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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
2020-2021

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 TOP coded as 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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

1

Full-time Faculty (FTEF)

.60

Part-time faculty (FTEF)

5.93

Classified and other permanent staff positions that support this discipline

Anel Gonzales/ADA for Trade and Industry (12 month / 15%)
Georg Kast/ ISA III (10 month / 100 %)

Additional hourly staff that support this discipline and/or department

Currently, we only have 4 hourly staff who average about 160-200 hours per month.

Historically we have had 8 hourly support staff. Last year we augmented the district budget by 10K using CFT foundation/trust funds. If covid-19 didn't shut our classes down this semester we would have augmented their budget by about 20K from the CFT foundation/trust account.

The hourly staff are imperative to ensuring student safety in the foundation classes.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

Our Program's learning outcomes communicate the scope and depth of our degrees/certificates well. Each program/certificate covers safety and proficiency on machines. In addition, the curriculum takes a student through the process of designing and producing a product which simulates an experience they might have in the workplace.

How do they 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.

Most of our students don't transfer to four year institutions, rather they chose to directly enter the workforce. However, CFT 118 articulates with Art 103 at SDSU.

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 and reports show 85% of students succeeded within the program last year. In foundation level classes safety and basic knowledge of woodworking machinery are emphasized. Both are assessed on a regular basis with hands-on interaction in the lab. Skills and knowledge are also assessed through written exams.

In skill building classes assessments take place through the completion of small projects. Skills and techniques are evaluated in the labs and by evaluating projects. The same is true for the advanced classes, with an added assessment of design and planning elements.

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.

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 51 degrees/certificates in the last academic year, including one Associate Degree and 50 Program Certificates. This is a net gain of 16 since the previous year.

This is how the degrees break down:

Cabinetmaking and Millwork CA - 4
Cabinetmaking/Furniture Design - 0
Carving Technology - 2
Case Furn Constructn/Mfg CA - 3
Furniture Making - 0
Guitar Making Technology CA - 3
Lathe Turning Technology CA - 3
Table/Chair Manufacturing CA - 2
Veneering Technology CA - 3
Woodworking Fundamentals CA - 27
Woodworking Skills Technology CA - 3
AA - 1

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

Increased

What factors have influenced your completion trends?

I believe education is one factor which contributed to the increase in completion. We let our students know that the school's funding formula relies partially on how many certificate and degrees are awarded. The typical CFT student is a huge fan of the program and will do whatever they can to see it's succeed and continue.

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 because in essence it means less diverse offerings. 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 Mini Certificate which will make it more difficult to earn.

Never-the-less, I am confident that people will continue to enroll and complete programs of study in woodworking because the medium is extremely popular and versatile.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

As mentioned above, woodworking as a discipline is very popular and lends itself to a variety of applications in the field (cabinetmaking, furniture, instruments, etc). Because of this, we have a very high retention and success rate overall. In addition, our class curriculum is based around simulated work based learning where students work on 'real' projects for 'real' clients. This type of curriculum leads to more involved students with higher success rates. While our enrollment is at an all time low, our fill rate is at an all time high.

How have these factors presented challenges for your program(s)?

Reducing our class offerings by over 30% from where it was 4 years ago has reduced our enrollment drastically. We had 726 students in the fall of 2019 as compared to 1,106 in 2016. In addition, the reduction in class offerings will eventually show in the reduction of certificates. This is because we are no longer offering all of the classes which are necessary to earn degrees. As the only full-time faculty member I am the only person who can make the changes to program curriculum in META. Until this happens students need course substitution waivers to complete many of our certificates. Some students will take this extra step, but others will not.

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?

Historically, Cabinet and Furniture Technology has been able to maintain a fairly high success rate historically. I chose 80% because it is higher than the college average, but still seems attainable for our program.

Over the past five years we have averaged an 82% success rate.

What is your stretch goal for course success rates?

86.0%

How did you decide upon the goal?

We hit a six year all time high of 85% meeting our stretch goal! Since meeting this goal I increased it by 1% for next year. However, with the covid-19 pandemic I predict a drop in our success rate since our classes are difficult, if not impossible to transition on-line.

