

### 2022-23 Instructional Program Review and Planning

### OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### **BASIC PROGRAM INFORMATION**

Academic Year	Are you completing a comprehensive or annual PRP?
2022-23	
	Annual
Division Name	Department Name
Career, Technical and Extended Education	Trade and Industry
	Choose your department. If you don't see it, you may add it by typing it in the box.
Discipline Name	
Cabinet and Furniture Technology (CFT)	
Choose your discipline. If you don't see it, you ma	ay add it by typing it in the box.
Department Chair Name	Department Chair email
Ashley Wolters	awolters@palomar.edu
Please list the names and positions of everyo	ne who helped to complete this document.
Jordan Clarke - Assistant Professor CFT	
Website address for your discipline	
https://www.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 of 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 Are any of your programs TOP coded as certificate associated with it? ⊙ Yes O No

vocational (CTE/CE)? ⊙ Yes O No

#### List all degrees and certificates offered within this discipline.

Woodworking Fundamentals Guitar Making Technology Furniture Making Cabinetmaking and Millwork

Case Furniture Construction/Manufacturing Table and Chair Manufacturing Lathe Turning Technology Veneering Technology Woodworking Skills Technology

AA, AS, ADT, Certificates, etc.

### BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

#### Enter the number of permanent or full-time faculty support your discipline (program)?

2

Enter a number.

Link: Permanent Faculty and Staff Count

For this past fall semester, what was your Fulltime FTEF assigned to teach classes?

For this past fall semester, what was your Parttime FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.20	4.60

Link: **FTEF Data** 

Link: FTEF Data

# List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Teresa Alvarado, ADA Trade and Industry

Georg Kast, ISA III Trade and Industry

Link: Permanent Faculty and Staff Count

### List additional hourly staff that support this discipline and/or department. Include weekly hours.

Kathy Steffen - 8 hours / week Joe Chavez - 6 hours / week Rebekah Leslie - 6 hours / week

In addition, we have 10 part-time instructors teaching this semester.

### **PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including their program 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 <u>Nuventive</u> <u>Improve</u>. 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? Please explain.

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?

The Program learning outcomes are driven by employer feedback gathered in our Advisory Committee meetings. CFT holds annual meetings with our industry partners to gather information on the latest industry trends and we update curriculum, SLOs and PLOs as a result of that feedback.

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 - Furniture Design Development articulates with Art 103 - 3-Dimensional Design at SDSU and CFT 100 - The Fundamentals of Woodworking articulates with Art 223 - Beginning Woodworking 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. Psychomotor and critical thinking skills are assessed through a variety of class exercises and student projects.

Reviewing SLO's and researching and recording assessment data has suffered since we are under staffed. Our plan for assessing program learning outcomes must be reworked and streamlined in order to capture the data. My hope is that this can happen when we have more full-time instructors on staff.

Summarize the major findings of your program outcomes assessments.

Student success is generally high and reports show 85% of students succeeded within the program (pre covid).

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 provide 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, there are three different GE pathways to choose from:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

#### Link: Program Completions

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

```
2017-18 - AA/AS 1 - Certificate 55 - Grand Total 58
2018-19 AA/AS 3 - Certificate 34 - Grand Total 35
2019-20 AA/AS 1 - Certificate 50 - Grand Total 51
2020-21 AA/AS 2 - Certificate 11 - Grand Total 13
2021-22 AA/AS 7 - Certificate 17 - Grand Total 24
```

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

 $\bigcirc$  Increased  $\bigcirc$  Stayed the same  $\bigcirc$  Decreased Choose one

### What factors have influenced your completion trends?

The COVID-19 pandemic greatly affected our program completion rate. Due to our program's reliance on in-person activities, our enrollment declined dramatically. We are seeing a slight resurgence this year and we expect that trend to continue moving forward.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

### **Program Information Summary**

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

# What factors have contributed to the success of your program(s)? Describe how they have contributed.

CFT offers one of the most diverse woodworking programs in the nation, with world class facilities and phenomenal faculty. Woodworking is a discipline that remains desirable and accessible to young and old alike. Our fill rate in the most recent term was 87.7%.

# What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The COVID-19 pandemic, reduction in course offerings, and lack of full-time faculty support have presented challenges for the CFT program during the past years. As discussed above, fewer course offerings combined with lack of in-person classes for a discipline that requires it had a dramatic effect on our enrollment and completion metrics over the past two years. Lack of full-time faculty support slows the process for improving the program in all areas.

### **COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result.

### **COURSE SUCCESS AND RETENTION**

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

The data includes overall success (% C or better) and retention rates (% No Ws). The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <u>https://www2.palomar.edu/pages/ssec/</u>)

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

80.0%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

### Why did you choose this standard?

Historically, Cabinet and Furniture Technology has been able to maintain a fairly high success rate. I chose 80% because it is higher than the college average, but remains 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?

85.0%

How did you decide upon the goal?

We reached this goal in 2019 and I believe we can meet it again if we are given the time and resources.

