

Instructional Comprehensive Program Review: CADD PR 2024

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Program Review Year 2025

Title CADD PR 2024

Year of Last Comprehensive Review Fall 2022

Originator Rosas, Manuel

Area Dean Angel Fuentes

Division

Bus & Workforce Development

Department

Computer Aided Design & Draft.

Subject

- CADD - Computer Aided Design & Draft.

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- CADD 130 - Fundamentals of AutoCAD - Active
- CADD 133 - Fundamentals of Autodesk Inventor - Active
- CADD 134 - Advanced CAD Modeling Using Solidworks - Active
- CADD 136A - Fundamentals of Creo - Active
- CADD 139 - Fundamentals of Solidworks - Active
- CADD 140A - Technical Graphics - Using CAD Tools - Active
- CADD 140B - Advanced Technical Graphics - Using CAD Tools - Active
- CADD 141 - Design and Analysis Using SolidWorks - Active
- CADD 142 - Geometrical Dimensioning and Tolerancing - Active

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

- Fuentes, Angel
- Hitchcock, John

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The CADD program has been active for a long time. In the early 1980s there were certificate programs in the manual drafting subjects. The program then provided basic manual drafting courses, Axillary view, electronic drafting, descriptive geometry drafting, Assembly and detail drawings, Layout and packaging, Integrated circuits, printed circuit boards, tool design, and even architecture and other subjects relative to the times. All courses were mostly in board or manual drafting, and some courses were in Direct Modeling and CAD drafting.

The program had been stagnant in terms of adapting to future times in the drafting discipline and especially in the design industry. Now with updated courses, the program has a new view of what SLOs are important and also implementing new courses focused on newer technology. Most of the courses are focused on utilizing SolidWorks (Parametric) as the primary CAD software to use. The parametric modeling design software and 3D printing are the avantgarde of computer-aided design and drafting.

The CADD program now equips EVC students with the latest skills in the industry. Students will acquire and know what industry is looking for in the new designer / drafter job market. Factors important in modifying the program were the increase in manufacturing and the need for engineering assistants and CAD drafters. When the program was developed, its focus was much different from now. The lore of the CADD program was developed prior to mass computer adoption, so the courses implemented were manual drafting, and the lack of up-keeping with course revisions and faculty discouraged students to continue with an unachievable program.

Now, the program is focused on the shortest path to an AS degree, revised and updated 8 (24 units) of the 18 historical courses, focusing on SLOs that [prepare the student to master the software. The Silicon Valley area is still an area where innovation continues and ideas become reality. Now the program strives to offer courses utilizing state-of-the-art CAD software used in these same fundamental disciplines. Evergreen Valley College is now prepared to succeed in awarding students with a quality education in the CADD discipline, making it one if not the only community colleges in the Bay Area with faculty and offering courses constantly every semester and with a 2-year path to an AS Degree.

- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

As mentioned before, the goal was to update the number of courses to earn an AS Degree in CADD. This was achieved in April 2024. Below are detailed answers to what was established in the last PR.

The CADD program's goal was to be in full compliance. 2 years ago, all the certificates were out of compliance due to not being able to offer courses, or because a course was de-activated or no longer offered. A full successful target would be to establish 3 certificates with an increase in complexity of workforce skills.

The 3 certificates would be reduced to 2 certificates.

The first certificate will be introduced very soon as it was tentative due to an AS Degree being approved. Now that the degree has been approved, it will be a smoother approval process since all the courses are updated and in compliance. This certificate would be a level 1 CADD skills certificate (modeling).

The second certificate would be introduced after or concurrently when new design courses are introduced to the program. This certificate will be an advanced design certificate, 3D printing and mechatronics courses will be introduced to the program.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The recent programs' achievements have been to streamline and provide a clear path to an AS Degree within two years. The program has also granted 2 total certificates to students. The students that received these certificates are equipped with the skills they need to enter the workforce at entry level positions in CAD, because our teaching methodology is to challenge them in our classroom so they can succeed in the workplace. Our flexibility in all courses allows students to choose a final project centered on student interest and allows them to choose a project of their own level of complexity/ difficulty allow them to showcase their level mastery of SLO's.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

The CADD program has received 10 3D printers and is allowing the students to prototype their CAD models in real time. This technologic bridges the concept to the reality of an idea without having to send its design to a manufacturing facility, reduces cost and provides hands-on training for what industry is moving towards.

- **5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

- I see the program with 1 new course, an introduction to mechatronics.
- I also see a program with 2 Certificate of Achievement,
 - one entry level CAD modeling and
 - another advanced level for design of simple machines.
- The program will be implementing other technologies that CAD software interacts with, like
 - 3D scanners
 - 3D printers
- This program will support the college's mission to support student success and to prepare them for a career for transfer and be job ready utilizing state-of-the-art technologies. The CADD department will be paving their way to success by allowing them to attain an AS Degree in Design and Drafting.

The AS Degree give all access to higher education in an efficient way.

The CADD lab is open to other students outside the CADD department, CADD faculty have conducted 3D printing workshops for the Arrow club and also has hosted a booth at job fairs at EVC.

The CADD program communicates to the community through a newsletter.

