

Cerritos College

**Instructional Program Review Instructional Program Review Submittal Form
(Appendix F)**

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program: *Woodworking Manufacturing Technologies*

Date Submitted: April 27, 2020

Scheduled Presentation Date: April 21, 2020

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle (*circle one*) Yes No

Explain any exceptions for non-compliance with curriculum requirements:

The self-study report adequately addresses the following components:

Description of the Program	Yes		No
Course and program content	x		
Student demographics	x		
Human resources	x		
Instructional Improvement	Yes		No
Teaching effectiveness	x		
Activities to improve student learning	x		
Course grading	x		
Course and program completion	x		
Program outcomes	x		
Core indicators (if vocational)	x		
Student feedback	x		
Institutional data	x		
Other	Yes		No
Strengths and weaknesses of the program	x		
Opportunities and threats of the program	x		
Goals of the program	x		

Self-Study prepared by: Reuben Foat and Carl Stammerjohn

Reviewed by (Division Dean): _____

**Woodworking Manufacturing Technologies
Technology Division
Program Review Self-Study Report
2019-2020**

1. Description of the Program

The Cerritos College Department of Woodworking Manufacturing Technologies (WMT) provides woodworking education for furniture makers, cabinetmakers, CTE teachers, and life-long learners. WMT offers four program options: Cabinetmaking, Furniture Making, Woodworking, and CNC (Computer-Numerical-Control) Woodworking. Degrees and certificates are available in the first three; CNC Woodworking is only available as a certificate.

a. Course and Program Content

For the 2019/2020 academic year, the WMT curriculum consists of 62 courses, 11 of which are labs. Of the 51 regular courses, 22 are part of the furniture option, 10 are part of cabinetmaking, 6 are part of CNC woodworking, and 13 are considered general courses. We review course content every three years and update as necessary. The most recent series of updates included adding the CNC woodworking certificate and changing the top codes to yield better/more accurate data for future analysis.

Industry demand drives course offerings in the cabinetmaking and CNC programs, most of which is communicated to the department by its Advisory Committee. Cabinetmakers need a relatively specific set of skills and the program offers courses in all areas: face-frame cabinet construction, frameless cabinet construction, architectural millwork, and CNC woodworking. In the furniture program, student interests and faculty expertise generally inform the offerings.

All classes in which machinery is used start with a safety exam, which must be taken and passed by students every semester. Safety is a major priority of the program, and the program has an excellent reputation in this regard. On the Program Review Student Survey, 91% of respondents rated the instructor's emphasis on safety as excellent (221/243).

Most classes are project-driven, and in introductory and intermediate classes, the project is well-defined. As students advance in the program, they gain more control of their creative choices and project complexity. Classes are run using the lecture-demonstration-practice model.

Articulation agreements with several local high schools aid in the transition of those students into the program. Articulation agreements continue to be made, however, very few students have taken advantage of these agreements.

WMT has a high profile on campus due to many woodworking projects undertaken for various departments and organizations. Students in WMT 291: Production did most of the projects. These valuable projects provide a cost-effective option for facilities improvements and a real-life experience for advanced students. Recent projects include the half-circle table in the Board Room, with matching tables and a lectern. The new cabinets in the Publications was completed in Spring 2019. More projects continue to be planned.

b. Student Demographics

The WMT program has a large number of life-long learners and therefore has very different demographics than the campus as a whole. Looking at the Program Review Student Survey, more than three-quarters (76%) of the students are over 35. 9% are between 19 and 24, with the remaining 15% between 24 and 34. 18% of students are female.

Of the students responding to the Student Survey, 70% had degrees (6% AA/AS, 32% BA/BS, 32% MA/MS+).

Males and females have very similar success and completion rates, with a slight edge going to males. Success and completion rates by race show distinctly lower rates for Black or African American (B/AA) and Hispanic or Latino (H/L) students. When averaged over five years, the success rate for B/AA students is 55.4% and 74.1% for H/L students; for all others it averaged 80.9%. Completion rates are similar, 75.1% for B/AA, 84.4% for H/L, and 88.7% for all others. Part of the low rate for Black or African American students is due to their low enrollment, only 1.3% of the student population. If only one or two students fail, the numbers are dramatically influenced. The same cannot be said for the Hispanic or Latino students; they make up 32% of the WMT population.

c. Human Resources

The WMT faculty consists of three full-time instructors and about ten part-time instructors. Part-timer instructors teach only one course and do so almost every semester. Two of the three full-time instructors specialize in furniture making, while one has a more diverse making background including cabinetmaking, CNC woodworking, wood sculpture, and furniture making.