### COURSE STUDENT LEARNING OUTCOMES (SLOs)

#### Summarize the major findings of your course level student learning 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

Course level SLOs can be accessed through Nuventive Improve

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.  $\bigcirc$  Yes  $\odot$  No

O Yes ⊙ No

#### If you answered no, please explain.

This work hasn't been completed due to lack of Full-time faculty support. As the only full-time instructor for a program that used to have four full-time instructors, I haven't had the time to clean up and assess the SLO's.

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

### 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 <u>all</u> of our programs connect to future careers.

Go to this website <u>https://www.onetonline.org/</u> 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
- <u>Chancellor's Office Data Mart</u>

- <u>Career Coach-San Diego Workforce Partnership</u>
- EDD Labor Market Info
- <u>Career One Stop</u>

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

The CFT program encompasses 3 disciplines: Cabinet Making, Stringed Instrument Making and Furniture Making. CFT students choose to prepare for careers in one or more of these disciplines/industries.

Careers in the Cabinetmaking industry include the following job titles: Cabinet maker, Cabinet Finisher, Cabinet installer, Woodworker, Finish Carpenter, Carver, CNC Operator, Wood Sawyer, Cabinet Assembler, Quality Technician, Millwork, and Cabinet Fabricator.

Careers in the Instrument Repair industry include the following job titles: Guitar Technician, Guitar Maker, Luthier, Guitar Repair person, Finisher, Production worker, CNC Operator, and Woodworker.

Careers in Furniture making industry include the following job titles: Furniture Maker, Woodworker, Finisher, Wood Lathe Turner, CNC operator, Furniture Repair, Stair Builder, Bench Carpenter.

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 (accomplished), and incorporating CAD/CAM software and CNC machining into our programs and classes (in progress).

Link: https://www.onetonline.org/

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 laminate Power equipment /machines, their safe use, repair, and maintenance Hand tool and portable power tool use, sharpening, and maintenance Arithmetic, algebra, geometry, calculus, statistics Production processes, quality control, costs, and other related techniques Principles of design, creating and reading technical plans, blueprints, drawings, and models Proper technical and safety practices Finishing processes, products, and MSDS documents Proper shop set-up for safety and material flow Marketing Skills in:

Troubleshooting

Time Management

Verbal and written communication

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 woodworking industry

Design products to meet the needs of client or market

Produce and interpret sketches, schematics, blueprints and specifications relating to wood products

Mill raw lumber to square and exact dimensions with both hand and power tools

Execute simple and complex woodworking joinery

Assemble and construct cabinetry, furniture and other wood products

Prepare wood surfaces for finish

Apply various finishes with various/appropriate methods

Communicate verbally and in written form with clients and coworkers

Set up woodworking shop for safe and efficient function

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

There are 8 distinctly different programs in CFT and several core fundaments classes common to these programs. In these core classes students are asked to think of their project as a product. In doing so, along with building knowledge, skills and abilities in fundamental woodworking processes, tools, and materials, students also develops KSA's which are transferable to ALL manufacturing industries.

Students first develop design skills and abilities. Students are asked to work with a "client" for design collaboration. Designing includes aesthetics, materials, cost, construction, feasibility, marketability, drawing, model making, etc. Next student must plan the product and produce, working drawings, plans, materials list, cut list, plan of procedure, time estimates, cost estimates, and a time line for production. All the while building on the KSA's of manufacturing.

Students are also encouraged to market their product on the Internet/social media, are further develop soft skills. 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

It is extremely difficult to quantify employment within the woodworking field because it is so vast and skill sets are so diverse. It encompasses everything from self-employed woodworkers selling goods on Etsy to CNC machine operators who are responsible for mass manufacturing kitchen cabinets for the housing industry. One TOP code can't sufficiently capture the relevant data.

For example, the COE states that there will be a 5% increase for carpenters in the Inland Empire/Desert Area between 2018-2023, but a decrease for the need of Fine Woodworkers in LA/Orange Counties. The only related information for the San Diego Region is for "Urban Woodworkers" which says there were 41 job postings with associated key words from 2011-2018.

EDD lists Woodworkers, All Other (SOC Code : 51-7099) in California with a 4% increase between 2018-2028 with an average of 3,230 annual job openings.

EDD also lists Industries with growth over the next two years: Wood Product Manufacturing 4.8% Other Wood Product Manufacturing 5.5% Furniture and Related Product Manufacturing 1.5% Lumber and Other Construction Materials Merchant Wholesalers 9.6%

On O-Net a search for woodworker produces 17 matches, 6 of which have "bright outlooks."

O\*NET states a 1% or average job growth for "Cabinetmakers" (51-7011.00) with projected job openings at 9300. However, Ed Smith, our former Deputy Sector Navigator gave a presentation which listed "Furniture and Related Products" and "Wood Products" as two sectors of manufacturing with the largest net employment gains in California. He cited this source as the Bureau of Labor Statistics.

