

Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I. Overview			
BI Download:	10/23/2013 17:41	Dept. Chair(s): Richard Hashimoto	
Subject/Discipline:	WELD	Dean: Peter Crabtree	Click here to enter text.
Campus:	Laney College		
Mission Statement	<p>Laney College is an institution in Oakland, California, providing lifelong learning opportunities in academic and career programs to diverse cultural and social-economic communities. The college fulfills this mission by offering optimal student support services and working with other organizations to address the local and global educational needs of our community to maximize access and student learning outcomes. Laney College lineage stems from a vocational training center, which included welding. The Laney Welding Department carries on the tradition by providing a safe and competent learning environment for welding students.</p> <p>Primary Objectives</p> <ul style="list-style-type: none"> - Provide a safe environment to learn welding. - Faculty and staff focus on student learning. - Rigorously maintain and develop academic standards including curricula, pedagogy and assessment. - Build welding skills and other associated skills needed for a career in the welding field. 		

II. Enrollment	
	Laney
Census Enrollment F10	251
Census Enrollment F11	242
Census Enrollment F12	282
Sections F10	8
Sections F11	8
Sections F12	10
Total FTES F10	45.53
Total FTES F11	44.93
Total FTES F12	52.32
Total FTEF F10	2.57
Total FTEF F11	2.57
Total FTEF F12	2.92
FTES/FTEF F10	17.69
FTES/FTEF F11	17.46
FTES/FTEF F12	17.92

III. Student Success	
	Laney
Total Graded F10	241
Total Graded F11	239
Total Graded F12	275
Success F10	171
Success F11	186
Success F12	220
% Success F10	0.71
% Success F11	0.78
% Success F12	0.8
Withdraw F10	32
Withdraw F11	41
Withdraw F12	37
% Withdraw F10	0.13
% Withdraw F11	0.17
% Withdraw F12	0.13

IV. Faculty	
	Laney
Contract FTEF F10	1.9
Contract FTEF F11	1.92
Contract FTEF F12	1.71
TEMP FTEF F10	0.35
TEMP FTEF F11	0.35
TEMP FTEF F12	0.35
Extra Service FTEF F10	0.33
Extra Service FTEF F11	0.31
Extra Service FTEF F12	0.87
Total FTEF F10	2.58
Total FTEF F11	2.58
Total FTEF F12	2.92
% Contract/Total F10	0.74
% Contract/Total F11	0.75
% Contract/Total F12	0.58

V. Qualitative Assessments

<p>Career Technical Education: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p><input type="checkbox"/> No Change- Refer to 2012 Program Review Or <input type="checkbox"/> While economic conditions for the state have improved over the last year, state funded institutions are still struggling to recover from drastic cuts from the economic down turn. The need for a skilled, high valued added, work force is a continuing theme. Multi-discipline skills such as math, English, blueprint reading, fabrication, and machining are some of the skills being sought by employers. Soft skills, such as communication and prompt attendance, are also being required. The unemployment rate for Alameda County is at 6.7% (source: Jan 2014 EDD non-seasonally adjusted).</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p><input type="checkbox"/> No Change- Refer to 2012 Program Review Or <input type="checkbox"/> Click here to enter text. The welding Technology Department is adding a math requirement, Math 220a-g (self paced, CTE contextualized math) or Math 221 (lecture based, CTE contextualized math) to the certificate and degree requirements. These courses will establish fundamental math skills required for welding employment.</p>
<p>Student Services and Instructional Support Programs: Describe how your services and programs support student success in areas of transfer, basic skills and career technical education</p>	<p>x<input type="checkbox"/> No Change- Refer to 2012 Program Review Or <input type="checkbox"/></p>

VI. Course SLOs and Assessment

	Fall 2013
Number of active courses in your discipline	Click here to enter text.
Number of active courses with SLOs	
% SLOs/Active Courses	Click here to enter text.
Number of courses with SLOs that have been assessed	
% Assessed/SLOs	Click here to enter text.
<p>Describe types of assessment methods you are using Written test (fill-in, multiple choice, true false): Weld 204 and 211. Written tests (fill-in, multiple choice, true false) and Projects with written reports: Weld 203 and 221. Written test (fill-in, multiple choice, true false, essay) and practical: Weld 205.</p>	
<p>Describe results of your SLO assessment progress Weld 205: the practical has highlighted the need for more practice and more instruction for students. It has also shown that the practical takes significant amount of time per student. Because the course is populated with new welding students, an instructional aid can significantly help with instruction and with supervising other students when the practical is given.</p> <p>Not all faculty have been able to implement SLO methodology. The reasons are not clear as to why this is so. SLO's should be more related to the grading methodology to reflect competency. An example is the use of practicals. A student who is not able to pass a certain weld certification test will not be able to continue to the next level course. Because of the mandated no repeat policy, skill building must be tied to the output (grade) in order to repeat the course.</p>	
<p>Describe how assessment results and reflection on those results have led to improvements. Those faculty who have engage the methodology of SLO's have made improvement to their courses. The changes have been subtle, for example WELD 205 we have changed our method of assessment of cutting skill to a practical. This have been beneficial in many ways in that we realize that much more time needed to be spent on practicing cutting (time on task) and that giving the practical is a time consuming process.</p>	

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Commented [EL2]: Set up formula in template to figure this out. Too hard for faculty to figure out

VII. Program Learning Outcomes and Assessment**Fall 2013**

Number of degrees and certificates in your discipline

Number with Program Learning Outcomes (PLOs)

Number of Programs where the PLOs have been assessed

Click here to enter text.

% of Programs where the PLOs have been assessed

Click here to enter text.

