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:
    - 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 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: Wood Technology

   Date:

   Members of the Comprehensive Instructional Program Review Team: Rosendo Del Toro

   Members of the Validation Team:

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

To train interested community members in all aspects of Woodworking from traditional methods to current state of the art technologies. We recognize that our community's interest in woodworking is broad and encompasses the desire to attain employment in the field, whether it is self-employment, obtaining industry jobs or upgrading current skills; and for personal enrichment.

We plan to continue offering a diversity of courses in the Woodworking field encouraging craftsmanship, development of advanced skills and technologies, an understanding of design, and of the environmental impact of what we do, skills for employment, and the means of enriching student lives and those around us.

Or program strives to instill a strong foundation of technical literacy and proficiency gleaned from a pervasive practicum experience centered on project based learning. The practicum simulates workplace production scenarios and focuses on the development and practice of professional level skills in safety, machining, analysis, problem solving, workflow, workplace communication, and quality control. Through an adaptive and interactive pedagogy the department strives to mold the highest quality of woodworking practitioners to meet the high standards and the deep tradition of excellence in woodworking exhibited by local independent woodworkers and industry. For those students wishing for industry employment we propose to engage our industry partners in order to develop a realistic industry perspective and to advance employment in the local industry.

The Wood Technology department is striving to understand and meet the personal needs of our students and generate the highest levels of access, success, and equity. We intend to accomplish this by utilizing the natural opportunities for the contextualization of basic skills in reading, writing, mathematics, as well as the utilization of computers.

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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.

All courses have not been updated. At this point all courses are being updated; after courses are updated then courses will be deactivated depending upon what is not essential or necessary to keep.

CLUSTER	Course	Number	Course Name	Curriculum Committee Approval Date	State Control Number
	WDTEC	10	Wood Technology I	5/18/1998	CCC000376162
	WDTEC	010L	Wood Technology Laboratory I	5/1/1996	CCC000352879
	WDTEC	11	Furniture Cabinet Layout I	5/1/1996	CCC000366822
	WDTEC	20	Wood Technology II	5/1/1996	CCC000376267
	WDTEC	020L	Wood Technology Laboratory II	5/1/1996	CCC000377003
	WDTEC	21	Furniture Cabinet Layout II	5/1/1996	CCC000366677
	WDTEC	30	CAD/CAM Techniques in the Cabinet-making Industry	11/15/2005	
	WDTEC	200	Special Projects Laboratory	11/27/2007	CCC000349319
	WDTEC	210A	Traditional Japanese Hand Tools and Joinery I	11/22/2005	CCC000376719
	WDTEC	210B	Traditional Japanese Hand Tools and Joinery II	11/22/2005	CCC000366979
	WDTEC	210D	Small Yard and Garden Structures	11/27/2007	CCC000459384
	WDTEC	211A	Basic Computerized Drafting Techniques	11/15/2013	CCC000552305
	WDTEC	250A	Introduction to Furniture Making	1/1/1997	CCC000361030
	WDTEC	250B	Introduction to Furniture Making	1/1/1997	CCC000351512
	WDTEC	255	Survey Course for the Skilled Trades	2/8/2013	
	WDTEC	271	Artisans in Wood I	10/23/2007	CCC000459388
	WDTEC	272	Artisans in Wood 2	10/23/2007	CCC000459389
	WDTEC	801	Introduction to Fine Woodworking	11/27/2007	CCC000352508
	WDTEC	810	Traditional Japanese Woodworking	11/22/2005	CCC000376719
	WDTEC	811	Japanese Garden Structures	11/27/2007	CCC000459384
	WDTEC	850	Introduction to Furniture Making	11/19/2010	CCC000361030
	WDTEC	851	Intermediate Furniture Making	11/19/2010	
	WDTEC	852	Advanced Furniture Making	11/19/2010	

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

The curriculum for all of the section is being revised and updated. New courses are being developed to have more classes available including a class that incorporated the Fab Lab, there is a Digital Fabrication class that is cross listed into hour department and we are closely collaborating with the Architectural Department and Carpentry. There is an Osha 30 that is in the process of being implemented at this point it is at the curriculum committee this course is also being cross listed from the Carpentry Department.

