Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Career Technical Education (CTE) Program Review Handbook

Fall 2015
Version 3.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of instructional areas.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the CTE Program Review process include:

- The CTE Program Review Team

- Core data elements

- Completion of a CTE Program Review Narrative Report every three years

- Validation of the CTE Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The CTE *Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.

Thus, the recommendations and priorities from the CTE Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The CTE Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.

- Division Dean

- Two additional faculty members, if applicable.

- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

CTE Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

- College productivity rate for the last three years.

- Productivity for comparable CTE departments for the last three years.

- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.

- Total degrees and certificates awarded by the college, per year, for the last three years.

- Retention rates by course and discipline, department or program for the last three years.

- Overall college retention rate.

- Retention rates for comparable CTE departments for the last three years.

- Course completion (student success) rates, by course and discipline, department or program for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

- Labor Market Information and Trends:

    o Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
    o Data/Reports from Centers of Excellence (COE) on industry sectors
    o EMSI data or other sources of EDD data

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
- A list of degrees and certificates

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

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C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program.   Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

FTES = WSCH x 17.5 / 525

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

FTES = 120 x 17.5 / 525 = 4.0

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The CTE Program Review Report

1. **College: Laney College**

   Discipline, Department or Program: Carpentry

   Date: 9/15/15

   Members of the Comprehensive Instructional Program Review Team

   Cynthia Correia/ Dept Chair
   Karl Seelbach/ Carp Faculty

   Members of the Validation Team:

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2. **Narrative Description of the Discipline, Department or Program**:

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 used in the construction industry. We also teach current

building 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 emerging new technology in the building

trades. We focus in the construction of new homes and in the remodeling of existing

homes.

We are part of the Alameda County Green Corridor and Build it Green. We are collaborating with Machine Technology, Wood Technology, Welding and the Architecture department on career pathways for high school programs and a digital fabrication certificate. We strive to collaborate with other departments on campus and to develop new programs and certificates. We are currently working on developing a mini certificate with the Architecture and ECT departments based on Building Science. The Carpentry department is building tiny homes that can serve as addition housing in urban area or in rural settings. We were chosen to compete in a state wide college Net Zero Tiny Home Competition being sponsored by the Sacramento Municipal Utilities District and judged in October of 2016. Part of our missions is to make homes more energy efficient and self sustainable.   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. The completion date is August of 2016

Other industry partnerships will be working on erecting outdoor sitting areas in the Laney garden. These structures were cut and robotically fabricated in the previous semester in collaboration with the Wood Technology and the Architecture departments. In order to facilitate learning for our students the first task is to discern what type

of learners the students are and then to teach using visual, hands on or

contextualized learning methods. We will incorporate the use of the FABLAB

when possible and also make sure no student is left behind. By teaming our

students into groups with specific tasks we are able to see them collaborate and

teach each other. This strengthens self esteem and confidence.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

See appendix A (attachment) **Current Courses**
Copy and Paste from the Current Course List

1. Copy the four fields below from the Active Course List				*2. Has this course been updated within the last three years?*		*3. If course has not been updated for three or more years, do you plan to update or deactivate it?*		*4. If course has not b three or more years fields below.*
Discipline	Course Number	Course Name	Date of Last Update	Yes	No	Update	Deactivate	Who will submit an update or deactivation for this course?
CARP	200	Special Projects Laboratory	4/4/14	x				
CARP	203	Construction Safety	3/15/13	x				
CARP	204	The Sustainable Built Environment	2/5/10		x	x		Seelbach
CARP	205	Green Construction Techniques and Materials	4/20/09				x	
CARP	206	High Performance Building	4/4/14	x				
CARP	207	Math for Construction Trades	9/16/11		x	x		Seelbach
CARP	210	Foundation and Forms Construction	1/1/11		x	x		Seelbach
CARP	211	Beginning Carpentry	11/15/13	x				
CARP	221	Finish Carpentry	11/15/13	x				

CARP	229	Rough Framing	11/15/13	x				
CARP	230	Stair Building and Framing	11/15/13	x				
CARP	231	Roof Framing	11/15/13	x				
CARP	232	Residential Plumbing for Carpenters	4/1/11		x	x		Seelbach
CARP	233	Residential Electrical For Carpenters	11/15/13	x				
CARP	240A	Construction Rehabilitation / Kitchens	11/15/13	x				
CARP	240B	Construction Rehabilitation / Bathrooms	11/15/13	x				
CARP	251A	Introduction to the Skilled Trades	1/1/99		x	x		Seelbach
CARP	251B	Introduction to the Skilled Trades	1/1/99		x	x		

Active Programs

● What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

We are deactivating Green Construction Techniques: Carp 205 because a comparable course is offered   in the Architecture dept. We have written a Digital Fabrication class that is cross listed with Architecture and Wood Technology it is currently in curricunet for approval. This class will work in our Fablab and   train students in digital technology. A new class will be developed called Alternative Building Methods this will support modular building, pre fabrication , steel framing and current alternative building
methods and techniques

● Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

Carpentry Certificate
Carpentry A.S Degree: Narrative was added and it is now awaiting approval at state.

