

**LANEY COLLEGE**  
**Peralta Community College District**  
**Annual Program Update Template 2014-2015**

<b>I. Overview</b>			
BI Download:	10/24/2014	Dept. Chair:	<a href="#">Liisa Pine Schoonmaker</a>
Subject/Discipline:	WELD	Dean:	— <a href="#">Peter Crabtree</a>
Campus:	<a href="#">Laney</a>		
Mission Statement	<p><a href="#">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.</a></p> <p><b><u>Primary Objectives</u></b></p> <ul style="list-style-type: none"> <li>- <a href="#">Provide a safe environment to learn welding.</a></li> <li>- <a href="#">Faculty and staff focus on student learning.</a></li> <li>- <a href="#">Rigorously maintain and develop academic standards including curricula, pedagogy and assessment.</a></li> <li>- <a href="#">Build welding skills and other associated skills needed for a career in the welding field.</a></li> </ul>		

<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F11	0	0	242	0	242
Census Enrollment F12	0	0	282	0	282
Census Enrollment F13	0	0	274	0	274
Sections F11	0	0	8	0	8
Sections F12	0	0	10	0	10
Sections F13	0	0	10	0	10
Total FTES F11	0.00	0.00	44.93	0.00	44.93
Total FTES F12	0.00	0.00	52.31	0.00	52.31
Total FTES F13	0.00	0.00	50.35	0.00	50.35
Total FTEF F11	0.00	0.00	2.57	0.00	2.57
Total FTEF F12	0.00	0.00	2.92	0.00	2.92
Total FTEF F13	0.00	0.00	3.07	0.00	3.07
FTES/FTEF F11	0.00	0.00	17.46	0.00	17.46
FTES/FTEF F12	0.00	0.00	17.91	0.00	17.91
FTES/FTEF F13	0.00	0.00	16.42	0.00	16.42

Note: Attendance Method "X" classes are excluded from the calculations.

<b>III. Student Success</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Total Graded F11	0	0	239	0	239
Total Graded F12	0	0	275	0	275
Total Graded F13	0	0	273	0	273
Success F11	0	0	186	0	186
Success F12	0	0	220	0	220
Success F13	0	0	202	0	202
% Success F11	0.00	0.00	0.78	0.00	0.78
% Success F12	0.00	0.00	0.80	0.00	0.8
% Success F13	0.00	0.00	0.74	0.00	0.74
Withdraw F11	0	0	41	0	41
Withdraw F12	0	0	37	0	37
Withdraw F13	0	0	37	0	37
% Withdraw F11	0.00	0.00	0.17	0.00	0.17
% Withdraw F12	0.00	0.00	0.80	0.00	0.13
% Withdraw F13	0.00	0.00	0.14	0.00	0.14

**IV. Faculty**

	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F11	0.00	0.00	1.92	0.00	1.92
Contract FTEF F12	0.00	0.00	1.71	0.00	1.71
Contract FTEF F13	0.00	0.00	1.85	0.00	1.85
TEMP FTEF F11	0.00	0.00	0.35	0.00	0.35
TEMP FTEF F12	0.00	0.00	0.35	0.00	0.35
TEMP FTEF F13	0.00	0.00	0.35	0.00	0.35
Extra Service FTEF F11	0.00	0.00	0.31	0.00	0.31
Extra Service FTEF F12	0.00	0.00	0.87	0.00	0.87
Extra Service FTEF F13	0.00	0.00	0.87	0.00	0.87
Total FTEF F11	0.00	0.00	2.58	0.00	2.58
Total FTEF F12	0.00	0.00	2.92	0.00	2.92
Total FTEF F13	0.00	0.00	3.07	0.00	3.07
% Contract/Total F11	0.00	0.00	0.75	0.00	0.7442
% Contract/Total F12	0.00	0.00	0.58	0.00	0.5856
% Contract/Total F13	0.00	0.00	0.60	0.00	0.6026

## V. Qualitative Assessments

**CTE and Vocational:** 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.

As manufacturing work continues to recover across the United States and locally, there is an increasing need for welders and welding related job titles. Durable goods manufacturing industries in which welding is a critical enabling technology account for 90% of total U.S. durable goods value of production. The National Center for Welding Education and Training states, "It is an industry that continuously evolves from a technology, processes and materials perspective and one which requires on-going training for its practitioners as well as for those who teach welding at all levels."

In the BACC region, jobs in Welding specified categories expect to increase by 1.3% - 2% through 2016. However, statistics citing job numbers are often very low in comparison to the actual number of positions available. Welding practice and theory are performed in a wide variety of job classifications beyond those specifically termed as "Welders, Cutters, Solderers & Brazers", and at every level of occupational group. Many positions available require additional industrial maintenance or management skills.