- 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?

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Questions:

- 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 currently not published or listed in our website but we are currently working on updating the site to implement and list our SLO'S.

- 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

  No data available at this time.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the <u>past three years</u> as a response <u>to course and program assessment</u> results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. *We are implementing an OSHA 30 course that is waiting to be approved at the curriculum committee. This is class is going to be a requirement to obtain the certificate or the A.S Degree. This course is a rigorous safety course that is intended to train students on safety hazards in order for them to work in a safe environment.*

Improvement 2. *All courses are being updated as well as the program narrative. All this is in the process of being submitted as soon as the new version of Curricunet Meta is available.*

Improvement 3. *Development of new courses specifically driven to be degree applicable structured to be more available during the night or afternoon. These courses will be a mirror program of the majors class but condensed to be offered three nights per week but extended so they have to take it for three semesters in order to supplement the amount of hours needed for the certificate.*

- 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 data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1. *Create new courses that are driven by new technologies and that are offered in the afternoon and evenings to have more options in taking courses for students.*

  Plan 2. *Updating a large portion of the hand tools in the shop; upgrading portable power tools to replace them with more reliable equipment. Find a way to being able to upgrade our CNC center to have more realistic equipment for students to practice on.*

  Plan 3. *Develop our own Osha 30 instead of cross listing it with the carpentry department. Development of more short term courses that are degree applicable.*

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

  NA

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

  NA

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

Wood technology students require ongoing problem solving skills as well as critical thinking skills as an integral part of the wood technology department. We assess this by having students take both practical safety

test and to evaluate the state of the equipment in our shop. We have students work in groups to implement and share ideas since group work is an integral part of class.

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

The ILO'S are fully aligned with the Wood Technology program. Critical thinking is an integral part of all classes in our department. Critical thinking is involved in creating drawings for our project as well as fixing mistakes being able to determine what type of material is best for the purpose of the project, as well as being able to measure and make calculations.

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5. Instruction:

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

By teaming up our students into small groups and have them practice specific tasks facilitates learning for our students. This strengthens self-esteem and confidence. After we discern what type of learners the students are we utilize visual, hands on or contextualized learning methods. If students need alternative methods of learning adjustments are made.

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

New technologies have always been a part of the Wood Technology department. The utilization of CNC equipment has always been a part of the class specifically in the second year of the program. The majority of the companies that are around this are technologically driven and use CNC routers large computerized beam saws, shapers, panel saws, edge banders, seamers, guillotines, and other large pieces of equipment that over the years have been largely changed to be used with the aid of computer software. Another large component of the class is to use cabinet vision this is a computer program that is highly used in the design process for kitchens and cabinetry as well as furniture, we are also including the use of solid works and other computer software that is industry driven.

- 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 attends seminars, visit other colleges and do research into industry trends and jobs. Advisory meetings are held several times per semester to make sure that we are following industry trends. Projects are designed to incorporate new techniques used as well as fundamental skills that are always used by the industry to keep up with modernization of equipment and tools.

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

  NA

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

The wood technology department has always had some what a consistent amount of students over the past year has seen a growth of students this is due to the increasing amount of startups to the amount of high-rises that are being built. Since students see an increasing demand where they are able to work in they are taking more classes to fill in that specific need with the new influx of new people.

  - Overall enrollment trends in the past three years

WDTEC Enrollment

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	48	94	106	52	102	107	44	121	129

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

Student demand has somewhat diminished due to the booming economy. There is an extensive demand for qualified workers in the wood technology field. This booming economy is increasing in the Bay area due to the amount of startup companies and also large firms and companies moving out of San Francisco and in to Oakland. The majority of students take one semester and they are looking for work or either asked if they are looking to work and are hired with minimal qualifications as long as they just know safety, and basic machinery usage.

  - 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.