The CADD program has collaborated with the Anthropology department and has students communicate in achieve a common goal, each working on their expertise. Final project is to display an artifact in a museum type of setting, using 3D printers.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

Courses with no Degree or Certification

CADD 130 - Fundamentals of AutoCAD

Modify Course

CADD 133 - Fundamentals of Autodesk Inventor

Modify Course

CADD 134 - Advanced CAD Modeling Using Solidworks

Modify Course

CADD 136A - Fundamentals of Creo

Modify Course

CADD 139 - Fundamentals of Solidworks

Modify Course

CADD 140A - Technical Graphics - Using CAD Tools

Modify Course

CADD 140B - Advanced Technical Graphics - Using CAD Tools

Modify Course

CADD 141 - Design and Analysis Using SolidWorks

Modify Course

CADD 142 - Geometrical Dimensioning and Tolerancing

Modify Course

Created: 03/14/2022

Originator: Manuel Rosas

Created: 03/15/2022

Originator: Manuel Rosas

Created: 03/23/2022

Originator: Manuel Rosas

Created: 03/30/2022

Originator: Manuel Rosas

Created: 03/16/2022

Originator: Manuel Rosas

Created: 03/16/2022

Originator: Manuel Rosas

Created: 03/22/2022

Originator: Manuel Rosas

Created: 03/22/2022

Originator: Manuel Rosas

Created: 03/22/2022

Originator: Manuel Rosas

Program Success Rate 74.16

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 66.65

Recommendation: 90% of the 4 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 75%

- **Is your program success rate higher or lower than the campus?**

The Program Success Rate is higher than EVC's 73.04% success set and the inspirational standard.

Higher by 1.12%.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

Outside the classroom, I have conducted workshops where I can interact more personally with the students and make connections that enhance what was learned in class, for instance I did a 3D printing workshop for the arrow club.

Also,

Students are given support in every way possible. Students can submit missing assignments up until the last day of the semester without penalty in their grade. Students are respected for their time, instruction begins on time, and is given an opportunity to work individually in class. Office hours are extended beyond the posted times to allow the students to meet at any other time permitted by their work and life schedule. The department will request for 3 computers to be equipped with CADD programs so the students can use them at their scheduled time. The department will investigate the possibility of hiring a student who has completed a certificate and is able to tutor other students.

- **Is the current program success rate higher than the program set standard?**

Program Success Rate = 74.16%

Program Set Standard = 66.65%

Program Success Goal = 75%

The Program Success Rate (74.16%) is higher than the Program Set Standard (66.65%)

- **How close is the program to meeting the program success goal?**

The Program Success Goal is 75% and the Program Success Rate is 74.16%. Therefore, the CADD program is 0.84% away from meeting the goal.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

The department aspires to increase it's student success rate by 1%. Therefore, the new Program Success Goal is 75%

Success Rates: Measures by IPEDs Race/Ethnicity

- **Asian: 8733 - 81.380%**
Program Average Total Enrolled
13.000
Program Success Rate
88.110
- **Black or African American: 459 - 62.330%**
Program Average Total Enrolled
3.000
Program Success Rate
0.000
- **Latinx: 8737 - 65.770%**

Program Average Total Enrolled

12.000

Program Success Rate

66.930

- **Two or More Races: 595 - 71.790%**

Program Average Total Enrolled

1.000

Program Success Rate

77.780

- **Unknown: 933 - 73.560%**

Program Average Total Enrolled

2.000

Program Success Rate

69.440

- **White: 1193 - 70.900%**

Program Average Total Enrolled

4.000

Program Success Rate

70.320

Success Rates: Measures by Gender

- **Female: 11409 - 74.310%**

Program Average Total Enrolled

7.000

Program Success Rate

72.930

- **Male: 9287 - 71.460%**

Program Average Total Enrolled

26.000

Program Success Rate

74.440

- **No Value Entered: 91 - 72.150%**

Program Average Total Enrolled

1.000

Program Success Rate

100.000

Success Rates: Measures by Age

- **17 & Below: 903 - 88.930%**

Program Average Total Enrolled

1.000

Program Success Rate

100.000

- **18-24: 14103 - 71.450%**

Program Average Total Enrolled

11.000

Program Success Rate

73.630

- **25-39: 4017 - 73.590%**

Program Average Total Enrolled

13.000

Program Success Rate

74.240

- **40 & Over: 1761 - 76.680%**

Program Average Total Enrolled

10.000

Program Success Rate

72.120

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Equity gaps;

Unknown:: (73.560% - 69.440%) = -4.12%

White: (70.900% - 70.320%) = -0.58%

The CADD program will provide support and interfere in the best way possible to help any student that is struggling in the classroom, regardless of their race/ equity, gender, or age. The instructor keeps an updated gradebook at least every other week, or 10 business days. Keeping close communication with the student will increase the chance for the student to be successful in class. When a student is identified as a low performing student, the instructor will intervene by talking to the student during class after an assignment is reviewed or new material is given. The instructor will check for understanding with the identified student and see how the student can be helped. One-on-one sessions will be conducted with the students. Explain the assignment again in a different way in hopes the student understands the assignment. Ask guiding questions and or even provide assignments in a different format/ translation.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Female: (74.310% - 72.930%) = 1.38%

40 & Over: (76.680% - 72.120) = 4.56%

From the data provided, only the above categories have a gap in performance in reaching it is concluded that gender or age is a big contributing factor in meeting the success rates.

Only two categories: Female and 40 & over do not meet performance.

Female is almost meeting performance with a less than 2% away from meeting performance.

40 & over is less than 5% away from meeting performance.