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

Unfortunately, the success rate of our students decreases as the age of the group decreases. However, the success rate in all of our age groups increased over the past year, with the exception of the 20-24 age group which dropped 2.4%. Unfortunately, the under 19 age group is at 64% and the 20-24 age group is at 68%, both under the school average.

I believe there are several factors contributing to the lower success rate of our younger students including reduced lab time, outdated curriculum, lack of advisors and outreach.

We often find younger students are not prepared for the rigorous curriculum in CFT. Students, especially younger ones who do not have access to labs outside of class time are adversely effected. Our Lab classes were cut several years ago, but if we could regain our lab classes and/or provide coverage for open labs younger students as well as others would have a better chance at success.

In addition, and perhaps more importantly, we need more full-time faculty members and support staff to share the responsibilities of running CFT. With more help I know CFT would thrive at recruiting retaining and placing young people in regional jobs. Additional faculty and staff would allow me (the only full-time faculty member) to focus on important issues surrounding curriculum, outreach, diversity and job placement.

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

All of the ethnicities that CFT has data on have higher success rates than the college average. This is a good start, however we are weak in diversity overall and the Hispanic success rate is only at 71%.

We know some of this population travels a significant distance to take our woodworking classes and other factors such as often working full time, may influence the slightly lower numbers. Although slightly above the school goal, past years show that this ethnicity can achieve higher success rates.

Again, cuts made to our discipline have caused us to eliminate our Lab classes which were historically an effective avenue to help with success and retention of students. One solution would be to allow CFT to regain cut sections from the schedule.

I believe vulnerable populations will eventually thrive in CFT, but we must be given the resources to market, outreach, support diversity within our program.

COURSE LEARNING OUTCOMES**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.

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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](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [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 and 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
Machine maintenance and repair

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 different programs/certificates offered in CFT. The Woodworking Basics Certificate is comprised of four core or fundamentals classes. These classes are the building blocks for the other programs. In these core classes students gain knowledge, skills and abilities in fundamentals of woodworking. Their classroom project is essentially simulated work experience, which allows all students to develop KSA's which are transferable to all woodworking industries as well as other manufacturing industries.

Students also develop design skills and abilities by being asked to work with a "client" (mock or real) for design collaboration. Designing includes aesthetics, materials, cost, construction, feasibility, marketability, drawing, model making, etc.

Students then plan the product and produce working drawings, plans, material list, cut list, plan of procedure, time and cost estimates which build on the KSA's listed above for 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.

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?

Yes

What have you done to integrate work-based learning?

We offer WBL in our classes and programs through:

capstone projects
cooperative work experience
on the job training
apprentiships
classroom projects with industry
simulated workplace experience
student run commercial and social enterprises
career fairs
guest speakers
and
field trips

In addition, we are in the early/planning stages of integrating work based learning activities into our COR. This will insure that each student who earns a degree has experienced a type of WBL, in addition to Simulated Work Experience which happens in every CFT class.

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

Students are exposed to a variety of industry related careers through field trips, guest speakers and career fairs.

Any CFT student could enter a professional woodshop and safely and efficiently run all the standard stationary machinery because of their experience with Simulated Workplace Experience in the classroom. This coupled with the soft skills they learn in class make CFT graduates highly sought after in the regional wood industry.

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 engage in social media and 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. They also built and installed the cabinets for the Warrior Village - a village of tiny homes for Veteran's in San Marcos, CA.

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.

We had two outreach events last year, one with Festool and the other with Fine Woodworking Magazine. The community was invited and involved with both.

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)?

Ed Smith, the former Deputy Sector Navigator for our region presented information at a PD event which listed

"manufacturing Sectors with the Largest Net Employment Gains" (Dec. 2014-Jan. 2016, in thousands of employees).

Wood Products was on the list with 8.1 and Furniture and Related Products was on the list 14.7.

What was interesting about this information was that it captured "wood products" and "furniture and related products" which is a much broader net than something like "bench carpenter". I believe this broader net approach is a better, more accurate representation of what CFT trains for as opposed to what our top code captures. Our top code produces antiquated job titles which only encompass a fraction of what we teach.

