#4

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Wednesday, February 06, 2019 3:40:05 PM
Last Modified:	Thursday, February 07, 2019 1:44:07 PM
Time Spent:	22:04:01
First Name:	Cyrus
Last Name:	Saghafi
Email:	Cyrus.Saghafi@gcccd.edu
Custom Data:	CADD Technology and Surveying
IP Address:	160.227.129.151

Page 1: I. Program Reflection and Description

Q1 Department(s) Reviewed:

CADD TECHNOLOGY

Q2 Lead Author and Collaborators:

Cyrus Saghafi

Q3 Dean:

Larry McLemore

Q4 Provide a list of the recommendations from your last program review and explain how you have addressed them. Previous years' program reviews can be found here, on the IPRPC Intranet site.

This activity has not fully materialized, due to lack of space. In Program Review 2016-17 we requested a venue for "3D Lab for Rapid Prototyping and Engineering Design Innovation Center" and we indicated that the room F701 is the most suitable space, since it is located next to our current classroom/lab.

Q5 Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

1- Cyrus Saghafi, Professor and Program Coordination
2- Janet Eveland, Specialty, Lab Technician 1.
3- Thamir Yacoub, Specialty, Lab Technician 1.

Q6 Provide your program's mission statement.

The CADD Technology is a Career Education (CE) program. Its mission is to prepare students with work place skill at entry level jobs, as well as helping them continue their education to attain advanced degree. We strive to have every course in this program incorporates basic foundation CADD skills and higher level of competencies including critical thinking, design and problem solving, analytical evaluation of final projects. Student projects require team work effort to analyze, design and model, measure and evaluate information at the individual level and as a group.

Q7 Describe how your program supports the mission and goals of the College.

1. Prepare students for the challenging workforce in CADD Technology fields of Manufacturing, Advanced Manufacturing, and Building Design.

2. Increase student success in class activities, industry certifications, and completion of programs.

3. Enhance student skills in CADD Technology.

4. Maintain and enhance relevant faculty teaching and technical skills in order to maintain instruction at the highest level.

5. Establish and maintain industry partnerships to provide job opportunities for students.

6. Establish relationships with four-year colleges to create opportunities for students planning to pursue higher degrees.

7. Attract a diverse group of students, increase under-represented/special populations, and support students from other disciplines.

8. Provide in-class tutoring to increase the equitable access for students.

Q8 Provide the description of your program as it appears in the current college catalog, available here.

Occupational preparation in Computer-Aided Drafting and Design is the primary purpose of the CADD Technology degree program. Students are required to complete two core courses and to select from two potential career paths: Building Design Industry or Manufacturing Industry. Adherence to industrial practices and standards is stressed, including problem solving in a simulated industrial environment.

Page 2: II. Program Degrees and Certificates

Q9 Degree/Certificate #1

Certificate in Building Industry Design – 8 Awards (2012/13 – 2016/17)

Q10 Degree/Certificate #2

Associate Degree in Building Industry Design – 10 Awards (2012/13 – 2016/17)

Q11 Degree/Certificate #3

Certificate in Manufacturing Industry – 9 Awards (2012/13 – 2016/17)

Q12 Degree/Certificate #4

Associate Degree in Manufacturing Industry – 17 Awards (2012/13 – 2016/17)

Overall the CADD Technology program awarded a total of 17 Certificates and 27 Associate Degrees during this period (2012 – 2017)

Q13 Please upload the awards data tables for your program. You can print that worksheet from the program review data report to PDF or copy and paste into a Word document the awards data table rows for your program from the college-wide program review data report, accessible here.

