

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Machining and Manufacturing Technology

Academic Year 2025

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

No, the mission and primary function have not changed over the last year.

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

No.

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. One of the challenges we faced last semester(Fall 2024) was that we had to cancel one of the classes due to not having a faculty member to teach the class.

4. Were there any staffing changes?

Yes, I was hired last semester (Fall 2024) as full time faculty in charge of the Machining and manufacturing technology program.

John Gerrity has been hired as part-time faculty to teach MT 118 “Understanding and Measuring GD&T”. Starting Fall 2025

Cole Oppenheim has been hired as part-time faculty to teach MT 117 print reading and interpretation. He started Spring 2025

Another staffing change was that there no longer is a lab assistant for the machining classes. In the past there was a lab assistant which aided in setting up and running/monitoring the CNC machines during lab hours which greatly

improved efficiency and student participation during lab. We will need to hire another lab assistant to help with this as it is hard for a single instructor to handle a class of 15 to 20 students while only being able to supervise students in a single CNC machine at a time.

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

As this is my first year as full time faculty, it is difficult finding specific successes given my lack of reference for previous years of instruction. One of the things that I do consider a success is that I saw a raise in enrollment in my classes from my previous semester and this semester.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

The assessment was not performed this year as this is my first year as full time faculty and haven't had the chance to focus on the learning outcome assessment. This will be prioritized over the next year.

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

See answer to question "a"

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

See answer to question "a"

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

See answer to question "a"

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)?

There are no DE courses in our program but there is currently one course being transitioned into DE so there have been no reviews.

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

1. Does the program meet documented labor market demand?

According to the data available from 2021, the program is not meeting the demand. In 2021 there were 55 Job Openings but only 3 completions.

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

Our program stands as the primary local provider of machining and manufacturing education, as no comparable programs exist in the immediate area. It offers indispensable hands-on experience with CNC and manual machines with top of the line equipment, a crucial element that other Online only programs cannot provide. Furthermore, our program provides a more accessible pathway to specialized machining skills compared to four-year universities like CalPoly. The recognized expertise of our program is further validated by the fact that CalPoly engineering students actively seek out our program's classes for their practical training needs. Lastly, our program often engages in collaborations with other institutions. In previous years we have assisted CalPoly civil engineering students with manufacturing for their steel bridge competition, demonstrating our program's practical skills and resources in a unique way.

Our program fills a critical educational and workforce development gap by being the only local source for hands-on manual and CNC machining training, offering an experience unmatched by online alternatives and being more accessible than university programs.

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

Yes and no. While this data is indicative of effectiveness and vitality, it does not fully capture the overall effectiveness and vitality of the program. Many of our students are already employed or have prior experience in the machining and manufacturing field. These individuals often enroll in our classes to gain new skills and advance in their current careers. As a result, they may not be interested in obtaining a degree or may not have the time to complete all the requirements for a certificate or associate degree.

Instead, many of these students take only the courses necessary to secure higher-paying jobs or to move up within their current companies. Although data on these unique cases is not formally tracked, I believe it is essential to consider them, as they reflect the real-world impact and relevance of our program within the local manufacturing industry.

4. 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?

As this is my first year as full time faculty, I am not aware of what has been completed in previous years but I am currently working on keeping all the requirements in line.

5. Have recommendations from the previous report been addressed?

This is my first year as full time faculty, I am not aware of what the recommendations from previous reports were.

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>			
<p align="center">Description:</p> <p><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></p> <p>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.</p>				
<p>What college plans are associated with this Objective? (Please select from the list below):</p>				
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705	
<input type="checkbox"/> Technology Plan	<input checked="" type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V				

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	~ /ideo cameras \$600 each

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

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Obj-1 Hiring a new Lab Assistant
Planning years:	2025-2026
<p>Description:</p> <p>The program currently lacks a dedicated lab assistant for the machining classes. This initiative aims to hire a new lab assistant to support the Machining and Manufacturing Technology program.</p> <p>A lab assistant is greatly needed because the program no longer has one. In the past, a lab assistant aided in setting up and running/monitoring the CNC machines during lab hours, which greatly improved efficiency and student participation. Currently, it is difficult for a single instructor to handle a class of 15 to 20 students while only being able to supervise students on a single CNC machine at a time. Hiring a lab assistant will help address this challenge and restore the previous levels of efficiency and student support in the lab.</p> <p>Actions that need to happen:</p> <ul style="list-style-type: none"> • Initiate the request to hire a lab assistant. • Follow the processes for requesting and filling a staffing position. • Work through the hiring process to identify and onboard a qualified candidate. 	