Instructional aides (adult hourlies) are utilized in introductory classes, due to the higher risks associated with beginning woodworkers. Instructional aides are typically hired from a pool of current or recent students from the program. One full-time maintenance technician is also a part of the staff. We are currently writing a course on woodworking machine maintenance with the hope that our talented technician will pass on his in-depth knowledge to students.

In the Program Review Student Survey, faculty were rated highly by students on nine measures of teaching effectiveness, with 83.1% of students rating instructors "Very Good" (18.4%) or "Excellent" (64.7%). In addition, when responding to the open-ended question, "What is the greatest strength of the woodworking program?" two-thirds of respondents listed instructors or instruction.

2. Instructional Improvement

a. Evaluation of Teaching Effectiveness

Peer evaluation, student evaluations, discussions at faculty/staff meetings, and the Program Review Student Survey are used to evaluate the quality of instruction. The peer evaluation process evaluates full-time and part-time faculty every three years, per the college guidelines. Anecdotal evidence is also used, as students tend to communicate to the full-time faculty how the part-timers are doing.

b. Assessment of Student Learning Outcomes

WMT has identified student-learning outcomes (SLOs) for all of our courses. Instructors may access course outlines that list the SLOs via a Woodworking Faculty SharePoint site. All WMT faculty have access to this site.

Almost all classes, except for WMT 101 and WMT 151, have only one section offered each semester. At the end of each semester, faculty enter assessed student SLOs on the eLumen site. In WMT 101, the instructors use a standard rubric for SLO assessment. The rubric was developed with input from the instructors and full-time faculty and consists of a grading form for assessing one of the required projects. Discussion between the instructors ensures a degree of consistency.

Teaching practices, for the most part, have been on target as determined from the SLO assessments, although some changes have been made. In areas where changes were necessary, most of them involved adding written instructions to augment lecture/demonstration presentations. In many instances, students get behind on projects and are not able to use the lecture/demo information until a week or two after it is presented. In those cases, a written procedure is very helpful in maintaining student success. The program is also considering creating and posting videos of common procedures on YouTube. A “Cerritos College Woodworking” account/channel has been created, but very few videos have been made.

c. Course Grading and Retention Patterns

Overall, success and retention rates in the department over the past five years are high, 79% and 84% respectively, and are each about 3% lower than the Technology Division average. Both WMT rates are flat or moving higher relative to the last few years.

As previously stated in section 1.b., success and completion rates by race show lower rates for Black or African American and Hispanic or Latino students. At this time, no specific changes have been identified to remedy this situation.

d. Course and Program Completion

WMT Program Awards

Year	Degrees	Certificates	Total
2014/2015	4	36	40
2015/2016	4	27	31
2016/2017	1	5	6
2017/2018	5	25	30
2018/2019	4	15	19

WMT Program awards (degrees and certificates) have been flat to trending down over the last five years. The number has historically been low for the following reasons:

- Life-long learners are more interested in taking classes that appeal to them, instead of earning a (or another) degree/certificate
- Students who are interested in entering the woodworking industry often find jobs before they complete all the award requirements
- Student who come from industry to gain skills in software or CNC woodworking machines are only interested in specific content and not a degree/certificate

- The industry has no specific education requirements and therefore most companies do not require a certificate or degree for employment

Increases to awards is often due to efforts in which students who were close to an award were identified and informed of their situation. Many had the requisite courses but were not aware of the application process. Others were one class away from an award, and then enrolled in the remaining class in the spring. Efforts like this will continue in the future.

WMT Course Completion

Year	WMT all	WMT 101	Tech Division	College
2014/2015	86.9%	78.6%	87.2%	83.5%
2015/2016	85.1%	83.1%	88.6%	83.1%
2016/2017	87.8%	81.4%	88.2%	83.6%
2017/2018	85.0%	75.6%	87.0%	83.0%
2018/2019	87.0%	77.9%	89.1%	83.8%

Good WMT completion. Hindered somewhat by WMT 101.

e. Perkins Core Indicators

Tracking students who exit the program has been a challenge. Since most are life-long learners, tracking is a non-issue. However, tracking those who enter industry is a priority. To date, it has been accomplished by students self-reporting and anecdotal evidence. Since the program started keeping records in 1998, more than 100 students have gone on to work in some capacity in industry. The number is probably much higher due to the lack of good tracking information.

