

Welding Program Review

2011-2012

1. Program Description

A. Description

The WEL program offers numerous training options. Students can enroll into process- specific courses such as shielded metal arc-welding, flux-core arc-welding, gas metal arc-welding, or gas tungsten arc-welding to acquire skill sets on ferrous and non-ferrous metals. Students can complete a two-year Associate of Science degree which commonly leads to supervisor and shop management opportunities. Ventura College WEL students are prepared for a wide range of manufacturing metal fabrication-related positions such as certified welder, quality-control inspection, project designers, and various levels of supervision and business ownership.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Set up equipment and perform basic welding processes.
2. Read and interpret blueprint drawings commonly used in welding fabrication.
3. Understand basic metallurgy and material selection used in welding

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

No prerequisite required for introduction to welding. Prerequisite(s) required for advanced classes

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

A.S. Welding Technology
Certificate of Achievement

J. Program Strengths, Successes, and Significant Events

This program gives students a marketable skill who may otherwise not have an opportunity to gain a college education. The program also helps the business community by supplying a pool of skilled personnel.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Assistant Dean: Jerry Mortensen

Department Chair:

Instructors and Staff

Name	Michael Clark	
Classification	Faculty/Professor	
Year Hired	2004	
Years of Work-Related Experience	32	
Degrees/Credentials	Certified Welder ,Certified Welding Inspector,Certified Welding Educator	

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Apply the Scientific Method to analyze and interpret data in order to draw valid conclusions.
2. Communicate scientific ideas effectively in a logical and understandable manner, both verbally and in writing.
3. Demonstrates proficiency in current welding/metal fabrication laboratory safety and skills.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
WELV01	I	I	I
WELV02	p/m	P	P
WELV03	p/m	P	P
WELV04	p/m	P	P
WELV13A	p	P	P
WEL13B	M	P	P
WELV14A	P	P	P
WEL V14B	M	P	P
WEL V27	P	P	M
WEL V30	P	M	M
WEL N94	P	P	M
WEL V65		M	
WEL V96	P	P	P

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3. Operating Information

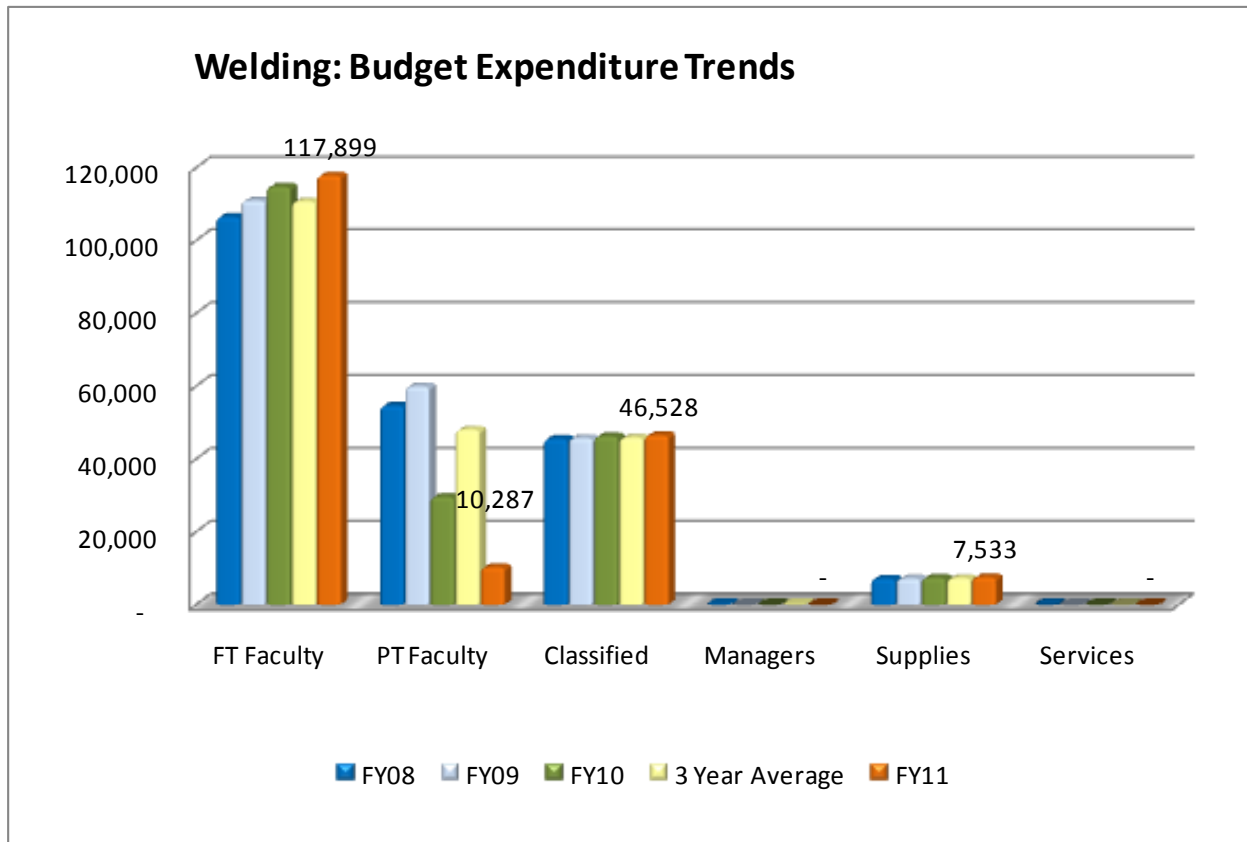
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	106,486	110,970	114,781	110,746	117,899	6%	12%
2	PT Faculty	54,633	59,968	29,603	48,068	10,287	-79%	-10%
3	Classified	45,544	45,755	46,229	45,843	46,528	1%	-1%
6	Managers	183	-	-	183	-	-100%	-8%
7	Supplies	7,171	7,198	7,364	7,244	7,533	4%	24%
8	Services	100	-	8	54	-	-100%	-17%
Total		214,117	223,891	197,985	211,998	182,247	-14%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.



