Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Industrial Electrical Technology

Program Code: 934 - INDUSTRIAL ELECTRICAL TECHNOLOGY

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Electricity Department fulfills the District's Mission and Ends Statement by improving lives within the diverse communities served by the District and a good percentage outside the District. The electricity department offers a lecture/lab program that provides a broad working knowledge of the many facets of industrial technology as it relates to light and heavy industry, manufacturing, construction, and utility companies who provide electrical power. The program is open to any student entering the trade for the first time and also those already employed who need to upgrade their skills. The electricity department prepares students for an ideal job performance required by the industry. Our students must have critical/creative thinking skills, be up to date with the technology, and be able to troubleshoot machinery at ease. Industry requires that their maintenance personnel be able to do electrical as well as work with a variety of technologies including electromechanical, instrumentation, and electronics. Students can earn three level of certificates or the requirements towards an AS degree, and they are assessed using embedded assessment tools and the number of certificates earned. Also they are evaluated on the job performance using feedback from the industry and course level SLOs throughout the program.
**Review Team Response**

The overview provides effective description of the program, and identifies access issues to a limited degree; however, improved description of how the program provides access for various groups of students, inclusion of how the program creates a learner-centered environment, and discussion of how the program evaluates its effectiveness seem to be missing.

**PROGRAM DATA**

Enrollment

Enrollment by Day, Evening, Online, Arranged ()

![Chart showing enrollment data by day, evening, online, and arranged for the years 2008-09 to 2010-11.](chart.png)
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
The decline in enrolment on the evening was due to the fact that we faced some cuts done to the program (primarily on the evening morning had no change) related to the economy, so the number of classes offered decreased but the number of students per class increased and that affected around 20 students that could not register for their classes to complete their certificates. As to Ethnicity/Gender has been about the same for the past years the trade has majority of male workers even though we keep on trying to attract more of the female gender, perhaps do some more advertising on that area.
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
Retention has been on the 90's for the past decade as to the unknown gender being at the bottom I need to have more clarification to whom they are so we can comment about it.
Success
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Since the African American and Female students has the lower enrolment one or two that drops creates a higher percentage but overall looks good. Some of the reasons for the success rate increase lately is due to the fact that a majority of the students are unemployed therefore having more time to study and finish the courses, where on regular basis a student that is working full-time and the company tells him/her that next month you are changing shifts causes that student to drop a class and other times they have a job offer and the hours interferes with the classes.

**Review Team Response**

Data and trends are interpreted properly, but implications for the program are not included.

2-Data and trends are interpreted properly, but increasing retention rates are not discussed and explanation of the low African-American and female is not developed clearly.

**DEGREE/CERTIFICATE DATA**

<table>
<thead>
<tr>
<th>Industrial Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Since the average age of students in electricity in the past has been above normal they just seek a certificate not a degree that moves them into the next pay rate.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
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<td>08/09</td>
<td></td>
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<tr>
<td>09/10</td>
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</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The increases of certificates are due to the fact that industries are requiring more proof of knowledge besides work experience. We have made changes to the program by introducing the fast-track in the Fall-2010 in the morning and Fall-2011 in the evening.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
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</thead>
<tbody>
<tr>
<td>07/08</td>
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<tr>
<td>09/10</td>
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</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The reasons given for the first level also affected the second level certificate by having some increase.
### Industrial Electricity Tech

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The third level increased also due to the fact that we started the fast track and the industry requirements causing more students to go after an AS Degree.

### Industrial Electrical Technician

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
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</thead>
<tbody>
<tr>
<td>07/08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
An increase due also to the fast track and the industry requirements.

### Hydraulics/Pneumatics Lvl I

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
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</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The hydraulics program has been on hold since the cuts but we are looking forward to start again in the Fall-12.
<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
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</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>3</td>
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<tr>
<td>08/09</td>
<td></td>
<td>1</td>
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<tr>
<td>09/10</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Classes are on hold until the Fall-12.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
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<td>1</td>
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<tr>
<td>08/09</td>
<td></td>
<td>0</td>
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<tr>
<td>09/10</td>
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<td>0</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

On hold until Spring 2013.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
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<td>4</td>
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<tr>
<td>08/09</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>09/10</td>
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<td>0</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Also the Fiber and Cabling is on hold at the time indefinitely.
Electromechanical Technology

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>0</td>
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</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
Program on hold until Fall-2012.

