11            | 0              | 0               | 660          | 0              | 660             |
| Total Graded F12            | 0              | 0               | 536          | 0              | 536             |
| Total Graded F13            | 0              | 0               | 563          | 0              | 563             |
| Success F11                 | 0              | 0               | 502          | 0              | 502             |
| Success F12                 | 0              | 0               | 454          | 0              | 454             |
| Success F13                 | 0              | 0               | 439          | 0              | 439             |
| % Success F11               | 0.00           | 0.00            | 0.76         | 0.00           | 0.76            |
| % Success F12               | 0.00           | 0.00            | 0.85         | 0.00           | 0.85            |
| % Success F13               | 0.00           | 0.00            | 0.78         | 0.00           | 0.78            |
| Withdraw F11                | 0              | 0               | 81           | 0              | 81              |
| Withdraw F12                | 0              | 0               | 35           | 0              | 35              |
| Withdraw F13                | 0              | 0               | 48           | 0              | 48              |
| % Withdraw F11              | 0.00           | 0.00            | 0.12         | 0.00           | 0.12            |
| % Withdraw F12              | 0.00           | 0.00            | 0.85         | 0.00           | 0.07            |
| % Withdraw F13              | 0.00           | 0.00            | 0.09         | 0.00           | 0.09            |

| <b>IV. Faculty</b>     |                |                 |              |                |                 |
|------------------------|----------------|-----------------|--------------|----------------|-----------------|
|                        | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> | <b>District</b> |
| Contract FTEF F11      | 0.00           | 0.00            | 0.85         | 0.00           | 0.85            |
| Contract FTEF F12      | 0.00           | 0.00            | 1.72         | 0.00           | 1.72            |
| Contract FTEF F13      | 0.00           | 0.00            | 1.67         | 0.00           | 1.67            |
| TEMP FTEF F11          | 0.00           | 0.00            | 3.66         | 0.00           | 3.66            |
| TEMP FTEF F12          | 0.00           | 0.00            | 2.49         | 0.00           | 2.49            |
| TEMP FTEF F13          | 0.00           | 0.00            | 2.47         | 0.00           | 2.47            |
| Extra Service FTEF F11 | 0.00           | 0.00            | 0.10         | 0.00           | 0.1             |
| Extra Service FTEF F12 | 0.00           | 0.00            | 0.15         | 0.00           | 0.15            |
| Extra Service FTEF F13 | 0.00           | 0.00            | 0.20         | 0.00           | 0.2             |
| Total FTEF F11         | 0.00           | 0.00            | 4.60         | 0.00           | 4.6             |
| Total FTEF F12         | 0.00           | 0.00            | 4.35         | 0.00           | 4.35            |
| Total FTEF F13         | 0.00           | 0.00            | 4.33         | 0.00           | 4.33            |
| % Contract/Total F11   | 0.00           | 0.00            | 0.18         | 0.00           | 0.1848          |
| % Contract/Total F12   | 0.00           | 0.00            | 0.40         | 0.00           | 0.3954          |
| % Contract/Total F13   | 0.00           | 0.00            | 0.39         | 0.00           | 0.3857          |

| <b>V. Qualitative Assessments</b>   |   |
|---|---|
| <b>CTE and Vocational:</b> 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. | There are currently over 20,000 building operators registered with the Local 39; many of them will retire in the next few years creating the need for technician able to operate commercial heating, ventilation, and air conditioning system. There is an estimated 20% increase in jobs in the local market for the next two years that will create demand for graduates from the ECT program |
| <b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.  | The ECT program is a hands-on learning process; students learn the basic concept on heating, ventilation, air conditioning, and refrigeration working on equipment and systems similar to the ones found in the industry. ECT graduates are generally speaking ready to hit the ground running when completing their vocational program.  |

| <b>VI. Course SLOs and Assessment</b>  |     |
|--|-----|
| Number of active courses in your discipline  | 57  |
| Number with student learning outcomes (SLOs)   | 19  |
| Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):  | 19  |
| Percent of courses that have assessed at least one SLO last year, 2013-2014:<br><i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i>   | 33  |
| Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):  | 100 |
| If the percent of courses you plan to assess is not 100%, explain why here.  |     |
| 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.)<br>Methods use to evaluate SLOS: <ul style="list-style-type: none"> <li>• Written test with common questions</li> <li>• Student projects evaluated with a rubric</li> <li>• Safety compliance</li> </ul> |     |
| List two examples of the <b>most important plans for changes and improvements</b> 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. *<br>* This will be verified by checking in TaskStream.                                |     |
| During the evaluation of Math – ECT213 we determine the students will benefit from tutoring. We have   |     |

implemented as a result of this evaluation a tutoring program in addition to the regular class.

ECT19 – Change the way we deliver lectures; more hand-on

## VII. Program Learning Outcomes and Assessment

|  | Fall 2014                             |
|--|---------------------------------------|
| Number of degrees and certificates in your discipline<br>(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 Degrees<br>3 Certificates           |
| Number of degrees and certificates with PLOs entered into TaskStream:<br>(* This will be verified by checking in TaskStream.)  | 6                                     |
| Number of degrees/certificates that have assessed at least one PLO in the past year:   | 0                                     |
| 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?  | Assess 100% during<br>2015-2015 Cycle |
| 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. *<br>(* This will be verified by checking in TaskStream.)  |                                       |
| NA   |                                       |
| List two examples of the <b>most significant changes/improvements your department has made</b> 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. *<br>(* This will be verified by checking in TaskStream.)<br>(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.) |                                       |
| NA   |                                       |

### VIII. Strategic Planning Goals

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 & Sustain Mission

Describe how goal applies to your program.

- ECT program primary goal is to serve students from a diverse background, as such, the success of our program lies on providing a good quality education for all students attending our courses.
- Understanding the need of our community drives our programs at ECT. Developing students who will serve the people in our community is part of ECT's main goal
- Working with our industry partners has created a great relationship between ECT programs and personal. This has helped our students getting lucrative jobs with many of our partners

### IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

## X. Action Plan

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.

Include overall plans, goals and specific action steps for the coming year.

- Build the twenty five hundred square BEST center building with two smaller buildings on two tennis courts to be used as a show case with the latest technology and the smaller buildings one to be used for installation practices and the other for Building Performance Institute ( BPI ) certification. It will be a passive building and it will have solar thermal water system, photovoltaic system, waterless toilets, rain collectors, green roof, VRF AC units, radiant heating, different types of insulation, double and triple windows, and more.
- Install the latest lighting and controls.
- Acquire two to four AC units with R-410a refrigerant for students to work on with the latest very high pressure and the latest technology.
- Aupdate all three certificates by reviewing existintg coursework and proposed the needed changes to streamline all of our programs
- Create an instructors pool to address lack of qualified instructors
- Complete DDC lab with new state-of-art technologies
- Provide training to current fulltime and partitme faculty
- Update program to include new changes on coursework and new courses

## XI. Resource Needs: Using the Excel Spreadsheet (separate document)

### 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.