



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Trade and Industry

Discipline Name
Cabinet and Furniture Technology (CFT)

Department Chair Name
Tony Fedon

Division Name
Career, Technical and Extended Education

Website address for your discipline
<http://palomar.edu/woodworking>

Discipline Mission statement

The Mission of the Cabinet and Furniture Technology Department is to prepare a diverse student population to earn an income designing and/or manufacturing wood products. Students gain intrapersonal skills necessary to fulfill the needs clients and employers, while learning woodworking fundamentals, specialized processes, design and planning skills, and advanced manufacturing techniques for a variety of woodworking disciplines. This rigorous and comprehensive curriculum enables students to maximize employment opportunities in a multitude of woodworking related fields and achieve educational, personal and career goals. Whether entering the workforce as an employee or entrepreneur our graduates are taught to embrace an attitude of life-long learning and enjoy success as active members of a global community.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

Case Furniture / Manufacturing
Guitar Making Technology
Lathe Turning Technology
Table and Chair Manufacturing
Carving Technology
Cabinetmaking and Millwork
Veneering Technology
Woodworking Skills Technology
Woodworking Fundamentals

Please list the names and positions of everyone who helped to complete this document.

Jon K Stone - Full time faculty

Jennifer J Anderson - Full time faculty

Full-time faculty (FTEF)

2

Part-time faculty (FTEF)

12

Classified & other staff positions that support this discipline

Anel Gonzales/ADA for Trade and Industry/-Georg Kast/ ISA III

Additional hourly staff that support this discipline and/or department

Currently, we only have 4 hourly staff who average about 150 hours per month. Historically we have had 8 hourly support staff, so we have augmented the district budget by 10K using foundation funds. The hourly staff are necessary to ensure student safety in the foundation classes.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

CFT's learning outcomes align very well the regions employment needs. San Diego's wood products manufacturing industry is quite varied and encompasses everything from one person shops to cabinet shops, which employ hundreds of employees. Our SLO's reflect the need for students to learn woodworking skills, as well as design, planning, and people skills. Our graduates are well-rounded and highly employable because of their soft skills and their solid foundation in design and manufacturing. The Program SLO's prepare our students for their future, whether setting up their own shop and running an independent business or joining an established advanced manufacturing company.

Describe your program's plan for assessing program learning outcomes.

Assessments start in the classroom with safety. Each foundation class has a written and physical demonstration of competency on all of the major stationary power machines. Psychomotor and critical thinking skills are assessed through a variety of class exercises and student projects.

Summarize the major findings of your program outcomes assessments.

Student success is generally high, but has decreased slightly due to the reduction in lab classes. Lab classes provided students the opportunity to work on class curriculum outside of class time. Without access to machinery and tools it's difficult to complete the curriculum.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

One need is for adjustments of degrees to enable Military Veteran students to take full advantage of their benefits offered. Perhaps the addition of a single comprehensive degree/certificate to allow Vets flexibility in their schedule.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

The courses in CFT support several General Education and Institutional Learning Outcomes including:

ILO 2, Computation: B Inquiry and analysis

ILO 3, Creative, Critical, and Analytical Thinking: A Critical thinking

ILO 3, Creative, Critical, and Analytical Thinking: C Teamwork

ILO 4, Community, Multicultural/Global Consciousness and Responsibility: B Ethical reasoning

GE Foundational Knowledge of Discipline

GE Integrative Learning

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

All of our classes require design, planning, analytical and critical thinking, which support ILO 2 and ILO 3A. By the inherent nature of the subject matter all of our courses support GE Foundation Knowledge of Discipline and GE Integrative Learning. A few of our classes, like Production Cabinetry and Production Wood Products incorporate ILO 3 and ILO 4.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward)

for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

CFT had a total of 51 degrees/certificates in the 2017-2018 academic year. Three Associate Degrees and 48 Program Certificates were awarded. The breakdown for each of the individual degrees is not readily available, however year to year this varies considerably. The fact that the completions for individual programs run in streaks is not as significant as the total for the CFT discipline. Our 51 completions is about the same rate as the college when calculated by comparing FTES to completions. CFT and the College are producing about 53% completions / FTES.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Stayed the same

What factors have influenced your completion trends?

We had an influx in 2015-16 (97 degrees/certificates awarded) and a dramatic drop in 2016-2017 (26 degrees/certificates awarded), but it seems as if we have leveled out again at 51 in 2017-2018. CFT class offerings have been reduced by over 30% which may account for the drop. As mentioned above, the fact that the completions for individual programs run in streaks is not as significant as the total for the CFT discipline. The variety and design of the programs allows students to specialize after taking core fundamental classes. The degrees stack and mesh so full-time students can likely complete 2 or more programs in 2 years and part time students have an opportunity to complete a degree quickly. We have 1 Meta program now and 3 in the works. We anticipate an improvement in the total when the new Metas are available.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

With the diverse regional product environment it is important that CFT offers a comprehensive selection of general and specialized programs which create highly knowledgeable and skilled graduates ready to work in the many regional Manufacturing industries, or become an entrepreneur, or manage/run someone's business. The programs easily stack and crossover making it likely a full time student will complete at least 2 in 2 years.

The completions come in waves. The degrees are stacked and meshed so that students get the most advantage from our discipline offerings. In doing so CFT has many degree programs. Even with the limited scheduling, CFT overall has a similar rate to the campus at large when comparing Completer/FTES at 53%. Some years a specialized program will get no completions, then other years a program may get many completions.

It has been noted that on the campus at large disciplines with a large number of programs causes the discipline problems. For CFT, however the distinct advantage lays in the way the programs stack and

mesh so that students can more readily complete one or two or more certificates/degrees in a timely manner. The result is more completed programs for the students , and the college.

It should also be noted that a program redesign is in progress which will eliminate one program and adjust others to accommodate the reduction of sections from our discipline.

What is your program standard for program completion?

50.0%

Why did you choose this standard?

