Program Review Summary Page Fall 2022

Program or Area(s) of Study under Review:

WELDING TECHNOLOGY

Summary of Program Review:

A. Major Findings

1. Strengths:

- The Napa Valley Welding Technology Program continues to provide industry recognized certifications (American Welding Society) and skills to prepare our students for career placement and advancement.
- Partnership with the Napa Valley Grape Growers / Farm Workers for contracted welding training in Spanish over the past two years with new training scheduled for January 2025.
- Condensed schedule allowing students to complete in shorter time frames and advance in the industry.
- Afternoon and evening classes geared toward working students.
- Summer Boot Camp that leads to Assistant Welders certificate.
- Job Placement that exceeds the institutional stretch goal per the data available.
- Support for Welding students through NVC Foundation "Bresciani" scholarships specifically dedicated to Manufacturing and Welding students at NVC.

2. Areas for Improvement:

- Greater alignment with Napa Valley Adult School and Career Point of the Workforce Alliance of the North Bay for workforce training
- Hire adjunct faculty to help offset condensed program and high instructional load of the one full time faculty and Program Coordinator
- Work with NVC Facilities and Administrative Services on timeline for infrastructure improvements to instructional building and space for compliance, safety, and accommodating large classes. Continue to align with Camille Creek and other area high schools for summer sessions and to bridge students to program.

3. Projected Program Growth, Stability, or Viability:

Despite successful placement and wage gain outcomes it is best to position the program in a current state of stability, due to limited faculty and needs for infrastructure improvements. The current configuration of class times and compressed schedules appears to be meeting student needs.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Welding Technology Program at NVC aligns in multiple ways with the institutional mission, please note highlights below:

Napa Valley College transforms lives. Whether your goal is to transfer, to pursue a career, or to explore your interests, Napa Valley College provides excellent educational and professional opportunities that are student-centered[1], equity-focused[2], and community-oriented[3].

The wage gain, industry opportunities, apprenticeship outcomes with trade unions, and skills our students gain in the program can be transformative, put people on new career paths, and provide employment and employment advancement. The course is structured to be responsive to student needs and to those of industry partners. The certifications gained in partnership with American Welding Society standards allow portable credentials, recognized in the industry, to help our students advance.

The one full time faculty member has industry contacts and relationships represented on the Advisory Board and graduates that work in the field to help with job placement and advancement.

2. Assessment of Program's Recent Contributions to Institutional Mission:

As cited above, recent (the past two years) contributions to the mission include community partnership with the Napa Valley Grape Growers and Farmworkers, changing class times to meet student needs, continuing the highly successful summer boot camp.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

There was a July 2, 2024 article in the North Bay Business Journal titled "Tradeswomen wanted: how trades organizations introduce North Bay women to hands-on careers" that featured a NVC Welding student and helped promote our collective goals with outreach and sharing.

The program continues to strive toward Goal 4 of the SEM Plan to "increase the retention and persistence rates of all students enrolled in certificate and degree programs" as well as Goal 3 to "increase adult learners (25+ years) enrolled in credit programs."

C. New Objectives/Goals:

- Work on the process to onboard qualified adjunct faculty to support the program and offset the current teaching load of the one full time faculty member.
- Work with facilities, Administrative Services, and partners in Manufacturing on timelines of building renovation.
- Continue alignment with partners and educational/workforce pipelines for ongoing and stable enrollment.
- Increase success and retention rates.

D. Description of Process Used to Ensure "Inclusive Program Review"

The lead writer is the Dean of Career Education and Workforce Development, working directly with the full-time faculty and Program Coordinator of Welding, who sustained a workplace injury and required support and assistance with the Program Review (which delayed this submission). The Dean represent and promotes the program in the community and is well versed in benefits and outcomes of Welding at NVC, our Adult Ed and NVUSD partners' work in this area, and connecting the program to Career Point for dislocated worker training.