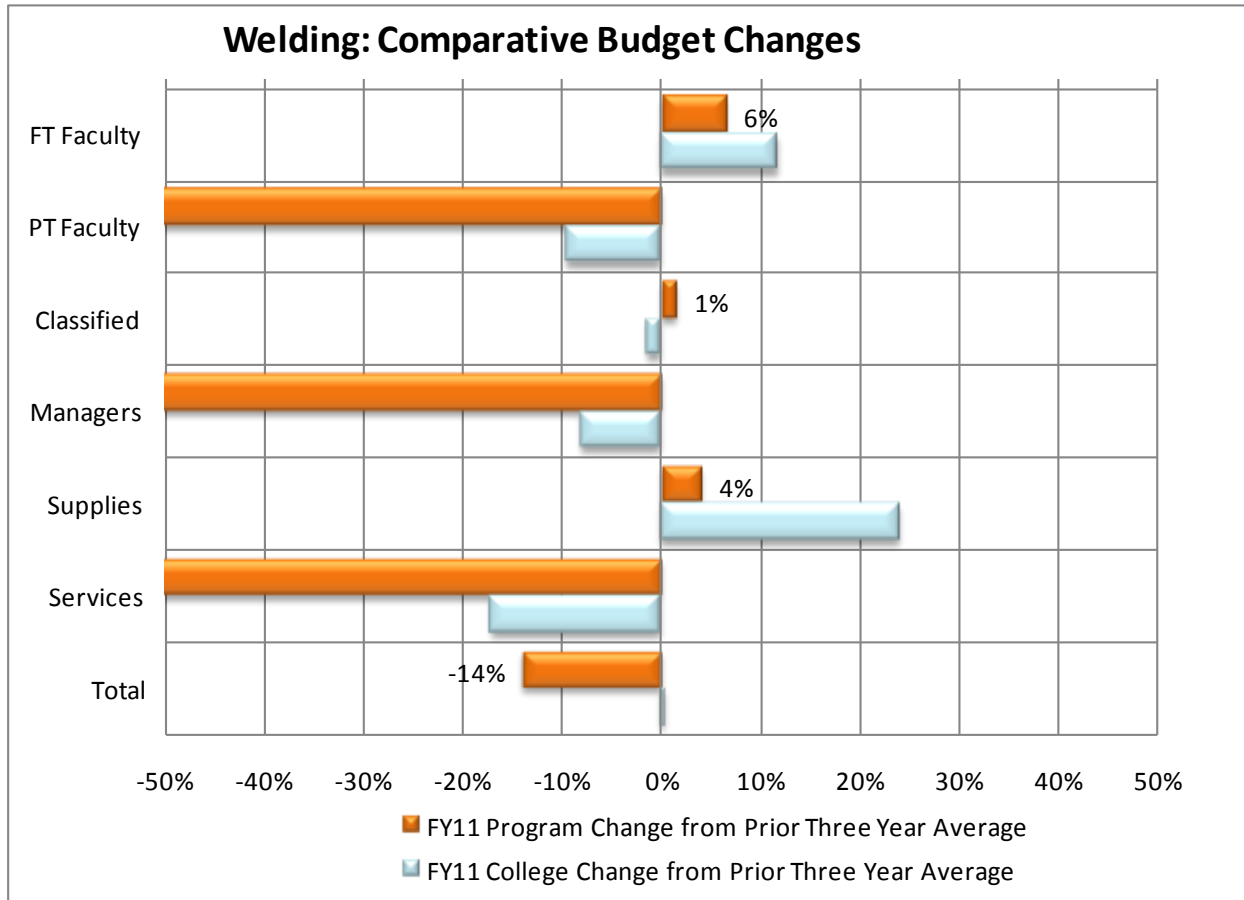
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3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

The material budget for the program has not increased in at least a decade. IT remains at \$7k per fiscal year. The cost of consumables have increased . Acetylene gas has gone up, price of steel has risen, welding rods have doubled in price. The number of students served has also increased. Based on our current class schedule there is approximately 1350 student lab hours per year. This is allows approximately \$5 per hour from our material budget. We have been offsetting the cost to operate by utilizing a material fee and monetary and material donations. It has been increasingly difficult to maintain quality instruction.