CFT has approximately 100 FTES.

50% represents that we have approximately 1 complex program for each 2 FTES

This number is about the same as the College average.

What is your Stretch goal for program completion?

60.0%

How did you decide upon your stretch goal?

We feel that we can reach this goal and perhaps more. We have in the past.

CFT is redesigning programs and adding 3 more Meta programs. These changes should produce more completions

If we do reach this goal we can reach for a higher stretch goal.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

The efficiency of CFT has stayed fairly stable over the past five years (around 390) with a spike in 2016-17 (426) and a dip in 2017-18 (336).

Efficiency numbers are far below the school goal of 525, however discipline class sizes are capped at 24 or less, thus efficiency will never get above low 400's.

Nevertheless 2017-2018 represents our worst year for efficiency in memory.

Fall 2018 #'s are not available to us yet, however I expect much better Fill Rate and efficiency numbers similar to prior years.

Fill rate might be a better gauge of efficiency for our discipline, although traditionally we have been above the college in Fill Rate, last year we were slightly below at 84%. We feel that we will have fill rates in the 90% in the future.

CFT					
Values	2012-13	2013-14	2014-15	2015-16	2016-17
2017-18					
Enrollment	1,191	1,197	1,298	1,070	1,102
893					
Seats	1,388	1,363	1,563	1,188	1,261
1,058					
Fill Rate	85.81%	87.82%	83.05%	90.07%	87.39%

WSCH	84.40%	3,570.09	3,579.00	3,690.56	3,217.06	3,793.31
3,116.10						
FTEF		119.00	119.30	123.02	107.24	120.66
99.12						
Total FTEF		9.22	9.03	10.01	8.11	8.89
9.26						
WSCH/FTEF		387.12	396.44	368.74	396.62	426.75
336.42						
Full-Time FTEF		2.89	1.89	1.89	2.00	1.80
2.00						
Hourly FTEF		6.00	6.81	7.79	5.94	6.36
6.86						
Overload FTEF		0.33	0.33	0.33	0.17	0.73
0.40						
Part-Time FTEF		6.33	7.14	8.12	6.11	7.09
7.26						
Part-Time/Total FTEF %		68.64%	79.08%	81.13%	75.34%	79.75%
78.43%						

What factors have influenced your efficiency trends?

The decrease in efficiency might be attributed to the program being cut by over 30% in the past two years. It should also be noted that for safety reasons, CFT has a limit of 22-24 seats per class. Since the ratio/formula for calculating efficiency is based of of a 40+ class maximum our efficiency will not exceed the low 400's. We hope to adjust to the cuts and stabilize with respect to Fill Rates and efficiency.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

Unfortunately, our veneering class was cancelled two semesters in a row due to low enrollment. This is clearly attributed to students flooding the class prior to the previous instructor leaving. He had a very strong following. Once the previous students cycle out and new students cycle in, I am confident that we will fill that class. There have been a couple other classes that may have not filled, but we are addressing those with new instructors and/or co-teaching assignments.

This coupled with reducing the frequency of class offerings, we don't foresee any issues filling classes that may not have filled in the past. We have produced a two-year (plus) schedule which will allow us to offer all of the classes necessary for students to earn degrees/certificates. Unfortunately, it will be a bit more difficult for students to earn degrees/certificates as the frequency of offerings have been dramatically reduced.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to

move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

80.0%

Why did you choose this standard?

Cabinet and Furniture Technology has been able to maintain a fairly high success rate historically. Currently we average about 82.4% over the past 5 years

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected?

There was a bit of a dip 2 years ago, to 80%, as our program size has been decreased, however last year success rebounded to 84%. We have been aware of increased stress on students due to the reductions that have been made to our department and we have all pushed to be aware of students needs as they progress through our programs.

What is your Stretch goal for COURSE success rates?

85.0%

How did you decide upon the goal?

We have not reached this goal in the past 5 years however it seems attainable and our current 5 year average is about 82.4%

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Yes, once classes begin and students get settled they tend to maintain good attendance. Our current 5 year average is about 94%

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age

Ethnicity

Age: Why do you think age differences exist? What do you need to help close the gap?

Our core age group of students is between 25 and 45, which roughly corresponds to the third age group listed. This age group and the older age group have acceptable success rates. The two groups under 25 years of age show below average numbers for 2017-2018 (19-25 at 64% and below 19 at 57%) Note: the other chart lists these at 75% and 56%. Although we target the lower age groups for student recruitment we often find these student unprepared for our rigorous curriculum and demanding hours. Unfortunately, cuts made to our discipline have caused us to eliminate our Lab classes which have historically been an effective avenue to help with success and retention of students. A solution would be to

allow CFT to regain cut sections from our schedule.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

CFT has a slightly lower rate of retention and success rates with the Hispanic population (success rate 69% for 2017-2018, which was up from 67% in 2016-2017). This rate is acceptable but lower than other ethnicities at 88%. We find some of this population travels a significant distance to take our woodworking classes. This and other factors such as often working full time, may influence the slightly lower numbers. Although very close to the school goal, past years show that this ethnicity can achieve higher success rates.

Once again, cuts made to our discipline have caused us to eliminate our Lab classes which have historically been an effective avenue to help with success and retention of students.

A solution would be to allow CFT to regain cut sections from our schedule.

Are there differences in success/retention between on-campus and online courses?

N/A

Do you have any best practice methods you use for online courses to share with the community?

N/A

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

At the beginning of each semester CFT holds a faculty and staff meeting. One component of that meeting is the coordination of SLO's and assessments between faculty members who teach different sections of the same course. This is extremely important in our foundation level courses (CFT 100 and 105). These meeting usually ignite further discussions which take place throughout the semester in person and via email.

How have you improved course-level assessment methods since the last PRP?