With that said, a search for "Cabinetmaker" on O-Net produces a projection of 6% in California over the next 10 years. However a search on the same site for "bench carpenters" produced a link to "helpers-carpenters" which shows a high growth of 21%.

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 April 16, 2020. Attached are the recommendations from the meeting:

1. Continue to integrate CAD/CAM tools and incorporate them as quickly as possible into the curriculum for all appropriate classes. Students should focus on a specific software tool to establish a higher level of expertise over the range of their coursework. Instructors need to become familiar with the available digital tools and fabrication machines. Move forward in creating a separate certification/degree program emphasizing Computer Aided Manufacturing.
2. 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.
3. Marketing - Industry employers need to become familiar with the Palomar College CFT program and our students. Develop a way for employers to access students interested in a career in the woodworking industry.
4. Marketing -Update the website to reflect industry partnerships and to highlight student success stories. Include Career Pathways that demonstrate the transferability of the digital manufacturing skills learned in the CFT Program to other industries. Include graphics of this information when exhibiting CFT products and at other events (e.g., Manufacturing Day, Week of Welcome, etc.)
5. Use more Facebook and Instagram to get the CFT Program and its benefits into the public eye. This is faster and more flexible than the web pages.
6. Consider integrating the Program with a certified apprenticeship program.
7. Highlight to college staff and students the value of the program and the skills of students by building and installing projects in various campus offices and common areas.

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

ONet Online, (<https://www.onetonline.org/find/quick?s=cabinet+maker>), Lists California job market growth trends from 2016 to 2026. 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 Annual Employment in CA for:

Cabinetmakers and Bench Carpenters is at 6% growth with 1,350 openings per year

Woodworking Machine Setters, Operators, and Tenders, Except Sawing is 9% growth with 520 openings per year

Sawing, Machine Setters, Tenders, Operators, Wood is at 8% growth with 470 openings per year

Woodworkers - all others is at 17% growth with 160 openings per year

Furniture Finishers is at 5% growth with 190 openings per year

Model Makers, Wood is at 3% growth with 200 openings per year

Construction Carpenters is at 18% growth with 16,150 openings per year

Helpers - Carpenters is at 21% growth with 580 openings per year

Helpers - Production Workers is at 8% growth with 7,470 openings per year

CNC Programmers 23% growth at 340 openings per year

Career Tech Ed Teachers is at 7% with 330 openings per year

Musical Instrument Repairers and Tuners is down 9% but still has 800 openings per year

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.

Local searches for Woodworking related jobs on the internet consistently produce hundreds of job openings.

For example, a web search for "cabinet" in the jobs section of San Diego's Craig's List (on 10/6/20) shows 89 posts with titles such as cabinet installers, finishers, assistants, foreman, technicians, makers, etc. If you search other key word like "woodworker," "furniture repair," "saw operator," "cabinet re-facing," "carpenters," "fabricator," "assemblers," "window and door installers," etc. it returns even more results.

A search for "cnc" on the same platform on the same day list 50 job openings.

In addition, CFT receives several solicitations per month from companies as well as individuals looking for someone to hire.

The bottom line is that skilled labor in woodworking is in high demand and our graduates can find work in the field. The deficiency is not in training, but in job placement and/or tracking employment.

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

Continue to seek additional full-time faculty. Two more full-time faculty members are needed currently since Jack Stone retired and 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 and institutional needs will be met, including the coaching and counseling of student pathways.

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

Our goal of acquiring new full-time faculty members 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 more full-time faculty members program tasks will be divided allowing more time for outreach to industry partners and recruitment of students. This will have a positive effect in adding to the diversity and success of our student population and the amount of students attaining employment in industry.

Expected Goal Completion Date

8/9/2021

Goal 2

Brief Description

Hire additional short-term hourly staff.

Is this a new or existing goal?

New

How will you complete this goal?

Submit the request on this PRP form.

