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.

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

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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:

  - Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
  - Data/Reports from Centers of Excellence (COE) on industry sectors
  - 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.

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:

$$FTES = WSCH \times 17.5 / 525$$

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

$$FTES = 120 \times 17.5 / 525 = 4.0$$

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: Electrical & Electronics Technology Department

   Date: 9/25/2015

   Members of the Comprehensive Instructional Program Review Team: Forough Hashemi, Steve Weldon

   Members of the Validation Team: Lilia Celhay, Peter Crabtree,

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

   - Please provide a mission statement or a brief general statement of the primary goals and
   objectives of the discipline, department or program. Include any unique characteristics,
   degrees and certificates the program or department currently offers, concerns or trends affecting the discipline,
   department or program, and a description of how the discipline, department or program aligns with the college
   ANSWER:

Mission statement: To inspire and empower students to overcome new challenges and to build a foundation for lifelong learning. Department stands to help students to explore their capabilities and develop their potential to reach their job market goals.

Electrical & Electronics Technology Department "EET" is at the center of many evolving industries, such as Technology, energy efficiency, Buildings Automation, Renewable Energy, Sustainability, and New California Energy Codes and Standards. With this position, the department has a major role in training/educating students in many areas to fill the demand of the job market. EET members work closely with the industry members to develop new courses/programs in real time to meet the demand of the job market and to help the student to succeed in their roles.
EET Department started its new phase as an independent department (Previously under HVAC) with leadership of new department chairs Forough Hashemi, and Steve Weldon in 2014. Since the start of this phase, and new mission department chairs have been moving forward rapidly, have improved the existing programs, and developed new ones aligned with industries need.
The department is established with a strong electrical program called Electrician Trainee "ET" authorized by the state of California. The goal of this certificate of achievement program is to fill the gap for licensed electricians needed for many of the jobs in the above mentioned industries. Currently, apprenticeship programs are the only way to get into this field, and those programs are over loaded with people wanting to get into. EET members also work closely with union members to get the students enrolled in the program hired. The enrollment in these classes is generally higher than limited capacity. Additionally, Laney College is one of the very few programs in the Bay Area that offers this program.

The team at the department is moving to establish the department in electronics programs as well. Electronics devices/equipment are generally smaller and software driven, and they are at the heart of many processes such as power electronics, manufacturing, instrumentation & calibration….etc. An understanding of how these devices work is a major advantage to the students, and is being demanded by many industries. Electrical and Electronics systems are no longer two different avenues. Smart grid is a good example of this process.

Department members have already developed an "Electronics Communications Technology", certificate program and are working on developing two more new "Certificate of Proficiency" programs to help the industries to fill their job position, and to place the students in a stronger hiring position.

EET Department also works closely with the state in developing certification programs, and currently offers a Fee-Based certification program registered with California Advanced Lighting Controls Training Programs "CALCTP". This program EET 800 has been running successfully since its recent launch in May 2015.

EET Department currently offers the followings:
Associate in Science "AS" in Electrical Technology
Certificate of Achievement in "Electrical Technology
Certificate of Proficiency in Electronics Communications Technology
Certificates being developed:
Certificate of proficiency "Solar Photovoltaic Specialist"
Certificate of proficiency "Facility and Assembly Controls"
The list of courses being offered
Basic Electricity - EET 203
Electronics I - EET 220
Electronics II -   EET 214 B
Cabling Technician - EET 206
Commercial Electricity for HVAC
Technical Math for Electricians – EET 204
National Electric Code I- EET 207 A
National Electric Code II – EET 207B
Intro to Photovoltaic Systems – EET 208
Commercial Wiring – EET 218
Residential Wiring - EET 217
Motors & Drives – EET 221
NABCEP Preparation EET - 222
OSHA 30 Training – EET 223
Security and Fire Alarms Systems - EET 224
Sound & C communication Technology – EET 225
Lighting Efficiency Technology – EET 226
Customer Service, Building Trade – EET 227
Advanced Lighting Controls – EET 228
Electricity for ECT - EET
PLC, Programmable Logic Controllers – EET 229
Fundamentals of electricity for ECT- EET 202
CALCTP Full Program – EET 800
Introduction to DDC Hardware – EET 31
Control Systems, Networking for Building Automation – EET 33
Introduction to PC Hardware and software for building Technicians – EET 37

Summary- Laney College, being the epicenter of education in the East Bay Area, and the EET Department also being at the heart of technology and real time demands of Industry, align the department directly with Laney

College mission. The CTE major objective remains to be helping students to find fulfilling careers and succeed in life.

Retirement of baby boomers, and the continued growth of electrical industry, and lack of enough licensed electricians, increases the demand for electricians, and technology technicians. EET Department continues to grow and keep up with changes to train and place students in this demanding job markets.

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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.

See ATTACHEMENT "A" and ANSWERS below.

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.

  ANSWER:
  Department members met with catalog and curriculum coordinator (Iolani Sodhy-Gereben) and went over all the existing courses in the catalog on September 21, 2015, inactive courses were removed, and the remaining courses/programs are all updated.
  The textbooks in all college courses will periodically change as new editions are offered by the publishers. With that in mind, department members are aware of changes in some textbooks in the coming semesters, and will update textbooks as the time comes. Furthermore EET 230, Acceptance Test Certification course will be deactivated, due to change in State program requirements. As new circumstances develop, department members will continue to update curriculum contents accordingly in the next 3 years.