WDTEC Productivity Rate

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	14.77	16.14	16.26	15.83	15.62	16.58	14.66	13.84	15.76

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.

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

All courses are not scheduled in the manner that meets all of the student needs or demands. There is a large amount of time that there are no classes available and that students cannot use the equipment. There has to be some changes made in order to make the class more accessible in the afternoons and in the evening.

- Recommendations and priorities.

More afternoon and evening sessions need to be offered and have to be available for students to take in the evenings since most students work after a semester of taking the course and there is nothing for them to take after they have taken those classes. More classes need to be available for students to take while they work.

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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?

WDTEC Student Success

	Term

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	88.89%	66.23%	66.04%	90.57%	72.56%	83.77%	76.74%	86.67%	73.33%

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
WDTEC 10 - WOOD TECHNOLOGY I	NA	73.91%	57.14%	NA	77.27%	75.00%	NA	85.71%	76.00%
WDTEC 10L - WOOD TECH LAB I	NA	73.91%	57.14%	NA	77.27%	75.00%	NA	90.00%	70.83%
WDTEC 11 - FURN/CAB LAYOUT I	NA	56.00%	40.00%	NA	50.00%	80.00%	NA	88.00%	72.00%
WDTEC 20 - WOOD TECHNOLOGY II	NA	100.00%	80.00%	NA	100.00%	100.00%	NA	91.67%	100.00%
WDTEC 200 - SPECIAL PROJECTS LAB	88.89%	NA	NA	86.11%	100.00%	100.00%	71.43%	100.00%	66.67%
WDTEC 20L - WOOD TECH LAB II	NA	100.00%	80.00%	NA	100.00%	100.00%	NA	91.67%	100.00%
WDTEC 21 - FURN/CAB LAYOUT II	NA	66.67%	66.67%	NA	50.00%	100.00%	NA	85.71%	88.89%
WDTEC 210A - JAPAN HAND TOOLS I	NA	58.62%	50.00%	NA	61.54%	0.00%	NA	71.43%	70.59%
WDTEC 210B - JAPAN HAND TOOLS II	NA	NA	60.00%	NA	50.00%	88.89%	NA	100.00%	87.50%
WDTEC 210C - JAPAN HAND TOOLS III	NA	NA	NA	NA	NA	NA	NA	84.62%	42.86%
WDTEC 210D - SMALL YARD/GARDEN STRUCT	NA	NA	NA	NA	NA	NA	NA	80.00%	22.22%
WDTEC 211A - Basic Computer Drafting Teqniq	NA	NA	NA	NA	NA	NA	NA	57.14%	45.00%
WDTEC 250A - FURNITURE MAKING	87.50%	NA	NA	100.00%	NA	NA	82.35%	NA	NA
WDTEC 250B - FURNITURE MAKING	100.00%	NA	NA	100.00%	NA	NA	80.00%	NA	NA
WDTEC 255 - SVY COURSE/SKILLED TRADES	NA	NA	NA	NA	NA	NA	NA	100.00%	NA
WDTEC 271 - ARTISANS IN WOOD I	NA	47.37%	72.00%	NA	84.21%	82.76%	NA	87.50%	75.00%
WDTEC 272 - ARTISANS IN WOOD II	NA	0.00%	88.89%	NA	70.00%	100.00%	NA	100.00%	100.00%
WDTEC 30 - CAD/CAM TECHNIQUES	NA	75.00%	100.00%	NA	85.71%	100.00%	NA	90.00%	100.00%
WDTEC 40 - COMP-ASST MACHINING	NA	100.00%	100.00%	NA	100.00%	100.00%	NA	100.00%	100.00%
Grand Total	**88.89%**	**66.23%**	**66.04%**	**90.57%**	**72.56%**	**83.77%**	**76.74%**	**86.67%**	**73.33%**

Discussion:

- 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 WDTEC 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?

  NA

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

  NA

- 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?

