

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

<b>I. Overview</b>			
BI Download:	10/24/2014	Dept. Chair:	Rosendo Del Toro
Subject/Discipline:	WDTEC	Dean:	Peter Crabtree
Campus:	Laney		
Mission Statement	<p>It is the mission of the Laney College Wood Technology Program to instruct students with not only the technical skill, but also the professional skills and conduct which they will require to become a safe, efficient, and proactive practitioner of this unique trade. The Wood Technology Program gets students jobs as a cabinet maker, cabinet installer, furniture maker, CNC operator and has been doing so while becoming more technical and sophisticated of the general equipment used in the trade. In general the wood technology program is constantly retaining and supplementing new sets of skills. The Wood Technology Department's directive is to instill a strong foundation of technical literacy and logistical proficiency. The program focuses on the development and practice of professional safety skills, analysis, and problem solving, machining, workflow, quality control and workplace communication. The department strives to mold the highest quality of potential employees to meet the high standards and the deep tradition of excellence in woodworking set by the local industry. It is also our purpose to actively engage or industry partners to develop a realistic industry perspective that is relative to job readiness and local trends to access employment in the local industry. The Wood Technology Department strives to understand and meet the personal needs of our students and generate the highest levels of access, success, and equity for our student population, we accomplish this by utilizing the natural opportunities for the contextualization of basic skills in the reading, writing, mathematics, as well as implementing technology to facilitate teaching and learning by contextualizing teaching.</p>		

<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F11	0	0	180	0	180
Census Enrollment F12	0	0	155	0	155
Census Enrollment F13	0	0	164	0	164
Sections F11	0	0	8	0	8
Sections F12	0	0	6	0	6
Sections F13	0	0	7	0	7
Total FTES F11	0.00	0.00	35.37	0.00	35.37
Total FTES F12	0.00	0.00	32.27	0.00	32.27
Total FTES F13	0.00	0.00	34.37	0.00	34.37
Total FTEF F11	0.00	0.00	2.41	0.00	2.41
Total FTEF F12	0.00	0.00	2.00	0.00	2
Total FTEF F13	0.00	0.00	2.20	0.00	2.2
FTES/FTEF F11	0.00	0.00	14.65	0.00	14.65
FTES/FTEF F12	0.00	0.00	16.13	0.00	16.13
FTES/FTEF F13	0.00	0.00	15.62	0.00	15.62

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

**III. Student Success**

	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Total Graded F11	0	0	171	0	171
Total Graded F12	0	0	154	0	154
Total Graded F13	0	0	164	0	164
Success F11	0	0	125	0	125
Success F12	0	0	102	0	102
Success F13	0	0	119	0	119
% Success F11	0.00	0.00	0.73	0.00	0.73
% Success F12	0.00	0.00	0.66	0.00	0.66
% Success F13	0.00	0.00	0.73	0.00	0.73
Withdraw F11	0	0	13	0	13
Withdraw F12	0	0	22	0	22
Withdraw F13	0	0	29	0	29
% Withdraw F11	0.00	0.00	0.08	0.00	0.08
% Withdraw F12	0.00	0.00	0.66	0.00	0.14
% Withdraw F13	0.00	0.00	0.18	0.00	0.18

**IV. Faculty**

	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F11	0.00	0.00	0.00	0.00	0.0
Contract FTEF F12	0.00	0.00	0.00	0.00	0.0
Contract FTEF F13	0.00	0.00	0.80	0.00	0.8
TEMP FTEF F11	0.00	0.00	2.41	0.00	2.41
TEMP FTEF F12	0.00	0.00	2.00	0.00	2
TEMP FTEF F13	0.00	0.00	1.36	0.00	1.36
Extra Service FTEF F11	0.00	0.00	0.00	0.00	0.0
Extra Service FTEF F12	0.00	0.00	0.00	0.00	0.0
Extra Service FTEF F13	0.00	0.00	0.04	0.00	0.04
Total FTEF F11	0.00	0.00	2.41	0.00	2.41
Total FTEF F12	0.00	0.00	2.00	0.00	2
Total FTEF F13	0.00	0.00	2.20	0.00	2.2
% Contract/Total F11	0.00	0.00	0.00	0.00	0.0
% Contract/Total F12	0.00	0.00	0.00	0.00	0.0
% Contract/Total F13	0.00	0.00	0.36	0.00	0.3636

## V. Qualitative Assessments

**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.

The wood technology program in 2014 placed 10 students in jobs. Reviewing and analyzing the data given to the department on the trends for opening and replacements. There is a .1% increase in cabinetmakers and bench carpenters hired in the last 2 years. Although it is not a big increase in demand the amount of annual openings is maintained at 84, this is consistent with the specific niche that the Wood Technology program specifically targets. There are also a few other specific job placements that have decreased in the past 2 years the jobs are very specific and only a few people practice them which include furniture finishers, model makers and patternmakers. Even though the openings have decreased by an average of 2.3% in the past 2 years there are about 11 positions opening up every year. The biggest jump of openings is in the more technical part of Wood Technology. This would include Sawing Machine setters and Operators had a 3.3% increase in openings, Woodworking Machine Setters, Operators and Tenders had a 1.8% increase in openings as well. Although there has been a decrease in the amount of openings in certain sectors in the Wood Working field there are also new positions opening up which are more technical and those fields are going to grow because of the trend in which the industry is moving to.

**Transfer and Basic Skills:** Describe how your course offerings address transfer, basic skills, and program completion.

The Wood Technology Department implements problem solving to address basic skills. This is done by having student find solutions to the problem at hand. This method implements communication skills reading, writing, mathematics, analyzing and problem-solving. By having students address all of these basic skills here in class practice with peers and reanalyze what they have been doing that is not helping them they change their habits making them more skilled full and being able to be quick thinkers allowing them to be more successful in the program as well as in completing the course.