The curriculum in CFT is constantly evolving to meet the needs of the workforce and the students. As the curriculum evolves so do the assessments. Instructor's are now assessing skills and knowledge gained on a variety of platforms including written tests, verbal communication and skills demonstrated. Instructors observe, interact and give immediate feedback on skills which are demonstrated by the students on a daily basis.

Summarize the major findings of your course outcomes assessments.

Skills demonstrated in class with instructor observation and immediate feedback leads to:

A safer working environment.

Quicker development of vital skills.

Knowledgeable progression of professional practices.

Collaboration and camaraderie.

The ability to apply knowledge and skills to a workplace environment.

Development of transferable job skills.

Development of entrepreneurial skills.

Although safety and knowledge of subject are demonstrated through written methods (assignments, test, quizzes etc.), Hands on project based learning with immediate feedback and correction has the greatest affect.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

Overall Skills development takes time and requires practice.

Students who have limited tools, equipment and resource must rely on the schools facilities to develop

the ability to work quickly accurately, safely and with repeatability as required in the manufacturing industry.

Our facilities are well equipped and specific for various programs, however access to our facilities is limited due to cuts in our discipline size, resulting in cuts made to our lab specific classes (to leave room for core, fundamental and specialized required classes)

Students need more access to our facilities. Re-instating some of the cut sections would allow for this.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Safety is paramount and is closely monitored. The presence of T.A.'s (both paid hourly and volunteers) has significantly improved the awareness of both good and poor practice among the students, and thus prevented accidents and prepared students to carry safe practice into the workplace. This interaction also improves the discipline related skills and abilities of students with respect to workplace readiness.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Program outcomes originate in the individual classes and their course outcomes. Safety is an example which is paramount and reinforced in every course. When relevant, design and product development are integrated into the curriculum. As a result, students gain skills, in all classes, which are highly sought after by employers. It is not unusual for CFT students to be hired before completing the program.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

We have a handful of core or foundation level classes needed to earn a Meta certificate. This certificate, "Woodworking Fundamentals" includes CFT 100, 105, 149 and 195. Once a student has earned this Meta Certificate they choose a specific Program (skill, product or technique) in which they are interested in focusing on. The core classes, which they've already completed are the foundation of the more specialized certificate degrees. Therefore students only need to take a few capstone classes to earn a certificate. We communicate this scaffolding approach on a one page document/flier which we pass out to our students. We keep a handful of these fliers in our entry way so that they are always available to our students. In addition, we reinforce by advising verbally and directing students to the course catalog.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

Our courses are rotated into three basic time slots: morning, afternoon and evening, to give part time

students who work and full time students alike, an opportunity to enroll in each course in their chosen program with an attainable pathway to completion. The schedule is screened to minimize overlapping or conflicts in like or needed classes and some classes are grouped in order to facilitate students and their scheduling needs. The evening time slot has the highest demand for working students and is usually an option for non working students. Unfortunately the evening is limited to 4 evenings a week because Friday evenings have difficulty filling.

How do you work with other departments that require your course(s) for program completion?

Until recently, CFT had been inclusive and had not needed to work with other departments for program completion requirements. About a year ago we stopped offering our business class - CFT 108 and started deferring students to the Business Department. Unfortunately, the first semester in which our students were signed up for BMG 153, the class was dropped due to low enrollment or was offered off the main campus. Moving forward we will need to foster relationships with both Business and Manufacturing due to the introduction of a cnc meta certificate.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

There are some curriculum concerns in our program. The first is trying to make the schedule so that students can earn certificates within a two year time frame. Since the budget/class cuts, we are having a difficult time offering all of the classes necessary to serve our students. Second, we are starting to implement CNC into our curriculum and there is a slight learning curve with that. We are currently fleshing out scheduling, instructor and programming concerns. As mentioned we are redesigning our programs to facilitate scheduling demand.

Are there courses that should be added or removed from your program - please explain?

Yes, we are looking at adding 2 design software courses, Sketchup and Cabinet Vision and CNC programming, and machining classes, V-carve and TBD to our schedule. In addition, as stated before, removing our "Lab" classes from the curriculum has had a negative impact on our student body. Unfortunately, the most adverse effect has been on young and low-income students since this demographic doesn't typically have the tools, equipment or workspace at their home.

How is the potential need for program/course deactivation addressed by the department?

I believe we deactivated over a dozen classes last year. While it didn't hurt to deactivate some, we are definitely feeling the negative impact of deactivation others (as mentioned above). A current review of scheduled offerings projected over the next 2-3 years allows us to identify courses which may need deactivation.

Is your department pursuing non credit or not-for credit options at this time?

Yes

Are there areas you would like to expand?

Of course there are always areas in which we can expand.

The top priority at this point is computer software and CNC programming.

Also, regional Urban Wood processing has continued to expand and we have been approached by non-profit Tree San Diego and Grant recipients Treejuvination to write curriculum and advise on a certifications program for Urban Wood processing.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Due to the nature of our "hands-on" discipline, very few of our classes can be offered on-line. A new design software course being developed, Sketchup, is planned to be offered on line. In the future other design software may be offered on line.

Describe other data and/or information that you have considered as part of the evaluation of your program

We are always fine tuning our discipline programs, classes, and curriculum. Our evaluation considers the following:

Current regional manufacturing trends and needs- Small production shops, specialized fields, CNC manufacturing.

Jobs demand- Strong demand in construction related and manufacturing, i.e. cabinetry, finish carpenters and woodworkers.

Local manufacturing- Regional manufacturing in wood products is quite diverse in product and business size with a high number of small shop business. Our discipline offers diverse programs and prepares students for small business start up.

Gig economy- Students in our program can prepare themselves to start working from home even while working another job.

Veteran and other new career students- Usually full time and dedicated but often must enroll in heavy load to take advantage of benefits.

Our facility- Well equipped; Our scheduling and diverse offerings maximize the options for our students.

Student demand- With respect to scheduling for term, day of week, and/or time of day.

Advisory committee- Recommendations from industry and secondary educators, building coordination, articulation and contacts.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or

emerging careers impact your future planning?