WDTEC Retention

	Term 2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	91.11%	85.71%	75.47%	94.34%	82.32%	92.21%	95.35%	90.77%	80.95%

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%

Discussion:

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

The department has been working on modifying the courses and possibly implementing new names to the courses distinguishing them from one another also having more sections at different times of the day will allow more versatility with the students and instead of dropping out completely from the class or course they can take it at a different time. This will also help in bringing in more students that can only take courses in the evening or afternoons. A more diverse range of classes that are more specialized for a certain topic or concept would be great to have this is something that must be discussed and planned out to be implemented in the future.

- 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?

A vast amount of students in the Wood Technology department take this specific course for self-improvement as opposed to getting a degree or certificate. Many of the Wood Technology students have a A.S., B.A. or Master's 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. Although there are also core students whose main focus is to obtain a degree or certificate. Since the majority of our student work and come to class when a job opportunity in this field opens up they immediately apply for the job. We are constantly encouraging our students to acquire their certificate and or degree. Since students that are hired do not normally complete the course, having an internship would be better for our student since they can work and obtain credit to complete their degree or certificate. Another option that is talked about when a student obtain a job is hiring them part time until they complete their first year of the program since the second year can be done in the evenings.

	2012-2013	2013-2014	2014- 2015	Total
WDTEC				
Wood Technology (AS)	2	0	2	4
Wood Technology (CA)	4	14	4	22

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 _____1_____

  Part-time faculty headcount _____3_____

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

  Full-time/part-time faculty ratio _____1 to 3_____

  Classified staff headcount _____3_____

- Describe your current utilization of facilities and equipment.

Having re arranged equipment in G150 has freed up valuable space for new equipment and new tables that students use to build and cut their projects in. We feel that we are utilizing 100% of the shop space to its fullest. For that specific reason we are running out of space for future modifications and equipment. It would be nice to have more space available throughout the shop to have larger spaces between equipment. The increase number of students in the wood technology department is good but consistently larger class sizes make it more difficult to teach since there are going to be more students in each machine (station) causing the students to take longer to repeat the processes that were taught to them during the lecture. This slows down the amount of work that students have to work on their pieces; more floor space is essential if the wood technology department is to have more classes available and wants to expand its programs. Keeping in mind that each machine has a safe zone and it is essential to maintain it for safe shop procedures, and to have clear kick back zones it would be difficult to bring in more pieces of equipment that are essential to the growth of our department.

More up to date equipment is necessary for the class to maintain standards to what is current in the industry. A new CNC machine is required. The one that is currently in the school is too old it is deteriorating at a faster rate than we can fix. Parts consistently keep braking and it causes down time on the equipment: air hoses are leaking throughout the machine the operating system is not used any longer (windows 98) most of the procedures that the machine can do are basic and there is a need for having a machine that can machine on more than just simple contours. This is a key component in moving forward to be able to maintain an adequate standard with the industry since they are moving forward in purchasing CNC machines that can make complex contours with three or four axels. The majority of the industry for which we are providing workers for are using more complex equipment that will cut on more than two or three axis and cut and program more complex

parts. Currently we are the leading provider for workers around the Bay Area there is no other place around in a 80 or more mile radius that has programs like the one here at Laney. We need to continue to provide top notch workers for a hungry industry so purchasing and installing a top of the like CNC machine is a key component to retaining this student population and being able to keep up with an industry that is technologically moving forward.

Aside from the purchase of a new CNC machine there are still a lot of machines that require to be updated. Key parts to the equipment need to be replaced or repaired to have the equipment utilized at 100%. Also the purchase of smaller highly used equipment is necessary to keep up with the large class sizes.

- 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.

It is an essential key component for the class to have a second full time instructor. This is essential to the program there are too many pieces of equipment that one needs to tend to and make sure that they are fully operational. It is too much work for only one person there needs to be more than one person working in the department in order for the department to function properly. There are too many classes that require assessment on consistent basis and it is unrealistic for only one person to assess all of the classes that are in the wood technology department. Aside from assessment just managing the curriculum and writing reports it's not a task for one person.