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

  ANSWER:
  All courses/programs are updated and the active courses are all taught.
  The department is currently working on expanding the EET program into Electronics and software driver programs as required by the industry. Because of these new trends, the development of electronic courses was apparent, and so the EET department is working on two new certificates as follows:

  Programs: 1- Certificate of proficiency "Facility and Assembly Controls"
  2- Certificate of proficiency "Solar Photovoltaic Specialist"

- 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?
  ANSWER:
  EET courses generally cannot be completed through Distance Education, due to vigorous class work and lab experiences. EET Department doesn't offer Distance Education at this time. **The list of face to face Education certificates offered in the EET Department is below:**

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-Associate in Science "AS" in Electrical Technology
-Certificate of Achievement in "Electrical Technology
-Certificate of Proficiency in Electronics Communications Technology
In Progress Certificates:
-Certificate of proficiency "Solar Photovoltaic Specialist"
-Certificate of proficiency "Facility and Assembly Controls"

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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 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)

  ANSWER:
  Syllabi for all courses in EET Department are carefully drafted, and SLOs are at the center of training objectives.
  Faculty members prepare tests, exams, lab works, and reports based on SLOs. Students know that what kind of knowledge they have to walk away with after course completion. Currently, the syllabi are kept in CTE Dropbox, and SLOs are kept in Excel spread sheets.

- 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.

  ANSWER: "See Attachment B" and **ANSWERS** below.
  <Copy/paste here>

  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).

- 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.

  ANSWER:

EET Department members regularly evaluate and review the course contents, lab practices, improvement processes, new programs/courses, and faculty training to ensure the quality of the programs offered at the department.

Improvement 1.
ANSWER:
The department has made significant improvement in fully developing the Electrician Trainee "ET" Certificate of Achievement program in the last few years. This is a full program authorized by the state of California and the graduates will take a state exam after the completion of their program to become licensed electricians. Launching this program was a long process, as the department courses and labs had to be inspected and approved by the state. To keep the status of the program, courses have to be taught with the industry needs in mind. Improvements in the areas of safety, student education, addressing job market needs, and development of soft skills, such as perfect attendance, team work, clear communications, documentation, and reporting are some of the improvements that department has made to the program.

Improvement 2.
ANSWER:
 Improvements started 3-4 years ago, and are in progress for most Electrical courses to Modularize Lab components and organize the sessions, so new instructors can follow lab programs. One big challenge with lab courses is organizing tools, components, devices, and to have an allocated space to store all items in their specific space for different labs. This requires more space, and more assistant to maintain. Department members have started the work in this area and continue to improve the lab sessions, so they can be managed safely and efficiently.

Improvement 3.
ANSWER:
Department chairs/faculty have integrated the related courses into certificate programs, to give the students a focus in the area of their interest and to increase the number of enrollments in all courses. Some new courses have been developed and currently are not part of a certificate program. Department chairs are working on the developing the new programs, so all courses are part of a certificate program. This approach has led to higher number of enrollments, and also is generating more "Prop. 39 Funds" to meet the department financial needs.

- Briefly describe three of the **most significant examples** of your discipline, department or program <u>plans for</u> <u>course and /or program level improvement</u> 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.
ANSWER:
EET Department will continue to expand its new division in the area of Electronics, as has been requested by the industry and the advisory board member for the next three years.

Plan 2.
ANSWER:
Department chairs will engage in more marketing and outreach strategies to improve programs and keep the enrollments at strong healthy numbers. Department Chairs are also working on the website to keep its content current and useful to the students

Plan 3.

ANSWER: As the result of continuous monitoring, department members will continue to help students to improve the soft skills associated with their learning experience, and also giving them a tool for success while working in the field. The area of soft skills has been the center of interest of the industry members. Working safely, efficiently, and successfully will be emphasized by faculty members and integrated into all lab and lecture sessions.

- Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.

  ANSWER: N/A: EET Department currently doesn't offer Distance Education.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

  ANSWER:
  EET programs and courses are generally multiple sections, with lab, lecture, and components. There is some similarity as how these two different education paths are carried out by the faculty. The goal of all sections is to ensure that students walk away with fundamentals, and concepts they're being taught, and can carry them out in the field.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).
  ANSWER:
  EET Department members diligently try to improve the success of the students. Students' needs are at the center of each program, and are addressed within each course. Given the fact that EET department is at the heart of technology and real time programs, Institutional level outcomes "ILO" are fully met and at times it goes beyond the ILOs.

- 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.

  ANSWER: See **"Attachment B". Attached.**

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5. Instruction:

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

  ANSWER:
  Given the nature of electrical & electronics courses, as the contents are dynamic, faculty members bring in the real life examples, problems, solutions, and different methods of resolving conflicts and other issues. Team-work projects are given to the students, so they have to come together and work in groups to produce results. This approach improves the knowledge level of students and strengthens their soft skills.

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

  ANSWER:
   As mentioned above, the nature of EET department is technology driven, and almost all courses contain technological concepts, and most class rooms currently have projectors and access to internet, so information can be accessed by students and faculty members as needed. However, some areas of the building still need more improvement, but department chairs are working on those areas.

- 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?