Our discipline, CFT, is actually 3 disciplines. Cabinet Making, Instrument Repair and Furniture Making. CFT programs prepare students for careers in all three disciplines/industries.

Careers in the Cabinetmaking industry include the following job titles:

Cabinet maker, Cabinet Finisher, Cabinet installer, Woodworker, Finish Carpenter, Carver, CNC operator, Wood Sawyer.

Cabinet assembler, Quality Technician, Millwork, and Cabinet Fabricator.

Careers in the Instrument Repair industry include the following job titles:

Guitar Technician, Guitar Maker, Luthier, Guitar Repair person, Finisher, Production worker, CNC operator, and Woodworker.

Careers in Furniture making industry include the following job titles:

Furniture Maker, Woodworker, Finisher, Wood Lathe Turner, CNC operator, Furniture Repair, Stair Builder, Bench Carpenter, Door and Window installer.

The above industries also include job titles such as Designer, Planner, Sales and Management.

An emerging career path includes design software knowledge and CNC operation. We have considered this in our past and present planning and goals, which include purchase of CNC equipment (completed), acquiring on site laptops for instruction in computer based design software (not accomplished), and incorporating CNC machining into our programs and classes (in progress).

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Knowledge of the following in the wood products manufacturing industry:

Materials, methods, and the tools

Wood species

Tree and wood technology

Milling processes

Joinery processes

Manmade wood sheet goods such as plywood or Formica

Power equipment /machines, their safe use, repair, and maintenance of.

Hand tool and portable power tool use, sharpening, and maintenance.

Arithmetic, algebra, geometry, calculus, statistics

Production processes, quality control, costs, and other techniques

Design techniques, tools, and principles technical plans, blueprints, drawings, and models.

Proper technical and safety practices

Finishing processes, products, and MSDS documents

Proper shop set-up for safety and material flow

Marketing

Skills in:

Troubleshooting

Time Management

Verbal and written communication with others to convey information effectively

Analyzing needs and product requirements to create a design

Critical Thinking

Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or

approaches to problems.

Ability to:

Safely use hand and power tools associated with the wood products manufacturing industry
Design products to meet the needs of client or marketability
Produce and interpret sketches, schematics, blueprints and specifications relating to wood products
Mill raw lumber to square and exact dimensions with both hand and power tools
Execute simple and complex woodworking joinery
Assemble and construct cabinetry, furniture and other wood products
Prepare wood surfaces for finish
Apply various finishes with various/appropriate methods
Communicate verbally and in written form with clients and coworkers.
Set up woodworking shop for safe and efficient function

How does your program help students build these KSA's?

There are 8 distinctly different programs in CFT.

There are several core fundamentals classes common to these programs.

In these core classes student are asked to think of their project as a product.

In doing so, along with building knowledge, skills and abilities in fundamental woodworking processes, tools, and materials, students also develops KSA's Transferable to ALL manufacturing industries.

Students first develop design skills and abilities. Students are asked to work with a "client" (could be a relative) for design collaboration. Designing includes aesthetics, materials, cost, construction, feasibility, marketability, drawing, model making, etc.

Next student must plan the product and produce, working drawings, plans, material list, exact cutting list, plan of procedure, time estimates, cost estimates, and a time line for production. All the while building on the KSA's of manufacturing.

Students are also asked to market their product. Internet, social media, soft skills, are further developed.

As students progress in their programs the knowledge skills and abilities are reinforced and further developed with respect to the specialized field of the program.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We are in the early/planning stages of integrating work based learning into our programs. We plan to coordinate with work based learning coordinators as we already place many students into local woodworking related jobs. Internships and work-study will provide further opportunities for our students

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

see above

How do you engage with the community to keep them apprised of opportunities in your program?

Our faculty sits on advisory committees for local High School programs.

Local High School instructors sit on our advisory committee.

We have an Instagram page and a Facebook page.

We publish and distribute program literature.

We have articulation agreements with a half a dozen local high schools.
 Every year we display our student work at the San Diego County fair.
 We host an annual CFT Graduation Banquet/picknick/furniture show at our facility in May
 We encourage and participate in local woodworking clubs such as the San Diego Fine Woodworkers.
 Our faculty is published in local and national periodicals.
 We often display student and faculty work at venues such as our CFT Gallery, the Boehm Gallery, the Palomar Library and the Escondido Municipal Arts Gallery.
 Students and faculty also participate in national exhibitions and trade shows such as the Furniture Society Conference, AWFS and NAMM.
 We are still active in the Urban Wood community and Tree San Diego organization
 We participated in "Manufacturing Day" and often host a "Lie Nielsen Hand-Tool" event.
 Our wood club as well as our production class - CFT 144 and cabinetry class - CFT 165, create products for charity. Recently, we helped the Children's Arthritis Foundation, donated 20 #5 guitars to the Museum of Making Music, and built a kitchen for a women's shelter.
 We have relationships with local manufactures and businesses that hire our students.
 We participate in high school outreach and will be part of Future Fair at San Marcos High School this April 2019.
 In the fall of 2019 we will be collaborating on two outreach events with Festool and Fine Woodworking Magazine.
 Some of our faculty record their lectures and share them on You Tube
 We nurture donors who donate money to our discipline and to scholarships for our students through the Foundation.

What is the regional three-year projected occupational growth for your program(s)?

At last check the CEO website shows:

	Regional	**Ca. 2017-2019
(labormarketinfo.edd.ca.gov)		
Carpenters	218 annual openings	**8000
Cabinetmakers and bench Carpenters	14 annual openings	**1560
Furniture finishers	2 annual openings	**210
Sawing Machine operators and tenders	5 annual opening	** 610
Woodworking machine setters	8 annual openings	** 650
Woodworkers all others	1 annual opening	**170

One report from the CEO website, (Woodworking Occupation in San Diego County, 2015) does not show a three year projection for jobs in Woodworking related occupations, but it does show a projection from 2014 to 2018 in which we are at the end of the cycle. That CEO projection for "jobs in Woodworking related occupations" shows an increase in carpenters jobs by 6% with 312 annual openings and a decline total jobs in cabinet making, furniture finishers, model maker's pattern makers, and woodworkers, but total openings of those combined at 20. The report states "Carpenters were added to the list of occupations because of similar job functions and use of wood in their work..." Including carpenter totals does have relevance from the standpoint of what is taught in several of our programs, for example in our Cabinet Making program our Architectural Millwork class provides job preparation skills for finish carpenters.

