

# **COMPUTER AIDED DESIGN/DRAFTING PROGRAM REVIEW**

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## **I. Overview**

### **A. Description of Program**

**The Computer Aided Design/Drafting(CADD) program prepares students for employment in career fields utilizing computer aided drafting processes, and provides upgrade opportunities for currently employed personnel. By completing the degree or certificate requirements, the student will gain proficiency in sketching, manual and CADD fundamentals, three dimensional design and modeling, and geometric dimensioning and tolerancing. Competencies will be assessed regularly by student performance using industry standard computer hardware and software. Students completing the program may expect to enter industry as CADD drafters or modelers in mechanical design, aerospace, automotive, or other related fields.**

### **B. Status of Previous Recommendations**

**Previous Program Review not yet posted online. Copy is on order from Academic Affairs office.**

## II. Program Statistics

### A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1<sup>st</sup> census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
CADD 5	FALL 2004	FALL 2005	FALL 2006
CADD 10	FALL 2004	FALL 2005	FALL 2006
CADD 45	FALL 2004	FALL 2005	FALL 2006

- Given the data, can you recognize any trends in course demand in any of the Program's courses?

**Decrease in demand**

- What are you doing to respond to trends?

**Schedule fewer sections. Advertise availability with other departments**

- Should a recommendation be written addressing the data?     Yes     No  
(If yes, list.)

### B. Offerings: Fill Rate\*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

**Survey will be given in the Spring Semester. Currently involved with Research dept (Irene Graf) on this issue.**

Average fill rate of courses in program: How does this program compare to:

	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
Day classes			
Evening classes			

- Given the data, is the program in a growth mode?     Yes     No  
**Due to the cyclical nature of local industry (mainly aerospace) and economic trends (high cost of living, longer commute time, etc.) we are experiencing a dip in enrollment**
- What adjustments are indicated?  
**Reduction in offerings. Schedule adjustments until conditions improve.**
- Should a recommendation be written that addresses the data?     Yes     No  
(If yes, list.)

\* Percent of fill of each classes at census.

### C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

**Survey will be given in the Spring Semester. Currently involved with Research dept ( Irene Graf) on this issue.**

Course	During the early morning before 10 am	During the late am/early pm 10am -1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online
CADD 5	X							
CADD 10	X					X		
CADD 26				X				
CADD 27				X				
CADD 28				X				
CADD 31				X	X	X		X
CADD 32				X	X			
CADD 33				X	X			
CADD 37				X	X			
CADD 45				X				
CADD 47				X				
CADD 49				X				

1. What (if anything) is indicated by the student satisfaction with scheduling?

**Students prefer access to classes outside of normal working hours.**

2. Are there time periods of high student demand which are not being addressed? \_\_\_ Yes \_\_\_ X\_\_\_ No  
How could such demand be addressed?
3. Should a recommendation be written addressing this area? \_\_\_\_\_ Yes \_\_\_X\_\_\_ No  
(If yes, list.)

### D. Retention and Success

#### 1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

**Currently involved with Research dept (Irene Graf) on this issue.**

1. Given the data, what trends are observed?

**Comment.**

**No overall trend noted. Good retention for weekend classes.**

2. Should a recommendation be written addressing the data?  Yes  No  
(If yes, list.)

## **2. Success Rate**

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

**Currently involved with Research dept (Irene Graf) on this issue.**

1. What trends are observed?

**No overall trend noted**

2. Should a recommendation be written addressing the data?  Yes  No  
(If yes, list.)

### **III. Curriculum**

#### **A. Course and Content**

##### **1. Courses Not Offered**

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

**13 courses – total**

**All offered in the last 3 years**

1. Given the data, are there courses that should be inactivated?  Yes  No  
**Comment.**

2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

3. Should a recommendation be written addressing the data?  Yes  No  
(If yes, list.)

## 2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised?  Yes  No  
(If yes, list.)

2. Are there courses inconsistent with current practice in the field?  Yes  No  
Explain.

3. Should new courses to be added to the program?  Yes  No  
Explain.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?  
 Yes  No  Uncertain Comment.

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (If not applicable, skip to Question 7.)

**Associate in Science degree 0 4/13/2001**

**Certificate of Completion 04/13/2001**

**Certificate of Competence 0 4/13/2001**

6. Are these degree and/or certificate requirements inconsistent with current practice? \_\_\_ Yes \_\_\_X\_\_\_  
No

**Explain.**

7. Is there a need to create or delete a degree and/or certificate? \_\_\_\_ Yes \_\_\_X\_\_\_ No

**Explain.**

8. Should any recommendations be written that address the above responses? \_\_\_\_\_ Yes \_\_\_X\_\_\_

No

**(If yes, list.)**

\*

**B. Articulation**

Instructions: Articulation is the process by which courses taken at ECC can be used to satisfy subject matter requirements at another college or university. This is important in the transfer process for students. To help you in this area, you can review articulation agreements at [www.assist.org](http://www.assist.org), the California Articulation Number Guide or meet with the Articulation Officer, Lori Suekawa (ext. 3517).