The skill level required for an entry level position is now such that training at the college level is prerequisite. Employers prefer not only technical skill, but adequate communication, critical thinking, and math capability. Formal welding training and certification are often cited on job listings as being preferable, if not required.

In the Bay Area, welders are employed in heavy structural work and pipefitting as well as highly technical work with exotic materials and tight tolerances, such as for the aerospace, scientific research, food service and automotive industries.

Additionally, students willing to travel will have lucrative opportunities where operations are site specific or a given industry is more active.

The above information was collected from advisory committee members, the American Welding Society San Francisco section, the Bay Area Community College Consortium Welding Marketplace, the National Center for Welding Education and Training, and The 2002 report, "Welding-Related Expenditures, Investments, and Productivity Measurement in U.S. Manufacturing, Construction and Mining Industries"

Formatted: Font: 10 pt

Formatted: Font: 10 pt

Formatted: Font: 8 pt

**Transfer and Basic Skills:** Describe how your course offerings address transfer, basic skills, and program completion.

Students wishing to transfer to a four year program in engineering will complete required science classes outside of our program, though related chemistry, physics and math are an

	<p><u>integral part of our curriculum. Welding also provides engaging demonstrations that illustrate concepts in ways that a classroom presentation cannot. Written assignments and essay questions address writing skills. Program completion is facilitated with required courses being offered every semester in a schedule mindful of both other classes and student employment. Progression within a given process is flexible as a student advances, with the same instructor and review of concepts will always be available in a class with a diversity of students at different levels.</u></p> <p><u>Corequisite courses such as the Industrial Maintenance program and the Survey of Skilled Trades provide the cohort of students with counseling, additional support in basic skills and staff that follow the cohort through the program to enhance the rate of completion.</u></p>
--	---

<b>VI. Course SLOs and Assessment</b>	
Number of active courses in your discipline	<u>14</u>
Number with student learning outcomes (SLOs)	<u>5</u>
Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):	<u>0</u> <u>(most courses in progress, but not yet submitted in TaskStream.)</u>
Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i>	<u>0</u>
Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):	<u>5</u>
If the percent of courses you plan to assess is not 100%, explain why here.	<u>n/a</u>
Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.) <u>Test questions: true/false, multiple choice, short answer. Short essays related to journal articles and</u>	

professional presentations, graded with rubric. Observation in Welding Lab for safety practices and skill performance. Practical exams graded with a rubrics and checklists.

List two examples of the **most important plans for changes and improvements** as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. \*

\* This will be verified by checking in TaskStream.

**Example:** Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.

Weld 205: Retrofitting current guns for GMAW used by these students to match those in the rest of the lab, negating the need to train on different types of guns, therefore eliminating distraction from work assignments.

Weld 204 and Weld 211: Lab safety policy for pedestal grinder needs to be agreed upon by all instructors and lab techs trained in new policy.

List two examples of the **most significant changes/improvements your department has made** as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. \*

(\* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

**Example:** ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

Weld 205: On written tests, many students' grades seemed to be adversely affected by their issues with reading comprehension and writing skills. To eliminate or mitigate this result, in Spring of 2014 we chose to present certain questions in the lab, with equipment and supplies in place. Students then could use contextual clues to better comprehend the question and present an answer.

Weld 205: Students with accommodations from DSPS need to be more specifically supported to identify whether the presentation of the material is creating an issue, or whether the student has a significant personal problem with specific content regardless of presentation.

In general, the Welding Department has increased the commitment to completing assessments in TaskStream, after falling behind in the last few years. Much work has been done but is not yet ready to submit. We expect to complete this work this semester.

## VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	<u>2</u>

<p>Number of degrees and certificates with PLOs entered into TaskStream:  (* This will be verified by checking in TaskStream.)</p>	<p><u>0</u></p>
<p>Number of degrees/certificates that have assessed at least one PLO in the past year:</p>	<p><u>0</u></p>
<p>If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?</p>	<p><u>Assessments to be completed in TaskStream by May 31, 2015.</u></p>
<p>List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. *</p> <p>(* This will be verified by checking in TaskStream.)</p>	
<p>List two examples of the <b>most significant changes/improvements your department has made</b> as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. *</p> <p>(* This will be verified by checking in TaskStream.)  (Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)</p>	

### VIII. Strategic Planning Goals

Check all that apply.

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

Describe how goal applies to your program.

1. Developing a pipe welding course.  
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. An instructor qualified to teach to the AP1104 standard has been identified, and is in the process of completing the academic requirements (Associates degree) for hiring with the District.  
NOTE THAT THE MOST CRITICAL ISSUE WE HAVE IN FINDING QUALIFIED INSTRUCTORS IN CTE/WELDING IS THE LACK OF RECOGNITION FOR WORK EQUIVALENCY IN LIEU OF ACADEMIC DEGREES. An applicant with a successful career, years of training, and on the job teaching experience may never have needed an academic degree.

