

HAWAI‘I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

Machine Welding and Industrial Mechanics

Date January 15th, 2019

**Review Period
July 1, 2017 to June 30, 2018**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

<p>Provide the short description as listed in the current catalog.</p>	<p>This program prepares the student for employment in the metalworking and mechanical/maintenance trades. Employment may be in construction, food processing, manufacturing, utilities, astronomical observatories, or related industries. The job requires good physical health, above average eye/hand coordination, mechanical reasoning, and good form perception and spatial relationship. Job responsibilities may include fabricating, repairing, or maintaining metal products on equipment, buildings, and systems.</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2016</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_mwim_comprehensive_program_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p style="text-align: center;"><u>Overall Recommendations:</u></p> <ul style="list-style-type: none"> • CERC has advised that the program review and revise all CLOs for courses in the program prior to the next Comprehensive Review. <p>In reviewing CERC's comments suggesting to review and revise all CLOs for the program, both instructors agree that this is necessary, and this suggestion is already in the works. All CLOs were edited in Spring 2018, and there is a rough draft that will be reviewed by the Assessment Coordinator in Fall 2018. The program anticipates the new CLOs to be revised and re-written by Fall 2020.</p> <ul style="list-style-type: none"> • CERC has advised that teaching faculty members participate in Assessment basic workshops. <p>The faculty members have taken CERC's advice to participate in Assessment basic workshops and have attended three assessment workshops in the AY 17-18. The faculty will continue to work with the Assessment Coordinator and attend as many workshops as possible if teaching schedule allows it. Meetings with the APT after documents are</p>

taken to the Assessment Coordinator for review are continuous and happen about once every eight weeks throughout the semester. Dates of meetings with Assessment Coordinator are as follows:

08-31-17 4:30-6:00pm - Assessment /Accreditation meeting with Reshela DuPuis and Harold Fujii and most of the faculty and staff from ATE division.

09-14-17 3:45pm-4:45 pm - ATE Office meeting on the PLO and GELO alignments.

10-16-17 1-2:30 pm - Assessment meeting to go over the new software. Reshela DuPuis, Institutional Assessment Coordinator, went over how to navigate the new system and how to read the data and interpret the charts. ATE division faculty and staff present.

01-26-18 9:00 am 12:00 pm – meeting with APT, both faculty members form MWIM program. All CLOs are revised and a rough draft is agreed upon and a scheduled meeting with Assessment Coordinator is planned for following semester.

- CERC has advised the program to continue to work on strengthening assessment strategies and plans to develop good rubrics for all courses.

The program is enthusiastic about the re-writing of the new CLOs, and looks forward to their alignment with the program’s PLOs, and the ILOs. The new CLOs will make assessment strategies and plans more clear, systematic, and easier to develop and incorporate changes. Rubrics will also be easier to revise and to follow once they are streamlined to the new CLOs. The program will follow through with this recommendation in the AY 18-19 when the CLOs have been approved.

- CERC recommends that the program faculty work on strengthening the analysis and action plans and focus on either improving instruction or assessment strategies in order to improve student learning and success.

The faculty members are both in the process of working to improve assessment strategies as discussed above in the previous CERC recommendation, and are both working to improve student learning by continuing to go to assessment workshops and reevaluate assessment outcomes.

	<p>Professional Development workshops such as the HACTE Conference, are being attended by the newest faculty member, as well other types of teaching workshops such as AVID, in order for this faculty member to learn various teaching strategies and understand and improve student learning and ultimately student success.</p> <p>Both faculty members are also in constant communication with industry, such as Keck Observatory, Hilo Mechanical, Imiloa and other new industry power plants opening on the island, as well as Mauna Loa Mac Nut and HELCO, to determine types of skills most needed for employment. Student job placement after graduation is being documented, and communication with employers takes place to evaluate student success and see if there are suggestions for improvement for the program.</p>
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ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the program’s data tables and submit with this Annual Program Review (APR).