  ANSWER:
  EET Department currently doesn't offer Distance Education, or hybrid courses. As far as face to face education, department members are closely connected to many relevant industries and use their feedback as to the need of students' education needs. Members also monitor the progress of students and observe the class room behavior to improve the delivery methods. For example in some areas students need to communicate the problem and being able to come up with solutions, these experiences are conducted in the la b sessions and team work

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
  ANSWER: N/A. Please see above.
- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  o   Overall enrollment trends in the past three years
  ANSWER:
  Originally, up to July 2013 EET department was under "HVAC", Heating, Ventilation, Air conditioning, department. Since its separation, the department has been growing rapidly and successfully with the ` vision of new department chairs, and their skills/experience in the electrical/electronic area. The uniqueness of the programs offered in this department has attracted many new students into the programs, and the number of students in many EET classes is above 40 students.

  Please insert the data chart here

Campus	Laney
Subject	E/ET

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	28	277	311	83	309	303	73	314	285

Campus	Laney
Subject	E/ET

Headcount — **Term**

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16		1			1				
16-18	2	6	1	5	10	2	2	8	3
19-24	3	74	67	17	69	58	24	64	68
25-29	8	45	59	12	58	58	13	63	63
30-34	5	45	53	15	48	47	8	49	50
35-54	10	89	108	27	100	111	23	107	91
55-64		13	20	6	20	22	3	18	9
65 & Above		4	3	1	3	5		5	1
Grand Total	**28**	**277**	**311**	**83**	**309**	**303**	**73**	**314**	**285**

Campus	Laney
Subject	E/ET

Headcount — **Term**

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	1	1			1		1	2	2
Asian	4	62	60	17	50	52	6	46	31
Black/African American	8	55	70	20	82	65	16	62	56
Filipino	2	6	4	1	4	9		7	4
Hispanic	5	56	59	16	60	63	22	63	62
Multiple	3	30	36	10	38	32	9	38	44
Other Non white								1	
Pacific Islander	1	2			1	1		2	2
Unknown/Non Respondent	1	16	13	2	11	14	2	23	16
White Non Hispanic	3	49	69	17	62	67	17	70	68
Grand Total	**28**	**277**	**311**	**83**	**309**	**303**	**73**	**314**	**285**

Campus	Laney
Subject	E/ET

Headcount — **Term**

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	3	14	15	3	25	21	5	24	25
Male	24	250	266	72	259	248	66	274	257

Unknown	1	13	30	8	25	34	2	16	3
Grand Total	**28**	**277**	**311**	**83**	**309**	**303**	**73**	**314**	**285**

CAMPUS	Laney
SUBJECT	E/ET
CATALOG_NBR	(All)
TIME_OF_DAY	(All)

CENSUS_TOTAL	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
E/ET 11 - COMM ELECTRICITY FOR HVAC		25	32		27	44		29	32
E/ET 202 - FUND/ELECTRICITY FOR ECT		62	48		39	38		33	34
E/ET 203 - BASIC ELECTRICITY	28	62	49	46	77	60	39	82	39
E/ET 204 - TECH MATH FOR ELECTRICIANS		36	46		41	51		48	39
E/ET 206 - CABLING TECHNICIAN		21	24		27	19		17	17
E/ET 207A - NATIONAL ELECTRICAL CODE 1		33			45			51	
E/ET 207B - NATIONAL ELECTRICAL CODE 2			35			50			52
E/ET 208 - INTRO TO PHOTOVOLTAICS		37	31		46	50		43	47
E/ET 214A - ELECTRONICS I			27			21			25
E/ET 217 - RESID HOUSE WIRING		44			45			59	
E/ET 218 - COMM ELECTR WIRING			49			65			53
E/ET 221 - MOTORS & DRIVES		28	47		32	52		34	40
E/ET 222 - NABCEP TEST PREPARATION					14	16		7	12
E/ET 223 - CAL-OSHA TRAINING			38	34	38	41	32	45	36
E/ET 225 - SOUND/COMMUNICATION TECH								13	13
E/ET 226 - LIGHTING EFFICIENCY TECH			30		40	28		23	46
E/ET 227 - CUSTOMER SVC/BLDG TRADES			29		25	19		38	35
E/ET 228 - Advanced Lighting Controls								7	9
E/ET 31 - INTRO TO DDC HARDWARE			0			1			
E/ET 33 - NETWORKING/BLDG AUTOMATION		3							
E/ET 37 - PC HARDWARE/BLDG TECHNICIANS		11			10			7	
Grand Total	**28**	**362**	**485**	**80**	**506**	**555**	**71**	**536**	**529**

Courses: EET 220, Electronics I, EET Security and Fire Alarms, and EET 229, PLC programmable Logic Controllers are missing from this chart.

    o An explanation of student demand (or lack thereof) for specific courses.
    ANSWER: The CTE programs/courses are job driven, and there is always a high demand for the type of training/education that is needed by job market. Students come into many programs that EET department offer currently due to high demand in the job market, some example of these areas are: Advanced Lighting Controls, Electrician Trainee, Solar professionals, and Communications Technology.

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

    Productivity rate.

Please insert the data chart here

CAMPUS	Laney
SUBJECT	E/ET

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.00	17.26	17.97	24.44	19.40	19.58	21.15	17.24	16.32

Department productivity rate

CAMPUS	Laney

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

College productivity rate

    o Salient factors, if known, affecting the enrollment and productivity trends you mentioned above

ANSWER:
There are few reasons for high number of enrollments in many courses in EET department classes. Such as: 1. The popularity and demand for programs taught by job market
    2. There are not that many stand-alone courses; all courses are part of a certificate program, except few new ones, that the department chairs are working on at the present.
    3. There are not that similar programs offered by other colleges in the near vicinity.
Are courses scheduled in a manner that meets student needs and demands? How do you know?
ANSWER:

- Recommendations and priorities.

