

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Career Technical Education (CTE) Program Review Handbook

Fall 2015
Version 3.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the CTE Program Review process include:

- The CTE Program Review Team
- Core data elements
- Completion of a CTE Program Review Narrative Report every three years
- Validation of the CTE Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
 - The *CTE Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.

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- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.
-

Thus, the recommendations and priorities from the CTE Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The CTE Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
 - Division Dean
 - Two additional faculty members, if applicable.
 - All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
 - A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.
-

The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

CTE Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
- College productivity rate for the last three years.
- Productivity for comparable CTE departments for the last three years.
- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
- Total degrees and certificates awarded by the college, per year, for the last three years.
- Retention rates by course and discipline, department or program for the last three years.
- Overall college retention rate.
- Retention rates for comparable CTE departments for the last three years.
- Course completion (student success) rates, by course and discipline, department or program for the last three years.
- College course completion rates for the last three years
- Faculty Demographics: Full-time/part-time, age, gender, ethnicity
- Labor Market Information and Trends:
 - Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
 - Data/Reports from Centers of Excellence (COE) on industry sectors
 - EMSI data or other sources of EDD data

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates
-

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
-

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = $35/2 = 17.5$.

Retention: The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade “C” or better.

The CTE Program Review Report

1. College: **Laney**

Discipline, Department or Program: **Welding**

Date: **10-16-15**

Members of the Comprehensive Instructional Program Review Team:

Liisa Pine Schoonmaker, Dale Phillips, Richard Hashimoto

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

The Laney College Welding Program provides career-level skills training for Welding and related manufacturing and construction jobs, and various community applications. The program includes an Associate of Science degree in Welding Technology, a Certificate of Achievement in Welding Technology, and a Welding Certification to a specific process and code. Students can also become proficient in a particular Welding process, and/or improve their skills for professional development. The program provides access to quality Career Technical Education to a diverse population, in response to the cultural, economic, social, and workforce needs of the greater Bay Area.

OR (as previously stated)

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.

Primary Objectives

- 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

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

All of our course outlines of record are currently up to date.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Course in Pipe Welding began this semester, and we are in the process of approving the subsequent courses for the progression of skills after the first semester.

Course in Flux Cored Arc Welding is in development. We are currently purchasing equipment and developing the curriculum.

Program in Welding Inspection is in development. We will begin to buy equipment and develop curriculum this semester.

Review of courses in our standard curriculum is ongoing.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

Associate of Science in Welding Technology

Certificate of Achievement in Welding Technology

American Welding Society Certificate of Welding (specified to a particular code).

None can be completed through Distance Education

4. Assessment:

Laney's Program Review Resources & Information webpage (<http://www.laney.edu/wp/instruction/program-review/>) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros and Rebecca Bailey (hsisneros@peralta.edu, rbailey@peralta.edu).

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

- Program SLO's are published in the catalog, and posted in common areas of the Welding Lab.
- Course SLO's are published in all course outline/syllabi, and are handed out to all students.
- Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.

WELD	200	Special Projects Laboratory	1/1/97
WELD	201	Welding for other majors	1/1/97
WELD	203A	Beginning Gas Tungsten Arc Welding (TIG)	2/12/08
WELD	203B	Intermediate Gas Tungsten Arc Welding (TIG)	2/12/08
WELD	203C	Advanced Gas Tungsten Arc Welding (TIG)	1/22/08
WELD	203D	Certification Gas Tungsten Arc Welding (TIG)	1/22/08
WELD	205	Introduction to Welding	10/23/07
WELD	215	Welding for ECT Technicians	4/8/08
WELD	221A	Beginning Oxygen-Acetylene Welding (OAW)	4/8/11
WELD	221B	Intermediate Oxygen-Acetylene Welding (OAW)	4/8/11
WELD	231A	Pipe Welding with SMAW	11/16/12
WELD	235A	Pipefitting Level I	3/1/13
WELD	242	Preparation for American Welding Society Certification	1/1/08
WELD	248	Selected Topics in Welding Technology	
WELD	255	Survey Course for the Skilled Trades	2/8/13

To answer the following questions, please review either your “At-a -Glance” report generated from TaskStream, or your Laney Assessment Spreadsheet. Answer the questions below, and attach the report (save it with your area's information and include it when you turn in your Program Review).

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and year of assessment for each example. Attach as evidence your Laney Assessment Spreadsheet or TaskStream “Status Report” for the courses in your examples.