<p>Analyze the program’s ARPD data for the review period. Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:</p>	
<p>Demand</p>	<p>Our demand indicator shows the program’s health call to be “unhealthy” with only 8 new and replacement positions (County Prorated). When using the scoring rubric to find the score is for the MWIM program, we found that the program scored .34, which is under the .5 benchmark of being healthy, and gives the program an “unhealthy” indicator. The CIP code for MWIM only includes welding positions, and MWIM is a “Machine Welding and Industrial Mechanics” program. The CIP code does not include machinists, fabricators or industrial mechanic positions that are available. It is our goal to track the success of our graduates in their work placement to show that there are more employment opportunities in the county overall than the ARPD data shows.</p> <p>Four out of our ten Spring 2018 graduates are currently working in welding or machining or industrial mechanics. One student works for Edward Calugeio Welding in Oahu, one student is a machinist for Gemini Observatory, one student is a welder for Hamakua Mac Nut, and one is an industrial mechanic for his family’s metal boat business. There are also two students currently</p>

	<p>applying for union jobs, and one student who is continuing his education. Out of the other three students, two are employed in non-related jobs and one is not working. Besides the students that have graduated, there is a student who did not graduate, but received a certificate of completion, moved to the mainland, and is now a Journeyman machinist in the union.</p> <p>We will continue to track our graduates as best we can, and to keep record of the multiple companies that request our help in filling positions, such as Keck Observatory, Subaru, Hilo Mechanical, Industrial Iron Works, and United Laundry Linen. By looking at the four jobs that our graduates filled, and the other employers who have contacted us, we believe that the CIP code is scoring the program “unhealthy,” when it is most likely “Cautionary” or even “healthy.” We will continue to track our students’ success as they enter the welding, machining and fabricating industries. <i>See attached sheet with number of graduates and locations of employment.</i></p>
Efficiency	<p>The health call for the “efficiency” indicator is currently “healthy” and went up from 59.2% in the AY 15-16 to 67.9% in the AY 16-17 to 84.1% in AY 17-18. We are at a 75% fill rate, and the “Majors to FTE BOR Appointed Faculty” ratio is 35.</p>
Effectiveness	<p>The health call of the program for the Effectiveness indicator is “Healthy.” We have an 81% persistence from Fall to Spring, which is an increase of 7% from the previous year. The successful completion rate is down 1% from 97% to 96%, but the health call is supported by the increasing number of degrees and certificates awarded, which had a 13% increase from AY 16-17 to the current AY 17-18.</p>
Overall Health	<p>The overall health of the program is “cautionary.” We believe that the CIP code for the Demand Indicator is flawed because we only fall under one category, which is welding. Our students are finding work in sheet metal, fabrication, industrial mechanics and machining as well as welding positions. We project that this health indicator won’t be healthy if the CIP code does not reflect the actual jobs available to our graduates and we will continue to track graduates and their employment to show the actual jobs available.</p>

	<p>Our efficiency indicator is healthy, and we hope to stay healthy with anticipation of the class sizes and fill rate increasing.</p> <p>Our Effectiveness indicator is healthy and we anticipate this indicator to remain healthy. Both instructors and the APT will all assist students in enrollment and making sure that they take the correct courses and follow a timely graduation plan.</p>
Distance Education	N/A
Perkins Core Indicators (if applicable)	<p>For the 2017-18 year, the Perkins Core Indicator 1P1 Technical Skills Attainment was met with a 93.33 score and a goal of 92.92. This score shows that every student in the program received a 2.0 or better in the CTE courses that they were taking.</p> <p>For the Perkins Core Indicator 2P1 Completion, we met with a score of 53.33 and the goal being 51.51. We are pleased to meet this indicator as it was not met in AY 15-16 but has been since.</p> <p>For the Perkins Core Indicator 3P1, Student Retention or Transfer for the 2015-16 year, the data shows that we did not meet with a score of 77.27. The goal was 81.81. We hope to meet this goal this year, as it was not met in the AY 15-16 year by 27.43 points. This year we missed the goal by 4.54 points. The percentage has increased, and the program expects this percentage increase and meet the goal in the upcoming AY 18-19.</p> <p>For the Perkins Core Indicator 4P1, Student Placement, the data was pulled from the 2016-17 year and shows that we did not meet with a score of 50.00. The goal was 64.51. This data is believed to be flawed because the program can only use one CIP code. The program teaches students to weld (CIP 48.05.08), machine (CIP 48.05.01), sheet metal (CIP 48.05.06) and computer numeric controls (CIP 48.04.10), but we are given the one CIP for welding. We are currently tracking our students work placement to show that there are more jobs available for our graduates than the data suggests.</p> <p>For the Perkins Core Indicator 5P1, Nontraditional Participation, the goal was 23.00 and the actual was 6.45. The goal for the Perkins Core Indicator 5P2, Nontraditional Completion, was also 22.22 and was also not met with a 4.55 score. The Perkins Core Indicators 5P1 and 5P2, Nontraditional Participation</p>