Outcome(s) expected (qualitative/quantitative)

Historically CFT has had eight hourly staff, but in recent years this support has been reduced to only four. The hourly staff are necessary to help ensure the safety of the students in the labs.

CFT has an outstanding safety record, in part because of the support staff. I fear that if we don't regain our hourly staff it will result in an increase of student accidents/incidents.

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

The hourly staff help increase the retention and success rate of our students. This leads to more completions and certificates earned, which help our students find employment in industry.

Expected Goal Completion Date

8/17/2021

Goal 3**Brief Description**

CFT curriculum re-build and rebranding.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The completion of this task is largely dependent on whether or not we hire another full-time faculty member.

If we hire another full-time faculty member program and institutional duties will be divided allowing me the time I need to update the curriculum.

Outcome(s) expected (qualitative/quantitative)

Updating the curriculum in META will directly lead to more completions/certificates earned and more students gaining employment in industry.

Since our class offerings have been cut I spend a lot of time counseling students. The information currently o-line and in literature on how to earn certificates is no longer up to date. This causes a lot of confusion for students and what I assume results in less completions. It's imperative that I have the time to update curriculum in META to reflect our current class offering/FTEF.

Updating curriculum with streamlined programs will make career paths more obvious and relevant. This, coupled with re-branding the program will attract a more diverse demographic as well.

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

Rebranding the program and updating curriculum so our students have the most relevant skills and knowledge to succeed in industry is the essence of our mission statement.

Expected Goal Completion Date

8/17/2021

Goal 4**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, Sketch-up, Aspire or Fusion 360. Explore and write curriculum for a CNC Woodworking program. Acquire "simple" CNC machines to provide "stepped" CNC training.

The completion of this task is largely dependent on whether or not we hire another full-time faculty member.

If we hire another full-time faculty member program and institutional duties will be divided allowing me the time I need to update the curriculum and perhaps train in current cnc practices.

If another full-time faculty member is hired perhaps they will be proficient in current cnc practices and take 'ownership' of those courses/certificate.

Outcome(s) expected (qualitative/quantitative)

Discipline mission better met by graduates achieving 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

8/17/2021

Goal 5**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.

Although the completion of this task will be dependent on hiring a second full-time faculty member.

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

8/17/2021

Goal 6**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 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

8/17/2021

Goal 7**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. This includes moving the timber frame to it's permanent home where the saw mills and kilns can be housed.

Introduce classes which can be first offered through Non Credit classes.

Continue to pursue grant opportunities.

The completion of this task will also be dependent on hiring a second full-time faculty member.

Outcome(s) expected (qualitative/quantitative)

Training and possible certification of Urban Wood Processing technicians. According to the Center of Excellence there are 41 regional job openings per year under "Urban Woodworker." In addition, simple milling processes are used in all other woodworking disciplines.

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.

This will also provide a complete and structured environment for students to witness and understand the production aspects of an operational sawmill. This along with enrollment in non-credit classes will prepare students for employment and/or business opportunities in this growing field.

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

8/15/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

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 addition of a full-time faculty member would enable us to:

Complete the CFT Curriculum Rebuild and Rebrand (Guided Pathways, Strategic Enrollment Mgmt. and Dept./Disc. goals)

Recruit and Retain a more Diverse Population (Dept./Disc. goals)

Foster more Completions/Certificates Earned (Guided Pathways, Strategic Enrollment Mgmt. and Dept./Disc. goals)

Promote Industry Partnerships (Dept./Disc. goals)

Increase Graduate Placement in the Workforce (Guided Pathways, Strategic Enrollment Mgmt. and Dept./Disc. goals)

Participation in a Larger Capacity in Institutional Service (Dept. and Institutional Goals)

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, there is a scarcity of qualified Part-Time Faculty who are proficient in digital processes, including design software and cnc technology for woodworking. Most people with these digital skills and knowledge can earn more money in industry, therefore they do not want to teach Part-Time. However, a full-time instructor earns a comparable wage.

