

Peralta Community College District

Annual Program Update Template 2010-2011

Each discipline will complete this form to update program reviews developed in 2009-2010. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2011-12 budget year.

Overview			
Date Submitted:	11/3/10	Dean:	Peter Crabtree
BI Download:	10/07/2010	Dept. Chair:	Richard Hashimoto
Discipline:	WELD		
Campus:	Laney		
Mission	Laney College is an institution in Oakland, California, providing lifelong learning opportunities in academic and career programs to diverse cultural and social-economic communities. The college fulfills this mission by offering optimal student support services and working with other organizations to address the local and global educational needs of our community to maximize access and student learning outcomes. Laney College lineage stems from a vocational training center, which included welding. The Laney Welding Department carries on the tradition by providing a safe and competent learning environment for welding students		

Student Data			
A. Enrollment	Fall 2008	Fall 2009	Fall 2010
Census Enrollment (duplicated)	211.0	283.0	254.0
Sections (master sections)	7.0	9.0	9.0
Total FTES	38.82	50.96	45.87
Total FTEF	2.2	2.72	2.72
FTES/FTEF	17.62	18.74	16.86
B. Retention			
Enrolled	199.0	268.0	N/A
Retained	149.0	210.0	N/A
% Retained	74.0	78.0	N/A
C. Success			
Total Graded	199.0	268.0	N/A
Success	135.0	196.0	N/A

% Success	67.0	73.0	N/A
Withdraw	50.0	58.0	N/A
% Withdraw	25.0	21.0	N/A

III. Faculty Data (ZZ assignments excluded)	
	Fall 2010
Contract FTEF	1.9
Hourly FTEF	0.35
Extra Service FTEF	0.47
Total FTEF	2.72
% Contract/Total	69.85

Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.0	0.0	1.9	0.0
Hourly FTEF	0.0	0.0	0.35	0.0
Extra Service FTEF	0.0	0.0	0.47	0.0
Total FTEF	0.0	0.0	2.72	0.0
% Contract/Total	0.0	0.0	69.87	0.0

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>Unemployment rate in Alameda County is 11.7% and in Oakland the rate is 17.4%.(source California EDD website, Oct 2010) The economic outlook remains poor.</p> <p>While the new welding job growth for California is not high, the number of job openings for welding is predicted to grow (Source: Weld-Ed (NSF sponsored):The Welding Industry: A National Perspective on Workforce Trends and Challenges , Feb 2010 Update)</p>

<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>The faculty has observed many welding students who have low basic skills. While there is no hard data, it is estimated that 20% to 40% of the total welding department enrollment needs basic skills.</p> <p>The High School out reach program for the spring has shown that contextualized math can improve math high school exit scores. In particular, at one high school all of the students enrolled in the exposure course passed the high school math exit exam. Students were prepared by contextualized math tutoring in preparation for the Laney program.</p> <p>The welding department has deactivated its blue print reading course and has added the Machine Technology 205 industrial print reading course to its certificate. Welding students have earned a large range of grades. However, the bottom third of the course grade distribution is heavily populated by welding students. The Machine Technology students seem to fair better in this course. There are many factors that may contribute to machining students success: exposure to blueprints and their application in the co-requisite Introduction to Machining course, Math screening and the subsequent math requirement for the Machine Technology certificate and degree. Tutoring has been mainly by volunteer students and faculty office hours. The long-range solution may require the addition of a math requirement for the course.</p> <p>The screening for basic skill students will better identify the level and number of students needing basic skills in programs and the division.</p>
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<p>Strategic Planning Goals</p>	
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<p>Check all that apply.</p> <p>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</p>	<p>Describe how goal applies to your program.</p> <p>See section viii for description of plans.</p>
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<p>College Strategic Plan Relevance</p>	
<p>Check all that apply</p> <p>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</p>	

<p>Action Plan</p>

Please describe your plan for responding to the above data. 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.

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Data Analysis:

- • The data presented is not accurate: master sections for Fall 2010 are 8 not 9. This results in approximate lowering of the FTEF by approximately .2 . The result is productivity closer to 18 for the Fall 2010. There is a corresponding drop in population due to one less section (i.e. one section of 20 students).
- • There have been several factors that may have affected the Fall 2010 enrollment. The implementation of a fee collection due date two weeks prior to classes may have had an effect on enrollment as well as the policy that has allowed instructors to drop students during the first week of instruction. The later has not affected the department. This course of action is dictated by the safety training requirements, mandatory attendance for the first two section meetings. Other external factors include the ending of unemployment benefits (99 weeks) for those who lost employment early during the recession may have had to seek other financial support that did not enable them to continue their studies.
- • Data for retention and success show a slight increase from Fall 2008 to Fall 2009. The trend however is small, a few percent, and may not reflect any significant change. In past data sets the introductory courses have suffered the highest withdraws. This is to be expected, as the student may find that this CTE course does not meet their expectations.

Despite the dire unstable economic condition of the Peralta District (and thus, Laney College), the Department continues to make great strides to become a stable, viable and quality program. The Department's continuing development has been in large part due the participation of staff and part-time faculty.