and Nontraditional Completion, have always been a challenge and we are currently emphasizing recruitment of non-traditional students by going to job fairs and talking to non-traditional students. We have also hired a permanent female APT in Fall 2016 and she is active in encouraging prospective non-traditional students to visit our booth/display, and to ask questions or to examine our virtual reality welder. We will continue to look for opportunities to recruit non-traditional students to our program.

Performance Funding Indicators (if applicable)

Number of Degrees and Certificates

MWIM contributed 4.43% or 26 out of the 586*Degrees and Certificates awarded at Hawaii Community College; the amount the program contributed is ARPD divided by actual. The program’s effectiveness in contributing to this area is 137% in that our capacity is 19. The program’s effectiveness measure was figured out by dividing the Number of Degrees and Certificates by graduating class capacity.

The program assists in the effectiveness of this performance indicator and is contributing to this measure by operating at 84.1% capacity. Growth in this area will come from students completing the AAS rather than the CA. After analyzing our data, with 4 out of 12 students having received their AAS, roughly 70% of these graduates received both of the other certificates, the CO and the CA.

Number of Degrees and Certificates Native Hawaiian

MWIM contributed 1.5%% or 4 out of 272*Degrees and Certificates awarded to Native Hawaiians at Hawaii Community College. Out of 12 degrees and Certificates, 4 degrees/certificates were awarded to Native Hawaiians, and there were 16 Certificate of Completions awarded as well. We do not control who enters the program and the best way to measure the effectiveness of this program’s contributions is to compare the Number of Native Hawaiians that

enter the program versus the Number of Degrees and Certificates Native Hawaiian. Currently we do not have the data for Number of Native Hawaiians that enter the program. If a Native Hawaiian student enters the program, he/she will have a very good chance of completing the program. Like we mentioned before, we do not control who enters the program but we visit, promote, and talk to potential students every high school's career day in the Puna district, and have not missed one invite in the AY 17-18.

Number of Degrees and Certificates STEM

MWIM is not a STEM program.

Number of Pell Recipients

MWIM contributed 3.65% or 10 out of 274*Pell Recipients that graduated at Hawaii Community College.

The program does not have control over who enters the program and although we contribute to this effectiveness measure, there is currently no way to track this number. Currently the success rate of Pell Recipients is high with 10 out of the 15 students receiving the Pell Grant.

Number of Transfers to UH 4-yr

MWIM contributed 0.0% or 0 out of 463*Transfers to UH 4-yr at Hawaii Community College. MWIM is not a transfer program so there is no effectiveness measure. Although MWIM is not a transfer program, we ask our students about their plans for their future, and in event that a student is interested in transferring, we help advise accordingly. This has happened a few times, but is not the norm for our program.