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.

and

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. However, currently CFT does not have enough full-time faculty to teach all 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. 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 often occupied 5 days a week 13 hours a day. Currently it is simply impossible for the 1 Full-Time Faculty to be present to supervise all of the 14 part time instructors during class sessions.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

For the past year the ratio has been almost 90% part-time to full-time faculty! For the previous five years 22% of instruction in CFT had 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%. 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%.

The inequality when compared to the other disciplines in Trade and Industries is highlighted below:

CFT: 726 enrolled students / Full-time 9% / Overload 3% / Part-time 88%
AB: 130 enrolled students / Full-time 83% / Overload 17% / Part-time 0%
AT: 734 enrolled students / Full-time 29% / Overload 20% / Part-time 51%
DT: 486 enrolled students / Full-time 72% / Overload 7% / Part-time 21%
WELD: 553 enrolled students / Full-time 39% / Overload 8% / Part-time 53%

Here is how the FTEF for CFT breaks down:

Full Time FTEF:

Fall 14 = 1.89
Fall 15 = 2.00
Fall 16 = 1.80
Fall 17 = 2.00
Fall 18 = 1.80
Fall 19 = .06

Part Time FTEF:

Fall 14 = 8.12
Fall 15 = 6.11
Fall 16 = 7.09
Fall 17 = 7.26
Fall 18 = 5.67
Fall 19 = 5.93

Part-Time FTEF Overload FTEF:

Fall 14 = .33
Fall 15 = .17
Fall 16 = .73
Fall 17 = .40
Fall 18 = .33
Fall 19 = .20

Part-Time FTEF Hourly FTEF:

Fall 14 = 7.79
Fall 15 = 5.94
Fall 16 = 6.36
Fall 17 = 6.86
Fall 18 = 5.33
Fall 19 = 5.73

FTEF:

Fall 14 = 10.01
Fall 15 = 8.11
Fall 16 = 8.89
Fall 17 = 9.26
Fall 18 = 7.47
Fall 19 = 6.53

CFT is actually 3 disciplines (Furniture, Cabinet and Instrument), with 8 unique and rigorous programs and is akin to a factory, with 150 machines (potentially dangerous) needing adjustment, maintenance and repair. Supplies, 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 is required before any instruction can begin.

We have the only manufacturing jobs oriented woodworking program in California south of Los Angeles county. Cerritos College is the closest college with a similar program. CFT's unique set of program offerings sets it apart from any school in the state, with Red Rocks College in Colorado (who modeled their wood program after ours) being the only other school in the country with a similar curriculum. 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. We have had students from Japan, Germany, Australia, England, France and other countries who have come here primarily to attend the CFT Program. This pattern and our reputation show the degree of respect the rest of the world gives to Palomar College and validates the quality of education and relevance we have in preparing students for a livelihood in woodworking.

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 be an entrepreneur and run their own business. 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.

In the past four years there has been a large dip in enrollment in due to major cuts to our program. Our course offerings are currently 57% of what they were four years ago, which means our program has been cut by 43%. In Fall 2016 we had 1,102 students and in Fall 2019 we had 726 students enrolled.

Our Fill Rate has improved dramatically going from 87% in Fall 2016 to 95% in Fall 2019. Last year the course success rate was 85% and the retention rate was 95%. Both above the school goal.

Our efficiency numbers are below the school goal of 525, however CFT class sizes are capped at 24 or 22, thus efficiency will never get above the low 400's. With that said, efficiency rates are lower than they were in 2016, however the efficiency has improved over the past three years. In Fall 2017 efficiency was 336, in Fall 2018 efficiency was 380 and in Fall 2019 efficiency was 388.

In 2019-2020 CFT awarded 51 certificate/degrees, or 1 completion for each 2 FTES (full time equivalent student). This number is strong considering the previous four years, but I attribute some of this to recruiting students to petition for their certificate(s). If we continue to reduce our course offerings then the completion rate will follow suit and will drop. This is evidenced by the dip in completions in 2016-2017. The low number of 26 completions has a direct correlation with CFT course offering being cut by 30% (at the time).

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. This is 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.