All other subcategories in gender and age meet or exceed the program set standard for success and program success goal.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **AS**
Number of Awards (Examine 2019-20, 2020-21 data, 2021-22 data and 2022-23 data)
 2
Discussion
 2 AS Degree were awarded between these years.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4195 - 48.750%**
Program Average Headcount
 5.000
Program Percentage of Total
 17.240
- **Day & Evening: 2069 - 23.890%**
Program Average Headcount
 14.000
Program Percentage of Total
 48.270
- **Evening: 827 - 9.610%**
Program Average Headcount
 10.000
Program Percentage of Total
 34.480

- **Unknown: 1467 - 17.760%**
Program Average Headcount
18.000
Program Percentage of Total
62.060

Student Enrollment Type: Academic Load

- **Full Time: 2740 - 32.000%**
Program Average Headcount
4.000
Program Percentage of Total
13.790
- **Half Time or less than half time: 5614 - 65.600%**
Program Average Headcount
24.000
Program Percentage of Total
82.750

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Compared to last PR:

Program head counts for; day, day & evening and evening have come down, although the percentages are higher for all three.

The program average head count for Unknown is the same, but the percentage total is higher.

The full-time percentage for day students has increased in percentage for the program.

Program head count for; Full-time and half-time or less than half-time have come down, although the percentages are higher for both.

The program has historically had better head count with late evening courses, but it looks like its shifting to early evening courses.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The day enrollment type is about 1/3 of what EVC numbers.

The students that attend in the Day & Evening are more than 2 times higher than EVC numbers.

The evening is 4 times more than, and the unknown number is more than 3.5 times the EVC numbers.

Full-time students is about the percentage compared with EVC's numbers.

Half-time or less than half-time students is higher than EVC's numbers , by approximately 1.3 times higher.

The explanation is due to the students the CADD department services. The majority (82.75%) of students are working professionals that attend EVC to sharpen their skills and or want to transition to another better paying job. The only time they have is after work and or at weekends.

- **c. Based on the data, would you recommend any changes?**

Based on the data, I would recommend adding an activity to learn how to measure objects or spaces using measuring tools like calipers.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4755 - 55.610%**
Program Headcount
7.000
Program Percentage of Total
22.780
- **Male: 3758 - 43.850%**
Program Headcount
22.000
Program Percentage of Total
76.610
- **No Value Entered: 46 - 0.540%**
Program Headcount
1.000
Program Percentage of Total
2.730

Student Demographic: Age

- **17 & Below: 562 - 6.570%**
Program Headcount
1.000
Program Percentage of Total
2.820
- **18-24: 5092 - 59.440%**
Program Headcount
10.000
Program Percentage of Total
40.230
- **25-39: 2004 - 23.480%**
Program Headcount
11.000
Program Percentage of Total

33.140

- **40 & Over: 897 - 10.480%**

Program Headcount

9.000

Program Percentage of Total

29.370

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **Asian: 3526 - 41.210%**

Program Headcount

12.000

Program Percentage of Total

36.770

- **Black or African American: 213 - 2.500%**

Program Headcount

3.000

Program Percentage of Total

7.320

- **Latinx: 3519 - 41.150%**

Program Headcount

10.000

Program Percentage of Total

36.980

- **Two or More Races: 248 - 2.920%**

Program Headcount

1.000

Program Percentage of Total

4.250

- **Unknown: 419 - 4.830%**

Program Headcount

2.000

Program Percentage of Total

7.350

- **White: 578 - 6.750%**

Program Headcount

4.000

Program Percentage of Total

16.670

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

From the data shown, The program seems to be declining slightly. I attribute this to the fact that the program was neglected by not having a full-time faculty teaching required courses, and required courses to complete an AS degree, which is 18 courses. Many years went by and students were left in limbo, not knowing when they would compete to meet their CADD requirements.

Also, many students were sent to other nearby colleges to receive equivalent coursework in order to receive their degree from EVC. It would take a big effort to turn this idea among the Evergreen/ San Jose community.

One major step towards fixing this issue was to update all course work and provide a number of courses to make the CADD degree attainable to the students. The program was revised from 18 courses to 8 (3 unit) courses.

The degree went live late this semester, but fortunately the students will be able to complete the CADD requirements for an AS degree in the near future. Hopefully this change will attract students to the CADD program.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

All ethnicity percentages have increased except the Hispanic community.

In terms of the age population, the CADD department has a greater percentage of students of age 25 and older. The program was designed to equip the work force, or equip students for the work force; therefore, the majority of students are working professionals.

In terms of gender population, the CADD program has a greater percentage of students in the no value entered and male population by at least double. The female population is half the percentage compared to EVC numbers.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The CADD program has implemented ads on social media, YouTube and LinkedIn to attract new students. As mentioned above, the AS degree requirements have been modified to make it achievable to complete them in a reasonable amount of time of two years.

Institutional Effectiveness

EVC Capacity: 61.69% EVC Productivity: 13.26

Program Capacity

28.95

Program Productivity

7.32

Is your capacity rate higher or lower then the campus?

Lower

Is your productivity goal higher or lower than the campus?

Lower

If the program capacity and/or productivity is lower than the campus, please provide rationale

The department capacity is running lower than EVC by 33%.

The capacity for part-time teachers is 0.67 full load and, by only having one part-time faculty teaching classes for the last couple of years, it is impossible to run at full capacity. Now that the program has a full-time faculty, the capacity will increase and shorten the capacity and productivity of the department.