<b>VI. Course SLOs and Assessment</b>	
Number of active courses in your discipline	There are 12 active courses in the Wood Technology discipline
Number with student learning outcomes (SLOs)	12
Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	All courses that have SLO'S have been assessed in the past academic year.
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% of courses
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	<u>100% Of courses will be assessed this year.</u>
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>Assessments for the Wood Technology Program are done in several ways; one of the most important ways of assessing the class is with a general safety test that is used to see how the student retained information in the lectures. Assessing the safety test gives a more fundamental way to make sure the students are using the machines properly. Evaluation of students projects are another fundamental assessment method that is used in the Wood Technology Program. There are also safety observations which the student is graded upon listing the problems with the procedures being shown to them to critique. There is also test student self-evaluations that the students make which are also placed in a rubric to evaluate and judge what actions need to be taken to improve the methods of evaluation.</p>	
<p>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. *</p> <p>* This will be verified by checking in TaskStream.</p> <p><b>Example:</b> 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> <p>All instructors need to need to improve on how assessment is done to make sure that all possible outcomes of how student success can be measured are taken into account to ensure that all students are advancing and learning.</p>	

Safety standards need to be higher and all faculties need to be made aware of this issue to make sure everyone takes proper measures.

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. \*

(\* 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.)

**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.

All faculties improved their assessment methods in which they based their findings which are an integral part of the assessment process. Everyone managed to implement new techniques making the assessments more accurate as well as more up to date.

Projects were made more contextualized based upon the updates that the overall department has made recently. The emphasis of the projects are made with students analyzing and implementing techniques as well as a plan in which they will organize in which steps and how many steps will be necessary to finish the project.

## 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.)	2
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	2 Although the information is not available in task stream
Number of degrees/certificates that have assessed at least one PLO in the past year:	Both the degrees and certificates have assessed one PLO this past year.
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?

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. \*

(\* This will be verified by checking in TaskStream.)

For the Wood Technology 10 and 10L class must strengthen and reinforce the safety test adding on new equipment that is more readily used in the shop. Also lectures need to be longer to promote a better comprehension of machine set up to re enforce what the student will try to replicate during lab. The Wood Technology 20 and 20L must be assessed using a different technique with a much higher standard since students know the basic setups of the machines. Second semester students (20 and 20L) need to be more critical therefore their assessments must be harder in order to challenge the students capability and capacity to work in a shop. Students need to be taught to work by themselves or lead a group so they become more responsible there for providing guidance to the beginner student. (Although findings have been made and plans have been placed in action the information is not available in task stream)

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. \*

(\* 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.)

All safety examinations have been modified to encourage students to be more aware of equipment and safely practice with the equipment. All of the safety measures have been set to a higher standard as to the employees expectations or higher for students to enter the workforce being more prepared becoming more competitive in the field of cabinet making and furniture builders as well as CNC operators. Returning students have been given a higher knowledge of machines in order to accelerate their learning abilities in the field of cabinet making, furniture making and CNC operators. The information that the students are given helps them learn more advanced techniques that are implemented in a real work environment, these consist of trouble shooting equipment and inspecting equipment for future breakdowns as well as regular maintenance.

(Although findings have been made and plans have been placed in action the information is not available in task stream)

### 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.

Increases in student success rates have made students more likely to acquire a job as a cabinet maker, furniture maker and a CNC operator. The increases in job demands have grown to an extent were the class places about five or six students to work per semester. Our advisory board of comity engages in student success by hiring students as they finish with their one or preferably two year certificate. Our industry partners also advises the program in what new techniques one can teach our students and how to make the students more well prepared for a job in the field of Wood Technology.

The Wood technology program is one of a kind there is no program around the peninsula that covers as much material and that better prepares students for a real world job. I am happy to state that all of our programs have grown in regards to the students being so diverse and being able to work with one another and make the class room a place where everyone comes to learn and bring ideas together in conjunction with the curriculum. This is why the Wood Technology program focuses so much on student success as to hold our aptitude towards or goals and missions for accomplishing and meeting our high standards not only to our college staff and industry partners but to our students who put in the hours to learn and pursue a career in Wood Technology.

## 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.

Due to the increase in students in both the morning and the evening programs we are in the process of offering the majors program which is the two year certificate in the evenings. There is still development and planning that needs to happen before the class is put in place. The structure of the class has been modified in such a way for it to fit better with the needs of the industry. The updates have been adding additional machines to the shop as well as re arranging the machines in a more efficient manner so that more students are able to work more productively in their projects accelerating the rate in which they learn. More up to date safety test have been recreated adding additional equipment that was not included in the previous versions.

Additional goals for the Wood Technology program would be to add additional sections in machine repair and maintenance as well as a majors program that could be offered in the evenings that is degree applicable. As well as expanding the Furniture Making classes to attract more students in to the program. In addition we are in need of more instructors at least one more full time instructor as well as one more part time instructor to help with the maintenance and repairs that the shop needs as well as basic shop upkeep. More instructors or teacher assistants are also needed in regards to the class sizes being larger too many students for one instructor to be able to observe.

	<b>XI. Resource Needs: Using the Excel Spreadsheet (separate document)</b>
<b>FORM A</b>	Please describe the need and prioritize any NEW faculty requests.
<b>FORM B</b>	Please describe and prioritize any NEW <b>equipment, material, and supply</b> needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
<b>FORM C</b>	Please describe and prioritize any NEW facilities needs using Form C.
<b>FORM D</b>	Please describe the need and prioritize any NEW classified and student worker requests.
<b>TECH FORM</b>	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.