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan
705/1705

☐ Student Equity Plan

☐ Guided Pathways

☐ AB

☐ Technology Plan
Employment Opp.

☐ Facilities Plan

☐ Strong Workforce

☐ Equal

☐ Title V

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

Data analyzed: <https://sites.uci.edu/morningsignout/2024/06/01/the-contentious-problem-with-attention/>

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1298361/full>

<https://www.hancockcollege.edu/ie/Program%20Review%20Awards.php>

[https://www.hancockcollege.edu/ie/](https://www.hancockcollege.edu/ie/Program%20Review%20Success%20Retention%20Persistence.php)

[Program%20Review%20Success%20Retention%20Persistence.php](https://www.hancockcollege.edu/ie/Program%20Review%20Success%20Retention%20Persistence.php)

Conclusions:

- *Over the last few years persistence and retention have been around or under 50% for the machining and manufacturing program.*
- *The number of degrees and certificates awarded for the program has been low over the past few years.*
- *Students attention spans are at an all time low and we need a more engaging curriculum to capture their attention and interest in the machining and manufacturing technology program.*

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?

One of the main challenges I have seen affecting student success is the lack of attention from students. Students now a days get easily distracted and lose interest in the subject. In the machining and manufacturing technology program another challenge affecting students success is getting enough time using the machines. The main challenge is that me as an instructor can only manage 1 CNC machine at a time therefore limiting the amount of machining time each student. If I could have multiple machines running at once that will increase the amount of time each student gets with the machines therefore enhancing their experience and knowledge. One of the solutions that have been explored in the past was hiring a lab assistant which will aid in supervising students while they use the machines and help with setup and cleanup. This has been very helpful in the past but currently we have no one available for this position.

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

- An easily achievable innovation would be to hire a new lab assistant that can help during lab time to aid students when running the CNC machines.
- A plan I am currently trying to implement is developing new and exciting projects into the curriculum that will encourage students to remain engaged and excited about what they are working on. An example of this has been a new project I developed for the students which was an aluminum wallet. This is an item they all can relate to and they all can use one in their day to day lives. With this project most of the students were excited and eager to finish and see the final result.
- I have also been integrating a software I developed which checks students code before they even attempt to run it in the CNC machine. With this program they can receive feedback on whether their program is going to work or not before they even use the CNC machine. This speeds up the process and adds an extra layer of safety when it comes to students getting time in front of the machines.

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

I will introduce new practical and written tests as well as quizzes to collect data on whether students are getting a better understanding of the subjects while these new innovations are in place.
Another data point will be looking at the retention and completion data. If more students are being engaged and interested in the new projects, we should see an increase in retention and completion of the program.

- What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

As of this moment there are no DE courses offered in the program.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

- Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

Program faculty

- Are there specific recommendations regarding the core topic responses from the validation team?

Not yet.

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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Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
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<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	AB 705
<input type="checkbox"/> Technology Plan	X	<input type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce
<input type="checkbox"/> Employment Opp.			Equal
<input type="checkbox"/> Title V			

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Ready Accessibility: Investigate

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Title (including number:	
Planning years:	<i>(The academic years this will take to complete)</i>

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<input type="checkbox"/> Title V	<input type="checkbox"/> Strong Workforce
	<input type="checkbox"/> AB
	<input type="checkbox"/> Equal

Program Review Signature Page:



05/18/2025

Program Review Lead

Date

Thomas Lamica
Thomas Lamica (May 19, 2025 08:24 PDT)

05/19/2025

Program Dean

Date



Vice President, Academic Affairs

Date









MT_ProgramReview_Hector Ramos_2025

Final Audit Report

2025-07-21

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