With a shorter path to an AS degree, be able to offer all courses for the first time in 4 years, and higher enrollment the department would be able to shorten the gaps in these arrears.

Curriculum

Related Assessments

- CADD 130- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6153)
- CADD 133- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6148)
- CADD 134- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6146)
- CADD 139- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6149)
- CADD 141- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6147)
- CADD 142- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6145)
- 1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.

In the previous curriculum comprehensive review, it was identified that the program had to go through a revamp.

This will be the second curriculum update and comprehensive program review ever conducted and big achievements in the curriculum were achieved. The curriculum is now in compliance, being non-noncompliant in the last program review. Many courses needed for the certificates and degree have not been thought of and some courses have been de-activated. Many of these courses were holding back students and therefore were removed from the program. The program efficiently reorganized the courses and developed a 24 unit (8 course) AS Degree and was approved in April 2024.

The new CADD Program will be as below:

Major Requirements

Course List

Course	Title	Units
CADD 130 (https://catalog.evc.edu/search/?P=CADD%20130)	Fundamentals of AutoCAD	3
CADD 133 (https://catalog.evc.edu/search/?P=CADD%20133)	Fundamentals of Autodesk Inventor	3
CADD 134 (https://catalog.evc.edu/search/?P=CADD%20134)	Advanced CADD Modeling Using Solidworks	3
CADD 139 (https://catalog.evc.edu/search/?P=CADD%20139)	Fundamentals of Solidworks	3
CADD 140A (https://catalog.evc.edu/search/?P=CADD%20140A)	Technical Graphics - Using CAD Tools	3
CADD 140B (https://catalog.evc.edu/search/?P=CADD%20140B)	Advanced Technical Graphics - Using CAD Tools	3
CADD 141 (https://catalog.evc.edu/search/?P=CADD%20141)	Design and Analysis Using Solidworks	3

Course

CADD 142 (<https://catalog.evc.edu/search/?P=CADD%20142>)

Title

Geometrical Dimensioning and Tolerancing 3

Units

Total Requirements

Course List

Course	Title	Units
Major Requirements		24
Electives (A.S. applicable courses)		12
General Education Requirements		24
Total Units		60

To achieve this plight, more than 10 courses had to be deactivated and removed from requirements to achieve an AS degree in CADD.

- 2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

All active (9) courses in the program:

Course	Title	Units
CADD 130 (https://catalog.evc.edu/search/?P=CADD%20130)	Fundamentals of AutoCAD	3
CADD 133 (https://catalog.evc.edu/search/?P=CADD%20133)	Fundamentals of Autodesk Inventor	3
CADD 134 (https://catalog.evc.edu/search/?P=CADD%20134)	Advanced CADD Modeling Using Solidworks	3
CADD 136A	Fundamentals of Creo	2
CADD 139 (https://catalog.evc.edu/search/?P=CADD%20139)	Fundamentals of Solidworks	3
CADD 140A (https://catalog.evc.edu/search/?P=CADD%20140A)	Technical Graphics - Using CAD Tools	3
CADD 140B (https://catalog.evc.edu/search/?P=CADD%20140B)	Advanced Technical Graphics - Using CAD Tools	3
CADD 141 (https://catalog.evc.edu/search/?P=CADD%20141)	Design and Analysis Using Solidworks	3
CADD 142 (https://catalog.evc.edu/search/?P=CADD%20142)	Geometrical Dimensioning and Tolerancing	3

CADD 130 - Fundamentals of AutoCAD is an introduction to Autodesk AutoCAD software, direct modeling software primarily used by architects and interior designers. Many manufacturing facilities still use this program as it has dominated the industry since the early 1990s, and there is resistance from employees to be trained on new software.

CADD 133 - Fundamentals of Autodesk Inventor (Active) Autodesk Inventor software is their attempt to compete with SolidWorks as their parametric modeling software. Parametric software is the predominating way to model parts, allowing users to update drawings faster if a design change happens to a part.

CADD 134 - Advanced CADD Modeling Using Solidworks (Active) This software is a dominating player in the industry when it comes to parametric modeling. Most of the engineering industry uses Dassault Systèmes software for their engineering solutions.

CADD 136A - Fundamentals of Creo (Active) Creo software is a strong option course that could be offered to industry as this software is more specialized.

CADD 139 - Fundamentals of Solidworks (Active) This software is a dominating player in the industry when it comes to parametric modeling. Most of the engineering industry uses Dassault Systèmes software for their engineering solutions.

CADD 140A - Technical Graphics - Using CAD Tools (Active)

Has not been taught in the past 2 years. This course is a drafting course that had very good value in the past. Having this type of drafting experience is good, but is fading away in the industry. This drafting information can be implemented within the parametric modeling software courses. Planning on replacing it with a 3D printing course.

CADD 140B - Advanced Technical Graphics - Using CAD Tools (Active)

Has not been taught in the past 2 years. This course is a drafting course that had very good value in the past. Having this type of drafting experience is good, but is fading away in the industry. This drafting information can be implemented within the advanced parametric modeling software courses. Planning on replacing it with a mechatronics design course following CADD 141.

CADD 141 - Design and Analysis Using Solidworks (Active) First design course is important for the program as this will provide an advanced level of CAD modeling for engineering disciplines.

CADD 142 - Geometrical Dimensioning and Tolerancing (Active) Very good foundational drafting course that explains advanced methods of drafting standards for design.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

Certificates are coming soon.

AS Degree program map:

A.S.

