Golden West College
INSTRUCTIONAL
PROGRAM REVIEW
Spring 2013

Program Name: Drafting
Division Name: Career and Technical Education

Overview of Program: *(THIS DESCRIPTION WILL LIKELY BE USED ON YOUR DEPARTMENT'S WEBSITE.)*
The Drafting program at Golden West College is designed to prepare the student with the necessary skills and knowledge for employment as an entry-level drafter in the mechanical drafting field. The program gives entry level students the opportunity to experience basic Computer Aided Design (CAD) skills and principles. Coursework emphasizes fundamental drafting principles and solid drafting skills with CAD. It incorporates development of competencies in mathematics, communications, and problem solving. The intermediate and advanced level courses allow students to learn about sophisticated 3D models, surfaces and solid modeling projects. The program uses advanced, industry standard parametric modeling programs as well as 3D printing. The program serves not only traditional Drafting students but also Architectural and Engineering students.

Program Contact Information:

Program Contact Name	Phone #	E-mail prefix
Larry Baird	x58209	lbaird

Program Manager	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
Claudia Lee	Dean	D-32	x58178	Tech 115	clee

Classified Staff	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
None					

Full-Time Faculty	Phone #	Office Location	E-mail
Larry Baird	x58209	lbaird	

Current State of the Program

1. What noteworthy trends do you notice in your data tables?
Due to sections being reduced, the enrollment has gone down; however, class fill rate has increased. The program continues to have more males than females, but that trend is slowly changing, as more females enroll in the courses. More females tend to enroll in the architecture class.

2. What are your analyses of the causes or reasons for those trends?
- Budget cuts and lack of funding.
- Lack of advertising specifically geared towards females.

3. What does your program do well?
- Prepares students for entry level industry drafting jobs.
- Satisfies engineering drafting course requirements for Cal State programs.

- 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

4. What are the challenges to your program.

Within your program's control
- 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

5. What are the opportunities for 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

6. Identified areas in need of improvement

- Facilities issues, which are mentioned later in the program review

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each underline major and/or certificate you assessed.

Program Name:	Drafting	**Semester Assessed:** (x) Fall ( ) Spring ( ) Winter ( ) Summer **Year:2012**
Program Type:	(x) Transfer Major (x) Certificate of Achievement ( ) Basic Skills Sequence ( ) Area of Emphasis ( ) Gen Ed Area	

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Students will develop viable computer skills by using current CAD and 3D CAD software applications to create drafting drawings, presentation graphics and 3D design image models for project solutions.
Step 2	**What method did you use to assess the SLO?**	Projects, tests, and performance evaluations of student projects.
Step 3	**Describe the results of your assessment.**	20 Students were tested; 16 completed their projects with a 100%, 1 with 95%, 2 with 80% and one failed to complete the project for a grade.
Step 4	**Describe your analysis of the data.**	Most students were highly successful in completing the skills needed.
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	No changes are necessary, beyond student involvement.

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Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12

Complete a separate page for each <u>major and/or certificate you assessed</u>.

Program Name: _____

Program Type: ( ) Transfer Major

( ) Certificate of Achievement

( ) Basic Skills Sequence

( ) Area of Emphasis

( ) Gen Ed Area

Semester Assessed: ( ) Fall   ( ) Spring   Year:

( ) Winter   ( ) Summer

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	
Step 2	**What method did you use to assess the SLO?**	
Step 3	**Describe the results of your assessment.**	
Step 4	**Describe your analysis of the data.**	
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12

Complete a separate page for each major and/or certificate you assessed.

Program Name: _____

Program Type:

( ) Transfer Major

( ) Certificate of Achievement

( ) Basic Skills Sequence

( ) Area of Emphasis

( ) Gen Ed Area

Semester Assessed:

( ) Fall   ( ) Spring

( ) Winter   ( ) Summer

Year: _____

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	
Step 2	**What method did you use to assess the SLO?**	
Step 3	**Describe the results of your assessment.**	
Step 4	**Describe your analysis of the data.**	
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	

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Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name:	CADD	Semester to be Assessed:	( ) Fall	( ) Spring	Year:
Program Type:	( ) Transfer Major		( ) Winter	( ) Summer	
	(X) Certificate of Achievement				
	( ) Basic Skills Sequence				
	( ) Area of Emphasis				
	( ) Gen Ed Area				

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Students will be proficient in 2D drafting.
Step 2	**What method did you plan to use to assess the SLO?**	Students will create drawings using 2D drafting.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Fall 2013, by Larry Baird

Program Name:		Semester to be Assessed:	( ) Fall	( ) Spring	Year:
Program Type:	( ) Transfer Major		( ) Winter	( ) Summer	
	( ) Certificate of Achievement				
	( ) Basic Skills Sequence				
	( ) Area of Emphasis				
	( ) Gen Ed Area				

Step 1	**Define the Expected Program Student Learning Outcome (pSLO).**	Students will be proficient in basic 3D AutoCAD.
Step 2	**What method did you plan to use to assess the SLO?**	Students will build 3D models.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Spring 2014 by Larry Baird

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Program Name: _____ **Semester to be Assessed:** ( ) Fall ( ) Spring **Year:**
Program Type: ( ) Transfer Major   ( ) Winter ( ) Summer
( ) Certificate of Achievement
( ) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Students will be proficient in parametric modeling.
Step 2	What method did you plan to use to assess the SLO?	Students will create 3D modeling and 3D assemblies.
Step 3	When is the assessment going to be done and who is going to conduct it?	Fall 2014 by Larry Baird

Program Name: _____ **Semester to be Assessed:** ( ) Fall ( ) Spring **Year:**
Program Type: ( ) Transfer Major   ( ) Winter ( ) Summer
( ) Certificate of Achievement
( ) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	
Step 2	What method did you plan to use to assess the SLO?	
Step 3	When is the assessment going to be done and who is going to conduct it?	

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Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty: None
Management: None
Classified: None
Hourly: None

Considering your current employees, what staff development/training does your program need?

Solidworks and AutoDesk training.

Note: Complete all faculty request forms <u>in separate files</u> and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment):
Update software licenses as necessary.

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

Drafting Lab needs new carpeting and paint and roof repairs to prevent leaking. Past roof leaks have led to equipment being destroyed.
Need to replace chairs for students.

Health, Safety and Security (e.g.
Wires for computers need to be secured so students don't trip over them.

Other What changes or other additions need to be made to your program to function adequately?

None

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IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean
(0) (0)   a. Significant declines in enrollment and/or FTES over multiple years

(0) (0)   b. Significant change in facility and/or availability and cost of required or necessary equipment

(0) (0)   c. Scarcity of qualified faculty

(0) (0)   d. Incongruence of program with college mission and goals, state mandates, etc

(0) (0)   e. Significant decline in labor market

(0) (0)   f. Continued inability to make load for full-time faculty in the program

(0) (0)   g. An over-saturation of similar programs in the district and/or region

( ) ( )   h. Other_____

Program Review Check-list

( )   Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( )   Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

( )   Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Barbara Jones   Date: April 11, 2013
Comments:

Division Dean: Claudia Lee   Date: April 11, 2013
Comments:

(X) No further review necessary

( ) We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.
(X)   Larry Baird
( )
( )
( )

I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.
( )
( )
( )
( )
( )

Appendices

A. Data Sets
B. Signed Comments
C. Classified Position Requests
D. Faculty Position Requests
E. General Fund One-Time Funds Requests
F. Curriculum Inventory
G. SLO Inventory