Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: Manufacturing (MACH, DRAF, WELD) Division: Technology and Engineering   Date: 10-20-23

x	We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*
	We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Printed Name: George Bonnand

Date:

Dean Signature: Printed Name: Ken Starkman

Date:

11/21/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

> After August 15, you will be able to access PDF copies of your program's ISS data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

Response:

All manufacturing departments met Completion and Success Set Standards as shown below in Table I.

Table I: METL, WELD, TECH, MACH, and DRAF Completion and Success Set Standard and Completion and Success Aspiration Goals. Note: Table I data is a compilation of data shown in Figures 1, 2, and 3.

	Completion Set Standard 74.1%	Completion Aspirational Goal 86.7%	Success Set Standard 62%	Success Aspiration Goal 78.3%
Metallurgy (METL)	100% -met standard	Exceeded goal	79.3%-met standard	Exceeded goal
Welding (WELD)	92.5%-met standard	Exceeded goal	81.5%- met standard	Exceeded goal
Technology (TECH)	91.1% -met standard	Exceeded goal	77.2% -met standard	-1.1%
Machine (MACH)	85.4%-met standard	-1.3%	75.5% - met standard	-2.8%
Drafting (DRAF)	80.8% -met standard	-5.9%	71.0% -met standard	-7.3%

Figure 1

Figure 2

Course Success and Completion by Course

Course	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
MACH 182 F	5	0.0%	Below Standard	33.3%	Below Standard
MACH 102 F	21	66.7%	+	66.7%	Below Standard
DRAF 945 F	26	69.2%	+	69.2%	Below Standard
TECH 081 F	14	71.4%	+	71.4%	Below Standard
MACH 116 F	34	67.6%	+	73.5%	Below Standard
DRAF 944 F	39	66.7%	+	74.4%	+
DRAF 173 F	34	73.5%	+	79.4%	+
TECH 165 F	10	70.0%	+	80.0%	+
DRAF 140 F	36	63.9%	+	80.6%	+
DRAF 101 F	62	71.0%	+	80.6%	+
TECH 108 F	56	71.4%	+	82.1%	+
MACH 180 F	18	83.3%	++	83.3%	+
MACH 115 F	14	78.6%	++	85.7%	+
MACH 101 F	58	81.0%	++	87.9%	++
WELD 100 F	114	78.1%	+	88.6%	++
WELD 098 F	18	77.8%	+	88.9%	++
MACH 103 F	10	60.0%	Below Standard	90.0%	++
MACH 110 F	40	87.5%	++	90.0%	++
WELD 120 F	40	77.5%	+	90.0%	++
WELD 091CF	46	84.8%	++	91.3%	++
DRAF 141 F	12	83.3%	++	91.7%	++
TECH 080 F	49	71.4%	+	91.8%	++
TECH 150 F	102	65.7%	+	92.2%	++
WELD 091DF	31	90.3%	++	93.5%	++
DRAF 171 F	36	77.8%	+	94.4%	++
MACH 152 F	18	66.7%	+	94.4%	++
TECH 199 F	19	94.7%	++	94.7%	++
TECH 127 F	20	95.0%	++	95.0%	++
TECH 158 F	21	90.5%	++	95.2%	++
WELD 091AF	63	90.5%	++	95.2%	++
TECH 151 F	23	82.6%	++	95.7%	++
MACH 150 F	28	75.0%	+	96.4%	++
WELD 091BF	69	85.5%	++	97.1%	++
MACH 120 F	2	100.0%	++	100.0%	++
MACH 140 F	6	66.7%	+	100.0%	++
MACH 142 F	1	100.0%	++	100.0%	++
METL 192 F	29	79.3%	++	100.0%	++
TECH 131 F	23	100.0%	++	100.0%	++
TECH 132 F	7	100.0%	++	100.0%	++
TECH 160 F	13	92.3%	++	100.0%	++
TECH 299 F	1	100.0%	++	100.0%	++
WELD 096 F	20	50.0%	Below Standard	100.0%	++

Figure 3

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

Response:

At this time, the data results from the Instruction Program Review Annual Update Data (AY 2022-2023) indicate that the manufacturing departments (and associated departments) overall data for course completion and success rates have either **met or exceeded the Completions Set Standard** and the **Success Set Standard** of Fullerton College. **The METL and WELD departments have both exceeded**

the Completion and Success Aspirational Goals set rate. **The TECH department has exceeded the Completion Aspiration Goal set rate.** Although the **Completion and Success Aspirational Goals** have not been attained at this time by all manufacturing departments, we as manufacturing faculty are dedicated to improving these numbers so that we meet or exceed the **Completion and Success Aspirational Goals** in the coming years. With that said we must remind all readers that manufacturing students (as well as many CTE students) are typically working students (working part time and full-time jobs) hence the data does not always reflect an accurate picture of the department's actual completion and success rate (as shown in figure 3). Students in the trades are many times affected by personal and economic issues. For instance, students many times have dropped courses due to overtime requirements by employers and/or shift changes which reflects poorly on our course completion and success rate data. In other cases, the economy upturn or downturn may play a vital role in the course completion and success rates. In any case, we in the manufacturing departments attribute our success in meeting Completion and Success Set Standards to our dedication to the principle that "Adults Learn by Doing". Adults learn best when they can apply their knowledge to their life tasks, problems, and goals. They need to know the reason and purpose of learning something. They are motivated by intrinsic factors and take ownership of their education. They learn by doing and making sense of their experiences. They benefit from mentorship and feedback. They have different mental orientations and readiness to learn.

Note of clarification for the reader: The Metallurgy (METL) department is combined with the Machine, Drafting, and Welding departments since it is not a department by itself. The Technology (TECH) department is combined with Technology and Engineering departments since it is not a department by itself. The Manufacturing departments have brought the Metallurgy (METL) and the Technology (TECH) department courses under it's wing so that we can be inclusive and sensitive to all needs by students taking courses in these departments.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

    > After August 15, you will be able to access PDF copies of your program's ISLO data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

Response:

The Course Student Learning Outcomes are not typically mapped to the "Global Awareness" ISLO in the manufacturing-oriented areas since most courses deal with hands on skills and abilities. Hence there is little data that is gleaned and presented below in Figures 4, 5, 6, 7, and 8. The select few courses in the MACH, DRAF, and WELD departments that do have numerical values have insufficient information gleaned to make any comparison to the Fullerton College ISLO attainment.

Metallurgy-METL

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2023	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Category for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Ethnicity	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Figure 4

Drafting-DRAF

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	0	0.00%	13	68.42%	0	0.00%	6	31.58%
Spring 2023	0	0.00%	0	0.00%	9	75.00%	0	0.00%	3	25.00%

Overall by Demographic Category for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Ethnicity	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Figure 5

Technology-TECH

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2023	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Category for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Ethnicity	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Figure 6

Welding-WELD

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022 *	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2023	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

*Too few to report

Overall by Demographic Category for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Ethnicity *					0	100.00%				

*Too few to report

Figure 7

Machine Technology-MACH

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	0	0.00%	22	91.67%	0	0.00%	2	8.33%
Spring 2023	0	0.00%	0	0.00%	22	84.62%	0	0.00%	4	15.38%

Overall by Demographic Category for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Ethnicity					44	88.00%			6	12.00%

Figure 8

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

Response:

At this time, the select few courses in the MACH, DRAF, and WELD departments shown in Figures 5, 7, and 8 which do have numerical values have insufficient information gleaned to make any comparison to the Fullerton College ISLO attainment or significant achievement gaps among demographic groups in the manufacturing programs.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
    - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		

Response: No changes to previous request or Program Review data at this time.