Managing a department is not a task for a single person there is just too much work to do and it is impossible for only one person to keep track and do purchasing parts and class material, repair equipment, move equipment, upkeep with shop duties, manage and implement curriculum, manage task stream assess SLO'S and ensure proper implementation and on-top of all that prep for class which for a CTE course takes much longer since one needs to prepare material grade projects and of course teach. Fulfilling the requirements of assessing all of the courses would be a task suitable for two instructors since the tasks can be shared which makes it so that one can spend a larger portion of time assuring that all of the assessments are properly done and that curriculum is up to date. Also having a person to share the tasks of keeping up with the shop is advantageous to have the shop in more efficient functional manner to have all the equipment functional for the students to use ensuring that all the equipment is to their disposal. For the past several years some pieces of equipment were not used because the machines were never fixed. This was due to the instructor or (full time instructor) not having sufficient time to fix the equipment because they are busy doing other tasks that were hire up in importance.

Aside from a full time instructor we also will need is going to be at least a student worker and a classified worker to help assist and help students with their project. The amount of students in the class room is more than what one instructor can oversee by himself there needs to be more help to aid students when using

the equipment since the equipment if miss used can cause an accident and can severely harm students to the point that their life might be at risk if an accident is bound to happen; therefore there needs to be more eyes around the shop to oversee what students are working on.

- 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.

Upgrades to several pieces of equipment are necessary to ensure that they work properly. Also a large piece of equipment is essential to be replaced since the machine is extremely outdated and constantly breaks down. It is a major part of two essential classes to obtain the Wood Technology certificate. This machine is used on the daily basis in these two classes it is the primary focus of the class to use this piece of equipment, so it is important that this machine never be out of crevice. We have looked at upgrading the CNC machine but it is obsolete to upgrade this machine since it will cost more to fix than the actual value of the machine the machine also does not have certain features that are key parts to what student need to learn, the machine does not have a tool changer it cannot make complex contour shapes and is limited on its capacity to perform certain operations. Since it is not worth upgrading due to the cost it will be better to obtain a new machine that is reliable and up to date in software that will be what the industry uses to better train students in areas where CNC programming is key.

- 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 150 needs a total overhaul. The planter boxes above us were torn out and reworked last spring. They are now leaking again. ***This cannot continue as it is a SAFETY HAZARD****. We had our computer lab 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 well as computers and electrical components damaged if they are to get wet.*

Thorough out the shop there are code violations in regards to the electrical junction boxes as well as a possible fatal hazard where the breakers are because it does not have a cover and high voltage wires are exposed, these are urgent fixes that need to happen as soon as possible. Another high risk is that there is a tremendous amount of fine dust collected on the top of the light fixtures and on pipes tubes and other structures that are above the floor this is extremely hazardous since it can cause a fire due to the dust it can also get in the way and cause the sprinklers to not function properly. It is very important that there is more room available to

the Wood Technology department since the amount of machines and the way that they are arranged can be hazardous to the students because there is not sufficient space surrounding them and students can get injured when working in to close of a proximity without the proper distance form one another. 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.

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

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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.

Rosendo Del Toro is on the:
Laney Curriculum Committee (just sitting in) and also in the
Laney CTE advisory Committee (just sitting in)

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

The Wood Technology department has worked with nonprofit organizations for a long time. Every year we collaborate with nonprofit organizations and we donate student projects to their facilities we have worked with the light house, Clinica de la Raza, youth voice activate and other nonprofit organizations to collaborate and have students engaged in helping the community. We are also part of the sustainability fair that is held here at Laney and we have been participating in it for the 3 or 4 consecutive years. We collaborate closely with industry partners that collaborate closely with Laney.

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

We meet regularly to keep all updated on everything in the department; they are involved in all departmental meetings and discussions of 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?

The job placements have been slightly hire then a few years back and it seems like it is going to be a steady increase in the next several years. There is a large demand for mill work workers since there is a boom of new construction projects developing all throughout the bay area. Since this is the only company that trains people in mill work and case work there has been a large demand of graduates in the last few semesters and even just students that meet their minimal qualifications to get them through the door.