*Data from John Morton's Hawaii CC Fall 2018 Campus Report

<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>A challenge that is not new, but getting more difficult, is the looming possibility of not having enough consumables and/or materials to get through the semester. Consumables include welding rods and materials include sheet metal, flat iron, box iron and metals used. Some of the reasons that we have not run out of materials sooner is that there was a large stock-pile of donated materials from twenty years ago that has been slowly decreasing in size over the years and in the AY 17-18 year we received a generous \$5,000 donation. We do not know if we will continue to receive this donation, and are looking for other ways to supplement the lack of funds with work orders and by reaching out to industry for donations.</p> <p>Equipment in the shop is generally outdated and not up to industry standards as is the consensus with the Advisory Council. Two new CNC Milling machines, a new horizontal ban saw, and a new vertical ban saw were approved and installed in the AY 17-18, and the approval of other equipment as well (see below under "program activities", the "equipment" section. This equipment is replacing existing machinery that is out dated. It is still hopeful that the program is able to purchase other new technologies such as a 3-D printer, upgraded software for the plasma cam or new plasma cam technologies, and upgraded sheet metal equipment so that we are currently teaching with the tools that are used in industry. It is the instructor's goal to acquire up to date equipment and technologies so that we maintain a reputation for graduating capable students.</p> <p>Regarding the 5P1 and 5P2 Perkins Core Indicators that were not met, the program feels that there is a trend toward increasing percentages, and getting closer to meeting these benchmarks. We cannot predict that industry will accept females on an equal basis as males, but there is more interest in our program at job fairs and on career days from prospective female students and recently, younger females from the elementary schools that we have visited. We anticipate that these Perkins Indicators will improve but cannot predict when they will be met.</p>

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

Changes to Program's Curriculum:

BLPR 30D Blueprint Reading for Machine Trades (3 credits) and BLPR 30B Blueprint Reading for Welders (3 credits) have been combined into one course, Blueprint Reading for Welding and Machine trades (4 credits). The changes were submitted in Spring 2018 by AEC faculty Donna Desilva, the instructor for the course, and the APT for MWIM. The changes were approved Spring of 2018. The changes will be implemented Spring 2020.

Equipment:

1. Outdated equipment is at the end of its life expectancy, such as the ventilation system. (see AY 13-14, 14-15, 15-16, Comprehensive Report and the AY 15-16, 16-17 Annual Report)
2. The program has been needing up-to-date technologies, equipment and tools such as a laser cutter, updated software for plasma cam, modern CNC machines, and a virtual welder with modern software that does not have interference and complications that the older virtual welder had, and also has more welding capabilities. In the AY 17-18, all but one of these needs, (Updated software for plasma cam) were addressed and the MWIM Program received the funding for the upgrades, as well as funding for trainings on the laser cutter. Funding for the CNC milling machine upgrades and training was funded with a Perkins Grant. The instructors are looking forward to the upcoming trainings and incorporating the upgrades into the curriculum.
3. Other outdated equipment dates to the 1940s and 1980s such as the sheet metal equipment and the stick welders. The instructor is working with the APT to acquire sheet metal equipment by writing a Perkins Grant for some of the equipment, and will look for funding for the rest of the outdated, damaged and missing equipment.

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PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program’s website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College’s webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

<p><i>Please note that requests for revisions to program websites must be submitted directly to the College’s webmaster at http://hawaii.hawaii.edu/web-developer</i></p>
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PART 2: PROGRAM ACTION PLAN

AY18-19 ACTION PLAN

<p>Provide a detailed narrative discussion of the program’s overall action plan for AY18-19, based on analysis of the Program’s AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.</p> <p>This Action Plan should identify the program’s specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.</p>
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|---|
| <ol style="list-style-type: none">1. Continue to recruit non-traditional students.2. Schedule and arrange training for the CNC Milling Machine upgrades.3. Schedule and arrange training for the laser cutter that is arriving summer 2018.4. Finish re-writing the new CLOs and edit all assessments and rubrics, and re-align with the new CLOs align to the PLOs and ILOs.5. Edit and revise all assessments and rubrics for Fall 2019 when the new CLOs have hopefully been approved.5. Allow students to work on additional projects independently. |
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ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs).