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

Negative three full-time faculty members (- 3). In the last ten years CFT has dropped from four full-time faculty members to one.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Budget Requirements:

240000 (Short Term Hourly): \$37,100

400010 (Supply): \$22,000

500010 (Operations): \$12,000

600010 (Capital): \$ 8,500

The data above is the stable funding level required to maintain the Cabinet & Furniture Technology program. Previous budget cycles have provided higher and lower values for each category as well as for the total district allocation from a high of \$116K to a low of \$39K. This wildly fluctuating budget allocation make it extremely difficult for the program to manage Supply costs, equipment maintenance and normal replacement of capital equipment.

One-time capital expenditures to replace high value equipment (e.g., CNC Routers) are not included in these figures.

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

Yes

Requests

Item 1

What are you requesting?

Final Relocation of the CFT Timber Fame Buildings

Estimated Amount of Request.

\$500,000.00

Will you accept partial funding?

No

Budget Category

Operating Expenses

What PRP plan goal/objective does this request align with?

PRP plan goal/objective # 3 - CFT curriculum re-build and rebranding and Goal #5 - Continue to improve and maximize graduate completions and Goal #7 - Researching and developing curriculum for an Urban Wood Products Manufacturing program

What Strategic Plan 2022 Goal/Objective does this request align with?

1:3

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

To clarify the above information regarding how this request aligns with strategic goal 1:3, more specifically it aligns with the sub-category Vfs Goal 4: Workforce - preparing our students for careers in the urban woodworking industry.

Background:

The 2 Timberframe structures were built by our students around 1999 and 2000. The materials were paid for by our students and the roofing was paid for by one, very generous student at a cost of ~\$20K. These structures, like other Timberframe structures on campus were constructed in a timberframing class that was once part of the CFT Program.

The 2 structures, which are the subject of this note, were located behind the T building and were home to our Urban Lumber milling operation. The Urban Lumber operation takes logs which were donated by the community and processes them into unique lumber for our students.

These structures were relocated to the mesa just east of the T building to make room for construction of 2 storage buildings and a fabrication shop for the Trade and Industry Department. This was characterized as a temporary move until a more suitable location for the structures and the sawmill operation could be identified. Because the move was considered temporary, the buildings were located on the edge of College property contiguous to the back yards of the houses just north of the T building. In addition, the floor of the structures is just dirt and there is no power or water to support their intended use. Also, the current configuration and location of the structures in a gated storage area is conducive to neither urban lumber operations nor student access for educational purposes.

Benefit of Timberframe/Mill

The Timberframe /Urban Lumber operation is extremely important as it benefits the students, the community and therefore Palomar at large. It benefits students by teaching them how the lumber they use in their products is processed or made. They not only experience this in theory in the classroom, but under our Timberframe and through our Urban Lumber operation each student experiences hands-on, real world experience. This work meets two of the Course Objectives in our foundation class: 1). Identify and analyze the structure of the tree as it relates to wood, grading, species selection/application, seasoning and selection and 2). Identify, analyze and apply milling procedures. In addition, this experience qualifies as Work Based Learning which has numerous benefits for student success. The benefit to the community is twofold: 1). CFT is providing a service to members of the community by retrieving their fallen tree(s) and 2). By utilizing urban lumber we are saving the landfills from excess waste and the environment from excess CO2 emissions. Lastly, by providing this unique learning opportunity to our students and invaluable service to our community and environment, we are strengthening the school's outreach efforts. Palomar College has been a recognized leader in the Urban Lumber field for more than 20 years.

Current Circumstances

With the completion of the T&I Storage buildings, efforts are underway to move the contents of the CONEX shipping containers, which provided temporary storage for the Department, into the Storage Building displacing lumber and other materials currently stored there. Lumber also stored in temporary location all around the T Building also needs to be relocated. These materials are stored horizontally on lumber racks that are extremely heavy and up to 12' tall. These racks would normally be housed under the Timberframe buildings to protect the lumber by keeping it out of the weather; however the dirt floor currently under the structures is not graded. Therefore it becomes soggy and muddy during the rainy season. This is a safety concern for the stability of the lumber racks as well as an accessibility issue for forklift operations which cannot proceed during this period.

