

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

I. Overview			
BI Download:	02/09/20	Dept. Chair:	Forough Hashemi & Steven Weldon
Subject/Discipline:	EET	Dean:	Peter Crabtree
Campus:	Laney College		
Mission Statement	Inspire and empower students to overcome new challenges and to build a foundation for lifelong learnings. Department works hard to help students to explore their capabilities and develop their potential to reach their real time job market goals .		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	0	0	508	0	508
Census Enrollment F12	0	0	398	0	398
Census Enrollment F13	0	0	513	0	513
Sections F11	0	0	17	0	17
Sections F12	0	0	13	0	13
Sections F13	0	0	15	0	15
Total FTES F11	0.00	0.00	69.01	0.00	69.01
Total FTES F12	0.00	0.00	56.17	0.00	56.17
Total FTES F13	0.00	0.00	65.43	0.00	65.43
Total FTEF F11	0.00	0.00	3.98	0.00	3.98
Total FTEF F12	0.00	0.00	3.20	0.00	3.2
Total FTEF F13	0.00	0.00	3.46	0.00	3.46
FTES/FTEF F11	0.00	0.00	17.35	0.00	17.35
FTES/FTEF F12	0.00	0.00	17.55	0.00	17.55
FTES/FTEF F13	0.00	0.00	18.91	0.00	18.91

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

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	0	0	494	0	494
Total Graded F12	0	0	382	0	382
Total Graded F13	0	0	517	0	517
Success F11	0	0	360	0	360
Success F12	0	0	294	0	294
Success F13	0	0	404	0	404
% Success F11	0.00	0.00	0.73	0.00	0.73
% Success F12	0.00	0.00	0.77	0.00	0.77
% Success F13	0.00	0.00	0.78	0.00	0.78
Withdraw F11	0	0	46	0	46
Withdraw F12	0	0	46	0	46
Withdraw F13	0	0	55	0	55
% Withdraw F11	0.00	0.00	0.09	0.00	0.09
% Withdraw F12	0.00	0.00	0.77	0.00	0.12
% Withdraw F13	0.00	0.00	0.11	0.00	0.11

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	0.00	0.00	1.00	0.00	1
Contract FTEF F12	0.00	0.00	1.00	0.00	1
Contract FTEF F13	0.00	0.00	1.00	0.00	1
TEMP FTEF F11	0.00	0.00	2.63	0.00	2.63
TEMP FTEF F12	0.00	0.00	2.04	0.00	2.04
TEMP FTEF F13	0.00	0.00	2.41	0.00	2.41
Extra Service FTEF F11	0.00	0.00	0.35	0.00	0.35
Extra Service FTEF F12	0.00	0.00	0.15	0.00	0.15
Extra Service FTEF F13	0.00	0.00	0.05	0.00	0.05
Total FTEF F11	0.00	0.00	3.98	0.00	3.98
Total FTEF F12	0.00	0.00	3.20	0.00	3.2
Total FTEF F13	0.00	0.00	3.46	0.00	3.46
% Contract/Total F11	0.00	0.00	0.25	0.00	0.2513
% Contract/Total F12	0.00	0.00	0.31	0.00	0.3125
% Contract/Total F13	0.00	0.00	0.29	0.00	0.289

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>“ET” students at the department are in high demand and they constantly struggle between getting the job or staying in school to complete their “Electrician Trainee” program. Last academic year, 16 students got jobs with electricians journeyman. Looking at LMI Data there was an increase of 5.2% for electricians in Alameda, 6% increase in San Francisco, and 9.5% in Contra Costa, and 6.9% in Santa Clara, and a total 4.8% all over Bay area. In solar photovoltaic industry, number of jobs and employment are also increasing. In Alameda the percentile change was at 9.2%, San Francisco at 6.3% increase, Santa Clara 4.9% increase, and total bay area at 5.9% increase. EET department offers classes in many other areas such as communications and data line or cabling technicians, and even though the increase rate is smaller but it's on the grow. also</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>We provide basic and specialized skills that give students immediate access to the electrical construction job market in entry level positions and through completion of our certificate program and field experience, students will be able to become state licensed journeyman electricians. Additionally, programs in electronics communications, solar, making students more marketable in different electrical job market. Students will also learn how to read and apply schematics information to solve problems. Electrical safety and many soft skills are also part of the training program.</p>