ANSWER:

Department prioritizes and make recommendation based on the job market and student demand

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?

  College course completion standard _____**See below**_____

  Please insert the data chart here or complete the section below.
  ANSWER*:*

Course success by College:

CAMPUS	Laney

	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%

Course success by Department:

CAMPUS	Laney
SUBJECT	E/ET

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	71.43%	75.72%	73.81%	80.25%	79.25%	81.74%	73.24%	80.75%	86.20%

Course Completion by College:

CAMPUS	Laney

	Term

	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%

Course Completion by Subject

CAMPUS	Laney
SUBJECT	E/ET

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	71.43%	86.99%	81.44%	92.59%	90.32%	84.99%	87.32%	84.86%	92.06%

Department Course Completion by Class rates:

CAMPUS	Laney
SUBJECT	E/ET
CATALOG_NBR	(All)

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
E/ET 11 - COMM ELECTRICITY FOR HVAC	NA	95.83%	93.75%	NA	85.19%	79.55%	NA	65.52%	78.13%
E/ET 202 - FUND/ELECTRICITY FOR ECT	NA	73.21%	54.17%	NA	79.49%	57.89%	NA	39.39%	91.18%
E/ET 203 - BASIC ELECTRICITY	71.43%	86.44%	91.84%	86.96%	89.61%	85.00%	84.21%	89.02%	92.31%
E/ET 204 - TECH MATH FOR ELECTRICIANS	NA	88.57%	89.13%	NA	92.68%	74.51%	NA	87.50%	92.31%
E/ET 206 - CABLING TECHNICIAN	NA	90.00%	79.17%	NA	96.30%	68.42%	NA	70.59%	88.89%
E/ET 207A - NATIONAL ELECTRICAL CODE 1	NA	90.91%	NA	NA	95.56%	NA	NA	96.08%	NA
E/ET 207B - NATIONAL ELECTRICAL CODE 2	NA	NA	85.71%	NA	NA	94.00%	NA	NA	98.08%
E/ET 208 - INTRO TO PHOTOVOLTAICS	NA	94.29%	74.19%	NA	93.48%	88.00%	NA	88.37%	97.87%
E/ET 214A - ELECTRONICS I	NA	NA	81.48%	NA	NA	71.43%	NA	NA	84.00%
E/ET 217 - RESID HOUSE WIRING	NA	86.36%	NA	NA	80.00%	NA	NA	94.92%	NA
E/ET 218 - COMM ELECTR WIRING	NA	NA	73.47%	NA	NA	90.77%	NA	NA	100.00%
E/ET 221 - MOTORS & DRIVES	NA	89.29%	87.23%	NA	96.88%	94.23%	NA	82.35%	90.00%
E/ET 222 - NABCEP TEST PREPARATION	NA	NA	NA	NA	64.29%	73.33%	NA	100.00%	83.33%
E/ET 223 - CAL-OSHA TRAINING	NA	NA	94.74%	100.00%	97.37%	100.00%	90.91%	91.11%	91.67%
E/ET 225 - SOUND/COMMUNICATION TECH	NA	NA	NA	NA	NA	NA	NA	76.92%	85.71%
E/ET 226 - LIGHTING EFFICIENCY TECH	NA	NA	80.00%	NA	95.00%	92.86%	NA	86.96%	95.65%
E/ET 227 - CUSTOMER SVC/BLDG TRADES	NA	NA	75.86%	NA	96.00%	100.00%	NA	97.30%	84.85%
E/ET 228 - Advanced Lighting Controls	NA	NA	NA	NA	NA	NA	NA	100.00%	100.00%
E/ET 31 - INTRO TO DDC HARDWARE	NA	NA	NA	NA	NA	NA	NA	NA	NA
E/ET 33 - NETWORKING/BLDG AUTOMATION	NA	100.00%	NA	NA	NA	NA	NA	NA	NA
E/ET 37 - PC HARDWARE/BLDG TECHNICIANS	NA	88.89%	NA	NA	90.00%	NA	NA	42.86%	NA

Grand Total		71.43%	86.99%	81.44%	92.59%	90.32%	84.99%	87.32%	84.86%	92.06%

Discussion: Most of the courses offered in EET Department are part of a certificate program and department deliberately develops certificate programs to help students to find and concentrate on their area of interest and to succeed at school and start a fulfilling career after completion of the education. Currently, there are only few standalone courses that are being written into new programs and will be submitted for approval soon.

- 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?

College course completion standard
ANSWER: EET department does not offer Distance Education at the present time.

Please insert the data chart here or complete the section below.
ANSWER: N/A

Department/discipline Distance Education (100% online) course completion rates:
ANSWER: N/A

Course 1._____**N/A**_____ _____
        (course name and number)   rate

Course 2. ._____**N/A**_____ _____

(course name and number)   rate

Course 3. ._____ **N/A** _____   _____
          (course name and number)   rate

Course 4. ._____ **N/A** _____   _____
          (course name and number)   rate

Discussion: **N/A. See above**
- 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?

  ANSWER: N/A. EET department doesn't offer Hybrid courses at the present time.

  College course completion standard

  Please insert the data chart here or complete the section below.
  ANSWER*: N/A. Please see above*

  Department/discipline Hybrid course completion rates:

  Course 1._____ **N/A** _____ _____
            (course name and number)   rate

  Course 2. ._____ **N/A** _____
            (course name and number)   rate

  Course 3. ._____ **N/A** _____
            (course name and number)   rate

  Course 4. ._____ **N/A** _____
            (course name and number)   rate

  Discussion:
  ANSWER: N/A

- 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?
  ANSWER: N/A. Please see above

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

  ANSWER: N/A. See above

- Descrive 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?