**The second column show a much more current trend in California where woodworking job openings in general are up by 400%-600% or more, although not regional specific the trend can be extrapolated to our region. Even if our region represents only 10% of these Ca. job opening the numbers are a significant boost to demand.

Also it should be noted that current local searches for Woodworking related job consistently product many job openings.

ie., a web search for “cabinet” under jobs, on San Diego’s Craig’s List (3-12-2019) shows well over 40 separate job listings including the titles: Furniture Cabinet Repair, Saw Operator, Cabinet Re-facing, Carpenters, Cabinetmaker, Cabinet Fabricator, Cabinet Finisher, Finish Carpentry, Cabinet Assembler, Woodworker and Cabinet Installer.

A Craigslist search for “woodworking” on same day, same site, produced other job titles such as: Woodworking or Carpentry, Furniture Maker, Door and Window Installer.

Also note, many of those listed in San Diego and surrounding area were CNC operator and cabinet making programmer positions.

Also it should be noted that CFT receive 15-25 job request for our students from local business annually.

What is being done at the program level to assist students with job placement and workforce preparedness?

Our programs build fundamental and advanced woodworking skills as well as design planning and soft skills, knowledge and abilities, needed for employment or entrepreneurship.

Working with local manufacturers, businesses, and employers we help place our students into industry.

We publish job opportunities in our weekly student announcements, which are available in all classrooms and discussed in classes.

We post job announcements on our jobs board.

We recruit and hand pick certain students and who are prepared to meet the needs of employers or who have expressed a desire for current employment.

When was your program’s last advisory meeting held? What significant information was learned from that meeting?

Our last advisory board meeting was held on Feb. 27, 2019. Attached are the recommendations from the meeting.

1. Continue to press for enough computers dedicated to CFT CNC software applications for a full classroom. These devices are essential for students to be able to establish the level of expertise necessary to be competitive for industry positions.
2. Accelerate work to integrate additional CAD/CAM tools and incorporate them as quickly as possible into the curriculum for all appropriate classes. Software tools should kept to a minimum so that students can establish a higher level of expertise over the range of their coursework. 3 dimensional design as well as 2 dimensional design should be integrated into the curriculum. Software options discussed for the recommended equipment included Corel Draw, SolidWorks, Aspire/VCarve and Fusion 360.
3. Move forward in creating a separate certification/degree program emphasizing Computer Aided Manufacturing. Cerritos College has a successful 21 unit CNC Woodworking certification program.
4. The permanent faculty on the CFT staff desperately need to be increased. This will allow the resources necessary to make the necessary changes to the program and curriculum as well as to develop strategies for developing contacts with local employers. Industry employers need to become familiar with the Palomar College CFT program and our students. One suggestion was to have “Meet the Employer” events here at the school and also to participate in Manufacturing Day activities.
5. Consider offering Saturday classes to attract students currently working in other jobs. This and Summer classes will also attract students in other programs who have conflicts with other subjects during the week.
6. Investigate if the college can somehow track and automatically reward certificates when students complete the classes. This would earn the school more money, program and college wide.

What are the San Diego County/Imperial County Job Openings?

See 3 year projected occupational growth above.

Also, more information below:

The Labor Market Outlook (from labormarketinfo.edd.ca.gov)

(<http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>)

For employment in the Service area for Palomar College CFT includes San Diego county and the Inland Empire county. Occupations covered under the top Code 0952.50 include those listed below although not

all of those jobs listed will be directly related to the Cabinet Making and Millwork industry. For example "Carpenters" does not separate "Finish Carpenters," which is a job title for which our program directly trains. An estimated 10% of the listed total applies.

Taking this into consideration (numbers in parenthesis) the labor market information shows a combined number of annual openings for directly related occupations for San Diego and Inland Empire combined to be 223 annual openings and for California 1912 annual openings. See the chart below.

Annual job opening projected 2014- 2024

	San Diego	Inland Empire	California
Carpenters	371 (37)	867 (86)	4,700 (470)
Assemblers/fabricators	86 (8)	45 (4)	720 (72)
Cabinet makers/ Bench Carpenters	6	26	250
Furniture finishers	Not Available	2	20
Woodworkers	N.A.	N.A.	30
Woodworking Machine workers	10	13	100
Production operation Supervisors	103 (10)	77 (7)	860 (86)
Sawing Machine operators	3	11	110

In addition to the (labormarketinfo.edd.ca.gov) statistics,

O Net Online, (<https://www.onetonline.org/find/quick?s=cabinet+maker>), Lists California job market growth trends from 2016 to 2026. This is more current information and when compared to the 2014-2024. Trend shows that significant growth is occurring in woodworking occupations. (in California at least 3 to 4 times the growth that was evident in the earlier projections.) See chart below and compare California job openings for given occupations. (Although not specific San Diego, data does show trend)

O NET ONLINE

Projected Employment for:

Cabinetmakers and Bench Carpenters

State	Employment 2016	Employment 2026	PercentChange	Annual JobOpenings*
California	12,100	12,800	+6%	1,350

Woodworking Machine Setters, Operators, and Tenders, Except Sawing

State	Employment 2016	Employment 2026	PercentChange	Annual JobOpenings*
California	4,300	4,700	+9%	520

Sawing Machine Setters, Operators, and Tenders, Wood

State	Employment 2016	Employment 2026	PercentChange	Annual JobOpenings*
California	3,700	4,000	+8%	470

Projected Employment for Carpenters in CALIFORNIA

State	Employment 2016	Employment 2026	PercentChange	Annual JobOpenings*
California	139,400	164,300	+18%	16,150

Projected Employment for Furniture Finishers in CALIFORNIA

State	Employment 2016	Employment 2026	PercentChange	Annual JobOpenings*
California	1,900	2,000	+5%	190

Also, a web search for “cabinet” on San Diego’s Craig’s List (3-12-2019) shows well over 40 job listings including the titles: Furniture Cabinet Repair, Saw Operator, Cabinet Re-facing, Carpenters, Cabinetmaker, Cabinet Fabricator, Cabinet Finisher, Finish Carpentry, Cabinet Assembler, Woodworker and Cabinet Installer.