Improvement 1. Toolroom assistants do not issue tools to students unless they are wearing all PPE, in particular safety glasses (in order to ensure 100% awareness and compliance). Welding Technology program - 2012

Improvement 2. Final exam revised to include questions answered while in a lab setting, (in order to produce better recall of lab related concepts during the written exam). WELD205 - 2013

Improvement 3. Created a dedicated fabrication space for more advanced students to work on projects for the Welding Department (in order to more efficiently include fabrication skills to the curriculum). WELD204ABCD

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the relevant data from your Laney Assessment Spreadsheet or the TaskStream report “Assessment Findings and Action Plan” section for each example.

Plan 1. Develop new Welding Inspection and Metallurgy 1-3 unit courses, utilizing both lecture and testing lab. Welding Technology program.

Plan 2. Expand Pipe Welding course to include subsequent B, C and D courses. WELD231A

Plan 3. Expand our offerings in FCAW to a stand alone course. WELD203ABC

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

N/A

- Describe assessment results for courses with multiple sections. Are there similar results in each section? Any difference between sections are typically minor and vary from semester to semester. In general, the daytime sections have a broader spread of students performing at a higher level, since they have a greater percentage of students working towards program completion, as opposed to taking a course out of interest or need to develop a skill in a specific process.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

We continually assess CTE skills, and communicate with potential employers regularly to ensure that our program aligns with the skills they need in the workplace. We give our students multiple opportunities to communicate with us by various methods; each course engages them in live conversation, demonstration of skills, written word, and even gestural signage. Critical thinking is addressed in troubleshooting the equipment and the weld process, as well as fabrication of specific projects for the Weld Department and/or the local community. The latter also addresses civic responsibility, in that these skills are for many beneficial uses outside of manufacturing. As Welding can be used as an employment skill, a skill for personal and group projects, can assist in comprehension of basic academic skills, and requires an extended path to mastery, we experience not only professional growth in our students, but that of their personal development, self-sufficiency and well being.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach either your Laney Assessment Spreadsheet or “Goal Alignment Summary” report from TaskStream.

The Welding Program Level Outcomes are oriented toward both welding skills and employment regarding those skills. The institutional level outcomes align with ours in that students need to demonstrate skills at the level required by employers, communicate well verbally and in writing, think

critically to solve problems with equipment and logistics in the job, and work towards the benefit of an employer and the community they work and live in.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. Students work in teams or groups to answer questions, using a “Problem Based Learning” approach for troubleshooting issues in the lab. It has long been standard practice in the Laney Welding Lab to use peer-to-peer learning, alongside reinforcement by the instructor.

- How has new technology been used by the discipline, department or program to improve student learning?
Virtual welding machine systems have been made available for students to experience telemetry both visually and with haptic feedback, and to integrate a group into what is normally a solitary experience of making a weld.
 - Videos of manipulation techniques and high visibility imaging of the weld pool during the weld are shown for emphasis and discussion.
 - Internet research is often encouraged, in particular via the American Welding Society website and other trusted sources.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?
- N/A

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
N/A

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
WELD 200 - SPECIAL PROJECTS LAB	18			22			6		1
WELD 201 - WELDING OTH MAJ	48			33			13		
WELD 203A - BEG GAS TUNGSTEN ARC WELD		25	21		24	25		25	21
WELD 203B - INT GAS TUNGSTEN ARC WELD		8	16		8	10		10	15
WELD 203C - ADV GAS TUNGSTEN ARC WELD		11	3		9	7		5	5
WELD 203D - CERT GAS TUNGSTN ARC WELD		4	6		0	2		1	2

WELD 204A - WIRE FEED WELDING	31	28		29	27		38	36	
WELD 204B - WIRE FEED WELDING	14	12		15	15		11	13	
WELD 205 - INTRO TO WELDING	88	55		78	51		80	57	
WELD 211A - ARC WELDING I	35	33		31	29		16	32	
WELD 211B - ARC WELDING II	15	18		21	18		15	13	
WELD 211C - ARC WELDING III		11			10			7	
WELD 211D - ARC WELDING IV	9			10			5		
WELD 215 - WELDING FOR ECT TECHNICIANS	41	31		37	36	24	34	32	
WELD 221A - BEG OXYGEN-ACETYLENE WELDING	9	20		10	13		12	12	
WELD 221B - INTER OXYGEN-ACETYLENE WELD	0	0		2	1		0	2	
WELD 255 - SVY COURSE/SKILLED TRADES							11		
Grand Total	66	290	254	55	274	244	43	263	248

- An explanation of student demand (or lack thereof) for specific courses.
More advanced courses within a particular welding process set are not required and are chosen only by a subset of students
Some sections were made available specifically to handle overflow and are less populated.