  College retention standard _____

  Discipline, department, or program retention rates

  Year 1._____N/A_____

  Year 2. ._____N/A_____

  Year 3. ._____N/A_____

  Discussion:
  AVSWER: N/A. See Above

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

  ANSWER:
  EET department doesn't offer standalone courses, which means all courses are part of a certificate or a degree program. This gives the students a focus on the area of education that they're interested in and they thrive to complete their program. There are always few students who face some circumstances who can't complete the program, but a high percentage of students graduate and complete the program they're enrolled in. Furthermore, faculty members always guide and help students to stay focused on their studies and complete their program.
  Department is planning to include the last few new courses in new certificate programs, and currently is working to launch two new certificate of proficiency program.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded?   Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

  ANSWER: Department members develop new courses with the intention of including them in a certificate program, based on the industry demand and new job trends. In the next three years department chair is planning to expand the curriculum into include more electronics courses. EET department is grounded and established in electrical training and has an "ET" Electrician Trainee" program, which is authorized by the state of California. Electronics portion of the department needs more courses and programs, which are the focus of the department's lead right now.

_____

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.

  ANSWER:
  Full-time faculty headcount _____2_____ One faculty member will be retiring at the end of Fall Semester 2015.

  Part-time faculty headcount _____4_____

  Total FTEF faculty for the discipline, department, or program _____2_____

  Full-time/part-time faculty ratio ____33%_____

  Classified staff headcount _____0_____

- Describe your current utilization of facilities and equipment.
  ANSWER: Currently, department is expanding into Electronics training and improving electrical training programs. The department is using B 120 Building mostly for electrical program and has expanded to part of Building A 191 for electronics program. Some new courses are being developed and new equipment/devices have to be purchased. Due to extension of the programs, more space is needed to run the labs safely, and to store the tools and devices.

- 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.

  ANSWER: One of the current department full time faculty members is retiring at the end of Fall Semester 2015, and an immediate replacement of the retiree member with a new full time faculty is highly urgent to take over the full teaching load that the full time faculty was handling. Additionally, department programs are expanding due to the industry needs and demand for training in electronics area. Therefore, the department needs 2 new full time faculty, and 2-3 adjunct faculty to be able to run the department programs successfully.
  Currently, some courses are being offered only once a year, due to lack of enough faculty and the number of students in these classes is generally higher than 50. One reason for hiring new faculty is the need to teach these courses every semester to reduce the number of enrollees. Some examples of these courses are Residential Wiring, and Commercial Wiring.

- 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.

  ANSWER: EET Department programs/courses are growing, and more space and equipment is needed more than ever. Department will need equipment to complete the PLC, Programmable Logic Controllers, Security & Fire alarm, Sound & Communication, (AT&T- Comcast), fiber optics splicing and measuring equipment, Motor Controllers equipment (This course is being developed now)

- 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.

  ANSWER:
  The number one facility need for EET department is the need for a larger lab spaces, because the department faculty are using the same space for lab sessions and there are overlap in time, so the lab session has to be reduced. Several of these classes have more than 40 students enrolled and the faculty has to allow over the limit enrollment due to certification and time limitation of completion. Students need to complete the certificate programs in a timely manner so they can get out and start their career.

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A. ANSWER: Appendix A is Attached

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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.

  ANSWER: Full time faculty members and adjunct members participate in various related committees to improve programs and overall health of the department.
  Some organizations/committees that the department has been actively collaborating with are:
  -PG& E
  -CEC, California Energy Commission
  -CALCTP, California Advanced Lighting Controls Training Programs
  -Motorsport Inc.
  -Solar City
  -Tesla
  -Lighting Industry
  - Sungevity
  -Unions (Alameda County IBEW Local 595 Business Managers and Joint Apprenticeship Training Committee, (JATC)
  - University of California@ Davis Lighting Technology
- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

ANSWER: EET Department, in collaboration with CPT, Career Pathway Trust, developed and launched the new E-Bicycle program in summer 2015, enrolling the high school students, getting Concurrent Enrollment credit and a stipend. Faculty members are tied with industry members and community activities to understand the need of the new market trends, and to help students to gain the knowledge and skills they need to succeed in these new markets. It's the nature of technology that is dynamic and trainings are aligned with community activities and partnerships. Attending seminars, trainings, and collaborating with industry members are an ongoing effort of EET Department.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
  ANSWER: Department members meet regularly and discuss the needs of the department. With the input of the industry advisory board, and monitoring the job market trends, faculty members develop new courses and programs to help students to choose their program of choice and to succeed in it.

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

  ANSWER:
  The department keeps record of students getting jobs. Below is some date of that record.

List of Students who found employment while attending or after graduation from Electrical & Electronics Department at Laney College								
2012								
Students' Name	**Student Contact Info**	**Progr am name**	**Compan y**	**Position**	**Empl oyme nt Date**	**Salary/ Hourly Rate**	**Employer's Address & Phone No**	
James Allen		Solar	First Solar		Fall-Cohort			
Jeff Robinnet		Solar			Fall-Cohort			
Ricardo Salas		Electr ical	Ports America	Crane Mechnics	June			
Jacob Munro Sarieter		Electr ical	Performa nce Structure s INC.	Robot Technician	July		499 Embarcadero, Oakland Ca 94606 Phone: 510-763-6752	
Jose Amador		Electr ical	Ports America	Crane Mechnics	June	Full Time		
Rachel Hoobing		Some Electr ical	Home Depot	Maintanance	June	Part Time	4000 Alameda Ave Oakland 510-533-7379	
Alejandro		ET	Phil	Electrician	Febru	Full	7677 Oakport St.	