The budget summary table shows \$46k per year designated for a classified staff position. This is a mystery as there is no classified staff assigned to the welding program. We could benefit by having a classified staff.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Miller Welder 907062071	Airgas - West Inc	37010	121	40358	1	25,347	N00022139	MA220196E
Ready-Pak Package Pro Welder	Airgas - West Inc	37010	121	40358	1	5,136	N00022143	0502060 per RHott
Power MIG 255XT Welder LIN K2	Airgas - West Inc	37010	121	40358	1	2,041	N00022144	U1100405497
2005 Reconditioned NISSAN Mo	Power Machiner	37010	121	39954	2	16,817	N00018847	PL02-9H1288
Fisher Eng Co. 937-754-1750, Mc	Airgas - West Inc	37010	121	39979	2	4,157	N00018854	312020818
6' - 250 Betenbender Hydraulic	Scott Machinery	37010	121	39994	2	37,268	N00018866	215609
VCM 201 HT with Rigging Heat S	Accu Air Gases	37010	121	39792	3	3,038	N00018675	0

B2: Interpretation of the Program Inventory Information

This inventory list is incomplete. Updating is definitely needed. We have acquired new machines after the building remodel.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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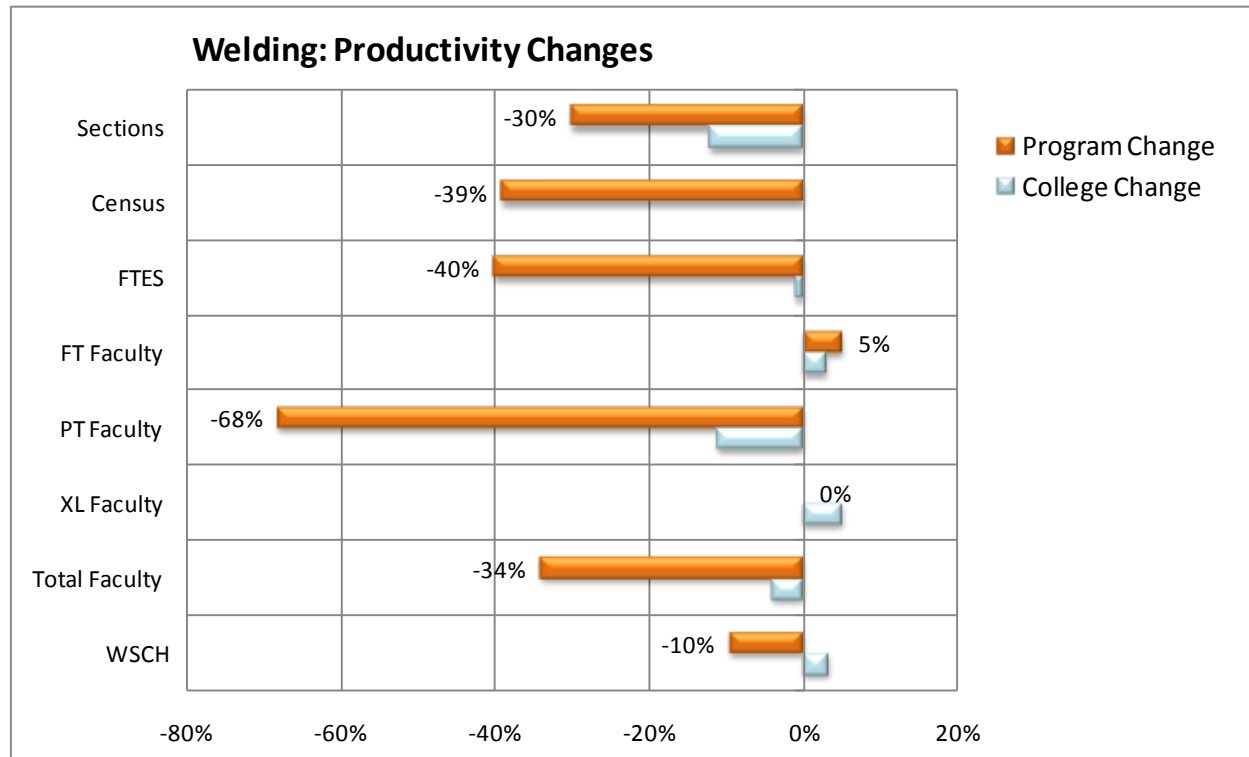
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	35	33	26	31	22	-30%	-12%
Census	399	435	340	391	238	-39%	0%
FTES	74	86	66	75	45	-40%	-1%
FT Faculty	0.99	0.90	0.87	0.92	0.97	5%	3%
PT Faculty	1.14	1.29	0.69	1.04	0.33	-68%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	2.14	2.19	1.56	1.96	1.30	-34%	-4%
WSCH	519	589	635	574	519	-10%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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C4: Interpretation of the Program Productivity Information

While the WAM building remodel was being done the welding program was relocated off campus to the Camarillo ROP facility. We had limited access to that facility. Because of that we had to limit the classes offered. This resulted in a reduction of FTES