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

There is going to be about 495 job openings in the coming twelve months and this number is not extremely accurate due to the boom that is happening here in the bay area. There is a hire demand here than in the rest of California and the rest of the United States. The hire demand is due to the large amount of start-up companies around the area and the influx of companies that are moving in to Oakland. This increase need for workers will probably last a few more years and then possibly slowly decrease causing less students getting hired.

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

There has been talks with the majority of companies that hire students to start an intern program that will allow students to obtain a job develop skills and experience that can count towards obtaining their degree. It is something that sill in the works and it may be something that can be put into place as soon as we can equate how many hours each unit is going to be worth to balance out what the students should know by the time they are done with the program.

- 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 we do and we do meet regularly.

Steve Nicholls – Mueller Nicholls
Scott Pew - Berkeley Mills
George Duffy – klor Machinery
Jay Spix – Spix Cabinets
Gerardo Blum – Local 2236 Field Representative
Rick Frazier – Cabinet Vision Rep
Rosendo Del Toro – Laney Wood Technology Department Chair
Saul Montoya – Laney Wood Technology Faculty

*Wood Technology Advisory Committee Spring **May 4, 201***
Agenda:

1. *State of the Industry: Workload/ employment projections*

2. *CAD/CAM in the workplace (21st Century Cabinetmaking)*

3. *CAD/CAM instruction at Laney*

    a. *Sketchup*
    b. *Cabinetware & Cabinetvision*
    c. *Solidworks*

4. *Safety Instruction:*
    a. *Written examinations*
    b. *Practical safety test*
    c. *Skills assessment*
    d. *OSHA 10, 30*

5. *Project based learning model*
    a. *Problem based learning*
    b. *Peer to peer learning*
    c. *Contextualization of basic skills*

6. *Curriculum modifications*
    a. *Layout and design*
        i. *Sketchup*
        ii. *Woodwop*

Minutes:

Meeting was commenced with Scott Pew, Steve Nicholls, Rick Frazier, David Imus, and George Duffy in attendance. Committee members reported that work has increased significantly with more jobs on the board for the foreseeable future and a need for some new entry level positions in the coming year. George Duffy of Klor Machinery reported that equipment sales have skyrocketed since spring especially in the area of automation

equipment. David Imus of local 2236 (JATC) reported a significant increase in the number of apprentices in the Mill/Cabinet training program and a need to expand to two sections.
Committee discussed and approved continuation of current software application in use in the program as well as the addition of Solidworks for product design and engineering analysis.
Committee discussed and approved the increase in the number and rigor of written examinations for the purpose of expanding skills assessment.
Committee also discussed the methodology of the departmental practical safety test and approved the expansion and implementation of CNC equipment in the exam.
Committee discussed and approved the future addition of OSHA 10/30 certification as a degree/ certificate requirement for the program.
Committee discussed and approved the utilization of project and problem based learning models within the context of team based instruction and workflow analysis.
Committee discussed and approved the inclusion of contextualized basic skills and the need for improved mathematical skills in program graduates. Committee also approved the addition of a mathematical requirement to the certificate.
Committee also discussed and approved the need for greater understanding of spatial perceptions in potential employees and therefore the need to increase the inclusion of computer aided modeling in the design and layout component of the certificate program.

- 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?

Hire a second full time instructor for the Wood Technology Department, this was a great concern with the Advisory committee since there is only one full time instructor and it's not feasible to achieve all of the work necessary to run the department. This is a concern that has been continuously talked about in several meetings and it is something that the advisory committee wants to have addressed as soon as possible in order to keep up with the demand of new hires.
Advisory committee wants the department to update equipment to make the teaching methods more current with the industry.
Advisory committee wants the department to implement the use of Solidworks which is a software program to design.
Implementation of a more rigorous safety training.
Implementation of internship to allow students to work and still obtain credits towards their degree.

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

NA

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

NA

- 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.

NA

- 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?

There are no surrounding colleges close enough to collaborate with. The Crucible is the closes teaching facility that we have but is more of an art center where people collaborate than a community college no certificate is achieved and no specific training occurs driven towards training.