Name	Contact		Company	Position	Season	Time	Address
Hernande z					ary	Time	Oakland. 94621 510-632-9600
Dawud Barber		ET	Paragon System Inc.			Almost Full time	
James Cohlman			Anchor Electric, Inc.	Apprentice	Fall	Part Time	
Maria Koci		Some Electr ical		Property Manager	Januar y	Full Time	1804 Pearl St. Alameda, Ca
2013							
Kevin Kinney		ET	Elite Electric5 10-919-7056	Inspection Coordinator	Fall	Full Time	840 66th Ave-Oakland,ca94621
Pedro Valencia		ET	Helix	Technician Accident	Fall		
Son Nguyen		ET	Ally Solar and Electric		Fall		
Willis Baker		ET	Helix		Fall		
Drake Buffingto n		ET	New Age Electric	Electrical Apprentice	Summ er		
Javier Montalbo	Phone: 925-594-0223 Email: javiermontal bo@gmail.c om	ET	Build It Green	Filed Manager	Octob er	Full Time	1300 Broadway Suite 1702, Oakland, CA 510-590-3360 EX. 139
Brahim Hadid	hbrahim7@ yahoo.com	ET	OC communi cation	Tech	April	Full Time	
2014							
Abram Krawchec k		ET	Watts Electric				
Adam Korpusik		ET	New Age Electric	Electrician		Full Time	1085 N 11th St San Jose 95112 408-279-8787
Carlos Aguirrett e		ET	Green Electric				
Daniel Aguilar Soto		ET	Ally Solar and Electric		Sprin g		
Daniel		ET	Helix	Electrician Assistant	Sprin		

Name							
Cerna			Electric		g		
Edward Fong		ET	Mar Electric	Electrician Assistant	spring		
Eliqio Caimo		ET					
Evan Magers		ET	Solar City		Spring		
Indigo Moodie		ET	Reliable Elcectric		Spring		
James Cohlman		ET	Ally Solar and Electric		Spring		
Joaquin Romero		ET	C10 Contractor		Spring		
Jose Ernesto Reyes		ET	Ally Solar and Electric		Spring		
Jose Roberto Molina			Solar 1		Spring		
Justin jHallstrom		ET	Ally Solar and Electric		Spring		
Ricardo Salas		ET	Ports America		Spring		
Seth Hamilton		ET	National Park Services		Spring		
Sonam Tenchong		ET	?				
Tseng Saeclao		ET	Ally Solar and Electric				
Ovitelio, Marc 8/11-5/13		ET	PG&E	Engineering Technician	Summer 6/14		Marcovitelio@yahoo.com
Vay Hau Chung		ET	ECOLAB	Associate territory service specialist Equipment care	Fall-October		
Rachid Mokdes		ET	Elite Electric	Electrician Installer	Fall 2014		mokdes.rachid@gmail.com
Jonathan Cook		Electrical	Laney College	Maintanance/Installer	Fall 2014	Full Time	-
Rubin Chirinos		Electrical	Solar City	Solar Installer	Fall 2014		1500 Gasthighway Berkeley CA
Michael Mast		ET	JFC Electric	Electrician	August	Full Time	-
Nick Tortorillo		ET	Danlin Solar	Electrical Trainee	March	Full Time	7401 Gailiee Rd. Roseville, Ca

Name	Contact		Company	Position	Month	Time	Address
							95678 916-789-9311
Leila Gorson		ET	Green Lantern Electric	Electrician Apprentice	November	Full Time	760 Fair Dr. San Rafael, CA
Samuel Best			Wynn Oshlaner	Electrician Apprentice	May	40 hours	118 Encinal Place. Pittsburg CA 925-858-1985
2015							
Jerimiah Hubver		ET	LSE	Electrician Trainee	January	Full Time	lukestickney75@gmail.com 415-902-5625
Sean Tokarz	Phone: 316-259-3740 Email: stz787@gmail.com	ET	Solar City Inc.	Aprrentice Installer	February	Full Time	471-Foster City Drive
Alejandro Panares		ET		Trainee Apprentice	January		
Jesse Gardner		ET		Trainee #T35190			
Elliott Pollock	rooteddnbs@gmail.com 510-323-3421	ET	Diamond Communication	Safety Coordinator, ground crew	May	Full Time	1805 Martin Luther King Jr. Way Berkeley, Ca
Rachel Hasbing	rhasbing@earthlin.net510-435-3563	ET	Nijsen Electric	Electrician Trainee	June	30-40 hours a week	
Antar Ngilbns	antarbiz@gmail.com 510-978-2331	ET	CLP	Labor	Aug	Full Time	2560 9th street Berkeley 94710 - 510-883-3052

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

ANSWER:
According to industry trends, the number of jobs in electrical construction industries and affiliated electrical trades (Fire & security Alarm, Advanced Lighting Controls, Sound & Communications, Building Automation, …….etc. has increased. With that prediction the predicted job opening for the next 3 years will be increasing by 22% (LMI Labor Market Index) reports

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

ANSWER:

Through our advisory committee feedback and the observation of the local building & electrical trends, the staff makes certain that all courses are up to date and field relevant and are salable to the field. Also developing real time courses, keeps the department programs and the students' needs aligned with the market needs and the cutting edge technology.