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

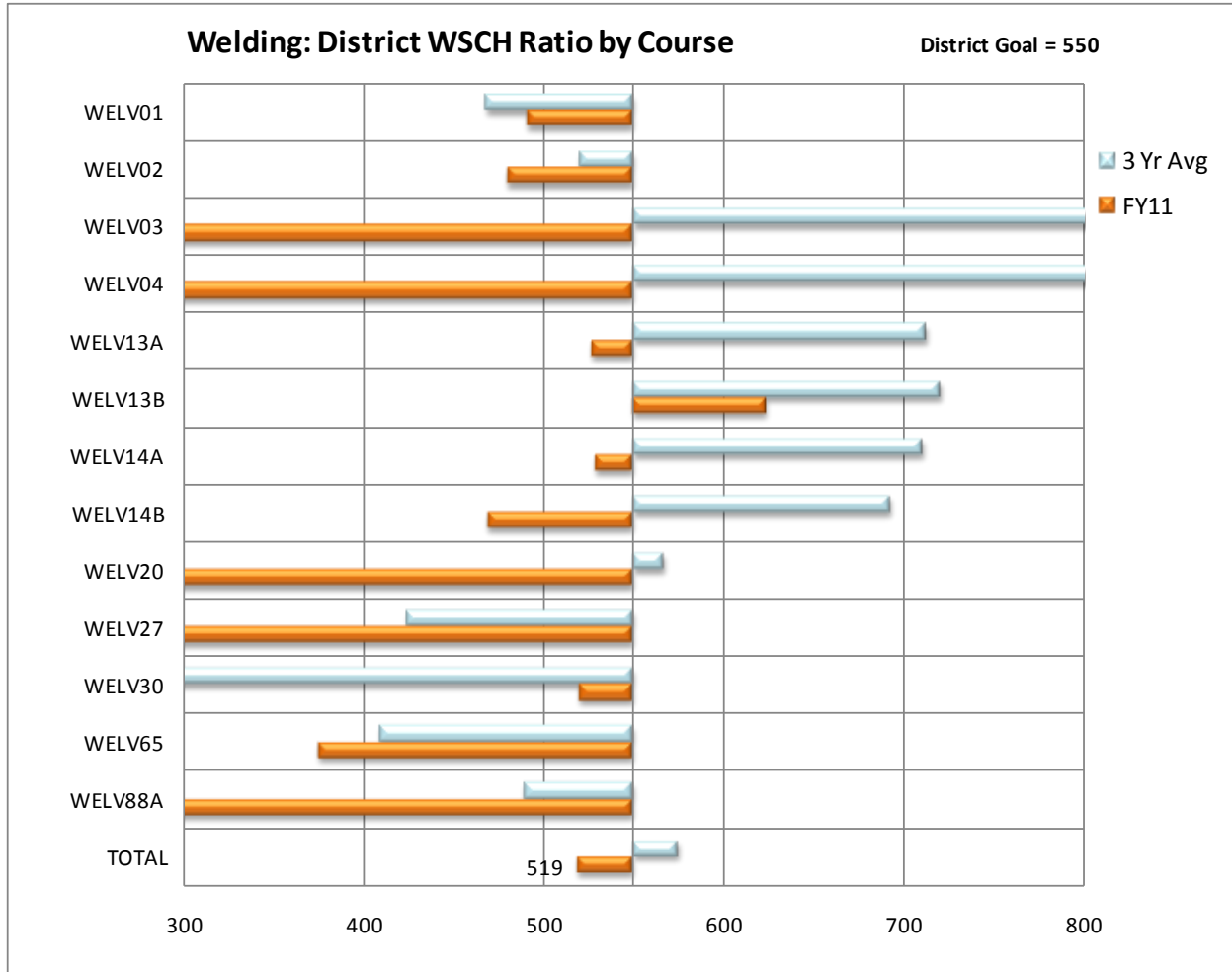
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
WELV01	Introduction to Welding	425	481	523	468	491	5%	550	89%
WELV02	Blueprint Reading: Manufactrng	300	510	735	520	480	-8%	550	87%
WELV03	ARC and MIG Welding	782	957	1,000	910	-	-100%	550	0%
WELV04	TIG and Flux Core Welding	816	1,081	1,222	1,032	-	-100%	550	0%
WELV13A	ARC and MIG Welding I	731	776	645	713	527	-26%	550	96%
WELV13B	ARC and MIG Welding II	723	761	614	721	624	-14%	550	113%
WELV14A	TIG & Flux Core Welding I	732	764	657	711	529	-26%	550	96%
WELV14B	TIG & Flux Core Welding II	724	784	632	693	469	-32%	550	85%
WELV20	Advanced Welding Applications	560	582	545	567	-	-100%	550	0%
WELV27	Metal Art Sculpture	660	393	375	424	-	-100%	550	0%
WELV30	Applied Metal Fabrication	231	252	403	296	520	76%	550	95%
WELV65	Structral Steel/Weld Construct	360	-	450	409	375	-8%	550	68%
WELV88A	Applied Metal Fabrication	489	-	-	489	-	-100%	550	0%
TOTAL	Annual District WSCH Ratio	518	587	634	575	519	-10%	550	94%