Certificates Awarded by Academic Year.docx (14.4KB)

Page 3: III. Curriculum Review, Development and Assessment

Q14 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?   **Yes**

Q15 Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

Department of CADD Technology plans to expand its activities in the following areas:
i) Offer a Short Certificate in Rapid Prototyping
ii) Offer Certificate/Associate Degree in Advanced Manufacturing Technology
Consequently we will offer new classes in Advanced Manufacturing

---

Q16 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **No**

Q17 Following that assessment plan, is your program's data up-to-date and complete in Nuventive/TracDat (including methods of assessment, results, dialogue/actions and follow-up)? If you are not sure, please contact Institutional Effectiveness Specialist, Erich Kevari, at erich.kevari@gcccd.edu to submit your assessment data.   **Yes**

Q18 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

The Student Learning Outcomes are directly integrated to our grading scheme. That means, each student will be able to identify the area they need to improve, it will also give us the opportunity to improve our teaching skills. Our SLO Assessment is directly tied to Midterm Exam, Final Exam and Final Projects

---

Q19 Do you have a PLO assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **No**

Q20 Please provide an analysis of your program learning outcomes (PLO) findings and what changes, if any were made as a result.

The Student Learning Outcomes are directly integrated to our grading scheme. Students are able to identify the area where they can improve, and it will give us the opportunity to improve our teaching skills

Q21 Is this a CTE Program?   Yes

Page 4: CTE Programs Only

Q22 If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (e.g., twice yearly)

Attendees:
Cyrus Saghafi (Chair)
Duncan McGehee, Cuyamaca College
Dave Alpert, Go Engineer
Fritz Groepler,
Scott McGimpsey, Cuyamaca Senior Student
Wayne Peters, Continental Data Graphics
John Adams, JAG Architecture
Michael Brown
Keith Wright, Studica
Kanton Russell, Stantec, action sport design
Cuc Ngyuen, SeeScan
Bill Dickinson, DaMar Plastics
Kate Miller, CTE Cuyamaca Transitions Support Specialist
Larry McLemore, Cuyamaca CTE Dean (greeted the committee)

Q23 Summarize the recommendations from the Committee.

The Manufacturing in 21st Century requires us to include the Advanced Manufacturing Technology to our curriculum and our Department. The Additive and Subtractive manufacturing are concepts of the current and future of Advanced Manufacturing.

Q24 Describe changes that have been made to the program as a result of the committee's recommendations

The Department is in the progress of moving in the direction of Advanced Manufacturing and preparing the curriculum for this program. The funds for the equipment and the lab accessories are secured through the Strong Workforce. The only obstacle to offer the program is lack-of-space, which has been brought to the attention of the Administration.

Q25 If a CTE program, please discuss your labor market information. You can access labor market information on the CTE Launchboard, CTE Program Reports that have been prepared for the Governing Board, or by contacting the IESE Office at brianna.hays@gcccd.edu.

As we look to the future of CADD Technology and manufacturing, the industry is abuzz with predictions of what will come next. From additive manufacturing to artificial intelligence, the technological advances of the 21st century are rapidly changing what it means to work in engineering and manufacturing. The Wohlers Associates Inc. stated in their 2014 report: "By 2020, it's estimated that global revenues from AM will grow to $21 billion from just over $3 billion in 2014."

Page 5: IV. Program Data Analysis

Q26 How has the program's student population changed over the past 5 years (e.g., student demographics, enrollment, etc.)? Note that you can access your program's data report and the college-wide data report here.

The following observations and conclusions are drawn based on the enrollment data over 5 years between 2013 and 2017.
• Enrollment by Gender: The CADD Technology program attracts more female students now than ever before and over the five years narrows the gender gap by 22% (from 61% to 39% gap).
• Enrollment by Ethnicity: Charts indicate that the White students are dominating figure, although their figures declined by 12% over the last five years. The number of Hispanic students remains constant at 25/26 %.The figures for other Ethnicities are low throughout.
• Enrollment by Age – Since the CADD Technology is a CTE (vocational) program, it attracts more mature students. The data indicates that the age groups of 25-39 and 40+ have as the highest figures in enrollment over the period with steady figure of around 68 to 71 % of total enrollment.

Q27 How does the program's student population differ from the College's overall student population, if at all? Note that you can access your program's data report and the college-wide data report here.

Argument by Gender - The chart for College Enrollment comprises of high and consistent figures for female students over the past five years, whereas in CADD Tech. the enrollment of female students, who are a special population, has historically been low, but the trend is changing.