Describe assessment methods you are using

Click here to enter text.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

The department has been struggling. The lack of some course outlines may be a contributing factor.

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VIII. Peralta Community College District and Laney College Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partner
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.
 No Change- Refer to 2012 Program Review

Or

1. The Welding Technology Department is engaged with PG&E to continue forming a PowerPathway gas transmission pipe-welding program. This partnership was started in the Spring 2013 and has had one cohort finish. The next offering is targeted for Fall 2014. At present the Department is actively seeking a qualified instructor who can instruct to the AP1104 (gas transmission) standard. The finding or developing of an instructor(s) for this program is an essential part of the program.

2. Multiple disciplinary programs:

Industrial maintenance program: a cohort based program with support classes for basic skills, counseling and tutoring. The Welding Technology Department offers two courses, WELD 205 and WELD 215, that are required for the one-year Industrial Maintenance program certificate. The program has also highlighted the need for more full time student day programs.

3. We are researching the development of an Advanced Manufacturing and Digital Fabrication Program for the Construction Industry. We are working hard to understand the needs and structure of this program by visiting other colleges and FABLABs. We have attended conferences on FABLAB development in K-12 and at the university level. We believe it is time for community colleges to use this technology for furthering STEM goals into our CTE programs at Laney. We will begin with the above programs and then we hope to train other faculty in the use of FABLABs for student success. We are seeking more industry partners or grants (SB 86) to help fund this development.

4. Career Pathways Introduction to the

	<p>Skilled trades Cohort. Four departments (Machine, Welding Technology, Wood Technology and Carpentry) collaborating together to show case the possibilities and different skills available to high school students in order to reach the goal of building a trebuche (catapult).</p> <p>5. Develop Pipe welding program. The welding program has concentrated primarily on basic plate geometries for various welding processes. Various Industries have demands for increased skill levels that include pipe welding, for example, gas transmission (API), petroleum high pressure pipe (ASME) and low pressure pipe (water and waste water), processing piping. The fist pipe course is to be offered in Fall 2014.</p> <p>6. Joint equipment use with Bio-Manufacturing program and Chemistry Department. Since state of the art analytical laboratory equipment is expensive, the Welding Technology Department, Bio-Manufacturing program and Chemistry Department are jointly requesting an advance CCD long focal length microscope to be used jointly. This will allow several departments to have access to a state of the art microscope that will have a high utilization rate.</p> <p>The Welding Technology Department would like to include metallurgy as a subject area. A versatile microscope that can show microstructure in the heat affected zone and base metal will greatly increase student understanding of the metallurgy involved with welding. Chemistry will use the microscope for an inorganic laboratory experiment and lecture. The Bio-manufacturing department will use the microscope for lecture and laboratory for several sections.</p>
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IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to Laney College's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

See section XIII.

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross-district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

STAFFING: Hire for vacant "tool-room/ laboratory technician". Find/develop Part-time instructors for gas transmission (API Standard) and flux core (AWS standard) and high-pressure pipe (ASME standard).

CURICULLA: Offer Pipe welding Fall 2013-Spring 2014. Add MATH 220 a-g or MATH 221 to certificate.

Add MATH 210 to certificate. Write course outlines for 204 and 211 course series. General add skill competencies, ex. weld certifications, to SLO's. Integrate more use of basic skills, blue print reading and computer literacy to curriculum and lesson plans. PLO's: Develop Program Level Outcomes.

Scheduling: Reschedule weld 204 and weld 211 series courses at night such that they are no longer offered as concurrent courses. Add WELD 230A pipe welding to the schedule for the Fall 2014 and Spring 2015. SLO's: Revise SLO's to include skill-based competencies. FACILITIES: Repair fume extractor arms for 14 Booths, critical for welding program. Add gas cylinder storage to the gas cage. Up grade gas cylinder storage to increase lighting, access (relocate door), revamp manifold. Install fence for storage along exterior of Laboratory. Repair leaking ceilings in the laboratory, office and classroom.

Repair sink in the laboratory so that it will drain. Reverse Lock in the classroom so that the laboratory is secure when just the classroom is in use.

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs. **Use FORM A1** to request to fill an existing FACULTY vacancy or to request a new faculty position for hire. If Counseling Faculty, use Form A1a otherwise use Form A1b. **Use FORM A2** to request to hire a permanent classified staff.

Hire for vacant “tool-room/ laboratory technician” (permanent staff). Hire instructor for new pipe class (part-time faculty) and another instructor for PG&E program (part-time faculty). Hire student assistants to assist for laboratory.

Please describe and prioritize any **technology, equipment, library material, and supply** needs. **Use FORM B** in order to make the specific request/s and ensure proper consideration by February 2014. Repair broken equipment. Repair welding equipment. Install two more two-arm fume extractors. Upgrade Class to smart classroom.

Please describe and prioritize any **facilities** needs. **Use FORM C** to request specific facilities improvements or the construction of a new facility/s.

Repair fume extractor arms for 14 Booths, critical for safe welding. Add gas cylinder storage to the gas cage safety. Up grade gas cylinder storage to increase lighting, access (relocate door) (safety concern). Reverse Lock in the classroom so that the laboratory is secure when just the classroom is in use (security issue). Revamp manifold. Install fence for storage along exterior of Laboratory. Repair leaking ceilings in the laboratory, office and classroom, safety concern. Repair sink in the laboratory so that it will drain.

Commented [EL4]: Need better guidance in terms of prioritization. Set up table with prioritization formula (e.g.1,2 or 3) or 1,2,3,4,5...) Ideally we would also have within the table of this section an integration of outcomes and assessment