Computer Aided Design & Drafting (CADD)

The map is for reference only to the 2025-2026 catalog. It represents one possible pathway through the program. Be sure to make an appointment with a counselor to create an education plan that is customized to meet your needs.

Term 1 (Fall)	Units	A.S. GE	NOTES
CADD 133 or CADD 139	3		
ENGL 001A	3	1A	
GE	3	2	Recommended: MATH 021

Elective	3		
Elective	3		
Total Units	15		

Term 2 (Spring)	Units	A.S. GE	NOTES
CADD 130	3		
CADD 133 or CADD 139	3		
CADD 141	3		
GE	3	1B or 1C	
GE	3	5	Recommended: PHYS 001
Total Units	15		

Term 3 (Fall)	Units	A.S. GE	NOTES
CADD 134	3		
CADD 140A	3		
CADD 142	3		
GE	3	3A	
GE	3	4	US-1, US-2, US-3*
Total Units	15		

Term 4 (Spring)	Units	A.S. GE	NOTES
CADD 140B	3		
GE	3	3B	
GE	3	4	US-1, US-2, US-3*
GE	3	6	
Elective	3		
Total Units	15		

For courses that meet the American Institution Graduation Requirement, refer to [General Education Requirements for Associate in Science \(https://www.evc.edu/degrees-certificates\)](https://www.evc.edu/degrees-certificates).

* Students must complete a set of courses that meet the US-1, US-2 and US-3 American Institutions Graduation Requirement.

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

Strategies and Pedagogies introduced in the courses implemented direct instruction and independent study. The hands-on approach is also a vital skill, one way of acquiring knowledge. These approaches to learning CAD have been somewhat effective, but the department believes moving into design and implementation of other pedagogues is crucial for student learning. For example, a student-centered approach which has, little by little, been implemented on projects and classroom assignments. For the student to be workforce ready in these times, the department will implement phenomenon-based, problem-project-based and inquiry-based learning for capstone design courses.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

Certificate level 1: CAD Modeler

Course	Title	Units
CADD 130 (https://catalog.evc.edu/search/?P=CADD%20130)	Fundamentals of AutoCAD	3
CADD 133 (https://catalog.evc.edu/search/?P=CADD%20133)	Fundamentals of Autodesk Inventor	3
CADD 134 (https://catalog.evc.edu/search/?P=CADD%20134)	Advanced CADD Modeling Using Solidworks	3
CADD 139 (https://catalog.evc.edu/search/?P=CADD%20139)	Fundamentals of Solidworks	3

Certificate level 2: Design/ Product Development

CADD 134 (https://catalog.evc.edu/search/?P=CADD%20134)	Advanced CADD Modeling Using Solidworks	3
CADD 141 (https://catalog.evc.edu/search/?P=CADD%20141)	Design and Analysis Using Solidworks	3
CADD 142 (https://catalog.evc.edu/search/?P=CADD%20142)	Geometrical Dimensioning and Tolerancing	3
CADD (https://catalog.evc.edu/search/?P=CADD%20141)XXX	3D printing / rapid prototyping	3
CADD (https://catalog.evc.edu/search/?P=CADD%20142)XXX	Design of simple machines/ Mechatronics	3

* 2 new courses for level 2 certificate will be needed.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

Currently, the program is not articulated with any high schools.

Option 1:

The CADD department is in the planning stages to introduce Project Lead The Way (PLTW) courses (NEW department courses) within the design curriculum that is well known at the high school and college level. The PLTW courses will be adjusted to focus on student learning in the Product Design skill set and have Drafting concepts as a foundation. PLTW is a curriculum that is problem-problem-based learning, and will equip the student with skills that tech and engineering companies look for. The PLTW curriculum was developed by industry engineers and has been rapidly been adopted by high schools across the United States.

Option 2:

Create new courses that align to universities requirements.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

No external accreditation needed. PLTW curriculum has been accepted in other community colleges across California. EVC will be one of the first community colleges in the Silicon Valley area. This change in curriculum and program could potentially attract high school students around the area.

Student Learning Outcome and Assessment

Related Assessments

CADD 130- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6153)

CADD 133- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6148)

CADD 134- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6146)

CADD 139- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6149)

CADD 141- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6147)

CADD 142- Created: 03/13/2025 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/6145)

Student Learning Outcomes

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software template. (Active)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Active)

CADD 133 - Fundamentals of Autodesk Inventor - Create 3-D parametric solid parts (Active)

CADD 133 - Fundamentals of Autodesk Inventor - Prepare annotated multi-view detail drawings (Active)

CADD 133 - Fundamentals of Autodesk Inventor - Create an assembly of 3-D parametric parts (Active)

CADD 133 - Fundamentals of Autodesk Inventor - Prepare annotated assembly drawings (Active)

CADD 134 - Advanced CAD Modeling Using Solidworks - Operate within Solidworks Loft, Sweep, and sheet metal features to create parts for assemblies. (Active)

CADD 134 - Advanced CAD Modeling Using Solidworks - Create an assembly using the top-down approach. (Active)

CADD 134 - Advanced CAD Modeling Using Solidworks - Prepare an assembly animation presentation. (Active)

CADD 139 - Fundamentals of Solidworks - Create 3-D parametric solid parts. (Active)

CADD 139 - Fundamentals of Solidworks - Prepare annotated multiview detail drawings. (Active)

CADD 139 - Fundamentals of Solidworks - Create an assembly of 3-D parametric parts. (Active)