Argument by Ethnicity/Race - The demographical pattern on enrollment is very much similar to the CADD program, and white race is the dominant with over 50% followed by Hispanics.
Argument y Age - there is no similarity between CADD's data and College's data as far as Age group is concerned, that's because our program is a vocational and there are more mature students who enroll in our CADD program.

Q28 What are the implications for ensuring the program is addressing the needs of its student population?

The CADD Technology Program is part of CTE, and generally prepares students for Jobs in the fields of Manufacturing and Building Industry. The Regional statistics indicates that the potential in the market has been growing in favor of Manufacturing rather than the Building Design Industry. Although there is no major impact to our program in this respect, the number of Certificates and Associate Degrees in Manufacturing over the past five years indicates that there are more students enrolled in the Manufacturing program.
The CADD Technology Program is part of CTE, and generally prepares students for Jobs in the fields of Manufacturing and Building Industry. The Regional statistics indicates that the potential in the market has been growing in favor of Manufacturing rather than the Building Design Industry. Although there is no major impact to our program in this respect, the number of Certificates and Associate Degrees in Manufacturing over the past five years indicates that there are more students enrolled in the Manufacturing program.

Q29 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Students Demo-Access.docx (179.9KB)

Q30 How has the program's success rate across all courses changed over the past 5 years?

As the chart indicates the overall student's success rate in our program improved over the period of 5 years by 6%. The general retention rate increased throughout the 5 years by 7% with highest of 89% in 2017.

Q31 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. Your program may have a program-specific goal for program-wide success rate that differs from the college goal, based on historical or contextual data/information. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year (2019/20) goal for success rate across all courses in the program?

Data indicates our success rate, within the last 5 years, is nearing the 77% College goal, and with continued engagement and curriculum evaluation we hope to reach 78% success rate across all courses.

Q32 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

By Gender: As the chart indicates, in CADD Tech. female students enjoy a higher success rate, with the highest figure of 93% in Fall 2014, is outstanding, the highest figure for male students is 77% in Fall 2015.
By Ethnicity: The results for this category cannot be conclusive, because the size of some of the ethnic groups are too small for any statistical analysis.

Q33 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

It's not possible to say which specific factor(s) concretely contribute to these lower rate without sociological studies

---

Q34 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

Tutors have been assigned and embedded in the regular class sessions to help students based on equity and need of each individual. It evidently had positive impact in retention and students success rate. If we could have more than one tutor in populous classes, the purpose of the equity will be served.

Q35 How do these activities inform the long-term program goals that you are setting in this comprehensive program review?

I have noticed that having tutors embedded in the class sessions help student to comprehend the material delivered by instructors much better, hence it has a great impact on students success as well as the retention rate.

Q36 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Success rate and Retention.docx (145.4KB)

Q37 Does your program offer any courses via distance education (online)?   **No**

Page 6: Distance Education Course Success

Q38 Are there differences in success rates for distance education (online) versus in-person sections?   **Respondent skipped this question**

Q39 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?   **Respondent skipped this question**

Page 7: Strengths, Challenges & External Influences

Q40 Please describe your program's strengths.

o The CADD Technology is a complex and demanding program in terms of curriculum, software/hardware upgrades, instructional technology, and facility.

o The CADD Technology program has an excellent record of student success and retention rates.

Q41 Please describe your program's challenges.

Limited facilities (classroom/Lab) – Lack of space prevents us to plan a major expansion to the program due to limited facilities available to the program. An additional lab and classroom space would help the program grow.

Q42 Please describe external influences that affect your program (both positively and negatively).

The Technical Advisory Committee plays a vital role and positive effect in this program. The program-updates and all modifications have been made by recommendation or endorsement of   this committee.

