
Program: Welding Technology

Division: PATH

Date: Fall 2021

Writer(s): Scott Miner - Welding Faculty

SLO Point Person: Same

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1) Critical Infrastructure Workforce - Maintained Excellence in Instruction through 100% face to face coursework despite the safety procedure requirements, as well as obstacles and barriers to success.	X	X	
2) Preparation, vision and planning for our new Advanced Manufacturing facility slated to open in Fall of 2023.	X	X	
3) Continued encouragement and support of female students in a male dominated field with a focus on equity.	X	X	X
4) Youth Build Grant cooperative efforts with LJUSD with a focus older youth exiting the foster care system.	X	X	X
5) 6th year for the Welding Summer Camp with a focus on a diverse group of High School students from across the Tri-Valley region	X	X	X
7) Students getting welding & manufacturing employment - filling critical roles in industrial openings	X	X	

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____N/A

Description	Mission	Master Plan	Presidential Task Force
1) College Processes, forms, forms and more forms		X	
2) Equity, Transfer vs. CTE	X	X	X
3) Structural Bias that cannot accommodate for industrial systems when the certification process is born by the faculty member vs. department "accreditation". The faculty member whom is the sole source of certification requires greater expense, responsibility and technical knowledge, yet is compensated with 50% less release time to maintain their department and what is required to maintain certification. The release time system has much to be desired and has bias baked into the provisions of the FA contract and its administration.	X	X	
4) Classified efforts focused of shop improvement.		X	
5) Outreach, because my program is 100% face to face, the vaccine mandate has now eliminated a portion of the population to fill seats in classes as well as these vital and important jobs in our economy. It is technically impossible to make this program 100% online so an unvaccinated person can complete their certification or degree.	X		X
6) No systematic way to outreach to industry in any meaningful way. Huge misses in opportunities for the college and programs.	X	X	

C. Planning: What are the most important plans, either new or continuing, for your Program?
 _____N/A

Plan	New	Continuing	Short term	Long term
New Facility Fall 2023 - moving on from a 43 year old facility.	X	X	X	X
Revised Curriculum incorporating industry recognized industry stackable credentials.		X	X	X
Faculty Sabbatical with focus on Robotics & Automation.	X		X	X
Youth Build Grant	X	X	X	
Refreshing shop equipment to meet industry standards.		X		X

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.
 _____N/A

Campus system or Committee	How has it benefitted your students?
RAC	Instructional Equipment Requests
Facilities	New Facility

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Job fairs and marketing efforts outside of the campus to try to encourage or increase enrollment.
What did you learn?	it's time consuming and tough to do because trying to land someplace where the target market is it can be challenging. General job fairs or out reach efforts don't generally net much.
How will you use the feedback?	Continue to perform outreach as time allows.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The data is problematic as it has not been adjusted or included a footnote that our classes were mandated to be reduced by more than 25% over the last year.

The course sequence information in the right hand column bears no value, has been asked multiple times to be removed from the website without success, and was not established nor recognized by the program at its outset. It bears no value because there is no requirement for the classes to be taken in the sequence presented, or even at all. The student has other options and educational goals.

I imagine it will still be present at this time next year.

Headcount and productivity trends follow the decrease in Engineering Tech enrollments. Focused solely on welding students this fall semester will show a marked increase when the data is observed next year.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
X ☒ *yes* ☐ *no*
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

Completion of American Welding Society Industry Standard certification tests, it's what gets students jobs.

Welding workplace safety, it's what keeps students and employees alive and safe.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 100% per the previously submitted 3-year Plan

- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ☒X_YES

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

**Our focus was on the results of standardized industrial welding tests.
Many students saw great success, while others struggled from various personal factors.
These factors include but are not limited to, time spent practicing, time spent reading texts and completing assignments, physical fitness, visual acuity, mathematics and spatial relations.
The resources are there that the college has provided.
The materials are present through materials fees and preparation by staff.
Knowledge and coaching is present in the form of seasoned faculty experts.
There is no tutoring or ability to access the equipment or technology outside of class periods which presents the college with equity challenges, but also areas of**

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

We live by the Golden Rule, treat others in the same way you would expect to be treated. Continue to advocate for CTE tutoring and service levels similar to transfer students within our larger campus community. Maintain a professional process following established industry standards as to not inflict implicit bias into the work we do.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

Refer to challenges section above in B above.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒X___No

**Focus on Industrial Certification testing.
Validates student knowledge.
Validates instructional efforts by faculty.**

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

**Oral or Video program review option.
Ask questions of Academic programs, not just CTE
What part of Guided Pathways is a Withdrawal?
Ask GE programs what their Withdrawal rates and why they are so high?**

Section Three: Curriculum Review (Programs with Courses Only)

- A. **Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below.** *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

Course Name & Number
All WLDT Courses
WLDT Certificate pattern
WLDT Degree pattern

☒ YES

- B. **Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☒ YES

Certificate or Degree
WLDT Certificate
WLDT Degree

- C. **Are there any courses or programs for which a non-mandatory update is planned?**

☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful

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- D. Does your program plan to create any new courses or programs this year?
☒X___No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

- A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

- 1) Does your program continue to meet a documented labor market demand?

☒X___YES Highly sought after by many employers in various industry segments

- 2) Does this program represent a training need that is not duplicated in the college's service area?

☒X___YES

Please explain

Highly sought after by many employers in various industry segments

Manufacturing, food, energy, National defense, utilities, transportation, aerospace, agriculture, water.....on and on.

Your modern way of life would not be the same without welding.

- B. Advisory Boards: Has your program complied with advisory board recommendations?

☒X___YES

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review?**

☒X_YES ☐No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

☒X_YES ☐No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

☒X_YES ☐No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

☒X_YES ☐No

If not, what program improvements may be made to increase this metric?

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