- 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**

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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.

Faculty will need to be trained in the use of Solidworks to be able to teach it at an advanced setting also if new equipment is purchased training should implemented so everyone knows how to use the equipment properly. Have faculty implement new techniques using the Fablab to incorporate new technologies into the curriculum. Faculty will also need to be trained on using the equipment that is in the Fablab several training sessions will need to be implemented for staff to know and understand how the equipment works.

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

  NA

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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 goals for the next three years are to have the program up to date having all of the courses up to date. Updating student projects to have them vary what they get to construct. Upgrade and fix equipment that is needed to be upgraded to have a safe working environment. Implementation of new courses in the evening to establish a sound night program that is degree applicable.

- 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 (one year): create more demand for department

  Changing names of courses: Stay current with industry nomenclature

  Adapting courses content to complement Department community projects

- **Goal 2. Assessment:**

  Activities and Rationale:

  Update Courses on TaskStream

  Developing new criteria for more "hands on" assessments.

- **Goal 3. Instruction:**

  Activities and Rationale:

  Utilize more contextualize learning exercises.

  Using industry professional Guest Lecturers to demonstrate current best practices.

  More site visits so students have a better grasp of a shop environment and how work is managed in a shop.

- **Goal 4. Student Success:**

  Activities and Rationale:

  Completing Certificate and Degree requirements

  Placing students into workforce

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

  Activities and Rationale:

  Attending industry related conferences in Wood Technology. Attend tradeshows for to see new equipment that industry is using. Engage and collaborate with more industry partners to meet more needs in specific niches that relate to woodworking to adapt new courses in those specific needs (finishing, refurbishing furniture and cabinets).

- 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: _____Laney_____

Discipline, Department or Program: _____Wood Technology_____

Contact Person: ____Rosendo Del Toro_____

Date: ____10/30/2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	NA			
Human Resources: Classified	Shop Aid	1	15,000	Pg. 19
Human Resources: Student Workers	Student Worker	1	5,000	Pg. 19
Technology	New CNC Machine	1	80,000	Pg. 12, 18, 19, 20, 23
Equipment	Replacement of Rollers Computers are slow (upgrading them)	1	10,000	Pg. 18, 19, 20
Supplies	Lumber/Plywood	1	6,000	
Facilities	Roof Leaks	1		Pg. 20
Professional Development	2	2		Pg. 25
Other (Restrooms)	1	1		

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____Laney_____

Discipline, Department or Program: ___Wood Technology_____

Contact Person: ___Rosendo Del Toro_____

Date: ____10/31/2015 _____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Student Success The development of new srategis outreach for individuals to increase enrollment. Continue to maintain and develop website to maintain a more up to date program and to keep in touch better with workforce developmental agencies.	Student Success- develop new and strengthen existing interventions and strategies to increase students' access and success	Advance student access, equity and success
2. Assessments Develop charts or graphs for faculty to easily integrate findings to student assessment. Maintaining and completing SLOs and PLOs on track.	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. Resources Develop a closer relationship with partners an intern program and also bring industry partners to demonstrate new practices and to talk to students of what is expected from them when entering a job.	Resources- 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	Engage and leverage partners
4. Curriculum Collaborate with other departments ECT, Architecture, Carpentry, and the Fab Lab to implement new courses that enhance the program as well as distinguish it from other departments or programs around the area.	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 Establish new industry partners, visit businesses as well as attending professional developmental courses to		Strengthen Accountability Innovation and Collaboration- provide professional development opportunities for

develop new teaching techniques in the industry. Elaborate in teaching methods that are going to be used in the future.		faculty, staff and administrators that lead to better service to our students and colleagues and community partners
6. Assessment Continue to assess courses keeping track of SLOs and PLOs to adequately follow student's patters and success. As well as implementation of charts and rubrics to allow a better tracking method to later analyze .	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:

Discipline, Department or Program:

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. 2. Conditionally Accepted. 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 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. 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