Page 8: V. Previous Goals: Update (If Applicable)

Q43 Would you like to provide an update for your previous Goal(s)?   **Yes**

Page 9: Previous Goal 1

Q44 Previous Goal 1:

Increase student's success in CADD Technology

Q45 Link to College Strategic Goal(s):

Guided Student   **,**
Pathways

Student Validation and
Engagement

Q46 Goal Status

In Progress - will carry this goal forward into this year's
comprehensive program review

Q47 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The data and chart indicate that the overall student's success rate improved by 6% over the past 5 years. The next data for student's success rate will be assess the effectiveness our strategy for this goal.

Q48 Please provide the rationale for this goal:

Stay in accordance with the College Goal of 77% Student's Course Success rate by 2024

Q49 Please provide the goal action steps for the year (previously "Activities"):

Tutors have been assigned and embedded in the regular class sessions to help students based on equity and need of each individual. It evidently had positive impact in retention and student success rate. If we could deplore more than one tutor in populous classes, the purpose of the equity will be served.

Q50 Do you have another goal to update?   **Yes**

Page 10: Previous Goal 2

Q51 Previous Goal 2:

Enhance student skills in the CADD Technology fields of Building Design Industry and Manufacturing Industry.

Q52 Link to College Strategic Goal(s):

Guided Student   **,**
Pathways

Student Validation and
Engagement

Q53 Goal Status

In Progress - will carry this goal forward into this year's comprehensive program review

---

Q54 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This is an on-going goal and strategy of our department to evolve our program around the industry, also having regular Advisory Committee meetings enable us achieve this goal.

Q55 Please provide the rationale for this goal:

The technology of the industry, that our program is related to, is continuously changing. We have to prepare our students to be fully compatible and ready for the job market.

Q56 Please provide the goal action steps for the year (previously "Activities"):

Update and evolve our courses' outlines in accordance with the demands of industry.

Q57 Do you have another goal to update?

Yes

Page 11: Previous Goal 3

Q58 Previous Goal 3:

Maintain the high quality of instruction in by equipping our classes with state-of-art technology

---

Q59 Link to College Strategic Goal(s)

**Guided Student   ,
Pathways**

**Student Validation and
Engagement**

Q60 Goal Status

In Progress - will carry this goal forward into this year's comprehensive program review

---

Q61 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Either of two exams or the final project is the method to evaluate this goal each semester.

Q62 Please provide the rationale for this goal:

The Department must maintain a high quality of instruction.

Q63 Please provide the goal action steps for the year (previously "Activities"):

In order to achieve this objective it is imperative to run the CADD-Lab with up-to-date technology and to ensure that instructors maintain their skills in this field.

Q64 Do you have another goal to update?   **Yes**

Page 12: Previous Goal 4

Q65 Previous Goal 4:

Maintain and enhance the faculty teaching skills at highest level

---

Q66 Link to College Strategic Goal(s)   **Organizational Health**

Q67 Goal Status   **In Progress - will carry this goal forward into this year's comprehensive program review**

Q68 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

It can be evaluated through regular evaluation of instructors!!!!

Q69 Please provide the rationale for this goal:

Department has maintained and will maintain a high quality of instruction by instructor and industry collaboration.

Q70 Please provide the goal action steps for the year (previously "Activities"):

This goal can be achieved by having instructors participating in technical related seminars and conferences.

Page 13: VI. New Goals

Q71 Would you like to submit any new goal(s)?   **Yes**

Page 14: New Goal 1

Q72 New Goal 1:

Increase/improve students success after completing the program

---

Q73 Link to College Strategic Goal

**Guided Student
Pathways** ,

**Student Validation and
Engagement**

Q74 Please provide the rationale for this goal:

Advanced Manufacturing along with Additive Manufacturing has the potential to completely change the way we make things. With recent developments in technology, along with the benefits companies are already seeing, Advanced Manufacturing has the most immediate impact on the engineering and manufacturing industries. Therefore, it's imperative for our college to offer Certificate/Degree in Advanced Manufacturing Technology.

Q75 Please provide the goal action steps for the year (previously "Activities"):

The Department of CADD Technology is in the process of introducing course and discipline outlines in order to offer Certificate /Associate Degree in Advanced Manufacturing Technology. Adv. Manu. Tech. Laboratory has to be setup before stating to offer courses. Anticipated offering date is spring 2020

Q76 How will the goal be evaluated?