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.

ANSWER:

EET Department members meet regularly with advisory board committee members and collects data and minutes regularly. **Please see below.**

Advisory Board Members- Contact Info

Name	Title	Phone #	Email
Greg carey	Vice president of Gill's Electric	510-451-2929	gregc@gillselectric.com
Milena Simeonoa	RA, IES, LC/Lighting Program Coordinator	415-308-7787	MUSi@pge.com
Raul Aguilar	CEO/CTO Electric Motorstport	510-839-9376	RA@electricmotorsport.com
Rachel Bryan	Community Liaison	510-575-7435	rachelb@ibew595.org
Matt Maloon	Asst. Bus. Agent, IBEW Local 595	925-556-0595	mattm@ibew595.org
Al Lasala	Estimator, Project MGR, BEI Construction	510-521-3792	
Forough Hashemi	Co-Chair/faculty, Elect. Dept. Laney	510-464-3198	fhashemi@peralta.edu
Steve Weldon	Co-Chair/faculty, Elect. Dept. Laney	925-376-8506	stweldon@peralta.edu

Electrical Department Advisory Board Meeting Minutes

DATE: December 2, 2014

LOCATION: Laney College A191 Building-Teleconference

CO-CHAIRS: Forough Hashemi, Steve Weldon

Members: Matt Maloon, Assistant Business Manager, IBEW 595, Dublin

Greg Carey, Vice President Gill's Electric Oakland

Al Lasala, Estimator, and project Manager

Milena Simeonova, Sr. Lighting Program Coordinator, the Pacific Energy Center

Mark Ouellette, Senior Project Manager, ICF International

Discussion: The Meeting started at 5:00pm by Steve Weldon, he talked about the recent separation of the Electrical/Electronic Technology (EET) Department from the ECT/HVAC Department, coupled with new leadership, is already placing the department amongst the leading departments in overall CTE program at Laney College. New EET certificate programs are already being developed to improve the overall performance

student demand of the department. Going forward, all standalone courses are now being incorporated into certificates and programs to boost the enrolments in all classes and to direct students to a more focused education, and to prepare them for the job market. Also, the Electrical Trainee program is seeing more student participation as we enter our third year as an official State trainee site.

Milena spoke of PG&E's commitment to Laney's Advanced Lighting Control and the new state certified Assessment Testing Technician course and testing program. PG&E already has a growing waiting list for class spots for electrical industry workers (engineers, lighting designers and other professionals) to take the ATT classes. The school is still working out the details for these people and the required pay-to-learn classes.

Of course the IBEW (Matt Maloon) is always interested in electrical training programs and the fact that Laney sends Apprentice applicants to the JATC interviews with individual letters of recommendation (he says that the Committee "reads between the lines"). Approximately 25 past Laney past-electrical students have been successful in the IBEW 595 apprenticeship over the last 5 years

While the electrical trainees from Laney are working for Non-Union shops they all have expressed a desire to be accepted into the Union in the future.

Input from the committee on programs such as Power Electronics, Low Voltage Systems, Technology and Smart homes are among few that will be reviewed and launched in near future.

Meeting was adjourned at 5:45pm

Electrical & Electronics Technology Department Advisory Board Meeting Agenda

DATE: May 15, 2014 5:00- 6:15pm

LOCATION: Laney College A191 Building

CO-CHAIRS: Forough Hashemi, Steve Weldon

MEMBERS: Matt Maloon, Assistant Business Manager, IBEW 595, Dublin

Greg Carey, Vice President Gill's Electric, Oakland

Raul Aguillar, CEO/CTO Electric Motorsport, Oakland

Al Lasala, Estimator/Project Manager, BEI Construction, Alameda

Milena Simeonova, Sr. Lighting Program Coordinator, the Pacific Energy Center

Rachel Bryan, Community Liaison/Compliance/Governmental Relations

AGENDA:

Introduction: Members

Opening comments: Board Objectives

Overview of Department Academic programs:

What are the industry needs and challenges?

FUTURE

How can we reach a common goal?

Next Steps

- 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?

  ANSWER: No Changes were recommended and committee members were impressed with the programs and department development.

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

ANSWER:

Of all the building trades in the state of California, only electricians are required to be tested and licensed by the State. To qualify to take the exam, one must be either a licensed electrician from another state and apprentice in an accredited program, or state electrical Trainee. The Laney College Electrical & Electronics department is one of the few public schools authorized to provide a "Full" Electrician Trainee program in all of Norther California. Laney College is State Trainee Site # 172.

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).
ANSWER:
EET Department currently offers few third party certifications program in various areas of technology. Examples are:
1. CALCTP AT-T (California Advanced Lighting Controls Training Programs Test Technician)
2. NABCEP (North American Board of Certified Energy Practitioners)
3. OSHA 30 (Occupational Safety & Health Administration)
4. ET (Electrician Trainee)

- 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.
ANSWER:
Currently, EET Department is working with in the Deputy Sector Navigator in energy efficiency area. Most of EET courses are tied with energy efficiency and controls systems, and department has contact with many sectors for more future developments.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

  ANSWER:

EET Department develops and maintains courses/program carefully to not overlap with other community colleges programs in the area. The Laney College programs are unique amongst many other bay area colleges.

- 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.
  ANSWER:

Grant Name	Granting Agency	Grant Goals
Advanced Lighting Solutions	DOE, Department of Energy	To launch lighting control systems based on new Title 24 California code.
Prop. 39	State of California	To improve existing programs and develop new ones.