Process Control Level I

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>0</td>
<td></td>
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<tr>
<td>08/09</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
Process Control also is on hold due to cuts as well until Fall 2013.

Review Team Response
This section does well in distinguishing the factors that have contributed to changes in degrees and certificates although explanation of plans for the various programs after 2012 would be helpful.

STUDENT LEARNING OUTCOMES
Upon successful completion of IET-405 (With a grade C or higher) students should be able to interpret the National Electrical Code (NEC) and use its applications in the field.

Upon successful completion of IET-407 (With a grade C or higher) students should be able to interpret and read basic ladder diagrams pertaining to electrical as well as electromechanical systems.

Upon the successful completion of IET-458 (With a grade C or higher) students Should be able to analyze the
characteristics and application of twisted pair cables.

Upon the successful completion of IET-459 (With a grade C or higher) students will describe the five elements of a typical fiber optic system and briefly explain the function of each element.

Upon the successful completion of IET-470 (With a grade C or higher) students will demonstrate and connect DC and AC theory

Upon successful completion of IET-409 (With a grade C or higher) students should be able to understand basic static devices and other solid state components used in the industry.

Upon successful completion of IET-411 (With a grade C or higher) students should be familiar with basic computer terms, ladder diagrams, and operation of a programmable logic controller (PLC).

Upon successful completion of IET-413 (With a grade C or higher) students should be able to program, verify, communicate with a PLC and troubleshoot faults related to PLCs.

Students who complete the Certificate program should be able to calculate and apply electrical quantities using different formulas of Ohm's law.

Upon successful completion of IET-401B (With a grade of C or better) students will be able to define magnetic induction and use measuring instruments to check resistive and inductive circuits.

Upon successful completion of IET-403A (With a grade C or higher) students should be able to calculate values of voltage, current, apparent power, true power, reactive power, impedance & power factor

Upon successful completion of IET-403B (With a grade C or higher) students should be able to use applications of motor controls pertaining to industry.

**Discuss how the number, type, depth, and breadth of the courses support program SLO's.**
The course material is aligned with the SLO's once the student successfully completes the course he/she then has the knowledge and skills mastered.

**Discuss how courses in the program articulate with or complement each other.**
The courses are designed in a progressive mode so the student has to master the previews one or have work experience in order to continue to the next one, that is where we use Is, Ps and Ms.
Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
The Electricity Department offers three AS degrees and some of the courses are required for the others and also we have advisory requirements prior to take classes.

How and when has your department assessed Program SLO's and how have you responded to the results?
At this point no changes has been done to the course SLO's.

What program or course changes have been made based on the result of the assessed outcome?
We have done a couple of assessments and no changes were necessary.

Review Team Response
Overall Program Level Implementation of SLOs is Developmental: The program has established a framework for defining SLOs (where to start), how to extend and timeline. The program has established authentic assessment strategies for assessing SLOs. Program faculty members are engaged in SLO development. You, your coordinator and your dean will receive a detailed letter outlining the areas that need to be addressed for SLOs.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>IET 411 Programmable Logic Controllers - Active</td>
<td>04/24/2008</td>
</tr>
<tr>
<td>IET 415 Advanced Electricity Laboratory - Active</td>
<td>12/12/2007</td>
</tr>
<tr>
<td>IET 405 National Electric Code - Active</td>
<td>12/12/2007</td>
</tr>
<tr>
<td>IET 407 Electrical Blueprints - Active</td>
<td>12/12/2007</td>
</tr>
<tr>
<td>IET 417 Electrical Troubleshooting - Active</td>
<td>12/12/2007</td>
</tr>
<tr>
<td>IET 419 DC Variable Speed Drive - Active</td>
<td>12/12/2007</td>
</tr>
<tr>
<td>IET 421 AC Variable Frequency Speed Drive - Active</td>
<td>12/12/2007</td>
</tr>
<tr>
<td>IET 403A Electrical Motors and Controls I - Active</td>
<td>12/12/2007</td>
</tr>
<tr>
<td>IET 403B Electrical Motors and Controls II - Active</td>
<td>12/12/2007</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
The two courses that needs updating are in the curriculum office at the time, the ones coming up for updating will start looking into them in the Fall-2012.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Demographic Trends