A Craigslist search for “woodworking” on same day, same site, produced other job titles such as: Woodworking or Carpentry, Furniture Maker, Door and Window Installer.

Also note, many of those listed in San Diego and surrounding area were CNC operator and cabinet making programmer positions.

Also, to be noted, in San diego County manufactured wood products are From skateboards to cabinets are fabricated mostly in small shops so the local Craigslist jobs will be filled and in a couple of months as many new jobs will be posted.

Also, the San Diego regional EDC list in the top 10 key manufacturing in San diego Taylor Guitars and Deering Banjo

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

1a) Continue to seek an additional Full-time Faculty. At least one more additional is needed now, 2 needed next year due to retirement

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Submit New Teacher hire request on this PRP form.

Outcome(s) expected (qualitative/quantitative)

New teacher hire will help to improve graduate success by adding continuity to mission and tasks needing completion.

Accessibility to students will improve coaching and counseling of student pathways. Subject matter expertise will contribute to training in industry standards.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Our first goal of acquiring a new full time faculty member will benefit the program in all areas; teaching assignment load, discipline administrative tasks and most importantly student contact form better and consistent communication and guidance for student career pathways and preparation.

Expected Goal Completion Date

8/1/2019

Goal 2

Brief Description

Acquire a class set of laptop computer to facilitate in house instruction of Cabinet Vision and Sketchup

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Solicit funding through Perkins grant application.

Outcome(s) expected (qualitative/quantitative)

Ability to offer a stepped learning approach to CNC machining operations. Ability to support instruction of design software relevant to regional Manufacturing industries.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Laptop purchase request support the implementation and integration of computer assist designing and CNC machining into the discipline thereby improving opportunities for graduates.

Expected Goal Completion Date

1/24/2020

Goal 3

Brief Description

Incorporate CNC milling into programs (discipline), explore CNC curriculum to create stand alone CNC Woodworking program.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Offer supportive courses for computer design such as Cabinet Vision and Sketch-up. Explore and write curriculum for a CNC Woodworking program. Acquire "simple" CNC machines to provide "stepped" CNC training.

Outcome(s) expected (qualitative/quantitative)

Discipline Mission better met. Graduates achieve more job opportunities.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Incorporation CNC will better prepare students for woodworking jobs and entrepreneurial opportunities.

Expected Goal Completion Date

8/21/2020

Goal 4

Brief Description

Continue to improve and maximize graduate completions.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Work with Veterans offices to help Vets gain class access.

Continue to counsel students of graduation pathways.

Continue to develop, write and rework programs.

Outcome(s) expected (qualitative/quantitative)

Maintaining a steady stream of graduates.

Insures that students are well prepared for jobs in field.

Streamlines programs and adds Meta programs.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Improving completions rate will help students gain degree more efficiently.

Also will help with college funding formula.

Expected Goal Completion Date

8/21/2020

Goal 5

Brief Description

Move our discipline from Trade and Industry to Design and Manufacturing

Is this a new or existing goal?

New

How will you complete this goal?

Request a meeting with the VP of instruction and discuss the merits of this move.

Outcome(s) expected (qualitative/quantitative)

Collaboration with Fashion and other disciplines in the Design and manufacturing department will help students from both areas gain exposure and enable a closer collaborative working relationship. Both areas could gain enrollment and and improve completions.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

CFT is Design and Manufacturing of wood products. This department is where we belong. Trade and industry is service and skill based. Although we do teach service and discipline skills in our discipline as well, we also build teach design and manufacturing of products skills not taught in the other trade and industry disciplines. The other disciplines do not teach Designing and Manufacturing of products.

Expected Goal Completion Date

8/1/2019

Goal 6

Brief Description

Researching and developing curriculum for an Urban Wood Products Manufacturing program

Is this a new or existing goal?

New
Existing

Goal Status

Ongoing

How will you complete this goal?

Continue the utilization and milling of Urban lumber. Introduce classes which can be first offered through Non Credit classes. Continue to pursue grant opportunities.

Outcome(s) expected (qualitative/quantitative)

Training and possible certification of Urban Wood Processing technicians.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This has been an area where Palomar College has lead the county and California for the past 2 decades. The industry continues to grow with demand for product and knowledgeable sawyers and technicians.

Will create more opportunity for employment.

Will create enrollment in non-credit.

Will re-new the positive image that Palomar College once had in the Urban Forestry/Green building industry and re-gain trust lost due to non-support of previous grant involvement.

Expected Goal Completion Date

8/21/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

n 3

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)

.20%

2017-2018 % FTEF (on-going reassigned time)

.20%

2018-2019 % FTEF (on-going reassigned time)

.20%

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary

2017-2018 % FTEF (temporary

2018-2019 % FTEF (temporary

reassigned time)
NA

reassigned time)
NA

reassigned time)
NA

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor/Trade and Industry/Cabinet and Furniture Technology

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

The basic mission of CFT is to prepare our students to make a living at woodworking; this is in line with the mission statement of Palomar College ... "basic skills, career and technical training"...

