Assessment Report

Yuba Community College District

YC - Drafting Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Program Description : Currently, there are very limited resources available to the students interested in this field of study at Yuba College. With the lack of a full-time instructor, the course offerings have been reduced significantly. Full course offerings are a constant request from students currently enrolled in the limited courses. Library, bookstore and other general support services have been good. A liaison counselor in needed and should be established. Much of the student support and occupational direction comes from the adjunct faculty that instructs Drafting 30 presently. No program reviews for Drafting have been completed since 2009, when there was a full-time instructor teaching this discipline. This is the first program review to be prepared since then, so program practices can now begin to be evaluated using the 2013-2014 program review as a baseline.

Executive Summary (Include a list of team members): Erik Jens is the principal adjunct faculty member in this discipline. Principal needs in Drafting include a full-time instructor to develop and monitor the curriculum, update CORs, assess SLOs, and establish a firm direction for the program. Equipment needs and technology requests are currently being addressed with the revamping of the instructional lab in 847 and the dismantling of the outdated lab in 603. Other needs include continued professional development for the adjunct instructor, Erik Jens, who has managed to achieve high levels of productivity for his program despite the lack of a full-time faculty member. Drafting "feeds" students into other vital programs on campus, including Mathematics and Engineering courses. Drafting also provides MESH students will valuable opportunities to put into practice the concepts they are learning in math and computer science courses. Drafting, along with Engineering, are two programs that should be retained and grown.

Industry Trends and Program Data Analysis : The drafting field is one that provides support for the engineering, architectural, industrial, mechanical and agricultural services that are present in our local community. An increased demand for these courses is and will continue to provide students with technical training that will help grow and improve the local business environment. As this is the first program review to be prepared for Drafting since 2009, and there is no full-time faculty member to conduct the research necessary to provide empirical data to drive program direction, this program review will have to serve as the baseline from which future program direction will be determined.

Curriculum & SLO Assessment Summary : The course offerings have been reduced to minimal available courses during the last four years. The lack of a full time instructor to facilitate all the needed courses for certificate completion is hindering the program from becoming an attractive option for students who want to pursue drafting as a course of study. Recommend expanding course offerings with the use of adjunct faculty to increase the interest in the program back to what it was in 2006-2008. There are currently no program certificates or degrees that should be inactivated, but for more complete student preparation in the program, Drafting 32, 34, 35, 38, 39 should be re-activated (if necessary) and taught. Some of the CORs may be out of date, and these need to be checked in CurricUNET and updated if necessary before the courses can be taught.

As mentioned elsewhere in this self-study, it has been some time since an instructor review of the program has been performed. Current adjunct instructor is a business owner who operates his own drafting and design service in the local area. Market trends and applicable industry codes are incorporated into instruction with regularity. SLOs for this discipline need to be updated if necessary, along with the CORs, and assessed regularly. The lack of a full-time instructor for this discipline has made this difficult, and access to TracDat and CurricUNET need to be provided to the adjunct instructor for these activities to take place. With respect to DE, no Drafting courses using this modality are currently offered. Drafting is attempting to apply sound principles of teaching and learning theory by instructing the students based on current business trends and providing students with first-hand accounts of what type of work is taking place in the drafting industry on a local level.

Future Goals and Program Direction: Future program goals and program direction cannot be established until the following Yuba College goals and District Vision Statements are acted upon. Of the nine Yuba College goals, Drafting intends to focus specifically on developing a culture of evidence -based decision making by updating and beginning to assess Drafting SLOs (goal #1). Of the District vision statements,

	Drafting will focus on developing and maintaining programs and facilities that best meet with needs of Yuba College's students and the local community (vision statement #3) through SLO updating and assessment. Adjunct instructor Jens will need to be provided access to CurricUNET in order to update CORs and SLOs for the drafting program.
Course Content and Statistical Analysis:	Despite the dramatic drop in sections offered by Drafting (13 in 2008-2009, when a full-time instructor taught the courses, to only 4 per academic year now that an adjunct is running the program), retention has actually grown to 87.5%, which is comparable to the Yuba College average for most courses. Students who enroll in drafting courses tend to stay there, perhaps indicating a high level of student interest and need for the courses in this discipline. Success rates for Drafting in 2012-2013 (71.4%) are actually better than the college average (67.8%). Even though WSCH and FTEF have fallen dramatically since the departure of the full-time faculty member in 2009-2010, productivity has remained high--even slightly higher than when a full-time faculty member was teaching (2009-2010 WSCH/FTEF was 218.65 versus 250.67 in 2012-2013). The adjunct faculty member in this discipline is to be commended for his productivity.
Are you ready to submit your final program review?:	Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - Foster a culture of evidence-informed decision making, include SLO development/assessment and other measures of student success.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 3 - Develop and maintain programs and facilities that best meet with needs of our students and communities.				