Distance Education is not applicable in our discipline

4. Assessment:

Laney's Program Review Resources & Information webpage (http://www.laney.edu/wp/instruction/program-review/) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros and Rebecca Bailey (hsisneros@peralta.edu, rbailey@peralta.edu).

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  Our Department ensures that students are aware of Learning Outcomes by making them integral in the Syllabi of all our courses. They are published on the Laney College Website: www.laney.edu/wp/carpentry/ which we update regularly.

- Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.

  <Copy/paste here>

CARPCON	CARP	200	Special Projects Laboratory		4/4/14
CARPCON	CARP	203	Construction Safety		3/15/13
CARPCON	CARP	204	The Sustainable Built Environment		2/5/10
CARPCON	CARP	205	Green Construction Techniques and Materials		4/20/09
CARPCON	CARP	206	High Performance Building		4/4/14
CARPCON	CARP	207	Math for Construction Trades		9/16/11
CARPCON	CARP	210	Foundation and Forms Construction		1/1/11
CARPCON	CARP	211	Beginning Carpentry		11/15/13

CARPCON	CARP	221	Finish Carpentry		11/15/13
CARPCON	CARP	229	Rough Framing		11/15/13
CARPCON	CARP	230	Stair Building and Framing		11/15/13
CARPCON	CARP	231	Roof Framing		11/15/13
CARPCON	CARP	232	Residential Plumbing for Carpenters		4/1/11
CARPCON	CARP	233	Residential Electrical For Carpenters		11/15/13
CARPCON	CARP	240A	Construction Rehabilitation / Kitchens		11/15/13
CARPCON	CARP	240B	Construction Rehabilitation / Bathrooms		11/15/13
CARPCON	CARP	251A	Introduction to the Skilled Trades		1/1/99
CARPCON	CARP	251B	Introduction to the Skilled Trades		1/1/99
CARPCON	CARP	255	Survey Course for the Skilled Trades		2/8/13

To answer the following questions, please review either your "At-a -Glance" report generated from TaskStream, or your Laney Assessment Spreadsheet. Answer the questions below, and attach the report (save it with your area's information and include it when you turn in your Program Review).

Institutional Learning Outcome #1: Communication Students will effectively express and exchange ideas through various modes of communication.	Institutional Learning Outcome #2: Critical Thinking and Problem Solving Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and	Institutional Learning Outcome #3 Career Technical Skills Students will demonstrate technical skills in keeping with the demands of their field of study.	Institutional Learning Outcome #4: Global Awareness, Ethics and Civic Responsibility Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.	Institutional Learning Outcome #5: Personal and Professional Development Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

implementing
effective
solutions.

Carpentry 200		Mapped/Assessment Measure Added	Mapped/Assessment Measure Added		Mapped/Assessment Measure Added
Carpentry 203				Mapped/Assessment Measure Added	Mapped/Assessment Measure Added
Carpentry 204				Mapped/Assessment Measure Added	Mapped/Assessment Measure Added
Carpentry 205					
Carpentry 206		Mapped/Assessment Measure Added	Mapped/Assessment Measure Added		
Carpentry 207	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added			
Carpentry 210			Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added
Carpentry 211	Mapped/Assessment Measure Added		Mapped/Assessment Measure Added		Mapped/Assessment Measure Added
Carpentry 218					
Carpentry 221		Mapped/Assessment Measure Added	Mapped/Assessment Measure Added		Mapped/Assessment Measure Added
Carpentry 229		Mapped/Assess	Mapped/Assess		Mapped/Assess

	ment Measure Added	ment Measure Added	ment Measure Added
Carpentry 230	Mapped/Assessment Measure Added		
Carpentry 231	Mapped/Assess Measure Added		
Carpentry 232	Mapped	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added
Carpentry 233		Mapped/Assessment Measure Added	Mapped/Assessment Measure Added
Carpentry 240A	Mapped	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added
Carpentry 240B		Mapped	
Carpentry 251A			
Carpentry 251B			
Carpentry 255			
Carpentry AS	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added	Mapped/Assessment Measure Added

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and year of assessment for each example. Attach as evidence your Laney Assessment Spreadsheet or TaskStream "Status Report" for the courses in your examples.