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

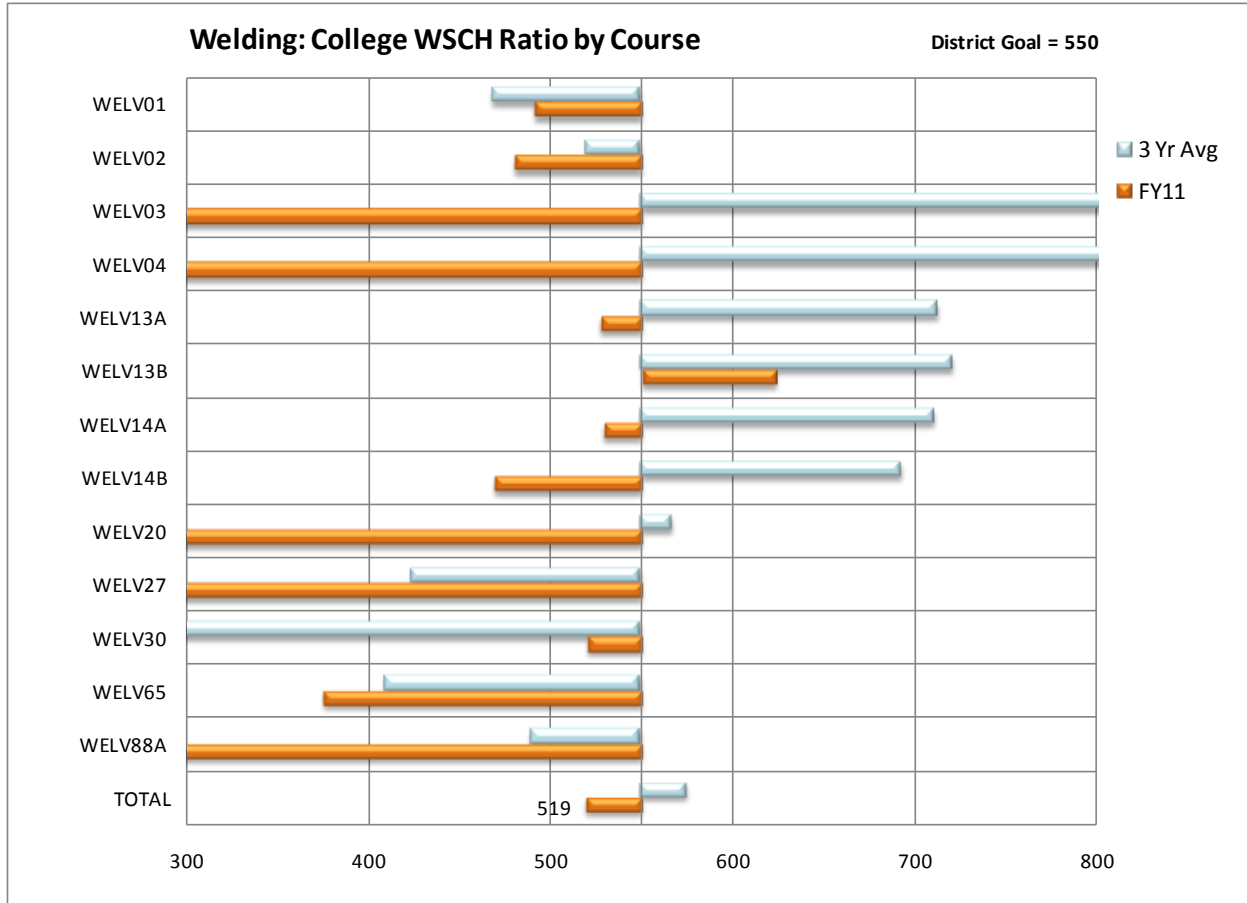
College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
WELV01	Introduction to Welding	425	481	523	468	491	5%	550	89%
WELV02	Blueprint Reading: Manufacturing	300	510	735	520	480	-8%	550	87%
WELV03	ARC and MIG Welding	782	957	1,000	910	-	-100%	550	0%
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WELV27	Metal Art Sculpture	660	393	375	424	-	-100%	550	0%
WELV30	Applied Metal Fabrication	231	252	403	296	520	76%	550	95%
WELV65	Structral Steel/Weld Construct	360	-	450	409	375	-8%	550	68%
WELV88A	Applied Metal Fabrication	489	-	-	489	-	-100%	550	0%
TOTAL	Annual College WSCH Ratio	518	587	634	575	519	-10%	550	94%

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D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

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D6: Interpretation of the Program Course Productivity Information

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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