An additional Full-Time Faculty hire is in alignment with goal #4 of the Strategic Plan to; Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Increasing the number of Full-Time Faculty will enable CFT to make changes in order to assure students success. As an example; in alignment with Goal #2 Strengthen efforts to improve outreach, persistence, and student success. An additional Full-Time Faculty position will enable more consistent outreach and guidance as well as counseling of students as they enter and progress through our programs. Also scheduling of classes will be more easily matched with student driven scheduling and sequenced scheduling.

An additional Full-Time Faculty will insure success in some of the stated Values of Palomar College such as; Access to programs and services, Diversity in the learning environment, Creativity and innovation in engaging students, and Physical presence and participation in the community.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

In this technical career field finding teaching candidates with the right combination of formal education and professional experience is difficult. Instructors must be able to teach all classes in one of three disciplines: Cabinet Making, Furniture Making and Guitar Making/Instrument Repair. They must have a very broad woodworking background as well as be highly specialized in one or more fields. It is difficult to find candidates with this professional experience, combination along with the proper educational degree(s). These highly qualified candidates require more than just "part time teaching". We currently have 2 Full-Time Faculty and 12 part time faculty. One Full-Time Faculty will be retiring in the Spring 2019, leaving just 1 Full-Time Faculty.

In addition, we have a need for qualified individuals with CNC experience to assist in developing and implementing usage of our CNC machines. Several teaching staff members have such a background, however as part-time faculty their exposure and ability to implement and develop further is limited.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

In terms of health and safety there are 2 issues, which need addressing, which can be greatly improved by new Full-Time Faculty hiring's: 1. Safety training of students in the foundation courses. 2. Supervision of the facility and staff during all hours of operation.

1. For safety and consistency the CFT Full-Time Faculty must teach the foundation courses as well as specialized courses. The basic safety foundation of the students is formed and established in the foundation courses. Currently CFT does not have enough Full-Time Faculty to teach all 5 fall sections of our foundation courses. In addition full time CFT faculty are not always able to teach in their specialized area(s) of expertise, in many cases bowing out to less qualified part time instructors.

2. Also for safety and consistency CFT Full-Time Faculty must schedule hours in order to be on site during all hours that courses are offered. The classrooms and shops are nearly fully occupied 5 days a week 13 hours a day. Currently it is simply impossible for the 2 Full-Time Faculty to be present to supervise all of the 12 part time instructors during class sessions.

With 1 Full-Time Faculty retiring 2 additional Full-Time Faculty are needed. The part time instructors are not as qualified to supervise for safety and monitor facilities.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

CFT is somewhat like a factory with 150 machines (most of them dangerous) needing adjustment, maintenance and repair. Supplies and materials and finishing products must be budgeted, ordered, stored and delivered to students safely and efficiently. Students' projects must be stored and accessible easily. All of this and more are required before any instruction can begin.

CFT is actually 3 disciplines, with 8 unique and rigorous programs.

The following chart shows CFT enrollment #'s, FTEF and Comparison of FTEF Full-Time/ Part Time percentage, for the past 6 years.

Note 2017-18 shows:

A large dip in enrollment, 893 (1,102 prior year) due to sections being cut from our schedule. Concurrently lower Fill Rate 84% (prior year 87%), and lower efficiency 336 (prior year 426) also occur. Efficiency numbers are far below school goal of 525, however discipline class sizes are capped at 24 or less thus efficiency will never get above low 400's. Never less 2017-2018 represents our worst year for efficiency in memory.

Fall 2018 #'s are not available to us yet, however I expect much better Fill Rate and efficiency numbers similar to prior years.

CFT Values	2017-18	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment	1,102 893	1,191	1,197	1,298	1,070	
Seats	1,058	1,388	1,363	1,563	1,188	1,261
Fill Rate	87.39% 84.40%	85.81%	87.82%	83.05%	90.07%	
WSCH	3,116.10	3,570.09	3,579.00	3,690.56	3,217.06	3,793.31
FTES	99.12	119.00	119.30	123.02	107.24	120.66
Total FTEF	9.26	9.22	9.03	10.01	8.11	8.89
WSCH/FTEF	336.42	387.12	396.44	368.74	396.62	426.75
Full-Time FTEF	1.80 2.00	2.89	1.89	1.89	2.00	
Hourly FTEF	6.86	6.00	6.81	7.79	5.94	6.36
Overload FTEF	0.40	0.33	0.33	0.33	0.17	0.73
Part-Time FTEF	7.26	6.33	7.14	8.12	6.11	7.09

Part-Time/Total FTEF %	68.64%	79.08%	81.13%	75.34%	79.75%
	78.43%				

The below chart shows completions for the CFT discipline. The 2017-18 school year shows 51 total completions or 1 completion for each 2 FTES (full time equivalent student). The 2016-17 year shows a large drop in completions at 26. We attribute this to adjusting to the reduction of sections imposed on our discipline. (We have been reduced by about 30% of total sections offered since 2015-16). Note the high completions for 2015-16 at 97 when total enrollment (1070) was on decline but still 20% more than now (893). There is and will continue to be a direct correlation between our completers and the reduction of our sections. Although with the addition of 3 Meta certificates (in the works) the completion rate should continue to rise.

Also, course success rate is generally averaging 82.5% as noted earlier and retention rate in mid 90%

Degrees and Certificates Received (Count) Awards Received

	2013-14		2014-15		2015-16		2016-17	
2017-18 AA/AS	5	14	12	1	3			
AS Certificate	5	14	12	1	3			
	39	44	85	25	48			
CAE 21	0		0	39	13			
CAL 22		28	29	38	9			
CAT	11	15	8	3	5			
Total Prgrm. Completion*	44	58	97	26	51			

Palomar College has the only manufacturing jobs oriented woodworking program group in California south of Los Angeles county. Cerritos College is the closest similar College.

Also The CFT's unique set of program offerings set it apart from any school in the state with Red Rocks College in Colorado (who have modeled their department after ours) the only other similar school in the country.