  Improvement 1. We renamed Carp 206, 211, 240 A, 240B 221. These classes got specific names so that students would be drawn to the subject matter being taught. An example was Carp 206 was called Weatherization and building Efficiency and the name change was High Performance Building, covering a wider area of building.

Improvement 2. We are adding a Digital Fabrication class to enhance our scope of building practices to meet emerging industry trends.

Improvement 3. Added Carp 207, Math for the trades, to develop math skills specifically applicable in carpentry necessary to succeeding in a construction career.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the relevant data from your Laney Assessment Spreadsheet or the TaskStream report "Assessment Findings and Action Plan" section for each example.

Plan 1. Create a mini certificate in High Performance Building / Carp 206

Plan 2. Contextualize learning and hands on application of new technologies / Dig Fab Carp 228, WT 211A

Plan 3. Develop Carp 207 to include more contextualized learning.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.
  N/A
- Describe assessment results for courses with multiple sections. Are there similar results in each section?
  N/A
- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).   This year the ILO of critical thinking relate so were are going to tell how what class etc not till spring

Carpentry students require on going critical thinking and problem solving as a intregal part of construction.We will assess this by having students test our passive house for air leaks and then assess the cause and the solution to minimize air leaks and retest with a blower door test to see the changes and improvement.Students in our basic Carpentry class will need to apply critical thinking to solving a fasteners application chart. Our adv. Carpentry class 221 will be using critical thinking compound miters used on our Net Zero tiny house called the wedge. Carp 240B will critically assess and design a bathroom floor plan for our passive house using universal design principals.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach either your Laney Assessment Spreadsheet or "Goal Alignment Summary" report from TaskStream.

Carpentry and the ILO outcomes this year,Critical thinking are fully aligned. The remodeling of existing homes requires a lot of problem solving in order to update and align a project from the state it is in and the years it was built to the current building codes and materials available. Houses are built as a whole system and any time you change that system critical thinking and problem solving are used. The Carpentry PLO's understanding the nomenclature of construction and the measurement calculations and the ability to operate tools will give our students the tools they need to succeed.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

   In order to facilitate learning for our students the first task is to discern what type

   of learners the students are and then to teach using visual, hands on or

   contextualized learning methods. We will incorporate the use of the FABLAB

   when possible and also make sure no student is left behind. By teaming our

   students into groups with specific tasks we are able to see them collaborate and

   teach each other. This strengthens self esteem and confidence.

- How has new technology been used by the discipline, department or program to improve student learning?

   We have incorporated digital fabrication methods and are teaching our students

   the benefits of 3-D modeling programs such as Sketch up. Students in our

   Building performance classes pressure test our off campus house for air leaks using the blower door test equipment. Students working on our net zero

   Tiny house are currently researching net zero practices in regards to battery

   storage and solar photo-voltaics.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  *In order to keep up with the newest standards our faculty attend seminars, visit
  other colleges and do research into industry trends and jobs. Our projects are
  cutting edge and ahead of most of the industry. Our off campus Passive House,
  (a super energy efficient high performance house) will be the first built in Oakland. We are also
  the first community college to build a tiny house and we will compete against major universities
  in California for our Net Zero Tiny House competition in 2016.*

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  N/A

- Overall enrollment trends in the past three years Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  The enrollment for the Carpentry department it swayed by the building economy. When building is up then enrollment goes down. When the housing market goes down, student enrollment goes up. Summer of 2012 was indicative of several classes being offered independently in collaboration with other departments. Our summer scheduled classes are concurrent. Mostly summer students are new students as our program certificate and degree students often go to work as carpenters during the summer and then return in the fall. There was a slight decline from 2014-15 because of the housing market. Carpentry classes need to be held at no more than 20 students as it becomes a safety hazard if more are enrolled. There would need to be a student aide or an assistant if enrollment were to enlarge.

  CARP Enrollment

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	66	108	211	19	149	159	15	122	125

  o   An explanation of student demand (or lack thereof) for specific courses.

  Student demand has receded in recent years due to a booming construction economy - especially in the San Francisco Bay Area. Many students are forgoing pursuing their certificates because contractors are hiring them once they have minimal skills they receive after taking courses for one semester. There is currently a demand for Tiny house building because of the high cost of housing and homelessness in the bay area

o   Productivity for the discipline, department, or program compared to the college productivity rate.

It is not reasonable to compare CTE productivity to the whole campus as we have smaller classes due to safety concerns. In the future we should compare our department productivity with other CTE departments at Laney. It is not equitable to compare us to all large departments that may be lecture only.