CADD 141 - Design and Analysis Using SolidWorks - Identify and use the 6 Step Product Design Process. (Active)

CADD 141 - Design and Analysis Using SolidWorks - Utilize a root cause analysis (5y's 2h) tool to reverse engineer and develop design drawings to improve a product. (Active)

CADD 141 - Design and Analysis Using SolidWorks - Utilize the product design process to create a working improved real prototype in a teamwork setting. (Active)

CADD 142 - Geometrical Dimensioning and Tolerancing - Apply geometric dimensioning and tolerancing characteristics to a drawing. (Active)

CADD 142 - Geometrical Dimensioning and Tolerancing - Identify symbology used in geometric dimensioning and tolerancing. (Active)

CADD 142 - Geometrical Dimensioning and Tolerancing - Perform typical tolerancing calculations. (Active)

Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

PLOs:

Demonstrate knowledge of AutoDesk products (Inventor, AutoCAD and Solidworks CAD systems).

Prepare for employment as an engineering technician/ CAD drafter, in architectural engineering or in civil engineering and design at an entry level.

ILOs:**Communication:**

The student will demonstrate effective communication, appropriate to the audience and purpose.

- Group projects will be implemented in the future where students will be able to demonstrate learning of nomenclature in their presentations.

Inquiry and Reasoning:

The student will critically evaluate information to interpret ideas and solve problems.

- The student is given a set of problems to solve using CAD software. Typically, there are at least 12 assignments during the semester and each has multiple CAD modeling and word problems to complete.

Information Competency:

The student will utilize information from a variety of sources to make an informed decision and take action.

- The student utilizes the textbook and the web to gather information to complete the CAD modeling problems at hand. The CAD software has a very good resource / search option that provides many tutorials and step-by-step exercises for the student to follow.

Social Responsibility:

The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.

- Group projects will be implemented in the future where students will be able to demonstrate learning in a collaborative fashion.

Personal Development:

The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

- The department will be establishing soft skills (9 pillars) used in Fortune 500 companies in each course: And one of the pillars is Kaisen, which means to continually improve a product, process, or daily task.

SLO's have been mapped to PLO's in a direct way. All the courses in the CADD program teach software indicated in the PLO, like Autodesk AutoCAD, Inventor, and SolidWorks. The specific SLO's in these courses focus on attaining CAD skills like creating solid modeling parts, drawings, and assemblies using the above-mentioned software. These skills are required to have basic training and students to be able to get an entry level drafter, designer position.

SLO's:

Create 3D solid parts using CAD software

Create drawing packages for solid parts using CAD software

Create Assembly of solid parts using CAD software

Learn and implement Drafting Standards for drawing of solid parts using CAD software
 Learn and implement geometric dimension and tolerance for drawings of solid parts using CAD software
 Learn basic design principles for products and parts

All of these SLOs equip the student to attain skills that will allow them to get an entry level position in drafting and design. The CADD program will have several certificates and an AS degree where all these SLOs are implemented in the required courses. The SLO's are mapped to the PLOs as described above, demonstrating CAD software knowledge, and acquiring skills to prepare for employment.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

ALL courses have been reported for SLO compliance every semester, when the course has been offered since the fall semester 2021 per EVC deadlines and SLO targets, except for two 6 SLOs as because these courses have not been offered in the last two years.

***CADD 140A**

(<https://catalog.evc.edu/search/?P=CADD%20140A>)

Technical Graphics - Using CAD Tools

- | | |
|--|------------|
| 1. Create typical full, half, and revolved section views of mechanical objects. | No results |
| 1. Create typical auxiliary views of mechanical objects. | No results |
| 1. Apply titleblock properties to reflect the American Society of Mechanical Engineers (ASME) Y14 engineering drawing practices to revision blocks and other titleblock related practices. | No results |

***CADD 140B**

(<https://catalog.evc.edu/search/?P=CADD%20140B>)

Advanced Technical Graphics - Using CAD Tools

- | | |
|--|------------|
| 1. Use standard precision tolerance fits between mating parts. | No results |
| 1. Use standard geometrical dimensioning and tolerancing in threads and fasteners. | No results |
| 1. Apply assembly modeling document properties to reflect the American Society of Mechanical Engineers (ASME) Y14 Engineering Drawing and other related practices. | No results |

* Courses have not been taught in the last 2 years since the last program review. Scheduled to be taught Spring/ Fall semester 2025/ 26.

Summary of SLO assessment; passing rate

CADD 130	Fundamentals of AutoCAD	Pass rate
----------	-------------------------	-----------

	Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing.	91.8%
	Lay out and accurately construct typical technical drawings/designs using AutoCAD software template.	85.7%
	Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing.	92.2%
CADD 133 (https://catalog.evc.edu/search/?P=CADD%20133)	Fundamentals of Autodesk Inventor	
	Create 3-D parametric solid parts	89.2%
	Prepare annotated multi-view detail drawings	85.0%
	Create an assembly of 3-D parametric parts	97.0%
	Prepare annotated assembly drawings	97.2%
CADD 134 (https://catalog.evc.edu/search/?P=CADD%20134)	Advanced CADD Modeling Using Solidworks	
	1. Operate within Solidworks Loft, Sweep, and sheet metal features to create parts for assemblies.	96.6%
	1. Create an assembly using the top-down approach.	100%
	1. Prepare an assembly animation presentation.	97.0%
CADD 139 (https://catalog.evc.edu/search/?P=CADD%20139)	Fundamentals of Solidworks	
	1. Create 3-D parametric solid parts.	86.7%
	1. Prepare annotated multiview detail drawings.	87.5%
	1. Create an assembly of 3-D parametric parts.	86.9%
CADD 141	Design and Analysis Using Solidworks	
	1. Identify and use the 6 Step Product Design Process.	96.6%
	1. Utilize a root cause analysis (5y's 2h) tool to reverse engineer and develop design drawings to improve a product.	85.0%
	1. Utilize the product design process to create a working improved real prototype in a teamwork setting.	92.6%
CADD 142 (https://catalog.evc.edu/search/?P=CADD%20142)	Geometrical Dimensioning and Tolerancing	
	1. Apply geometric dimensioning and tolerancing characteristics to a drawing.	75.0%
	1. Identify symbology used in geometric dimensioning and tolerancing.	75.0%
	1. Perform typical tolerancing calculations.	75.0%

In conclusion, the CADD 142 is a more abstract course where new topics are discussed that had not been discussed before in other courses. CADD 142 is a capstone course, and what I see is that these topics can and will be introduced in earlier CADD courses. One final assignment in each class could be in regard to applying the symbology used in the Geometrical Dimensioning and Tolerancing course.

*Please see attachments for meeting minutes as evidence of dialogue between colleagues regarding SLO assessment. In the Advisory meeting we had previous students, current student, EVC faculty and high school faculty of the San Jose community high schools.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

After reviewing the data from the last PR, the CADD department has implemented improvements in the areas of allowing the students to re-take quizzes and re-submit assignments with errors to better their grade and understanding of what they are learning. It has benefited the students who struggle the most with understanding the topics on the first, second, or third attempt, especially in the Geometric Dimensioning and Tolerating course where the topics are more abstract.

All the courses in the program will have between 3-4 maximum SLOs that focus on the most important ideas the student should gain after completing the course. The SLOs for all introductory CAD courses will be the same as the only difference is the software being learned. The skills should be the same as the industry has the same standards in design and drafting, but different companies utilize different software.

All the assessment/ class assignments are geared towards the SLOs, culminating with a final project. All the assignments are on CANVAS LMS system and it's easy to analyze the data as it can be exported to excel. As for the most part, I am the faculty that teaches all the courses, except for one course where I have set a CANVAS template for that course in case other faculty offers the course and the data can be retreated easily.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Faculty and Staff: John Hitchcock and Manuel Rosas

Part-time faculty: John Hitchcock

The area of expertise is in the professional engineering , CADD design and manufacturing industry.

Areas of expertise: Computer software and drafting, Distance Education

Course	Title	Units
CADD 133 (https://catalog.evc.edu/search/?P=CADD%20133)	Fundamentals of Autodesk Inventor3	
CADD 13 (https://catalog.evc.edu/search/?P=CADD%20134)6A	Fundamentals of Creo	2

Full-time faculty: Manuel Rosas

Areas of expertise are in the CADD, Design and Automotive Industry. Course development and student-centered pedagogy. Curriculum development, course updates, creation of certificates and degrees.

Areas of expertise: Computer software, 3D printing, Machine design, Engineering concept, drafting and design, curriculum development, SLO assessment and Project-Based Learning Pedagogy. Lesson planing, Assessment creation and various scaffolding techniques.

Course	Title	Units
CADD 130 (https://catalog.evc.edu/search/?P=CADD%20130)	Fundamentals of AutoCAD	3
CADD 133 (https://catalog.evc.edu/search/?P=CADD%20133)	Fundamentals of Autodesk Inventor	3
CADD 134 (https://catalog.evc.edu/search/?P=CADD%20134)	Advanced CADD Modeling Using Solidworks	3
CADD 139 (https://catalog.evc.edu/search/?P=CADD%20139)	Fundamentals of Solidworks	3
CADD 140A (https://catalog.evc.edu/search/?P=CADD%20140A)	Technical Graphics - Using CAD Tools	3
CADD 140B (https://catalog.evc.edu/search/?P=CADD%20140B)	Advanced Technical Graphics - Using CAD Tools	3
CADD 141 (https://catalog.evc.edu/search/?P=CADD%20141)	Design and Analysis Using Solidworks	3
CADD 142 (https://catalog.evc.edu/search/?P=CADD%20142)	Geometrical Dimensioning and Tolerancing	3

- 2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Yes, further professional development is needed with regard to being certified to teach the PLTW Product Design and Development class, if option 1 is to be implemented for a new form of pedagogy. Also, a 3D printed course needs to be taken by faculty to provide an up-to-date product development pathway for students. New learning strategies will be acquired by faculty after taking the PLTW course, utilizing a problem-project based learning approach to learning.

Faculty needs to be trained in the spring semester of 2026, so the new Product Development certificate can roll out in the Fall of 2026-27 school year.

Added, as requested by TA: Option 1 training would be through Project Lead The Way (PLTW, PDD course) Product Design and Development course.

The 3D printing course will be taken at De Anza College.

Additional Information

Part G: Additional Information

- Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

The CADD department has also been notifying EVC students and the San Jose community via the department newsletter, and LinkedIn profile about curriculum updates, new technology and various other news.

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

No

If yes, how much funding did you request?