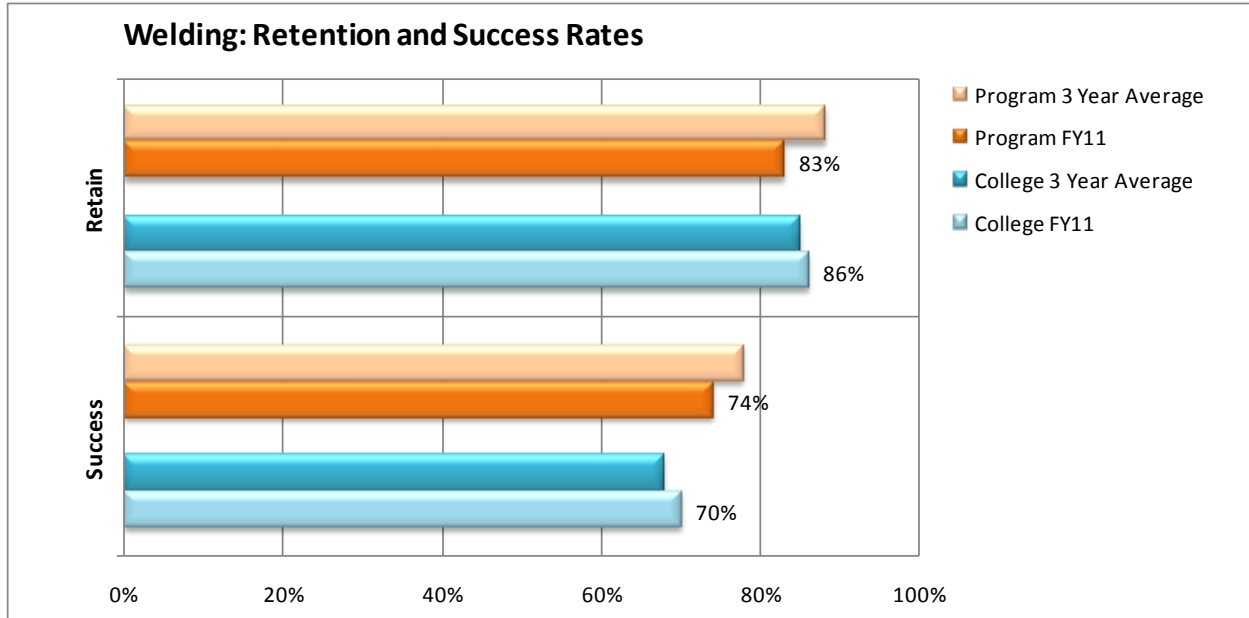
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
WEL	FY08	183	83	37	2	2	39	49	1	398	346	305
WEL	FY09	235	46	41	5	3	50	49	2	431	380	327
WEL	FY10	189	57	23	3	3	21	36	1	333	297	272
WEL	3 Year Avg	202	62	34	3	3	37	45	1	387	341	301
WEL	FY11	120	40	12	2	7	10	40	4	235	195	174
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
WEL	FY08	46%	21%	9%	1%	1%	10%	12%	0%		87%	77%
WEL	FY09	55%	11%	10%	1%	1%	12%	11%	0%		88%	76%
WEL	FY10	57%	17%	7%	1%	1%	6%	11%	0%		89%	82%
WEL	3 Year Avg	52%	16%	9%	1%	1%	10%	12%	0%		88%	78%
WEL	FY11	51%	17%	5%	1%	3%	4%	17%	2%		83%	74%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

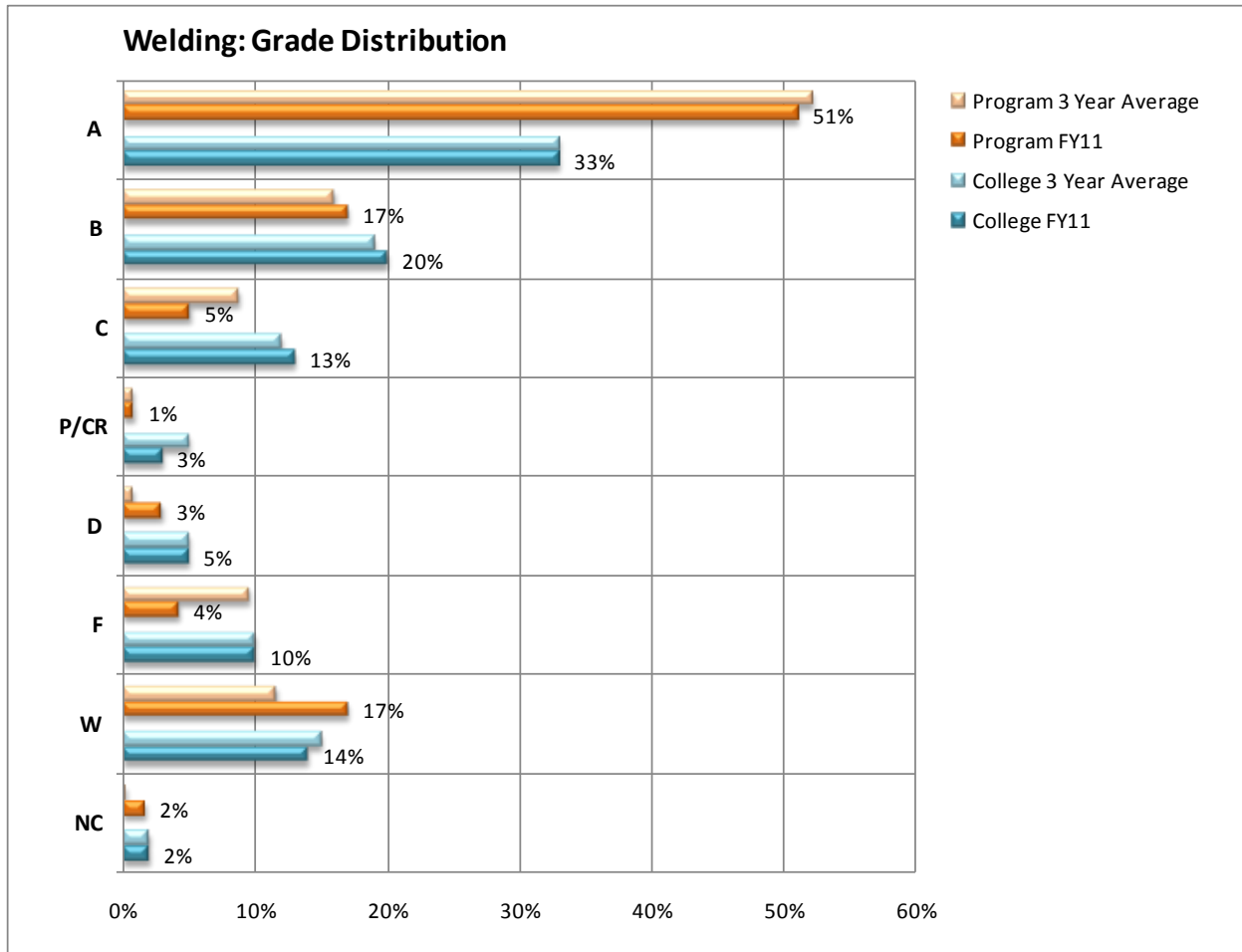


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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