CARP Productivity Rate

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	3.72	11.72	17.26	11.30	12.66	12.60	6.70	9.69	9.37

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

Salient factors, if known, affecting the enrollment and productivity trends you mention above. Safe shop lab concerns, high building demands

The bay area is witnessing a surge in the housing market. Almost every contractor is over-booked with work and calling our department on a weekly basis looking for skilled carpenters. Generally contractors will contact us in the spring as their workload begins to increase and they begin hiring for the summer. Our productivity is affected greatly if we send our students off to work and they drop out of the program. The ultimate goal of any college is to prepare students for employment and careers. Our department get lower productivity because we get our students jobs but at the same time we hurt our productivity rates. There should be a different productivity for CTE. Size of classes must be

smaller to ensure safety there are no budgets for lab assistants but there should be and then numbers would go up.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  We have aligned the classes to allow a beginners oriented course and a more advanced course to coexist on the same days. We would like to offer more classes in the evening to meet working students schedule, but it is not possible when our classes focus on building homes in the community. This work cannot be done at night. Often the students who come to night classes are already working or are wanting to test the waters with a career change to construction.

- Recommendations and priorities.

In the future we may be working on modular housing and pre-fabrication of homes. This may allow us to work on campus and at night. A staging space for house components will need to be addressed as will enlarging the fablab shop space to the F170 building to better facilitate work on the CNC machines and for wall assembly

6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?regards

CARP Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	57.89%	58.85%	70.43%	66.67%	54.84%	63.99%	92.31%	70.93%	67.59%

Laney College Completion Standard

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Department/discipline course completion rates

Success	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
CARP 200 - SPECIAL PROJECTS LAB	25.00%	66.67%	42.86%	100.00%	50.00%	28.57%	100.00%	42.86%	66.67%
CARP 203 - CONSTRUCTION SAFETY	NA	60.00%	62.50%	NA	53.85%	54.29%	NA	74.29%	74.19%
CARP 204 - SUSTAINABLE BUILT ENVIRON	NA	NA	44.83%	NA	23.81%	NA	NA	78.57%	NA
CARP 206 - ENERGY EFFICIEN/WEATHERIZATION	NA	NA	52.63%	NA	NA	53.85%	NA	66.67%	70.00%
CARP 207 - MATH/CONSTRUCTION TRADES	NA	NA	NA	NA	35.29%	52.00%	NA	47.06%	33.33%
CARP 210 - FOUNDATION/FORMS	NA	29.17%	60.87%	NA	72.73%	65.38%	NA	64.71%	48.00%
CARP 211 - ELEMENTS OF CONSTRUC	42.86%	76.47%	90.91%	72.73%	54.17%	53.57%	85.71%	57.14%	64.00%
CARP 220 - ROUGH FRAMING	NA	45.00%	59.26%	NA	38.46%	63.16%	NA	NA	NA
CARP 221 - ADV ELEM CONSTR	100.00%	83.33%	56.25%	100.00%	70.00%	68.75%	100.00%	91.67%	88.89%
CARP 229 - Rough Framing	NA	NA	NA	NA	NA	NA	NA	75.00%	50.00%
CARP 230 - STAIR BLDG/FRAMING	NA	NA	73.91%	NA	NA	50.00%	NA	NA	85.71%
CARP 231 - ROOF FRAMING	NA	72.22%	NA	NA	64.71%	NA	NA	NA	NA
CARP 232 - RESIDENTIAL PLUMBING	NA	50.00%	57.14%	NA	72.73%	92.00%	NA	83.33%	82.35%
CARP 233 - ELECTRICAL/CARPENTER	NA	56.52%	75.00%	NA	65.00%	100.00%	NA	70.00%	84.21%
CARP 240A - CONSTRUCTION REHAB	100.00%	68.18%	59.26%	25.00%	58.33%	60.00%	100.00%	76.47%	NA
CARP 240B - CONSTRUCTION REHAB	50.00%	63.64%	69.23%	NA	66.67%	NA	100.00%	NA	84.62%
CARP 248GF - HOME REPAIR	NA	NA	NA	NA	46.67%	NA	NA	NA	NA
CARP 251A - INTRO/SKLLED TRADE I	NA	NA	100.00%	NA	NA	66.67%	NA	NA	38.46%

CARP 251B - INTRO/SKLLD TRADE II	NA	NA	NA	NA	NA	NA	NA	NA	NA
CARP 255 - SVY COURSE/SKILLED TRADES	NA	NA	NA	NA	NA	NA	NA	81.82%	NA
Grand Total	57.89%	58.85%	70.43%	66.67%	54.84%	63.99%	92.31%	70.93%	67.59%

Discussion:

The college needs to address job placement in the CTE programs when trying to compare to academic class success rates. It is unfair to compare us otherwise. Spring always is more successful because our students are hoping for summer job placement. The housing market also dicates student success rate. When the housing market is up our success rate is not. When the market is down our rates go up.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

No CARP DE courses from Summer 2012 to Spring 2015

Laney College DE Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%

· Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

No WDTEC Hybrid courses from Summer 2012 to Spring 2015

Laney College Hybrid Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

  N/A

- How do you assess the overall effectiveness of Distance Education course?