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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.
  ANSWER:
  Many courses offered at EET Department are technology based and dynamic. For this reason faculty members and department chairs have to keep up with the changes and new technology developed, this involves taking new training courses, visiting sites with new technologies, traveling to areas that a specific technology is advancing. Additionally, members have to engage different methods using technology to improve teaching methods.
- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

  ANSWER: N/A. EET Department does not offer Distance Education at the present time.

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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).
  ANSWER:

- 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.

  ANSWER:

Goal 1. Curriculum: Activities and Rationale
ANSWER:
The department is established with a strong electrical program called Electrician Trainee "ET" authorized by the state of California. The goal of this certificate of achievement program is to fill the gap for licensed electricians needed for many of the jobs in the above mentioned industries. Department will continue to strengthen and market this program to increase the enrollment even further. Additionally, department will continue expanding into electronics technology and develop certificate programs. This development is based on strong industry demand.

Goal 2. Assessment: Activities and Rationale:

ANSWER:
Syllabi for all courses in EET Department are carefully drafted, and SLOs are at the center of training objectives.
Faculty members prepare tests, exams, lab works, and reports based on SLOs. Students know that what kind of knowledge they have to walk away with after course completion. Currently, the syllabi are kept in CTE Dropbox, and SLOs are kept in Excel spread sheets. As part of future goals, department will continue to monitor student learning and outcomes to improve student success

- **Goal 3. Instruction:** Activities and Rationale:
  ANSWER:

  As EET Department grows the need for more faculty increases; currently department is in the process of hiring new faculty to fill the gap for newly developed courses. Department chairs plan Faculty meeting on a regular basis to discuss goals, changes needed to be made, and overall success of students and department.
- **Goal 4. Student Success:** Activities and Rationale:
  ANSWER:

  Student success is at the center of department goal and mission. Department chairs work diligently to improve existing programs, develop new programs based on the job market demand, monitor students' work, provide counselling and guidance, help with resume and interview skills to assure student success.
- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:** Activities and Rationale:
   ANSWER:
  Many courses offered at EET Department are technology based and dynamic. For this reason faculty members and department chairs have to keep up with the changes and new technology developed, this involves taking new training courses, visiting sites, other universities with new technologies, traveling to areas that a specific technology is advancing. Additionally, members have to engage different methods using technology to improve teaching methods.

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

Appendices

Appendix A

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

College: _____LaneyCollege_____

Discipline, Department or Program: _Electrical & Electronics Technology Department
_____

Contact Person: _____Forough Hashemi – Steve Weldon _____

Date: _____9/26/2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	EET Department needs an immediate replacement for the retiring full time faculty. Department also needs to hire 2-3 part time faculty to teach the newly developed electronics courses.	1	Not Available	Page 7
Human Resources: Classified	Department will need a classified person to carry out some of the administrative tasks of the expanding programs	2	Not Available	Page 7
Human Resources: Student Workers	Department will always need student workers to assist faculty in labs and aid students who need tutoring	1-2	Not Available	Page 10
Technology	Department will need more LED lighting fixtures in the lighting lab and for training purposes	1	$12000	
Equipment	Three new courses are being developed: PLC, Security and Fire Alarm, and Motor Controllers, and equipment for all these has to be purchased	1	$35000	

Supplies	Supplies will be needed for both building A & B. Fee Based course requires the handouts to be in hard copy, so all printing material is needed. Department is also working on producing some signs and posters for training and marketing.	1	$7000	Page 7
Facilities	Lab sessions of the training require space to do the lab experiences, store and maintain the device/tools. Currently many labs are overlapping in the lab and more space is need urgently to be able to conduct labs safely and successfully	1	$5000	
Professional Development	Due to the nature of the courses taught in EET department, faculty must attend various training seminars, and new technology development workshops to keep up with trends and new technology.	1-2	$6000	
Other (specify)	As new technology trends surface, EET department moves forward to keep up with these changes, and new programs will arise in the future.	2-3	$4000	

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____Laney_____

Discipline, Department or Program: _____Electrical & Electronics Technology Department
_____

Contact Person: ___Forough Hashemi – Steve Weldon_____

Date: _____10/4/2015_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. To assist students to reach their career goals by offering real time training programs, and stay on top of technology changes. Energy sector is currently one of the largest growing industries, and EET courses/programs are at the center of this industry. Department thrives to maintain the current programs successfully and to implement new ones as the job market need changes.		
2. To work on improving faculty/chair member compensation and bring a fair treatment to the system and to ensure that faculty members will get paid for their hard work accordingly. Department chairs are willing to meet with the district, union members, and others who may be involved to address this issue, so we can successfully hire qualified faculty. We will pay our faculty for specific jobs and hold them accountable. Piling a list with many tasks that should be done by other people, cannot be thrown at faculty. Faculty members have a major role and that is to work with students to facilitate their success.		
3. Department will work to support the hiring of CTE manager, a person who will support and market all CTE programs. EET Department will also work to support the hiring of an individual who will process		

SRTICTLY the CTE Timesheets to get all faculty paid on time for their extra work. Too many responsibilities are piled up on few people; in the long run this method is not sustainable.		
4. To run a successful program and increase the enrollment by marketing Laney College campus a better, and safer place for faculty, students, and staff.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: Laney

Discipline, Department or Program:

Electrical & Electronics Technology Department (EET)

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

_____   _____   _____

Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____

Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____

Print Name   Signature   Date