This as well as other research supports the conclusion that the data collected by organizations such as Launchboard, O\*NET and Centers of Excellence don't accurately represent regional employment opportunities in the woodworking industries. This is partly due to the fact that much of the work in this field is done both under-the-table and in a gig economy where people are self-employed. Perhaps a more important factor is that the woodworking industry spans many disciplines and organization like those listed above only collect data on jobs with certain titles like "cabinetmaker or bench carpenters."

For example, citing O\*NET again, there is a faster than average or a 7-10% increase for Construction Carpenters (47-2031.01), Production Workers (51-9198.00 & 51-9199.00) and Carpenters (47-2031.00) which are all part of the CFT Curriculum.

In addition, O\*NET states a much faster than average or an 11% or higher increase for Computer Numerically Controlled (CNC) Machine Tool Programmers (51-9162.00) and CNC Operators (51-9161.00. These occupations show a need for ~15,000 workers.

Finally, O\*NET data show a need for 114,200 California openings as Assemblers and Fabricators (51-2099.00) which include approximately 19,300 workers in Manufacturing for disciplines like 1000 Craft Artists (includes Furniture Maker and Luthier - 27-1012.00), 1700 in Furniture Finishers (51-7021.00), 1300 in Logging (45-4023.00 & 45-4029.00), 100 in Manufactured Buildings (49-9095.00), 700 in Musical Instrument Repairers and Tuners (49-9063.00), 5000 in Sawing Machine Operators (51-7041.00), 100 in Wood Workers (51-7042.00 & 51-7041.00), 100 in Wood Workers (51-7042.00 & 51-7041.00), 100 in Manufactures (51-7042.00 & 51-7041.00), 100 in Manufactures (51-7042.00 & 51-7041.00), 100 in Model Makers (51-7041.00), 200 in Sawing Machine Operators (51-7041.00), 100 in Model Makers (51-7041.00), 200 in Sawing Machine Operators (51-7041.00), 200 i

### **PROGRAM GOALS**

### **Progress on Prior PRP Goals**

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

Click here for previous PRPs with goal information.

### **Prior PRP Goals**

### Goal 1

### **Brief Description**

Continue to seek additional full-time faculty.

### **Goal Status**

O Completed ⊙ Ongoing O No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

One new Full-time faculty member was hired in July, 2022. This new hire will greatly help share the load of coordinating a large program like CFT, but one is not sufficient. We will continue to seek one additional full-time faculty member, particularly to support the discipline of Stringed Instrument Manufacturing and Repair.

### Goal 2

### **Brief Description**

Hire part-time faculty

### **Goal Status**

○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have hired two new instructors that will begin in Spring 2023. We still expect to hire two to three new part-time instructors to replace those who have retired or are nearing retirement. We need to augment our faculty in the area of CAD-CAM and CNC to support the planned new certificate program in Digital Wood Fabrication.

### Goal 3

### **Brief Description**

Incorporate CAD/CAM and CNC routing into programs (discipline), explore CAD/CAM curriculum to create a Digital Fabrication Woodworking Certificate.

### **Goal Status**

O Completed ⊙ Ongoing O No longer a goal

# Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We now offer supportive courses for computer design such as Cabinet Vision, Sketch-up, and Vectric Aspire. Over the next year, we will write curriculum for a new Digital Wood Fabrication certificate. We are in the process of updating and augmenting our software and equipment to support this initiative.

### Goal 4

#### **Brief Description**

CFT curriculum re-build and rebranding.

#### **Goal Status**

O Completed ⊙ Ongoing O No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The curriculum update proposal has been presented within the program and is well supported by faculty. Significant work remains to complete the project, including curriculum writing for the aforementioned Digital Wood Fabrication certificate.

### Goal 5

#### **Brief Description**

Researching and developing curriculum for an Urban Wood Products Manufacturing program

#### **Goal Status**

○ Completed Ongoing O No longer a goal

## Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This goal is awaiting faculty time to develop the curriculum and funding for facilities necessary to relocate the milling and drying equipment.

# The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

In the coming year, CFT will complete its planned curriculum update, thereby streamlining its program offerings and facilitating student completion of certificates in support of VfS Goal 1: Completion.

Click here to access the Strategic Plan 2022.

#### Describe any changes to your goals or three-year plan as a result of this annual update.

We have made significant progress on our goals, particularly in the area of faculty hires. We will continue working toward our existing/remaining goals and expect to reach some of them in the coming year.

### 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's <u>Strategic Plan</u> 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

### **PART 1: STAFFING NEEDS**

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty? ⊙ Yes ○ No

### **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 Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

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

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 in the area of Stringed Instrument Manufacturing (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 11 part time faculty currently teaching this semester.

In addition, there is a scarcity of qualified Part-Time Faculty who are proficient in digital processes, including CAD/CAM 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. Firefox

https://www.cognitoforms.com/forms/admin/view/8/entrydetails

# 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: Safety training of students in foundation courses and 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.

The following information does not take into consideration COVID data or the new hire, Jordan Clarke, that began in Fall 2022.

For the past two years 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 ratio would still be 67% which is higher than the schools average of 63%. Therefore, at least 1 new Full-Time Faculty hire is still needed to bring the discipline to a reasonable Full-Time/Part-Time ratio 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

□ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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