Program Review Report Fall 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Welding Technology
Degrees/Certificates	Welding Technology: AS Welding Technology: CoA Welder's Assistant: LC Combination Welding Technician: CoA
Courses	WELD 100
	WELD 101
	WELD 120
	WELD 121
	WELD 150
	WELD 240
	WELD 241

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	143	88	76	-46.9%
Across the Institution	8,181	7,208	6,714	-17.9%
Enrollments				
WELD-100	114	50	44	-61.4%
WELD-101	55	25	33	-40.0%
WELD-120	24	17	18	-25.0%
WELD-121	19	16	16	-15.8%
WELD-150	33	36	26	-21.2%
WELD-240	12	13	11	-8.3%
WELD-241	11	10	11	--
Within the Program	**268**	**167**	**159**	**-40.7%**
Across the Institution	**33,102**	**30,409**	**25,580**	**-22.7%**
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Welding Technology Program decreased by 46.9% over the past three years, while headcount across the institution decreased by 17.9%. Enrollment within the Welding Technology Program decreased by 40.7%, while enrollment across the institution decreased by 22.7%

Enrollment in the following courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Courses with enrollment decreases:

- *WELD-100 (-61.4%)*
- *WELD-101 (-40.0%)*
- *WELD-120 (-25.0%)*
- *WELD-150 (-21.2%)*
- *WELD-121 (-15.8%)*

**Note: While enrollments among concurrent classes are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

Program Reflection:

During this period the Welding program lost one full time instructor due to Covid restrictions instituted by the College. The loss of semester offerings of Weld 100, Weld 101, and Weld 150 accounts for all of the enrollment decreases in the time period listed.

Weld 120 and Weld 121 were already decreasing as there were not as many older individuals needing retraining or upgrade in work skills. We were not and are not doing well with the recruitment of high school graduates into the program as traditional students and are working with partners in the Adult School, NVUSD, and at Career Point to create more “bridges” to the program.

Working toward hiring adjunct faculty will help with the current load of offerings and potentially create new sections of 100, 101, and 150 should demand dictate the need.

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
WELD-100/101	5	33.8	3	25.0	3	25.7	29.2	-24.1%
WELD-120	1	24.0	1	17.0	1	18.0	19.7	-25.0%
WELD-121	1	19.0	1	16.0	1	16.0	17.0	-15.8%
WELD-150	2	16.5	2	18.0	2	13.0	15.8	-21.2%
WELD-240	1	12.0	1	13.0	1	11.0	12.0	-8.3%
WELD-241	1	11.0	1	10.0	1	11.0	10.7	0.0%
Program Average*	11	24.4	9	18.6	9	17.7	20.5	-27.5%
Institutional Average*	1,348	24.6	1,171	25.9	1,105	23.1	24.6	-6.1%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation:

- WELD-100 and WELD-101 are reported as WELD-100

RPIE Analysis: Over the past three years, the Welding Technology Program has claimed an average of 20.5 students per section. The average class size in the program has been lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program decreased by 27.5% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 6.1% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Courses with decreases in average class size:

- *WELD-120 (-25.0%)*
- *WELD-100/101 (-24.1%)*
- *WELD-150 (-21.2%)*
- *WELD-121 (-15.8%)*

Program Reflection:

Class caps are set at 20 students for safety, equipment, and facility reasons. We consistently enroll over cap. So comparing percentages with the college population is skewed at best and not a good indicator of what is happening in the Welding program. The instructor will go over cap to meet student needs and demands and help students advance more quickly through the program.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2019-2020	193	210	91.9%
2020-2021	167	198	84.3%
2021-2022	110	140	78.6%
Three-Year Program Total	470	548	85.8%
Institutional Level	79,507	106,455	74.7%
Productivity*			
	FTES	**FTEF**	**Productivity**
2019-2020	66.8	6.3	10.6
2020-2021	46.6	6.3	7.4
2021-2022	45.1	5.9	7.6
Three-Year Program Total	158.5	18.5	8.6
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Welding Technology Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 85.8% to institution-level rate of 74.7% over the past three years.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).

Productivity ranged from 7.4 to 10.6 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 8.6 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include seven Welding Technology section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

Fill rates tend to follow employment trends in our area. As jobs become available for well-trained welders the classes fill to over capacity until demand is filled. Post-Covid has seen in an increase in enrollments not reflected in the data above.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification	Numeric Change in Employment	Projected Growth (% Change in Positions; 2018 Base Employment	Projected Number of Positions

Description (SOC Code): 51-4121, 51-4122, 51-4191, 51-4193, 51-4199		vs. 2028 Projected Employment)	
Napa County (2018-2028)	-10	-2.6%	400
Bay Area[A] (2018-2028)	-1,220	-3.8%	33,010
California (2018-2028)	+3,400	+7.8%	50,640
Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov) *[A]Bay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).*			

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- *Welders, Cutters, Solderers, and Brazers*
- *Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders*
- *Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic*
- *Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic*
- *Metal Workers and Plastic Workers*

The Economic Development Department projects a decrease in 10 positions for Napa County and a decrease of 1,220 positions for the Bay Area for the Welding Technology Program by 2028 (compared to 2018). This decrease in positions translates into a 2.6% decrease for the industry within Napa County and a 3.8% decrease for the industry within the Bay Area (not including Napa County, 2018-2028). The projections for the state of California reflect a different trend, with an increase in positions reflecting 7.8% growth in the industry (for 2018-2028).