**Action Item 1:
Recruitment
Job Fairs and Career Days**

Non-traditional participation is a continuous and ongoing challenge for the MWIM program. The program is addressing the low-enrollment of non-traditional students by going to job fairs and career days at various high schools and elementary schools as well as hosting HCC Day here on campus with our newly hired female APT and at least one female student to represent the program. The program encourages nontraditional students and female involvement in the trades. We hope to see an increase in nontraditional participation and completion for the Perkins Core Indicators over the next couple years. We do not anticipate meeting the 23.00 goal in the next year, but anticipate closing the gap.

In the AY 17-18, the MWIM program had a total of four female students in the Fall 2017 semester and three female students in the Spring 2018 semester. One female student transferred to the EIMT program because her interest lied in working for HELCO. There were no female graduates in Spring 2018, but the instructors anticipate that the three female students will return and graduate on time in the Spring of 2019. With a total of 12 anticipated graduates for Spring 2019, 3 being female, our goal is that the non-traditional completion will be close to 25%.

Action Item 2:**Training for upgrades for CNC Milling Machine**

The program was approved for the Perkins Grant for upgrades for the CNC milling machine as well as a training for the new upgrades, the implementation of the new equipment, maintenance and operational functionality of the upgrades. The APT will prepare arrangements and scheduling for the training in the shop for the Spring 2019, so that the MWIM 72, "Introduction to CNC Milling" course students will be familiarized with the advancement of the new CNC milling technology.

This Action Item supports PLO: 1 and ILO: 4 by allowing students to use equipment that would be valuable to employment in the industry. The Advisory Council is in support of the upgrades and the training.

MWIM PLO: 1. Demonstrate mechanical reasoning; form perception and spatial relations; numerical reasoning and communication skills as a part of the basic entry-level skills and knowledge to gain employment in the Machining, Welding, Industrial Mechanics or related fields. Industrial Mechanics or related fields.

ILO: 4 Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

Action Item 3:**Training for Baileigh Laser Cutting Machine**

The program was approved for the Perkins Grant for a laser cutting machine as well as training, the implementation of the new equipment, maintenance and operational functionality of the machine. The APT will prepare arrangements and scheduling for the training in the shop for the Spring 2019, so that the MWIM 75, "Special Process Weld and Rigging" course students will be familiarized with the advancement of the newest laser cutting technology.

This Action Item supports PLO: 1 and ILO: 4 – Please see above action plan.

Action Item 4:

Re-writing and aligning all the program CLOs

The program will edit and re-write every rubric for each of the assessments so that they are streamlined and the expectations are easily understood, are clear, and are consistent. The overall results of these clearly defined rubrics will assist the instructor and the Advisory Council in analyzing where any weaknesses in instruction or gaps in student learning outcomes exist. We plan to have these edits finished and approved by the Advisory Council by the end of summer 2018 and will be working on them as we finish our last Closing the Loop assessments in the Fall 2017. The program will continue to work with the Instructional Assessment Coordinator to ensure that the rubrics are accurate and clear and reflect student learning outcomes as well as the alignments to the CLOs and PLOs and that we are meeting our goal.

Action Item 5:

Edit Assessments

The new CLOs will be submitted in AY 18-19, and upon approval, all assessment rubrics will be edited so they are concise and subjective, and reflect the new CLOs. The program will continue to work with the Assessment Coordinator in streamlining and organizing assessment rubrics so that they are consistent and accurately reflect student achievement of the CLOs and so that assessment strategies are concrete for the next set of assessments which start in Fall 2019. PLO and ILO alignments will be made with the new CLOs upon approval with the help of the Assessment Coordinator, both faculty, and the APT.