Full time: Richard Hashimoto & Dale Phillips

Part-time: Liisa Pine Schoonmaker & Micheal Nagamoto

Instructional Assistant: Chelsea Sammel

Staff: Micah Libowitz

- Outreach: High school
The Department is committed to partnering with BACR for a second year of high school exposure program. Course to begin Spring 2011.
Liisa Pine -Schoonmaker and Chelsea Sammel are heading the Welding Department 's planning efforts: High School recruiting, Course lesson plans, contextualized curriculum and grant funding.
Peter Brown (Machine Technology): Laney to BACR program coordinator.
Richard Hashimoto & Louis Quindlin (Machine Technology): Advisors and Grant writers.
Micah Libowitz: electronic support.
Grants applied for: instruction, support and materials.
- Partnerships: High School
The department is collaborating with Fremont High School, Oakland, to develop their program. The department is helping to set up their laboratory. The instructors at Fremont are developing their curricula and would like to articulate with Welding Department. Other high schools are being contacted for collaboration. Liisa Pine Schoomaker & Richard Hashmoto

Small grant applied for: High school instructor training seminar and articulation workshop.

- Outreach: Middle School

The department is exploring/ developing out reach to middle schools. Exposing the middle school populations is critical to the establishment/building of high school welding programs, and encouragement of dual enrollment to Laney College. In addition, the recruiting of more females to CTE and engineering is being explored. Chelsea Sammel is leading this effort.

Small grant applied for: instruction and materials

- Partnerships: Community

The department is actively pursuing partnerships with local businesses. The Department is collaborating with Cargill to develop training for their workforce.

- Curricula:

The review and updating of the course outlines for the wirefeed and SMAW set of courses is critical for the department. The course SLO's should align with the course outlines. Dale Phillips is heading this effort. Completion Fall 2010.

Completion of the course outline is required to form articulation agreements with the high school programs.

The degree and certificate programs are under review: three aspects are being considered:

the addition of the introduction to machine Technology course,

the addition of a math requirement,

the addition of the new courses for the SMAW and wirefeed course series.

The addition of an art welding course for public art degree, in development in the Art Department. Chelsea Sammel & Richard Hashimoto.

- Assessment:

Continue to assess Course SLOs and Develop and access Program Outcomes. All members of department

- Facilities:

The exterior and interior gas manifolds are being evaluated and refurbished to safety and reliably distribute process gases in the labortary. Micah Lebowitz and Richard Hashmoto

The storage of the gas cylinders is being addresses by building gas cylinder bottle racks. (student project) Project Completion end of Spring 2010.

Materials storage: Department has recycled a significant portion of used/scrap material. The laboratory is being organized to increase safety and efficiency. Micheal Nagamoto is leading this effort.

- Web page:

The David Hanks has taken photographs of the welding department. The process of developing text for the web page is slated to start this Fall.

The present course descriptions and degree requirements have been up loaded.

The Personal Protective Equipment (PPE) section. Richard Hashimoto

General Welding Information: Liisa Pine

Certification Explanation: Liisa Pine

- Department Brochure

A department brochure is being developed for informational literature: Liisa Pine

Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

- The recent reduction in force in the school district has caused concern for faculty and staff. While some of the cuts may have been necessary for the district, any loss of faculty or support staff for the department will have a negative impact on the program.
- With recent events the evaluation of support staff job description is necessary to better understand the critical roll the staff person has in supporting the welding department.
- Student assistants play an increased roll in the department. The use of student aids is critical to the function of the laboratory especially in the issuing of tools. This has allowed our technical staff person, Micah, to perform higher-level preventative maintenance, installations and repairs. The use of student aids and teaching assistants has been severely curtailed due to lack of funds. The department has had to rely on federally funded student assistants that have been picked in a lottery. The uncertain nature of the lottery has made the position difficult to predict and utilized. The past four semesters have had only one student assistant.
- It is evident that for the high school programs that a teaching assistant is required. Because there are so many dangers associated with a large welding class, adult supervision is required to both maintain a level safety and to increase learning.
- A student aid or teaching assistant would also be required for the evening introductory course since class enrollment consistently exceeds 25. A teaching assistant would raise the level of safety and increase learning.

Please describe and prioritize any **equipment, material, and supply** needs.

Consumables for courses are critical path for the department. This is one of the greatest challenges facing the department. The department has tried to use all donated consumable materials but is unable to meet demand. In addition, laboratory curriculum is being "worked around" the availability of consumables which leads to compromises in learning outcomes.

Please describe and prioritize any **facilities** needs.

- The Laboratory has several areas that need attention:
- Safety 1: Ventilation in the rear of the laboratory is needed for six welding booths. est. cost \$25K for equipment.
- Safety 2: Gas cylinder shed storage doors needs to be relocated to allow safer access and increased storage. Similarly the storage area cage door needs to be widened to allow the forklift access.
- Security 1: The double door to the laboratory has been problematic: replace locking mechanism and realign door/ frame/ lock reciever.
- Security 2: A fenced in area adjacent to the laboratory will provide storage for large recycling containers and the flat bed truck. Under \$7K installed.

Course SLOs and Assessment	
	Fall 2010
Number of active courses in your discipline	17
Number with SLOs	all
% SLOs/Active Courses	100
Number of courses with SLOs that have been assessed	all
% Assessed/SLOs	20%
Describe types of assessment methods you are using In the Spring 2010 semester all course were evaluated for safety: safety glasses compliance. The assessment method was direct observation.	
Describe results of your SLO assessment progress Individual assessments for course have been taken for one aspect of safety. The aggregate data has not been analyzed.	

Program Learning Outcomes and Assessment	
	Fall 2010
Number of degrees and certificates in your discipline	1 Certificate 1 Degree
Number with Program Learning Outcomes	Program outcomes are being developed.
Number assessed	1
% Assessed	1
Describe assessment methods you are using In the Spring 2010 semester all course were evaluated for safety: safety glasses compliance. The assessment method was direct observation.	
Describe results of assessment Individual assessments for course have been taken for one aspect of safety. The aggregate data has not been analyzed.	