Briefly explain:
I have been a member of the manufactures council for the past 12 years staying abreast of the latest needs. Also we have the advisory committee that meets once a year to discuss the latest needs.(the committee members work full-time in the local industries and also participate in another committees therefore staying up with the new technology changes and the needs and training for their workers)
Review Team Response
This sections does a good job of explaining how advisory committees and demographic trends contribute to curriculum. Since such a large number of courses are due for updating next year, a plan for handling the workload will probably make the process go more smoothly.

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).

The advisory board members are Company owners, Managers (HR, maintenance, Production, utility companies, from local industries as well as our on Adjuncts) We meet once a year and last year they where concern with the cuts especially on the photo voltaic class since the new trend on solar and wind power and we have part of the training infused in our classes. Also the concern they have as well as our adjuncts is the class on Programmable Logic Controllers (PLC) the equipment is getting old and in turn the updating of computers and software causes a conflict with drivers to communicate with the PLC, at the present time we had to remove service package three from the windows program in order to be able to communicate. PLC require a computer connected to it to develop programs by uploading/downloading for learning purposes, each student uses a computer to develop the program then connects to the PLC uploads the program then hard wires to demonstrate that it works if no communication they can’t complete the course. We informed the committee that we will be looking into updating the equipment as soon as possible.

Review Team Response
This section does a great job of addressing the questions.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.) How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to
Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
The goal for the next three years is to offer all three programs that are listed on the catalog. Since classes reductions we have stopped two of the programs at this point we plan to start offering in the Fall 13 the first in Hydraulics/Pneumatics and by using Hybrid and fast-track we can accommodate the program in two semesters assuming the student has tacking the IET classes since four of the classes are required for the other programs. Once that is completed we will offer the second program Instrumentation Process Control in two semesters as well and that should be done by Spring 14 at that point the student will be fully prepared to enter the trade with an overall knowledge of the requirements for a maintenance technician.

To which planning direction does this goal apply?  
Flexible and continuous student support  
CTE pathway development  
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Students that are completing the IET program will be entering the IETELMT program on the Fall-2012 finishing in the Spring-2013.(Classes are on the schedule for Fall)
Embedded assessment and the use of grading rubric.

Year 2 Steps to Success (activities) and VIP Assessment:
If steps are needed to improve success ten adjustment will be done either on the lecture side or the lab portion. Some of the strategies is to be in contact with their employer to find out if material learned is being applied at work.

Year Three Goal:
By year three we like to have offered to past and new students the complete courses required for the two remaining AS Degrees under the Electricity program.

To which planning direction does this goal apply?  
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
We need to creat enough interest on the upcoming students to complete all three programs since the Manufactures are requiring them to know all three trades.
We have done a student survey on the Fall-11 and the response was overwhelming so the first year (Fall-13) is to offer three classes on the Hydraulics Program since we already have the equipment.

**Year 2 Steps to Success (activities) and VIP Assessment:**
We need to maintain a competent staff that is updated to the latest technology and requirements on the industry and have the knowledge to use the equipment we have. The success will be measured by student completion and feedback from the industry from the employees use/application of the new knowledge.

