



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Trade and Industry

Discipline Name
Welding (WELD)

Department Chair Name
Anthony Fedon

Division Name
Career, Technical and Extended Education

Website address for your discipline
<https://www2.palomar.edu/pages/welding/>

Discipline Mission statement

The Welding Technology program at Palomar Community College is committed to providing students with the knowledge, skills, and abilities necessary to obtain entry level positions in welding related industries. The welding field offers countless opportunities for program graduates. Our diverse graduates can be employed in the aerospace, manufacturing, utilities, and shipbuilding industries. The Welding program offers an A.S. Welding Technology, Certificate of Achievement, and 3 certificates of proficiency in the major welding processes.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

Associate in Science- Welding Technology.

Certificate of Achievement

Certificate of Proficiency- Entry-Level Gas Metal Arc/ Flux Cored Arc Welding, Entry-Level Shielded Metal

Arc Welding, Entry-Level Gas Tungsten Arc Welding.
Welder Qualification Certification- Professional license

Please list the names and positions of everyone who helped to complete this document.

Kevin Powers
Ashley Wolters

Full-time faculty (FTEF)

2

Part-time faculty (FTEF)

8

Classified & other staff positions that support this discipline

Shared Academic Department Assistant.

One Full-time Instructional Support Specialist (NEEDED)

Additional hourly staff that support this discipline and/or department

Three student and/or short term employees.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The Palomar College Welding Technology program Student Learning Outcomes address the 3 learning domains and adequately assess whether a student is achieving success in our courses/ programs. Each of stakeholders have had direct input in determining our program and course level outcomes.

The Palomar College Welding Technology program aligns and communicates the scope and depth of the associates degree and Certificates of Achievement thoroughly in a variety of manners to its stakeholders. These are accomplished through:

- Thorough course descriptions in all student syllabi.
- Regular semester meeting with faculty where curriculum is reviewed and revised.
- Regular meetings with industry advisers where curriculum and industry trends are reviewed and planned for.
- Employing industry professionals that follow the American Welding Society's standards. These include:
 - o Three AWS Certified Welding Inspectors on staff.
 - o Employing numerous instructors that are; welding business owners, welding business operators and/or welding staff.

Describe your program's plan for assessing program learning outcomes.

Each of our programs have outcomes in Safety (cognitive and affective), Welding (cognitive, affective, and

psychomotor), and Equipment setup and use (cognitive, affective, and psychomotor) to determine if the student has achieved the higher level of learning required by our stakeholders. The Welding department assesses these outcome through written reports, tests, hands on activities, as well as welding tests that align with industry standards and codes.

Summarize the major findings of your program outcomes assessments.

Each welding section assesses learning outcomes every semester. We have a midterm activity that requires the student to produce a weldment using written instructions and diagrams. the student is required to follow safety guidelines and the written procedure to produce a well that gets destructive testing at the end of the class session. We have an incredibly high passing rate for this exam and proves our program is effective.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

A.S. (2016-17)- 7 (2017-18)- 11

C.A. (2016-17)- 11 (2017-18)- 11

C.P. (2016-17)- 45 (2017-18)- 40

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

Welding is proud to report that our flexible scheduling and program counseling strategies seem to be paying off. We had the highest number of degrees awarded since 2014! Our scheduling changes has allowed for students to complete the entire program during the mornings or evenings. We take a class session and describe the program and counsel all students on what courses are required and the order in which they should be taken to help ensure program completions.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

75.0%

Why did you choose this standard?

The Welding program standard for COURSE success rate is 75%. We are pleased to report that we are currently operating at a 77% COURSE success rate. This standard was chosen to reflect the welding industries standards in relation to new hire training and retention. Welding faculty have tremendous amounts of industry experience. The way we view our success rate is similar to the welding industry. There would be something incredibly wrong if only 70% of our welds passed industry standards. As faculty we believe we need to continue to raise the bar and demand the best from our students.

What is your Stretch goal for COURSE success rates?

80.0%

How did you decide upon the goal?

The Stretch goal was determined based upon the Overall Success rate trend. Over the last five years the success rate has been between 77% and 83%.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

Since the last PRP, we updated and added SLO's so that all of our courses have 3 total learning outcomes. These outcomes align with program outcomes and ensure all 3 learning domains are assessed. We have fostered an environment of collaboration with all welding faculty to come together and standardize course content across each section. We have completed standardized curriculum for every Weld 100 and 120 section. This has created a department wide homogeneous standard which supports

industry wide standards set form by the American Welding Society.

Summarize the major findings of your course outcomes assessments.

Overall we are pleased with the course assessments and outcomes. We are averaging 60 AWS certifications per calendar year. These certifications are recognized on a global scale and are indicators that appropriate curriculum and assessments are being taught and administrated throughout the Palomar Welding program

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Conversion of Certificates of Proficiency to Certificates of Achievements to align with current funding models.

Is this a new or existing goal?

New

How will you complete this goal?

This goal will be completed by reassessing our current welding certificates, converting them to Certificates of achievement, and adding new courses. The welding department is working on 3 additional courses that will allow for 4 new certificates of achievement when combined with existing course.

Outcome(s) expected (qualitative/quantitative)

The expected outcomes include:

- a. increase of Certificates of Achievement
- b. Increase of Instructor and Student awareness regarding Certificates of achievement
- c. Increase in student employment sectors.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal will support Palomar Colleges strategic plan by increasing the completed Certificates of Achievements (C/A) that welding students will earn. The new C/A's also support guided pathways by creating a program wide model which support faculty while they track, plan and assist welding students in the welding guided pathway.

Expected Goal Completion Date

6/30/2021

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

Instructional Support Assistant

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

An ISA is needed to assist instructors with preparation of materials, to ensure safety in the laboratory, and to ensure equipment maintenance is performed regularly. This position will help to ensure success of our students.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Yes, The ISA that welding needs would need to have professional welding experience, experience in 2D and 3D drafting, operating CNC equipment such as our waterjet and plasma cutting equipment, and experience in fabrication. The ISA would also need to have experience in an industrial, educational environment.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

The primary reason for requesting this position is health and safety of our students and faculty. Currently the Welding instructors are required to prepare their own materials and it typically creates an unsafe environment. We often need to prepare sheets of steel in excess of 500 lbs. by ourselves. If we had a full-time ISA it would ensure we aren't trying to handle unsafe loads by ourselves.

The other reason we are requesting this position is we always need another set of eyes and hands to supervise and instruct students in the welding laboratory. Often the majority of the students are left unsupervised while the instructor completes demonstrations in the students booth. We cannot ensure safety during this time.

Lastly, Welding is full of equipment that requires maintenance and repairs regularly. An ISA would be able to complete these tasks without taking the instructor away from his/her class. This would ensure that students and faculty are using safe, maintained equipment.