  N/A

- Describe the discipline, department, or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?*

  CARP Retention
  Retention rates were good and indicative of the housing trends.Retention rates for the Carpentry as seen in the spring of 2015 the rate lowered but that was due to the housing market beginning to grow.

Term								
2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	94.74%	82.81%	82.61%	88.89%	65.95%	70.98%	92.31%	81.06%	76.85%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

One of the things that we did was to change the names of a few of our courses

and make them more specific telling students the exact content of the course such as

construction rehabilitation to Constr. Rehab / Kitchen remodeling. This lets them know

what exactly they will rehab. We felt some titles were to vague such as Advanced

Elements of Construction. This has helped in students numbers and enrollment but has

created a problem with our off campus projects and the amount of class time able to be

completed if the class title or content does not match the needs of construction being

done on site. For instance we cannot do construction rehab of the kitchen if we are

framing but if it were just the general name of rehab or remodel we could hold more

classes on site. It is important to work off site as much as possible. To remedy this we

will institute a few generic broad spectrum class to always allow enough onsite work.

- What are you doing to achieve more degree and certificates?

Many students here in the Carpentry department are here to self improve their carpentry skills as opposed to getting a degree or certificate. Many of our students have a A.S., B.A. or M.A degree and have worked prior to coming to laney to learn a new skill and see if it is a new career direction for them. There are core students also getting a certificate or degree but since the construction industry values work experience more than education levels student often do not complete the degree or certificate.. In order to get a contractors licence a carpenter needs 4 years of work experience. You are given credit towards time for a A.S degree(1 year) but you only get half of the time it takes to get a degree. Students would rather get a job and receive needed income while gaining work experience.

We constantly push our students to get their certificate or degree and then join the job market. Cost of living needs get in their way to and hinders the degree process. When we place students we ask that the student be allowed to take a class 1 day a week while working four days a week. This has helped but this slows down how many degrees and certificates that are awarded. We are thinking about some kind of internship program that incorporates work and school for a win win outcome. We are discussing this in our advisory meetings with industry partners.

	2012-2013	2013-2014	2014-2015	Total
CARP				
Carpentry (AS)	2	2	0	4
Carpentry (CA)	4	3	2	9

7. **Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

   Full-time faculty headcount __2_____

   Part-time faculty headcount _4_____

   Total FTEF faculty for the discipline, department, or program ___2_____

   Full-time/part-time faculty ratio ____1-2_____

   Classified staff headcount _____0_____

- Describe your current utilization of facilities and equipment.

The shop space in G 160 is totally used and crowded. We have the residential plumbing and electrical classes and roof framing and the tiny house working in the lab. We had to move our tiny house out into the courtyard because of continuing roof leaks. We now have totally filled up our outside work area because we have 2 tiny houses a large test house and on going framing and foundation projects. More outdoor or shop space would be great.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data,

recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- *The main need for our classes are shop aides to assist the instructors with large classes. The electrical aclass for instance is very popular and a dangerous class if there are too many students enrolled. We have asked for funding and have not had a steady flow of funding therefore aides are not present. This semester we asked for an aide and it wasn't until October before funding was transferred and loaded. I would love to have 1 full time shop aide available to instructors with large classes or highly skilled safety needs as on- going position of classified helper in our department.*

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

    Key needs include replacing video projectors, office printers and instructor laptops. 3 D modeling software like sketchup will need to be updated: To meet needs of digital fab class. In addition we will need to update home performance equipment: Thermal Imaging Camera, Blower Door equipment, Air monitoring devices etc...

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

    *Our shop G 160 needs a total overhaul. The planter boxes above us were torn out and reworked last spring. They are now leaking again. **This can not continue as it is a SAFETY HAZARD**. We had our tiny house flooded and large pools of water were coming down and all they did was water the plants. Once the rain comes students could be seriously injured by slipping and falling.*
    As we begin our Digital fabrication course and the fablab fabrication more lab space for the Fablab will be needed. More departments and students will be using advanced manufacturing equipment and have projects to build and store.. I suggest that the fablab be moved to F 170. The location is near to Wood tech, Machine,Welding Arch,and Carpentry. The computer should be located in the student center or the library closer to student use and needs.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.
- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Karl Seelbach is on the:

Laney College Facilities Committee

Peralta District Facilities Committee

Peralta Sub-Region EAM LPAT Committee

and is in the Tenure Review Process.