The new Certificate may be evaluated after being offered.

Q77 Do you have another new goal?

Yes

Page 15: New Goal 2

Q78 New Goal 2:

Increase/improve students access to instruction and industry mentor

---

Q79 Link to College Strategic Goal

**Guided Student
Pathways** ,

**Student Validation and
Engagement**

Q80 Please provide the rationale for this goal:

Advanced Manufacturing is rapid growing in manufacturing job market worldwide. The use of technology in this field improves product and/or processes in terms of quality and efficiency. The relative technology is being described as "advanced", Innovative, or "cutting edge." The CNC-Machines, Additive Manufacturing Technology (Rapid Prototyping), and Reverse Engineering applying 3D Scanning are imperative tools in Advanced Technology. Students will be able to achieve a "Certificate of Specialization" in Advanced Manufacturing Technology within a year.

Q81 Please provide the goal action steps for the year (previously "Activities"):

The Department of CADD Technology will soon start to prepare all the elements for delivering this program to public.

Q82 How will the goal be evaluated?

Courses will be evaluated in a semester after starting the program.

Q83 Do you have another new goal?   **No**

Page 16: New Goal 3

Q84 New Goal 3:   **Respondent skipped this question**

Q85 Link to College Strategic Goal   **Respondent skipped this question**

Q86 Please provide the rationale for this goal: **Respondent skipped this question**

Q87 Please provide the goal action steps for the year **Respondent skipped this question**
(previously "Activities"):

Q88 How will the goal be evaluated?   **Respondent skipped this question**

Q89 Do you have another new goal?   **No**

Page 17: New Goal 4

Q90 New Goal 4:   **Respondent skipped this question**

Q91 Link to College Strategic Goal   **Respondent skipped this question**

Q92 Please provide the rationale for this goal: **Respondent skipped this question**

Q93 Please provide the goal action steps for the year **Respondent skipped this question**
(previously "Activities"):

Q94 How will the goal be evaluated?   **Respondent skipped this question**

Q95 Do you have another new goal?   **No**

Page 18: Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this goal?   **Yes**

Page 19: VII. Faculty Resource Needs

Q97 Are you requesting one or more faculty positions to achieve this goal?   **No**

Page 20: Faculty Position Request(s)

Q98 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of the Position Requested: **Respondent skipped this question**

Q99 Faculty Position Request 1 - Related Program Goal(s):   **Respondent skipped this question**

Q100 Faculty Position Request Upload 1: Please upload the completed faculty request form using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).   **Respondent skipped this question**

Q101 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested: **Respondent skipped this question**

Q102 Faculty Position Request 2 - Related Program Goal(s):   **Respondent skipped this question**

Q103 Faculty Position Request Upload 2: Please upload the completed faculty request form button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 21: VIII. Classified Staff Resource Needs

Q104 Are you requesting one or more classified positions to achieve this goal?

Yes

Page 22: Classified Staff Position Request(s)

Q105 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

Lab Assistants; Be able to run and troubleshooting the lab equipment, Additive and Subtraction Machinery, as well as helping students with preparation and programing the CNC Machines (Master CAM)

Q106 Classified Staff Position 1 Related Program Goal(s):

Goal # 1 (N.G.) and Goal# 2(N.G.)

Q107 Classified Staff Position Request Upload 1: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

2018-19 Classified Position Request Form.docx(23.2KB)

Q108 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q109 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

Q110 Classified Staff Position Request Upload 2: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 23: IX. Technology Resource Needs

Q111 Are you requesting technology resources to achieve this goal?   **Yes**

Page 24: Technology Request(s)

Q112 Technology Request 1: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Description:	**SolidWorks – 3D Solid Modeling software**
One time or On-going	**On-going**
Amount Requested $	**$3,000.00**
Related Program Review Goal:	**Goal # 2 (P. G.), Goal # 3 (P. G.), Goal # 1 (N.G) and Goal # 2 (N.G.)**

