

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Machining and Manufacturing Technology

Academic Year 25-26

1. Has your program mission or primary function changed in the last year?

No. The program continues its mission to prepare students for entry and mid-level positions in manufacturing and to enhance the skills of current employees in the Santa Barbara and San Luis Obispo counties. Efforts remain focused on providing hands-on education in conventional and Computer Numerical Controlled (CNC) machinery operation and programming.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Yes. In general, the program has stayed the same but starting last year we have implemented a 2 week summer Machining bootcamp which aims to provide students with real life experience machining by spending 8 hours/day in the lab working on accurately and effectively manufacturing CNC machined parts and verifying them. They are provided with a 3D model and a print and they have to manufacture that part according to the print specifications.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, the two-year program map is in place. Like other CTE programs, the primary challenge involves ensuring that advanced courses are offered in a sequence that allows students to complete certificates efficiently while managing specialized equipment availability. Another challenge has been being able to offer enough elective classes for students due to low enrollment and classes being canceled.

4. Were there any staffing changes?
no.

5. What were your program successes in your area of focus last year?

A key success is the continued strong partnership with local industry, evidenced by the demand for graduates in regional manufacturing roles.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
66.67% of students met the PLO below which did not meet the 70% goal.

MT3- Possess essential academic skills in reading, writing, math, using and locating information and basic computer competency.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

Meeting this outcome has been a challenge due to a persistent gap in the academic readiness of incoming students, particularly in basic math, reading comprehension, and writing. These challenges are further worsened by student's shortened attention spans, which create barriers to meet the goals required by MT3. We are currently evaluating targeted instructional interventions to bridge these gaps and ensure that a higher percentage of students successfully meet these essential benchmarks in future assessments.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

Implement a standardized diagnostic test/assignments during the first two weeks of the term. This can allow for the early identification of students requiring remedial support in math, writing, or information literacy before they fall behind.

Make classes like Shop Math a Core class instead of an Elective or add it as a pre-requisite for some of the classes like MT109 or MT111.

- d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

N/A

- b. What were some key findings regarding RSI?

N/A

- Some strengths:

N/A

- Some areas of possible improvement:

N/A

- c. What is the plan for improvement?

N/A

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

Currently based on feedback from advisory committee, the program is having difficulty meeting market demands, ss demand for machinists and manufacturing professionals has been steadily increasing over the last few years.

- b. How does the program address needs that are not met by similar programs?

Local employers have reported "moderate difficulty" finding talent with sufficient technical expertise. The MT program addresses this gap by providing instruction in high-level skills—such as G-code programming and multi-axis machining—that are often unavailable in more generalized or less-equipped vocational programs.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The MT program is one of only three Machining and Manufacturing programs in the South Central region. This rarity, combined with a 10% projected growth for CNC Programmers job demand, makes the program a vital pipeline for local industry.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, the Machining and Manufacturing Technology program has met the Title 5 requirements for reviewing course prerequisites and advisories.

- e. Have recommendations from the previous report been addressed?

Yes, the recommendations have been mostly addressed and some others are in the process. Like hiring new part time faculty as well as hiring a lab assistant.

Use the tables below to fill in NEW resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
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<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan
<input checked="" type="checkbox"/> Employment Opp.	<input type="checkbox"/> Strong Workforce
<input type="checkbox"/> Title V	<input type="checkbox"/> AB 705
	<input type="checkbox"/> Equal

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /video cameras \$600 each

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Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

Institutional Effectiveness dashboards from 2021 to 2024

- **Success and Retention Data**
- **Course Modality & Fill Rates:** Enrollment efficiency for morning, afternoon, and evening blocks.
- **Time to Completion:** Data from the "Awards Dashboard" tracking the average number of semesters students take to complete a Certificate of Achievement in Machine Technology vs the AS degree.
- **Scheduling Heatmaps:** Review of lab utilization in the O building to identify room-scheduling conflicts between manual machining and advanced CNC courses.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Data from the Scheduling Heatmaps and Enrollment Efficiency reports show that most MT classes and lab sections are concentrated in morning and afternoon blocks. This can be a challenge for students that are currently employed and could only attend classes offered at night or offered as DE.

3. What are your plans for change or *innovation*?

To better serve working professionals, one plan will be to transition more theory-based classes to a hybrid or DE format while reserving campus time for high-intensity practical classes and labs. This will go together with offering more MT classes during nights so students who are employed can attend and complete the classes needed for their certificates.

Another plan is to complete an analysis of class scheduling for non MT classes that are needed to obtain an MT certificate or Associates. Based on this analysis, we can create a new schedule for MT courses to avoid any overlap with such classes.

4. How will you *measure* the results of your plans to determine if they are successful?

Success Metric: Achieve an average fill rate of 80% or higher in the newly implemented evening scheduling options.

How it is measured: Yearly comparisons of efficiency metrics will be pulled from the enrollment dashboard to ensure that off-peak class offerings are effectively serving working-adult demographics without affecting enrollment.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

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Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

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Ready Accessibility: Investigate 87%

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Program Review Signature Page:



[Hector Ramos Martinez \(May 20, 2026 13:54:36 PDT\)](#)

 May 20, 2026

Program Review Lead

Date

Thomas Lamica

 May 20, 2026

Program Dean

Date



Jun 15, 2026

Vice President, Academic Affairs

Date











MT Program Review 2025-26_innovativescheduling

Final Audit Report

2026-06-15

Created:	2026-05-20
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAvhwnN3RS64J6N2WaXgcruzWKT_Flh63L

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