Cynthia Correia is:

Co- chair of the CTE Advisory Committee,

Tenure Review Committees: Chair of Adan Rosillo, Kelle McMahon,

   Member/ Forough Hashemi, Karl Seelbach

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Faculty and staff in our department work with the Oakland Rotary and the City of Oakland in building our off campus projects in the community. On our current project, 453 Ashton Ave, we have partnered with California Passive House, a local non profit, with design and consultation. We need to complete this project by June 1 of 2015. After that time we will need to access or partnerships with both Passive House CA and the Rotary. The goals and outcomes seem to be changing for the rotary and our partnership with PHCA was for a one time project. . We will need to have more discussions with all our outside partners to see what is in the best interest of our Laney Carpentry students experiences and faculty goals.

We have collaborated with the EET and Arch departments at Laney in building our newest Net 0 Tiny House. We have also reached out to the local Tiny House Meet-up group to assist us by enrolling in the class. Our digital fabrication class has collaborated with the Architecture Department and Wood Tech Department in

creating an on campus high tech bench in the garden that was designed and digitally fabricated. We plan on finishing the top in our Digital /FABLAB class this spring.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are involved in all departmental meetings and discussions of ongoing projects. we meet regularly to keep all updated on everything in the department. Their input is vital to our program as well as our ongoing projects. Consensus is often the case while discussing options around our decision making.

Part B.
- What are the job placement rates for your discipline/department/program for the past three years?

Job placement for the past three years was average, it is currently strong due to the housing boom we are currently seeing. We can not provide enough skilled carpenters for the amount of jobs available. Our problem is, that if we place students we lose enrollment. Many of our students are not yet skilled enough for these jobs. The job market doesn't have time to train employees.

- What are the projected job openings in your discipline for the next three years?

For the next year the projects jobs will be 3068 We will see a rise in employment and then by 2018 we will start seeing a decline in the economy and a rise in interest rates which will effect then in the housing market in a declining pattern..

- How is the discipline/department program responding with regard to labor market demand?

Since we can not train students fast enough to enter the job market we are working on a plan that would allow students to be interned with contractors and earn a wage and get class credits. Then we can retain students and they can earn wages and construction experience applicable to their contractors license requirements.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

Yes our advisory board meets at least twice a year both in the Fall and the spring.
Our Advisory Board consists of the following memebers
Bronwyn Barry- PHCA
Chris Polk - Gen. Contractor /PHCA
Sean Callum - Oakland Rotary
George Nesbit - Gen. Contractor
Gregg Howes - Idea Builders

Cynthia Correia - Laney
Karl Seelbach - Laney

Carpentry Advisory Board Minutes   Spring 2015

Advisory Board Members Present:
Chris Polk – Polk Design Build Construction
Sean Callum – Rotary Building Committee Chair
George Nesbit – Energy Consultant
Greg Howes – Idea Builder Adv Manufacturing
Joel Meltzer – 20/20 Construction
Karl Seelbach – Carpentry Instructor
Cynthia Correia – Carpentry Dept Chair
Bronwyn Barry – Passive House CA

Agenda
Progress on Ashton PH Project
Sub Contractors and Insurance
Tiny House Progress
Digital Fabrication class

Minutes:
Cynthia gave for an update on the Ashton Project. Karl and Chris gave an update on the payment of subs and scheduling. An overview for the summer session in terms of completion was given and a projected completion date of summer 2016. Sub contractors were discussed and scheduling of them. Chris will take the lead as he is the contractor of record. The Rotary needs for all subs to be registered and licensed with the insurer. Sean also asked how we were doing in regards to no longer employing a gate guard. Karl and Cynthia responded that they were feeling secure at the present time and they suggested that the permanent fence go up in the summer. Garbage dumped in the front yard is a problem. Karl will try and secure a city hotline for pick up

Tiny House Dandelion Project
The Dandelion is half way done and Cynthia talked about the need for a Tiny house club or class. All thought this would be helpful. Cynthia will look into it and report back.
Job Placements

Both Karl and Cynthia will ask students in the department to list job placements this year. It was noted that most job placements happen once school is let out and that there needs to be a website for tracking our students, once they get employed or graduate.

Digital Fabrication
Cynthia reported on the progress of the Digital fabrication class. Marie is working on writing this course.
.
The meeting was adjourned. The next meeting will be held in the summer or fall.