Core Indicators, TOP Code 0952.00

	2016/2017	2017/2018	2018/2019	Average	GOAL (2019)
Core 1 Skill Attainment	99.34	97.84	98.43	99.35	91.75
Core 2 Completion	75.00	40.00	71.43	52.20	81.11
Core 3 Persistence	84.21	81.29	84.25	83.10	87.08
Core 4 Employment	38.46	55.56	52.38	62.55	73.23
Core 5a Participation	N/R	N/R	N/R	15.47	26
Core 5b Completion	N/R	N/R	N/R	13.04	30

Interpretation of these numbers is a challenge, due to various factors. Life-long learners (defined as those who already have a certificate or degree) are not counted in Core 2 through Core 5b. Many of the remaining students are not interested in a program award (for reasons cited elsewhere) and therefore leave the program without one (Core 2). To be counted as

employed for Core 4, a person must be covered by California Unemployment Insurance; students who go on to self-employment do not qualify for that and are therefore not counted. For Core 5a and 5b, the numbers change dramatically year to year due to the small number of women in the program who are not life-long learners.

With the aforementioned in mind, the program meets the Core 1 goal and is close to the Core 3 goal. It is well under the goals for Core 2 Completion, Core 4 Employment, Core 5a Participation (of women), and Core 5b Completion (of women).

Core 2 Completion and Core 4 Employment are the largest concerns and may indicate weakness particularly on the cabinetmaking side of the program, where students are most likely to seek employment. It would be interesting to see the data if broken down by major.

g. Student Feedback

The Program Review Student Survey was administered during the Fall 2019 semester. Students enrolled in WMT courses, as well as those enrolled within the previous two years, were asked to take the online survey. 248 unduplicated students participated in the survey. The survey and its results are provided in the appendix and through-out this report.

Data of interest not covered elsewhere includes:

- 73% of respondents rated how the reputation of the program affected their decision to enroll as “Very Much” or “A Lot”
- 32 of 33 respondents currently working in industry stated that their woodworking education at Cerritos College helped them get their job
- 42% of students travel 20 miles or more to attend classes; 17% travel over 30 miles (One recent graduate lives in Lake Arrowhead)
- With the exception of 2 individuals, every respondent would recommend the program to others (99%)
- As previously stated, when asked about the greatest strength of the department, most respondents listed the instructors or instruction. Others listed the emphasis on safety and equipment availability.

h. Institutional Data

Enrollment/FTES data

Semester	Enrollment	FTES
Fall 2016	352	80
Spring 2017	346	77
Fall 2017	391	86
Spring 2018	354	90
Fall 2018	318	75
Spring 2019	388	89

3. Strengths and Weaknesses of the Program

a. Strengths

i. Reputation for Excellence

As evidenced by the strong responses in the Student Survey regarding why students chose the program, how often they would recommend it to others, and positive comments in the open-ended questions, the WMT program has an excellent reputation in the community. At woodworking shows, woodworking stores, and woodworking facilities, the response to introducing oneself as a part of the program is almost always, “I hear you have a great program.”

The program also enjoys a good reputation on campus for the numerous projects completed in the Production class.

ii. Excellent Safety Record

The WMT program has an excellent safety record. No student has ever suffered serious injury—loss of digits, etc.—in the WMT shop. This is a remarkable achievement given the number of students working with potentially dangerous equipment.

iii. Facilities

As stated previously, WMT occupies a well-equipped facility, and students agree. However, minor repairs and cosmetic improvements are in order to maintain a first-rate work environment.

iv. High student satisfaction

Student attitudes and feedback in the Student Survey were overwhelmingly positive. WMT enjoys a community of students unlike other programs. Students regularly demonstrate support for the program by donating time and energy to department activities and projects. They volunteer to staff trade show booths, help with special programs, and work on facility improvement projects within the WMT labs, offices, and elsewhere on campus.

v. Articulation Agreements

WMT now has several articulation agreements with local high schools. A number of other schools have inquired about developing agreements; WMT will move forward with those schools now that the development process is clear.