- Productivity for the discipline, department, or program compared to the college
productivity rate.
productivity rate.

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	20.73	17.14	17.04	15.71	16.43	16.36	12.78	14.87	14.84

College productivity rate _____

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- Salient factors, if known, affecting the enrollment and productivity trends you mention above

Unknown

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Most courses are offered with both daytime and evening sections, to accommodate both full time and working students. Saturday courses are offered for subjects that would not fill both evening and daytime sections. Student feedback is continually solicited to ensure that we are meeting these needs to the best of the department’s ability within the semester format. Additionally, short format courses are made available to specific cohorts in conjunction with other departments.

- Recommendations and priorities.

The priority of the Laney Welding Department is to prepare community members for employment in Welding and related industries.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard _____

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	84.72%	80.57%	81.82%	89.09%	73.90%	77.37%	88.37%	82.06%	81.38%

Department/discipline course completion rates:

Course 1. _____ rate _____
 (course name and number)

Course 2. _____ rate _____
 (course name and number)

Course 3. _____ rate _____
 (course name and number)

Course 4. _____ rate _____
 (course name and number)

ETC.

Discussion:

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

N/A

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Distance Education (100% online) course completion rates:

Course 1. _____
 (course name and number) rate

Course 2. _____
 (course name and number) rate

Course 3. _____
 (course name and number) rate

Course 4. _____
 (course name and number) rate

ETC.

Discussion:

- Describe course completion rates in the department for **Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

College course completion standard _____

Department/discipline Hybrid course completion rates:

Course 1. _____
 (course name and number) rate _____

Course 2. . _____
 (course name and number) rate _____

Course 3. . _____
 (course name and number) rate _____

Course 4. . _____
 (course name and number) rate _____

ETC.

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?
- N/A
- How do you assess the overall effectiveness of Distance Education course?
- N/A
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard _____

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discipline, department, or program retention rates

Year 1. _____

2013 Spring	2013 Summer	2013 Fall
88.14%	90.91%	86.40%

Year 2. _____

2014 Spring	2014 Summer	2014 Fall
85.19%	95.35%	87.40%

Year 3. _____

2015 Spring
85.83%

Discussion:

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

Individual student engagement has been our focus for completion and retention. We have surveyed students earlier to identify those already interested in completing, in order to counsel them appropriately, and to encourage those that may be undecided about the full program.

In order to engage students in consideration of the application of their skills outside the program, and encourage the value of completion, we have included many more opportunities to participate in fabrication projects, both as part of more advanced courses and with participation in the student chapter of the American Welding Society.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?
 - Associate of Science in Welding
 - 2013 1
 - 2014 1
 - 2015 1
 - Certificate of Achievement in Welding
 - 2013 3
 - 2014 6
 - 2015 6

The welding technology department is adding courses (FCAW, Inspection and Pipe Welding) that will increase the relevancy of the certificate and degree.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____2_____

Part-time faculty headcount _____1_____

Total FTEF faculty for the discipline, department, or program _____2_____

Full-time/part-time faculty ratio _____2:1_____

Classified staff headcount _____0 (should be at least one, though hiring has been stalled at the college and district level for 2 years)

- Describe your current utilization of facilities and equipment.

The Laboratory currently has 6 -8 sections. 2 sections have two instructors and utilize all of the available arc welding booths. 1 section has 3 instructors and utilizes all of the available Arc welding Booths.

Laboratory unitization is limited to: number of qualified instructors, equipment and toolroom support staff.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

Participation in the BACC has indicated that industries are seeking trained employees who have exposure to or skills in pipe welding, weld inspection, metallurgy and flux core arc welding. The Department is seeking instructors with expertise in these areas.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

Smart classroom, as per modernization to 21st century student expectations and learning styles. Conversion of 7 single process booths to multi-process booths, as per advisory committee.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- 1) Repair to booth fume extractor arms. Poses a health and safety hazard. Down for 3 years.
- 2) Installation of new fume extractor to rear of the laboratory.
- 3) Repair of the utility sink drain. Down for 2 years.
- 4) Repair of the hand wash station. down for 1 year.
- 5) Leaks in the laboratory ceiling. Ongoing. There has been leaks since 2006 and beyond.
- 6) Fulltime position of Toolroom Keeper 2, to maintain, repair, and upgrade equipment and facilities.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Richard Hashimoto:

Committees: Safety and health

SSSP

Hiring committee: toolroom

Industrial Maintenance Cohort Faculty and Staff

BACC

Academic Senate

Grant writing: CTE 40% enhancement fund

Curriculum Development: Inspection and metallurgy

High school outreach presentations: Oakland Tech HS, Berkeley HS.

