Department Information

Overview - Directions

Program/Discipline | Date Submitted to Dean (Deadline by 4/27/18)*
---|---
Manufacturing Technology | 4-26-2018

List of Contributors

<table>
<thead>
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<tbody>
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</tbody>
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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

**My recommendations for developing program growth and effectiveness are as follows:**

1. Continue to market programs at the Ag related events mentioned below. Advertising is now present on the Hartnell CTE webpage and the CA FFA webpage.
2. Work with the Job Placement Internship Coordinator, CO-OP work experience instructor and Advisory Committee members to facilitate the development of formalized internship programs and career placement services for students.
3. Continue to attend professional development to align instructional strategies with industry standards and to better understand the specific and measurable activities that could be implemented to assess how effectively the program serves special population students.
4. Continue to encourage student use of support services such as the Panther learning lab tutors to support student basic skills achievement and completion.
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

In the AIT program the number for students that have received a certificate/s over the last 5 years is only about 12. This has happened for a cupple of different reasons,
1. The name of the program AIT was unclear.
2. Not all classes where being offered every year to year and a half so students were not able to complete there certificate in a resonable amount of time.
3. Marketing of the program has not happened, recrrecruiting at the high schools (4-8 schools for 3-4 years) with the instructor was not that helpful to the program

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?
The program that was called AIT (now it is Manufacturing Technonlogy, MFGT) has been informing students through word of mouth and tours that come though the campus. In the past there was recruiting at the local level but it was unsuccessful.

But on a high note during the Spring and into the summer Hartnell College hosts mulitple activites like:
1. Hosting vegetable Judging contest for Salinas Valley Fair and the Monterey County Fair
2. Hartnell FFA (Future Farmers of America) Feild Day where students throughout the state come to Hartnell and compete in different activies like Ag Welding, Vegetable Judging, and Ag Pest Controler
3. Project Competition Banquet for the Monterey Bay Sectional FFA.
4. CATA (California Ag Teacher Association) Summer Conference, where I am about to talk and work with other Ag teacher that are from the state
This activities end up being a great recruiting tool for the Hartnell College Alisal Campus.

The Spring of 2018 AIT turned into MFGT. There was lots of challenges with the change over like not having MFGT in the hard copy of the spring catalog and on the hartnell web site. There was a push the last part of the Fall 2017 semester and into the Spring 2018 with printed copied of information sent out to instructors and students helping the MFGT program.

Students also have a appointments with our counselor at the Alisal Campus and are able setup there ed plan and are able to figure out which courses they should be takeing.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?
While looking through the data it is easy to see that the AIT program low enrollement but average retention rate is higher then the college and average success rate is also higher then the college average. This shows that students do very well in the face-to-face AIT classes. The data also shows that students are not able to stay on track and complete the certificate/s in a reasonable amount of time.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?
After looking at the data, it shows that classes were running a average of 52% when the program was called AIT. Now the program is called MFGT the program is running at 32%. Due to low enrollment in the program, usually classes are only taught once a year with one section per class.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?
MFGT program is new there is not enough data, but after looking at the data for the certificates in the AIT program it is easy to see that there are quite a lot of students that start out strong taking one+ classes but have a very are time completing more 15 units. The students that make it over 15 unit drop by 2/3. The data also shows that not a sigle person complets over 30 units. This is not suprizing since it is only a certificate program.

This data shows that there are alot of students that want to take one to two classes then move on. This might because of ABT has some AIT classes that are restrictred major elective.

There were some scheduling conflites over the years so there were alot of students that were not able to complete there certificate/s. This has been correct and now the new classes (In MFGT) have been put on a rotation.

Alot of the classes are taugh during the evening to accomodate students that are working in the evening. In the future the program will accomodate the traditional student which would be at school
during the day time. This might help the program with numbers.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

The new program MFGT has some new classes that are sequenced like, industrial electricity, hydraulics and pneumatics, and fabrication. This sequencing of classes will help the instructor with underprepared students and make sure they are able to be successful in the program. Also in the new MFGT program students are required to write a paper on that subject area for every class, they also are required to use the panther prep learning lab as a resource. This helps the student be successful in writing and in the class.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?
The AIT program had only certificates and no transfer students going through the program.

What interactions do you have with students about transfer options? Please give examples.
N/A

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?
The program outcomes are directly related to what is needed in the workforce for students to successful.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?
While looking at the top code for the MFGT program (011600) it was observed that only about 50% of the students that complete the program are getting a job and of those students only 1/3 are able to receive a living wage. This data needs to be revisited again to make sure that:

1. The top code is correct for the program, this could change data for jobs and living wages
2. All students need to be interview from the new MFGT program and pass AIT program so there can be correct data
How and when do you inform students about prospective employment opportunities?
Employment opportunities are given out by email/ canves, or my hard copy to students when there are employment opportunities. There is also a wall between the Welding and MFGT program where students can locate opportunities.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
PLO's are brought forward to the advisory committee where they are able to evaluate each one of the certificates/ classes. From there the advisories suggestions are able to be adjust through curriculum so that students are able to receive the most undated industry standards.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
1. MFGT is a new program and will need time.
2. Marketing for the program needs to happen through: TV, new paper, Mail, e-mail, face-to-face ASAP
3. The classes that are sequenced need to be offered in the correct timing
4. Make sure the new certificate and degree is available to students
5. Accurate data needed from the program
6. Work with advisory committee and come up with new classes that are needed
7. Increase of school budget because of increase cost of consumables, tools and equipment
8. Job placement/ internships

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
1. All curriculum as be updated for the MFGT program
2. New sequenced classes have been added to the program
3. New trainers are able to be used in new classes that are being taught
Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

In the new program of MFGT all the classes have gone through curriculum and been updated. At this time there are no measurable outcomes being the first semester of the program.

But, The full time instructor did receive some training in Solid Works which will be used in MFGT-132 class, and more training in hydraulics this summer.

There has not been any training for the instructor that teaches industrial electricity.

The chairs/ table that are being used now are braking and to small for students. There is still the need for new chairs and tables in the classroom so students are able to take notes during the lecture and also use during some labs.