An ongoing department goal is to engage schools with active woodworking programs and create articulation agreements with them. This will have a positive impact on enrollment and program awards in WMT. It will also have a positive effect on the high school programs: their instructors will have an opportunity to look at WMT practices and safety programs that will benefit the high school students too. In addition, high school woodworking programs are more appealing if students and parents realize that high school work can reduce college requirements for certificates or degrees.

vi. Teacher TRAC

The Cerritos College Teacher TRAC program has been working with WMT and other Career Technical Education departments to increase the number of woodworking students entering CTE teaching. Faculty members are working closely with Teacher TRAC to identify and develop interested students. An increase in the number of teachers available and able to teach woodworking at the high school level will have a dramatic effect on the Los Angeles

woodworking community: more instructors means fewer cancelled high school programs, which means increased enrollment in WMT and other CTE schools. This in turn will lead to greater opportunities for woodworking employment in LA-area jobs.

vii. Active Advisory Committee

The WMT Advisory Committee has been very supportive of the program, regularly contributing their expertise and counseling in program direction, curriculum, and equipment selection. Members of this committee include machine manufacturers, like Stiles, SCM, Makita, and Festool, woodworking trade show organizer, AWFS, wood finish manufacturers, like Mohawk, high school woodshop teachers, cabinetmaking industry representatives, and other industry consultants.

viii. Web Presence

About ten years ago, search engine optimization (SEO) efforts took place to better place the WMT program in web searches for woodworking courses in the Los Angeles area. Because of this, almost 20% of students surveyed indicated they found the program via a web search or reference to the program on a website.

b. Weaknesses

i. Lack of a Full-time Cabinetmaking Instructor

Despite the positive reviews of faculty in the Student Survey, WMT desperately needs another full-time faculty member with cabinetmaking and CNC experience. WMT part-time instructors are uniformly excellent, but their part-time assignments excuse them from many of the administrative expectations placed on full-time faculty. As a result, a large portion of program administrative and organizational duties fall to the full-time faculty, reducing their own opportunities to focus on their teaching activities and program initiatives. Within the industry, it is common knowledge that cabinetmakers and cabinet installers earn higher wages than furniture makers. A new faculty member will prepare students for industry jobs that are in high demand. Since this is one area that is not hobby-oriented, a full-time faculty member is essential to growing our program and meeting the demand for a well-trained workforce. As a result of not having a full-time cabinetmaking faculty member, WMT is hampered in its ability to recruit students, produce course completions and program awards, and meet the demands of industry.

ii. Inconsistent Course Materials

Several instructors teach a number of courses in WMT. In some classes, the instructors teaching the class share the syllabus, schedule, course materials, and handouts, resulting in consistent delivery between classes. Other classes, however, do not benefit from this consistency. In some cases, this can result in students not receiving the required instruction or attaining all the skills set out in the course outline.

iii. Facilities

Several ongoing problems in WMT instructional facilities compromise teaching activities:

Classroom seating in the computer lab (WD-1) and the classroom (WD-15) is a mix of old, uncomfortable chairs and tables. Many of these older office-style chairs are even unsafe to sit in as they “adjust” while sitting in them. The computers sit on tables that are not designed for

this purpose, and therefore have poor cable management that has tripped students. Students have also inadvertently powered off power strips with their feet while working on a computer thus losing their progress on their work. A work order has been initiated with the IT Department to address cable management, however, modern purpose-built chairs and tables for a computer lab would make for a better/safer learning environment.

Classroom projection technology is present in 4 out of 5 our classrooms, but only works in two them. Updates to currently working setups and the addition of 3 more smart classroom setups are necessary to bring the program up to 21st century classroom standards. Technologies like Apple TV that can project what an iPad's camera sees to the big screen, could augment our already dynamic and talented teaching staff's ability to teach course content well.

4. Opportunities and Threats

a. Opportunities

i. Employment Opportunities

The local job market appears to be improving. For the last couple of years, woodworking employment opportunities presented to the department have been on the rise. This, plus reported improvements in the housing market are an indication of future opportunities for WMT students. Many students enter the woodworking field in response to these postings or go into business for themselves. About eight graduates are teaching woodworking at local middle or high schools.