VI. Course SLOs and Assessment

<p>Number of active courses in your discipline</p>	<p>Currently, EET department offers 25 courses</p>
<p>Number with student learning outcomes (SLOs)</p>	<p>75</p>
<p>Number of courses that have assessed at least one SLO in the past</p>	

academic year, 2013-2014 (see your TaskStream report for data):	SLOs have been assessed for every class
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>	100%
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	All will be assessed
If the percent of courses you plan to assess is not 100%, explain why here.	
<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>EET Department uses different assessment methods.</p> <ol style="list-style-type: none"> 1. safety and working safely with equipment is important, so students are trained to work safely and they will be tested in writing and also are observed in lab to make sure that they follow instructions. 2. Students learn to keep equipments in good condition and pick up after each lab so the class/lab environment is safe to work in for the next class. 3. Written exams on concepts and laws and the results are evaluated and students have to correct their mistakes made on the exam as extra homework 4. All classes have lab work, and students get to practice the concepts and install and test systems to show their understanding of class material 	
<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> <p>Example: Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.</p> <ol style="list-style-type: none"> 1. EET 208 Working safely in electrical department is a major concern Department started having regular meetings with faculty to update and inform all instructors about safety and how to implement it. This was done in all classes with a safety test and instructors made sure all students are aware of safety rules. 2. EET 228 – Good housekeeping and handling expensive electronics devices is a very important part of training in EET Department. Students are watched closely to handle and use devices and to return all tools and items to it's original place. This is an industry demand and EET Department has been implementing it 	
<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.)</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>	

Example: ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

EET 228-208-207 Safety , good housekeeping, organization skills have been a part of continuing improvements in EET Department.

VII. Program Learning Outcomes and Assessment

	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.)	5
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	Not sure
Number of degrees/certificates that have assessed at least one PLO in the past year:	Not sure
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?	There will be a meeting and a plan to complete this project
<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>Materials taught in EET Department is very dynamic and it's important that students understand the fundamentals, but be able to find new relevant information online or through other sources. Department is adding more emphasis on this and teaching students to take good notes and be able to retrieve it efficiently when needed.</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> <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>	

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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.

EET Department works to create curriculum aligned with real time job market. Colaborating with industries and knowing what kind of skills they need, will lead department to create courses and programs in new technology. For example energy industry being one of the fastest growing industry is a focus area for department. Courses such as solar systems, lighting technologies and efficiency, smart homes, energy efficiency and commercial buildings are few examples of what departmenmt offers. EET programs and courses are technology driven with a high job market share. Additionally, Electrician Trainee "ET" program is authorized by state of California and is very successful with high number of students which keeps growing. EET Department programs are unique and specific to the need of regional industry. Department also just launched a new FEE –Based course in collaboration with state of California to teach and train the participants in high demanding lighting controls for commercial buildings. Implementation of Title 24 is the driving force for all new advanced lighting controls.

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.

Since Spring 2014 that EET Department has been operating independently from HVAC Department, many changes have been taking place under the leadership of new department chairs: Forough Hashemi and Steve Weldon.

Campus Safety & Security:

Department immediately took on implementing safety procedures not only in class rooms and labs but on the section of campus where the B and A 191 building are. The exterior broken and loose windows in A 191 were replaced to increase security. Faculty members also installed LED lighting in front of this building to improve safety and to discourage the non-students/staff/faculty by standers from urinating in front of the doors which proposes a serious health and safety issue on that side of the campus. Work is in progress to install camera and security alarm on both side of the building to further increase security. Keeping the exteriors of both A & B building trash –free, staff is encouraged to pick up and ask students to do the same. If successful, these steps can be modeled to bring more security/safety to the rest of the campus, facing north east and improving safety in that whole area.

Curriculum Development:

All faculty members were informed of the planned improvements in the classrooms and labs and the whole department. Some courses have been modified in CurricuNet to show changes and apply prerequisites, and many more changes are under way. The catalog content is being updated as these changes take place. Lab session is being taught exactly the way the work is done in the field, so the students gain more experience for job markets. Safety and good housekeeping along with soft skills. Are being emphasized. This calls for extra student workers in labs and outside of lab hours

New Courses and Programs

Department is currenclly developing new courses and programs: Security and fire alarms course will be taught in spring 2015. Faculty is working on getting the equipment and devices and building the labs. We will need resources to complete this project during summer

PLC, programming logic Controllers course; The stations for these devices were built during the winter break by faculty and equipment/training materials have to be purchased soon to launch the course in Fall 2015.

Marketing

EET Department highly believes marketing the programs it offers and have taken steps to inform the Laney community and students of the programs and future goals of the department. In this effort, faculty has used personal funds to design and print new flyers and brochures to hand out at the open houses, industry visitors, new students, high shool candidatesetc. Department has also requested access to the website to update and upload relevant information,so students can utilize the online source .

Construction maintainance

Our buildings both A& B need work and upgrades to accommodate new courses and labs. Faculty members do all the maintenance and upgrades to get classes ready in a timely manner. More work needs to be done in A 191, department is planning on installing LED lighting and fixtures in the lab for usage and training purposes. Air system in the A building is not balanced and flow of heavy air in the room is a safety issue for instructors and students. Window shades have to be installed to prevent the glare on the white board and projector screens. New desk/chair sets have to be ordered for small classes in the A 191 building. B building also needs some upgrades.

	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.