Options

Two options present themselves to address these issues: 1) Modify the current location or 2) Move the structures to a more suitable location.

The current location and configuration, while less than ideal for the reasons mentioned above, could be improved to make the structures useful again. This would require several modifications. First, the site would need to be graded as the floor under the structures is below the level of the surrounding tarmac. A slab would need to be poured to support the large lumber racks as well as the sawmill and kilns. Lastly, power and water would need to be routed to the site. This last requirement is complicated by the hard rock geology and topography of the site and the distance to utility sources.

Relocation of the structures to the former site of the California English School (CES) would overcome many of the obstacles associated with retention of the current location. This location is already flat with pads from previous structures that would fit the 2 timberframes in an orientation more conducive to their effective use. Utilities had also already been provided for the previous structures. This location is far enough away from our neighbors that the noise

and sawdust associated with milling operations would not be a problem and this location is convenient for students and has ADA access.

Recommendation

The relocation of the 2 timberframe structures to the former site of the California English School provides the best option for their location and use. The site is virtually shovel ready with existing utilities, close to and easily accessible from the T Building and, concurrently, further away from our neighbors to the north.

Please upload a copy of the quote, if available.

Item 2

What are you requesting?

Acquire a 4th axis attachment for our desktop CNC

Estimated Amount of Request.

\$3,139.23

Will you accept partial funding?

No

Budget Category

Supplies

What PRP plan goal/objective does this request align with?

PRP plan goal/objective # 3 - CFT curriculum re-build and #4 - Incorporate CNC milling into programs (discipline), explore CNC curriculum to create stand alone CNC Woodworking program.

What Strategic Plan 2022 Goal/Objective does this request align with?

1:3

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

To clarify the above information regarding how this request aligns with strategic goal 1:3, more specifically it aligns with the sub-category Vfs Goal 4: Workforce - preparing our students for careers in the woodworking/manufacturing industry.

A 4th axis attachment for our desktop CNC will allow our upcoming CNC certificate to be well rounded. Students will progress from two dimensional flat work, to three dimensional work and then to three dimensional work with the forth axis. The 4th axis will also serve all three CFT disciplines since students can take advantage of operating the CNC to 'turn' components for Furniture (i.e.; legs and spindles), Cabintemaking (i.e.: architectural millwork objects like finials and staircase spindles) and Guitarmaking (i.e.: ukulele and guitar necks).

Please upload a copy of the quote, if available.



Laguna Quote - 73302 Palomar College.pdf
11.56 KB



I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

janderson2@palomar.com

Review

Chair Review

Chair Comments

Nice job with the PRP. The Goals for this program are very high and I support Jennifer's efforts.

BUDGET NUMBERS ARE INCLUDED.

Chair Name

Anthony Fedon

Chair Sign Date

10/29/2020

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

well done and complete Jennifer.
excellent goals.

Areas of Concern, if any:

Very large and complex program needs another FT faculty to help with program work.

Recommendations for improvement:**Dean Name**

Margie Fritch

Dean Sign Date

11/5/2020

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)****IPC Review Date****Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

increased # of program completions; strong connections with high schools and advisory committees

Areas of Concern, if any:

increasing # of unit for fewer degrees
vague outcomes for goals

Recommendations for improvement:

1. meet with chair, dean, and Wendy Nelson (Curriculum Co-chair) to discuss concerns re: more units/fewer degrees -- develop a plan for addressing concerns. This should be a part of your goal for Curriculum re-build and branding -- need to make sure it's consistent with support that college can provide.
2. First steps in scheduling are to prioritize which programs feed workforce at highest rates and then lay out needed classes for those program completion for the coming year. Which programs help our students' employability the most?
3. Explore how to integrate the program with our accreditation program (based on note from PRP & advisory council) -- discuss with Nichol Roe.
4. Set measurable outcomes for goals. For example, maintain steady stream of graduates => 80% of students starting in F21 complete the program with a certificate by end of S22.
5. Identify which funding requests can be covered by SWD.

Vice President Name

Shayla Sivert

Vice President Sign Date

1/2/2021