1. Are there any courses in your curriculum which are part of a lower division preparation for the major that are not articulated with our major transfer institutions?

**All courses are on the CSU Baccalaureate Level Course List.**

2. What problems, if any, are there in articulating these courses?

**-NA-**

3. Should a recommendation be written addressing above responses?  Yes  No  
(If yes, list.)

**C. Instruction and Assessment**

**1. Learning Methods**

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? **Explain.**

**Lecture**

**Demo**

**Lab**

**Testing**

**Projects**

2. Should a recommendation be written addressing above response?  Yes  No  
(If yes, list.)

**2. Assessment**

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

**A) Courses – Lab assignments, Projects, Testing**

**B) Program - Review**

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

**Information is used to adjust the pace and content of the lectures and assignments, so that students can absorb the information.**

3. Should a recommendation be written addressing this area? \_\_\_\_\_ Yes      X   No  
(If yes, list.)

**IV. Program Requirements  
A. Instructional Support**

1. Identify key instructional support areas used by the program.

**Libraries & Programs:**

X	Library		Special Resource Center	Basic Skills Study Center	Library Orientation
	Music Library		Puente Program	Honors Transfer Program	Other (Please list.)
	Learning Resource Center Media Materials Collection		Assessment/Testing Office	Counseling	
X	EOP&S/CalWORKS		Transfer Center	First Year Experience	
	Learning Communities		Project Success	Honors Transfer Program	

**Computer Labs & Tutoring:**

	LMTC Computer Commons		SRC High Technology Center	Other Computer Lab: Please list.	Writing Center
	CAI MAC Lab		Writing Lab		LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab		Math Tutoring
X	TOP Lab		Keyboarding Center		SRC Tutorial Program
	Hawthorne BTC				EOP&S Tutoring
	Inglewood Center				

**Faculty Support Services:**

X	Graphic Arts		Copy Center	Distance Education	Other (Please list.)
X	Media Services AV Production		Tech Services Help Desk	Teleconferences	
X	Media Services AV Equipment Distribution		Support Staff	Webconferences	
	ECC Vehicles		ECC hosted Websites	Staff Development	
X	ECC E-mail				

2. Do you have some instructional support needs that are not being met?  Yes  No  
Comment.

3. Should a recommendation be written to address your needs?  Yes  No  
(If yes, list.)

### B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment? Explain.  
**Yes, we have a good open and shared lab relationships with several department in the Tech Arts building to maximize efficiency and keep overall costs low.**

2. Are adequate facilities, equipment and supplies available for the program?  Yes  No  
Explain.

**The yes answer applies only for the present semester. We are thoroughly dependent on upgrading our technology to keep up with local industry specifications.**

3. Are the facilities and equipment adequately maintained?  Yes  No  
Explain.

ECC Support Services maintains our computers and software adequately

4. Should a recommendation be written addressing the data?  Yes  No  
(If yes, list.)

### C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

**FTEF (full-time equivalent faculty):** # 3

**Number of full-time FTEF:** # 3

**Number of adjunct FTEF:** # 6

**FT/PT load ratio:** 0.5

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?

**Similar ratio since last program review**

2. What do the program data indicate? Comment on any trends or unusual data.

**No comment**

3. How does the FT/PT ratio benefit or harm the program?

**The FT/PT mix, includes faculty from various “real world” backgrounds and expert knowledge, which benefits the student population and provides diverse knowledge and opinion.**

4. Do you have a faculty mentoring program? \_\_\_\_\_ Yes    \_\_\_X\_\_\_ No  
Describe.

5. How do faculty maintain currency in their field?

**Seminars, Training, Work**

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
John Carr	33%				X
Rick Hughes					X
Douglas Glenn					
Glenna Johnson					
Dan Valledares					
Charles Hamilton					
Hector Morales					
Jerry Karpinski					
Sue Wenzlaff					

6a. How does this data impact the program?

**No comment**

6b. Will this data affect the program in the future?

**No**

7. From this information, can you identify present and future staffing needs?  Yes  No

**Pending retirements may require the hiring of Full Time faculty**

8. What is the department doing to address any future staffing needs?

Hiring **Part Time faculty hired as needed.**

9. Should a recommendation be written addressing the data?  Yes  No  
(If yes, list.)

### D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?

**Current Faculty and Personnel understand the challenges**

2. What data, not currently provided, would be needed in order to improve planning for the development of the program?

**None**

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

**Increase in “non-traditional” class structure including “online” and “as needed” course data. Increase in an open lab environment. All of these changes brought on by increases in technology, demographics, and student expectations.**

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

**ECC as a whole will need to address these issues, Make funding available for this environment, and reduce the time needed to “green light” new methods and technologies**

5. Based upon the information above, how would you like the program to evolve within the next five years?

**A flexible learning environment including:**

- open labs (24/7)
- Flexible lecture dissemination – classroom, online, podcast, hybrid
- All classes converted to (8) week

6. Should a recommendation be written addressing the data?  Yes  No

**(If yes, list.)**

## V. Conclusion

1. Prioritized Recommendations

**Need Additional Data**

2. Major Needs

**Need Additional Data**

3. Strategies

**Need Additional Data**