The PG&E Power Pathways program previously offered at Laney is currently on hiatus. A replacement instructor qualified to teach this program would need to be hired to resume the program, and PG&E would have to confirm immediate interest.

2. Continuing 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 (Design/Intro to Manufacturing/Survey of Skilled Trades classes:  
The Welding Department has partnered with the Machine Technology, Wood Technology, and Carpentry programs to offer a survey course in a variety of short form and semester formats. Both high school and entry level college students have been exposed to several types of manufacturing skills and to college culture and procedures, all while building a project

Formatted: Font: 10 pt

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.04" + Indent at: 0.29"

Formatted: Font: 10 pt

Formatted: Font: 10 pt

Formatted: List Paragraph, Indent: Left: 0.29"

Formatted: Font: 10 pt

Formatted: Font: 10 pt

Formatted: Font: 10 pt

Formatted: Font: 10 pt

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.04" + Indent at: 0.29"

Formatted: Font: 10 pt

Formatted: List Paragraph, Indent: Left: 0.29"

of interest.

Formatted: Font: 10 pt

3. Development of Flux Cored Arc Welding (FCAW) program: The FCAW process is notably missing from the Welding program. This process is used for heavy structural welding and is ubiquitous in construction. We do not currently offer a full class of instruction due to the high cost of the consumables, but have committed students willing to cover the costs individually. The replacement of several GMAW-only power supplies with multiprocess machines would allow for a more comprehensive program in this process and would prepare students for lucrative positions with high demand.

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.04" + Indent at: 0.29"

4. Development of Inspection/Metallurgy program: Laney is one of several colleges in the BACCC currently applying together for CTE enhancement funding in order to supplement our programs with more sophisticated equipment and student materials to better focus on Metallurgy and/or Welding Inspection.

Formatted: List Paragraph, Indent: Left: 0.29"

Formatted: Font: 10 pt

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.04" + Indent at: 0.29"

It has also been suggested that our program partner with the Chemistry and Bio-manufacturing departments to purchase an advanced long focal length microscope that will then be shared between departments.

5. Further development of the Laney Student Section of the American Welding Society, aka Weld Club. The goal is to increase student participation, engagement and collaboration, and thus retention and completion. Students have the opportunity to fabricate objects for the campus and community, to expand their industry awareness through field trips and guest speakers, apply for related scholarships and collaborate with various clubs on campus and welding clubs at other schools.

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.04" + Indent at: 0.29"

Formatted: Font: 10 pt

--	--

### IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your 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

### X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, 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 for the coming year.

—[Please see Strategic Planning Goals, above.](#)

Formatted: Indent: Left: 0.25", Hanging: 0.19"

	<b>XI. Resource Needs: Using the Excel Spreadsheet (separate document)</b>
<b>FORM A</b>	Please describe the need and prioritize any NEW faculty requests.
<b>FORM B</b>	Please describe and prioritize any NEW <b>equipment, material, and supply</b> needs. For Instructional Equipment & Library Material (including instructional equipment repairs). <u>Repair or replace broken equipment, (2 XMT multiprocess and 2 Dynasty GTAW power supplies). Purchase new multiprocess machines to replace GMAW-only machines. Purchase and install 2 new fume hoods for pipe welding stations. Purchase pipe materials stock for new pipe welding class. Purchase current American Welding Society and American Petroleum Institute codebooks. Upgrade Class to smart classroom.</u>
<b>FORM C</b>	Please describe and prioritize any NEW facilities needs using Form C.
<b>FORM D</b>	Please describe the need and prioritize any NEW classified and student worker requests. <u>□ Hire for still vacant "tool-room/ laboratory technician" (permanent staff). Hire instructor for new pipe class (part-time faculty) and another instructor for PG&amp;E welding program (part-time faculty). Hire student assistants to assist for laboratory.</u>
<b>TECH FORM</b>	<u>Please describe and prioritize any facilities needs. Use FORM C to request specific facilities improvements or the construction of a new facility/s.</u> <u>Repair fume extractor arms for 14 Booths, critical for safe welding.</u> <u>Install 2 double-arm air filtering units to facilitate indoor welding of large sections of pipe.</u> <u>Upgrade gas cylinder storage to increase lighting, access (relocate door) (safety concern). Add gas cylinder storage to the gas cage safety.</u> <u>Repair leaking ceilings in the laboratory, office and classroom, safety concern.</u> <u>Reverse Lock in the classroom so that the laboratory is secure when just the classroom is in use (security issue).</u> <u>Revamp manifold.</u> <u>Install fence for storage along exterior of Laboratory.</u> <u>Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.</u>