Cynthia Correia
Carpentry Dept. Chair
Spring 2015

Carpentry Advisory Board Minutes
Fall, 2015

Advisory Board Members Present:
Chris Polk – Polk Design Build Construction
Sean Callum – Rotary Building Committee Chair
George Nesbit – Energy Consultant
Greg Howes – Idea Builders / adv manufacturing
Joel Meltzer – 20/20 Construction
Karl Seelbach – Carpentry instructor
Cynthia Correia – Carpentry Dept Chair
Bronwyn Barry – Passive House CA

Agenda
Progress on Ashton PH Project
Security on Site
Clarification of missing building details /engineering
Tiny House Progress / Sale date
Tiny House Competition
Digital Fabrication class
Job placements and Work Hands job posting

Minutes:
Sean asked for an update on the Ashton Project. Karl and Chris gave an update on the progress and challenges. There are several details that need to be worked out and the engineer needs to make a few roof detail decisions. Karl is working on that issue. George discussed the mechanical side of the PH requirements and he is looking into the needed equipment. Bronwyn discussed the calculations needed for the PHPP report / calcs. George said he was tabulating the calcs. Chris and Cynthia laid out the cabinets for the kitchen and

Cynthia will get a bid on costs. Cynthia and Chris will meet to update the budget. An overview for the summer session in terms of completion was given and a projected completion date mentioned 2/30/16. Sub contractors were discussed and scheduling of them. Chris will take the lead as he is the contractor of record. Sean also asked how we were doing in regards to no longer employing a gate guard. Karl and Cynthia responded that they were feeling secure at the present time and they suggested that the permanent fence go up in the summer. The biggest issue is people leaving garbage in front of the house at least 2 times a month. We will leave a poster on the fence to help stop illegal dumping.

Tiny House Dandelion Project
The Dandelion is nearing completion and will be ready for sale at the end of May. Proceeds from the sale will be rolled over to the Tiny House Net Zero Completion. Sale price and methods of sale were discussed. Cynthia will talk with legal counsel at Peralta before sale to see if anything such as a waiver is needed. Cynthia and Forough Hashemi from EET went to a solar hackathon to ask for solar film donations for the project. Due dates and deadlines for the THC are May 15th.

Job Placements
Cynthia met with a group called WORK HANDS which is an online job posting service. This will be linked to our Carpentry website to help students connect with industry and to track placements for the department. Both Karl and Cynthia will ask students in the department to list job placements this year. It was noted that most job placements happen once school is let out there for making them hard to track.

Digital Fabrication
Cynthia reported on the progress of the Digital fabrication class. Marie has written the course for submission to the curriculum committee for the Fall 2016
She will expand the course into an A and B section as she found that some students were not adequately prepared. Less raw design and a more project orientation will be used along with participation in the FABLAB equipment and usage.
The meeting was adjourned. The next meeting will be held in the summer or fall.

Cynthia Correia
Carpentry Dept. Chair

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

We have joined with an agency called working hands which posts our students bio's and give job posting for our students to find jobs and network. We have decided to see if we can use our tiny house experiences in developing modular pre fab housing as a way to solve homelessness and help out with a less expensive housing solutions.

- *Does your program require state or national licensing? Please explain. What is your licensing status?*

The state of California only requires a H.S. diploma and Licensed Contractors to have 4 years of

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

Yes a Contractor's license, we don't have a system to track our students after leaving Laney.
No data

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

We work closely with our deputy Mark Martin, we have written a FABLAB funding NSF grant and we have had him sponsor some professional development in the Advanced Manufacturing sector.

What similar programs exist in the surrounding area or nearby colleges?

We have not collaborated with any close by community colleges locally, but we have visited 3 community colleges in southern California to see their adv manufacturing and fablabs. The only close community college is SFCC and their program is not at all similar to ours. They do not have as much hands on content or advanced cutting edge technology as we do here at Laney.

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
Pass grant	Peralta District	Setting up a FABLAB
CPT	Career Pathway Trust	High school career pathways and curriculum to Laney and use on the FABLAB

9. **Professional Development:**

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc

Faculty would like training on current technology in areas such as thermal imaging and updating the current high performance practices. There is ongoing training that we need to research and find a local trainer to familiarize our faculty and do a hands on workshops. We need our faculty trained to operate equipment in the fablab and to be able to use new modeling programs such as revit or sketchup. On going training and professional development for faculty in this area will be needed and done on an ongoing basis. Developing a prefabrication or modular building component will need time allocated for Prof dev and curriculum development. Visiting other colleges or institution who can advise us will make our program stronger.

.

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

None of our faculty is trained in distance education, not sure if it would even be applicable for our classes.