**Review Team Response**
The goal is unclear and not fully developed. The goals are mostly clear, but the steps to achieve those goals are not as clearly stated as they could be; in particular, the actions required to achieve the goals are somewhat vague.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's 2012... Do you know where your SLOs are?</td>
<td>Chronological Assessment Plan and Embedded Assessment Spreadsheet.</td>
<td>Participated on a State with CTE Industry and Technologies Advisory Committee</td>
<td>Participate every other month on the Manufacturers Council meeting.</td>
</tr>
</tbody>
</table>

**How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?**
We keep the student informed of changes in the technology, the steps and requirements they need to take in order to successfully complete the course.

**Discuss departmental engagement on campus in connection to student learning.**

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
</table>

**How does your program benefit from your campus engagement?**
By keeping up with the changes and updating course outlines.

**Teaching/Years of Service**

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Given the data how has your program been impacted?
We are limited in growth by having only one full-time instructor, we were approved for another instructor on the past but after three attempts did not find more than one qualified person to send forward.

Does your program anticipate retirements within the next 3 years?
No!

Review Team Response
This section does not directly address SLO's nor campus engagement.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
In 1999/2000 we had a partnership training classes that were offered to the manufactures in conjunction with the workforce (Bob Pile) and received 6 trainers at the cost of approximately $115,000 we still using that equipment but it belongs to the County. At the present time we have a contract with Mt. Sac and we also acquired two trainers in the value of $120,000 that we are using also for our classes that also does not belong to Chaffey was purchased with Grant money.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
We have a need for a Lab-assistance for the morning classes, we have one in the evening but in the morning that is an immediate need of a part time assistant. It is very hard for an instructor to take care and assist 32 students in a lab environment due to the safety hazards involve with electricity.

Year 2
Year 3

EQUIPMENT

Year 1
We need to acquire new Programmable Logic Controllers (Student Lab Trainers) in order to stay up with technology, as well as to remediate the existing problems we are having with the equipment (Being outdated and in need of some repairs) as well as the communication with the same due to the new windows driver that do not work with the older equipment. Since also the committee recommended that we should update the equipment to support the new technology in the industry. Year 1 we would need 5 trainers at the cost of $10,000 each for a total of $55,000 including taxes and shipping.

Year 2
On year 2 we would like to acquire another 5 trainers in order to accommodate 30 students in the class since each trainer accommodates two students and also the trainer is portable and comes in a brief case that can be moved from one room to the next very easy. The cost is taking in consideration of some increase on yearly basis we added another $2000 for a total of $57,000. That is to absorb the expense in two-year span; of course we can always use it all on the first year.

Year 3
At this point we will be able to update properly the software on the computers to eliminate the situation we are in, that is every time a student needs to test his program communication with the PLC is needed and we spend an average of 30 minutes trying and exchanging computers due to the fact that the software driver somehow has been updated and will not work with the PLC. With 30 students in class waiting for one instructor to fix the problem is frustrating.

TECHNOLOGY

Year 1
Our Advisory Committee has suggested that we offer classes in photovoltaic panels (Solar Electricity) to support that technology as well as in Wind Energy; our program offers portions of both but not any complete program. At this point we have a solar class that has been approved by the curriculum but has been put in hold due to the budget, suggestions has been made to incorporate on one of the classes we offer (Static Devices) into a couple other ones that incorporates parts of it and add the solar to the program. (Eliminate Static Devices class by infusing it to two others and add in its place the solar class) At this point we are discussing how we can do it and then will work with the curriculum to see about the transition.

Year 2
The Economic Development has purchased one solar trainer that can be used to start the solar class but we will need to purchase another trainer to properly accommodate the students learning, the cost of the complete trainer is $75,000 including shipping, delivery and taxes.

Year 3

SOFTWARE

Year 1
We need to add to the existent budget another $1000 to support the new technology.

Year 2
On year two will need to check if updated needed.

Year 3

OTHER

Review Team Response
In this section, several item requests either seem to be repeated or misplaced: Software requests (with no attached costs) appear in the Equipment section, for example. In several places costs are not included or seem incomplete or redundant.

Review Team Response
The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s. Revisions required. Actually, we feel this is a 1.5 because of its unevenness. Some sections provide clear planning directions (for instance, the restarting of the two suspended programs) while others are not well developed enough to provide clear planning direction.