As a result our student population represent San Diego county, Imperial county, Riverside county and Orange county. We also draw students from other states and even other countries. Currently we have a student from France. In the past students from Japan, Germany, Australia, England, and other countries have come here primarily for our instruction. While it is not our responsibility to educate the world this pattern and our reputation show the degree of respect, validation, quality of education, and relevance to preparing students for a livelihood in woodworking, the rest of the world gives to Palomar College.

San Diego is a "Mom and Pop" manufacturing region. Small shops are the norm with wood manufactured products being a very high contributor. The product line in San Diego is diverse with products such as cabinetry, house furniture, urban wood, skateboards, guitars, ukuleles, banjos, massage furniture, meditation furniture, restaurant furniture, office furniture, custom furniture, wooden surfboards, wooden boats and humidors and more.

With the diverse regional product environment CFT answers the call with well crafted general and specialized programs which create highly knowledgeable and skilled graduates ready to work in many Manufacturing industries, or become an entrepreneur, or manage/run someone's business. The degrees easily stack and crossover making it likely a full time student will complete at least 2 in 2 years.

In summary with consideration to the above information one should look at the first chart and notice that for the past 5 years CFT has had only about 22% of its instruction (78% Full/Part-time ratio last year) done by 2 Full-Time Faculty. 3 Full-Time Faculty would bring the ratio to about 67% approaching but not as low as the college's last year ratio of 63%.

One Full Time Faculty will retire in May this year.

2 new hire Full-Time Faculty are needed to bring the discipline to a reasonable Full-Time/Part-Time ratio of 67%, therefore 2 new hire Full-Time Faculty are being requested.

Faculty Request 2

Title of Full-Time Faculty position you are requesting

Assistant professor /Trade and Industry/Cabinet and Furniture Technology

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

The basic mission of CFT woodworking is to prepare our students to make a living at woodworking; this is in line with the mission statement of Palomar College ... "basic skills, career and technical training"...

An additional Full-Time Faculty hire is in alignment with goal #4 of the Strategic Plan to; Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

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Seats	1,058	1,388	1,363	1,563	1,188	1,261
Fill Rate	87.39% 84.40%	85.81%	87.82%	83.05%	90.07%	
WSCH	3,116.10	3,570.09	3,579.00	3,690.56	3,217.06	3,793.31
FTES	99.12	119.00	119.30	123.02	107.24	120.66
Total FTEF	9.26	9.22	9.03	10.01	8.11	8.89
WSCH/FTEF	336.42	387.12	396.44	368.74	396.62	426.75
Full-Time FTEF	1.80 2.00	2.89	1.89	1.89	2.00	
Hourly FTEF	6.86	6.00	6.81	7.79	5.94	6.36
Overload FTEF	0.40	0.33	0.33	0.33	0.17	0.73

Part-Time FTEF 7.26	6.33	7.14	8.12	6.11	7.09
Part-Time/Total FTEF % 78.43%	68.64%	79.08%	81.13%	75.34%	79.75%

The below chart shows completers for the CFT discipline. The 2017-18 school year shows 51 total completers or 1 completer for each 2 FTES (full time equivalent student).

The 2016-17 year shows a large drop in completers at 26. We attribute this to adjusting to the reduction of sections imposed on our discipline. (We have been reduced by about 30% of total sections offered since 2015-16). Note the high completers for 2015-16 at 97 when total enrollment (1070) was on decline but still 20% than now (893). There is and will continue to be a direct correlation between our completers and the reduction of our sections. Although with the addition of 3 Meta certificates (in the works) the completion rate should continue to rise.

Also, course success rate is generally averaging 82.5% as noted earlier and retention rate in mid 90%

Degrees and Certificates Received (Count) Awards Received

	2013-14		2014-15		2015-16		2016-17	
2017-18 AA/AS	5	14	12	1	3			
AS Certificate	5	14	12	1	3			
	39	44	85	25	48			
CAE 21	0		0	39	13			
CAL 22		28	29	38	9			
CAT	11	15	8	3	5			
Total Prgrm. Completion*	44	58	97	26	51			

Palomar College has the only manufacturing jobs oriented woodworking program group in California south of Los Angeles county. Cerritos College is the closest similar College.

Also The CFT's unique set of program offerings set it apart from any school in the state with Red Rocks College in Colorado (who have modeled their department after ours) the only other similar school in the country.

As a result our student population represent San Diego county, Imperial county, Riverside county and Orange county. We also draw students from other states and even other countries. Currently we have a student from France. In the past students from Japan, Germany, Australia, England, and other countries have come here primarily for our instruction. While it is not our responsibility to educate the world this pattern and our reputation show the degree of respect, validation, quality of education, and relevance to preparing students for a livelihood in woodworking, the rest of the world gives to Palomar College.

San Diego is a "Mom and Pop" manufacturing region. Small shops are the norm with wood manufactured products being a very high contributor. The product line in San Diego is diverse with products such as cabinetry, house furniture, urban wood, skateboards, guitars, ukuleles, banjos, massage furniture, meditation furniture, restaurant furniture, office furniture, custom furniture, wooden surfboards, wooden boats and humidors and more.

With the diverse regional product environment CFT answers the call with well crafted general and specialized programs which create highly knowledgeable and skilled graduates ready to work in many Manufacturing industries, or become an entrepreneur, or manage/run someone's business. The degrees

easily stack and crossover making it likely a full time student will complete at least 2 in 2 years.

In summary with consideration to the above information one should look at the first chart and notice that for the past 5 years CFT has had only about 22% of its instruction (78% Full/Part-time ratio last year) done by 2 Full-Time Faculty. 3 Full-Time Faculty would bring the ration to about 67% approaching but not as low as the college's last year ratio of 63%.

One Full Time Faculty will retire in May this year.

2 new hire Full-Time Faculty are needed to bring the discipline to a reasonable Full-Time/Part-Time ration of 67%, therefore 2 new hire Full-Time Faculty are being requested.