Action Item 6:

Additional independent student projects

For the machining courses, the instructor will support students that are caught up with their assignments and are competent in the techniques being taught and will allow them to work on smaller projects independently. Some of the more advanced students have shown interest in making tools, such as hammers, and the instructor is going to allow them to pursue these projects and hopes that this will be a motivating factor for doing well in the course and learning more machining skills. This will be done as a trial, and the instructor will monitor students to make sure that other projects aren't rushed and that this opportunity does not interfere with their priority assignments.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	4. Updated ventilation system
Include estimated cost(s) and timeline(s) for procurement.	1. \$125,000 The program is currently operating with a ventilation system that is at about half of its operating capacity. The ventilation system is from the 1990s and has to be closely monitored.
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-	1. The outdated ventilation system is not currently an emergency situation, but it could become one if we do not address this issue. The ventilation system is also a crucial part of our program and without it we

plan/hawcc-strategic-directions-2015-2021.pdf	<p>would not be able to operate the stick welding side of our curriculum.</p> <p>Aligns to: 21CFActionStrategy1: Adopt model policies and practices for development and management of UH buildings and campuses. Tactics</p> <ul style="list-style-type: none"> • Support and work with UH System to advocate for Hawai'i CC and Hawai'i CC – Pāalamanui facility needs. • Seek external opportunities and grants that will provide new construction and renovation funding, i.e., Title III Renovation Grants.
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PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY17-18.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

Please attach copy of industry validation for the year under review.

<p>Courses Assessed</p> <p>The program completed its full assessment schedule in AY 16-17. All assessments are current per the College’s policy and no assessments needed to be scheduled during AY 17-18. The next round of assessments will start in the Fall 2019.</p>
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Other Comments

<p>Include any additional information that will help clarify the program’s course assessment results, successes and challenges.</p>
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As stated in this report, the assessment results, successes and challenges are being addressed. Rubrics are in the process of being edited, CLOs are being re-written and aligned, faculty are going to assessment workshops, and student learning outcomes will be analyzed by communicating with graduates and industry.

There are no assessments due until Fall 2019, and the faculty and APT will take this time to do the above.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

In looking at the eCafe results from Fall 2017 and Spring 2018, the scores were high for “agree” and “strongly agree.” All courses had at least a few surveyors.

FALL 2017:

MWIM 62 had all “agree” or “strongly agree”, and no comments, with two students that took the survey out of 12 students.

MWIM 65 had all “agree” or “strongly agree” and no comments, with two students that took the survey out of 13 students.

SPRING 2018:

MWIM 52 had all “agree” or “strongly agree” and no comments. Five students out of sixteen took the survey.

There were a few comments:

There were many different projects that kept class busy

I liked the fact that I was able to do many hands projects and I was also able to learn from mistakes that I made and Camelo helped throughout the whole year to correct those mistakes and become better

Everything about the class was awesome. Learned a lot.....

More funding for material

I would highly recommend this course to anyone.

MWIM 72 had all “agree” or “strongly agree” scores. Six out of twelve students took the survey. Comments included an A+ for the instructor, enthusiasm for the course and the knowledge of the instructor, and enthusiasm for the hands-on projects that were assigned. One comment suggested more up-to-date tools.

These eCafe results are positive, but the instructors are aware that there is not enough of a pool of students who took the survey to support that the results are actually accurate. The instructors both struggle to get the students to take the survey. Time is set aside for the students during class, the instructors give students privacy, the APT often comes to watch the class, discussion takes place about the importance of the surveys, and still the amount of students who take the survey is low. For the AY 18-19, more time will be given to the students and the instructors will check the number of students who took the survey every day.

The program is optimistic that although every year is going to be different, every student has a different personality and no cohort will be the same, the number of evaluations will increase. The instructors will continue to examine student evaluations, and review results from eCafe and encourage more comments from students in order to understand how each cohort is reflecting on their progress based on the instructors’ methodologies and the MWIM program as a whole.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY17-18 assessment results.

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

The program will continue to work with the Assessment Coordinator to determine if the new CLOs meet the goals of the student learning. The new CLOs will be submitted in AY 18-19, and upon approval, all assessment rubrics will be edited so they are concise and subjective, and reflect the new CLOs. The program will continue to work with the Assessment Coordinator in streamlining and organizing assessment rubrics so that they are consistent and accurately reflect student achievement of the CLOs and so that assessment strategies are concrete for the next set of assessments which start in Fall 2019.

PLO and ILO alignments will be made with the new CLOs upon approval with the help of the Assessment Coordinator, both faculty, and the APT.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

***This section applies to NURS only.**