



Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

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
Cabinetmaking and Millwork
Veneering Technology
Woodworking Skills Technology
Woodworking Fundamentals

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

Jennifer J Anderson

Full-time faculty (FTEF)

Jennifer J Anderson - Full time faculty

Part-time faculty (FTEF)

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 well with the regions employment needs. San Diego's wood products manufacturing industry is varied and encompasses everything from one person shops, to cabinet shops which employ hundreds of employees. Our SLO's reflect the need for students not only to learn woodworking skills, but to also learn design, planning, and communication skills. Our graduates are well-rounded and highly employable because of their combination of 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. Psycho motor 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.

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.](#)

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 awarded 34 degrees/certificates in the 2018-2019 academic year, including one Associate Degree and 33 Program Certificates. The breakdown for each of the individual degrees is not readily available, however year to year this varies considerably depending on the classes which are offered. The fact that the completions for individual programs run in streaks is not significant when considering the overall number of awards given for CFT as a whole.

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

What factors have influenced your completion trends?

We had an influx in 2015-16, with 97 degrees/certificates awarded and a dramatic drop in 2016-2017, with 26 degrees/certificates awarded. In 2017-18 it leveled out with 51 degrees/certificates and last year it dropped a bit to 34 degrees/certificates awarded. CFT class offerings have been reduced by almost 50% which may account for some of the drop.

Currently, I am working on restructuring the program. With the advice of Dean Fritch I am looking at

dropping the number of CFT certificates offered from a total of nine to a total of five. I'm concerned that condensing nine certificates to five may result in less completions. Dean Fritch believes that students will more easily funnel into pathways, which make sense, however the certificates will take more units to complete. This will make completing programs slightly more difficult to achieve. In addition, by offering less disciplines, we will lose some students who are solely interested in said disciplines.

I am also being encouraged to increase the number of classes in my META Certificate which will make it more difficult to earn.

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 81.4% over the past 5 years.

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, as our current average is 81.4% and we increased a percentage point since last year with our overall success rate being 83%. This is our highest number in 5 years!

COURSE OUTCOMES

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

The success rate in all of our age groups has increased over the past year, with the exception of the 50 and over age group which has stayed the same. Unfortunately, the under 19 age group is under the school average at 62% success rate and the 19-24 age group our below our Program average but slightly above the school average at a 71% success rate.

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.

In addition, hiring more support staff and full-time faculty members would allow me (the only full-time faculty member) to focus on really important issues surrounding curriculum, outreach, diversity, etc.

Summarize the major findings of your course outcomes assessments.

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This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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?

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

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

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

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

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

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

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

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

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 additional full-time faculty. Two more full-time faculty members are needed currently since Jack Stone retired and he was not replaced.

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)

Hiring a new full-time instructor is essential to the longevity and success of CFT. A new full-time faculty member will help achieve program goals which will reflect in graduate success rates and therefore funding for the college. It is not possible for one person to do the job that four people used to do. Once there is a sufficient amount of full-time faculty to run CFT student needs will be met, including the 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 goal of acquiring a new full-time faculty member will benefit the program in all areas, including teaching assignment loads, program and college administrative tasks, and most importantly student contact. Consistency in student contact will foster better communication regarding career preparation and pathways. This will result in student employment. Also, by adding another full-time faculty member program tasks will be divided allowing more time for outreach to industry partners and recruitment of students. This will have a positive effect in the diversity of our student population and the amount of students attaining employment in industry.

Expected Goal Completion Date

8/1/2020

Goal 2

Brief Description

Restructure and rebrand CFT Curriculum

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Working with my Dean, Chair, Deputy Sector Navigator, Instructors and my Advisory Board I am restructuring and rebranding the curriculum for CFT. This includes both classes and program certificates so that they better serve the students and the local woodworking industry.

Outcome(s) expected (qualitative/quantitative)

More certificates earned and more students becoming employed in industry.

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

This will result in more people earning certificates and getting jobs in the regional woodworking industry.

Expected Goal Completion Date

8/1/2021

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

8/17/2020

Goal 4**Brief Description**

Move our discipline from Trade and Industry to Design and Manufacturing

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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 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

8/17/2020

Goal 5

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

8/1/2021

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

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

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

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 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 which is 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. One specific example is 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.

An additional Full-Time Faculty will ensure 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 a combination of this professional experience and the proper educational degree(s). These highly qualified candidates require more than just "part time teaching". We currently have 1 Full-Time Faculty and 14 part 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 curriculum 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 two issues, which can be greatly improved by hiring a new Full-Time Faculty member: 1. Safety training of students in foundation courses. 2. Supervision of the facility and staff during all hours of operation.

1. For consistency in curriculum, including safety policies and procedures, full-time faculty members must teach foundation courses as well as specialized woodworking courses. Program and safety policies are clearly communicated and established in foundation courses. Currently CFT does not have enough full-time faculty to teach all four fall sections of the foundation course. In addition, full-time CFT faculty are not always able to teach in their specialized area(s) of expertise, in many cases giving these classes 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.