A plan to better serve industry with qualified applicants is in the works, in which students seeking work identify themselves in writing to the program.

ii. John B. Smith Memorial Scholarship

This 2.3-million-dollar donation earmarked for scholarship will likely change the face of our program. This money will be used in order to increase enrollment, increase students attaining degrees and certificates, and connect students who seek jobs with potential employers.

b. Threats

i. Lack of Student Preparation

The completion rate, while rising, is below the state average. The best explanation for this appears to be the lack of dedication of students in our introductory classes, particularly WMT 101. The average completion rate for those classes is much lower than other classes. Many students enrolling in WMT 101 do not realize the commitment necessary to complete the class. In the recent Student Survey, 15% of respondents said they enrolled in classes because they were "Curious about woodworking" or "Just needed a class and woodworking was open." The number is probably higher than 15%, due to intro students being under-represented in the survey.

ii. Lack of Student Interest in Woodworking Careers

Students are encouraged to transfer to four-year institutions to get bachelor degrees whereas skilled trades pay well and schooling often costs less.

5. Accomplishment of Previous Goals

Creation of CNC Woodworking Certificate.

Replacement of air compressor.

Upgrading of many machines including: CNC routers, laser cutters, edge bander, edge sander, thickness sander, bandsaws, sliding table saw.

Hiring of a third full-time faculty member, Reuben Foat, who teaches Furniture Design and CNC Woodworking courses.

6. Goals of the Program

REF	Goals	Action to be taken	Timeframe	Person Assigned
S5 02	Create a scholarship aimed at encouraging students who are in high school woodshop courses to continue their studies with WMT (Next Gen Woodworking Scholarship)	<ul style="list-style-type: none"> Earmark a portion of the Smith Memorial Scholarship for incoming high school students Work with the Cerritos College Foundation to create the application process Work with WMT Faculty at determining the parameters for the application criterion Develop a presentation to give to nearby high schools and their students to capitalize on the Cerritos Complete Program Ask high school woodshop teachers to encourage their students to apply for the scholarship 	Spring 2021	Reuben Foat, Anthony Fortner
W1 O1 O2	Create a scholarship aimed at encouraging students to complete the cabinetmaking certificate/degree (WMT Cabinetmaking Scholarship)	<ul style="list-style-type: none"> Earmark a portion of the Smith Memorial Scholarship for students enrolled in our cabinetmaking courses Work with the Cerritos College Foundation to create the application process Inform students of the funding opportunity 	Spring 2021	Reuben Foat, Anthony Fortner

REF	Goals	Action to be taken	Timeframe	Person Assigned
		<ul style="list-style-type: none"> • Work with WMT Faculty at determining the application criterion 		
S1 S4 O2	Create a scholarship aimed at encouraging students to complete the furniture making certificate/degree (WMT Furniture Making Scholarship)	<ul style="list-style-type: none"> • Earmark a portion of the Smith Memorial Scholarship for students enrolled in our furniture making courses • Work with the Cerritos College Foundation to create the application process • Inform students of the funding opportunity • Work with WMT Faculty at determining the application criterion 	Spring 2023	Reuben Foat, Anthony Fortner
S6 W1 O2	Create a scholarship aimed at encouraging students to become a woodworking educator and gain work experience (Smith Woodworking Scholars)	<ul style="list-style-type: none"> • Earmark a portion of the Smith Memorial Scholarship for students enrolled in our work experience course • Work with the Cerritos College Foundation to create the application process • Inform students of the funding opportunity • Work with Teacher TRAC to develop an educator curriculum for these students • Work with WMT Faculty at determining the application criterion 	Spring 2021	Reuben Foat, Anthony Fortner

REF	Goals	Action to be taken	Timeframe	Person Assigned
O2	Create a scholarship aimed at encouraging students to study woodworking at other institutions (Ambassador Scholarship)	<ul style="list-style-type: none"> Earmark a portion of the Smith Memorial Scholarship for students interested in taking courses at other woodworking institutions Work with the Cerritos College Foundation to create the application process Inform students of the funding opportunity Work with WMT Faculty at determining the application criterion 	Spring 2021	Reuben Foat, Anthony Fortner
S1 S4 O2	Create a scholarship to honor exceptional students who attain their certificate/degree (Smith Memorial Merit Scholarship)	<ul style="list-style-type: none"> Earmark a portion of the Smith Memorial Scholarship for students enrolled in our cabinetmaking courses Work with the Cerritos College Foundation to create the application process Inform students of the funding opportunity Work with WMT Faculty at determining the application criterion 	Spring 2021	Reuben Foat, Anthony Fortner
W1	Hire a full-time cabinetmaking instructor to replace Carl Stammerjohn, who is retiring	<ul style="list-style-type: none"> Submit and present justification to through the hiring prioritization process Collect and show data that highlights 	Every year until hire	Reuben Foat, Anthony Fortner