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment**Supplies****Technology****Other (Contract, Subscriptions, Memberships, etc.)****Total****Are you requesting additional resources?**

No

If yes, please fill out the Resource Allocation Request page below.**Future Needs and Resource Allocation Request**

Classified/Faculty

1. Classified Member(s)**Number of positions and which department for each position**

Lab tech, 3D printing assistant, EVC tutor assisting in CAD software, classroom assignments.

Is there an ongoing cost for this item

Yes

If so, what is it?

1000

2. Faculty Member(s)**Number of positions and which department for each position**

1. Adjunct faculty to teach CADD 130 at EVC/ Dual Enrollment. Connection to High schools.

Is there an ongoing cost for this item

Yes

If so, what is it?

4000

Equipment, Technology and Supplies

1. Supplies**Total Amount Requested**

1500

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

3D printing material. Replacements parts for 3D printers/ maintenance.

If there is any Ongoing Cost of this item?

No

If so, what is it?**2. Technology****Total Amount Requested**

3000

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

SolidWorks Licences (Network 38 seats), Student licences (20 seats)

If there is any Ongoing Cost of this item?

Yes

If so, what is it?

3000

3. Equipment**Total Amount Requested**

30000

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

Ten 3D sacenners.

If there is any Ongoing Cost of this item?

No

If so, what is it?**Total**Classified Member(s)

Total Amount Requested:1000

Faculty Member(s)

Total Amount Requested:4000

Equipment

Total Amount Requested:30000

Ongoing Cost: 0

Supplies

Total Amount Requested:1500

Ongoing Cost: 0

Technology

Total Amount Requested:3000

Ongoing Cost: 3000

Criteria for Resource Allocation

Department Background & Performance

In the past 3 years, the CADD department has offered a total of 19 sections, serving a total of 116 students, with an average of 6.10 students per section. CADD students' passing rate is 86.2% of the students enrolled. I must say that most of the students that don't pass are students who stop showing up and don't drop the class. The CADD department also conducted 3 workshops (Two 3D printing and one Solid Works), The CADD department has also attended 3 college fairs in campus. Lastly, the CADD department awarded one AS degree and two Certificates of Completion.

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

The CADD department reduced the number of courses required to complete the AS Degree from 19 to 8 courses as described in earlier sections of this report, see Curriculum section. In the last three years, 3 completions have been granted in the CADD department. New AS degree requirements were approved in the Fall 2024 semester. See the Curriculum section of this report.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

The Budget request will positively contribute to the students' performance and the outcome of the student in providing a real-life application of the CAD software. Connecting design theory with current tangible parts and connecting other disciplines to CAD software.

Assessment results (could include: SAO/SLO)

No assessment results have occurred for the new budget (3D scanners) request. The potential growth and student demand for CAD will definitely grow as this new technology is new to the industry and is not traditional to CAD software, but it can be connected to gaining student interest in the CADD program. New projects will need to be created within the courses/ modules, hence assessments and SLOs.

Additional Resources

The CADD department has received college funds in the last year.

1) Name of funding source

Strong Work Force

2) Purpose of the funding source

New computers for the CADD lab, a total of 30 new computers.

3) The specific ways in which the funding source is to be used, and

Equip the students with capable equipment to handle state-of-the-art Design CAD software used in industry such as SolidWorks.

4) Amount awarded last fiscal year and how much was spent on that year's allocation.

The total amount awarded to CADD was about \$39,000, as other departments, like the Engineering Department, contributed to the remaining of the total cost (unknown total).

Previous use of funds

The CADD department received college funds in the previous year.

1) Name of funding source

Strong Work Force

2) Purpose of the funding source

3D printers for the CADD lab, a total of 10 new 3D printers.

3) The specific ways in which the funding source is to be used

Equip the students with equipment that industry is connecting Design CAD software to design tangible parts and prototypes.

4) Amount awarded last fiscal year and how much was spent on that year's allocation.

The total amount awarded to CADD was about \$1200 per 2 3D printers; therefore about \$7000 total. About \$1000 was spent on extra 3D printing (PLA, plastic) materials.

The amount allocated was about \$7000 and 100% of the allocated funds were spent. No unused funds remain.

The current academic year does not have a specific fund amount allocated to the CADD department. Strong Work Force funds will be allocated per Dean's discretion, if there is any remaining funds.

The 3D printers have helped bring new students into the program as it has shed some light to the program in terms of student interest in creating 3D parts. Hobbist, artists, and other tinkers are taking CADD courses just for the purpose of utilizing the 3D printers.

Manager/Vice-President Prioritization

Total Amount Requested 39500.00

Total Amount Requested by Manager

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies

Supplies Ranking

Equipment

7.32

Equipment Ranking

Technology

Technology Ranking

Other (Contract, Subscriptions, Memberships, etc.)

Other Ranking

Attach Files

Attached File

Advisory Committe Meeting Minutes, CADD Program Update 2024.docx (/Form/Module/_DownloadFile/5718/44162?fileId=532)

VEX PD + Certificate of Achievement.JPG (/Form/Module/_DownloadFile/5718/44162?fileId=533)

CADD_BIM Agenda 05.15.24.docx (/Form/Module/_DownloadFile/5718/44162?fileId=534)

CADD Department Newsletter Vol.2.pdf (/Form/Module/_DownloadFile/5718/44162?fileId=535)

CADD Department Newsletter.pdf (/Form/Module/_DownloadFile/5718/44162?fileId=536)

IEC Reviewers

IEC Mentor

Judith Girardi

IEC Second Reader

Henry Estrada