Program Reflection:

Fortunately, we do not train for just Napa county welding businesses. We are training for any area of the region and nation. The welding program teaches to AWS Sence standards which put our students in a position to take welding jobs anywhere in California and in the United States and Canada. We have also had a three year partnership with the Napa Valley Grapegrowers / Farm Workers to train vineyard workers, who utilize this skill in the agricultural and winery manufacturing areas, which represents some 72% of all industry in Napa County.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
WELD-100	98.0%	--	--	92.9%	--	--
WELD-101	99.1%	--	--	93.6%	X	
WELD-120	96.5%		X	91.2%	--	--

WELD-121	100%	X		98.0%	X	
WELD-150	100%	X		***85.9%***		***X***
WELD-240	100%	X		88.2%		X
WELD-241	100%	X		93.8%	X	
Program Level	**98.7%**			**92.1%**		
Institutional Level	90.4%			74.8%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Welding Technology Program was significantly higher than the rate at the institutional level. The retention rates of courses within the program did not differ significantly from the program-level rate. The retention rate for the Welding Technology Program falls in the fourth quartile (Q4) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Welding Technology is among the top 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Welding Technology Program was significantly higher than the rate at the institutional level. The successful course completion rate for WELD-150 was significantly lower than the program-level rate. The successful course completion rate for the Welding Technology Program falls in the fourth quartile (Q4) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Welding Technology is among the top 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (6.6%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Welding Technology Program courses claimed a difference (between retention and successful course completion) that exceeded 10%:

- *WELD-150 (14.1%)*
- *WELD-240 (11.8%)*

Program Reflection:

Students tend to finish the welding program. This is a result of the condensed schedule, the boot camp, and the AWS incentivized certificates that are part of the training, allowing students to see the outcomes of completion. The lower rates for Weld 150 are due to the difficulty of the content of class. Students traditionally do not do well in the difficult curriculum of welding symbols and blueprint reading and interpretation. We have moved to using the AWS curriculum for Weld 150. This has been done to ensure our students are acquiring skills that are at the industry minimum level. We are tracking progress at this time and will continue to adjust delivery

methods to help students be more successful. A benefit of onboarding an adjunct faculty could be to offer a new set of eyes and approaches for students to learn from to mirror learning from multiple voices in industry.

Weld 240 is a difficult skills class. Students must use the skills learned in Weld 120 and 121 to accomplish industry standard welding tasks. Some students leave the program at this point because of the difficulty in applying the skills. Others are leaving for jobs in the welding industry, which represents "positive attrition" as we have helped with wage gain and employment outcomes.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black*	*	87.5%	*	66.6%
Latinx/Hispanic			90.8%	***71.2%***
First Generation			87.2%	***73.9%***
Veteran			93.8%	***72.6%***
19 or less			91.8%	***73.1%***

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*Across the three-year period, there were seven students enrolled in the Welding Technology Program who identified as African American/Black.

RPIE Analysis: This analysis of student equity focuses on the five demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the five groups listed above.

Within the Welding Technology Program, the retention rate among African American/Black students is not reported due to the small sample size (<10 students) within this demographic group over the last three years.

Within the Welding Technology Program, the successful course completion rate among African American/Black students is not reported to the small sample size (<10 students) within this demographic group over the last three years. The successful course completion rates among Latinx/Hispanics, First Generation students, Veterans, and students ages 19 or less were significantly higher than the rates at the institutional level.

These patterns are consistent with the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

The welding program does not actively recruit students from any ethnic or racial group but is working with partners to increase access and representation. Adding the Welding Assistant training to allow Career Point participants could positively impact the areas cited on the RIPE chart. Historically students who enroll stay and are successful in the program and complete and take jobs.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

This section does not apply to the Welding Technology Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2019-2020 and 2021-2022.

C. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
Degrees			
Welding Technology: AS Degree	1	3	1
Institutional: AS Degrees	**408**	**408**	**314**
Average Time to Degree (in Years) +			
Welding Technology: AS Degree	*	*	*
Institutional: AS Degrees	**4**	**3**	**4**
Certificates			
Welding Technology: CoA	7	2	--
Institutional: Certificates of Achievement	**308**	**496**	**360**
Average Time to Certificate (in Years) +			
Welding Technology: CoA	*	*	*
Institutional: Certificates of Achievement	**4**	**4**	**4**

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2019-2020 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2010-2011 or later. Among 2020-2021 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2011-2012 or later.

RPIE Analysis: The number of AS degrees conferred by the Welding Technology Program remained stable between 2019-2020 and 2021-2022. Over the same period, the number of AS degrees conferred by the institution decreased by 23.0%. The Welding Technology Program accounted for 0.2% of the AS degrees conferred in 2019-2020 and 0.3% of those conferred in 2021-2022. For all three years, the average time to degree is not reported due to small cohort sizes.

The number of Certificates of Achievement conferred by the Welding Technology Program decreased by 100% between 2019-2020 and 2021-2022. Over the same

period, the number of Certificates of Achievement conferred by the institution increased by 16.9%. The Welding Technology Program accounted for 2.3% of the Certificates of Achievement conferred in 2019-2020 and 0% of those conferred in 2021-2022. For all three years, the average time to certificate is not reported due to small cohort sizes.

Program Reflection:

There have been institutional challenges with the awarding of local certificates and the capturing of that data that is being worked on currently by OAA. As cited above, the AWS certifications have industry currency and are captured by students with an interest in applying to industry more often than the pursuit of certificates and degrees. A dedicated Career Education counselor would benefit both completion and certificate attainment rates.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		2018-2019	2019-2020	2020-2021	Three-Year Total
Job Placement Rate	60% (75%)	93.8%	71.4%	60.0%	75.6%
Licensure Exam Pass Rate	Licensure exams are not required for this program				

Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 095650) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx);
*Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.

RPIE Analysis: Among Welding Technology Program students, job placement rates have consistently met or exceeded the program-set standard (of 60%). The job placement rate exceeded the stretch goal (of 75%) in one of the past three years.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* & *Academic Year*	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* & Academic Year	No Change
DISC						
DISC						

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates+

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or* *Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

There are currently no curriculum revisions planned. It is validating that the RIPE data shoes placement rates above the set standard as the goal of the program is career advancement and industry recognized skill-sets.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

Program Reflection:

There are opportunities to look at the outcome areas cited above, but a focus has been on training to industry standards and job placement and to help students enter and exit quickly for their career goals.

B. Summary of Learning Outcomes Assessment Findings and Actions

Program Reflection:

This process has been delayed by the exiting of a full-time faculty member, an injury to a full-time faculty member, and the focus on training to student and industry needs. The current format is meeting student and industry training needs.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ○ Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The program is in a place of stability based on this review.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: WELDING TECHNOLOGY

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Program has been supported by Perkins, SWP, and grant funds in addition to Foundation funds for student scholarships.

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review included the following initiatives:

- Program does not have a previous program review.

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- **Viability of training for industry standards**
- **Industry and community partnerships**
- **Success and deployment of training despite losing full time instructor and workplace injury**
- **Visibility in article on Women in the Trades in North Bay Business Journal**
- **Bootcamp alignment with area HS scheduled and Career Point of the North Bay**

B. Recent Improvements

Still waiting on building improvements.

C. Effective Practices

Inclusion of AWS certifications. Professional Development of full time faculty at national conference.

WELDING TECHNOLOGY FALL 2022

Completed by Supervising Administrator:

Doug Marriott

Date:

12/13/2024

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Dedicated full time faculty training to industry standards.
- Schedule that allows for high intensity training in short time periods that lead to employment and advancement.
- Partnerships with industry and community.
- Graduates that promote the program and outcomes.
- Success stories in area publications.

Areas of concern, if any:

Need for additional faculty support
Need for building improvement
Need to address and help students with certificate and degree petitions.

Recommendations for improvement:

Same as area concerns.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	Adjunct
Personnel: Classified	n/a
Personnel: Admin/Confidential	n/a
Instructional Equipment	Program related equipment
Instructional Technology	Ongoing
Facilities	Building has been on renovation list for a number of years
Operating Budget	Supported by SWP
Professional Development/ Training	Ongoing support for PD at national level
Library & Learning Materials	n/a