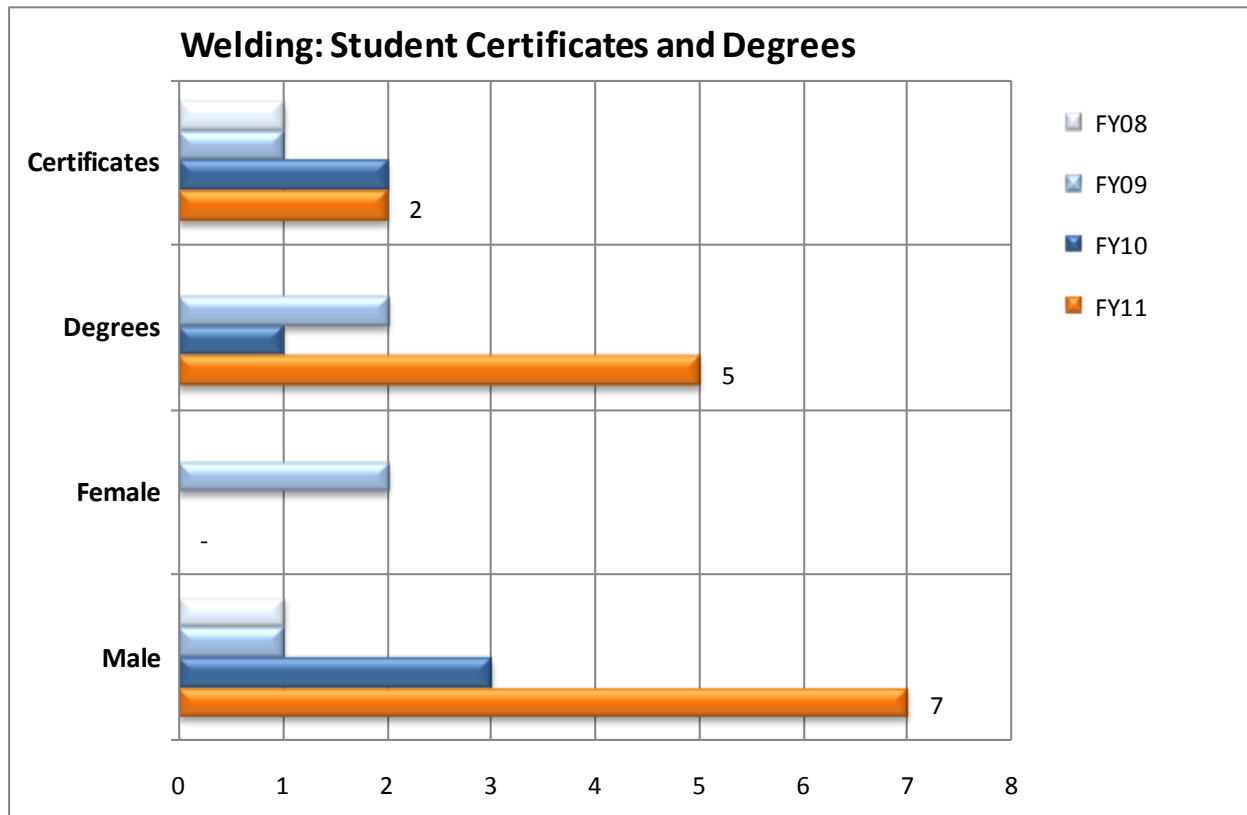
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F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Welding Technology	FY08	1	-	-	1
Welding Technology	FY09	1	2	2	1
Welding Technology	FY10	2	1	-	3
Welding Technology	FY11	2	5	-	7
Total Awards in 4 Years		6	8	2	12



F2: Interpretation of the Program Completion Information

The Welding program does offer an Associate Degree. Weld certification is also offered under the American Welding Society guidelines. While some students pursue an AS degree, the majority of students pursue one or more weld certifications. This helps students gain employment in the welding field. We also have people from the industry returning to acquire additional welding certifications. Welding Certifications are not tracked on this chart.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
WEL	FY08	105	225	4	6	1	7	4	46	29	367	2	34
WEL	FY09	150	214	-	8	-	7	3	49	34	396	1	30
WEL	FY10	116	162	1	13	-	1	9	31	22	310	1	29
WEL	3 Year Avg	124	200	2	9	-	5	5	42	28	358	1	31
WEL	FY11	81	121	1	10	-	2	4	16	8	224	3	29
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