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

CFT is somewhat like a factory with 150 machines (potentially dangerous) needing adjustment, maintenance and repair. Supplies and materials and finishing products must be budgeted, ordered, stored and delivered to students safely and efficiently. Student 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.

There was a large dip in enrollment in 2017-18 (895 vs. 1,091 in 2016-17) due to course sections being cut from our schedule. It appears to have leveled out in 2018-19 (887). Our Fill Rate has improved dramatically going from 89% in 2017-18 to 96% in 2018-19. Our efficiency numbers are below the school goal of 525, however CFT class sizes are capped at 24 or less, thus efficiency will never get above low 400's. We had a huge improvement from 2017-2018 which was 351 to to 397 in 2018-19.

CFT					
Values	2013-14	2014-15	2015-16	2016-17	2017-18
2018-19					
Enrollment	1,096	1,137	1,198	1,091	895
887					
Seats	1,500	1,419	1,419	1,378	1,002
918					
Fill Rate	73.07%	83.13%	84.43%	79.17%	89.32%
96.62%					
WSCH	3105	3,205	3,470	3,504	2,848
2,859					
FTES	119.30	123.02	107.24	120.66	90.60
90.97					
Total FTEF	9.44	8.94	9.17	8.78	8.10
7.20					
WSCH/FTEF	328.81	358.33	378.54	399.19	351.63
397.22					
Full-Time FTEF	1.89	1.89	2.00	1.80	
2.00					
Hourly FTEF	7.22	6.72	6.72	6.56	
5.97					
Overload FTEF	0.33	0.33	0.44	0.42	
0.13					
Part-Time FTEF	7.56	7.06	7.17	6.98	
6.10					
Part-Time/Total FTEF %	80.00%	78.88%	78.18%	79.48%	75.31%
75.00%					

In 2018-2019 CFT gave 37 certificate degrees as opposed to the 2017-18 school year which had a total 51 certificate/degrees awarded, 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 certificates awarded and the reduction of our sections. Also, course success rate is generally averaging 83% as noted earlier and retention rate in mid 92%.

Palomar College has the only manufacturing jobs oriented woodworking program in California south of Los Angeles county. Cerritos College is the closest similar College. Also, 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 and 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 region which is rich “Mom and Pop” manufacturing. Small, privately owned shops are a large part of industry and wood manufactured products are abundant. Product lines in San Diego are diverse and include items such as cabinetry, home furnishings, urban wood, skateboards, guitars, ukuleles, banjos, massage furniture, meditation furniture, contract and restaurant furniture, custom furniture, wooden surfboards, wooden boats, humidors and more.

CFT addresses the diverse employment needs of the regions wood industry with a comprehensive woodworking curriculum. This includes foundation level classes and specialized programs which produce highly knowledgeable and skilled graduates. Our graduates are ready to work in many manufacturing industries, they can manage someone else's business or become an entrepreneur. The classes and degrees are designed to stack and crossover making it likely a full time student will complete at least two certificates in two years.

For the past five years 22% of instruction in CFT has been taught by 2 Full-Time Faculty (78% Full/Part-time ratio in 2018-2019). Even if there were 3 Full-Time Faculty in CFT the ration would still be 67% which is higher than the schools average of 63%. In addition, at the end of last semester Jack Stone retired, leaving only 1 Full-Time Faculty member in CFT. The result is a Full/Part-time ratio of approximately 90%! Therefore, at least 2 new Full-Time Faculty hires are needed to bring the discipline to a reasonable Full-Time/Part-Time ration of 67%.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes, the only full-time faculty member has an ongoing 20% lab-coordinator release time which is a contractual obligation and an additional 20% release to run the administrative and safety duties of the program. This is due to the fact that the program has dropped from four full-time faculty members and one full-time ISA to one full-time faculty member to one full-time ISA.

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 is to prepare 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 which is to Strengthen, promote, and support the college’s diverse workforce through strategies focused on recruitment, hiring, and retention.

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Review

Chair Review

Chair Comments

Chair Name

Chair Sign Date

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Their goals are appropriate. This is a CTE program that needs to be restructured to focus on the manufacturing sector and the KSAs associated with it.

Areas of Concern, if any:

Recommendations for improvement:

Need the program FTEF in numbers not names on page 1.

Labor Market section needs to be completed.

I will continue to encourage the faculty to meet with the Regional Director Employer Engagement for Advanced Manufacturing to ensure that the changes they are making to the program are what is needed in the regional economy.

Dean Name

Margie Fritch

Dean Sign Date

11/12/2019

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

Jack S. Kahn Ph.D.

IPC Review Date

1/15/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Looking FWD to restructuring ideas. That's great to see increased success rates!

Areas of Concern, if any:

Skipped one section.

Recommendations for improvement:

Vice President Name

Vice President Sign Date