REF	Goals	Action to be taken	Timeframe	Person Assigned
		the need for workforce education in this field		
O2 T2	Increase the number of program awards from approximately 10 to at least 50 per year	<ul style="list-style-type: none"> • Using data from IT, identify students close to obtaining awards • Contact those students to inform them of their situation and how they can apply for awards • Using posters in WMT labs, announcements in classes, and email, make all students aware of the importance of obtaining awards • Edit curriculum as needed to balance skills needed and ability to complete courses in a timely fashion. 	May 2023 and ongoing	Reuben Foat, Anthony Fortner
W3	Increase the WMT operating budget to \$20,000 per year	<ul style="list-style-type: none"> • Continue to track funding needs of the program to be a safe and effective educational facility • Note shortfalls when they occur in our budget needs • Include request & justification in Unit Plan 	Spring 2020 and annually until approved	Reuben Foat
W1 O1	Increase the number of job placements to at least six per year	<ul style="list-style-type: none"> • Create/Update database of local employers • Inform employers of WMT's placement 	May 2022	Reuben Foat

REF	Goals	Action to be taken	Timeframe	Person Assigned
		<p>program and the benefit of hiring WMT students</p> <ul style="list-style-type: none"> • Gather information from students seeking jobs (using existing system) • Match students with jobs as requests are received 		
S1 S8 W2 T1 T2	Post instructional videos on WMT YouTube channel, at least six each for WMT 101, 102, 103, and 151	<ul style="list-style-type: none"> • Shoot video of common procedures • Edit as necessary • Submit videos for closed captioning to ensure accessibility (508 compliance, etc.) • Post on WMT YouTube channel 	Fall 2022	Reuben Foat
W3	Install functional projectors and screens in all WD classrooms	<ul style="list-style-type: none"> • Find research on effective teaching practices in the 21st century and how they incorporate projectors and screens • Obtain quote for parts & labor • Include request & justification in Unit Plan • Contract installation if/when approved 	Fall 2022 and annually until approved	Reuben Foat
W3	Upgrade WD-1 to Smart classroom Standards	<ul style="list-style-type: none"> • Find research on effective teaching practices in the 21st century and how they incorporate projectors and screens • Obtain quote for parts & labor 	Fall 2022 and annually until approved	Reuben Foat

REF	Goals	Action to be taken	Timeframe	Person Assigned
		<ul style="list-style-type: none"> • Include request & justification in Unit Plan • Contract installation if approved 		
W2 W3	Further improve the depth and consistency of instruction	<ul style="list-style-type: none"> • Generate standardized course materials for WMT 101, 102, 103, 151, 153 • Start a faculty inquiry group for those teaching these courses to improve the quality and consistency of instruction. 	Spring 2023	Reuben Foat, Anthony Fortner
W1 O1 O2 T2	Create intensive course of study for cabinetmaking program where students can complete the certificate in one academic year	<ul style="list-style-type: none"> • Develop curriculum to match courses currently offered • Hire a full-time cabinetmaking instructor to spearhead this curriculum 	Fall 2023	Reuben Foat
O2 T2	Create intensive course of study for furniture making program where students can complete the certificate in one academic year	<ul style="list-style-type: none"> • Develop curriculum to match courses currently offered 	Fall 2025	Reuben Foat
S3	Upgrade equipment regularly to keep current with trends in the industry	<ul style="list-style-type: none"> • Obtain quote for parts & labor • Include request & justification in Unit Plan • Contract installation if approved 	Fall 2022 and annually until approved	Reuben Foat
O1 O2 T1 T2	Increase success rates among Black or African American and Hispanic or Latino students in WMT	<ul style="list-style-type: none"> • Facilitate focus groups with students and faculty to identify problems and solutions 	Spring 2023	Reuben Foat, Anthony Fortner

REF	Goals	Action to be taken	Timeframe	Person Assigned
		<ul style="list-style-type: none"> • Promote the WMT program to nearby high schools eligible for the Cerritos Complete Program • Increase efforts around community building among current students • Distribute Guided Pathway documents to all students each semester highlighting the path to certificate completion • Continue to reflect on the WMT learning environment and consistently seek ways to make it more inclusive 		