Tours for industry partners

Tours for high school students: California School for the Deaf

Dale Phillips:

Committees: Hiring committee: engineering

BACCC

Liisa Pine Schoonmaker

BACCC

Academic Senate

Curriculum Development: Inspection and Metallurgy

Community outreach: Maker Faire, Oakland California Youth Organization, Youth Uprising, East Oakland Boxing Association, The Crucible.

Tours for high school groups and prospective students.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The Welding Department is active in the San Francisco Section of the American Welding Society and hosts a student AWS section open to students from other disciplines. The student section fabricates items for community and Laney campus use.

We participate in the interdepartmental iDesign program, sometimes in coordination with high school counselors and teachers. The iDesign program has also created several items for community use.

We have had a presence at the Maker Faire and mini Maker Faires, in conjunction with other departments and divisions.

Department has given presentations to high school students.

Department has hosted welding delegates from China.

We previously have partnered with PG&E for an introductory course in SMAW for transmission pipelines, geared to skills needed in their labor force, and are interested in doing so again at PG&E's request.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty have been included in all professional development opportunities and departmental discussions. They are given opportunities to participate in creating reports and decision making.

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?

The records for placement are unfortunately incomplete, though we are known to place at least 2 students in related fields each semester. Both online and in-person surveys will commence this semester to capture this data more accurately.

- What are the projected job openings in your discipline for the next three years?

Department of Labor figures in this area are notoriously underreported, as not all jobs that require welding skills are classified by the same codes. The American Welding Society estimates that there is a worker shortage nationwide, and that over 100,000 jobs are going unfilled due to a skills gap in exactly the areas that the Welding Department trains.

- How is the discipline/department program responding with regard to labor market demand?

We are developing and implementing both Pipe Welding and FCAW programs to meet areas that are growing both locally and nationally. We are also adding Advisory Board members in these areas.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

We have an advisory board that is consulted in regular meetings of the Welding Marketplace, and individually whenever possible.

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

Meeting with representatives of Shell Oil to discuss focus of program alignment to their workforce needs.

Two department members are writing curriculum for a new course in Metallurgy for Welding to be made available to all programs in the BACCC.

Pipe Welding and FCAW programs have been fast tracked.

Together with other welding programs in the BACCC, won CTE 40% Bay Region Welding Proposal funding, to be used for Welding Inspection program, as per advisement.

- Does your program require state or national licensing? Please explain. What is your licensing status?

Our program does not require state or national licensing.

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

We do third party certification for the American Welding Society D1.1 code for structural steel. Last year over 30 students tested for Welding Certification, and 22 certifications were awarded.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

We work with Bay Area Deputy Sector Navigator Mark Martin, participating in meetings of the Welding Marketplace, tours and meetings with local manufacturers for workforce development, and in grant funded programs for courses highlighting career pathways.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

Other welding programs are offered at several colleges in the region; ours is the largest. We currently work with them in activities of the Bay Area Community College consortium and Academic Senate, collaborating on advisory sessions and partnerships with industry and on curriculum development.

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
TAACCC grant	U.S. Department of Labor	The overarching goals of the TAACCCT program are to: (1) increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors; (2) introduce or replicate

		innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults; and (3) demonstrate improved employment outcomes.
CTE Enhancement Fund	California State	Supplement current funding for program improvement and upgrade, in particular for introductory course in Welding Inspection

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

The major professional developmental need of our department is for continual awareness of the methods and equipment in the welding industry, and training in how to use them and to improve the skills that instructors already have. Release time and finances to handle this are an investment in the reputation and vitality of the department. Specifics:

 - Travel and expenses for major conferences
 - Extended training programs, often with travel.
 - Consumables for on site training practice.
 - Equipment for rental or short term experience.
 - Individual seminars, both live and online
 - Updated research and codebook literature.
- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

We do not currently train instructors in the use of Distance Education platforms, as none of our courses, certificates or degrees can be completed with distance education. Currently, our ongoing research into hybrid courses has not yielded a model that would make our program more efficient or save our students significant time or money.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum**

Develop new courses:

Introduction to Welding Inspection

Expose students to weld inspection techniques and profession. Increase understanding of the role and criteria for inspections of weldments.