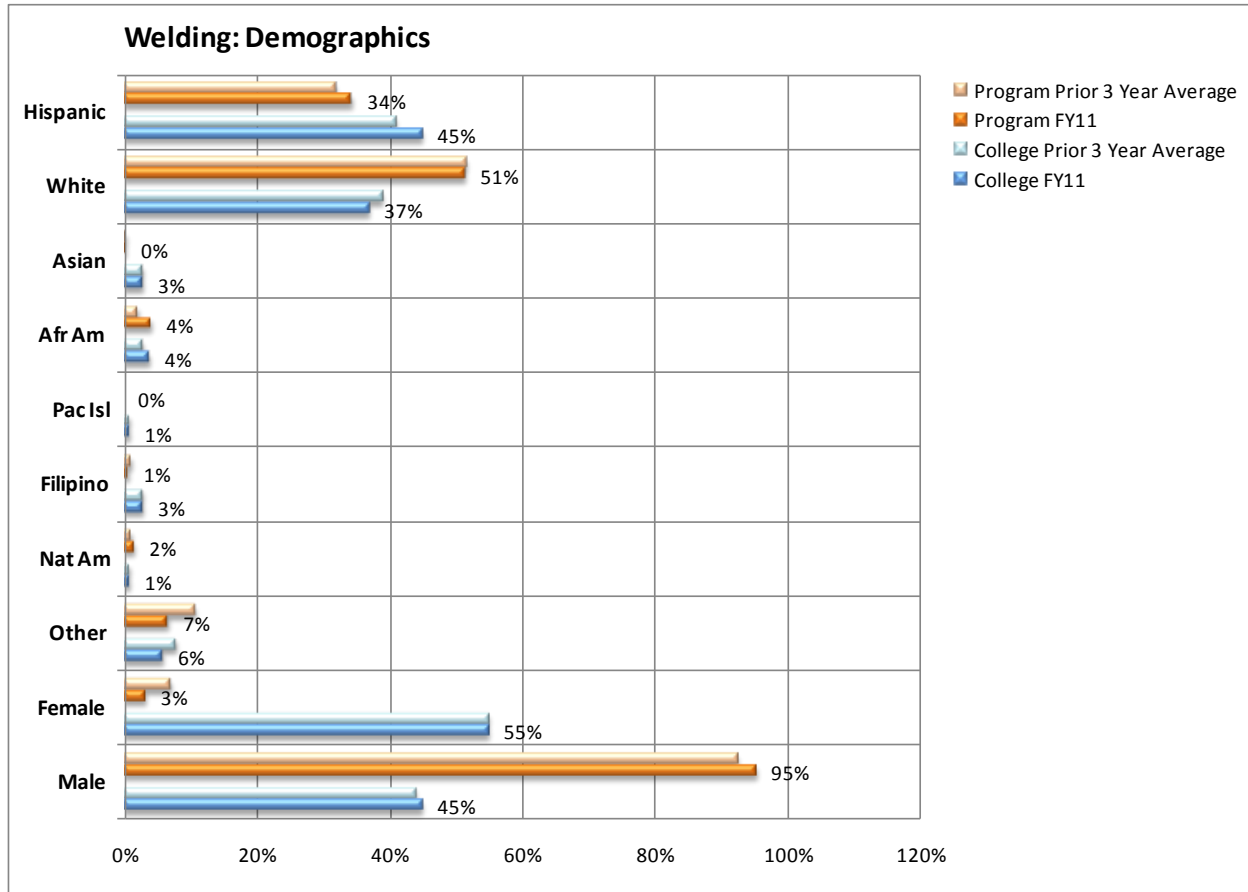
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
WEL	FY08	26%	57%	1%	2%	0%	2%	1%	12%	7%	92%	1%	34
WEL	FY09	35%	50%	0%	2%	0%	2%	1%	11%	8%	92%	0%	30
WEL	FY10	35%	49%	0%	4%	0%	0%	3%	9%	7%	93%	0%	29
WEL	3 Year Avg	32%	52%	1%	2%	0%	1%	1%	11%	7%	93%	0%	31
WEL	FY11	34%	51%	0%	4%	0%	1%	2%	7%	3%	95%	1%	29
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

This program offers training to all demographics.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Set up equipment and perform basic welding processes.	
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Read and interpret blueprint drawings commonly used in welding fabrication.	
Operating Information	
Analysis – Assessment	

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Program-Level Student Learning Outcome 3	Performance Indicators
Understand basic metallurgy and material selection used in welding .	
Operating Information	
Analysis – Assessment	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the program's retention rate for the prior three years.
Operating Information	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the college retention rate for the prior three years.
Operating Information	
Analysis – Assessment	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the program's average student success rate for the prior three years.
Operating Information	
Analysis – Assessment	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the college's student success rate for the prior three years.
Operating Information	
Analysis – Assessment	

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Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
Operating Information	
Analysis – Assessment	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	

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Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

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5. Findings

Finding 1 at this time the program is operating within expectations

Finding 2 I would like to see some additional funding for materials and supplies.

Finding 3 program could expand the welding certifications offered to give the student wider range of opportunities in the industry

Finding 4 the addition of a classified staff would benefit the program.

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6. Initiatives

Initiative

Initiative ID

Links to Finding 1

Benefits:

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative

Initiative ID

Links to Finding 2

Benefits

Request for Resources

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Welding Program Review
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Initiative

Initiative ID

Links to Finding 3

Benefits

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Welding Program Review
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Initiative

Initiative ID

Links to Finding 4

Benefits

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division’s spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

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6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.