Q113 Technology Request 2: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Description:	**CREO–Parametric – 3D Engineering software & CAD CAM - CNC Programing software**
One time or On-going	**On-going**
Amount Requested $	**$2,000.00 + $3,500.00**
Related Program Review Goal:	**Goal # 2 (P. G.), Goal # 3 (P. G.), Goal # 1 (N.G) and Goal # 2 (N.G.)**

Page 25: X. Perkins and Strong Workforce Resource Needs

Q114 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?   **Yes**

Page 26: Perkins Request and Strong Workforce

Q115 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Description:	**CNC – Machinery, 3D Printers & 3D Scanners**
Amount Requested $:	**$150,000.00**
Related Program Review Goal(s):	**Goal # 1 (N.G.) & Goal # 2 (N.G.)**

Q116 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Description:	**Laser Printer (Multi-size pagers) – needed 2**
Amount Requested $	**$ 5,000.00**
Related Program Review Goal(s):	**Goal # 2 (P. G.), Goal # 3 (P. G.), Goal # 1 (N.G) and Goal # 2 (N.G.)**

Page 27: XI. Supplies/Equipment Resource Needs

Q117 Are you requesting supplies and/or equipment resources to achieve this goal?   **Yes**

Page 28: Supplies/Equipment Request(s)

Q118 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Description:	**For Transformation and Furniture of "Advanced Manufacturing Technology" Lab.**
Amount Requested $:	**$ 15,000.00 ($ 15,000.00 (estimated)**
Related Program Review Goal(s):	**Goal # 1 (N.G) and Goal # 2 (N.G.)**

Q119 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.   **Respondent skipped this question**

Q120 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.   **Respondent skipped this question**

Q121 Supplies/Equipment Documentation 2: Please upload any supplies/equipment quotes or additional documentation for this request.   **Respondent skipped this question**

Page 29: XII. Facilities Resource Needs

Q122 Are you requesting facilities resources to achieve this goal?   **Yes**

Page 30: Facilities Request

Q123 Facilities Request 1: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Description:

It is imperative to have a lab for "Advanced Manufacturing Technology" program – Room F702 is the most suitable venue.

Amount Requested $:

$ 15,000.00

Related Program Review Goal(s)

Goal# 1 (N.G.) and Goal # 2 (N.G.)

Q124 Facilities Request 2: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Page 31: XIII. Professional Development Resource Needs

Q125 Are you requesting professional development resources to achieve this goal?

No

Page 32: Professional Development Request

Q126 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q127 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 33: XIV. Other Resource Needs

Q128 Are you requesting any other resources to achieve this goal?

No

Page 34: Other Resource Request

Q129 Other Resource Request 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q130 Other Resource Request 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 35: Executive Summary

Q131 Executive Summary

F. Program Overview and Description

The CADD Technology program is a vocational, technical program that has the mission to prepare students with work place skill at entry level employment, as well as helping them continue their education.

G. Strengths

1- The CADD Technology is a complex and demanding program in terms of curriculum, software/hardware upgrades, instructional technology, and facility.

2- The CADD Technology program has an excellent record of student success and retention rates.

3- The CADD Technology is reputable program in the Manufacturing Industry in South County.

H. Challenges

Limited facilities (classroom/Lab) – Lack of space prevent us to plan a major expansion to the program due to limited facilities available to the program. An additional lab and classroom space would help the program grow.

I. External Influences

The Technical Advisory Committee plays a vital role and positive effect in this program. The program-updates and all modifications have been made by recommendation or endorsement of   this committee.

J. How assessment results have guided your program

In our Department we have set the students' performance evaluation (Grades) based on the Students Learning Outcomes Criteria.

K. Future Plans/Goals

1- Increase/improve student's success after completing the program – Leads to offer in Certificate/Degree in Advanced Manufacturing Technology

2- Increase/improve students access – Leads to offer a mini certificate; "Certificate of Specialization in Advanced Manufacturing Technology"

Q132 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Yes