

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: Drafting

Division Name: CTE

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INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of Golden West College's mission and goals. **This description will likely be used on your department's website.**

Enter text here.

College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

College goals(check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

Our department contributes to diversity, campus climate and student success.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

None

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

Achieved all goals and required task.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

No other area schools offer the same software or classes.

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

None noticed

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

Update software and add a Solidworks certificate program and this has been done.

SWOT ANALYSIS

Strengths:

- What does your program do well?
 - What do you believe your students, potential employers, or transfer institutions see as your program's strengths?
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- Prepares students for entry level industry drafting jobs.
 - Satisfies engineering drafting course requirements for Cal State programs. PR2013_Drafting_rpt.doc Fall 2012 2
 - Provides updated training and skills to industry drafting and design workers
 - Meets the diverse needs of working students
 - Teaches new skills or improves current skills
 - A unique program that provides skills for students who are deaf and hard of hearing by focusing on computer and visual components
 - Lends itself to unsupervised and work home jobs
 - Meets the needs of local employers
 - Affordable transfer and vocational education

Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?

None

- What limitations or barriers is your program experiencing?

None

Opportunities

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

• Additional course offerings that allow for our changing industry • Offering the most current equipment used in industry for training • Specialized training for the currently employed

Threats/Challenges

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

Updating course curriculum to a changing industry • Educating faculty with new programs and technologies • Making the most with the least (limited resources) Beyond your program's control • Changing technology • Education budget cutback • Reductions in high school CTE programs

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through CurricUNET, please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
<i>(example ENGL 225)</i>	<i>October 2017</i>	
Draft 110	October 17	Larry Baird

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the Course Identification Numbering System (C-ID). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

No

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
<i>(example 1: COMM 225/PEACE 225)</i>	<i>May 2015</i>	<i>Maintain dual-listing</i>
<i>(example 2: SOCSG133/SOCG133)</i>	<i>November 2015</i>	<i>Retire SOCS G133</i>
none	Enter text here.	Enter text here.

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
<i>ex. FARM 300</i>	<i>Add</i>
none	Enter text here.

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

None

Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- How does your student population compare to GWC's general student population?

About the same

- Based on the trend that you're seeing, what type of adjustments would you make to your program?

none

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTEF/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

Unemployment

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

About the same

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

About the same

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

None

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

None

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

none.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

N/A

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

N/A

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

1

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

Certificate in Solidworks

- What areas does your program plan to improve?

Software

- What specific actions will you take to improve upon those areas?

Stay Current

- How will you assess whether your program has accomplished those goals?

Another program review

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

None