Beginning Flux Core Arc Welding (FCAW)

Intermediate Flux Core Arc Welding (FCAW)

Advanced Flux Core Arc Welding (FCAW)

Build skill in high demand welding process. Progressive skill building to include position and various types of filler material and shielding gases.

Modify current Pipe welding course:

Beginning Pipe using Shielded Metal Arc Welding (SMAW)

Intermediate Pipe using Shielded Metal Arc (SMAW)

Advanced Pipe using Shielded Metal Arc (SMAW)

Convert preset course to multiple levels. Provide a path for progressive skill building for difficult pipe geometry and positions

Consider new courses:

Introduction to Metallurgy

Exposure to metallurgy concepts as they apply to welding.

Intro to Art Welding

Exposure course to meet the growing welding Art community. How to develop art projects from concept to final form

Activities and Rationale:

Continue curriculum development with the advisement of industry contacts, in order to provide subjects that are in high demand in the Welding Industry.

- **Goal 2. Assessment:**

Complete all outstanding assessment reporting since 2014

Further develop student activities that compare classroom learning with that done in the lab.

Further assess student outcomes under exposure to Instructional Aide, and quantify values.

Activities and Rationale:

Transfer handwritten assessment records to TaskStream, to meet expectations of the school and the accreditation team.

Create and implement one new lab activity that can provide assessment criteria, in order that we can optimize student learning methods.

Continue to gather student data under exposure to an Instructional Aide, in order to study our experience that students have strikingly improved outcomes when given this exposure.

- **Goal 3. Instruction:**

Acquire and implement “smart classroom” technology in our class instruction/lectures.

Activities and Rationale:

Install video projector with laptop connection, in order to present modern, updated material available via computer document and online access.

- **Goal 4. Student Success:**

Increase number of students involved with American Welding Society activities, both in the San Francisco and Laney Student chapters.

Increase student participation in scholarship applications.

Activities and Rationale:

Encourage and provide extra credit opportunities for attending meetings and participating in projects and events, in order that students engage in the Welding Industry outside of the class, make contacts, build experience and support the community.

Create awareness campaign and working groups for various scholarships, in order that students take advantage of these funding opportunities, and gain experience presenting themselves professionally.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Have at least one instructor attend FabTech, the main welding industry expo, and/or the AWS welding education convention.

Continue development of student participation in community projects.

Activities and Rationale:

Obtain funding to send one instructor to FabTech or welding educational conference, in order that we have representation on a national level and can take advantage of the networking and community for development of our program.

Provide opportunity for student participation, via the Weld Club (aka AWS student chapter), to fabricate items for use in the local community, in order that students gain fabrication and teamwork experience, and for mutual benefit of exposure to the community, and vice versa.

- **Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.**

Appendices

Appendix A

CTE Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney

Discipline, Department or Program: Welding

Contact Person: Liisa Pine Schoonmaker, Richard Hashimoto, Dale Phillips

Date: 11/30/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	New part-time instructor for Pipe Welding course.	1	unknown	17

Human Resources: Classified	Toolroom Keeper 2 fulltime classified position	1	unknown	18
Human Resources: Student Workers	Student toolroom aides (until toolroom position filled) Student instructional aides	1	\$12,000 - \$20,000	18
Technology	Smart classroom equipment to access video projection & internet.	2	Variable \$10,000 - \$50,000?	17
Equipment	2 multiprocess power supplies for use to start FCAW course	2	\$8,000	17
Supplies				
Facilities	Any new parts and equipment needed in support of repair to fume arm extractors.	1	unknown	18
Professional Development	Funding to attend national conferences in Welding Education and the Welding Industry.		Approx. \$2,500	23
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
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1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<input type="checkbox"/> 1. The narrative information is complete and all elements of the program review are addressed.	
<input type="checkbox"/> 2. The analysis of data is thorough.	
<input type="checkbox"/> 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	

<p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	
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Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<p><input type="checkbox"/></p> <p>1. Accepted.</p> <p><input type="checkbox"/></p> <p>2. Conditionally Accepted.</p> <p><input type="checkbox"/></p> <p>3. Not Accepted.</p>	<p>1. Complete the signatures below and submit to the Vice President of Instruction.</p> <p>2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.</p> <p>3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.</p>

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Discipline, Department or Program Chair

Print Name

Signature

Date

Received by Vice President of Instruction

Print Name

Signature

Date