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Our department goals in the next 3 years is to finish our current projects: constructing a passive house in East Oakland, Completing a Net Zero "Tiny House" - part of our entry into a state wide competition between Universities and Community Colleges; developing and integrating Laney's FAB LAB into our department and to collaborate with other departments: Wood Tech, Architecture, EET, ECT, to promote learning in digital fabrication and modularized pre fab building. In addition we would like to move the FABLAB to the F-170 room which will give the FABLAB space it needs to serve our student body, faculty and CPT partners. (The current space is too small and is only available to us from the theater dept until summer of 2016: an agreed upon 2 year use). It took 2 years to get the space prepared and equipped and will be ready for Spring 2016 to be used by all. The computer lab in F-170 should be moved to the student center or the library for a more centralized location for students. F-170 was a CTE space that was taken over by a former president without CTE input to our needs for shop space. This location is situated right in the middle of the FAB 4 departments that are funding and creating this space. It is also easy for equipment and supply deliveries. Noise will not be a factor and we can have clean rooms for our computers and 3-d

machines as well as higher decibel machinery. When we are able to move and expand we will need more machinery and materials.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale:

  Updating courses on Curricunet:

  Researching content and courses for new mini certificate: create more demand for department

  Changing names of courses: Stay current with industry nomenclature.

  Collaborating with other departments to develop new courses in digital fabrication/FABLAB

  Adapting courses content to complement Department community projects (building/remodeling homes)

- **Goal 2. Assessment:**

  Activities and Rationale:

  Update Courses on TaskStream

  Developing new criteria for more "hands on" assessments.

  Maintaining the completion of assessments for SLOs and PLOs

- **Goal 3. Instruction:**

  Activities and Rationale:

  Utilize more contextualize learning exercises.

  Using industry professional Guest Lecturers to demonstrate current best practices.

Expanding and integrating construction and technical videos into lectures.

- **Goal 4. Student Success:**

  Activities and Rationale:

  Completing Certificate and Degree requirements.

  Placing students into workforce.

  Increasing outreach to increase enrollment.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale:
  Attending industry related conferences in construction, energy efficiency, digital fabrication; Visiting other colleges related programs, solar decathlon, tiny houses and other community colleges expanding adv. manufacturing programs and classes.. We partner with the City of Oakland housing division, the Oakland Rotary House building committee, Passive House California are our community partners as well as the Sacramento Municipal Utility District in our net zero tiny house competition.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendix A

CTE Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney
Discipline, Department or Program: Carpentry
Contact Person: Cynthia Correia
Date: 11/2/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	N/A	0		
Human Resources: Classified	Carp shop aide	1	$15,000.00	page 29
Human Resources: Student Workers	student aide	1	$5000.00	Pg 29
Technology		2	*$4000.00*	pg 36
Equipment		1	$10,000	pg 36
Supplies		1	$6000.00	pg 36
Facilities	unknown	1	district	pg 29
Professional Development	seminars, curriculum dev. fablabs and adv. manuf	2	$6000.00	pg 35
Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: Laney
Discipline, Department or Program: Carpentry
Contact Person: Cynthia Correia/ Karl Seelbach
Date: 11/3/2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Student Success Developing new strategies for outreach to increase enrollment: updating website and maintaining contacts with workforce development agencies. Job Placement.	Student Success- develop new and strengthen existing interventions and strategies to increase students' access and success	Advance student access, equity and success
2. Assessments Maintain assessment completion for SLOs and PLOs. in department. Develop a chart for faculty integration	Assessments- Ensure completion of the assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs	Develop and Manage Resources to Advance our Mission- Support Quality Instruction
3. Instruction Bringing in industry professionals to lecture and demonstrate current best	Resources-	Engage and leverage partners

practices. Integrate use of digital fabrication and STEM principals using the fablab	increase, develop and manage the college's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided	
4. Curriculum Collaborating with other departments: Woodtech, Architecture EET and ECT to develop new courses in digital fabrication; Developing the FAB LAB in developing modular and prefabricated structures	Resources- increase, develop and manage the college's resource capacity in the areas of personnel, finances, facilities, technology and partnerships to advance the quality of education provided	Strengthen Accountability, Innovation and Collaboration
5. Professional Development Attending industry related conferences in construction, energy efficiency, digital fabrication and prefabrication and modular construction. Work on future community partnerships with housing for underserved populations Visit other businesses and colleges to further our goals of building a Carpentry Department of Distinction	Resources-	Strengthen Accountability Innovation and Collaboration- provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners
6.Assessment Maintain assessment completion for SLOs and PLOs for all courses in department. Create chart and rubric	Accreditation Take the necessary actions to reaffirm Laney College's Accreditation	Build Programs of Distinction
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: Laney College

Discipline, Department or Program: Carpentry /CTE

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed.	
☑ 2. The analysis of data is thorough.	
☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☑ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
☑ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Peter Crabtree _____   **11/3/2015**
Print Name   Signature   Date

_____

Discipline, Department or Program Chair

Cynthia Correia _____   **11/3/2015**
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____

_____

Print Name   Signature   Date